



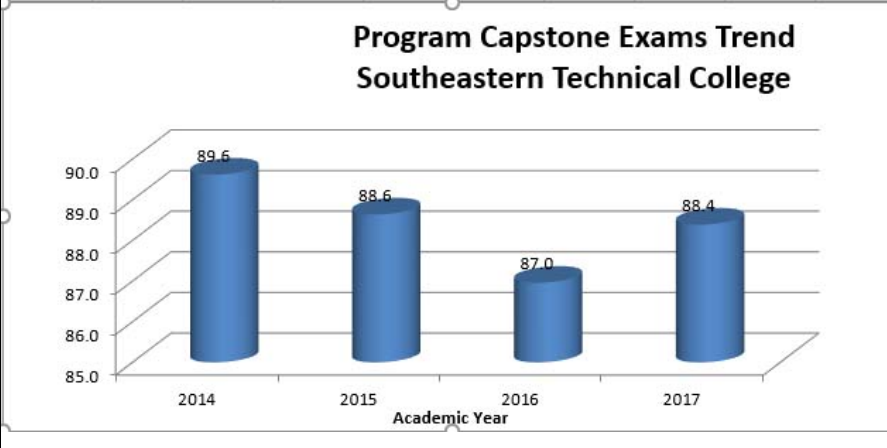




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College Goals Report




Edit Goal	Strategic Goal	Strategic Objective	Desired Results	Assessment Method	Actual Assessment Results / Analysis				Use of Results/Improvement
	1:Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	1.1:Access: Students will have access to a quality education.	2450 Credit Enrollment 1205FTE	KMS Performance Goals & Benchmarks - Scorecard	FY 2017 KMS # TECO119 shows Total Unduplicated Enrollment 2,235 Total FTE 1,128 Analysis With the decrease in enrollment trend occurring across the country, STC's enrollment is holding its own even though the benchmarks were not met. Enrollment decreased -7.65% over the previous fiscal year and the FTE decreased -6.3%.				The VPAA and the program Dean met with each program's faculty to determine the best way to increase enrollment for the next fiscal year. The organization of the curriculum for Automotive was switched around to help students progress through the program faster. It was decided that the Cosmetology program in Swainsboro would begin taking two student cohorts a year. CIS is narrowing down the large number of programs it is offering and is developing a new program to replace some of these. Pharmacy and Electrical Construction will begin heavily recruiting students at the high schools. Business Technology, added a new diploma and degree, Business Healthcare Technology. This new diploma and degree will consist of more TCCs that can be fully completed using an online format, which will hopefully increase enrollment.
	1:Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	1.1:Access: Students will have access to a quality education.	409 High School Enrollment	KMS Report TECO 204 KMS Performance Goals & Benchmarks - Scorecard	FY 2017 - 333 High School Enrollment Analysis: Since more colleges are pushing dual enrollment efforts, our HS enrollment dropped somewhat. The largest enrollment is still at Tattnall County High School. This high school works extremely hard to ensure students obtain this college opportunity.				High School Coordinators will continue to work with appropriate Deans to try to schedule instructors at times available so that we can increase our course offerings to the high schools. Dual enrollment numbers are already higher for Fall 2017 than the previous Fall term.
	1:Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	1.4:Completion: STC will ensure that students graduate from their educational program in a timely manner.	76.9% Graduation Rate Complete College Georgia Degree Production Goal of 573 - 2020 Track 652 - 2025 Track	KMS Graduation Report TEC3111, DC110, DC261 KMS Performance Goals & Benchmarks - Scorecard CCG Reports ATD Reports	FY 2017 Graduation Rate = 81.4% 1,076 Awards Conferred Complete College Georgia - STC - cumulative through 2017 +467 above Goal to Date				All of the programs who are above 80% are being asked to concentrate on keeping students enrolled in the programs utilizing TEAMS and program retention plans. All programs below will be asked to complete corrective action plan to be reviewed by Dean and VPAA.
	2:Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	68.8% Retention Rate	KMS Report TECO200 KMS Performance Goals & Benchmarks - Scorecard	FY 2017 Retention - 67.8%				Concentrated on keeping students enrolled in the programs utilizing TEAMS (an early alert management system) and program retention plans.
	2:Quality Education	2.1:Instruction	80% pass. General	Gen Ed Assessment Report	AY	Participants	Passed	%	Math 5% over benchmark

	2:Quality Education-Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.	Instruction should facilitate student learning and not be limited to traditional classroom models.	General Education Competency Assessments	<p>Gen Ed Assessment Report</p> <p>College level gen ed competency assessment is embedded in courses as shown below.</p> <table><thead><tr><th colspan="3">REQUIRED ASSESSMENT SCORES</th></tr><tr><th>ASSESSMENT</th><th>DIPLOMA, TCC*</th><th>DEGREE</th></tr></thead><tbody><tr><td>Standardized Applied Mathematics Exam</td><td>Score of 70% or higher</td><td>Score of 70% or higher</td></tr><tr><td>ENGL 1010 Final Essay</td><td>Score of 70% or higher</td><td></td></tr><tr><td>ENGL 1101 Final Essay</td><td></td><td>Score of 70% or higher on a standardized rubric</td></tr><tr><td>ENGL 1010 Reading Assessment</td><td>Score of 70% or higher</td><td></td></tr><tr><td>ENGL 2130 Reading Assessment</td><td></td><td>Score of 70% or higher on a standardized rubric</td></tr></tbody></table> <p>TCCs with a Gen Ed component</p> <p>Note: Writing is assessed in the English Essay essays.</p>	REQUIRED ASSESSMENT SCORES			ASSESSMENT	DIPLOMA, TCC*	DEGREE	Standardized Applied Mathematics Exam	Score of 70% or higher	Score of 70% or higher	ENGL 1010 Final Essay	Score of 70% or higher		ENGL 1101 Final Essay		Score of 70% or higher on a standardized rubric	ENGL 1010 Reading Assessment	Score of 70% or higher		ENGL 2130 Reading Assessment		Score of 70% or higher on a standardized rubric	<table><thead><tr><th>AY</th><th>Participants</th><th>Passed</th><th>%</th></tr></thead><tbody><tr><td>2016</td><td></td><td></td><td></td></tr><tr><td>Writing</td><td>485</td><td>348</td><td>72</td></tr><tr><td>Math</td><td>411</td><td>350</td><td>85</td></tr><tr><td>Reading</td><td>331</td><td>288</td><td>87</td></tr></tbody></table> <table><thead><tr><th>AY</th><th>Participants</th><th>Passed</th><th>%</th></tr></thead><tbody><tr><td>2017</td><td></td><td></td><td></td></tr><tr><td>Writing</td><td>462</td><td>333</td><td>72</td></tr><tr><td>Math</td><td>470</td><td>394</td><td>84</td></tr><tr><td>Reading</td><td>347</td><td>297</td><td>86</td></tr></tbody></table> <p>Southeastern Technical revised the Gen Ed Competency Procedure in 2015 and implemented an embedded approach to assess Gen Ed Competencies in Fall Semester of 2015 (201612).</p> <p>As evidenced by the statistics shown in the tables above, the pass rate for the writing competency stayed the same for both academic years.</p> <p>Although the pass rate for both math and reading decreased by 1% over the previous academic year, the benchmark of 80% was exceeded in both math and reading.</p>	AY	Participants	Passed	%	2016				Writing	485	348	72	Math	411	350	85	Reading	331	288	87	AY	Participants	Passed	%	2017				Writing	462	333	72	Math	470	394	84	Reading	347	297	86	<p>Reading 7.5% over the benchmark</p> <p>Math 6% over benchmark</p> <p>Gen Ed Competency exams have proven to be a means to verify that students have achieved the learning outcomes in the General Education course and are competent in their writing, reading, and mathematical abilities as they progress to their program areas and later to the workforce.</p>
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	2:Quality Education-Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	90% average score on Program Exit Exams	<p>Program Exit Exam Score Report</p>	<p>FY 2017 - Total Average Score - 88.39</p> <p>Analysis:</p> <p>Missed the benchmark by 1.61% but the trend data shows the capstone scores to be fairly consistent over the last 4 years.</p> <p>Increased by 1.4 over previous year score.</p> <p>This data represents all programs and is reflective of the quality instruction provided at STC.</p> 	<p>The program capstone/exit exams have proven to be a means of verification or evidence (other than course grades) that the institution is able to back up degrees awarded with a certification that learning goals have been achieved.</p>																																																													
	2:Quality Education-Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	<p>0% of questions missed on ALMA Capstone</p> <p>96.1 avg score on Program Exit Exams for Health Science Programs</p>	<p>QEP Assessment Results - QEP Tracking System</p>	<p>Analysis:</p> <table><thead><tr><th>Capstone Test SLO</th><th>Questions Missed</th><th>Possible Correct</th><th>% of Questions Missed</th></tr></thead><tbody><tr><td>1. Students will convert relevant information into mathematical form to provide solutions.</td><td>107</td><td>445</td><td>24%</td></tr><tr><td>2. Students will interpret mathematical data to solve problems in Health Sciences.</td><td>97</td><td>801</td><td>12%</td></tr><tr><td>3. Students will analyze data to make informed decisions and inferences related to Health Sciences.</td><td>51</td><td>528</td><td>10%</td></tr></tbody></table> <p>15.3% missed overall in the health sciences ALMA capstone</p> <p>88.65 avg score on Health Science programs exit exams</p>	Capstone Test SLO	Questions Missed	Possible Correct	% of Questions Missed	1. Students will convert relevant information into mathematical form to provide solutions.	107	445	24%	2. Students will interpret mathematical data to solve problems in Health Sciences.	97	801	12%	3. Students will analyze data to make informed decisions and inferences related to Health Sciences.	51	528	10%	<p>85% of the questions on the ALMA Capstone exam were answered correctly in FY 2017. This means for all medical program students combined taking their capstone exam averaged 85% correct.</p> <p>The average score on the health science program exit exams was 89 which is notable considering the range of difficulty throughout the 10 medical programs whose students were tested in FY 2017.</p>																																													
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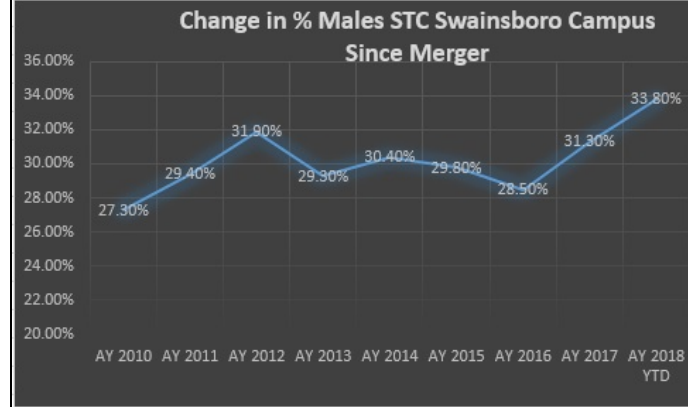


				<div>ASN 97.61</div> <div>CLT 79.0</div> <div>DHY 86.89</div> <div>EMT/Paramedicine 75.43</div> <div>MA 78.30</div> <div>Nurse Aide 91.78</div> <div>PHAR 90.76</div> <div>PHLB 96.17</div> <div>PN 95.94</div> <div>RADT 94.57</div> <div>Analysis:</div> <div>The 0% of questions missed benchmark was not a reasonable mark for this assessment. Although we would like every student to be perfect, they are not; therefore this perfect score should have been revised to a more realistic one. It should also be notes that in FY 2017, more students took the ALMA capstone than all the other years due to diligence in ensuring health program graduates took the capstone ALMA.</div> <div>The benchmark for the capstones should have been set after the scores showed a consistent pattern from year to year.</div>	
2:Quality Education-Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in todays competitive global environment.	2.2:Adult Education: Prepare students to successfully complete the GED (General Educational Development) test with the goal to achieve a higher education credential or enter the workforce in meaningful employment.	<div>1100 Adult Ed NRS Enrollment</div> <div>2a) ABE1 Beginning Literacy - 57%</div> <div>2b) ABE2 Beginning - 54%</div> <div>2c) ABE3 Low Intermediate - 51%</div> <div>2d) ABE4 High Intermediate - 47%</div> <div>2e) ASE1 Low -56%</div> <div>NA</div> <div>2f) ESL1 Beginning Literacy - 52%</div> <div>2g) ESL2 Low Beginning - 58%</div> <div>2h) ESL3 High Beginning - 60%</div> <div>2i) ESL4 Low Intermediate - 57%</div> <div>2j) ESL5 High Intermediate</div>	TCSG Performance Scorecard	<div>858 Adult Ed NRS Enrollment</div> <div>2a) ABE1 Beginning Literacy - 57.1%</div> <div>2b) ABE2 Beginning - 57.9%</div> <div>2c) ABE3 Low Intermediate - 52.4%</div> <div>2d) ABE4 High Intermediate - 53.7%</div> <div>2e) ASE1 Low -56.3%</div> <div>NA</div> <div>ASE2 Level Completions 54.1%</div> <div>2f) ESL1 Beginning Literacy - 52%</div> <div>2g) ESL2 Low Beginning - 58%</div> <div>2h) ESL3 High Beginning - 60%</div> <div>2i) ESL4 Low Intermediate - 57%</div> <div>2j) ESL5 High Intermediate - 50%</div>	Our program continues to build our curriculum around the CCR Standards and Contextualized instruction; we will continue recruitment efforts to enroll the ELL students; and publicize our student success with passing the GED, enrolling in postsecondary and entering the workforce.

			<div>50%</div> <div>2k) ESL6 Advanced - 53%</div> <div>85% Adult Ed - Obtained a HS Diploma/GED</div> <div>GEDs</div> <div>28% Adult Ed Entered Postsecondary Ed</div> <div>42% Adult Ed Entered Employment</div>		<div>2k) ESL6 Advanced - 53%</div> <div>79% Adult Ed - Obtained a HS Diploma/GED</div> <div>600 GEDs</div> <div>24.6% Adult Ed Entered Postsecondary Ed</div> <div>54.1% Adult Ed Entered Employment</div> <div>Analysis: The program provided an effective innovative learning environment through implementation of the College and Career Readiness Standards and Contextualized instruction. The Standards were translated into curriculum and lessons for classroom activities, assignments and formative and summative assessments. The central purpose of this standards based curriculum was to form a stronger link between postsecondary and the workplace. The blending of Contextualizing instruction in our curriculum provided the knowledge and application of skills within the context of the workplace. Program success is documented in our GED graduates, those enrolling in postsecondary and the students entering employment. Despite our success with our ABE learners, our area of concern is in recruiting the English Language Learner (ELL) population.</div>	
	3.Resources- Ensure STC has the resources needed to support learning excellence.	3.1:Financial: STC will develop sustainable funding methods.	\$160,000.00 Funds Raised - Foundation & Grants	Institutional Advancement - Foundation Report	FY 2017 Total Funds Raised by STC Foundation - \$417,154.05	Exceeded funding goal of STC Foundation
				Audit Report		Grants
			No Audit Findings	Increased Efficiency/Decrease in Program Cost per Credit Hour - KMS Application Support - Program Cost Survey Reports for Fiscal Years	Audit For FY17, the college received no audit findings. We increased our rainy day (reserves) by 18.4% from FY16 to FY17.	Submitted Nordson Foundation Grant Impact Report Submitted USDA RBDG Grant for Advanced Diesel Technology Lab \$212,000.00 Submitted Haas Scholarship Grant application for CNC students Submitted Mill Creek Foundation Grant for CNC \$5,000
			Increase Efficiency/Decrease in Program Cost Per Credit Hour		Cost Per Credit Hour Our cost per credit hour decreased from \$439.60 in FY15 to \$435.46 in FY16. We do not have data yet for FY17.	Awarded Grants for Basic CNC Technician TCC USDA grant \$18,300 Nordson Foundation \$50,000.00 1st year & \$25,000 2nd & 3rd year Swainsboro/Emanuel County Development Authority \$50,000 Mill Creek Foundation \$5,000.00 Haas Foundation Scholarship Funding for CNC 4,000 Grant for Safety & Security Cart Mill Creek Foundation \$5,000.00 Administrative Services closely monitored all revenues and expenses to ensure that we continuously operated on a balanced budget. Small decreases in expenses and slight increases in projected

						<p>revenues resulted in an opportunity to add to our rainy day fund.</p> <p>Increased reserves by 18.4% from FY 2016 to FY 2017.</p> <p>Increased efficiency by decreasing program cost 1% over the previous fiscal year.</p> <p>Physical Resources - Facilities</p>
	4:Community and Workforce Development-Ensure that community workforce needs are met through STCs educational programs and economic development efforts.	4.1:Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.	83% Job Placement	KMS TECO108 Placement Rate	<p>Total Placement Rate 98.43%</p> <p>In-Field Placement Rate 82.76%</p>	<p>Career Services Department provided multiple job skills opportunities in the form of career-related workshops with personal interaction and lunch and learns throughout the semester. The department also provided job search assistance with multiple job fairs, mock interviews, employer campus visits and online job board, STC JobLink, which all provided students with direct contact and interaction with local employers. The program faculty contributed by encouraging their students to attend and participate in these events.</p> <p>Program faculty worked closely with Advisory Committees and business and industry contacts to assist graduates in finding employment.</p>
					<p>Analysis:</p> <p>Exceeded goal - workforce development - training people to work is what technical education is all about.</p>	
	4:Community and Workforce Development-Ensure that community workforce needs are met through STCs educational programs and economic development efforts.	4.1:Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.	93 Customized Contract Companies served	Customized Contract Training Reports	68 Customized Contract Training Companies Trained	<p>Division plans to market customized training services to business and industry in various ways. We will also closely monitor need to modify or add new services.</p>
			57,112 Customized Contract Training Contact Hours		47,316 Customized Contract Training Hours	
	4:Community and Workforce Development-Ensure that community workforce needs are met through STCs educational programs and economic development efforts.	4.1:Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.	Skilled program/s identified for Swainsboro Campus	Program approval/s	<p>Basic Computer Numeric Controller TCC - startup on Swainsboro Campus</p> <p>PN to RN Bridge program developed and approved for Swainsboro Campus</p> <p>Expanded Electrical program to Industrial Systems Maintenance</p> <p>Expanded Diesel Technology...</p> <p>It should also be noted that the percentage of males enrolled on the STC Swainsboro Campus has increased due to more emphasis on the industrial programs.</p>	<p>Started Basic Computer Numeric Control Technician TCC on Swainsboro Campus</p> <p>PN to ASN Bridge program began on Swainsboro Campus</p> <p>Developed Industrial Systems curriculum to expand Electrical program on Swainsboro Campus</p> <p>>23% increase in Male enrollment on STC Swainsboro Campus since the merger in FY 2010.</p>

At the time of this writing the percentage of males increased over 23% since AY 2010.



	<p>4:Community and Workforce Development Ensure that community workforce needs are met through STCs educational programs and economic development efforts.</p>	<p>4.2:Economic Development: STC will provide excellence in economic development programs and community services to support existing business/industry and to attract new business/industry to the region.</p>	<p>3125 #served through Continuing Education</p> <hr/> <p>126 Continuing Education courses offered</p>	<p>Continuing Education Reports</p>	<p>3259 individuals participated in continuing education courses.</p> <p>320 continuing education courses were offered</p> <p>STC also offers Ed2Go online courses with a catalog of over 400 course offerings available.</p> <hr/> <p>Analysis:</p> <p>Although the goal was not met, one of the main reasons was the change in the Driver Education program process which resulted in drastic reductions in the number of teen driving students.</p>
					<p>Additional marketing and new courses for next year are the main strategies to be utilized to increase participation in continuing education programs.</p> <p>Received approval for application to offer Continuing Logger Education Classes (12 hours) for Georgia Master Timber Harvester (GA-MTH) Program, Center for Forest Business, The University of Georgia and 8 hours for Georgia Forester Continuing Education.</p> <p>Scheduled FY 2018 CLE courses later in the year. We discovered loggers wait until the last minute for their training.</p> <p>We also condensed some classes. Instead of six 2-hour classes, we plan to offer two 2 hour classes and 2 4-hour classes.</p> <p>We will track the enrollment to see if the response is better in FY 2018.</p> <p>67% increase over previous FY in Forklift training classes on STC Swainsboro Campus</p> <p>29% increase over previous FY in CPR/First Aid training classes on STC Swainsboro Campus</p>