2019 College Goals Report

Strategic Goal	Strategic Objective	Desired Results	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking 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.	**2250 Credit Enrollment** **1150 FTE**	**KMS College Snapshot TEC0185**	**2571 Enrollment** **1188 FTE** **Five year enrollment Trend reveals a 13.4% increase since 2015 with the lowest enrollment occurring in 2017 and a 3.5% increase in FTE since 2015 with 2017 resulting in the lowest FTE as well.** Count is an unduplicated credit student count. FTE is the Full Time Equivalent based on the sum of total credit hours for all students.	**9% increase in enrollment of the previous FY 4.3% increase in FTE over previous FY** **5 Year: 13.4% enrollment increase 4.3% FTE increase**
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.	**700 High School Enrollment**	**KMS Report College Snapshot TEC0185**	**801 HS Enrollment** **HS Enrollment increased 44% over the previous FY.** **The 5 year trend reveals a 171% increase since 2015.**	**44% increase in HS enrollment over FY 2018.** **171% HS enrollment increase over FY 2015.**
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.	**STC compliance with Federal Section 508 Accessibility Laws & WCAG 2.0 AA** **STC's publications will be accessible to all - regardless of disability.**	**Sort Site Report - Automated Evaluation Tool**	The STC website was supposed to be re-designed by a company TCSG has contracted with to re-do the websites of all of the technical colleges. Originally, they were going to create a template so that all of the TCSG college websites looked very similar and you could find the "apply now" button or similar feature in all of the same places on the websites. This idea ran into trouble during the implementation phase, and then TCSG was told they were going to have to bid this project, and the company they were working with did not submit the lowest bid, etc. etc. Then, the plan was revised to work with 4 TCSG colleges this year with STC being one of the 4 and have those websites up and running within a few weeks. The plan was to have our website go from having all of the issues that it currently has to a brand new, completely accessible website.	STC held kickoff meeting with Deans/Directors/VPs to gather information for their web pages as instructed. STC was scheduled to be one of the 4 pilots in the TCSG webpage accessibility project in 2019. This project still has not been implemented.

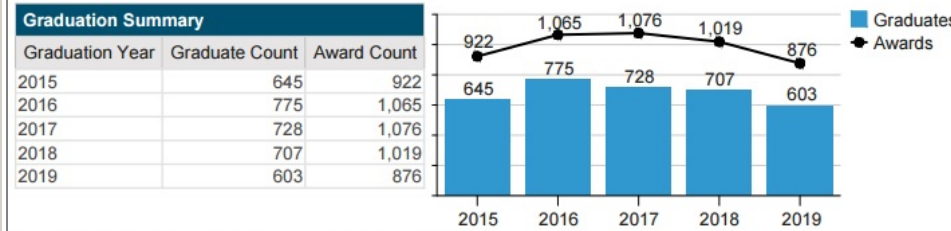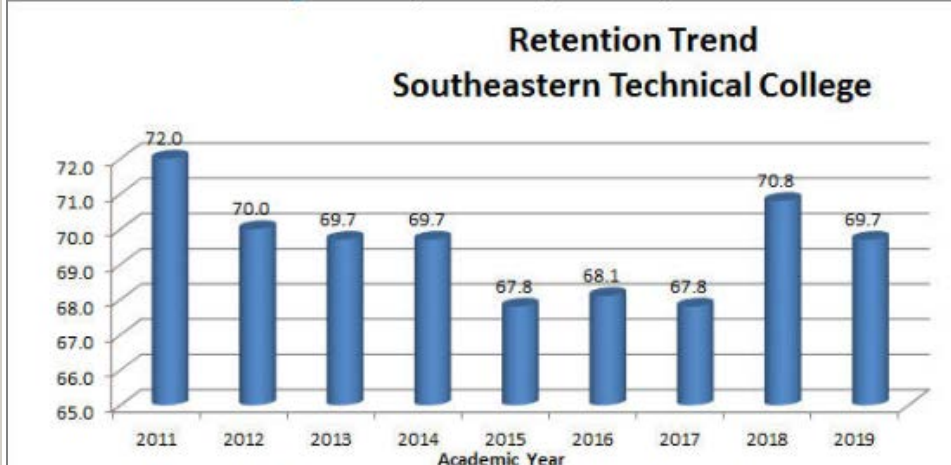|				Unfortunately, this TCSG project has been beset with one problem after another: one - the result is that our website still has all of the issues that it did have with not much improvement. We have been told several times that we are just a few weeks away from getting started in fact, we had our kickoff meeting with Deans/Directors/VPs to gather information for their pages as we were instructed. However, at this point, it is very difficult to get any information from TCSG on this project other than we are told TCSG is still going to pay for the re-design of our webpage.	
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.	**80% Graduation Rate** Complete College Georgia Degree Production Goal of 633 - 2020 Track 530 - 2025 Track	**KMS Graduation Rate Report TEC3111 KMS TES2023 DC110, DC261 KMS Performance Goals & Benchmarks - Scorecard CCG Reports ATD Reports**	KMS TEC3111 80.3% Graduation Rate KMS TES2023 STC had a decrease of 14.7% in unduplicated graduates. STC had a decrease of 14.0% in duplicated awards conferred. **Graduates** *A graduate may receive more than one award in an academic year.*	**Although STC slightly exceeded the benchmark, STC had a decrease of 14.7% in unduplicated graduates and a decrease of 14.0% in duplicated awards conferred over the previous year.**
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.	**70% Retention Rate** Students enrolled in Gateway Math and English will successfully complete > 1/3 of the students enrolled in online Gateway courses will successfully complete.	**KMS Report MEB0199 KMS Performance Goals & Benchmarks - Scorecard Exiters Report by Term for LS Grade Distribution Report**	FY 2019 Retention rate is 69.7%. This is a slight decrease (-1.13%) over the previous year. The 4-year average retention rate is 69.03. Note - FY 2011 differs from the "Retention Rate" performance benchmark because it does NOT include enrollment or graduate records the student may have at other TCSG colleges and it does NOT include the data match with USG. Note: Beginning AY 2018, TCSG's retention rate calculations include data from the National Student Clearinghouse (NSC). Prior to 2018, only TCSG and USG data were available. It should be noted that high school students are not included in Retention Rate calculations by TCSG.	**It should be noted that the retention rate is based on a fall cohort (first-time students full-time or part-time regular admit students) tracked through the following academic year.** **The retention rate has been fairly steady over a four year period.** **Focused on keeping students enrolled in the programs by utilizing TEAMS, an early alert management system.**
2: Quality Education- Facilitate an effective, innovative	**2.1: Instruction:** Instruction should facilitate	**80% pass General Education Competency Assessments**	**Gen Ed Assessment Report**	Gen Ed Results for AY 2019:	**Instructors continually work on instructional techniques that will meet the learning**

learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.	student learning and not be limited to traditional classroom models.			**Competency 1 - The ability to utilize standard written English. 83%** **Competency 2 - The ability to solve practical mathematical problems. 81%** **Competency 3 - The ability to read, analyze and interpret information. 88%** **The writing competency increased from 77% in AY 2018 to 83% in AY 2019, showing a 6% increase for the recent Academic Year. This competency exceeded the 80% benchmark for the first time since implementing the new assessment method.** **Instructors continually work on instructional techniques that will meet the learning style needs of their students, offer tutoring for students who are struggling, and provide detailed feedback on rubrics used to grade assignments so that students can use the feedback for improvement.** **Clearly, the 6% increase indicates that students responded well to the strategies utilized by Instructors.** **The math competency exceeded the 80% benchmark but decreased from 82% in AY 2018 to 81% in AY 2019.** **The reading competency exceeded the 80% benchmark by 8% but showed a slight decrease from 90% in AY 2018 to 88% in AY 2019.**	style needs of their students, offer tutoring for students who are struggling, and provide detailed feedback on rubrics used to grade assignments so that students can use the feedback for improvement. A few years ago the math faculty determined one way to assist students was to adapt a math software program where the students are required to spend a certain amount of time working independently. All of these strategies have helped to maintain or increase the success numbers. Faculty continue to research additional methods to help all of their students master these competencies. Clearly, the 6% increase indicates that students responded well to the strategies utilized by Instructors.
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**	**Program Exit Exam Score Report**	AY 2019 average score was 88.5 Analysis: Program Capstone Exams Trend Southeastern Technical College	As evidenced by the trend diagram, the average program capstone exam score has varied less than 3 points over the last 6 years. STC uses capstone/exit exams/assessments as a means of verification or evidence other than course grades that STC is able to back up degrees awarded with a certification

					that learning goals have been achieved.
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.	Only 2% of questions missed on ALMA Capstone 96.1 avg score on Program Exit Exams for Health Science Programs	QEP Assessment Results - QEP Tracking System	Only one term of the ALMA 1000 was assessed using the online tracking system when the decision was made to further enhance the curriculum; therefore, the assessment no longer aligned with the enhanced curriculum. The grade distribution report of the ALMA 1000 course revealed that 76.1% of the students taking the class successfully completed it. Fall 201912 71.1% Spring 201914 88.2% Summer 201916 69.1%	Although STC's QEP Impact Report was accepted by SACSCOC with no recommendations/suggestions, the decision was made to continue the ALMA 1000 course in a revamped/enhanced format. STC experienced a successful and meaningful Quality Enhancement Plan that has improved learning in the health sciences programs. This excerpt from the QEP Impact Report states it best. The College understands that developing math skills is a natural progression. Learning math is a cumulative process with one skill building upon the next. Therefore, the addition of the ALMA 1000 course to the Health Sciences Programs curriculum is not a waste of time or resources. As a result, ALMA 1000 has become an essential element of the Health Sciences Programs. Quantitative data, student feedback, and personal reflection have convinced the College's faculty and administration that the ALMA 1000 course is worthwhile and effective. The data collected during the QEP

					proves that, supplied with the right tools and sound pedagogical strategies, students can develop the necessary skills to be successful. The College recognizes the importance of planning for the future development and implementation of a similar course in other program areas. Additionally, staff development activities focused on teaching and learning strategies will continue to add value to student learning and achievement of program learning outcomes throughout the College's academic programs.
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.	2.2: 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.	TBD Adult Ed NRS Enrollment ABE1 Beginning Literacy - 59% ABE2 Beginning - 54% ABE3 Low Intermediate - 52% ABE4 High Intermediate - 54% ASE1- 66% ASE2 - 56% ESL1 Beginning Literacy - 60% ESL2 Low Beginning - 62% ESL3 High Beginning - 62% ESL4 Low Intermediate - 61% ESL5 High Intermediate - 56% ESL6 Advanced -	TCSG Performance Scorecard ABE Level 1 - 61% ABE Level 2 - 57% ABE Level 3- 51% ABE Level 4 - 51% ASE level 5- 72% ASE Level 6 - 61% ESL Level 1- 71% ESL Level 2 - 100% ESL Level 4- 100% ESL Level 5- 100%	* All Levels of Measurable Skill were met or exceeded except Levels 3 and 4. The program had 565 GED graduates. 81.25 of those passed their GED 28.7% of our GED graduates transitioned to post-secondary. 67% of our students Retained employment as a result of enrolling Adult Education.	Instructors will receive Professional Development over Measurable skill gain for Level 3-4 students. The PD will focus on Reading and Math. Implementing Integrated Education and Training into our program will allow students to receive short-term stackable certificates of credit while continuing with their GED studies. We feel this will increase our Transition to Post secondary by 3% in FY' 20.

		57% 85% Adult Ed - Obtained a HS Diploma/GED TBD #GEDsTBD% Adult Ed Entered Postsecondary Ed TBD% Adult Ed Entered Employment			
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**	**Foundation The STC Foundation received a total of $756,216 in contributions and grants in 2018.** **Of these funds, over $300,000 have begun to be used to supplement the CNC Program on the Swainsboro Campus, to cover the cost of training equipment and instructor salary. Also included in the total is $150,000 to fund an additional full-time instructor in the ASN Program, which has enabled more students to be enrolled in the program.**	**$300,000 of the funds have begun to be used to supplement the CNC Program on the Swainsboro Campus, to cover the cost of training equipment and instructor salary.**
		%=> TCSG System Change in Funds Raised by College	**TCSG Scorecard**	**Other Foundation funds have been used to purchase instructional equipment and to award student scholarships.**	**Also included in the total is $150,000 to fund an additional full-time instructor in the ASN Program, which has enabled more students to be enrolled in the program.**
		No Audit Findings	**Audit Report**	**Audit - We have desk audits conducted each year by TCSG and then by the Department of Audits, but we do not get a formal, individual college report anymore unless we need one for SACSCOC (FDMR) or we have an A-133 audit.**	
		Increase Efficiency/Decrease in Program Cost Per Credit Hour	**Increased Efficiency/Decrease in Program Cost per Credit Hour -** **KMS Application Support - Program Cost Survey Reports for Fiscal Years**	**Program Cost Survey Our program cost per credit hour did decrease from FY17 to FY18, from 504.61 to 504.46 per CH. FY19 data is not available yet. We will not input that information until January/February 2020.**	**Other Foundation funds have been used to purchase instructional equipment and to award student scholarships.** **Audit STC has desk audits conducted each year by TCSG and then by the Department of Audits, but we do not get a formal, individual college report anymore unless we need one for SACSCOC (FDMR) or we have an A-133 audit.** **Program Cost Not available until February 2020**

4: Community and Workorce Development-Ensure that community workforce needs are met through STC's 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.	98% Job Placement	KMS MEB0199 College Scorecard KMS DC108 Placement Rate KMS DC#165 unduplicated placement rate	KMS TES2023 for AY 2018 graduates 99.1% STC's Overall Placement - TCSG's Overall Placement 99.1% 92.1% STC placed In-Field - TCSG's in-field placement was 88.6%.	STC increased overall placement by almost 1%. STC increased In-Field placement by 1.43%
4: Community and Workorce Development-Ensure that community workforce needs are met through STC's 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.	56 Customized Contract Companies served Customized Contract Training Contact Hours	Economic Development Reports - KMS	74 Customized Contract Training Reports 9,350 Customized Contract Training Contact Hours Customized training and services were provided for a total 12,174 individuals during the year.	Economic Development Division plans to market customized training services to business and industry in various ways. We will also closely monitor for need to modify or add new services.
4: Community and Workorce Development-Ensure that community workforce needs are met through STC's 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	Computer Numeric Control program - attempts were finally successful to hire a qualified full-time instructor in July 2019. The CNC program is scheduled to be fully implemented beginning Fall Semester 2019 (202012).	Full-time CNC instructor was hired. Mr. James Yearty was named the Lead CNC Instructor.

4: Community and Workorce Development-Ensure that community workforce needs are met through STC's educational programs and economic development efforts.	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.	#served through Continuing Education #Continuing Education courses offered	Continuing Education Reports TES0912	3,639 - Trained in CE 3,985 Training Hours in CE	Additional marketing and new courses for next year are the main strategies to increase participation in continuing education programs.