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Academic and Student Support Services Goals Report




Edit	Academic and Student Support Services Unit	Desired Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Career Services	50 students will receive job market info provided by the Career Services Office through the Online Student Career Center.	Google Analytics; Student Career Center Survey	The STC Online Career Center received 441 views this fiscal year. This is a decrease of less than 10% from last year.	The Career Services Department will look into remodeling the Career Center webpage to be more relevant to job seekers and include more publicity opportunities from the PR Department.
	Career Services	95% of the students that participate in the college Work Study program will be able to identify work ethics traits and be able to describe their importance in the work place.	Assessments given to Work Study students at the conclusion of workshops.	100% of all students that participated in the Federal Work Study Program at STC, were able to identify and understand the importance of work ethics in the work place. They were also able to show where they implemented those exact traits while working in the program.	The results showed that these services provided a great asset to students in the Federal Work Study program and the department should continue offering these services which benefit both the students and their future employers.
	Career Services	86% of graduates will obtain employment in their field of study or related field.	Technical College System of Georgia Knowledge Management System (KMS) data	<p>The KMS reports show the "infield" placement was 87% for this fiscal year, which is an increase of 3% from last year.</p> <p>The new system provided by the state deemed unproductive due to its' lack of a job board.</p> <p>The Career Services Office relied more on the online career center to disseminate local job opportunities.</p>	<p>The Career Services Department be continue current events such as career fairs and the online career center to assist graduates.</p> <p>The department will also utilize a new job placement system called Simplicity to help provide connections with recent graduates and local employers. This system will be available</p>
	Career Services	100% of the students will be able to identify needs of companies and employer expectations in their particular field of study.	Employer of the Month Survey; Lunch and Learn Surveys	100% of the attending students were able to identify company needs and expectations after the workshops and other events on campus.	<p>Due to the success of these efforts, the Career Services Department plans a continuation to offer these types of services to the students of STC.</p> <p>The department will continue to try and increase awareness of these services and offer additional services different times to increase availability for students.</p>
	Distance Education	By the end of FY 2016, 100% of Full-Time Faculty who teach online and/or hybrid using Blackboard will successfully complete the Blackboard Essentials Training provided by GVTC staff.	Certificate of Training for Blackboard Essentials course (19 hours)	<p>Out of 23 full-time instructors teaching online during FY 2016, 21 (91%) successfully completed the Blackboard Essentials training course.</p> <p>The two instructors who did not complete the Blackboard Essentials training, did watch various Blackboard webinars and/or received training from POCs or other instructors.</p>	<p>The two instructors who did not complete the Blackboard Essentials training in FY 2016 will complete it by the end of Fall Semester 2017.</p> <p>Blackboard training is ongoing and will be offered as new teachers are hired and as new features are added.</p> <p>Note: One of the two instructors who did not complete the Essentials training in FY 2016 completed the training at the beginning of FY 2017.</p> <p>The other instructor is no longer employed with Southeastern Tech.</p>





				<p>GVTC provides excellent Blackboard webinars and the Internet has excellent training videos as well.</p> <p>Out of the 21 full-time instructors teaching hybrid courses during FY 2016, all 21 (100%) successfully completed the Blackboard Essentials training.</p> <p>Although 100% of online faculty did not complete the Essentials course, 91% completion is respectful.</p>	
				<p>Analysis: 91% and 100% completion of the Essentials course is due to the diligence of the POCs at Southeastern Tech.</p> <p>Many emails were sent to faculty detailing the importance of the training. The POCs spoke about the training and the necessity of it during AA meetings. They worked very hard to help faculty one-on-one and in group settings.</p>	
	Distance Education	100% of faculty teaching online will receive training/professional development that meets their online/hybrid needs during FY 2016.	Question #3 on the Online Faculty Survey	100% of faculty that completed the Online Faculty Survey agreed that they received training and professional development that met their needs during FY2016. Training was provided face-to-face, online, and through webinars. The various methods of training met the different learning styles and time constraints of instructors. For example, instructors who were unable to attend the live webinars were able to view the recordings at a later time since they were recorded by GVTC.	New features and tools that can be used with Blackboard are constantly being created and made known to us. The POCs will work diligently to provide training to faculty that will enable them to use the new tools, etc., to enhance their online courses.
	Distance Education	Southeastern Technical College will have a college wide attrition rate of 10% or lower in online courses for AY 2016.	GVTC Online Attrition Rate Report	<p>In FY 2016, Southeastern Technical College had the second lowest attrition rate (4.6%) for online courses in the TCSG system.</p> <p>Analysis: < 1. Provide Blackboard Training Sessions for students. 2. Online faculty will send welcome emails along with instructions for beginning the course on the first day of the semester. 3. Online faculty will promptly respond to</p>	<p>The overall attrition rate for online courses is very important and will continue to be a goal for the Distance Education department.</p> <p>The Dean over distance education recommended that instructors set individual goals for attrition rates in online courses for next year.</p> <p>Additionally, faculty will be trained on technology such as Collaborate Ultra so they can have live meetings with their students or add recorded lectures/demonstrations to Blackboard courses.</p>


				<p>student emails and phone calls.</p> <p>4. All online master course checklists will receive a satisfactory review.</p> <p>5. Students who register for online courses will be advised of the requirements to be a successful online student.</p> <p>6. Faculty will complete Blackboard training so they will be able to design effective courses.</p> <p><></p>	
	Distance Education	Implement a successful online Blackboard orientation in COLL 1040.	Completion of a Blackboard online orientation in COLL 1040. The % of students passing the orientation assessment.	<p>A Blackboard online orientation was created and placed in COLL 1040. In FY 2016, 864 students completed the Blackboard online orientation and 100% of the students successfully completed the Blackboard assessment at the end of the orientation. Successful completion of the orientation and the assessment demonstrates that students have basic understanding of Blackboard. Since students are supposed to take COLL 1040 their first semester at STC, providing students with an introduction to Blackboard at the beginning of their first semester of college will help them be successful in hybrid, online, and web-enhanced courses that utilize Blackboard as the learning management system.</p>	<p>Since the Blackboard orientation was created and implemented with success in COLL 1040 during FY 2016, a Blackboard Orientation will be created in an organization for FY 2017. The organization will allow any student at Southeastern Tech to self enroll in the orientation at any time and read and view tutorials and videos that will help them be successful in hybrid, online, and web-enhanced courses. Unlike the orientation in COLL 1040 that is no longer available for students to view after completion of the course, the orientation in the organization will always be available. Students who forget how to do basic tasks in Blackboard will always have access to the orientation. The Blackboard orientation will continue to be part of the COLL 1040 class as well.</p>
	Enrollment Services	Students will learn information within the Online New Student Orientation that will enable them to successfully begin college.	Student Perception of Services Survey and the assessment at the end of the Online New Student Orientation	<p>97.03% of students participating the Student Perception of Services survey said that they learned information in the online New Student Orientation that enabled them to successfully begin college. This number is up from 96% from the previous year.</p>	<p>Students indicate, by their responses, that they like the delivery format of the online orientation. Since all New students are required to complete the online orientation prior to registering for classes it is a great place to make students aware of items they may not read about anywhere else. Currently, STC is looking to add more information about Safety and Security, Right to Know information, and PIN #'s to the online orientation for next year.</p>
	Enrollment Services	Students will know the process for requesting and receiving reasonable accommodations at Southeastern Technical College.	On a survey administered to all students in COLL 1040, 80% of students surveyed will answer correctly at least 80% of questions related to accessing disability services.	<p>Of the 72 survey results received (Summer-27 Fall - 45) 74% scored 80 or above on the survey.</p> <p>Summer 2016 89% Fall 2016 64%</p> <p>There was a decrease compared to FY15. Reasons for the decrease may be attributed to the following:</p> <ol style="list-style-type: none"> 1. Retirement of Swainsboro campus special needs coordinator leaving one coordinator providing services college wide. Less face-to-face class presentations and surveying. 2. Changed survey method from paper 	<p>This was the 1st attempt using Kahoot for purposes of gathering data to assess understanding of material presented.</p> <p>Improvement: 100% of the students present completed the assessment.</p> <p>Needs Improvement: There may have been several factors that contributed to a decrease in the number of students answering 80% of the questions correctly. Since Kahoot is more interactive and game-like, a preliminary explanation should be given before introducing Kahoot.</p> <p>Students may also be surveyed before and after the presentation to determine level of improvement. Make every effort to provide face-to-face presentations to all traditional COLL 1040 classes.</p>



				pencil to electronic using Kahoot, a game like student response tool to improve student engagement. Although the students appeared engaged, a higher percentage of students did not meet the 80% success rate.	
	Enrollment Services	90% of individuals using the Admissions Office or individuals utilizing Admissions Office services will rate their satisfaction as good or better as recorded on all satisfaction surveys.	Student Perception of Services Survey (conducted annually)	<p>There are 8 questions on the Student Perception of Services survey that relate to the Admissions Office.</p> <p>When the responses to those questions were totaled, 98.28% of students who responded said that they were satisfied with the service(s) they received.</p> <p>This number is up by more than 1% from AY 15.</p>	<p>The training that the Admissions Office personnel receive on Admissions policies/procedures and customer service enables them to provide up to date and accurate information to prospective and current students while maintain great customer service.</p> <p>The Admissions Office will look to find additional ways to incorporate customer service training to further enhance the experience that students who interact with the Admissions Office receive.</p> <p>Additionally, more Admissions staff may attend peer group meetings and state updates if travel funds are available.</p>
	Enrollment Services	Increase the number of Move On When Ready students from the previous FY	KMS Report # DC204	<p>The number of MOWR students for Academic Year 2015 was 295.</p> <p>The number of MOWR students from Academic Year 2016 was 341.</p> <p>That is an increase of 46 students and a percentage increase of 15.59%.</p>	<p>The 15.59% increase in MOWR students shows that the targeted marketing and recruitment efforts to increase MOWR #s is working.</p> <p>In planning for next Academic Year, STC will increase the marketing and recruitment efforts to attract even more MOWR students.</p> <p>Additional flyers and promotional items will distributed to potential high school students, parents, and high school counselors to promote the MOWR program.</p>
	Enrollment Services	80% of faculty/staff are aware of the support services available to students with disabilities through the Special Needs Office.	Faculty Staff Perception of Services (conducted annually)	<p>Approximately 35% of employees completed the AY 2016 Faculty/Staff survey.</p> <p>Of the 85 who completed the survey, 83 answered question # 13 under the SA section which surveys the awareness of services for students with disabilities.</p> <p>Of the 83 employees who answered #13, 100% agreed with they were aware of services for students with disabilities.</p>	The Special Needs Office met with new employees during New Employee orientation to provide information on services for students with disabilities.
	Financial Aid	Students attending Financial Aid Sessions of COLL 1000 will understand the use the the MySTC Portal and BANNERWeb to retrieve information on Financial Aid Awards, outstanding financial aid requirements and SAP standing.	Student Perception of Services Surveys responses on the availability of Financial Aid information	Student Perception of Services results indicated students felt financial aid information and services were readily available at the rate of 93.07%. There is no baseline for comparison for FY 2016 because the survey was not conducted in 2015.	Staff routinely monitors incoming emails and calls from students. As part of those calls, instructions on the use of BANNERWeb are emailed to students to reinforce the ease of using BANNERWeb as a tool to receive Financial Aid Information.
	Library Services	Expand online resources	faculty feedback on potential purchases	Mometrix received positive feedback. Infobase didn't receive much feedback to warrant purchase.	Purchased Mometrix
	Library Services	Evaluate periodical budget, consider online access when available	Faculty feedback	The faculty agreed not to renew periodicals that were available in GALILEO. Saving the library \$2400.	Reinvested savings to purchase books and databases.
	Library Services	Expand Library hours to Saturday	Library Utilization	Fall 2015 and Spring 2016 semesters had an average of 5 people in Vidalia and 3 in	Over 70% of students, said Friday was a better day for library use. Library hours were moved to Fridays.




				Swainsboro. Survey student asking is Friday is a better day.	
	Library Services	Increase monograph collection by 500 items.	End of FY year report "Activity of Items Added and Deleted by Holdings Code for Location."	Added 187 books through purchasing and donations	Evaluated collection to reflect need of students and faculty. Purchased online databases, e-books, and books as needed.
	Library Services	Manage interlibrary loan system in an accurate and prompt manner.	Positive ratio of lending to borrowing.	12 borrowing 86 lending	Positive ratio borrowing to lending; Review borrowing materials for purchasing for local collection.
	Office of Academic Affairs	Southeastern Tech will have state of the art classrooms, labs, and program equipment	Student Evaluations Advisory Committee Recommendations	<p>Southeastern Tech's instructional labs and equipment have been found to need some updating per TCSG and advisory recommendations.</p> <p>Obsolete funding has been used for the past several years to purchase needed equipment for each program.</p> <p>For the past few years the program faculty are asked to come up with a 'wish list' of equipment. This list is detailed and also prioritized.</p> <p>Additionally, all other equipment needs at the college are spent with these obsolete equipment funds.</p> <p>Computers college wide are replaced with these monies as well as printers and projectors.</p> <p>Over \$102,000 was spent last year using obsolete equipment funds and \$151,000 was spent in 2015.</p> <p>This year, the College has over \$204,000 of obsolete equipment money to spend.</p> <p>Additional monies were also awarded to STC in world class funds. This past year the college was able to secure over \$750,000 of one time funds to upgrade equipment in the welding labs.</p> <p>Next year, the college will receive over \$2,000,000 for upgrades in Commercial Truck Driving and for the new Diesel Technology programs.</p>	<p>The newer equipment has made a lot of difference in the quality of the instruction offered in our programs, especially welding.</p> <p>Welding students are now able to make detailed designs and intricate cuts that was not possible before.</p> <p>With the Lincoln VRTEX 360, the teachers are able to do classroom demonstrations and project on the screen so that everyone can see at the same time.</p> <p>No metal or consumables are involved.</p> <p>Having the Lincoln Torchmate 4 x 4 gives faculty the opportunity to show how plasma arc cutting can be fully automated and the students can program it to cut out different designs.</p>
	Office of Academic Affairs	Offer the Practical Nursing to Associate of Science in Nursing Bridge Program in Swainsboro	Approval of Reports 1, 2, and 3 by the Georgia Board of Nursing	The Nursing Director is currently working with the other ASN faculty to develop the curriculum for the ASN bridge program. br> Additionally, the curriculum is being created for the transition class and the faculty are researching making needed changes to the current ASN courses by incorporating principles from ACEN.	<p>Currently, the plan is to start the ASN Bridge program in May 2017.</p> <p>Once the Georgia Board of Nursing approves the ASN Bridge reports 1,2, and 3, a new program request will be created and submitted to TCSG for approval.</p> <p>Additionally, during the development of the ASN Bridge program, the current ASN courses are being updated to be in compliance with ACEN.</p> <p>These new changes should be in place in time for the 2017 ASN cohort.</p>

				The reports are still being developed for the Georgia Board of Nursing and it is hoped they will be submitted by September 2016.	The ASN Bridge program will already have these changes incorporated before the program begins.
	Office of Academic Affairs	Redesign all learning support courses to increase student knowledge and decrease amount of time spent in remedial courses. Students will successfully complete curriculum modules and complete learning support courses.	Student completion rates for learning support classes withdrawal rate for learning support classes	<p>Beginning Spring 2015, STC began offering some opportunities to students that would allow them to take the needed learning support co-requisite learning support courses with the matching general education gateway math class.</p> <p>The learning support math courses started first allowing students to take the learning support math course as a co-requisite with the diploma gateway math courses.</p> <p>Students have been fairly successful taking both the learning support and gateway courses at the same time.</p> <p>In 2015, only 10 students took this option and completed successfully with an average of 80%.</p> <p>In 2016, fall and spring success rates averaged around 68% but summer numbers dropped to a 36% success rate.</p> <p>English co-requisite courses did not fare as well as no students took the opportunity to take the gateway and learning support courses together thus lengthening their semesters in general education.</p>	<p>The math co-requisite model has been changed some and beginning Spring 2017 we will be requiring all math learning support students who score very low on the entrance test to take MATH 0098, first.</p> <p>This course will be taught in a traditional classroom setting.</p> <p>These students will not be allowed to be enrolled in a co-requisite gateway math course unless they successfully complete MATH 0098.</p> <p>They may enroll in a regular math learning support course and then the matching gateway course upon successful completion of MATH 0098.</p> <p>This will allow the student to focus on learning the basic math skills needed before tackling the MATH 0090 learning support course and gateway math class at the same time.</p> <p>Additionally, Spring 2017 all diploma and degree English learning support students will simultaneously enroll in the gateway English course.</p> <p>This gateway course will be offered either directly before or directly after the English learning support course so that the information in the gateway course can be reinforced in the learning support course.</p> <p>It is hoped this will help the students with any difficulty they are having in the gateway English courses.</p>
	Office of Academic Affairs	Students will be successful in online courses	Withdrawal Report	<p>Student pass rates for online instruction increase to 70.11% in FY 2016 compared to 66.7% the previous year.</p> <p>Additionally, the withdrawal rate dropped from about 9.5% in 2015 to approximately 6.9% in 2016.</p>	<p>In summer of 2015, a recommendation was made by the VPAA and was confirmed by a select group of faculty, staff, and all of EC to no longer withdraw online students for attendance.</p> <p>The students could withdraw themselves but faculty would not withdraw them but would give them zeros for any missed work.</p> <p>Since that decision was made, the number of students successfully passing the online courses has continued to climb and the withdrawal rate has continued to decrease.</p> <p>In 2014, 386 students withdrew from online courses compared to 153 withdrawals in 2016.</p> <p>This change has allowed these students to progress in their academic coursework.</p> <p>In FY 2016, STC led the state with the least number of student withdrawals among all the TCSG colleges.</p>
	Office of Academic Affairs	Gain final approval from the Georgia Board of Nursing to offer the Associate of Science in Nursing Degree	Georgia Board of Nursing Final Report	The Georgia Board of Nursing formally approved the program once 95% of the first time test takers in the	After working with the first cohort of students, the faculty have made needed changes to the curriculum, including the text books. These changes will hopefully allow more of

				first cohort passed the NCLEX state board exam.	the students to be retained.
	Office of Student Affairs	Students will have easy access to an advisor to assist with academic type issues such as scheduling of classes, meet about program issues or questions, and/or set up tutoring sessions.	STC will monitor the number of students using a new online appointment system to schedule a meeting with a program advisor.	<p>This new advising scheduling program does not come with assessment tools that allow us to determine how many students have signed up to use this service.</p> <p>However, all instructors have set up scheduling and most students are using this service.</p>	More students have been able to gain easier access to instructors to sign up for classes for college.
	Office of Student Affairs	STC will make more high school students aware of available opportunities of participating in dual enrollment and ACCEL programs.	KMS and STC reports of high school enrollment.	A review of data indicates that high school enrollment increased from 296 in academic year 2015 to 341 in academic year 2016. This is a 15% increase over the previous year and an 83 percent increase over the previous two years. This increase is due in part to increased recruitment activities associated with our high school initiatives programs.	The results indicate that programs for high school students can be successful if the instructor is prepared and willing to work with high school students. The data indicates the need to continue recruitment for this program and continue to help high schools and parents understand the benefits of participating in dual enrollment/ACCEL programs.
	Office of Student Affairs	Associate degree graduates will have more transfer opportunities available.	New articulation agreements with Valdosta State University and Armstrong State University.	<p>A new articulation agreement was completed with Armstrong State University, however, the Academic Affairs Division has not received approval for a needed change to one of our programs yet.</p> <p>This should occur within the next academic year.</p> <p>The articulation agreement with Valdosta was not completed during the FY 16 academic year.</p>	Once the Academic Affairs Division receives approval for changes, more transfer opportunities will be made available for students.
	Office of Student Affairs	More students will be retained, progress in program, and graduate from Southeastern Technical College.	KMS Reports including State Benchmarking Report	<p>68% of Southeastern Technical College students were retained from one year to the next, giving us the 2nd highest retention rate in TCSG.</p> <p>775 students graduated in AY 2016.</p>	<p>STC implemented the TEAMS program in accordance with TCSG schedule.</p> <p>During AY 2016, the retention coordinator for the Swainsboro Campus retired and we were not allowed to re-fill the position on a full-time basis.</p> <p>After several months, we were given permission to hire a part-time individual. She is in the training process.</p> <p>On the Vidalia Campus, the TEAMS coordinator took a job at another college.</p> <p>STC is in the process of training a new TEAMS coordinator. Both of these personnel changes have contributed to a drop in the number of TEAMS referrals, but our overall retention rate has remained level.</p>
	Quality Enhancement Plan (QEP)	An increase in Health Science program capstone exit exam results will be noted.	Health Science program capstone exit exam results will be utilized as a proxy to measure the change in instructional teaching methods employed in program curriculum. Benchmark 96.1%	<p>AY 2016 Average score of Health Science programs = 90.72</p> <p>AY 2015 Average score of Health Science programs = 88.0</p> <p>AY 2014 Average score of Health Science programs = 90.1</p> <hr/> <p>Analysis:</p>	<p>Program capstone scores improved almost 3 points over the previous year.</p> <p>Incorporated more contextual teaching techniques in program instruction.</p>

				<p>Program capstone scores improved almost 3 points over the previous year. The Health Science programs scored higher than the overall college average score of 88.7.</p> <p>Since the benchmark of 96.1% still has not been met, the college may need to re-evaluate and set a more realistic mark for the program capstones.</p>	
	Quality Enhancement Plan (QEP)	Develop and Implement a Health Science Math Application course to bridge the gap between conceptual understanding and the application of math concepts in Health Science program.	<p>Students will be tested upon entering the ALMA 1000 course with the ALMA 1000 Pre-Test to measure their base knowledge on the ALMA 1000 course concepts and retested upon completion of the ALMA 1000 course with the ALMA 1000 to measure students gain in numerical and mathematical concepts.</p> <p>ALMA 1000 Pre-Test Benchmark 57%</p> <p>ALMA 1000 Post-Test Benchmark 15%</p>	<p>Pre-Test SLO #1. Students will convert relevant information into mathematical form to provide solutions. - 36% (38% AY15)of questions missed.</p> <p>See QEP Yearly Assessment Results of M.E.S.H.</p> <p>SLO # 2. Students will interpret mathematical data to solve problems in Health Sciences. 33% (32% AY15) of questions missed.</p> <p>SLO # 3. Students will analyze data to make informed decisions and inferences related to Health Sciences. 26% (22% AY15)of questions missed.</p> <p>Post-Test SLO # 1. Students will convert relevant information into mathematical form to provide solutions. 20% (19% AY15)of Questions Missed.</p> <p>SLO # 2. Students will interpret mathematical data to solve problems in Health Sciences. 11% (12% AY15)of Questions Missed.</p> <p>SLO # 3. Students will analyze data to make informed decisions and inferences related to Health Sciences. 9% (7% AY15) of Questions Missed.</p> <hr/> <p>Analysis: Results continue to indicate the measure of gain in knowledge during the ALMA course is impacting student learning.</p> <p>The Post-Test percentage of questions missed improved 137.5% over the pre-Test (95 Pre and 40 Post). In FY 2015, the Post-Test percentage increased only 115.7% over the Pre-Test percentage (82 Pre and 38 Post).</p>	<p>Post-Test percentage of questions missed improved 137.5% over the pre-Test (95 Pre and 40 Post).</p> <p>In FY 2015, the Post-Test percentage increased only 115.7% over the Pre-Test percentage (82 Pre and 38 Post).</p>

	Quality Enhancement Plan (QEP)	The curriculum mapping of the QEP Student Learning Outcomes will demonstrate student learning outcome results utilized to aid in improving student learning and determine if new learning activities integrated into the curriculum were successful.	QEP Student Learning Outcomes Program Curricular Map results for each Health Science program's identified curriculum area. Individual Program QEP Curriculum Map Benchmarks Clinical Lab SLO 1 Benchmark 100% SLO 2 Benchmark 98.56% SLO 3 Benchmark 93.5% EMS Professions SLO 1 Benchmark 97.76% SLO 2 Benchmark 97.2% SLO 3 Benchmark 96.1% Medical Assisting SLO 1 Benchmark 94.8% SLO 2 Benchmark 97.3% SLO 3 Benchmark 90% Paramedicine SLO 1 Benchmark 98.4% SLO 2 Benchmark 93.6% SLO 3 Benchmark 94.8% Pharmacy Technology SLO 1 Benchmark 96.3% SLO 2 Benchmark 97.2% SLO 3 Benchmark 98.6% Practical Nursing SLO 1 Benchmark 96.6% SLO 2 Benchmark 89.86% SLO 3 Benchmark 91.14% Radiologic Technology SLO 1 Benchmark 100% SLO 2 Benchmark 100% SLO 3 Benchmark 98.06%		
	Quality Enhancement Plan (QEP)	After implementation of ALMA 1000 course requirement and Faculty Development, an increase in each program ALMA 1000 Capstone Exam results will be noted.	ALMA 1000 Capstone Exam The ALMA 1000 Capstone exam will be administered to all Health Science students in their program capstone course. Benchmark 2%	AY 2016 - 13% (AY 2015 14.88%) of the questions were missed on the ALMA 1000 Capstone Exam. Number of missed questions dropped almost 2 percentage points over the previous year. <hr/> Analysis: Although issues with the online testing system were resolved and more data was collected, there appears to be an issue where a program's students never took the ALMA Capstone exam. QEP Yearly Assessment Results are linked in Assessment Method	Developed a schedule to ensure all health science programs' administer the ALMA Capstone assessment.

	Registrar	Students attending the Registrar's information session of the COLL 1040 class will be able to pull an unofficial transcript, print a class schedule, and register for classes.	COLL 1040 Roster/ Checklist	<p>The registrar's office attended one session of each of the COLL 1040 classes taught each semester.</p> <p>There were 7 classes taught fall of 2015, 5 classes taught spring of 2016, and 5 classes taught summer of 2016.</p> <p>In these sessions, 466 students attended. Students were given a handout explaining how to obtain their information from Banner Web.</p> <p>They also were shown how to pull an unofficial transcript, look up a class schedule, view grades, order an official transcript, probation and suspension status, view grades and schedule an appointment with an advisor.</p> <p>This information was filmed and shown to on-line students as well.</p>	<p>Conducted sessions of COLL 1040 each semester.</p> <p>Students have a better understanding of the information available through Banner Web.</p> <p>They also have a better understanding of procedures in the registrar's office and how it can affect their record.</p> <p>As students gain a better understanding of the Banner Web system and the procedures in the registrar's office, the number of student needing assistant with processes such as transcript ordering, printing schedules, registering on the web, and other processes has declined.</p>
	Registrar	All faculty and staff will demonstrate a basic understanding of the Federal Education Rights and Privacy Act.	<p>Online FERPA Training will be given to all faculty and staff as well as all new employees.</p> <p>FERPA factsheet is available to all employees.</p>	<p>100% of the full-time faculty and staff completed the on-line FERPA training and the quiz associated with it.</p> <p>The results of the quiz were immediately emailed to the registrar.</p> <p>About 50% of the part-time faculty completed the training. FERPA information (training and quiz) are available to all employees through the school's intranet system.</p>	<p>Privacy of student's records as required through the FERPA act is extremely important for our students as well as our school.</p> <p>This on-line training and quiz help everyone understand what information we can legally release.</p> <p>Ongoing training is planned to train all employees on this issue as well as all new employees hired.</p>
	Registrar	85% of individuals using the registrar's office and/or services will rate their satisfaction as good as recorded on satisfaction surveys.	<p>Student Perception Survey</p> <p>Faculty/Staff Perception Survey</p>	<p>On question 17 of the student perception survey, the assistance of the registrar's office as professional had an agreement rating of 100%.</p> <p>A survey was not completed for FY2015 but this figure is up from 98.46% in 2014.</p> <p>On question 18 of the student perception survey, the satisfaction with the registrar's staff and services was rated at 98.80% - up slightly from 98.46% in 2014.</p> <p>On the faculty and staff perception survey on question 28, 98.06% were satisfied with the registration process.</p> <p>This is up from 95% in 2014.</p> <p>On question 32 concerning satisfaction with student records, 96.97% were satisfied which is up from 95.06% in 2014.</p>	<p>Improved satisfaction ratings</p> <p>All of our ratings were above 95% and all were up from 2014 surveys.</p> <p>This was the result of the registrar's office making every effort to improve our services in a friendly, professional manner.</p>

