Academic and Student Support Services Goals Report

Edit	Academic and Student Support Services Unit	Desired Outcome	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
	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 students were able to identify company needs and expectations set forth by local employers in the area after attending several Career Services events throughout the year.	These results showed that students received proper and accurate information related to employer expectations and needs. The various presentations of the information was clearly understood by the attending students.
	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	::::::::KMS reporting showed that the "infield" placement rate for STC was 83% for the past fiscal year, which was 4% lower that last year. The new job board system was rolled out to students during the Spring Semester. The Career Services Department also coordinated a medical career fair which was very well attended by medical students from both campuses.	STC JobLink was an easy system to roll out to all students, and the Career Services Department needed to increase awareness of the system's benefits and resources available to them. The Career Services events coordinated this past year allowed students access to employers and their needs throughout the year.
	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 604 views this fiscal year from STC students looking at job search related information.	The Career Services Department redesigned the presentation of materials on the webpage to be more inviting to the viewer. The department also worked with the PR department to better market and advertise the material and site location. This resulted in a 27% increase in views from the previous year.
	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/semesters.	::::::::100% of the students that participated in the work study program were able to identify work ethics traits and their importance in the workplace. They were also able to show how they implemented those very same traits on the job.	The results showed that these services provided a great asset to the students that participated in the program. Students were able to relate and apply the information they received from those presentations to their work study positions and later their careers.
	Distance Education	Faculty are satisfied with the staff available to support electronically offered programs.	Annual Survey of Online Faculty will demonstrate at least 80% satisfaction rate among faculty.	Thirty four online instructors completed the Online Faculty Survey and 98.12% of the participants are satisfied with the staff available to support electronically offered programs. The goal was met.	The Dean that supervises Distance Learning will communicate with faculty more often concerning the Distance Learning Budget. More hardware and software may be needed in AY18 to meet Web Content Accessibility Guidelines (WCAG 2.0).
	Distance Education	Online faculty will be satisfied with the training available to increase their knowledge and	2017 Annual Survey of Online Faculty--90% satisfaction rate	Thirty four online instructors completed the Online Faculty Survey and 100% of the participants are satisfied with the Blackboard training provided to them during 2017. The goal was met due to the hard work of STC Blackboard Points of Contact and GVTC staff working together to provide training and webinars for instructors. Communication has also played a major role in meeting the goal. The POCs regularly communicate with instructors and are always available to assist them.	Due to the changes in Section 508 of the Rehabilitation Act of 1973, extensive training will be provided in AY 2018

		skills for improving online classes.			to ensure instructors have the knowledge they need to create high quality and accessible courses.
	Distance Education	Southeastern Technical College will have a college wide attrition rate of 8% or lower in online courses for AY 2017.	GVTC Online Attrition Rate Report for AY 2017	In AY 2017, STC had a 4.1% attrition rate. This is the lowest online attrition rate of all 22 technical colleges. The rate was achieved because POCs provided training and support for faculty and students, faculty designed and delivered quality courses, and not withdrawing online students for attendance allowed students to remain enrolled in courses when they may have otherwise been withdrawn.	Attrition is extremely important and a goal of 5% will be set for AY 2018.
	Distance Education	100% of full-time and adjunct faculty teaching online and/or hybrid courses in AY 2017 will complete the necessary training (approved online training through GVTC, webinars, videos, mentor training, training by STC POCs) to receive Blackboard Certification of Training	Certificate of Training issued by GVTC and/or Points of Contact (POCs) at Southeastern Tech	23 out of 23 (100%) full-time faculty teaching online courses during AY 2017 were Blackboard certified. 25 out of 25 (100%) full-time faculty teaching hybrid courses during AY 2017 were Blackboard certified. 6 out of 9 (67%) adjunct teaching online courses during AY 2017 have a Blackboard Certificate of Training on file. 7 out of 10 (70%) adjunct teaching hybrid courses during AY 2017 have a Blackboard Certificate of Training on file. The goal was met for full-time online and hybrid faculty, but was not met for online and hybrid adjunct faculty. Often adjunct faculty are hired right before the semester begins and even though they meet with their mentor for training, it isn't always reported to one of the POCs so that a certificate can be created. It is important to note, however, that adjunct generally use Blackboard courses that were created by their mentor/full-time instructor. More effort needs to be put into tracking the mentor led training so that Blackboard certificates can be issued and placed in the adjunct instructor's credential file.	Blackboard Points of Contact, full-time faculty and Academic Deans will work together to ensure that mentor led training is reported so that a certificate can be issued. Accessibility training will be included in AY 2018.
	Distance Education	Create a Blackboard Orientation within an organization for AY2017.	Number of students successfully completing the Blackboard Orientation assessment.	A Blackboard Orientation Organization was created for AY2017. 276 students participated in the orientation for the year. Fall Semester 201712--111 students participated. Spring 201714--93 students participated. Summer 201716--72 students participated. The results indicate that providing the Blackboard Organization, which is available to all students enrolled in Blackboard, is encouraging participation from a greater number of students. The face-to-face sessions generate minimal participation compared to the organization where students can self-enroll on their own. The link to the Blackboard Orientation is located on the homepage of Blackboard after a student logs in.	Faculty will encourage students to self enroll in the organization throughout AY 2018.
	Enrollment Services	Increase the number of Move On When Ready students from the previous FY	KMS Report # DC204	::::::::With 341 MOWR students in 2016 and only 333 in 2017, there was a difference of 8 students giving us 2.3% decrease for the year.	Losing both Johnson County High School and Robert Toombs Christian Academy accounted for much of the decrease in enrollment. In addition, the counselor at Treutlen County High School left in June 2016 and no one was there to handle MOWR responsibilities. A new counselor was not put in place until mid-August. She was unfamiliar with the MOWR process so numbers were down at Treutlen. Brewton Parker College and East GA College made strong pushes for high school students that they had not recruited previously Finally, there was about a month at STC during which there was no one in the position of High School Initiatives Coordinator. This vacancy added to the decrease in enrollment.
	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)	::::::::The Faculty/Staff Perception of Survey was not renewed for FY17. The survey is administered three years. Information remains consistent with Fy16: Approximately 35% of employees completed the AY2016 Faculty/Staff Survey. Of the 85 who completed the survey, 83 answered questions #13 und the Student Affairs section which survey the awareness of the services for students with disabilities. Of the 83 employees who answered #13, 100% agreed they were aware of services for students with disabilities.	The Special Needs Office met with new employees during New Employee orientation to provide information on services for students with disabilities.
	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.	::::::::Traditional students on the Vidalia campus were given a presentation and asked to play a game to test knowledge retained from the presentation. Of the 121 survey results received (Fall 2016 - 45, Spring 2017 - 46, and Summer 2017 - 30), 78% scored 80% or above on the exercise to test knowledge gained. Although this was a .04% increase from FY16, more work needs to be done to reach the 80% of students reaching 80% on the test of knowledge gained: Fall 2016 - 73%, Spring 2017 67%, Summer 2017 100%. Strategies will be researched and implemented to improve percentage of students retaining information.	other strategies will be explored to improve percentage of student retaining information and scoring 80% or above on quiz to include emphasizing the importance of the answering question correctly in the game, making sure students understand information presented before beginning administering the survey/quiz. Explore opportunities to provide information to all COLL1040 classes to include Swainsboro campus.

	Unit	Objective	Assessment Method	Results	Use of Results
	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)	::::::::The Student Perception of Services survey has 10 statements that relate to the Admissions area of the college. Students are asked to respond with an agree or disagree answer. Students overwhelmingly responded that they agree with the services they are receiving from the Admissions office and its staff. Of the 10 statements, 3 were 100% agreement, 3 were at or above 99% agreement, 3 were at or above 98% agreement and 1 was at 98.75% agreement. Overall, 6 of the percentages were up from the previous year and 4 were at the same level, with one already being at 100% form the previous year.	Over the past academic year a high emphasis was placed on customer service. While STC is relatively small compared to the larger colleges with the TCSG system, we pride ourselves on customer service. I feel that the higher percentages on the Student Perception of Services survey is a direct result of the frequent reminders to the Admissions staff of how important customer service is. While these results are good, I feel that they can be better. If the budget allows, the Admissions staff will attend customer service training to reemphasize its importance as it relates to prospective and current students. Another area that we hope to simplify is the online Admissions application. Within the upcoming academic year a new online admissions application will be rolled out with a feature that will allow students to pay their application fee online. I feel that this will be an improvement over our current system and will be more helpful to the students that are applying to us.
	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, New Student Orientation Survey, and the assessment at the end of the Online New Student Orientation	::::::::According to the Student Perception of Services Survey, 99% of the students responding agreed that they learned information that will enable them to successfully begin college. In addition to this survey, STC also utilizes a New Student Orientation Survey and one of the questions asks students to list 2 items that they learned during New Student Orientation that will help them to begin college. The question is an open ended question so students are allowed to respond with whatever they would like to list. Lastly, there is an assessment at the end of the Online New Student Orientation and students must make an 80% or better on the assessment to be able to register for classes. Students are allowed as many attempts as they need to be able to make the required 80% or better.	The responses on the New Student Orientation Survey allow us to see what we are doing right and what we need to improve on. 99% agree that the Orientation is beneficial in that it helped them to begin college successfully. The last question on the survey asks them to list 2 items that they learned during New Student Orientation that will help them to begin college. STC looks at these responses to see if there is a common theme among the answers. If we notice comments that raise concern we will look at what we can do to address those comments to better serve the students. Since the responses are open ended we feel that we get a more accurate answer from the students. Students are able to access the online orientation from off campus at their convenience. They can also refer back to the orientation anytime they need to if they have a question about something.
	Financial Aid	Students attending Financial Aid Sessions of COLL 1000 will understand the use the the MySTC Portal and	Student Perception of Services Surveys responses on the availability of Financial Aid information	NA::NA::NA::NA::Student Perception of Services Surveys show that students satisfaction with the Financial Aid information and services provided increased from 93.07% in 2016 to 98.02% in 2017. The 2017 rate is the highest percentage in the past eight years. In addition, 96.04% of students reported they were satisfied with the services provided by Financial Aid. This was a increase from 93% the previous year.	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

	BANNERWeb to retrieve information on Financial Aid Awards, outstanding financial aid requirements and SAP standing.			the ease of using BANNERWeb as a tool to receive Financial Aid Information. Information sessions are presented each semester during COLL 1040 classes.
Library Services	**Evaluate periodical budget, consider online access when available**	faculty feedback	:::::::periodicals that are full text in GALILEO were not renewed with faculty approval	Money saved was reinvested in resources.
Library Services	**Expand online resources**	faculty feedback on potential purchases	:::::::Positive reviews for Grammarly by faculty and students.	Renew for FY 2018.
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 157 items to the database	Ordered items for all programs and added additional online resources. Reviewed collection for purchases.
Library Services	**Expand Library hours to Saturday**	Library Utilization	:::::::Poor attendance on both campuses. Less than 5 students attended on any given Friday or Saturday on either campus.	In December 2016: the Executive Council decided not to continue opening the libraries on Friday. Very few students actually use them and it is costing the College additional monies.
Library Services	**Manage interlibrary loan system in an accurate and prompt manner.**	Positive ratio of lending to borrowing.	:::::::14 borrowing; 63 lending	Positive ratio borrowing to lending; Review borrowing materials for purchasing for local collection.
Office of Academic Affairs	**Allied Health students enrolled in a degree, diploma, or certificate will successfully complete their program**	Graduation report by program	AEMT and EMT are at 100% graduation rate; the other programs are as follows - Medical Administrative Technician - 75%, Medical Assisting - 88.9%, Nurse Aide - 97%, and Practical Nursing - 90%.::Clinical Lab, AEMT, EMT, Mammography, Medical Assisting, and Nurse Aide TCC all had 100% graduation rate. The other graduation rates are as follows: EMS Professions - 70%, Medical Administrative Technician - 80%, Nurse Aide - 92.3%, Paramedicine - 86.4%, Pharmacy Tech - 55%, Practical Nursing - 88.5%, Radiologic Technology - 90.5%::::::	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.
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	::::::: Yearly Totals Enrolled Exited Co-req Withdrew English 82 39 15 of 39 31 Math 251 119 61 of 119 13 Reading 82 57 N/A 15 During AY 2017, the enrollment for LS math courses was 251 while LS English and Reading each had an enrollment of 82 making the total enrollment in all courses 415. Of the 415, 215 successfully completed the courses (119 (47%) exited math, 39 (48%) exited English and 57 (70%)exited reading), making the yearly exit rate for Learning Support 52%. Clearly, students were most successful in the Learning Support Reading class while math and English hovered very closely in the high 40% range. In math, 61 (51%) of the 119 who exited were co-requisite students who passed both MATH 0090 and the General Education Math course required for their major in the same semester thus decreasing the time spent in Learning Support math. Of the 82 enrolled in LS English, 37(45%) were co-requisite students. Of the 39 who exited LS English, 15 (38%) were co-requisite students who passed ENGL 0090 and the General Education English class required for their major simultaneously, thus limiting their time in LS English. During the year, 59 students withdrew from Learning Support courses making the withdrawal rate 14%. 86% of the students remained in the classes until their completion. Math had the lowest withdrawal rate (12%), while English and Reading were relatively close with 16% and 18% respectively. While we certainly want to increase exit rates in all LS courses, the biggest challenge facing Learning Support is the English class. It is often difficult to schedule co-req classes at times when students have the most access. Some students work during the day and can only attend night classes. Others work and night and can only attend during the day; some can only come in the morning; others in the afternoon. Due to limited faculty members and the work load policy, STC is not able to offer classes at these various times. Because of this, students have been taking the Core Class under different Instructors who may be moving at a different pace making it difficult for the LS Instructor to be able to plan activities for students.	During Fall Semester, math faculty entered into discussions about LS math and what could be done to improve exit rates for the class. Unanimously, faculty felt that students who scored lower on the Accuplacer exam and who had possibly never been exposed to algebra needed more traditional instruction. The faculty felt that these students would benefit by taking the MATH 0098 Elementary Algebra course in a traditional format. This procedure was put in place during Spring 2017 and will continue. There is currently not enough data to show a trend about how effective this class may be. English faculty will schedule co-req classes so that students have the same Instructor for both the Learning Support class and the General Education Core class. By teaching both classes, the Instructor will be aware of the concepts with which the students are having the most difficulty and can individualize the instruction for that student to work mainly on that area which should help the student master the material more

	Unit	Objective	Assessment Criteria	Results	Use of Results
					quickly. Since the LS students will have the same Instructor and will be studying the same material, the Instructor will be better able to plan activities to help the students master the concept. The Dean and Gen Ed Instructors will communicate to the advisors. the importance of and the potential benefits of Learning Support students having the same Instructor for the co-req classes to the advisors.
	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 reports were accepted by the Georgia Board of Nursing and the ASN Bridge program was approved by the GBON in Spring 2017. The first cohort of the Bridge program, 19 students, was accepted in August 2017.	This first cohort will graduate Summer 2018. The faculty have already identified some changes which need to be made with the organization of the curriculum before the second cohort is accepted. Additional curriculum changes could be made depending on how this first cohort performs on boards next summer/fall.
	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 first cohort of ASN students graduated in December 2015. All students finally sat for the board exam by late spring 2016. Nineteen out of twenty students, or 95%, passed the boards on the first attempt. Once the Georgia Board of Nursing (GBON) received STCs final scores, the GBON contacted STC and set up of a site visit for June 2016. The site visit went well and STC's ASN program was granted final approval at the GBN's August 2016 meeting.	After graduating the first cohort of ASN students, the faculty decided to make needed changes to the curriculum to ensure the program was in compliance with ACEN standards. Additionally, the changes will hopefully help to increase the ASN pass rate to 100%.
	Office of Academic Affairs	All programs will meet or exceed goals for enrollment.	Enrollment Report	:::::::::Five programs, three on the Vidalia campus (Automotive, Pharmacy, and Electrical Construction) and two (CIS and Cosmetology) in Swainsboro, fell below a semester enrollment of 10 program students. All other programs were above the threshold of 10 students.	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.
	Office of Academic Affairs	Southeastern Technical College will meet local workforce needs by becoming a certified	Apprenticeship Certification; Apprenticeship agreements with at least one local company	:::::::::The College has met with TCSG's Apprenticeship Director and with the local DOL representative. STC submitted the necessary paperwork to become an apprenticeship sponsor.	Once the College is approved as an apprenticeship sponsor, the VPED and the President will reach out to local industry to determine their

	apprenticeship sponsor.			workforce needs and to set up meetings between industry and faculty to develop an individualized plan. Currently, the College is working with Crider Foods and Nordson on possible apprenticeship opportunities for each.
Office of Academic Affairs	Faculty will successfully facilitate student learning in a positive educational environment	Student Evaluations Dean Observations	::::::::Unfortunately, the college has not been able to develop a tool to track student evaluations of faculty. Currently, the Deans and VPAA are still utilizing individual evaluations. Overall, most of the faculty have very good student evaluations. A few faculty have had to complete a faculty corrective action plan to address some of the items that are below the 80% threshold on any evaluative questions.	The college will pursue purchasing a faculty evaluation tracking tool that will provide both the faculty and the administration with an instrument to track each faculty member's progress and will reveal any continuing issues. Also, faculty who are continuing to have negative evaluations, are being pushed by the Deans to participate in faculty development that will provide meaningful guidelines and suggestions to improve teaching deficiencies.
Office of Student Affairs	Associate degree graduates will have more transfer opportunities available.	New articulation agreements with Valdosta State University, Armstrong State University, and Georgia Military College	::::::::In the middle of the year, it was announced that Georgia Southern University and Armstrong State University would merge, so the articulation agreement discussions were discontinued with Armstrong. A new articulation agreement was signed with Georgia Military College providing more transfer opportunities for our students. The main person heading the articulation agreements with the Technical College System for Valdosta State University retired, and the discussions on the new articulation agreement have stalled.	As a result of the new agreement with Georgia Military College, STC degree graduates now have the opportunity to articulate into a BAS in Business Management, and a BAS in Supervision and Management.
Office of Student Affairs	More students will be retained, progress in program, and graduate from Southeastern Technical College.	KMS Reports including State Benchmarking Report	::::::::67.8% of Southeastern Technical College students were retained from one year to the next. 81.4% of STC students graduated.	Although the retention and graduation rates are considered "good" for a smaller technical college, retaining and graduating more students is always a goal.
Office of Student Affairs	STC will purchase tools to increase methods of communications with students.	Purchase of program to allow increased communications with students	::::::::STC purchased the Mongoose Communication software program that allows for more direct interaction and communication with students. As a result of this new marketing tool, 2,512 text messages were sent to prospective students and overall enrollment was up for Fall Semester 2017.	STC will continue to use this software program and continue to find ways to more effectively use this tool to communicate with prospective and currently enrolled students.
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.	::::::::As a result of our continued efforts, overall high school enrollment was up by 72% for Fall Semester 2017.	STC will continue to actively promote dual enrollment programs available to high school students.
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%	NA - see Overall Analysis::NA - see Overall Analysis::NA - see Overall Analysis::NA - see Overall Analysis::Average program capstone score - 89.8 For the average exit exam score to be rounded up to an "A"for all health science programs is commendable and speaks highly of the instruction and the product of that instruction. These exams are comprehensive and tough. In addition, STC captured more test scores in FY 2017 than ever before.	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.
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.	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 to measure students gain in numerical and mathematical concepts. ALMA 1000 Pre-Test Benchmark 57% ALMA 1000 Post-Test Benchmark 15%	NA - see Overall Analysis::NA - see Overall Analysis::NA - see Overall Analysis::NA - see Overall Analysis::To see ALMA Results from Baseline Year and each academic year, please see the Assessment Method column for those full reports. Scores drastically improved during the span of the ALMA course. As shown in the results below, FY 2017 ALMA Capstone scores show the most consistent retention of knowledge throughout the span of the programs. To view the complete report, click on FY 2017 ALMA in the	Health Science faculty consider the ALMA course a successful tool for preparing medical students to recognize and apply math concepts in the real world setting.

Assessment Method section.

ALMA 1000 SLOs Only Pre/Post/Capstone Test
(SLOs ONLY)

SLO	Questions Missed	Possible Correct	% of Questions Missed
1. Students will convert relevant information into mathematical form to provide solutions.	1531	4850	32%
2. Students will interpret mathematical data to solve problems in Health Sciences.	1792	8721	21%
3. Students will analyze data to make informed decisions and inferences related to Health Sciences.	1012	5754	18%

ALMA 1000 SLOs Only by Test Type
(SLOs ONLY)

Pre-Test SLO	Questions Missed	Possible Correct	% of Questions Missed
1. Students will convert relevant information into mathematical form to provide solutions.	921	2345	39%
2. Students will interpret mathematical data to solve problems in Health Sciences.	1295	4221	31%
3. Students will analyze data to make informed decisions and inferences related to Health Sciences.	676	2802	24%

Post-Test SLO	Questions Missed	Possible Correct	% of Questions Missed
1. Students will convert relevant information into mathematical form to provide solutions.	503	2060	24%
2. Students will interpret mathematical data to solve problems in Health Sciences.	400	3699	11%
3. Students will analyze data to make informed decisions and inferences related to Health Sciences.	285	2424	12%

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%

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%	NA - see Overall Analysis::NA - see Overall Analysis::NA - see Overall Analysis::NA - see Overall Analysis:: **Capstone Test SLO table:** 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% 15.3% missed overall in the health sciences ALMA capstone 88.65 avg score on Health Science programs exit exams ASN 97.61 CLT 79.0 DHY 86.89 EMT/Paramedicine 75.43 MA 78.30 Nurse Aide 91.78 PHAR 90.76 PHLB 96.17 PN 95.94 RADT 94.57 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. The benchmark for the capstones should have been set after the scores showed a consistent pattern from year to year.	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. 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.
Registrar	Students attending the Registrar's	COLL 1040 Roster/ Checklist	NA::NA::NA::NA::The online FERPA training and the FERPA quiz were completed by 100% of the full-time faculty and staff. The registrars office received email confirmation as soon as an employee completed the training and quiz and kept a record of the results. The majority of the part-time employees also completed their training and quiz with only nine not responding. The training and quiz was made available to all employees through the schools intranet.	FERPA training and the understanding of the law is very

		information session of the COLL 1040 class will be able to pull an unofficial transcript, print a class schedule, and register for classes.			important to our students as well as our institution. FERPA knowledge gained from this training helped our faculty and staff have a better understanding of the protection afforded under the FERPA law and provided information on what items can be released. The registrars office provided this training to all faculty and staff as well as all new employees hired during the year.
Registrar	All faculty and staff will demonstrate a basic understanding of the Federal Education Rights and Privacy Act.	Online FERPA Training will be given to all faculty and staff as well as all new employees. FERPA factsheet is available to all employees.	NA::NA::NA::NA::Seventeen classes of COLL 1040 were taught this fiscal year - six classes in the fall, six classes in the spring and five classes in the summer. The registrars office attended one of each of these sessions and presented information to a total of 437 students. Information pertaining to the registrar's office such as registration, withdrawals, and graduation was presented as well as information on Banner Web and student email accounts. In addition, students were given a handout on how to navigate Banner Web and were shown how to pull an unofficial transcript and view their class schedule. This information has been filmed in the past and was shown to online students as well.		After these sessions, students understood the importance of checking information on Banner Web and were aware of the availability of Banner Web. They also had a better understanding of the procedures of the registrars office and the affect these procedures can have on their record if not followed correctly. This helped decrease the number of students needing assistance with processes such as transcript ordering, printing schedules, registering on the web, withdrawing from classes and other processes.
Registrar	85% of individuals using the registrar's office and/or services will rate their satisfaction as good as recorded on satisfaction surveys.	Student Perception Survey and Faculty/Staff Perception Survey	NA::::NA::NA::Analysis:Question 28 on the student perception survey asked students about their satisfaction with the registration process at Southeastern Tech. The result was 100% satisfaction up from 98.06% in 2016. Question 32 on the student perception survey asked students about their satisfaction with their student records such as grades and transcripts. Again the registrars office received a 100% satisfaction rating up from 96.97% in 2016. The Faculty/Staff Perception Survey was not conducted in 2017.		Registrar's office improved transcript ordering services to students with new Credentials, Inc. Students ordered and paid for transcripts online. Most transcripts were then sent electronically in a shorter period of time. Even though our ratings are 100% for fiscal year 2017, the registrars office will continue to make every effort to improve our services in a friendly and professional manner to all students as well as all faculty and staff.