SPIRIT

User: gware
SPIRIT_2013

College Goals Report

Edit Goal	Strategic Goal	Strategic Objective	Desired Results	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	1:Guarantee student access and the opportunity for success at all levels-Guarantee student access and the opportunity for success at all levels	1.1:Assure the quality of instruction and support services to enhance student learning	69.5% Retention Rate 55% Graduation Rate 1250 FTE 150 High School Enrollment Implement Complete College Georgia Initiative: Increase graduation rate Increase Success in Remedial Education Increase degree production Implement new Learning Support model	Report KMS Data Center Report #DC 198 FY 2013 Performance Funding Measures & Benchmarks Report Complete College Georgia	69.2% Retention Rate 182/263 Missed our mark by .3 Analysis: Although STC did not reach its benchmark, the College rate was 7 points higher than the Technical College System average. STC tied with one other college for the highest retention rate in TCSG. 67.5% Graduation Rate Analysis: STC exceeded its projection by 12.5 points and exceeded the TCSG average by 6.5 points. This increase resulted from efforts to seek out and award embedded certificates. This rate is expected to level out in the next year. 1303 FTE - exceeded projected goal by 53. Analysis: FTE enrollment increased due to availability of loans to assist with the cost of some programs and local foundation sponsorships to cover expenses not paid by HOPE anymore; increased enrollment hours due to change in admission requirement of certain medical programs that now require more classes prior to admission of certain medical programs. 225 High School Enrollment - exceeded projection by 75 students Analysis: Additional classes were offered at high schools and resulted in some increase in HS enrollment. Complete College Georgia plans were submitted and reviewed by TCSG. STC increased the grad rate, degree production, and implemented a new learning support model to help success rate in remedial education.	STC embarked on 3 initiatives to improve student success: the Quality Enhancement Plan, Complete College Georgia, and Achieving the Dream. The QEP, Mathematics Enhancing the Sciences and Health (MESH)was piloted and baseline data was collected. MESH will be fully implemented beginning Fall 2013. STC positioned a full-time Student Success Coordinator to oversee retention efforts. Achieving the Dream teams were set up to facilitate this process: Core Team, Data Team, and Policy Review Team. The College was assigned a Leader Coach and a Data Coach to assist with this initiative.
	1:Guarantee student access and the opportunity for success at all levels-Guarantee student access and the opportunity for success at all levels	1.2:Expand adult education opportunities to improve educational advancement	1800 Adult Ed in NRS (ABE/ASE/ESL) 700 Level Completions in ABE, ASE, and ESL 550 GED graduates 25% GED to Technical College Tranisition Rate Obtain NRS goal for Adult Education to postsecondary transition rate	NRS data Gallis Enrollment Management Report KMS Enrollment Reports	1,431 Adult Ed in NRS (ABE/ASE/ESL) Analysis: Enrollment has been down again this year. The increased costs of the exam may be affecting enrollment. Level Completions: ABE1 - Goal: 40; Actual: 48.5 ABE2 - Goal: 39; Actual: 43.3 ABE3 - Goal: 38; Actual: 45.1 ABE4 - Goal: 34; Actual: 44 ASE1 - Goal: 36; Actual: 42.3 ASE2 - Goal: NA; Actual: 44.7 ESL1 - Goal: NA; Actual: NA ESL2- Goal: 41; Actual: 100 ESL3 - Goal: 43; Actual: 100 ESL4 - Goal: 39; Actual: 0 ESL5 - Goal: 34; Actual: 0 ESL6 - Goal: 28; Actual: NA Total ABE/ASE/ESL 44.4%	83% of the students enrolled, with goal to pass their GED, did so. GED faculty counseled students on setting short and long term realistic goals. Incorporated transition information about the advantages of higher education in today's job market in intake/orientation for new students. Increased the number of students enrolled in distance education by 12%. Secured AT&T GED testing scholarships, EMC

					Analysis: We met our student completion goal for each student level except ESL intermediate and high.	scholarships, College foundation scholarships, Rotary scholarships for GED testing.
					Obtained GED - Goal:67%; Actual: 85%	**Student Affairs collaborated with the adult education transition specialist to provide enrollment material/ financial aid material to day and evening adult education students.**
					Analysis: Federal dollar allocations required a minimum of 67% of adult education students who enrolled with a goal of passing their GED, met their goal. The program exceeded the mandated goal.	
					Entered Postsecondary - Goal: 25%; Actual 8.3%	**Implemented Pearson Vue GED computer-based testing.**
					Analysis: The low percentage is due to the fact everyone who takes and passes a GED is factored into the percentage, not just our students who enroll and set a goal to pass their GED so they can transition into postsecondary; this also includes corrections graduates, who are not in our classes, and many of whom are not going anywhere for a while. If you factor out everyone who was not enrolled in our programs, the percentage is 16%.	**Students were encouraged to set employment goals if that was their reason for enrollment in adult education.**
					Entered Employment - Goal: 26%; Actual: 40.7%	
					Analysis: The employment goal is also a Federal mandated goal. Students set their goal as employment if that is the desired outcome for enrollment. Forty percent of those with an employment goal met their goal.	
	1:Guarantee student access and the opportunity for success at all levels-Guarantee student access and the opportunity for success at all levels	1.3:Expand dual enrollment opportunities and other partnerships with local secondary school systems	2% increase in dual enrollment offerings	Dual Enrollment Report	The number of dual enrollment programs actually dropped by one - Academic Affairs offered 10 programs in FY 2012 and 9 programs in FY 2013. For FY 13, STC was able to offer 9 different dual enrollment programs to our local area high schools. Of the 9 different programs to choose from, we had enough students to begin classes in: Gas Metal ARC Welder, Introduction to Criminal Justice, Nurse Aide, and Wildlife Management Assistant, with some programs being offered at multiple locations. An obstacle that we constantly have with dual enrollment classes is that we need a minimum of 10 students to begin a class at a local high school. This past year we had 3 different high schools that wanted Nurse Aide, yet they did not have enough at each high school for that to happen. We were able to combine the students from these high schools into one class that was offered at the Southeastern Early College and Career Academy. This allowed us to have a Nurse Aide class that would not have made otherwise. Also, we are looking into the possibility of offering a replacement TCC for Nurse Aide one that will be shorter in length so that students can finish it during the high school year and not have to come during Summer Semester.	Restructured a Certified Nurse Aide Dual Enrollment TCC that can be offered at each high school. To be implemented in AY 2014.
	1:Guarantee student access and the opportunity for success at all levels-Guarantee student access and the opportunity for success at all levels	1.4:Expand options and collaborations with business and industry, other post-secondary institutions, and other state agencies	Complete the additions to Southeastern Early College and Career Academy (SECCA) Building	Final inspection	SECCA additions completed and accepted by the College include an indoor firing range, classroom, offices, storage room, rappelling wall and tower, and three large drill pads for the JROTC program housed at the Career Academy. Analysis: Use of the facilities by the JROTC program has significantly improved the quality of instruction. Other agencies such as the local Fire Department, Law Enforcement, and Security Forces from Plant Hatch (nuclear powered electrical generating facility) have requested to use these improved facilities for some of their annual training. Additionally, this upgraded facility will host competitions for JROTC programs throughout the region and the state.	Completed the following additions to the SECCA building: an indoor firing range, classroom, offices, storage room, rappelling wall and tower, and three large drill pads for the JROTC program housed at the Career Academy. Expanded collaborations with local Fire Department, Law Enforcement, and Security Forces from Plant Hatch. The upgraded SECCA facility enables it to host JROTC competitions for JROTC. This expands STC collaborations with other institutions/agencies throughout the region and the state .
	2:Build the local workforce for economic vitality-Build the local workforce for economic vitality	2.1:Provide excellence in economic development and community services to support attracting business /industry and creating/ expanding/ retaining jobs	55 companies trained - Customized Contract Training 30,000 Total Trainee Contact Hours - Customized Contract Training	College Performance Funding Measures & Benchmarks Report	83 companies trained in customized contract training. 38,710 total trainee contact hours in customized contract training Analysis: STC's projected benchmarks were exceeded. Economic Development division worked diligently in the communities to promote these services to business and industry leaders.	Economic Development served 19,117 people through continuing education, conferencing, community medical/emergency training, and contract training. Economic Development generated approximately $283,629 in revenue from the services listed above. Economic Development served the following companies through the Quick Start program: Nordson, Giro Pack, US Pet, Hotset,

	Goal	Objective	Action Plan	Measure	Results	Use of Results
						Chicken of the Sea, Vidalia Valley, and US Energy. Economic Development served 42 companies with contract training. Economic Development provided small business starts to 11 businesses; 23 startup kits were distributed, and 56 small business contacts were made.
	2:Build the local workforce for economic vitality-Build the local workforce for economic vitality	**2.3:Expand credit program offerings to match workforce needs/strategic industries.**	**Obtain SACS approval and start up Associate of Science in Nursing program** **Begin process to start a Physical Therapy program** **Research/assess programs the College needs to start**	**SACS approval**	Submitted addition of ASN as a substantive change to SACS in January 2013. Preliminary results from PT assessment shows 81% of respondents feel there is a lack of qualified PT Assistants.	No response has been received from SACSCOC regarding the ASN. Started research and assessment for PTA degree program.
	3:Improve the visibility, recognized value, and support of Technical Education, Adult Education, and Workforce Training-Improve the visibility, recognized value, and support of Technical Education, Adult Education, and Workforce Training	**3.1:Maintain comprehensive marketing plan**	**Redesigned website** **Rebrand/Market the College**		NEW STC website was rolled out in January 2013. The website had 540, 000+ visitors to the site compared to 237,000 visitors in FY12. There were 201,299 unique visitors with 1,397,366 page views in FY13 compared to 83, 479 unique visitors and 675, 694 page views in FY12. Analysis: The redesigned website has been very successful. PR monitors and conducts a continuous check to ensure the website remains current and accurate. Rebranding efforts included the adoption of Paul the Patriot as the official mascot. Analysis: The purpose of a mascot is to symbolize school and community spirit. They are used to enhance the tradition and emotions of its audience. The "Patriot's" purpose was to vigorously support their county and be prepared to defend it. It is believed that the STC Patriot will present a picture in the minds of prospective students and alumni that will be forever etched in their memory to think of the great learning/successes/experiences at Southeastern Technical College.	STC rolled out a new website to market the College. To help rebrand, the College adopted the Patriot as the official STC mascot. The mascot's nickname is Paul, the Patriot.
	3:Improve the visibility, recognized value, and support of Technical Education, Adult Education, and Workforce Training-Improve the visibility, recognized value, and support of Technical Education, Adult Education, and Workforce Training	**3.2:Maintain SACS/COC and appropriate program accreditations**	**Prepare for September 2012 SACS/COC visit** **Pilot the QEP plan**	**SACS Reports**	Advisory visit by Dr. Sheeley was held in August 2012. Successful On-Site Committee Visit, September 2012 - only 2 recommendations regarding the QEP	QEP Director/team utilized advice from the QEP Lead Evaluator to address the recommendations and revised the plan for implementation. QEP Pilot was conducted in Fall 2012 and Spring 2013.
	3:Improve the visibility, recognized value, and support of Technical Education, Adult Education, and Workforce Training-Improve the visibility, recognized value, and support of Technical Education, Adult Education, and Workforce Training	**3.3:Build private financial support and increase alternative funding sources**	**Increase scope of the Institutional Advancement to include grant writing and an Alumni Group**	**Grants awarded Alumni**	During this calendar year, the Foundation applied for 12 grants and received three of these grants each at $5,000.00 for a total of $15,000.00. A new link was added to the STC website for Alumni to submit their information to begin forming an Alumni Association. Only 5 Alumni have responded so far. Analysis: Building financial support through alternative funding sources is essential for the future of the College. With budgets being cut and expenses soaring, alternative sources must be pursued with vigor. Research shows that one of STC's untapped resources are alumni. Grants are another vital financial resource that STC needs to research further.	Researched grant funding and various techniques for grant submission. EDIA attended Grant Writing Workshops to become better informed about the types, sources and availability of grants. Developed an Alumni Association web link. Promoted the link via technology channels such as email, Facebook, and other venues to Alumni
	4:Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce-Enhance the Colleges organizational	**4.1:Maximize efficiency and effectiveness in the delivery of quality programs and services**	**Transition of Learning Support students into credit programs**	**Results/effects of Learning Support Redesign to retain students and transition them into a program of study**	Redesigned Learning Support Reading was offered Spring 2013. 24 out of 46 returned for the Summer Semester = 52% 21 out of 46 returned for Fall Semester = 46% 6 students who attended summer did not return for fall 3 students who did not attend summer returned in the fall	Redesigned Reading learning support and implemented it in Spring 2013. English and Math learning support redesign developed and scheduled for implementation in 2013 calendar year.

	Goal	Objective	Action	Measure	Results/Analysis	Use of Results
	development in terms of educational delivery, facilities and equipment, and internal workforce					
	4:Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce-Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce	4.2:Implement a comprehensive facilities and capital outlay plan	Readdress gym and other buildings that are falling down - Swainsboro Renovate entrance to Swainsboro Campus to include the roadway, median, circular turnaround, removing parking between Building 2 and circle, install green islands in large parking lot in front of Building 6 Develop and implement plan to get the Health Sciences/Library Building funded Develop plan to renovate Building 2 Begin planning for a new Classroom Building on the Vidalia Campus		Swainsboro - Building 2 renovation scope of work being defined - estimate start construction in FY 15. Capital outlay funding for new Health Sciences Building was approved. Scope of new classroom building/library for Vidalia Campus defined and submitted to TCSG as STC's #1 priority for FY15 capital outlay funding. Analysis: Once the new Health Sciences Building was funded and scheduled for construction, the scope of Building 2 renovations became clear and STC was able to define new space configuration. This information was used to inform the architect during design phase of renovation project. Vidalia Campus is approaching maximum capacity of classroom space and the library has been noted as being the very minimum for a campus of its size. The need for a new classroom/library building has been clearly defined.	Health Science Building was funded and scheduled for construction. Information for renovations projects were improved for designing phase. Identified and defined the need for a new classroom/library building for Vidalia Campus. Submitted #1 priority in FY 2015 Capital Outlay.
	4:Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce-Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce	4.3:Develop and implement plans to assure College safety, security, and business continuity	Schedule/implement safety/security initiatives	Safety and Security Plan Safety/Drill Reports	New security camera system installed and used to resolve incidents. Upgrades to building security systems completed. Deggy system installed and in use on both Vidalia and Swainsboro Campuses. Administered Safety drills on both campuses.	New Security Camera System was installed. Upgraded building security systems. Installed Deggy system on both campuses. Safety Drills implemented.
	4:Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce-Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce	4.4:Maintain innovative, cutting-edge technology and equipment to improve College operations and student learning	Provide the most up-to-date technology and equipment for the training needs of students and for daily operations of the College.	Perception of Services Survey Results	100% are aware that STC provides students with a college email account 97.33% are aware STC provides students with technology to gain access 96.79% are satisfied with the availability of technology 95.53% feel the equipment is adequate to meet the training needs of their program of study this shows a steady increase each year since the 2010 (92.12%)merger Review of the Student Comments on the survey revealed only occasional dissatisfaction with a printer or mannequin, but nothing major except for one comment regarding the nursing program mannequins on the Swainsboro Campus. The administration is aware of this dire need and has submitted this building on the capital outlay request for the past 10 years.	The Allied Health Science building was approved in the states budget. The nursing program will be housed in the new building with all new state of the art equipment tentative opening is set for January 2015.
	4:Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce-Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce	4.5:Expand staff development and leadership training for personnel	Support professional development for internal workforce	Staff Development Plans	Faculty Development Activities were scheduled on a timeline for the QEP. Dr. Mark Taylor presented the NeXt Generation to faculty in May 2013. Due to more budget cuts, travel was limited, but in-house staff development training sessions were provided as scheduled. The in-house staff development days were held for all full-time employees on April 29, May 30, and December 16. These training days, along with webinar and in-house Lunch-N-Learn opportunities provided most employees with their required staff development hours.	As the budget continues to decline, more in-house training opportunities should be provided to employees through possible online training sessions and/or obtaining speakers from other TCSG colleges/central office. In addition, TSCG is working on establishing a system-wide staff development program, which would provide more opportunities and be more cost effective for all involved.
	4:Enhance the Colleges organizational development in terms of educational delivery, facilities and equipment, and internal workforce-Enhance the Colleges organizational development in terms of educational delivery, facilities and	4.6:Improve faculty and staff recruitment and retention and increase the full-time faculty percentage.	Improve recruitment practices	Procedure	All job vacancies were advertised through local media, and positions which were particularly difficult to fill were expanded to some metro area newspapers. In July 2013, STCs Job Center went live, which allowed for positions to be advertised and applications to be completed and submitted online through the STC website.	Because of the expense of printed job advertising, more online avenues have been and will be further pursued. The use of STCs Facebook and/or Twitter accounts to advertise jobs are under consideration since these media may reach a broader audience.

equipment, and internal workforce					