























User: gware
SPIRIT_2014



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 just at 1,000 hits this past fiscal year. This is a decrease from last year's total. The college revamped its website which may have instigated this decline.	The Career Services Department focused its efforts on posting current job market information to the Online Student Career Center for students to view. Google Analytics recorded just at 1,000 hits verifying that the online center is still a method of getting this information to the students. The department will coordinate with the Public Relations Director to see about spotlighting the Career Center on the new website format.
	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.	98% of Work Study participants were able to identify work ethics traits and their importance in today's work place. They were also able to identify examples of where they performed those exact traits in the Work Study Program throughout the semester.	The Career Services Department provided work ethics workshops to stress the importance of proper work ethics to Work Study students in today's work environments. Since 98% were successful, this workshop will continue to be provided to the participants.
	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 attending students were able to identify the needs and expectations of employers in the local area.	The Career Services Department will continue to offer these services to the students of STC, because it allows them to know important items employers focus on regarding current and future employees in their company.
	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	Results show that 83% of students obtained employment in their field of study. By using KMS, internal department and e-Recruiting systems reports, the Career	The Career Services Department will increase efforts to promote the e-Recruiting job search software to current STC students in order to increase the



				Services Department fell short of the 86% goal that was set for the fiscal year.	chances of them using the system upon graduation. The department will increase advertisement efforts for the entire Career Center and the services that are provided to the students, as well as local employers.
	Distance Education	Online faculty will be satisfied with the training available to increase their knowledge and skills for improving online classes.	Annual Survey of Online Faculty--90% satisfaction rate	For FY2014, online faculty were not satisfied with the level of training available. 77/78% Faculty indicated they would like more in-house training offered on a variety of distance education subjects.	For FY15, we will offer online training at least once each semester on both the Vidalia and the Swainsboro campuses. In addition, we will contact GVTC Head Trainer, Annelise Berger, to schedule customized training sessions for both Fall and Spring semester.
	Distance Education	Ensure the learning outcomes of online courses are the same as the traditional offerings of the course.	Instructor Self-Review - Question number two	Online instructors indicated that the learning outcomes of online courses were the same as the traditional offerings of the course. (100%) Online faculty indicated that it was very important to them to ensure this goal continued to be met.	Per faculty indicating the importance of this goal, we will continue to conduct the Instructor Self Review as well as the Online Master Review processes to ensure online and traditional courses meet the same learning outcomes.
	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.	100% of faculty indicated that they were satisfied with the staff available to support electronically offered programs. However, faculty indicated that there is a need to purchase a media server such that online faculty can post their content to a local server.	For FY15, we will purchase a media server (and back up tape) which online faculty can utilize to house their online learning objects, files, media, etc..
	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)	Faculty and staff are meeting with the Disability Coordinator during their orientation process. The Faculty and staff perception of services survey show an increase from 95% to 96% from 2013 to 2014 in awareness of disability services. Information on disability services are also posted on the STC website.	Due to the success of these strategies for awareness of disability services by faculty and staff, we will continue with these strategies in 2015.
	Enrollment Services	80% of students are aware that students with a documented disability, who require special assistance, are provided support services through the Special Needs Office to enable them to attend STC.	Student Perception of Services Survey (conducted annually)	The Disability Coordinators present information to all COLL 1000 students at the beginning of each semester. General information is posted and updated on the STC website. Disability Services is highlighted during New Student Orientation each semester. The	Due to the high percentage of success of the current strategies we are using to ensure that students are aware of services offered to disabled students, we will continue to follow these same strategies for 2015.


				Student Perception of Services for 2013 shows that 99.46 percent of our students are aware of the services offered for disabled students.	
	Enrollment Services	80% 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)	Within the Student Perception of Services Survey there were 9 questions that were directly or indirectly related to the Admissions office and/or the Admissions Office staff. Of the 9 questions no response received lower than a 93.48%. Our goal was to be at or above 80% agreement on all the questions, so we exceeded our goal.	There were 2 questions that received an agreement rate of less than 95%. These questions were the lowest agreement rate of the 9 questions. Even though the agreement rate was still above our 80% goal there is room for improvement in these 2 areas. Question # 17 is concerning career counseling, and Question #33 is concerning New Student Orientation. For Question # 17, a stronger emphasis will be placed in this subject during the New Student Orientation process. For Question # 33, a review of other online new student orientations will be conducted to see what areas/subjects are covered and if they need to be added to the STC orientation process. Another option may be to add a question to the Student Perception of Services Survey that asks, What else would you like to see covered in the Online New Student Orientation?
	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 97%. This was an increase of two percentage points over the previous year.	Financial aid staff continues to add and adjust the information available to students in MySTC and BANNERWeb.
	Financial Aid	Financial Aid staff will be trained and equipped to provide quality service to students.	Student Perception of Services Survey results at 90% or better on the services provided by the Financial Aid staff.	Students reported satisfaction at 96% on the annual Student Perception of Services Surveys. This was an increase of two percentage points over the previous year and well above the benchmark of 90%.	During the year, the calls, questions and/or complaints received in the Financial Aid office are monitored to tailor new communications for students.
	Library Services	Manage interlibrary loan system in an accurate and prompt manner.	Positive ratio of lending to borrowing.	Lending = 113 Borrowing = 94	Review borrowing requests for use in collection development.
	Library Services	Enhance access to nursing and allied health periodicals so that students will be able to identify	Allow nursing and allied health periodicals to be circulated. Measure circulation	The goal was attempted but nursing classes were relocated to the Economic	Circulation statistics for periodicals impractical at this time.



		relevant periodicals in their field.	statistics.	Development Center.	
	Library Services	ACRL Information Literacy Standard 2.3.b [Student] Distinguishes among citations to identify various types of materials.	Measuring LibGuide usage.	Baseline Guideviews, FY14 = 2,903	Establish baseline usage.
	Library Services	Consider redesign of bibliographic instruction for new format COL1000 classes.	Design assignments so that students will be able to demonstrate and apply ACRL Standard 2.3.C, Retrieves a document in print or electronic form.	Although this particular goal had too many challenges--90 students or more in some classes, night classes meeting only once, etc.--thinking about the format did lead to videotaping the lectures for online section of the class.	Online students now can watch the videotaped lecture with PP slides delivered in traditional classes.
	Library Services	Increase monograph collection by 800 items.	End of FY year report "Activity of Items Added and Deleted by Holdings Code for Location."	Increased monograph collection by 728 items.	Compare and consider alternate vendors and vendor discounts.
	Office of Academic Affairs	Allied Health students enrolled in a diploma or certificate will successfully complete their program	Retention report by program; Graduation report by program		
	Office of Academic Affairs	Implement a new attendance policy to reduce attrition	Course completion rates; Withdrawal report by program	The procedure was put into place for Spring semester for the following programs: Accounting, BAT, CIS, Criminal Justice, Business Management, and Marketing Management. In Spring 2013, the receivables for this group of programs was \$33,744. In Spring 2014, using the new pilot attendance procedure, receivables dropped to approximately \$8,130 which is a reduction of approximately \$25,000 in receivables.	The President has appointed a committee to study the ramifications of making this change permanent in the Business programs and throughout the College. The only exceptions will be those programs whose program accreditation requires a specific attendance policy. The Financial Aid Director will sit on this committee to ensure compliance with all federal and state laws. The Registrar and VPs of Administrative Services and Student Affairs will also have an active role on the committee to make sure all issues are addressed.
	Office of Academic Affairs	Offer the Associate Degree of Nursing	Approval of Reports 1, 2, and 3 by the Georgia Board of Nursing	A program Director was hired as well as 2 full time ASN instructors. These faculty developed the curriculum for the program. It was decided that the program would be held where the old Quickstart program was. The former Quickstart building was renovated to meet the ASN program's needs and equipment was purchased. The Georgia Board of Nursing gave approval to Reports 1, 2, & 3. The Board of Nursing Liaison conducted a	Once STC received initial approval from the Georgia Board of Nursing, STC petitioned the State Board of TCSG for final approval. Approval was given at the June meeting of the TCSG State Board. Students were accepted into the program which started on August 18. This student cohort will graduate December 2015 and will sit for the ASN state boards after that. Once 80% of the first class of ASN graduates successfully pass the NCLEX, STC will


				certification visit in May to ensure we had the equipment and space needed to start our first class of ASN students.	receive final approval from the Georgia Board of Nursing.
	Office of Academic Affairs	Adjunct instructors will be knowledgeable of STC's policies and procedures	Instructors will pass quiz at the end of the adjunct faculty online orientation with a perfect score		
	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>In Spring 2013, the new learning support reading curriculum, READ 0090, was rolled out. This course has been extremely successful. 90.7% of the students enrolling in READ 0090 successfully completed and exited the course compared with 64.7% of the students from the previous Spring enrolled in READ 0097 and 0098. In Fall of 2013, the college adopted the new learning support curriculum for ENGL 0090. That semester, 51% of students completed the one course compared to 65% completing ENGL 0097 and 60% of ENGL 0098. Most of the other students went on to complete ENGL 0090 the next semester. The percentages for students exiting the class were still low again for Spring with a 41% exit rate. Interestingly, the exit rate increased significantly during the past summer with a 73.3% exit rate compared with the 62% for the same time the previous summer term under the old curriculum. However, the students scores have improved with the new course each of the semesters. The grade distribution for the old ENGL learning support curriculum for 3 semesters are as follows: As - 8; Bs- 45; Cs -22; Ds - 10. The distribution for the new ENGL 0090 is As- 8; Bs - 69; Cs - 1; Ds- 5. There was a total of 85 students in the old curriculum at 83 taking the new. Overall, the students have scored better and been more successful academically under the new learning support ENGL 0090 curriculum.</p>	

	Office of Student Affairs	Develop a four year Achieving the Dream implementation plan.	The Implementation Plan will be developed with steps and guidelines for: a)implementing strategies, b) evaluating strategies, and c) institutionalizing strategies	An Implementation Plan was developed with priorities, proposed interventions, intervention type, and description of the intervention.	Although this is the first year of the Implementation Plan, results have already been accomplished. Learning Support classes have been further re-designed. All students must now take SmarterMeasure which assesses a students ability to take an online class and results and forwarded to the instructor immediately. DegreeWorks, a tool to help plan advisement and retention, has been implemented.
	Office of Student Affairs	STC will purchase Starfish Retention System that will increase and enhance our College Retention efforts.	Survey of faculty of usefulness of Starfish system Retention rate of students will increase	Prior to purchasing this retention software, the Technical College System of Georgia decided to create its own early alert and retention system, so this software package was not purchased.	The TEAMS, the TCSG early alert and retention system will be implemented in AY 2015.
	Office of Student Affairs	Goal is to provide a comprehensive New Student Orientation program though the development of a new two-phase program. Desire Outcome is that students who participate in the new and revised orientation will demonstrate a basic knowledge of Southeastern Technical College policies and procedures.	The revised Orientation will have a basic quiz at the end of each section. Students must score at least 80% correctly in order to successfully complete the Orientation program. If students do not score at least 80% correctly, they will have to participate in additional orientation.	An online orientation program began this past year, with 453 students completing it for Spring, 455 for Summer, and 559 for Fall. The results indicate that 100% of new, incoming students are participating in the online orientation, giving us a far greater percentage of completers than our traditional orientation. Students must pass a quiz at the end of the orientation with an 80% or greater competency, thereby demonstrating retention of basic knowledge.	The use of the online orientation will aid in the retention of students from semester to semester and increase graduation rates. Since this is the first year of implementation, full data is not yet available.
	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 88.2%	Allied Health Programs Capstone/Exit Exam average score 87.8 Clinical Lab - 89.13 Dental Hygiene - 87.75 EMT/Par - 81.08 Medical Assisting - 78.11 Nurse Aide - 92.38 Pharmacy - 91.10 Phlebotomy specialization - 91.67 PN - 94.82 Radiologic Tech - 90.69 Surgical Tech - 81.25 Analysis: Research revealed the Medical Assisting scores were not scaled scores; therefore,	The benchmark for the Program Capstone Exit Exam was narrowly missed by 0.4 of a percentage point. This outcome results should reflect a greater increase for 2014-2015 when more strategies of the QEP have been implemented throughout the Health Science programs. Therefore, the College will continue to monitor this outcome another year to allow the QEP strategies time to impact program capstone exit exam results.

				the program average is actually much better than it appears in this year's results.	The Medical Assisting capstone exam scores are being converted to scale scores with the assistance of the STC math department.
	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 course with the ALMA 1000 to measure students gain in numerical and mathematical concepts. ALMA 1000 Pre-Test Benchmark 57% ALMA 1000 Post-Test Benchmark 17%	ALMA 1000 Pre-Test - 30.33% ALMA 1000 Post-Test - 13.33% Analysis: As expected, the post-test scores reflect the greatest improvement.	The results is calculated as a negative correlation study to purposely place focus on the amount of incorrect answers that are correlated with an specific QEP SLO. Therefore, the ALMA 1000 Pre-Test results of 30.33% exceeds the benchmark of 57%. The ALMA 1000 Post test results of 13.33% also exceeds the benchmark of 17%. This results suggested that the baseline data sampling may have been too small or other variables affected the calculations for benchmarking. These results may need to be utilized as the baseline data and benchmarks for this assessment recalculated.
	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 95.68% SLO 3 Benchmark 80.5% EMS Professions SLO 1 Benchmark 93.3% SLO 2 Benchmark 91.6% SLO 3 Benchmark 88.3% Medical Assisting SLO 1 Benchmark 84.4% SLO 2 Benchmark 91.9% SLO 3 Benchmark 80% Paramedicine SLO 1 Benchmark 95.2% SLO 2 Benchmark 80.8% SLO 3 Benchmark 84.4% Pharmacy Technology SLO 1 Benchmark 88.9% SLO 2 Benchmark 91.6% SLO 3 Benchmark 95.8% Practical Nursing	Clinical Lab SLO 1 Benchmark 100%/Results 100% SLO 2 Benchmark 95.68%/Results 94% SLO 3 Benchmark 80.5%/Results 56% EMS Professions SLO 1 Benchmark 93.3%/Results 91.6%/Results 88.3%/Results Medical Assisting SLO 1 Benchmark 84.4%/Results 91.9%/Results 80%/Results Paramedicine SLO 1 Benchmark 95.2%/Results 85.3% SLO 2 Benchmark 80.8%/Results 87.5% SLO 3 Benchmark 84.4%/Results 58.3% Pharmacy Technology SLO 1 Benchmark 88.9%/Results 91.7% SLO 2 Benchmark 91.6%/Results 93.1% SLO 3 Benchmark 95.8%/Results 90.8% Practical Nursing SLO 1 Benchmark 89.8% SLO 2 Benchmark	The results for 2013-2014 does not completely reflect program performance post implementation of the QEP strategies. Some program results reflects students who were not required to take the ALMA 1000 course, or programs have not fully implemented active learning instructional methods gained from faculty development sessions, or Khan Academy remediation integration into program courses. However, the results does provide each program with an idea of the areas in their respective curriculum they will need to enhance their instructional methods to produce benchmark results. Clinical Lab SLO 1 Benchmark was met. SLO 2 Benchmark was barely missed by 0.24 of a percentage point. The program faculty has plans to continue to monitor

			<p>SLO 1 Benchmark 89.8%</p> <p>SLO 2 Benchmark 69.58%</p> <p>SLO 3 Benchmark 73.42%</p> <p>Radiologic Technology SLO 1 Benchmark 100%</p> <p>SLO 2 Benchmark 100%</p> <p>SLO 3 Benchmark 94.18%</p>	<p>69.58%</p> <p>SLO 3 Benchmark 73.42%</p> <p>Radiologic Technology SLO 1 Benchmark 100%/Results 91.6%</p> <p>SLO 2 Benchmark 100%/Results 37.5%</p> <p>SLO 3 Benchmark 94.18%/Results 91.6%</p>	<p>this SLO in the curriculum and incorporate more mathematical problems that will promote interpreting mathematical data to solve problems in students.</p> <p>SLO 3 Benchmark was not met.</p> <p>EMS Professions SLO 1 Benchmark 93.3%</p> <p>SLO 2 Benchmark 91.6%</p> <p>SLO 3 Benchmark 88.3%</p> <p>Medical Assisting SLO 1 Benchmark 84.4%</p> <p>SLO 2 Benchmark 91.9%</p> <p>SLO 3 Benchmark 80%</p> <p>Paramedicine SLO 1 Benchmark was not met.</p> <p>SLO 2 Benchmark was met.</p> <p>SLO 3 Benchmark was not met.</p> <p>Pharmacy Technology SLO 1 Benchmark was met.</p> <p>SLO 2 Benchmark was met.</p> <p>SLO 3 Benchmark was not met.</p> <p>Practical Nursing SLO 1 Benchmark 89.8%</p> <p>SLO 2 Benchmark 69.58%</p> <p>SLO 3 Benchmark 73.42%</p> <p>Radiologic Technology SLO 1 Benchmark was not met.</p> <p>SLO 2 Benchmark was not met. The program has decided to monitor this SLO and measurement tool to identify any areas of concern in the program curriculum for this SLO.</p> <p>SLO 3 Benchmark was missed by 0.63 of a percentage point. The program will monitor this outcome and its mapping through the program curriculum.</p>
	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.	<p>ALMA 1000 Capstone Exam</p> <p>The ALMA 1000 Capstone exam will be administered to all Health Science students in their program capstone course.</p> <p>Benchmark 12%</p>	<p>ALMA Capstone Exam results for 2014 - 25% of questions missed</p> <p>Analysis: Although the ALMA capstone benchmark was not met, the college gathered the benchmark data from a small sampling which may have affected the benchmark that was originally established for this outcome assessment.</p>	<p>Some program results reflects students who were not required to take the ALMA 1000 course, or programs that have not fully implemented active learning instructional methods gained from faculty development sessions, or implemented Khan Academy remediation integration into program courses. Therefore,</p>

				<p>The QEP Assessment Team will need to consider reevaluating the previously established benchmarks and possibly utilize 2013-2014 results since the 2013-2014 (FY2014) does not completely reflect results from the QEP strategies. Also, the pre-test percentage was 30%, the post-test was 14% which is quite an improvement for the ALMA course. To have the ALMA Capstone at 25% is not what we wanted for the first year. We had anticipated the most improvement would be during the course so we expected the greatest improvement to be on the post test.</p> <p>Projected ALMA benchmarks will be reviewed and scrutinized to determine any needed changes. In addition, we discovered an error in the database close to the end of the fiscal year which prevented the QEP from capturing all the data. Since the issue has now been resolved, the data should give us more accurate data results. In AY 2014, SLO 1 - 31%; SLO2 - 27%; and SLO 3 - 17% for an overall average of only 25% of questions missed.</p>	<p>results for 2013-2014 does not completely reflect program performance post implementation of the QEP strategies.</p> <p>The College discovered an error in the database and resolved the issue close to the end of the year. Projected ALMA benchmarks will be reviewed and scrutinized to determine any needed changes.</p>
	Registrar	Students attending the Registrar's information session of the COLL 1000 class will be able to pull an unofficial transcript, print a class schedule, and register for classes.	COLL 1000 Roster/ Checklist	Registrar's Office taught one session of each COLL 1000 class each semester. For fall 2013, there were 8 classes; for spring 2014, there were 6 classes; for summer 2014, there were 5 classes. All students in the class were given a handout explaining how to use Banner Web. They were also shown how to pull an unofficial transcript as well as look up a class schedule. In addition, the class was filmed and shown to the on-line student as well.	Students are able to register for classes and pull transcripts. They have more of an understanding about the Banner Web system as well as procedures for the registrar's office which can affect their record. This has reduced the number of students needing assistance with Banner processes.
	Registrar	All faculty and staff will demonstrate a basic understanding	Online FERPA Training will be given to all faculty	100% of the full-time faculty and staff and most of the part-	Completing the on-line FERPA training and quiz gives all a

		of the Federal Education Rights and Privacy Act.	and staff as well as all new employees. FERPA factsheet is available to all employees.	time faculty completed the on-line FERPA training and quiz. Results were immediately emailed to the registrar's office. The FERPA reference form is available to all employees through the Southeastern Tech intranet.	better understanding of the FERPA law. The registrar's office will continue to train all employees on this important issue every year.
	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	Students rated the registration process with a 96% up from 93% last year according to question 28 on the survey. 95% were satisfied with the student records which is a slight decrease from 97% last year. 98% of the faculty and staff thought the registrar's office assistance is provided in a professional manner. This is down from 99% last year. 98% were satisfied with the staff and services and the office - the same as last year.	All rating were at 95% or more even though we had 2 slight decreases from last year. The registrar's office will continually strive to improve the registration process as well as continue to deliver assistance and services in a friendly, professional manner.