






























User: gware
SPIRIT_2015


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 470 views this fiscal year. This is half the views of previous year. And the second year in a row there has been a viewing decrease.	The Career Services Department will look into remodeling the Career Center website to be more appealing to students and work with the PR Department to increase awareness.
	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 participate 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 traits within the work study program.	The results show that these services provide a great asset to the students in the Federal Work Study Program and the department should continue to offer these services as a benefit to both the students of STC and the employers within the service delivery area.
	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 from the KMS reports show that our "Infield Placement" rate was 84% for this fiscal year, which is an increase of 1% from the previous year. However, this still fell short of the 86% goal set forth at the beginning of the year. The department also discontinued using the services of the e-Recruiting software system for a new system sponsored by TCSG.	The Career Services Department feels that due to the increase, it should continue with executing current activities regarding Career Fairs and the Online Career Center to increase employment opportunities for graduates.
	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 and understand the needs and expectations of local employers through the employer spotlights and workshops held on campus.	The Career Services Department will continue to provide these services, but will also see about ways to increase awareness and attendance to these events.
	Distance Education	All POCs and Faculty that teach online and/or hybrid will successfully complete the Blackboard Essentials Training provided by GVTC staff.	Documentation to be provided to both Deans and the IE Director of POCs and Faculty completion.	40 faculty members that teach online and/or hybrid successfully completed the Blackboard Essentials Training. The Essentials Training combined with afternoon training sessions provided by the POCs have helped faculty build at least one Blackboard course as of August 2015. The training has been a success. Faculty has indicated a desire to have future open lab sessions.	An online Essentials Training is now available. Instructors who have not completed the face-to-face training will be encouraged to complete the online Essentials training. Future open lab sessions will be available for FY16.
	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	Instructors completing the Self-Review indicated that the learning outcomes of their online courses were the same as the learning outcomes of their traditional courses. For FY15, 15/15 instructors agreed that the learning outcomes were the same for both.	Self-reviews and IRPs will continue to be used for all new online and hybrid courses. These forms may be modified for Blackboard by January 2016.
	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.	For FY 15, faculty indicated they were satisfied with the staff available to support electronically offered programs.	Staff will continue to be offered in support of electronically offered programs (online, hybrid, and web enhanced courses and programs). Additionally, open lab sessions will be offered in Fy16 where distance education POCs, online faculty, and hybrid faculty will come together to assist each other in improving online courses and programs.
	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 Fy15, online faculty indicated they were satisfied with the training available to increase their knowledge and skills to improve their online classes and programs. Faculty indicated a need for further and future training as the college	The Distance Education coordinators will offer additional training, open lab sessions, online resources, and other training opportunities on ANGEL, Blackboard, distance education, and academic theories.


				moves to the new Blackboard Learning Management System.	
	Distance Education	Make proctoring exams available on both campuses (Vidalia and Swainsboro).	Group of online students met with Achieving the Dream coaches to discuss their experiences with online learning. Instructors will list the day and times they will offer the proctored event on their syllabi - indicating attendance on both campuses.	For FY15, proctoring was added to BOTH campuses for each and every online course. Instructors on the Vidalia campus added an additional section of proctoring on the Swainsboro campus and Swainsboro instructors added an additional section of proctoring on the Vidalia campus. Students indicated (on course evaluations and in an interview with Achieving the Dream coaches) that the second offering of proctoring (for both Vidalia and Swainsboro) was beneficial.	Students indicated that this addition was helpful and it was been decided to continue to offer proctoring for each online course on both campuses. Multiple students indicated difficulty in traveling to the further campus so this practice will continue as it assists students.
	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)	There are six questions on the Student Perception of Services Survey that relate directly to the Admissions Office and/or the services it provides. The results of those survey questions show that 95% of students agree that the Admissions staff provides applicants with appropriate information about programs and entrance requirements. 94% of students were aware that career counseling services and/or referrals are available to them. That is up one percent from the previous year. 97% of students agreed that they were given adequate information about the admissions exam and how the results were going to be used. That is up one percent from the previous year. 99% of students agreed that the admissions exam was scheduled at a convenient time. Those results were up by 2 percentage points from the previous year. 99% of students agreed that the admissions exam was given in a comfortable setting, free from distractions, and with sufficient workspace. Again, those results were up by one percentage point from the previous year. Lastly, 99% of students agreed that the placement exam results were provided to them in a timely manner, and understood how the results of the test would be used to determine program placement. Those results were also up by one percentage point from the previous year.	The results show that an overwhelming majority of students are satisfied with the Admissions Office and/or the services they provide. The average agreement rate among the 6 questions pertaining to the Admissions Office was 97.1%. We exceeded our goal of 90%, but will look to increase the numbers even more for FY 16. The Admissions Office staff will try to find and attend Customer Service Training and also attend all internal meetings as well as scheduling and attending external staff development training that pertains to their job duties in Admissions.
	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 1000, 80% of students surveyed will answer correctly at least 80% of questions related to accessing disability services.	121 students on the Vidalia campus, 29 students on the Swainsboro campus and 7 online students completed the Special Needs Disability Services Survey during the 2015 Fall semester. Of the 157 students who completed the assessment during Fall Semester, 138 students or 88% scored 80% or above on the Special Needs Disability Services Survey.	Results will be used to improve information presented to students regarding accessing services.
	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)	Of the 74 employees who completed the Faculty/Staff Perception of Services Survey, 96% were aware of the services available for students with disabilities through the Special Needs Office.	Continue to provide information to faculty and staff regarding services available to students with disabilities.
	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	During AY 15 there were approximately 1,168 students who completed the Online New Student Orientation. The orientation consists of the following areas: Admissions, Registration, Financial Aid, Student Support Services, Campus Safety and Security, Business Office, E-Learning, Student E-mail Accounts, and the Technical Education Guarantee. At the end of the orientation is an assessment that consists of 20 multiple choice questions. Students must make an 80% or better on the assessment to be able to register for classes. By requiring an 80% or better, students must correctly answer 16 out of 20 questions to prove they have	According to the assessment results it is evident that students prefer the shift from an on campus orientation to an online orientation. We will also research more ways to incorporate items such as surveys to be completed online. As college policies and procedures change we will update the online orientation to make sure students stay current on all the changes.

				<p>learned the material that was covered in the orientation.-----</p> <p>----- There are two questions on the Student Perception of Services that deal directly with the New Student Orientation process. One question asks students to rate their satisfaction with the New Student Orientation process. The results from AY 15 show that 99% are satisfied with the process. This percentage is up from 97% the previous year. A second question asks: As a result of participating in New Student Orientation, I learned information that enabled me to successfully begin College. Ninety six percent (96%) agreed with this question. That percentage is up from 94% the previous year.</p>	
	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	The college did not administer the Student Perception of Services Survey for 2015. Instead the Community College Survey of Student Engagement was administered. CCSSE does not include specific questions on Financial Aid; therefore, no assessment data was available.	Not applicable FY 2015. The survey was not administered. The next survey will be conducted in AY 2016.
	Library Services	Manage interlibrary loan system in an accurate and prompt manner.	Positive ratio of lending to borrowing.	Lending = 91 Borrow = 91	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 relevant periodicals in their field.	Allow nursing and allied health periodicals to be circulated. Measure circulation statistics.	Magazines were unable to be circulated since nursing program was relocated to the Allied Health Annex West.	Circulation statistics for periodicals are not possible at this time.
	Library Services	ACRL Information Literacy Standard 2.3.b [Student] Distinguishes among citations to identify various types of materials.	Measuring LibGuide usage.	During FY 2015, LibGuides were accessed 2,587 times. This is a decrease from the previous year of 2,903.	FY 14 usage also reflects building content within LibGuides, therefore does not reflect accurate 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 in some classes and having only one session with the students. Reviewing the format led to posting the lecture portion online.	Online students now can watch the lecture with PowerPoint slides delivered in the traditional class.
	Library Services	Increase monograph collection by 800 items.	End of FY year report "Activity of Items Added and Deleted by Holdings Code for Location."	345 items were added	compare and consider alternate vendors and vendor discounts Also purchased 60,000+ eBook collection
	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	All of the learning support courses have now been redesigned. Additionally, the decision was made in Spring 2015 to allow students who tested within a certain range to go ahead and enroll in the gateway gen ed course along with the matching learning support course. This plan was very successful with 67% of degree MATH 1111 students who were enrolled in the co-requisite model passing both courses in the same semester. The pass rate was even higher with 75% of degree MATH 1012 students enrolled in both this class and the learning support class passing both courses in the same semester. This is greatly reducing the amount of time students are enrolled in learning support and gen ed courses. The summer models reveal even more success with 100% of diploma students and 83% of degree students enrolled in the MATH co-requisite model passing both courses at the same time.	Due to the success of the co-requisite model, the Academic Affairs administration is considering getting rid of the range and allowing students to enroll in both the learning support course and the matching gateway course at the same time for next year.
	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 and faculty were hired and the curriculum was developed. Equipment and supplies were purchased and the first cohort of students were admitted into the program. The program was approved by the Georgia Board of Nursing but final approval will not be given until the first class graduates in December 2015 and 80% of them pass the NCLEX nursing boards.	The second cohort will begin in August 2015. Continue to work with the first cohort to help ensure their success in the program and on the NCLEX exam. Once 80% of the first class graduates and passes the NCLEX, the Georgia Board of Nursing will be notified and come for a final visit and hopefully give the college final approval to offer this Associate of Nursing program.

	Office of Academic Affairs	Online students will successfully complete online coursework	Increase in successful completion in online courses	Beginning Spring 2015, proctored exams were offered on both campuses; not just the home campus of the instructor of record. Also, the online faculty leadership along with the VPAA and Dean, recommended that no online assignments are due on the weekends but instead will be due on Monday, Tuesday or Wednesday. This will provide students will the opportunity to talk to their professors about any concerns they have before an assignment is due. The students have complained in the past that the faculty are not accessible to them during the weekend. Based on these changes the successful completion rates increased from 64.4% for Fall to 66.3% for Spring.	Work needs to be continued on this objective. The VPAA and Dean have asked all faculty, including online faculty, to begin to publish syllabi and lesson plans weeks before the next term begins. This will allow the students to gauge their work and family commitments with their academic responsibilities to ensure enough time is available to them to be successful in their coursework. Students complained to Achieving the Dream committee about not having access to a computer lab on the weekends. The AA administration will develop a solution to address this concern.
	Office of Student Affairs	25% of the students who participate in the new Haven training program on sexual assault and relationship violence will be able to identify key definitions and signs that address the critical issues of sexual assault and relationship violence.	Comparison of pre-and post-test results of students taking the Haven program.	959 students took Part I of the Haven Sexual Assault Training and 643 took Part II of the training. Of the 643 who completed Part II, 91% were able to identify key definitions and signs that address critical aspects of sexual assault. 91% stated that the training was helpful to them personally.	From the first year results of Haven, we will increase our promotion of this training program as a requirement for all incoming first-time 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	STC implemented the TEAMS program in accordance with the TCSG schedule and full implementation was delayed by a semester so that the college has not reached full implementation of this program. For AY 15, our retention rate dropped slightly to 68%, down from 70%. This is still a higher percentage average than the entire Technical College System, and higher than the national average.	The slight drop in retention percentage may be due to factors external to the control of the college. However, in AY 16, the College will reach full implementation of TEAMS and hopefully this will assist in progression and retention.
	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 186 in Academic Year 2014 to 296 in Academic Year 2015. This 59% increase is due in part to increased recruitment activities associated with our High School Initiatives program.	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.
	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 92.1%	<p>AY 2015 Average score of Health Science programs = 88.0</p> <p>AY 2014 Average score of Health Science programs = 90.1</p> <p>Analysis: The average score decreased slightly over the previous year due to a change in cycle by one of the medical programs so the capstone was not administered. Actually exceeded the 88.2% benchmark in FY 2014. The projected program exit exam benchmarks may need to be revised to portray a more realistic capstone score. Comprehensive program exit exams empower STC with evidence to prove (beyond grades) that the institution is able to back up degrees awarded with a certification that learning goals have been achieved.</p> <p>QEP Yearly Assessment Results of M.E.S.H. linked in the Assessment Method</p>	Program Exit Exam scores indicated that training and implementation of more critical thinking strategies/activities in instruction is making an impact.
	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	<p>Pre-Test SLO #1. Students will convert relevant information into mathematical form to provide solutions. - 38% of questions missed</p> <p>See QEP Yearly Assessment Results of M.E.S.H.</p> <p>SLO # 2. Students will interpret</p>	<p>The results are calculated as a total re-write of the online assessment was implemented.</p> <p>Improvements: (1) Test entry now checks for valid student ids before allowing test. (2) Test disallows retake per student id per date (i.e. back button and resubmission is useless). (3) Other than initial student id input, no</p>

			<p>measure students gain in numerical and mathematical concepts. ALMA 1000 Pre-Test Benchmark 57% ALMA 1000 Post-Test Benchmark 16%</p>	<p>mathematical data to solve problems in Health Sciences. 32% of questions missed</p> <p>SLO # 3. Students will analyze data to make informed decisions and inferences related to Health Sciences. 22% of questions missed</p> <p>Post-Test SLO # 1. Students will convert relevant information into mathematical form to provide solutions. 19% of Questions Missed</p> <p>SLO # 2. Students will interpret mathematical data to solve problems in Health Sciences. 12% of Questions Missed</p> <p>SLO # 3. Students will analyze data to make informed decisions and inferences related to Health Sciences. 7% of Questions Missed</p> <p>Analysis: Results indicate the measure of gain in knowledge during the ALMA course is impacting student learning. Course yields an average of 18% fewer missed questions.</p>	<p>name, email, or other fill-in-the-blank fields are required.</p> <p>(4) The complete test is on one page, thereby making the data load very quick and not reliant on external programs or xml files. This makes data loss near impossible.</p> <p>(5) A few other minor improvements too detailed to mention.</p> <p>(6) "Rename cohort" link automatically generated for new tester entries.</p> <p>Differences (other than improvements): (1) Latency time per question or per test has been dropped for impracticability. Latency per question cannot be accurately recorded on this test. Since the QEP report does not reference latency, and only the student id link on the alma report even displays it, it is not worth recording. (2) Other redundant (non-changing) data dropped except where required by the existing reports.</p> <p>Possible future improvements: (1) Redo some of the code accommodations made for existing system. (2) Rewrite reports. (3) Make the QEP db entry part of the process (once cohorts are renamed) OR automatically name the cohorts based on test type, then push to QEP. (4) Referencing #3, create a solution to set the test type (pre,post,cap).</p>
	Quality Enhancement Plan (QEP)	<p>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.</p> <p>SLO # 1. Students will convert relevant information into mathematical form to provide solutions.</p> <p>SLO # 2. Students will interpret mathematical data to solve problems in Health Sciences.</p> <p>SLO # 3. Students will analyze data to make informed decisions and inferences related to Health Sciences.</p>	<p>QEP Student Learning Outcomes Program Curricular Map results for each Health Science program's identified curriculum area.</p> <p>Individual Program QEP Curriculum Map Benchmarks Clinical Lab SLO 1 Benchmark 100% SLO 2 Benchmark 97.12% SLO 3 Benchmark 87%</p> <p>EMS Professions SLO 1 Benchmark 95.5% SLO 2 Benchmark 94.4% SLO 3 Benchmark 92.2%</p> <p>Medical Assisting SLO 1 Benchmark 89.6% SLO 2 Benchmark 94.6% SLO 3 Benchmark 85%</p> <p>Paramedicine SLO 1 Benchmark 96.8% SLO 2 Benchmark 87.2% SLO 3 Benchmark 89.6%</p> <p>Pharmacy Technology SLO 1 Benchmark 92.6% SLO 2 Benchmark 94.4% SLO 3 Benchmark 97.2%</p> <p>Practical Nursing SLO 1 Benchmark 93.2% SLO 2 Benchmark 79.72% SLO 3 Benchmark 82.28%</p> <p>Radiologic Technology SLO 1 Benchmark 100% SLO 2 Benchmark 100% SLO 3 Benchmark 96.12%</p>	<p>Clinical Lab SLO 1 Benchmark 100%/Results 100% SLO 2 Benchmark 97.12%/Results 100% SLO 3 Benchmark 87%/Results 72.50%</p> <p>CLT Analysis: SLO 1 and SLO 2 Benchmarks were met. SLO 3 Benchmark was not met but an increase was noted from FY2014 to FY2015.</p> <p>EMS Professions SLO 1 Benchmark 95.5%/Results 71% SLO 2 Benchmark 94.4%/Results 83.3% SLO 3 Benchmark 92.2%/Results 50%</p> <p>EMS Analysis: SLO 1, 2, and 3 were not met. It was noted that these score all decreased from FY2014 to FY2015</p> <p>Medical Assisting SLO 1 Benchmark 89.6%/Results 100% SLO 2 Benchmark 94.6%/Results 94% SLO 3 Benchmark 85%/Results 100%</p> <p>MA Analysis: SLO 1 Benchmark was exceeded. SLO 2 Benchmark was nearly missed by 0.6 point. SLO 3 was exceeded.</p> <p>Paramedicine SLO 1 Benchmark 96.8%/Results 84% SLO 2 Benchmark 87.2%/Results 83% SLO 3 Benchmark 89.6%/Results 74%</p> <p>Paramed Analysis: None of the SLO Benchmarks were met and a decrease was noted from FY2014 to FY2015 overall.</p> <p>Pharmacy Technology SLO 1 Benchmark 100%/Results 94% SLO 2 Benchmark 97.12%/Results 95% SLO 3 Benchmark 87%/Results 85%</p> <p>Pharmacy Analysis: SLO 1 and 2 Benchmarks were met and an increase was noted in these SLO outcomes from FY2014 to FY2015. SLO 3 Benchmark was not met and a decrease from FY2014 to FY2015 was noted in this SLO outcome.</p> <p>Practical Nursing SLO 1 Benchmark 93.2%/Results 84% SLO 2</p>	<p>The results for 2015 does not completely reflect program performance post implementation of the QEP strategies. Faculty Development was reduced due to budgetary short comings. 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.</p> <p>Clinical Lab The CLT program has demonstrated an increase in SLO 1 and 2. SLO 3 Benchmarks have not been met however, each assessment cycle has demonstrated an increase in this SLO.</p> <p>EMS Professions The program will need to re-evaluate the SLO areas to identify any additional instructional needs for these SLOs.</p> <p>Medical Assisting The program will continue to monitor its results.</p> <p>Paramedicine All areas identified in the curriculum mapping should be reviewed to make any instructional adjustments for increasing these outcomes.</p> <p>Pharmacy Technology The program faculty has implemented more mathematical problems to promote interpreting mathematical data to solve problems noted in this SLO. Program plans to continue to monitor this SLO in the curriculum.</p> <p>Practical Nursing Although not all benchmarks were met the overall increase in the programs outcomes assessment demonstrates an improvement overall.</p> <p>Radiologic Technology SLO 1 Benchmark was not met. SLO 2 Benchmark was not met. The program has been monitoring these SLOs and measurement tools to identify any areas of concern in the program curriculum for these SLOs. The results is higher for this assessment cycle.</p>

				<p>Benchmark 79.72%/Results 95% SLO 3 Benchmark 82.28%/ Results 92%</p> <p>PN Analysis: SLO 1 was not met but an increase from FY2014 to FY2015 was noted in this SLO outcome. SLO 2 and 3 were met and a significant increase was noted from FY2014 to FY2015 in these two SLOs.</p> <p>Radiologic Technology SLO 1 Benchmark 100%/Results 90.91% SLO 2 Benchmark 100%/Results 81.82% SLO 3 Benchmark 96.12%/Results 100%</p> <p>RADT Analysis: SLO 1 Benchmark was not met and a decrease was noted from FY2014 to FY2015. SLO 2 Benchmark was not met but an increase in this SLO outcome results was noted. SLO 3 Benchmark was met and an increase from FY2014 to FY2015 was noted.</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.	ALMA 1000 Capstone Exam The ALMA 1000 Capstone exam will be administered to all Health Science students in their program capstone course. Benchmark 7%	<p>14.88% of the questions were missed on the ALMA 1000 Capstone Exam</p> <p>Analysis: Issues with the online testing system caused problems during the capstone exam administration; therefore, it can not be determined if the issues skewed the results. The problem was resolved. Next year's picture will be more revealing.</p> <p>QEP Yearly Assessment Results linked in Assessment Method</p>	<p>Improvements:</p> <ol style="list-style-type: none"> (1) Test entry now checks for valid student ids before allowing test. (2) Test disallows retake per student id per date (i.e. back button and resubmission is useless). (3) Other than initial student id input, no name, email, or other fill-in-the-blank fields are required. (4) The complete test is on one page, thereby making the dataload very quick and not reliant on external programs or xml files. This makes data loss near impossible. (5) A few other minor improvements too detailed to mention. (6) "Rename cohort" link automatically generated for new tester entries. <p>Differences (other than improvements):</p> <ol style="list-style-type: none"> (1) Latency time per question or per test has been dropped for impracticability. Latency per question cannot be accurately recorded on this test. Since the QEP report does not reference latency, and only the student id link on the alma report even displays it, it is not worth recording. (2) Other redundant (non-changing) data dropped except where required by the existing reports. <p>Possible future improvements:</p> <ol style="list-style-type: none"> (1) Redo some of the code accommodations made for existing system. (2) Rewrite reports. (3) Make the QEP db entry part of the process (once cohorts are renamed) OR automatically name the cohorts based on test type, then push to QEP. (4) Referencing #3, create a solution to set the test type (pre,post,cap).
	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	The registrar's office taught one session of each COLL 1000 class each semester. For fall 2014, there were 6 classes; for spring 2015, there were 6 classes; for summer 2015, there were 5 classes. A total of 540 students attended the sessions for the year. These students 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. They were also given information about viewing grades, ordering official transcripts, graduation, suspension and probation. In addition, the class was filmed and shown to the on-line student as well.	Students have a better understanding about the Banner Web system as well as procedures for the registrar's office which can affect their record. They are able to register for classes and pull their own unofficial transcripts as well as order official transcripts. This helps reduce the number of students needing assistance with Banner processes.
	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.	100% of the full-time faculty and staff and 100% of the part-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.	All employees learn the importance of our students privacy rights and of the FERPA law when they complete the on-line FERPA training and quiz. It helps us all understand what information we can legally release. The registrar's office will continue to train all employees on this important issue every year
	Registrar				

		<p>85% of individuals using the registrar's office and/or services will rate their satisfaction as good as recorded on satisfaction surveys.</p>	<p>Student Perception Survey and Faculty/Staff Perception Survey</p>	<p>Surveys were not done this year. The college chose not to use these surveys this year and instead used the Community College Survey of Student Engagement which did not ask the specific questions for my assessment method.</p>	<p>Surveys were not done this year. The college chose not to use these surveys this year and instead used the Community College Survey of Student Engagement which did not ask the specific questions for my assessment method.</p>
---------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------