# College Goals Report

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<td><strong>Student Success - Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.</strong></td>
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<td>1. Access: Students will have access to a quality education.</td>
<td>200 FTE</td>
<td>KMS Performance Goals &amp; Benchmarks - Scorecard</td>
<td>114 FTE Analysis: Although the goal was not met, the FTE was 35 more than the previous year. STC recorded the largest FTE increase of any technical college for Fall 2014. Only two technical colleges experienced an enrollment increase for Fall 2014 and STC was one of them.</td>
<td>The enrollment chart on the internet was updated to reflect actual enrollment by location.</td>
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<td>225 High School Enrollment</td>
<td>KMS Report DC 204 KMS Performance Goals &amp; Benchmarks - Scorecard</td>
<td>296 High School enrollment Analysis: 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 to increased recruitment activities associated with our High School initiative program.</td>
<td>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 the CCA/BCC bridge programs to help students prepare for quality jobs after leaving high school.</td>
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<td><strong>Student Success - Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.</strong></td>
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<td>4. Completion: STC will ensure that students graduate from their educational program in a timely manner.</td>
<td>90% Graduation Rate Complete College Georgia Degree Production Goal of 50%</td>
<td>KMS Graduation Report DC110, DC281</td>
<td>75.3% graduation rate 905 CCG Graduates Analysis: Exceeded desired graduation rate, but did not meet Complete College Georgia goal. The CCG committee reviewed data of the CCA Report for Outcome Metric 1: Degree Production. In comparison with all graduates, Associate Degree students had the greatest percent increase of any category. The next highest average increase was for the Certificate/Diploma level (at least 1 but less than 2 years) at 12.7%. However, the Certificate/Diploma level (at least 2 but less than 4 years) was significantly lower with a 10.3% increase in degrees earned. Further review of the data revealed that the discipline with the lowest percent of increases in Graduates was the Education area. The committee confirmed the root causes of the decrease of graduates in this area is based on issues discussed on Student Withdrawal surveys. They suggested that some of the primary causes of student withdrawal from school is due to personal and family reasons. Many of the students in the education discipline are female. Further analysis of information gathered from students who were referred through the Early Alert System, confirmed that the root causes for failure to retain students could be attributed to lack of family support, limited knowledge of community resources such as childcare, healthcare services; limited community resources such as public transportation; and limited financial resources and lack of adequate transportation. Most of our students must work to provide for their families and may find it difficult to juggle the pursuit of an education along with working a full time job. These barriers play a huge role in the students ability to stay in college. A slight drop in retention was reached. After evaluating the effort after a semester, it was determined that the yield did not support the time required.</td>
<td>Southeastern Technical College Foundation awarded over $20,000 in local scholarships and provided over $5,000 in emergency assistance to help keep students from dropping out of school. STC's landlord allowed students to borrow some books instead of having to purchase them. Beginning Fall 2015, completion of the Health Care Assisting TCC will be required to be accepted into the Practical Nursing program.</td>
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<td>2. Quality - Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.</td>
<td>85% Retention Rate ATD: &gt;50% of the students enrolled in LS English will successfully complete within 2 semesters</td>
<td>KMS Report DC200 KMS Performance Goals &amp; Benchmarks - Scorecard</td>
<td>87.8% Retention Analysis: STC transitioned from in house Early Alert System to a more comprehensive system wide intervention program. 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 FY 15, our retention rate dropped slightly to 88%, down from 70%. This is still a higher percentage average than the entire Technical College System, and higher than the national average.</td>
<td>The slight drop in retention percentage may be due to factors external to the control of the college. However, in FY 16, the College will reach full implementation of TEAMS and hopefully this will assist in progression and retention.</td>
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<td>ATD Reports for Learning Support and Online Courses Externs Report by Term for LS Grade Distribution Report</td>
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## Results/Improvement

- **Student Success - Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.**
  - Access: Students will have access to a quality education.
  - Completion: STC will ensure that students graduate from their educational program in a timely manner.
  - Quality - Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.

## Edit Goal

- **Student Success - Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.**
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  - Completion: STC will ensure that students graduate from their educational program in a timely manner.
  - Quality - Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.
Students involved in Developmental Reading 0090 have been very successful with exit rates fluctuating from 68% to 90.7% during the last seven semesters. However, Developmental English still presents some challenges; exit rates have ranged from a low of 42% to a high of 73%. Faculty continue to evaluate the program at the end of each semester and report to the CCS committee and the administration. One challenge facing the English class involves a gap in the transfer of information from the developmental class to the gateway class. Faculty members are currently revising the requirements for this class in order to address this issue.

National and state program accrediting bodies have recommended a shorter curriculum for students; therefore, hours for many diploma and degree programs have been reduced in an attempt to help retain students so that they can successfully graduate.

Students who score program truly persist at higher rates than students who have to complete Learning Support classes. In an attempt to better prepare our students before they take the Compass for admission to our school, we have set up study sessions to refresh the students in the areas of Reading, Writing and Numerical/Algebra skills. We also added preparation videos and sample questions in each Compass subject area to our school website. It is our hope that better preparing students for the Compass will prevent them from scoring into Learning Support and getting bogged down in these classes. The resource required for this step is instructors to teach the study sessions.

In addition, a review of Perkins detail data resulted in changes to improve retention.

Learning Support faculty utilized diagnostics, mobilization, and integration of technology resources.

Learning Support instructors not only interact with students during each class period but also tutor when needed. During this past semester, instructors held individual counseling sessions with students at midterms to discuss their progress. The exact impact of these sessions is still to be determined, but instructors feel that the students responded well to the sessions and that the sessions provided a way to make the students aware of their progress as well as hold them accountable.

Some of the obstacles are students not working on their modules outside of class, and not having computer access while off campus. Our School recently completed the Community College Survey of Student Engagement (CCSSE). It showed that 49.6% of test takers did nothing to prepare for the college placement test.

Some of the resources provided are tutors, computer labs and our school library is now opening on Saturdays. We also have added study sessions on campus and online videos to our website to better prepare the learners.

STC will not require successful completion of all general education competency assessments for graduation in AY 2016. When accreditation required graduations, this requirement was implemented. Now that the criteria states students (not graduates), STC will assess all students but not require successful completion as a graduation requirement.

STC Learning Support program has been very successful. The WorkReady program is being phased out. Several of the program areas have now removed this course as a requirement; as a result, this competency was removed from the list and will no longer be tracked for students.

Analysis: Overall, students have been very successful on the General Education Competency Exams indicating that skills and competencies taught in the general education classes and utilized during program classes have served them well. As seen by the evidence provided, workKeys Reading, Locating Information, and Applied Mathematics Exams have been the most successful and show the highest competency rates for graduating students indicating that students have achieved and retained these General Education Competencies. With a success rate of 97%, diploma students performed well on the Compass E-Write exam while degree students, with a success rate of 76%, struggled with the Compass Essay.

WorkReady assessments are no longer funded; therefore, a new means of assessment will be needed. The WorkReady program is being phased out.

In addition, discussions regarding assessment of graduates versus students have been ongoing for some time. The graduation rate has declined possibly resulting from this STC graduation requirement.

Analysis: Desired score was not met. The benchmark may be set too high. Consideration of a lower benchmark may be needed.

STC with required successful completion of all general education competency assessments for graduation in AY 2016. When accreditation required graduations, this requirement was implemented. Now that the criteria states students (not graduates), STC will assess all students but not require successful completion as a graduation requirement.

Analysis: Desired score was not met. The benchmark may be set too high. Consideration of a lower benchmark may be needed.

Improvement: (1) Test entry now checks for valid student id before allowing test. (2) Test disallows retake per student id per date (i.e. back button and refresh submission is useless). (3) Other than initial student input, no name, email,
2: Quality Education - Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.

2.2 Adult Education: Prepare students to successfully match workforce needs or enter the workforce in meaningful employment.

229 Adult Ed NRS Enrollment
TCSG Performance Scorecard
Actual Assessment Results and Analysis
2a) ABE1 Beginning Literacy - 55.3%
2b) ABE2 Beginning - 50%
We did not meet the negotiated percentage of ABE 2 Beginning Basic which was 52%.
2c) ABE3 Low Intermediate - 53.5%
2d) ABE4 High Intermediate - 47.8%
2e) ASE1 Low - 56.6%
ASE2 - 40%
The remaining five education levels of ABE were met.
2f) ESL1 Beginning Literacy 50%
2g) ESL2 Beginning - 54%
2h) ESL3 High Beginning - 54%
2i) ESL4 Low Intermediate - 54%
2j) ESL5 High Intermediate - 50%
2k) ESL6 Advanced - 44%
73% Adult Ed - Obtained a HS Diploma/GED
7 GEDs
25% Adult Ed Entered Postsecondary Ed
39% Adult Ed Entered Employment
4.1 Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.
38% Job Placement
KMS DC108 Placement Rate 88.8% Total Placement Rate 88.8% Uniform Placement Rate 87.3% In-Field Placement Rate 86.4% Total Placement Rate increased by 8.4%.
8.8% of graduates were placed in a job that was in or related to their field of study, or went on to continue their education. These numbers are a little better than last year. The In-field rate increased by just over a half of a percent. The Total Placement Rate increased by 8.4%.
The in-field rate increased by just over a half of a percent over the previous year and the Total Placement Rate increased by 8.4%.
With the numbers climbing each year, the Career Services Office plans to offer Career Fairs on campus to help connect employers to our graduates. The department will continue to invite and welcome employers on campus visits and recruitment sessions to increase company awareness and hiring needs to the students of STC. The department contacts graduates regarding job openings available in the service delivery area on an on-going basis.

4.2 Community and Workforce Development - Ensure that community workforce needs are met through STCs educational programs and economic development efforts.
4.2.1 Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.
39,000 Customized Contract Trainees Contact Hours
3 Customized Contract Companies served
83% Customized Contract Training Reports
KMS DCX285 - unduplicated placement rate 87.3% In-Field Placement Rate 88.8% Total Placement Rate 88.8% Uniform Placement Rate 87.3% In-Field Placement Rate 86.4% Total Placement Rate increased by 8.4%.
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6 Resources - Ensure STC has the resources needed to support learning excellence.
6.1 Financial: STC will develop sustainable funding methods.
$180,000.00 Funds Raised - Foundation & Grants
Institutional Advancement - Foundation Report
$376,704.00 = Funds Raised - Foundation & Grants
Foundation Analysis
A new method of fundraising was implemented during the fiscal year - a campaign blitz. The RIDE (Raising Interest & Donations for Education). A part time consultant was hired to help implement a new campaign blitz in Toombs and Emanuel County.
Donations were obtained from not only current donors, but new and lapsed donors as well. We received a $25,000+ increase in donations for this reporting period. Community volunteers were utilized in the campaign blitz. EDIA met with the volunteers for feedback on how to improve The RIDE next year. These suggestions will be utilized in next year's campaign.
A part time consultant was hired to help implement a new campaign blitz in Toombs and Emanuel County. The RIDE (Raising Interest & Donations for Education). Volunteer feedback will help us to narrow the focus of prospects in the upcoming campaign (some businesses were closed; name/contact changes, etc.).

6.2 Institutional Advancement - Foundation Report
TCGS System Change in Funds Raised by College
No Findings/Deficiencies
TCSG Scorecard
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7 Community and Workforce Development - Ensure that community workforce needs are met through STCs educational programs and economic development efforts.
7.1 Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.
30 Customized Contract Companies served
Customized Contract Training Reports
35 Customized Contract Companies served
47,417 Customized Contract Trainees Contact Hours
Analysis:
Business and industry continue to ask for training services at new charge. Since no funds
4. Community and Workforce Development

4.1. Workforce Development:
- STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.
- Several programs slated to be submitted for approval in AY 2016:
  - Diesel Engine Service Technician TCC
  - Diesel Equipment Technician
  - Diesel Truck Maintenance Technician TCC

4.2. Economic Development:
- STC will provide excellence in economic development programs and community services to support existing business/industry and to attract new business/industry to the region.

| 3125 | #served through Continuing Education Reports |
| 126 | Continuing Education courses offered |

- Continuing education classes and services were provided for a total of 2110 people during the year. This number represents a decrease from the previous year. Goal not met.
- The number of course offerings increased approximately 69% over the previous year. There were 9 classes in 2014 and 22 classes in 2015 with the majority being in the final 6 months. The Executive Director for Economic Development retired December, 2014. The position was not refilled. The VPIE was assigned additional responsibilities to cover Economic Development and Continuing Education Coordination for the four northern counties in the SDA. Official start was January 2015.
- Janene Betts was announced the Continuing Education Specialist to serve the Swainsboro Campus service area. Janene is continuously researching new CE course opportunities and instructors. Additional marketing and a slate of new courses for next year are the main strategies to increase participation in continuing education programs.
- Research is ongoing to find needed CE training for skilled workers and personal enrichment. Online training modules are being offered for dislocated workers and returning veterans at special pricing packages.