College Goals Report

Strateg	Objective	Desired Results	Assessment Method KMS Performance Goals & Benchmarks - Scorecard	2406 Enrollment				Actua	I Assess	ment Re	sults / A	Analysis	s				Use of Results/Impro
1:Student Success- Provide	1.1:Access: Students will have access to a quality education.	2265 Credit Enrollment	Ama renormance duals & perichmarks - Scorecard	2406 Enrollment 1205 FTE													Fied for largest percent enrollment increase over FY 2015
effective programs services t	and	1200 FTE															Highest FTE percent
optimize t success o	ne f																2015
our studer as they prepare fo quality job																	
quality job and/or continuing																	
education 1:Student	1.1:Access: Students	225 High School	KMS Report DC 204	341 High School En	rollment												Enrolled largest num
Success- Provide effective	will have access to a quality education.	Enrollment	KMS Performance Goals & Benchmarks - Scorecard														high school student 341
programs services t optimize t	and o																MOWR opened the d more high school st take classes at STC
our studer	ts																have to pay for any tuition.
as they prepare for quality job	r s																Students are able to
quality job and/or continuing education																	of high school and r them choose to take Education classes,
cuucution																	allowing them to be considered a Sopho Junior in college on
																	graduate nigh school
																	Plans are to expand course offerings in t
																	upcoming year to in History, and Politica Science.
																	Provided additional courses as Move On
																	Ready courses to al high schools to offe
																	College and Career programs.
																	Completed an agree with University Syst Georgia college to o
																	additional baccalau
1,64	1 A Constant	60% Graduation	KMS Graduation Report DC110, DC261	75 10/ 01	ato												degree graduates to advanced degrees.
1:Student Success- Provide	1.4:Completion: STC will ensure that students graduate from	Rate	KMS Graduation Report DC110, DC261 KMS Performance Goals & Benchmarks - Scorecard	75.1% Graduation R 531 CCG Graduates													STC had an increas number of graduate continue to monitor graduates closely.
effective programs services t	their educational and program in a timely manner.	Complete College Georgia Degree Production Goal of	CCG Reports	531 CCG Graduates 20.2% increase in u			nd 15.35%	increase in	n duplicated	l awards ov	er AY 201	5					We are now capable
optimize t success o our studer	ne f	604 10% increase in	ATD Reports TCSG Data Center CR263			J a				35 30							pulling a report from Works that locates a students within 95%
as thev		unduplicated graduates over		Analysis: 775 total unduplicat	ted gradua	ites - 732	TCCs (714	Previous A	V. 233 diplo	mas (151 i	Previous A'	V), and 10	00 associate	degrees (57 F	Previous AY)		completing their pro are pulling these no graduates should in
prepare for quality job and/or continuing	s	previous AY		1065 total awards c	onferred							.,,			,		graduates should in this year. We are ab all diplomas and de
education				Diploma awards inc	reased 541	% and ass	ociate deg	grees increa	isea 75%								well as all embedde certificates to be av
																	Also the introductio mini-mesters enable
																	students to complet quicker.
																	Changes in learning helped students me- goals sooner as the
																	take the regular cla- with the learning su
																	Classes. Opened the library of
																	1
																	so that students car and work on project
1:Student	1.5:Equity: STC will	Equity for students	College Snapshot showing percentage of students receiving	College Snapshot: In	n AY 2016	, 59.6% of	STC stude	ents were e	conomically	y disadvant	taged (PEL	L recipier	nts). This is	distinct studer	nt headcount.		and work on project should help them be successful. Further achievemen
Success- Provide effective	ensure equity in studen outcomes across racial ethnic, and income	Economically	College Snapshot showing percentage of students receiving PELL Query from Banner Pell vs Non-Pell Successful Completions -	Query from Banner I	Pell vs Nor	n-Pell Suc	cessful Co								nt headcount. /course taken	at STC.	and work on project should help them be successful.
Success- Provide effective programs	ensure equity in studen outcomes across racial ethnic, and income and groups by eliminating	Economically disadvantaged		Query from Banner I	Pell vs Nor lents succ	n-Pell Suc essfully c	cessful Co ompleted	ompletions s							nt headcount. /course taken	at STC.	and work on project should help them be successful. Further achievemen will be researched a
Success- Provide effective programs services t optimize t success o	ensure equity in studen outcomes across racial ethnic, and income andgroups by eliminating achievement gaps wherever possible.	Economically disadvantaged students (PELL students) will perform	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student	Query from Banner I	Pell vs Nor lents succ	n-Pell Suc essfully c	cessful Co ompleted	ompletions s							nt headcount. /course taken	at STC.	and work on project should help them be successful. Further achievemen will be researched a
Success- Provide effective programs services to optimize to success our studer as they prepare for quality job	ensure equity in studen outcomes across racial ethnic, and income and groups by eliminating achievement gaps wherever possible.	Economically disadvantaged	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student	Query from Banner I 83% of the Pell stud 91% of the Non-Pell	Pell vs Nor lents succ students	n-Pell Suc essfully co successfu	cessful Co ompleted Ily comple	ompletions s	showed that	t Pell stude	ents are res	sponsible	for 65.16%	of the classes	nt headcount. /course taken	at STC.	and work on project should help them be successful. Further achievemen will be researched a
Success- Provide effective programs services t optimize t success o our studer as they prepare fo	ensure equity in studen outcomes across racial ethnic, and income and groups by eliminating achievement gaps wherever possible.	Economically disadvantaged students (PELL students) will perform	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student	Query from Banner i 83% of the Pell stud 91% of the Non-Pell Analysis: It is believed that the	Pell vs Nor lents succ students : ne majority s have to p	n-Pell Suc essfully c successfu y of the No pay (Non-F	cessful Co ompleted illy comple on-Pell stu	eted. dents are in	showed that	t Pell stude	ents are res	STC bette	for 65.16% er prepared when 2/3 of	of the classes for success. the classes ta	sken by econor	at STC.	and work on project should help them be successful. Further achievemen will be researched a
Success- Provide effective programs services t success o our studer as they prepare for quality jot and/or continuing education	ensure equity in studen outcomes across racial endinic, and income adjroups by eliminating achievement gaps wherever possible.	teceiving PELL Economically disadvantaged students (PELL students) will perform comparatively with non-Pell students.	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student	Query from Banner I 83% of the Pell stud 91% of the Non-Pell Analysis: It is believed that the	Pell vs Nor lents succ students : ne majority s have to p	n-Pell Suc essfully c successfu y of the No pay (Non-F	cessful Co ompleted Ily comple on-Pell studen decessful o	eted. dents are in its), they wo	the medica ork hard to l rate, it coul	t Pell stude al fields and be more su id be deten	ents are res d come to accessful. I mined that	STC bette However,	for 65.16% er prepared when 2/3 of ures equity	of the classes for success. the classes ta for these stude	sken by econor		and work on project should help them be successful. Further achievemen will be researched a eliminated.
Success- Provide effective programs services t optimize t success o our studer as they prepare for quality jot and/or continuing education 1:Student Success- Provide	ensure equity in studen outcomes across racial and groups by eliminating a achievement gaps wherever possible.	Economically Economically disadvantaged students (PELL students) will perform comparatively with non-Pell students. Diversity (race and	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student	Query from Banner i 83% of the Pell stud 91% of the Non-Pell Analysis: It is believed that the	Pell vs Nor lents succ students : ne majority s have to p	n-Pell Suc essfully c successfu y of the No pay (Non-F	cessful Co ompleted Ily comple on-Pell studen decessful o	eted. dents are in its), they wo	the medical or the rate, it could chical Could Median	t Pell stude al fields and be more su id be deten	d come to accessful. In mined that	STC bette However,	for 65.16% er prepared when 2/3 of	of the classes for success. the classes ta for these stude	iken by econor ents.	mically	and work on project should help them be Further achievemen will be researched a eliminated. Plans in progress to implement a Barber program to attract r
Success- Provide effective programs services t optimize t soucess oour studer as they prepare for quality jot and/or continuing education 1:Student Success- Provide effective programs services t	ensuce equit jn studen eithic, and income eithic, and income eithic, and income and groups by eliminating a chievement gaps to wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Ouery from Banner I 83% of the Pell stud 91% of the Non-Pell Analysis: It is believed that the Also, when students disadvantaged stud County	Pell vs Nor lents succ students : me majority s have to p ents have	n-Pell Suc essfully consuccessfully of the No pay (Non-Pan 83% si	ompleted Illy comple on-Pell student coessful of Souther	eted. dents are in ts), they wo completion	the medica ork hard to rate, it coul	al fields and be more su d be deter liege - SD/ % Poverty	ents are res d come to accessful. I mined that	STC bette lowever, STC ensi raphics 2	er prepared when 2/3 of ures equity 015 Census	of the classes/ for success, the classes ta for these stude	iken by econor ents.	mically Land Area in Square Miles	and work on project should help them be further achievemen will be researched a eliminated. Plans in progress to implement a Barber program to attract students.
Success- Provide effective programs services t optimize t sourcess o our studer as they prepare for quality job and/or continuing education 1:Student Success-Provide effective programs services t optimize t success o our studer success o our studer success o our studer services to continuing effective programs services t success o our studer success o our studer success o our studer services services of success o our studer success o our studer services services to cour studer services service	ensuce equit ju student shink; and income and groups by eliminating achievement gaps to wherever possible. 1.5:Equity: STC will ensure equit ju student equit ju student ensure equit ju student entire, and income and groups by eliminating aichievement gaps wherever possible.	Economically disadvantaged students (PELL students) will perform comparatively with non-Pell students. Diversity (race and gender) among fettions is	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Ouery from Banner I 33% of the Pell stud 91% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler	pell vs Nor lents succe students : me majority s have to pents have % White 62.7%	n-Pell Successfully cosuccessfully of the No pay (Non-Fan 83% si	ompleted illy complete on-Pell student scessful of Souther Hispanic 11.1%	dents are in this, they wo completion teastern Tec	the medical characteristics of	al fields and be more suid be determined by the suid be determined by the suid	d come to cocessful. Himned that A Demogramed Age 37.9	STC bette However, t STC ensite Taphics 2	er prepared when 2/3 of urres equity 015 Census % Male 49.3%	for success. the classes ta for these stude Population 10,886	Population per Square Mile 45.3	Land Area in Square Miles 243.04	and work on project should help them be Further achievemen will be researched a eliminated. Flams in progress to implement a Barber program to attract students. Help "Listening" se people with no Job, i diploma, and no GE
Success- Provide effective programs services to optimize to success oour studer as they prepare for quality job and/or continuing education 1:Student Success- Provide effective programs services to optimize to success oour studer as they	ensure equity in student ethnic, and income learning rouge by eliminating aschievement gaps wherever possible. 1.5.Equity: STC will ensure equity in student ethnic, and income learning rouge by eliminating schievement gaps as wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Ouery from Banner I 83% of the Pell stud 91% of the Non-Pell Analysis: It is believed that the Also, when students disadvantaged stud County	pell vs Nor lents succe students : me majority s have to pents have % White 62.7%	y of the No ay (Non-Fan 83% si % Black 24.5% 33.4%	ompleted Illy comple on-Pell student coessful of Souther	dents are in this, they wo completion teastern Tec	the medical rate, it could chnical Col	al fields and be more suid be determined by the determined by the fields and be determined by the fields and by	d come to cocessful. Finined that A Demogramed Age 37.9 36.7	STC bette However, t STC ensurantics 20 % Female 50.7%	er prepared when 2/3 of ures equity 015 Census	of the classes/ for success, the classes ta for these stude	Population per Square Mile	mically Land Area in Square Miles	and work on project them be successful. Hem be successful. Further achievemen will be researched all minated. Flans in progress to implement a Barber program to attract relations. Flans in progress to indicate the successful project with project purpose of the soar to find out which project with project purpose of the soar project with project purpose of the soar project purpose project purp
Success- Provide of the programs services to potimize to success of the prepare for quality job and/or continuing education of the provide effective programs services to pour studers as they prepare for quality job and/or continuing education of the provide effective programs services to pour studers as they prepare for quality job and/or continuing	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler Emanuel Jenkins Johnson	me majority s have to pents have 62.7% 60.2% 62.2%	w of the No bay (Non-Fan 83% si # Black 24.5% 33.4% 34.3%	completed and property of the complete students of the complete student	dents are in this, they wo completion teastern Tec	the medica ork hard to rate, it could chnical Col Median Household income \$30,518 \$33,142 \$28,910 \$36,466	al fields and be more sud do be deten lilege - SD/ Poverty 29.0% 30.8% 29.8% 22.3%	d come to locessful. In mined that A Demogram Age 37.9 36.7 39.2 40.5	STC bette However, t STC ensire raphics 2 % Female 50.7% 51.0% 46.8% 43.5%	er prepared when 2/3 of ures equity 015 Census % Male 49.3% 49.0% 53.2% 56.5%	for success. the classes ta for these stude Population 10,886 22,708 8,957 9,656	Population per Square Mile 45.3 33.2 24.0 32.9	Land Area in Square Miles 243.04 680.60 347.28 303.01	and work on project when he successful. Further achievemen will be researched attended to the successful of the successf
Success- Provide effective programs services to pottmize to success o our studer as they prepare for quality jot and/or continuing education 1:Student Success- Provide effective programs services to pottmize to success o our studer as they prepare for quality jot and/or for programs services to pottmize to success o our studer as they prepare for quality jot and/or and/or provide for pottmize to success o our studer as they prepare for quality jot and/or and/or and/or provide and/or	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when student disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery	me majority shave to pents have 62.7% 60.2% 66.5%	% Black 24.5% 33.4% 34.3% 26.3%	souther state of the state of t	dents are in sts), they we completion reastern Teres to the or Two Races	the medical control of the control o	al fields and the determinant of	d come to decessful. It mined that A Demogration Age 36.7 39.2 40.5 38.1	STC bette However, STC ensite Street	er prepared when 2/3 of ures equity 015 Census 49.3% 49.3% 53.2% 56.5% 51.8%	for success. the classes to for these stude Population 10,886 22,708 9,556 8,951	Population per Square Mile 45.3 33.2 24.0 32.9 38.1	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52	and work on project when he successful. Further achievemen will be researched attended to the successful of the successf
recessive continues to the continues to	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler Emanuel Jenkins Johnson	me majority s have to pents have 62.7% 60.2% 62.2%	## Black 24.5% 33.4% 34.3% 34.3% 26.3% 28.9%	completed and property of the complete students of the complete student	dents are in sts), they we completion reastern Teres to the or Two Races	the medica ork hard to rate, it could chnical Col Median Household income \$30,518 \$33,142 \$28,910 \$36,466	il fields announced by more suit of the determination of the determinati	d come to cocessful. It mined that A Demogrammed Median Age 37.9 36.7 39.2 40.5 38.1 36.1	STC bette However, t STC ensire raphics 2 % Female 50.7% 51.0% 46.8% 43.5%	er prepared when 2/3 of ures equity 015 Census % Male 49.3% 49.0% 53.2% 56.5%	for success. the classes ta for these stude Population 10,886 22,708 8,957 9,656	Population per Square Mile 45.3 33.2 24.0 32.9	tand Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
recessive continues to the continues to	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tattnall Toombs Treutien	% White 62.7% 60.2% 57.9% 62.5% 68.4% 66.4%	% Black 24.5% 33.4% 34.3% 24.3% 24.3% 24.5% 31.5%	souther student studen	dents are in its), they we completion assignment assign	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC bette However, 1 STC ensists aphics 2 \$ Female 50.7% 51.0% 46.8% 43.5% 42.1% 52.7% 49.5%	for 65.16% er prepared when 2/3 of ures equity 015 Census % Male 49.0% 53.2% 56.5% 51.8% 57.9% 47.3% 50.5%	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project should help them be further achievemen will be researched eliminated. Flams in progress to implement a Barber progress to implement a Barber program to attract restudents. It is trained to the second of th
Provide and a continuous continuous talego and a continuous talego con continuous continuous continuous continuous continuous continuous continuous continuous corregamas continuous contin	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is boileved that the Also, when studentidisadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tatthall Toombs	% White 62.7% 60.2% 57.9% 62.5% 68.4% 66.4%	% Black 24.5% 33.4% 34.3% 24.3% 24.5% 33.4% 34.3% 25.4% 31.5%	completed and property of the completed and property of the completed and property of the complete and	dents are in its), its operations so that its operations are in its), its operations are in its operations are	the medica ork hard to rate, it could chinical Col Median Household Income \$30,518 \$33,142 \$28,910 \$36,466 \$34,653 \$35,546 \$31,291	al fields and be more sud do be determined by the sud of the sud o	d come to loccessful. It mined that A Demog Median Age 37.9 36.7 39.2 40.5 38.1 36.1 35.8	STC bette dowever, 1 STC ensire aphics 2 % Female 50.7% 46.8% 43.5% 48.2% 42.1% 52.7%	er prepared when 2/3 of sures equity 015 Census % Male 49.3% 49.0% 55.2% 55.5% 57.9% 47.3%	for success. the classes ta for these stude for success. the classes ta for these stude for the classes ta for the clastes ta for the classes ta for the classes ta for the classes ta	Population per Square Mile 45.3 33.2 24.0 32.9 38.1 53.2 74.8	Land Area in Square Miles 243.04 680.00 347.28 303.01 239.52 479.40 364.01	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Success- Provide affective programs services t pptimize t success or success or quality job and/or continuing ducation 1:Student Success- Provide affective programs services t pptimize t success or our studer success or pullity job and/or our studer success or pullity job and/or continuing to pullity job and/or continuing pullity job and/or continuing con	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tatthall Toombs Treutien Totals/Averages	% White 62.7% 60.2% 57.9% 62.5% 68.4% 66.4%	w of the No. w Black 24.5% 34.3% 34.3% 34.3% 26.3% 28.9% 25.4% 31.5%	souther student studen	dents are in its), they we completion assignment assign	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC bette However, 1 STC ensists aphics 2 \$ Female 50.7% 51.0% 46.8% 43.5% 42.1% 52.7% 49.5%	for 65.16% er prepared when 2/3 of ures equity 015 Census % Male 49.0% 53.2% 56.5% 51.8% 57.9% 47.3% 50.5%	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Success- Provide affective programs services t pptimize t success or success or quality job and/or continuing ducation 1:Student Success- Provide affective programs services t pptimize t success or our studer success or pullity job and/or our studer success or pullity job and/or continuing to pullity job and/or continuing pullity job and/or continuing con	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: 1 is believed that it Also, when student disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tattnall Toombs Treutien Totals/Averages	### Section	w of the No. w Black 24.5% 34.3% 34.3% 34.3% 26.3% 28.9% 25.4% 31.5%	souther series of the series o	dents are in interest of the second sector. dents are in interest of the sector of th	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	**STC bette **However, 1 STC ensisted ** **STC ensisted ** **Female ** 50.10% ** 51.0% ** 46.8% ** 43.5% ** 44.1% ** 52.7% ** 49.5% ** 48.1% **	er prepared when 23 of ures equity 015 Census 8 Male 49.3% 49.0% 55.2% 55.5% 51.8% 57.9% 50.5% 51.9%	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Success- Provide affective programs services t pptimize t success or success or quality job and/or continuing ducation 1:Student Success- Provide affective programs services t pptimize t success or our studer success or pullity job and/or our studer success or pullity job and/or continuing to pullity job and/or continuing pullity job and/or continuing con	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: 1 is believed that it Also, when student disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tattnall Toombs Treutien Totals/Averages	% White 62.7% 60.2% 66.5% 65.1%	### ### ##############################	souther students of the studen	dents are in install, they we completion reastern Te. S Other Two-Races 1.9% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC better STC ensister STC ens	er prepared when 2/3 of ures equity 015 Census 49.3% 49.0% 53.2% 51.8% 57.9% 47.3% 50.5% 51.9%	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Provide and a continuous continuous talego and a continuous talego con continuous continuous continuous continuous continuous continuous continuous continuous corregamas continuous contin	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell 72% of the Non-Pell 73% o	me majority is have to see a superior of the majority is share to be entitled in the majority	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC better STC better STC ensured ST	er prepared when 2/3 of ures equity (015 Census 49.3% 49.0% 53.2% 55.5% 51.5% 51.5% 51.5% 28.9% 28.9%	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Success- Provide effective programs services to optimize t success of our studer as they prepare for quality job and/or continuing education success Provide effective programs services to optimize to our studer as they prepare for quality job and/or continuing continuing effective programs services to our studer as they prepare for quality job and/or continuing	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when studentidisadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tatthall Toombs Treutlen Totals/Averages STC Students STC Racuity/Staff- Full-Time STC Facuity/Staff- Part-Time	Pell vs Norman me majority in me me majority in me me majority in me majority in me majority in me m	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC bette % Female 50.7% 51.0% 443.5% 48.2% 49.5% 49.5% 48.1% 69.0%	er prepared when 2/3 of ures equity 015 Census 58 Male 49.3% 49.0% 53.2% 55.5% 51.9% 51.9% 28.9% 28.9% 28.9% 29.5% Prison	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Success- Provide effective programs services to optimize t success of our student and/or continuing education 1.Student Success-Provide effective programs services to optimize t success of our student as they prepare for quality job and/or continuing education services to our student services to our services to our services to service services to services to service services to services	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell 72% of the Non-Pell 72% of the Non-Pell 73% of the Non-Pell 73% of the Non-Pell 74% of the Non-Pell 74% of the Non-Pell 75% o	Pell vs Norman me majority in me me majority in me me majority in me majority in me majority in me m	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC better	er prepared when 2/3 of ures equity 015 Census 49.3% 49.0% 55.2% 55.5% 51.8% 51.8% 51.8% 51.8% 62.5% 62.5% 63.5% 65.5% 63.5% 65.5% 63.5% 65.5% 6	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project when he successful. Further achievemen will be researched a stimulated. Flans in progress to implement a Barber program to attract ratiodents. Help "Listening" sepecific with mojob, purpose of the session find out which program to attract when the sessions, but the own was the sessions, but the own purpose of the sessions and the sessions and the sessions of the sessions o
Success- Provide effective programs services to optimize to success of our student as they prepare for quality job and/or continuing education 1.Student Success-Provide effective programs services to optimize the optimization optimized to optimize the optimization optimizatio	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 91% of the Non-Pell Analysis: 1 is believed that if Also, when student's County Candler Emanuel Jenkins Johnson Montgomery Tatthall Toombs Treutien Totals/Averages STC Students STC Faculty/Staff- Fait-Time All STC Faculty/Staff- Part-Time All STC Faculty/Staff- Part-Time All STC Faculty/Staff- Part-Time All STC Faculty/Staff- Data Sources: US Census	Pell vs Norman me majority in me me majority in me me majority in me majority in me majority in me m	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC bette % Female 50.7% 51.0% 443.5% 48.2% 49.5% 49.5% 48.1% 69.0%	er prepared when 2/3 of ures equity 015 Census equity 015 Census 49.3% 49.0% 53.2% 56.5% 51.8% 57.9% 47.3% 50.5% 28.9% 28.9% 31.0% 28.9%	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project successful. Them be successful. Further achievemen will be researched at the successful and the successful
Success- Provide effective programs services to optimize to success of our student as they prepare for quality job and/or continuing education 1.Student Success-Provide effective programs services to optimize the optimization optimized to optimize the optimization optimizatio	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 91% of the Non-Pell 11 is believed that II 12 is believed that II 13 is believed that II 14 is believed that II 15 is believed that II 16 is believed that II 17 is believed that II 18 is believed that II 18 is believed that II 19 is believed that II 19 is believed that II 10 is b	Pell vs Norman me majority in me me majority in me me majority in me majority in me majority in me m	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC better	er prepared when 2/3 of ures equity 015 Census 49.3% 49.0% 55.2% 55.5% 51.8% 57.9% 47.3% 51.5% 51.8% 51.8% 57.9% 67.5% 51.5% 51.8% 67.5% 6	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project successful. Them be successful. Further achievemen will be researched at the successful and the successful
Success- Provide effective programs services to optimize to success of our student as they prepare for quality job and/or continuing education 1.Student Success-Provide effective programs services to optimize the optimization optimized to optimize the optimization optimizatio	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tathall Toombs Treutlen Totals/Averages STC Students ST	Pell vs Norman me majority in me me majority in me me majority in me majority in me majority in me m	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC better	er prepared when 2/3 of ures equity 015 Census 49.3% 49.0% 55.2% 55.5% 51.8% 57.9% 47.3% 51.5% 51.8% 51.8% 57.9% 67.5% 51.5% 51.8% 67.5% 6	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project successful. Them be successful. Further achievemen will be researched at the successful and the successful
Success- Provide effective programs services to optimize to success of our student as they prepare for quality job and/or continuing education 1.Student Success-Provide effective programs services to optimize the optimization optimized to optimize the optimization optimizatio	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: It is believed that it Also, when students disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tathall Toombs Treutlen Totals/Averages STC Students STC Faculty/Staff Full-Time All STC Faculty/Staff Part-Time All STC Faculty/Staff Part-Time Data Sources: US Cenus Bureau Guickects 2015	Pell vs Norman me majority in me me majority in me me majority in me majority in me majority in me m	# Black 24.5% 33.4% 34.3% 25.3% 27.2% 13.0% 24.0%	souther students of the studen	dents are in install, they we completion reastern Te. S Other Races 1.9% 1.6% 1.6% 1.6%	the medica ork hard to rate, it could chnical Col Median 530,518 \$33,142 \$28,910 \$36,466 \$35,536 \$35,536 \$31,291 \$40,143	al fields and be more sud do be determined by the sud of the sud o	d come to eccessful. I mined that A Demogrammed tha	STC better	er prepared when 2/3 of ures equity 015 Census 49.3% 49.0% 55.2% 55.5% 51.8% 57.9% 47.3% 51.5% 51.8% 51.8% 57.9% 67.5% 51.5% 51.8% 67.5% 6	for success. the classes ta for these stude 10,886 22,708 8,951 25,229 27,241 6,785	Population pe Square Mile 45.3 33.2 24.0 38.1 53.2 34.5	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 364.01 199.44	and work on project successful. Them be successful. Further achievemen will be researched at the successful and the successful
Success. Provide or provide or programs or studies as they for or studies or studies as they for or studies or	ensure equity in student outcomes across racial and groups by eliminating achievement gaps to wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and groups by eliminating achievement gaps wherever possible.	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell 72% of the Non-Pell 72% of the Non-Pell 73% o	Pell vs Norman Mell v	** Black ** Black 24.5% ** Black 24.5% 24.5% 33.4% 34.3% 28.9% 27.2% 27.2%	Deskil Completed lity completed lity completed lity completed lity completed lity completed lity completed students little stu	dents are in hts), they we completion as \$1.9% \$1.9% \$1.2% \$1.4% \$0.7% \$1.4% \$	the medica ork hard to rate, it could chnicat Co. Median Household income \$30,518 \$33,142 \$28,910 \$36,456 \$31,291 \$40,143 \$33,809	In fields and a more such a mo	d come to deconstitution of the constitution o	\$10 better	er prepared when 2/3 of ures equity 015 Census % Male 49.3% 49.0% 53.2% 55.5% 57.9% 47.3% 57.9% 47.3% 51.8% 57.9% 28.9% 28.9% 28.9% Prison Population included in Census	For success, the classes to for these study of the st	Population per Square Mile 45.3 33.2 24.0 32.9 38.1 53.2 42.0	Land Area in Square Miles 243.04 (680.60 a) 347.28 a) 303.01 239.52 479.40 a) 2,856.30	and work on project be been controlled by the beautiful
Success. Provide Provide programs	ensucegatify in student gaps by eliminating achievement gaps by the student gaps by th	Diversity (race and students and students) Diversity (race and students)	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: 1 is believed that it Also, when student disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tatthall Toombs Treutien Totals/Averages STC Sudenty/Staff- Full-Time STC Faculty/Staff- Full-Time All STC Faculty/Staff Full-Time All STC Faculty/Staff Sur-Time All STC Faculty/Staff All STC Faculty/Staff Sur-Time All STC Faculty/Staff	Pell vs Norman Pell v	** Black 24.5% 34.3% 34.3% 32.28.9% 27.2% 24.0% 418.5%	Description of the complete dilip co	dents are in its), they wo completions so that, they wo completion is the its of the its	the medicark hard to a rate, it could have a constructed to the country of the co	In fields and a more such a mo	d come to deconstitution of the constitution o	\$10 better	er prepared when 2/3 of ures equity 015 Census % Male 49.3% 49.0% 53.2% 55.5% 57.9% 47.3% 57.9% 47.3% 51.8% 57.9% 28.9% 28.9% 28.9% Prison Population included in Census	For success, the classes to for these study of the st	Population per Square Mile 45.3 33.2 24.0 32.9 38.1 53.2 42.0	Land Area in Square Miles 243.04 (680.60 a) 347.28 a) 303.01 239.52 479.40 a) 2,856.30	and work on project when he successful. Further achievemen will be researched at the successful of the
Success of the control of the contro	1.5.Equity: STC will ensure equity in student eithnic, and income landgroups by eliminating sichlevement gaps wherever possible. 1.5.Equity: STC will ensure equity in student eithnic, and income landgroups by eliminating schlevement eithnic, and income landgroups eliminating schlevement eithnic, and income landgroups eliminating schlevement eithnic, and income landgroups eliminating schlevement eliminating schlevement eliminating schlevement eliminating schlevement eliminating schlevement eliminating schlevement eliminatin	Economically disadvantaged students (PEL students) will compared to the students of the students of the students. Diversity (race and gender) among faculty, staff, students as compared to the students as to the students as some staff, students as some staff, students as some staff, and students as some staff, and staff, students as some staff, and staff, students as some staff, and	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts HR Data College Snapshot KMS Report DC200 KMS Performance Goals & Benchmarks - Scorecard	Duery from Banner I 33% of the Pell stud 91% of the Non-Pell 11 is believed that II 12 is believed that II 13 is believed that II 14 is believed that II 15 is believed that II 16 is believed that II 17 is believed that II 18 is believed that II 19 is b	Pell vs Norman Pell v	** Black 24.5% 34.3% 34.3% 32.28.9% 27.2% 24.0% 418.5%	Description of the complete dilip co	dents are in its), they wo completions so that, they wo completion is the its of the its	the medicark hard to a rate, it could have a constructed to the country of the co	In fields and a more such a mo	d come to deconstitution of the constitution o	\$10 better	er prepared when 2/3 of ures equity 015 Census % Male 49.3% 49.0% 53.2% 55.5% 57.9% 47.3% 57.9% 47.3% 51.8% 57.9% 28.9% 28.9% 28.9% Prison Population included in Census	For success, the classes to for these study of the st	Population per Square Mile 45.3 33.2 24.0 32.9 38.1 53.2 42.0	Land Area in Square Miles 243.04 (680.60 a) 347.28 a) 303.01 239.52 479.40 a) 2,856.30	and work on project when the successful them be successful. Further achievemen will be researched a sliminated. Flans in progress to implement a Barber program to attract rationals. Help 'Listening' see the successful to the successful to find out when the successful to find out when the successful to find out when the successful to find out which was also also the successful to recruit a refuse of the successful to recruit a recruit a refuse of
Success of the control of the contro	ensure equit in student garbinic, and income landing rough by eliminating achievement gaps wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial student gaps wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial student gaps are student gaps. 2.1.Instruction: STC will ensure the gap achievement gaps achievem	Economically disadvantaged students (PEL students) will comparatively with non-Pell students. Diversity (race and gender) among faculty, staff, students as counties in STC SDA. 55% Retention Rate ATD: >50% of the students enrolled in the students enrolled in the students and the students are counties in STC SDA.	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student US Census Bureau QuickFacts - Report Bureau Could be a successful and a success	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis: 1 is believed that it Also, when student disadvantaged stud County Candler Emanuel Jenkins Johnson Montgomery Tatthall Toombs Treutien Totals/Averages STC Sudenty/Staff- Full-Time STC Faculty/Staff- Full-Time All STC Faculty/Staff Full-Time All STC Faculty/Staff Sur-Time All STC Faculty/Staff All STC Faculty/Staff Sur-Time All STC Faculty/Staff	Pell vs Nor Ments successful and the majority in the majority	*** Black ** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black *** Black ** Black *** Black *** Black *** Black *** Black ** Black *** Black *** Black *** Black *** Black **	Description	dents are in the state. Idents are in the state in the s	the medica or hard to a control of the control of t	In fields and the field of the fields and the field	d come to december of the common of the comm	STC betts STC entre	er prepared when 2/3 of ures equity 015 Census % Male 49.3% 49.0% 53.2% 55.5% 57.9% 47.3% 57.9% 47.3% 51.8% 57.9% 28.9% 28.9% 28.9% Prison Population included in Census	For success, the classes to for these study of the st	Population per Square Mile 45.3 33.2 24.0 32.9 38.1 53.2 42.0	Land Area in Square Miles 243.04 (680.60 a) 347.28 a) 303.01 239.52 479.40 a) 2,856.30	and work on project when he successful. Further achievemen will be researched at the successful of the
Success of the control of the contro	sensure-gealty in student general groups by eliminating achievement gaps wherever possible. 1.5.Equity: STC will ensure equity in student outcomes across racial and proups by eliminating achievement gaps wherever possible. 2.3.Instruction: Instruction should a facilitate student learning and not be limited to traditional clearning and not be limited.	Economically disadvantaged students (PEL students (PEL students (PEL students (PEL students Text)) and the students (PEL students Text). The students (PEL students Text) are students (PEL students Text) and the students (PEL students Text) are students (PEL students Text). The students (PEL students Text) are students (PEL students Text) and the students (PEL students Text) are students (PEL students Text). The students (PEL students Text) are students (PEL students Text) are students (PEL students Text). The students (PEL students Text) are students (PEL students Text) are students (PEL students Text). The students (PEL students Text) are students (PEL students Text) are students (PEL students Text) are students (PEL students Text). The students (PEL students Text) are students (PEL students Text) are students (PEL students Text) are students (PEL students Text). The students (PEL students Text) are students (Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student IS Consus Bureau QuickFacts HR Data College Snapshot KMS Report DC200 KMS Performance Goals & Benchmarks - Scorecard	Duery from Banner I 33% of the Pell stud 71% of the Non-Pell Analysis County Candier Emanuel Jenkins Johnson Montgomery Tatthall Toombs Treutlen Totals/Averages STC Receiv/Steff Part-Time STC Facuty/Steff Part-Time Data Sources: US Census STC Students All STC Facuty/Steff Data Sources: US Census All STC Facuty/Steff Data Sources: US Census All STC Facuty/Steff All STC Facuty/Steff Data Sources: US Census All STC Facuty/Steff All STC Facuty/Steff Data Sources: US Census All STC Facuty/Steff Data Sources Data Sources Data Sources Data Sources D	Pell vs Nor her her her her her her her her her he	% Black 24.5% 33.4% 25.4% 31.5% 27.2% 29.8%	Description	dents are in its), they wo completions so the dents are in its), they wo completion castern from the dents are in its and equitable equitable and equitable eq	the medical strate in the medical strategies i	In fields and the fie	d come to to decorate the decorate that the deco	STC better strong bits 2 cm and a cm an	er prepared when 2/3 of ures equity (315 Census 49.9% 49.0% 55.5% 57.9% 47.3% 50.5% 51.8% 51.8% 28.9% 28.9% 28.9% 29.5% 57.9% 31.0% 29.5% 50.5%	of the classes of the classes to the classes to the classes to these studies of the classes to the classes to the classes to the classes of the clas	Population per Square Mile 45.3 33.2 24.0 32.9 38.1 42.0	Land Area in Square Miles 243.04 680.60 347.28 303.01 239.52 479.40 2,856.30	and work on project be been also will be researched a bilminated. Flants in progress to implement a Barber program to attract raturdents. See the program plan. See the program plan see the program plan see the program plan. See the program plan see the program plan see the program plan see the program plan. See the program plan see the program plan see the program plan see the program plan. See the program plan

gle	mpetitive obal		and English will successfully complete.				The first phase of TEAMS incorporated manual alerts an automation was disseminated to stakeholders to help ic	nd plans were in p dentify the top five	lace to gene e alert types	rate automat recommende	ted alerts ed for auto	at a later omation.	. A list of potential alert types for	Faculty and staff utili TEAMS to sustain an at-risk students. Acro system, more than 4.
e.	vii omnerit.		> 1/3 of the students enrolled in	a l			It should be noted that attrition has decreased significa	antly since STC st	opped withd	rawing online	e students	s for atten	e.	alerts were submitted
3			online Gateway courses will successfully				Attendance is the student's responsibility and it is the s							quadrupled in AY 201 System-wide, the stu alerted in Fall 2015 w
			complete.				Students are expected to complete all work required by	the instructor as	described in	the individu	al course	syllabus.		retained at 50% in th subsequent term; wh the retention rates fo
														the retention rates for consequent term of a students alerted in Sp
														2016 and Summer 20 34% and 53% respec
														The first phase of TE incorporated manual
														and plans were in pla generate automated a later date. A list of
														potential alert types i
														disseminated to stakeholders to help
														the top five alert types recommended for automation. English Faculty have p meetings to discuss the
2:0 Ed	Quality ducation-	2.1:Instruction: Instruction should	80% pass General Education	Gen Ed Competency Assessment Report College level gen ed competency assessment is embedded in										
Fa eft	fective,	facilitate student learning and not be limited to traditional	Competency Assessments	College level gen ed competend courses as shown below.	y assessment	is embedded in	AY 2016 # participating # Passing # A 7% # B 7% # C 7% Competency. 1 485 348 (72%) 103 125 120							results and identify additional instruction methods and resource
le:	arning nvironment	classroom models.		REQUIRED ASSE	ESSMENT SCORES		2 2	405	340 (72%)	(21%)	(26%)	(25%)		utilize in English clas
to	ensure our udents			ASSESSMENT	DIPLOMA, TCC*	DEGREE	The ability to utilize standard written English.		250 (050)	400	0.4	66		
kn an	ave the nowledge nd skills to			Standardized Applied Mathematics Exam	Score of 70% or higher	Score of 70% or higher	Competency 2	411	350 (85%)	190 (46%)	(23%)	(16%)		
SU	acceed in			ENGL 1010 Final Essay	Score of 70% or		The ability to solve practical mathematical problems.							
gle en	days ompetitive obal ovironment.				higher	Command 7000 on broken	Competency 3	331	288 (87%)	145 (44%)	(25%)	59 (18%)		
				ENGL 1101 Final Essay		Score of 70% or higher on a standardized rubric	The ability to read, analyze and interpret information.							
				ENGL 1010 Reading Assessment	Score of 70% or higher									
ð					nigner	Score of 70% or higher	Analysis: Southeastern Tech has recently moved to an embedded							
				ENGL 2130 Reading Assessment		on a standardized rubric	As evidenced by the scores above, the College met the						argeted percentage in English by	
				TCCs with a Gen Ed component			8%.							
							A variety of factors possibly contributing to the fact that • larger class sizes	t the pass rate for	the English	Competency	did not m	neet the 8	anchmark might be:	
							larger class sizes student time management issues student class load							
							availability of resources limited availability of credentialed adjunct instru- budget limitations which make it difficult to biss	ictors	no Conoral E	ducation inc	tructors t	o achieve	ller class size and	
							 budget limitations which make it difficult to hire the no-withdrawal due to attendance policy. (So the class. 	me students who	may have be	en withdraw	n in the p	ast due to	ndance are now allowed to stay in	1
			90% average score on Program Exit											
							Due to sporadic attendance, the students miss out on va		7					
							These students are often unsuccessful on the final exam	n, which is the as	sessment us	ed for the Ge	eneral Edu	ication Co	tency.)	Decreased average so a more realistic avera
Ed	Quality ducation-			Program Exit Exam Score Report	rt		86.77 Program Average Exit Exam Score							
eft	fective,	facilitate student learning and not be limited to traditional	VPIE recommender				Analysis: The Automotive Technology average score of 76.87 (AY	2015 89.21)and ti	he Medical A	ssisting aver	rage score	of 76.61	2015 83.82) were the lowest	90%
le	arning	classroom models.					program scores for AY 2016. Automotive Tech scores dr	ropped the most o	ver FT 2015	average sco	res.			
sti	nvironment ensure our udents		score of 90% for AN 2016 - original benchmark was				Analysis:							_
ℳ kn	eve the nowledge nd skills to		96.1%				Discussions with the Automotive instructor revealed tha problems was getting them to come to class and do the	at the AY 2016 cla work.	ss was youn	ger and just	did not ha	eve the dr	s ones in the past. One of the main	
su	ucceed in						The average score has dropped 2.85 points since AY 20	14.						_
gle	ompetitive obal ovironment.						AY 2014 89.62							
, i	on Chinese						AY 2015 88.64 AY 2016 86.77							
		2.1:Instruction:		QEP Assessment Results - QEP			AY 2016 - 13% (AY 2015 14.88%) of the guestions were i							Developed a schedu
Ed	acilitate an	Instruction should facilitate student	Only 2% of questions missed on ALMA Capstone	QEP Assessment Results - QEP	Tracking Syste	em .	Number of missed questions dropped almost 2 percentages							ensure all health scie
efi	fective, novative	learning and not be limited to traditional	on ALMA Capstone 96.1 avg score on Program Exit Exams for Health											programs administer ALMA Capstone.
en	arning nvironment ensure our	classroom models.	Science Programs				Analysis:							
劃 sti	udents ave the						Although issues with the online testing system were res took the ALMA Capstone exam.	solved and more d	ata was coll	ected, there	appears t	o be an is	where a program's students never	
an	nowledge nd skills to acceed in													
to	days ompetitive													
en	obal nvironment. Quality	2.2:Adult Education:	1400 Adult Ed NDS	TCSG Performance Scorecard			992 Adult Ed NRS Enrollment							Implemented the CCF
	ducation- I	Prepare students to successfully complete the GED (General	Enrollment	reso Performance Scorecard			772 Addit Ed NKS Elifolinient							Standards based curr
in			h Literacy - 58%	3			2a) ABE1 Beginning Literacy - 60%							We set a more realist for 2017 as we have s steady decline in enr
en to	ensure our	higher education					2b) ABE2 Beginning - 53% 2c) ABE3 Low Intermediate - 53%						In the last four years. There seems to be no	
sti	udents ave the	credential or enter the workforce in meaningfu	53%				2d) ABE4 High Intermediate - 53% 2d) ABE4 High Intermediate - 49.9%							incentive to further of education.
kn an	lowledge	employment.												
Su	nowledge nd skills to acceed in		2c) ABE3 Low Intermediate - 53%	V Comments of the Comments of			2e) ASE1 Low -53.7%							
to co	days ompetitive		2c) ABE3 Low Intermediate - 53% 2d) ABE4 High Intermediate - 47%				ASE2 - 52.3%							We met all the Feder Benchmarks for APE
to co gle	days		Intermediate - 53% 2d) ABE4 High				ASE2 - 52.3% 2f) ESL1 Beginning Literacy - ?%							success at each leve
to co gle	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47%				ASE2 - 52.3% 2f) ESL1 Beginning Literacy - ?% 2g) ESL2 Low Beginning - ?%							success at each leve
to co gle	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning				ASE2 - 52.3% 2f) ESL1 Beginning Literacy - ?%							We met all the Feders Benchmarks for ABE success at each leve We will implement th College and Career Standards in 2017, w Instructors attending workshops and takin
to co gle	occeed in days ompetitive lobal		Infermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2n) ESL2 Low				ASE2 - 52.3% 21) ESL1 Beginning Literacy - ?% 2g) ESL2 Low Beginning - ?% 2h) ESL3 High Beginning - ?%							We will implement th College and Career Standards in 2017, winstructors attending workshops and takin classes in an effort to
to co gle	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 56%				ASE2 - 52.3% 2) ESL1 Beginning Literacy - ?% 2g) ESL2 Low Beginning - ?% 2b) ESL3 High Beginning - ?% 2) ESL4 Low Intermediate - ?% 2) ESL4 High Intermediate - ?% 2) ESL5 High Intermediate - ?% 2) ESL5 High Intermediate - ?%							we will implement the College and Career Standards in 2017, winstructors attending workshops and takin classes in an effort to implement a CCR Stabased curriculum.
to co gle	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 56% 2b) ESL3 High Beginning - 57%				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20 ESL2 Low Beginning - 7% 2N ESL3 High Beginning - 7% 20 ESL3 Low Intermediate - 7% 20 ESL4 Low Intermediate - 7% 20 ESL5 High Intermediate - 7% 20 ESL5 Advanced - 7% 52.3% Total ABE ASE ESL							success at each leve We will implement th College and Career Standards in 2017, w instructors attending workshops and takin classes in an effort to implement a CCR Sta based curriculum. We did not enroll Eng language learners du barria of verification
to co gle	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 56%				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20] ESL2 Low Beginning - 7% 2h) ESL3 High Beginning - 7% 2h) ESL4 How Intermediate - 7% 2) ESL4 High Intermediate - 7% 2) ESL6 Advanced - 7% 22.3% ESL6 Advanced - 7% 22.3% Total ABE ASE ESL							success at each leve We will implement th College and Career Standards in 2017, w instructors attending workshops and takin classes in an effort t implement a CCR Sta based curriculum. We did not enroll Eng language learners du barrier of verification elligibility to program participation. These:
to co gle	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 56% 2h) ESL3 High Best - 57% 2f) ESL4 Low				ASE2 - 52.3% 29 ESL1 Beginning Literacy - 7% 29) ESL2 Low Beginning - 7% 29) ESL3 High Beginning - 7% 20) ESL4 Low Intermediate - 7% 20) ESL5 High Intermediate - 7% 20) ESL5 High Intermediate - 7% 20) ESL5 Advanced - 7% 20) ESL5 High Intermediate - 82.3% Total ABE ASE ESL 90.3% Adult Ed - Obtained a HS Diploma/GED							woccess at each leve We will implement th College and Career Standards in 2017, w Instructors attending workshops and takin classes in an effort implement a CCR Sta based curriculum. We did not enroll Eng language learners du based curriculum. We did not enroll Eng language learners du participation. These cannot provide documentation they it
su to co gli en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABE4 High Intermediate - 47% 2e) ASE1 Low - 52% ASE1 Low - 52% ASE1 Low 2g) ESL2 Low Beginning - 55% 2h) ESL3 High Beginning - 57% 2l) ESL4 Low Intermediate - 57% 2l) ESL5 High Intermediate - 57% 2l) ESL5 High Intermediate - 57% 2l) ESL5 High Intermediate - 50%				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20] ESL2 Low Beginning - 7% 2h) ESL3 High Beginning - 7% 2h) ESL4 How Intermediate - 7% 2) ESL4 High Intermediate - 7% 2) ESL6 Advanced - 7% 22.3% ESL6 Advanced - 7% 22.3% Total ABE ASE ESL							woccess at each leve We will implement th College and Career Standards in 2017, w Instructors attending workshops and takin classes in an effort implement a CCR Sta based curriculum. We did not enroll Eng language learners du based curriculum. We did not enroll Eng language learners du participation. These cannot provide documentation they it
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 20) ABE4 High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 21) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 55% 2h) ESL3 High Seginning - 55% 2h) ESL5 High Intermediate - 57% 2l) ESL5 High Intermediate - 57%				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 22) ESL2 Low Beginning - 7% 23) ESL3 High Beginning - 7% 20) ESL4 Low Intermediate - 7% 20) ESL5 High Intermediate - 7% 20) ESL5 High Intermediate - 7% 20) ESL5 Advanced - 7% 22.3% Total ABE.ASE.ESL 20.3% Adult Ed - Obtained a HS Diploma/GED 452 GEDs awarded 46.9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment							we will implement the college and Career Standards in 2017, winstructors attending workshops and takin implement a CCR Standards in CCR Standards in
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 55% 2g) ESL3 High Beginning - 57% 2g) ESL4 Low Intermediate - 57% 2g) ESL5 High Intermediate - 50% 2g) ESL6 Advanced - 50%				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 20) ESL3 High Beginning - 7% 20) ESL4 Low Intermediate - 7% 20) ESL4 High Intermediate - 7% 20) ESL6 Advanced - 7% 21% Total ABE ASE ESL 20, 3% Adult Ed - Obtained a HS Diploma/GED 452 GEDs awarded 36, 9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment Analysis:							we will implement the College and Career Standards in 2017, winstructors attending workshops and takin implement a CCR Standards in CCR Standa
su to co gli en	occeed in days ompetitive lobal		Intermediate - 53% 22) ABEA High Intermediate - 47% 2e) ASE1 Low - 52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 55% 2g) ESL2 Low Intermediate - 57% 2g) ESL5 High Intermediate - 57% 2g) ESL5 High Intermediate - 57% 2g) ESL5 Low Intermediate - 57% 2g) ESL5 High Intermedi				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20] ESL2 Low Beginning - 7% 2N) ESL3 High Beginning - 7% 2N) ESL3 High Beginning - 7% 20] ESL4 Low Intermediate - 7% 20] ESL4 Cow Intermediate - 7% 20] ESL5 Advanced - 7% 52.3% Total ABE.ASE.ESL 90.3% Adult Ed - Obtained a HS Diploma/GED 452 GEDs awarded 36.9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level Although 1,017 students enrolled in classes, 519 level	ed for 12 hours or	longer to be	counted in th			orting System (NRS)	we will implement the College and Career Standards in 2017, winstructors attending workshops and takin implement a CCR Standards in CCR Standa
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 22) ABEA High Intermediate - 47% 2e) ASE1 Low - 52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 55% 2g) ESL2 Low Beginning - 55% 2g) ESL3 Low Intermediate - 57% 2g) ESL5 High Intermediate - 50% 2k) ESL6 Advanced - 50% BS% Adult Ed Diploma/GED GED SS% Adult Ed				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20] ESL2 Low Beginning - 7% 20] ESL2 Low Beginning - 7% 20] ESL3 High Beginning - 7% 21) ESL4 Low intermediate - 7% 22) ESL4 High Intermediate - 7% 23) ESL4 Advanced - 7% 22.3% Total ABE ASE ESL 29.3% Adult Ed - Obtained a H5 Diploma/GED 452 GEDs awarded 36.9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment Analysis: In FY2016 - 1,017 students enrolled in classes, 519 level HRhough 1,017 students enrolled, only 997 were retaine We plan revise our Retention Plan to include creative st	ed for 12 hours or trategles to keep s	longer to be students in c	counted in th lass longer.	he Federa	l National	orting System (NRS)	were search lever to the control of
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 20) ABEA High Intermediate - 47% 2a) ASE1 Low. 52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 56% 2g) ESL2 Low Beginning - 56% 2g) ESL3 High Beginning - 57% 2g) ESL5 High Intermediate - 57% 2g) ESL5 High Intermediate - 57% 2g) ESL5 High Intermediate - 50% 2k) ESL6 Advanced - 59% 2k) ESL6 Advanced - 59% 2k) ESL6 Advanced - 50% Diploma/GED GEDS				ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20] ESL2 Low Beginning - 7% 2N) ESL3 High Beginning - 7% 2N) ESL3 High Beginning - 7% 20] ESL4 Low Intermediate - 7% 20] ESL4 Cow Intermediate - 7% 20] ESL5 Advanced - 7% 52.3% Total ABE.ASE.ESL 90.3% Adult Ed - Obtained a HS Diploma/GED 452 GEDs awarded 36.9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level Although 1,017 students enrolled in classes, 519 level	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search lever to the control of
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Seginning - 59% Seginning - 59% Seginning - 59% Seginning - 57%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search lever were search lever to the control of the control
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 24) ABEA High Intermediate - 47% 2e) ASET Low -52% ASEZ - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Dow Beginning - 56% Beginning - 56% 2g) ESL2 Low Intermediate - 57% 2g) ESL3 High Beginning - 57% 2g) ESL5 High Beginning - 57% 2g) ESL5 High Beginning - 57% 2g) ESL5 High Intermediate - 57% 2g) ESL5 High In				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search level with the search level will be search level with the search level with
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Seginning - 59% Seginning - 59% Seginning - 59% Seginning - 57%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search lever to the control of
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Seginning - 59% Seginning - 59% Seginning - 59% Seginning - 57%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search level when the control of the control o
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Seginning - 59% Seginning - 59% Seginning - 59% Seginning - 57%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	we will implement the College and Career Standards in 2017, no growth of the College and Career was a college and career of the college and career of the career was a college and career of the car
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Seginning - 59% Seginning - 59% Seginning - 59% Seginning - 57%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search lever to the control of
su to co gli en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Seginning - 59% Seginning - 59% Seginning - 59% Seginning - 57%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orling System (NRS)	were search level with the control of the control o
su to co gli en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 59% 2g) ESL3 Low Intermediate - 57% 2g) ESL3 Low Intermediate - 57% 2g) ESL4 Low Intermediate - 57% 2g) ESL5 Advanced - 50%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search level with the control of the control o
su to co gle en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 59% 2g) ESL3 Low Intermediate - 57% 2g) ESL3 Low Intermediate - 57% 2g) ESL4 Low Intermediate - 57% 2g) ESL5 Advanced - 50%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	we will implement th College and Career Standards in 2017, no control of the College and Career Williams a
su to co gli en	occeed in days ompetitive lobal		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 59% 2g) ESL3 Low Intermediate - 57% 2g) ESL3 Low Intermediate - 57% 2g) ESL4 Low Intermediate - 57% 2g) ESL5 Advanced - 50%				ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or trategies to keep s ad 327 more GED	longer to be students in c graduates in	counted in th lass longer. FY 2016 tha	he Federa in in FY 20	l National	orting System (NRS)	were search level with the control of the control o
Survivos de la constante de la	Access in support the control of the	3.1#inancial: STC will develop sustainable	Intermediate - 53% 24) ABEA High Intermediate - 47% 2e) ASET Low -52% ASEZ - NA 2f) ESLT Beginning Ulteracy - 52% 2g) ESLZ Low Beginning - 56% Beginning - 56% Beginning - 56% Beginning - 57% 2g) ESLS High Beginning - 57% 2g) ESLS High Beginning - 57% 2g) ESLS High Beginning - 57% 2d) ESLS High Beginning - 57% 2d) ESLS High Beginning - 57% 2d) ESLS High Destinated a His DiplomarGED GEDS 35% Adult Ed Entered Ente		ndation Report		ASE2 - 52.3% 20, ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 21) ESL3 High Beginning - 7% 21) ESL4 Low Intermediate - 7% 22) ESL4 Low Intermediate - 7% 23) ESL4 Sligh Intermediate - 7% 24) ESL5 Advanced - 7% 25.3% Total ABE ASE ESL 26.3% Adult Ed - Obtained a HS DiplomaiGED 45.2 GEDs awarded 46.5% Adult Ed Entered Postsecondary Ed 48.5% Adult Ed Entered Employment Analysis: In FY2016: 1,017 students enrolled in classes, 519 level We plan revise our Retention Plan to include creative st We plan revise our Retention Plan to include creative st 52.4% of our students made educational gain and we ha	ed for 12 hours or rategies to keep to ad 327 more GED ementing the CCR	longer to be students in c graduates in S Standards b	counted in the lass longer. FY 2016 than assed curricu	he Federa in in FY 20	l National	orting System (NRS)	were search lever were search lever to the control of the control
Sul to cook of the	Resources- nsure STC		Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Low Beginning - 57% 2g) ESL2 Low Beginning - 57% 2g) ESL3 High Permediate - 57% 2g) ESL4 High Intermediate - 57% 2g) ESL5 High Intermediate - 50% 2g) ESL5 High 2g) ESL5 High 2g) ESL5 High 2g) ESL5 High 2g) ESL5 High 2g) ESL5 High 2g) ESL5 H	Institutional Advancement - Fox	ndation Report		ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 20) ESL2 Low Beginning - 7% 20) ESL3 High Beginning - 7% 20) ESL4 Low Intermediate - 7% 20) ESL5 High Intermediate - 7% 20) ESL6 Advanced - 7% 52.3% Total ABE.ASE.ESL 70.3% Adult Ed - Obtained a HS Diploma/GED 485 GEDs awarded 36.9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment Analysis: 10 FY2016: 1,017 students enrolled in classes, 519 level Although 1,017 students enrolled in classes, 519 level	ed for 12 hours or rategies to keep to ad 327 more GED ementing the CCR	longer to be students in c graduates in S Standards b	counted in the lass longer. FY 2016 than assed curricu	he Federa in in FY 20	l National	orting System (NRS)	we will implement th College and Career Standards in 2017, no control of the College and Career Williams a
Sil to cook of the	Resources: say to say the say to say the say to say the say th	3.1#inancial: STC will develop sustainable	Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Heg Beginning - 55% 2h) ESL3 High Intermediate - 55% 2h) ESL5 High Intermediate - 55% 2h) ESL5 High Intermediate - 50% 2h) ESL5 High Inter		ndation Report		ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20] ESL2 Low Beginning - 7% 20) ESL2 Low Beginning - 7% 20) ESL3 High Beginning - 7% 20) ESL4 Low Intermediate - 7% 20) ESL4 Low Intermediate - 7% 20) ESL4 May 100 20 20 21 22 23 24 25 25 26 26 26 27 26 27 26 27 27 28 28 28 29 20 20 20 20 20 20 20 20 20 20 20 20 20	ed for 12 hours or rategies to keep and 327 more GED ementing the CCR	longer to be students in c graduates in S Standards b	counted in the lass longer. FY 2016 than assed curricu	he Federa in in FY 20	l National	orting System (NRS)	were search lever were search lever to the control of the control
Silver Si	Resources- sure STC so the STC so	3.1#inancial: STC will develop sustainable	Intermediate - 53% 2d) ABEA High Intermediate - 47% 2e) ASE1 Low -52% ASE2 - NA 2f) ESL1 Beginning Literacy - 52% 2g) ESL2 Heg Beginning - 55% 2h) ESL3 High Intermediate - 55% 2h) ESL5 High Intermediate - 55% 2h) ESL5 High Intermediate - 50% 2h) ESL5 High Inter	Institutional Advancement - Fox	ndation Report		ASE2 - 52.3% 20 ESL1 Beginning Literacy - 7% 20) ESL2 Low Beginning - 7% 20) ESL2 Low Beginning - 7% 20) ESL3 High Beginning - 7% 20) ESL4 Low Intermediate - 7% 20) ESL5 High Intermediate - 7% 20) ESL6 Advanced - 7% 52.3% Total ABE.ASE.ESL 70.3% Adult Ed - Obtained a HS Diploma/GED 485 GEDs awarded 36.9% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Postsecondary Ed 43.5% Adult Ed Entered Employment Analysis: 10 FY2016: 1,017 students enrolled in classes, 519 level Although 1,017 students enrolled in classes, 519 level	ed for 12 hours or rategies to keep to ad 327 more GED ementing the CCR	longer to be students in c graduates in S Standards b	counted in the lass longer. FY 2016 than assed curricu	he Federa in in FY 20	l National	orting System (NRS)	were search lever were search lever to the control of the control

			previous fiscal year. These results prove that being conscientious of spending and keeping budgets aligned with actual revenues will allow the college the opportunity to rebuild its rainy day fund.	increased Efficiency/Decrease in Program Cost per Credit Hour (MS Application Support - Program Cost Survey Reports for Fiscal Years	These results prove that being conscientious of spending and keeping budgets aligned with actual revenues will allow the college the opportunity to rebuilt- its rainy day fund. In FY 2015 program revenue was \$3,884,053.00 and in FY 2016 program revenue was \$3,985,893.00. This was a 1.9% increase in program revenue over FY15. As reflected in the chart below, the average program cost per credit hour has been higher than the system average each fiscal year with the highest percentage difference being in 2010 at 51.5% higher than the system average. In 2015, the difference is 38.14% higher. Overall the TCSG difference since 2010 is 144% increase in cost while the STC increase since 2010 is 12%.	1 195% increase in rainy of funds from FY 2015 to F' 2016. 1.9% increase in progran revenue over FY15 Plan to research ways to decrease program cost p credit hour				
			Increase in		FY Average Program Cost Per Credit Hour Comparison					
			program revenue of previous year		\$450.00					
			Increase Efficiency/Decrease in Program Cost Per Credit Hour		2000					
			Per Credit Hour		\$400.00					
					\$300.00 \$250.00 \$150.00 \$100.00 \$50.00 \$2010 \$2011 \$2012 \$2013 \$2014 \$2015 \$2010 \$2010 \$2010 \$2010 \$2010 \$2010 \$2010 \$2010 \$2011 \$2012 \$2013 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2014 \$2015 \$2016 \$20					
4	4:Community	ommunity 4.1:Workforce Development: STC will korce meet local community	83% Job Placement	KMS DC108 Placement Rate KMS DC#265 - unduplicated placement rate	Note: Job Placement is reported for the previous fiscal year	STC utilized positive relationships with local				
	Development- Ensure that Community	workforce needs through existing credit programs and by	· Mocinett	constant and services of the s	AY 2015 Placed in Field Rate 69.43%	business and industry to provide a cutting edge workforce for our local communities.				
r	needs are	expanding/discontinuing credit program offerings to match workforce				STCs Career Services Department plans to implement a new online board system that will a				
_ 6	STCs educational programs and economic development efforts.	needs.	EE Custombad		DC 265 Unduplicated AY 2015 Total Placement 98.7% AY 2015 Placed in Field 87.3%	implement a new online board system that will is employers to post jobs, receive resumes and re campus recruitment vis further help employers connect with STC gradu				
						The Economic Division assist by informing employers of this systement to become part of new way of workforce recruiting. Customized training and				
	Norkorce	meet local community	65 Customized Contract Companies served	Customized Contract Training Reports	S1 Customized Contract Companies served	total 16,391 individuals				
E	Ensure that community workforce	through existing credit programs and by			49,663 Customized Contract Trainee Contact Hours	during the year. Continuing education c and services were prov for a total of 3646 peop				
p	neet through to match through to match needs. ducational rograms and conomic evelopment	expanding/discontinuing credit program offerings to match workforce needs.	Contract Trainee Contact Hours	SI.	Analysis: A total of 20,039 individuals were served during FY 2016. Results for FY 2016 reflect an increase from the previous year.					
e	efforts.	4.1:Workforce	Skilled program/s	Program approval/s and terminations	Due to continuous low enrollment, the Marketing Program was Terminated	for next year. Additional marketing strategies are also plar				
a V	Norkorce Development		Skilled program/s identified for Swainsboro Campus	-g	Due to no enrollment nor interest the Nail Tech, Esthetician, and the COS Instructor Training programs were terminated via the TCSG purge process.	Terminated Marketing, Tech, Esthetician, COS Instructor Training prog				
	community workforce needs are met through	through existing credit programs and by expanding/discontinuing credit program offerings to match workforce			Business and Industry leaders identified the need for basic Computer Numerical Control operators. RNs are still high demand. The LPN to ASN bridge was identified as a need on the Swalinsboro Campus.	Identified need for CNC to ASN bridge, and Bar programs.				
F	educational programs and economic development	needs.								
lr.	and Workorce Development- Ensure that	economic development	3125 #served through Continuing Education	Continuing Education Reports	3646 students were served through Continuing Education. 320 continuing education courses were offered in AY 2016 STC also offers Ed2Go online courses with a catalog of over 400 course offerings available.	initiated new Teen Driv Education Program. 11 drivers participated du the 1st year.				
e	community workforce needs are met through STCs educational orograms and economic	community services to support existing business/industry and to attract new business/industry to the region.	126 Continuing Education courses offered							