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## Academic and Student Support Services Goals Report



Edit	Academic and Student Support Services Unit	Desired Outcome	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
	Career Services	200 students will receive job market info provided by the Career Services Department through the Online Student Career Center.	Google Analytics; Student Career Center Survey	.....	
	Career Services	95% of the students that participate in the college Work Study program will be able to identify work ethics traits and be able to describe their importance in the work place.	Assessments given to Work Study students at the conclusion of workshops and semesters.	.....	
	Career Services	86% of graduates will obtain employment in their field of study or related field.	Technical College System of Georgia Knowledge Management System (KMS) data	.....	
	Career Services	100% of the students will be able to identify needs of companies and employer expectations in their particular field of study.	Employer of the Month Survey; Lunch and Learn Surveys		
	Distance Education	Southeastern Technical College will have a college wide attrition rate of 5% or lower in online courses for AY 2018.	GVTC Online Attrition Rate Report for AY 2018	::::In AY 2018, STC had a 4.1% attrition rate. Only two other technical colleges had a lower attrition rate. This rate was achieved because of the Blackboard training and support that is provided to faculty and students. Research shows that students tend to withdraw from online courses because their expectations are that online classes are easier. Students may also lack the motivation needed to meet strict deadlines on their own or they lack the academic and technology skills needed to be successful. Through various Blackboard training sessions, informed advisement, and frequent contact between faculty and students, the attrition rate for the college continues to be very good. Additionally, online students are not withdrawn for attendance so students remain enrolled in courses when they may have otherwise been withdrawn.::::	Retaining students is always a work in progress. POCs will provide continuous training for faculty throughout AY 2019. All full-time and adjunct instructors will be required to complete Blackboard training through an assigned mentor, with a POC, or GVTC's online Blackboard training course. Instructors will be reminded to maintain communication with online students, use TEAMS to report students who are struggling academically, provide resources to help students be successful, and make online course instructions clear and explicit. In AY 2019, advanced features in Ally will help improve course accessibility.
	Distance Education	Ensure the learning outcomes of online courses are the same as the traditional offerings of the course.	Instructor Self-Review - Question number two Institutional Review Process Form (IRP)	::::This goal continues to be met 100% of the time; therefore, it will not be included in the Spirit 2019 plan. Even though it will not be in Spirit, the IRP forms will still be used and program deans can ensure the outcomes of online courses are the same as the traditional offerings of the course.::::	This goal continues to be met; therefore, it will not be included in the Spirit 2019 plan. Even though it will not be in Spirit, the IRP forms will still be used and program deans can ensure the learning outcomes of online courses are the same as the traditional offerings of the course. The self-review forms will no longer be required in AY 2019. Instructors are answering the questions that only require a check mark to rate their performance as online instructors, but many are not taking the time to respond to the questions that ask them to describe

					aspects of their instruction (interaction with students, facilitation of weekly threaded discussions, supplemental content additions, etc.) that they feel are indicative of their strengths as online instructors. Additionally, few instructors are describing their plans for improving their overall professional growth as online instructors. The distance-learning department believes that there are enough checkpoints in place with the IRP, IPEI, and Master Reviews to evaluate these areas. For these reasons, the Self-Review form will no longer be required.
	Distance Education	Online faculty will be satisfied with the training available to increase their knowledge and skills for improving online classes.	Annual Survey of Online Faculty--90% satisfaction rate	<p>96.88% of online/hybrid faculty are satisfied with the training available to increase their knowledge and skills for improving online and hybrid courses. The goal was met.</p> <p>Extensive training (face-to-face, emails, videos, handouts, webinars) was provided to faculty during AY 18 to teach strategies to adapt courses to meet ADA compliance. Faculty were trained to have ADA compliant hyperlinks, text design, images/graphics, audio/video, and Word, PowerPoint, and pdf documents. The POCs reviewed course syllabi and used a checklist to ensure accessibility. The same was done for Blackboard course content. Additionally, POCs set up Blackboard Essentials training through GVTC for new faculty. POCs also provided individualized training with instructors who requested it. A new accessibility program, Ally, was presented to faculty and training was offered on both campuses. Ally is a program that works in Blackboard to evaluate the accessibility of course content.:</p>	Online learning is constantly changing and improvements are always being made. The POCs will attend yearly POC Meetings and participate in webinars during the year to provide the most up-to-date training for faculty. GVTC is developing a new Blackboard Training course for faculty that will be available in January 2019. All new full-time and adjunct teaching online and/or hybrid courses will be encouraged to complete the training.
	Distance Education	All online and hybrid courses will have an Ally accessibility score of at least 80% by summer semester 2018.	Ally accessibility report for summer semester 2018.	<p>58 out of 80 (73%) online and hybrid courses had an Ally accessibility score of at least 80. The goal was not met by summer semester 2018. Many instructors use third party resources in Blackboard from various publishing companies. While the resources provide excellent course content for students, all of the content isn't 100% accessible. Publishing companies have agreed to work on making the content accessible, but this will take some time. Some publishing companies have given instructors permission to make the content accessible. Others are having to wait on the publishing companies to make the content accessible. Instructors have been instructed to have accessible/ alternative forms of documents that meet the accessibility requirements of any student who requests them. An Accessibility Compliance Worksheet is saved on the S Drive for each program to list all accessibility issues and the plan to make them accessible. Respective deans are monitoring the compliance worksheets.:</p>	Ally is a new software program that runs in Blackboard to check the accessibility of course documents. Since its release in late 2017, Ally has not been able to provide assistance with contrast issues until October 2018. Now a full new Instructor Feedback guidance flow has been added for documents (PDFs, Word and Powerpoint) that contain text with insufficient contrast. This contains documentation on why this is important, different types of contrast issues and step-by-step guidance on how text with insufficient contrast can be fixed. Correcting contrast issues will significantly improve Ally scores. The POCs will run Ally Accessibility reports each semester to give to instructors so they can improve each course's overall accessibility score. POCs will work with instructors as needed to help them correct accessibility issues. POCs will provide training to online faculty as new accessibility information is made available.
	Distance Education	Increase the number of Spring 201814 Blackboard Orientation completers by 25% over Spring 201714.	Number of students successfully completing the Blackboard Orientation in 201814 as compared to Spring 201714.	<p>The goal was exceeded. During Spring 201814, 149 students successfully completed the Blackboard orientation compared to 93 students in Spring 201714. This is a 60% increase. This increase is a result of more communication between faculty and students about the importance of the Blackboard Orientation. Online LMS Orientations help students get comfortable with the learning management system, the portal they will use to turn in assignments, communicate with their instructors, and access their course materials. Students who take the time to familiarize themselves with Blackboard have a better chance of not falling behind. :</p>	The goal was met; however, there were 304 online students enrolled 201814 with 149 completing the orientation. We still have room to improve. The Blackboard Orientation will be updated as needed with useful information that will help students be successful in online courses. Faculty and the Blackboard POCs will promote the orientation and this goal will be

					included in the 2019 Spirit Plan for Distance Learning.
	Distance Education	100% of full-time and adjunct faculty teaching online and/or hybrid courses will complete the necessary training (approved online training through GVTC, webinars, videos, mentor training, training by STC POCs) to receive Blackboard Certification of Training	Certificate of Training issued by GVTC and/or POCs at Southeastern Tech	<p>21 out of 21 (100%) full-time faculty teaching online courses during AY 2018 were Blackboard certified.</p> <p>9 out of 11 (82%) adjunct faculty teaching online courses during AY 2018 were Blackboard certified.</p> <p>17 out of 18 (94%) full-time faculty teaching hybrid courses during AY 2018 were Blackboard certified. The instructor that was not Blackboard certified is no longer working at STC.</p> <p>5 out of 8 (63%) adjunct faculty teaching hybrid courses during AY 2018 were Blackboard certified.</p> <p>The goal was almost met for full-time faculty. The one instructor that did not have Blackboard certification and was teaching hybrid courses was signed up for Blackboard training, but never finished it. He is no longer working with STC.</p> <p>The goal was not met for adjunct faculty teaching online and hybrid courses. Courses taught by adjunct are sometimes added to the schedule right before the semester starts and instructors are hired at the last minute and are unable to get the preferred Blackboard training before they begin teaching. Courses are added to the schedule at the last minute when a new section needs to be opened to fulfill student demand. Also, high schools often request dual enrollment courses at the last minute. In these cases, we always ensure that adjunct are using online/hybrid courses that have been developed by full-time faculty and have already passed a Master Review and/or a deans review.</p> <p>Adjunct usually meet with their mentor to review the basics of Blackboard before teaching, but a more formalized training is preferred. 3 out of 3 (100%) full-time faculty teaching online dual enrollment courses in AY 2018 were Blackboard certified.</p> <p>2 out of 4 (50%) adjunct teaching online dual enrollment classes in AY 2018 were Blackboard certified.</p> <p>2 out of 2 (100%) full-time faculty teaching dual enrollment hybrid courses in AY 2018 were Blackboard certified.</p>	<p>Currently full-time and adjunct faculty complete a Blackboard Essentials course created by GVTC or they complete Blackboard training with their mentor. The Essentials training is 19 hours and faculty have reported it to be cumbersome. The task modules are not organized in an order that faculty would follow if they were working in their own Blackboard course. GVTC is creating a new online training course that will be available in January 2019. All new full-time and adjunct instructors that teach online and/or hybrid courses will be encouraged to complete the training and certification. Also, the dean over distance learning will monitor instructors who are assigned to teach online or hybrid courses and have not had any Blackboard training. Those instructors will be encouraged to complete training as soon as possible.</p>
	Distance Education	Faculty are satisfied with the staff available to support electronically offered programs.	Annual Survey of Online Faculty will demonstrate at least 80% satisfaction rate among faculty.	<p>96.88% of online/hybrid faculty are satisfied with the staff to support Distance Learning programs at Southeastern Tech. The goal was met for AY 2018 because the POCs respond quickly and effectively to instructors who need assistance with their Blackboard courses. Additionally, training has been provided on accessibility, Turnitin software (checks submitted documents against a database and the content of other websites with the aim of identifying plagiarism), and ILP/Blackboard grade push training. New instructors to online learning have been enrolled in GVTC's Blackboard Essentials course or have had training with their assigned mentor.</p>	<p>Training on updated/improved software will be provided throughout the year. Also, instructors need access to Adobe Pro to check the accessibility of PDF documents. Currently, only a few individuals at the college have the software. Adobe Pro will be purchased for departments to share during 2019.</p>
	Enrollment Services	80% of faculty/staff are aware of the support services available to students with disabilities through the Special Needs Office.	Faculty Staff Perception of Services (conducted annually)	<p>The AY18 percentage for this outcome was 96% awareness for employees who completed the survey, a 4% decrease from the AY16, No information available on the percentage of employees that completed the survey.</p>	<p>Continue to meet with new employees to provide an overview of services for students with disabilities at STC. Future plans to incorporate disability awareness presentation to employees during college-wide SD.</p>
	Enrollment Services	Students will learn information within the Online New Student Orientation that will enable them to successfully begin college.	Student Perception of Services Survey and the assessment at the end of the Online New Student Orientation	<p>There are 2 questions that pertain to New Student Orientation on the survey. For FY 18, there was a 0 percent decrease in the amount of students who were satisfied with the New Student Orientation process. There was a 2% decrease in the amount of students who did not agree that they learned information which enabled them to successfully begin college at STC.</p>	<p>Every New Student attending STC is required to complete New Student Orientation. This orientation contains information that STC is required to present to students as well as information that will enable them to become more familiar with the policies and procedures of the college. Several sections were updated during the past academic year to reflect changes that went into effect for online learning, proctored events, withdrawing, library services, etc. Students are able to refer back to the orientation when questions arise about certain areas or topics. The online orientation component is looked at each year to see what areas need additional information or what information may need to be removed. Recently, a section was added on Safety and Security and Active Shooter to help ease the confusion with some of the new laws that were passed in GA.</p>
	Enrollment Services	90% of individuals using the Admissions Office or	Student Perception of Services Survey	<p>There are 9 questions on the survey that pertain to Admissions services. The overall percentage of students who agreed with the services they received was 98%. This number is down from 99% from the previous year.</p>	<p>While the overall percentage decrease was less than 1% it was still a decrease.</p>

		Individuals utilizing Admissions Office services will rate their satisfaction as good or better as recorded on all satisfaction surveys.	(conducted annually)			Several factors may have influenced the decrease. STCs dual enrollment #s has increased drastically and as a result Agatha McRae had to be out of the office more to deal with high school students, leaving only 1 person in Admissions on the Swainsboro Campus. This person had to wear multiple hats to keep the office running. Also, during FY 18, one employee on the Swainsboro Campus in Admissions had to miss a good bit of work due to family obligations. Additionally, an employee on the Vidalia Campus also missed weeks of work due to a leg injury. When incidents like these happen there is not a lot that can be done when there are no funds to hire additional help during those times. Had funds been available, additional people could have eased the burden on those that were there. The Admissions office is also without a Testing Coordinator, so we are limited on when we can offer placement testing on both campuses.
	Enrollment Services	Students will know the process for requesting and receiving reasonable accommodations at Southeastern Technical College.	On a survey administered to all students in COLL 1040, 80% of students surveyed will answer correctly at least 80% of questions related to accessing disability services.	.....:Vidalia campus students in the traditional classroom setting were given a presentation on accessing disability services and afterwards surveyed. 116 students completed the survey compared to 121 during FY17 resulting in a slight decrease in completed surveys. 81% (95 students) of the students surveyed scored 80% or higher on the assessment. This is a 2% improvement from FY17. The goal of 80% of the students surveyed answering 80%+ correctly was slightly exceeded.		Incorporated Kahoot, (a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are multiple-choice quizzes that allow user generation and can be accessed via web browser) in the presentation to add a fun way to learn, improve the success rate and to use as a possible assessment tool. It was quickly discovered that although students were having fun, they tended to perform better on the survey when not presented in a game format. The students seemed to take the game format less seriously. The game also has a timer for each question that may have presented extra stress of being timed. I will continue to use Kahoot for fun in presenting the information, but will also continue to use the survey for assessment purposes. There was not a coordinator on the Swainsboro Campus to present to the COLL1040 classes. There has since been a coordinator assigned to the position and presentations will begin on the Swainsboro campus FY19. Steps will be taken to ensure surveying online students in COLL1040.
	Enrollment Services	Increase the number of Move On When Ready students from the previous FY	KMS Report # DC204	.....:Using total enrollment numbers from KMS report, I divided difference from 2017 to 2018 (223) by beginning year-2017 (333) to get the percent increase of about 67%. This is above STC's overall college enrollment increase of about 6% and TCSG's DE enrollment increase of 23.4%.		Agatha and I are in schools on a regular basis giving the Accuplacer Placement Test, making lunch visits, presenting at honor's programs, helping with Apply to College Days, and attending College and Career Fairs. We also attend College Probe Fairs at various Technical Colleges and Georgia Southern University. We offer

					our assistance to aid in gafutures approval of applications when counselors are struggling. Our constant communication and assistance has helped us maintain a great rapport with our counselors and has increased DE by 67% last year and by 32% for Fall 2018. Our enrollment for Fall has already surpassed our 2018 total.
	Financial Aid	Students attending Financial Aid Sessions of COLL 1000 will understand the use the the MySTC Portal and BANNERWeb to retrieve information on Financial Aid Awards, outstanding financial aid requirements and SAP standing.	Student Perception of Services Surveys responses on the availability of Financial Aid information	See overall results.:See overall results.:See overall results.:See overall results.:Student Perception of Services Surveys show that students at a 94% rate believed financial aid information and services were readily available. In addition, 95% of students reported they were satisfied with the services provided by Financial Aid. While these figures were lower than the 2017 rates, the rate for satisfaction was at the seven year average.	Financial Aid routinely improves the presentations given to COLL 1040 students to improve understanding of the financial aid processes.
	Library Services	Conduct inventory of library collection ahead of ALMA library software conversion	number of deleted titles	::::::::::Deleted 104 items from the catalog.	By cleaning up the Library database, transition went smoothly to ALMA. Deleted 104 items from the catalog.
	Library Services	Manage interlibrary loan system in an accurate and prompt manner.	Positive ratio of lending to borrowing.	::::::::::16 borrowed items, 46 lending items	Positive ratio borrowing to lending; Review borrowing materials for purchasing for local collection
	Library Services	Increase monograph collection by 250 items.	End of FY year report "Activity of Items Added and Deleted by Holdings Code for Location."	::::::::::added 191 titles	Items were added for all programs.
	Library Services	Expand online resources	faculty feedback on potential purchases	::::::::::Bloom's Literature and Academic Video Online were added	Expanding resources gives students and faculty more opportunities for research and learning.
	Office of Academic Affairs	The College will remain in good standing with all program accrediting agencies	Program accreditation status	::::::::::All programs are in good standing with all program accrediting bodies. The College is working on achieving candidacy status the the ASN program with the Accreditation Commission for Education in Nursing by December 2020. Received the following program accrediting agency notifications: November 17, 2017, Rad Tech received Joint Review Committee on Education in Radiologic Technology (JRCERT) accreditation through December 2024. February 1, 2018, Clinical Lab Tech received National Accrediting Agency for Clinical Laboratory Science (NAACLS) accreditation through April 30, 2028 June 19, 2018, Nurse Aide Program site visit conducted by the Georgia Medical Care Foundation (GMCF) recognized no problems and received no recommendations.	All programs are in good standing with all program accrediting bodies. The College is working on achieving candidacy status the the ASN program with the Accreditation Commission for Education in Nursing by December 2020. Received the following program accrediting agency notifications: November 17, 2017, Rad Tech received Joint Review Committee on Education in Radiologic Technology (JRCERT) accreditation through December 2024. February 1, 2018, Clinical Lab Tech received National Accrediting Agency for Clinical Laboratory Science (NAACLS) accreditation through April 30, 2028 June 19, 2018, Nurse Aide Program site visit conducted by the Georgia Medical Care Foundation (GMCF) recognized no problems and received no recommendations.
	Office of Academic Affairs	Students will pass state board and/or licensure exams on first attempt	Board pass rates for Commercial Truck Driving, Cosmetology, and multiple medical programs.	Truck Driving - 23 students took exam and 100% passed. Medical Assisting and Practical Nursing have 100% pass rate for first time takers and the pass rate for AEMT for Swainsboro is at 50%. Cosmetology also had 100% pass rates for first time takers.:Truck Driving - 56 students took exam and 100% passed. Clinical Lab Tech, Dental Hygiene, Medical Assisting, Practical Nursing, and Paramedic all had 100% pass rate for first time takers. EMT had a 91% pass rate and AEMT for Vidalia has a 86% pass rate. The Radiologic Technology cohort has a 89% pass rate and ASN currently sits at 90% pass rate. Cosmetology also had 100% pass rates for first time takers. ::::::Overall, the program pass rates for first time takers are very good. Medical Assisting and Paramedic both increased to 100% from last year's percentages at 62.5 % for Medical Assisting and 92% for Paramedic. Additionally, EMT, AEMT, and Radiologic Technology all increased their pass rates from the previous year. Only the ASN cohort declined from 100% pass rate in 2017 to 90% in 2018.	For the future AEMT and EMT cohorts, the program director will be setting up meetings with the students and will be focusing on test taking tips, prior to their taking the NREMT exam. Students who have not been successful on their first attempt were polled and all students have stated that their problem was not with content. Their problem was not fully understanding what




					<p>the question was asking. The ALMA course is outdated and will be revised in FY 2019.</p> <p>Responsibility for the course will move to the Health Core faculty and they will form an advisory committee made up of faculty from the medical programs. It is hoped that the changes to ALMA will further strengthen the students going into the medical programs especially the competitive ones like ASN and Radiologic Technology. Also for Radiologic Technology the Director has revamped the RADT 2260 Radiologic Technology Review course and that is what has brought the scores up. She has been revising what was revamped last year based on the results to improve the course.</p> <p>Additionally, the faculty have changed up who is teaching what courses and will be teaching to their strengths. The Director will be teaching one of the positioning courses and the introduction course and the other faculty will teach physics.</p>
	Office of Academic Affairs	All programs will meet or exceed goals for enrollment	Enrollment Reports	<p>.....Currently, all of the programs have met the minimal threshold of at least 10 enrolled students except for Pharmacy Technology, Automotive, and HVAC.</p>	<p>The VPAA, along with the program Dean, met with each program's faculty to increase enrollment for the program.</p> <p>Pharmacy Technology has been in an enrollment concern status for the last few years. The program must increase its Fall 2018 cohort in order to remain viable. Currently, only 2 students are registered for the Fall 2018 semester which is not enough to sustain the program. The faculty member was given suggestions for recruitment and marketing of the program and was encouraged to ask for assistance from the program advisory committee.</p> <p>Automotive Technology's instructor turned in his resignation and a new faculty member was hired in May and will be given time to build the program. The new instructor understands the expectations and is very excited to start recruiting for the program. The instructor worked with one of the local high schools and it is hoped some of the former high school students will follow the instructor to the College. The HVAC instructor is also fairly new and is very motivated to increase enrollment in the HVAC program. Courses are being scheduled to ensure the schedule is friendly for dual enrollment students. Additionally, this instructor is speaking to all tour groups and is attending high school job fairs to market the program.</p>
	Office of Academic Affairs	Increase the number of dual enrolled students	Dual enrollment reports Program enrollment reports	<p>The number of dual enrolled high school students for FY 2017 for the Swainsboro campus was 63 students and the number increased during FY 2018 to 146 students. This is an increase of 83 students. :The number of dual enrolled high school students for FY 2017 for the Vidalia campus was 273 students and the number increased during FY 2018 to 410 students. This is an increase of 137 students. ....Total dual enrolled students for Southeastern Technical College increased by 220 students for FY 2018 as compared to FY 2017. This increase is due to more awareness of the benefits of dual enrollment and also to the College's focus on this population. Additionally, a full time faculty member was hired just to teach dual enrollment.</p>	<p>Although dual enrollment has increased, there are many issues that continue to be a</p>

				<p>This allowed STC to continue to offer welding to both Metter and Jenkins high schools. Additionally, it is hoped more full time faculty will be hired for dual enrollment to better meet the needs of the local school systems.</p>	<p>barrier to an even larger increase. Academic Affairs has asked to be included in meetings with high school counselors to help develop course schedules that will work for both high school students and STC faculty. Offer financial incentives for full time faculty teaching at local high schools to encourage more faculty to go to the secondary institutions.</p>
	Office of Academic Affairs	Offer the Practical Nursing to Associate of Science in Nursing Bridge Program in Swainsboro	Approval by the Georgia Board of Nursing	<p>:::::::The College received approval from the Georgia Board of Nursing to accept the first cohort of students. Two credentialed faculty were hired and worked with the Director of Nursing and Dean of Allied Health to develop the bridge curriculum. Competency entrance exams were created and potential students were given two opportunities to pass them and determine they had the knowledge base to be successful in the program. Students will receive remediation before the first competency exam attempt. The College accepted twenty students based on GPAs and TEAS scores with five additional spots for students to be placed on the wait list in the event some of the top 20 do not pass the entrance exam. Fifteen original students and five of the wait listed students passed the competency exams and 20 students were to start. One student decided to give up her seat so the first cohort of 19 was accepted in August 2017 and will graduate next July 2018. A second cohort of students was accepted in May and although it was decided that the College would increase the number of students for the second cohort to 30 only 22 were able to be accepted due to the large number of students who were not successful on the competency exams.</p>	<p>More potential students failed the competency entrance exams for the second cohort than for the first. After analyzing the data, it was determined that not enough time for remediation was given between the two exam attempts. More time and remediation will be given to students between the two exam opportunities in the future. It is hoped that more students will be accepted into the third cohort because more will pass the entrance exams.</p>
	Office of Academic Affairs	Southeastern Technical College will meet local workforce needs by evaluating academic programs	Job Placement Reports Enrollment Reports Graduation Reports Feedback from local employers	<p>:::::::Local employers continue to solicit the college to continue and expand the CNC program. STC needs additional funding to hire a full time CNC instructor to recruit for the program and further develop it. Also, STC elected to terminate the Healthcare Science TCC and replaced it with Healthcare Management Degree and Healthcare Professional TCC. Additionally, STC is constantly receiving requests from local and non local employers for more ASN graduates. In the past four years over 100 students who were qualified academically and passed the TEAS entrance exam, had to be turned away because of the lack of more credentialed faculty due to financial constraints.</p>	<p>STC has submitted a grant application to Nordson Industry for financial support of the CNC program. It is hoped that if funding is approved, a full time program director can be hired to help market the program and create additional credentials for this program. Additionally, the President has secured additional funding from a Foundation donor for another ASN instructor which will increase the number of students accepted into the program from 32 to 40 annually. Additional funding sources need to be identified to increase the ASN cohorts past 40. Hopefully, this will be a focus for the STC Foundation.</p>
	Office of Student Affairs	More students will be retained, progress in program, and graduate from Southeastern Technical College.	KMS Reports including State Benchmarking Report	<p>:::::::The retention rate for the College, as determined by TCSG, increased from 68% to 71% indicating success in the effort to keep more students enrolled. The number of graduates in AY 2018 was 707, a decline from the 728 graduates in AY 2017. However, the three year trend rate of graduates from STC increased by 9.6% in 2018 over 4.3% in 2017, indicating that overall, STC efforts to assist more students in graduating is working.</p>	<p>STC worked and will continue to work on producing more graduates to meet the needs of the local business and industry. Local economic development needs were met as 707 graduates entered the workforce fully prepared to go to work to meet the needs of business and industry employers.</p>
	Office of Student Affairs	STC will develop and maintain information and communications technology that is accessible to people with disabilities.	Review of all information and communications through accessibility checkers to ensure compliance.	<p>:::::::In compliance with TCSG directives and Section 508 of the Rehabilitation Act, the College reviewed all documents, and all electronic content of any type (including the STC website) to determine compliance with accessibility laws and policies. Most college documents required updating to become "accessible". This was a tremendous undertaking that required the participation of the entire College. Parts of the STC website were brought into compliance, however, there are sections that remain non-compliant as we are waiting on funding from TCSG.</p>	<p>The review of all types of information and communication by the College provided an opportunity to update and improve documents. Many forms and processes were simplified as a result of this review process. All documents, information and communication technology (with the exception of the remaining website sections) have now been made accessible to anyone with a vision or hearing impaired disability.</p>
	Office of Student Affairs	Provide efficient and effective website that assists Student Affairs and College professionals in providing direct services to	New website will be evaluated for accessibility and ensure it contains information required by Higher Education Act and Gainful	<p>:::::::STC was selected as a pilot college by the Technical College System of Georgia to update the College website to the new state-mandated format. Due to unforeseen difficulties by TCSG, the pilot project and website re-design was delayed and not completed in AY 2018.</p>	<p>STC was selected as a pilot college by the Technical College System of Georgia to update the College website to the new state-mandated format. Due to unforeseen</p>



		students, faculty staff, and external constituents.	Employment Regulations.		difficulties by TCSG, the pilot project and website re-design was delayed and not completed in AY 2018.																
Office of Student Affairs	STC will make more high school students aware of available opportunities of participating in dual enrollment and ACCEL programs.	KMS and STC reports of high school enrollment.		As a result of increased marketing and recruitment efforts, STC enrolled 598 dual enrollment students--a new all-time high for us.	There are still areas of opportunities to increase dual enrollment. The Student Affairs Division will continue to work with Academic Affairs on providing more dual enrollment opportunities. A record number of high school students -- 598 -- were able to take advantage of the state's dual enrollment program, providing the opportunity to take classes free of charge while in high school to earn college credit.																
Quality Enhancement Plan (QEP)	Develop and Implement a Health Science Math Application course to bridge the gap between conceptual understanding and the application of math concepts in Health Science program.	Students will be tested upon entering the ALMA 1000 course with the ALMA 1000 Pre-Test to measure their base knowledge on the ALMA 1000 course concepts and retested upon completion of the ALMA 1000 course with the ALMA 1000 to measure students gain in numerical and mathematical concepts. ALMA 1000 Pre-Test Benchmark 57% ALMA 1000 Post-Test Benchmark 15%	See Overall Analysis::See Overall Analysis::See Overall Analysis::See Overall Analysis::																		
<b>ALMA 1000 SLOs Only by Test Type (SLOs ONLY)</b>																					
<table><thead><tr><th>Pre-Test SLO</th><th>Questions Missed</th><th>Possible Correct</th><th>% of Questions Missed</th></tr></thead><tbody><tr><td>1. Students will convert relevant information into mathematical form to provide solutions.</td><td>600</td><td>1415</td><td>42%</td></tr><tr><td>2. Students will interpret mathematical data to solve problems in Health Sciences.</td><td>937</td><td>2574</td><td>36%</td></tr><tr><td>3. Students will analyze data to make informed decisions and inferences related to Health Sciences.</td><td>522</td><td>1704</td><td>31%</td></tr></tbody></table>						Pre-Test SLO	Questions Missed	Possible Correct	% of Questions Missed	1. Students will convert relevant information into mathematical form to provide solutions.	600	1415	42%	2. Students will interpret mathematical data to solve problems in Health Sciences.	937	2574	36%	3. Students will analyze data to make informed decisions and inferences related to Health Sciences.	522	1704	31%
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Quality Enhancement Plan (QEP)	After implementation of ALMA 1000 course requirement and Faculty Development, an increase in each program ALMA 1000 Capstone Exam results will be noted.	ALMA 1000 Capstone Exam The ALMA 1000 Capstone exam will be administered to all Health Science students in their program capstone course. Benchmark 2%	See Overall Analysis::See Overall Analysis::See Overall Analysis::See Overall Analysis::14.3% missed overall in the ALMA capstone This is a 6.5% improvement over the previous year.																		
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Quality Enhancement Plan (QEP)	An increase in Health Science program capstone exit exam results will be noted.	Health Science program capstone exit exam results will be utilized as a proxy to measure the change in instructional teaching methods employed in program curriculum. Benchmark 96.1%	See Overall Analysis::See Overall Analysis::See Overall Analysis::See Overall Analysis::88.91 Average Score on all Program Exit Exams 87.86 avg score on Health Sciences Program Capstone/Exit Exams Analysis: Due to several faculty members leaving and not entering exit exam scores, the overall average appears lower than it actually should. These issues did not occur in the Health Sciences however. Medical program faculty take pride in developing rigorous exit assessment to ensure graduates are well prepared for licensure exams/certifications and the medical professions. This data represents all programs and is reflective of the quality instruction provided at STC.																		
<div>Program Capstone Exams Trend Southeastern Technical College</div> <table><thead><tr><th>Academic Year</th><th>Score</th></tr></thead><tbody><tr><td>2014</td><td>89.6</td></tr><tr><td>2015</td><td>88.6</td></tr><tr><td>2016</td><td>87.0</td></tr><tr><td>2017</td><td>88.4</td></tr><tr><td>2018</td><td>88.9</td></tr></tbody></table>						Academic Year	Score	2014	89.6	2015	88.6	2016	87.0	2017	88.4	2018	88.9				
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		the curriculum were successful.	<p>Benchmark 100% SLO 2 Benchmark 98.56% SLO 3 Benchmark 93.5% EMS Professions SLO 1 Benchmark 97.76% SLO 2 Benchmark 97.2% SLO 3 Benchmark 96.1% Medical Assisting SLO 1 Benchmark 94.8% SLO 2 Benchmark 97.3% SLO 3 Benchmark 90% Paramedicine SLO 1 Benchmark 98.4% SLO 2 Benchmark 93.6% SLO 3 Benchmark 94.8% Pharmacy Technology SLO 1 Benchmark 96.3% SLO 2 Benchmark 97.2% SLO 3 Benchmark 98.6% Practical Nursing SLO 1 Benchmark 96.6% SLO 2 Benchmark 89.86% SLO 3 Benchmark 91.14% Radiologic Technology SLO 1 Benchmark 100% SLO 2 Benchmark 100% SLO 3 Benchmark 98.06%</p>		
	Registrar	Students attending the Registrar's information session of the COLL 1040 class will be able to pull an unofficial transcript, print a class schedule, and register for classes.	COLL 1040 Roster/ Checklist	NA::NA::NA::NA::The Registrars Office taught in the COLL 1040 classes each semester. Students were given information on registration, withdrawals, graduation, Banner Web, student email and other information. Students were also given a handout on how to navigate Banner Web and were shown how to pull an unofficial transcript and view their class schedule. For fall semester 2017, presentations were made in 6 classrooms with a total of 178 students attending. For spring semester, presentations were made in 5 classes to a total of 68 students. For summer semester, presentations were made to 4 classes to a total of 53 students.	After these sessions, students understood the importance of checking their information on Banner Web. They also had a better understanding of the registrars office and the affects procedures can have on their record if not followed properly. This has helped decrease the number of students needing assistance with many of the Registrars Office processes.
	Registrar	All faculty and staff will demonstrate a basic understanding of the Federal Education Rights and Privacy Act.	Online FERPA Training will be given to all faculty and staff as well as new employees. FERPA factsheet is available to all employees.	NA::NA::NA::NA::The online FERPA training and quiz were completed by 100% of the faculty and staff. The majority of the adjunct faculty also completed the quiz. Email confirmations were mailed to the registrar and a record was kept of who completed the training. Training was placed on the College intranet as well as an internet link for adjunct faculty who could not enter the Intranet system.	FERPA training is a vital part of the Registrars Office responsibilities. It allows faculty and staff to have a better understanding of the FERPA law and the protection afforded by the law. Faculty and staff have reached a better understanding of law and what information can be released.
	Registrar	85% of individuals using the registrar's office and/or services will rate their satisfaction as good as recorded on satisfaction surveys.	Student Perception Survey and Faculty/Staff Perception Survey	NA::NA::NA::NA::In the Student perception survey, students are asked 2 questions concerning the registrars office. Question 28 states I am satisfied with the registration process at Southeastern Technical College. Students reported a 98% agreement with this statement. This was down slightly from last year when the agreement was 100%. Question 32 states I am satisfied with student records. Again, students reported a 98% agreement with the statement down from 100% last year. On the Faculty/Staff Perception Survey, faculty and staff are asked to agree with 2 statements. The first is about the professionalism of the office. The agreement was 100% as it was last year. The second is concerning the services provided. The rating was 98% as compared to 99% last year.	The ratings for the Registrars Office were down slightly this year but still had ratings of 98% or above. The Registrars Office will continue making every effort to improve our services in a friendly and professional manner to all students, faculty and staff.