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## College Goals Report








Edit Goal	Strategic Goal	Strategic Objective	Current FY College Goal	Desired Results	Assessment Method	Actual Assessment Results	Analysis	Use of Results/Improvement
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.1:Maintain or increase enrollment.	1% Enrollment Increase	1% increase in enrollment and FTE enrollment over FY 2008	KMS Enrollment Report DC 126	YTD: 1.59% increase in enrollment 3.38% increase in FTE over 2008  Enrollment: 1182/1201 FTE: 544/563	Due to the current economic downturn, enrollment in post-secondary institutions has increased dramatically. Although the increase at Swainsboro has not been dramatic, it has increased over the projection. The merging of Swainsboro with Southeastern should also bring better options to improve enrollment.	Swainsboro implemented the Southeastern Technical College Enrollment Management Plan during Spring quarter 2009/04 in preparation for the merger.
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.2:Maintain retention rates at the highest possible level.	65% Retention Rate	65% minimum retention rate	KMS Retention Report IPEDS Fall Enrollment	53.8% YTD End of Year results not yet available IPEDS FT Retention Rate 57% PT Retention Rate 22%	End of Year results not yet available	End of Year results not yet available
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.3:Maintain graduation rates at the highest possible level.	50% Graduation Rate	50% graduation rate	KMS Graduation Rate Reports: LB 177 DC108	56.7% YTD End of Year results not yet available	End of Year results not yet available	End of Year results not yet available
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.4:Maintain graduate placement rates at the highest possible level.	90% Placement Rate	90% Graduate Placement rate	KMS Report DC108 Unduplicated Graduate & Total Placement Report	82.7% for FY 2008 End of Year results not yet available	End of Year results not yet available	End of Year results not yet available
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.5:Maintain graduate employment rates at the highest possible level.	80% Employment Rate	80% minimum graduate employment rate	KMS Graduate Employment Report: DC 108 UI Data	End of Year results not yet available	End of Year results not yet available	End of Year results not yet available
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.6:Maintain licensure pass rates at the highest possible level.	85% Licensure Pass Rates	85% minimum Licensure Rate	Licensure Reports Georgia Secretary of State Professional Licensing Board: License Verification Database	COS 100% PN 100% Paramedic - no longer enrolling	Instructors have expressed that they see a difference in graduates since implementation of successful completion of the program assessments are required for graduation. Students who were performing borderline are now required to demonstrate a higher proficiency in order to graduate.	Program assessments were implemented to provide evidence that graduates have obtained the competencies.
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.7:Collaborate with local high schools to attract students immediately after completion of high school.	1% increase in enrollment of students immediately after completion of high school	1% increase in enrollment of students immediately after completion of high school	IPEDS Report	Using fall quarter enrollment data for the respective years, the total number of students entering right after high school (defined	By working more closely with our area high schools we have addressed four of the ten major variables of that are most important in building relationships	The merged College will continue to build relationships with area high schools and encourage students to choose appropriate

						as 18-19 years of age) increased 16% between 2007-2008.	with students; (1) faculty interaction, by having teachers placed directly in the high schools, (2) developing students relationship with the college through dual enrollment, (3) addressing the impact of pre-college education through curriculum alignment meetings and ongoing communication (4) institutional commitment to meeting the needs of the students thereby increasing the student's commitment to the college through services that we take to the high schools such as ASSET testing, resume workshops, test preparation workshops, financial aid assistance workshops, dress for success workshops, learning style assessments and career fairs.	programs of study that fit their interests and needs.
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.8:Transition GED graduates to postsecondary education.	GED to technical college transition	2% increase in the number of GED setting goal to attend post-secondary graduates who transition to postsecondary education	GALIS - National Report	FY 2008 - 80% of the GED graduates setting goal transitioned FY 2009 71.47% of the GED graduates setting goal transitioned YTD - final data not available until August  YTD 26.8% of all STC GED graduates transition to postsecondary education		
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.9:Provide career counseling, information literacy, personal assistance, academic advising, disability services, and placement assistance that contribute to graduation and employment for traditional and non-traditional students.	80% minimum satisfaction of Assistance Services	80% minimum satisfaction of services	Student Perception of Services Survey Results	All survey questions pertaining to assistance services were greater than 85%	The benchmark was surpassed with less people than the previous fiscal year. Recruiter, admissions specialist, admissions secretary, and the VP/SA left for other employment opportunities or retired.	High School Coordinator joined the SA team to coordinate services with high schools.
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.10:Provide academic support services and resources.	80% minimum satisfaction Support Services and Resources	80% minimum satisfaction rate of academic support services and student services	Satisfaction Survey	All questions on Academic support services received above 90% satisfaction	Surpassed the benchmark. Continuous improvements of services should be considered and implemented.	The College continues to monitor student satisfaction and makes corrections as needed.
	1:Educational Programs-Provide educational programs and services for professional skill enhancement.	1.11:Research and develop needed programs in the strategic and supporting industry clusters or initiatives.	1 (minimum) Strategic and Supporting Industry Programs Developed	1 (minimum) Development of a needed strategic industry program	KMS Strategic Industry Programs Report AP14	Strategic Industry programs were not added during FY 2009.	Although strategic industry programs were not added, the merger will provide more program choices for students.	The implementation of the merger will provide opportunities to research needed programs for the future.
	1:Educational Programs-Provide educational programs and services for	1.11:Research and develop needed programs in the strategic and supporting industry	Employer to program linkage	Implement new program as a results of assessments / feedback	Needs Assessment/Advisory Committee Recommendations	New programs were not recommended - only some embedded	Due to the economic downturn and numerous job losses, no new	The merger will afford new opportunities for the College. Needs

	professional skill enhancement.	clusters or initiatives.				TCCs.	programs were recommended.	assessments will be conducted as requested.
	<u>2:Workforce Development-</u> Contribute to workforce development through quality training programs and services for business and industry.	2.2:Offer high-quality customized training for local business and industry.	Increase Customized Training Programs	Increase number of customized training offered over previous fiscal year	Customized Training Reports Quick Start Reports	2 in FY 2009 5 in FY 2008	Decrease in the number of customized trainings New and or expanding businesses were not hiring; therefore, very little customized training was requested.	The new College will market customized training services throughout the 8 county service delivery area. The VPED was announced as well as a new Director of Economic Development for the Swainsboro Campus.
	<u>2:Workforce Development-</u> Contribute to workforce development through quality training programs and services for business and industry.	2.3:Promote good work ethics and good work habits in our students.	80% satisfaction of Work Ethics & Skills Training	Minimum of 80% employer satisfaction of work ethics and skills training	Employer Survey Reports	97.41 % satisfaction	Employers were satisfied with the work ethics training.	Work ethics was stressed in the hallways with poster of STC students.
	<u>2:Workforce Development-</u> Contribute to workforce development through quality training programs and services for business and industry.	2.4:Provide opportunities for the development of leadership skills that directly benefit area employers.	Student Leadership	Maintain club/organizations to develop leadership skills	Student Leadership Council Minutes	Student Leadership Council provided the development of leadership skills SkillsUSA activities enhanced skills training through competitions. The Wildlife Club provides opportunities for Fish & Game and Forestry students to participate in leadership activities which included the Georgia Forestry Commission and the Future Farmers of America. These organizations also participated in the Pine Tree Festival activities.	Leadership skills were modeled and promoted at Swainsboro Technical College.	The president met with the Student Leadership Council regularly. He role models community service and encourages students to develop their leadership skills by participating in community services activities.
	<u>2:Workforce Development-</u> Contribute to workforce development through quality training programs and services for business and industry.	2.5:Expand and develop internships with local businesses that give students the opportunity to make the connection between learning and employment.	Internships	Increase number of internship sites over previous FY	Listing of Internship Sites	74 sites in FY2008 and 77 sites in FY2009 = increase of 3	The number of sites increased by 3 over the previous year.	The merged college will promote additional internship opportunities.
	<u>3:Outreach-</u> Provide outreach programs which include training, development, and literacy skills.	3.1:Provide life-long learning opportunities to allow students to take the next step toward certificate, diploma, or degree objectives.	Increase Continuing Education Offerings	Increase number of continuing education offerings over previous FY	Continuing Education Listing	17.4% increase in the number of continuing education offerings over the previous FY FY 2008 - 1146 FY 2009 - 1387	Continuing Education responsibilities were assigned to the Executive Director of Adult Education who increased efforts to enroll students.	Continuing Education responsibilities will be under the VPED for the new College.
	<u>3:Outreach-</u> Provide outreach programs which include training, development, and literacy skills.	3.2:Emphasize technical and adult continuing education to give our citizens the opportunity for retraining or personal growth.	Promote technical education	Increase awareness of technical education through advertising	Advertising Budget Human Interest/Success Stories	Billboards, radio spots, television spots, magazine promotions, etc. helped increase awareness of technical education	Executive Director of Marketing and Public Relations ensured appropriate advertising was developed for the College.	The Executive Director of Marketing and Public Relations attended community functions and involved faculty and staff in community services to promote technical education.
	<u>3:Outreach-</u> Provide outreach programs which include training, development, and literacy skills.	3.3:Participate in local education and civic organizations to increase awareness of technical and adult education and to enlist the support of employers and educators in sending this message.	Promoting technical education through community involvement	100% participation of the President's direct reports in local education and civic organizations	Community Involvement Report	100% participation of the President's direct reports in local education efforts and civic organizations Also, faculty and staff participated in community service activities Community	Swainsboro Technical College increased awareness of technical education thru community service activities and encouraged faculty and staff to give back to the community.	Swainsboro Technical College increased awareness of technical education thru community service activities

						Involvement/Civic Org Report FY 2009		
	3:Outreach- Provide outreach programs which include training, development, and literacy skills.	3.4:Market Swainsboro Technical College as a unit of The Technical College System of Georgia.	Market STC	Increase awareness that STC is a unit of the Technical College System of Georgia.	Publications	a unit of the Technical College System of Georgia was added to numerous plans and advertisements	The announcement of the mergers in the Technical College System probably did more to increase awareness than anything else.	New signage will include - a unit of the Technical College System of Georgia. The phrase was also included in the new merging college mission statement effective July 1, 2009.
	4:Institutional Effectiveness- Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.1:Receive and maintain COC, COE, and program-specific accreditations to ensure a quality educational experience for our students.	Accreditation	Progress toward COC accreditation while maintaining COE and program specific accreditations	Accreditation Reports	Swainsboro Technical College was approved for membership with SACS/COC at the December 2008 annual meeting - retroactive to January 2008. COE accreditation was maintained thru June 30, 1009.	Teamwork and dedication to student learning was the key that brought this small college to achieve its goal of regional accreditation.	The Substantive Change Prospectus: Merger was submitted April 1. Preparations for the merged college are being monitored with an online Merger Checklist. Notifications were sent to COC, COE, GA Secretary of State, and USDOE.
	4:Institutional Effectiveness- Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.2:Promote a rigorous program of self-study and evaluation to ensure efficiency and effectiveness of program delivery.	Self-evaluation	Improvements / decisions resulting from assessment results	Educational Program Plans in SPIRIT (shows actual results & use of results for improvements)	SACS COC team report Comment: 3.3.1.1 – Compliance: Through the College Mission Statement Swainsboro Technical College identifies expected outcomes for its educational programs. These expected outcomes are linked to the College's strategic goals and objectives. The "SPIRIT Annual Plan Reports document the use of data to evaluate programs and services. Student Learning Outcomes are documented in the Catalog and in the Student Learning Outcomes Report. The College demonstrates a history of sustained planning and evaluation which is documented in the Annual Planning/Budgeting reports and provides evidence of improvements based on analysis of assessment results from several areas ("SPIRIT Annual Plan/Budget FY 2004, 2006, 2007, and 2008.	SACS/COC determined that the SPIRIT provided the means to show evidence of improvements based on analysis of assessment results.	The IE Division implemented more user friendly reports to assist administrators in decision making.
	4:Institutional Effectiveness- Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.3:Implement technology to extend and enhance our ability to serve students, provide programs and services, and analyze feedback about our performance.	80% satisfaction with technology / equipment	80% satisfaction with technology / equipment	Faculty & Staff Perception Survey Reports	95.35% satisfaction of technology	Surpassed benchmark	The College implemented the Help Desk for technology/maintenance requests.
	4:Institutional Effectiveness- Promote institutional	4.4:Expand and improve facilities and programs targeted to meet	Natural Resources Educational Center	90% student/visitor satisfaction of the NREC	NREC Satisfaction Survey	The NREC Satisfaction survey was not administered.	The NREC is still planned to be a learning community/outdoor	The NREC will be developed as funds become available.

	effectiveness through a process of planning, evaluation, and improvement.	the emerging needs of business and industry.				Development of the NREC was halted due to the budget constraints. However, equipment and instructional resources were obtained with grant dollars.	educational center.	
	<u>4:Institutional Effectiveness-</u> Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.4:Expand and improve facilities and programs targeted to meet the emerging needs of business and industry.	Program facilities	Renovate/update Buildings 1, 2, and 3 to provide needed improvements New Allied Health and Library Services Building on the Main Campus	MR&R Report Capital Outlay	Swainsboro did not receive a capital outlay project.	Capital outlay projects were limited due to the state-wide budget constraints.	The merged College will continue to submit the capital outlay projects for consideration.
	<u>4:Institutional Effectiveness-</u> Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.5:Provide up-to-date equipment and resources necessary for today's workforce.	New Facility - Health Services Center/Library	The Practical Nursing program has five instructors who utilize four classrooms and one lab in Building 1 on the main campus. The only available lab is also shared by two other medical programs: Paramedic Technology and Imaging Science. Scheduling is a constant challenge. Additional lab space is desperately needed to accommodate these programs. The room usage for the Allied Health programs computed for PAS is 143%. The Practical Nursing program has a waiting list of 30-50 applicants each quarter. This building will enable the college to provide new classroom space for new and expanding Allied Health programs to support the Governor's strategic industry initiatives. A centralized allied health facility is needed to accommodate the largest area of enrollment for Swainsboro Technical College. Dental Assisting is located in Building 2, which consists mainly of business and industrial programs. The current library is only 4,200 square feet and is housed in the former Electronics Lab. To adequately accommodate the constantly growing collection of hardbound volumes and resources needed to support its programs, a much larger library is needed. A new library will position Swainsboro Technical College to better serve student needs both now and in the future. In addition, a more collegial library will enable Swainsboro Technical College to meet accreditation guidelines and/or best practices. In summary, Swainsboro Technical College requests this facility in order to enhance the learning environment for its students, to more adequately meet the demands of the allied health industry in the College's service delivery area, and to	Capital Outlay Decision	Swainsboro did not receive a capital outlay project.	Capital outlay projects were limited due to the state-wide budget constraints.	The merged College will continue to submit the capital outlay projects for consideration.

				support the library resources needed for all programs.				
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.5:Provide up-to-date equipment and resources necessary for today's workforce.	Up-to-date Equipment	Minimum 80% satisfaction with equipment in classrooms and labs	Perception Survey Reports Advisory Committee Reports	93.33% satisfaction of equipment in classrooms & 86.67% satisfaction of equipment in labs	Surpassed benchmark	The College utilized some grant funds to purchase equipment for identified program needs.
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.6:Support faculty and staff through ongoing professional and personal development and learning opportunities.	Well-trained faculty and staff	100% of the Faculty & Staff will meet the minimum staff development hour requirement to enhance current job skills	Staff Development Reports Annual Plans	All faculty and staff met the minimum staff development hour requirement.	Although the benchmark was met, due to the economic downturn the minimum required hours was decreased. Travel limitations caused staff to seek staff development opportunities in-house, online, webinars, etc.	Polycom will undoubtedly be utilized by the new College in the future to provide staff development activities. 4 staff development days are scheduled.
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.7:Improve communication among faculty and staff.	80% Communications	80% agreement that communication is adequate among faculty and staff	Perception Survey Results	81.40 % agreement that communication is adequate among faculty and staff	9.97% increase over previous fiscal year	The College administrators encouraged open communications and an open door policy. The IE division utilized IE Flyers, the IE Intranet, and email to provide faculty and staff with the latest information possible.
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.8:Provide the highest quality programs and services for our clientele (i.e. students, faculty and staff, business and industry, and our local community) by concentrating on continuous improvement of programs and services.	High Quality programs and services	80% agreement that evaluation results in improvements	Perception Survey Results	97.56 % agreement that evaluation results in improvements	Benchmark was surpassed	The IE office continually stressed the purpose of assessment is not for reporting, but for improvement. The IE office will continue to ensure that a focus on student learning is maintained to promote improvement.
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.9:Explore alternative funding sources and grant development to supplement system base and performance funding.	Alternative Funding	Obtain a minimum of 2 grants	List of Grants Funding Sources	The IE office submitted a grant proposal with Wal-Mart; conducted research for Rural Development grant with team from TCSG. No grants were awarded.	A position dedicated to grant research and grant writing should be considered. The necessity for alternative funding will increase during this time of state-wide budget restrictions.	TCSG hired grant writers at the system office to coordinate grant opportunities.
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.10:Ensure the review and compliance of policies and procedures.	Policy Compliance: Annual reviews	Policies reviewed annually	President's Review Calendar and President's Council Minutes	All policies were reviewed as evidenced by the President's Review Calendar and President's Council Minutes.	Review of policies keeps administration up-to-date on TCSG requirements and keeps them attune to pertinent policies/procedures specifically for the College.	The new College will review the policies on the 12 month basis rather than a 5 month cycle.
	<u>4:Institutional Effectiveness</u> -Promote institutional effectiveness through a process of planning, evaluation, and improvement.	4.11:Provide cost-effective programs and facility maintenance.	Efficiency	Meet Performance Accountability System (PAS) benchmarks	PAS Audit Report	PAS benchmarks were met for all Level I programs. Level II programs: Paramedic, Dental Assisting, Imaging Science, CIS TCC, and Interiors - did not meet the benchmarks and wrote program improvement plans in PAS.	Dental Assisting has been placed on inactive status. CIS TCC was terminated ISSA feed in to the RAD tech program. With the merger, Swainsboro students will have a clear path into RAD at the Southeastern campus. Interest and enrollment should increase.	The new College will determine whether the Dental Assisting program continues or is terminated. CIS TCC was terminated. Furnishings and Interiors Design Specialist TCC was terminated December 2008. The ISSA students will be encouraged to enter the RAD program.