


**Technical College System of Georgia  
Perkins Local Improvement Plan for FY 2017**

Approved by TCSG  
06-03-2016  
8:49 a.m.

College Name: **Southern Regional Technical College (SRTC)**

 = Yellow Fill: Result is below 90% of benchmark.

**Measure:**    [1A Technical Skill Attainment](#)

**Numerator:** Unduplicated count of students from the denominator for whom at least 75% of their technical course grades were A, B, C, or S in the fiscal year

**Denominator:** Concentrators with at least one technical course grade of A, B, C, D, F, S, or U in the fiscal year

**Instructions:**

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

*\*When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.*

**Analysis (Including Gap Analysis)**

**N/A**

**INSTITUTION:**

Numerator	Denominator	Rate	90% of Benchmark
<b>1,647</b>	<b>1,918</b>	<b>85.87%</b>	<b>75.16%</b>
			<b>+10.71% above 90% of BM</b>

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>37</b>	<b>45</b>	<b>82.22%</b>	<b>75.16%</b>
			<b>+7.06% above 90% of BM</b>

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90 % of Institutional Rate
<b>1,046</b>	<b>1,291</b>	<b>81.02%</b>	<b>75.16%</b>
			<b>+5.86% above 90% of BM</b>

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>66</b>	<b>82</b>	<b>80.49%</b>	<b>75.16%</b>
			<b>+5.33% above 90% of BM</b>

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>31</b>	<b>35</b>	<b>88.57%</b>	<b>75.16%</b>
			<b>+13.41% above 90% of BM</b>

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>182</b>	<b>224</b>	<b>81.25%</b>	<b>75.16%</b>
			<b>+6.09% above 90% of BM</b>

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>178</b>	<b>213</b>	<b>83.57%</b>	<b>75.16%</b>
			<b>+8.41% above 90% of BM</b>

Activity: **N/A**

**Measure:** 2A Graduation

**Numerator:** Those students from the denominator who graduated

**Denominator:** Concentrators who exited during the fiscal year

**Instructions:**

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

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**Analysis (Including Gap Analysis)**

**N/A**

**INSTITUTION:**

Numerator	Denominator	Rate	90% of Benchmark
<b>964</b>	<b>1,563</b>	<b>61.68%</b>	<b>48.15%</b>
			<b>+13.53% above 90% of BM</b>

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>31</b>	<b>42</b>	<b>73.81%</b>	<b>48.15%</b>
			<b>+25.66% above 90% of BM</b>

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90 % of Institutional Rate
<b>611</b>	<b>1,034</b>	<b>59.09%</b>	<b>48.15%</b>
			<b>+10.94% above 90% of BM</b>

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>40</b>	<b>61</b>	<b>65.57%</b>	<b>48.15%</b>
			<b>+17.42% above 90% of BM</b>

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>23</b>	<b>25</b>	<b>92.00%</b>	<b>48.15%</b>
			<b>+43.85% above 90% of BM</b>

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>134</b>	<b>194</b>	<b>69.07%</b>	<b>48.15%</b>
			<b>+20.92% above 90% of BM</b>

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>101</b>	<b>188</b>	<b>53.72%</b>	<b>48.15%</b>
			<b>+5.57% above 90% of BM</b>

Activity: **N/A**

**Measure:** 3A Retention

**Numerator:** Those students from the denominator who were enrolled in postsecondary education during the fiscal year

**Denominator:** Concentrators who were first-time postsecondary enrollees in Fall of the previous fiscal year and did not graduate

**Instructions:**

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

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**Analysis (Including Gap Analysis)**

**INSTITUTION:**

The College is using the five step improvement process as follows to develop and carry out improvement plans to increase student retention.

**Five Step Improvement Process:**

- Step 1. Document Performance Results
- Step 2. Identify Root Causes
- Step 3. Choose Best Solutions
- Step 4. Pilot Test and Evaluate Best Solutions
- Step 5. Implement Solutions

Step 1 is presented in the analyses that follow. Steps 2 and 3 will be completed during Spring 2016 and Summer 2016. Step 4 will be completed during AY 2017. Step 5 will be implemented during AY 2017.

**Step 1. Document Performance Results:**

TCSG colleges performing below 90% of college benchmarks for Perkins Measure results for Total Institutional Rates are required to prepare an analysis including a narrative description of the college's attainment of the measure and complete a gap analysis of special population performance compared to the institutional rate. Additionally, colleges are required to develop and carry out improvement plans to improve the overall performance rates for the college overall and for any special population group reporting results below 90% of the institutional rate.

Southern Regional Technical College’s (SRTC) AY 2015 total retention rate of **33.33%** was **15.15%** below the established College benchmark of **48.48%**, as reported in **Table 1**. Since SRTC was **10.30%** below the 90% benchmark, the College is required to prepare an analysis including a narrative description of SRTC’s attainment of the measure.

SRTC staff reviewed SRTC AY 2014 and AY 2015 data and AY 2015 TCSG data in preparing the analysis. The AY 2015 total College retention rate of **33.33%** decreased by **23.69%** compared to AY 2014, which was **57.02%**, as reported in **Table 1**. The Technical College System of Georgia (TCSG) total AY 2015 retention rate of **46.0%** was **5.0%** below the established TCSG benchmark of **51%**, as illustrated in **Table 2**. SRTC was **12.67%** below the Technical College System of Georgia (TCSG) performance rate.

**Table 1**  
**SRTC Performance on Perkins Measure 3A-Retention**  
**AY 2014 through AY 2015**

Year	Numerator	Denominator	Rate	Benchmark	90% of Benchmark
					% above/below 90% of BM
AY 2014	199	349	57.02%	48.23%	43.41%
				+8.79 above BM	13.61% above 90% of BM
AY 2015	57	171	33.33%	48.48%	43.63%
				-15.15% below BM	-10.30% below 90% of BM

Source: Perkins Data Reports provided by TCSG annually to TCSG colleges.

**Table 2**  
**TCSG Performance on Perkins Measure 3A-Retention**  
**AY 2015**

Year	Numerator	Denominator	Rate	Benchmark	90% of Benchmark
					% above/below 90% of BM
AY 2015	3,970	8,683	46.0%	51.0%	45.90%
				-5.0% below BM	-0.10% below 90% of BM

Source: Perkins Data Reports provided by TCSG to TCSG colleges via Randy Dean e-mail, February 16, 2016, 12:18 PM.

Note: TCSG definitions for Benchmark, Numerator, and Denominator are below:

**Benchmark** is 3-year average plus .25%.

**Numerator:** Those students from the denominator who were enrolled in postsecondary education during the fiscal/academic year; All students with at least one technical course in history and 12 or more credit hours in history who were enrolled in at least one award-level program during the reporting year. (Occupational courses only; does not include COMP 1000).

**Denominator:** Concentrators\* who were first-time postsecondary enrollees in Fall of the previous fiscal year and did not graduate; First time at any college in Fall of previous year, in Award program, did not graduate in this year.

\***Concentrator:** Student enrolled in a credit major (ending in 1, 2, 3, or 4 and not including special admits), who – has at least 12 credit hours in their history and one occupational course not including COMP 1000 (Introduction to Computers) – OR has completed a program of less than 12 credit hours.

SRTC staff also reviewed the SRTC Perkins Retention Rate by Program Group data provided by TCSG staff and the TCSG DC 200 Retention by Program report that is used in the College Scorecard reporting of Performance Goals and Benchmarks. The Analysis of the Perkins Retention Rate by Program Group data, illustrated in **Table 3**, reveals that 2 of 7 reported program groups (Cosmetology and Health Care Assistant) exceeded the College benchmark of **48.48%**, while 6 of the 7 reported program groups (Business and Office Technology, Computer Information Systems, Cosmetology, Criminal Justice, Early Childhood Care and

Education, and Health Care Assistant) equaled or exceeded the total College retention rate of **33.33%**. The program group Practical Nursing and Related Programs was the only program group falling below the total College retention rate. Its retention rate was **32.43%**, only **0.9%** below the College retention rate of **33.33%**. **Table 3** also compares the Perkins Retention Rate by Program Group data with the DC 200 Retention by Program (Used for Scorecard Benchmark). The College performance for these programs all performed better in the Scorecard Retention Rate. This is attributed to the data being reported differently.

The Scorecard data includes all students from the fall cohort who are still enrolled or graduated from the College or another College. The Perkins Retention Rate by Program Group data reports only on students from the fall cohort with an occupational course in their history as well as 12 credit hours or who completed an occupationally specific program shorter than 12 credit hours.

**Table 3**  
**AY 2015 of Perkins & Scorecard Program Retention Rates Comparison**

<b>Program Group</b>	<b>AY 2015 Perkins Retention Rate</b>	<b>AY 2015 Scorecard Retention Rate</b>
<b>1. Business and Office Technology (MTC)</b>	4/12 (33.33%)	18/32 (56.25%)
<b>2. Computer Information Systems (MTC)</b>	4/11 (36.36%)	10/21 (47.61%)
<b>3. Cosmetology (MTC)</b>	10/20 (50.00%)	33/42 (78.57%)
<b>4. Criminal Justice (MTC)</b>	5/15 (33.33%)	10/14 (71.42%)
<b>5. Early Childhood Care and Education (MTC)</b>	4/12 (33.33%)	18/28 (64.28%)
<b>6. Practical Nursing and Related Programs (MTC)</b>	12/37 (32.43%)	56/92 (60.86%)
<b>7. Health Care Assistant (SWGTC)</b>	12/22 (54.55%)	4/7 (57.14%)

**Source:** Perkins Data Reports provided by TCSG annually to TCSG colleges and TCSG Scorecard KMS #DC 200.

Overall, the SRTC performance on the Scorecard Performance Goals and Benchmarks for AY 2015 increased to **66.0%** from **65.9%** AY 2014, as illustrated in **Table 4**.

**Table 4**  
**SRTC Performance Goals and Benchmarks: Retention**  
**AY 2014 through AY 2015**

<b>Year</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Goal</b>	<b>Actual Results</b>	<b>% Above/Below Goal</b>
AY 2014	482	731	65.0%	65.9%	0.9% above goal
AY 2015	481	729	66.0%	66.0%	Same as goal.

**Source:** TCSG DPR Report #DC 198

Since the College was below 90% of the Institutional Rate for retention, SRTC staff were required to develop plans to improve its performance on the measure. Steps 2 and 3 of the Five Step Improvement Process will be completed during Spring 2016 and Summer 2016. Step 4 will be completed during AY 2017. Step 5 will be implemented during AY 2017.

The SRTC staff planned three activities and corresponding implementation steps for improving Retention performance that follow:

## ACTIVITIES:

**I** **Person(s) Responsible:** Student Navigators, Retention Coordinator, Vice President for High School Initiatives and Enrollment Management

**Projected/Actual Completion Date:** Summer Semester 2016 (AY 2016) and  
Fall Semester 2017 (AY 2017)

**Description of Activity:** Conduct Focus Groups and Administer Surveys to: 1) determine which areas of support offered by the College or actions taken by the College assist students in being successful; and 2) determine areas needing improvement to increase student retention/success.

*Implementation steps follow for the activity: Conduct Focus Groups and Administer Surveys:*

### **Focus Groups:**

- Determine who will be included in Focus Groups;
- Design Focus Group Format and Discussion Topics;
- Schedule Focus Groups;
- Invite participants to attend Focus Groups;
- Hold Focus Groups;
- Summarize input received from Focus Groups;
- Report results to the Collaboration Of Retention Excellence (CORE) and Perkins Committees; and
- Complete the remaining steps in the Five Step Process as follows: Identify Root Causes preventing student retention/success, choose best solutions, pilot test and evaluate best solutions, and implement solutions.

### **Administer Surveys:**

- Determine who will be Surveyed;
- Design Survey(s);
- Schedule deployment of Survey(s);
- Administer Survey(s);
- Summarize survey results;
- Report results to the Collaboration Of Retention Excellence (CORE) and Perkins Committees; and
- Complete the remaining steps in the Five Step Process as follows: Identify Root Causes preventing student retention/success, choose best solutions, pilot test and evaluate best solutions, and implement solutions.



- II Person(s) Responsible:** Student Navigators, Retention Coordinator, Vice President for High School Initiatives and Enrollment Management  
**Projected/Actual Completion Date:** Summer Semester 2017 (AY 2017)  
**Description of Activity:** Implement Intrusive Student Intervention (ISI) for students placed on academic probation and measure its impact on student success.

*Implementation steps follow for the activity: Intrusive Student Intervention (ISI)*

- Identify students placed on academic probation each semester;
- Contact students placed on academic probation;
- Provide information to create student awareness of College and community activities, services, and resources available;
- Follow-up with students periodically throughout the semester;
- Track the success of students that were placed on academic probation;
- Report the results to the Collaboration Of Retention Excellence (CORE) and Perkins Committees; and
- Determine if intrusive student intervention should be scaled to include other cohort groups.

- III Person(s) Responsible:** Student Navigators, Retention Coordinator, Vice President for High School Initiatives and Enrollment Management  
**Projected/Actual Completion Date:** Summer Semester 2017 (AY 2017)  
**Description of Activity:** Contact students who have stopped out or dropped out and encourage these students to return.

*Implementation steps follow for the activity: Encourage stop outs and drop outs to return*

- Identify students from data reporting;
- Contact students who have not been retained;
- Provide the students with re-admissions and other College information;
- Follow-up with the students periodically to see if they re-enroll;
- Report the results to the Collaboration of Retention Excellence (CORE) and Perkins Committees.

**SPECIAL POPULATIONS:**

Since the College was below 90% of the Institutional Rate for Retention, SRTC staff were required to complete a gap analysis of special population performance compared to the institutional rate, and in cases where any special population group rate was less than the 90% of the institutional rate on a measure the College missed, the College was required to develop and carry out improvement plans to improve the overall performance rate for the College overall and for any special population group reporting results below 90% of the institutional rate. The special population performance follows:

**Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
N/A	N/A	N/A	N/A
			N/A

Activity: N/A

### Economically Disadvantaged

Numerator	Denominator	Rate	90 % of Institutional Rate
<b>51</b>	<b>152</b>	<b>33.55%</b>	<b>30.00%</b>
			<b>+3.55% above 90% of BM</b>

Activity: **N/A**

### Individuals With Disabilities

Numerator	Denominator	Rate	90% of Institutional Rate
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
			<b>N/A</b>

Activity: **N/A**

### Limited English Proficiency

Numerator	Denominator	Rate	90% of Institutional Rate
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
			<b>N/A</b>

Activity: **N/A**

### Nontraditional

Numerator	Denominator	Rate	90% of Institutional Rate
<b>6</b>	<b>17</b>	<b>35.29%</b>	<b>30.00%</b>
			<b>+5.29% above 90% of BM</b>

Activity: **N/A**

### Single Parent

Numerator	Denominator	Rate	Benchmark	90% of Institutional Rate
<b>2</b>	<b>15</b>	<b>13.33%</b>	<b>33.33%</b>	<b>30.00%</b>
			<b>-20.00% Below BM</b>	<b>-16.67% below 90% of BM</b>

#### Analysis:

The retention rate for the economically disadvantaged population was **33.55%**, and the retention rate for non-traditional students (underrepresented gender students enrolled in non-traditional programs) was **35.29%**, which both exceeded the overall College rate and special population's benchmark of 33.33%.

The only one of the three reported special populations that did not meet 90% of the benchmark was the Single Parent population group. The Single Parent population group rate was **13.33%**, which was **16.67%** below 90% of the benchmark (30.00%). The state-wide Single Parent retention rate during AY 2015 was **46.0%**. SRTC's Single Parent retention rate was **32.67%** below the state average. SRTC's AY 2014 Single Parent retention rate was 50.0%, which was above benchmark of 48.23% by **1.77%**. This accounts for a **36.67%** decrease during AY 2015. No program specific data was available for this special population: Single Parent. All program data was suppressed.

SRTC Staff also studied course completion rates for Special Population groups. The AY 2015 course completion pass rate for single parents was **93.09%**. This was 1.31% above the College rate of **91.78%**. The Single Parent course pass rate was higher than all other special population groups except Displaced Homemaker, which was **93.85%**, as indicated in **Table 5**.

**Table 5**  
**AY 2015 Course Completion Rates by Special Population**

	<b>COMPLETION RATE</b> <b>83.51% BM</b>	<b>COMPLETION PASS RATE</b> <b>83.51% BM</b>	<b>ENROLLEE COMPLETION PASS RATE</b> <b>83.51% BM</b>
<b>Single Parent</b>	84.98% (2,473/2,910)	93.09% (2,232/2,473)	79.11% (2,232/2,910)
<b>Economically Disadvantaged</b>	85.29% (13,321/15,619)	89.93% (11,979/13,321)	76.70% (11,979/15,619)
<b>Individuals with Disabilities</b>	85.70% (719/839)	89.71% (645/719)	76.88% (645/839)
<b>Limited English Proficient</b>	91.18% (341/374)	84.75% (289/341)	77.27% (289/374)
<b>Non-traditional</b>	85.04% (2,222/2,613)	89.74% (1,994/2,222)	76.31% (1,994/2,613)
<b>Displaced Homemaker</b>	86.33% (537/622)	93.85% (505/537)	81.03% (505/622)
<b>SRTC Overall</b>	<b>87.91%</b> <b>(21,268/24,193)</b>	<b>91.78%</b> <b>(19,519/21,268)</b>	<b>80.68%</b> <b>(19,519/24,193)</b>

Source: SRTC Course Completion Report for AY 2015

Since the Single Parent Special Population group performance was below 90% of the Institutional Rate for retention, SRTC staff were required to develop a plan to improve its performance.

The SRTC staff planned an activity for improving Single Parent Retention performance as follows:

**ACTIVITY:**

**Activity:** Survey Single Parent Students.

**I Person(s) Responsible:** Director of Career Services and Counseling, Special Populations Coordinator, and Retention/Special Populations Specialist

**Projected/Actual Completion Date:** Summer Semester 2017 (AY 2017)

**Description of Activity:** Survey diverse group of single parents who are enrolled in their last semester to: 1) determine which resources offered by the College were most helpful in allowing them to continue their education; and 2) determine additional resources they would like to see offered.

Survey sample of single parents who stopped out or dropped out to:  
1) determine reasons students stopped out or dropped out; 2) determine resources/services offered by the College that were most helpful in allowing them initially enroll in College; and 3) determine if there are resources they need to be able to return to the College and continue their education.

**Measure:** 4A Graduate Placement

**Numerator:** Those students from the denominator who were placed in employment within two months of the end of the fiscal year

**Denominator:** Graduates who were available for employment

**Instructions:**

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

*\*When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.*

**Analysis (Including Gap Analysis)**

**N/A**

**INSTITUTION:**

Numerator	Denominator	Rate	90% of Benchmark
<b>951</b>	<b>951</b>	<b>100.00%</b>	<b>89.80%</b>
			<b>+10.20% above 90% of BM</b>

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>20</b>	<b>20</b>	<b>100.00%</b>	<b>89.80%</b>
			<b>+10.20% above 90% of BM</b>

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90 % of Institutional Rate
<b>526</b>	<b>526</b>	<b>100.00%</b>	<b>89.80%</b>
			<b>+10.20% above 90% of BM</b>

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>42</b>	<b>42</b>	<b>100.00%</b>	<b>89.80%</b>
			<b>+10.20% above 90% of BM</b>

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
			<b>N/A</b>

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>120</b>	<b>120</b>	<b>100.00%</b>	<b>89.80%</b>
			<b>+10.20% above 90% of BM</b>

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>108</b>	<b>108</b>	<b>100.00%</b>	<b>89.80%</b>
			<b>+10.20% above 90% of BM</b>

Activity: **N/A**

**Measure:** 5A Nontraditional Participation

**Numerator:** Those students from the denominator of under-represented gender for their program

**Denominator:** Participants enrolled in nontraditional coursework (as defined by the national crosswalk)

**Instructions:**

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
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- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

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**Analysis (Including Gap Analysis)**

**N/A**

**INSTITUTION:**

Numerator	Denominator	Rate	90% of Benchmark
<b>333</b>	<b>2,472</b>	<b>13.47%</b>	<b>12.35%</b>
			<b>+1.12% above 90% of BM</b>

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>9</b>	<b>57</b>	<b>15.79%</b>	<b>12.12%</b>
			<b>+3.67% above 90% of BM</b>

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90 % of Institutional Rate
<b>199</b>	<b>1,530</b>	<b>13.01%</b>	<b>12.12%</b>
			<b>+0.89% above 90% of BM</b>

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>23</b>	<b>87</b>	<b>26.44%</b>	<b>12.12%</b>
			<b>+14.32% above 90% of BM</b>

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>4</b>	<b>38</b>	<b>10.53%</b>	<b>12.12%</b>
			<b>-1.59% below 90% of BM</b>

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
<b>32</b>	<b>276</b>	<b>11.59%</b>	<b>12.12%</b>
			<b>-0.53% below 90% of BM</b>

Activity: **N/A**

**Measure:** 5B Nontraditional Completion

**Numerator:** Those graduates from the denominator of under-represented gender for their program

**Denominator:** Graduates from nontraditional programs

**Instructions:**

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

*\*When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.*

**Analysis (Including Gap Analysis)**

**INSTITUTION:**

The College is using the five step improvement process as follows to develop and carry out improvement plans to increase completion/graduation rates of underrepresented gender students enrolled in non-traditional programs.

**Five Step Improvement Process:**

- Step 1. Document Performance Results
- Step 2. Identify Root Causes
- Step 3. Choose Best Solutions
- Step 4. Pilot Test and Evaluate Best Solutions
- Step 5. Implement Solutions

Step 1 is presented in the analyses that follow. Steps 2 and 3 will be completed during Spring 2016 and Summer 2016. Step 4 will be completed during AY 2017. Step 5 will be implemented during AY 2017.

**Step 1. Document Performance Results:**

TCSG colleges performing below 90% of college benchmarks for Perkins Measure results for Total Institutional Rates are required to prepare an analysis including a narrative description of the college's attainment of the measure and complete a gap analysis of special population performance compared to the institutional rate. Additionally, colleges are required to develop and carry out improvement plans to improve the overall performance rates for the college overall and for any special population group reporting results below 90% of the institutional rate.



Southern Regional Technical College’s (SRTC) AY 2015 total non-traditional completion rate of **11.14%** was **1.43%** below the established College benchmark of **12.57%**, as reported in **Table 1**. Since SRTC was **0.17%** below the 90% benchmark, the College is required to prepare an analysis including a narrative description of SRTC’s attainment of the measure.

SRTC staff reviewed SRTC AY 2014 and AY 2015 data and AY 2015 TCSG data in preparing the analysis. The AY 2015 total College non-traditional completion rate of **11.14%** decreased by **0.44%** compared to AY 2014, which was **11.58%**, as reported in **Table 6**. The Technical College System of Georgia (TCSG) total AY 2015 non-traditional completion rate of **13.0%** was **equal to** the established TCSG benchmark of **13.0%**, as illustrated in **Table 7**. SRTC was **1.86%** below the Technical College System of Georgia (TCSG) performance rate for AY 2015.

**Table 6**  
**SRTC Performance on Perkins Measure 5B-Non-traditional Completion**  
**AY 2014 through AY 2015**

Year	Numerator	Denominator	Rate	Benchmark	90% of Benchmark
					% above/below 90% of BM
AY 2014	145	1,252	11.58%	12.45%	11.21%
				+0.87% above BM	0.37% above 90% of BM
AY 2015	95	853	11.14%	12.57%	11.31%
				-1.43% below BM	-0.17% below 90% of BM

Source: Perkins Data Reports provided by TCSG annually to TCSG colleges.

**Table 7**  
**TCSG Performance on Perkins Measure 5B-Non-traditional Completion**  
**AY 2015**

Year	Numerator	Denominator	Rate	Benchmark	90% of Benchmark
					% above/below 90% of BM
AY 2015	3,174	24,511	13.0%	13.0%	11.70%
				Rate = Benchmark	+1.30% above 90% of BM

Source: Perkins Data Reports provided by TCSG annually to TCSG colleges.

**Note:** TCSG definitions for Benchmark, Numerator, and Denominator are below:

**Benchmark** is 3-year average plus .25%.

**Numerator:** Those students from the denominator who were enrolled in postsecondary education during the fiscal/academic year; All students with at least one technical course in history and 12 or more credit hours in history who were enrolled in at least one award-level program during the reporting year. (Occupational courses only; does not include COMP 1000).

**Denominator:** Concentrators\* who were first-time postsecondary enrollees in Fall of the previous fiscal year and did not graduate; First time at any college in Fall of previous year, in Award program, did not graduate in this year.

\***Concentrator:** Student enrolled in a credit major (ending in 1, 2, 3, or 4 and not including special admits), who – has at least 12 credit hours in their history and one occupational course not including COMP 1000 (Introduction to Computers) – OR has completed a program of less than 12 credit hours.

SRTC staff also reviewed the SRTC Perkins Non-Traditional Completion Rate by Program Group data provided by TCSG staff. The Analysis of the Perkins Non-Traditional Completion Rate by Program Group data, illustrated in **Table 8**, reveals for **AY 2015** that 10 of 30 (33.0%) reported program groups met the College benchmark of **12.57%**, while 20 of the 30 (67.0%) reported program groups did not meet the total College Non-Traditional Completion rate of **12.57%**.

The Analysis of the Perkins Non-Traditional Completion Rate by Program Group data, illustrated in **Table 8**, reveals for **AY 2014** that 10 of 28 (36.0%) reported program groups exceeded the College benchmark of **12.45%**, while 18 of the 28 (64.0%) reported program groups did not meet the total College Non-Traditional Completion rate of **12.45%**. **Table 8** outlines completion rates by program group.

**Table 8**  
**Non-Traditional Program Completion by Program Group**

College	Program Group	Gender (under-represented)	AY 2015 (12.57% BM 11.31% - 90% BM)			AY 2014 (12.45% BM 11.21% - 90% BM)		
			Numerator	Denominator	2015 Rate	Numerator	Denominator	2014 Rate
MTC	Accounting	Male	7	37	18.92%	5	35	14.29%
MTC	Air Conditioning Technology	Female	0	17	0.00%	1	14	7.14%
MTC	Auto Collision Repair	Female	5	14	35.71%	2	21	9.52%
MTC	Automotive Technology	Female	0	19	0.00%	1	28	3.57%
MTC	Business & Office Technology	Male	8	82	9.76%	6	74	8.11%
SWGTC	Business and Office Technology	Male	2	17	11.76%	1	27	3.70%
MTC	Carpentry	Female	6	65	9.23%	2	52	3.85%
MTC	Commercial Truck Driving	Female	6	58	10.34%	8	89	8.99%
MTC	Computer Information Systems	Female	4	27	14.81%	2	13	15.38%
SWGTC	Computer Information Systems	Female	5	21	23.81%	3	22	13.64%
MTC	Cosmetology	Male	8	124	6.45%	8	112	7.14%
SWGTC	Cosmetology	Male	1	20	5.00%	1	27	3.70%
MTC	Criminal Justice	Female	19	31	61.29%	21	34	61.76%
SWGTC	Criminal Justice	Female	14	22	63.64%	17	23	73.91%
SWGTC	Drafting	Female	0	17	0.00%	0	13	0.00%
MTC	Early Childhood Care & Education	Male	1	74	1.35%	0	65	0.00%
SWGTC	Early Childhood Care & Education	Male	1	43	2.33%	0	53	0.00%
MTC	Electrical Construction & Maintenance	Female	4	23	17.39%	No Data	No Data	No Data
MTC	Electronics & Telecommunications	Female	2	13	15.38%	2	10	20.00%
MTC	Fire Science Technology	Female	0	14	0.00%	2	11	18.18%
MTC	Industrial Systems Technology	Female	3	87	3.45%	5	88	5.68%
MTC	Medical Assisting	Male	1	10	10.00%	3	24	12.50%
SWGTC	Medical Laboratory Technology	Male	5	17	29.41%	0	13	0.00%
MTC	Neuromuscular Massage	Male	2	10	20.00%	No Data	No Data	No Data
SWGTC	Nursing	Male	3	51	5.88%	8	55	14.55%
MTC	Practical Nursing & Related Programs	Male	11	119	9.24%	8	93	8.60%
SWGTC	Practical Nursing & Related Programs	Male	2	25	8.00%	3	20	15.00%
SWGTC	Veterinary Technology	Male	0	10	0.00%	1	12	8.33%
MTC	Welding & Joining Technology	Female	1	13	7.69%	1	31	3.23%
SWGTC	Welding & Joining Technology	Female	0	23	0.00%	0	28	0.00%
<b>MTC Total</b>			<b>88</b>	<b>837</b>	<b>10.51%</b>	<b>77</b>	<b>794</b>	<b>9.70%</b>
<b>SWGTC Total</b>			<b>33</b>	<b>266</b>	<b>12.41%</b>	<b>34</b>	<b>293</b>	<b>11.60%</b>

Source: Perkins Data Reports provided by TCSG annually to TCSG colleges.

Since the College was below 90% of the Institutional Rate for Non-Traditional Completion, SRTC staff were required to develop plans to improve its performance on the measure. Steps 2 and 3 of the Five Step Improvement Process will be completed during Spring 2016 and Summer 2016. Step 4 will be completed during AY 2017. Step 5 will be implemented during AY 2017.

The SRTC staff planned three activities and corresponding implementation steps for improving Non-Traditional Completion performance that follow:

## **ACTIVITIES:**

- I**     **Person(s) Responsible:** Director of Career Services and Counseling, Special Populations Coordinator, and Retention/Special Populations Specialist  
**Projected/Actual Completion Date:** Fall Semester 2016 (AY 2017)  
**Description of Activity:** Conduct Focus Groups and Administer Surveys to: 1) determine which areas of support offered by the College or actions taken by the College assist underrepresented gender students enrolled in non-traditional programs in being successful; and 2) determine areas needing improvement to increase student retention/success of underrepresented gender students enrolled in non-traditional programs.

*Implementation steps follow for the activity: Conduct Focus Groups and Administer Surveys:*

### **Focus Groups:**

- Determine who will be included in Focus Groups;
- Design Focus Group Format and Discussion Topics;
- Schedule Focus Groups;
- Invite participants to attend Focus Groups;
- Hold Focus Groups;
- Summarize input received from Focus Groups;
- Report results to the Collaboration Of Retention Excellence (CORE) and Perkins Committees; and
- Complete the remaining steps in the Five Step Process as follows: Identify Root Causes preventing student retention/success, choose best solutions, pilot test and evaluate best solutions, and implement solutions.

### **Administer Surveys:**

- Determine who will be Surveyed;
- Design Survey(s);
- Schedule deployment of Survey(s);
- Administer Survey(s);
- Summarize survey results;
- Report results to the Collaboration Of Retention Excellence (CORE) and Perkins Committees; and
- Complete the remaining steps in the Five Step Process as follows: Identify Root Causes preventing student retention/success, choose best solutions, pilot test and evaluate best solutions, and implement solutions.

**II Person(s) Responsible:** Director of Career Services and Counseling, Special Populations Coordinator, and Retention/Special Populations Specialist

**Projected/Actual Completion Date:** Summer Semester 2017 (AY 2017)

**Description of Activity:** The College will ensure that underrepresented gender students enrolled in non-traditional programs are aware of special services and resources that the College provides for them to improve retention and graduation rates by expanding communication with students. Services include but are not limited to the following: Textbook Lending Library, equipment loans, tutoring, occupational coaching, career and personal counseling, a Scholarship for Underrepresented Gender Students Enrolled in Non-Traditional Programs, and referral to community resources.

In addition, a new Special Populations blog will be developed and posted on the College website and tagged for Special Populations, including Underrepresented Gender Students Enrolled in Non-Traditional Programs. The blog will include information pertinent to Underrepresented Gender Students Enrolled in Non-Traditional Programs. An RSS feed will be developed and the blog will be pushed out to Special Populations students, including Underrepresented Gender Students Enrolled in Non-Traditional Programs, via email and Blackboard.

**Implementation steps follow for the activity: *Ensure that Underrepresented Gender Students Enrolled in Non-Traditional Programs are aware of available services and resources to improve retention and graduation rates:***

- Services and resources available to underrepresented gender students enrolled in non-traditional programs will be promoted via the following methods: email, Facebook, Twitter, flyers, class visits, closed-circuit television, SRTC website and Special Populations blog, postcards, and personal contact.

**III Person(s) Responsible:** Director of Career Services and Counseling, Special Populations Coordinator, and Retention/Special Populations Specialist

**Projected/Actual Completion Date:** Summer Semester 2017 (AY 2017)

**Description of Activity:** Reach out to underrepresented gender students enrolled in non-traditional programs who are identified as struggling academically and in danger of non-completion. After initial contact with students to identify issues placing them in danger of non-completion, follow-up with a secondary intervention and services to assist with completion. Also follow-up with instructors on progress and needs of targeted students.

**Implementation steps follow for the activity: *Intervene when notified of Underrepresented Gender Students Enrolled in Non-Traditional Programs who are struggling to improve retention and graduation rates:***

- Use KMS Report DC 140 to identify underrepresented gender students enrolled in non-traditional programs;
- Contact underrepresented gender students enrolled in non-traditional programs who have been identified by instructors as struggling academically and in danger of non-completion;
- Inform students of services/resources available at the College and/or in the community that are available to help them overcome barriers; and
- Provide additional follow-up with students to check on progress and determine if additional services/resources are needed.

## SPECIAL POPULATIONS:

Since the College was below 90% of the Institutional Rate for Non-Traditional Completion, SRTC staff were required to complete a gap analysis of special population performance compared to the institutional rate, and in cases where any special population group rate was less than the 90% of the institutional rate on a measure the College missed, the College was required to develop and carry out improvement plans to improve the overall performance rate for the College overall and for any special population group reporting results below 90% of the institutional rate. The special population performance follows:

### Displaced Homemaker

Numerator	Denominator	Rate	90% of Institutional Rate
<b>6</b>	<b>25</b>	<b>24.00%</b>	<b>10.03%</b>
			<b>+13.97% above 90% of BM</b>

Activity: **N/A**

### Economically Disadvantaged

Numerator	Denominator	Rate	90 % of Institutional Rate
<b>65</b>	<b>516</b>	<b>12.60%</b>	<b>10.03%</b>
			<b>+2.57% above 90% of BM</b>

Activity: **N/A**

### Individuals With Disabilities

Numerator	Denominator	Rate	90% of Institutional Rate
<b>8</b>	<b>35</b>	<b>22.86%</b>	<b>10.03%</b>
			<b>+12.83% above 90% of BM</b>

Activity: **N/A**

### Single Parent

Numerator	Denominator	Rate	90% of Institutional Rate
<b>13</b>	<b>113</b>	<b>11.50%</b>	<b>10.03%</b>
			<b>+1.47% above 90% of BM</b>

Activity: **N/A**

### Limited English Proficiency

Numerator	Denominator	Rate	Benchmark	90% of Institutional Rate
<b>1</b>	<b>21</b>	<b>4.76 %</b>	<b>11.14%</b>	<b>10.30%</b>
			<b>-6.38% Below BM</b>	<b>-5.27% below 90% of BM</b>

#### Analysis:

The Non-Traditional Completion AY 2015 rates for the special populations groups follow: Displaced Homemaker population was **24.00%**; Economically Disadvantaged population was **12.60%**; Individuals with Disabilities population was **22.86%**; and Single Parent population was **11.50%**, which all exceeded the overall College rate and special population's benchmark of **11.14%**.

The only one of the five reported special populations that did not meet 90% of the benchmark for Non-Traditional Completion was the Limited English Proficient population group. The Limited English Proficient population group rate was **4.76%**, which was **5.27%** below 90% of the benchmark (10.03%). The state-wide Limited English Proficient non-traditional completion rate during AY 2015 was **13.0%**.  
Southern Regional Technical College - Perkins FY 2017 Improvement Plan

SRTC's Limited English Proficient non-traditional completion rate of **4.76%** was **8.24%** below the state rate of **13.0%**. SRTC's AY 2014 Limited English Proficient non-traditional completion rate was **0.00%**, which was below the benchmark by **11.58%**. The AY 2015 data accounts for a **4.76%** increase from AY 2014.

AY 2015 course completion pass rate for Limited English Proficient was **84.75%**. This was **7.03%** below the College rate of **91.78%**. Program specific data was available for the special population: Limited English Proficient. All program data was suppressed except the Cosmetology program, as indicated in **Table 9**.

**Table 9**  
**AY 2015 SRTC Program Performance on Perkins Measure 5B-Non-traditional Completion**

Program	Numerator	Denominator	Rate	Benchmark
Cosmetology	1	10	10.00%	11.14%
				<b>-1.14% below BM</b>

Source: Perkins Data Reports provided by TCSG annually to TCSG colleges.

SRTC Staff also studied course completion rates for Special Population groups. The Limited English Proficient course completion pass rate was **84.57%**, which was **7.03%** below the SRTC Overall rate of **91.78%**, as indicated in **Table 10**.

**Table 10**  
**AY 2015 Course Completion Rates by Special Population**

	COMPLETION RATE 83.51% BM	COMPLETION PASS RATE 83.51% BM	ENROLLEE COMPLETION PASS RATE 83.51% BM
<b>Single Parent</b>	84.98% (2,473/2,910)	93.09% (2,232/2,473)	79.11% (2,232/2,910)
<b>Economically Disadvantaged</b>	85.29% (13,321/15,619)	89.93% (11,979/13,321)	76.70% (11,979/15,619)
<b>Individuals with Disabilities</b>	85.70% (719/839)	89.71% (645/719)	76.88% (645/839)
<b>Limited English Proficient</b>	91.18% (341/374)	84.75% (289/341)	77.27% (289/374)
<b>Non-traditional</b>	85.04% (2,222/2,613)	89.74% (1,994/2,222)	76.31% (1,994/2,613)
<b>Displaced Homemaker</b>	86.33% (537/622)	93.85% (505/537)	81.03% (505/622)
<b>SRTC Overall</b>	<b>87.91%</b> <b>(21,268/24,193)</b>	<b>91.78%</b> <b>(19,519/21,268)</b>	<b>80.68%</b> <b>(19,519/24,193)</b>

Source: SRTC Course Completion Report for AY 2015

Since the Limited English Proficient Non-Traditional Completion group performance was below 90% of the Institutional Rate for Non-Traditional Completion, SRTC staff were required to develop a plan to improve its performance.

The SRTC staff planned an activity for improving Limited English Proficient Non-Traditional Completion performance follows:

## ACTIVITY:

**Activity:** Implement best practices identified through collaboration with area school system secondary English as a Second Language (ESOL) teachers or staff to support SRTC Limited English Proficient (LEP) students.

**I Person(s) Responsible:** Director of Career Services and Counseling, Special Populations Coordinator, and Retention/Special Populations Specialist

**Projected/Actual Completion Date:** Summer Semester 2016

**Description of Activity:** The Special Populations Department will develop a collaborative relationship with area school system secondary ESOL teachers or staff in order to learn/develop strategies and implement appropriate best practices to support SRTC Limited English Proficient (LEP) students.

Special Populations staff will also work directly with faculty and staff at the College who service the Limited English Proficient (LEP) population. LEP students will also be surveyed regarding the best ways to communicate with and provide services to them.

**Implementation steps follow for the activity: Implement best practices identified through collaboration with area school system secondary English as a Second Language (ESOL) teachers or staff to support SRTC Limited English Proficient (LEP) students:**

- Contact area school system ESOL teachers and staff and request a meeting;
- Schedule meeting;
- Ask the teachers/staff about perceived barriers to success for ESOL/LEP students and steps they recommend to help students overcome these barriers;
- Summarize input received from teachers/staff;
- Identify instructors who teach LEP students;
- Survey instructors regarding needs of LEP students;
- Survey LEP students regarding the best ways to communicate with and provide services to them; and
- Complete the remaining steps in the Five Step Process as follows: Identify Root Causes preventing student retention/success, choose best solutions, pilot test and evaluate best solutions, and implement solutions.

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