

SOUTHERN REGIONAL TECHNICAL COLLEGE

A Unit of the Technical College System of Georgia

Carl D. Perkins
Career and Technical Education Act of 2006

Perkins Plan



SOUTHERN REGIONAL
TECHNICAL COLLEGE

Submitted 03-29-2016
Approved 06-24-2016

Southern Regional Technical College

Perkins IV Plan

 = Edits Made to Approved Plan

Funding and Nine Requirements

- (1) Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title.

1.1 Requirement One - Integration of academics with career technical education.

Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in –

- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
(B) career and technical education subjects;

LEAD: Vice President for Academic Affairs

[Rubric rating highest expectation - Provide a clear definition of integration of academic and career technical education. Provide a clear description of the College's efforts to integrate academic and career technical education components. Describe the College's use of core academic courses within programs offered at the College.]

Southern Regional Technical College (SRTC) is one of twenty-two colleges in the Technical College System of Georgia (TCSG). SRTC offers and delivers technical programs leading to a Technical Certificate of Credit (TCC), a Diploma, an Associate of Applied Science (AAS) Degree, the Associate of Science in Nursing (ASN) Degree, and the Associate of Science (AS) Degree utilizing the State standards and guidelines as required by TCSG. The programs are logically sequenced, comprehensive to industry and relevant knowledge, and are thorough in size, scope, and quality to be effective. Diploma and degree programs (and some TCCs) include academic courses such as English, Math, Psychology, and Science. Academic faculty incorporate a variety of relevant work-related activities into the core courses to increase the students' ability to apply academic knowledge in their technical area of study. The technical instructors continue to help students develop these skills and abilities by connecting the need for critical thinking, effective communication, and mathematical problem solving with the responsibilities in their field. The Deans for Academic Affairs (State funded), supported by the Vice President for Academic Affairs, ensure that academic competencies are included in technical courses. SRTC utilizes state-of-the-art technology in the delivery of the curriculum.

For Perkins Requirement 1, Perkins funds are used for registering new faculty to attend the TCSG sponsored Faculty Development Institute.

1.2 Requirement Two - Offer programs of study

Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

LEAD: Vice President for High Initiatives and Enrollment Management

SUPPORT: *Vice President for Academic Affairs;
High School Coordinator - Moultrie; and
High School Coordinator - Thomasville*

[**Rubric rating highest expectation** - Provide a clear description of at least one program of study, including the name of the program, and details regarding the implementation of the program at the College, the secondary education partner, and the management/operation of the project within the College.]

The Georgia Department of Education (GaDOE) in conjunction with the Technical College System of Georgia has developed seventeen Career Clusters with each having multiple career pathways. The seventeen Career Clusters include: Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Energy; Finance; Government and Public Administration; **Health Science**; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; **Manufacturing**; Marketing; Science, Technology, Engineering & Math; and Transportation, Distribution and Logistics. SRTC is implementing programs of study from the **Health Science** and **Manufacturing** career clusters.

SRTC commits to developing partnerships that link secondary, postsecondary, and the world-of-work to ensure a seamless transition for students. In its seven-county service area, SRTC offers many dual enrollment options at twelve area high schools. The High School Coordinators, Perkins Funded in support of Requirement 2, work to provide career guidance opportunities to students and to promote and increase dual enrollment options.

To begin a program of study from the Career Cluster, Health Science, students must meet the admissions requirements of the College as well as the graduation and attendance requirements of their high school. Each student begins with courses in the general education area and proceed to the fundamental occupational and specific occupational related courses as they progress through their program of study.

SRTC is implementing the Mechatronics programs of study, from within the Manufacturing Career Cluster. SRTC also works to expand dual enrollment programs to serve more students. Secondary partners include: Cairo High School College and Career Academy; Baconton Charter School; Bishop Hall Charter School; Colquitt County High School; Mitchell County High School; Pelham High School, Thomas County Central High School; Thomasville High School; Tiftarea Academy; Tift County High School; Turner County High School, and Worth County High School. The implementation of these programs involve creating and distributing detailed educational materials to students and parents outlining secondary and postsecondary components and highlighting early enrollment options.

SRTC maintains agreements with the high schools within its service delivery area to articulate curriculum from the secondary setting to the postsecondary institution. This allows students to follow the appropriate programs in the Career Pathways and to seamlessly move through the pathways of study that align secondary and postsecondary curriculum by program areas.

1.3 Requirement Three - All aspects of an industry

Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences

LEAD: Vice President for Academic Affairs

[**Rubric rating highest expectation** - Describe the College's understanding of all aspects of an industry, and provides details regarding its applicability to instruction. Additionally, provided details regarding the mechanisms through which 'all aspects of an industry' is taught at the College.]

The strength of most programs at SRTC is the hands-on experiences gained from internships, practicum, and/or clinical rotations. These experiences are provided throughout the program to give the students a real world-of-work vantage point and to prepare them for entry into their chosen career. The Deans for Academic Affairs, supported by the Vice President for Academic Affairs, ensure that programs offered provide students strong experience in and understanding of the associated business and/or industry. Advisory committee members from industry keep work-based experiences current by offering sites for training, by serving as guest lecturers, and by serving as mentors for students. The laboratories and simulation classrooms available at various SRTC locations prepare students for the actual work world by providing the opportunity to learn through realistic scenarios applicable in the workplace. For example, the Associate Degree in Nursing simulation lab offers birthing, intravenous, pediatric and human patient simulators. The Automotive Technology labs simulate an automotive shop; the Cosmetology labs simulate a business; and the Criminal Justice programs incorporate the firearms training simulator (FATS). Students are exposed to many aspects of these chosen industries through these simulations. Perkins funds (when available) assist the College in acquiring equipment to provide students with industry experiences in support of Requirement 3.

The Perkins funds and local funds provide faculty opportunities for professional development in support of Requirement 5 to increase knowledge and skills. Local funds provide opportunities for faculty to visit/tour businesses/industries related to their teaching assignments. The Career Centers serve as a valuable resource for students to take aptitude and interest surveys, explore career options in their desired fields of study, and access staff members who can guide them through employment preparation and placement.

1.4 Requirement Four - Expand the use of technology

Develop, improve, or expand the use of technology in career and technical education, which may include—

[**Rubric rating highest expectation** -Provide detail regarding the use of technology at the College. Additionally, provides examples of how the use of technology is used to increase the knowledge and job-effectiveness of faculty/staff; provides examples of collaboration with external (technology) industry; provides examples of the use of technology to increase the knowledge and skills of students.]

A-training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

LEAD: Director of Distance Education

SRTC provides adequate support to teachers, faculty, and administrators for development, improvement, and expansion of the use of technology in career and technical education. The SRTC Distance Education Department provides Blackboard Learning Management System training and support to ensure that web-enhanced, hybrid, and online courses are developed and used maximally in enhancing educational opportunities through technology. This addresses the needs of students with different learning styles and schedules. Training is offered on campus and online.

Through distance learning, the College also provides faculty and students with ample access to communication with each other via e-mail and discussion rooms, to library materials that are available on-line, to third-party online resources, and to information found on the Web.

SRTC also provides an appropriate level of technical staff support to ensure the technology is properly functioning and updated as needed. Course evaluations, instructor reviews, student learning outcome results, and student surveys allow for regular assessment and identification of needs for the improvement of success and satisfaction in distance learning.

B-providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

LEAD: Vice President for Academic Affairs

SRTC provides career and technical education students with academic courses where students gain basic knowledge and skills in communication, critical thinking, mathematics, and sciences that prepare them for success in occupational courses/programs. Diploma and degree programs (and some TCCs) include academic courses such as English, Math, Psychology, and Science. Academic faculty incorporate a variety of relevant work-related activities into the core courses to increase the students' ability to apply academic knowledge in their technical area of study. The technical instructors continue to help students develop these skills and abilities by connecting the need to master general education competencies centered on critical thinking, effective communication, and mathematical problem solving with the responsibilities in their field. Program students have access to state-of-the art equipment similar to that found in the work place. This enables students/graduates to be placed and to be successful in their chosen occupation. In support of Requirement 4, Perkins funds are used (as available) to expand the use of technology.

C-encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

LEAD: Vice President for Academic Affairs

Internships, practicum, and clinical courses are integral components and a requirement of many Business, Health Sciences, Industrial Technology and Professional Services programs. It is through internships at business or health-related sites that students are allowed to work in the high tech professions. These opportunities extend the classroom into the working environment and provide practical training and experience on cutting edge equipment and technologies.

1.5 Requirement Five - Professional development

Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including –

- (A) in-service and pre-service training on**
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;**
 - (ii) effective teaching skills based on research that includes promising practices;**
 - (iii) effective practices to improve parental and community involvement; and**
 - (iv) effective use of scientifically based research and data to improve instruction;**
- (B) (OMIT FOR POSTSECONDARY) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;**
- (C) internship programs that provide relevant business experience;**
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;**

LEAD: Director of Human Resources

[Rubric rating highest expectation - Describe the use of professional development. Provide details regarding the specific professional development exercises employed to strengthen the skills of faculty and staff. The professional development that was described was high quality, sustained, intensive, and classroom focused. Additionally, provide details regarding the groups (i.e. faculty, counselors) at the College who will receive the staff development and how such staff development will increase the effectiveness of these persons to strengthen the overall experience of the student.]

SRTC's professional development program is designed to meet institutional training needs. Faculty and staff responses to the annual *Staff Development Needs and Interests Survey* are used by the President's Leadership Cabinet and the Director of Human Resources to determine the activities to be offered on campus for the coming year. Individual annual staff development plans also include off-campus industry specific training opportunities to improve and enhance instructional and occupational skills.

Perkins funds (as available) and local funds enable professional development and additional training to improve occupational skills and to further develop teaching skills and student support services in support of Requirement 5. Professional development training includes topics such as improving student achievement and retention, enhancing instructional strategies, implementing assessment techniques, and learning to effectively utilize educational technologies.

Program advisory committees that meet twice per year help faculty determine training needed to maintain currency within all aspects of their fields. Evidence-based research and the study of best practices and current trends also help faculty and staff to locate training resources for program specific technologies and teaching methods. The knowledge and skills acquired through these opportunities help to better facilitate a rigorous but supportive teaching and learning environment.

1.6 Requirement Six - Evaluation of programs

Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

LEAD: Vice President for Institutional Effectiveness

[Rubric rating highest expectation -Describe in detail the College's process for developing and implementing effective evaluation tools of its programs and operations. Describe the College's mechanism for assessing the needs and performance of special populations.]

SRTC uses multiple means of assessment to evaluate all career and technical education programs. An annual assessment process is in place whereby all units and programs evaluate performance relative to locally and Technical College System of Georgia (TCSG) established expected outcomes. Programs also evaluate performance relative to established program student learning outcomes. The results of assessments and plans are included in unit/program documents titled, Annual Assessment Plans (AAP's).

In the AAP's programs are assessed on **locally established and benchmarked** expected outcomes as follows: Graduates, Graduates that are Placed, Graduate Certification/Licensure Test Results, and Program Status with Certification/Accreditation External Agency. Satisfaction on **locally established and benchmarked** expected outcomes are also solicited from internal and external stakeholders on surveys as follows: Student Survey, Graduate Exit Survey, Graduate Follow-Up Survey, and Employer Follow-Up Survey.

Programs are also assessed on **TCSG established** Performance Accountability System (PAS) expected outcomes. TCSG PAS promotes quality and excellence in technical programs and service units and measures the degree to which the technical colleges within TCSG are successful in carrying out their missions. Included in this assessment process, programs are evaluated on compliance with two types of expected outcomes: 1) Compliance with Program Standards and 2) Compliance with Program Performance.

The TCSG PAS **Program Standard** expected outcomes include: 1) Program follows State Approved Curriculum and General Program Standards related to the Program Consistency and Course Consistency; 2) Program Implements Statewide Standards for programs having the same major code to include: Course Content, Grading Procedure, Occupational-based Instruction, Laboratory Management, Live Work; 3) Program follows Program Standards related to Advisory Committees to include: Function, Membership, and Meetings; and last, 4) Program implements Statewide Standards related to Health and Safety.

The TCSG PAS **Program Performance** expected outcomes [under revision] include: Retention, Graduation, and Placement. Performance benchmarks are reported for each expected outcome for the data year just completed. To remain open programs must meet established benchmarks. Programs not meeting benchmarks must improve, be terminated, or be justified to the Commissioner to remain open.

In addition to these means of assessments, the College and program performance is monitored through a review of **TCSG Performance Scorecard** and **Complete College Georgia** data.

Also, every six years (or more often if the College is identified by the TCSG to be at risk), SRTC participates in a **Performance Accountability Review (PAR)** in which an external team evaluates the College, Programs, Perkins Plan and Implementation, Perkins One-Year Improvement Plan and Implementation (if a plan was required), and Perkins Budget expenditures.

SRTC receives an annual Perkins data report from TCSG, which summarizes the College's performance relative to both overall student performance and that of specific **special populations groups**. The College uses this report, in addition to TCSG provided specific program and special

populations data and College-wide and special populations data reports produced each term and/or annually, to monitor progress of special population students on an on-going basis. Improvement plans, based on term or annual reviews of data, are developed by Perkins Committee members in Perkins One-Year Plans (as applicable) that specify how the College will modify instruction and/or services to students overall and to special population groups in order to remove barriers and to improve student performance. The Perkins funded Retention Coordinator, Retention/ Special Population Specialist, Special Populations Coordinator, and the locally funded Director of Career Services and Counseling lead College-wide efforts in determining needs of special population students and in providing services and identifying/providing resources to assist in meeting their needs. Additionally, the effectiveness of services/resources provided to special populations students is determined by providers.

The Perkins Plan and Perkins One-Year Plan (as applicable) is monitored on a continuing basis by the Perkins Committee. For Perkins Requirement 6, local funds are used to employ the Vice President for Institutional Effectiveness (VPIE) to lead efforts to ensure that programs have in place comprehensive program outcome assessment processes and tools and to monitor the completion of annual assessments. Additionally, the VPIE works with staff to include: Retention Coordinator, Retention/Special Population Specialist, Special Populations Coordinator, the Director of Career Services and Counseling, and others to ensure special populations student needs are met.

1.7 Requirement Seven - Initiate/expand/modernize programs **Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;**

LEAD: Vice President for Academic Affairs

[Rubric rating highest expectation - Describe the College's use of technology to improve, expand, and modernize its programs. Provide a clear description of the potential use for technology, including the evaluation of how technology might be employed to increase overall performance, and how the technology is utilized.]

Funds provided by Perkins, the State, and the SRTC Foundation allows SRTC to improve, expand, and modernize instructional programs. Program faculty are employed to initiate and develop program offerings in support of Allowable 9. Each program maintains a prioritized list of equipment needed to provide state-of-the-art industry standard instruction. Technology updates are imperative for industry-specific instruction. Advisory committees for each program make recommendations for equipment and technology needs to keep the instructional programs current with industry standards.

In addition to equipment, advances in internet technologies have encouraged instructors to reorganize instructional delivery. Web-based instruction is used to expand program offerings and accessibility to students who are unable to attend traditional classes. The Internet enables an online learning environment to foster interaction and collaboration among students and instructors. In support of Requirement 7, Perkins funds are used (as available) to initiate, expand, and modernize instructional technologies.

1.8 Requirement Eight – Sufficient size, scope, and quality

Provide services and activities that are of sufficient size, scope, and quality to be effective; and

LEAD: Vice President for Institutional Effectiveness

[**Rubric rating highest expectation** - Define size scope and quality. Provide details regarding the College's services and activities and how the College evaluates the size, scope and quality of said services and activities in order to increase the College's overall effectiveness. Provide examples of specific services and activities at the College that demonstrate the College's adherence to this requirement.]

Every aspect of SRTC's operations, with emphasis on **Programs** and **Academic and Student Services**, are of sufficient **size**, **scope**, and **quality** to be effective.

SIZE is defined as the number of **Programs and Courses** and **Academic and Student Services** offered and student participation.

SRTC offers career and technical education **Programs** in the fields of Business, Health Sciences, Industrial Technology, and Professional Services for citizens primarily within its seven-county service area. SRTC offers over 150 programs to associate degrees, diplomas, technical certificates of credit and approximately 650 courses. SRTC offers sufficient course sections through traditional instruction at sites and distance learning to enable students to graduate and be successfully employed in his/her field of study. Additionally, SRTC staff conducts Program Needs Assessments to determine new program needs of the local economy and business and industry within the service area.

Academic and Student Services provided by SRTC to support student success include: Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services.

- **Size** for **Programs** are evaluated by the number **Programs** and **Courses Offered** and of students enrolling and completing courses as indicated in the number of FTE's reported in performance reports for program groups.
- **Size** for **Academic and Student Services** are evaluated by the number of employees dedicated to providing services and to the number of students provided and/or using services.

SCOPE is defined as the depth that each program and service reaches while affecting student learning.

SRTC delivers **Programs** that have relevant curriculum, which include program and learning outcomes based on the needs of business and industry. Program curriculum are validated and updated through State-wide IFCC group input. Additionally, SRTC solicits input on the relevancy of program curriculum from local advisory committees, composed of representatives from business and industry.

SRTC provides a comprehensive program of **Academic and Student Services** to support student success. Services includes: Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services. Specific strategies are implemented by SRTC staff for each service.

- **Scope** for **Programs** are evaluated through Advisory Committee input on the relevancy of curriculum and through program faculty reports of student performance on Student Learning Outcomes.
- **Scope** for **Academic and Student Services** are evaluated through SRTC staff comparing service strategies provided to students at SRTC compared to those implemented at other TCSG colleges of comparable size.

QUALITY is defined as the positive correlation of results compared to expectations.

Each year SRTC's **Programs** are assessed by multiple means. An annual assessment process is in place whereby all programs evaluate performance relative to locally and the Technical College System of Georgia (TCSG) established expected outcomes, and programs also evaluate performance relative to established program student learning outcomes. The results of assessments and plans are included in program documents titled, Annual Assessment Plans (AAP's).

- **Quality** for **Programs** is evaluated on **locally established and benchmarked** expected outcomes as follows: Graduates, Graduates that are Placed, Graduate Certification/Licensure Test Results, and Program Status with Certification/Accreditation External Agency. Satisfaction on **locally established and benchmarked** expected outcomes are also solicited from internal and external stakeholders on surveys as follows: Student Survey, Graduate Exit Survey, Graduate Follow-Up Survey, and Employer Follow-Up Survey.
- **Quality** for **Programs** is also evaluated on **TCSG established and benchmarked** Performance Accountability System (PAS) expected outcomes. TCSG PAS promotes quality and excellence in technical programs and service units and measures the degree to which the technical colleges within the TCSG is successful in carrying out their missions. Included in this assessment process, programs are evaluated on compliance with two types of expected outcomes: 1) Compliance with Program Standards and 2) Compliance with Program Performance.

The TCSG PAS **Program Standard** expected outcomes include: 1) Program follows State Approved Curriculum and General Program Standards related to the Program Consistency and Course Consistency; 2) Program Implements Statewide Standards for programs having the same major code to include: Course Content, Grading Procedure, Occupational-based Instruction, Laboratory Management, Live Work; 3) Program follows Program Standards related to Advisory Committees to include: Function, Membership, and Meetings; and last, 4) Program implements Statewide Standards related to Health and Safety.

The TCSG PAS **Program Performance** expected outcomes (under revision) include: Retention, Graduation, and Placement. Performance benchmarks are reported for each expected outcome for the data year just completed. To remain open programs must meet established benchmarks. Programs not meeting benchmarks must improve, be terminated, or be justified to the Commissioner to remain open.

- In addition to these means of assessment, the **College and programs** performance is monitored through a review of **TCSG Performance Scorecard** and **Complete College Georgia** data.
- **Quality** of Instructors and instruction is also evaluated as students evaluate instructors and instruction of courses on an ongoing basis. All instructors and instruction are evaluated fall term. Selected and new instructors or instructors teaching new courses are evaluated spring and summer terms.

Each year SRTC's **Academic and Student Services Units** are assessed by multiple means. An annual assessment process is in place whereby all units evaluate performance relative to locally and the Technical College system of Georgia (TCSG) established expected outcomes. The results of assessments and plans are included in unit documents titled, Annual Assessment Plans (AAP's).

- **Quality** for each **Academic and Student Services** Unit of the College is measured by completing an Annual Assessment Plan whereby established Expected Outcomes results are reported, results are analyzed, improvements made-based on analysis of results that are reported, and staff make future plans as needed.
- **Quality** for each **Academic and Student Services Unit** of the College is evaluated on an annual basis by students and colleagues through the Orientation Survey, Student Survey, and the Colleague Survey. Also, the Graduate Follow-up Survey provides additional feedback relative to the services provided to students.

No Perkins funds are required to be budgeted in support of Requirement 8.

1.9 Requirement Nine - Provide activities to special populations

Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

LEAD: Special Populations Coordinator

SUPPORT: *Director of Career Services and Counseling
and Retention/Special Population Specialist*

[**Rubric rating highest expectation** - Provide clear detail regarding high skill, high wage, or high demand occupations that lead to self-sufficiency, and the College's approach to preparing students for such careers. Describe how the College will evaluate the needs and performance of special population students, using previous trends as evidence; described how that knowledge is used to increase these students' readiness for said occupations.]

SRTC enrollment is open to all individuals, including single parents, displaced homemakers, and other special populations groups. Programs available at SRTC reflects the needs of the employers in the seven-county service area as well as the Mission of the College. Labor market data is analyzed to insure that programs offered meet the demands of area employers and prepare special populations students for high wage, high skill, and high demand occupations that lead to self-sufficiency.

The Special Populations Coordinator and Retention/Special Populations Specialist are funded through Perkins in support of Requirement 9. These two individuals are assisted by the Director of Career Services and Counseling, locally funded, who helps the Special Populations Coordinator also provide services for self-disclosing disabled students having a documented disability. Together, these individuals provide support services for all special populations students. Results of the SRTC self-disclosing *Special Populations Survey* identify new special population students as they begin their first term of study. These students are specifically encouraged to utilize the services and activities available to them. The staff sends a letter specific to each population to introduce services. The Special Populations staff enter the person's code in Banner so they can be tracked. It is expected that many students will make contact based on this letter. Services available include individual career guidance, referrals to the Student Academic Center for tutoring, lending library, and job search/job readiness resources. Lunch and Learns/Support groups are utilized to discuss relevant topics, and referrals are made to area resource agencies. Students are also informed of online tutoring services available 24/7 through SmarThinking. Financial Aid Workshops are conducted throughout the year to educate all populations on financial resources available at SRTC.

Disabled students are provided reasonable and appropriate accommodations and/or adaptive equipment to ensure equal access to all College services. This is in addition to having access to tutoring services and Learning Support classes aimed at improved academic success. Staff track academic performance and direct disabled students with poor academic performance to appropriate supportive services. Reasonable and appropriate accommodations are made upon request for any disabled student who provides appropriate documentation.

Professional development for the Special Populations Coordinator and Retention/Special Populations Specialist is provided throughout the year. The training received affords staff the opportunity to improve personal skills and program services as they work to advise, support, and encourage special populations students who enroll in and complete programs leading to self-sufficiency.

Staff development (funded locally) is provided to educate instructors on working with special populations students. Perkins data is utilized to evaluate and plan for improving services to Special Populations.

In addition to funding staff positions, in support of Requirement 9, Perkins funds are used for the NAPE membership for SRTC, the Lending Library (book loan) Program for special populations students, the purchase of Assistive Devices for students with disabilities, the contracting of Sign Language Interpreters for disabled occupational students, and for having and upgrading Assistive Technology (Premier Assistive Technology Software) for students with disabilities.

Performance Indicators: Career and Technical Education

- (2) Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113. [Note: This section is not detailed in the outline, found in law.]

2.1 Core Indicator One - Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.

LEAD: Vice President for Academic Affairs

SUPPORT: Assistant Vice President and Dean for Academic Affairs-Professional Services;
Dean for Academic Affairs-Business and Industrial Technology;
and Dean for Academic Affairs-Health Sciences

[Rubric rating highest expectation - Describe the College's efforts to improve student attainment of challenging career and technical proficiencies. Describe the College's mechanism to increase student performance on specific technical assessments. Provide clear detail of industry-recognized standards, and how these are employed to assess students.]

SRTC's curriculum provides students with challenging skill proficiencies as taught by knowledgeable and experienced instructors. Instructors will keep skills current through attending and participating in professional development activities. Instructional media resources are accessible through the Library to aid in skill development. Some Library Books are purchased for Occupational Courses with Perkins funds as available. New programs and sometimes off-campus sites are targeted for funding in support of Allowable 7.

Student skills are further enhanced through the use of technologically advanced equipment. These skills are assessed for some programs by using industry-recognized examinations. In some instances, programs have rigorous assessments within the program coursework structure (i.e. HESI-Associate of Science in Nursing; HESI-Practical Nursing etc.). In other instances, program graduates are assessed through licensure/certification exams (i.e. GA Master Cosmetology Examination: Cosmetology; NCLEX-RN Examination: Associate of Science in Nursing; ASCP (American Society for Clinical Pathology): Clinical Laboratory Technology; AMT (American Medical Technologists): Clinical Laboratory Technology; American Registry of Radiologic Technologists (ARRT) Examination: Radiologic Technology, etc.)

Students are also assessed during the internship phase as they are evaluated by employers.

A priority has been established for the Thomasville Radiologic Technology program to attain JRCERT accreditation since the Moultrie Radiologic Technology Program was already accredited prior to the consolidation that formed Southern Regional Technical College. This process further align the program with industry-recognized standards.

Improving student performance is assessed and monitored each term, and actions are implemented to improve performance. Each program has established Student Learning Outcomes and evaluates student performance on specific assessments for each Student Learning Outcome. Additionally, all programs whose students take licensing/certification exams, have a program expected outcome related to exam pass rates.

Prior term and/or annual student academic data is examined during Perkins Committee meetings to determine academic and technical courses where students are having the most difficulty completing/passing, and suggestions are identified to target the improvement of student performance.

2.2 Core Indicator Two - Student attainment of an industry-recognized credential, a certificate, or a degree.

LEAD: Vice President for Academic Affairs

SUPPORT: *Assistant Vice President and Dean for Academic Affairs-Professional Services;
Dean for Academic Affairs-Business and Industrial Technology;
and Dean for Academic Affairs-Health Sciences*

[Rubric rating highest expectation - Describe the College's efforts to increase graduation; provided detail regarding the assessment and evaluation of current efforts and how those efforts are modified to increase performance.]

SRTC, a unit of the Technical System of Georgia, is accredited by the Southern Association of Colleges and Schools Commission on Colleges. SRTC has the authority to grant Technical Certificates of Credit, Diplomas, and Associate Degrees, which provide the opportunities for students to attain industry-recognized credentials. SRTC uses the State's standard curriculum, which has been developed with industry input, and which is designed to provide rigorous curriculum to train students adequately for the workforce. To support the success of students academically and increase graduation results, the College has several readily accessible Student Success Tutoring Centers where tutors and instructors customize services for individual students through a combination of traditional, computer-assisted, and group instruction while utilizing peer tutors as appropriate and applicable.

Industry representatives serve on the local Advisory Committees and provide invaluable insight and advice as to community needs for programs and quality of graduates. Prior term/annual student data is examined during Perkins Committee meetings to determine courses and programs where students are having the most difficulty completing/passing, and suggestions are identified to target the improvement of student graduation rate performance.

The Director of Career Services and Counseling and the Special Populations Coordinator provide academic counseling services and referrals and career guidance to students to assist in reducing barriers to student success and program completion and serving disabled students. Assistive devices (Perkins funded) are made available to students with learning and/or physical disabilities and/or visual impairments. New strategies for increasing student retention and graduation are identified and implemented through work of the Retention Coordinator, the Student Navigators, the Committee of Retention Excellence (CORE), and the Perkins Committee as weaknesses are identified through data.

2.3 Core Indicator Three - Student retention in postsecondary education or transfer to a baccalaureate degree program.

LEAD: Student Navigator - Thomasville
SUPPORT: Student Navigator - Moultrie
and Retention Coordinator

[Rubric rating highest expectation - Describe in detail how retention is assessed and analyzed at the College. Describe how the College uses that analysis to plan and implement exercise to increase retention.]

SRTC continuously seeks to improve retention and reduce barriers to student success. The Collaboration of Retention Excellence (CORE) Committee, whose purpose is to provide College-wide collaboration and leadership, to examine barriers to student success, and implement strategies to increase student retention, meets regularly to review and analyze retention and attrition data acquired from the Knowledge Management System (KMS). Additionally, student withdrawal data, as available, is analyzed to determine common factors leading to student attrition.

Student success workshops are held each term in order to improve student success and facilitate retention and matriculation to graduation. These workshops cover topics including time management, goal setting, stress management, test taking strategies, overcoming text anxiety, and budgeting/financial literacy.

Students who display at-risk behaviors that may prevent them from being retained are referred by their instructor to the Retention Team through the Technical College System of Georgia Early Alert Management System (TEAMS). The Retention Team consists of two Student Navigators (not Perkins funded); the Retention Coordinator, Perkins funded in support of Allowable 2; the Special Population Coordinator, the Retention/Special Populations Specialist, both Perkins funded in support of Requirement 9; and the Director of Career Services and Counseling (not Perkins funded). Academic support for at-risk students are provided through in-person and on-line tutoring services (SmarThinking is available 24/7), personal student contact, student success lunch and learn workshops, career counseling, and academic advising.

The Special Population Coordinator and Retention/Special Population Specialist (both Perkins funded) work to expand retention services to special populations students including those who are single parents, displaced homemakers, nontraditional gender for the major, economically disadvantaged, and Limited English Proficient. This is accomplished by providing guidance and direct support services through personal contact and group activities. Classroom visits are also made at the beginning of each term to inform students of helpful campus and community resources.

SRTC offers a variety of financial aid resources to assist students to cover the cost of attending the College. The Lending Library (book loan) Program (Perkins funded) provides special populations students the opportunity to borrow textbooks for the term to help increase retention and graduation/completion rates. Foundation scholarships are available for students to make application that aid students in paying for tuition, fees, and books.

Research shows the more actively engaged students are, the more likely they are to learn, to persist in their studies, and to attain their academic goals. SRTC has many activities, organizations, and opportunities for community service and professional development that students can participate.

SRTC is committed to helping our graduates pursue their educational and career goals. To this end, SRTC creates partnerships with local colleges and universities. These partnerships will allow SRTC students to articulate (transfer) credit between the two institutions. Listed below are colleges and universities that SRTC shares transfer of credit agreements.

The University System of Georgia (28 General Education Courses)

Albany State University: AS in Criminal Justice to BS in Criminal Justice

Albany State University: AS in Social Work to BS in Social Work

Thomas University: AAS Accounting to BS Business Administration

Thomas University: AAS Business Management to BS Business Administration

Thomas University: AAS Clinical Laboratory Technology to BS Medical Laboratory Science

Thomas University: AAS Criminal Justice to BS Criminal Justice

Thomas University: AAS Social Work to BS Social Work

Thomas University: AS in Nursing to BS in Nursing

Valdosta State University: Select AAS to BAS in Technical Studies/Human Capital Performance

Valdosta State University: Select AAS to BS in Organizational Leadership

2.4 Core Indicator Four - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

**LEAD: Director of Career Services and Counseling
and Career Services Coordinator**

[Rubric rating highest expectation - Describe the College's efforts to place students, using examples. Describe the College's effort to develop a relationship with external entities. Additionally, describe how placement opportunities/outlets are evaluated for effectiveness and relevance.]

The Career Services staff of SRTC provide services for students to assist in their job search and maintains all placement and employment data on graduates. Perkins funds are used to finance a dedicated position, the Career Services Coordinator, in support of Allowable 16, and local funds finance the position of the Director of Career Services and Counseling. These individuals provide placement services to students. The Career Services staff provide support to the student population through workshops, classroom presentation, and one-on-one appointments. Career Services staff promote job placement and retention through working with students to develop employability skills, work ethics, resume writing, interviewing skills and work place etiquette. These services are available to assist currently enrolled students and graduates in developing job search skills and career placement. The Career Services Management System Software, in support of Allowable 2, is funded by Perkins and purchased for use by students to assist students in preparing for and having a positive outcome when searching for a job.

Newspaper listings, internet listings, involvement in local industry and SRTC JobLink are used in assisting students in their job search. Students and employers have access to SRTC's JobLink web site. Employers are able to post available positions. The Career Services staff is notified of all jobs posted on SRTC's JobLink. Students are able to access the JobLink job board as well as its online Resume Builder. Career Services staff provide Career Fairs yearly with multiple employers participating to allow students the opportunity to meet potential employers and complete applications.

Many instructional programs at SRTC incorporate a work-based component into the curriculum that allows students firsthand knowledge in the workplace and allow potential employers to observe the

students applying learned skills and abilities. Military recruiters are involved in the Campus Job Fairs. In accordance to the Solomon Amendment, the Registrar provides recruiting information to the military on enrolled students and graduates.

SRTC Career Services staff are involved in activities that give them access to the local employment resources (i.e. the Chamber of Commerce, Department of Labor, local industry) providing a network of employment opportunities. Evaluation of the effectiveness of Career Services unit is assessed annually by placement rates posted in KMS (TCSG Knowledge Management System), from TCSG Performance Scorecard results for placement, and through unit expected outcome results recorded each year in the Annual Assessment Plan.

2.5 Core Indicator Five - Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

LEAD: Retention/Special Population Specialist
SUPPORT: *Director of Career Services and Counseling
and Special Population Coordinator*

[**Rubric rating highest expectation** - Provide clear detail regarding how the College encourages students to participate in (and graduate from) non-traditional programs. Describe the programs and services that are offered to these students, and how those programs and services are evaluated and modified.]

SRTC informs students of opportunities for careers in non-traditional fields and encourages students to pursue these opportunities through the activities provided by the Special Populations Coordinator, the Retention/Special Populations Specialist, the Career Placement staff, and the career and technical program faculty. SRTC includes information about participation and success of under-represented gender students enrolled in non-traditional programs in advertising and promotional materials. SRTC includes brochures in New Student packets for students interested in attending SRTC. Student Affairs incorporates opportunities for students enrolled in non-traditional programs to speak to tour groups from area school systems as well as other potential student groups. In the career counseling process, potential students are encouraged to enroll in programs representing non-traditional fields. Also, the Career Placement staff help students to prepare for job interviews through one-on-one mock interviews, classroom presentations, and workshops. Career Placement staff also provide special guidance for students preparing for job interviews in non-traditional fields.

SRTC monitors participation and placement rates for its under-represented gender students through Perkins KMS data. Special Populations staff shares this data with the Perkins Committee to help continuously improve the educational experience for these students. The Career Placement staff also uses this data to expand and improve placement services for all students.

Technical Program of Study (Career Pathways)

- (3) [Rubric rating highest expectation - Provide clear details regarding at least one program of study. Describe the development, implementation, and evaluation of said programs. Clearly describe how the College integrated academic and career technical education; describe how the College assessed its programs and areas for improvement, and how the integration of academic and career technical education increase the overall effectiveness of programs. Describe any internships or other efforts that the College employs to provide students with knowledge of all aspects of an industry.]

Describe how the eligible recipient will—

3.A-offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);

[Note: This section must describe how the College will plan to offer at least one career and technical program of study. Clearly state the program of study being adopting to be offered as an option for students.

A program of study must—

- (i) incorporate secondary education and postsecondary education elements;**
- (ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- (iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- (iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.]**

LEAD: Vice President for High Initiatives and Enrollment Management

SUPPORT: *Vice President for Academic Affairs;*

High School Coordinator - Moultrie;

and High School Coordinator - Thomasville

The Georgia Department of Education (GaDOE) in conjunction with the Technical College System of Georgia has developed seventeen Career Clusters with each having multiple career pathways. The seventeen Career Clusters include: Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Energy; Finance; Government and Public Administration; **Health Science**; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; **Manufacturing**; Marketing; Science, Technology, Engineering & Math; and Transportation, Distribution and Logistics. SRTC implements programs of study from the **Health Science** and **Manufacturing** career clusters.

SRTC offers Perkins' programs of study developed in collaboration with local high schools. The programs of study created in collaboration with the Georgia Department of Education and the Technical College System of Georgia contain secondary and post-secondary courses in a non-duplicative sequence, providing opportunities for secondary students to earn post-secondary credit and ending in an industry recognized award at the post-secondary level.

Under the Therapeutic Services/Patient Care Pathway, SRTC offers the Nurse Aide, Technical Certificate of Credit program to dual enrolled students. This program of study includes challenging academic standards and relevant career and technical content that is non-duplicative and constitutes a progression through secondary education into post-secondary. In

this pathway, students take Introduction to Healthcare Science, Essentials of Healthcare Science, and Patient Care Fundamentals at the secondary level to complete their Therapeutic Services/Patient Care Pathway. This program leads to a technical certificate of credit and enables students to earn college credit while enrolled in high school. Additionally, students have several postsecondary seamless transitional options as a part of their Health Science pathway.

SRTC employs two High School Coordinators (Perkins Funded in support of Requirement 2) to facilitate high school enrollment in the seven-county service delivery area. Job responsibilities for these positions include providing career guidance opportunities to students, promoting and increasing dual enrollment options to students, assisting in curriculum alignment, and serving as a liaison between SRTC and the secondary system campuses.

The Career Pathways programs are evaluated in two ways. **First**, the unit assigned this responsibility, the High School Initiatives/Enrollment Management Unit, establishes expected outcomes for the unit and records assessment results for unit expected outcomes in a document titled, Annual Assessment Plan (AAP). **Second**, faculty of career pathway programs evaluate and report performance relative to locally and Technical College System of Georgia (TCSG) established expected outcomes and evaluate performance relative to established program student learning outcomes. The results of assessments and plans are included in unit/program documents titled, Annual Assessment Plans (AAP's).

In the AAP's programs are assessed on **locally established and benchmarked** expected outcomes as follows: Graduates, Graduates that are Placed, Graduate Certification/Licensure Test Results, and Program Status with Certification/Accreditation External Agency. Satisfaction on **locally established and benchmarked** expected outcomes are also solicited from internal and external stakeholders on surveys as follows: Student Survey, Graduate Exit Survey, Graduate Follow-Up Survey, and Employer Follow-Up Survey.

Programs are also assessed on **TCSG established** Performance Accountability System (PAS) expected outcomes. TCSG PAS promotes quality and excellence in technical programs and service units and measures the degree to which the technical colleges within TCSG is successful in carrying out their missions. Included in this assessment process, programs are evaluated on compliance with two types of expected outcomes: 1) Compliance with Program Standards and 2) Compliance with Program Performance. The TCSG PAS **Program Standard** expected outcomes include: 1) Program follows State Approved Curriculum and General Program Standards related to the Program Consistency and Course Consistency; 2) Program Implements Statewide Standards for programs having the same major code to include: Course Content, Grading Procedure, Occupational-based Instruction, Laboratory Management, Live Work; 3) Program follows Program Standards related to Advisory Committees to include: Function, Membership, and Meetings; and last, 4) Program implements Statewide Standards related to Health and Safety. The TCSG PAS **Program Performance** expected outcomes [under revision] include: Retention, Graduation, and Placement. Performance benchmarks are reported for each expected outcome for the data year just completed. To remain open programs must meet established benchmarks. Programs not meeting benchmarks must improve, be terminated, or be justified to the Commissioner to remain open.

3.B-improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

- (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); [Note: such as English, Math, Humanities, Behavioral Sciences, and Physical Science] and**
- (ii) career and technical education subjects;**

LEAD: Vice President for Academic Affairs

SUPPORT: *Dean for Academic Affairs-Arts and Sciences*

SRTC uses the State's standard curriculum that has been developed with industry input. Industry representatives serve on the local Advisory Committees and provide invaluable insight and advice related to community needs for programs and quality of graduates. Diploma and/or degree programs include academic courses within areas including: Language Arts/Communication, Social/Behavioral Sciences, Natural Science/Mathematics, and Humanities/Fine Arts. As an example, critical thinking, writing, and mathematics assignments in the technical areas of study provide integration of general education competencies across curriculums. Technical instructors help students develop these skills and abilities by connecting the need for critical thinking, effective communications, and mathematical problem solving with the responsibilities in their field.

Instructors update skills to be current with industry by attending and participating in professional development activities. Student skills are assessed for some programs by using industry-recognized examinations. In some instances, programs have rigorous industry assessments within the coursework structure, in other instances during the internship phase, students are evaluated by employers.

3.C-provide students with strong experience in, and understanding of, all aspects of an industry;

LEAD: Vice President for Academic Affairs

For a clear understanding of all aspects of industry, many of SRTC's programs provide an internship or clinical experience throughout the course of study of the chosen career. Students complete the practical experience at an employer site where they are exposed to all aspects of the industry. Prior to this practical internship, students have had the opportunity to complete real world-of-work scenarios in the simulation classrooms and laboratories at SRTC. For example, the Surgical Technology labs simulate an operating room, the Automotive Technology labs simulate an automotive shop. Students are exposed to many of the aspects of their chosen professional career through these simulations. The Deans for Academic Affairs, supported by the Vice President for Academic Affairs, ensure that programs offered provide students strong experience in and understanding of the associated business and/or industry.

3.D-ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

LEAD: Vice President for Academic Affairs

Students enrolled in career and technical education programs at SRTC are provided instructional content meeting the same coherent and rigorous standards as all students. This level of instruction and academic rigor is evident by the College meeting regional accreditation requirements and by the articulation agreements in place with regionally accredited colleges and universities.

3.E-encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).

LEAD: Vice President for Institutional Effectiveness (NA)

This section does not pertain to postsecondary educational institutions since they do not offer secondary courses.

Comprehensive Professional Development

(4) Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

LEAD: Director of Human Resources

[Rubric rating highest expectation - Provide clear detail regarding the type of professional development provided for faculty/staff, including examples. Explain how the College identifies the professional development needs of its employees, as well as how it develops/seeks development programs that are high quality, sustained, intensive, and classroom focused.]

Comprehensive professional development is provided for personnel locally and through TCSG. The College's staff development planning process enables faculty, staff, and administrators to develop staff development plans that include training to improve instructional and occupational skills. Faculty and staff responses to the annual *Staff Development Needs and Interests Survey* are used by the President's Leadership Cabinet and Director of Human Resources to determine the activities to be offered on campus for the coming year. Training could include topics such as student achievement and retention, writing across the curriculum, instructional strategies, assessment techniques, intervention strategies for students with disabilities, educational technologies, and industry visits and tours.

The TCSG Professional Development Center also provides faculty development services to facilitate training and professional development activities for technical college faculty. Activities include training for full-time and part-time instructors and technology training. The courses are designed to provide instructors with instructional methods, techniques, information, and materials that can be effectively integrated into the process of teaching. In addition, speakers present information concerning standards, guides, and other pertinent instructional information within the TCSG.

Collaborations/Evaluation

- (5) Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;**

LEAD: Vice President for Institutional Effectiveness

[Rubric rating highest expectation - Provides specific examples of the scope of the participation of these stakeholders, the frequency of their participation, the nature of the feedback of these groups, and how that feedback is incorporated into the College's planning, evaluation and strategic planning.]

All listed stakeholders are involved in some aspect of the development, implementation, and evaluation of career and technical education programs assisted under this title. The technical programs at SRTC are developed by the TCSG with input by representatives of business and industry. Each of SRTC's instructional programs within the following divisions, Business, Health Sciences, Industrial Technology, and Professional Services have a Local Advisory Committee involved in the establishment, evaluation, and improvement of the program of study. Members of advisory committees include a minimum of three members from business and industry that are external to the College, a currently enrolled student, a graduate (when possible), and the instructor(s) serve in an ex-officio capacity. Advisory Committees meet at least twice annually to review programs and its resources.

Through formal assessment, students evaluate instructors/instruction in these programs on a regular basis. Also, students provide feedback on programs by completing the Student Survey and the Graduate Exit Survey. Graduates who are working provide feedback by completing the Graduate Follow-up Survey. Employers of graduates also provide feedback on graduates through the Graduate Follow-up Survey.

Program faculty review Data Reports (local and PAS), survey results, and external program accreditation results and complete a formal assessment of program expected outcomes and student learning outcomes. Faculty use the results of program assessment and student learning outcome assessment during the annual assessment planning process to plan appropriate activities where expectations were not met and/or improvement is needed.

Faculty and staff respond to the Colleague Survey. Results are used by units in assessing specific expected outcomes in unit annual assessment plans, and in planning appropriate activities where expectations were not met and/or improvement is needed.

Members of the communities served by the College respond every five years to a Business and Industry Needs Survey, which is completed prior to the College's preparation of a new Strategic Plan. Results of all surveys are reviewed and constituency feedback considered/used in improving and/or restructuring programs and services and in preparing a five-year Strategic Plan.

Other sources of data and input are also utilized as the College prepares its Strategic Plan every five years, and annually monitors progress in accomplishing College Goals, Strategic Objectives, and Activities. Strategic Objectives and Activities are updated annually based on new initiatives and accomplishments. The Strategic Plan is operationalized in program and unit annual plans. The College's Strategic Planning Committee is responsible for the College's Strategic Plan.

SRTC has a Perkins Committee made up of personnel who are responsible for services to all students, including services to special population students, and for the implementation of the Act. The Committee meets regularly, not only to develop plans such as the Perkins Local Application, the Perkins Plan, and the Perkins One-Year Plan (if required), but also to monitor term and annual progress in meeting the core indicator requirements and to monitor annual Perkins budget expenditures.

During the beginning of the term, students are surveyed to determine if they belong to one or more special population group/groups. Students are provided with instructions on how to access the services available to them through Student Affairs including: Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services.

The local Board of Directors recommend for approval the Perkins Plans and Budgets. The general public has access to the Perkins Plans, which are posted on the College's Internet site. Through this availability, members of the College faculty, staff, and students as well as the public (parents, future students, and representatives from business and industry) are informed on how the College is serving special population students with Perkins funds.

Programs and Services

- (6) Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs; [Note: Please clearly explain how you will define size, scope, and quality. For example, you could explain how you use PAS as a tool to improve the quality of career and technical education programs. One way would be to target resources to Level II programs or to programs that are less than three years old.]**

LEAD: Vice President for Institutional Effectiveness

[Rubric rating highest expectation - Explain how the College will employ the definition of size, scope and quality into its strategic planning, the offering of services, and the evaluation/assessment of current services.]

Southern Regional Technical College (SRTC) was created through the consolidation of Southwest Georgia Technical College and Moultrie Technical College, effective July 1, 2015. The SRTC Mission is as follows:

Southern Regional Technical College, a unit of the Technical College System of Georgia, is a public two-year college that provides access to learner-centered high-quality services; academic and occupational credit courses; associate degree, diploma, and technical certificate of credit programs; continuing education opportunities; business and industry training; and adult education programs. Through traditional and distance delivery methods at multiple instructional sites, the College supports workforce development serving primarily the citizens of Colquitt, Grady, Mitchell, Thomas, Tift, Turner, and Worth counties.

SRTC demonstrates its commitment to its Mission by providing career and technical education programs and services that are of such **size**, **scope**, and **quality** to enable students to graduate and to be successfully employed in his/her field of study.

SIZE is defined as the number of **Programs and Courses** and **Academic and Student Services** offered and student participation.

SRTC offers career and technical education **Programs** in the fields of Business, Health Sciences, Industrial Technology, and Professional Services for citizens primarily within its seven-county service area. SRTC offers over 150 programs to include associate degrees, diplomas, technical certificates of credit and approximately 650 courses. SRTC offers sufficient course sections through traditional

instruction at sites and distance learning to enable students to graduate and be successfully employed in his/her field of study. Additionally, SRTC staff conduct Program Needs Assessments to determine new program needs of the local economy and business and industry within the service area.

Academic and Student Services provided by SRTC to support student success include: Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services.

- **Size** for **Programs** is evaluated by the number **Programs** and **Courses Offered** and of students enrolling and completing courses as indicated in the number of FTE's reported in performance reports for program groups.
- **Size** for **Academic and Student Services** is evaluated by the number of employees dedicated to providing services and to the number of students provided and/or using services.

SCOPE is defined as the depth that each program and service reaches while affecting student learning.

SRTC delivers **Programs** that have relevant curriculum, which include program and learning outcomes based on the needs of business and industry. Program curriculum is validated and updated through State-wide IFCC group input. Additionally, SRTC solicits input on the relevancy of program curriculum from local advisory committees, composed of representatives from business and industry.

SRTC provides a comprehensive program of **Academic and Student Services** to support student success. Services include: Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services. Specific strategies are implemented by SRTC staff for each service.

- **Scope** for **Programs** are evaluated through Advisory Committee input on the relevancy of curriculum and through program faculty reports of student performance on Student Learning Outcomes.
- **Scope** for **Academic and Student Services** are evaluated through SRTC staff comparing service strategies provided to students at SRTC compared to those implemented at other TCSG colleges of comparable size.

QUALITY is defined as the positive correlation of results compared to expectations.

Each year SRTC's **Programs** are be assessed by multiple means. An annual assessment process is in place whereby all programs evaluate performance relative to locally and the Technical College System of Georgia (TCSG) established expected outcomes, and programs also evaluate performance relative to established program student learning outcomes. The results of assessments and plans are included in program documents titled, Annual Assessment Plans (AAP's).

- **Quality** for **Programs** is evaluated on **locally established and benchmarked** expected outcomes as follows: Graduates, Graduates that are Placed, Graduate Certification/Licensure Test Results, and Program Status with Certification/Accreditation External Agency. Satisfaction on **locally established and benchmarked** expected outcomes are also be solicited from internal and external stakeholders on surveys as follows: Student Survey, Graduate Exit Survey, Graduate Follow-Up Survey, and Employer Follow-Up Survey.
- **Quality** for **Programs** is also evaluated on **TCSG established and benchmarked** Performance Accountability System (PAS) expected outcomes. TCSG PAS promotes quality and excellence in technical programs and service units and measures the degree to which the technical colleges within the TCSG are successful in carrying out their missions. Included in this assessment process, programs are evaluated on compliance with two types of expected outcomes: 1) Compliance with Program Standards and 2) Compliance with Program Performance.

The TCSG PAS **Program Standard** expected outcomes include: 1) Program follows State Approved Curriculum and General Program Standards related to the Program Consistency and Course Consistency; 2) Program Implements Statewide Standards for programs having the same major code to include: Course Content, Grading Procedure, Occupational-based Instruction, Laboratory Management, Live Work; 3) Program follows Program Standards related to Advisory Committees to include: Function, Membership, and Meetings; and last, 4) Program implements Statewide Standards related to Health and Safety.

The TCSG PAS **Program Performance** expected outcomes (under revision) include: Retention, Graduation, and Placement. Performance benchmarks are reported for each expected outcome for the data year just completed. To remain open programs must meet established benchmarks. Programs not meeting benchmarks must improve, be terminated, or be justified to the Commissioner to remain open.

- In addition to these means of assessment, the **College and programs** performance is monitored through a review of **TCSG Performance Scorecard** and **Complete College Georgia** data.
- **Quality** of Instructors and instruction is also evaluated as students evaluate instructors and instruction of courses on an ongoing basis. All instructors and instruction are evaluated fall term. Selected and new instructors or instructors teaching new courses are evaluated spring and summer terms.

Each year SRTC's **Academic and Student Services Units** are assessed by multiple means. An annual assessment process is in place whereby all units evaluate performance relative to locally and the Technical College system of Georgia (TCSG) established expected outcomes. The results of assessments and plans are included in unit documents titled, Annual Assessment Plans (AAP's).

- **Quality** for each **Academic and Student Services** Unit of the College is measured by completing an Annual Assessment Plan whereby established Expected Outcomes results are reported, results are analyzed, improvements made-based on analysis of results are reported, and staff make future plans as needed.
- **Quality** for each **Academic and Student Services Unit** of the College is evaluated on an annual basis by students and colleagues through the Orientation Survey, Student Survey, and the Colleague Survey. Also, the Graduate Follow-up Survey provide additional feedback relative to the services provided to students.

All data and survey results are considered as the College prepares its Strategic Plan every five years and updates its Strategic Plan's Strategic Objectives/Activities annually. Perkins funds are expended to purchase equipment in programs where needs for enhancing student learning are identified.

College Performance

(7) Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

LEAD: Vice President for Institutional Effectiveness

[**Rubric rating highest expectation** - Provide clear detail regarding the College's processes for planning and evaluation. Clearly outlined how often the College does assessment, and the processes through which it increases its effectiveness for students.]

SRTC uses multiple means of assessment to evaluate all Career and Technical Education programs. An annual assessment process is in place whereby all units and programs evaluate performance relative to locally and the Technical College System of Georgia (TCSG) established expected outcomes, and programs also evaluate performance relative to established program student learning outcomes. The results of the assessments and plans are included in unit/program documents titled, Annual Assessment Plans (AAP's).

In the AAP's programs are assessed on **locally established and benchmarked** expected outcomes as follows: Graduates, Graduates that are Placed, Graduate Certification/Licensure Test Results, and Program Status with Certification/Accreditation External Agency. Satisfaction on **locally established and benchmarked** expected outcomes are also solicited from internal and external stakeholders on surveys as follows: Student Survey, Graduate Exit Survey, Graduate Follow-Up Survey, and Employer Follow-Up Survey.

Programs are also assessed on **TCSG established** Performance Accountability System (PAS) expected outcomes. TCSG PAS promotes quality and excellence in technical programs and service units and measures the degree to which the technical colleges within the TCSG are successful in carrying out their missions. Included in this assessment process, programs are evaluated on compliance with two types of expected outcomes: 1) Compliance with Program Standards and 2) Compliance with Program Performance.

The TCSG PAS **Program Standard** expected outcomes include: 1) Program follows State Approved Curriculum and General Program Standards related to the Program Numbering System and Course Consistency; 2) Program Implements Statewide Standards for programs having the same major code to include: Course Content, Grading Procedure, Occupational-based Instruction, Laboratory Management, Live Work; 3) Program follows Program Standards related to Advisory Committees to include: Function, Membership, and Meetings; and last, 4) Program implements Statewide Standards and State Board Policies related to Health and Safety.

The TCSG PAS **Program Performance** expected outcomes (under revision) include: Enrollment, Award, and Placement. Performance benchmarks are reported for each expected outcome for the data year just completed and for a three-year average. To remain open programs must meet established benchmarks. Programs not meeting benchmarks must improve, be terminated, or be justified to the Commissioner to remain open.

During the beginning of the term and in New Student Orientation, students are surveyed to determine if they belong to one or more special population group/groups. Students are provided with instructions on how to access the services available to them through Student Affairs including: Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services.

Also, every six years (or more often if College is identified by the TCSG to be at risk), SRTC participates in a **Performance Accountability Review** (PAR) in which an external team evaluates the College, Programs, Perkins Plan and implementation, Perkins One-Year Improvement Plan and Implementation (if a plan was required), and Perkins Budget expenditures.

SRTC receives an annual Perkins data report from TCSG, which summarizes the College's performance relative to both overall student performance and that of specific special populations groups. The College uses this report, in addition to TCSG provided specific program and special populations data and College-wide and special populations data reports produced each term and/or annually, to monitor progress of special population students on an on-going basis. Improvement plans, based on term or annual reviews of data, are developed by Perkins Committee members in Perkins One-Year Plans (as applicable) that specify how the College will modify instruction and/or services to students overall and to special population groups in order to remove barriers and to improve student performance. The Perkins funded Retention Coordinator (in support of Allowable 2), Retention/Special Population Specialist, Special Populations Coordinator (in support of Requirement 9), and the locally funded Director of Career Services and Counseling lead College-wide efforts in determining needs of special population students and in providing services and identifying/providing resources to assist in meeting their needs.

SRTC has a Perkins Committee made up of personnel who are responsible for services to all students, including services to special population students, and for the implementation of the Act. The Committee meets regularly, not only to develop plans such as the Perkins Local Application, the Perkins Plan, and the Perkins One-Year Plan (if required), but also to monitor term and annual progress in meeting the core indicator requirements and to monitor annual Perkins budget expenditures.

The Vice President for Institutional Effectiveness (VPIE) leads efforts to ensure that programs have in place comprehensive program outcome assessment processes and tools and to monitor the completion of annual assessments. Additionally, the VPIE works with staff to include: Retention Coordinator, Retention/Special Population Specialist, Special Populations Coordinator, the Director of Career Services and Counseling, and others to ensure special populations student needs are met.

Special Population Services

- (8) **[Rubric rating highest expectation - Describe the College's evaluation of the needs of special needs students, and its process for developing strategies to address those needs. Additionally, described services for those students, in full detail, providing specific examples of how said programs were/will be implemented at the College, and the process for evaluating their effectiveness.]**

Describe how the eligible recipient will—

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

LEAD: Special Populations Coordinator
SUPPORT: Director of Career Services and Counseling
 and Retention/Special Population Specialist

As a part of institutional planning, SRTC reviews programs and services to identify perceived barriers to students who represent special populations and to eliminate barriers where possible. In the career and technical education programs, faculty members foster a mentoring relationship with students. Instructors approach special populations students, as they do all students-as individuals and assess how best to meet students' needs to assist students to overcome barriers to learning. Faculty also assist special populations staff in helping students overcome nonacademic barriers that stem from the following: a student is an under-represented gender student enrolling in a non-traditional program; a student has limited English proficiency; a student is a single parent; a student is a displaced homemaker; a student is economically disadvantaged; or a student has a documented disability. Faculty collaborate with the Special Populations staff to ensure special populations students are aware of services that are available and to encourage students to utilize those services.

SRTC gathers information from students who wish to self-disclose information concerning special designations and needs. At the beginning of a semester, students are informed of how to request special accommodations. College syllabi contain the contact information for the Special Populations

staff. The Special Populations staff assess and assist students who request special accommodations and/or assistance.

Announcements for College events and workshops offered by the Special Populations staff are posted in visible locations around the College and faculty are encouraged to announce these events in their classes. Student emails are sent to the appropriate student populations when any function is being offered to assist them.

(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

LEAD: Special Populations Coordinator
SUPPORT: *Director of Career Services and Counseling
and Retention/Special Population Specialist*

SRTC provides a variety of programs and services that are available to special populations students. Academic tutoring is available through the Student Success Centers.

Instructors who see a need refer students to the Student Navigators for intervention and assistance in completing their course of study. The Student Navigators contact the Special Populations staff to enlist their aid if the student is identified as a special populations student.

Students with documented special needs are offered special accommodations such as extended time on tests and learning activities or physical accommodations to assist them in learning activities. Additional programs and services are available through the Special Populations staff. Perkins data are used to evaluate the retention and graduation of special populations to enable the investigation of new techniques to help in retaining special populations students.

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

LEAD: Special Populations Coordinator
SUPPORT: *Director of Career Services and Counseling
and Retention/Special Population Specialist*

The purpose of the Special Populations department is to provide programs, activities, and assistance to students representing all special populations, in order to help them be successful in their program of study, enter employment, and become self-sufficient. The Special Populations programs provide a variety of activities: self-help assistance, Lunch and Learn/Support groups, career guidance services, and referrals to appropriate agencies.

Career Services offer a job fair on each campus every year and talk to all students about techniques to use to make a good impression on employers and to complete an excellent resume.

The Student Navigators contact the Special Populations staff when they receive an alert on a Special Populations student. The Special Populations staff intervene to aid the student.

Non-Discrimination Policy

- (9) **Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;**

**LEAD: Director of Career Services and Counseling
and Special Populations Coordinator**

[Rubric rating highest expectation - Provide a full description, including direct quotes, of the College's policies to prevent the discrimination of special population students. This includes admissions processes.]

As published in the SRTC Equal Opportunity Statement:

Southern Regional Technical College is a unit of the Technical College System of Georgia. The Technical College System of Georgia and its constituent technical colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all TCSG and technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans and athletics. It also applies to the recruitment and employment of personnel and the contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veteran's Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

TCSG and the technical colleges are expected to promote the full realization of equal opportunity through affirmative and continuing practices. TCSG and each technical college shall develop Affirmative Action Plans based on federal guidelines to ensure compliance with applicable mandates. Each is required to report and monitor Affirmative Action Plan data as directed by federal compliance guidelines.

Inquiries concerning application of the above policy may be directed to:

Equity Coordinators:

Lisa Newton (229) 217-4132 800 Veterans Parkway North, Moultrie, GA 31788

Dr. Jeanine Long (229) 227-2668 15689 Highway 19 N, Building A, Room 257, Thomasville, GA 31792

Section 504 Coordinator:

Dr. Jeanine Long (229) 227-2668 15689 Highway 19 N, Building A, Room 257, Thomasville, GA 31792

Title IX Equity Coordinator:

Lisa Newton (229) 217-4132 800 Veterans Parkway North, Moultrie, GA 31788

ADA Coordinators:

Lisa Newton (229) 217-4132 800 Veterans Parkway North, Moultrie, GA 31788

Dr. Jeanine Long (229) 227-2668 15689 Highway 19 N, Building A, Room 257, Thomasville, GA 31792

Non-Traditional Preparation

- (10) Describe how funds will be used to promote preparation for non-traditional fields;

LEAD: Retention/Special Population Specialist

SUPPORT: *Special Population Coordinator;*

Career Services Coordinator;

Vice President for Institutional Advancement, Marketing, and Public Relations;

and Assistant High School Coordinator/Recruiter (2)

[**Rubric rating highest expectation** - Provide clear detail of how the College provides students with knowledge regarding non-traditional fields, including detail regarding some examples of some successful efforts at the College. Provide detail regarding how the College will seek to increase the number of students in non-traditional fields.]

Perkins funds are used to employ a Retention/Special Population Specialist and a Special Populations Coordinator as indicated in support of Requirement 9 of the Perkins Budget. These individuals lead the College's efforts in promoting the preparation for non-traditional fields.

The College staff and program instructors recruit male students into predominately female programs and female students into predominately male programs at SRTC through tours and classroom presentations, videos, career fairs, and program shadow days. College advertisements feature male and female students enrolled in non-traditional programs. "Non-traditional" publications, i.e. flyers, brochures information sheets, and posters are distributed to local and surrounding middle and high schools, as well as Adult Education and all SRTC locations.

Career Guidance and Academic Counseling

- (11) Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and

LEAD: Director of Career Services and Counseling

[**Rubric rating highest expectation** - Provide full detail of the College's counseling and guidance services, including specific activities, and the steps the College will take to increase the effectiveness of these programs for students.]

A Licensed Professional Counselor, with the education, training, and background to assist students in identifying and resolving of personal, career and technical concerns, and coping with emotional crisis are available to all SRTC students. The position of the Director of Career Services and Counseling, serving as the College Counselor is locally funded. The College Counselor are available for day and evening students to provide career counseling, academic advising, personal counseling, and crisis intervention. The Counselor refers students to College and community resources and providers when appropriate. The Counselor makes recommendations for career and technical planning and lends guidance to academic adjustments for students with disabilities based on career and technical preferences, and medical and psychological test interpretations and professional recommendations. Additionally, students and prospective students may access the College's on-line career exploration program (My Career Profile – MCP) on the College web site. Beginning July 1, 2015, students and prospective students may also access Virtual Job Shadow through the College's web-site. Virtual Job Shadow is an online career planning and career exploration resource that provides all the tools and resources for charting a career path by choice, not chance. It includes Digital Job Shadow Videos, Post-secondary School Search, Career Search, Job and Internship Search, Resume Builder, and Interactive Features such as pop quizzes, playlists, and interactive career videos.

Recruitment and Retention of Faculty and Staff

- (12) [Rubric rating highest expectation - Provide full detail of the College’s recruitment strategies. Provide detail regarding the specific efforts to address underrepresented groups. Describe the demographic composition of its faculty, and its strategies to address future needs. Provide full detail of the College’s efforts to identify the needs of incoming faculty, and to acclimate them to teaching in general, as well as the specific goals and strategies of the College.]

Describe efforts to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

LEAD: Director of Human Resources

SRTC includes the Equal Employment Opportunity statement on all employee recruitment advertising. The College advertises all position vacancies on the TCSG web-site under Jobs, and on the SRTC web-site under Quick-Links/Employment. Employee recruiting is also accomplished through advertising job openings using a combination of recruiting such as local newspapers in the classified sections, the Department of Labor, the NAACP, and minority colleges. SRTC does not limit recruitment for employees to schools, communities, or companies that are disproportionately composed of persons of a particular protected characteristic, except for overcoming the effects of past discrimination. As part of its selection process, SRTC uses hiring committees and ensures that at least one female and one minority are represented on the committee.

SRTC is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law) in admissions, in employment, or in access to its educational programs and/or activities. The College employs a diverse team of faculty, administrators, and support staff to fulfill its Mission. SRTC also completes an annual Affirmation Action Plan to identify areas of underrepresentation and to develop methods for improving the recruiting, hiring, and promoting underrepresented groups.

The College studies demographic information of its service area and of its faculty and staff. Every five years the College publishes a Labor Market Analysis as background research required in the preparation of a new strategic plan. The following tables (prepared in FY 2015), provide an overview of gender and race and ethnicity demographics for the service area and for the College faculty and counselor.

**Number and Percentage Distribution by Gender
Service Area Residents
2010 Census**

County/ State	Male		Female		2010 Population
	%	Number	%	Number	
Worth	48.0	10,397	52.0	11,282	21,679
Turner	48.8	4,353	51.2	4,572	8,930
Tift	47.9	19,210	52.1	20,908	40,122
Thomas	47.4	21,179	52.6	23,541	44,719
Mitchell	51.9	12,186	48.1	11,312	23,498
Grady	48.4	12,115	51.6	12,896	25,012
Colquitt	49.6	22,576	50.4	22,922	45,498
Georgia	48.8	4,728,076	51.2	4,960,604	9,688,681

**Number and Percentage Distribution by Gender
Full-Time Faculty
Spring 2015**

Faculty	Male		Female	
	%	Number	%	Number
	43.0	52	57.0	69

**Number and Percentage Distribution by Gender
Counselor
Spring 2015**

Counselor	Male		Female	
	%	Number	%	Number
	00.0	0	100.0	1

These demographics reveal that the gender of the SRTC faculty (to be recognized July 1, 2015) is representative of the College's seven-county service area population. Data indicates that the College employs slightly more female faculty than is represented in the College's seven-county service area as follows: 5.0% (Worth); 5.8% (Turner); 4.9% (Tift); 4.4% (Thomas); 8.9% (Mitchell); 5.4% (Grady); and 6.6% (Colquitt). These percentages are better than average of female representation among SRTC faculty. The College employs only one counselor and is not including that position in this discussion.

**Number and Percentage of Race and Ethnicity Distribution of Service Area Residents
2013 Census Projections**

County/ State	White		Black		Other		2 or More		Hispanic/ Latino*	
	%	Number	%	Number	%	Number	%	Number	%	Number
Worth	67.5	14,371	29.1	6,196	0.9	1,916	0.9	1,916	2.0	4,258
Turner	55.0	4,474	39.7	3,229	1.4	1,139	0.8	651	4.2	341
Tift	56.7	22,842	30.4	12,247	2.0	806	1.3	524	10.9	4,391
Thomas	57.9	25,979	36.9	16,557	1.3	583	1.3	583	3.4	1,526
Mitchell	46.4	10,693	47.9	11,039	1.3	300	0.9	207	4.4	1,014
Grady	58.9	14,889	28.9	7,305	2.1	531	1.3	329	10.9	2,755
Colquitt	57.4	26,562	23.5	10,875	2.3	1,064	1.2	555	17.6	8,144
Georgia	54.8	5,477,128	31.4	3,138,354	4.3	429,775	1.9	189,900	9.2	919,518

*Persons of Hispanic/Latino Origin may be of any race. The percentages and numbers of persons of Hispanic/Latino Origin are duplicated within races reported for counties and the state in this table.

**Number and Percentage of Race and Ethnicity Distribution
Full-Time Faculty
Spring 2015**

Faculty	White		Black		Hispanic	
	%	Number	%	Number	%	Number
	87.6	106	10.7	13	1.6	2

**Number and Percentage of Race and Ethnicity Distribution
Counselor
Spring 2015**

Counselor	American Indian	
	%	Number
	100.00	1

Race and ethnicity demographics of the SRTC faculty reveal that the College employs more white faculty than are represented in the College's seven-county service area as follows: 20.1% (Worth); 32.6% (Turner); 30.9% (Tift); 29.7% (Thomas); 41.2% (Mitchell); 28.7% (Grady); and 30.2% (Colquitt). The College employs only one counselor and is not including that position in this discussion.

The College is committed to following the **TCSG Policy III.B. Recruiting and Hiring** in recruiting and hiring in accordance with **TCSG Policy I.B. Statement of Equal Opportunity**. The College follows the TCSG regulations in **TCSG Policy I.B.** in the recruitment of underrepresented employees. The regulation in **TCSG Policy I.B.** states that

"TCSG and the technical colleges are expected to promote the full realization of equal opportunity through affirmative and continuing practices. TCSG and each technical college shall develop Affirmative Action Plans based on federal guidelines to ensure compliance with applicable mandates. Each is required to report and monitor Affirmative Action Plan data as directed by federal compliance guidelines."

The College provides opportunities for new staff members to become informed about the College and expectations. Orientation is provided for all faculty and staff. This ensures that all employees know what is expected of them and to assist them in acclimating them to the College. This includes essential personnel policies and procedures, personnel they need to know, benefits, etc. SRTC understands the importance of retaining qualified, professional faculty and staff. SRTC provides the necessary equipment and supplies in order to provide the best teaching and working environments possible for the faculty and staff. Individual staff development plans are in place for all full-time SRTC employees. The College provides and encourages professional development activities that relate to improving skills that faculty and staff need to continuously improve their respective job performance. These are funded by the College for all employees.

In order to create a good work environment, the College has luncheons or other events for some special occasions. A faculty/staff appreciation luncheon is expected to be held annually. Also, the College recognized employees for their longevity by providing service certificates. The service certificates are based on five year increments of service. The service certificates, signed by the College President and the Governor, are presented to faculty and staff.

The College provides a good benefit package to all employees. This includes a group health insurance and a selection of optional benefits at group rates. A good retirement program is also provided to all employees. These are essential in retaining employees in today's working environment.

(B) the transition to teaching from business and industry.

LEAD: Vice President for Academic Affairs

SRTC is conscientious in employing instructors who possess industry-specific expertise. Every effort is made to provide a smooth transition from business and industry into the teaching profession. To facilitate that change, instructors are enrolled in the Faculty Development Institute provided by TCSG. In Phase I and II, instructors learn the skills needed for classroom instruction and student learning. Annual professional development activities and additional training to further develop teaching skills are provided on campus, including topics such as improving student achievement and retention, enhancing instructional strategies, implementing assessment techniques, and learning to effectively utilize educational technologies. This preparation ensures that instructors are productive and able to execute the requirements of their duties to the best of their abilities. Upon employment of a new faculty member, the College assigns a seasoned faculty member to him/her to assist in easing the transition into the teaching profession from business/industry and to improve faculty retention.

Southern Regional Technical College

Perkins Committee Members

Committee Purpose Statement:

The purpose of the Perkins Committee is to provide leadership for monitoring performance on Perkins Measures and for the formation, implementation, and monitoring of the Perkins Plan(s) and initiatives.

Member Title:	Member Name:
Vice President for Institutional Effectiveness	Dr. Debbie Goodman
Vice President for Academic Affairs	Dr. Annie McElroy
*Vice President for Student Affairs	Leigh Wallace
Vice President for High School Initiatives and Enrollment Management	Joyce Halstead
*Vice President for Institutional Advancement, Marketing, and Public Relations	Amy Maison
Assistant Vice President and Dean for Academic Affairs	Tina Strickland
Deans for Academic Affairs	Carla Barrow
Deans for Academic Affairs	Abby Carter
Deans for Academic Affairs	Kathryn Kent
Director of Career Service and Counseling	Dr. Jeanine Long
Director of Distance Education	Peggy Wilson
*Director of Human Resources	Michael Heard
Career Service Coordinator	Dana Lewis
Special Populations Coordinator	Lisa Newton
Retention Coordinator	Larry Russell
Retention/Special Populations Specialist	Connie Barrett
Student Navigator – Moultrie	Darbie Avera
Student Navigator – Thomasville	Gloria Lowe
*High School Coordinator – Moultrie	Mandy Ponder
*High School Coordinator – Thomasville	Missy Stanaland
*Assistant High School Coordinator/Recruiter	Dana Brooks
*Assistant High School Coordinator/Recruiter	Laura Kelly
Research Analyst	Chileshe Wilson
Research Assistant	David VanLandingham
Tutor	Daniel Cooper

* Ex-officio Member