



A Unit of the Technical College System of Georgia

**Carl D. Perkins
Career and Technical Education Act of 2006**

**Five Year Plan
FY 2009 – 2013**

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Perkins IV Five-Year Plan FY 09 – FY 13 Southwest Georgia Technical College

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;

SWGTC is one of thirty-three technical colleges in the Technical College System of Georgia (TCSG). SWGTC offers and delivers technical programs leading to a Technical Certificate of Credit (TCC), a Diploma, an Associate of Applied Science (AAS) Degree, and the Associate Degree in Nursing (ADN) utilizing the State standards and guidelines as required by the 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 instructors 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 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. SWGTC utilizes state-of-the-art technology in the delivery of the curriculum.

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);

The Georgia Department of Education (DOE) in conjunction with the Technical College System of Georgia has developed "Peach State Pathways" in nine program concentration areas: Agriculture; Architecture, Communication, and Transportation; Business and Computer Science; Engineering and Technology; Family and Consumer Sciences; Government and Public Safety; Healthcare Science; Arts and Humanities; and Marketing, Sales, and Service. SWGTC has chosen both Healthcare Science-Therapeutic Services Nursing and Agriculture program concentrations.

In its three-county service area, SWGTC offers many dual enrollment options for its area high schools. At Thomas County Central High School (TCCHS), SWGTC offers a dual enrollment option in Advanced Allied Healthcare Education courses for students who have completed Introduction to Healthcare Science and Applications of Therapeutic Services. Additionally at TCCHS, students participating in the Early Childhood Education pathway have the opportunity to finish their Child Development Specialist technical certificate of credit, Early Childhood Education diploma or associate degree. Students attending Thomasville High School have the option of completing dual enrollment courses that lead to a technical certificate of credit in Patient Care Assisting after completing their introductory pathway courses. Mitchell County High School and Cairo High School students interested in Nursing have the option of becoming joint enrolled students in the Healthcare Assistant programs of study after completing their Therapeutic Services-Nursing pathway. Additionally at Cairo High Schools, students participating in the Engineering, Drawing, and Design (Drafting), Transportation Logistical Operations and Transportation Logistical Support and Metals pathways have the opportunity to complete the corresponding programs on the SWGTC campus. At Pelham High School, students participating in the Financial Management – Accounting pathway have the option to complete an Accounting certificate, diploma, or degree program. Four of the five area high schools offer agriculture concentrations that will be linked to a SWGTC agricultural program.

Other dual enrollment options are offered in cosmetology, industrial electrical, and criminal justice technology, and air conditioning technology.

Post Secondary Credit Option students are counseled individually by the **High School Coordinator (Perkins funded)** or the Director of Admissions about secondary and postsecondary courses aligning with their college program of study. To begin a Therapeutic Services Nursing program of study, 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 proceeds to the fundamental occupational and specific occupational related courses as they progress through their program.

As validated by annual reviews among high school teachers and postsecondary instructors, SWGTC maintains agreements with the high schools within its service area (Cairo, Mitchell County, Pelham, Thomas County Central, and Thomasville) to articulate curriculum from the secondary setting to the postsecondary institutions. This allows students to follow the appropriate programs in the Peach State 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

The strength of most programs at SWGTC 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 and by serving as guest lecturers and as mentors for students. The laboratories and simulation classrooms prepare the students for the actual work world by providing the opportunity to learn through realistic scenarios applicable in the workplace. For example, the Associate Degree Nursing simulation lab offers birthing, intravenous, pediatric and human patient simulators. The Automotive Technology lab simulates an automotive shop, the Cosmetology lab simulates a business, and the Criminal Justice incorporates the firearms training simulator (FATS). Students are exposed to many aspects of these chosen industries through these simulations. Perkins funds assist the College in acquiring equipment that provides students with industry experiences.

The Perkins funds provide faculty opportunities for professional development to increase knowledge and skills. Local funds provide opportunities for faculty to visit/tour businesses/ industries related to their teaching assignments. The Director of Career Placement and Development assists students in preparing for and obtaining employment in the industries for which they are training. The Career Center serves as a valuable resource for students to take aptitude and interest surveys, explore career options in their 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—

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

SWGTC is committed to enhancing student achievement through a technologically rich teaching and learning environment. Perkins funding supports the purchase of equipment and training for faculty and for the online coordinator for the effective integration of technology into both traditional and web-based classrooms. Perkins funds also support the Librarian to attend staff development on serving online students. Annual professional development, supported by local funding, also provides faculty, staff, and administrators with opportunities to participate in activities that expand technical skills in the latest in-field technologies, technologies that are used to deliver and enhance instruction and student services. Training opportunities are offered on campus and online. Additionally, faculty research and attend off-campus activities that provide training that improves occupational skills.

Through the TCSG Professional Development Center, TechForce Georgia offers industry certification training in Information Technology, as well as multiple training courses aimed at both faculty and professional development for the TCSG employees. All training is led by industry-certified instructors in state-of-the-art labs. Certification courses emphasize hands-on learning and exam preparation. Technology training is provided in areas associated with Microsoft, Sun Microsystems, A+, Net+, Certified Internet Webmaster, and Blackboard Learning Management System.

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

It is through participation in professional development activities, industry shows, technical publications, and return to industry, which keeps faculty current with the latest developments in industry and ensures that academic competencies are included in technical courses. When available, funds from Perkins and the State of Georgia allow for the purchase of state-of-the-art equipment for the classrooms.

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.

Internships, practicum, and clinical courses are integral components and a requirement of many Allied Health, Business and Computer Technology, Professional Services, and Technical and Industrial programs. It is through internships, such as those provided by John Deere dealerships and Archbold Medical Center, 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;

SWGTC'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 Council and staff development coordinator 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 enable professional development and additional training to improve occupational skills and to further develop teaching skills and student support services.

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;

SWGTC has a formal annual assessment process in place whereby all units and programs evaluate performance relative to established expected outcomes, and programs also evaluate performance relative to established program student learning outcomes. Included in this process, College units and programs evaluate compliance with the TCSG standards, and programs evaluate performance relative to established performance measures as a part of the TCSG Performance Accountability System (PAS). 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. Programs must meet enrollment, award, and placement benchmarks to remain open. Programs not meeting benchmarks must improve or be terminated. Also, every six years (or more often if identified by the TCSG to be at risk), SWGTC participates in a Performance Accountability Review (PAR) in which an external team evaluates the College, Perkins Improvement Plan activities, and Perkins Budget expenditures.

Additionally, SWGTC also has Annual Planning and Budgeting and Staff Development Planning systems in place. Each year every functional unit, including those who serve special populations, writes goals, objectives, and activities to be accomplished. At the end of the planning year, these goals, objectives, and activities are evaluated and programs and service units report on resulting improvements. Each member of the faculty and staff establishes a staff development plan.

SWGTC receives an annual Perkins data report from the 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 College-wide and special populations data reports produced quarterly and annually by the Registrar, who is funded through State funds, to monitor progress on an on-going basis. Improvement plans, based on quarterly reviews of data, are developed by Perkins Committee members that specify how the College will modify instruction and/or services to students overall and to special population groups in order to improve student

performance. The Perkins Plan is monitored on a continuous basis by the Perkins Committee. Perkins funding supports staff development for staff members to learn new strategies in evaluating programs and student learning.

1.7 Requirement Seven - Initiate/expand/modernize programs

Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

Funds provided by Perkins, the State, and the SWGTC Foundation allow SWGTC to improve, expand, and modernize instructional programs. Each program maintains a prioritized list of equipment needed to provide state-of-the-art industry standard instruction. Technology updates, including computer hardware and software upgrades, 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 being used to expand program offerings and accessibility to students who are unable to attend traditional classes. The Internet enables an online learning environment that fosters interaction and collaboration among students and instructors. Perkins funds are used for instructional technologies and related professional development for faculty.

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

SWGTC offers programs within Allied Health, Business and Computer Technology, Professional Services, and Technical and Industrial and provides Student Services. SWGTC is committed to providing career and technical education programs that are of such size, scope, and quality to enable students to graduate and to be successfully employed in his/her field of study. SWGTC currently offers 84 programs (19 associate degrees, 20 diploma, 45 certificates) and 562 courses. Additional programs and courses are added each year to meet the needs of the local economy and business and industry within the service area. Enrollment averages 7.40 students per course, a size conducive to effective instruction. A list of programs and courses is in the College Catalog beginning on page 87 and may be viewed online at http://www.southwestgatech.edu/docs/2008_catalog.pdf or the Catalog Addendum at http://www.southwestgatech.edu/programs/documents/SWGTC_CatalogAddendum_Final.pdf.

Each year the College's programs are evaluated according to program expected outcomes, which include Performance Accountability System (PAS) measures. Programs must meet enrollment, award, and placement benchmarks to remain open. Annually, SWGTC reviews all programs. The results of these reviews are used to terminate, improve, or expand the various programs. Students evaluate instructors and instruction of courses on an ongoing basis. All instructors and instruction are evaluated Fall and Spring Quarters. Selected and new instructors or instructors teaching new courses are evaluated Summer and Winter quarters. Graduates evaluate programs and services annually through completing the Graduate Exit Survey and the Graduate Follow-up Survey. Employers evaluate graduates annually through completing the

Employer Follow-up Survey. On an Annual basis, Programs measure quality by completing Outcome Assessments of established Expected Outcomes and Student Learning Outcomes, report results, and use results in planning for improvement in Annual Plans and Budgets.

Also, the College provides a comprehensive program of student services including Advisement, Counseling Services, Retention Services, Services for Special Populations Students, Career and Job Search Services, Financial Aid Services, and Tutoring Services. Services are evaluated on an annual basis by students and colleagues through the Orientation Survey, Student Satisfaction Survey, High School Site Satisfaction Survey, and the Colleague Satisfaction Survey. Also, the Graduate Follow-up Survey provides additional feedback relative to the services provided to students. Additionally, on an annual basis, each Educational Service, Administrative Service, and Public Service Unit of the College measures quality by completing an Outcome Assessment of established Expected Outcomes, reports results, plans for improvements as needed, carries out plans, and documents results and improvements.

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.

SWGTC is open to all students, including single parents and displaced homemakers and other special populations groups. Programs available at SWGTC reflect the needs of the employers in the three-county service area as well as the mission of the College. Labor market data is analyzed to insure that programs offered will 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 Retention Coordinator, Retention/Special Populations Specialist, and College Counselor are all funded through Perkins. They advise, counsel and provide support services for all special populations students. Results of the SWGTC self-disclosing *Special Populations Survey* identify new special populations students as they begin their first quarter of study. Special populations students are specifically encouraged through New Student Orientation, written communication, and personal contact to utilize the services and activities available to them, including advisement, counseling, tutoring, book loans, job search/job readiness resources, career planning resources, workshops, small group events, and financial aid resources including scholarships and the Workforce Investment Act (WIA) program, as appropriate. Workshops and small group events designed for special populations students include but are not limited to timely topics such as goal setting, test anxiety/study skills, time management, stress management, anger management and additional job readiness skills, which support, inform, and prepare students for success in the classroom and in the workplace.

Single parents and displaced homemakers have access to tutoring, book loans, counseling, job search/job readiness resources, financial aid resources, and all other services available to students at the College. Workshops, small group activities, and individual contacts are provided by the Retention Specialist that focuses on topics intended to support them academically, personally and socially. Specific individual needs of single parents, displaced homemakers and students enrolled in non-traditional

programs for their gender are addressed in personal conferences and small group settings. Students are informed of additional College services and resources, and when appropriate, referrals are made to local community providers.

The Retention Specialist will make quarterly presentations to Learning Support classes and selected general education and program area classes in order to identify single parents, displaced homemakers and students enrolled in non-traditional programs for their gender. Information is provided regarding specific services and activities available for the quarter. The Retention Specialist and other support staff will explore the potential for development of a listserv specific to each of these populations for communication of College resources and services, and peer networking and social interaction. In addition, we will investigate the practicality and development of a quarterly newsletter to provide tips, suggestions, and information on services and resources beneficial to each population. Plans will be devised for development of peer support groups offering social and networking opportunities for single parents, displaced homemakers and/or students enrolled in non-traditional programs for their gender.

Disabled students are provided appropriate accommodations and/or adaptive equipment to ensure equal access to all College services in addition to having access to tutoring services and Learning Support classes aimed at improved academic success. The Counselor tracks academic performance and directs disabled students with poor academic performance to appropriate supportive services. We will investigate development of a tracking tool to monitor disability types and needed resources for disabled students.

Academically disadvantaged students receive support through tutoring services, Learning Support classes, library academic learning assistance and other resources when needs are identified through the College Early Alert form, the ADA mid-point performance report, and the non-traditional student mid-point report form. The College will investigate additional subject specific tutoring for those students experiencing academic difficulties.

Economically disadvantaged students benefit from the College Book Loan program managed by the Retention Coordinator. These students have access to free tutoring services, Learning Support classes, financial aid (including the enabling and other specific scholarships), the WIA program, and emergency assistance specifically for single parents, displaced homemakers, and students enrolled in non-traditional programs for their gender funded through Student Council and dispersed by the Retention Specialist. We will research new funding sources for additional scholarships and emergency funding for students who are economically disadvantaged. LEP students have access to tutoring services, Learning Support classes, academic Library support services, scholarships and other financial aid resources, as well as workshops and group activities provided for all students at the College.

While LEP students have access to translation resources, we will expand that service with the development of a list of faculty, staff and students who can act as translators, when appropriate. Both the College Retention Committee and Perkins Committee will continue to evaluate its services and resources in order to develop new and improved strategies in its efforts to improve the retention and completion rates of all special populations students, including single parents and displaced homemakers.

Professional development for the College Counselor, Retention Coordinator, and Retention/Special Populations Specialist is funded through Perkins. 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.

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.

SWGTC's curriculum provides students with challenging skill proficiencies as taught by knowledgeable and experienced instructors. Instructors are kept current in skills through attending and participating in professional development activities. Instructional media is accessible through the Library Media Services Center as an additional resource to aid in skill development. Some Library Books and Instructional Media are purchased with Perkins funds. New programs and off-campus sites are targeted for funding. Student skills are further enhanced through the use of technologically advanced equipment. These skills are assessed for some programs by using industry-recognized examinations (i.e. CISCO, NCLEX-RN, Cosmetology State Board, etc.). In some instances, programs have rigorous assessments within the coursework structure and during the internship phase when students are evaluated by employers. The College has established the goal for attaining industry accreditation in the automotive program (ASE) and accreditation for the Paramedic Technology program. Improving student performance is assessed and monitored quarterly 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. Prior quarter student academic data is examined during Perkins Committee meetings to determine academic and technical courses where students are having the most difficulty, and suggestions are identified to improve student performance.

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

SWGTC is a unit of the Technical College System of Georgia and is accredited by the Southern Association of Colleges and Schools: Commission on Colleges. The College has the authority to grant Technical Certificates of Credit, Diplomas, and Associate Degrees, which provide the opportunities for students to attain industry-recognized credentials. SWGTC 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 a readily accessible Tutoring Center where 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 quarter student data is examined during Perkins Committee meetings to determine courses and programs where students are having the most difficulty completing, and suggestions are identified to improve student graduation rate performance. The College Counselor (Perkins funded) provides academic counseling services and referrals and career guidance to students to assist in reducing barriers to student success and program completion and serves LEP and 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 will be identified and implemented through work of the Retention Coordinator, the SWGTC Retention Committee, 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.

SWGTC formed the Retention Committee to develop a comprehensive Retention Plan for the College. These efforts are led by the Retention Coordinator (Perkins funded). The Committee is responsible for the study and promotion of student success strategies in order to enable students to progress toward goal attainment. Additionally, the Committee regularly reviews retention data and survey results to identify barriers to student success and will continue to focus on opportunities and overcoming challenges to minimize those barriers.

The College will continue to provide consistent student advisement, various student activities and organizations, student book loans, assessment services, career and personal counseling, and comprehensive tutoring services. (Perkins funds two full-time tutors and as needed, expands tutors to include a part-time subject specific tutor and qualified peer tutors.) Strategies to improve student retention and goal attainment will include student evaluations and stated needs which will generate a topic base for future workshops. Student success workshops are also held on a quarterly basis in order to improve student success and facilitate the completion of student program goals. These workshops cover such topics as test taking strategies, overcoming test anxiety, financial literacy, time management, and stress management.

The student book loan program (Perkins funded) provides students who are economically disadvantaged the opportunity to borrow textbooks for the quarter, helping to increase retention and graduation/completion rates. The equipment loan program (Perkins funded) enables students who are economically disadvantaged to borrow graphing calculators. Currently, the majority of the books included in the book loan program are books for general education core courses in which most students are enrolled. Additional funding for the book loan program will allow for the purchase of more program specific books increasing the students' potential success throughout their program of study. This expansion in the resources available through the book loan program will provide the opportunity to better assist economically disadvantaged students.

Assessment services include the administration of the Community College Survey of Student Engagement (CCSSE) and the companion Community College Faculty Survey of Student Engagement (CCFSSE) (Perkins Funded). Survey results will enable the College to identify opportunities and plan for improvements to increase student retention and graduation. 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. Student engagement, therefore, is a valuable yardstick for assessing the quality of colleges' educational practices and identifying ways they can produce more successful results.

A **Retention/Special Population Specialist (Perkins funded)** works to expand retention services to special populations students and to students enrolled in non-traditional programs for their gender. This will be accomplished by providing guidance and direct support services through personal contact and group activities.

An articulation agreement is in place with the local private and state universities to better facilitate the transfer of SWGTC students to four-year degree programs in Criminal Justice, Management and Supervisory Development, Clinical Lab Technology, Administrative Office Technology, and Accounting. The College continues to work to secure articulation agreements with local private and state universities to better facilitate the transfer of SWGTC students to four-year degree programs.

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.

The overall placement rate for SWGTC for FY 2007 was 99.39% and the in-field placement rate was 88.96%. Placement data is examined during Perkins Committee meetings to identify programs with the lowest placement rate, and suggestions are made to improve student placement. Local funds are used to finance a dedicated position to provide placement services to students. Involvement with the local employment resources (i.e. the Chamber of Commerce, Department of Labor, local industry) provides a network of employment opportunities. Newspaper, internet listings, and job orders placed by the community are also utilized for job referral. Access to these employment opportunities and matching students with employer requirements provides a basis for referring students to specific job openings. Military recruiters are involved in the Campus Job Fairs and routinely come on campus to speak with students about military opportunities. In accordance to the Solomon Amendment, the Registrar provides recruiting information to the military on enrolled students and graduates.

Services provided to students include one-on-one assistance with resume writing, job search strategies, interviewing and job retention skills, and matching students with employer requirements, then referring them to specific job openings. Workshops and small group sessions address topics such as job readiness, appropriate dress, interview skills, and job retention. The Director of Career Placement and Development assists students in preparing for and obtaining employment in the industries for which they are training. **State funds employ the Director of Career Placement and Development.** Additional workshops to include topics such as resume and cover letter writing, and internet job searching will be added to the current workshop offerings. **Perkins funds will be used to supplement State and local funds expended for the purchase of instructional DVDs for student use which focus on job search skills, placement, and retention in employment, including placement in high skill, high wage, or high demand occupations or professions.**

The Director of Career Placement and Development assists students in preparing for and obtaining employment in the industries for which they are training. **State funds**

employ the Director of Career Placement and Development. The Career Center serves as a valuable resource for students to take aptitude and interest surveys, explore career options in their fields of study, and access staff members who can guide them through employment preparation and placement. These services are available to assist currently enrolled students and graduates in developing job search skills and career placement.

The strength of most programs at SWGTC is the hands-on experiences gained from internships, practicum, and/or clinical rotations. These experiences are provided throughout the program of study to give the students a real world of work vantage point and to prepare them for entry into their chosen career. Additionally, the College Work Ethics Program has been implemented at SWGTC. This means that students receive both an academic and a work ethic grade for each class. The ten work ethic traits, which are considered in awarding work ethic grades, include: attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, and respect. Evaluating students by the same attributes valued by employers helps students to be better and more successful employees upon graduation.

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

SWGTC is open to all students and encourages equity of enrollment in all Program areas including non-traditional fields. Students of underrepresented gender pursuing non-traditional programs are featured in College advertising and publications used to promote enrollment in SWGTC programs. Multiple methods of advertisement are employed by the College to recruit students including those students of underrepresented gender pursuing non-traditional programs. These methods include: online resources, speakers, program shadowing, career counseling, campus program tours, non-traditional brochures, and videos depicting students involved in non-traditional programs and careers. New avenues will be researched for using students enrolled in non-traditional programs for their gender in College promotional advertisement.

The **Retention/Special Populations Specialist (Perkins funded)** will provide support services for students of underrepresented gender enrolled in non-traditional programs to encourage completion of their educational goals. These services, including: quarterly classroom visits; workshops, small group activities, focus groups, guest speakers and panel discussions focusing on issues specific to the student enrolled in non-traditional programs for their gender; and individual student contacts, to assist students who are preparing for employment in non-traditional occupations for their gender. The group activities, designed specifically to address the needs and challenges of these students, will include topics such as stress management, study skills/test anxiety, and job readiness skills. New topics to be added will include time management, goal setting, anger management and gender based workplace issues relevant to the students enrolled in non-traditional programs.

The Retention Specialist will make referrals, which address the needs of individual students, to appropriate College support services including, financial aid, scholarships, WIA, counseling, tutoring, internet resources, and employment and career placement resources, as well as community resources. The Retention Specialist will contact students enrolled in non-traditional programs for their gender based on mid-point

progress reports completed by their instructor which indicates specific needs and problem areas. The scholarship offered annually by the College for students enrolled in non-traditional programs for their gender will continue to be promoted. New opportunities for funding additional resources will be researched.

The Retention Specialist will make quarterly presentations to Learning Support classes and selected general education and program area classes in order to identify students enrolled in non-traditional programs for their gender and to provide them information on specific services and activities available for the quarter. The initiation of a goal setting workshop for students enrolled in non-traditional programs will allow them to develop personal goals that are attainable, realistic and consistent with their chosen career path. The Georgia Career Information Center (gcis.peachnet.edu) provides the format to establish, update and maintain a record of students' personal/academic goals as well as their skills, abilities and interests. This activity will be designed to have a direct, positive impact on the accountability measures for completing programs that lead to non-traditional employment and retention.

The Retention Specialist and other staff will explore the potential for the development of a listserv for the communication of information on College resources and services, and peer networking and social interaction for students enrolled in non-traditional programs for their gender. In addition, we will investigate the practicality and development of a quarterly newsletter to provide tips, suggestions, and pertinent information on services and resources for this population of students. Plans will be devised for development of peer support groups offering social and networking opportunities for students of underrepresented gender enrolled in non-traditional programs.

Students enrolled in non-traditional programs for their gender are periodically surveyed for current and future support needs, and specific services are continually evaluated. Information gained from surveys and evaluations will be used to plan activities and services that support and assist students striving to complete non-traditional programs for their gender. A Retention Plan guides the Retention Committee in the College efforts to graduate all students, including those preparing for employment in non-traditional occupations. In addition, prior quarter data is examined quarterly by the College Perkins Committee in order to determine courses/programs where students, including those of underrepresented gender pursuing non-traditional programs, are having the most difficulty in successfully completing. As a result, new strategies will be developed and implemented to improve student performance and completion rates of this special population.

Staff Development activities are often funded from Perkins that enable faculty to attend occupational specific training to expand knowledge and skills associated with the program taught.

Technical Program of Study (Career Pathways)

(3) 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.]**

Career Pathways have been developed in eight program concentration areas at Southwest Georgia Technical College based on the Governor's Strategic Industries: Agriculture; Architecture, Communication, and Transportation; Business and Computer Science; Engineering and Technology; Family and Consumer Sciences; Government and Public Safety; Healthcare Science; and Marketing, Sales, and Service.

SWGTC plans to offer the career and technical program of study in Therapeutic Services Nursing. Within our three-county service area, students attending Thomasville High, Thomas County Central High, Mitchell County High, and Cairo High School interested in Nursing will have the option of choosing this pathway. In this pathway, students take Introduction to Healthcare Science, Application of Therapeutic Services Nursing, and Nursing Essentials at the secondary level to complete their Healthcare Science Nursing Pathway. Additionally, students have several postsecondary seamless transitional options as a part of their Healthcare Science pathway: (1) dual enrollment in Advanced Allied Healthcare Education courses or Patient Care Assisting Technical Certificate of Credit; (2) joint enrollment in Healthcare Assistant programs of study; or (3) articulated Healthcare Science credits. Additionally, students attending Thomas County Central High School will have the option of attending the P.R.E.P Career Academy, opening fall 2009, in which Healthcare Science – Therapeutic Services Nursing will be a focused career.

The High School Coordinator will continue to assist the Career, Technical, and Agricultural Education (CTAE) Directors and high school counselors by incorporating academics and relevant career and technical courses and postsecondary curriculum into Peach State Pathway: Education and Career Plans. These plans will serve as seamless education guides to provide information about postsecondary programs of study in Healthcare Science-Therapeutic Services Nursing at the technical college and college/university levels, as well as articulated credit, work-based learning opportunities, and a career pathway sequence of courses at the secondary level.

The Career Pathways programs are evaluated in three ways. First, the unit assigned this responsibility records assessment results for established unit expected outcomes. Second, data and survey results for Career Pathway programs are used as programs complete program outcome assessment and student learning outcome assessment for established expected outcomes. Included in the program outcome assessment are College-established Local Measures and the TCSG: PAS Measures. These are assessed according to established benchmarks. The results of assessments are recorded in a local database. Plans for unmet expected outcomes, student learning outcomes, or those needing improvement are recorded and are included in the College's Annual Plan and Budget. Units and program groupings record improvements made from the prior year assessment results and/or improvement actions taken. Third, students complete surveys on a scheduled basis as coordinated by the Institutional Effectiveness Staff.

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;**

SWGTC's curriculum provides students with challenging skill proficiencies as taught by knowledgeable and experienced instructors. Instructors are kept current in skills through attending and participating in professional development activities. Instructional media is accessible through the Library Media Services Center as an additional resource to aid in skill development. Student skills are further enhanced through the use of technologically advanced equipment. These skills are assessed for some programs by using industry-recognized examinations (i.e. CISCO, NCLEX-RN, Cosmetology State Board, etc.). In some instances, programs have rigorous assessments within the coursework structure and during the internship phase when students are evaluated by employers.

SWGTC is a unit of the Technical College System of Georgia and is accredited by the Southern Association of Colleges and Schools: Commission on Colleges. The College has the authority to grant Technical Certificates of Credit, Diplomas, and Associate Degrees. SWGTC uses the State's standard curriculum, which has been developed with industry input. Industry representatives serve on the local advisory committees and provide invaluable insight and advice as to community needs for programs and quality of graduates. Diploma and degree programs include academic courses such as English, Math, Psychology, Science, Speech, Sociology, Microeconomics, History, and Political Science. Academic instructors 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. As an example, writing and mathematics assignments in the technical areas of study provide integration across all curriculums. The technical instructors continue to help students develop these skills and abilities by connecting the need for critical thinking, effective communication, and problem solving with the responsibilities in their field. The Deans for Academic Affairs, supported by the Vice

President for Academic Affairs, ensure that academic competencies are included in technical courses.

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

For a clear understanding of all aspects of industry, many of SWGTC'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 will have had the opportunity to complete real world-of-work scenarios in the simulation classrooms and laboratories at SWGTC. For example, the Surgical Technology lab simulates an operating room, and the Automotive Technology lab simulates 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

Students enrolled in career and technical education programs at SWGTC are provided instructional content meeting the same coherent and rigorous standards as all students. This level of instruction and academic rigor is evidenced 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).

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);**

Comprehensive professional development is provided for personnel locally and through the TCSG. The College's staff development planning process enables faculty, staff, and administrators to develop annual plans and staff development plans that include training to improve instructional and occupational skills. Faculty and staff responses to the annual *Staff Development Needs Survey* are used by the President's Leadership Council and staff development coordinator to determine the activities to be offered on campus for the coming year. Training includes 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. Staff Development activities are evaluated using the *Staff Development Activities*

Survey. Results from this survey provide suggestions for improvement and modification of activities to insure current and relevant training.

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;**

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 SWGTC are developed by the TCSG with input by representatives of business and industry. Each of SWGTC's instructional programs within the following divisions, Allied Health, Business and Computer Technology, Professional Services, and Technical and Industrial, has a Local Advisory Committee that is 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.

Through formal assessment, students evaluate instructors/instruction in these programs on a regular basis. Also, students provide feedback on programs by completing the Student Satisfaction Survey, the High School Site Satisfaction Survey, the Graduate Exit Survey, and 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 planning process. Appropriate activities are planned where expectations were not met or improvement is needed.

Faculty and staff respond to the Colleague Satisfaction Survey. Results are used by units in assessing specific expected outcomes in unit outcome assessment, and results are used during the annual planning process.

Members of the communities served by the College respond every three years to a Business and Industry Needs Survey, which is completed for the TCSG as a requirement of PAS. Results of all surveys are reviewed and constituency feedback considered/used in improving and/or restructuring programs and services.

All sources of data and input are utilized as the College prepares its Strategic Plan every five years, annually monitors progress in accomplishing strategic objectives. Strategic Objectives 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.

SWGTC has a Perkins Committee made up of personnel who are responsible for services to all students, including services to specials 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 Transition Plan, the Perkins IV Five-Year Plan FY 09 – FY 13, and annual Perkins budgets, but also to monitor quarterly and annual progress in meeting the core indicator requirements.

During 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 Services 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 reviews and approves Perkins Plans and Budgets. The general public has access to the Perkins Local Application, the Perkins Transition Plan, and the Perkins IV Five-Year Plan FY 09 – FY 13, 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 specials 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.]**

Southwest Georgia Technical College is a public two-year technical college with the mission to provide learner-centered and high-quality services, courses, and programs through both distance and traditional delivery methods. These services, courses, and programs develop individual skills and abilities, provide for intellectual and career development, and meet the needs of business and industry. Achievement of this mission promotes economic growth and development and improves the quality of life for individuals and the community. SWGTC 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 indicated by the number of students served by the College's

offerings and services as determined by the College's total F.T.E. and program F.T.E.s, awards, and placements as included in its PAS reports, and as demonstrated by service reports/data. Scope is evidenced by the diversity of programs offered within its academic divisions, by the businesses and industries served by College graduates, and by advisory committee participation. SWGTC currently offers 84 programs (19 associate degrees, 20 diploma, 45 certificates) and 562 courses. Additional programs and courses are added each year to meet the needs of the local economy and business and industry within the service area. Enrollment averages 7.40 students per course, a size conducive to effective instruction. A list of programs and courses is in the College Catalog beginning on page 87 and may be viewed online at http://www.southwestgatech.edu/docs/2008_catalog.pdf or the Catalog Addendum at http://www.southwestgatech.edu/programs/documents/SWGTC_CatalogAddendum_Final.pdf.

Quality is monitored by formal Outcome Assessment of programs and student learning outcomes and of units through evaluating the extent to which expected outcomes are met. Quality is assured by curriculum reviews/updates, by external program and College external accreditation, and by the TCSG Performance Accountability Reviews. Each year the College's programs are evaluated according to program expected outcomes, which include Performance Accountability System (PAS) measures. Programs must meet enrollment, award, and placement benchmarks to remain open. A needs assessment is completed for each Level II program (program groups failing four or more PAS Performance Measures), which the College deems having the potential to continue. Each year, SWGTC reviews all programs. The results of these reviews are used to terminate, improve, or expand the various programs. Students evaluate instructors and instruction of courses on an ongoing basis. All instructors and instruction are evaluated Fall and Spring Quarters. Selected and new instructors or instructors teaching new courses are evaluated Summer and Winter quarters. College services are evaluated annually through surveys including the Student Satisfaction Survey, the High School Site Satisfaction Survey, the Graduate Exit Survey, and the Graduate Follow-up Survey. Employers of graduates also provide feedback on graduates through the Graduate Follow-up Survey. Data and survey results are utilized as College personnel complete program and unit outcome assessment and plan for improvement in annual plans. All data and survey results are considered as the College prepares its Strategic Plan every five years and updates its Strategic Objectives 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;

SWGTC has a formal annual assessment process in place whereby all units and programs evaluate performance relative to established expected outcomes, and programs also evaluate performance relative to established program student learning outcomes. Included in this process, College units and programs evaluate compliance with the TCSG standards, and programs evaluate performance relative to established performance measures as a part of the TCSG Performance Accountability System (PAS). 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. The assessment process requires staff to compare current year and prior year results, to report improvements, and to note planned actions if needed that will be

taken in the upcoming year and included in the annual plan. Also a part of the College's assessment process, every six years, or more often if identified as "at risk" by the TCSG, SWGTC participates in a Performance Accountability Review (PAR) in which an external team evaluates the College, Perkins Improvement Plan activities, and Perkins Budget expenditures.

SWGTC also has Annual Planning and Budgeting and Staff Development Planning systems in place. Each year every functional unit, including those who serve special populations, writes goals, objectives, and activities to be accomplished. At the end of the planning year, these goals, objectives, and activities are evaluated and programs and service units report on resulting improvements. Each member of the faculty and staff establishes a staff development plan.

SWGTC receives an annual data report from the 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 data reports produced quarterly and annually by the Registrar, to monitor progress on an on-going basis. Improvement plans are developed that specify how the College will modify services to students overall and to special populations in order to improve student performance. The Perkins Plan is monitored on a continuous basis by the Perkins Committee.

Each of SWGTC's instructional programs within the following divisions, Allied Health, Business and Computer Technology, Professional Services, and Technical and Industrial, has a Local Advisory Committee that is 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. Through formal assessment, students evaluate instructors/instruction in these programs on a regular basis. Also, students provide feedback on programs by completing the Student Satisfaction Survey, the High School Site Satisfaction Survey, the Graduate Exit Survey, and the Graduate Follow-up Survey. Employers of graduates also provide feedback on graduates through the Graduate Follow-up Survey. This feedback is considered in improving and/or restructuring programs and/or services.

SWGTC has a Perkins Committee made up of personnel who are responsible for services to all students, including services to special populations 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 Transition Plan, the Perkins IV Five-Year Plan FY 09 – FY 13, and annual Perkins budgets, but also to monitor quarterly and annual progress in meeting the core indicator requirements.

Special Population Services

- (8) 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;**

SWGTC maintains its commitment to student success with a comprehensive delivery of services accessible to all students including those identified as special populations students. The College has an open admissions policy, and the courses and educational

programs offered at SWGTC reflect current US Labor Market trends as well as the demands of area employers.

Career advisors ensure appropriate program placement, and COMPASS and diagnostic testing indicates appropriate academic placement for all students. The College will continue offering Learning Support courses, tutoring services, and library resources and services to assist all students, including special populations students, in gaining the academic knowledge necessary for acceptance into desired College academic programs. Online class offerings provide quality instruction that facilitates barrier-free delivery for those students limited by time and distance, including single parents and displaced homemakers

Special populations students are offered additional activities and services which include but are not limited to large and small group events, individual contacts, and referrals to appropriate resources such as the College Book Loan program, financial aid resources and scholarships, Workforce Investment Act, student activities/clubs and local community resources.

Quarterly meetings of the Perkins committee are held to review prior quarter data. The SWGTC Retention Committee has developed a comprehensive Retention Plan used to study and promote student success. As a result of tracking data and survey findings, the College will continue to identify barriers and develop methods of minimizing those barriers, which often affect the special populations students. Programs and activities will be expanded for special populations as the College develops new strategies for student success through its retention efforts.

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

The College offers comprehensive programs and activities to special populations students, as well as all other students, in order that students can achieve success. The Retention Coordinator presents a New Student Orientation activity to acquaint students with information, services, and requirements for being successful at SWGTC. The book loan program provides books to limited income students and will be expanded as funding is made available. On-going career and academic advisement and counseling services are available through Student Affairs. The College will initiate the administration of the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) to identify opportunities for improvement and implement strategies to increase student involvement in the life of the College; thus increasing student retention and graduation. The Retention Coordinator, the College Counselor and the Retention/Special Populations Specialist utilize tracking data to identify those students experiencing difficulty in the classroom. Struggling students will be made aware of resources provided by the College to assist them in improved academic success. Individuals with limited English proficiencies have access to translation services which will be expanded with the development of a list of bilingual faculty and staff available for assistance when appropriate.

The College Counselor provides services for any student with a documented disability that presents a barrier to their receiving an education. Special equipment, purchased through Perkins dollars, is accessed through the College Counselor. The

Retention/Special Populations Specialist is available to provide individual and group support services to single parents, displaced homemakers, and students enrolled in non-traditional programs of underrepresented gender. Topics including but not limited to study skills, time management, goal setting, internet resources, financial management, and financial aid resources are presented through quarterly workshops and small group sessions. These resources are intended to enhance student success and are especially pertinent to single parents, displaced homemakers and other Special Populations students. The initiation of a goal setting workshop for Single Parents, Displaced Homemakers and students enrolled in non-traditional programs will allow them to develop personal goals that are realistic, systematic, attainable, and consistent with their chosen career path. The Georgia Career Information Center (gcis.peachnet.edu) provides the format to establish, update and maintain a record of their personal goals as well as their skills, abilities and interests.

Learning Support classes offer instruction for students deficient in basic academic skills. The Tutoring Center provides tutoring to any enrolled or potential student requiring academic assistance, and the expansion of these services will occur as needs indicate. The Student Activities Coordinator plans and coordinates student activities, which are open to all students. These activities provide special populations students with the opportunity to become actively involved with the campus community and to develop into more successful students.

Job placement services and support can be accessed through the Director of Career Placement and Development. The College hosts an annual Job Fair supported by local businesses, industries, and employment agencies. All students, including special populations students, requiring additional financial support in order to remain in college will learn of part-time or fulltime employment opportunities as well as future job opportunities. Scholarships and emergency financial assistance are available for economically disadvantaged students, and additional avenues will be researched to expand the financial resources available for 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;

SWGTC is committed to the success of all students. Single parents, displaced homemakers and other special populations students have access to assessments, advisement, counseling, workshops, tutoring, group activities, and academic instruction, which prepare them for the future. Workshops and group activities will include topics such as study skills, stress management, interview skills, and time management. Additional services and activities are available to single parents, displaced homemakers, and non-traditional students for their gender through the **Retention/Special Population Specialist (Perkins funded)**. These activities and services will include but are not limited to individual contacts, large and small group events, and referrals to appropriate resources including: tutoring, library services, the Book Loan program, Financial Aid and scholarships, WIA, student clubs/activities, and community resources. The Retention Specialist's quarterly presentations made to Learning Support classes and selected general education and program area classes will identify single parents, displaced homemakers and students enrolled in non-traditional programs for their gender and provide them information on specific services and activities available for the quarter. The exploration of the potential for development of a listserv, the development of a quarterly

newsletter, and the use of peer support groups will offer expanded opportunities for receiving beneficial information as well as social and networking opportunities for single parents, displaced homemakers and/or students enrolled in non-traditional programs. Surveys, evaluations, and tracking data are continuously utilized by the College Retention Committee and Perkins Committee to improve and expand activities for special populations students as they seek academic success and career readiness for employment in occupations that lead to self-sufficiency in high wage, high skill, and high demand jobs.

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;**

SWGTC is an equal opportunity/equal access College and does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law) in its educational programs, activities, or services. The Title IX Coordinator is Joyce Halstead, Vice President for Student Affairs; she is located in Building A and can be reached at (229) 225-5062. Allison Welch, College Counselor, serves as Section 504 Coordinator; she is located in Building A and can be reached at (229) 227-2793.

The College has in place a Special Needs policy and procedure that serves as the guiding principle to ensure that special needs services are provided to ensure equal access to all aspects of the technical College experience for students with disabilities through the most appropriate accommodations. Services may be provided from the point of application through graduation and are based on each individual's needs and College's resources.

Services/accommodations may be made available to those students who self-identify and provide appropriate documentation of their disabilities. All services are provided at no charge to qualified students. Examples of services provided include: registration assistance; orientation to the campus; career exploration; admissions testing modification (extended time, alternate format or location, transcription, or readers); in-class testing modifications (extended time, alternate format or location, transcription, or readers); recording/enlarging reading materials; liaison with faculty through letters and conferences; assessable parking; information and referral to campus and community support services; counseling; special equipment; and architectural accessibility.

The admissions requirements and procedures established at SWGTC are not designed to be a hindrance or barrier to enrollment in a program. They are designed to assist the applicant in making a career decision based on such factors as aptitude, ability, interest, background, assessment results, and other appropriate evaluations. They follow the guidelines developed by the State Board of the TCSG and reflect concern for the applicant's health, safety, well-being, and ability to benefit from the educational opportunities available.

All students applying to the College must submit an application and \$20 non-refundable application fee. Official high school or GED transcripts and all transcripts from any

colleges attended for credit are also required. Students with 30 semester credit hours or 45 quarter hours from an accredited college need not submit high school transcripts.

Applicants who have not taken an admissions placement exam (APE) within the last five (5) years will be scheduled to do so. Acceptable SAT, ACT, ASSET or COMPASS scores may be substituted if taken within the last five (5) years. Official notification of acceptance is given to the applicant upon completion of all the above items and at a time that is appropriate for College use.

Persons who seek to enroll at the College and do not satisfy recommended admission standards for regular or provisional admissions are eligible for Learning Support courses. Learning Support courses are offered to enable students to meet required admissions standards. Instruction is offered in the fundamentals of reading, math, and English, thus improving the student's chance of success upon enrolling in a regular program of study.

Placement into Learning Support courses is determined from the student's scores on the admissions placement exam. Based upon test results, the student may be recommended to take classes in one, two, or all of these areas.

Applicants have the right to appeal any decision regarding acceptance to Southwest Georgia Technical College. Appeals should be made in writing to the Vice President for Student Affairs of the College upon notification of admission status. The written document must include specific details supporting the appeal.

Non-Traditional Preparation

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

The College Recruiter and program instructors continually recruit male students into predominately female programs and female students into predominately male programs at SWGTC 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 SWGTC campuses. Additional publications will illustrate both current and graduate success stories of non-traditional students. Perkins funds employ the College Counselor, Retention Coordinator, and Retention/Special Populations Specialist. These staff members service students through counseling, workshops, New Student Orientation, individual contacts, and small group activities. Video and CD programs are utilized by College staff and Adult Education to promote and inform students of opportunities, challenges, and advantages when enrolling in and completing non-traditional programs.

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

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 crises is available to all students. Perkins funds are used to fund a full-time College Counselor position. The College Counselor is available for day and evening students to provide career counseling, academic advising, personal counseling, and crisis intervention. The Counselor also refers students to 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.

The Myers-Briggs Personality Type Indicator and the BarOn Emotional Quotient Inventory are available to students as complimentary assessments to career exploration. Also available to students are GCIS and MCP, internet based interactive career exploration and education planning programs.

Students are able to use multiple resources in making a comprehensive analysis of interests, values, skills, and personality that will guide them towards careers that best suit them and thus empower them to make informed career decisions for their future success. Self analysis and career exploration help the student discover the best possible fit in the College setting, and in program majors. Increased focus on personal, career, and academic goals will provide a foundation for success in future educational and training opportunities and career development.

Recruitment and Retention of Faculty and Staff

(12) 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

SWGTC includes the Equal Employment Opportunity statement on all employee recruitment advertising. The College advertises all position vacancies on the TCSG web-site under Human Resources. Employee recruiting is also accomplished through advertising job openings in local newspapers in the classified sections. SWGTC does not limit recruitment for employees to schools, communities, or companies that are disproportionately composed of persons of a particular race, color, national origin, sex or handicap, except for overcoming the effects of past discrimination.

SWGTC is an Equal Opportunity Employer and does not discriminate on the basis of sex, race, color, national origin, age, political affiliation, belief, or disability 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.

The College studies demographic information of its service area and of its faculty and staff. The College annually publishes a Labor Market Analysis and College Fact Book, which include demographic information. The following tables 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
2000 Census**

County/ State	Male	Female
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	%	Number	%	Number
Thomas	47	20,117	53	22,620
Mitchell	51	12,170	49	11,762
Grady	48	11,245	52	12,414
Georgia	49	4,027,113	51	4,159,340

**Number and Percentage Distribution by Gender
Full-Time Faculty
Fall 2006**

Faculty	Male		Female	
	%	Number	%	Number
	46.3	25	53.7	29

**Number and Percentage Distribution of Gender
Counselor
Fall 2006**

Counselor	Male		Female	
	%	Number	%	Number
	00.00	0	100.00	1

These demographics reveal that the gender of the SWGTC faculty is representative of the College's three-county service area population. Data indicates that the College employs slightly more female faculty than is represented in the College's three-county service area as follows: .7% (Thomas); 4.7% (Mitchell); and 1.7% (Grady). These percentages are not significant. 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
2005 Census Projections**

County/ State	White		Black		Other		2 or More		Hispanic/ Latino*	
	%	Number	%	Number	%	Number	%	Number	%	Number
Thomas	60.4	26,979	38.2	17,080	.75	335	.65	298	1.8	821
Mitchell	51.7	12,293	47.1	11,204	.78	186	.42	108	2.6	620
Grady	69.4	16,989	28.9	7,064	1.24	303	.46	110	8.8	2,144
Georgia	66.1	6,000,614	29.8	2,699,790	3.07	278,385	1.03	93,787	7.1	646,568

*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
Fall 2006**

Faculty	White		Black		Multi-Racial	
	%	Number	%	Number	%	Number
	87.0	47	11.1	6	1.9	1

**Number and Percentage of Race and Ethnicity Distribution
Counselor
Fall 2006**

Counselor	American Indian	
	%	Number
	100.00	1

Race and ethnicity demographics of the SWGTC faculty reveal that the College employs more white faculty than are represented in the College's three-county service area as follows: 26.6% Thomas; 35.3% (Mitchell); and 17.6% (Grady). 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.) in recruiting and hiring in accordance with Equal Employment Opportunity and Affirmative Action (I.B.). The College follows the TCSG regulations in the recruitment of underrepresented employees. The regulation in I.B. states that "The Commissioner and the Technical College Presidents and all others responsible for recruiting and hiring shall take affirmative action to recruit and hire qualified individuals who are members of federally designated minority groups and/or women and who are underrepresented in the workforce of the relevant hiring unit. The Commissioner and the Technical College Presidents and all others responsible for recruiting and hiring shall notify organizations providing employment assistance to racial minority groups, women, and/or persons with disabilities of employment vacancies and shall otherwise notify those organizations of the Department's Equal Opportunity and Affirmative Action policies. Personnel vacancies shall be filled by selecting the best qualified applicant on the basis of merit, whether the applicant is an existing employee or from outside the department. The Commissioner and the Technical College Presidents and all others responsible for recruiting and hiring shall encourage employees to refer candidates who are members of underrepresented groups for existing and future job openings."

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. SWGTC understands the importance of retaining qualified, professional faculty and staff. SWGTC 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 SWGTC employees. The College provides and encourages professional development activities that relate to improving skills needed to continuously improve their respective job responsibilities. These are funded by the College for all employees.

In order to create a good work environment, the College has a luncheon for some special occasions. A luncheon is held in December right before the College breaks for the holidays. There is a faculty/staff appreciation luncheon held each summer and a faculty/staff family picnic held each spring. Also, the College recognizes employees for their longevity by providing service awards. The service awards are based on five year increments of service and a gift catalog is provided to them to select a gift. The service awards are presented annually at the Faculty/Staff Appreciation luncheon held in the summer, usually in the month of June.

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.

SWGTC 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 the 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. The College is developing a Faculty Mentoring program to ease transition and improve faculty retention. This program is scheduled to begin implementation during the next fiscal year.