Program Outcome Report

Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
	Accounting	Increase retention in the Accounting program grouping by 10%.	KMS Report LB 177 Course Attrition by Home Campus and Program	**Swainsboro:** AY 19 retention rate for accounting degree was 100% as compared to 100% last year. AY 19 retention rate for accounting diploma was 100%, which was unchanged from last's year's retention rate of 100%. **Vidalia:** AY 19 retention rate for accounting degree was 100% as compared to 100% last year. AY 19 retention rate for accounting diploma was 85.7%, which was a decrease from last year's retention rate of 100% **Online:** **High School:** **Overall Analysis:** The instructor works diligently to provide quality instruction on both campuses, in addition to being available to students for full days on the day of being on each particular campuses.	**Swainsboro Campus has 100% Retention Rate in AY's 2019, 2018, 2017 and 2016 for both degrees and diplomas.** **This is no small feat considering that one instructor is entirely responsible for the program instruction, advisement, and retention on both campuses.** **Every student that completes or leaves is replaced by another student.**
	Accounting	Increase Accounting program enrollment by 10%.	Program Group Enrollment by Home Campus Report (TEC0111)	**Swainsboro:** AY 19 ACCT diploma enrollment was 7 compared to AY 18 ACCT diploma enrollment of 1. This is a 600% increase. AY 19 ACCT degree enrollment was 9 compared to AY 18 ACCT diploma enrollment of 7. This is a 29% increase. Combined AY 19 enrollment was 16 compared to AY 18 enrollment of 8. This is a 50% increase. **Vidalia:** AY 19 ACCT diploma enrollment was 5 compared to AY 10 ACCT diploma enrollment of 1. This is a 50% decrease. AY 19 ACCT degree enrollment was 17 compared to AY 18 ACCT diploma enrollment of 13. This is a 31% increase. Combined AY 19 enrollment	**It has required and continues to require an incredible amount of time to prepare the video lecture/demonstrations for the courses. However, with the expansion of office hours since I have no traditional classes, I plan to find ways to market the online offerings by more participation in high school recruiting, such as career days and career fairs.**

				was 22 compared to AY 18 enrollment of 23. This is a 4% decrease.	
				Online: As of spring semester 2019, all of the accounting courses are online, but I am still differentiating by campus so that I can track the enrollment by campus since I am responsible for students on both campuses.	
				High School:	
				Overall Analysis: Combined, the total enrollment increased from 31 to 38, which was a 23% increase from AY 18. I believe the increase is due to offering all of the accounting classes online starting spring of AY 19. Rarely are students enrolled ONLY in a TCC, and enrollment seems to fluctuate back and forth between diploma and degree. I'm not sure there's any value in differentiating. I'd like to start reporting the data for the entire program grouping in the future--still by campus. The The fully online program offerings won't be in effect for a full academic year until 2020. I predict that the enrollment will continue to increase as students become more and more aware of the online offerings. Prior to offering all of the program courses online, I frequently had to turn away students who desired either fully online classes or evening classes.	
☑ ✖	Accounting	**Increase the number of degree, diploma and certificate graduates by 5%.**	**Total Placement by Major and Program Area TEC0112**	**Swainsboro:** In FY 18, there were no Accounting Degree or Diploma graduates, a 100% decrease from FY 17. In FY 18 there were 4 TCC graduates, a 33% increase from FY 17. Overall, the number of Swainsboro graduates decreased by 43% from FY 17. **Vidalia:** In FY 18, there was 1 Accounting Degree graduate, a 75% decrease from FY 17. In FY 18 there were 6 Accounting Diploma graduates. In FY 18 there were 15 TCC graduates, a 29% decrease from FY 17. Overall, the number of Vidalia graduates decreased by 12%. **Online:** All of the accounting courses are offered online; however the enrollment and graduated data continued to be reported by campus for tracking purposes. **High School:** **Overall Analysis:** Combined Analysis of graduates on both campuses: There was 1 degree graduate, an 86% decrease from FY 17. There were 6 diploma graduates, a	**Beginning spring 2019, all accounting courses are offered online. It has yet to be a full fiscal year of online offerings. It will be FY 20 before a full year of online courses will have been offered. However, the FY 20 SPIRIT will utilize FY 19 graduate data, as there is always a one year lag. Therefore, it is likely that the full impact of online course offerings on the number of graduates will not be reflected until the FY 21 SPIRIT plan. Also, we might need to consider only reporting the data in aggregate since the program is now fully online.**

				500% increase from FY 17. There were 19 TCC graduates, a 21% decrease from FY 17. The entire program grouping suffered a 19% decrease in graduates from FY 17. Although the FY 18 SPIRIT plan recommended the benchmark was lowered from 10% to 5% increase, the benchmark was still not met.	
✎❌	**Accounting**	**ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.**	**ACCT 2000 Accounting Program Competency Exit Exam**	**Swainsboro:** N/A **Vidalia:** N/A **Online:** Spring 2019: Two of two students (100%) scored 70% or better on the proctored exit exam. The exam was administered in 3 parts due to the limitation questions that could be offered in the testing software. Part I scores were: 88 and 80; average score 84. Part II scores were: 98 and 88; average score 93. Part III scores were: 89 and 85; average score 87. Average overall score out of 250 questions was 91 and 82; average score overall 87 Summer 2019: Three of seven students (43%) scored 70% or better on the proctored exit exam. The exam was administered in 3 parts due to the limitation questions that could be offered in the testing software. Part I scores were: 81,60,61,63,59,84,0 (one student did not take the exam); average score 58, average for only those who took the exam 68. Part II scores were: 70,54,60,72,42,72,0 (one student did not take the exam); average score 53; average for only those who took the exam 62. Part III scores were: 74,64,60,90,52,64,0 (one student did not take the exam); average score 57; average for only those who took the exam 67 Average overall score out of 250 questions for each student was 77,60,61,70,54,78,and 0 (one student did not take the exam); average score 57. Average for only the students who took the exit exam as 67. **High School:** **Overall Analysis:** Students are not scoring as well on the exit exam in the online class as previously in the hybrid	**Fall semester I also required each student to score 100% on a syllabus quiz as part of their no-show requirements. Several of the questions were regarding the exit exam and required students to check their syllabus for the answers.** **There is a study guide in Blackboard which basically lists all the topics discussed in ACCT 1100, 1105, 2000 so that they can examine the list and see what topics they might need to spend extra time refreshing and/or asking questions. I am considering modifying the grading system and adding some quizzes that cover some of the older topics and weighting these quizzes such so that they count as part of the final grade. This will give students an incentive to be studying for the exam DURING the semester. If they don't, there will be an impact on their average before they even get to the exit exam.**

				course when there was a face-to-face portion of the class. There is an excerpt in the syllabus that explains the importance of the exit exam and notes that it counts 30% of their final grade. But not being in the classroom to say that face-to-face makes a difference. Students do not check their emails, and therefore never get all of the reminders that I send all semester.	
✏️❌	**Air Conditioning Technology**	**AIRC graduates will secure full-time employment in field or related field.**	**Career Services annual graduate placement report. Combined Placement Figures Report. KMS Placement Data**	**Swainsboro:** N/A **Vidalia:** 1 student graduated not working in related field. **Online:** N/A **High School:** N/A **Overall Analysis:**	**Utilize advisory committee to help students find employment field related .**
✏️❌	**Air Conditioning Technology**	**80% or greater AIRC program graduation rate**	**Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program**	**Swainsboro:** N/A **Vidalia:** 1 student graduated **Online:** N/A **High School:** N/A **Overall Analysis:**	**To offer coursed when needed to help students work and attend school to help graduate in a timely manner.**
✏️❌	**Air Conditioning Technology**	**The AIRC program will have an increase in enrollment of 10% over the previous fiscal year**	**Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.**	**Swainsboro:** N/A **Vidalia:** 5 STUDENTS WERE ENROLLED IN FY 18 AND 9 STUDENTS ENROLLED IN FY 19 **Online:** N/A **High School:** N/A **Overall Analysis:** There was a 22.2% increase from this class last year till now.	**Will continue to utilize suggestions and input from advisory committee to increase enrollment. Will visit local schools and events to promote the Air Conditioning program.**
✏️❌	**Associate of Science in Nursing**	**6.4 The program demonstrates evidence of graduates achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation**	**Graduate Survey and Faculty follow up: 90% or more of graduates will report employment as an RN six to 12 months following graduation.**	**Swainsboro:** Bridge Pathway option-Cohort 2 Of the 19 students who successfully passed boards, all 19 are employed as RNs. There are 3 that will retest. **Vidalia:** Fall 2018 Traditional Option-Cohort 4: 100% (22/22) are employed as RNs	**Revised Employer and Graduate surveys were sent out in June 2019.**

		that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.		**Online:** **High School:** **Overall Analysis:**	
[edit] [delete]	**Associate of Science in Nursing**	**6.2 The program demonstrates evidence of graduates achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates success on the licensure examination. There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.**	**NCLEX pass rate for first time test takers as reported by the Georgia Board of Nursing.** **The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. Table 6.2 illustrates first time pass rates.**	**Swainsboro:** Summer 2019 Bridge Pathway option-Cohort 2: 86.3% (19/22) first time test takers successfully passed the NCLEX RN **Vidalia:** Fall 2018 Traditional Option-Cohort 4: 90.9% (20/22) first time test takers successfully passed the NCLEX RN **Online:** **High School:** **Overall Analysis:** 91.4% of first time test takers passed the NCLEX-RN on first attempt for the ASN Program	**Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.**
[edit] [delete]	**Associate of Science in Nursing**	**6.3 The program demonstrates evidence of students achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.**	**The completion rate is measured by calculating the number of students who complete the program as compared to the number of students who were admitted into the cohort.** **80% or more of ASN students will graduate within 150% of the time from entry into the program.**	**Swainsboro:** Summer 2019 Bridge Pathway option-Cohort 2 Goal Met: 91.6% (22/24) students graduated **Vidalia:** Fall 2018 Traditional Option-Cohort 4: 68.7% (22/32) students graduated **Online:** **High School:** **Overall Analysis:** 80.1% of the students admitted into the ASN Program Graduated.	
[edit] [delete]	**Automotive Technology**	**The Goal of the Automotive program is to be accredited by the National Automotive Technician Education Foundation (NATEF).This will allow the program to receive national recognition and allow for more industry partnerships.**	**Receipt of NATEF Accreditation recognition**	**Swainsboro:** N/A **Vidalia:** No assessments results for analysis.	

	Program	Objective	Source	Results	Action/Analysis
				Online: N/A **High School:** N/A **Overall Analysis:** Automotive instructor left unexpectedly during AY 2018 and a new instructor was hired. New instructor found no student files, no tests, no check sheets, etc. to analyze and finalize the plan.	
📝❌	Automotive Technology	Employers will be satisfied with the performance of AUTT graduates.	Employer Follow-Up Survey Results AUTT Advisory Committee input	**Swainsboro:** N/A **Vidalia:** Automotive Technology 3 Graduate. 3 graduates working in the automotive field. **Online:** N/a **High School:** N/A **Overall Analysis:** Result not sufficient due to last instructor not leaving data.	Utilize advisory committee to assist in helping find automotive students full time employment.
📝❌	Automotive Technology	50% of AUTT studetns will graduate/complete an Automotive TCC or diploma	KMS Report		
📝❌	Automotive Technology	AUTT students will obtain employment in field, related field, or continue their education.	KMS Placement Reports		
📝❌	Business Management	Increase enrollment by 2% for the Business Management program	Program Group Enrollment Report	**Swainsboro:** This program is offered totally online. **Vidalia:** This program is offered totally online. **Online:** This program is offered totally online. **High School:** **Overall Analysis:** After reviewing the enrollment report for FY19, it shows that the enrollment numbers have increased compared to prior years. In FY17 the enrollment was 83, FY18 there was a slight decrease to 78 and in FY19 it was 103; that is a 32.05% increase since FY18. In FY19 there were 59 degree students, 40 diploma students, 2 Human Resource Specialist certificate students, and 2 Management/Leadership certificate students.	There was a 32.05% increase in enrollment for FY19. On reason for the improvement in enrollment is due to the number of students enrolling in the degree program. The number of degree students increased from 37 to 59 over the last year. That is 22 more students than last year. Also the presence on social media was increased by new instructor by creating a program social media page allowing for more advertisement and information about the program. Proper advisement methods by instructor will remain steady to allow for the numbers to stay on an upward trend in the program.

				The 2% goal of increasing enrollment has been met.	
![edit] ![delete]	**Business Management**	**2% increase in retention rates for the Business Management program grouping over the previous fiscal year.**	**KMS Retention Report by Program**	**Swainsboro:** The program is offered totally online. **Vidalia:** The program is offered totally online. **Online:** For FY19, the retention rate for the Business Management degree was 0%, a 100% decrease from FY18. The retention rate for the Business Management diploma in FY19 was 62.5%, a 16.7% decrease from FY18. **High School:** The program is offered totally online. **Overall Analysis:** Upon further analysis of the retention data for FY19, the one student that was in the degree program that resulted in a 0% retention rate was due to not returning due to financial reasons. There was a decrease in the retention rate for the diploma; however, it's believed to be due to less students in this cohort for the period of time being reported. The data does show that the retention rates for the diploma remain steady.	**Although the retention rates decreased for FY19 compared to the prior year, the rates remain steady for the diploma students based on the number reported in the cohort for the period of time.** **It was determined that due to less rigorous general education courses and entrance exam scores, students are retained more in the diploma versus the degree programs.** **Instructor will monitor stats in the next fiscal year to see if the degree retention rates improve.**
![edit] ![delete]	**Business Management**	**Increase the number of degree, diploma, and certificate graduates by 2%**	**Graduates/Awards by Program Report**	**Swainsboro:** The program is offered totally online. **Vidalia:** The program is offered totally online. **Online:** The program is offered totally online. **High School:** **Overall Analysis:** In the last three fiscal years, the number of awards earned by students in the business management program has remained steady. In FY17, 50 awards were conferred and in FY18, it increased to 70. In FY19 there was 60 conferred (5 degrees, 2 diplomas, and 53 certificates), a 14.29% decrease from FY18. Upon further review of the data, there seems to be an upward trend of students earning more certificates in the program even though there was a slight decrease in the number of degrees awarded for FY19. Also other data such as enrollment points toward more students majoring in the degree program, which takes longer completion	**Although the number of awards did decrease in FY19, it does remain steady.** **Instructor will remain diligent about students earning the embedded certificates in the program. This will increase the number of awards earned.**

				times for students compared to diplomas and certificates. Since degree programs do take longer, the number of awards may be less in any given fiscal year.	
📝❌	**Business Technology**	**Increase the enrollment in the Business Technology program by 3 percent.**	**Program Group Enrollment Report (by campus)**	**Swainsboro:** **AY 19** -Business Healthcare Tech Degree - 7 --29% Increase from AY 18 -Business Healthcare Tech Diploma - 8 --25% Increase from AY 17 -Business Tech Degree - 3 --50% Decrease from AY 18 -Business Tech Diploma - 7 --36% Decrease from AY 18 **Vidalia:** **AY 19** -Business Healthcare Tech Degree - 15 --7% Increase from AY 18 -Business Healthcare Tech Diploma - 19 --14% Decrease from AY 18 -Business Tech Degree - 6 --50% Increase from AY 18 -Business Tech Diploma - 12 --0% change from AY 18 **Online:** n/a **High School:** n/a **Overall Analysis:** The Swainsboro Campus had a total of 25 students for AY 19, which is a 11% decrease in enrollment from AY 18. The Vidalia Campus had a total of 52 students for AY 19, which is a 2% increase in enrollment from AY 18. Overall, the Business Technology program had a total of 77 students for AY 19 which is a 3% decrease in enrollment from AY 18.	**The instructors/advisors makes contact with the students on the prospects list, previous students who did not complete the program, and makes back-to-industry visits each semester.** **All of the business technology courses are offered online as of spring semester 2019. This gives the students the option to complete the program with online classes it they cannot attend the traditional or hybrid classes.**
📝❌	**Business Technology**	**Instructors will insure that the traditional/hybrid classes are comparable to the online classes in regards to attrition rates. We will compare the attrition rates using the Grade Distribution Report for our analysis.**	**Grade Distribution Report**	**Swainsboro:** BUSN 1400 is only taught on the Swainsboro campus spring semester --Spring 2019 (Hybrid) 1 of 2 (50%) passed the class with a 70 or higher (attrition rate 50%) **Vidalia:** BUSN 1400 is only taught on the Vidalia campus spring semester --Spring 2019 (Hybrid) 5 of 7 (71%) passed the class with a 70 or higher, 1 student withdrew and 2 students failed (attrition rate 12.5%) **Online:** BUSN 1400 is taught online fall and summer semesters	**Instructors use the TCSG Early Alert Management System for students who are not performing at an acceptable level on their assignments/tests. Emails are also sent to students to remind them about upcoming due dates for their assignments/tests.**

				--Fall 2018 (Online) 4 of 4 (100%) passed the class with a 70 or higher, 1 student withdrew(attrition rate 20%) --Summer 2019 (Online) 11 of 12 (92%) passed the class with a 70 or higher, 0 students withdrew, 1 student made a D (attrition rate 0%) **High School:** n/a **Overall Analysis:** The attrition rate for the BUSN 1400 hybrid classes for AY 19 is 31.25%. Whereas, the attrition rate for the BUSN 1400 online classes for AY 19 is 10%.	
🖊❌	**Business Technology**	**To increase the Business Technology (BT) graduation rate for degree, diploma, and TCCs by 5%.**	**In Field and Related Field Placement Data Report on the STC Intranet**	**Swainsboro:** FY 18 - There were 2 Business Healthcare Technology (BHT) degree graduates. These are the first graduates for this program. There were 2 BHT diploma graduates. These are the first diploma graduates for this program. There were 3 Business Technology (BT) degree graduates. This is a 40% decrease from FY 17. There were 6 BT diploma graduates. This is a 12% increase from FY 17. There were 8 BHT Technical Certificates of Credit (TCC) graduates and 18 BT TCC graduates. Excluding the BHT TCCs, there was a 42% decrease in BT TCC graduates from FY 17. **Vidalia:** FY 18 - There were 5 Business Healthcare Technology (BHT) degree graduates. These are the first graduates for this program. There were 3 BHT diploma graduates. These are the first diploma graduates for this program. There was 1 Business Technology (BT) degree graduate. This is a 67% decrease from FY 17. There were 4 BT diploma graduates. This is a 43% decrease from FY 17. There were 16 BHT Technical Certificates of Credits (TCC) graduates & 32 BT TCC graduates. Excluding the BHT TCCs, there was a 22% increase in BT TCC graduates from FY 17. **Online:** n/a	**Students are given an annual schedule when they enroll in the Business Technology program.** **Each semester when students are advised, the instructor/advisor follows the annual schedule and uses Degree Works.** **The embedded certificates are awarded to students as they complete their courses while working on their diplomas/degrees. The advisor gives the student an application for graduation to complete and a copy of their advisement sheet to turn in to the registrar's office.**

				High School: n/a	
				Overall Analsis: Swainsboro & Vidalia Campuses: FY 18 - There were a total of 7 BHT degree graduates and 5 BHT diploma graduates. These are the first graduates from this program. There were a total of 4 BT degree graduates. This is a 50% decrease from FY 17. When adding the 7 BHT degree graduates to the 4 BT degree graduates, there is a total of 11 degree graduates. This is a 27% increase in degree graduates from FY 2017. There were a total of 10 BT diploma graduates. This is a 17% decrease from FY 17. When adding the 5 BHT diploma graduates to the 10 BT diploma graduates, there is a total of 15 diploma graduates. This is a 20% increase in diploma graduates from FY 2017. There were 24 BHT TCC graduates. Excluding the BHT TCCs, there were 50 BT TCC graduates. This is an 11% decrease from FY 17. When adding the 24 BHT TCC and 50 BT TCC graduates, there is a total of 74 TCC graduates. This is a 24% increase in TCC graduates from FY 2017. With a number of students switching/enrolling in our new Business Healthcare Technology program, there was an increase in the graduation rate for degree, diploma, and TCCs by 24%.	
![edit] ![delete] **Clinical Laboratory Technology**	**Monitor graduation and attrition rates of students. Surpass NAACLS 75% graduation rate criteria.**	Graduation and attrition rates of CLT program as calculated by NAACLS required computations.		**Swainsboro:** **Vidalia:** Graduation and attrition rates are calculated by NAACLS guidelines and reported to the public. **Online:** **High School:** **Overall Analysis:** 11% attrition for the 2018 cohort.One student left for academic reasons.	**11 percent attrition for the 2018 cohort.** **The 11% is one student that was unsuccessful even after many tutoring sessions.**
![edit] ![delete] **Clinical Laboratory Technology**	**Monitor employer satisfaction of graduate entry level competency.**	**Employer surveys**		**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** Excellent in 100% of returned surveys.	**Graduate survey scores graduates as "excellent" and "exceeds expectation". The major problem is a low return of graduate surveys. Program director is going to send graduate surveys.**
	Monitor students surveys.			**Swainsboro:**	

	Program	Outcome	Assessment Method	Results	Analysis/Action
📝❌	Clinical Laboratory Technology		1-Students surveys 2-Graduate surveys	**Vidalia:** **Online:** **High School:** **Overall Analysis:** Students course surveys are predominately 100% for student course evaluations and graduate student surveys	**1-Student course surveys are 100% with the exception of one student in one area. The student didn't feel that the amount of time studying reflected her grade. The instructor repeatedly ask questions and makes charts to enhance student learning outcomes.** **2-Graduate surveys: "would recommend STC to friend and felt prepared for job".**
📝❌	Clinical Laboratory Technology	**Program assessment of the ASCP registry results show a weak area in erythrocytes, leukocytes morphology and differential categories in the Hematology course. This has been a trend in 3 of the past 5 years assessment.**	The 4 areas are related in cell recognition and hematopoiesis. The assessment method is the ASCP national registry for certification. 📄 **CLBT_ProgMean_Scaled_ Score_ASCP_ Cycle_Mean_Scaled_Score.pdf**	**Swainsboro:** **Vidalia:** 2018 graduates averaged score in hematology on the national ASCP registry is 502. The national average is 484. **Online:** **High School:** **Overall Analysis:** ASCP discontinued their subset of Hematology areas. Only a total Hematology score is available on the ASCP test.	**Our student average has improved to 502 (2018 grads) from 494 (2017 grads) in Hematology.The national ASCP score is 484 (2018). Additional CAP survey slides will be added to the power point in an effort to increase student scores and knowledge.**
📝❌	Clinical Laboratory Technology	**Program graduates will secure employment in field or related field.**	program director provides Career services annual graduate report.	**Swainsboro:** **Vidalia:** There were eight December 2018 graduates. All 8 are employed in area hospitals for 100% placement rate. **Online:** **High School:** **Overall Analysis:** :	**Graduates are in high demand. Multiple job opportunities are presented to the CLT instructor for job vacancies. Three area hospitals are recruiting from the Philippines for lab techs.**
📝❌	Clinical Laboratory Technology	**CLT graduates will be nationally certified.**	**American Society for Clinical Pathologist (ASCP), American Medical Technologist (AMT),and American Association of Bioanalysts (AAB) National Certification Exams**	**Swainsboro:** **Vidalia:** All eight December 2018 graduates have passed the national registry on the first attempt. **Online:** **High School:** **Overall Analysis:**	**All 8 graduates have passed the national registry. 100% pass rate for the 2018 cohort.**
📝❌	Clinical Laboratory Technology	**Program goal: graduation rate of 70% is required by National Accrediting Agency for Clinical Laboratory Science (NAACLS).**	Annual program graduate data report.	**Swainsboro:** **Vidalia:** 2018 graduates:The CLT program is accredited by NAACLS and reports are determined by accreditation guidelines. NAACLS excludes students that drop for any reason before the half point of the program.At the half mark, 9 students remained. One student dropped for academic reasons	**89% graduation rate for the 2018 class.**

	Program	Goal	Assessment	Results	Analysis/Action
				after the half mark.Graduation rate= 89%.	
				Online:	
				High School:	
				Overall Analysis:	
✎❌	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates) over the previous fiscal year.	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.		
✎❌	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.		
✎❌	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam will pass. -	Commercial Truck Driving Licensure Rate Report		
✎❌	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet		
✎❌	Computer Information Systems	Maintain an award rate of 20% of the program enrollment.	Graduate Awards by Program Report and Enrollment by Program Report	**Swainsboro:** During FY2019 there were 17 different students enrolled in the IT Professional program in Swainsboro. There were 10 awards given during FY2019, 3 AAS degrees and 7 certificates. Awards were 58.8% of enrollment for 2019 **Vidalia:** During FY2019 there were 17 different students enrolled in Web Design and 31 enrolled in IT Professional for 48 total students enrolled. There were 23 awards given during FY2019, 6 AAS degrees, 2 diplomas and 15 certificates. Awards were 47.9% of enrollment for 2019 **Online:** **High School:** **Overall Analysis:** Overall there were 65 students enrolled in CIS programs and 33 awards. Awards were 49.3% of enrollment for 2019.	Focus for the year was getting those already enrolled to complete degrees. While overall enrollment was down ratio of graduate to enrollment that is more consistent. This show the effort for including embedded certificates, using an annual schedule and promoting group work will help students complete the program
✎❌	Computer Information Systems	The grade distribution will be comparable for online, hybrid, and traditional COMP 1000 classes.	The CIST department will use the Grade Distribution Report and Course Evaluation results to assess this goal.		
			Graduate/Awards by Program Report		

	Program	Objective	Method	Results	Use of Results
📝❌	Computer Information Systems	Increase the number of awards by 5% for the Computer Information Systems program.			
📝❌	Cosmetology	COSM students taking the written exam over skincare & scientific concepts will successfully complete the exam with a minimum of 85%.	A written exam containing 100 multiple choice questions over skincare & scientific concepts will be given to students after instructor review and practice activities.	**Swainsboro:** 100% of Swainsboro campus students who tested for the scientific concepts exam successfully completed with a score above 85%. **Vidalia:** 10% of Vidalia Campus students successfully completed the scientific concepts with a score of 85% or higher. 80% of Vidalia campus students completed the scientific concepts exam of a score of 80-84% **Online:** **High School:** **Overall Analysis:** Results from both campuses showed low scores in scientific concepts with anatomy terms and disease and disorder comprehension.	Review of the skincare and scientific concepts chapters. Online games and videos help students increase scores in anatomy terms and disease and disorder Also practice exams, along with more lectures and assignment time will be beneficial to skincare and scientific concepts written exams.
📝❌	Cosmetology	100% of the COSM students taking the state board exam will pass the practical and written exam on the first attempt.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.	**Swainsboro:** Swainsboro has 100% first attempt pass rate on state board exams. **Vidalia:** Vidalia has 100% first attempt pass rate on state board exams. **Online:** **High School:** **Overall Analysis:** Both campuses has 100% first attempt pass rate on state board exams.	Faculty has mock state board practices (performances and written exams) to help students prepare for state board testing upon completion of the cosmetology program. Faculty attend a yearly meeting about changes and updates. The cosmetology faculty will meet regularly to compare student mock test exams to ensure all instructors are teaching the same state board protocol.
📝❌	Cosmetology	COSM students taking the hair care and services written exam will successfully complete it with a minimum of 85%..	Students will be given a 100 multiple choice question exam over hair care and services. This will be used to help bring up their scores on the theory portion of their actual state board exam.	Students scored low in hair relaxers and hair disorders. Only one student successfully completed the hair care exam with a score of 85.	Review of the hair care chapters relating to hair relaxers and hair disorders, online classroom games and videos, along with students taking practice exams; students will increase grades of the hair care exam.
📝❌	Cosmetology	70% Retention Rate Students starting the Cosmetology program will complete requirements for graduation from the program.	Intranet - Retention Rates by Program Report DC 231 Retention by Program by Home Campus	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** Both campuses combined met the 70% retention rate of the cosmetology program.	Faculty will make sure to use the TEAMS early alert system to help with retention rates. This helps the retention coordinator to offer any needed assistance to students aware of their absences. Offering tutoring as needed for students who make below 70 on exams or feel they do not understand what is being taught.
📝❌	Criminal Justice	5% increase in placement rate of degree level students over the previous fiscal year	KMS DC 145 Sub-report #112 Placement by Program Area	**Swainsboro:** Swainsboro Campus 100% Diploma 100% Degree 100%	Placement rate for the CRJU program improved significantly from 5% - 10% depending on diploma or degree student placement.

	Program	Outcome	Assessment Method	Results	Analysis/Use of Results
				TCC 100% - *High School Students	**TCC students (dual enrollment) have increased. Analysis revealed that report KMS DC 145 reported in-field placement while TCC (dual enrollment)students continued their education rather than opting for in-field employment.**
				Vidalia: Vidalia Campus 100% Diploma 100% Degree 100% *TCC 100% - *High School Students	
				Online: N/A	
				High School: TCC 100% - *High School Students	
				Overall Analysis: Overall Program Diploma 100% Degree 100% TCC *100% *High School Students	
				Placement rate for the CRJU program improved significantly from 5% - 10% depending on diploma or degree student placement.	
				TCC students (dual enrollment) appear to increase as review of report KMS DC 145 reported in-field placement but TCC (dual enrollment)students continued their education rather than opting for in-field employment	
📝❌	**Criminal Justice**	**Criminal Justice students will demonstrate competence in criminal justice procedures.**	**CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate.** **This exam includes questions from all required CRJU courses which are identified on the exam.**	**Swainsboro:** 1 out of 1 traditional students scored 70% or higher with an average score of 72%	**Instructors will better prepare students for the exit exam by establishing expectations and better preparing students for the comprehensive exam through the use of available tutoring and review sessions.**
				Vidalia: 6 out of 6 traditional students scored 70% or higher with an average score of 74%.	
				Online: n/a	
				High School: n/a	
				Overall Analysis: A greater percentage of students taking the exit exam passed. The increase in pass rates can be attributed to tutoring and review sessions as needed.	
				However, the overall test scores slightly decreased (2%) due to students not utilizing study guides available through tutorial sessions with instructors.	
📝❌	**Criminal Justice**	**5% increase in retention over previous fiscal year**	**KMS attrition by home campus and program report #LB177.** **DC 231 Retention by Program by Home Campus**	**Swainsboro:** DC#231 - Retention By Campus Swainsboro Campus 90% LB#177- Program Retention Diploma 50% Retention Degree 100% Retention TCC 100% Retention	**CRJU program retention levels declined for both diploma and degree students over the previous year. Internal numbers reflect an increase in student retention.**
				Vidalia: DC#231 - Retention By Campus	

				Vidalia Campus Diploma 66% Degree 50% TCC 100%	
				Online: N/A	
				High School: TCC (Dual enrollment) remained constant (100%) with students in the high schools	
				Overall Analysis: Program retention levels declined for both diploma and degree students over the previous year. LB#177- Program Retention Diploma 60% Retention Degree 72% Retention TCC 100% Retention	
✏️❌	**Dental Hygiene**	**To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public. (B.)**	**1 Grades in all courses- 100% courses passed with minimum grade of C** **2 Research papers/case studies required in courses- 6 courses contain research or case studies** **3 Patient Survey- minimum 85% positive required** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required** **7 Quality Assurance Assessment - 90% accuracy required** **8 Q.A. Record Review- minimum 90% accuracy required** **9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required** **10 Instructor Evals by Students- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive required** **12 Instrumentation Practicum I-100% pass required** **13 Instrumentation Practicum II- 100% pass required** **14 Individual Competencies-100% pass required** **15 Mock National Board- minimum Score of 85% required** **16 Mock CRDTS Board- Score of 85 or higher required** **17 NBDHE 100% pass required** **18 Graduate Exit Survey- minimum 85% positive required** **19 CRDTS- 100% pass required** **20 Retention Rates by Program Report- 70% Retention Rate** **21 Combined Placement Figures Report- 90% Placement rate**	Swainsboro: Not Applicable **Vidalia:** Grades in all courses-100% pass Research papers/case studies-10 courses had research/case studies assignments Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings. Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys-100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 95% compliance- 17 deductions noted Quality assurance assessments-90% compliance- 116 errors were noted Quality assurance record reviews- 89% compliance- 29 reviews were not completed Quality assurance deductions from assessment and debridement grade sheets- 89% - 183 deductions noted Instructor evaluations by students- 97% positive Instructor evaluations by dean-100% positive Instrumentation Practicum I-100% pass Instrumentation Practicum II-100% pass Individual competencies- 100% pass Mock National Board- 100% pass Mock CRDTS- 100% pass	**The progress record template was revised to provide additional guidance regarding progress record entries. Additional instructional sections were incorporated into Clinic I and Clinic II to enhance instruction in progress record documentation.** **The Class IV Debridement Skill Evaluation was revised to address the calculus and probing deductions on CRDTS. The time for the skill evaluation was increased to ensure students had adequate time to remove calculus on periodontal patients. In addition, a probing section was added to the skill evaluation to provide students with clinical practice probing patients after periodontal debridement.** **In order to reinforce best practices in infection control, both cohorts of students were required to view and discuss the infection control modules on the Centers for Disease Control (CDC) website. Pictures were also incorporated for operatory set-up to allow students to be consistent with clinic preparedness.** **The progress record template was revised to provide additional guidance regarding progress record entries. Additional instructional sections were incorporated into Clinic I and Clinic II to enhance instruction in progress record documentation.** **Even though fluoride and preventative agents were introduced and assessed in previous courses, additional review and assessment of these**

NBDHE- 100% pass

Graduate exit survey- 100% participation and satisfaction

CRDTS- 100% pass

Retention- 67% retention

Placement- 100% placement

Online:
Not Applicable

High School:
Not Applicable

Overall Analysis:
Based on the CRDTS Examination Results Report, the following deductions occurred per category: 6 points in oral evaluation, 2 points in perio probe, 2 points in polish, and 35 points in scaling.

An analysis of infection control deductions from the assessment and debridement grade sheets indicated that the majority of the deductions were related to failure to follow infection control policies and procedures

Based on the results of the Quality Assurance Assessments, the majority of the errors were related to incomplete progress record entries.

Based on the responses from the employer surveys and the graduate exit surveys, both graduates and employers reported that graduates were competent in providing clinical dental hygiene services. Graduates recommended more one-on-one practice sessions with instructor feedback.
The comments from patient surveys indicated that patients were very satisfied with the dental hygiene services received in the live work clinic. Several of the patients indicated that the services provided by the students not only improved their oral health but also enhanced their knowledge regarding oral hygiene, prevention, and self-care. Some patients noted communication as an area in which students needed improvement.

After analyzing the breakdown of the individual disciplines in the profile report, the following disciplines had scores below the national average: anatomic science, physiology/biology/nutrition, microbiology/immunology, pathology, dental hygiene care, periodontology, preventative agents, professional responsibility, and cases.

topics was implemented in Community Dental Health. Fluoride chart activities along with an index card game were implemented to enhance instruction in systemic and topically applied fluoride.

Additional role play sessions were implemented during preclinic and clinic I. The role plays provided students with relevant opportunities to practice and enhance their problem solving skills and communication skills related to comprehensive patient care and management of patients.

Additional communication exercises and role-play activities were integrated into the curriculum to enhance communication and appointment efficiency. In Preclinic and Clinic I, students were required to create communication skits for skill evaluations that require communication with patients, instructors, or the dentist. More peer practice was also incorporated in these skill evaluations to enhance communication, role-play, and performance feedback. Senior students were recruited to provide an informational session for juniors regarding phone confirmations and communication before, during, and after patient care sessions. The tobacco cessation skill evaluation was revised to provide students with more specific instructions about communication techniques needed during the PowerPoint presentation.

More partner patient experiences were incorporated into each of clinical skill evaluations practice sessions to enhance communication, role play, and feedback performance.

Communication scenarios were added to the periodontology lesson plan so that students could brainstorm about the scenarios and how they would communicate each condition, problem, and scenario to the patient, instructor, or dentist.

Along with completing the patient case studies in the Case Studies in Dental Hygiene textbook, students were required to complete a dental hygiene care plan and oral hygiene instruction skill evaluation form for each patient case study.

Additional practice sessions were mandated

					for students who experienced issues with time management, sequence of care, and communication. **Additional peer patient practice was incorporated into dental materials laboratory sessions to provide students with relevant learning experiences.** **Case studies were added throughout the curriculum to ensure students were provided real world learning experiences regarding the selection of preventative agents, cases, and dental hygiene care. These learning experiences also ensured that students practiced problem solving strategies related to comprehensive patient care and management of patients. Additional practice sessions with one-on-one instructor feedback were incorporated into Preclinic and Clinic I.**
📝❌	**Dental Hygiene**	**To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene. (C.)**	**1 Grades in all courses- 100% courses passed with minimum grade of C** **2 Research papers/case studies required in courses- 6 courses contain research or case studies** **3 Patient Survey- minimum 85% positive required** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required** **7 Quality Assurance Assessment - 90% accuracy required** **8 Q.A. Record Review- minimum 90% accuracy required** **9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required** **10 Instructor Evals by Students- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive required** **12 Instrumentation Practicum I-100% pass required**	Swainsboro: Not Applicable Vidalia: Grades in all courses- 100% pass Research papers/case studies- 10 courses had research/case studies assignments Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings. Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 95% compliance- 17 deductions noted Quality assurance assessments- 90% compliance- 116 errors were noted	**In order to reinforce best practices in infection control, both cohorts of students were required to view and discuss the infection control modules on the Centers for Disease Control (CDC) website.** **A brief informational session and handout was provided to the students about HB154 and general supervision of dental hygienists. Students were encouraged to access the Georgia Board of Dentistry website to read the full guidelines in preparation for licensure and ethical practice of dental hygiene..** **Additional ethical learning experiences were added to the curriculum to foster the development of ethical conduct and professionalism.** **Infraction and critical incident protocols were utilized to hold students accountable for**

			13 Instrumentation Practicum II- 100% pass required **14 Individual Competencies-100% pass required** **15 Mock National Board- minimum Score of 85% required** **16 Mock CRDTS Board- Score of 85 or higher required** **17 NBDHE 100% pass required** **18 Graduate Exit Survey- minimum 85% positive required** **19 CRDTS- 100% pass required** **20 Retention Rates by Program Report- 70% Retention Rate** **21 Combined Placement Figures Report- 90% Placement rate**	Quality assurance record reviews- 89% compliance- 29 reviews were not completed Quality assurance deductions from assessment and debridement grade sheets- 89% - 183 deductions noted Instructor evaluations by students- 97% positive Instructor evaluations by dean- 100% positive Instrumentation Practicum I- 100% pass Instrumentation Practicum II- 100% pass Individual competencies- 100% pass Mock National Board- 100% pass Mock CRDTS- 100% pass NBDHE- 100% pass Graduate exit surveys- 100% participation and satisfaction CRDTS- 100% pass Retention rate- 67% retention Placement- 100% placement **Online:** Not Applicable **High School:** Not Applicable **Overall Analysis:** Based on the results of the employer surveys, employers were satisfied with the work ethics of graduates. An analysis of infection control deductions from the assessment and debridement grade sheets indicated that the majority of the deductions were related to failure to follow infection control policies and procedures The NBDHE profile report indicated that graduates scored 3.32 standard deviation below the national average in professional responsibility.	**demonstrating professionalism and ethical conduct in the classroom and clinical settings.** **Group collaboration was utilized in Clinic IV Lecture to complete the ethical case studies in the ethics textbook.**
🗏❌	Dental Hygiene	To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services. (D.)	**1 Grades in all courses- 100% courses passed with minimum grade of C** **2 Research papers/case studies required in courses- 6 courses contain research or case studies** **3 Patient Survey- minimum 85% positive required** **4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required** **6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required** **7 Quality Assurance Assessment - 90% accuracy required8 Q.A. Record Review- minimum 90% accuracy required** **9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required**	**Swainsboro:** Not Applicable **Vidalia:** Grades in all courses- 100% pass Research papers/case studies- 10 courses had research/case studies assignments Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings. Employer rating surveys- 100% participation and satisfaction Infection control deductions from	**In Community Dental Health, more hands on instruction was allocated to developing critical thinking skills necessary for completing testlets in Community Dental Health. A research article assignment was incorporated into a classroom session so that the instructor could work hands on with students to understand the different aspects of reviewing a research article.** **Several service learning projects were scheduled so students have the opportunity to collaborate**

				10 Instructor Evals by Students- minimum 85% positive required	assessment and debridement grade sheets- 95% compliance- 17 deductions noted	**with other healthcare students and professionals and provide access to care for underserved citizens in our service delivery area. Numerous secondary school visits and programs were incorporated into the curriculum so that students have the opportunity to provide oral health programs to secondary school students.**
				11 Instructor Evals by Dean- minimum 85% positive required	Quality assurance assessments- 90% compliance- 116 errors were noted	
				12 Instrumentation Practicum I-100% pass required	Quality assurance deductions from assessment and debridement grade sheets- 89% - 183 deductions noted	
				13 Instrumentation Practicum II- 100% pass required		
				14 Individual Competencies-100% pass required	Instructor evaluations by students- 97% positive	
				15 Mock National Board- minimum Score of 85% required	Instructor evaluations by dean- 100% positive	
				16 Mock CRDTS Board- Score of 85 or higher required	Instrumentation Practicum I- 100% pass	
				17 NBDHE 100% pass required	Instrumentation Practicum II- 100% pass	
				18 Graduate Exit Survey- minimum 85% positive required	Individual competencies- 100% pass	
				19 CRDTS- 100% pass required	Mock National Board- 100% pass	
				20 Retention Rates by Program Report- 70% Retention Rate	Mock CRDTS- 100% pass	
				21 Combined Placement Figures Report- 90% Placement rate	NBDHE- 100% pass	
					Graduate exit surveys- 100% participation and satisfaction	
					CRDTS- 100% pass	
					Retention- 67% retention	
					Placement- 100% placement	

Online:
Not Applicable

High School:
Not Applicable

Overall Analysis:
Students scored above the national average in the Community Dental Health discipline on the national board that indicated that students had a strong foundation and understanding of the dental hygienist's role in community oral health services.

The comments from patient surveys indicated that patients were very satisfied with the students' role in community oral health services. Several of the patients who completed the survey indicated that the services provided by the students not only improved their oral health but also enhanced their knowledge regarding oral hygiene, prevention, and self-care.

Based on feedback from the employer surveys, employers were impressed with the graduates' experiences with diverse populations such as Mercy Dental Clinic, Hispanic Mobile Dental Van, Toombs County Service Center, JOY Clinic, and Altrus. Employers indicated that the graduates' experience in providing community oral health services was an important factor in deciding to hire our graduates to

|					
				fill vacant positions in their offices. Graduates indicated on the graduate exit surveys that their role in community oral health was one of the most impactful aspects of the dental hygiene program. Graduates found it rewarding to collaborate with other healthcare students and professionals and provide oral hygiene services to underserved citizens in our local community.	
✏️❌	Dental Hygiene	To teach students to conduct critical reviews of current literature as a means of research and lifelong learning. (E.)	2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 20 Retention Rates by Program Report- 70% Retention Rate	**Swainsboro:** Not Applicable **Vidalia:** Research paper/case studies- 10 courses had research/case studies assignments Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings. Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and satisfaction Instructor evaluations by students- 97% positive Instructor evaluations by dean- 100% positive NBDHE- 100% pass Graduate exit surveys- 100% participation and satisfaction Retention rate- 67% retention **Online:** Not Applicable **High School:** Not Applicable **Overall Analysis:** Based on the assessment results, students were provided multiple learning experiences in research and case studies throughout the program. Based on student feedback from instructor evaluations by students and graduate exit surveys, students recommended adding additional active learning experiences to the curriculum. After analyzing the discipline breakdowns on the NBDHE, students scored above the national average in the Community Dental Health discipline on the national board which indicated that students had a strong foundation and understanding of research and current literature reviews. Students scored 2.88 standard deviation below the national average in the discipline of preventative agents, 1.24 standard deviation below the national average in cases, and 1.27 standard deviation below the national average in dental hygiene care.	**Research assignments and case studies were added throughout the curriculum to ensure students were provided additional real world learning experiences regarding the selection of preventative agents. These learning experiences also ensured that students understood the relevance of critically reviewing current literature and applying the knowledge gained from those reviews to make clinical decisions.** **Postgraduate rating surveys revealed that graduates were attending continuing education courses and incorporating best practices into their clinical practice.** **Interactive and peer-driven board review sessions were implemented. Based on the score breakdown of the NBDHE, disciplines in which the previous cohort scored lower in were selected as topics for the board review sessions. Students were assigned topics to study and required to complete the review questions in the board review textbook. After completing the review questions, students were required to go online and check their answers at the companion website. They were required to write rationales for every question that was incorrectly answered. In addition, each student was assigned to teach a study session. At the study session, the assigned student was required to conduct a 1 hour review and a 30 minute assessment of the assigned topics.** **A dentifrice and mouthrinse research assignment was added to enhance learning of preventative agents. Three fluoride activities and an index card game were implemented to enhance learning of systemic and topically applied fluorides. Additional case studies were assigned to enhance instruction in cases, preventative agents, and dental hygiene care.**

				Recent graduates of the dental hygiene program reported participation in continuing education and lifelong learning.	

| | | Dental Hygiene | To teach students to seek lifelong learning through continuing education courses on the latest products and developments in dentistry and medicine. (F) | **2 Research papers/case studies required in courses- 6 courses contain research or case studies**

4 Employer Rating Surveys- minimum 85% positive required

5 Postgraduate Rating Surveys- minimum 85% positive required

6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required

10 Instructor Evals by Students- minimum 85% positive required

11 Instructor Evals by Dean- minimum 85% positive required

15 Mock National Board- minimum Score of 85% required

17 NBDHE 100% pass required

18 Graduate Exit Survey- minimum 85% positive required

20 Retention Rates by Program Report- 70% Retention Rate | **Swainsboro:**
Not Applicable

Vidalia:
Research papers/case studies- 10 courses had research/case studies assignments

Employer rating surveys- 100% participation and satisfaction

Postgraduate rating surveys- 100% participation and satisfaction

Infection control deductions from assessment and debridement grade sheets- 95% compliance- 17 deductions noted

Instructor evaluations by students- 97% positive

Instructor evaluations by dean- 100% positive

Mock National Board- 100% pass

NBDHE- 100% pass

Graduate exit surveys- 100% participation and satisfaction

Retention rate- 67% retention

Online:
Not Applicable

High School:
Not Applicable

Overall Analysis:
Based on the assessment results, graduates reported attending continuing education courses related to new dental products and concepts.

Throughout the program, the curriculum was enriched with research and case study assignments that exposed students to the latest developments and products in dentistry.

Guest speakers deemed experts in their respective fields provided numerous educational programs and seminars to students while enrolled in the program.

Employer rating surveys indicated that employers were pleased with graduates' knowledge level regarding the latest innovations in dentistry. | **Additional research assignments and case studies were added throughout the curriculum to ensure students were provided relevant learning experiences regarding innovative advances in the dental hygiene field.**

Guest speakers in the dental field were scheduled to conduct seminars for students throughout the program to ensure students were provided current knowledge regarding the latest products and developments in dentistry and medicine.

Postgraduate rating surveys revealed that graduates were attending continuing education courses and incorporating best practices into their clinical practice.

Based on recommendations from graduates, the program created a guest speaker roster so that students could document seminars conducted by guest speakers and incorporate this information into their curriculum vitae assignment in Clinic Lecture IV. |
| | | **Dental Hygiene** | | | | |

| To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene. (A.) | 1 Grades in all courses- 100% courses passed with minimum grade of C

2 Research papers/case studies required in courses- 6 courses contain research or case studies

3 Patient Survey- minimum 85% positive required

4 Employer Rating Surveys- minimum 85% positive required

5 Postgraduate Rating Surveys- minimum 85% positive required

11 Instructor Evals by Dean- minimum 85% positive required

12 Instrumentation Practicum I-100% pass required

13 Instrumentation Practicum II- 100% pass required

14 Individual competencies-100% pass required

15 Mock National Board- minimum Score of 85% required

17 NBDHE 100% pass required

18 Graduate Exit Survey- minimum 85% positive required

20 Retention Rates by Program Report- 70% Retention Rate

21 Combined Placement Figures Report- 90% Placement rate | **Swainsboro:**
Not Applicable

Vidalia:
Grades in all courses- 100% pass in all courses

Research papers/case studies- 10 courses had research/case studies assignments

Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings.

Employer rating surveys- 100% participation and satisfaction

Postgraduate rating surveys- 100% participation and satisfaction

Instructor evaluations by dean- 100% positive

Instrumentation Practicum I- 100% pass

Instrumentation Practicum II- 100% pass

Individual competencies- 100% pass

Mock National Board- 100% pass

NBDHE- 100% pass

Graduate exit surveys- 100% participation and satisfaction

Retention rate- 67% retention

Placement- 100% placement

Online:
Not Applicable

High School:
Not Applicable

Overall Analysis:
Based on the NBDHE Profile Report, the overall scale score of graduates was 0.79 standard deviation above the national average. This report indicated that graduates were comprehensively prepared and competent in the arts and sciences pertinent to dental hygiene.

After analyzing the breakdown of the individual disciplines in the profile report, the following disciplines had scores below the national average: anatomic science, physiology/biology/nutrition, microbiology/immunology, pathology, dental hygiene care, periodontology, preventative agents, professional responsibility, and cases. | In order to enhance performance in the disciplines that ranked below the national average on the NBDHE, several enhancements in the curriculum occurred.

In Preclinic lecture and clinic I lecture, students were assigned chapters in the workbook that correlated with the chapters covered in class. These assignments fostered accountability for students to study and read the assigned chapters and enabled them to ask questions if any concept was unclear. Additional communication scenarios were assigned to help students think about the scenario and write how they would communicate each condition or problem to a potential guardian, patient, instructor, or dentist.

Critical thinking practice questions were incorporated into biochemistry and nutrition so that students could practice board style questions that foster the development of critical thinking skills and test-taking skills.

A new textbook was adopted in pathology that included numerous color photographs of lesions and condition, case studies, synopsis tables, practice study questions, and a vocabulary section with definitions at the beginning of each chapter. An interactive index card game was also added to the pathology course. Each index card was labeled with an oral pathology condition or disease. The student gave one-word clues to the class so that other students could identify the condition or disease.

A new textbook was added to periodontology that included case scenarios, dental hygiene consideration, practice study questions, and clinical notes. Students were also issued workbook assignments that correlated with classroom instruction as a means of ensuring students had read and studied the material prior to class. In an effort to prepare students for clinic chart review and patient assessment, an additional assignment was added that required students to complete a dental hygiene care plan and an oral hygiene instruction skill evaluation form for each patient case study assigned from the case studies textbook. |

					Based on the score breakdown of the NBDHE, the disciplines with lower scores were selected as topics for the board review sessions. Students were assigned topics to study and required to complete the review questions in the board review textbook. After completing the review questions, students were required to go online and check their answers at the companion website. They were required to write rationales for every question that was incorrectly answered. In addition, each student was assigned to teach a study session. At the study session, the assigned student was required to conduct a 1 hour review and a 30 minute assessment of the assigned topics.
📝❌	Dental Hygiene	The dental hygiene program will graduate 70% of the students that are granted admission into the program.	20 Retention rates by program	**Swainsboro:** Not Applicable **Vidalia:** 67% retention for class of 2019 **Online:** Not Applicable **High School:** Not Applicable **Overall Analysis:** Twelve students were accepted into the cohort. Three students quit due to personal issues. Two students failed a course and were unable to progress in the program. As compared to the retention rate of the class of 2018, the retention rate for the class of 2019 improved from 59% to 67%.	Faculty utilized numerous retention strategies. Students who scored below 70 on any examination were required to write rationales for all questions answered incorrectly. Students were required to organize assignments on a calendar to assist with time management skill development. Learning style inventories were collected and discussed with the new cohort of students. Suggestions for effective study methods were reviewed during the study skills workshop. Handouts were provided to help students understand and work through the different "question types/stems" that may appear on examinations and the national board. Students were required to write on their exams to help them focus on test taking strategies and foster critical thinking. Students were given a "Grit Quiz" to measure their level of grit. Passion and perseverance were discussed. Class Preparation Assessments were conducted to ensure students were reading assignments and preparing for class/clinic as indicated on the lesson plans. As a result of these initiatives, retention in the new cohort of students has improved.
				Swainsboro:	

[edit][delete]	**Diesel Technology**	**Graduating DIET students will demonstrate knowledge of diesel tech skills by successfully completing the Diesel Equipment Technology comprehensive Capstone Exam.**	**Diesel Equipment Technology Program Truck Specialization Diploma Capstone Exam** **The comprehensive exam is 100 multiple choice questions which includes 10 questions from each course plus 20 questions from DIET 1010 and DIET 1030.** **The exit exam will count 10% of the total grade for the final course. All students are expected to score a minimum of 70%.**	**Vidalia:** **Online:** **High School:** **Overall Analysis:**	
[edit][delete]	**Diesel Technology**	**90% Graduation/Completion Rate**	**KMS Graduate Reports**		
[edit][delete]	**Diesel Technology**	**100% Placement**	**KMS Placement Reports**		
[edit][delete]	**Distance Education**	**Faculty teaching online and hybrid courses will be satisfied with the training available to improving their online/hybrid courses.**	**Annual Survey of Online/Hybrid Faculty--90% satisfaction rate**	36 out of 36 (100%) of faculty completing the survey were satisfied with the training provided to increase their knowledge and skills to improve their online and hybrid courses. The goal was exceeded due to the effective training opportunities that were provided. During AY 2019, 11 instructors received GVTC Blackboard Essentials/19 hour training course certification. STC Point of Contacts (POCs) provided Blackboard Grade Push Training on three separate days in September 2018. GVTC provided many webinars for all faculty, and POCs provided individual help as needed. Blackboard training was held for adjunct and new faculty during Faculty Development in August 2018.	**Although the goal was exceeded, only 36 out of 45 (80%) instructors completed the survey. Increased participation will be encouraged in 2020.**
[edit][delete]	**Distance Education**	**Southeastern Technical College will have a school-wide Ally score of 85% or higher on Master Courses.**	**Ally accessibility report for Southeastern Technical College**	Southeastern Technical College had a school wide accessibility score of 96% on course masters; therefore, the goal was exceeded. The increase in the accessibility score for the college can be attributed to instructors being able to run their own Accessibility Reports within each of their Blackboard masters and courses. In the past, the Points of Contact had to run the reports for instructors. Now instructors can run the report whenever they want and can correct issues immediately. POCs are also continuing to work with faculty one-on-one to help increase their scores.	**Improvements in accessibility are still needed. Accessibility in third party resources continues to be problematic for some areas as all of the content isn't accessible. Instructors are having to ask the publishing companies to provide accessible replacements or ask permission to make the changes that are needed, or simply not use the third party resource at all.** **Beginning Spring Semester 202014, the Accessibility tool will automatically be in every course under Course Tools.** **A goal will be added to**

				Spirit 2020 to also measure Ally scores for CRN courses.
📝❌	Distance Education	**Southeastern Technical College will have a college wide attrition rate of 5% or lower in online courses for AY 2019.**	**GVTC Online Attrition Rate Report for AY 2019**	Southeastern Technical College had the following online attrition rates for AY 2019: 201912--3.7% and 5th lowest rate of all TCSG colleges; 201914--2.8% and 6th lowest attrition rate of all TCSG colleges; 201916--3.7% and 5th lowest of all TCSG colleges. The goal was met.	**Retaining students is always a work in progress.**
				This rate was achieved because of the Blackboard training and support that is provided to faculty and students. Research shows that students tend to withdraw from online courses because their expectations are that online classes are easier. Students may also lack the motivation needed to meet strict deadlines on their own or they lack the academic and technology skills needed to be successful. The Blackboard Orientation informs students of the requirements and expectations of taking online classes.	**POCs will provide continuous training for faculty throughout AY 2020.** **All full-time and adjunct instructors will be required to complete Blackboard training through an assigned mentor, with a POC, or GVTC's online Blackboard training course.** **Instructors will be reminded to maintain communication with online students, use TEAMS to report students who are struggling academically, provide resources to help students be successful, and make online course instructions clear and explicit.**
📝❌	Distance Education	**100% of full-time and adjunct faculty teaching online and/or hybrid courses will complete the necessary training (approved online training through GVTC, webinars, videos, mentor training, training by STC POCs) to receive Blackboard Certification of Training**	**Certificate of Training issued by GVTC and/or POCs at Southeastern Tech**	52 out of 54 (96%) of online and hybrid faculty teaching in AY 2019 have received Blackboard certification (either BB Essentials or Mentor Led). Both of these instructors teach hybrid and use a master that was created by a Blackboard certified full-time instructor. Although the goal of 100% wasn't met, 96% is exceptional considering how many adjunct are hired to teach at the last minute.	**The two instructors who do not have a certificate on file are adjunct. One instructor is almost finished with the 19 hour Blackboard Essentials training and the other instructor is receiving training from her mentor. Both will have the Blackboard certification in Fall Semester 202012. The Blackboard Points of Contact along with the Deans of Academic Affairs will be proactive in seeing that new hybrid and/or online instructors receive Blackboard training.**
📝❌	Early Childhood Care and Education	**The grade distribution will be comparable for the online and traditional ECCE 1101 class**	**Grade Distribution Report and Course Evaluation Results**	Swainsboro: N/A Vidalia: N/A Online: ECCE 1101 was taught online three semesters during FY 2018-2019. Fall semester there were six A's, four B's, and three F's. Spring semester there were three B's and two C's. Summer semester there were one A, three B's, and one F. High School: N/A	**Instructors will provide students with helpful hints on balancing work and school, and also time management techniques.** **Instructors will work closely with students during advisement and discourage students from taking too many classes when they have a family, work full-time, and go to school.** **Instructors feel there are additional strategies that can be used: give more time in class to work on assignments, have a weekly check-off list where students have to show the instructor what work has**

				Overall Analysis:	been completed, and

	Program	Objective	Means of Assessment	Results	Use of Results
				Overall Analysis: ECCE was taught online during FY 2018-2019. With the rate of students who passed for online class being 82 percent. The rate of those who passed the the traditional face-to-face class being 93 percent FY 2017-2018. The online instructor decided that more frequent reminders of upcoming assignments and tests will be given in the on-line classes. Also, providing the the information via the auditory route rather than students learning the information on their own without hearing an explanation. The instructors agreed in offering traditional and online class more frequent. A new instructor was hired and both instructors will ensure face to face and online are offered yearly.	**been completed, and provide additional lecture/assignments for selecting Developmentally Appropriate Practices and age appropriate activities. Also, both instructors will ensure face to face and online are offered yearly.**
✏️❌	**Early Childhood Care and Education**	**Increase the retention rate in the ECCE program by 10%.**	**Grade Distribution Report Sign In Sheets for the students who attend the study sessions and participate in the review of the test. DC 231 Retention by Program by Home Campus**	**Swainsboro:** Retention Rate in the ECCE program by 5% FY 18 Diploma 100% FY 19 Diploma 50.0% Degree 100.0% **Vidalia:** Retention Rate in the ECCE program by 5% FY 18 Diploma 57.1% FY 19 Diploma 50.0% Degree 75.0% **Online:** N/A **High School:** N/A **Overall Analysis:** The Vidalia and Swainsboro Campus had a small decrease and did not meet the goal. The Vidalia campus had more students obtain employment and left program to go to work. Text books cost seem to affect retention rate. the online syllabi enabled students to check book prices at lower costs Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.	**The ECCE instructor contacted the students and inquired as to the reason in leaving the program.** **The reasons included: cost in text books, personal finance, returned to full time employment, owed the college monies, and employer only wanted the student to receive their TCC.** **The instructor had looked at the cost of the text books to see if a lower cost book is as adequate. Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.** **The STC Foundation contributes small amounts of monies to students who qualify. The students may also qualify for scholarships offered by the college.** **The instructor is also looking at increasing the night program to assist the students who work during the day.**
✏️❌	**Early Childhood Care and Education**	**Eighty percent of the ECCE graduates will be placed in-field.**	**Combined Placement Figures Report provided by Career Services.**	**Swainsboro:** TCC: 100% Diploma: 100% Degree: 100% According to the infield placement reports of Southeastern Technical College for FY16:	**Instructors worked diligently assisting ECCE students to be placed in field related jobs.** **Instructors have contact with various employers which continues to be strengthened in the respective communities**

				Total: 88.6%	**which assists our students.**
				Vidalia: TCC: 100% Diploma: 100% Degree: 100% According to the infield placement reports of Southeastern Technical College for FY16: Total: 88.6%	**Employers and ECCE Advisory Committee members constantly let us know their needs and how we can benefit the community with our ECCE program.**
				Online: N/A	
				High School: N/A	
				Overall Analysis: Note: (Placement is reported on a one year lag; therefore, AY 2018 Placement is reported for AY 2018 100% total placement - exceeded the 80% benchmark	
	Early Childhood Care and Education	**Increase enrollment in the ECCE program by 5% over previous FY.**	**Southeastern Technical College Enrollment Report**	**Swainsboro:** Swainsboro Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 0 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 13 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 17.	**Instructors utilized the contact list provided by STC Student Affairs, and worked with Public Relations to advertise the program.** **Social media will be applied to reach potential students in the future.** **In addition, instructors will inform the advisory committee and child care providers of the improved credentialing requirements, online classes, and TCC's offered by STC.** **The TCCs and certain ECCE classes will be specifically targeted since they can be completed online**
				Vidalia: Vidalia Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 3 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 10 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 26	
				Online: N/A	
				High School: N/A	
				Overall Analysis: Swainsboro campus met the goal of 5% increase in the TCC's and diploma but not in the degree The Vidalia campus had a minimum goal increase of 5% in the TCC, maintained equality in the degree but not in the diploma	
	Early Childhood Care and Education	**Increase the number of graduates for each program by 5%**	**Combined Placement Figures Report**	**Swainsboro:** FY 18 13 Graduates FY 19 31 Graduates	**New students are encouraged to take a full load if not working.** **Vidalia and Swainsboro had an increase in the number of their night students which assisted in**

				FY 19 Swainsboro: 106% increase	the increase of the graduation rate
				Vidalia: FY 18 17 Graduates FY 19 37 Graduates Vidalia: 117% increase	
				Online: N/A	
				High School: N/A	
				Overall Analysis: Vidalia and Swainsboro had an increase in the number of their night students which assisted in the increase of the graduation rate	
📝❌	Electrical Systems	Maintain a >90% retention rate	TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students DC 231 Retention by Program by Home Campus	**Swainsboro:** Not offered on Swainsboro campus **Vidalia:** Vidalia campus had 100% retention rate for FY 2019 **Online:** Not offered online **High School:** Not offered on high school campuses **Overall Analysis:** The electrical program has maintained a retention rate >90% for FY 2018 and FY 2019	Work with individual students and adjust schedule as necessary to accommodate their needs.
📝❌	Electrical Systems	ELTR students will score at or above the STC projected average score of 88.2% on the ELTR Program Capstone/Exit Exam.	ELTR Program Capstone/Exit Exam Scores - Tracking System 📄 **ELTR1180_ExitExam_HandsOn_CheckSHeet.pdf**	**Swainsboro:** Not offered on the Swainsboro campus **Vidalia:** Seven students completed the exit exam with an average score of 89.29%. This an increase over FY 2018 which the average score was 79. **Online:** Not offered online **High School:** Not offered on high school campus **Overall Analysis:** There was an 10 point increase in average form FY2018 to FY 19	Instructors worked on increasing the scores by incorporating more practice time before capstone exam.
📝❌	Electrical Systems	Increase Electrical Systems enrollment by 10% over the previous fiscal year.	Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	**Swainsboro:** Not offered on the Swainsboro campus **Vidalia:** FY 2019 18	Electrical faculty will follow the enrollment management plan and ensure prospective students are contacted in a timely manner. Promoted Electrical program via SkillsUSA and various community service

				Online:	projects
				Not offered online.	
				High School: Not offered on high school campus	
				Overall Analysis: The enrollment was unchanged from FY 2018 to FY 2019.	
![edit][delete]	Electronics Technology	**Students will be ESA-4 Certified in Digital Circuits.**	**CAPSTONE Exam - ISCET Certification Exam: ESA-4 (Digital Circuits)** **Students are required to score >=70% on this exam to qualify for graduation from the programs.** **Students that score <70% on the exam recieve a zero for their final exam score, fail the course, and are required to retake the course.** 📄 **FY2019_ELCR_CAPSTONE_Exam_Results.pdf**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** For FY2019, eight (8) students took the ESA-4 Exam. All eight (8) of these students scored >=75% on the exam in their first attempt, successfully completed the CAPSTONE course, and received their ESA-4 certifications. Overall, the students are acquiring the knowledge necessary to attain ESA-4 certifications. FY2019 data show expected student performance in the Basic Theory and Digital Theory categories, with continued excellent performance in the digital Math category. The Troubleshooting and Use of Equipment categories need improving to match employer expectation. The Devices and Circuits category has dropped off to a recent low and needs attention.	**For FY2020, the instructor will increase emphasis in the Trouble-Shooting and Use of Equipment categories to better meet employer expectations, while maintaining and/or improving the other category performances.**
![edit][delete]	Electronics Technology	**Maintain a less than 10% course attrition rate for all electronics program students.**	**KMS report LB 177 Course Attrition by Program** 📄 **AY2019_ELCR_Program_Course_Attrition_Rates.pdf**	**Swainsboro:** **Vidalia:** AY2019 Results: Electronics Technology Degree (ET13) Attrition Rate was 0%. Electronics Technology Diploma (ET14) Attrition Rate was 0%. **Online:** **High School:** **Overall Analysis:** The Attrition Rate computations are done by the number of students in a program who dropped all of their classes during a term divided by the start enrollment for the program for that term. The goal is to maintain a Course Attrition Rate of <10% for all programs. The Electronics Technology Degree and Diploma programs have maintained a Course Attrition Rate of less than 10%	**In FY 2020, we will use the current annual schedule for Electronics course offerings.** **We will also continue to support and encourage student study groups within the Electronics courses.** **We will continue to keep the lab(s) open to students while not being used by course instruction.**

					for the past five Academic Years.
[icons]	Electronics Technology	**Maintain a >90% retention rate for the Electronics Technology Degree Program (ET14)**	**TCSG Data Center Report TECO200, Retention Rate by Program** **TCSG Data Center Report DC 231, Retention by Program by Home Campus** 📄 **AY2019_ELCR_Retention_Report.pdf**	**Swainsboro:** **Vidalia:** AY 2019 Results: Electronics Fundamentals Diploma (EF12) No Data Available for AY2019 Electronics Technology Degree (ET13) Retention rate of 0.0% (0/1) Electronics Technology Diploma (ET14) Retention rate of 60.0% (3/5) All Electronics Programs Retention rate of 50.0% (3/6) **Online:** **High School:** **Overall Analysis:** The Retention Rate percentages are computed by the number of cohort classified students that either graduated from or are enrolled for one semester in any TCSG/USG college for the current academic year divided by the number of cohort students that were so classified in the previous academic year. The metric essentially tracks how many students that began in an Electronics program are still enrolled in any program or graduated from any program within TCSG/USG colleges. For the past four Academic Years, the All Electronics Programs metric has fallen below the target rate of 90% student retention. With a low total cohort student count (6 in the case for AY2019), even one student dropping out of college represents a 16.7% reduction in retention rate.	**For FY2020, we will offer Electronics courses according to the yearly schedule of course offerings. We will encouraged students to attend tutoring sessions related to Core Curriculum classes. We will initiate and support student led discussions and study groups for Electronics and General Education courses.**
[icons]	Electronics Technology	**Maintain total enrollment in the Electronics Programs at a level conducive to the amount of laboratory equipment available to insure student learning. Target level of average students per term over the fiscal year is between 20 and 30.**	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet. 📄 **FY2019_ELCR_EnrollTerm_Report.pdf**	**Swainsboro:** **Vidalia:** As shown in the Enrollment by Program per Term tracking plot, there continues to be a drop-off in enrollment during the Summer semester. This is related to reasons such as students wanting or expecting time off during the year, the duration of the term (only 9-weeks) which makes some courses difficult to complete with a full load, job requirements, and/or the student doesn't need classes that semester to complete their program in a timely manner. **Online:** **High School:**	**Participated in trip to Germany to study the success of their internship programs and career paths for their high school students. We are currently working with state agencies and local manufacturers to implement and expand their internship opportunities, including modification to the Electronics Field Occupation Speciality to include internships with these manufacturers.** **These opportunities along with the existing career pathway(s) will be presented to and discussed with local high school students during the next fiscal year.** **We will participate in all STEM activities at the high school and middle school levels.**

				Overall Analysis: Average student enrollment per term for FY2019 dropped to 16.66 students which is below the acceptable range for the available training equipment at STC and for one full-time advisor/instructor. The enrollment in Electronics programs continues to decline. Part of this decline is due to the fact that a large percentage of siblings of retiring technical workers from the facilities have already enrolled and/or completed their programs.	
🖊❌	**Electronics Technology**	**85% of graduates will be employed.**	**KMS Placement Report TEC0112** **Placement is reported on the previous academic year.** 📄 **AY2018_ELCR_Program_Placement_Rates.pdf**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** The TEC0112 Placement Rate by Program report accounts for the employment status of all students who have completed a program during that Academic Year. This includes both in-field and out-of-field job acquisition by the program graduates. The benchmark was changed from a Fiscal Year tally to an Academic Year tally during calendar year 2014. The target for this benchmark is >85%. The ET13 Degree programs placement rate dropped to 75% for the AY2018 graduates following a 5 year steady placement rate of 100%. The AY2018 placement rate is below the target rate of >85%. There were no graduates from the Electronics Technology (EF12) Diploma program in AY2018. There were no graduates from the Electronics Technology (EF14) Diploma program in AY2018.	**For FY2020, the Electronics Advisor and Instructor will refer students to the Career Services Director/Coordinator prior to graduation for assistance with preparing resumes.** **We will inform students of job sources on the web.** **We will increase the effectiveness of our relationships with the three main employers with which we have been placing successful entry level employees.** **We will create and develop alliances with all other area employers and advisory committee members to facilitate referral and subsequent placement of students after graduation.**
🖊❌	**Fish and Wildlife Management**	**80% Retention of students starting the FWMT program will complete requirements for graduation from the program.**	**Intranet Retention Rates by Program Report KMS Report Attrition Rate by Home Campus and Program FY 2019 DC 231 Retention by Program by Home Campus**	The retention rate was 75% as reported by the Retention Report. The goal of 80% was not met for 2019. There were 4 students in the cohort and 3 were retained (75%). Two students graduated (50%) and 1 student enrolled in a USG college (25%). It was discovered that many FWMT students did not take FWMT 1000 Introduction to Wildlife Management their first semester attending. Several students did not take this class until their third semester. Although FWMT courses do not have prerequisites, FWMT 1000 should be taken early on since it is the introductory course for the program.	**The retention rate can be met in 2020 by considering several factors. A crucial factor will be the goal of STC offering associate degrees for FWMT. Sturgis feels this will increase the strength of this program and offer students more options to stay at STC. A possible articulation agreement with East Georgia State College would also be a great benefit to the FWMT program at STC. This would allow students to receive their 2 year degree from STC, then continue their education towards a Bachelor's degree. Sturgis has reviewed all student files from 2019. Two trends became obvious; 1.Some students had not finished their diploma in a timely manner, and 2. some**

					students had avoided taking the basic math and English in their first year. Sturgis will seek to improve this objective in the following ways for 2020 by; 1. Emphasize to students the importance of completing their diploma on a reasonable time schedule, 2.stress the importance of taking the basic foundational courses during their first year (basic math, English, college foundations, and interpersonal relations, and offering FWMT 1010 during fall and spring semesters), 3. Keeping great lines of communication open with students during and after graduation)and 4. keeping excellent records on students for future data. Keeping a great relationship and lines of communication open with students should prevent students from not completing the program in a timely manner, as well as data collection after they graduate. An important factor that comes into play as well, is that many students do work, while taking classes. Classes can still be strategically planned where the time is used effectively. Most students prefer morning classes, and they work in the afternoon. This is a trend Sturgis has noticed. Sturgis feels all students should complete their program and graduate in a timely manner, while considering their specific individual needs and goals.
📝❌	**Fish and Wildlife Management**	**85% of graduates will be employed. 1 non traditional student will be employed in field.**	**KMS Placement Report** **Placement is reported on the previous fiscal year.**	**Swainsboro:** The 2017 Placement Report shows 2 students reporting job data, and both were employed in their field of study. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** The 2017 Placement Report shows 2 students reporting job data, and both were employed in their field of study. Sturgis has recently had 2 students employed with in their field; one in DNR Parks Services and the other with the Georgia Forestry Commission. Sturgis was recently contacted by Magnolia Springs State Park about a job opportunity, etc....	**Sturgis stresses that if you keep a good relationship and thru open communication skills, you will know where your students are working. Sturgis has 2 students working in the related field right now. They had positions prior to finishing the program. You can improve through great networking skills and great relationships with various venues as DNR, GA Forestry Commission, The Nature Conservancy, GA State Parks Service, etc... Sturgis is called often as job openings occur.**
📝❌	**Fish and Wildlife Management**	**Increase enrollment by 10% over previous fiscal year**	**Enrollment Management Report HC135.**	Based on Enrollment Report HC135, the FWMT program had the following enrollment.	**Instructor will visit middle school and high school to promote the program; participate in all high schools and career fairs;**

				Fall 201912--19 students compared to 20 students in 201812. This is a decrease in enrollment of 5%. Spring 201914--15 students compared to 15 students in 201814. Enrollment stayed the same even with a new instructor starting in Spring 2019. Note--Jill Lehman retired in December 2018. Summer 201916--9 students compared to 10 students in 201816. This is a decrease in enrollment of 10%. There is an expected drop in enrollment in relation to any transition, including a new instructor. Summer semester generally sees a drop in enrollment for most programs as some students take off summer semester to take care of their school aged children who are out for the summer.	**continue involvement in FFA career development events.** **A new FWMT instructor was hired in December 2018. Sherry Sturgis has a master's degree that will meet COC accreditation faculty credentialing requirements so that an associate degree can be offered for the FWMT program (wildlife management and conservation law). The previous instructor did not have a master's degree. Members of the advisory committee reported that students need at least an associate degree to work with DNR. Adding an associate degree will generate student interest and increase enrollment. All technical programs have been undergoing a curriculum review in 2019, so new program requests have been put on hold. However, STC is very hopeful that an associate degree can be added by Fall 202112.** **STC will look into articulation agreements with East Georgia College. Sherry Sturgis will continue to network with all involved and push for the associate degrees needed. Sturgis will also keep a constant check on now prospect students and encourage them and invite them to visit the program as soon as they express interest.**
🖉❌	**Fish and Wildlife Management**	**FWMT student will accurately collect soil samples and interpret the soil report in order to formulate the appropriate soil amendments to produce optimum wildlife forage.**	**FWMT Program Capstone Exit Exam** **Students must score a minimum of 80. FWMT 2020 Habitat Manipulation capstone course grading rubric:** **1. Accurate soil sample which includes grid set-up, sample depth, technique, data, label, 15 points** **2.Interpretation of Soil Sample report, 10 points** **3. Amendment recommendations. 15 points** **4. Define objective for food plot: Attractant, nutrition, harvest, fall/winter, spring/summer. 10 points 5. Prescribe appropriate crop. 10 points.** **Students must collect soil samples, interpret soil reports, and prescribe appropriate fertilizers/amendments. Each food plot has an objective: attractant, nutrition, harvest, fall/winter, and spring/summer.** **Students must be able to formulate the amendments for the appropriate crop and food plot objective.**	The average score for the 7 students in the course was an 85 on the exit capstone exam. All students scored above the minimum requirement to pass the course. Students scored above 85 on all lab assignments except those with basic math calculations and critical thinking skills. These grades were in a range of 70-80. Many students either skipped over and did not do the test questions which involved math or they did not get the questions correct. I see an overall weakness in basic math calculations and conversion skills. This was also true for questions that involved critical thinking skills. Students were not making all of the necessary connections in relation to the needs of plants and optimum growth or why applying lime was necessary.	**The results will be used as a tool for improvement for a management plan in the year 2020.** **As a whole,student performed very well in labs when they were involved in "hands on" activities, such as taking soil samples, or plowing the site. A weakness trend was seen in labs where students had to use basic math calculations, such as determining the size of the field or converting feet to acres. Students were also weak on questions on tests and labs where they had to use more critical thinking skills and those questions involved in basic Chemistry. An example may be, they could tell you the names of the nutrients involved; Nitrogen, Phosphorus, etc... but in lab, students were not making a connection on why a certain nutrient may be lacking. They were not thinking about what factors could have had an impact on growth.**

					Improvements can be made in 2020 by; 1.Giving more emphasis and practice in basic math skills. For example, expecting students to measure the plot size and calculate the size of the plots, and working basic calculations in feet to acres. 2. Incorporating more basic Chemistry. Expecting students to research and understand the nutrients and the impacts they have on various crops, 3. Expecting students to once again use math skills to calculate the required fertilizer or lime amount needed for the plot site, 4. Using two small plots to show variation in factors, students can visually see the differences.
					This site is a 5 acre field located at Sturgis Farms and Vineyards. The new students in Equipment Use class are now harvesting the corn that was produced from the Spring 2019 planting. I hope to improve the goal by allowing the new students coming in Fall semester to work at this same site and prepare food plots in the Equipment use class as well. Here they will not only learn about and work with/on equipment, but they will have added work in the field prior to the habitat manipulation course in the Spring. I want the new students coming in to the program to have as much experience as possible in the field. We can accomplish this by using a plot site in which we use often as a continuous rotation throughout the year and allow the students participation of all decisions and management of this site. This site can be used for many wildlife classes, such as Ornithology, Wildlife Techniques, Terrestrial Ecology, and Mammalogy, etc.
📝❌	**General Education & Learning Support: English**	**Student retention will increase by 10% in English classes.**	**Compare and contrast retention data from FY 2017 to FY 2018.**	Swainsboro: For the year 2018-2019, ENGL 1101 had a retention rate of 85%. ENGL had a retention rate of 95%. Most students who begin the courses are completing the course as well. Very few students drop the course.

Vidalia: The average retention for fall, spring, and fall was 90% for ENGL 1101. For the year 2018-2019, the retention for ENGL 2130 was 80% Most students who begin ENGL 2130 on the Vidalia campus are completing the course. | **The percentage for retention was reported by teachers who teach courses with an ENGL prefix. The numbers include ENGL 1010, ENGL 2130, and ENGL 1101. A comparison of retention in 2017-2018 to the rates in 2018-2019 are similar. There was not a decrease in retention.**

In the future, the dual enrollment numbers should be separated from the student population. Using this data, there is an emphasis on raising the pass/fail rate along with keeping students in the course. |

				Online: Online is included in the numbers for Swainsboro and Vidalia campuses. **High School:** Dual enrollment numbers are included in the retention rates for both campuses. **Overall Analysis:** The retention percentages seem to be high for both campuses and have remained constant when comparing retention rates from 2018 to 2019.	
✎❌	**General Education & Learning Support: Mathematics**	**Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.**	**Final Rosters (at the end of each term - Grade Distribution Report)** **70% or higher is an acceptable level.**		
✎❌	**General Education & Learning Support: Mathematics**	**Degree Students successfully completing MATH 0090 will successfully complete MATH 1111.**	**Letter Grade for MATH 1111.** **A grade of A, B, or C signifies successful completion for a cohort of Learning Support students followed from Learning Support Math to their program level math course.**		
✎❌	**General Education: Psychology**	**To improve the retention rate in COLL 1000, PSYC 1101, PSYC 1010, PSYC 2103 and EMPL 1000.**	**All students will be calculated every semester of who exempts the final exam.**	**Swainsboro:** FY: 2019 Leisa- 36.75% COLL, 33% PSYC 1010 50% EMPL 1000: 43.75% PSYC 1101 **Vidalia:** FY: 2019 David- 65% COLL 1040, 22% EMPL, 100%PSYC 1010, 90% PSYC 1101. **Online:** FY: 2019 Online: N/A **High School:** FY: 2019 23 high school... 92% exempt the final exam for high school. **Overall Analysis:** FY: 2019 EMPL 1000 36 % exempted the final exam PSYC 1010- 66.5% exempted the final exam COLL 1040- 50.87% exempted the final exam PSYC 1101- 66.87% exempted the final exam	**For FY 2020, after evaluating the data, the mini-mester classes excelled in the retention efforts. More 10 week classes will be converted to mini mester classes to assist with increasing retention.** **Also, after evaluating the data, mid morning and afternoon classes do far better with retention efforts than early morning classes. Currently, we are not giving any 8:00 classes to assist with this goal**
✎❌	**Library Services**	**Conduct database maintenance post ALMA conversion**	**number of deleted titles**	**Swainsboro:** **Vidalia:** **Online:** **High School:**	**By maintaining the library database, it helps users discover information easier.**

				Overall Analysis: Deleted 2,919 items from the library database	
[edit][delete]	**Marketing Management**	**Increase enrollment by 15% for the Marketing Management program.**	**Registration numbers as provided on the intranet.**		
[edit][delete]	**Marketing Management**	**Increase graduation rate by 10%.**	**Graduation Data.**		
[edit][delete]	**Medical Assisting**	**100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 430.**	**AAMA Certified Medical Assistant examination report.**	**Swainsboro:** 66.67% pass rate 3 students have taken exam. 2 students passed exam. 1 students failed the exam. 1 students waiting to take the exam. **Vidalia:** 88.89% pass rate 9 students have taken the exam. 8 students passed exam. 1 students failed the exam. 3 students waiting to take the exam. **Online:** NA **High School:** NA **Overall Analysis:** 83.33% pass rate overall 12 students have taken exam. 10 students passed exam. 2 students failed the exam. 4 students waiting to take the exam.	**Exam pass rates will be updated as they come in. All graduates took MAST 1010 in the classroom.**
[edit][delete]	**Medical Assisting**	**MAST will meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate placement. (>=70%).**	**Placement Data Report** **MAERB tracking tool**	**Swainsboro:** 4/4 graduates or 100%were positively placed in medical assisting positions. **Vidalia:** 11/12 graduates or 91.6%were positively placed in medical assisting or related field positions. **Online:** NA **High School:** NA **Overall Analysis:** 15/16 graduates or 93.75% were positively placed.	**93.75% of graduates from this cohort have been positively placed in medical assisting or related positions. This is very exciting for the program to have this high a percentage placed within 2 months of completing the program.**
[edit][delete]	**Medical Assisting**	**Meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate/awards. (Goal of 15 per campus)**	**Graduate Data Report**	**Swainsboro:** 4 graduates **Vidalia:** 12 graduates **Online:** NA	**The number of graduates for FY 2019 was up from FY 2018 by 3 graduates.** **Each year there are fluctuations in graduates from the program. The were significantly fewer students enrolled on the Swainsboro campus in FY 2019, but the number of students enrolled in FY**

	Program	Goal	Measure	Results	Analysis
				High School: NA	**2020 has increased.**
				Overall Analysis: Based on the graduate data report for FY 2019, the Medical Assisting program had 16 graduates	
	Medical Assisting	**MAST will maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)**	**Registered count by major report.**	**Swainsboro:** Please see overall analysis. **Vidalia:** Please see overall analysis. **Online:** NA **High School:** NA **Overall Analysis:** The registered count by major report for the Medical Assisting Diploma,Medical Administrative Technician Certificate, and Health Care Management Degree for FY19 totaled 894 students. Breakdown as follows: 201912 - 25 MA, 21 MAT, & 264 HCM; 201914 - 21 MA, 30 MAT, and 311 HCM; 201916 - 18 MA,34 MAT, & 170 HCM.	**The program group exceeded the goal of 200 with 894 students. The MA program saw a few more students each semester, with the largest increase in the HCM (Health Care Management) program grouping.**
	Medical Assisting	**Medical Assisting students will demonstrate proficiency in medical assisting.**	**MAST 1180 - Capstone Medical Assisting Exam - score at or above 430 [(125/200)x1000-200]**	**Swainsboro:** 3 students showed at 0-33% increase. 1 students showed a 34-66% increase. 0 students showed a 67-100% increase. 0 students showed a greater than 100% increase. **Vidalia:** 3 students showed at 0-33% increase. 5 students showed a 34-66% increase. 4 students showed a 67-100% increase. 0 students showed a greater than 100% increase. **Online:** NA **High School:** NA **Overall Analysis:** 16 students in FY18 with 16/16 passing the Capstone exam with a 430 (63%) or better. Students are given a practice Capstone exam at the beginning of each semester, which shows increase in the scores over the semester.	**All of the students demonstrated proficiency in medical assisting by passing the Capstone exam with at least a score of 430(63%).** **All of the students had an increase in score from taking the pretest Capstone at the beginning of the semester to the end of the semester Capstone exam.** **Instructors will continue to give practice exams to improve the student performance to better prepare each one for the CMA exam.**
	NCCE Ind Elect Sys & Maintenance Technician	**Maintain a >90% retention rate**	**TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students DC 231 Retention by Program by Home Campus**	**Swainsboro:** 100% Retention Rate **Vidalia:** Not offered on Vidalia cAmpus **Online:** Not offered online	**Offer classes for students at different times to accommodate student schedule.**

				High School: Not offered at high schools **Overall Analysis:** The program had a 100% retention rate.	
📝❌	NCCE Ind Elect Sys & Maintenance Technician	Maintain a less than 10% course attrition rate for all electronics program students	KMS report LB 177 Course Attrition by Program	**Swainsboro:** NCCER Indust Elec & Maint Tech 6.2% Attrition Rate. The NCCER Industrial Maint Tech 0% Attrition Rate **Vidalia:** Not offered on Vidalia campus **Online:** Not offered online **High School:** Not offered in high schools **Overall Analysis:** NCCER Industrial Electrical & Maintenance Tech program began with 16 students and 1 dropped which gave it a 6.2% attrition rate. The NCCER Industrial Maintenance Tech program with 2 and no one dropped which was 0% attrition rate.	**Offer classes for students at different times to accommodate student schedule.**
📝❌	Office of Adult Education	Increase the number of Community Collaborative Agreements.	The number of Community Collaborative agreements signed.	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:**	
📝❌	Office of Adult Education	All program locations will be well lighted, emergencies procedures displayed and emergencies drill conducted twice a year.	1. Documentation of emergencies drills conducted twice a year. 2. Program Administration will check for emergencies displayed.		
📝❌	Office of Student Affairs	Provide efficient and effective website that assists Student Affairs and College professionals in providing direct services to students, faculty, staff, and external constituents.	New website will evaluated for accessibility and ensure it contains information required by Higher Education Act and Gainful Employment Regulations.	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** Due to delays by the Technical College System (TCSG) of Georgia, a new website was not developed during FY 2019. TCSG has hopefully solved some of the development issues delaying implementation and we are now scheduled for re-development of the STC website in FY 2020.	**Due to delays by the Technical College System (TCSG) of Georgia, a new website was not developed during FY 2019. TCSG has hopefully solved some of the development issues delaying implementation and we are now scheduled for re-development of the STC website in FY 2020.**
📝❌	Paramedicine			**Swainsboro:**	

		The Program Director will complete the implementation of the High-Fidelity simulation lab. The lab will be utilized to enhance the student's ability to diagnose and treat various medical complaints.		**Vidalia:** The Laerdal ALS Sim Manikin remains in room 126 of the HSAW building and is functioning as expected. It continues to be utilized during both the Paramedicine and EMS Profession courses. New equipment items are being added as funding becomes available. **Online:** **High School:** **Overall Analysis:** The simulator, video/audio hardware and the recording software is being maintained and updated according to the manufacturers recommendations. New equipment is added as it become available.	The program is utilizing this simulator to provide realistic simulations which will aid in increasing the students ability to diagnose and treat simulated medical and trauma patients without harm to real patients. The instructor has taken the opportunity to attend training sessions to improve his ability to write scenarios and operate the manikin to its fullest potential. Practical skills videos have been recorded and have been made available for students use.
📝❌	Paramedicine	To meet CAAHEP accreditation standards, a 70% retention of students starting the Paramedicine program will successfully complete the requirements for the program and receive authorization to sit for the NREMT certification exam.	Retention Rates by Program Report DC 231 Retention by Program by Home Campus	**Swainsboro:** **Vidalia:** The 2018 (FY 2019) Paramedicine course began with 12 students. The course ended as follows: Ten (10) of the twelve (12) students completed the program and nine (9) of (10) 90% of the students successfully completed the NREMT Licensure Written Exam on their first attempt. One student required two attempts to successfully complete the NREMT Written exam. A total od 100% of the students (10 of 10) completed the NREMT writtens exam with two attempts. **Online:** **High School:** **Overall Analysis:** The program was completed with an 83% completion, 83% retention, 100% NREMT Pass rate, and 100% job placement rate.	The instructor used the early alert system and offered additional tutoring for those students exhibiting difficulty with course work. The instructor will assist students presenting with other life issues by seeking help from any resource that may be available to help meet the students needs or situation.
📝❌	Pharmacy Technology	Pharmacy Students will successfully pass the national certification exam offered by PTCB prior to graduation.	The Pharmacy Technician Certification Exam offered by PTCB.	**Swainsboro:** N/A **Vidalia:** See Overall Analysis **Online:** N/A **High School:** N/A **Overall Analysis:**	
📝❌	Practical Nursing	At least 75% of practical nursing students will graduate within 150% of the time from entry into the program.	The completion rate is measured by calculating the number of students who complete the program as compared to the number of students who were admitted into the cohort.	**Swainsboro:** Summer 2018-10/18 students graduated 55% Fall 2018-3/15 students graduated 20%	Students are unable to progress in the program for various reasons. Additional Calculation review sessions have been set up. Calculation exams have been reviewed and

				Vidalia: Summer 2018-15/20 students graduated 75% Fall 2018-11/18 students graduated 61% **Online:** **High School:** **Overall Analysis:**	**agreed on by all faculty members. Faculty members are available to students during office hours and additional time for tutorial sessions. The student success plans have been revised to follow a nursing process approach so students can develop the knowledge of the nursing process while focusing on their own areas of improvement.**
🖊❌	**Practical Nursing**	**At least 90% of practical nursing graduates will report employment as a LPN within 6-12 months of graduation.**	**Graduate termination forms**	**Swainsboro:** Summer 2018-9/10 students report employed as LPN 90% Fall 2018-3/3 students report employed as LPN 100% **Vidalia:** Summer 2018- 14/15 students report employed as LPN 93% Fall 2018-10/11 students report employed as LPN 90% **Online:** **High School:** **Overall Analysis:**	**Faculty pleased with results. Scores shared with advisory committee members.**
🖊❌	**Practical Nursing**	**At least 80% of practical nursing graduates will pass NCLEX-PN on the first attempt.**	**NCSBN report**	**Swainsboro:** Summer 2018- 10/10 100% Fall 2018- 3/3 100% **Vidalia:** Summer 2018- 15/15 100% Fall 2018-11/11 100% **Online:** **High School:** **Overall Analysis:** :	**Faculty pleased with results. Scores shared with advisory committee.**
🖊❌	**Practical Nursing**	**C.N.A. program will maintain or exceed 80% pass rate**	**NNAAP report**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:**	
🖊❌	**Radiologic Technology**	**Students will demonstrate appropriate patient care skills.**	**RADT 2360 Clinical Terminal Competency Form. Patient Care section - question 3 - Benchmark average score of 4.3 out of 4.76 point scale.**	**Swainsboro:** N/A **Vidalia:** An average score of 4.76 was calculated for this outcome. **Online:** N/A **High School:** N/A	**The program will continue to monitor this outcome measurement to identify any changes with the measurement tool revisions.**

				Overall Analysis: Upon analyzing the program outcome the program faculty have decided to continue to utilize this method of measurement. The measurement tool however has been revised and provide a much more accurate measurement of the outcome.		
📝❌	Radiologic Technology	Students will complete the program within 15 months.	Program graduation rate will be utilized to measure this outcome. The benchmark is 75% of students who begin the program will complete the program within 15 months.	**Swainsboro:** N/A **Vidalia:** Six students completed the program out of eight total students that began the program. **Online:** N/A **High School:** N/A **Overall Analysis:** The program benchmark was met however, the program faculty have analyzed and discussed methods to assist students in completing the program. The reasons for the two students that did not complete the program were discussed to identify measures needed to assist students in program completion.	After program faculty analyzed and discussed the reasons for students not completing the program during this assessment cycle the program has decided to continue to monitor this outcome.
📝❌	Welding Technology	Students will be more comfortable in the classroom setting which will enhance learning.	End of semester course evaluations	**Swainsboro:** **Vidalia:** Few students complete the course evaluations and the ones that did made no mention of the furnishings. **Online:** **High School:** **Overall Analysis:**	The classroom is neater and nicer and offers more comfort to the students although none expressed it on the evaluations.
📝❌	Welding Technology	No recordable accidents will occur while welding or cutting in the lab.	Accident Reports	**Swainsboro:** No recordable accidents. **Vidalia:** No recordable accidents. **Online:** **High School:** **Overall Analysis:**	A clean lab is a safe lab. New brooms and dust pans were purchased for the Vidalia Campus and no recordable accidents occurred. Swainsboro Campus had no recordable accidents either.
📝❌	Welding Technology	More timely WELD diploma program completion. Diploma students entering Fall Semester will graduate Summer Semester; in one year or a year and a half.	Diploma Advisement Forms Application for Graduation Forms	**Swainsboro:** 1 student graduated. **Vidalia:** 13 students are graduating with their welding diplomas. **Online:**	Offering courses when they are most needed are beneficial for our students and helps them to work and go to school and still graduate in a timely manner.

			High School:
			Overall Analysis:
Welding Technology	Students will receiving training from the best qualified instructors who have the latest professional certifications.	Professional Staff Development	**Swainsboro:** Chris Cumbee's certifications are current and up to date.	All three welding instructors attended classes in Ellijay, GA. with REAL Educational Services for Professional Staff Development and received CEU's towards keeping their credentials current.
			Vidalia: Michael Crumpler's certifications are current and up to date.	
			Online:	
			High School: Jason McDonald attempted the CWI (Certified Welding Inspector) certification and did not pass. He will try again at a later date to be determined.	
			Overall Analysis:	