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SPIRIT\_2019

## Student Learning Outcomes (Program Level)

*Courses noted are either end-of-program courses or the only courses in a program where the SLO is assessed.*





*\*Enhanced feature to upload Assessment Tools was added in FY 2012.*






Program	Student Learning Outcome	Assessment Method	Assessment Tools	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
Accounting	Accounting students will be able to utilize the following QuickBooks screens to record business transactions: Enter Bills, Pay Bills, Write Checks, Create Invoice, Receive Customer Payments, Enter Sales Receipts, Make Deposits, Pay Sales Tax, and Pay Employees.	Proctored Comprehensive Final Production Exam		<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b> N/A</p> <p><b>Online:</b> Fall Semester 2018: 2 of 2 students (100%) completed the proctored production exam with scores of 76 and 86; average score 81.</p> <p>Spring semester 2019: 7 of 7 (100%) students completed the proctored production exam with 70% proficiency. Actual scores were 84, 91, 86, 79, 98, 97, 96; average score 90.</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> The results are good, but I am still not confident that the students are watching the Camtasia video demonstrations I have painstakingly prepared.</p>	<p>With the adoption of the 2019 edition of QuickBooks software and textbook, I plan to re-do the Camtasia demonstrations.</p> <p>When I re-do the Camtasia demonstration videos, I am considering inserting something that I can ask students about on a quiz in hopes that they will be motivated by a reward for watching the videos.</p> <p>The videos depict the demonstration I would give if the course were taught in a traditional classroom.</p>
Accounting	Accounting students will complete the 10-step accounting cycle for a service business.	Chapter 4 Comprehensive Problem --Kelly Consulting  A minimum 70% mastery is required for successful completion.		<p><b>Swainsboro:</b> Fall Semester: 4 of 4 (100%) students completed the comprehensive problem with 70 or better. Actual scores were: 95, 95, 100, 91; average score 95.</p> <p><b>Vidalia:</b> Fall Semester: 9 of 9 (100%) students completed the comprehensive problem with 70 or better. Actual scores were: 98, 98, 99, 87, 83, 100, 100, 100, 96; average score 96.</p> <p><b>Online:</b> 6 of 10 (60%) students completed the comprehensive problem with 70 or better. Actual scores were: 87, 61, 36, 71, 50, 64, 86, 92, 99, 95; average score 74.</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> The online results are not as good as those from the hybrid classes in fall semester.</p> <p>As much as students say they desire online classes, they just are not dedicating enough time to the rigorous demands of the course.</p>	<p>In an effort to reach students on both campuses, both working and non-working, and to offer more flexibility, ACCT 1100 was offered online for the first time spring semester.</p> <p>In my efforts to replicate the traditional classroom, I have prepared detailed demonstration video/lectures for EVERY chapter in the course.</p> <p>I am not confident students are taking advantage of them however. I am considering inserting some "hidden comments" in those lectures and giving students quizzes with questions that can only be answered accurately by watching the videos as a method for forcing them to watch the videos.</p>
Accounting	Accounting students will prepare adjusting entries including those for: accrued revenue, accrued expenses, deferred revenues, prepaid expenses, and depreciation of fixed assets.	Adjusting Entries Performance -Chapter 3 performance exam in ACCT 1100.  A minimum 70% mastery is required for successful completion.		<p><b>Swainsboro:</b> Fall Semester 2018 3 out of 4 (75%) scored 70% or better on the Chapter 3 Performance Exam. Actual scores were: 81, 79, 57, 71 average score: 72.</p> <p><b>Vidalia:</b> Fall Semester 2018: 9 out of 9 (100%) scored 70% or better on the</p>	<p>In an effort to reach students on both campuses, both working and non-working, and to offer more flexibility, ACCT 1100 was offered online for the first time spring semester.</p> <p>In my efforts to replicate the traditional classroom, I have working diligently</p>

				<p>Chapter 3 Performance Exam. Actual scores were: 86, 70, 97, 77, 87, 93, 93, 77, 90; average score: 86.</p> <p><b>Online:</b> Spring Semester 2019: 10 out of 11 (91%) scored 70% or better on the Chapter 3 Performance Exam. Actual scores were: 86, 74, 72, 90, 71, 54, 87, 73, 97, 86, 81; average score 79.</p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> The spring online students did not do as well as hybrid students fall semester. The benefit of course of the hybrid offering is the face-to-face lecture.</p> <p>As much as students say they desire online classes, they just are not dedicating enough time to the rigorous demands of the course.</p>	<p>to prepare detailed demonstration video/lectures for EVERY chapter in the course.</p> <p>I am not confident students are taking advantage of them however.</p> <p>I am considering inserting some "hidden comments" in those lectures and giving students quizzes with questions that can only be answered accurately by watching the videos as a method for forcing them to watch the videos.</p> <p>I am available for tutoring on both campuses, but rarely do students take advantage of the opportunity.</p>
Air Conditioning Technology	AIRC TCC students will evaluate then design the basic refrigeration cycle.	<p>Basic Refrigeration Cycle Checklist</p> <p>Students must draw the refrigeration cycle then identify all the refrigeration components on the AIRC lab equipment.</p> <p>Students must identify all the components with 100% accuracy in order to receive the TCC.</p>	 <a href="#">AIRC Compression Refrigeration System.pdf</a>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b> 5 OUT OF 5 STUDENTS COULD DRAW THE BASIC REFRIGERATION CYCLE . THIS INCLUDED ALL THE MAJOR COMPONENTS AND DEFINITION OF EACH COMPONENT .</p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> With the understanding of the components the instructor sees no need to change the teaching method.</p>	The understanding and definition of each component will determine if more in depth study or instruction is needed.
Air Conditioning Technology	Air Conditioning diploma students will appraise the functions of the electrical components on an HVAC system.	<p>Comprehensive Exam in AIRC 1050</p> <p>100 point test which encompasses the identification of 40 electrical components worth 2.5 points each, function of the part, and the interpretation of any other info on the part.</p> <p>A minimum 70% accuracy is required for successful completion.</p>		<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b> Students identified all 40 components when given the test. 1 student need extra time to identify some of the components</p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> It was determined the one student needed more hand on training to have better understanding of components. The student implemented more time in lab and on live A/C units which helped him understand electrical components .</p>	After results there will be more live hands on training in lab. This will help students that struggle have more time to understand electrical components better .
Air Conditioning Technology	Air Conditioning diploma students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	<p>Residential Split-System Analyzer Checklist/AIRC 1090</p> <p>Students complete an 8 section checklist while analyzing a live HVAC system.</p> <p>Students gather information on the system in sections 1 - 6 using tools and equipment provided by the school.</p> <p>A 100% accuracy is required for successful completion.</p>	 <a href="#">AIRC_Res_Split_System_Analyzer_Checksheet.pdf</a>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b> Students identified correctly the problems with systems on the first try .</p> <p>Two students needed assistance on where to obtain readings.</p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> The knowledge of what to check was there, however some struggled with where to precisely to obtain readings were lacking.</p>	<p>To provide to the student the knowledge and understanding of where to get readings.</p> <p>Provide more in-depth understanding of worksheet so student will understand .</p> <p>Will incorporate some one on one training for students not understanding .</p>
Associate of Science in Nursing	EOPSLO#3: QSEN Concept: Evidence Based Practice C. Demonstrate use of best current evidence	RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO.		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool:</p> <p>Summer 2019 Bridge Pathway option cohort</p>	Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.






	and clinical expertise when making clinical decisions in the provision of client-centered care.	ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the QSEN section of Evidence Based Practice.		<p>results: 100% (22/22) scored a 3 or better on teamwork and collaboration outcomes. ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: 79.1%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on teamwork and collaboration outcomes. ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 72.5%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.
Associate of Science in Nursing	EOPSLO #1: QSEN Concept: Client Centered Care A. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.	<p>RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO.</p> <p>ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the QSEN section of Patient Centered Care</p>		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort results: 100% (22/22) scored a 3 or better on client centered care outcomes. ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: 77.2%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on client centered care outcomes. ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 80.3%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.</p> <p>Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.</p>
Associate of Science in Nursing	EOPSLO #2: QSEN Concept: Teamwork and Collaboration B. Collaborate with members of the inter-professional healthcare team to manage and coordinate the provision of safe, quality care for clients and their families.	<p>RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO.</p> <p>ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the QSEN section of Teamwork and Collaboration</p>		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort results: 100% (22/22) scored a 3 or better on teamwork and collaboration outcomes. ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: 75.8%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on teamwork and collaboration outcomes. ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 79.8%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.</p> <p>Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.</p>
Associate of Science in Nursing	EOPSLO #4: QSEN Concept: Quality Improvement D. Utilize evidence-based quality	<p>RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO.</p> <p>ATI Comprehensive</p>		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort</p>	Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed





	improvement processes to affect change in the delivery of client-centered care.	Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the QSEN section of Quality Improvement.		<p>results: 100% (22/22) scored a 3 or better on quality improvement outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: 83.0%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on quality improvement outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 81.8%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.
Associate of Science in Nursing	EOPSLO #6: QSEN Concept: Informatics F. Utilize evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the QSEN section of Informatic		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort results: 100% (22/22) scored a 3 or better on informatics outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: Cumulative score 90.9%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on informatics outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 100%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.</p> <p>Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.</p>
Associate of Science in Nursing	EOPSLO #7: Concept: Professionalism G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the BSN essentials section: Professionalism and Professional Values.		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort results: 100% (22/22) scored a 3 or better on professionalism outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: Cumulative score 81.6%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on professionalism outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 85.5%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.</p> <p>Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.</p>
Associate of Science in Nursing	EOPSLO#8: Concept: Leadership H. Utilize leadership, management and priority-setting skills in the provision and management of safe,	RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort results: 100% (22/22) scored a 3 or better on leadership outcomes</p>	<p>Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed.</p> <p>Faculty are awaiting feedback from ACEN regarding Systematic Plan</p>

	quality client-centered care.	be achieved in leadership under clinical areas.		<p>ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: Cumulative score 85.9%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on leadership outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Fall 2018 Traditional option cohort results: Cumulative score 84.1%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.
Associate of Science in Nursing	EOPSLO #5: QSEN Concept: Safety E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self, and others in healthcare, home, and community settings.	RNSG 2020/2020B Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt. A cumulative score of at least 60% will be achieved under the QSEN section of Safety.		<p><b>Swainsboro:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Summer 2019 Bridge Pathway option cohort results: 100% (22/22) scored a 3 or better on safety outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: Summer 2019 Bridge Pathway option cohort results: 81.7%</p> <p><b>Vidalia:</b> RNSG 2020/2020B Final Preceptor Evaluation Tool: Fall 2018 Traditional option cohort results: 100% (22/22) scored a 3 or better on safety outcomes</p> <p>ATI Comprehensive Predictor Results-first attempt: 100% (22/22) scored a 3 or better on safety outcomes Fall 2018 Traditional option cohort results: Cumulative score 81.8%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Faculty review results at ASN Faculty meetings and discuss changes to curriculum if needed</p> <p>Faculty are awaiting feedback from ACEN regarding Systematic Plan of Evaluation; however, faculty have discussed possibly increasing the cumulative score bench mark for both the comprehensive predictor and the 2020/2020B Final Preceptor Evaluation.</p>
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose and repair an automobile electrical system.	<p>ASE Electrical Systems Final Exam &amp; Skills Check Written Exam - 50 pts</p> <p>DVOM usage &amp; diag. of Electrical circuits (use each function of meter properly) - 10 pts Scan Tool usage to include communication with modules - 10 pts Wire repair, to include solder, heat shrink, and crimp connector - 10 pts Correctly install Battery Charger on vehicle - 10 pts Service Information and Schematic reading (search schematic for power window motor and explain how it works) - 10 pts</p> <p>A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.</p> <p>National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.</p>	<p> <a href="#">AUTT1020 Electrical Systems Final.pdf</a></p> <p> <a href="#">AUTT1020 Electrical Systems Final Grading Rubric.pdf</a></p>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b> N/A</p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> No assessment results as of now. Teaching class now results will be posted in spirit FY2020.</p>	
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose, dismantle, and repair an automobile engine.	<p>ASE Engine Repair Written Exam - 50 pts General Engine Diagnosis; Removal and Reinstallation (R&amp;R) - 10 pts Cylinder Head and Valve Train Diagnosis and Repair - 10 pts</p>	<p> <a href="#">AUTT2010 Final Grading Rubric.pdf</a></p> <p> <a href="#">Auto Engine Repair Checklist.pdf</a></p>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b></p>	








		<p>Engine Block Assembly Diagnosis and Repair - 10 pts</p> <p>Cooling Systems Diagnosis and Repair - 10 pts</p> <p>Lubrication Diagnosis and Repair - 10 pts</p> <p>A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.</p> <p>National Automotive Technicians Education</p>		<p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> New instructor discovered there were no student files, no tests, no check sheets, etc. left by the former instructor for the new instructor to analyze in order to finalize the plan</p>	
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will accurately diagnose engine performance issues.	<p>ASE Engine Performance Written Exam - 50 pts</p> <p>Ignition System Diagnosis and Repair - 10 pts</p> <p>Computerized Engine Controls Diagnosis and Repair - 10 pts</p> <p>Emissions Control Systems Diagnosis and Repair - 10 pts</p> <p>Fuel Injection Systems Diagnosis and Repair - 10 pts</p> <p>General Engine Diagnosis - 10 pts</p> <p>A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.</p> <p>National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.</p>	<p> <a href="#">AUTT1040 Final Grading Rubric.pdf</a></p>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b></p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> New instructor discovered there were no student files, no tests, no check sheets, etc. left by the former instructor for the new instructor to analyze in order to finalize the plan</p>	
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive transmission/transaxle to include both manual and automatic.	<p>ASE Transmission/Transaxle Written Exam 50 pts</p> <p>Perform a Stall test 10 pts</p> <p>Determine Procedures for Identifying Transmission 10 pts</p> <p>Perform procedure for checking fluid (mustang) 10 pts</p> <p>Identify and state Torque Converter components and how they work 10 pts</p> <p>Perform On-Vehicle Tests 10 pts</p> <p>A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.</p> <p>National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.</p>	<p> <a href="#">AUTT2030 Transmission Axle Final Grading Rubric.pdf</a></p> <p> <a href="#">AUTT2030 Automatic Transmissions Final Exam.pdf</a></p>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b></p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> No assessment results as of now. Teaching class now results will be posted in spirit FY2020.</p>	
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a automotive chassis to include brakes and suspension.	<p>ASE Chassis Steering and Suspension Rubric Written Exam 50 pts</p> <p>General Suspension and Steering system Diagnosis 10 pts</p> <p>Diagnose Power Steering Gear 10 pts</p> <p>Diagnose Suspension Noise 10 pts</p> <p>Shock Diagnosis 10 pts</p> <p>Alignment, Adjustments, and Repair 10 pts.</p> <p>A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.</p> <p>National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.</p>	<p> <a href="#">AUTT1050 Chassis Steering Final Grading Rubric.pdf</a></p> <p> <a href="#">AUTT1050 Chassis Steering Final Exam.pdf</a></p>	<p><b>Swainsboro:</b> N/A</p> <p><b>Vidalia:</b></p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> New instructor discovered there were no student files, no tests, no check sheets, etc. left by the former instructor for the new instructor to analyze in order to finalize the plan</p>	
Automotive Technology	Utilizing the appropriate tools in	ASE Climate Control Rubric		<b>Swainsboro:</b> N/A	










	the AUTT lab, AUTT students will diagnose and repair an automotive climate control system.	<p>Written Exam 50 pts</p> <p>General Engine Diagnosis; Removal and Reinstallation 10 pts HVAC System Evac &amp; Recharge 10 pts HVAC System Assembly Diagnosis and Repair 10 pts Heating systems Diagnosis and Repair 10 pts Manifold Gauge Usage 10 pts</p> <p>A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.</p> <p>National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.</p>	<p> <a href="#">AUTT1060_ClimateCtrl_Final_Grading_Rubric.pdf</a></p> <p> <a href="#">AUTT1060_ClimateCtrl_Final_Exam.pdf</a></p>	<p><b>Vidalia:</b></p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> New instructor discovered there were no student files, no tests, no check sheets, etc. left by the former instructor for the new instructor to analyze in order to finalize the plan</p>	
Business Management	Business Management students will analyze the principles of business management.	<p>Business Management Capstone Exam - 100 questions - comprehensive exam - minimum of 70% accuracy is expected.</p> <p>The Business Management Capstone exam is administered in MGMT 2215 Team Project course toward the end of the student's program.</p>		<p><b>Swainsboro:</b> This program is offered totally online.</p> <p><b>Vidalia:</b> This program is offered totally online.</p> <p><b>Online:</b> 6 out of 6 (100 percent) took the exit exam and scored a 70 or better to pass the class.</p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> After reviewing the results from the last two fiscal years, the capstone exam overall averages for the program have increased. In FY17 it was 92.40 and in FY18 the average was 93.38. In FY19, it continued to increase to 93.86. In fiscal years prior to FY19, the weighted percentage for the capstone exam for students was only 25 percent of the final grade. Although students earned passing grades on the capstone exam, the exam was not weighted enough.</p> <p>The weighted percentage on the exit exam was changed in FY19 as indicated from last year when new instructor took over the program. It is now weighted 35 percent, which is the suggested percentage weight. Course Syllabus was updated to reflect change.</p>	<p>Although the weighted percentage for the capstone exam has been increased to 35 percent, the exam will now only be taken in MGMT 2215, Team Project, toward the end of a student's program of study.</p> <p>By having students take the exam towards the end of their program of study, this will allow for better facilitation of the exam results and more time for students to study the competency areas covered on the capstone exam that are taken from other management courses.</p> <p>The capstone exam will remain a 100 question comprehensive exam.</p>
Business Management	Business Management students will analyze the importance of business ethics in the workplace.	<p>Business Ethics Rubric</p> <p>Minimum of 70% accuracy is required.</p> <p>Detailed instructions and rubrics are provided for students so that they know exactly what is expected.</p>		<p><b>Swainsboro:</b> This program is offered totally online</p> <p><b>Vidalia:</b> This program is offered totally online.</p> <p><b>Online:</b> 14 out of 17 students (82 percent) of the students passed the assignment. Three students did not submit it receiving a grade of zero and two students did not pass and meet the minimum score requirement of 70 percent.</p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> Although results on this assignment have been consistent in prior fiscal years, it was determined by new program instructor that this student learning outcome will not be assessed in FY2020 Spirit Plan.</p>	<p>Instructor determined that the assessment method for this class was not beneficial to the students and will be discontinued in the FY2020 Spirit Plan.</p>
Business Management	Business Management students will work in teams in MGMT 2215 to develop a team project that will assess presentation and word processing skills.	<p>Team Project Research Paper rubric, PowerPoint Presentation rubric, and Peer Evaluation Form.</p> <p>A minimum 70% on the rubric is required for successful completion.</p> <p>The Research Paper rubric includes: MLA format, Works Cited Page, Writing Mechanics and Readability, Description and Content, and</p>	<p> <a href="#">MGMT_Research_Paper_Rubric.pdf</a></p> <p> <a href="#">MGMT_PowerPointPres_Rubric.pdf</a></p> <p> <a href="#">MGMT_Partner_Eval_Form.pdf</a></p>	<p><b>Swainsboro:</b> This program is offered totally online.</p> <p><b>Vidalia:</b> This program is offered totally online.</p> <p><b>Online:</b> 5 out of 5 (100 percent) of the students enrolled earned a passing grade of 93 percent, which is above the minimum passing requirement on the team project.</p>	<p>Instructor identified the area that needed improvement - citing resources.</p> <p>More information will be provided to students on citing resources using MLA style the next time the course is taught.</p>


		<p>Organization.</p> <p>The PowerPoint Presentation rubric includes: Content, Effort, Accuracy, Originality, and Use of Graphics.</p> <p>Detailed instructions and rubrics are provided for students so that they know exactly what is expected.</p>		<p><b>High School:</b></p> <p><b>Overall Analysis:</b> Students were required to work in teams of 2-3 students and complete a research paper on a business and create a PowerPoint presentation and complete peer evaluations for each team member.</p> <p>The peer evaluations determine if a team member's grade would be different based on the member's contributions to the completion of the project.</p> <p>The team project counted 15 percent of the final grade and the peer evaluations counted 5 percent.</p> <p>A team discussion board was created by instructor in the online course to help facilitate communication and completion of the project. Although all students earned a passing grade on the team project, analysis of the rubrics showed students weakest in citing resources on the Works Cited page.</p> <p>More emphasis may be needed on following proper format guidelines.</p>	
Business Technology	Business Technology students will prepare memos and letters utilizing Keyboarding in SAM with Microsoft Word 2016.	<p>Document Production Module 4 Performance/BUSN 1440</p> <p>A minimum of 70% accuracy is required.</p>		<p><b>Swainsboro:</b> Fall Semester 2018 --4 out of 6 (67%) scored 70% or higher on the exam</p> <p>Spring Semester 2019 --3 out of 5 (60%) scored 70% or higher on the exam</p> <p>Summer Semester 2019 --BUSN 1440 was not offered</p> <p><b>Vidalia:</b> Fall Semester 2018 --6 out of 7 (86%) scored 70% or higher on the exam</p> <p>Spring Semester 2019 --BUSN 1440 was not offered</p> <p>Summer Semester 2019 --BUSN 1440 was not offered</p> <p><b>Online:</b> Fall Semester 2018 --BUSN 1440 was not offered</p> <p>Spring Semester 2019 --13 out of 13 (100%) scored 70% or higher on the exam</p> <p>Summer Semester 2019 --3 out of 7 (43%) scored 70% or higher on the exam</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b> Overall, 76% (29 out of 38) of the students scored 70 or higher on the Module 4 performance test.</p> <p>The overall percentage declined 5% from last year.</p>	<p>Document Production was taught in the hybrid and online format this year.</p> <p>The hybrid classes were taught where students attended class 60% of the time and the other 40% of their coursework was completed online.</p> <p>The online classes are taught where students complete all of their work online using Blackboard software for online classes and using SAM (Skills Assessment Methodology) with Word 2016 for the keyboarding skills taught.</p> <p>Students are required to come on campus for one proctored exam after the 65% point during the semester.</p> <p>With the overall percentage declining 5% percent from last year, it is evident that there is room for improvement. It is important that we stress producing error-free documents that includes the correct format.</p>
Business Technology	Business Technology students will compose professional business documents by the integration of various software applications.	<p>Applied Office Procedures Exit Exam</p> <p>All Business Technology (BT) diploma and BT degree students are required to take the BT Exit Exam test toward the end of the semester the student is enrolled in BUSN 2210. The test is administered by the BT Instructor and taken as a traditional timed exam.</p> <p>Specific competencies and skills tested in this assessment include the integration of programs/applications such as Microsoft Word, Access, Excel, and PowerPoint.</p>	<p> <a href="#">BUSN2210 ExitExam.pdf</a></p> <p> <a href="#">BUSN_Capstone Exam Rubric-Project1.pdf</a></p> <p> <a href="#">BUSN_Capstone Exam Rubric-Project2.pdf</a></p> <p> <a href="#">BUSN_Capstone Exam Rubric-Project3.pdf</a></p>	<p><b>Swainsboro:</b> Fall Semester 2018 --2 out of 2 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Spring Semester 2019 --BUSN 2210 was not offered</p> <p>Summer Semester 2019 --BUSN 2210 was not offered</p> <p><b>Vidalia:</b> Fall Semester 2018 --BUSN 2210 was not offered</p> <p>Spring Semester 2019 --BUSN 2210 was not offered</p> <p>Summer Semester 2019 --BUSN 2210 was not offered</p>	<p>Applied Office Procedures was taught in a hybrid format where students attended class 60% of the time and the other 40% of their coursework was completed outside of class.</p> <p>The exit exam consisted of Microsoft Word, Excel, and PowerPoint software.</p> <p>Students were continuously reminded that it was vital that they proofread their documents in all three software applications for accuracy because of the negative results that can be produced.</p>













		<p>Students are required to score a minimum of 70% on the exam to pass the BUSN 2210 course.</p> <p>If a student does not pass the exam with a minimum of 70%, the student will receive a D in the course and will be required to retake BUSN 2210.</p>		<p><b>Online:</b> Fall Semester 2018 --4 out of 4 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Spring Semester 2019 --BUSN 2210 was not offered</p> <p>Summer Semester 2019 --BUSN 2210 was not offered</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b> The students had a 100% pass rate on campus and online on the exit exam.</p> <p>In the process of learning the integration skills in this class, there is room for improvement on the assignments.</p> <p>Thoughtless mistakes are still being made on the project assignments and tests.</p>	
Business Technology	Business Healthcare Technology students will compose professional medical documents using Medisoft software.	<p>Healthcare Administrative Procedures Exit Exam</p> <p>The Medisoft software is a medical billing and accounting software used by doctors and other health care professionals to input patient records, submit insurance claims, and manage patient receivables.</p> <p>EXIT EXAM All Business Healthcare Technology students are required to take the BUSN 2340 Exit Exam when enrolled in this course. The exam will be taken in class under the supervision of the instructor.</p> <p>Specific competencies and skills tested on the assessment include: scheduling patient appointments, medical records management, medical transcription skills, billing/collection, and work area management.</p> <p>Students are required to score a minimum of 70% on the exam to pass the BUSN 2340 course.</p> <p>Students who do not pass this exam will not be able to graduate and the capstone course will need to be repeated and passed along with the exit exam. Note: Students will not be allowed to take BUSN 2340 as a transient student since the exit exam is tied specifically to this course.</p>	<p> <a href="#">BUSN2340_Sim2_Page1.pdf</a></p> <p> <a href="#">BUSN2340_Sim2_Page2.pdf</a></p> <p> <a href="#">BUSN2340_Sim2_Day1_checksheets.pdf</a></p> <p> <a href="#">BUSN2340_Sim2_Day2_checksheets.pdf</a></p> <p> <a href="#">BUSN2340_Sim2_Day3_checksheets.pdf</a></p> <p> <a href="#">BUSN2340_Sim2_Day4_checksheets.pdf</a></p>	<p><b>Swainsboro:</b> Fall Semester 2018 --BUSN 2340 was not offered</p> <p>Spring Semester 2019 --BUSN 2340 was not offered</p> <p>Summer Semester 2019 --BUSN 2340 was not offered</p> <p><b>Vidalia:</b> Fall Semester 2018 --BUSN 2340 was not offered</p> <p>Spring Semester 2019 --BUSN 2340 was not offered</p> <p>Summer Semester 2019 --BUSN 2340 was not offered</p> <p><b>Online:</b> Fall Semester 2018 --BUSN 2340 was not offered</p> <p>Spring Semester 2019 --9 out of 9(100%) students scored 70 or higher on the BUSN 2340 exit exam</p> <p>Summer Semester 2019 --BUSN 2340 was not offered</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b> This class was taught through a structured Blackboard class with several resources where they utilized the Medisoft software.</p> <p>On the capstone exam, the students had a 100% pass rate.</p> <p>The Medisoft software that was presented in this class is used by doctors and other health care professionals. It is a medical billing and accounting software used to input patients records, submit insurance claims, and manage patient receivables.</p>	<p>The most frequently used medical billing software to train students in technical colleges is Medisoft software.</p> <p>It is imperative that students input data correctly so that they are prepared for working in the medical setting.</p> <p>To make sure that students remained focused on inputting the data appropriately, adjustments were made to various tasks in their assignments.</p> <p>Accuracy is consistently stressed because of the importance of exactness in the medical field. The lack of these things can result in harmful consequences that the company and patients can encounter.</p>
Clinical Laboratory Technology	Clinical Lab students will accurately read gram stains.	<p>Students will prove competency of gram stains on a power point assessment.</p> <p>Bacteria are grouped into categories based on their gram stains: positive or negative, rod or cocci. Gram stain of bacteria can show characteristics that give a presumptive identification (positive, negative, rod, or cocci).</p> <p>Students must score 80% competency on 50 gram stains.</p>		<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> The 2019 class average for the gram stain skill was 83.9. Accurate gram stains are essential for quick assessment of a patient's cause of infection that leads to accurate antibiotic administration.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Additional gram stains were added for the 2018 cohort. This skill must be comprehensive and accurate for the graduate to report meningitis, pneumonia, wound infections, ect. to the attending physician. Additional gram stains will be added to ensure competency of graduates.</p>
Clinical Laboratory Technology	Utilizing quality control samples of bacteria as "unknowns." Clinical Lab students will identify the correct genus of bacteria using multiple tests.	<p>Skills Assessment of Unknown Bacteria/CLBT 1080</p> <p>Standard: Student will successfully perform identification of 10 organisms within three attempts as evaluated by</p>	<p> <a href="#">CLBT_10_Organism_ID.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> 2019 class average of 91.8 on the microbiology ID or organism.</p>	<p>Different organisms were used to enhance student competencies.</p> <p>The instructor has added charts to help students grasp biochemical reactions of bacteria. Also, local hospitals donate QC bacteria to add</p>

		<p>the instructor.</p> <p>Task: Using gram stain, catalase, coagulase, oxidase, Enterotube, CAMP, Strep ID kit, Bile esculin and microscope with oil immersion and slide techniques, the student will identify the correct genus and species of bacteria.</p> <p>Criteria: Student must identify the unknowns in three attempts and score a 90 or above.</p> <p>Pass/ Fail skill.</p>		<p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>difficulty and critical thinking skills.</p>
Clinical Laboratory Technology	<p>Clinical Lab students will accurately calculate chemistry formulas to include the assessment of computer generated chemistry formula calculations.</p>	<p>Clinical Chemistry Calculation Skill Assessment/CLBT 1070.</p> <p>Condition: Using known formulas, the student will calculate the equations.</p> <p>Standard: The student must score 75% or higher in two attempts as evaluated by the instructor.</p> <p>Time limit: 45 minutes.</p> <p>Criteria: Student must score a 75% or higher in two attempts to pass the competency.</p>	<p> <a href="#">2019 CLBT Chemistry Calculations Skills Sheet.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> The 2019 class scored an average of 84.2 on the chemistry calculations skill assessment.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Students must learn the calculations as analyzers must be manually checked every six months to ensure accuracy of calculations. These calculations will be questions on the registry, also. Additional practice will be required of the next cohort to master calculations.</p>
Clinical Laboratory Technology	<p>CLT students must choose the correct blood type for blood/plasma transfusion.</p>	<p>Assessment skill: Patients may not receive the exact blood component type. Choosing the correct compatible type is critical. This skill emphasizes compatible LRPBC, plasma, and whole blood types.</p> <p>PASS/FAIL skill.</p> <p>Criteria: Student MUST score 100% in three attempts to pass the skill required in this class.</p> <p>Automatic failure results if any mismatch of a blood type or deletion of a possible blood type is encountered.</p>	<p> <a href="#">2019 Pass Fail Blood Types.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> Eleven of twelve students mastered this critical skill. One student was unsuccessful after repeated tutoring. The same student was also unsuccessful in a mock stress exercise of an emergency situation. Analysis: Students must demonstrate knowledge and clinical preparedness in Blood Bank as assessed by pass / fail skills.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Blood bank is a 100% accuracy department. Students must be so well trained that this is an automatic, accurate response to correctly choose and give the correct type blood, platelet, or fresh frozen plasma in an emergency or non-emergency situation. Students must also perform accurately in a stress exercise. This method has proven an effective challenge for our students in real life emergency situations in their clinical sites.</p>
Clinical Laboratory Technology	<p>Clinical Lab students will recognize correct patterns of hemolysis on bacterial growth media.</p>	<p>Hemolysis Skill Assessment/CLT 1080</p> <p>Task: Student will perform a hemolysis assessment on 10 bacteria samples.</p> <p>Determining the hemolysis pattern of an organism is critical in the identification of patient cultures.</p> <p>Student must pass this skill within two attempts as evaluated by the instructor.</p> <p>Student will be using ATCC pure culture organisms grown on plates provided by an area hospital.</p> <p>Time limit: 20 minutes</p> <p>Criteria: Student will accurately perform and read the hemolysis pattern with a grade of 90% or better to pass the skill.</p> <p>All skills must be passed to progress in the CLT program.</p>	<p> <a href="#">CLBT 1080 Hemolysis Skill Assessment.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> All students in the 2019 class scored 100% within two attempts on this skill.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	<p>Students must pass this competency with a 90 or greater. More practice with different organisms will be provided for improvement of skill.</p>
Commercial Truck Driving	<p>CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.</p>	<p>Department of Driver Services (DDS) Basic Control Skills Checklists/CTD 1030: This check contains 6 parts:</p> <p>Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>Offset Back Right (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>St. Line Backing (includes</p>	<p> <a href="#">CTD CDLSkills.pdf</a></p>		


		<p>Pullups, Encroachments, Looks, and Final Position)</p> <p>Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box)</p> <p>Conventional Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position)</p> <p>The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better.</p> <p>A grade of 0 (no violations) is desired.</p> <p>To successfully complete,12 points or less is allowed in order to complete CTD.</p>			
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	<p>Capstone - DDS CDL Road Test Score Form/CTD 1030</p> <p>Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures.</p> <p>Zero - meaning no violations - is the best possible score.</p> <p>30 points or less must be achieved in order to successfully complete CTD.</p>	 <a href="#">CTD_CDLSkills.pdf</a>		
Commercial Truck Driving	CTD students will complete a pre-trip vehicle inspection according to DDS standards.	<p>Department of Driver Services (DDS) Vehicle Inspection Test Checklist/CTD 1030</p> <p>This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score.</p> <p>Sections on the 90 point Vehicle Inspection (Pre-Trip)checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle</p> <p>Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear) Rear of Vehicle</p> <p>Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear) Rear of Trailer</p> <p>Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.</p>	 <a href="#">CTD_Skills.pdf</a>		
Computer Information Systems	Information Technology Professional students will install and upgrade Windows Client, configure Windows security features, configure network connectivity, optimize Windows clients	<p>CIST 2411 Comprehensive Final Exam with Labs</p> <p>IT Professional students must pass CIST 2411 score 70% or better with the final exam counting for 20% of the grade.</p>	 <a href="#">CIST_Router_Rubric.pdf</a>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> There were 18 students attempting CIST2411 in FY2019. On the final exam there were 3 A's, 9 B's, 4 C's, 1 D and 1 WF (WF is a student who did not show up to take the exam)</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> There were 18 students attempting CIST2411 in</p>	<p>Having 94% of students passing the exam and the class indicates indicates the use of the project to apply skills of the phases of system development and design help to improve student learning.</p>




				<p>FY2019. On the final exam there were 3 A's, 9 B's, 4 C's, 1 D and 1 WF (WF is a student who did not show up to take the exam)</p> <p>88.9 percent of students were able to successfully demonstrate the skills to pas the exam in the IT Professional program, with 94.1 percent of those taking the exam passing.</p>	
Computer Information Systems	The Web Design students will construct an error free web page using validation techniques.	<p>CIST Capstone Final Exam with Web Page Rubric/CIST 2550/CIST 2950</p> <p>Web Site Design students are required to pass the Capstone Exam/Project at the end of the semester.</p> <p>Students must score 70% or better on the Capstone Exam/Project to successfully complete.</p>	 <a href="#">CIST Websystems Project Rubric.pdf</a>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> All students taking the exam scored and 84 or higher, with 3 B's and 4 A's. There was one grade of 0 recorded for a student who did not complete the Exam/Project.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> All students taking the exam scored and 84 or higher, with 3 B's and 4 A's. There was one grade of 0 recorded for a student who did not complete the Exam/Project.</p> <p>7 of 8 students were able to successfully demonstrate the ability to construct and error free web page using validation techniques</p>	Results show students participating in lab time, using the instructor as a resource while completing hands on work if valuable in creating positive student outcomes. This is particularly true of special graphic skills that take practice and experience to complete.
Computer Information Systems	Computer Information Systems student grade distribution and attrition rates should be similar for traditional/hybrid classes and online classes	<p>Final Grade Report by Course</p> <p>Withdrawal Report</p>		<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b></p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> There were only 2 courses that were taught both in the classroom and online, CIST1220 and COMP1000.</p> <p>CIST1220 In Classroom A 3 23% B 5 38% C 4 31% D 0 0% F 0 0% W 1 8%</p> <p>CIST1220 Online A 2 33.3% B 2 33.3% C 2 33.3% D 0 0% F 0 0% W 0 0%</p> <p>Here the results are very similar between the classroom and online with grade distribution. There was 1 vs 0 dropping so only one student made the attrition rate differ by 8% in class and 0% online.</p> <p>COMPO1000 In Classroom A 15 39% B 6 16% C 6 16% D 1 3% F 9 24% W 1 3%</p> <p>COMP1000 Online A 36 43% B 15 18% C 16 19% D 3 4% F 8 10% W 5 6%</p> <p>Here the results are very similar between the classroom and online. There are slightly less people failing online but more people withdraw.</p>	Based on the close correlation between in classroom grade distribution and online grade distribution, the improved resources in online class content is helping online students achieve similar results to in class students.
Cosmetology	Students will perform highlighting with foil, virgin application with at least 75% accuracy while observing all client protection, safety and infection control procedures.	<p>The highlighting with foil, virgin application service will be graded using the PSI grade sheet following the same guidelines that will be followed during the actual state board exam.</p> <p>A minimum of 75% accuracy is required. Assessment 2 - PSI Grading - State Board Exam Results Students are assessed throughout</p>		<p><b>Swainsboro:</b> 95% of students on Swainsboro Campus achieved above 75% accuracy in foiling, virgin application while being observed for client protection, safety and infection control procedures.</p> <p><b>Vidalia:</b> 100% of students on Vidalia Campus achieved above 75% of accuracy in foiling virgin application while being observed for client protection, safety and infection control</p>	Students will observe more professional demonstrations. Along with having many practice mock foiling, virgin applications while being observed for client protection, safety and infection control. The practice procedures will help improve proficiency in highlighting with foil virgin application.




		the programs in the following courses: COSM 1050 COSM 1090 COSM 1100 *COSM 1110 *COSM1115 Graduating COSM Diploma and HD TCC students are assessed in the capstone exam administered in either COSM 1100 or Cosm 1115.		procedures. Performance exams were reviewed it was discovered that students need improvement on client protection and proper application.	
				<b>Online:</b>	
				<b>High School:</b>	
				<b>Overall Analysis:</b> 95% of overall students accurately administered highlighting with foil, virgin application service.	
Cosmetology	Students will accurately perform a sculptured nail within a 20 minute time frame.	Students must achieve 85% or higher on the State Board performance exam administered by instructors. Repeated performance exams will bring the schools state board testing average up.		<b>Swainsboro:</b> 95% students on Swainsboro Campus accurately achieved 85% or higher on the sculptured nail within a 20 minute time frame during a by State Board performance exam administered by instructors.	More hands-on timed sculptured nails will be practiced to ensure 100% of students will complete a sculptured nail within a 20 minute time frame. The practice will ensure proper prep, sculpting of the nail and the importance of client protection, infection control, and sanitizing equipment.
				<b>Vidalia:</b> 80% of students on Vidalia Campus accurately achieved 85% or higher on the sculptured nail within a 20 minute time frame during a State Board performance exam administered by instructors.	
				<b>Online:</b>	
				<b>High School:</b>	
				<b>Overall Analysis:</b> 90% of all students accurately achieved 85% or higher on the sculptured nail within a 20 minute time frame during a State Board performance exam administered by instructors. Review of the exam showed students need improvement in the nail prep, filing and contouring the nail as well as client protection and infection control.	
Cosmetology	Students will accurately perform a basic layered haircut within a 30 minute timeframe.	National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results.  Students must achieve a minimum of 70% accuracy while performing the haircutting section of the exam.  They will be graded on condition of implements, safety, correct use of implements, sections & guides, uniformity of the layers, blending of sides, back, and top, while infection control procedures being followed.	 <a href="#">COSM NIC Instructions Exam.pdf</a>  <a href="#">COSM Mock Practical Exam.pdf</a>	<b>Swainsboro:</b> 100% of Swainsboro students accurately performed a basic layered haircut within a 30 minute time frame.	More demonstrations and hands-on timed haircuts with concentrations of following the guideline and blending will be practiced to ensure 100% of students will complete a basic layer haircut within a 30 minute time frame.
				<b>Vidalia:</b> 100% of Vidalia students accurately performed a basic layered haircut within a 30 minute time frame.	
				<b>Online:</b>	
				<b>High School:</b>	
				<b>Overall Analysis:</b> 100% of students on both campuses accurately performed a basic layered haircut within a 30 minute time frame. Performance exams were reviewed and although students performed the haircut in 30 minutes, they need more practice in blending and following the guide throughout the haircut.	
Cosmetology	COSM students will complete a basic facial service employing at least 3 different massage manipulations, along with proper cleansing, toning and product removal.	National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results.  Students must achieve a minimum of 70% accuracy on the basic facial.		<b>Swainsboro:</b> Swainsboro Campus students accomplished 100% accuracy on the basic facial.	Students achieved 100% accuracy on the mock basic facial. Instructors will continue demonstrations and mock facial performances making sure students continue to maintain accuracy.
				<b>Vidalia:</b> Vidalia Campus students accomplished 100% accuracy on the basic facial.	
				<b>Online:</b>	
				<b>High School:</b> Both campuses accomplished 100% accuracy on the basic facial service employing at least 3 different massage manipulations, along with proper cleansing, toning, and product removal. Exams for this assessment was given by instructors, which meets the standard assessment exam of the State Board of Cosmetology.	
				<b>Overall Analysis:</b>	
Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia	CRJU Final Exam- 20 question subpart section on GA Criminal Code Section Title 16 and Title 40	 <a href="#">CRJU 1068 Final Exam.pdf</a>  <a href="#">CRJU CriminalCode.pdf</a>	<b>Swainsboro:</b> 2 out of 2 traditional students scored 70% or higher with an average score of 80. No High School student participated in the class.	Implemented Fall 2020/21, additional criminal law manual assignments will be incorporated into the CRJU 1068 course



	Criminal Code section, Title XVI: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	A minimum 70% accuracy is required for successful completion.		<p><b>Vidalia:</b> 4 out of 4 traditional students scored 70% or higher with an average score of 81.8. No High School student participated in the class</p> <p><b>Online:</b> 8 out of 8 online students scored 70% or higher with an average score of 80. No High School students participated in the class</p> <p><b>High School:</b> 1068 is not offered as a high school course under the certificate program. Dual enrollment (high school) students participated in both traditional and online classes and were included in the above data.</p> <p><b>Overall Analysis:</b> Both Traditional and Online students test scores over the averages declined over the previous years (81 vs. 84). This is consistent with the historical average of 82. This indicates the criminal law manual assignments need to increase to promote better understanding of the law and the elements of each crime. Online students, this academic year, did not perform as well as traditional classroom students which is consistent with historical results.</p>	
Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	<p>Probation and Parole subpart - CRJU 1030 Mid-Term Exam.</p> <p>Note: Students must be able to judge the difference by defining and contrasting between the two.</p> <p>A minimum 70% accuracy is required.</p>	 <a href="#">CRJU_1030_Mid-Term_Probation_Parole.pdf</a>	<p><b>Swainsboro:</b> 3 out of 3 traditional students scored 70% or higher with an average score of 80.</p> <p><b>Vidalia:</b> 4 out of 5 traditional students scored 70% or higher with an average score of 90..</p> <p><b>Online:</b> 4 out of 4 scored 70% or higher with an average score of 88</p> <p><b>High School:</b> 9 out of 12 scored 70% or higher with an average score of 60</p> <p><b>Overall Analysis:</b> Student performance decreased over previous years due to less participation placed in the subject matter during lecture and discussion boards for online students (82 vs 85). Online/Dual Enrollment student performance decreased from a historic average of 77 to an average of 60 due to non-participation and conflicts with school activities and holidays.</p>	An increase in the number of probation and parole assignments should improve test scores in conjunction with testing at times which do not conflict with school activities and holidays.
Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures.	<p>Search and Seizure Scenarios/CRJU 2050.</p> <p>Seven written scenarios will be given to students.</p> <p>Students must determine whether or not it is legally within the law to perform a search and seizure.</p> <p>Each scenario is either Yes (right) or No (wrong). .br&gt; A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment.</p>	 <a href="#">CRJU_2050_Search_Legal_Illegal.pdf</a>	<p><b>Swainsboro:</b> 0 out of 1 traditional students scored 70% or higher with an average score of 0.. 2 out of 2 Dual Enrollment students scored 70% or higher with an average score of 82.</p> <p><b>Vidalia:</b> 3 out of 4 traditional students scored 70% or higher with an average score of 84</p> <p><b>Online:</b> 11 of 12 scored 70% or higher with an average score of 82</p> <p><b>High School:</b> 2 of 2 scored 70% or higher with an average score of 82</p> <p><b>Overall Analysis:</b> Traditional students performed below historic averages due to decrease in classroom instruction time and student participation in the search and seizure exercises. Dual Enrollment students performed above historical average scores with 100% pass rate as opposed to 90% the previous year.</p>	CRJU faculty experienced Attendance/Completion issues with Traditional Students while Dual Enrollment students experienced an increase in their performance outcome.
Dental Hygiene	Dental Hygiene students will utilize interpersonal and communication skills to interact with diverse population groups and other members of the healthcare team.	<p>3 Patient survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance</p>	 <a href="#">DHYG_Analy_ResArticle_Rubric.pdf</a>  <a href="#">DHYG_Comm_ProgDev_Rubric.pdf</a>  <a href="#">DHYG_PosterPres_Rubric.pdf</a>  <a href="#">DHYG_SchoolProj_Rubric.pdf</a>	<p><b>Swainsboro:</b> Not Applicable</p> <p><b>Vidalia:</b> Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings.  Employer rating surveys- 100% participation and satisfaction</p>	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








		<p>Assessment-90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment &amp; Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies-100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p>		<p>Postgraduate rating surveys- 100% participation and satisfaction</p> <p>Quality assurance assessments- 90% compliance- 116 errors were noted</p> <p>Quality assurance record reviews- 89% compliance- 29 reviews were not completed</p> <p>Quality assurance deductions from assessment and debridement grade sheets- 89%- 183 deductions noted</p> <p>Individual competencies- 100% pass</p> <p>Graduate exit surveys- 100% participation and satisfaction</p> <p><b>Online:</b> Not Applicable</p> <p><b>High School:</b> Not Applicable</p> <p><b>Overall Analysis:</b> Based on the actual assessment results of the patient survey, more positive feedback was received in scheduling, length of appointment, and explanation of infection control and clinic policies as compared to survey results from the previous year.</p> <p>Based on 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. Based on the NBDHE Annual Profile Report, students scored 1.01 standard deviation above the national average in Community Health discipline.</p>	<p>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.</p> <p>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.</p>
Dental Hygiene	Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care.	<p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Surveys- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance Assessment- 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment &amp; Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies- 100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 85 or higher required</p> <p>17 NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p>	<p> <a href="#">DHYG Assess Debridement Gradsheets.pdf</a></p>	<p><b>Swainsboro:</b> Not Applicable</p> <p><b>Vidalia:</b> Research papers/case studies- 10 courses had research/case studies assignments</p> <p>Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings.</p> <p>Employer rating surveys- 100% participation and satisfaction</p> <p>Postgraduate rating surveys- 100% participation and satisfaction</p> <p>Quality assurance assessments- 90% compliance- 116 errors were noted</p> <p>Quality assurance record reviews- 89% compliance- 29 reviews were not completed</p> <p>Quality assurance deductions from assessment and debridement grade sheets- 89%- 183 deductions noted</p> <p>Individual competencies- 100% pass</p> <p>Mock National Board- 100% pass</p> <p>Mock CRDTS- 100% pass</p> <p>NBDHE- 100% pass</p> <p>Graduate exit surveys- 100% participation and satisfaction</p> <p>CRDTS- 100% pass</p> <p><b>Online:</b> Not Applicable</p> <p><b>High School:</b> Not Applicable</p> <p><b>Overall Analysis:</b> 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.</p> <p>Based on the results of the Quality Assurance Assessments, the majority of the errors were related to incomplete progress record entries.</p> <p>Based on the responses from the employer surveys and the graduate exit surveys, both</p>	<p>Additional case studies were incorporated into the curriculum to ensure that students had real world instruction in providing dental hygiene treatment according to evidence-based dental hygiene process of care.</p> <p>Additional instructional time related to the sequence of care was added to Preclinic and Clinic I to ensure students were confident and prepared for evidence based dental hygiene process of care.</p> <p>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.</p> <p>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.</p>

				graduates and employers reported that graduates were competent in providing evidence-based dental hygiene services.	
Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients	<p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>6 Infection Control Deductions from Assessment &amp; Debridement grade sheets- minimum 90% required</p> <p>7 Quality Assurance Assessment - 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment &amp; Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies-100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 85 or higher required</p> <p>17 NBDHE 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p>	<p> <a href="#">DHYG Assess Debridement Gradesheets.pdf</a></p>	<p><b>Swainsboro:</b> Not Applicable</p> <p><b>Vidalia:</b> Research papers/case studies- 10 courses had research/case studies assignments</p> <p>Patient surveys- 100% positive responses. 276 out of 276 responses had good or excellent ratings.</p> <p>Employer rating survey- 100% participation and satisfaction</p> <p>Postgraduate rating surveys- 100% participation and satisfaction</p> <p>Infection control deductions from assessment and debridement grade sheets- 95% compliance- 17 deductions noted</p> <p>Quality assurance assessments- 90% compliance- 116 errors were noted</p> <p>Quality assurance record reviews- 89% compliance- 29 reviews were not completed</p> <p>Quality assurance deductions from assessment and debridement grade sheets- 89%- 183 deductions noted</p> <p>Individual competencies- 100% pass</p> <p>Mock National Board- 100% pass</p> <p>Mock CRDTS- 100% pass</p> <p>NBDHE- 100% pass</p> <p>Graduate exit surveys- 100% participation and satisfaction</p> <p>CRDTS- 100% pass</p> <p><b>Online:</b> Not Applicable</p> <p><b>High School:</b> Not Applicable</p> <p><b>Overall Analysis:</b> Students scored -2.88 standard deviation below the national average on the national board in the preventative agents discipline.</p> <p>Students scored 0.56 standard deviation above the national average on the national board in the patient assessment discipline.</p> <p>Students scored -1.24 standard deviation below the national average in the cases discipline of national board.</p> <p>Students scored -1.27 standard deviation below the national average in dental hygiene care discipline of the national board.</p>	<p>Research assignments and 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.</p> <p>Even though fluoride and preventative agents were introduced and assessed in previous courses, additional review and assessment of these 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.</p> <p>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 related to comprehensive patient care and management of patients.</p> <p>In addition to 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.</p>
Diesel Technology	DIET students will complete a federal annual vehicle inspection using the proper forms and procedures.	<p>Students will inspect commercial vehicle components and determine the status by placing a check mark or X mark on the HDA Truck Pride Truck Service Experts Annual Vehicle Inspection Report.</p> <p>Students will note all defects. The assessment includes OK, Needs repair, and Repaired Date on the following vehicle components:</p> <p>1.Brake System</p> <p>2.Coupling Devices</p> <p>3.Exhaust System</p> <p>4.Fuel System</p> <p>5. Lighting Devices</p> <p>6.Safe Loading</p> <p>7.Steering Mechanism</p>	<p> <a href="#">DIET Vehicle Inspection Rpt.pdf</a></p> <p> <a href="#">DIET SLO Assessment.pdf</a></p>	<p><b>Swainsboro:</b> 13 students complete the federal annual vehicle inspection form. 4 students made 100 7 made 80, 1 made a 70, and 1 made a 60. with and overall average of 76</p> <p><b>Vidalia:</b> n/a</p> <p><b>Online:</b> n/a</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b></p>	<p>this was the 1st time the instructor taught this class, overall scores was low, a different way of scoring could help, and different teaching practices.</p>

		<p>8.Suspension</p> <p>9.Frame</p> <p>10.Tires</p> <p>11.Wheels and Rims</p> <p>12.Windshield Glazing</p> <p>13.Windshield Wipers</p> <p>14.Other</p> <p>The checklists are then scored on the Vehicle Inspection Hands-On Test where each section of the following sections is worth 20 points.</p> <p>1.All blocks are filled in</p> <p>2.All vehicle information is correct</p> <p>3.Comments are listed</p> <p>4.Inspection decal is correctly filled out</p> <p>5.Defects are noted</p> <p>This is a Pass or Fail assessment. Students must pass within 3 attempts.</p>			
Diesel Technology	DIET students using the correct tools and procedures will remove and install a diesel engine crankshaft.	<p>Students will complete a Diesel engine block hands-on assessment in the diesel lab.</p> <p>Students will remove, inspect and install a crankshaft in a diesel engine block.</p> <p>This assessment will be conducted in DIET 1030.</p>	 <a href="#">DIET_Crankshaft_Removal_Installation.pdf</a>	<p><b>Swainsboro:</b> classes was not taught by new instructor</p> <p><b>Vidalia:</b> n/a</p> <p><b>Online:</b> n/a</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b> n/a</p>	This class has not been taught by the instructor
Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	<p>Curriculum Development Teaching Rubric - assessment captured in ECCE 1112</p> <p>The scored rubric shows the strengths and weaknesses for the student and instructors.</p> <p>In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.</p> <p>70% minimum for successful completion</p>	 <a href="#">ECCE_Curriculum_UnitEvalRubric.pdf</a>	<p><b>Swainsboro:</b> Swainsboro Campus Spring Semester 2019 4 out of 4 (100%) scored 100 or higher on the teaching unit assignment.</p> <p><b>Vidalia:</b> Vidalia Campus Summer Semester 2019 7 out of 9 scored 100 or higher on the teaching unit assignment. 2 of the students failed to turn in their teaching unit assignment contributing to an F in the course.</p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> Eleven of the thirteen students that completed the unit passed; however, two student did not turn in their unit plan. This assisted in the student failing the course. Some students were not as thorough as they should have been; some of the objectives were not written in the correct format, and some of the activities were not Developmentally Appropriate Practice (DAP) or age appropriate.</p> <p>The students that did not complete the assignments stated that they were unable to complete the work because of health reasons, working, or going to school full-time.</p>	<p>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 been completed, and provide additional lecture/assignments for selecting DAP and age appropriate activities</p>
Early Childhood Care and Education	ECCE students will create a disabilities based resource file.	<p>Exceptionalities Resource File Rubric</p> <p>The scored rubric shows</p>	 <a href="#">ECCE_Resource_File_Rubric.pdf</a>	<p><b>Swainsboro:</b> N/A</p>	Everyone who took the class completed the resource file with a passing grade.



		<p>the strengths and weaknesses for the student and instructors.</p> <p>In reviewing the scored rubric if the instructors see a specific drop in a category, adaption will be made in the teaching methods.</p> <p>A minimum of 70% is required for success.</p>		<p><b>Vidalia:</b> On the Vidalia Campus, out of the four students who took the class, three made B's and one made an A. All four in the class made 90 or higher on the resource files.</p> <p><b>Online:</b> N/A</p> <p><b>High School:</b> N/A</p> <p><b>Overall Analysis:</b> On the Vidalia Campus, out of the four students who took the class, three made As and one made a B. All four in the class made 90 or higher on the resource files.</p>	<p>Instructors feel no changes in instruction are needed at this time, but will re-evaluate on the next Resource File.</p> <p>This is a degree level class and there was not a need for the course to be taught on both campuses this year.</p>
Electrical Systems	Electrical Systems students will construct a residential wiring project according to National Electrical Code.	<p>Residential Wiring diagram and written test based on the National Electric Code/ELTR 1210.</p> <p>Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way, and four way switches and lights. The student will also take a written exam in conjunction with the wiring diagram.</p> <p>The student may use the National Electric Code as reference tool.</p> <p>A minimum 70% accuracy is required for successful completion.</p>	 <a href="#">Residential Wiring Project.pdf</a>	<p><b>Swainsboro:</b> Not offered on Swainsboro campus</p> <p><b>Vidalia:</b> Ten students took the residential wiring diagram. All of the students passed the wiring the diagram. .</p> <p><b>Online:</b> Not offered online</p> <p><b>High School:</b> Not offered on high school campuses</p> <p><b>Overall Analysis:</b> Some had problems with installing 3-way and 4-way switches</p>	The instructors worked with the students to help them understand the areas of 3-way and 4-way switching
Electronics Technology	Electronics Technology students will diagnose electronic systems to repair/replace the associated electronic circuits.	<p>LabVolt SystemsThe LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, troubleshooting exercises, and the lab exam.</p> <p>Students are required to complete all assigned labs.</p> <p>The lab exam (50% of the lab grade) covers the lab material which includes the review procedures and normal circuit testing, requiring the proper use of electronic bench test equipment/sources, VOMs and oscilloscopes.</p> <p>The circuit troubleshooting procedure (s) (50% of the lab grade) require the students to analyze modified circuits to determine which component has become faulty.</p>	 <a href="#">FY2019-LabVolt Performance.pdf</a>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b></p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> The tracking data (displayed in the file FY2019 LabVolt Performance) show the average student performance for the laboratory exams and troubleshooting exercises along with the weighted average of the two tracked from FY2012 to FY2019. Target scores are &gt;=90% for the Lab Tests and Troubleshooting (TS) exercises.</p> <p>For DC Circuits:</p> <p>This plot shows that for FY2019, both the average student Tests score and the average Troubleshooting exercise score increased significantly to above 95% performance levels.</p> <p>For AC Circuits:</p> <p>This plot shows that for FY2019, the average student Tests score increased and remained above the 95% level and the average Troubleshooting exercise score increased significantly from below the target performance level (90%) to above 95% performance levels. This particular class group of students for FY2019 (DC and AC Circuits) has so far outperformed most previous class groups overall.</p> <p>For Solid State Circuits</p> <p>This plot shows a slight decrease in the FY2019 average student Tests score, but the level of performance remained above 95%. The average Troubleshooting exercise score showed a disturbing decrease to around the 80% level, well below the target level of 90%.</p> <p>For Linear Circuits:</p> <p>This plot shows an increase in the FY2019 average student Tests score to 100% performance. The average Troubleshooting exercise score showed a similar decrease of</p>	For FY2020, STC will monitor the student performance on LabVolt system tests and troubleshooting exercises to assure the students are attaining the general circuit knowledge and troubleshooting knowledge necessary to attain their respective area ESA certifications and satisfy the entry-level expectations of their future employer. The instructor will review the FY2019 student performance for the review and discussion questions for the Solid State Devices, Linear Integrated Circuits, and Digital Circuits labs to identify the areas of lowest student learning that contributed to the lower performances in these three electronics areas of study.



				<p>around 10% as seen in the Troubleshooting for Solid State Circuits. This is the same group of students.</p> <p>For Digital Circuits:</p> <p>Student performance for the Digital labs in FY2019 dropped dramatically in both categories of performance.</p>	
Electronics Technology	Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	<p>International Society of Certified Electronics Technicians (ISCET) Certification Exams</p> <p>ISCET Certification Final Exams for the four major electronics areas:  ESA-1 (DC Circuits)  ESA-2 (ac Circuits)  ESA-3 (Solid State Circuits)  ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits)</p> <p>These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas.</p> <p>Students that score &gt;=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET.</p> <p>Students that score &gt;=75% on all four exams are additionally awarded the Associate CET license from the ISCET.</p> <p>These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.</p>	<p> <a href="#">ELCR ESA Certification Rates.pdf</a></p> <p> <a href="#">FY2019_ESA-1_ESA-2_Category.pdf</a></p> <p> <a href="#">FY2019_ESA-3_ESA-4_Category.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b></p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b>  For FY2019, the percentage of students receiving their respective certificates from the ISCET (ESA-1 through ESA-4) remained at 100% for the ESA-1 and returned to 100% for the ESA-2. The ESA-3 exam award rate dropped to 80% while the ESA-4 exam remained at 100% certification rate. All of the certification rates were at or above their expected performance level: ~75% for ESA-1, ~85% for ESA-2, ~80% for ESA-3, and ~95% for ESA-4.</p> <p>Refer to the attached pdf file  <b>"FY2019_ELCR_ESA_Certification_Rates"</b></p> <p>The analysis of the percentage of students who retook the exams is as follows:</p> <p>ESA-1 &amp; ESA-2: The percentage of students requiring a retake of ESA-1 decreased to 11%, which is below the target of ~33% for the ESA-1 exam. The retake percent for ESA-2 remained at 0% with all students achieving their awards on their first attempt. This group of students continues to be the best we have had the privilege to instruct.</p> <p>ESA-3: The percentage of students requiring a retake of this exam dropped to 20%, well below the target rate of 33%. This exam is the hardest of the four ESA exams and is expected to have a higher percentage of retakes for awards.</p> <p>ESA-4: This exam, once again, showed no retakes for students to receive their certifications. The performance level for ESA-4 certifications remained at 100%.</p> <p>Additional analysis of this data categorized by class is also provided. Class is defined as the results of the ESA-1 and ESA-2 exams for students' first fiscal year of enrollment combined with the results of the ESA-3 and ESA-4 for their second fiscal year of enrollment.</p> <p>This data shows that student groups tend to vary in overall test performance based on the drive and capabilities of the students within the groups. The data also shows what appears to be an improvement in test scores for most student groups as they progress through the programs, with the FY2016/2019 group being the main exception.</p> <p>Refer to the attached pdf file  <b>"FY2019_ESA-1_ESA-2_Category"</b></p> <p>For ESA-1:  FY2019 data show continued overall upward trends for the Basic Theory, Math, Troubleshooting and DC Theory question categories. The Use of Equipment category decreased, but only to a still acceptable level of 89%. The Troubleshooting and Use of Equipment categories are competency areas that are most desired by employers of these students; therefore, we will always concentrate on the performance in these categories.</p> <p>For ESA-2:  FY2019 data show the performance in the Basic Theory and Troubleshooting categories capped at 100%. The Math, Use of Equipment and AC Theory categories all showed trend improvements. Emphasis will be shifted to the areas of instruction related to the lower performing categories of exam questions.</p> <p>Refer to the attached pdf file  <b>"FY2019_ESA-3_ESA-4_Category"</b></p> <p>For ESA-3:  FY2019 data show a rise to expected values for the Use of Equipment and Circuits categories. The Troubleshooting and Semiconductor Theory categories show trend increases. Both the Basic electronics Theory and Math categories show decreases with the Math dropping to below expected level.</p>	<p>For FY2020, the instructor (s) will reinforce student learning in the categories of test questions where the students exhibited the lowest performance.</p> <p>The goal continues to be 100% certification for all students within the electronics programs to give them a better opportunity for job offers and to exceed employer expectations once they are employed.</p> <p>The goal for the percentage retakes on the exams will remain at the 33% mark based on nation-wide test data for the ISCET exams. This national data is not quoted or posted in this report at the request of the ISCET; however, this institution typically exceeds those certification rates for students on all four exams.</p>








				<p>For ESA-4: FY2019 data show an expected student performance in the Basic Theory category, continued excellent performance in the Digital Math category, and continued high 80% performance in the Digital Theory category. The Troubleshooting category increased closer to the expected level and the Use of Equipment category remained at the expected level. The Devices and Circuits category showed a decrease to below expected level.</p>	
Fish and Wildlife Management	FWMT students will demonstrate safe equipment operation with appropriate attachments.	<p>Equipment Use Rubric. Field Journal Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached.</p> <p>Students will score &gt; 80% on equipment use rubric.</p> <p>Students will demonstrate safe tractor operation.</p> <p>Students will demonstrate knowledge of and safe operation of tractor Power Take Off.</p> <p>Tractor safety includes 4 personal safety precautions. Preparing the tractor/equipment for safe operation includes 18 safe operation items. Starting, operating and stopping tractor/equipment includes 23 items of instruction.</p> <p>80% minimum required</p>	 <a href="#">FWMT1010 Equipment Use Rubric.pdf</a>	<p>The average score for the Equipment Use Rubric for the tractor was 86.25 for the 8 students involved in the class. This data is for Fall semester 2019. Students were also given weekly lab reports to complete regarding tractor use, safety, maintenance, and implements. Students on average have shown an average at 90% or above for lab reports. These scores are above the 80% minimum required. The average score for the Equipment Use Rubric for the tractor was 86.25 for the 8 students involved in the class. This data is for Fall semester 2019. Students were also given weekly lab reports to complete regarding tractor use, safety, maintenance, and implements. Students on average have shown an average at 90% or above for lab reports. These scores are above the 80% minimum required. All students, but 3 came into the class with past tractor and equipment experience. The students that were weak in this area did very well practicing on the equipment.</p>	<p>Most students were strong in this area this semester, but this objective is vital for students in this program. All students in this field must know how to operate a basic tractor. Improvements can be made in 2020 by check off sheets and weekly lab reports. Check off sheets for individual students will show strengths and also weaknesses that each student may need to address. Weekly lab reports and notations by Sturgis will insure that weaknesses are addressed. Students are also required on tests to know the anatomy and function of all parts of the tractor. They must also be able to express some level of proper use of the tractor, 80% as stated on the assessment method. Sturgis will make sure ALL students have time on the tractor for practicing in the field. There will be no option for any student to opt out of these exercises. Students can improve by gaining experience operating the tractor. Students Fall semester 2019 had a great amount of experience plowing, and mowing fields. These same students will gain further experience Spring semester 2020 in the Habitat Manipulation course.</p>
Fish and Wildlife Management	FWMT students will provide an assessment in detail and prescribe appropriate treatments for an assigned fish pond.	<p>FWMT_Acquatic Rubric</p> <p>FWMT students will develop a written Water Impoundment Evaluation Plan.</p> <p>Plans are assessed on 12 categories utilizing the Acquatic/ Fishery/Pond Rubric which include:</p> <ol style="list-style-type: none"> <li>1. Defined objective for water impoundment - 5 pts</li> <li>2. Pond Assessment; size, shape, habitat type, and watershed data, - 10 pts</li> <li>3. Accurate water quality sample = 10 pts</li> <li>4. Determine water clarity by using secchi disc-3 pts</li> <li>5. Identify water quality deficits - 5 pts</li> <li>6. Make appropriate recommendations based on water sample - 10 pts</li> <li>7. Prescribe appropriate fish species for stocking = 5 pts</li> <li>8. Appropriately identify water weeds and algae=10 pts</li> <li>9. Prescribe appropriate water weeds and algae eradication=10 pts</li> <li>10. Appropriately apply water amendments=5 pts</li> </ol> <p>75% accuracy required</p>	 <a href="#">FWMT_Acquatic Rubric.pdf</a>	<p><b>Swainsboro:</b> In the Pond Management course, the average for the pond assessment goal was an average of 82, for all 8 students involved. This is above the minimum of 75% accuracy required, noted in the assessment method. Students scored above 85 on all labs, except for those involving water quality testing and those that required basic math skills, for example using fish sampling to determine the total number of fish remaining in a pond, or the appropriate stocking rates of fish for a pond. Six of the eight students showed a trend of incorrect answers or either they left blank, the questions that involved math conversions and/or critical thinking skills on lab assignments and tests. Students had 3 tests throughout the semester, and a cumulative final at the end of the semester. Students did well on the topics of; 1. Pond use, habitat type and species involved, 2. aquatic plants species identification, 3. water testing, and 4. fish stocking rates. Students showed weakness on lab reports and on test questions involving the following; 1. Having a clear understanding of what water quality data results actually mean and how to address water quality deficits, 2. basic processes that occur in aquatic environments (photosynthesis, cellular respiration, and decomposition) and how these processes impact the system as a whole, 3. Reviewing pond data and determining a plan to eradicate nuisance aquatic weeds, and the rate of chemicals needed. This involves basic math calculations, and 4. determining the size of a pond by acreage (this also involves math calculations.)</p>	<p>This is a very important goal in the program. Sturgis will keep this objective. Students need to have experience in aquatic systems and fisheries. This class, and the program in general often volunteers at the DNR McDuffie County Fish Hatchery in Dearing, GA. There is so much math and data collection in the positions in Fisheries Biology. To increase the overall score of 85, Sturgis will work on the following for the year 2020; 1. go more in-depth in topics as water quality, critical thinking questions (real world problems) to try to encourage students to make better connections in aquatic processes and water quality issues, 2. add more of the basic math and math conversions (feet to acres, for example) to assist in resolving weaknesses seen overall in math. This will be incorporated on lab assignments and on the 3 tests. These questions will be placed at the end of lab reports and tests for easier analysis. These particular question will be reviewed and a calculation made to determine statistics on those particular questions. Thirdly, I hope to continue to use the DNR fish hatchery in Dearing, GA as a lab/work facility. I have developed a great relationship with the fisheries biologist at the fish hatchery. They</p>
				<p><b>Vidalia:</b></p>	
				<p><b>Online:</b></p>	
				<p><b>High School:</b></p>	
				<p><b>Overall Analysis:</b> Students met the expected requirements</p>	









					graciously allow our students to use their facility as a learning stage, while they benefit from the assistance of the students. I plan to continue to use and expand upon this opportunity. I provide notes to students from each visit to the fish hatchery. I plan to offer more of the "real life" skills used in math at the facility. I will speak to the manager of the fish hatchery, Mr. Lewis Boykin to assist me weaknesses. He often asks students questions at the end of the day. I can incorporate a quiz that students can take before they leave the facility to determine their level of understanding of the task performed on that day.
General Education & Learning Support: English	Students will develop a formal research essay.	Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Rubric includes the following sections: Content (20%), Organization (20%), Style (10%), Diction (10%), Grammar (25), Formatting and Citations (15%).		<p><b>Swainsboro:</b> ENGL 1101: Reporting the outcome of the research essay, 80% of the students in ENGL 1101 from Fall 2018-Summer 2019 completed and passed the essay. Students used tutoring and peer review sessions to master the writing assignment.</p> <p>The dual enrollment mastery rate of the research essay was 92%.</p> <p>ENGL 2130: 85% of the students enrolled in the course for the academic year 2019 were successful in completing the literary research essay.</p>	Noting revisions and utilizing the writing process provide teachers with insight into the resourcefulness of tutoring and peer review. Peer review and instructor feedback may vary per instructor, but students are learning to use this feedback to revise essays more effectively through the writing process, which contributes to higher overall scores on writing assignments. The success of students in ENGL 2130 validates ENGL 1101 as a prerequisite for the course.
General Education & Learning Support: English	Students will produce a logically-organized, grammatically acceptable cause or effect essay.	An ENGL 1010 Cause or Effect Essay rubric which measures paper content (25%, evidence of the writing process(15%), structure (20%), and grammar (20%).  A writing checklist for use with Cause or Effect essays will be provided to the students.		<p><b>Swainsboro:</b> Learning support numbers have decreased tremendously on the Swainsboro campus. For AY 2018-2019, only 12 students entered the learning support courses. Of the twelve students, ten of those students exited the learning support course. Six of the students in learning support were corequisite students in LS. The six students completed the cause or effect essay and passed the essay.</p> <p>67% of the students who completed the cause or effect essay during 2018-2019 passed the essay. Passing requires a score of 70 or higher. Only hybrid courses are taught for 1010 ENGL on the Swainsboro campus.</p>	The different outcomes may suggest that there is a correlation in success with the number of weeks a student attends the course. These numbers could help to see which semesters students are most successful and compare success rates to the regular term and mini semesters.
				<p><b>Vidalia:</b> ENGL 1101 Fall 18- Summer 19: 75% of the students enrolled in the course completed and passed the research essay. This number included courses taught by adjuncts as well.</p> <p>ENGL 2130: 75% of the students enrolled in the course for the academic year 2019 were successful in completing the literary research essay.</p>	
				<p><b>Online:</b> Online courses are included in the numbers for Swainsboro and Vidalia campuses</p>	
				<p><b>High School:</b> Swainsboro: The dual enrollment mastery rate of the research essay was 92%.</p>	
				<p><b>Overall Analysis:</b> Students seem to complete and master essays more successfully during the 15 week semester, which could influence the scores with more time in the course to be proficient. More research is needed to look at the success of the students during mini semesters and summer semesters.</p>	
				<p><b>Vidalia:</b> 85% of the students who completed the cause or effect essay passed it. This number includes students who were in the corequisite courses that included the diploma level course and learning support course.</p>	

				<p><b>Online:</b> Online students are included in the percentages above for both campuses.</p> <p><b>High School:</b> Dual enrollment students are included in the percentages above for both campuses.</p> <p><b>Overall Analysis:</b> The scores reported are an overall analysis for the year. However, the summer semester had the lowest percentage of the three semesters. In Swainsboro, the number of students who passed the essay was 38%. Shorter semesters terms may contribute to lower scores on the assignment on the Swainsboro campus. On the Vidalia campus, the success rate on the essay was much higher, with 52% of the students passing in the summer.</p>	
General Education & Learning Support: Mathematics	Students entering MATH 1111 through STC's co-requisite pathway will successfully complete MATH 1111 with a grade of "C" or higher.	ACCUPLACER entrance scores and MATH 0098 exit data will be used to determine which students are eligible to enroll as co-requisite students for MATH 1111. MATH 1111 course grades will be used to determine which of those students have successfully completed the course.		<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b></p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> FALL 2018 - 57 students were co-registered for MATH 0090 and MATH 1111 together. Of those 57 students, 40 successfully completed the MATH 1111 course for a success rate of 70.2%. SPRING 2019 - 33 students were co-registered for MATH 0090 and MATH 1111 together. Of those 33 students, 22 successfully completed the MATH 1111 course for a success rate of 66.7%. SUMMER 2019 - 23 students were co-registered for MATH 0090 and MATH 1111 together. Of those 23 students, 19 successfully completed the MATH 1111 course for a success rate of 82.6%.  ANNUAL Result: 113 students were co-registered for MATH 0090 and MATH 1111. Of those 113 students, 81 successfully exited MATH 1111, yielding a success rate of 71.7%.</p>	Roughly 7 out of every 10 students entering MATH 1111 through the MATH 0090 co-requisite pathway are completing the credit-bearing class at satisfactory or above levels. While there is room for improvement, the current system will be left in its current form and more emphasis will now be placed on those students testing directly into the credit bearing course. It might be that the co-requisite students are now, collectively, completing the credit bearing MATH 1111 at a greater rate than students testing directly into the course, and as such, the success rate of those testing directly into MATH 1111 will be monitored and compared to the co-requisite group.
General Education: Psychology	Students will complete a correctly formatted resume.	A rubric will be used to assess the following: Resume reflected a Professional image, Grammar/Punctuation, Objective section correctly formatted, Work Experience was correctly formatted, Education section was correctly formatted.	 <a href="#">EMPL 1000 Resume Rubric.pdf</a>	<p><b>Swainsboro:</b> FY 2019, EMPL 1000, 100% completed a correctly formatted resume. Ratio: 14= 100%</p> <p><b>Vidalia:</b> For FY2019, 93% completed a correctly formatted resume.</p> <p><b>Online:</b> For 2019, 72% completed a correctly formatted resume.</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b> 88.33% of the students completed a correctly formatted resume.</p>	<p>After evaluating the rubric, the areas of weaknesses were the mechanics of grammar and punctuation and a correct format of the resume.</p> <p>We will work with the English instructor to assist in improvements with extra practice in punctuation and grammar.</p> <p>Templates will be discussed, librarian assistance and additional handouts will be reviewed to ensure the format process of the resume will improve.</p>
General Education: Psychology	Students will complete a mock interview.	<p>Criteria: Listening skills, Communication skills, and Dress - Rubric will be used.</p> <p>Ratings: Excellent, Proficient, Developing Proficiency, and Unacceptable</p>	 <a href="#">EMPL1000 Interviewing Rubric.pdf</a>	<p><b>Swainsboro:</b> For 2019, 14/14 passed the EMPL interview which resulted in a 100% pass rate.</p> <p><b>Vidalia:</b> In 2019, 40/4 students passed the interview which resulted in 95% of the students passing the interview techniques.</p> <p><b>Online:</b> For 2019, 64 students 83% passed the interviews.</p> <p><b>High School:</b> n/a</p> <p><b>Overall Analysis:</b> For 2019, 92.75 passed the interview.</p>	<p>After reviewing the rubrics, students area of weakness was integrating knowledge of content and experience.</p> <p>More emphasis will be expressed to give detailed experiences and educational efforts in the interview process by conducting more mock interviews and reviewing Youtube videos.</p>
Learning Support	READ 0090 80% of students who complete the MyReadingLab modules will score at	MyReadingLab Intermediate Mastery Check		<p><b>Swainsboro:</b> 20018 11 of 11 students achieved 100%</p>	This Measurable Objective was achieved. However, since READ 0090 is Personalized Learning, this


	least 70 on the Intermediate Mastery Check on the first attempt.			<p>40095 1 of 2 students achieved 50%</p> <p>60079 1 of 1 students achieved 100%</p> <p><b>Vidalia:</b> 20117 17 of 22 students achieved 77%</p> <p>40094 8 of 12 students achieved 66%</p> <p>60081 5 of 6 students achieved 83%</p> <p><b>Online:</b> READ 0090 is not offered online</p> <p><b>High School:</b> READ 0090 is not offered in high schools</p> <p><b>Overall Analysis:</b> Swainsboro 13 of 14 students achieved 93%</p> <p>Vidalia 30 of 40 students achieved 75%</p> <p>Cumulative Results: 44 of 54 students achieved 81%</p>	achievement/analysis does not measure the number of students who did not complete READ 0090 with one attempt. "Attempt" is defined as 1 semester.
Learning Support	ENGL 00902, co-requisite students, will achieve a score of 70 or higher on the Final Exam Essay.	ENGL 1010 Final Essay Rubric	 <a href="#">ENGL Final Essay Rubric.pdf</a>	<p><b>Swainsboro:</b> 201912 5 of 6 achieved 83%</p> <p>201914 1 of 2 students achieved 50%</p> <p>201916 4 of 4 students achieved 100%</p> <p><b>Vidalia:</b> 201912 3 of 6 students achieved 50%</p> <p>201914 4 of 4 students achieved 100%</p> <p>201916 2 of 2 students achieved 100%</p> <p><b>Online:</b> ENGL 00902 is not offered online</p> <p><b>High School:</b> ENGL 00902 is not offered in high schools</p> <p><b>Overall Analysis:</b> Swainsboro 10 of 12 students achieved 83% Vidalia 9 of 12 students achieved 75% Cumulative Analysis: 19 of 24 students achieved 79% of all English co-requisite students earned a score of 70 or higher on the Final Exam Essay.</p>	Data analysis from the co-requisite model for ENGL 1010 has positive results. However, 21% of the students who registered for ENGL 1010 (co-requisite) were not successful. Data might need to be collected and analyzed to determine the percent of students who are required to register for ENGL 1010 more than 1 semester. As well, data should be analyzed to determine the admission criteria (the score range) that is used to identify co-requisite students. For example, do students who have a higher admission score earn a better grade than students who have a lower admission score?
Medical Assisting	Medical Assisting students will correctly administer injections.	Administering Medications Skills competency check-off  Administering Medications	 <a href="#">MAST MedAdmin 2017.pdf</a>	<b>Swainsboro:</b> All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes.	Instructors focused on individualized time and instruction with students on proper injection practices and safety.






		<p>Skills competency check-off (includes intramuscular, subcutaneous, and intradermal injections).</p> <p>Skills Competency*Pass/Fail</p> <p>*All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100% (psychomotor and affective domain).</p> <p>This assessment is conducted in MAST 1090.</p> <p>Task: To withdraw medication from a vial.</p> <p>Condition: Given the equipment and supplies as listed in the procedure, the student will demonstrate the correct procedure for withdrawing medication from a vial, adhering to the steps listed below.</p> <p>Standards: The student will have 7 minutes to complete the procedure and will need to score an 85% or above to pass the competency.</p> <p>Automatic failure results if any essential steps are omitted or performed incorrectly.</p>		<p><b>Vidalia:</b> All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes.</p> <p><b>Online:</b> NA</p> <p><b>High School:</b> NA</p> <p><b>Overall Analysis:</b> MAST faculty have continued to implement changes in instruction made in previous years to maintain student success with injecting medications.</p>	Therefore increasing the confidence of the student and positive patient interaction.
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	<p>Drug Calculations Assessments - written exams.</p> <p>100% Accuracy is required for successful completion. Students calculate drug dosages in 3 different courses within the program. (MAST 1030, 1080, and 1180) Students are allowed 3 attempts in MAST 1030 &amp; 1080 and in 2 attempts in 1180.</p>	<p> <a href="#">MAST DrugCalc 1.pdf</a></p> <p> <a href="#">MAST DrugCalc 2.pdf</a></p> <p> <a href="#">MAST DrugCalc 3.pdf</a></p> <p> <a href="#">MAST DrugCalc 4.pdf</a></p> <p> <a href="#">MAST DrugCalc 5.pdf</a></p> <p> <a href="#">MAST Drug Calculation1.pdf</a></p> <p> <a href="#">MAST Drug Calculation2.pdf</a></p>	<p><b>Swainsboro:</b> 4 students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy.</p> <p>4 students in MAST 1030 for FY19: 4 passed on first attempt, NA passed on second attempt, NA passed on the third attempt.</p> <p>4 students in MAST 1090 for FY19: 4 passed on the first attempt. NA passed on the second attempt. NA passed on the third attempt.</p> <p>4 students in MAST 1180 FY19: 4 passed on the first attempt. 4 passed on the second attempt. 4 passed on the third attempt.</p> <p><b>Vidalia:</b> 12 students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy.</p> <p>12 students in MAST 1030 for FY19: 5 passed on first attempt, 7 passed on second attempt, NA passed on the third attempt.</p> <p>12 students in MAST 1090 for FY19: 12 passed on the first attempt. NA passed on the second attempt. NA passed on the third attempt.</p> <p>12 students in MAST 1180 FY19: 4 passed on the first attempt. 8 passed on the second attempt. NA passed on the third attempt.</p> <p><b>Online:</b> NA</p> <p><b>High School:</b> NA</p> <p><b>Overall Analysis:</b> 16 students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy.</p> <p>16 students in MAST 1030 for FY19: 9 passed on first attempt, 7 passed on second attempt, NA passed on the third attempt.</p> <p>16 students in MAST 1090 for FY19: 16 passed on the first attempt. NA passed on the second attempt. NA passed on the third attempt.</p> <p>16 students in MAST 1180 FY19: 8 passed on the first attempt. 8 passed on the second attempt. NA passed on the third attempt.</p>	Instructors incorporated contextual learning with practical math applications for medication administration through homework, class discussion, practice tests, and review.
Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture.	Venipuncture skills competency check-off sheet.		<p><b>Swainsboro:</b> 4 students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded</p>	Instructors have continued to incorporate individual sessions with students to ensure they


		<p>Skills Competency</p> <p>* Pass/Fail</p> <p>*All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100% (psychomotor and affective domain)</p> <p>Venipuncture is a psychomotor domain. This assessment is administered in MAST 1090.</p>		<p>by a competency check-off sheet. 4 students completing this course did/did not show proficiency in venipuncture.</p> <p><b>Vidalia:</b> 12 students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. 12 students completing this course did/did not show proficiency in venipuncture.</p> <p><b>Online:</b> NA</p> <p><b>High School:</b> NA</p> <p><b>Overall Analysis:</b> 16 students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. 16 students completing this course did show proficiency in venipuncture.</p>	<p>were comfortable with holding the needle and tube insertion.</p> <p>Also students developed this competency on mannequins and simulation software that offers real-life experience through developing techniques prior to performing skills check-offs.</p>
NCCE Ind Elect Sys & Maintenance Technician	Students will complete a control circuit	<p>Exit Exam Hands-On Checklist</p> <p>A minimum 70% accuracy is required for successful</p>		<p><b>Swainsboro:</b> Five students passed the exam and 2 students did not.</p> <p><b>Vidalia:</b> Not offered on Vidalia campus</p> <p><b>Online:</b> Not offered online</p> <p><b>High School:</b> Not offered in high schools</p> <p><b>Overall Analysis:</b> The 5 students that passed the exam passed the exam with an average of 83. The 2 students who did not pass left before the end of the semester.</p>	Instructors worked on increasing the scores by incorporating more practice time before capstone exam.
Paramedicine	The EMS Professions and Paramedicine students will safely and accurately administer intramuscular and subcutaneous injections as well as administer IV Bolus medications for various medical complaints on a simulated patient, based on their competency level.	<p>During EMSP 2130 (Paramedicine) and EMSP 1510(EMS Professions, students will be given a simulated patient and scenario which will require the administration of pre-hospital medication.</p> <p>Competency will be verified by using the Medication administration skill sheets NREMT - Medication Administration Assessment Sheet</p> <p>All items on the AEMT/NREMT - IM Injections Skills Check-off are mandatory for the student to perform.</p> <p>If not performed, a retest is required.</p> <p>AEMT - IM Injections Skills Check-off Sheet</p> <p>100% accuracy is required.</p>	<p> <a href="#">PAR Med Admin Skills.pdf</a></p> <p> <a href="#">PAR Assessment Skills.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> During lab practice and evaluation, students were given the opportunity to practice the skill of medication administration.</p> <p>100% of the Paramedicine students (12 of 12) and 100% of the EMS Professions students (13 of 14) exhibited competency in the administration of intramuscular, subcutaneous injections, and IV Bolus administration.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> These skills are required for the successful completion of the NREMT practical exam and competent delivery of pre-hospital emergency care once licensed and will be continued to be evaluated in future programs.</p> <p>The instructor acknowledges the utilization of peer check-offs was an integral part of the psychomotor development of this skill and should continue to incorporate peer check-offs in the future classes.</p>	The instructor incorporated and utilized peer check-offs which proved to be an integral part of the psychomotor development of this pre-hospital medication and intravenous administration skill.
Paramedicine	The Paramedicine student will accurately calculate drug dosages and infusion drip rates.	<p>Pharmacology Competency Exam.</p> <p>Sections to include: a. Metric conversions. b. Moving decimals. c. Bolus medication formulas. d. IV infusion formulas. e. Fluid over time formulas. f. Medication pharmacodynamics and pharmacokinetics</p> <p>100% accuracy is required</p>	<p> <a href="#">PAR Patient Assessment Trauma.pdf</a></p> <p> <a href="#">PAR Spinal Immobile Supine.pdf</a></p> <p> <a href="#">PAR Spinal Sitting.pdf</a></p>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> At the completion of EMSP 2130, Paramedicine students completed the Pharmacology Competency Exam.</p> <p>Of the 12 students completing the exam, 100% (12/12 students) successfully completed the exam.</p> <p>Scores ranged from 71% to 91% with a median score of 81%.</p> <p>Item analysis of the exam revealed 16 questions</p>	<p>The instructor has reviewed the problematic questions and is including additional study material in the course relating to these items.</p> <p>Future EMSP 2130 Comprehensive exams will be closely monitored for reliability and validity of contact, in order to determine the effectiveness of the newly added study material.</p>



				<p>that proved difficult to &gt; 41.66% of the class.(5 questions or more answered incorrectly)</p> <p>(Items 12, 16, 26, 30, 32, 46, 48, 50, 57, 64, 72, 73, 76, 80, 81, 100)</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> These items were reviewed and found to be accurate in content and relative to the students required competency.</p>	
Paramedicine	During EMSP 2310, Paramedicine students will accurately interpret 12-lead EKGs to identify: (1)ST Elevation MIs (STEMI) (2)Bundle Branch Blocks (3) Axis Deviation	National Registry of Emergency Medical Technicians EMT Psychomotor Skills Check - 12-lead EKG Assessment sheet  100% accuracy	 <a href="#">PAR 12-Lead ECG Assessment.pdf</a>	<p><b>Swainsboro:</b></p> <p><b>Vidalia:</b> After completion of Basic ECG interpretation, students were given instruction on the acquisition and interpretation of 12-lead ECGs. 100% (11/11) of the Paramedicine students exhibited competency in both the acquisition and interpretation of 12-lead ECGs. Items they were able to identify were: (1)ST Elevation MIs (STEMI) (2)Bundle Branch Blocks.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b> Although all students accurately interpreted the EKGs, three students (3) required remediation in the interpretation of several basic ECG rhythms in order to correctly interpret the 12-lead ECGs.</p>	The instructor has incorporated a review class of the basic ECG interpretation prior to the presentation of the 12-lead ECG didactic material. A Basic ECG quiz will be administered as well, to identify problem areas.
Practical Nursing	Participate in activities that improve and promote quality of care in health care settings	Cumulative score of 75% or higher on the NCLEX Health Promotion and maintenance portion of the ATI Comprehensive Predictor.		<p><b>Swainsboro:</b> Summer 2018: 73.4% Fall 2018: 79.5%</p> <p><b>Vidalia:</b> Summer 2018: 79.5% Fall 2018: 81.8%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	During this time (Summer 2018) the PN program had some transitions to overcome with faculty turn overs. We are eager to see this number increase on the Swainsboro campus as consistency among instructors is promoted.
Practical Nursing	Deliver quality nursing care to clients and their families from diverse backgrounds in a variety of settings.	Cumulative score of 75% or higher on the QSEN Patient Centered Care portion of the ATI Comprehensive Predictor.		<p><b>Swainsboro:</b> Summer 2018: 73.5% Fall 2018: 79.1%</p> <p><b>Vidalia:</b> Summer 2018: 80.8% Fall 2018: 81.0%</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	During this time (Summer 2018) the PN program had some transitions to overcome with faculty turn overs. The curriculum including ATI is modeled after Patient centered care. We follow this approach throughout the classroom and clinical settings.
Practical Nursing	Utilize evidence based rationales and resources when providing safe, quality client-centered care.	Cumulative score of 75% or higher on the QSEN Evidenced Based Practice portion of the ATI Comprehensive Predictor.		<p><b>Swainsboro:</b> Summer 2018: 66.2% Fall 2018: 79.2%</p> <p><b>Vidalia:</b> Summer 2018: 78.1% Fall 2018: 81.8%</p> <p><b>Online:</b></p>	During this time (Summer 2018) the PN program had some transitions to overcome with faculty turn overs. The faculty is hopeful that promoting consistency among instructors will improve this score in the future. We also utilize the most recent copies of text books and guidelines to improve Evidenced Based Teaching. Several of the PN instructors continue to work as a bedside nurse to promote Evidenced



				<b>High School:</b>  <b>Overall Analysis:</b>	Based Practice.
Practical Nursing	Utilize client care technology in the provision of safe, quality client-centered care.	Cumulative score of 75% or higher on the QSEN Informatics portion of the ATI Comprehensive Predictor.		<b>Swainsboro:</b> Summer 2018: 38.5%  Fall 2018: 66.7%  <b>Vidalia:</b> Summer 2018: 73.3%  Fall 2018: 81.8%  <b>Online:</b>  <b>High School:</b>  <b>Overall Analysis:</b>	Electronic health record documentation implemented Spring 2018. The faculty aim for an increase in this number the more EHR is utilized throughout the program.
Practical Nursing	Participate as a member of the inter-professional healthcare team in the delivery of safe, quality client-centered care.	Cumulative score of 75% or higher on the NLN Nursing Judgement portion of the ATI Comprehensive Predictor.		<b>Swainsboro:</b> Summer 2018: 67.2%  Fall 2018: 76.9%  <b>Vidalia:</b> Summer 2018: 78.8%  Fall 2018: 78.4%  <b>Online:</b>  <b>High School:</b>  <b>Overall Analysis:</b>	During this time (Summer 2018) the PN program had some transitions to overcome with faculty turn overs. Also, the use of simulation in our nursing program has increased and this should increase the student's ability to provide adequate nursing judgement.
Practical Nursing	Demonstrate the ability to serve as a team leader overseeing client care delivered by team members.	Cumulative score of 75% or higher on the QSEN Teamwork and Collaboration portion of the ATI Comprehensive Predictor.		<b>Swainsboro:</b> Summer 2018: 71.8%  Fall 2018: 86.7%  <b>Vidalia:</b> Summer 2018: 80.9%  Fall 2018: 82.4%  <b>Online:</b>  <b>High School:</b>  <b>Overall Analysis:</b>	PNSG 2410 has been revised to combine the Swainsboro and Vidalia cohorts together during this course of the program. The students are able to work together on the Leadership projects.
Practical Nursing	Practice in a professional manner while providing client-centered nursing care.	Cumulative score of 75% or higher on the NLN Professional Identity portion of the ATI Comprehensive Predictor.		<b>Swainsboro:</b> Summer 2018: 68.9%  Fall 2018: 84.4%  <b>Vidalia:</b> Summer 2018: 79.0%  Fall 2018: 79.7%  <b>Online:</b>  <b>High School:</b>  <b>Overall Analysis:</b>	During this time (Summer 2018) the PN program had some transitions to overcome with faculty turn overs. It is our goal to promote professionalism to the students throughout the entire program.
Radiologic Technology	RADT students will demonstrate accurate positioning skills.	The assessment method for this outcome is the RADT Terminal Competency Form.  Procedure Performance section - average score Question 3 -  Benchmark 4.3 out of a 4.76 scale.	 <a href="#">RADT_Competency_Eval.pdf</a>	<b>Swainsboro:</b> N/A  <b>Vidalia:</b> An average score of 4.76 was calculated for this assessment outcome  <b>Online:</b> N/A	The program faculty have decided to further evaluate the outcome measurement tool and learning outcome to recognize any revisions for the next assessment cycle.

				<b>High School:</b> N/A	
				<b>Overall Analysis:</b> The benchmark was exceeded for this outcome and the program faculty have analyzed the last two years data for this outcome measurement. The program has decided to re-evaluate the method of measurement and measurable outcome to recognize any revisions that will need to be made for the next assessment cycle.	
Radiologic Technology	Of those actively pursuing employment, RADT students will be gainfully employed within 12 months post-graduation.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer.  The JRCERT has set a benchmark of 75% over a five year period.		<b>Swainsboro:</b> N/A  <b>Vidalia:</b> Data will not be available till the End of Fall semester 2019  <b>Online:</b>  <b>High School:</b>  <b>Overall Analysis:</b>	
Radiologic Technology	RADT students will practice proper radiation protection.	The assessment method for this outcome is the RADT 2360 Clinical Terminal Competency Form. Patient Care Section - question 4 - Benchmark average score of 4.3 out of a 4.76 point scale.	 <a href="#">RADT_Competency_Eval.pdf</a>	<b>Swainsboro:</b> N/A  <b>Vidalia:</b> The average score for this outcome was calculated as 4.76.  <b>Online:</b>  <b>High School:</b>  <b>Overall Analysis:</b> The benchmark for this outcome was exceeded. The program has discussed this program outcome and measurement tool to identify the viability of the measurement tool for this outcome.	The program has discussed this program outcome and measurement tool to identify the viability of the measurement tool for this outcome. The measurement tool and outcome will need to be revised for the next assessment cycle.
Speech	SPCH (degree level) students will clearly express and transmit knowledge and ideas through public speaking with unconscious competence.	 <a href="#">SPCH_PRPSA_Test.pdf</a>  <a href="#">SPCH_PRPSA_Explanation.pdf</a>  This tool measures students' public speaking as a form of self-reported communication apprehension.  First, this is a required graded assessment for the semester.  The scores will range anywhere from 30 to 170 - the higher the score, the higher your level of reported anxiety about public speaking.  This is a pre-test/post-test survey known as the Personal Report of Public Speaking Anxiety (PRPSA).  According to Jo Sprague and Douglas Stuart, authors of The Speakers Handbook, the learning of a skill often progresses through four stages:  Stage 1 Unconscious incompetence. In this stage a person is not aware that he or she is making errors in some area and may even be unaware that there is a skill to be learned.  Stage 2 Conscious incompetence. A person in this stage has made the realization that she or he is doing something ineptly and that there is room for improvement. In many cases this awareness creates anxiety, which actually increases incompetence.	 <a href="#">SPCH_PRPSA_Test.pdf</a>  <a href="#">SPCH_PRPSA_Explanation.pdf</a>	<b>Swainsboro:</b> SPCH 1101 is not taught face-to face (F2F) on the Swainsboro Campus.  <b>Vidalia:</b> F2F classes are taught on the Vidalia Campus. SPCH 1101 is not taught F2F during the summer semester (201916).  201914 16 students participated in the Pre PRPSA with a combined score of 110. 16 students participated in the Post PRPSA with a combined score of 100. Data reflects a positive change of 10 points.  <b>Online:</b> 201912 23 students participated in the Pre PRPSA with a combined score of 130. 23 students participated in the Post PRPSA with a combined score 117. Data reflects a positive change of 13 points.  201914 30 students participated in the Pre PRPSA with a combined score of 145. 28 students participated in the Post PRPSA with a combined score 110. Data reflects a positive change of 35 points.  201916 20 students participated in the Pre PRPSA with a combined score of 118. 19 students participated in the Post PRPSA with a combined score 99. Data reflects a positive change of 19 points.  <b>High School:</b> Speech is not taught in the high school environment; however, SPCH 1101 includes many Dual Enrolled students.  <b>Overall Analysis:</b> Each semesters' data analysis reflects a positive change in public speaking anxiety for both online and F2F classes during Fiscal Year 2019.	While a positive change was noted in public speaking anxiety in all classes for Fiscal Year 2019, it was determined through informal conversations that many students had prior public speaking experiences such as presenting at high school competition events and performing in one-act plays. To determine an accurate change, the number of public speaking per events per participate might need to be determined.

		<p>Stage 3 Conscious competence. In this stage a person has taken a skill in which she or he feels incompetent, has improved, and then devotes a portion of consciousness to performing it competently. The absence of such vigilance is likely to mean a regression to more comfortable but less competent patterns. However, if a person perseveres, the awkwardness of the new behavior diminishes and the need for self-monitoring lessens.</p> <p>Stage 4 Unconscious competence. Now a person has integrated the learned skills well enough that he or she need not devote conscious attention to maintaining competence it comes naturally. The skill becomes relatively effortless and maybe even fun.</p> <p>Stage 4 Unconscious Competence is the desired outcome.</p> <p>Students will realize the different stages of progression and help them advance competently.</p> <p>Students are given instructions on scoring.</p> <p>Interpreting Your PRPSA Score Scores above 131 indicate High Anxiety Scores between 98 and 131 indicate Moderate Anxiety Scores below 98 indicate Low Anxiety</p> <p>The National Average (Mean) for the PRPSA is 114.6 with a standard deviation of 17.2.</p>			
Welding Technology	WELD students will perform vertical position welding using common welding rods. Open and with backing	<p>Welding Certification Exam Subpart WELD 1060 Lab Practice Check-Off Sheet Skills Assessment Checklist - Open</p> <p>Task for OPEN: Using 1/8 inch E60 electrodes for the root pass and 3/32 inch or 1/8 inch E7018 electrodes for the fill and cover passes, make an open-root V-groove weld on carbon steel plate in the vertical position.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size Acceptable weld profile in accordance with the ASME Boiler and Pressure Vessel Code Complete uniform root penetration at least flush with the base metal to a maximum buildup of 1/8 inch Smooth transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks Acceptable guided bend test results WELD 1050 Performance check With Backing Task: Ysung 3/32 inch, 1/8 inch, or 5/32 inch E7018 electrodes, make a V-groove weld with steel backing on carbon steel plate in the vertical position.</p>	<p> <a href="#">WELD 1060 Open VGroove Check.pdf</a></p>	<p><b>Swainsboro:</b> All of the students in this course ended up dropping the class.</p> <p><b>Vidalia:</b> 18 students attempted the SMAW 3G certification and 15 passed, 83%.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	SMAW is and will always be the most popular welding process. Most of the Unions and local employers seek students with these skills.

		<p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +/-1/16 inch Acceptable weld profile in accordance with AWS D1.1 No porosity No overlap No excessive undercut No inclusions No cracks Acceptable guided bend test results per AWS QC-10:2004</p> <p>Pass or Fail Assessment</p>			
Welding Technology	WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	<p>Welding Certification Exam Subpart WELD 1090 and WELD 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +/-1/16 inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks</p> <p>Pass or Fail Assessment</p>	 <a href="#">WELD 1090 1153 3GVertical Groove Check.pdf</a>	<p><b>Swainsboro:</b> 3 students attempted the certification but none passed and all three will be given another opportunity in WELD 1120.</p> <p><b>Vidalia:</b> 18 students attempted the 3G FCAW certification and 15 passed, 83%.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	The majority of those taking the test passed. We have a major employer in Metter and Swainsboro who use this process and continue to hire our graduates with FCAW skills.
Welding Technology	WELD students will perform a BU2a-groove 3-G position MIG weld.	<p>Welding Certification Exam Subpart WELD 1090 and 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +/-1/16 inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks</p> <p>Pass or Fail Assessment</p>	 <a href="#">WELD 1090 1153 3GVertical Groove Check.pdf</a>	<p><b>Swainsboro:</b> None attempted as we no longer use this assessment.</p> <p><b>Vidalia:</b> 18 students attempted the GMAW 3G Certification and 10 passed, 56%.</p> <p><b>Online:</b></p> <p><b>High School:</b></p> <p><b>Overall Analysis:</b></p>	The decision was made Spring 2019 to discontinue using this assessment as our code does not acknowledge GMAW-S.
Welding Technology	Basic CNC Technician students will design	CNC Checklist		<p><b>Swainsboro:</b> No students were enrolled in this TCC.</p>	We now have a full time instructor teaching this

	and manufacture a part fixture on a CNC machine.	<p>To accomplish the design and manufacture of a part fixture on a CNC machine requires the fo1lowing:</p> <p>evaluation of part print</p> <p>determine order of operations</p> <p>determine part holding and program zero location</p> <p>determine cutting tools required and order of use</p> <p>program parts per drawing specifications</p> <p>setup and load program into CNC machine tool for the part manufacturing.</p> <p>100% accuracy is required.</p>		<div><div>Vidalia: NA</div><div>Online: NA</div><div>High School: NA</div><div>Overall Analysis:</div></div>	class.
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