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Program Outcome Report

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Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
 	Accounting	ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACCT 2000 Accounting Program Competency Exit Exam	<p>Spring Semester:</p> <p>Vidalia Campus 1 of 1 students (100%) enrolled in ACCT 2000 completed the program competency exit exam with a score of 70% of higher. Actual score was 89.</p> <p>Summer Semester:</p> <p>Vidalia Campus 5 of 6 students (83%) enrolled in ACCT 2000 completed the program competency exit exam with a score of 70% of higher. Actual scores were 85, 83, 79, 78, 79, and 0; average score 67.</p> <p>Summer Semester:</p> <p>Swainsboro Campus 3 of 3 students (100%) enrolled in ACCT 2000 completed the program competency exit exam with a score of 70% of higher. Actual scores were 82, 82, 75; average score 80.</p> <p>Analysis The one student who was enrolled in ACCT 2000 in Vidalia that did not pass the competency exam stop attending class without formally withdrawing. So the class average without her 0 score would be 80. Excluding that score, the scores between campuses are comparable due to the same instructor teaching the course and mirroring the instructional methods on both campuses.</p>	<p>There is always room for improvement.</p> <p>The instructor is constantly trying new instructional methods to enhance the course and provide even better results.</p> <p>Instructor is considering offering the course online so that there will be more offerings--teaching this course on both campuses uses 2 of the 4 prep maximum for summer semester. The key will be doing so without sacrificing the quality of instruction.</p>
 	Accounting	Increase retention in the Accounting program grouping by 10%.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2016	<p>Swainsboro Campus:</p> <p>AY 16 retention rate for accounting degree was</p>	Retention could further be improved by having an instructor dedicated to each individual campus.





				<p>100%, as compared to 80% for AY 15, an increase of 25%. AY 16 retention rate for accounting diploma was 100%, which was unchanged from the AY 15 retention rate of 100%.</p> <p>Vidalia Campus:</p> <p>AY 16 retention rate for accounting degree was 94.1%, as compared to 100% for AY 15, a decrease of 5.9%. AY 16 retention rate for accounting diploma was 90%, as compared to 85.7% for AY 15, an increase of 5%.</p>	<p>It is difficult to create the once "family atmosphere" in the accounting program due to splitting time between the two campuses--effectively having a part time instructor on both campuses.</p> <p>Nominating students for student leadership, GOAL, decorating pumpkins, decorating Christmas trees, participating in activity days --these are wonderful ways to interact and build rapport with the students.</p> <p>Regardless of what might be perceived as low enrollment on each campus, it is practically impossible to participate in these type of activities while at the same time planning and preparing each day to be in a totally different location the next day.</p>
				<p>Analysis:</p> <p>The instructor works diligently to provide quality instruction on both campuses, in addition to being available to students for full days' on the day of being on each particular campuses.</p>	<p>A less organized instructor could not have effectively accomplished running a program on two campuses for the past four years.</p>
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 15 In Field and Related Field Placement Data Vidalia FY 15 In Field and Related Field Placement Data	<p>Swainsboro Campus:</p> <p>In FY 15, there was 1 accounting degree graduate, a 50% decrease from FY 14. In FY 15, there were 3 accounting diploma graduates, a 200% increase from FY 14. In FY 15, there were 7 TCC graduates, a 250% increase from FY 14.</p> <p>Vidalia Campus:</p> <p>In FY 15, there was 1 accounting degree graduate, a 67% decrease from FY 14. In FY 15, there were 3 accounting diploma graduates, a 50% increase from FY 14. In FY 15, there were 15 TCC graduates, a 114% increase from FY 14.</p> <p>Combined campuses:</p> <p>In FY 15, there were 2 total accounting degree graduates, a 60% decrease from FY 14. In FY 15, there were 6 total accounting diploma graduates, a 100% increase from FY 14. In FY 15, there were 22 total TCC graduates, a 144% increase from FY 14.</p> <p>Analysis:</p> <p>With the switch from quarters to semesters, it has increased the program length for both the diploma and the degree. For example the diploma was previously designed to be completed</p>	<p>Graduates stem from enrollment, which is suffering on both campuses due to one instructor covering both campuses for the past 4 years.</p> <p>Per the email archives, during these four years, the accounting instructor has missed 7 high school tours of the Swainsboro campus and 26 high school tours of the Vidalia campus due to being on the opposite campus on those particular tour dates.</p> <p>Visibility is very important to the success of a program, whether being seen at a Senior Day presentation, a tour by high school students, career fairs, or just being seen around campus and in the office daily.</p> <p>It's so important that students feel a part of the program and the STC family.</p> <p>Despite diligent current efforts, it's very difficult to create such an atmosphere in a limited period of time each week.</p>






				<p>in 4 quarters (1 year); now under the semester curriculum, it takes 4 semesters, which is over 1 year.</p> <p>Additionally, the rigor of the first accounting course in the sequence, ACCT 1100, has significantly affected the completion rate.</p> <p>More content was added, but the total minutes decreased from 4000 minutes to 3750. Moreover, there are fewer BT students who change over or add an accounting credential upon completion of their program due to the same increased rigor of ACCT 1100.</p>	
	Air Conditioning Technology	AIRC graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. Combined Placement Figures Report. KMS Placement Data	<p>KMS DC#145 FY 2015 placement rates for both the Air Conditioning Technology Diploma and Air Conditioning Tech Assistant TCC were 100%.</p> <p>Analysis:</p> <p>Since only the ACT TCC had graduates in FY 2014, FY 2015 results showed improvements with 4 diploma graduates and 5 TCC graduates placed in field.</p> <p>br>Although the placement rate is fantastic, discussions with students and employers revealed a need for more hands-on training to entice even more students to enroll and continue in the program.</p> <p>Word of mouth recruitment through enthusiasm may be the best tool to increase completions and placements even further. Too much time on lecture seems to have discouraged AIRC students in the past since they are more hands-on learners.</p>	In FY 2017, will look for additional strategies and activities to maintain student interest in classes by using innovative teaching techniques.
	Air Conditioning Technology	The AIRC program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	<p>According to KMS DC#135, AIRC enrollment in FY 2016 was 21 and in FY 2015 it was 20 -- which is a 5% increase.</p> <p>Analysis:</p> <p>This only slight increase could be primarily because of the economy, i.e., loss of unemployment</p>	<p>We have developed more hands-on training exercises.</p> <p>We utilized more advanced students to assist the beginning students with hand-on skills training - peer teaching techniques. Students are in greater demand and enrollment should increase because of more demand by area employers.</p>

				<p>checks, reduction in payments from the HOPE scholarships and a slowdown in growth in this trade.</p> <p>However there are signs of improvement in this field. We had 3 times more requests this summer for help than in years past.</p>	
 	Air Conditioning Technology	80% increase in AIRC awards	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program	<p>AY 2016</p> <p>Air Conditioning Technician TCC - 12 awards Air Conditioning Technology Diploma - 5 awards</p> <p>AY 2015</p> <p>Air Conditioning Technician TCC - 5 awards Air Conditioning Technology Diploma - 4 awards</p> <p>Analysis:</p> <p>The TCCs awards increased 140% over the previous year while the diploma awards increase 25%.</p> <p>Faculty determine that retention plan efforts have helped students stay in the program and complete it.</p>	Recruitment and retention efforts will be continued and are expected to result in increased enrollment. However, the focus needs to be on retention of students once enrolled.
 	Associate of Science in Nursing	ASN graduates will respond to the need in southeast Georgia for Registered Nurses by becoming employed within 6-12 months.	Graduate Survey results sent to graduate via written & email 6-9 months after graduation.	For cohort 1, who graduated in December 2015 graduate surveys have been sent to 19 out of 20 graduates.	90%(18/20) graduates report employment as an RN within 6 months or sooner from the date of graduation.
 	Associate of Science in Nursing	ASN students will deliver patient-centered nursing care to any persons with health alterations in a variety of healthcare settings.	Clinical Performance Assessment Tools Clinical performance is assessed throughout the program with assessments reflecting increased levels of competency.	Unable to objectively evaluate this Program Outcome. ASN Faculty agreed.	Changed Criteria: New Program Outcomes will be implemented for the next cohort.
 	Associate of Science in Nursing	ASN students will pass the NCLEX at or above the national pass rate for the first-time writers.	GA Board of Nursing NCLEX Results Report	<p>Cohort 1's class average on the RN Comprehensive Predictor was 78.7% (National mean= 67.9%; program mean = 68.5%)</p> <p>The 78.7% = 98% probability of passing NCLEX on first attempt. 10/20 students scored 99% with only 2/20 students scoring less than 90%</p> <p>NCLEX pass rate: 4th quarter 2015 5/5 = 100%</p>	<p>NCLEX pass rate for Cohort 1 was 95% (19/20)passed on their first attempt.</p> <p>1 student has failed their first and second attempts and has not retaken the exam.</p>



	Associate of Science in Nursing	ASN program will maintain full approval of the Georgia Board of Nursing (GBON).	Georgia Board of Nursing Annual Reports & survey visits.	1st quarter 2015 13/14 = 92.86% Initial approval was granted in July 2013. A survey visit is scheduled for June 7-8 2016 to confirm program full compliance with the GBON Rules & Regulations.	The ASN Program was granted full approval by the GBON in July 2016.
	Automotive Technology	Employers will be satisfied with the performance of AUTT graduates.	Employer Follow-Up Survey Results AUTT Advisory Committee input	Advisory committee members were very satisfied with the accomplishments of the program and the graduates. Committee members applauded the 100% graduate placement before actual graduation and says the program is moving forward and they were pleased to be a part of it.	These results can be used to benefit future program graduates. Advisory members like the fact that students are work ready when they leave the program. This is also a great motivator for current and future students. It lets them see that they are not wasting their time.
	Automotive Technology	50% of AUTT students will graduate/complete an Automotive TCC or diploma	KMS Report	100% completed Automotive Fundamentals 85% completed Automotive Technology Analysis: Exceeded goal. Tracking students who complete the TCC requirements seems to have been effective.	100% completed Automotive Fundamentals 85% completed Automotive Technology
	Automotive Technology	AUTT students will obtain employment in field, related field, or continue their education.	KMS Placement Reports	KMS DC#145 AY 2015 Placement was 100% for all 7 AUTT TCCs Analysis: Worked with area businesses and Career Services to assist students in finding jobs.	100% AUTT placement Worked with area businesses and Career Services to assist students in finding jobs.
	Automotive Technology	The Automotive program will be accredited by the National Automotive Technician Education Foundation (NATEF).	Receipt of NATEF Accreditation recognition	Swainsboro: N/A Vidalia: Not completed Online: N/A High School: N/A Overall Analysis: Not completed	Not completed during this fiscal year



 	Business Administrative Technology	To increase the BT graduation rate for degree, diploma, and TCCs by 5%.	The FY 15 In Field and Related Field Placement Data Report on the STC Intranet	Vidalia Campus	Instructors are following the annual schedule and using the Degree Works when advising students. As students complete courses for the embedded TCCs, the students complete their applications for graduation.
				FY 15 - There were 5 BT degree graduates. This is a 17% decrease from FY 14.	
				FY 15 - There were 14 BT diploma graduates. This is a 7% decrease from FY 14.	
				FY 15 - There were 40 BT TCC graduates. This is a 48% decrease from FY 14.	
				Swainsboro Campus	
				FY 15 - There was 3 BT degree graduates. This is a 200% decrease from FY 14.	
				FY 15 - There were 5 BT diploma graduates. This is a 150% decrease from FY 14.	
				FY 15 - There were 48 BT TCC graduates. This is a 21% decrease from FY 14.	
				Vidalia & Swainsboro Campuses	
				FY 15 - There were a total of 8 BT degree graduates. This is a 14% increase from FY 14.	
				FY 15 - There were a total of 19 BT diploma graduates. This is a 12% increase from FY 14.	
				FY 15 - There were a total of 88 BT TCC graduates. This is a 36% decrease from FY 14.	
				Analysis: The benchmark was exceeded for the diploma graduates. The degree and TCC graduates had a decline.	
 	Business Management	Increase enrollment by 3% for the Business Management program	Program Group Enrollment Report	Enrollment was 68 students for FY 2016 this year compared to 69 students in FY 2015.	There were 4 students that owed the college money and did not return.
					Two students changed programs. One




				<p>This was a 1.45% decrease.</p> <p>Analysis:</p> <p>There were 4 students that owed the college money and did not return. Two students changed programs. One student changed to Georgia Southern. Eight students graduated. One student was out to have a baby. Two students were on suspension.</p>	<p>student changed to Georgia Southern.</p> <p>Eight students graduated.</p> <p>One student was out to have a baby.</p> <p>Two students were on suspension.</p> <p>Instructor always worked the marketing plan to recruit new students and contacted students that previously quit attending.</p>
 	Business Management	3% attrition rates for the Business Management program grouping over the previous fiscal year.	KMS Report Attrition Rate by Home Campus and Program FY 2016	<p>The attrition rate for FY 2016 is 0% for the degree and 6.5% for the diploma compared to FY 2015 diploma attrition rate was 0% for the degree and 8.1% for the degree.</p> <p>There was a 1.25% decrease.</p> <p>Analysis:</p> <p>Students are advised not to overload, but sometimes they insist on taking too many courses for financial aid reasons and then drop out. This is the main reason for the attrition rate</p>	<p>Students are advised not to overload, but sometimes they insist on taking too many courses for financial aid reasons and then drop out.</p> <p>This is the main reason for the attrition rate.</p>
 	Business Management	Increase the number of degree, diploma, and certificate graduates by 3%	Graduates/Awards by Program Report	<p>There were 3 degree graduates and 5 diploma graduates for FY 2016.</p> <p>There were 13 certificates awarded.</p> <p>There were 5 degree graduates and 1 diploma graduate for FY 2015.</p> <p>16 certificates awarded in 2015.</p> <p>There was a 25% increase.</p> <p>Analysis:</p> <p>Careful monitoring to ensure TCCs were awarded as the competencies were met proved to be an effective strategy which resulted in this increase.</p>	<p>The majority of Business Management students work full time, and therefore, only take two or three courses per semester requiring longer to graduate.</p> <p>New students are encouraged to take a full load if they are not working.</p>

	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	Career services annual graduate report.	<p>2015 cohort: Four students completed the CLT program in December 2015.</p> <p>All four students are employed in hospital laboratories.</p>	<p>Students are given multiple job opportunities through area hospital labs and national recruiting agencies.</p> <p>There continues to be a strong job market.</p>
	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP), American Medical Technologist (AMT), and American Association of Bioanalysts (AAB) National Certification Exams	<p>2015 cohort: The four graduates of the December 2015 cohort have passed the ASCP MLT registry on the first try.</p>	<p>Students are encouraged to take the ASCP MLT, AAB MT examination as soon as possible.</p> <p>Students are welcome to use review books and CD's available in the Program Director's office.</p> <p>Students may also read over old tests and labs to review for the registry.</p>
	Clinical Laboratory Technology	Program assessment of the ASCP registry results show a weak area in erythrocytes, leukocytes morphology and differential categories in the Hematology course. This has been a trend in 3 of the past 5 years assessment.	<p>The 4 areas are related in cell recognition and hematopoiesis. The assessment method is the ASCP national registry for certification.</p> <p> ASCP Registry Yrly Summary.pdf</p>	<p>ASCP registry: Hematology results section showed a 106 point improvement in the overall area of Hematology section.</p>	<p>Correctly recognizing blood cells is critical for patient care.</p> <p>This power point will be a permanent assessment tool in the Hematology class.</p> <p>Every area of the registry showed improvement from the 2014 class to the 2015 class.</p> <p>Comparison of the these areas were below the national average on the ASCP exam.</p> <p>The Program Director strives to improve student's knowledge and exceed the ASCP national exam results.</p>
	Clinical Laboratory Technology	Program goal: graduation rate of 70%	Annual program graduate data report	<p>2015 cohort: NAACLS accreditation requirements record graduation rates after the half mark of the program, which is the third semester.</p> <p>Of the students that reached this point, 100% graduated.</p> <p>NAACLS understands that not all students will meet the attendance or academic requirements of this rigorous program even after tutoring.</p> <p>All of the surveys are very favorable and located in the CLT program evaluation notebook.</p>	<p>The 4 students that were unsuccessful and dropped before the 1/2 point were offered tutoring.</p> <p>Only one student came to tutoring and was unsuccessful academically.</p> <p>Tutoring is offered to all students.</p> <p>Student study groups are also encouraged.</p> <p>According to NAACLS rules students dropping before the 1/2 mark are not calculated in graduation rates. Therefore, of the students that were present after the 1/2 mark 100% graduated.</p>

				<p>Analysis:</p> <p>The 4 students that were unsuccessful and dropped before the 1/2 point were offered tutoring.</p> <p>Only one student came to tutoring and was unsuccessful academically.</p> <p>Tutoring is offered to all students.</p> <p>Student study groups are also encouraged.</p> <p>According to NAACLS rules students dropping before the 1/2 mark are not calculated in graduation rates. Therefore, of the students that were present after the 1/2 mark 100% graduated.</p>	
	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam will pass. -	Commercial Truck Driving Licensure Rate Report	<p>49 took the exam and 49 passed the exam - 100% pass rate</p>	<p>CTDL Simulator was requested</p> <p>It is proposed that once the simulator arrives, practice shifting gears should result in fewer turn violations.</p> <p>Plan to reassess the violations to see if the simulator practice makes a difference in the next academic year.</p>
				<p>Analysis:</p> <p>Utilizing DDS CDL Road Test Score Form enables CTDL instructors to score students as close to the real test as possible.</p> <p>Turns, General Driving, and Intersections are the main problem areas. However, Turn violations decreased 20 points, Intersection violations decreased 10 points, and General Driving violations decreased 8 points over AY 2015.</p> <p>CTD faculty determined most violations resulted from issues related to gear changing - especially the Turn violations.</p> <p>br> It is proposed that once the simulator arrives, practice shifting gears should result in fewer turn violations.</p>	
	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates) over the previous fiscal year.	<p>DC 109</p> <p>Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.</p>	<p>DC 109</p> <p>FY 2016</p> <p>49 - Vidalia</p> <p>18 - Swainsboro</p> <p>FY 2015</p>	<p>Promoted CTDL with assistance from the Em County Chamber/Development Authority and the Public Works department of the county to prepare the driving range. A banner was posted on the driving range to attract potential students with the campus phone number.</p> <p>Classes utilized the driving range each</p>

				<p>39- Vidalia</p> <p>11 - Swainsboro</p>	<p>semester to ensure it would hold up before investing in the cost of a portable classroom.</p>
				<p>Analysis:</p> <p>34% increase in number of awards over previous fiscal year.</p> <p>64% increase - Swainsboro</p> <p>26% increase - Vidalia</p> <p>This could also be attributed to FT instructor housed in Vidalia having to be out for back surgery and the PT instructors filling in on a more regular basis.</p> <p>With a major push on promoting CTDL in Swainsboro with the truck driving range and collaborations with the Chamber and county, enrollment and awards should continue to increase or be maintained.</p>	<p>Since the concrete pad/driving range has held up well, the stripping paint will be done in the next fiscal year in order to incorporate it as a licensure test site.</p> <p>By having a test site in Swainsboro, students will no longer have to drive 100+ miles in order to test.</p>
	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet	<p>AY 2016</p> <p>73 - Vidalia</p> <p>30 - Swainsboro</p> <p>AY 2015</p> <p>77 - Vidalia</p> <p>27 - Swainsboro</p> <p>Analysis:</p> <p>Vidalia enrollment dropped slightly while Swainsboro enrollment improved at about the same rate.</p> <p>Overall enrollment dropped by 1 student.</p> <p>This could be attributed to FT instructor having to be out for back surgery and the PT instructors filling in.</p>	<p>Promoted CTD on Swainsboro Campus with the CTDL driving range.</p> <p>Worked with county and city to get the range workable.</p>
	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.	<p>AY 2015 Placement</p> <p>Vidalia Campus 81.1%</p> <p>Swainsboro Campus 52.9%</p> <p>AY 2014 Placement</p> <p>Vidalia Campus 100%</p> <p>Swainsboro Campus 94.4%</p>	<p>Instead of notifying graduates upon completion of the program, CTDL faculty plan to stress the importance of graduates reporting their employment status back to STC through out their entire program in order to ensure the placement rate is accurately reflected each year.</p>

				<p>Analysis:</p> <p>31% decrease in employment</p> <p>FY 2015</p> <p>47 infield, 2 related field, 5 unrelated field, 1 unrelated field & continuing education</p> <p>FY 2016</p> <p>29 Infield, 1 related field, 1 unrelated field, 1 not employed. 2 unavailable, and 5 status unknown</p> <p>It appears the "status unknown" column in the report really lowers the overall placement rate of the program.</p>	
	Computer Information Systems	The grade distribution will be comparable for online, hybrid, and traditional COMP 1000 classes.	The CIST department will use the Grade Distribution Report and Course Evaluation results to assess this goal.	Swainsboro:	Based on the close correlation between hybrid grade distribution and online grade distribution, forcing students to complete the mandatory training before testing did increase grades.
				Vidalia:	
				Online:	
				High School:	
				Overall Analysis:	
	Computer Information Systems	Increase the number of awards by 5% for the Computer Information Systems program.	Graduate/Awards by Program Report	In AY2015, 21 certificates, diplomas, and degrees.	Slight enrollment increase in the program along with close attention to embedded certificate awards during registration helped improve this area.
				In AY2016, CIST awarded 47 certificates, diplomas, and degrees	
				<p>Analysis:</p> <p>These results produced a 223.8% increase in awards between the two years.</p>	<p>Graduate awards increased dramatically from the previous year.</p> <p>Mini-mesters introduced in AY 2017 in order to have students complete the programs faster will cause a one time dramatic jump in TCC completion and is part of what we are seeing in the result this year.</p> <p>The strategy to ensure students follow the annual schedule, pass courses, and complete embedded awards will also be continued for AY 2017.</p> <p>Advisers continued to register students based on the annual schedule in order for students to graduate in time.</p> <p>Students were encouraged to stay focused on courses in order to remain with the annual scheduled sequence or courses and were advised on the outcomes of dropping or missing a sequence course would have on their graduation time frame.</p>

	Cosmetology	Hair Designer TCC graduates will be Georgia licensed Hair Designers.	70% or higher on the State Board exam administered by PSI.	<p>Hair designer is a new program for STC and there were 3 to take the licensure exam and all 3 passed both practical and theory portions of the exam on the first attempt.</p> <p>100% of students taking the hair designer licensure exam passed on the first attempt with scores well above the benchmark.</p> <p>Analysis:</p> <p>On the theory part of the exam 81.5% of the questions over hair care and services were answered correctly and 84% of the scientific concepts questions were answered correctly.</p> <p>The following percentages were scored on the various parts of the practical exam: Blood exposure procedure-88%, Chemical waving-96%, Hair color retouch-70%, Haircutting-100%, Highlighting with foils-100%, Predisposition & Strand test-84%, Thermal curling-87%, Virgin relaxer application-98%, Client one setup-100%, and Client two-100%.</p> <p>The lowest skill, the Haircolor retouch at 70%, was identified as the problem area to work on.</p>	<p>This outcome will be used next year since we are assessing a new TCC.</p> <p>Special emphasis via demos and hands-on practices will be placed on the practical hair color retouch.</p>
	Cosmetology	COSM students taking the written exam over skin care & scientific concepts will successfully complete the exam with a minimum of 85%.	A written exam containing 100 multiple choice questions over skin care & scientific concepts will be given to students after instructor review and practice activities.	<p>60% of students taking the skin care & scientific concepts exam scored 85% or higher and 40% scored below the 85% benchmark. 100% scored at 75% or higher.</p> <p>Analysis:</p>	This goal will remain since 40% of students did not reach the benchmark.
	Cosmetology	100% of the COSM students taking the state board exam will pass the practical and written exam on the first attempt.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.	<p>100% of students taking the cosmetology licensure exam passed theory & practical parts on the first attempt.</p> <p>On the theory portion of the exam the candidates scored:</p> <p>82% or higher on the hair care & services,</p>	<p>This goal will be used again next year since this is a program goal.</p> <p>More emphasis will be placed on the areas that had less than 80% success on them.</p> <p>More hands-on skills practice will be implemented for the chemical applications.</p>

91% on the nail care & services,

83% on the scientific concepts,and

83% on the skin care & services.

On the practical portion graded by the old scale:

facial-99%,

chemical waving-87%,

haircutting-90%,

sculptured nail-91%,

set-up-100%,

thermal waving-93%,

virgin lightening application & hair color retouch-95%,

and virgin relaxer & relaxer retouch-94%.

Using the new grading scale

facial-74%,

blood exposure procedure-94%,

chemical waving-89%,

haircolor retouch-79%,

haircut-95%,

highlighting with foil-93%,

predisposition & strand test-75%,

nail service-78%,




virgin relaxer application-75%,





client one setup-100%,


client two setup-100%, and thermal waving-94%.

Analysis:

100% of students taking the written and practical

				<p>exam passed on the first attempt.</p> <p>However, it appears the new grading scale produced lower percentages. Therefore, more hands-on skills practice will need to be implemented for the chemical applications.</p>	
 	Cosmetology	70% Retention Rate Students starting the Cosmetology program will complete requirements for graduation from the program.	Intranet - Retention Rates by Program Report DC 231 Retention by Program by Home Campus	<p>75.5% of students starting the program were still enrolled or graduated.</p> <p>These results are from 2015 because this runs one year behind. The main campus has 91% retention and the Swainsboro campus had 60% retention.</p> <p>Analysis:</p> <p>The total program retention rate met and exceeded the 70% benchmark with an average of 76%.</p>	Although the main campus had over the benchmark the Swainsboro campus did not therefore, this goal will remain until next year or until the retention rate is higher.
 	Cosmetology	COSM students taking the hair care and services written exam will successfully complete it with a minimum of 85%..	Students will be given a 100 multiple choice question exam over hair care and services. This will be used to help bring up their scores on the theory portion of their actual state board exam.	<p>28% of the students taking the hair care and services exam passed it with an 85% or better and 72% scored below the 85% benchmark.</p> <p>Analysis:</p> <p>Students are continuing to score below the 85% benchmark and the instructors along with the cosmetology advisory board feel that 72% is too high of a percentage to let this objective go.</p>	Extra reviews and activities will be utilized to help students score at a higher level on hair care and services.
 	Criminal Justice	5% increase in placement rate of degree level students over the previous fiscal year	KMS DC 145 Sub-report #112 Placement by Program Area	<p>Note: (Placement is reported on a one year lag; therefore, AY 2015 Placement is reported for AY 2016.</p> <p>AY 2015</p> <p>Vidalia Campus 33%</p> <p>Diploma 40%</p> <p>Degree 100%</p> <p>*TCC 21.1% - *High School Students</p> <p>Swainsboro Campus 37.5%</p> <p>Diploma 80%</p> <p>Degree 100%</p> <p>TCC *0% - *High School Students</p>	Local criminal justice agencies provided pathways for in-field employment through internships and direct advertising of position announcements.

				<p>Overall Program</p> <p>Diploma 60%</p> <p>Degree 100%</p> <p>TCC *12% *High School Students</p>	
				<p>Analysis:</p> <p>Placement rate for the CRJU program improved significantly from 10% - 20% depending on diploma or degree student placement.</p> <p>However, TCC students (MOWR) appear to have decreased but analysis revealed that report KMS DC 145 reported in-field placement while TCC (MOWR) students continued their education rather than opting for in-field employment.</p>	
 	Criminal Justice	5% increase in retention over previous fiscal year	<p>KMS attrition by home campus and program report #LB177.</p> <p>DC 231 Retention by Program by Home Campus</p>	<p>DC#231 - Retention By Campus</p> <p>Vidalia Campus</p> <p>Diploma 50%</p> <p>Swainsboro Campus</p> <p>60%</p> <p>LB#177- Program Retention</p> <p>Diploma 89% Retention</p> <p>Degree 100% Retention</p> <p>TCC 100% Retention</p>	<p>Timely and effective advisement of students has contributed to improved retention.</p> <p>Lower attrition rates due to cost saving options on books and use of internet have reduced cost.</p> <p>Recruitment of high school students through the MOWR program will continue to reduce attrition and improve retention.</p>
 	Dental Hygiene	The dental hygiene program will graduate 70% of the students that are granted admission into the program.	20 Retention rates by program	<p>50% retention for the class of 2016.</p> <p>Out of the original 12 students accepted, four students quit and two failed due to academic deficiencies.</p>	<p>Faculty utilized numerous retention strategies.</p> <p>Students who scored below 70 on any examination were required to write the rationales for all questions answered incorrectly.</p> <p>Students maintained a calendar for each</p>

				<p>After analyzing remediation forms from the two students who failed, both students had stated that they were not studying enough and were preoccupied with personal problems.</p> <p>As a result, their academic performance was negatively affected by their lack of effort.</p> <p>The class of 2017 currently has 10 students enrolled. It appears that retention strategies have been effective in retaining students in this cohort.</p>	<p>semester that included due dates for assignments.</p> <p>Learning style inventories were collected and discussed with the new cohort of students.</p> <p>Suggestions for effective study methods were discussed during the study skills workshop.</p> <p>Handouts were provided to help students understand and work through the different "question types/stems" that may appear on examinations and the national board. Students were given a "Grit Quiz" to measure their level of passion and perseverance.</p> <p>Quiz results were analyzed, and students were provided information on grit and the importance of possessing this attribute for student success and program completion.</p> <p>In addition, the first day of the semester served as a day of reviewing syllabi and assignments for the semester.</p> <p>No lectures were conducted so that students had ample time to purchase textbooks from the bookstore and prepare for the first class session of each course.</p>
	Dental Hygiene	To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services. (D.)	<p>1 Grades in all courses- 100% courses passed with minimum grade of C</p> <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 & 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 & Debridement grade sheets- minimum 90% required</p> <p>10 Instructor Evals by Students- minimum 85% positive required</p> <p>11 Instructor Evals by Dean- minimum 85% positive required</p> <p>12 Instrumentation Practicum I-100% pass required</p> <p>13 Instrumentation Practicum II- 100% pass 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>20 Retention Rates by Program Report- 70% Retention Rate</p> <p>21 Combined Placement Figures Report- 90% Placement rate</p>	<p>Grades in all courses- 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec, Clinic I Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, & Dental Materials. 95%- Biochemistry/Nutrition 91%-Preclinic Lab 86%- Clinic II Lec 71%- Clinic II Lab</p> <p>Research paper/case studies-6 courses had research/case studies assignments.</p> <p>Patient survey- 98% positive responses. 451 out of 459 responses had good or excellent ratings. 7 responses had fair ratings and 1 response had a poor rating and were collected during Summer semester.</p> <p>Employer rating survey- 100% participation and satisfaction.</p>	<p>The students partnered with various agencies within the service delivery area and participated in service learning projects. As a result, interpersonal and communication skills were fostered with diverse population groups as well as other members of the healthcare team.</p> <p>A new community dental health textbook was implemented into the curriculum to ensure that the curriculum remained relevant.</p> <p>Modules on cultural competency were utilized to foster conversations about working with various target populations within the community.</p>

Postgraduate rating survey- 100% participation and satisfaction.

Infection Control Deductions from Assessment & Debridement grade sheets-96% compliance- 12 errors

Quality assurance assessment-61% compliance- 137 errors were noted.

Dental Hygiene Record Review- 84% compliance- 37 reviews were not completed by students.

Quality Assurance Deductions from Assessment and Debridement grade sheets-331 deductions were issued: Summer- 156, Fall- 83, and Spring- 92.

Instructor Evals by Students and Dean-100% positive

Instrumentation Practicum I- 91% pass: 10 out of 11 students passed.

Instrumentation Practicum II- 100% pass

Individual Competencies- 98% pass

Mock NBDHE- 100% pass
Mock CRDTS- 100%

NBDHE-100% pass.
Based on the 2015 NBDHE profile, students scored slightly above the national average in the community health discipline.

Graduate Exit Survey- 100% participation and satisfaction

CRDTS-100% pass


Retention rates by program report- 50% retention for class of

				<p>2016.</p> <p>Combined Placement Figures Report- 100%.</p> <p>Based on the employer surveys, employers were impressed with the experience graduates had working with diverse populations in the community such as Compassionate Care Dental Clinic, Telamon, Hispanic Mobile Dental Van, and Toombs County Service Center. These enrichments provided students with opportunities to collaborate with other healthcare providers within the local community.</p>	
	Dental Hygiene	To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene. (A.)	<p>1 Grades in all courses- 100% courses passed with minimum grade of C</p> <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>11 Instructor Evals by Dean- minimum 85% positive required</p> <p>12 Instrumentation Practicum I-100% pass required</p> <p>13 Instrumentation Practicum II- 100% pass required</p> <p>14 Individual competencies-100% pass required</p> <p>15 Mock National Board- minimum Score of 85% required</p> <p>17 NBDHE 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>20 Retention Rates by Program Report- 70% Retention Rate</p> <p>21 Combined Placement Figures Report- 90% Placement rate</p>	<p>Grades in all courses- 100%-Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec, Clinic I Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, & Dental Materials.</p> <p>95% -Biochemistry/Nutrition</p> <p>91%-Preclinic Lab</p> <p>86%-Clinic II Lec</p> <p>71%-Clinic II Lab</p> <p>Research paper/case studies-6 courses had research/case studies assignments.</p> <p>Patient survey- 98% positive responses.451 out of 459 responses had good or excellent ratings. 7 responses had fair ratings and 1 response had a poor rating and were collected during Summer semester.</p> <p>Employer rating survey- 100% participation and satisfaction.</p> <p>Postgraduate rating survey- 100% participation and satisfaction.</p>	<p>Below is a list of courses and changes that were implemented to enhance instruction and foster student success in clinical and laboratory experiences:</p> <p>Biochemistry/Nutrition- Course was designed to meet the standard requirements of the class as well as prepare students to assess and counsel patients on nutrition and its relation to oral and overall health.</p> <p>The number of exams were decreased to 2 exams and 1 final.</p> <p>Exam content was designed based on topics instead of chapters as well as what the students need to know to prepare for NBDHE.</p> <p>To create more class participation, the number of PPT presentations were reduced and the course presentations were enhanced with group discussion, critical thinking exercise/case study activity, role play, and teach and test presentation.</p> <p>The new textbook adopted included case applications, case studies, student readiness, and health applications to reinforce critical thinking skills.</p> <p>These activities were utilized to engage the critical thinking capabilities of the junior students.</p> <p>The syllabus was presented to the new junior class a week prior to the beginning of the class. This allowed students to have an understanding of what was expected for the course as well as answer any questions.</p> <p>Prior to the first day of class, the students met with Mrs. Gramiak and discussed study skills and assessed learning styles.</p>

					Instructor Evals by Dean- 100% positive.	Preclinic Lab- Dental charting practice included more verbal use of dental charting terminology.
					Instrumentation Practicum I- 91% pass: 10 out of 11 students passed.	Clinic II Lecture- Students were required to complete an assessment PPT presentation (to include EIO exam, gingival, and occlusal assessment) the day before the semester begins.
					Instrumentation Practicum II- 100% pass	Students were required to view the DVD- Precision in Periodontal Instrumentation 2ed: instrument sharpening and ultrasonic scaling prior to the first day of class.
					Individual Competencies- 98% pass	
					Mock NBDHE- 100% pass	The tobacco use intervention PPT presentation was provided on the M: drive as a homework assignment and used to enhance tobacco cessation in clinic.
					NBDHE-100% pass	
					Graduate Exit Survey- 100% participation and satisfaction	To create more class participation, the number of PPT presentations were reduced and the course presentations were enhanced with group discussion, critical thinking exercise/case study activity, and role play.
					Retention rates by program report- 50% retention for class of 2016.	Local anesthesia set up skill evaluation was enhanced to include setting up air/water syringe on the assistant side of the operator so that students rinsed immediately after dentist administered anesthesia.
					Combined Placement Figures Report- 100%.	Eaglesoft demonstration and documentation included all aspects of the clinical screen and how to input all pertinent information.
						Eaglesoft documentation of the patients completed in DHYG 1111 was required 2 weeks after the beginning of the semester.
						Clinic II Lab- Digital radiology requirements replaced film requirements for FMS and bitewings. One attempt per patient was permitted for impression skill evaluations. Diagnostic model skill evaluations were removed. Fluoride tray skill evaluation requirements were removed. Two nightguard skill evaluation requirements and two whitening tray requirements were added to graduation requirements. Radiology evaluation forms were updated to include errors associated with digital images. Students were required to complete CRDTS Calculus Charting Skill Evaluations during Fall and Spring semesters.
						Based on feedback from the employer surveys, one dentist commented that he would like the graduate to be efficient in time management. As a result, students were required to purchase timers and time management was emphasized more at the beginning of patient care.



					<p>After reviewing the 2015 NBDHE Profile Report, discipline areas with lower scores were analyzed. Courses containing supportive treatment, preventative agents, periodontology, pathology, and pharmacology were reviewed.</p> <p>Teaching strategies in these particular courses were revised to include more contextual learning experiences in which the students were more engaged in the learning process.</p> <p>In addition, this ensured that any weaknesses in the arts and sciences pertinent to the discipline of dental hygiene were addressed.</p>
	Dental Hygiene	To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public. (B.)	<p>1 Grades in all courses- 100% courses passed with minimum grade of C</p> <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 & 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 & Debridement grade sheets- minimum 90% required</p> <p>10 Instructor Evals by Students- minimum 85% positive required</p> <p>11 Instructor Evals by Dean- minimum 85% positive required</p> <p>12 Instrumentation Practicum I-100% pass required</p> <p>13 Instrumentation Practicum II- 100% pass 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>20 Retention Rates by Program Report- 70% Retention Rate</p> <p>21 Combined Placement Figures Report- 90% Placement rate</p>	<p>Grades in all courses- 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec, Clinic I Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, & Dental Materials. 95%- Biochemistry/Nutrition 91%-Preclinic Lab 86%- Clinic II Lec 71%- Clinic II Lab</p> <p>Research paper/case studies- 6 courses had research/case studies assignments.</p> <p>Patient survey- 98% positive responses. 451 out of 459 responses had good or excellent ratings. 7 responses had fair ratings and 1 response had a poor rating and were collected during Summer semester.</p> <p>Employer rating survey- 100% participation and satisfaction.</p> <p>Postgraduate rating survey- 100% participation and satisfaction.</p> <p>Infection Control Deductions from Assessment & Debridement grade sheets- 96% compliance- 12 errors</p> <p>Quality assurance</p>	<p>Below is a list of courses and changes that were implemented to enhance instruction and foster student success in clinical and laboratory experiences:</p> <p>Biochemistry/Nutrition- Course was designed to meet the standard requirements of the class as well as prepare students to assess and counsel patients on nutrition and its relation to oral and overall health.</p> <p>The number of exams were decreased to 2 exams and 1 final.</p> <p>Exam content was designed based on topics instead of chapters as well as what the students need to know to prepare for NBDHE.</p> <p>To create more class participation, the number of PPT presentations were reduced and the course presentations were enhanced with group discussion, critical thinking exercise/case study activity, role play, and teach and test presentation.</p> <p>The new textbook adopted included case applications, case studies, student readiness, and health applications to reinforce critical thinking skills.</p> <p>These activities were utilized to engage the critical thinking capabilities of the junior students.</p> <p>The syllabus was presented to the new junior class a week prior to the beginning of the class.</p> <p>This allowed students to have an understanding of what was expected for the course as well as answer any questions.</p>


				assessment-61% compliance- 137 errors were noted.	Prior to the first day of class, the students met with Mrs. Gramiak and discussed study skills and assessed learning styles.
				Dental Hygiene Record Review- 84% compliance- 37 reviews were not completed by students.	Preclinic Lab- Dental charting practice included more verbal use of dental charting terminology.
				Quality Assurance Deductions from Assessment and Debridement grade sheets-331 deductions were issued: Summer- 156, Fall- 83, and Spring- 92.	Clinic II Lecture- Students were required to complete an assessment PPT presentation (to include EIO exam, gingival, and occlusal assessment) the day before the semester begins.
				Instructor Evals by Students and Dean-100% positive	Students were required to view the DVD- Precision in Periodontal Instrumentation 2ed: Instrument sharpening and ultrasonic scaling prior to the first day of class.
				Instrumentation Practicum I- 91% pass: 10 out of 11 students passed.	The tobacco use intervention PPT presentation was provided on the M: drive as a homework assignment and used to enhance tobacco cessation in clinic.
				Instrumentation Practicum II- 100% pass	
				Individual Competencies- 98% pass	To create more class participation, the number of PPT presentations were reduced and the course presentations were enhanced with group discussion, critical thinking exercise/case study activity, and role play.
				Mock NBDHE- 100% pass	
				Mock CRDTS- 100%	Local anesthesia set up skill evaluation was enhanced to include setting up air/water syringe on the assistant side of the operator so that students rinsed immediately after the dentist administered anesthesia.
				NBDHE-100% pass	
				Graduate Exit Survey- 100% participation and satisfaction	Eaglesoft demonstration and documentation included all aspects of the clinical screen and how to input all pertinent information.
				CRDTS-100% pass	Eaglesoft documentation of the patients completed in DHYG 1111 was required 2 weeks after the beginning of the semester.
				Retention rates by program report- 50% retention for class of 2016.	Clinic II Lab- Digital radiology requirements replaced film requirements for FMS and bitewings. One attempt per patient was permitted for impression skill evaluations. Diagnostic model skill evaluations were removed. Fluoride tray skill evaluation requirements were removed.
				Combined Placement Figures Report- 100%.	Two nightguard skill evaluation requirements and two whitening tray requirements were added to graduation requirements.
					Radiology evaluation forms were





					<p>updated to include errors associated with digital images. Students were required to complete CRDTS Calculus Charting Skill Evaluations during Fall and Spring semesters.</p> <p>Based on feedback from the employer surveys, one dentist commented that he would like the graduate to be efficient in time management. As a result, students were required to purchase timers and time management was emphasized more at the beginning of patient care.</p> <p>After analyzing the quality assurance assessments, most of the errors occurred as a result of not double checking paperwork and charting entries. Designated times for charting and record reviews were utilized.</p> <p>A workshop was also conducted to demonstrate how students should comprehensively review charts and check paperwork.</p> <p>Based on the dental hygiene record reviews, charts with incomplete reviews were flagged and students were instructed to complete the reviews.</p> <p>Instructors verified that reviews were completed. A log for documenting late patient dismissals was established to track patterns regarding dismissal times.</p> <p>Faculty adhered to the designated patient dismissal times and ensured that students utilized the designated charting times.</p>
	Dental Hygiene	To teach students to seek lifelong learning through continuing education courses on the latest products and developments in dentistry and medicine. (F)	<p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</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 & Debridement grade sheets- minimum 90% required</p> <p>10 Instructor Evals by Students- minimum 85% positive required</p> <p>11 Instructor Evals by Dean- minimum 85% positive required</p> <p>15 Mock National Board- minimum Score of 85% required</p> <p>17 NBDHE 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>20 Retention Rates by Program Report- 70% Retention Rate</p>	<p>Research paper/case studies-6 courses had research/case studies assignments.</p> <p>Employer rating survey- 100% participation and satisfaction.</p> <p>Postgraduate rating survey- 100% participation and satisfaction.</p> <p>Infection Control Deductions from Assessment & Debridement grade sheets- 96% compliance- 12 errors</p> <p>Instructor evaluations by Students and Dean- 100% positive</p>	<p>Eight case studies were added to the curriculum to provide students additional practice with selecting, recommending, and providing preventative agents and supportive treatment services to patients based on individualized needs.</p> <p>Research assignments and case studies were integrated throughout the dental hygiene curriculum to ensure that students understood how to remain on the cutting edge of innovative developments in the field of dental hygiene. regarding best practices in dentistry and medicine.</p> <p>Guest speakers from business and industry were utilized to teach students about lifelong learning.</p>



				Mock NBDHE- 100% pass	
				NBDHE- 100% pass	
				Graduate Exit Survey- 100% participation and satisfaction	
				Retention rates by Program Report- 50% retention for class of 2016.	
	Dental Hygiene	To teach students to conduct critical reviews of current literature as a means of research and lifelong learning. (E.)	<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>10 Instructor Evals by Students- minimum 85% positive required</p> <p>11 Instructor Evals by Dean- minimum 85% positive required</p> <p>17 NBDHE 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>20 Retention Rates by Program Report- 70% Retention Rate</p>	<p>Research paper/case studies-6 courses had research/case studies assignments.</p> <p>Patient survey- 98% positive responses. 451 out of 459 responses had good or excellent ratings. 7 responses had fair ratings and 1 response had a poor rating and were collected during Summer semester.</p> <p>Employer rating survey- 100% participation and satisfaction.</p> <p>Postgraduate rating survey- 100% participation and satisfaction.</p> <p>Instructor evaluations by Students and Dean- 100% positive.</p> <p>NBDHE- 100% pass.</p> <p>Graduate exit survey- 100% participation and satisfaction.</p> <p>Retention rates by program report- 50% retention for class of 2016.</p>	<p>Eight case studies were added to the curriculum to provide students with additional practice with selecting, recommending, and providing preventative agents and supportive treatment services to patients based on individualized needs.</p> <p>Research assignments and case studies were integrated throughout the dental hygiene curriculum to ensure that students understood the relevance of critically reviewing current literature.</p> <p>Postgraduate rating surveys were deployed to ensure that graduates were attending continuing education courses and incorporating best practices into their dental hygiene clinical practice.</p>
	Dental Hygiene	To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene. (C.)	<p>1 Grades in all courses- 100% courses passed with minimum grade of C</p> <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 & 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 &</p>	<p>Grades in all courses- 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec, Clinic I Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, & Dental Materials. 95%- Biochemistry/Nutrition 91%-Preclinic Lab 86%- Clinic II Lec 71%- Clinic II Lab</p>	<p>Since the program maintained an infraction and a critical incident protocol, students were held accountable for following clinical protocol and demonstrating good work ethics.</p> <p>The protocol served as a "checks and balances" and ensured that ethical behaviors were exhibited in the live work clinic.</p> <p>Ethics assignments were utilized during class sessions as an avenue for students to collaborate on ethical</p>


			<p>Debridement grade sheets- minimum 90% required</p> <p>10 Instructor Evals by Students- minimum 85% positive required</p> <p>11 Instructor Evals by Dean- minimum 85% positive required</p> <p>12 Instrumentation Practicum I-100% pass required</p> <p>13 Instrumentation Practicum II- 100% pass 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>20 Retention Rates by Program Report- 70% Retention Rate</p> <p>21 Combined Placement Figures Report- 90% Placement rate</p>	<p>Research paper/case studies- 6 courses had research/case studies assignments.</p> <p>Patient survey- 98% positive responses. 451 out of 459 responses had good or excellent ratings. 7 responses had fair ratings and 1 response had a poor rating and were collected during Summer semester.</p> <p>Employer rating survey- 100% participation and satisfaction.</p> <p>Postgraduate rating survey- 100% participation and satisfaction.</p> <p>Infection Control Deductions from Assessment & Debridement grade sheets- 96% compliance- 12 errors</p> <p>Quality assurance assessment-61% compliance- 137 errors were noted.</p> <p>Dental Hygiene Record Review- 84% compliance- 37 reviews were not completed by students.</p> <p>Quality Assurance Deductions from Assessment and Debridement grade sheets-331 deductions were issued: Summer- 156, Fall- 83, and Spring- 92.</p> <p>Instructor Evals by Students and Dean-100% positive</p> <p>Instrumentation Practicum I- 91% pass: 10 out of 11 students passed.</p> <p>Instrumentation Practicum II- 100% pass</p> <p>Mock NBDHE- 100% pass</p>	<p>dilemmas and role play the scenarios.</p> <p>Work ethics topics were presented by students during class sessions to assist with preparation for the work ethics exam.</p> <p>The work ethics scoring rubric was revised with a three point scale to simplify the rating process and ensure that instructors were providing relevant feedback to students.</p>
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				<p>Mock CRDTS- 100%</p> <p>NBDHE-100% pass</p> <p>Graduate Exit Survey- 100% participation and satisfaction</p> <p>CRDTS-100% pass</p> <p>Retention rates by program report- 50% retention for class of 2016.</p> <p>Combined Placement Figures Report- 100%.</p> <p>Placement of dental hygiene graduates remains at 100%. The analysis of feedback from all stakeholders surveyed has fostered an environment of respect for the Dental Hygiene Professional Code of Ethics and Conduct and assures recognition and acceptance of the responsibilities of the dental hygiene profession.</p> <p>After reviewing the work ethics exam, it was noted that all 2016 graduates passed the exam and received the work ethics seal on their diploma further validating their soft skills training.</p>	
	Distance Education	100% of faculty teaching online will receive training/professional development that meets their online/hybrid needs during FY 2016.	Question #3 on the Online Faculty Survey	<p>100% of faculty that completed the Online Faculty Survey agreed that they received training and professional development that met their needs during FY2016. Training was provided face-to-face, online, and through webinars. The various methods of training met the different learning styles and time constraints of instructors. For example, instructors who were unable to attend the live webinars were able to view the recordings at a later time since they were recorded by GVTC.</p>	New features and tools that can be used with Blackboard are constantly being created and made known to us. The POCs will work diligently to provide training to faculty that will enable them to use the new tools, etc., to enhance their online courses.
	Distance Education	Southeastern Technical College will have a college wide attrition rate of 10% or lower in online courses for AY 2016.	GVTC Online Attrition Rate Report	<p>In FY 2016, Southeastern Technical College had the second lowest attrition rate (4.6%) for online courses in the TCSG system.</p> <p>Analysis: The strategies and activities below along</p>	<p>The overall attrition rate for online courses is very important and will continue to be a goal for the Distance Education department.</p> <p>The Dean over distance education recommended that instructors set individual goals for attrition rates in online courses for next year.</p> <p>Additionally, faculty will be trained on</p>

				<p>with changes to our college attendance policy helped meeting this goal possible.</p> <p>1. Provide Blackboard Training Sessions for students.</p> <p>2. Online faculty will send welcome emails along with instructions for beginning the course on the first day of the semester.</p> <p>3. Online faculty will promptly respond to student emails and phone calls.</p> <p>4. All online master course checklists will receive a satisfactory review.</p> <p>5. Students who register for online courses will be advised of the requirements to be a successful online student.</p> <p>6. Faculty will complete Blackboard training so they will be able to design effective courses.</p>	<p>technology such as Collaborate Ultra so they can have live meetings with their students or add recorded lectures/demonstrations to Blackboard courses.</p>
	Distance Education	<p>By the end of FY 2016, 100% of Full-Time Faculty who teach online and/or hybrid using Blackboard will successfully complete the Blackboard Essentials Training provided by GVTC staff.</p>	<p>Certificate of Training for Blackboard Essentials course (19 hours)</p>	<p>Out of 23 full-time instructors teaching online during FY 2016, 21 (91%) successfully completed the Blackboard Essentials training course.</p> <p>The two instructors who did not complete the Blackboard Essentials training, did watch various Blackboard webinars and/or received training from POCs or other instructors.</p> <p>GVTC provides excellent Blackboard webinars and the Internet has excellent training videos as well.</p> <p>Out of the 21 full-time instructors teaching hybrid courses during FY 2016, all 21 (100%) successfully completed the Blackboard Essentials training.</p> <p>Although 100% of online faculty did not complete the Essentials course, 91% completion is respectful.</p> <p>Analysis:</p>	<p>The two instructors who did not complete the Blackboard Essentials training in FY 2016 will complete it by the end of Fall Semester 2017.</p> <p>Blackboard training is ongoing and will be offered as new teachers are hired and as new features are added.</p> <p>Note: One of the two instructors who did not complete the Essentials training in FY 2016 completed the training at the beginning of FY 2017.</p> <p>The other instructor is no longer employed with Southeastern Tech.</p>



				<p>91% and 100% completion of the Essentials course is due to the diligence of the POCs at Southeastern Tech.</p> <p>Many emails were sent to faculty detailing the importance of the training. The POCs spoke about the training and the necessity of it during AA meetings. They worked very hard to help faculty one-on-one and in group settings.</p>	
 	Early Childhood Care and Education	Eighty percent of the ECCE graduates will be placed in-field.	Southeastern Technical College Placement Figures Report	<p>Note: (Placement is reported on a one year lag; therefore, AY 2015 Placement is reported for AY 2016.</p> <p>81.15% total placement - exceeded the 80% benchmark</p> <p>According to the infield placement reports of Southeastern Technical College for FY15:</p> <p>Swainsboro Campus:</p> <p>Diploma: 100%</p> <p>Degree: 100%</p> <p>TCC: 91.7%</p> <p>Total: 92.3%</p> <p>Vidalia Campus:</p> <p>Diploma: 66.7%</p> <p>Degree: 100%</p> <p>TCC: 100%</p> <p>Total: 70%</p> <p>Analysis:</p> <p>Instructors worked diligently assisting ECCE students to be placed in field related jobs.</p>	<p>Instructors worked diligently assisting ECCE students to be placed in field related jobs.</p> <p>Instructors have contact with various employers which continues to be strengthened in the respective communities which assists our students.</p> <p>Employers and ECCE Advisory Committee members constantly let us know their needs and how we can benefit the community with our ECCE program.</p>
 	Early Childhood Care and Education	Increase the number of graduates for the program by 5%	Placement Figures Report	<p>The Swainsboro Campus had an increase in the number of graduates for the program by 5% for FY 16 with Vidalia Campus having a decrease.</p> <p>FY 16 12 Vidalia 23 Swainsboro</p> <p>FY 15</p>	<p>New students are encouraged to take a full load if not working.</p> <p>Swainsboro has increased the number of their night students which helped with the graduation rate.</p> <p>The majority of the Vidalia Early Childhood students work full time, and therefore, only take two or three courses per semester requiring longer to</p>





				<p>18 Vidalia 17 Swainsboro</p> <p>Analysis:</p> <p>New students are encouraged to take a full load if not working. Swainsboro has increased the number of their night students which helped with the graduation rate.</p> <p>The majority of the Vidalia Early Childhood students work full time, and therefore, only take two or three courses per semester requiring longer to graduate.</p>	graduate. Swainsboro has increased the number of their night students which helped with the graduation rate.
 	Early Childhood Care and Education	The grade distribution will be comparable for the online and traditional ECCE 1101 class	Grade Distribution Report and Course Evaluation Results	<p>Swainsboro Campus</p> <p>Fall 2015--ECCE 1101 was taught online. 11 out of 11 (100%) passed the class. 0 students received an F and 0 students withdrew from class.</p> <p>Spring 2016--ECCE 1101 was taught online. 7 out of 9 (77%) passed. 2 students received an F and 0 students withdrew from class.</p> <p>Summer Semester 2016-- ECCE 1101 was taught online. 6 out of 8 (75%) passed the class. 2 students received an F and 0 students withdrew from class.</p> <p>Vidalia Campus-- ECCE 1101 is only taught face-to-face on the Vidalia campus</p> <p>Fall 2015--7 out of 9 (78%) passed the class. Summer 2016--2 out of 3 (66%) passed the class.</p> <p>28 students took this class online via the Swainsboro campus. 24 out of 28 (86%) passed.</p> <p>There were a total of 12 students who took the class face-to-face via Vidalia campus. 9 out of 12 (75%) passed the class.</p>	<p>The rate of students who passed the online class was 86 percent and 75 percent for face-to-face students, both instructors will send more frequent reminders of upcoming assignments and tests to the online and traditional classes.</p> <p>Also, more embedded videos in the online and traditional class will be used to explain some of the more difficult topics.</p>






				<p>Analysis:</p> <p>With the rate of students who passed for online class being 86 percent and the rate of those who passed the the traditional face-to-face class being 75 percent this was a switch of last years results.</p> <p>The instructors decided that more frequent reminders of upcoming assignments and tests will be given in the traditional classes.</p> <p>The online instructor tried providing the the information via the auditory route rather than students learning the information on their own without hearing an explanation.</p> <p>The instructors agreed that maybe the with the traditional and online class more frequent reminder emails could be sent to remind students of upcoming assignments and tests.</p> <p>Also, in reference to the online class, more embedded videos are added to explain some of the more difficult objectives the class is responsible for learning.</p>	
	Early Childhood Care and Education	Increase the retention rate in the ECCE program by 5%.	DC 231 Retention by Program by Home Campus	<p>Retention Rate in the ECCE program by 5%</p> <p>FY 16 Vidalia: 67% Swainsboro: 86%</p> <p>FY15 Vidalia: 100% Swainsboro: 67%</p> <hr/> <p>Analysis:</p> <p>The Vidalia Campus had a decrease and the Swainsboro Campus had an increase by 5 %.</p> <p>The Vidalia campus had more students obtain employment and left program to go to work.</p> <p>Text books did not seem to affect retention rate</p>	Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.




				since the online syllabi enabled students to check book prices at lower costs	
	Early Childhood Care and Education	Increase enrollment in the ECCE program by 10% over FY 14.	Southeastern Technical College Enrollment Report	<p>FY15 - Vidalia Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 2 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 14 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 35</p> <p>FY15 - Swainsboro Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 1 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 9 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 32</p> <p>FY14 - Vidalia Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 8 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 53</p> <p>FY14- Swainsboro Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 12 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 42</p> <p>Analysis:</p> <p>Both campuses met the goal and had an increase in the TCC's</p> <p>The Vidalia campus had a minimum goal increases of 10% in the TCC and degree but not in the diploma.</p> <p>According to the Enrollment Report, Vidalia enrollment the TCC was 0 in 2014 and 1 in 2015, the degree was 8 in 2014 and 14 in 2015, diploma was 53 in 2014 and 35 in 2015.</p>	<p>Instructors utilized the contact list provided by STC Student Affairs, and worked with Public Relations to advertise the program.</p> <p>Social media will be applied to reach potential students in the future.</p> <p>In addition, instructors will inform the advisory committee and child care providers of the improved credentialing requirements, online classes, and TCC's offered by STC.</p> <p>The TCCs and certain ECCE classes will be specifically targeted since they can be completed online.</p>


				<p>The Swainsboro campus had a minimum goal increases of 10% in the TCC but not in the diploma or degree.</p> <p>The TCC was 0 in 2014 and 2 in 2015, the degree was 12 in 2014 and 9 in 2015 and the diploma was 42 in 2014 and 32 in 2015.</p>	
	Electrical Systems	Increase the number of Electrical Systems completers by 5%	Combined Placement Figures Report	<p>FY 2015 12 students enrolled and 9 completed which is 75%</p> <p>FY 2016 13 students enrolled and 6 completed which is 46%</p> <p>Analysis:</p> <p>This a decrease of 29% from FY 2015</p>	<p>More emphasis will be placed on making up missed time and work.</p> <p>Instructors will stress the importance of attendance and how a drop affects their financial aid.</p> <p>Involved students in extracurricular activities such as SkillsUSA and various charity projects. Student involvement has proven to connect students with school.</p> <p>Provided advisement schedules to accommodate student schedules.</p>
	Electrical Systems	Increase Electrical Systems enrollment by 10% over the previous fiscal year.	Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	<p>The ECM program grouping in FY 2015 had 59.</p> <p>In FY 2016 they had 50</p> <p>Analysis:</p> <p>This is a 15.25% decrease over the previous year data.</p>	<p>ELTR faculty will follow the enrollment management plan and ensure prospective students are contacted in a timely manner.</p> <p>Promoted Electrical program via SkillsUSA and various community service projects.</p>
	Electronics Technology	Maintain a >90% retention rate for the Electronics Technology Degree Program (ET14).	<p>TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students</p> <p>DC 231 Retention by Program by Home Campus</p> <p> AY2016 Electronics Retention Tracking.pdf</p>	<p>AY 2016 Results:</p> <p>Electronics Technology Degree (ET13) Retention rate of 100% (6/6)</p> <p>Electronics Technology Diploma (ET14) Retention rate of 33% (6/2)</p> <p>Please click on the "AY 2016 Electronics Retention Tracking" file for Electronics Program tracking by Academic Year (since AY2014).</p> <p>Data Analysis:</p> <p>The Retention Rate computations are done based on students that enter an Electronics program in the Fall term. There is an issue with this</p>	<p>For FY 2017, we will continue to offer Electronics courses according to the FY 2016 yearly schedule of offerings.</p> <p>We regularly encouraged students to attend tutoring sessions related to Core Curriculum classes.</p> <p>We initiated student led discussions and study groups.</p>

				<p>computation related to additional award/grant monies that are available to students that are enrolled in the Electronics Diploma program. Electronics students that plan to graduate with the Degree and are qualified for Hope Grant (Diploma) monies are purposely kept in Diploma status (for all but one semester) so they can receive the SIWDG and possibly the Zell Miller grant. Most students that will complete the Degree program start out on Diploma status their first semester, which inflates the number of Diploma starts. When they graduate with the Degree, they are not counted as a completer on the Diploma program, which deflates the Diploma completions. This effect causes the Retention Rate of the Diploma program to vary dramatically year by year making this metric invalid. The Retention Rate computation for the Electronics Degree is NOT subject to this error.</p> <p>With that effect in mind, the Electronics Degree retention rate is the metric of interest. For the past two Academic Years, this metric has held a 100% rate. The target for this metric is currently >90%.</p>	
	Electronics Technology	Students will be ESA-4 Certified in Digital Circuits.	<p>CAPSTONE Exam - ISCET Certification Exam: ESA-4 (Digital Circuits)</p> <p>Students are required to score $\geq 70\%$ on this exam to qualify for graduation from the programs.</p> <p>Students that score $< 70\%$ on the exam receive a zero for their final exam score, fail the course, and are required to retake the course.</p> <p> FY2016 ELCR CAPSTONE Exam Results.pdf</p>	<p>Please click on the ELCR CAPSTONE results pdf file to view tracking of CAPSTONE test results for the last 6 years.</p> <p>For FY2016, Twelve (12) students took the ESA-4 Exam. Eleven (11) of these students scored $\geq 75\%$ on the exam in their first attempt, successfully completed the CAPSTONE course, and received their ESA-4 certifications. The remaining student passed the CAPSTONE exam with a 70% score; but, that student did not score high enough ($\geq 75\%$) to receive the ESA-4 certificate.</p> <p>Analysis:</p> <p>Overall, the students are acquiring the knowledge necessary to attain ESA-4 certifications (91.67% first taker success rate by the students).</p> <p>FY2016 question category</p>	For FY2017, the instructor will increase emphasis in the Trouble-Shooting and Use of Equipment categories to better meet employer expectations, while maintaining the other category performances.

				data shows a return to expected levels of student performance in the Basic Theory, Math, Digital Theory, and Digital Devices and Circuits categories. The categories of Trouble Shooting and Digital Equipment remained at unacceptable low levels (~60%).	
	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	<p>KMS report LB 177 Course Attrition by Program</p> <p> AY2016 Electronics Course Attrition Rates.pdf</p>	<p>AY 2016 Results:</p> <p>Electronics Technology Degree (ET13) Attrition rate was 0%.</p> <p>Electronics Technology Diploma (ET14) Attrition Rate was 7.7%.</p> <p>Analysis:</p> <p>The Attrition Rate computations are done by the number of students in a program who dropped all of their classes during a term divided by the start enrollment for the program for that term.</p> <p>The goal is to maintain a Course Attrition Rate of <10% for all programs.</p> <p>The Electronics Technology Degree and Diploma programs have maintained a Course Attrition Rate of less than 10% for the past two Academic Years.</p>	In FY 2017, we will continue to use the current annual schedule for Electronics course offerings. We will also continue to support and encourage student study groups within the Electronics courses. We will continue to keep the lab(s) open to students while not being used by course instruction.
	Electronics Technology	Maintain total enrollment in the Electronics Programs at a level conducive to the amount of laboratory equipment available to insure student learning. Target level of total students per term is between 20 and 30.	<p>Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.</p> <p> FY2016 ELCR Enrollment By Term.pdf</p>	<p>As shown in the Enrollment by Program per Term tracking plot, there continues to be a drop-off in enrollment during the Summer semester.</p> <p>This is related to reasons such as students wanting or expecting time off during the year, the duration of the term (only 9-weeks) which makes some courses difficult to complete with a full load, job requirements, and/or the student doesn't need classes that semester to complete their program in a timely manner.</p> <p>Average enrollment per term for FY2016 was 25.33 students which is within the acceptable range for the available training equipment at STC and for one full-time advisor/instructor.</p>	<p>Program director will continue visits and interactions with students at the high schools at every opportunity.</p> <p>The electronics programs will continue to support career fairs in an effort to present opportunities to potential students.</p> <p>The advisor will continue to contact potential students per the Enrollment Management Plan reports.</p>















				<p>However, this is a slight decline in enrollment from the FY2015 number of 26.67 students per term.</p>	
 	Electronics Technology	85% of graduates will be employed.	<p>KMS Placement Report</p> <p>Placement is reported on the previous fiscal year.</p> <p> AY2015 Electronics Placement Tracking.pdf</p>	<p>For Electronics Total Placement tracking plot, please click on the "AY2015 Electronics Program Placement Rates" file.</p> <p>-----</p> <p>The DC112 Placement Rate by Program report accounts for the employment status of all students who have completed a program during that Academic Year. This includes both in-field and out-of-field job acquisition by the program graduates.</p> <p>The benchmark was changed from a Fiscal Year tally to an Academic Year tally during calendar year 2014. The target for this benchmark is >85%.</p> <p>For AY2015, the STC Electronics ET14 Diploma and ET13 Degree programs have maintained a 100% job placement rate for its graduates (since the FY2013 benchmark).</p> <p>There have been no graduates from the Electronics Fundamentals (EF12) Diploma program since FY2011.</p> <p>Analysis of Fundamentals Diploma:</p> <p>The Electronics Fundamentals diploma does not contain any specializations, but the Electronics Technology diploma does; therefore, students prefer the road with the most options/opportunities.</p>	<p>For FY2017, the Electronics Advisor and Instructor continues to refer students to the Career Services Director/Coordinator prior to graduation for assistance with resume.</p> <p>We also inform students of job sources on the web.</p> <p>We continuously create and develop alliances with employers and advisory committee members to facilitate referral and subsequent placement of students after graduation.</p> <p>Maintained contact with employers about job openings.</p> <p>Worked with Career Services to gain greater awareness of program and employment opportunities for graduates.</p>
 	Fish and Wildlife Management	70% Retention of students starting the FWMT program will complete requirements for graduation from the program.	<p>Intranet Retention Rates by Program Report</p> <p>KMS Report Attrition Rate by Home Campus and Program</p> <p>DC 231 Retention by Program by Home Campus</p>	<p>0% attrition rate in FY 2016 with a 0% attrition rate I previous fiscal year of FY 2015</p> <p>100% Retention Rate FY 2016 with 38% retention rate previous year of FY2015</p> <p>Analysis:</p> <p>Retention rate improved tremendously over previous year. Early alerts</p>	<p>TEAMS early alert system was used.</p> <p>Worked one on one with students to ensure they successfully complete assignments.</p>



				and advisements appear to be working.	
	Fish and Wildlife Management	Increase enrollment by 10% over previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	<p>AY 2016 - 25 enrolled in Fish & Wildlife Management diploma</p> <p>AY 2015 - 19 25 enrolled in Fish & Wildlife Management diploma</p> <p>Analysis:</p> <p>31% increase in Fish and Wildlife Management diploma enrollment over previous year</p>	<p>Visited High Schools to promote program and recruit students.</p> <p>Participated/hosted FFA events</p> <p>Submitted PR articles to local newspaper to promote program</p> <p>Participated in numerous community service projects: Sunshine House Children's Advocacy Center Sporting Clay Shoot</p> <p>Awarded 2016 Sunshine House's Community Volunteer Service Award</p>
	Fish and Wildlife Management	FWMT diploma students will be Hunter Education certified.	Georgia Department of Natural Resources Hunter Education Exam	<p>9 students enrolled in FWMT 1000, Introduction to Wildlife Management Fall semester, 2015.</p> <p>7 traditional, 2 non-traditional,</p> <p>Analysis:</p> <p>All students successfully scored >80% on Ga. DNR Hunter Education exam.</p>	<p>Obtained alternate questions from Ga. Hunter Education office.</p> <p>Updated exam.</p>
	Fish and Wildlife Management	90% of students will successfully complete ATV safety training	Instruction by certified ATV safety instructor. Return demonstration by student.	<p>5 students enrolled in Equipment Use CRN 40255 Spring AY 2016.</p> <p>1 non-traditional student.</p> <p>Analysis:</p> <p>Benchmark was exceeded.</p> <p>100% of the students taking ATV safety instruction successful.</p> <p>1 non-traditional student successful.</p> <p>1 physically challenged student required remediation.</p>	<p>Instructor maintains ATV Safety Instructor Certification
</p> <p>Stressed and demonstrated safety via demonstrations</p> <p>Provided remediation for a physically challenged student.</p>
	Fish and Wildlife Management	85% of graduates will be employed. 1 non traditional student will be employed in field.	Placement is reported on the previous fiscal year. STC Graduate Completer Survey	<p>FY 2015 COMBINED In Field and Related Field Placement Data collected by Career Services</p> <p>3 FWMT diploma graduates 0% placement</p> <p>9 Wildlife Management Assistant TCC graduates -</p>	<p>Referred students to the Career Services Director/Coordinator prior to graduation for assistance with resume.</p> <p>Informed students of job sources on the web.</p>



				<p>100% placement</p> <p>1 non traditional student employed at state park. 1 non traditional student employed as nuisance control officer.</p> <p>FY 2015 Graduate/Completer Survey Results - there were 10 graduate responses. 7 are employed and 3 are continuing their education</p> <p>Analysis:</p>	<p>Created alliances with employers and advisory committee members to facilitate placement.</p> <p>Contacted employers about job openings.</p> <p>Worked with Career Services to gain employment opportunities for graduates.</p>
	<p>General Education & Learning Support: English</p>	<p>Student retention will increase by 10% in English classes.</p>	<p>Compare and contrast retention data from FY 2015 to FY 2016.</p>	<p>Results & Yearly Analysis:</p> <p>An average of 84 % of students were retained in General Education English courses.</p> <p>In Summer Semester of 2015, 85% of students were retained.</p> <p>In Fall Semester of 2015, 88% of students were retained.</p> <p>In Spring Semester of 2016, 84% of students were retained in these courses.</p> <p>These results indicate that overall, an average of 84% of students were retained and 16 % of students were not retained in the General Education English courses and need to retake the course(s).</p> <p>FY 15 An average of 78 % of students were retained in General Education English courses.</p> <p>These results indicate that overall, an average of 84% of students were retained and 16% of students were not retained in the General Education English courses and need to retake the course(s).</p> <p>This is a 6% increase in</p>	<p>Instructors continue to create time in class for students to conduct research and to draft.</p> <p>This time is useful for further modeling of proper research, clarification of style, deeper instruction of the writing process in general, and overall troubleshooting.</p>

	General Education & Learning Support: Mathematics	At least 70% of students enrolled in MATH courses at STC will be retained.	The academic affairs grade distribution report will be used to identify the number of students enrolled each term for a given course each term and how many of those students withdrew from the course. Annual values will be recorded for each course.	<p>overall retention from FY 2015 to FY 2016.</p> <p>Using the academic affairs grade distribution report, the following data was obtained for MATH courses taught at Southeastern Technical College during fiscal year 2015:</p> <p>MATH 1012 -> 323 of 343 students were retained for a retention value of 94.2%.</p> <p>MATH 1111 -> 364 of 401 students were retained for a retention value of 90.8%. MATH 0090 -> 270 of 320 students were retained for a retention statistic of 84.4%.</p> <p>MATH 1113 -> 58 of 73 students were retained for a retention value of 79.5%.</p> <p>This lower level of retention may be attributed to MOWR students withdrawing after having received the needed annual MATH high-school credit through MATH 1111 in the Fall.</p> <p>Overall for FY 2016, 957 of 1064 (89.9%) of all MATH students at STC were retained.</p> <p>This high level of retention in MATH courses is likely related to attendance policy changes during the previous fiscal year.</p>	Overall, the MATH retention values show that last year's attendance policy change has had a positive impact on the retention level of student's taking MATH courses at STC and current practices will, therefore, be continued for the coming fiscal year.
	General Education: Psychology	To improve the retention rate in COLL 1000, PSYC 1101, PSYC 1010 and EMPL 1000.	All students will be calculated every semester of who exempts the final exam.	<p>For FY 2016, in EMPL 1000, a total of 42.5% of the students exempted the final exam.</p> <p>For FY 2016 in PSYC 1010, a total of 80% exempted the final exam.</p> <p>For FY 2016 in COLL 1040, 48.5% of the students exempted the final exam.</p> <p>For FY 2016 in PSYC 1101, a total of 60% exempted the final exam.</p> <p>For 2016 in PSYC 2103, a total of 91% of the students exempted the final exam.</p> <p>We will continue to use the perfect attendance policy and no tardies to</p>	<p>Revised the perfect attendance policy and no tardies to improve retention.</p> <p>Revised Assessment:</p> <p>TEAMS electronic system implemented a faster approach to assist with retention efforts.</p> <p>Course Revised:</p> <p>More mini-mester classes were developed to increase the retention rate.</p> <p>More mid-morning and afternoon classes were added to assist with retention.</p>







				improve retention efforts.	
				<p>Analysis:</p> <p>After evaluating the data, there were more tardies in the 8:00a.m. classes than the mid morning and afternoon classes which plays a huge factor on retention.</p>	
	Learning Support	80% of the students registered for ENGL 0090 will complete the course in one semester or less	MyWritingLab Progress Report	<p>FY2016:</p> <p>39 ENGL 0090 students</p> <p>44% of the students registered for ENGL 0090 for FY 2016 completed the course in 1 semester</p> <p>Analysis:</p> <p>Efforts to ensure student success have been researched and are being implemented with 0090 as a co-req with ENGL 1010.</p>	Implemented ENGL 0090 as a co-requisite class with ENGL 1010
	Learning Support	80% of the students registered for READ 0090 will complete the course in one semester or less.	MyReadingLab Progress Report	<p>Fall 2015</p> <p>63 student enrolled:</p> <p>70% completed in 1 semester</p> <p>Spring 2016</p> <p>22 students enrolled:</p> <p>72% completed in 1 semester</p> <p>Summer 2016</p> <p>22 students enrolled:</p> <p>73% completed in 1 semester</p> <p>Total:</p> <p>107 students READ 0090</p> <p>70% completed READ 0090 in 1 semester.</p>	<p>Early Alert forms are completed when the student has missed 2 classes.</p> <p>Weekly individual conferences with students who are not showing adequate progress in the course.</p> <p>Students are encouraged to work outside the classroom on assignments.</p> <p>Students are encouraged to meet with the READ 0090 instructor for individual tutoring and to schedule additional hours to complete MyReadingLab assignments.</p> <p>Students' reading level (grade level) should be determined early in each semester. This data will assist in placing the adult, struggling reader in the appropriate reading lab, Basic, Fundamental, Intermediate, or Advanced.</p> <p>Assessing each student at the end of the personalized path builder to determine the reading level (grade level) will ensure that readers possess the necessary skills to be successful readers with collegiate material.</p>
	Medical Assisting	MAST will meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate placement. (>=70%). School goal set at 90% for FY2016)	Placement Data Report	Graduation placement rate is ____% 28 graduates. 22 placements with 17 in field, 1 in related field, 1 in related field and continued education, and 3 in unrelated field.	Graduation placement decreased in FY 16 from 100% in FY15 to 78.5%. The decrease is likely due to the fact that students recently graduated from the program and have not had ample time to gain employment. Numbers will be updated as students notify instructors of job placement.
	Medical Assisting	Meet the criteria as set by the Medical	Graduate Data Report	Based on the graduate data report for FY 2016,	The goal of 15 per campus was not met. There was an increase in the number of





		Assisting Education Review Board (MAERB) for graduate/awards. (Goal of 15 per campus)		the Medical Assisting Program had 28 graduates. 15 from the Swainsboro campus and 13 from the Vidalia campus.	graduates from FY15 to FY16 of 10 more graduates.
 	Medical Assisting	MAST will maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)	Registered count by major report.	The registered count by major report for the Medical Assisting Diploma and Medical Administrative Technician Certificate for FY15 totaled 209 students. Breakdown as follows: 201612 - 33 MA & 38 MAT; 201614 - 24 MA & 51 MAT; 201616 - 22 MA & 41 MAT. The benchmark was met and exceeded by 9 students.	The results are over the benchmark of 200 per year by 9 students.
 	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAST 1180 - Capstone Medical Assisting Exam score at or above 425 [(125/200)x1000-200]	28 students graduating in FY16 with 28/28 passing the Capstone exam with a 430 (63%) or better. Students were given a practice capstone exam at the beginning of each semester, which shows improvement in the scores of the semester.	By increasing the number of practice tests taken during the MAST 1180 Capstone course, the student scores on the capstone exam have improved.
 	Medical Assisting	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 430.	AAMA Certified Medical Assistant examination report.	Updates will be applied when all data is obtained. 7 graduates have taken the exam. 7 graduates have passed the exam. 21 graduates waiting to take the exam	Updates will be applied when all data is obtained.
 	Office of Academic Affairs	Gain final approval from the Georgia Board of Nursing to offer the Associate of Science in Nursing Degree	Georgia Board of Nursing Final Report	The Georgia Board of Nursing formally approved the program once 95% of the first time test takers in the first cohort passed the NCLEX state board exam.	After working with the first cohort of students, the faculty have made needed changes to the curriculum, including the text books. These changes will hopefully allow more of the students to be retained.
 	Office of Adult Education	Increase the number of Community Collaborative Agreements by 10% in 2016.	The number of Community Collaborative agreements signed in 2016.	1. We increased our number of Collaborative by 10% over FY '15.	1. Our Collaborative Agreements, or partner agencies, provided resources to remove barriers for student participation/program success.
 	Office of Student Affairs	Associate degree graduates will have more transfer opportunities available.	New articulation agreements with Valdosta State University and Armstrong State University.	A new articulation agreement was completed with Armstrong State University, however, the Academic Affairs Division has not received approval for a needed change to one of our programs yet. This should occur within the next academic year. The articulation agreement with Valdosta was not completed during the FY 16 academic year.	Once the Academic Affairs Division receives approval for changes, more transfer opportunities will be made available for students.
 	Paramedicine	The Program Director will complete the implementation of the High-Fidelity simulation lab. The lab will be utilized to enhance the student's ability to diagnose and treat various medical complaints.		The Laerdal ALS Sim Manikin was placed in room 727 of the Gillis Bldg and has since been moved to the HSAW building and placed in Room 126. It has been utilized during the Paramedicine and EMS Profession courses. Ancillary equipment is in	The program is utilizing this simulator to provide realistic simulations which will aid in increasing the students ability to diagnose and treat medical patients. The instructor has taken the opportunity to attend training sessions to improve his ability to write scenarios and operate the manikin to its fullest potential. The video equipment has been installed.


				<p>place and is being utilized. The only item not yet functional is the video and audio recording capability.</p> <p>The hardware has been purchased and is in-house. The recording software has been purchased but has not yet arrived.</p>	The recording software will be installed upon its arrival.
	Paramedicine	To meet CAAHEP accreditation standards, a 70% retention of students starting the Paramedicine program will successfully complete the requirements for the program and receive authorization to sit for the NREMT certification exam.	Retention Rates by Program Report DC 231 Retention by Program by Home Campus	<p>The 2015 (FY 2016) Paramedicine course began with 10 students.</p> <p>The course ended as follows: Six of the eleven students completed the program and 5 of 6 (83%) successfully completed the NREMT Licensure Exam.</p> <p>Of those not completing the program; 2 students withdrew due to financial aid issues, 1 student withdrew due to health issues, and 1 student was withdrawn due to academic deficiency.</p>	<p>The instructor used the early alert system and offered additional tutoring for those students exhibiting difficulty with course work.</p> <p>The instructor will assist students presenting with other life issues by seeking help from any resource that may be available to help meet the students needs or situation.</p>
	Pharmacy Technology	Pharmacy Students will successfully pass the national certification exam offered by PTCB prior to graduation.	The Pharmacy Technician Certification Exam offered by PTCB.	<p>4/4 (100%) Pharmacy Tech. students successfully passed the national certification exam offered by PTCB on their first attempt.</p> <p>The Pharmacy Tech. students average compared to the national average is below.</p> <p>*Overall Pass Rate: STC 100% (National 61%)</p> <p>*Medication Order Entry and Fill Process: STC 91% (National 72%)</p> <p>*Medication Safety: STC 85% (National 68%)</p> <p>*Pharmacology for Technicians: STC 84% (National 66%)</p> <p>*Pharmacy Billing and Reimbursement: STC 79% (National 72%)</p>	Based on the Pharmacy Tech. students average compared to the national average, the Program Director increased the criteria for success to reflect that the program average in each of the nine knowledge domains should be 80% or higher

				<p>*Pharmacy Information System Usage and Application: STC 75% (National 59%)</p> <p>*Pharmacy Inventory Management: STC 86% (National 70%)</p> <p>*Pharmacy Law and Regulations: STC 75% (National 69%)</p> <p>*Pharmacy Quality Assurance: STC 88% (National 74%)</p> <p>*Sterile and Non Sterile Compounding: STC 89% (National 66%)</p>	
	Practical Nursing	C.N.A. program will maintain or exceed 80% pass rate	NNAAP report	<p>201516: Vidalia: 24/33 passed on first attempt; 9/9 passed on second attempt.</p> <p>Swainsboro: 13/15 passed on first attempt; 2/2 passed on second attempt.</p> <p>201612: Vidalia: 1/5 passed on first attempt; 4/4 passed on second attempt.</p> <p>Swainsboro: 3/5 passed on first attempt; 2/2 passed on second attempt.</p> <p>201614: Vidalia: Class continued into summer semester. These will be counted for Summer 2016.</p> <p>Swainsboro: 11/19 passed on first attempt; 8/8 passed on second attempt.</p>	<p>Continued strict administration and grading of skills competency final exam.</p> <p>Increased retention did not occur in Vidalia for 201514. However, did increase retention from 201514 to 201612 from attrition of 41.5% in Vidalia to 11.1% for 201612.</p> <p>Swainsboro had 22% attrition rate for AY 2015 and 27.8% for AY 2016.</p> <p>Faculty education and training completed to ensure consistency among faculty.</p>
	Practical Nursing	<p>2% increase in retention of PNSG 2030 students on each campus from FY 2015 to FY 2016.</p> <p>DC 231 Retention by Program by Home Campus</p>	KMS report (LB 178 attrition by course campus).	<p>201514: Vidalia: 41.7%</p> <p>Swainsboro: N/A; No class</p>	<p>Implemented a new ATI package for students beginning Spring 2015 cohort in Vidalia.</p> <p>Implemented this on the Swainsboro campus Fall 2015.</p>

				Swainsboro: 27.8%	The new package included additional ATI content to aid in the course content and improve student success in PNSG 2030.
				<p>Analysis:</p> <p>Increased retention did not occur in Vidalia for 201514. However, did increase retention from 201514 to 201612 from attrition of 41.5% in Vidalia to 11.1% for 201612.</p> <p>Swainsboro had 22% attrition rate for AY 2015 and 27.8% for AY 2016.</p>	
	Practical Nursing	The Practical Nursing program's average score on the ATI or program capstone exit exam will meet or exceed 90.	PN ATI - Program Capstone Exit Exam Scores	<p>201516: Vidalia: 8/9 passed on 1st attempt; 1/1 passed on second attempt</p> <p>Swainsboro: 6/9 passed on first attempt; 2/3 passed on second attempt; 1/1 passed on third attempt</p> <p>201612: Vidalia: 11/14 passed on first attempt; 3/3 passed on second attempt</p> <p>Swainsboro: No graduating class</p> <p>201614: No graduating class on either campus</p>	Implemented a new ATI package for students beginning Spring 2015 cohort. This was implemented on the Swainsboro campus Fall 2015. The new package includes more ATI content as well as proctored exams for the students. The students also took a mandatory ATI NCLEX review course prior to graduation. The ATI package was changed due to student being unsuccessful x3 on the exit exam. It was determined by nursing faculty that since we used ATI for the exit exam that we needed to ensure students received adequate ATI training and practice.
	Practical Nursing	Nursing graduates taking the NCLEX for the first time will achieve licensure.	State Board of Nursing Licensure report Students will pass the ATI Comprehensive Exam scoring 90% predictability of passing the NCLEX exam before graduation.	<p>201516: Vidalia: 9/9 passed on first attempt</p> <p>Swainsboro: 8/9 passed on first attempt; 1/1 passed on third attempt.</p> <p>201612: Vidalia: 13/14 passed on first attempt; 1 is pending to take NCLEX</p> <p>201614: N/A on both campuses: However previous pending student passed NCLEX on first attempt.</p>	A new ATI package was implemented for students beginning Spring 2015 cohort. This was implemented on the Swainsboro campus Fall 2015. The new package includes more ATI content as well as proctored exams for the students. The students also took a mandatory ATI NCLEX review course prior to graduation. The ATI package was changed due to student being unsuccessful x3 on the exit exam. It was determined by nursing faculty that since we used ATI for the exit exam that we needed to ensure students receive adequate ATI training and practice.
	Radiological Technology	Students will pass the ARRT national certification exam on the first attempt.	<p>This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer.</p> <p>The JRCERT has set a benchmark of 75% over a five year period.</p>	<p>4 out of 11 (36.4%) students passed the ARRT national certification exam on the first attempt.</p> <p>This first time pass rate is quite a bit lower than previous years.</p>	<p>Program Faculty feel confident that as they revise the teaching methods for the capstone course (RADT 2260), as well as implement more stringent testing methodology within the entire curriculum that the first time pass rates will rise.</p> <p>The Program Faculty will continue to monitor these areas in an effort to improve the program's first time pass rate annually, as well as the five year</p>

				<p>The program's previous first time pass rates are as follows:</p> <p>2012 (diploma):</p> <p>6 out of 6 students (100%) pass on first attempt</p> <p>2013 (diploma): 11 out of 12 students (92%) pass on the first attempt.</p> <p>2014 (degree): 8 out of 8 students (100%) pass on the first attempt.</p> <p>2015 (degree): 6 out of 6 students (100%) pass on the first attempt.</p> <p>The program provides a review seminar that is a comprehensive review of all information contained in the ARRT national certification exam specifications.</p> <p>This review seminar is in addition to the study schedule provided at the beginning of the semester, Corectec review software and practice exams, and simulated mock exams that provide exposure to the types of questions that will be contained on the national certification exam.</p> <p>The Program Faculty also offer individual and group review as requested and desired by the students.</p>	<p>first time pass rate.</p> <p>**As of 1/01/2017, 6 out of 11 students have passed the ARRT national certification exam. This raises the overall pass rate to 54.5%. While this does not change the first time pass rate for FY2016, it is a step in the positive direction.</p>
 	Radiological Technology	Students will be satisfied with their education.	<p>This outcome will be assessed annually at the end of the Fall Semester by using the Graduate/Completer Survey which will evaluate whether the student felt that his/her training prepared him/her for related work.</p> <p>Program faculty have set the benchmark for 80% or higher out of 100%.</p>	<p>6 students graduated in FY2015. Of those 6 graduates, 3 returned the Graduate/Completer Survey.</p> <p>3 out of 3 respondents (100%) felt that his/her training at STC prepared him/her for work.</p> <p>The benchmark was exceeded for this goal/measurable objective.</p>	<p>While the benchmark for this goal/measurable objective was exceeded, the Program Faculty would like to have all graduates complete and return the Graduate/Completer Survey. To accomplish this, the Program Faculty will follow-up with Program Graduates at the 6 month mark to ensure that they have evaluated the education they received at STC.</p>
 	Radiological Technology	Students will complete the program within 20 months.	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% or higher.	<p>11 out of 12 students (91.7%) completed the program within 20 months; graduating in the spring of 2016.</p> <p>Benchmark exceeded.</p>	<p>The completion rate has risen significantly from the previous cohort. The Program Faculty will continue to work hand in hand with each student to ensure success in the program.</p> <p>The Program Faculty will continue to offer tutoring and individual remediation for students in the interest of promoting program completion and success.</p>
 	Radiological Technology	Of those actively pursuing employment,	This outcome is assessed annually by the program faculty and reported to the	10 out of 11 students are considered actively	The program faculty will encourage students to begin their job search early

		students will be gainfully employed within 12 months post-graduation.	programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	<p>seeking employment as one student turned down an offer of employment.</p> <p>Out of the 10 students actively seeking employment: 7 are employed in-field; 1 is employed in a related field; and 2 are employed in an unrelated field.</p> <p>Therefore, the program has a 70% job placement rate in-field and a 100% job placement rate overall as of 1/9/17.</p>	In order to secure employment upon graduation. The program faculty will also consider utilizing the career services offered by the college to better prepare student resumes and interview skills.
	Radiological Technology	Employers will be satisfied with the graduate's performance.	The outcome will be assessed using the Employer Survey-question (2.) which evaluates whether the employer is satisfied with the graduate's performance. Employer satisfaction is evaluated annually at the end of Fall Semester. The benchmark is to have a score of 80% or higher out of 100% agree that they are satisfied with the graduate's performance.	<p>Swainsboro: N/A</p> <p>Vidalia: Only 2 respondents to the survey, but 2 rated the overall technical training received by the employee was excellent.</p> <p>Online: N/A</p> <p>High School: N/A</p> <p>Overall Analysis: Need to work on employer response rate in order to gain more perspective.</p> <p>It was also noted that employers do not currently request from the applicant and use their transcripts when hiring.</p>	Started promoting to employers the importance of requesting applicants to provide a copy of their transcripts during the hiring process.
	Welding Technology	Students will receiving training from the best qualified instructors who have the latest professional certifications.	Professional Staff Development	Due to measures beyond our control, the Professional training class was cancelled.	Researched Professional Staff Development opportunities to ensure best qualified instructors with latest professional certifications..
	Welding Technology	<p>More timely WELD diploma program completion.</p> <p>Diploma students entering Fall Semester will graduate Summer Semester; in one year or a year and a half.</p>	Diploma Advisement Forms Application for Graduation Forms	<p>Vidalia Campus - 16 Diploma Graduates</p> <p>Swainsboro Campus - 3 Diploma Graduates</p> <p>Analysis: All 19 Diploma graduates finished within a year and a half or sooner.</p> <p>May need to offer course for new students every semester.</p>	<p>All 19 Diploma graduates finished within a year and a half or sooner.</p> <p>On the Vidalia Campus, we offered WELD 1000 every semester for new students.</p>
	Welding Technology	No recordable accidents will occur while welding or cutting in the lab.	Accident Reports	One recordable accident happened on the Vidalia Campus but did not warrant medical attention; the reason for the accident has been corrected.	Implemented a better way to sharpen tungsten in the WELD 1110 class and there should be no future accidents of this nature.

				No recordable accidents took place on the Swainsboro Campus.	
	Welding Technology	Students will be more comfortable in the classroom setting which will enhance learning.	End of semester course evaluations	<p>The new furnishings arrived before the beginning of fall semester so course evaluations will be done at the end of the semester.</p> <p>However, students have complimented about how nice it looks and feels.</p>	<p>Purchased 12 new student chairs and desks along with an instructor desk, lectern and chair.</p> <p>The old classroom furnishings were over 20 years old and the new desk, chairs, etc. not only look nicer but gives the students more personal space.</p>