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Student Learning Outcome Report

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Edit	Unit	Student Learning Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
 	Accounting	Accounting students will complete a job order costing cycle in a manufacturing business.	Luxurious Spa practice set in ACCT 2000 (formerly ACCT 1110).	<p>Swainsboro Campus Summer Semester:</p> <p>3 of 3 students completed the comprehensive problem with a score of 70 or better. Actual scores were 88, 84, 90; average score 87.</p> <p>Vidalia Campus Summer Semester:</p> <p>5 of 5 students completed the comprehensive problem with a score of 70 or better. Actual scores were 83, 83, 89, 87, 96; average score 88.</p> <p>Analysis</p> <p>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. 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.</p> <p>The key will be doing so without sacrificing the quality of instruction.</p>
 	Accounting	Accounting students will prepare adjusting entries including those for: supplies used, insurance expired, depreciation of fixed assets, unpaid salaries.	<p>Chapter 4 performance exam in ACCT 1100.</p> <p> ACCT_AssessmentAdjustingEntries.pdf</p>	<p>Fall Semester:</p> <p>Swainsboro Campus:</p> <p>5 of 9 students (56%) completed the Chapter 4 performance exam in ACCT 1100 with a score of 70 or better. Actual scores were 34, 63, 77, 43, 82, 76, 64, 90, and 86; average score 68.</p> <p>Vidalia Campus Day:</p> <p>Fall Semester:</p> <p>5 of 7 students (71%) completed the Chapter 4 performance exam in ACCT 1100 with a score of 70 or better. Actual scores were: 90, 65, 63, 87, 81, 82, and 88; average score 79.</p> <p>Vidalia Campus Evening:</p> <p>11 of 11 students (100%) completed the</p>	<p>A consideration would be to split the ACCT and BT students into the appropriate foundational accounting courses. But with the one instructor covering both campuses, teaching both courses on both campuses would account for 4 classes without considering the other required accounting courses to be taught.</p> <p>The effective solution would be to have a full time instructor on both campuses, EACH of which could teach 5 courses per semester instead of one teaching 5 combined. But with the current enrollment numbers, it is not considered efficient. So there is an effectiveness/efficiency trade-off.</p>

			<p>Chapter 4 performance exam in ACCT 1100 with a score of 70 or better. Actual scores were: 76, 76, 90, 100, 100, 81, 99, 74, 86, 97, 91; average score 88.</p> <p>Spring Semester</p> <p>Swainsboro Campus: 2 of 2 students (100%) completed Chapter 4 performance exam in ACCT 1100 with a score of 70 or better. Actual scores were 98 and 87; average score 93.</p> <p>Vidalia Campus (Day Only): 2 of 2 students completed the Chapter 4 performance exam in ACCT 1100 with a score of 70 or better. Actual scores were 91 and 95; average score 93.</p> <p>Analysis</p> <p>Swainsboro Campus Fall Semester: The 4 students making less than a score of 70 were non-accounting students. But we require BT students to take ACCT 1100 Financial Accounting I instead of BUSN 2200 Office Accounting. This subjects the BT to meeting the standards imposed by ACCT 1100, which are higher than those imposed by the equivalent BUSN course. The students are oftentimes able to meet the higher standard, but typically they are uninterested in accounting, despite the instructor's efforts, and tend to exert the minimum effort necessary to pass the course.</p> <p>Vidalia Campus: Fall Semester: The 2 students making less than a score of 70 were accounting students. But neither of them have continued in the program. ACCT 1100 is the course where students typically decide whether they are willing to apply the necessary effort to continue in the accounting program.</p>		
	Accounting	Accounting students will complete the 10-step accounting cycle for a service business.	<p>Comprehensive Problem Jim Arnold, Photographer in ACCT 1100.</p> <p> ACCT_CompProblem.pdf</p>	<p>Swainsboro Campus Fall Semester: 6 of 9 (67%) students completed the comprehensive problem with a score of 70 or better. Actual scores were 100, 100, 99, 95, 93, 73, 50, 50, and 0; average score 73.</p>	A consideration would be to split the ACCT and BT students into the appropriate foundational accounting courses. But with the one instructor covering both campuses, teaching both courses on both campuses would account for 4 classes without considering the other required accounting courses to be taught.






				<p>Spring Semester</p> <p>2 of 2 students (100%) completed the comprehensive problem with a score of 70 or better. Actual scores were 100 and 82; average score 91.</p> <p>Vidalia Campus</p> <p>Fall Semester Day: 7 of 7 students (100%) completed the comprehensive problem with a score of 70 or better. Actual scores were: 100, 100, 100, 98, 93, 90, and 81; average score 95.</p> <p>Fall Evening: 6 of 11 students (55%) completed the comprehensive problem with a score of 70 or better. Actual scores were: 89, 100, 99, 36, 36, 37, 58, 7, 90, 99, 100; average score 68.</p> <p>Spring Semester:</p> <p>2 of 2 students completed the comprehensive problem with a score of 70 or better. Actual scores were 99 and 96; average score 98.</p> <p>Analysis</p> <p>Swainsboro Campus Fall Semester: The 3 students making less than a score of 70 were non-accounting students. But we require BT students to take ACCT 1100 Financial Accounting I instead of BUSN 2200 Office Accounting. This subjects the BT students to meeting the standards imposed by ACCT 1100 for accounting students, which are higher than those imposed by the equivalent BUSN course. The students are oftentimes able to meet the higher standard, but typically they are uninterested in accounting, despite the instructor's efforts, and tend to exert the minimum effort necessary to pass the course.</p>	<p>The effective solution would be to have a full time instructor on both campuses, EACH of which could teach 5 courses per semester instead of one teaching 5 combined. But with the current enrollment numbers, it is not considered efficient. So there is an effectiveness/efficiency trade-off.</p>
	Accounting Office	All students are aware of different financing and payment options.	We will be about to use banner to see how many students receive private loans. We can also see how many student us NelNet.	There was a 70% increase in students utilizing Nelnet from Summer 2015 to Summer 2016. There was a 43% increase in students using this payment plan from Fall 2015 to Fall 2016	We will use these results to further enhance our payment plans by extending the date that students can sign up for the plan
	Air Conditioning Technology	AIRC TCC students will evaluate then design the basic refrigeration cycle.	Basic Refrigeration Cycle Checklist Students must draw the refrigeration cycle then identify all the refrigeration components on the AIRC lab equipment.	5 of 5 students drew the basic Refrigeration Cycle from memory, included were the 4 main components, the 4 refrigerant lines as well	The assessment for designing the basic refrigeration cycle will be evaluated to determine if more rigor should be included.









			<p>Students must identify all the components with 100% accuracy in order to receive the TCC.</p> <p> AIRC Compression Refrigeration System.pdf</p>	<p>as the condition of the refrigerant in each line; FYI High pressure vapor or low pressure vapor, High pressure liquid and low pressure liquid gas.</p>	
				<p>Analysis:</p> <p>This assessment may need a second look to determine rigor.</p>	
 	Air Conditioning Technology	Air Conditioning diploma students will appraise the functions of the electrical components on an HVAC system.	<p>AIRC 1050 Comprehensive Exam</p> <p>100 point test which encompasses the identification of 40 electrical components worth 1 point each, function of the part, and the interpretation of any other info on the part</p>	<p>5 out of 5 students successfully identified the HVAC system malfunction; however, only 3 of 5 of the students identified all the parts on the first attempt.</p>	Developed additional hands on lab projects and activities to help struggling students better understand the components
				<p>Analysis:</p> <p>It was determined that more hands-on projects may help struggling students.</p> <p>Students are designing trainers and improving the ones we have made in the lab. There input on design get students to think and wire these trainers themselves.</p>	
 	Air Conditioning Technology	Air Conditioning diploma students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	<p>AIRC 1090 Residential Split-System Analyzer Checklist</p> <p>Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using</p> <p> AIRC Res Split System Analyzer Checksheet.pdf</p>	<p>4 out of 4 students successfully identified the HVAC system malfunction; however, only half of the students identified the malfunctions on the first attempt.</p>	<p>Implemented the use of HVAC trainers with more hands on lab experiences.</p> <p>We are improving our hands-on trainers by having the students build them, and design the layout of the trainers, i.e., the Snowman and the Igloo</p>
				<p>Analysis:</p> <p>The biggest problem for some of these students was not knowing where to take certain readings or not taking the correct reading. Additional instruction or info may be needed for some students to better understand measurements.</p>	
 	Associate of Science in Nursing	ASN students will utilize critical thinking when applying knowledge from sciences, humanities, and nursing, in making clinical decisions. (Nursing Judgment)	<p>Score 3 or higher on outcome 3- Final ASN RNSG 2020 Preceptor Evaluation Tool.</p>	<p>An average score of 3.44 (on a 1-4 scale) was achieved for SLO # 3. The top score was 4.0 and the lowest score was 2.7.</p>	<p>Even though the students scored well on the SLO, the faculty have started researching additional methods to assess critical thinking throughout the program and will use evidence-based practice to guide patient care.</p> <p>The new textbook adopted in RNSG 1005 included case studies to reinforce critical thinking skills.</p> <p>Beginning with Cohort 3, the students are required to take an ATI Critical Thinking Entrance exam prior to starting fall semester and a Critical Thinking Exit exam prior to graduation.</p>
				<p>Analysis:</p> <p>Even though the students scored well on the SLO, the faculty have started researching additional methods to assess critical thinking throughout the program.</p>	






	Associate of Science in Nursing	ASN student will utilize informatics to effectively communicate, manage knowledge, and support clinical decision-making. (Nursing Judgment, Professional Identity)	Score 3 or higher on outcome 6- Final ASN RNSG 2020 Preceptor Evaluation Tool. ASN Clinical Performance Assessment Tool.pdf ASN Clinical Evaluation Tool Revised.pdf	An average score of 3.37 (on a 1-4 scale) was achieved for SLO # 6. The top score was 4.0 and the lowest score was 2.5. Analysis: ASN faculty discussed adding an informatics written assignment to one of the clinical assessments.	Added assignment: ASN faculty has decided to add an informatics written assignment to spring semester clinical assessments to enhance the students knowledge and use of informatics.
	Associate of Science in Nursing	ASN students will demonstrate the professional values of nursing through clinical competency, continuous personal and professional growth, ethical practice, and engaging in lifelong learning. (Spirit of Inquiry, Professional Identity)	Score 3 or higher on outcome 2- Final ASN RNSG 2020 Preceptor Evaluation Tool. ASN Clinical Performance Assessment Tool.pdf ASN Clinical Evaluation Tool Revised.pdf	An average score of 3.52 (on a 1-4 scale) was achieved for SLO # 2. The top score was 4.0 and the lowest score was 2.8. Analysis: ASN faculty discussed additional assignments for professionalism and lifelong learning assessment.	Revised assignment: The ASN faculty has decided to add a Professionalism written assignment to spring semester clinical assessments to enhance the students use of professional standards to guide nursing practice. To assess lifelong learning the faculty will introduce journaling to summer semester evaluation of student learning.
	Associate of Science in Nursing	ASN students will communicate effectively with patients, families, and the entire healthcare team. (Nursing Judgment)	Score 3 or higher on outcome 4- Final ASN RNSG 2020 Preceptor Evaluation Tool. ASN Clinical Performance Assessment Tool.pdf ASN Clinical Evaluation Tool Revised.pdf	An average score of 3.59 (on a 1-4 scale) was achieved for SLO # 4. The top score was 4.0 and the lowest score was 2.8. Analysis: ASN faculty are pleased with this outcome results and have decided to continue with the current assessment of this SLO.	ASN faculty are pleased with this outcome results and have decided to continue with the current assessment of this SLO.
	Associate of Science in Nursing	ASN students will assume accountability for the delivery of safe, holistic, patient-centered care, utilizing evidence-based knowledge in a variety of settings through use of the nursing process which reflects caring as the essence of nursing. (Professional Identity, Human Flourishing)	Score 3 or higher on outcome 1- Final ASN RNSG 2020 Preceptor Evaluation Tool. ASN Clinical Performance Assessment Tool.pdf ASN Clinical Evaluation Tool Revised.pdf	An average score of 3.42 (on a 1-4 scale) was achieved for SLO # 1. The top score was 4.0 and the lowest score was 2.6. Analysis: ASN faculty discussed additional assignments for assessing student knowledge of patient safety.	Added assignment: ASN faculty has decided to add a patient safety written assignment to spring semester clinical assessments to enhance the student's knowledge of patient centered care and to identify safety risks and environmental hazards in the health care setting.
	Associate of Science in Nursing	ASN students will manage the care of patients while working cooperatively with the individual, his/her family, and the healthcare team. (Nursing Judgment)	Score 3 or higher on outcome 5- Final ASN RNSG 2020 Preceptor Evaluation Tool. ASN Clinical Performance Assessment Tool.pdf ASN Clinical Evaluation Tool Revised.pdf	An average score of 3.44 (on a 1-4 scale) was achieved for SLO # 5. The top score was 4.0 and the lowest score was 2.8.	ASN faculty are pleased with this outcome results and have decided to continue with the current assessment of this SLO.










				<p>Analysis:</p> <p>ASN faculty are pleased with this outcome results and have decided to continue with the current assessment of this SLO.</p>	
	Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive transmission/transaxle to include both manual and automatic.	<p>ASE Transmission/Transaxle</p> <p>Written Exam 50 pts</p> <p>Perform a Stall test 10 pts</p> <p>Determine Procedures for Identifying Transmission 10 pts</p> <p>Perform procedure for checking fluid (mustang) 10 pts</p> <p>Identify and state Torque Converter components and how they work 10 pts</p> <p>Perform On-Vehicle Tests 10 pts</p> <p> AUTT2030 Transmission Axle Final Grading Rubric.pdf</p> <p> AUTT2030 Automatic Transmissions Final Exam.pdf</p>	<p>Summer semester 2015, 16 out of 17 students that have taken the exam passed.</p> <p>Analysis:</p> <p>Students should now be able to identify, properly check fluid levels, diagnose and repair automatic transmission concerns, and diagnose and repair torque converter concerns.</p> <p>Most students have taken the AUTT 2020 Manual Transmission class will receive their chassis TCC.</p> <p>One student out of the 17 withdrew from class before assessment.</p> <p>After reviewing the information provided AUTT 2030 it seems that all the students were able to understand the lessons and instructions given. Students showed overall great results from the way the course was given to them. It should also be noted that the transmissions are getting worn out with constant removal and installations and may hinder student performance of repairs in the future.</p>	Requested new Transmissions to ensure students can perform repairs. The current transmissions are becoming worn from the constant removal and installation of components.
	Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a car's automotive climate control system.	<p>ASE Climate Control Rubric</p> <p>Written Exam 50 pts</p> <p>General Engine Diagnosis; Removal and Reinstallation 10 pts</p> <p>HVAC System Evac & Recharge 10 pts</p> <p>HVAC System Assembly Diagnosis and Repair 10 pts</p> <p>Heating systems Diagnosis and Repair 10 pts</p> <p>Manifold Gauge Usage 10 pts</p> <p> AUTT1060 ClimateCtrl Final Grading Rubric.pdf</p> <p> AUTT1060 ClimateCtrl Final Exam.pdf</p>	<p>Summer semester 2015, 12 out of 15 students that have taken the exam passed.</p> <p>Analysis:</p> <p>After the assessment the student(s) will be able to properly diagnose, repair, EVAC and recharge, and properly use climate control equipment. Also the students will be able to properly diagnose and repair the vehicle heating system. Two of the three registered students dropped the class and the third did not show up for assessment.</p>	Students shown great response to a more hands on approach in climate control systems. This was thought to have better learning opportunities for the students.

	Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose and repair an automobile electrical system.	<p>ASE Electrical Systems Final Exam & Skills Check</p> <p>Written Exam - 50 pts DVOM usage & diag. of Electrical circuits (use each function of meter properly) - 10 pts Scan Tool usage to include communication with modules - 10 pts Wire repair, to include solder, heat shrink, and crimp connector - 10 pts Correctly install Battery Charger on vehicle - 10 pts Service Information and Schematic reading (search schematic for power window motor and explain how it works) - 10 pts</p> <p> AUTT1020 Electrical Systems Final.pdf AUTT1020 Electrical Systems Final Grading Rubric.pdf</p>	<p>Fall semester 2015, 8 out of 8 students that have taken the exam passed.</p>	<p>Allowed students the use of live circuits which were created by students. Faculty feel this should become a standard practice in the program. By allowing students to build their own circuit they understand the flow and power of electricity.</p>
				<p>Analysis:</p> <p>After assessment students should be able to identify, diagnose, repair, and test electrical circuits and components. Students should also have an understanding of the usage and functions of the digital multi-meter. Students have taken the AUTT 1020 automotive electrical class will receive their electrical TCC. Students showed a great understanding of the use of the DMM and understanding of electrical circuits by having to create a complete circuit. By using the digital multi meter to measure the circuit it allowed them to have an understanding of the flow of electricity.</p> <p>The use of live circuits created by students will continue to be used in the program. By allowing students to build thier own circuit they understand the flow and power of electricity.</p> <p>After evaluaion students were able to identify the effects of electricity. They also were able to diagnose the electrical system using power, ground, and ohms.</p>	
	Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose, dismantle, and repair an automobile engine.	<p>ASE Engine Repair</p> <p>Written Exam - 50 pts General Engine Diagnosis; Removal and Reinstallation (R&R) - 10 pts Cylinder Head and Valve Train Diagnosis and Repair - 10 pts Engine Block Assembly Diagnosis and Repair - 10 pts Cooling Systems Diagnosis and Repair - 10 pts Lubrication Diagnosis and Repair - 10 pts</p> <p> AUTT2010 Final Grading Rubric.pdf Auto Engine Repair Checklist.pdf</p>	<p>8 of 13 students have taken and passed the assessment.</p>	<p>After evaluation students were able to diagnose engine concerns (leaks, noise, binding,etc.).Students were able to properly diagnose engine noise using the right test equipment. Students were able to demonstrate the knowledge obtained through the use of the hands on and component identification of the engine.</p>
				<p>Analysis:</p> <p>After assessment students should have the ability to identify, diagnose, repair and assemble engine cylinder heads, Also the student should have the ability to remove, repair, replace, and reinstall components of the engine block.</p> <p>One student withdrew from the program. The students have earned the TCC for the Engine repair class There were five students who did not pass the exam due to lack of effort and/or</p>	






				<p>attendance. These students were given adequate time to make up work and study for the exam, which they did not pass.</p> <p>The results of the exam shows that the amount of time students were able to spend in the lab with live engines helped them retain information. However, one student failing is upsetting to me and since they were one who didn't like the classroom I see a need to make the classroom more inviting, even if there is only one student.</p>	
	Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a automotive chassis to include brakes and suspension.	<p>ASE Chassis Steering and Suspension Rubric</p> <p>Written Exam 50 pts General Suspension and Steering system Diagnosis 10 pts Diagnose Power Steering Gear 10 pts Diagnose Suspension Noise 10 pts Shock Diagnosis 10 pts Alignment, Adjustments, and Repair 10 pts</p> <p> AUTT1050 Chassis Steering Final Grading Rubric.pdf</p> <p> AUTT1050 Chassis Steering Final Exam.pdf</p>	<p>Spring semester 2016, 9 out of 9 students that have taken the exam passed.</p> <p>Analysis:</p> <p>After assessment, students should be able to identify, properly diagnose and repair components related to steering and suspension on the vehicle. Upon completion of the AUTT 1020 course students that have taken the AUTT 1030 brake class will receive their chassis TCC.</p> <p>After reviewing the information provided AUTT 1050 may need more hands-on, for example, vehicle alignment. Although students passed and understood how to do alignments there may be a need for them to spend more time on the alignment machine itself.</p>	AUTT faculty incorporated more practice time on the alignment machine in AUTT 1050.
	Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will accurately diagnose engine performance issues.	<p>ASE Engine Performance</p> <p>Written Exam - 50 pts Ignition System Diagnosis and Repair - 10 pts Computerized Engine Controls Diagnosis and Repair 10 pts Emissions Control Systems Diagnosis and Repair - 10 pts Fuel Injection Systems Diagnosis and Repair - 10 pts General Engine Diagnosis - 10 pts</p> <p> AUTT1040 Final Grading Rubric.pdf</p>	<p>Spring Semester 2016, 9 out of 12 students passed the exam. After assessment students should be able to identify, diagnose, repair computer controlled systems. One student withdrew from the program due to financial reasons. Three students did not finish the end of semester and did not take the exams and therefore received a zero for the course.</p> <p>Analysis:</p> <p>I was rather pleased with the results of the exam, being that engine performance is such a demanding course.</p>	AUTT 1040 Engine Performance will be taught in the same manner. There will be new features added in, but with the outcome of the students assessments, there is no need to completely go away from what was done.





				There is a great deal of information for a student to retain in the engine performance course. For them to be able to understand and apply the necessary information and procedures for engine performance is outstanding.	
	Business Administrative Technology	BAT Medical students will compose professional medical documents using Medisoft software.	BUSN 2340--Medical Administrative Procedures Exit Exam  BUSN2340 Sim2 Page1.pdf  BUSN2340 Sim2 Page2.pdf  BUSN2340 Sim2 Day1 checksheet.pdf  BUSN2340 Sim2 Day2 checksheet.pdf  BUSN2340 Sim2 Day3 checksheet.pdf  BUSN2340 Sim2 Day4 checksheet.pdf	Fall Semester 2015 --BUSN 2340 was not offered Vidalia Campus: Spring Semester 2016 7 out of 7 (100%) of students scored 70 or higher on the BUSN 2340 exit exam Summer Semester 2016 --BUSN 2340 was not offered Analysis: The goal was met due to instructor's intense lectures and demonstrations of how to use the Medisoft software. This is a medical billing and accounting software used by health care professionals to input patient records, submit insurance claims, and manage patient receivables.	Instructor used the Medisoft software which is the most popular medical billing software being used by many medical billing schools to train students. Adjustments were made to some of the assignments so that students focused more on inputting data accurately. Accuracy is critical in the medical field because of the negative results that can cause harm to the company and to patients.
	Business Administrative Technology	BAT students will prepare memos and letters utilizing Keyboarding Pro Deluxe Online with Microsoft Word 2013.	BUSN 1440--Document Production Module 4 Performance Test	Fall Semester 2015 Swainsboro Campus: 6 out of 6 (100%) students scored 70 or better on the exam Vidalia Campus: 13 out of 15 (87%) scored 70% or better on the exam Spring Semester 2016 Swainsboro Campus: 10 out of 10 (100%)	The textbook for this course was changed from Lessons 1-110 to Lessons 1-55. The number of modules to complete was reduced from eight to six. The students were given more documents per module to complete which gave them more practice. With 90% of the students making a 70 or higher on the Module 4 production versus 76% the previous year is an improvement. However, there is still more room for improvement.

				<p>scored 70 or higher on the exam</p> <p>Vidalia Campus:</p> <p>9 out of 9 (100%) scored 70% or better on the exam</p> <p>Summer Semester 2016</p> <p>Swainsboro Campus:</p> <p>4 out of 7 (57%) scored 70% or higher on the exam</p> <p>Vidalia Campus:</p> <p>3 out of 3 (100%) scored 70% or higher on the exam</p> <p>Analysis:</p> <p>Overall, the goal was met with 90% (45 out of 50) of the students scoring 70 or higher on the exam. The goal was increased by 14% from the previous year which shows improvement.</p>	
	Business Administrative Technology	BAT students will compose professional business documents by the integration of various software applications.	BUSN 2210--Applied Office Procedures Exit Exam <p> BUSN2210_ExitExam.pdf</p> <p> BUSN Capstone Exam Rubric-Project1.pdf</p> <p> BUSN Capstone Exam Rubric-Project2.pdf</p> <p> BUSN Capstone Exam Rubric-Project3.pdf</p>	<p>Fall Semester 2015</p> <p>Swainsboro Campus:</p> <p>6 out of 6 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Vidalia Campus:</p> <p>12 out of 12 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Spring Semester 2016</p> <p>--BUSN 2210 was not taught</p> <p>Summer Semester 2016</p> <p>--BUSN 2210 was not taught</p> <p>Analysis:</p> <p>With 100% pass rate for both campuses on the exit exam, it is evident that the students are</p>	<p>Instructors stressed the importance of proofreading all documents, regardless of which soft application program is being used.</p> <p>Also, students were frequently reminded of the negative effects including financial loss that companies can suffer from resulting from document errors.</p>


				<p>grasping the integration skills learned. The students made careless mistakes on their assignments and production quizzes that prepared them for their exit exam.</p>	
	Business Management	Business Management students will analyze the importance of business ethics in the workplace.	<p>MGMT 1125 Business Ethics Essay</p> <p> BusMgt 1125 Essay Rubric.pdf</p> <p> BusMgt 1125 Two Page Essay Requirements.pdf</p> <p> BusMgt 1125 How to Prepare Internet Presentation.pdf</p>	<p>13 of 15 students passed the internet presentation with a 70 or higher.</p> <p>Analysis:</p> <p>Students were required to write a minimum of 1500 words and one student failed the presentation because they did not turn in the assignment. One of these two students was already not doing good in the class for not turning in the majority of homework assignments.</p> <p>br></p> <p>The instructions were in the Course Announcements, Course Homework tab, gradebook, and I sent an email reminder to the entire class two weeks before the assignment was due.</p> <p>These students dropped a letter grade. I sent the student that didn't turn in the assignment a personal email afterward explaining the importance of turning in all of their work and that this one missed assignment dropped their average a letter grade.</p>	<p>87% of the students passed their internet presentation and followed directions.</p> <p>This is the second time I have sent an email afterward explaining the importance of the internet presentation making sure the students realize this dropped their average a letter grade.</p> <p>I believe this email helped these students not miss any more assignments.</p>
	Business Management	Business Management students will evaluate teamwork while researching for and preparing a detailed organizational meeting.	<p>MGMT 2215 Team Project Presentation</p> <p>This Team Project Presentation requires cooperation from both partners. Students are assessed on the presentation as well as being appraised of their teamwork.</p> <p> BusMgt 2215 Rubric.pdf</p> <p> BusMgt 2215 Team Presentation Project.pdf</p> <p> BusMgt 2215 Partner Evaluation.pdf</p>	<p>All 11 students passed the team project presentation with a grade of 80 or higher.</p> <p>Analysis:</p> <p>Students were required to turn in sections of the team project throughout the semester to keep everyone on track.</p>	<p>Implemented requirement to submit part of the project throughout the semester and this seems to have made a big difference in keeping students on track.</p>
	Business Management	Business Management students will analyze the principles of business management.	<p>MGMT 1100 (fall), MGMT 1135 (spring), MGMT 2215 (summer) Capstone Exam</p>	<p>Robert Speer took the exit exam summer semester with a score of 88. Melinda Williams took the exit exam summer semester with a score of 94.</p> <p>Analysis:</p> <p>Instructor went over the questions missed and believes those answers were just forgotten.</p>	<p>A Study Guide will be developed to help students refresh before the Exit Exam.</p>












				None of the questions missed have been missed by previous students taking the exit exam.	
	Business Management	Business Management students will demonstrate the importance of human resource management in the workplace.	MGMT 2115 Human Resource Management Internet Research/Essay Rubric BusMgt 2115 Rubric.pdf BusMgt 2115 How to Prepare Internet Presentation.pdf	13 of 17 students completed the presentation with a grade of 85 or better. 4 students did not turn in an essay which dropped their final grade by one letter grade.	Students were reminded several times throughout the semester about the essay. Students were sent an email at the end of the semester reminding them the importance of this essay and how it affected their final grade.
	Clinical Laboratory Technology	CLT students must choose the correct blood type for blood/plasma transfusion.	Assessment skill: Choosing the correct blood type PASS/FAIL skill. CLT Blood Type PASS FAIL Skill.pdf	2016 cohort: Six students scored 100% on the first attempt, one student scored 100% on the second attempt and 2 students scored 100% on the third attempt. Analysis: The three students that didn't score 100% on the first attempt were remediated and given additional days to study.	The students were competent in choosing the correct type for whole blood and packed cells. The difficulty was in choosing the different types of plasma that would be compatible. Additional and enhanced instruction of this concept will be incorporated into the next cohort's course.
	Clinical Laboratory Technology	Clinical Lab students will accurately calculate chemical formulas to include the assessment of computer generated chemical formula calculations.	CLBT 1070 Clinical Chemistry Calculation Skill Assessment. Condition: Using known formulas, the student will calculate the equations. Standard: The student must score 75% or higher in two attempts as evaluated by the instructor. Time limit: 45 minutes Criteria: Student must score a 75% or higher in two attempts to pass the competency. CLBT 1070 Calculation Skills.pdf	All students passed the calculations assessment. The 2016 class average was 87.8. Analysis: The goal is to increase students skills and chemistry section registry numbers; therefore, the calculations assessment may need some enhancing.	The calculations assessment has been enhanced since this class completed the skill. These formulas and calculations are critical knowledge for successful registry pass rates. The 2017 class will be challenged with a more comprehensive skill and more in depth instruction as this skill provides greater competency for our students. The goal is to increase students skills and chemistry section registry numbers.
	Clinical Laboratory Technology	Clinical Lab students will accurately correlate laboratory test to the organ of the body affected.	CLBT 1070 Purpose of the chemistry test end of course review. CLBT Purpose ChemTest.pdf	The class average was 84.6. Analysis: Students should know these concepts at the end of the course. It will identify any weak areas the student may need to review before the final. This is also a good review before taking one of the national registries.	Lab techs MUST know the purpose of each test performed. They must be familiar with the methodology, normal values, potential errors of collection, etc. This assessment can address the student's need for more attention in a certain area.
	Clinical Laboratory Technology	Utilizing quality control samples of bacteria as "unknowns," Clinical Lab students will identify the correct	CLBT 1080 Skills Assessment of Unknown Bacteria Standard: Student will successfully perform identification of 10 organisms within three attempts as evaluated by the instructor.	2016 cohort: Eight of the students correctly identified all 10 organisms on the first attempt.	A new Enterococcus/PYR system was demonstrated to enhance student visual perception of biochemical reactions.





		genus of bacteria using multiple tests.	<p>Task: Using gram stain, catalase, coagulase, oxidase, Enterotube, CAMP, Strep ID kit, Bile esculin and microscope with oil immersion and slide techniques, the student will identify the correct genus of bacteria.</p> <p>Criteria: Student must identify the unknowns in three attempts and score a 90 or above.</p> <p> CLBT 10 Organism ID.pdf</p>	<p>Analysis:</p> <p>One student was absent and had a makeup lab to follow.</p> <p>Make up lab was given for the student that was absent. The student showed zero knowledge on the skill. She had no comprehension of coagulase, catalase, or oxidase procedures or interpretation. The instructor decided to use this opportunity for individual instruction and let the student retake the skill later after additional study time. The student proved unsuccessful in the class after repeated attempts of tutoring.</p>	<p>Students must learn the biochemical reactions of many strains of bacteria.</p> <p>In the modern lab, analyzers code these reactions and identify the organism.</p> <p>The national registry requires this knowledge of the students, therefore the instructor will require students to master the biochemical reactions.</p> <p>Several labs were completed using different methodologies for identification.</p>
	Clinical Laboratory Technology	Clinical Lab students will recognize correct patterns of hemolysis on bacterial growth media.	<p>CLT 1080 Hemolysis Skill Assessment</p> <p>Task: Student will perform a hemolysis assessment on 10 microbiological samples.</p> <p>Standard: Student will successfully perform a hemolysis assessment of 10 bacterial samples.</p> <p>Determining the hemolysis pattern of an organism is critical in the identification of a patient culture. Student must pass this skill within two attempts as evaluated by the instructor.</p> <p>Student will be using ATCC pure culture organisms grown on plates provided by an area hospital. Time limit: 20 minutes</p> <p>Criteria: Student will accurately perform and read the hemolysis pattern with a grade of 90% or better to pass the skill. All skills must be passed to progress in the CLT program.</p> <p> CLBT 1080 Hemolysis Skill Assessment.pdf</p>	<p>2016 cohort: All students scored 100 in two attempts.</p> <p>Four students were successful in two attempts and had difficulty with the Enterococcus.</p> <p>Analysis: This organism proves difficult each year for the students. Enterococcus is gamma hemolytic and students are shown the organism several times before the skill.</p> <p>QC organisms are used for this assessment.</p>	<p>ATCC QC is grown on blood plates for the identification of Enterococcus.</p> <p>This organism needs to be seen several times before the students recognize the gamma hemolysis.</p> <p>Recognizing hemolysis patterns is a skill that needs practice to obtain mastery.</p> <p>QC is subcultured each week so fresh organisms are viewed.</p>
	Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	<p>CTD 1030 Capstone - DDS CDL Road Test Score Form</p> <p>Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures.</p> <p>Zero - meaning no violations - is the best possible score.</p> <p>30 points or less must be achieved in order to successfully complete CTD.</p> <p> CTD CDLSkills.pdf</p>	<p>380 points - Turns</p> <p>50 points - Intersections</p> <p>0 points - Expressways</p> <p>0 points -Urban/Rural Highway</p> <p>13 points - Road Side Stop/Start</p> <p>8 points - Railroad Crossing</p> <p>80 points - General Driving</p>	<p>CTD faculty determined most violations resulted from issues related to gear changing - especially the Turn violations. Once the simulator arrives, practice shifting gears should result in fewer turn violations.</p> <p>We will reassess the violations to see if the simulator practice makes a difference in the next academic year.</p>





				<p>0 points - Automatic Failures</p> <p>Analysis:</p> <p>Average number of violations was 6.72 which is a 26% improvement over AY 2015's average of 8.48.</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>	
	Commercial Truck Driving	CTD students will complete a pre-trip vehicle inspection according to DDS standards.	<p>CTD 1030 Department of Driver Services (DDS) Vehicle Inspection Test Checklist</p> <p>This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score.</p> <p>Sections on the 90 point Vehicle Inspection (Pre-Trip) checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear)</p> <p>Rear of Vehicle Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear)</p> <p>Rear of Trailer Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.</p> <p> CTD Skills.pdf</p>	<p>Students scored 90% or better on the pre-trip vehicle inspection.</p> <p>No more than a 5 point deviation is allowed by DDS.</p> <p>100% of STC CTD students were below the 5 point maximum for DDS.</p> <p>Analysis:</p> <p>Faculty believe the revised instructions and videos attributed to this 100% of our students attainment. DDS has been very complimentary of STC drivers during the licensure testing.</p>	<p>100% scored 90% or better on the pre-trip vehicle inspection.</p> <p>GA DDS was very complimentary of STC's student drivers.</p>
	Commercial Truck Driving	CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.	<p>CTD 1030 Department of Driver Services (DDS) Basic Control Skills Checklists:</p> <p>This check contains 6 parts: Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Right (includes Pullups, Encroachments, Looks, and Final Position) St. Line Backing (includes Pullups, Encroachments, Looks, and Final Position) Alley Dock (includes Pullups, Encroachments, Looks, and Inside Alley (3ft box)) Conventional Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Left (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better.</p> <p>A grade of 0 (no violations) is desired. To successfully complete, 12 points or less is allowed in order to complete CTD.</p> <p> CTD CDLSkills.pdf</p>	<p>79 students passed</p> <p>71 points - Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>9 points - Offset Back Right (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>14 points - St. Line Backing (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>43 points - Alley Dock (includes Pullups, Encroachments, Looks, and Inside Alley (3ft box))</p>	<p>Incorporated most difficult maneuvers in training first to provide more practice time.</p> <p>Simulator was requested but will be in FY 17 World Class Lab funds.</p>






				<p>76 points - Conventional Parallel Park(includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>11 points - Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position)</p> <p>Average number of violations = 2.84</p> <p>Analysis:</p> <p>This is 6% improvement over AY 2015 average of 3.01.</p> <p>Note: A grade of 0 (no violations)is desired. The fewer violations the better.</p>	
	Computer Information Systems	Networking Support Specialist students will implement a LAN prototype.	<p>CIST2444 and CIST2414 Capstone Final Project and LAN Rubric</p> <p> CIST Router Rubric.pdf</p>	<p>CIST 2414 was taught Spring Semester on the Vidalia Campus. Two out of Two students passed the exam.</p> <p>Analysis:</p> <p>CIST2454 replaces 2444 and was taught Fall semester on the Vidalia campus. Two out of Two students passed the exam.</p> <p>Students successfully passed the Microsoft capstone exam for the networking sequence courses.</p>	<p>In AY2017, more time will be given to ensure students understand user account permissions and routing better.</p> <p>This will be done by giving routine quizzes over this material.</p>
	Computer Information Systems	The Internet Specialist Web Design students will construct an error free web page using validation techniques	<p>CIST2550/CIST2950 Capstone Final Exam with Web Page Rubric</p> <p> CIST WebSystemsProject Rubric.pdf</p>	<p>CIST 2550 was taught on the Vidalia campus Fall Semester. 2 out of 2 students passed the capstone exam.</p> <p>Analysis:</p> <p>After review of exams, there was no pattern as to any specific area that all or most students struggled with. Both students scored 95 on the exam.</p> <p>CIST2950 was not taught during AY2016 year.</p>	<p>Spent extra time on chapter covering database design and an assignment was assigned to assess student knowledge of database design practices before the final exam as this appears to have resulted in improvement.</p>
	Computer Information Systems	Computer Support Specialist students will be able to describe a typical system requirements (i.e., inputs, processes, and outputs).	<p>CIST2921 Capstone Final Project Portfolio with Rubric</p> <p>Students must create a system requirement flow chart listing inputs, processes, and outputs. Successful completion of this project is required.</p>	<p>CIST2921 was taught on the Vidalia campus Spring Semester. Four out of five students passed the capstone exam. The one student who received a grade of zero did not take the</p>	<p>It was determined that the increase in time spent going over cost analysis and DFD Model concepts improved the students outcomes.</p> <p>For AY 2017 more time will be given</p>

			CIST MilestonePortfolioRubric.pdf CIST TarheelToysMilestones.pdf	<p>exam.</p> <p>CIST 2921 was taught on the Swainsboro campus Summer Semester in a nine and a half week semester. Three out of six students passed the capstone exam with 2 making A's. Again the two students failing received a zero for not actually taking the exam</p> <p>Analysis:</p> <p>In FY2014, capstone revealed that students were having 80.7% difficulty with questions regarding flow chart DFD's. Students needed better understanding of what the DFD shows and what the DFD symbols mean? More detailed coverage was given over the DFD material. Quizzes were also given to ensure that each student understood DVD's before the capstone exam was given. Videos of DFD usage and symbols were also given as a supplement to ensure student knowledge. Item analysis of the capstone questions, revealed that this improved for FY 2015.</p> <p>An item analysis of the FY2015 capstone revealed that students were having difficulty with questions regarding internal factors, tangible benefits, RFQ's and RFP's, and the types of business reports. More detailed coverage will still be given over the DFD material but lectures will be given slower concerning factors, benefits, quotes, purchases, and reports.</p> <p>An item analysis of the FY2016 capstone revealed that students were having difficulty with questions regarding the types of business reports and DFD still. More detailed coverage will still be given over the DFD material and lectures will continue to be given slower concerning factors, benefits, quotes, purchases, and reports.</p>	<p>on the lectures with routine quizzes to ensure that students are grasping reports.</p> <p>More detailed coverage will still be given over the DFD material and lectures will continue to be given slower concerning factors, benefits, quotes, purchases, and reports.</p>
	Cosmetology	Students will perform highlighting with foil, virgin application with at	The highlighting with foil, virgin application service will be graded using the PSI grade sheet following the same	<p>47% of students performing highlighting using foils in the area of</p>	<p>This is a new goal and will be looked at during the Fall advisory meeting. Instructors will discuss whether to</p>




		least 75% accuracy while observing all client protection, and safety and infection control procedures.	guidelines that will be followed during the actual state board exam.	the head required by PSI scored an average of 95% or better and 53% of students scored 84% or better.	leave this goal or drop it and enter another one.
				Analysis: COS faculty discussed obtaining Advisory input regarding this outcome.	
 	Cosmetology	COSM students will complete a form sculpted nail using the 3 ball method with pink and white powder and odorless liquid.	National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results. Students must achieve a minimum of 70% accuracy on the nail sculpture.  COS Sculptured Nail.pdf  COSM NIC Instructions Exam.pdf  COSM Mock Practical Exam.pdf	95% of students performing the sculptured nail technique using the 3 ball method with pink and white powder and odorless liquid successfully completed it. Only 5% were not successful with the technique. Analysis: COS faculty discussed the high success rate of this SLO assessment.	This goal will be discussed and may be removed because of such a large percentage of students being successful in it.
 	Cosmetology	Students will accurately perform a basic layered haircut within a 30 minute timeframe.	National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results. Students must achieve a minimum of 70% accuracy on the haircutting section of the exam. They will be graded on condition of implements, safety, correct use of implements, sections & guides, uniformity of the layers, blending of sides, back and top, and infection control procedures being followed.	75% of the students performing the basic layered state board exam completed it in 30 minutes or less. Analysis: Although 75% of students completed the haircut in the 30 minute time frame 25% did not and that is not acceptable. They must finish 100% of the haircut in 30 minutes during the state board practical exam or lose points.	Although 75% of students completed the haircut in the 30 minute time frame 25% did not and that is not acceptable. They must finish 100% of the haircut in 30 minutes during the state board practical exam or lose points.
 	Criminal Justice	Criminal Justice students will demonstrate competence in criminal justice procedures.	CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate. This exam includes questions from all required CRJU courses which are identified on the exam.	Vidalia Campus 5 out of 5 traditional students scored 70% or higher with an average score of 80%. Swainsboro Campus 5 out of 5 traditional students scored 70% or higher with an average score of 81%. Analysis: A greater percentage of students taking the exit exam passed. However, the overall test scores slightly decreased (1%) due to students not utilizing study guides available through tutorial sessions with instructors.	Instructors will better prepare students for the exit exam by establishing expectations and better preparing students for the comprehensive exam through the use of a written study guide.
 					





	Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	<p>CRJU 1030 Mid-Term Exam - Probation and Parole subpart.</p> <p>Note: Students must be able to judge the difference by defining and contrasting between the two.</p> <p> CRJU 1030 Mid-Term Probation Parole.pdf</p>	<p>Vidalia Campus</p> <p>11 out of 11 traditional students scored 70% or higher with an average score of 86.</p> <p>5 out of 5 dual enrollment students scored 70% or higher with an average score of 89.</p> <p>Swainsboro Campus</p> <p>3 out of 3 traditional students scored 70% or higher with an average score of 86.</p> <p>28 out of 28 dual enrollment students scored 70% or higher with an average score of 88.</p> <p>Analysis:</p> <p>Student performance increased over previous years due to greater emphasis placed on the subject matter during lecture and additional discussion boards being utilized for online students. Online and MOWR student performance increased significantly from an average of 77 to an average of 88 due to testing at a time which did not conflict with school activities and holidays.</p>	An increase in the number of probation and parole assignments should improve test scores in conjunction with testing at times which do not conflict with school activities and holidays.
	Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title XVI: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	<p>CRJU 1068 - 20 question subpart of the CRJU 1068 Final Exam</p> <p> CRJU 1068 Final Exam.pdf</p> <p> CRJU CriminalCode.pdf</p>	<p>Vidalia Campus</p> <p>12 out of 12 traditional students scored 70% or higher with an average score of 87.</p> <p>Swainsboro Campus</p> <p>3 out of 3 traditional students scored 70% or higher with an average score of 87.</p> <p>6 out of 6 online students scored 70% or higher with an average score of 85.</p> <p>Analysis:</p> <p>Both Traditional and Online students improved test scores over the averages of previous years (87 vs. 83) indicating the increase in criminal law manual assignments has promoted better understanding of the law and the elements of each crime. Online students, this academic year, performed comparably with traditional classroom</p>	Implemented Fall 201712, additional criminal law manual assignments will be incorporated into the CRJU 1068 course.







	Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures.	<p>CRJU 2050 Search and Seizure Scenarios. Seven written scenarios will be given to students. Students must determine whether or not it is legally within the law to perform a search and seizure. Each scenario is either Yes (right) or No (wrong). A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment</p> <p> CRJU 2050 Search Legal Illegal.pdf</p>	<p>students for the first time.</p> <p>Vidalia Campus</p> <p>8 out of 9 traditional students scored 70% or higher with an average score of 76.</p> <p>5 out of 5 dual enrollment(MOWR) students scored 70% or higher with an average score of 91.</p> <p>Swainsboro Campus</p> <p>3 out of 3 traditional students scored 70% or higher with an average score of 84.</p> <p>28 out of 28 dual enrollment(MOWR) students scored 70% or higher with an average score of 93.</p> <p>Analysis</p> <p>Traditional students performed consistent with historic averages. However, dual enrollment (MOWR) students performed at a higher level due to increase in classroom instruction time and greater emphasis placed on search and seizure exercises.</p>	CRJU faculty implemented more 4th Amendment exercises for MOWR students - improving scores by 12%. Traditional students continue to perform at a high level.
	Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients	<p>2 Research papers/case studies required in courses-6 courses contain research or case studies</p> <p>3 Patient Survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>6 Infection Control Deductions from Assessment & 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>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> DHYG Assessment & Debridement.pdf</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</p>	<p>Eight case studies were added to the curriculum to provide students with additional practice 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 develop problem solving strategies related to comprehensive patient care and management of patients.</p> <p>Instructors reemphasized the oral exam section of the CRDTS manual to ensure that students understood the oral exam protocol for CRDTS.</p>



				<p>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>Individual Competencies-98% pass</p> <p>Mock NBDHE-100% pass</p> <p>Mock CRDTS Board-100% pass</p> <p>NBDHE-100% pass.After reviewing the 2015 NBDHE profile, students' overall scores were within the national average.This indicated that students are demonstrating problem-solving strategies related to comprehensive patient care.</p> <p>Graduate exit survey-100% participation and satisfaction</p> <p>CRDTS-100% pass. Based on the analysis of the CRDTS scores, the trend of losing points in the oral exam section had decreased. Since only one treatment plan was rejected at CRDTS, students have improved in patient selection and treatment planning based on CRDTS guidelines.</p>	
	Dental Hygiene	Dental Hygiene students will utilize interpersonal and communication skills to interact with diverse population groups and other members of the healthcare team.	<p>3 Patient survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys-minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance 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>14 Individual competencies-100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p> DHYG Community Service Rubric.pdf</p> <p> DHYG Nursing Home Rubric.pdf</p> <p> DHYG School Lesson Rubric.pdf</p> <p> DHYG Table Clinic Rubric.pdf</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>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>More hands on activities were added to the curriculum to foster engagement and student success.</p> <p>Contextual learning was utilized throughout the curriculum in order to help students collaborate with others in order to gain additional experience utilizing interpersonal and communication skills.</p> <p>Based on the postgraduate surveys, one graduate commented that she struggled with negotiating the terms of her working interview. As a result, a discussion regarding the trend of working interviews was added to the Clinic IV Lecture course to provide students with additional insight regarding working interviews.</p> <p>In addition, a few graduates commented about having limited experience marketing products such as fluoride or sealants on adult teeth that are not covered by insurance companies. As a result, students shadowed in private dental offices prior to graduation to gain additional experiences in this area.</p> <p>Based on the employer surveys, employers were impressed with the graduates' experiences with diverse</p>

				<p>Quality Assurance Deductions from Assessment and Debridement grade sheets-331 deductions were issued: Summer- 156, Fall- 83, and Spring- 92.</p> <p>Individual Competencies-98% pass</p> <p>Graduate exit survey- 100% participation and satisfaction</p>	<p>populations such as Compassionate Care Dental Clinic, Telamon, Hispanic Mobile Dental Van, and Toombs County Service Center. The students collaborated on various service learning projects with other healthcare professionals and healthcare students within our service delivery area.</p>
	Dental Hygiene	<p>Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care.</p>	<p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Surveys- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance Assessment- 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies- 100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 85 or higher required</p> <p>17NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p> <p> DHYG Assessment & Debridement.pdf</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>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>Individual Competencies-98% pass</p> <p>Mock NBDHE-100% pass</p> <p>Mock CRDTS Board- 100% pass</p> <p>NBDHE-100% pass</p> <p>Graduate exit survey- 100% participation and satisfaction</p> <p>CRDTS-100% pass</p>	<p>Designated times for charting and record reviews were utilized to support a more focused environment for concentration and attention to detail.</p> <p>A workshop was conducted to demonstrate how students should comprehensively review charts and check paperwork.</p> <p>A checklist was created to guide students as they double check paperwork and charting.</p> <p>Additional case studies were added to the curriculum to improve scores in the following discipline areas of the NBDHE: periodontology, supportive treatment, and preventative agents.</p>




	Distance Education	Implement a successful online Blackboard orientation in COLL 1040.	Completion of a Blackboard online orientation in COLL 1040. The % of students passing the orientation assessment.	A Blackboard online orientation was created and placed in COLL 1040. In FY 2016, 864 students completed the Blackboard online orientation and 100% of the students successfully completed the Blackboard assessment at the end of the orientation. Successful completion of the orientation and the assessment demonstrates that students have basic understanding of Blackboard. Since students are supposed to take COLL 1040 their first semester at STC, providing students with an introduction to Blackboard at the beginning of their first semester of college will help them be successful in hybrid, online, and web-enhanced courses that utilize Blackboard as the learning management system.	Since the Blackboard orientation was created and implemented with success in COLL 1040 during FY 2016, a Blackboard Orientation will be created in an organization for FY 2017. The organization will allow any student at Southeastern Tech to self enroll in the orientation at any time and read and view tutorials and videos that will help them be successful in hybrid, online, and web-enhanced courses. Unlike the orientation in COLL 1040 that is no longer available for students to view after completion of the course, the orientation in the organization will always be available. Students who forget how to do basic tasks in Blackboard will always have access to the orientation. The Blackboard orientation will continue to be part of the COLL 1040 class as well.
	Early Childhood Care and Education	ECCE students will create a disabilities based resource file.	<p>ECCE 2201 Exceptionalities Resource File Rubric The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.</p> <p> ECCE Resource File Rubric.pdf</p>	<p>This class was taught on the Swainsboro Campus for Spring 2016.</p> <p>RESULTS:</p> <p>On the Swainsboro Campus, out of the four students who took the class, three made As and one made a B. All four in the class made 90 or higher on the resource files.</p> <p>The degree level course was not needed during the FY16 on the Vidalia campus, therefore it was not offered.</p> <p>hr> Analysis:</p> <p>Everyone who took the class completed the resource file and made an A for this assignment.</p> <p>Out of the four students who took this class, 3 made As and one made a B, the instructors determined that it may help if students are given a little more time in class to complete the resource file since most of the resources that should be contained in this file is obtained via the internet.</p> <p>After analyzing what items were not completed in the file, the main item(s) missing were brochures on the 9 topics (poverty, domestic violence, disabilities, ...) that were to be in the file.</p>	<p>Everyone who took the class completed the resource file and made an A for this assignment.</p> <p>Instructors feel no changes in instruction are needed at this time, but will re-evaluate on the next Resource Files.</p>



				<p>It may be beneficial if students could create their own brochures on the specified topics rather than trying to visit local community businesses to find these brochures.</p>	
	Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	<p>Curriculum Development Teaching Rubric - assessment captured in ECCE 1112 The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.</p> <p> ECCE Curriculum UnitEvalRubric.pdf</p>	<p>Swainsboro Campus Spring Semester 2016 5 out of 7 (71%) scored 75 or higher on the teaching unit assignment. Two students failed to turn in their assignment.</p> <p>Vidalia Campus Summer Semester 2016 9 out of 10 (90%) scored 75 or higher on the teaching unit assignment. The student did not complete the assignment.</p> <p>Analysis: All of the students that completed the unit passed; however, several students were not as thorough as they should have been; some of the objectives were not written in the correct format, and some of the activities were not DAP or age appropriate.</p> <p>The students that did not complete the assignments stated that they were unable to complete the work because of health reasons, working, or going to school full-time.</p>	<p>Instructors will provide students with helpful hints on balancing work and school, and also time management techniques.</p> <p>Instructors will work closely with students during advisement and discourage students from taking too many classes when they have a family, work full-time, and go to school.</p> <p>Instructors feel there are additional strategies that can be used: give more time in class to work on assignments, have a weekly check-off list where students have to show the instructor what work has been completed, and provide additional lecture/assignments for selecting DAP and age appropriate activities</p>
	Electrical Systems	Electrical Systems students will construct a residential wiring project according to National Electrical Code.	<p>ELTR 1210 - Residential Wiring diagram and written test based on the National Electric Code.</p> <p>Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way and four way switches and lights.</p> <p>The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.</p> <p> Residential Wiring Project.pdf</p>	<p>18 of the 22 students enrolled passed the exam. 4 of the 22 did not.</p> <p>Analysis: The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring.</p> <p>4 students did not drop the class before cutoff date because they did not finish the semester.</p> <p>The instructors noticed that those who took the exam were having some problems with 3-way and 4-way switch hook-ups</p>	<p>The instructors worked with the students to help them understand the areas of 3-way and 4-way switching.</p> <p>The instructors also looked into the reasons that student's who did not complete to see if there is anything that could have been done to prevent this from happening again.</p>






	Electrical Systems	ELTR students will score at or above the STC projected average score of 88.2% on the ELTR Program Capstone/Exit Exam.	ELTR Program Capstone/Exit Exam Scores - Tracking System  ELTR1180 ExitExam HandsOn CheckSheet.pdf	ELTR average scores for AY 2016 - 83.42 Analysis: This is below the desired college average program exit exam score by 4.78 points. This was a .64 increase over 2015	Instructors worked on increasing the scores by incorporating more practice time before capstone exam.
	Electronics Technology	Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	International Society of Certified Electronics Technicians (ISCET) Certification Exams ISCET Certification Final Exams for the four major electronics areas: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits) These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas. Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.  FY2016 ESA1 ESA2 Category.pdf  FY2016 ESA3 ESA4 Category.pdf  FY2016 ESA Certification Rates.pdf	Please click on the ESA-1 & 2 Category for assessment results and trend graphs tracking 6 years. Analysis: DATA ANALYSIS for ESA-1 FY2016 data shows an increase in scores for the DC Theory, Math and Trouble-Shooting categories of questions (new highs). However there was a slight drop-off in Basic Theory and a large drop-off in Use of Equipment. The Trouble-Shooting and Use of Equipment categories are competency areas that are most desired by the future employers of these students; therefore, we will continue to try and improve the performance in these categories. DATA ANALYSIS for ESA-2 FY2016 data shows new highs in student performance for the Math and Use of Equipment categories. The Trouble-Shooting category showed a large increase in performance, while the Basic Theory category remained at a high, but slightly lower level. Continued emphasis needs to be applied to improve the performance in the AC Theory category.	ESA-1 and ESA-2 (DC and AC Circuits) For FY2017, the instructor will emphasize the Trouble-Shooting and Use of Equipment material along with maintaining the shifted emphasis to the Theory related material. ESA-3 (Solid State Electronics & Linear Integrated Circuits) For FY2017, the instructor will maintain the increased emphasis in the Theory and Math categories while increasing the emphasis on the Trouble-Shooting and Digital Equipment categories to recover and exceed the expected levels of test scores in the these categories. ESA-4 (Digital Circuits) 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.



				<p>Please click on the ESA-3 & 4 Category for assessment results and trend graphs tracking 6 years of data.</p> <p>Analysis:</p> <p>DATA ANALYSIS for ESA-3</p> <p>FY2016 data show an increase to new highs in the Basic Theory, Semiconductor Theory, and Digital Math categories.</p> <p>The Trouble-Shooting showed a slight increase.</p> <p>The Use of Equipment and Semiconductor Devices are still at levels that need improvement.</p> <p>Analysis:</p> <p>DATA ANALYSIS for ESA-4</p> <p>FY2016 data shows an increase in student performance in all categories of questions except for the Trouble-Shooting and Use of Equipment categories.</p> <p>The Trouble-Shooting and Use of Test Equipment categories continue to show performance levels that need improvement.</p>	
	Electronics Technology	Electronics Technology students will diagnose electronic systems to repair/replace the associated electronic circuits.	<p>LabVolt Systems</p> <p>The LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, trouble-shooting exercises, and the lab exam.</p> <p>Students are required to complete all assigned labs. The lab exam (50% of the lab grade) covers the lab material which includes the review procedures and normal circuit testing, requiring the proper use of electronic bench test equipment/sources, VOMs and oscilloscopes. The circuit troubleshooting procedure (s) (50% of the lab grade) require the students to analyze modified circuits to determine which component has become faulty.</p> <p> FY2016 LabVolt Performance Plots.pdf</p>	<p>The tracking data (displayed in the Electronics FY2016 LabVolt Performance Plots) show the average student performance for the laboratory exams and troubleshooting exercises along with the weighted average of the two tracked from FY2012 to FY2016. Target scores are >=90% for the Lab Tests and troubleshooting (TS) exercises.</p> <p>For DC Circuits:</p> <p>This plot shows that the FY2016 Tests and Overall Average scores improved slightly and remain above the target level of 90%. However, we note a slow</p>	<p>For FY2017, STC will upgrade the LabVolt systems to the centralized server system which should eliminate the majority of the equipment issues (both hardware and software) we were experiencing due to the age and quality of the software and hardware. STC will continue usage of the LabVolt systems for the hands-on portion of the electronics training. The tracking of the student responses to each area of review questions related to scenarios presented within the labs readily point out to the instructor the areas of lowest student learning.</p>

				<p>decrease in the troubleshooting scores to slightly below the target level from FY2014 to FY2016. It should be noted here that we plan to replace the old LabVolt server and softwares and use the newer, centralized LabVolt server system with the updated software.</p> <p>For AC Circuits:</p> <p>This plot shows that the FY2016 Tests and Overall Average scores improved slightly and remain above the target level of 90%. The troubleshooting exercise performance remained slightly below the target level.</p> <p>For Solid State Circuits:</p> <p>This plot shows a return in the 2016 scores to well above the target level with the gap between Tests and TS remaining at an acceptable level of ~5%.</p> <p>For Linear Circuits:</p> <p>This plot shows a return to a comfortable level above the target for FY2016 for the Tests and Overall grade. However, the troubleshooting exercise performance continued to drop below the target level. Part of the drop was due to the lab equipment issues; however, the remaining portion of the decrease must be due to the performance of that particular student group.</p> <p>For Digital Circuits:</p> <p>Student performance for the Digital labs in FY2016 continues to remain above the target level of performance by >=5%.</p>	
	Enrollment Services	Students will learn information within the Online New Student Orientation that will enable them to successfully begin college.	Student Perception of Services Survey and the assessment at the end of the Online New Student Orientation	97.03% of students participating the Student Perception of Services survey said that they learned information in the online New Student Orientation that enabled them to successfully begin college. This number is up from 96% from the previous year.	Students indicate, by their responses, that they like the delivery format of the online orientation. Since all New students are required to complete the online orientation prior to registering for classes it is a great place to make students aware of items they may not read about anywhere else. Currently, STC is looking to add more information about Safety and Security, Right to Know information, and PIN #s to the online orientation for next year.
	Financial Aid	Students attending Financial Aid Sessions of COLL 1000 will understand the use the the MySTC Portal and BANNERWeb to retrieve information on Financial Aid Awards, outstanding financial aid requirements and SAP standing.	Student Perception of Services Surveys responses on the availability of Financial Aid information	Student Perception of Services results indicated students felt financial aid information and services were readily available at the rate of 93.07%. There is no baseline for comparison for FY 2016 because the survey was not conducted in 2015.	Staff routinely monitors incoming emails and calls from students. As part of those calls, instructions on the use of BANNERWeb are emailed to students to reinforce the ease of using BANNERWeb as a tool to receive Financial Aid Information.
		FWMT diploma and TCC students will	Classroom debate on game animal harvest regulations.	9 students enrolled in FWMT 1000,	Utilized debate method for assessment.

	Fish and Wildlife Management	demonstrate an understanding of the harvest limits of game animals.	Students will verbalize pros and cons of the harvest regulations and limits.	<p>Introduction to Wildlife Management Fall semester, 2015. 7 traditional, 2 non-traditional.</p> <p>Analysis:</p> <p>Students verbalized understanding of harvest regulations. Debate proved lively.</p> <p>Students cited auto/deer collision numbers to rationalize increasing harvest limits.</p> <p>Students suggested antler restrictions be enforced statewide which would allow young bucks to age and obtain antler growth.</p> <p>Students suggested increasing Doe harvest limits to control population.</p>	Debate encouraged introverted students to participate freely and become a team member. Through debate, students gained depth of understanding.
	Fish and Wildlife Management	FWMT diploma students will demonstrate safe tractor operation with various tractor implements attached.	<p>Equipment Use Rubric.</p> <p>Field Journal</p> <p>Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached. Students will score > 80% on equipment use rubric. Students will demonstrate safe tractor operation. Students will demonstrate knowledge of and safe operation of tractor Power Take Off. Tractor safety includes 4 personal safety precautions. Preparing the tractor/equipment for safe operation includes 18 safe operation items. Starting, operating and stopping tractor/equipment includes 23 items of instruction.</p> <p> FWMT1010 Equipment Use Rubric.pdf</p> <p> FWMT1010 Results 201512.pdf</p>	<p>Five traditional students enrolled in Equipment Use</p> <p>Fall Semester, 2015.</p> <p>Four of five students scored > 80% on equipment rubric.</p> <p>Four of five students successfully prepare tractor for safe operation.</p> <p>1 student scored <80% on all aspects of safe tractor operation.</p> <p>Analysis:</p> <p>80% FWMT students (4 of 5 enrolled) successfully scored >80% on equipment rubric.</p> <p>80% FWMT students could demonstrate safe tractor operation with various tractor implements attached.</p> <p>80% FWMT students safely operate power take off (PTO) with rotary mower attached.</p>	<p>Instructor utilized equipment rubric. Verbally encouraged students to attend classes regularly.</p> <p>80% FWMT students (4 of 5 enrolled) successfully scored >80% on equipment rubric.</p> <p>80% FWMT students demonstrated safe tractor operation with various tractor implements attached.</p> <p>80% FWMT students safely operated power take off (PTO) with rotary mower attached.</p>




	Fish and Wildlife Management	FWMT diploma student will prescribe appropriate treatments for an assigned fish pond.	<p>FWMT_Aquatic Rubric FWMT students will develop a written Water Impoundment Evaluation Plan. Plans are assessed on 12 categories utilizing the Aquatic/Fishery/Pond Rubric which include: 1. Defined objective for water impoundment - 5 pts 2. Accurately determine acreage of water impoundment - 10 pts 3. Accurate water quality sample = 10 pts 4. Identify water quality deficits - 10 pts 5. Make appropriate recommendations based on water sample - 10 pts 6. Prescribe appropriate fish species for stocking - 5 pts 7. Prescribe appropriate fish species stocking rate - 10 pts 8. Prescribe appropriate fish stocking dates - 10 pts 9. Appropriately identify water weeds and algae - 10 pts 10 Prescribe appropriate water weeds and algae eradication - 10 pts 11. Appropriately apply water amendments - 12 pts 12. Determine water clarity by using secchi disc - 3 pts</p> <p> FWMT_Aquatic_Rubric.pdf</p>	<p>6 students enrolled in Fish Pond Mgt. 1 non-traditional student.</p> <p>1. 6 students accurately defined objective for water impoundment</p> <p>2. 6 students accurately determined acreage of water impoundment.</p> <p>3. 6 students accurately obtained water quality sample.</p> <p>4. 5 students identified water quality deficits.</p> <p>1 student required prompting in determining pH accurately.</p> <p>5. 5 students made appropriate recommendations for amendments.</p> <p>1 student not present in class 3 consecutive labs and could not determine appropriate amendments.</p> <p>6. 6 students appropriately prescribed appropriate fish species for stocking.</p> <p>7. 5 students appropriately prescribed stocking rates per species. 1 student could not, even after prompting.</p> <p>8. 5 students verbalized appropriate date for stocking fish.</p> <p>1 student could not.</p> <p>9. 5 students accurately identified water weeds and algae. 1 student required frequent prompting.</p> <p>10. 6 students accurately prescribed eradication treatments.</p> <p>11. 6 students applied water eradication</p>	<p>Instructor offered tutoring regularly.</p> <p>Utilized early alert system for students who started to fall behind.</p> <p>Encouraged students to attend class regularly.</p>
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
				treatment appropriately.	
				12. 6 students proficient in use of secchi disc.	
	Fish and Wildlife Management	FWMT students will demonstrate appropriate work ethics.	<p>Students will be assessed through written quizzes and in class debates on 10 work ethics traits.</p> <ol style="list-style-type: none"> 1.Attendance 2.Character 3.Team Work 4.Appearance 5.Attitude 6. Productivity 7. Organizational Skills 8. Communication 9. Cooperation 10. Respect <p>Students will be given scenarios related to work ethics to debate in classroom. Students will role play as employer/employee to enhance understanding of demonstrating good work ethics.</p> <p> FWMT Work Ethics Scenario Questions.pdf</p> <p> Work Ethics Assessment Grading Rubric.pdf</p>	<p>Fall semester, 2015, 9 students enrolled in FWMT 1000, Introduction to Wildlife Management.</p> <p>Analysis:</p> <p>7 traditional male students, 2 non-traditional female students. 5 of 7 male students successfully scored a 100.</p> <p>2 male students scored 70.</p> <p>2 female students scored 100.</p> <p>22.2% of the students scored <80% while 77.7% of students scored >90. 100% of non traditional students scored 100.</p>	Upon questioning, students enjoy debate format and role play as employer/employee. Students indicate power point presentations fail to hold their interest. Instructor will spend more instructional time with students role playing to enhance further understanding.
	Fish and Wildlife Management	FWMT diploma student will accurately collect soil samples and interpret the soil report in order to formulate the appropriate soil amendments to produce optimum wildlife forage.	<p>FWMT Program Capstone Exit Exam</p> <p>Students must score a minimum of 80.</p> <p>FWMT 2020 Habitat Manipulation capstone course grading rubric:</p> <ol style="list-style-type: none"> 1. Accurate soil sample which includes grid set-up, sample depth, technique, data, label, 15 points 2. Interpretation of Soil Sample report, 10 points 3. Amendment recommendations. 15 points 4. Define objective for food plot: Attractant, nutrition, harvest, fall/winter, spring/summer. 10 points 5. Prescribe appropriate crop. 10 points. <p>Students must collect soil samples, interpret soil reports, and prescribe appropriate fertilizers/amendments.</p> <p>Each food plot has an objective: attractant, nutrition, harvest, fall/winter, and spring/summer.</p> <p>Students must be able to formulate the amendments for the appropriate crop and food plot objective.</p> <p> Habitat Manipulation Rubric.pdf</p>	<p>6 students enrolled in Habitat Manipulation Spring semester, 2016.</p> <p>4 traditional students, 2 non-traditional students.</p> <p>1. 6 students accurately obtained soil sample</p> <p>2. 5 students accurately interpreted soil sample report on first attempt. 1 student required prompting to verbalize results.</p> <p>3. 6 students recommended appropriate soil amendments.</p> <p>4. 6 students accurately defined objective for food plot usage.</p> <p>5. 5 students accurately recommended appropriate crop and soil amendments for warm season nutritional or cool season hunting plots. 1 student required prompting naming appropriate crop for warm season and cool season.</p>	100% FWMT diploma students accurately collected soil samples and interpreted soil sample report. 100% non-traditional students successful.

				<p>Analysis:</p> <p>It should be noted that 100% non-traditional students successful.</p>	
	General Education & Learning Support: English	Students will produce a logically-organized, grammatically acceptable cause or effect essay.	<p>An ENGL 1010 Cause or Effect Essay rubric which measures paper content</p> <p>(25%, evidence of the writing process</p> <p>(15%), structure</p> <p>(20%), and grammar (20%). A writing checklist for use with Cause or Effect essays will be provided to the students.</p>	<p>Yearly Analysis:</p> <p>An average of 33 % of students needed further instruction in this area.</p> <p>In Summer Semester of 2015, 61 % of students averaged a score of 70 or above on the Cause/Effect Essay assignment.</p> <p>39 % scored below 70.</p> <p>In Fall Semester of 2015, 72% of students averaged a score of 70 or above on the assignment.</p> <p>28 % scored below 70.</p> <p>In Spring Semester of 2016, 67 % of students averaged a score of 70 or above on the Cause/Effect Essay assignment.</p> <p>33% scored below 70.</p> <p>Analysis:</p> <p>These results indicate that overall, an average of 33 % of students need further instruction in this area per semester.</p>	<p>Providing more guidance during the prewriting stage by adding a step to the pre-writing process continues to underscore the positive correlation between student learning and peer review.</p> <p>Students' writing and self-confidence improved as a result, and students seemed to enjoy the interaction and feedback from their peers, thereby increasing positive feelings about writing.</p> <p>Instructors will continue the practice of implementing a peer-review process for the Cause/Effect Essay assignment.</p> <p>Instructors will continue to model proper writing techniques and provide meaningful examples of well-written essays for students to read, annotate, and use as a guide for their own work.</p> <p>Instructors will continue to seek out examples of good writing from students from STC to use as models. Graphic</p> <p>Organizers will continue to be a viable instructional tool for students to use as they practice the writing process.</p> <p>Instructors will continue to provide directly-supervised instruction before assigning independent writing.</p> <p>As always, tutoring will be strongly recommended and encouraged.</p>
	General Education & Learning Support: English	Students will develop a formal research essay.	<p>Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Rubric includes the following sections:</p> <p>Content (20%),</p> <p>Organization (20%),</p> <p>Style (10%),</p> <p>Diction (10%),</p> <p>Grammar (25),</p> <p>Formatting and Citations (15%).</p>	<p>Results come from degree-level English classes.</p> <p>Yearly Analysis:</p> <p>An average of 33% of the students assessed needed further instruction in research and documentation.</p>	<p>Requiring students to use MyWritingLab tutoring services provided more students with individualized practice necessary for mastery of writing and research skills.</p> <p>A larger number of students is using the service. Also, many students have begun to submit to MyLab tutors more than once per paper, receiving a more comprehensive feedback.</p>




				<p>In Summer Semester of 2015 60 % of students scored an average of 70 or above on research-based essays, but 40 % of students fell below the 70 average.</p> <p>In Fall Semester of 2015, 71 % of students scored an average of 70 or above on research-based essays, but 29 % of students fell below the 70 average.</p> <p>In Spring 2016, 70 % of students scored an average of 70 or above on research-based essays, but 30 % of students fell below the 70 average.</p> <p>Analysis:</p> <p>Overall, an average of 33 % of the students assessed needed further instruction in research and documentation.</p>	<p>The process of noting revisions from the tutor suggestion to draft provided students with guidance and provided instructors with a clearer picture of the students' revision process.</p> <p>However, a number of students still ignore this feature of their MyLab service, regardless of the requirement.</p> <p>A new, more engaging power point continues to be provided/given in class in order to supplement current APA Style instruction.</p> <p>Tutoring in general will continue to be encouraged.</p> <p>Instructors will continue to seek out interesting student papers to use as sample papers.</p>
	General Education & Learning Support: Mathematics	Students entering MATH 1012 through STC's co-requisite pathway will successfully complete MATH 1012 with a grade of "C" or higher.	COMPASS entrance scores will be used to determine which students are eligible to enroll as co-requisite students for MATH 1012. MATH 1012 course grades will be used to determine which of the co-requisite students successfully completed MATH 1012 with a grade of "C" or higher.	<p>During FY 2016, a total of 30 students were enrolled in MATH 1012 as a co-requisite student and 17 of those 30 (56.7%) successfully completed MATH 1012 during the term with a grade of "C" or higher.</p> <p>Analysis:</p> <p>Based on the success rate of students entering MATH 1012 through the co-requisite pathway, additional support measures may need to be incorporated into this model to promote student success.</p>	<p>Remediation of MATH 1012 students will need to be improved in the coming year during MATH 0090 time spent with instructors.</p> <p>In particular, peer review and additional review near major assignment dates will be emphasized.</p>
	General Education & Learning Support: Mathematics	Students entering MATH 1111 through STC's co-requisite pathway will successfully complete MATH 1111 with a grade of "C" or higher.	COMPASS entrance scores and MATH 0090 exit data will be used to determine which students are eligible to enroll as co-requisite students for MATH 1111. MATH 1111 course grades will be used to determine which of those students have successfully completed the course.	<p>During FY 2016, a total of 27 students elected to take MATH 1111 along with MATH 0090 and 18 of those students passed MATH 1111 during the term with a grade of "C" or higher.</p> <p>Analysis:</p> <p>The overall success rate was 66.7%.</p> <p>The data obtained suggests that the co-requisite model is a reasonable approach to improving student</p>	<p>To better prepare students for MATH 1111, MATH faculty are working along with the Dean of General Education and Learning Support to offer improved instruction for those students testing into learning support with an accuplacer elementary algebra score lower than 40.</p> <p>Namely, it is being considered that these students no longer work on Modules in MathXL, but rather, they sign-up for a web-enhanced MATH 0098 course.</p>






				success and retention for degree-seeking learning support students.	
	General Education: Psychology	Students will complete a mock interview.	Criteria: Listening skills, Communication skills, and Dress - Rubric will be used.	<p>For FY 2016, 88% of the students passed the mock interview.</p> <p>Analysis:</p> <p>Instructors determined that Youtube videos may appeal to students and be more effective for demonstrating interviewing skills.</p> <p>Other online resources may also need researching.</p> <p>Also, more detailed comments from interview panel to assist with interviews ongoing.</p>	<p>Demonstrated effective interviewing skills by showing the class Youtube videos.</p> <p>Added online resources for students to improve interviewing skills.</p> <p>Interviews were recorded and students reviewed the videos to improve their interviewing skills.</p>
	General Education: Psychology	Students will complete a correctly formatted resume.	<p>A rubric will be used to assess the following: Resume reflected a Professional image, Grammar/Punctuation, Objective section correctly formatted, Work Experience was correctly formatted, Education section was correctly formatted.</p> <p> EMPL 1000 Resume Rubric.pdf</p>	<p>For FY 2016 in EMPL 1000, 84% of the students completed a correctly formatted resume.</p> <p>16% of the students resumes were incorrect.</p> <p>Analysis:</p> <p>After evaluating the rubric, the areas of weaknesses were the formatting of the resumes and the mechanics which include punctuation and grammar errors.</p>	<p>Course Revision: Revised the assessment and allowed class time for peer reviews on rough drafts of resumes.</p> <p>Provided resume' worksheets for students to correct the formatting and mechanics.</p> <p>Discussed resume templates.</p>
	Learning Support	READ 0090 80% of students who complete the MyReadingLab modules will score at least 70 on the Intermediate Mastery Check on the first attempt.	MyReadingLab Mastery Check	<p>Fall 2015</p> <p>63 students enrolled:</p> <p>78% completed their MyReadingLab modules with a score of 70 or higher on the Intermediate Mastery Check; however, 8% obtained a score of 70 or higher with one attempt.</p> <p>Spring 2016</p> <p>22 students enrolled:</p> <p>77% completed their MyReadingLab modules with a score of 70 or higher on the Intermediate Mastery Check; however, 23% obtained a score of 70 or higher with one attempt.</p> <p>Summer 2016</p> <p>22 students enrolled:</p>	<p>Individualized tutoring and additional module specific content reading material was assigned to the student who did not achieve the required score with 2 attempts.</p> <p>Students must master the reading skill associated with the module prior to advancing to the next module.</p>





				<p>73% completed their MyReadingLab modules with a score of 70 or higher on the Intermediate Mastery Check; however, 10% obtained a score of 70 or higher with one attempt.</p> <p>Combined:</p> <p>107 READ 0090 students 70% completed their MyReadingLab modules with a score of 70 or higher on their Intermediate Mastery Check. <</p> <p>45% scored 70 or higher on the Intermediate Mastery Check with one attempt.</p>	
				<p>Analysis:</p> <p>55% of the READ 0090 students required more than one attempt to obtain the required score of 70 on the Intermediate Mastery Check.</p> <p>Students must score at least a 70 on each Post-test for each module, and the students are allowed 2 attempts on each module.</p>	
	Learning Support	ENGL 0090 80% of students who complete the MyWritingLab modules will score at least 80 on the Mastery Check on the first attempt.	MyWritingLab Mastery Check	<p>FY2016: 39 ENGL 0090 25% of students completed the MyWritingLab Mastery Check on the first attempt.</p> <p>Analysis:</p> <p>Research validates that most students achieve greater success with a Learning Support course with it is combined with a credit-bearing course.</p>	<p>1. Comprehensive Grammar & Mechanics exam is administered at the completion of Module 4.</p> <p>2. Students who do not score at least 80 on the post-test for each module is assigned additional grammar and mechanics exercised available on the MyWritingLab.</p> <p>3. After the second attempt on the Intermediate Mastery Check, instructors analyze the missed items, and students are provided tutoring on specific grammar and mechanics.</p>
	Marketing Management	Utilizing marketing research, Marketing Management students will develop a survey instrument in which they gather the 7 types of primary data.	<p>MKTG 2090 Research Project - Students will create a survey instrument in which they will gather the 7 types of primary data. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%).</p> <p>Criteria: Format (20%) Survey Section (30%) Survey Description (30%) Paper Quality (20%)</p> <p> Marketing Research Project Rubric.pdf</p>	<p>No assessment data was found to report.</p> <p>Analysis:</p> <p>Marketing Management instructor is no longer employed.</p> <p>The program will remain in effect until Summer 2017 to allow current students adequate time</p>	<p>Marketing Management program will be terminated (no new students will be enrolled) effective August 15, 2016.</p> <p>The program will remain in effect until Summer 2017 to allow current students adequate time to successfully complete needed general education courses.</p>




				to successfully complete needed general education courses.	
	Marketing Management	Marketing Management students will develop a unique customer loyalty program for managing relationships with customers.	<p>MKTG 1210 - Services Marketing Customer Loyalty Project: Section II - Description and Implementation of the Customer Loyalty Plan. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%).</p> <p> MKT Customer Loyalty Plan Rubric.pdf</p>	<p>No assessment data was found to report.</p> <p>Analysis:</p> <p>Marketing Management instructor is no longer employed.</p> <p>The program will remain in effect until Summer 2017 to allow current students adequate time to successfully complete needed general education courses.</p>	<p>Marketing Management program will be terminated (no new students will be enrolled) effective August 15, 2016.</p> <p>The program will remain in effect until Summer 2017 to allow current students adequate time to successfully complete needed general education courses.</p>
	Marketing Management	Marketing Management students will develop a SWOT Analysis for a Fortune 500 company of their choice.	<p>The SWOT Analysis Rubric: Summarization Section - Students will be awarded achievement between Poor (0-33%), Average (34-67%), and Excellent (68-100%)</p> <p>Criteria: Format/Quality (20%) Strengths (15%) Weaknesses (15%) Opportunities (15%) Threats (15%) Summary Paragraph (20%)</p> <p> SWOT Analysis Grading Rubric.pdf</p>	<p>No assessment data was found to report.</p> <p>Analysis:</p> <p>Marketing Management instructor is no longer employed.</p> <p>The program will remain in effect until Summer 2017 to allow current students adequate time to successfully complete needed general education courses.</p>	<p>Marketing Management program will be terminated (no new students will be enrolled) effective August 15, 2016.</p> <p>The program will remain in effect until Summer 2017 to allow current students adequate time to successfully complete needed general education courses.</p>
	Medical Assisting	Medical Assisting students will correctly administer injections.	<p>MAST 1090 - Administering Medications Skills competency check-off (includes intramuscular, subcutaneous, and intradermal injections).</p> <p> MAST Medicatoin Administration.pdf</p>	<p>All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes.</p> <p>Analysis:</p> <p>MAST faculty determined that the changes in instruction and one-on-one time has increased student assurance on injecting medications.</p>	<p>Instructors focused on more individualized time with students on proper injections practices and safety, therefore increasing student confidence and patient interaction.</p>
	Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	<p>Drug Calculations Assessments - written exams.</p> <p> MAST DrugCalc 1.pdf  MAST DrugCalc 2.pdf  MAST DrugCalc 3.pdf  MAST DrugCalc 4.pdf  MAST DrugCalc 5.pdf  MAST Drug Calculation1.pdf  MAST Drug Calculation2.pdf</p>	<p>All students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy.</p> <p>8 students in MAST 1030 for FY14: 14 passed on first attempt, 4 passed on second attempt.</p> <p>No one failing the drug calculations exam.</p>	<p>This goal was reached through practicing practical mathematic application for medication administration with homework, class discussion, practice tests and review.</p> <p>Many students have insufficient mathematic skills and require extra instruction in math.</p> <p>ALMA 1000 has improved the math skills in more students than FY14. Enhanced math skills make the students more comfortable with solving math problems and calculations.</p> <p>This is shown by no student having</p>

				<p>18 students in MAST 1090 for FY14:>br>16 passed on the first attempt.</p> <p>2 passed on the second attempt.</p> <p>18 students in MAST 1180 FY14:</p> <p>18 passed on the first attempt.</p> <p>Analysis:</p> <p>No students had to attempt the third drug calculations exam in any of the three courses assessed.</p> <p>MAST faculty feel the ALMA 1000 is contributing to the increase in math skills of our students.</p>	to take the third drug calculations exam in order to meet the goal.
	Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture.	<p>MAST 1090 - Venipuncture skills competency check-off sheet.</p> <p> MAST Venipuncture.pdf</p>	<p>All students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet.</p> <p>All students completing this course showed proficiency in venipuncture.</p> <p>Analysis:</p> <p>Use of several teaching techniques, instructor involvement, and practice were critical aspects involved in accomplishing this goal, proven by students accurately performing venipuncture through various methods on the first attempt during competency skill check-offs.</p>	Instructors incorporated individual sessions with students to ensure they were comfortable with holding the needle and tube insertion. Also students developed this competency on mannekins and simulation software that offers real-life experience through developing techniques prior to performing skills check-offs.
	Paramedicine	The EMS Professions and Paramedicine students will safely and accurately administer intramuscular and subcutaneous injections as well as administer IV Bolus medications for various medical complaints on a simulated patient, based on their competency level.	<p>During EMSP 2130 (Paramedicine) and EMSP 1510 (EMS Professions, students will be given a simulated patient and scenario which will require the administration of pre-hospital medication. Competency will be verified by using the Medication administration skill sheets</p> <p>NREMT - Medication Administration Assessment Sheet</p> <p> PAR Med Admin Skills.pdf</p> <p> PAR Assessment Skills.pdf</p>	<p>During lab practice and evaluation, students were given the opportunity to practice the skill of medication administration.</p> <p>100% of the Paramedicine students (9 of 9) and 100% of the EMS Professions students (6 of 6) exhibited competency in the administration of intramuscular, subcutaneous injections, and IV Bolus</p>	Incorporated and utilized peer check-offs which proved to be an integral part of the psychomotor development of this pre-hospital medication administration skill.




				<p>administration.</p> <p>Analysis:</p> <p>These skills are required for the successful completion of the NREMT practical exam and competent delivery of pre-hospital emergency care once licensed and will be continued to be evaluated in future programs.</p> <p>The instructor acknowledges the utilization of peer check-offs was an integral part of the psychomotor development of this skill and should continue to incorporate peer check-offs in the future classes.</p>	
	Paramedicine	During EMSP 2310, Paramedicine students will accurately interpret 12-lead EKGs to identify:> (1)ST Elevation MIs (STEMI)> (2)Bundle Branch Blocks> (3) Axis Deviation	12-lead EKG Assessment sheet	<p>After completion of Basic ECG interpretation, students were given instruction on the acquisition and interpretation of 12-lead ECGs.</p> <p>100% of the Paramedicine students exhibited competency in both the acquisition and interpretation of 12-lead ECGs.</p> <p>Items they were able to identify were:</p> <p>(1)ST Elevation MIs (STEMI)</p> <p>(2)Bundle Branch Blocks</p> <p>(3) Axis Deviation.</p> <p>Analysis:</p> <p>Although all students accurately interpreted the EKGs, some students (1) required remediation in the interpretation of several basic ECG rhythms in order to correctly interpret the 12-lead ECGs.</p>	<p>The instructor has incorporated a review class of the basic ECG interpretation prior to the presentation of the 12-lead ECG didactic material.</p> <p>A Basic ECG quiz will be administered as well, to identify problem areas.</p>
	Paramedicine	The Paramedicine student will accurately calculate drug dosages and infusion drip rates.	<p>Pharmacology Competency Exam.Sections to include: a. Metric conversions. b. Moving decimals. c.Bolus medication formulas. d. IV infusion formulas. e. Fluid over time formulas. f. Medication pharmacodynamics and pharmacokinetics</p> <p> PAR Patient Assessment Trauma.pdf</p>	<p>At the completion of EMSP 2130, Paramedicine students completed the Pharmacology Competency Exam.</p> <p>Of the 9 students completing the exam,</p>	<p>The instructor has removed this exam from use.</p> <p>The new EMSP 2130 will be closely monitored for reliability and validity of contact.</p>




			 PAR Spinal Immobile Supine.pdf  PAR Spinal Sitting.pdf	<p>100% (9/9 students) successfully completed the exam.</p> <p>Scores ranged from 67% to 89% with a median score of 77%.</p> <p>Analysis:</p> <p>Item analysis of the exam revealed 2 questions that proved difficult to > 40% of the class.</p> <p>(Items 15, 18, 30, 54, 50, 59, 65, & 66)</p> <p>These items were reviewed and found to be accurate in content and relative to the students required competency.</p>	
	Pharmacy Technology	Pharmacy students will accurately calculate prescription strengths, quantities, and volumes.	PHAR 1000: Final Exam  PHAR1000_CompFinal.pdf	<p>4/5 (80%) of Pharmacy Tech students completed this learning outcome with an average score of 90%. The average score of the all 5 Pharmacy Tech. students was 85.5%.</p> <p>Analysis:</p> <p>The student that was unsuccessful received remediation and demonstrated improvement in their calculation skills throughout the remainder of the program.</p>	Instructor incorporated more worksheets into the curriculum
	Pharmacy Technology	Pharmacy students will accurately input appropriate information to process prescriptions through a pharmacy computer system.	Prescription label information check offs.	<p>4/4 (100%) of Pharmacy Tech. students successfully completed this student learning outcome utilizing the NRx pharmacy software system.</p> <p>Analysis:</p> <p>The Pharmacy Tech. students were first introduced to a pharmacy software system through the use of a NRx simulation CD that accompanies one of our textbooks. After the introduction with the simulation software, the students were then moved to the actual software system to demonstrate the needed skills.</p>	The instructor updated textbooks to give the students more current information to utilize.




	Pharmacy Technology	Pharmacy students will prepare sterile medication products using aseptic compounding operations.	Aseptic technique and sterile product performance check offs.  PHAR Aseptic.pdf	4/4 (100%) Pharmacy Tech. students successfully demonstrated aseptic compounding operations. Analysis: Although 100% of the students successfully demonstrated aseptic compounding operations, the students struggled with efficiency due to the amount of time they needed in order to complete the aseptic compounding operations	Pharmacy instructor has increased the amount of time to complete the activity and plans to utilize more activities related to this outcome in order to improve student efficiency and effectiveness.
	Practical Nursing	Students will practice safe and effective culturally sensitive patient care in a variety of patient settings.	Preceptor/ Instructor clinical evaluation rubric. Students will be evaluated on 15 items with a total possible score 100%. To be successful the student must score a minimum of 70%. Preceptor/Instructor Eval PNSG 2320 Physical Assessment Mastery Form Critical Behaviors Introduces self: explains principles and rationale for procedure Performs a general survey Assessment of HEENT, Neck Assessment of thorax, lungs Inspection of thorax Auscultation: side to side ant & post, all lobes Types of breath sounds Assessment of cardiovascular Identification of sites of assessment Auscultation & identification of normal heart sounds Identification of all pulses Assessment of abdomen Inspection of contour & integrity Auscultation: before palpation; in correct assessment sites Palpation: appropriate technique Assessment of skin/extremities Inspection for symmetry, color, temperature, capillary refill Performance of Homans sign if appropriate Uses equipment correctly Provides safety, comfort, & privacy Perform assessment in organized manner. Completes entire assessment within 30 minutes  PN Physical Assessment Mastery Form.pdf	201516: N/A on both campuses 201612: Vidalia: 14/14 were successful on first attempt. All preceptor evaluations were 70% or better. 201614: Vidalia: 9/9 were successful on first attempt. All preceptor evaluations were 70% or better. Swainsboro: 11/11 were successful on first attempt. All preceptor evaluations were 70% or better. Analysis: Students are consistently scoring 70% or greater on preceptor evaluations. A new outcome should be assessed in the future.	Preceptor evaluations are consistently 70% or greater. This will no longer be assessed in the future unless a need arises.

	Practical Nursing	<p>PN students will formulate medication calculations accurately.</p>	<p>Drug calculation exam in PNSG 2230 - written exam Student must score 100% to successfully pass exam. Students will have a maximum of three attempts.</p> <p>In addition, students take medication calculation exams each semester in order to build up and maintain their skills.</p>	<p>201516: Vidalia: 6/9 passed on first attempt; 2/3 passed on second attempt; 1/1 passed on third attempt.</p> <p>Swainsboro: 7/9 passed on first attempt; 2/2 passed on second attempt.</p> <p>201612: Vidalia: 14/14 passed on first attempt.</p> <p>Swainsboro: N/A</p> <p>201614: N/A on both campuses</p> <p>201616: (Summer 2016 Graduates) Vidalia: 5/9 passed on first attempt; 2/4 passed on second attempt; 2/2 passed on third attempt</p> <p>Swainsboro: 9/11 passed on first attempt; 1/2 passed on second attempt; 1/1 passed on third attempt</p> <p>Analysis: The faculty felt the additional ATI pharmacology and calculations practice helped improve the scores on the drug calculations exams and reduced the number of attempts by students.</p> <p>Both campuses saw improved results with the new ATI package and felt student learning and retention of material was improved.</p>	<p>Starting Fall 2015, students no longer used CONNECT.</p> <p>Utilized the new ATI package which included additional content and practice. This was used instead of CONNECT.</p> <p>The faculty felt the additional ATI pharmacology and calculations practice helped improve the scores on the drug calculations exams and reduced the number of attempts by students.</p> <p>The new standardized calculation exams were used for each attempt each semester. These were used on both campuses to ensure equal assessment and analysis for all students.</p>
	Radiological Technology	<p>RADT students will consistently set appropriate technical factors.</p>	<p>The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting.</p> <p>The tool used will be the Terminal Competency Form-Procedure Performance Section-question (j.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.</p>	<p>An average score of 3.0 (on a 3.0 scale) was calculated for the Terminal Competency Form-Procedure Performance Section-question (j.)</p> <p>Benchmark was met.</p>	<p>The Program Faculty feel that this score may be slightly inflated as they have observed some members of this cohort struggle with technical factor selection. The Program Faculty will work with future cohorts on strengthening this skill through technique quizzes for common exams, as well as requiring students to set their own technical factors when proving competency on an exam.</p>
	Radiological Technology		<p>The assessment method utilized for this outcome will take place in the final clinical course of the program</p>	<p>An average score of 3.0 (out of a 3.0 point scale)</p>	<p>This particular cohort had strong patient care skills and this is reflected</p>

		RADT students will provide a high level of patient care.	(RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (a-c.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.	<p>was calculated for the Terminal Competency Form-Patient Care Sections-question (a-c.)</p> <p>Analysis:</p> <p>Benchmark was exceeded.</p> <p>This particular cohort had strong patient care skills and this is reflected in the score calculated for this goal and objective.</p>	<p>in the score calculated for this goal and objective.</p> <p>The Program Faculty will continue to utilize role-playing in both RADT 1010 and the positioning courses to reinforce proper patient care skills in the clinical setting.</p> <p>Additionally, the Program Faculty will look into the possibility of having guest speakers address various topics within patient care to further reinforce the importance of maintaining a high level of patient care.</p>
	Radiological Technology	RADT students will demonstrate proper positioning skills.	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (d.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.	<p>An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Patient Care Sections-question (d.)</p> <p>Benchmark was met.</p>	<p>The Program Faculty will evaluate this area annually. The program has integrated an image critique aspect to each clinical course to ensure that patient positioning competence remains at a high level.</p> <p>During the image critique assignment, the student will select an exam and perform an oral critique on the images taken during the exam. The student will discuss proper patient positioning for the exam, as well as positioning criteria required for a diagnostic image.</p> <p>The image critiques are meant to foster critical thinking skills within the student.</p>
	Radiological Technology	RADT students will consistently utilize radiation protection measures.	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (d.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.	<p>An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Patient Care Sections-question (d.)</p> <p>Benchmark was exceeded.</p>	<p>The Program Faculty do feel as though this is an accurate representation of radiation safety practices among our students in the clinical setting. The Program Faculty will continue to reinforce this behavior when the students are being graded on exams in the radiographic laboratory. Additionally, the Program Faculty will continue to monitor radiation safety practices in the clinical setting through observations, performance evaluations, competency exams, as well as clinical visits.</p>
	Radiological Technology	Students will demonstrate a positive work ethic.	The assessment method utilized for this outcome will take place in the fourth clinical course of the program (RADT 2350). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Performance Evaluation Form-question (7.) An average score of 3.4 points or higher on a 4.0 point scale is the benchmark set by the program faculty.	<p>An average score of 3.5 (on a 4.0 point scale) was calculated for the Performance Evaluation Form-question (7.)</p> <p>Benchmark was met.</p>	<p>While the benchmark was met, the Program Faculty will develop tools to increase the scores related to demonstrating a positive work ethic.</p> <p>The Program Faculty will research activities and learning opportunities that promote a positive work ethic in the healthcare setting.</p> <p>This goal is particularly important to future success in that it often determines the job placement and opportunities for our graduates. Having a strong work ethic is imperative in our field and the Program Faculty consistently stress the importance of demonstrating a strong work ethic during their clinical rotations as this is a primary determining factor for future employment within the field.</p>
	Radiological Technology	RADT students will promote professional development through continuing education activities and professional networking.	The assessment method utilized for this outcome will take place in RADT 1160 during the fourth semester of the program. The tool used will be the Modality PowerPoint Presentation-Rubric Section 5. An average score of 3.0 or higher on a 4.0 scale is the benchmark set by the program faculty.	<p>An average score of 2.5 (on a 4.0 point scale) was calculated for the Modality PowerPoint Presentation-Rubric Section 5.</p> <p>Benchmark was not met.</p>	<p>The Program Faculty continually reinforce the ideal of professionalism, as well as professional development within our field of study.</p> <p>One method that the Program Faculty utilize to demonstrate professional development within our field is by having the students attend the Student-Educators' Conference annually. The conference allows the students the opportunity to network with future employers and colleagues. It also indoctrinates the</p>

					students into the continuing education system for our profession and shows the importance of continued learning beyond graduation.
	Speech	SPCH (degree level) students will clearly express and transmit knowledge and ideas through public speaking with unconscious competence.	<p>Personal Report of Public Speaking Anxiety (PRPSA) designed by J.C. McCroskey. This tool measures students' public speaking as a form of self-reported communication apprehension.</p> <p>First, this is a required graded assessment for the semester. The scores will range anywhere from 30 to 170 - the higher the score, the higher your level of reported anxiety about public speaking. This is a pre-test/post-test survey known as the Personal Report of Public Speaking Anxiety (PRPSA).</p> <p>According to Jo Sprague and Douglas Stuart, authors of The Speakers Handbook, the learning of a skill often progresses through four stages:</p> <p>Stage 1 Unconscious incompetence. In this stage a person is not aware that he or she is making errors in some area and may even be unaware that there is a skill to be learned.</p> <p>Stage 2 Conscious incompetence. A person in this stage has made the realization that she or he is doing something ineptly and that there is room for improvement. In many cases this awareness creates anxiety, which actually increases incompetence.</p> <p>Stage 3 Conscious competence. In this stage a person has taken a skill in which she or he feels incompetent, has improved, and then devotes a portion of consciousness to performing it competently. The absence of such vigilance is likely to mean a regression to more comfortable but less competent patterns. However, if a person perseveres, the awkwardness of the new behavior diminishes and the need for self-monitoring lessens.</p> <p>Stage 4 Unconscious competence. Now a person has integrated the learned skills well enough that he or she need not devote conscious attention to maintaining competence it comes naturally. The skill becomes relatively effortless and maybe even fun.</p> <p>Stage 4 Unconscious Competence is the desired outcome.</p> <p>Students will realize the different stages of progression and help them advance competently. Students are given instructions on scoring.</p> <p>Interpreting Your PRPSA Score Scores above 131 indicate High Anxiety Scores between 98 and 131 indicate Moderate Anxiety Scores below 98 indicate Low Anxiety</p> <p>The National Average (Mean) for the PRPSA is 114.6 with a standard deviation of 17.2.</p> <p> SPCH PRPSA Test.pdf</p> <p> SPCH PRPSA Explanation.pdf</p>	<p>201616</p> <p>CRN: 60195</p> <p>The PRPSA Pre-Assessment scores: 127.</p> <p>This score is defined as "very high anxiety" according to McCroskey's assessment tool.</p> <p>The PRPSA Post-Assessment included 19 students.</p> <p>The average of the scores: 107. This score is defined as "moderately high anxiety" according to the assessment tool.</p> <p>26 students enrolled 03 students dropped 02 students remained in the course but presented no presentations - no pre or post assessments submitted 02 students unable to complete Post-PRPSA</p> <p>201614</p> <p>The PRPSA Pre-Assessment included 23 students. The average of Pre-PRPSA was 135.</p> <p>This score is defined as "very high anxiety" according to McCroskey's assessment tool.</p> <p>The Post-PRPSA included 21 students. The average of the scores was 105. Again, This score is defined as "moderately high anxiety" according to the assessment tool.</p> <p>During the semester 2 students dropped.</p>	<p>The Post-PRPSA indicates a lower anxiety level; however, students experience high anxiety level during the semester.</p> <p>An informal evaluation of the 2 classes identified that students believed they were better prepared to compose and to deliver presentations. They were more aware of the delivery techniques, such as tone, pitch, and gestures, needed to deliver a presentation.</p> <p>Students will be allowed to practice their persuasive speech delivery before 2 classmates, who will evaluate the speech using the Persuasive Speech grading rubric. Students will use the peer reviews to improve their Persuasive speech presentation before presenting to their formal audience.</p>
				Analysis: An informal evaluation of the 2 classes identified that students believed they were	

				better prepared to compose and to deliver presentations. They were more aware of the delivery techniques, such as tone, pitch, and gestures, needed to deliver a presentation.	
	Welding Technology	WELD students will perform vertical position welding using common welding rods. Open and with backing	<p>Welding Certification Exam Subpart WELD 1060 Lab Practice Check-Off Sheet Skills Assessment Checklist - Open</p> <p>Task for OPEN: Using 1/8 inch E60 electrodes for the root pass and 3/32 inch or 1/8 inch E7018 electrodes for the fill and cover passes, make an open-root V-groove weld on carbon steel plate in the vertical position. Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size Acceptable weld profile in accordance with the ASME Boiler and Pressure Vessel Code Complete uniform root penetration at least flush with the base metal to a maximum buildup of 1/8 inch Smooth transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks Acceptable guided bend test results</p> <p>WELD 1050 Performance check With Backing Task: Ysung 3/32 inch, 1/8 inch, or 5/32 inch E7018 electrodes, make a V-groove weld with steel backing on carbon steel plate in the vertical position.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +/-1/16 inch Acceptable weld profile in accordance with AWS D1.1 No porosity No overlap No excessive undercut No inclusions No cracks Acceptable guided bend test results per AWS QC-10:2004</p> <p> WELD 1060 Open VGroove Check.pdf</p>	<p>Vidalia Campus</p> <p>WELD 1060 - 11 students attempted the welder certification test and all 11 passed: 100%</p> <p>Swainsboro Campus</p> <p>WELD 1060 - 5 students attempted the certification test and all 5 passed: 100% Pass Rate</p> <p>Analysis: Using this assessment as the certification test proves a student's ability to weld two pieces of metal back together, making them solid and the same test is used by employers; this is a great assessment tool as well as Capstone criteria.</p>	<p>Provided instructor demos and lab practices during and after regular class.</p> <p>Utilized Lab Check-Off Sheets.</p> <p>Utilized Certification Exam skills checklist during instruction.</p> <p>Using this assessment as the certification test proves a student's ability to weld two pieces of metal back together, making them solid and the same test is used by employers; this is a great assessment tool as well as Capstone criteria.</p>
	Welding Technology	WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	<p>Welding Certification Exam Subpart WELD 1090 and WELD 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +/-1/16 inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks</p>	<p>Vidalia Campus</p> <p>GMAW - 15 students attempted the certification and all 15 passed for 100%.</p> <p>Vidalia Campus</p> <p>FCAW - 12 out of 13 passed the certification, the one failure will have another opportunity in 6 weeks from the fail date or can wait until WELD 1120.</p> <p>Pass Rate:92%</p> <p>Swainsboro Campus - GMAW 6 attempted the certification test and all 6 passed:100% Pass Rate</p>	<p>Using this assessment as the certification test proves a student's ability to weld two pieces of metal back together, making them solid and the same test is used by employers; this is a great assessment tool as well as Capstone criteria.</p>

			 WELD 1090 1153 3GVertical Groove Check.pdf	<p>Swainsboro Campus</p> <p>FCAW - 4 attempted the certification test and all 4 passed: 100% Pass Rate</p>	
				<p>Analysis:</p> <p>Using this assessment as the certification test proves a student's ability to weld two pieces of metal back together, making them solid and the same test is used by employers; this is a great assessment tool as well as Capstone criteria.</p>	
	Welding Technology	WELD students will perform a BU2a-groove 3-G position MIG weld.	<p>Welding Certification Exam Subpart WELD 1090 and 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size $\pm 1/16$ inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of $1/16$ inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks</p> <p> WELD 1090 1153 3GVertical Groove Check.pdf</p>	<p>Vidalia Campus</p> <p>FCAW - 12 out of 13 passed the certification, the one failure will have another opportunity in 6 weeks from the fail date or can wait until WELD 1120.</p> <p>Pass Rate:92%</p> <p>Swainsboro Campus</p> <p>6 out of 6 passed the certification; 100% pass rate.</p> <p>Analysis:</p> <p>Using this assessment as the certification test proves a student's ability to weld two pieces of metal back together, making them solid and the same test is used by employers; this is a great assessment tool as well as Capstone criteria.</p>	<p>Using this assessment as the certification test proves a student's ability to weld two pieces of metal back together, making them solid and the same test is used by employers; this is a great assessment tool as well as Capstone criteria.</p>