Program Outcome Report

Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
📝❌	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 16 In Field and Related Field Placement Data Vidalia FY 16 In Field and Related Field Placement Data	**Swainsboro:** In FY 16, there were 2 accounting degree graduates, a 100% increase from FY 15. In FY 16, there were 3 accounting diploma graduates, which was unchanged from FY 15. In FY 16, there were 13 TCC graduates, an 86% increase from FY 15. **Vidalia:** In FY 16, there were 2 accounting degree graduates, a 100% increase from FY 15. In FY 16, there were 5 accounting diploma graduates, a 67% increase from FY 15. In FY 16 there were 16 TCC graduates, a 7% increase from FY 15. **Online:** N/A **High School:** N/A **Overall Analysis:** Combined analysis: There were 4 accounting degree graduates, a 100% increase. There were 8 accounting diploma graduates, a 33% increased. There were 29 TCC graduates, a 32% increase. In addition to retention efforts by the instructor, great attention is giving to making sure that students complete the program sequence for degree, diplomas, and TCC's and that students are graduated out of those areas immediately upon completion of their required courses.	Only the diploma graduates on the Swainsboro campus showed no change. Degree and TCC graduates increased on the Swainsboro campus during FY 16. Only the TCC graduate increase of 7% did not meet the established benchmark for the Vidalia campus.
📝❌	Accounting	ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACCT 2000 Accounting Program Competency Exit Exam	**Swainsboro:** N/A **Vidalia:** 4 of 4 students (100%)	Instructor started using a new text for ACCT 1100 fall 2017. ACCT 1105 students will use it spring 2018. ACCT 2000

				enrolled in ACCT 2000 completed the program competency exam with a score of 70% or higher. Actual scores were 76, 77, 73, 70; average score 74. **Online:** N/A **High School:** N/A **Overall Analysis:** The instructor's approach to the project is consistent between the two campuses. Students work on the project in the classroom, as well as outside of class during the hybrid portion of the class. The instructor is available for rendering assistance, both inside and outside the classroom. For the past 4 years, 97% (28 of 29) of the ACCT 2000 students who have taken the competency exam have scored 70% or higher. 201416--7 of 7 passed 201516--9 of 10 passed 201616--8 of 8 passed 201716--4 of 4 passed	**students will use it summer 2018.** **This text will have more instructional materials, and the expectation is that the results will be even better.** **Plans are to provide audio/video lectures and provide these in Blackboard to further enhance the courses. This will take time due to ADA requirements of providing closed captioning and transcripts of each demonstration/lecture.** **For the past 4 years, 97% (28 of 29) of the ACCT 2000 students who have taken the competency exam have scored 70% or higher.**
📝❌	**Accounting**	**Increase retention in the Accounting program grouping by 10%.**	**KMS Report LB 177 Course Attrition by Home Campus and Program FY 2017**	**Swainsboro:** FY 17 retention rate for accounting degree was 100% as compared to 100% last year. FY retention rate for accounting diploma was 100%, which was unchanged from last's year's retention rate of 100% **Vidalia:** FY 17 retention rate for accounting degree was 100% as compared to 100% last year. FY retention rate for accounting diploma was 100%, which was unchanged from last's year's retention rate of 100% **Online:** N/A **High School:** N/A **Overall Analysis:** The instructor works diligently to provide quality instruction on both campuses, in addition to being available to students for full days on the day of being on each particular campuses.	**100% Retention Rate in FY 2017 and 2016 for both degrees and diplomas. 2 consecutive years of 100% retention in both diplomas and degrees on both campuses. This is no small feat considering that one instructor is entirely responsible for the program instruction, advisement, and retention on both campuses. Every student that completes or leaves is replaced by another student.**
📝❌	**Accounting**	**Increase Accounting program enrollment by 5%.**	**Students by Program (by Campus) Report**	**Swainsboro:** AY 17 enrollment was as follows: Degree 5, which was a 17% decrease from AY 16 Diploma 7, which was a 13% decrease from AY 16	**Enrollment will continue to struggle as long as there is only one accounting instructor to cover both campuses. Instruction is equally excellent on both campuses, but the Swainsboro campus**

				Vidalia: AY 17 enrollment was as follows: Degree 19, which was a 90% increase from AY 16 Diploma 8, which was a 53% decrease from AY 16 **Online:** **High School:** **Overall Analysis:** AY 17 combined enrollment was as follows: Degree 24, which was a 50% increase from AY 16 Diploma 15, which was a 40% decrease from AY 16 Total enrollment for AY17 39, which was a 5% decrease from AY 16	**students NEED a full-time presence to cultivate even better relationships between the students and the instructor.**
📝❌	**Air Conditioning Technology**	**The AIRC program will have an increase in enrollment of 5% over the previous fiscal year**	**Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.**	**Swainsboro:** **Vidalia:** FY 2017 - 11 students Enrollment dropped in half over the previous fiscal year. **Online:** **High School:** **Overall Analysis:** Enrollment drop could be attributed to instructor's retirement. New instructor has been hired and is energetic, motivating, and eager to recruit students. There are signs of possibly an increase enrolment by the number of employers calling looking for graduates for employment.	**New AIRC instructor was hired. Started summer 2017.**
📝❌	**Air Conditioning Technology**	**80% or greater AIRC program graduation rate**	**Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program**	**Swainsboro:** NA **Vidalia:** 100% Graduation Rate - Air Conditioning Technician Assistant TCC 88.9% Graduation Rate - Air Conditioning Technology Diploma **Online:** NA **High School:** NA **Overall Analysis:** TCC graduation rates seem to be consistently higher than diploma grad rates.	**Followed Retention Plan.** **Utilized TEAMS, the early alert management system.** **New instructor encouraged students to get involved in school activities and service projects.**

				Students prefer and need shorter routes(that TCCs provide) to jobs.	
✎❌	Air Conditioning Technology	AIRC graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. Combined Placement Figures Report. KMS Placement Data	**Swainsboro:** NA **Vidalia:** FY 2016 Placement (1 year lag in placement) Data - 86.7% Placement overall ACT Assistant TCC 88.9% ACT Diploma 83.3% **Online:** NA **High School:** NA **Overall Analysis:** TCC - 5 employed in field, 3 in related field, 1 unrelated field, 2 in unrelated field or continuing education, and 1 unavailable for employment Diploma - 4 employed in field, 1 in related field and 1 unrelated field.	Worked with Career Services, business and industry contacts, and advisory committee to assist students with job placement.
✎❌	Associate of Science in Nursing	ASN graduates are employed as an RN 6-12 months following graduation.	Graduate Survey results sent to graduate via written & email 6-12 months after graduation.	**Swainsboro:** NA **Vidalia:** 19/20 of cohort 1 graduates are employed as RNs. 1/20 students has not successfully passed boards. 18/18 of cohort 2 students are successfully employed as RN. **Online:** NA **High School:** NA **Overall Analysis:** Student resumes were critiqued and feedback was provided in RNSG 2030 to help student improve their resume before seeking a job. Faculty determined the mock job interviews really enhance graduate confidence and help put them at ease for the real world interviews.	Student resumes were critiqued and feedback was provided in RNSG 2030 to help students improve their resume before seeking a job. Mock job interviews were conducted through the Career Services office.
✎❌	Associate of Science in Nursing	ASN Program completion rates will meet or exceed that of other associate degree nursing programs for completion within	The completion rate is measured by calculating the number of students who complete the program within a maximum of 6 RNSG semesters for students enrolled in the traditional ASN program option.	**Swainsboro:** NA **Vidalia:** 18/34 (52.9%) students	The faculty discussed ways to increase student retention. In March 2016, at an ASN faculty meeting, the faculty

		150% of the stated program length.		admitted to cohort 2 successfully completed the ASN program. **Online:** NA **High School:** NA **Overall Analysis:** 52.9% completion rate is a concern but ASN faculty had several discussions on various ways they feel will help keep students in the program to completion.	discussed the Student Remediation Plan implementation and ways to increase student retention. In April 2016 during an ASN faculty meeting the faculty discussed and reviewed the teaching methods being utilized in the courses. The group agreed to integrate more active teaching and learning methods in the courses.
☑ ✖	**Associate of Science in Nursing**	**The ASN Program's three (3) year mean for the licensure exam pass rate will be at or above the national mean for the same three (3) year period.**	**GA Board of Nursing NCLEX Results Report**	**Swainsboro:** NA **Vidalia:** 100% of the students in cohort 2 passed the NCLEX on the first attempt. Collectively, cohort 1 and @ have a 97.5% pass rate for first time test takers. 100 % of the students attended the NCLEX live ATI review. **Online:** NA **High School:** NA **Overall Analysis:** The faculty were pleased with the first two cohort pass rates. Since this is a new degree curriculum, the faculty determined the curriculum should and is undergoing some revisions, but all in all to have such a high licensure success rate is quite remarkable. The faculty decided to continue with the NCLEX ATI live review	**Faculty discussed using assessment results to revise course content and learning activities as needed to enhance student knowledge synthesis.** **Faculty determined the NCLEX ATI live review is working well and should remain in place.**
☑ ✖	**Associate of Science in Nursing**	**Employers of ASN Program graduates will report satisfaction with the graduate's preparation to fulfill role-specific competencies within 6-12 months following graduation.**	**Results from the Employer surveys.**	**Swainsboro:** NA **Vidalia:** The Results for FY 16 are not available at this time. **Online:** NA **High School:** NA **Overall Analysis:** The Results for FY 16 are not available at this time.	**The employer surveys are distributed 6-12 months after graduation by career services.** **The faculty discussed sending out program specific graduate surveys and follow up with a phone call if not received within 3 months after graduation.**
☑ ✖	**Associate of Science in Nursing**	**The ASN graduates will report satisfaction with their preparation to fulfill role-specific graduate competencies 6- 12**	**Results from the Graduate Surveys.**	**Swainsboro:** NA	**The graduate surveys are distributed 6-12 months after graduation by career services.**

		months following graduation.		**Vidalia:** The college sends out graduate surveys six months after the student graduates so the survey results are not ready for cohort 2 which graduated in December 2016. Included are the results from cohort 1 which graduated in December 2015. 12/12 graduate surveys returned reported excellent or good in all survey areas **Online:** NA **High School:** NA **Overall Analysis:** The faculty were pleased with the response of the graduates as reported excellent or good preparation in all areas on the survey.	**The faculty discussed sending out program specific graduate surveys and follow up with a phone call if not received within 3 months after graduation.**
🖉❌	**Automotive Technology**	**The Goal of the Automotive program is to be accredited by the National Automotive Technician Education Foundation (NATEF).This will allow the program to receive national recognition and allow for more industry partnerships.**	**Receipt of NATEF Accreditation recognition**		
🖉❌	**Automotive Technology**	**AUTT students will obtain employment in field, related field, or continue their education.**	**KMS Placement Reports**	**Swainsboro:** NA **Vidalia:** Placement is reported on a one year lag. FY 2016 Placement - 100% **Online:** NA **High School:** NA **Overall Analysis:** FY 2016 Placement - 100% 25 employed in field 2 - related field 6 - unrelated field and continuing education 6 continuing education	**Worked with Career Services and local businesses to assist students in finding employment.** **Maintained contact with Advisory Committee members to assist students with employment efforts.**
🖉❌	**Automotive Technology**	**50% of AUTT studetns will graduate/complete an Automotive TCC or diploma**	**KMS Report**	**Swainsboro:** NA **Vidalia:** 100% Graduation Rate in all AUTT TCCs except Auto Engine Repair Tech 90% Diploma 66.7% grad rate **Online:** NA **High School:** NA	**100% completed Automotive Fundamentals 85% completed Automotive Technology**

				Overall Analysis: More students drop out of diploma program. TCCs are shorter route to success and jobs.	
✏️❌	Automotive Technology	Employers will be satisfied with the performance of AUTT graduates.	Employer Follow-Up Survey Results AUTT Advisory Committee input	**Swainsboro:** **Vidalia:** Advisory committee members were very satisfied with the accomplishments of the program and the graduates. Committee members applauded the 100% graduate placement before actual graduation and says the program is moving forward and they were pleased to be a part of it. **Online:** **High School:** **Overall Analysis:**	**These results can be used to benefit future program graduates.** **Advisory members like the fact that students are work ready when they leave the program. This is also a great motivator for current and future students. It lets them see that they are not wasting their time.**
✏️❌	Business Management	Increase enrollment by 2% for the Business Management program	Program Group Enrollment Report	**Swainsboro:** NA **Vidalia:** Enrollment was 79 students for FY 2017 this year compared to 68 students in FY 2016. This was a 86% increase. **Online:** **High School:** NA **Overall Analysis:** Worked the Enrollment Management Plan - contacted students repeatedly	**Business Management had a 86% increase in enrollment over the previous fiscal year.**
✏️❌	Business Management	3% increase in retention rates for the Business Management program grouping over the previous fiscal year.	KMS Report Attrition Rate by Home Campus and Program FY 2013 DC 231 Retention by Program by Home Campus	**Swainsboro:** NA **Vidalia:** Business Management program is 100% online **Online:** Degree 50% Retention rate Diploma 33% Retention rate TCC 0% only 1 student who dropped **High School:** NA **Overall Analysis:** In AY 2016 only 1 degree graduate for 100% Diploma rate was 25% AY 2016 Diploma retention	**AY 2016 Diploma retention rate improved 32% over AY 2016**

					rate improved 32% over AY 2016
✏️❌	Business Management	Increase the number of degree, diploma, and certificate graduates by 3%	Graduates/Awards by Program Report	**Swainsboro:** **Vidalia:** There were 5 degree graduates and 6 diploma graduates for FY 2017. There were 33 certificates awarded. There were 3 degree graduates and 5 diploma graduate for FY 2016. 13 certificates awarded in 2016. There was a 45% increase. Analysis: Careful monitoring to ensure TCCs were awarded as the competencies were met proved to be an effective strategy which resulted in this increase. **Online:** **High School:** **Overall Analysis:**	**There were 5 degree graduates and 6 diploma graduates for FY 2017.** **There were 33 certificates awarded.** **There were 3 degree graduates and 5 diploma graduate for FY 2016.** **16 certificates awarded in 2016.** **There was a 45% increase.**
✏️❌	Business Technology	To increase the BT graduation rate for degree, diploma, and TCCs by 5%.	The FY 16 In Field and Related Field Placement Data Report on the STC Intranet	**Swainsboro:** FY 16 - There were 2 BT degree graduates. This is a 33% decrease from FY 15. There were 7 BT diploma graduates. This is a 40% increase from FY 15. There were 35 BT TCC graduates. This is a 27% decrease from FY 15. **Vidalia:** FY 16 - There were 8 BT degree graduates. This is a 60% increase from FY 15. There were 15 BT diploma graduates. This is a 7% increase from FY 15. There were 50 BT TCC graduates. This is a 25% increase from FY 15. **Swainsboro & Vidalia Campuses:** FY 16 - There were a total of 10 BT degree graduates. This is a 25% increase from FY 15. There were a total of 22 BT diploma graduates. This is a 16% increase from FY 15.	**Instructors/advisors followed the annual schedule and used Degree Works when the students were advised.** **Applications for graduation were completed as students completed the courses for their embedded TCCs.**

				There were 85 BT TCC graduates. This is a 3% decrease from FY 15.	
				Online: n/a	
				High School: n/a	
				Overall Analysis: The benchmark was surpassed for the degree and diploma graduates. However, the TCC graduates had a slight decline.	
🖉❌	**Clinical Laboratory Technology**	**Monitor graduation and attrition rates of students. Surpass NAACLS 75% graduation rate criteria.**	**Graduation and attrition rates of CLT program as calculated by NAACLS required computations.**	**Swainsboro:** **Vidalia:** 2016 cohort attrition rate of 11%. **Online:** **High School:** **Overall Analysis:**	**Graduation rate is 89% and attrition rate is 11%.** **This surpasses NAACLS graduation rate requirement of 75%.**
🖉❌	**Clinical Laboratory Technology**	**Monitor employer satisfaction of graduate entry level competency.**	**Employer surveys**	**Swainsboro:** **Vidalia:** Survey returned ranked graduate as "exceeds expectations" in all categories. **Online:** **High School:** **Overall Analysis:**	**Low return rate for employer surveys.** **Will try to improved number of surveys returned.Survey returned ranked graduate as "exceeds expectations" in all categories for new graduate hires.** **Preceptor surveys are very positive of the clinical students.**
🖉❌	**Clinical Laboratory Technology**	**Monitor students surveys.**	**Students surveys**	**Swainsboro:** **Vidalia:** Students surveys have been mailed. **Online:** **High School:** **Overall Analysis:**	**All student surveys returned:** **"Would you recommend STC to others?" and "Training prepared me for related work" as Excellent.**
🖉❌	**Clinical Laboratory Technology**	**Program goal: graduation rate of 70%**	**Annual program graduate data report**	**Swainsboro:** NA **Vidalia:** 2016 cohort: 89% graduation rate. **Online:** NA **High School:** NA **Overall Analysis:**	**2016 cohort: Eleven began this cohort.** **Per NAACLS standards and calculations: 2 left before the half mark and are not considered in the attrition rate.** **One student did leave after the half mark.** **This equates to an 89% graduation rate and an 11% attrition rate.**

	Program	Expected Outcome	Assessment Method	Results	Use of Results
☑✖	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP), American Medical Technologist (AMT),and American Association of Bioanalysts (AAB) National Certification Exams	**Swainsboro:** **Vidalia:** Eight graduates 2016; 4 have taken and passed the national registry. Four students have not taken the registry to date. Of those taking the registry 100% pass rate. **Online:** **High School:** **Overall Analysis:**	Four have taken and passed the registry. Four students are pending test dates.
☑✖	Clinical Laboratory Technology	Program assessment of the ASCP registry results show a weak area in erythrocytes, leukocytes morphology and differential categories in the Hematology course. This has been a trend in 3 of the past 5 years assessment.	The 4 areas are related in cell recognition and hematopoiesis. The assessment method is the ASCP national registry for certification. 📄 CLBT_ProgMean_Scaled_Score_ASCP_Cycle_Mean_Scaled_Score.pdf	**Swainsboro:** NA **Vidalia:** Power point assessment of proficiency CAP slides. **Online:** NA **High School:** NA **Overall Analysis:**	The power point assessment of identifying blood cells, inclusions, and cell linage, ect. was developed for this 2016 cohort. Class average on the CAP proficiency slides was 85.4. Blood cell recognition is a critical skill for techs. This power point will increase knowledge and confidence of students.
☑✖	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	program director provides Career services annual graduate report.	**Swainsboro:** NA **Vidalia:** For December 2016 graduates (NAACLS 2017 report)there were 8 graduates. To date 7 of 8 are employed. **Online:** NA **High School:** NA **Overall Analysis:**	Of the eight 2016 graduates, 7 students applied and attained employment. One student married and moved and will seek employment in Virginia. Of those seeking employment, 100% are employed.
☑✖	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam will pass. -	Commercial Truck Driving Licensure Rate Report	**Swainsboro:** **Vidalia:** **Online:** NA **High School:** NA **Overall Analysis:** 100% Licensure - all students who took the licensure exam passes. STC continues to get compliments from the examiners about its students driving abilities.	Alternated instructors for the mock exam so students could experience new evaluators to help them overcome test anxiety.
☑✖					

	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates) over the previous fiscal year.	KMS TEC311 Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.	Swainsboro: 100% Graduation Rate Vidalia: 99.1% Graduation Rate Online: NA High School: NA Overall Analysis: 99.55% Graduation Rate	Worked closely with struggling students to ensure they understood the materials and could successfully complete the program.
✏️❌	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet	Swainsboro: FY 2017 Enrollment = 19 Vidalia: FY 2017 Enrollment = 64 Online: NA High School: NA Overall Analysis: FY 2017 enrollment = 83 This was a 13.7% increase over the 73 enrolled in FY 2016. More emphasis and utilization of the CTDL driving range in Swainsboro has increased interest within the community. Also	Promoted industrial programs and the need for skilled drivers. Worked enrollment management plan.
✏️❌	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	KMS TECO 112 Total Placement by Major and PAS Program Area Report	Swainsboro: FY 2016 Placement 94% placement 16 employed in field 2 not employed Vidalia: FY 2016 Placement 95.9% placement 36 placed in field 0 in military 7 related field 27 unrelated field & cont ed 14 continuing education 2 not employed Online: NA High School: NA Overall Analysis: 94% Placement 52 placed in field 1 in military 3 related field 6 unrelated field 1 continuing education 4 not employed	Utilized Big Trucks/Big Bucks website and The Hiring Connection website to assist students in finding jobs.

✏️❌	Computer Information Systems	Increase the number of awards by 5% for the Computer Information Systems program.	Graduate Awards by Program Report	**Swainsboro:** In AY2016, CIST awarded 7 certificates, 2 diplomas, and 2 degrees, for a total of 11 awards. In AY2017 CIST awarded 3 certificates, 2 diplomas, and 1 degree, for a total of 6 awards. **Vidalia:** In AY2016 CIST awarded 20 certificates, 5 diplomas and 7 degrees, for a total of 32 awards. In AY2017 CIST awarded 18 certificates, 6 diplomas and 6 degrees, for a total of 30 awards **Online:** **High School:** **Overall Analysis:** These results produced a 16% decrease in awards between the two years.	Slight enrollment increase in the program along with close attention to embedded certificate awards during registration helped improve this area. Graduate awards increased dramatically from the previous year. Mini-mesters introduced in AY 2017 in order to have students complete the programs faster will cause a one time dramatic jump in TCC completion and is part of what we are seeing in the result this year. The strategy to ensure students follow the annual schedule, pass courses, and complete embedded awards will also be continued for AY 2017. Advisers continued to register students based on the annual schedule in order for students to graduate in time. Students were encouraged to stay focused on courses in order to remain with the annual scheduled sequence or courses and were advised on the outcomes of dropping or missing a sequence course would have on their graduation time frame.
✏️❌	Computer Information Systems	The grade distribution will be comparable for online, hybrid and traditional COMP1000 classes.	The CIST department will use the Grade Distribution Report and Course Evaluation results to assess this goal.	**Swainsboro:** A - 39% B - 22% C - 17% F - 17% W - 6% **Vidalia:** A - 31% B - 31% C - 9% F - 19% W - 9% **Online:** A - 32% B - 20% C - 14% F - 28% W - 6% **High School:** **Overall Analysis:** Overall 75% of student in hybrid classes received a passing grade and 66% of online student receive a passing grade in COMP 1000 in AY2016, a 9% difference.	Based on the close correlation between hybrid grade distribution and online grade distribution, forcing students to complete the mandatory training before testing did increase grades.
✏️❌	Cosmetology	Hair Designer TCC graduates taking the HD licensure exam will be	Hair Designer TCC students will score 70% or higher on the State Board exam administered by PSI. **70% Minimum on Written**	**Swainsboro:** 100% of students taking the practical hair designer exam passed with a 84% or	Faculty determined that theory is still the weakest area for many students; therefore they will continue

		Georgia licensed Hair Designers.	70% Minimum on Practical	higher. One student did not pass the written portion of the hair designer however, the other 3 students scored an average of 87% on the exam.	to offer review sessions and practice activities.
				Vidalia: All students took the Cosmetology exam.	
				Online: NA	
				High School: NA	
				Overall Analysis: 100% of students taking the practical hair designer exam passed and 75% passed the written exam.	
				More emphasis should be placed on the theory portion of the hair designer exam.	
🖊❌	Cosmetology	COSM Diploma students taking the written exam over skin care & scientific concepts will successfully complete the exam with a minimum of 85%.	A written exam containing 100 multiple choice questions over skin care & scientific concepts will be given to students after instructor review and practice activities.	**Swainsboro:** 14% scored 84, 29% scored 88, 14% scored 92, and 43% scored 96-100.	Faculty utilized random question generated tests in efforts to ensure students were thoroughly understanding content and not just memorizing answers.
				Vidalia: 39% scored from 85-96, 31% scored 83-84, 23% scored from 75-79, and 7% scored below 70.	
				Online: NA	
				High School: NA	
				Overall Analysis: 70% passed the exam with a score of 80 or better and 23% passed with scores of 75-79.	
				Although 7% fell below the passing grade of 70 this objective should be kept for the next year and emphasis should be maintained on the importance of skin care and scientific concepts to help bring scores up and improve student knowledge.	
🖊❌	Cosmetology	COSM Diploma graduates will be licensed Master Cosmetologists.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.	**Swainsboro:** 100% of students taking the cosmetology state board exam passed both practical and written on the first attempt. 100% of students taking the hair designer practical passed on the first attempt and 75% passed the hair designer written exam on the first attempt.	100% of students taking the cosmetology exam passed both sections on the first attempt. 100% Licensure Rate for 2017
				Vidalia: 100% of students taking the written and practical	

				cosmetology exam passed on the first attempt.	
				Online: NA	
				High School: NA	
				Overall Analysis: 100% of students taking the cosmetology exam passed both sections on the first attempt.	
📝❌	Cosmetology	**70% Retention Rate** **Students starting the Cosmetology program will complete requirements for graduation from the program.**	**Intranet - Retention Rates by Program Report DC 231 Retention by Program by Home Campus**	**Swainsboro:** FY 2017 data available October 2017 60% retention by the Program Report DC 231	**Implemented the Hair Designer TCC program in an effort to help with retention in some areas.**
				Vidalia: 91% retention by the Program Report DC 231	
				Online: NA	
				High School: NA	
				Overall Analysis: 75% of all students were retained in the cosmetology program.	
📝❌	Cosmetology	**COSM Diploma and Hair Designer TCC students taking the hair care and services written exam will successfully complete it with a minimum of 85%.**	**Students will be given a 100 multiple choice question exam over hair care and services. This will be used to help bring up their scores on the theory portion of their actual state board exam.** **Faculty implemented this exam in efforts to help low scoring students.**	**Swainsboro:** Of the 5 students taking the hair care and services exam 3 scored above the benchmark of 85% scoring 97, 87, and 86. The other two students scored 74 and 68.	**Instructors implemented more practice exams, more face to face reviews and more beneficial assignments.**
				Vidalia: Of the Fall start students taking the hair care and services exam 58% scored 85 or more with scores ranging from 85 to 92 and 42% scored from75-83. Of the Spring start students 52% scored 85% or better	
				Online: NA	
				High School: NA	
				Overall Analysis: A large percentage scored above the benchmark of this objective and the benchmark was set at a high level. This shows that more work needs to be done with students in the theory area of hair care and services. Instructors may need to provide more practice exams, more face to face	

				reviews and more beneficial assignments.	
✎ ❌	Criminal Justice	**Criminal Justice students will demonstrate competence in criminal justice procedures.**	**CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate.** **This exam includes questions from all required CRJU courses which are identified on the exam.**	**Swainsboro:** 3 out of 4 traditional students scored 70% or higher with an average score of 79%. **Vidalia:** 7 out of 7 traditional students scored 70% or higher with an average score of 84%. **Online:** n/a **High School:** n/a **Overall 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	**5% increase in retention over previous fiscal year**	**KMS attrition by home campus and program report #LB177.** **DC 231 Retention by Program by Home Campus**	**Swainsboro:** DC#231 - Retention By Campus Swainsboro Campus 60% LB#177- Program Retention Diploma 89% Retention Degree 100% Retention TCC 100% Retention **Vidalia:** DC#231 - Retention By Campus Vidalia Campus Diploma 50% **Online:** **High School:** TCC (MOWR) improved significantly (100%) with a large increase in MOWR students in the high schools. **Overall Analysis:** Program retention levels improved for both diploma and degree students over the previous year. LB#177- Program Retention Diploma 89% Retention Degree 100% Retention TCC 100% Retention	**CRJU program retention levels improved for both diploma and degree students over the previous year.**
✎ ❌	Criminal Justice	**5% increase in placement rate of degree level students over the previous fiscal year**	**KMS DC 145 Sub-report #112 Placement by Program Area**	**Swainsboro:** Note: (Placement is reported on a one year lag; therefore, AY 2016 Placement is reported for AY 2017.	**Placement rate for the CRJU program improved significantly from 10% - 20% depending on diploma or degree student placement.**

	Program	Purpose	Measures	Results	Analysis/Action
				AY 2016 Swainsboro Campus 90% Diploma 85% Degree 100% TCC 100% - *High School Students **Vidalia:** AY 2016 Vidalia Campus 33% Diploma 100% Degree 85% *TCC 100% - *High School Students **Online:** **High School:** *TCC 100% - *High School Students **Overall Analysis:** Overall Program Diploma 100% Degree 85% TCC *12% *High School Students Placement rate for the CRJU program improved significantly from 10% - 20% depending on diploma or degree student placement. However, TCC students (MOWR) appear to have decreased but analysis revealed that report KMS DC 145 reported in-field placement while TCC (MOWR)students continued their education rather than opting for in-field employment.	**TCC students (MOWR) have increased. Analysis revealed that report KMS DC 145 reported in-field placement while TCC (MOWR)students continued their education rather than opting for in-field employment.**
📝❌	**Dental Hygiene**	**To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene. (C.)**	**1 Grades in all courses- 100% courses passed with minimum grade of C** **2 Research papers/case studies required in courses- 6 courses contain research or case studies** **3 Patient Survey- minimum 85% positive required** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required** **7 Quality Assurance Assessment - 90% accuracy required** **8 Q.A. Record Review- minimum 90% accuracy required** **9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required** **10 Instructor Evals by Students- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive required** **12 Instrumentation Practicum I-100% pass required** **13 Instrumentation Practicum II- 100% pass required** **14 Individual Competencies-100% pass required** **15 Mock National Board- minimum Score of 85% required** **16 Mock CRDTS Board- Score of 85 or higher required** **17 NBDHE 100% pass required** **18 Graduate Exit Survey- minimum 85% positive required** **19 CRDTS- 100% pass required** **20 Retention Rates by Program Report- 70% Retention Rate** **21 Combined Placement Figures Report- 90% Placement rate**	Swainsboro: Not applicable **Vidalia:** 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec & Lab, Clinic I Lec & Lab, Clinic II Lec, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, Dental Materials, & Biochemistry/Nutrition. 90%- Clinic I Lab. Research paper/case studies-6 courses had research/case studies assignments. Patient survey- 99% positive responses. 490 out of 495 responses had good or excellent ratings. 7 responses had fair ratings and 5 responses had a poor rating. Employer rating survey- 100% participation and satisfaction. Postgraduate rating survey-	**The Work Ethics Evaluation Rubric was revised and implemented in each course.** **As a result, students were provided feedback in every course regarding their performance in 10 work ethic traits.** **Additional ethical learning experiences were added to the curriculum to foster the development of ethical conduct and professionalism.** **Infraction and critical incident protocols were utilized to hold students accountable for demonstrating professionalism and ethical conduct in the classroom and clinical settings.** **Group collaboration was utilized in Clinic IV Lecture to complete the ethical case studies in the ethics textbook.**

100% participation and satisfaction.

Infection Control Deductions from Assessment & Debridement grade sheets- 95% compliance- 11 errors

Quality assurance assessment-90% compliance- 141 errors were noted.

Dental Hygiene Record Review- 85% compliance- 42 reviews were not completed by students.

Quality Assurance Deductions from Assessment and Debridement grade sheets- 85%.
311 deductions were issued.

Instructor Evals by Students & Dean- 100%

Instrumentation Practicum I- 100%. 10 out of 10 passed.

Instrumentation Practicum II- 90%. 9 out of 10 passed.

Individual Competencies- 100% pass

Mock NBDHE-100% pass

Mock CRDTS Board- 100% pass

NBDHE-100% pass

Graduate exit survey- 100% participation and satisfaction.

CRDTS-100% pass.

Retention Rates by Program- 75%

Combined Placement Figures Report- 100%

Online:
Not applicable

High School:
Not applicable

Overall Analysis:
Based on the results of the employer surveys, employers were satisfied with the work ethics of graduates.

An analysis of the infection control deductions from the assessment and debridement gradesheets indicated that the majority of the deductions were related to students not following the established infection control protocol for disinfecting the dental operatory.

The 2017 NBDHE Profile report indicated that students scored 2.64 standard deviations above the national average in the Professional Responsibility discipline.

⬛❌	Dental Hygiene	To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services. (D.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required 7 Quality Assurance Assessment - 90% accuracy required 8 Q.A. Record Review- minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies-100% pass required 15 Mock National Board- minimum Score of 85% required 16 Mock CRDTS Board- Score of 85 or higher required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	Swainsboro: Not applicable --- Vidalia: 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec & Lab, Clinic I Lec & Lab, Clinic II Lec, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, Dental Materials, & Biochemistry/Nutrition. 90%- Clinic I Lab. Research paper/case studies-6 courses had research/case studies assignments. Patient survey- 99% positive responses. 490 out of 495 responses had good or excellent ratings. 7 responses had fair ratings and 5 responses had a poor rating. Employer rating survey- 100% participation and satisfaction. Postgraduate rating survey- 100% participation and satisfaction. Infection Control Deductions from Assessment & Debridement grade sheets- 95% compliance- 11 errors Quality assurance assessment-90% compliance- 141 errors were noted. Dental Hygiene Record Review- 85% compliance- 42 reviews were not completed by students. Quality Assurance Deductions from Assessment and Debridement grade sheets- 85%. 311 deductions were issued. Instructor Evals by Students & Dean- 100% Instrumentation Practicum I- 100%. 10 out of 10 passed. Instrumentation Practicum II- 90%. 9 out of 10 passed. Individual Competencies- 100% pass Mock NBDHE-100% pass Mock CRDTS Board- 100% pass NBDHE-100% pass Graduate exit survey- 100% participation and	**Classroom Preparation Assessments were added to the Community Dental Health Course.** **As a result, more instructional time was utilized developing critical thinking skills necessary for completing Community Dental Health Testlets on the NBDHE.** **Students also partnered with various community agencies and participated in several service learning projects that provided access to care for underserved citizens in our service delivery area.** **Students also visited numerous schools and provided oral health programs to students.**

				satisfaction. CRDTS-100% pass. Retention Rates by Program- 75% Combined Placement Figures Report- 100% --- **Online:** Not applicable --- **High School:** Not applicable --- **Overall Analysis:** Based on the 2017 NBDHE profile, students scored .55 standard deviation above the national average in the Community Health discipline. Based on the employer surveys, employers were impressed with the graduates' experiences with diverse populations such as Compassionate Care Dental Clinic, Hispanic Mobile Dental Van, Toombs County Service Center, and Altrus.	
☒ ⊗	**Dental Hygiene**	**The dental hygiene program will graduate 70% of the students that are granted admission into the program.**	**20 Retention rates by program**	**Swainsboro:** Not applicable --- **Vidalia:** 75% retention for the class of 2017: 9 out of 12 students graduated. --- **Online:** Not applicable --- **High School:** Not applicable --- **Overall Analysis:** Out of the 12 students accepted, one student quit and two students failed a course. After analyzing remediation forms from the two students who failed a course, both students reported that they were not studying enough and were preoccupied with personal problems. As a result, their academic performance was negatively affected by their lack of investment in their education. The student who quit the program stated that she realized that she was not interested in working in the healthcare profession.	**Faculty utilized numerous retention strategies.** **Students who scored below 70 on any examination were required to write rationales for all questions answered incorrectly.** **Students were required to organize assignments on a calendar to assist with time management skill development.** **Learning style inventories were collected and discussed with the new cohort of students.** **Suggestions for effective study methods were reviewed during the study skills workshop.** **Handouts were provided to help students understand and work through the different "question types/stems" that may appear on examinations and the national board.** **Students were given a "Grit Quiz" to measure their level of grit.** **Passion and perseverance were discussed.** **Class Preparation Assessments were implemented to ensure students were reading assignments and preparing for class/clinic as indicated on the lesson plans.** **Based on the improved retention rate for the Class of 2017 cohort, it appears that the various retention strategies utilized by the**

					program were effective in retaining more students.
⊡⊗	Dental Hygiene	To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public. (B.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required 7 Quality Assurance Assessment - 90% accuracy required 8 Q.A. Record Review- minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies-100% pass required 15 Mock National Board- minimum Score of 85% required 16 Mock CRDTS Board- Score of 85 or higher required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	Swainsboro: Not applicable Vidalia: 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec & Lab, Clinic I Lec & Lab, Clinic II Lec, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, Dental Materials, & Biochemistry/Nutrition. 90%- Clinic I Lab. Research paper/case studies-6 courses had research/case studies assignments. Patient survey- 99% positive responses. 490 out of 495 responses had good or excellent ratings. 7 responses had fair ratings and 5 responses had a poor rating. Employer rating survey- 100% participation and satisfaction. Postgraduate rating survey- 100% participation and satisfaction. Infection Control Deductions from Assessment & Debridement grade sheets- 95% compliance- 11 errors Quality assurance assessment-90% compliance- 141 errors were noted. Dental Hygiene Record Review- 85% compliance- 42 reviews were not completed by students. Quality Assurance Deductions from Assessment and Debridement grade sheets- 85%. 311 deductions were issued. Instructor Evals by Students & Dean- 100% Instrumentation Practicum I-100%. 10 out of 10 passed. Instrumentation Practicum II- 90%. 9 out of 10 passed. Individual Competencies-100% pass Mock NBDHE-100% pass Mock CRDTS Board- 100% pass NBDHE-100% pass Graduate exit survey- 100% participation and satisfaction. CRDTS-100% pass. Retention Rates by Program- 75% Combined Placement Figures Report- 100%	Clinical Skill Evaluation Forms were revised in Dental Materials and the Clinical courses to clarify evaluation criteria. In Clinic I Lab, the number of instruments in the instrument cassette was reduced and more time was allocated to sequence of care and communication skills. The sequence of care in the clinic manual was revised to clarify performance expectations in the clinical and laboratory settings. Evaluation and discussion of mock patient charts with dental charting and radiographs were incorporated into the dental materials course to correlate dental materials used on live patients with the textbook content. Additional peer collaboration and learning experiences were incorporated into the Dental Materials course. A digital panoramic machine was added to the program's equipment wish list.

				Online: Not applicable	
				High School: Not applicable	
				Overall Analysis: Based on the 2017 CRDTS Examination Results Report, most of the points were deducted in the scaling and perio probing categories. Based on the results of the Quality Assurance Assessments, most of the errors noted were related to progress record entries and sequence of care. Clinic I Lab had a 90% pass rate. After reviewing the remediation forms of the student who did not pass Clinic I Lab, the remediation forms indicated that the student had displayed clinical weakness throughout the semester. The student failed to watch instructional videos prior to clinic sessions. Several individualized instructional sessions were provided to the student in an effort to improve performance. Based on the 2017 NBDHE Profile Report, the overall scale score of graduates was .06 standard deviation above the national average. The following disciplines had scores below the national average: anatomic science, nutrition, microbiology, pathology, pharmacology, patient assessment, and preventative agents. Based on the actual assessment results of the patient survey, 5 responses were rated poor regarding the students' ability to explain clinic policies, infection control policies, and patient rights and responsibilities. Based on the employer surveys, employers were pleased overall with the clinical performance of graduates. Employers recommended that future graduates have experience using a digital panoramic machine.	
📝❌	**Dental Hygiene**	**To teach students to seek lifelong learning through continuing education courses on the latest products and developments in dentistry and medicine. (F)**	**2 Research papers/case studies required in courses- 6 courses contain research or case studies** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required** **10 Instructor Evals by Students- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive required** **15 Mock National Board- minimum Score of 85% required** **17 NBDHE 100% pass required**	**Swainsboro:** Not applicable **Vidalia:** Research paper/case studies- 6 courses had research/case studies assignments. Employer rating survey- 100% participation and satisfaction. Postgraduate rating survey-	**Research assignments and case studies were added throughout the curriculum to ensure students were provided real world learning experiences regarding the latest products and developments in dentistry.** **Guest speakers deemed experts in their respective fields conducted seminars to students throughout the program to ensure students were provided cutting edge**

| | | | | 18 Graduate Exit Survey- minimum 85% positive required
20 Retention Rates by Program Report- 70% Retention Rate | 100% participation and satisfaction.

Infection Control Deductions from Assessment & Debridement grade sheets- 95% compliance- 11 errors

Instructor evaluations by Students and Dean- 100% positive

Mock NBDHE- 100% pass

NBDHE- 100% pass

Graduate Exit Survey- 100% participation and satisfaction

Retention rates by Program Report- 75% retention for class of 2017.

Online:
Not applicable

High School:
Not applicable

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

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

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

Employer rating surveys indicated that employers were pleased with graduates' knowledge level regarding the latest innovations in dentistry.

Several employers recommended that future graduates have exposure to using a digital panoramic machine.

In addition, several graduates indicated on the Postgraduate Rating Survey that their employers expected them to have prior experience using a digital panoramic machine. | **instruction regarding the latest products and developments in dentistry and medicine.**

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

Based on recommendations from employers and graduates, the program added a digital panoramic unit to their equipment wish list. |
| 📝❌ | **Dental Hygiene** | **To teach students to conduct critical reviews of current literature as a means of research and lifelong learning. (E.)** | **2 Research papers/case studies required in courses-6 courses contain research or case studies**
3 Patient Survey- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- minimum 85% positive required
10 Instructor Evals by Students- minimum 85% positive required
11 Instructor Evals by Dean- minimum 85% positive required
17 NBDHE 100% pass required
18 Graduate Exit Survey- minimum 85% positive required | **Swainsboro:**
Not applicable

Vidalia:
Research paper/case studies-6 courses had research/case studies assignments.

Patient survey- 99% positive responses.
490 out of 495 responses had good or excellent | **Research assignments and case studies were added throughout the curriculum to ensure students were provided real world learning experiences regarding the selection of preventative agents and supportive treatment for individualized patient assessment and treatment planning.**

These learning experiences also ensured that students |

			20 Retention Rates by Program Report- 70% Retention Rate	ratings. 5 responses received poor ratings in the category of explanation of clinic policies, infection control policies, and patient rights and responsibilities.

Employer rating survey- 100% participation and satisfaction.

Postgraduate rating survey- 100% participation and satisfaction.

Instructor evaluations by Students and Dean- 100% positive.

NBDHE- 100% pass. The overall score of the cohort in the Community Health discipline was .55 standard deviation above the national average.

Graduate exit survey- 100% participation and satisfaction.

Retention rates by program report- 75% retention for class of 2017.

Online: Not applicable

High School: Not applicable

Overall Analysis: Based on the actual assessment results, students were provided numerous research and case study learning experiences throughout the program.

Students scored above the national average in the Community Health discipline on the national board which indicated that students had a strong foundation and understanding of research and current literature reviews.

The Preventative Agents discipline had scores .29 standard deviation below the national average.

The Patient Assessment discipline scored .85 standard deviation below the national average.

Recent graduates of the dental hygiene program reported participation in continuing education and lifelong learning. | **understood the relevance of critically reviewing current literature and applying the knowledge gained from those reviews to make clinical decisions.**

Postgraduate rating surveys revealed that graduates were attending continuing education courses and incorporating best practices into their clinical practice. |
| 📝❌ | **Dental Hygiene** | **To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene. (A.)** | **1 Grades in all courses- 100% courses passed with minimum grade of C** **2 Research papers/case studies required in courses- 6 courses contain research or case studies** **3 Patient Survey- minimum 85% positive required** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive** | Swainsboro: Not applicable

Vidalia: 100%- Perio, Pharm, General & Oral Pathology, Tooth Anatomy & Root Morphology, Oral | **Several changes were implemented in Clinic I Lab.**

Three instructional instrumentation DVDs were added to the online library for students to access for practice and class preparation. |

| | | | | **required**
12 Instrumentation Practicum I-100% pass required
13 Instrumentation Practicum II- 100% pass required
14 Individual competencies-100% pass required
15 Mock National Board- minimum Score of 85% required
17 NBDHE 100% pass required
18 Graduate Exit Survey- minimum 85% positive required
20 Retention Rates by Program Report- 70% Retention Rate
21 Combined Placement Figures Report- 90% Placement rate | Embryology & Histology, Head & Neck Anatomy, Community Dental Health, Preclinic Lec & Lab, Clinic I Lec, Clinic II Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec & Lab, Rad Lec & Lab, Dental Materials, & Biochemistry/Nutrition.

90%-
Clinic I Lab.
Research paper/case studies- 6 courses had research/case studies assignments.

Patient survey- 99% positive responses.
490 out of 495 responses had good or excellent ratings.
5 responses received poor ratings in the category of explanation of clinic policies, infection control policies, and patient rights and responsibilities.

Employer rating survey- 100% participation and satisfaction.

Postgraduate rating survey- 100% participation and satisfaction.

Instructor Evals by Dean- 100% positive.

Instrumentation Practicum I- 100% pass: 10 out of 10 students passed.

Instrumentation Practicum II- 90% pass: 9 out of 10 students passed.

Individual Competencies- 100% pass

Mock NBDHE- 100% pass

NBDHE- 100% pass

Graduate Exit Survey- 100% participation and satisfaction

Retention rates by program report- 75% retention for class of 2017.

Combined Placement Figures Report- 100%.

Online:
Not applicable

High School:
Not applicable

Overall Analysis:
Clinic I Lab had a 90% pass rate. After reviewing the remediation forms of the student who did not pass Clinic I Lab, the remediation forms indicated that the student had displayed clinical weakness throughout the semester. The student failed to watch instructional videos prior to clinic sessions. Several individualized instructional sessions were provided to the student in an effort to improve performance. | **Sequence of care practice throughout the semester was increased to include discussion, charting, documenting steps, operatory readiness, role play, and patient practice. White Out correction fluid was utilized as fake calculus application on student typodonts for use with ultrasonic instrumentation.**

Sickles and curets skill evaluations were performed and assessed on the same day.

Seniors provided individual advisement for the juniors during chart documentation time after patient care.

The new Fundamentals of Periodontal Instrumentation 8th Edition was adopted.

Classroom Preparation Assessments were implemented in many courses to ensure that students were preparing for class and clinic sessions as outlined on the lesson plans. By implementing these new assessments, students were held accountable for reading assignments and activities listed on the lesson plans.

As a result of these active learning experiences, students were more engaged in the learning process and deeper learning transpired.

Instructors incorporated more critical thinking activities and learning experiences into the curriculum to foster the development of critical thinking skills.

In order to enhance performance in the disciplines that ranked below the national average on the NBDHE, several enhancements in the curriculum occurred.

A new nutrition textbook was adopted. The new textbook offered a variety of learning tools and online resources to supplement instruction.

The online resources also included 400 NBDHE-style questions. A new Case Studies textbook was adopted to enhance instruction in anatomic science, microbiology, pathology, pharmacology, patient assessment, and preventative agents. |

	Program	Expected Outcome	Assessment/Measures	Results	Use of Results
				Based on the 2017 NBDHE Profile Report, the overall scale score of graduates was .06 standard deviation above the national average. The following disciplines had scores below the national average: anatomic science, nutrition, microbiology, pathology, pharmacology, patient assessment, and preventative agents.	
🖉❌	Diesel Technology	DIET students will be retained in the program courses.	**Retention Reports** **Attrition Reports**	**Swainsboro:** 100% Retention Rate 0% Attrition in the following course in AY 2017: DIET 1000, 1010, 1020, 1040, 2000, and 2010 **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** Getting students involved in the shop with hands-on activities makes them want to stay in the program. At least that is what students tell me.	**Utilized hands-on labs beginning the first day of class. DIET students are tactile learners. They have to learn by doing - very hands on.** **Implemented open resource testing so students can utilize the same skills used in industry to look up information needed.**
🖉❌	Diesel Technology	**DIET students will demonstrate knowledge of diesel tech skills by successfully completing the Diesel Equipment Technology comprehensive Capstone Exam.**	**Diesel Equipment Technology Program Truck Specialization Diploma Capstone Exam** **The comprehensive exam is 100 multiple choice questions which includes 10 questions from each course plus 20 questions from DIET 1010 and DIET 1030.** **The exit exam will count 10% of the total grade for the final course. All students are expected to score a minimum of 70%.**	**Swainsboro:** No students have completed all required courses this term. Capstone exam will be offered Fall 2017 semester. **Vidalia:** N/A **Online:** N/A **High School:** N/A **Overall Analysis:** No students have completed all required courses this term. Capstone exam will be offered Fall 2017 semester.	**The Diesel Program is a new program at STC. No students have completed all required courses this term. Capstone exam will be offered Fall 2017 semester.**
🖉❌	Distance Education	**Southeastern Technical College will have a college wide attrition rate of 8% or lower in online courses for AY 2017.**	**GVTC Online Attrition Rate Report for AY 2017**	In AY 2017, STC had a 4.1% attrition rate. This is the lowest online attrition rate of all 22 technical colleges. The rate was achieved because POCs provided training and support for faculty and students, faculty designed and delivered quality courses, and not withdrawing online students for attendance allowed students to remain enrolled in courses when they may	**Attrition is extremely important and a goal of 5% will be set for AY 2018.**

				have otherwise been withdrawn.	
📝❌	**Distance Education**	**Faculty are satisified with the staff available to support electronically offered programs.**	**Annual Survey of Online Faculty will demonstrate at least 80% satisfaction rate among faculty.**	Thirty four online instructors completed the Online Faculty Survey and 98.12% of the participants are satisfied with the staff available to support electronically offered programs. The goal was met.	**The Dean that supervises Distance Learning will communicate with faculty more often concerning the Distance Learning Budget. More hardware and software may be needed in AY18 to meet Web Content Accessibility Guidelines (WCAG 2.0).**
📝❌	**Distance Education**	**100% of full-time and adjunct faculty teaching online and/or hybrid courses in AY 2017 will complete the necessary training (approved online training through GVTC, webinars, videos, mentor training, training by STC POCs) to receive Blackboard Certification of Training**	**Certificate of Training issued by GVTC and/or Points of Contact (POCs) at Southeastern Tech**	23 out of 23 (100%) full-time faculty teaching online courses during AY 2017 were Blackboard certified. 25 out of 25 (100%) full-time faculty teaching hybrid courses during AY 2017 were Blackboard certified. 6 out of 9 (67%) adjunct teaching online courses during AY 2017 have a Blackboard Certificate of Training on file. 7 out of 10 (70%) adjunct teaching hybrid courses during AY 2017 have a Blackboard Certificate of Training on file. The goal was met for full-time online and hybrid faculty, but was not met for online and hybrid adjunct faculty. Often adjunct faculty are hired right before the semester begins and even though they meet with their mentor for training, it isn't always reported to one of the POCs so that a certificate can be created. It is important to note, however, that adjunct generally use Blackboard courses that were created by their mentor/full-time instructor. More effort needs to be put into tracking the mentor led training so that Blackboard certificates can be issued and placed in the adjunct instructor's credential file.	**Blackboard Points of Contact, full-time faculty and Academic Deans will work together to ensure that mentor led training is reported so that a certificate can be issued. Accessibility training will be included in AY 2018.**
📝❌	**Distance Education**	**Create a Blackboard Orientation within an organization for AY2017.**	**Number of students successfully completing the Blackboard Orientation assessment.**	A Blackboard Orientation Organization was created for AY2017. 276 students participated in the orientation for the year. Fall Semester 201712--111 students participated. Spring 201714--93 students participated. Summer 201716--72 students participated. The results indicate that providing the Blackboard Organization, which is available to all students enrolled in Blackboard, is	**Faculty will encourage students to self enroll in the organization throughout AY 2018.**

				encouraging participation from a greater number of students. The face-to-face sessions generate minimal participation compared to the organization where students can self-enroll on their own. The link to the Blackboard Orientation is located on the homepage of Blackboard after a student logs in.	
📝❌	Distance Education	Online faculty will be satisfied with the training available to increase their knowledge and skills for improving online classes.	2017 Annual Survey of Online Faculty--90% satisfaction rate	Thirty four online instructors completed the Online Faculty Survey and 100% of the participants are satisfied with the Blackboard training provided to them during 2017. The goal was met due to the hard work of STC Blackboard Points of Contact and GVTC staff working together to provide training and webinars for instructors. Communication has also played a major role in meeting the goal. The POCs regularly communicate with instructors and are always available to assist them.	Due to the changes in Section 508 of the Rehabilitation Act of 1973, extensive training will be provided in AY 2018 to ensure instructors have the knowledge they need to create high quality and accessible courses.
📝❌	Early Childhood Care and Education	Increase enrollment in the ECCE program by 5% over FY 14/15.	Southeastern Technical College Enrollment Report	**Swainsboro:** FY16 - Swainsboro Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 2 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 10 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 26 **Vidalia:** FY16 - Vidalia Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 1 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 10 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 35 **Online:** NA **High School:** NA **Overall Analysis:** Swainsboro campus met the goal of 5% increase in the TCC's and diploma but not in the degree The Vidalia campus had a minimum goal increase of 5% in the degree but not in the TCC or diploma.	Instructors utilized the contact list provided by STC Student Affairs, and worked with Public Relations to advertise the program. Social media will be applied to reach potential students in the future. In addition, instructors will inform the advisory committee and child care providers of the improved credentialing requirements, online classes, and TCC's offered by STC. The TCCs and certain ECCE classes will be specifically targeted since they can be completed online
📝❌	Early Childhood Care and Education	Eighty percent of the ECCE graduates will be placed in-field.	Combined Placement Figures Report provided by Career Services.	**Swainsboro:** TCC: 88% Diploma: 100% Degree: 78%	Instructors worked diligently assisting ECCE students to be placed in field related jobs. Instructors have contact

					with various employers which continues to be strengthened in the respective communities which assists our students. Employers and ECCE Advisory Committee members constantly let us know their needs and how we can benefit the community with our ECCE program.
				According to the infield placement reports of Southeastern Technical College for FY16: Total: 88.6% **Vidalia:** TCC: 83% Diploma: 100% Degree:100% According to the infield placement reports of Southeastern Technical College for FY16: Total: 94% **Online:** NA **High School:** NA **Overall Analysis:** Note: (Placement is reported on a one year lag; therefore, AY 2016 Placement is reported for AY 2017 89.3% total placement - exceeded the 80% benchmark	
📝❌	**Early Childhood Care and Education**	**The grade distribution will be comparable for the online and traditional ECCE 1101 class**	**Grade Distribution Report and Course Evaluation Results**	**Swainsboro:** ECCE 1101 was taught face-to-face on the Swainsboro campus Fall 2016. 10 out of 12(83%) passed the class. One students withdrew from the class before the 65% date. **Vidalia:** ECCE 1101 is only taught face-to-face on the Vidalia campus. Spring 2017--6 out of 8(75%) passed the class. Two students withdrew from the class before the 65% date. **Online:** Summer 2017--ECCE 1101 was taught online. 6 out of 7 (85%) passed the class. 1 student received an F. **High School:** NA **Overall Analysis:** With the rate of students who passed for online class being 85 percent and the rate of those who passed the the traditional face-to-face class being 80 percent this was a switch of last years results. The instructors decided that more frequent reminders of upcoming assignments and tests will be given in the traditional classes.	**Instructors will provide students with helpful hints on balancing work and school, and also time management techniques. Instructors will work closely with students during advisement and discourage students from taking too many classes when they have a family, work full-time, and go to school. Instructors feel there are additional strategies that can be used: give more time in class to work on assignments, have a weekly check-off list where students have to show the instructor what work has been completed, and provide additional lecture/assignments for selecting DAP and age appropriate activities**

				The online instructor tried providing the the information via the auditory route rather than students learning the information on their own without hearing an explanation. The instructors agreed that maybe the with the traditional and online class more frequent reminder emails could be sent to remind students of upcoming assignments and tests. Also, in reference to the online class, more embedded videos are added to explain some of the more difficult objectives the class is responsible for learning.	
📝❌	**Early Childhood Care and Education**	**Increase the retention rate in the ECCE program by 10%.**	**Grade Distribution Report** **Sign In Sheets for the students who attend the study sessions and participate in the review of the test.** **DC 231 Retention by Program by Home Campus**	**Swainsboro:** Retention Rate in the ECCE program by 5% FY 16 Swainsboro: 86% FY 17 Swainsboro: 79% **Vidalia:** Retention Rate in the ECCE program by 5% FY 16 Vidalia: 67% FY 17 Vidalia: 57% **Online:** **High School:** **Overall Analysis:** The Vidalia and Swainsboro Campus had a small decrease and did not meet the goal. The Vidalia campus had more students obtain employment and left program to go to work. Text books cost seem to affect retention rate. the online syllabi enabled students to check book prices at lower costs Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.	**The ECCE instructor contacted the students and inquired as to the reason in leaving the program. The reasons included: cost in text books, personal finance, returned to full time employment, owed the college monies, and employer only wanted the student to receive their TCC.** **The instructor had looked at the cost of the text books to see if a lower cost book is as adequate.** **Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.** **The STC Foundation contributes small amounts of monies to students who qualify.** **The students may also qualify for scholarships offered by the college. The instructor is also looking at increasing the night program to assist the students who work during the day.**
📝❌	**Early Childhood Care and Education**	**Increase the number of graduates for each program by 5%**	**Combined Placement Figures Report**	**Swainsboro:** FY 17 13 Graduates FY 16 23 Graduates **Vidalia:** FY 17 17 Graduates	**New students are encouraged to take a full load if not working.** **The majority of the Swainsboro Early Childhood students work full time, and therefore, only take two or three courses per semester requiring longer to graduate.** **Vidalia had an increase in the number of their night**

	Program	Goal	Report/Source	Results	Use of Results
				FY 16 12 Graduates — **Online:** NA — **High School:** NA — **Overall Analysis:** The majority of the Swainsboro Early Childhood students work full time, and therefore, only take two or three courses per semester requiring longer to graduate. Vidalia had an increase in the number of their night students which assisted in the increase of the graduation rate	**students which assisted in the increase of the graduation rate**
☑❌	**Electrical Systems**	**Increase the number of Electrical Systems completers by 5%**	**Graduates Report**	**Swainsboro:** 2017- 45 2016- 49 — **Vidalia:** 2017- 24 2016- 8 — **Online:** — **High School:** — **Overall Analysis:** Swainsboro campus had a decrease of 8% and Vidalia campus had an increase of 33% which gave us a 83% increase	**More emphasis will be placed on making up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid.** **Involved students in extracurricular activities such as SkillsUSA and various charity projects. Student involvement has proven to connect students with school.** **Provided advisement schedules to accommodate student schedules.**
☑❌	**Electrical Systems**	**ELTR students will score at or above the STC projected average score of 88.2% on the ELTR Program Capstone/Exit Exam.**	**ELTR Program Capstone/Exit Exam Scores - Tracking System** 📄 **ELTR1180_ExitExam_HandsOn_CheckSHeet.pdf**	**Swainsboro:** FY 2017-84.55% FY 2016- 83.75% — **Vidalia:** FY 2017-78% FY 2016-69.17% — **Online:** — **High School:** — **Overall Analysis:** Each campus saw an increase in the average from previous year, but did not meet the goal.	**Instructors worked on increasing the scores by incorporating more practice time before capstone exam**
☑❌	**Electrical Systems**	**Increase Electrical Systems enrollment by 10% over the previous fiscal year.**	**Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.**	**Swainsboro:** 28 — **Vidalia:** 15 — **Online:** — **High School:** Swainsboro Campus had 4 — **Overall Analysis:** The overall enrollment was 47. That is done from 59 in	**ELTR faculty will follow the enrollment management plan and ensure prospective students are contacted in a timely manner.Promoted Electrical program via SkillsUSA and various community service projects.**

				FY 2016 This is a 20% decrease from last year	
📝❌	Electronics Technology	Maintain total enrollment in the Electronics Programs at a level conducive to the amount of laboratory equipment available to insure student learning. Target level of total students per term is between 20 and 30.	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet. 📄 **FY17_Enroll_Term_Report.pdf**	**Swainsboro:** NA **Vidalia:** As shown in the Enrollment by Program per Term tracking plot, there continues to be a drop-off in enrollment during the Summer semester. This is related to reasons such as students wanting or expecting time off during the year, the duration of the term (only 9-weeks) which makes some courses difficult to complete with a full load, job requirements, and/or the student doesn't need classes that semester to complete their program in a timely manner. Average enrollment per term for FY2017 was 23.33 students which is within the acceptable range for the available training equipment at STC and for one full-time advisor/instructor. However, this is another slight decline in enrollment from the FY2015 and FY2016 numbers of 26.67 and 25.33 students per term, respectively. **Online:** NA **High School:** NA **Overall Analysis:** See analysis included in assessment results section.	For FY2018, the program director will continue visits and interactions with students at the high schools at every opportunity. The electronics programs will continue to support career fairs in an effort to present opportunities to potential students. The advisor will continue to contact potential students per the Enrollment Management Plan reports.
📝❌	Electronics Technology	85% of graduates will be employed.	KMS Placement Report Placement is reported on the previous fiscal year. 📄 **AY2016_Electronics_Placement.pdf**	**Swainsboro:** NA **Vidalia:** AY2016 Results Electronics Technology Degree (ET13) Total Placement Rate was 100%. Electronics Fundamentals Diploma (EF12) Total Placement Rate was 100%. Please click on the AY2016 Electronics Program Placement Rates file for tracking of placement rates since FY2011. **Online:** NA **High School:** NA **Overall Analysis:** Note: Report TEC0112 has	For FY2018, the Electronics Advisor and Instructor will continue to refer students to the Career Services Director/Coordinator prior to graduation for assistance with preparing resumes. We will also inform students of job sources on the web. We will continue to create and develop alliances with employers and advisory committee members to facilitate referral and subsequent placement of students after graduation.

				replaced the DC112 Report. The TEC0112 Placement Rate by Program report accounts for the employment status of all students who have completed a program during that Academic Year. This includes both in-field and out-of-field job acquisition by the program graduates. The benchmark was changed from a Fiscal Year tally to an Academic Year tally during calendar year 2014. The target for this benchmark is 85%. The STC Electronics EF12 Diploma and ET13 Degree programs exhibited a 100% total job placement rate for its AY2016 graduates. All program graduates since FY2013 have gained employment. There were no graduates from the Electronics Technology (ET14) Diploma program in AY2016.	
📝❌	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	KMS report LB 177 Course Attrition by Program FY 2012 📄 **AY2017_Electronics_Course_Attrition_Rates.pdf**	**Swainsboro:** NA <hr>**Vidalia:** AY2017 Results Electronics Technology Degree (ET13) Attrition Rate was 0%. Electronics Technology Diploma (ET14) Attrition Rate was 0%. <hr>**Online:** NA <hr>**High School:** NA <hr>**Overall Analysis:** The Attrition Rate computations are done by the number of students in a program who dropped all of their classes during a term divided by the start enrollment for the program for that term. The goal is to maintain a Course Attrition Rate of <10% for all programs. The Electronics Technology Degree and Diploma programs have maintained a Course Attrition Rate of less than 10% for the past three Academic Years.	In FY 2018, we will continue to use the current annual schedule for Electronics course offerings. We will also continue to support and encourage student study groups within the Electronics courses. We will continue to keep the lab(s) open to students while not being used by course instruction.
📝❌	Electronics Technology	Maintain a >90% retention rate for All Electronics Technology Programs	TCSG Data Center Report #DC200 (now TEC0200), Retention by Program for First Time, Fall Term (FTFT) Students **DC 231 Retention by Program by Home Campus** 📄 **AY2017_Electronics_Retention_Report.pdf**	**Swainsboro:** <hr>**Vidalia:** AY 2017 Results: Electronics Technology Degree (ET13) Retention rate of 67% (4/6) Electronics Technology	For FY2018, we will continue to offer Electronics courses according to the FY2017 yearly schedule of course offerings. We will continue to encouraged students to attend tutoring sessions related to Core Curriculum classes.

				Diploma (ET14) Retention rate of 100% (2/2) All Electronics Programs Retention rate of 75% (6/8) Please click on the "AY2017 Retention Report ELCR" file for Electronics Program tracking by Academic Year (since AY2014).	**We will continue to initiate student led discussion and study groups for Electronics and General Education courses.**
				Online:	
				High School:	
				Overall Analysis: The Retention Rate percentages are computed by the number of cohort classified students that either graduated from or are enrolled for one semester in any TCSG/USG college for the current academic year divided by the number of cohort students that were so classified in the previous academic year. The metric essentially tracks how many students that began in an Electronics program are still enrolled in any program or graduated from any program within TCSG/USG colleges. For the past two Academic Years, the All Electronics Programs metric has fallen below the target rate of 90% student retention. With a low total cohort student count (8 in the case for AY2017), even one student dropping out of college represents a 12.5% reduction in retention rate.	
🖉❌	Electronics Technology	**Students will be ESA-4 Certified in Digital Circuits.**	**CAPSTONE Exam - ISCET Certification Exam: ESA-4 (Digital Circuits)** **Students are required to score >=70% on this exam to qualify for graduation from the programs. Students that score <70% on the exam recieve a zero for their final exam score, fail the course, and are required to retake the course.** 📄 **FY2017_ELCR_CAPSTONE_Exam_Results.pdf**	**Swainsboro:** NA **Vidalia:** Please see the FY2017 ELCR CAPSTONE Exam Results which contains trend data tracking since FY 2011. **Online:** NA **High School:** NA **Overall Analysis:** ESA-1 through ESA4 Chart For FY2017, nine (9) students took the ESA-4 Exam. All nine (9) of these students scored >=75% on the exam in their first attempt, successfully completed the CAPSTONE course, and received their ESA-4 certifications. Overall, the students are acquiring the knowledge necessary to attain ESA-4 certifications (back to 100% first take	**The instructor determined for FY2018 to increase emphasis in the Trouble-Shooting and Use of Equipment categories to better meet employer expectations, while maintaining the other category performances.**

				success rate by the students). ESA-4 Exam Chart FY2017 data show expected levels of student performance in the Basic Theory, Math, and Digital Theory categories. The performance in the categories of Trouble Shooting and Digital Equipment dropped to alarming and unacceptable low levels. The Digital Devices and Circuits category performance dropped back to the high 70% range.	
🗎❌	**Fish and Wildlife Management**	**FWMT diploma students will be Hunter Education certified.**	**Georgia Department of Natural Resources Hunter Education Exam**	**Swainsboro:** Students' overall averages increased from 80% to 87% when presenting hunter education certification following Hunting Seasons/Regulations. **Vidalia:** **Online:** **High School:** **Overall Analysis:** Students exhibited increased knowledge of hunter safety, tree stand safety, and liabilities following Hunting Regulations exam.	**Instruct Hunting Seasons and Regulations prior to hunter education.**
🗎❌	**Fish and Wildlife Management**	**Increase enrollment by 10% over previous fiscal year**	**Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.**	**Swainsboro:** FY 2017 Enrollment = 25 Same as previous fiscal year **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** Although enrollment did not increase, the program enrollment has increased 31.5% since FY 2015.	**Increased enrollment 31.5% since FY 2015.** **Maintained enrollment in FY 2016 & 2017.**
🗎❌	**Fish and Wildlife Management**	**70% Retention of students starting the FWMT program will complete requirements for graduation from the program.**	**Intranet Retention Rates by Program Report KMS Report Attrition Rate by Home Campus and Program TECO 200 Retention by Program by Home Campus**	**Swainsboro:** FY 2017 56% Retention Rate **Vidalia:** NA **Online:** NA **High School:** NA	**FWMT instructor involved students in service project activities to get them involved and motivated to stay in the program to completion.** **Instructor would like to attend workshops related to retention improvement.**

				Overall Analysis: Students dropped out for various reasons, usually family issues. In checking course attrition reports, it should be noted that attrition was highest in FWMT 1010 Equipment Use followed by Dendrology and Mammology. Students often come into the program thinking it is just a fun outdoor program. When they discover studying is actually required, some tend to drop out.	
✎❌	**Fish and Wildlife Management**	**90% of students will successfully complete ATV safety training**	**Instruction by certified ATV safety instructor. Return demonstration by student.**	**Swainsboro:** 100% students taking ATV safety instruction successful. 1 non-traditional student successful. 1 physically challenged student required remediation. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** All students successfully completed the ATC safety training.	**Utilized live demonstrations and on the trail exercises.** **Students received ATV safety certifications.**
✎❌	**Fish and Wildlife Management**	**85% of graduates will be employed.** **1 non traditional student will be employed in field.**	**KMS Placement Report** **Placement is reported on the previous fiscal year.**	**Swainsboro:** FY 2016 Placement Data FWMT Diploma graduates - 100% placement 1 employed in related field & 2 unrelated & continuing education Wildlife Management TCC graduates - 100% placement 1 in related field and 1 unrelated & continuing education **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** Current goals have been met using current methods. It would be beneficial to include more speakers from within field to help students finding jobs know more about them.	**Utilized non traditional graduates as liaisons for FWMT program.** **Encouraged advisory members to update instructor as jobs become available.** **Increased invitations to in-field employers to present programs to students with a focus on work ethics and skills.**
✎❌					

	Program/Unit	Expected Outcome	Assessment Method/Criteria	Results	Use of Results
	General Education & Learning Support: English	Student retention will increase by 10% in English classes.	Compare and contrast retention data from FY 2013 to FY 2014.	**Swainsboro:** Fall 2016: In ENGL 2130, ENGL 1101 ENGL 1010 Spring 17: ENGL 2130: Class not offered in Spring 17. ENGL 1101 ENGL 1010 Summer 17 **Vidalia:** Fall 2016: In ENGL 2130, 95% of the students remained in the course completing the term. Only 5% of the students were not retained in the course. There is a bit of a discrepancy between the students retained (96%) and those passing the course (74%). ENGL 1101 ENGL 1010 Spring 17: In ENGL 2130 84% of the students were retained in the course for the completion of the term. In one of the ENGL 2130 courses, there was an 86% pass rate. ENGL 1101 ENGL 1010 Summer 17 **Online:** **High School:** **Overall Analysis:**	Instructors continue to create time in class for students to conduct research and to draft. This time is useful for further modeling of proper research, clarification of style, in-depth instruction of the writing process in general and overall troubleshooting.
📝❌	General Education & Learning Support: Mathematics	Degree Students successfully completing MATH 0090 will successfully complete MATH 1111.	Letter Grade for MATH 1111. A grade of A, B, or C signifies successful completion for a cohort of Learning Support students followed from Learning Support Math to their program level math course.		
📝❌	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.	Final Rosters (at the end of each term - Grade Distribution Report) 70% or higher is an acceptable level.		
📝❌	General Education: Psychology	To improve the retention rate in COLL 1000, PSYC 1101, PSYC 1010 and EMPL 1000.	All students will be calculated every semester of who exempts the final exam. The roster will be used as the instrument to measure who was in attendance and who was not.	**Swainsboro:** Leisa- 55% COLL, 64% EMPL, N/A- No class, N/A- PSYC 1101- No class	After evaluating the data, the mini-mester classes excelled in the retention efforts. More mini mester classes will be given to assist with increasing retention. Also, after

				Vidalia: David- Summer- 42% COLL 1040, 0% EMPL, 84%PSYC 1010, 78% PSYC 1101,PSYC 2103, 86% **Online:** N/A **High School:** N/A **Overall Analysis:** For FY 2017, in EMPL 1000, a total of 32% of the students exempted the final exam. For FY 2017 in PSYC 1010, a total of 84% exempted the final exam. For FY 2017 in COLL 1040,48.5% of the students exempted the final exam. For FY 2017 in PSYC 1101, a total of 78% exempted the final exam. For FY 2017 in PSYC 2103, 86% exempted the final exam. (summer stats only-course no longer exists)	**evaluating the data, mid morning and afternoon classes do far better with retention efforts than early morning classes. Currently, we are not giving any 8:00 classes to assist with this goal.**
☑✖	**Learning Support**	**80% of the students registered for READ 0090 will complete the course in one semester or less.**	**MyReadingLab Progress Report**	**Swainsboro:** FY 2017 13 of 14 (93%) completed READ 0090 in one semester. **Vidalia:** FY 2017 45 of 52 (87%) completed READ 0090 in one semester. **Online:** READ 0090 is not offered Online **High School:** READ 0090 is not offered to High School **Overall Analysis:** 58 of 66 students (88%) completed READ 0090 in one semester	**Data reflects that students exceeded this goal. However, 12% of the students required an additional semester to complete READ 0090. Reflecting on this data in conjunction with the other data collected, students may achieve greater success in completing READ 0090 in one semester if Main Idea, Supporting Details, Inference, and Critical Thinking reading skills are are taught incorporating direct teacher instruction, use of a reading textbook, and completing MyReadingLab modular assignments.**
☑✖	**Learning Support**	**80% of the certificate seeking students or students who do not require General Education coures registered for ENGL 0090 will complete the course in one semester or less**	**MyWritingLab Progress Report**	**Swainsboro:** All ENGL 0090 students registered for semesters 201712, 201714, and 201716 were seeking a diploma. **Vidalia:** All ENGL 0090 students registered for semesters	**All ENGL 0090 students should be registered for ENGL 1010 resulting in all ENGL 0090 students classified as co-requisite students.**

				201712, 201714, and 201716 were seeking a diploma. **Online:** ENGL 0090 is not offered online. **High School:** ENGL 0090 is not offered to high school students. **Overall Analysis:** No data analysis for this objective.	
🖊️❌	**Marketing Management**	**Increase enrollment by 15% for the Marketing Management program.**	**Registration numbers as provided on the intranet.**		
🖊️❌	**Marketing Management**	**Increase graduation rate by 10%.**	**Graduation Data.**		
🖊️❌	**Medical Assisting**	**Meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate/awards. (Goal of 15 per campus)**	**Graduate Data Report**	**Swainsboro:** 11 graduates **Vidalia:** 14 graduates **Online:** NA **High School:** NA **Overall Analysis:** Based on the graduate data report for FY 2017, the Medical Assisting Program had 25 graduates.	**The number of graduates for FY 2017 was up from FY 2016 by 4 additional graduates.**
🖊️❌	**Medical Assisting**	**MAST will meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate placement. (>=70%). School goal set at 90% for FY2017)**	**Placement Data Report** **MAERB tracking tool**	**Swainsboro:** 11/11 graduates or 100% were positively placed. **Vidalia:** 12/14 graduates or 85.71% were positively placed. **Online:** NA **High School:** NA **Overall Analysis:** 23/25 graduates or 92% were positively placed.	**Graduates are still being placed in job positions and updates will be posted as they are reported to the instructors.**
🖊️❌	**Medical Assisting**	**MAST will maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)**	**Registered count by major report.**	**Swainsboro:** Please see Overall Analysis section. **Vidalia:** Please see Overall Analysis section. **Online:** NA	**The program group fell just below the goal of 200 by 27 students. With the addition of the Health Care Management Degree program, we hope this number will be increased in FY18.**

				High School: NA	
				Overall Analysis: The registered count by major report for the Medical Assisting Diploma and Medical Administrative Technician Certificate for FY17 totaled 173 students. Breakdown as follows: 201612 - 33 MA & 24 MAT; 201714 - 31 MA & 33 MAT; 201716 - 33 MA & 19 MAT.	
📝❌	Medical Assisting	**Medical Assisting students will demonstrate proficiency in medical assisting.**	**MAST 1180 - Capstone Medical Assisting Exam - score at or above 430 [(126/200)x1000-200]**	**Swainsboro:** 5 students showed a 0-33% increase. 5 students showed a 34-66% increase. 1 student showed a 37-100% increase. 0 students showed a greater than 100% increase. **Vidalia:** 3 students showed a 0-33% increase. 6 students showed a 34-66% increase. 3 students showed a 67-100% increase. 2 students showed a greater than 100% increase. **Online:** NA **High School:** NA **Overall Analysis:** 25 students taking the capstone in FY17 with 25/25 passing the exam with a 430 (63%) or better. Students are given a practice Capstone exam at the beginning of each semester, which shows increase in the scores over the semester.	**All of the students demonstrated proficiency in medical assisting by passing the Capstone exam with at least a score of 430.** **All of the students had an increase in score from taking the pretest Capstone at the beginning of the semester to the end of the semester Capstone exam.** **Instructors will continue to give practice exams to improve the students performance to better prepare them for the CMA exam.**
📝❌	Medical Assisting	**100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 425.**	**AAMA Certified Medical Assistant examination report.**	**Swainsboro:** 11 students have taken the exam. 9 students passed the exam. 2 students failed the exam. **Vidalia:** 13 students have taken the exam. 10 passed the exam. 3 students have failed the exam. 1 student has not taken the exam. **Online:** NA **High School:** NA **Overall Analysis:** 79.16% pass rate overall. 24 students have taken the exam. 19 have passed the exam. 5 students have failed the exam. 1 student has not taken the exam. Updates will be posted as	**Exam pass rates have improved over FY16 results.** **In completing the MAERB Annual Report, all of these graduates took MAST 1010 - Medical Law and Ethics online.**

	Office	Objective	Measure	Results	Use of Results
			the test results are delivered.		
📝❌	Office of Academic Affairs	Gain final approval from the Georgia Board of Nursing to offer the Associate of Science in Nursing Degree	Georgia Board of Nursing Final Report	The first cohort of ASN students graduated in December 2015. All students finally sat for the board exam by late spring 2016. Nineteen out of twenty students, or 95%, passed the boards on the first attempt. Once the Georgia Board of Nursing (GBON) received STCs final scores, the GBON contacted STC and set up of a site visit for June 2016. The site visit went well and STC's ASN program was granted final approval at the GBN's August 2016 meeting.	After graduating the first cohort of ASN students, the faculty decided to make needed changes to the curriculum to ensure the program was in compliance with ACEN standards. Additionally, the changes will hopefully help to increase the ASN pass rate to 100%.
📝❌	Office of Administrative Services	Increase rainy day (reserve) fund by 10%	The amount in the rainy day fund at year-end close and as presented on the financial statements as of 6/30/2017		
📝❌	Office of Administrative Services	Increase number of students assisted by the Foundation guarantee. Propose that the Foundation raise the liability limit to $5,000 and decrease that amount as final amounts are billed at the end of each semester.	Number of students purges and amount of revenue saved as a result of the guarantee	Swainsboro: Vidalia: Online: High School: Overall Analysis: From Summer/Fall 2016 to Summer/Fall 2017, the amount of revenue saved increased from 73,585 to 87,126 or 19%	Use these results to potentially raise the liability limit to an amount that would save students owing $300 or less
📝❌	Office of Adult Education	Increase the number of Community Collaborative Agreements by 10% in 2016.	The number of Community Collaborative agreements signed in 2016.	Swainsboro: We increased our sgned agreements by 10%. Vidalia: Online: High School: Overall Analysis: With budget cuts and decreased funding, adult education depends on our collaborative partners to help provided needed resources to increase student enrollment and continued participation in class. Our collaborative Agreements with community partners are providing additional resources.	The Collaborative Agreements will provided additional resources for our students who need assistance removing barriers to participation in the adult education program. The most common barriers are transportation and childcare.
📝❌	Office of Adult Education	All program locations will be well lighted, emergencies procedures displayed and emergencies drill conducted twice a year.	1. Documentation of emergencies drills conducted twice a year. 2. Program Administration will check for emergencies displayed.	Swainsboro: All emergency information is updated annually; instructors attend training provided through the college; emergency information is part of student program information; emergency mauals are visible in the classrooms.	Provide a safe nurturing environment for student learning.

				Vidalia:	
				Online:	
				High School:	
				Overall Analysis: To provide a safe classroom environment for students to attend, and to study and to learn the skills they need to be successful in life. learn.	
	Office of Student Affairs	**Associate degree graduates will have more transfer opportunities available.**	**New articulation agreements with Valdosta State University, Armstrong State University, and Georgia Military College**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** In the middle of the year, it was announced that Georgia Southern University and Armstrong State University would merge, so the articulation agreement discussions were discontinued with Armstrong. A new articulation agreement was signed with Georgia Military College providing more transfer opportunities for our students. The main person heading the articulation agreements with the Technical College System for Valdosta State University retired, and the discussions on the new articulation agreement have stalled.	**As a result of the new agreement with Georgia Military College, STC degree graduates now have the opportunity to articulate into a BAS in Business Management, and a BAS in Supervision and Management.**
	Paramedicine	**The Program Director will complete the implementation of the High-Fidelity simulation lab. The lab will be utilized to enhance the student's ability to diagnose and treat various medical complaints.**		**Swainsboro:** **Vidalia:** The Laerdal ALS Sim Manikin has placed in room 126 of the HSAW building is functioning as expected It has been utilized during both the Paramedicine and EMS Profession courses. Ancillary equipment is in place and is being utilized. **Online:** **High School:** **Overall Analysis:** Analysis: The simulator, video/audio hardware and the recording software has been purchased and placed into use.	**The program is utilizing this simulator to provide realistic simulations which will aid in increasing the students ability to diagnose and treat medical patients.** **The instructor has taken the opportunity to attend training sessions to improve his ability to write scenarios and operate the manikin to its fullest potential.** **Practical skills videos have been recorded and have been made available for students use.**
	Paramedicine	**To meet CAAHEP accreditation standards, a 70% retention of students starting the Paramedicine program will successfully**	**Retention Rates by Program Report DC 231 Retention by Program by Home Campus**	**Swainsboro:** **Vidalia:** The 2016 (FY 2017)	**The instructor used the early alert system and offered additional tutoring for those students exhibiting difficulty with course work.**

		complete the requirements for the program and receive authorization to sit for the NREMT certification exam.		Paramedicine course began with 15 students. Two additional students transferred into the program at the beginning of the 2016 Summer semester. The course ended as follows: Thirteen of the seventeen students completed the program and 12 of 13 (92%) successfully completed the NREMT Licensure Exam. Of those not completing the program; 1 student withdrew due to financial aid issues, 2 students withdrew due to health issues, and 1 student was withdrawn due to academic deficiency. **Online:** **High School:** **Overall Analysis:**	The instructor will assist students presenting with other life issues by seeking help from any resource that may be available to help meet the students needs or situation.
✏️❌	Pharmacy Technology	Pharmacy Students will successfully pass the national certification exam offered by PTCB prior to graduation.	The Pharmacy Technician Certification Exam offered by PTCB.	**Swainsboro:** N/A **Vidalia:** See Overall Analysis **Online:** N/A **High School:** N/A **Overall Analysis:** In July 2017, 4/4 (100%) Pharmacy Tech. students successfully passed the national certification exam offered by PTCB on their first attempt. The Pharmacy Tech. students average compared to the national average is below. *Overall Pass Rate: STC 100% (National 61%) *Medication Order Entry and Fill Process: STC 91% (National 72%) *Medication Safety: STC 85% (National 68%) *Pharmacology for Technicians: STC 84% (National 66%) *Pharmacy Billing and Reimbursement: STC 79% (National 72%)	Based on the Pharmacy Tech. students average compared to the national average, the Program Director increased the criteria for success to reflect that the program average in each of the nine knowledge domains should be 80% or higher

			*Pharmacy Information System Usage and Application: STC 75% (National 59%) *Pharmacy Inventory Management: STC 86% (National 70%) *Pharmacy Law and Regulations: STC 75% (National 69%) *Pharmacy Quality Assurance: STC 88% (National 74%) *Sterile and Non Sterile Compounding: STC 89% (National 66%)	
☑☒ **Practical Nursing**	**2% decrease in attrition of PNSG 2030 students on each campus from FY 2016 to FY 2017.** **LB 178 Attrition by Program by Home Campus**	**KMS report (LB 178 attrition by course campus).**	**Swainsboro:** 201612: 27.8% 201614: N/A. No Swainsboro Class. 201712: 11.1% 201714: 11.8% **Vidalia:** 201612: 11.1% 201614: 13% 201712: 5% 201714: 4.3% **Online:** **High School:** **Overall Analysis:** Both campuses had a greater than 2% decrease in attrition from FY 2016 to FY 2017. Swainsboro campus had a 16% decrease. Vidalia campus had a 6% decrease.	**The newer ATI package has helped in the success of students and the nursing instructors feel this has helped with attrition rates as well.**
☑☒ **Practical Nursing**	**C.N.A. program will maintain or exceed 80% pass rate**	**NNAAP report**	**Swainsboro:** Summer 2016: 5/6 passed on first attempt. 1/1 passed on second attempt. Fall 2016: N/A. No class. Spring 2017: 2/4 passed on first attempt. 2/2 passed on second attempt. **Vidalia:** Summer 2016: N/A- No students Fall 2016: 1/4 passed on first attempt. 1/3 passed on second attempt. 2/2 passed on third attempt. Spring 2017: 16/24 passed on first attempt. 7/8 passed on second attempt. 1/1 passed on third attempt. **Online:**	**Instructors maintained strict administration and grading of skills competency final exam.**

			High School: Swainsboro Campus: Summer 2016: 14/16 passed on first attempt; 2/2 passed on second attempt Fall 2016: N/A. No class. Spring 2017: 2/5 passed on first attempt; 3/3 passed on second attempt Vidalia Campus: Summer 2016: Fall 2016: Spring 2017 Overall Analysis:	
✏️❌	**Practical Nursing**	**The Practical Nursing program's average score on the ATI or program capstone exit exam will meet or exceed 90.**	**PN ATI - Program Capstone Exit Exam Scores**	**Swainsboro:** Summer 2016: 10/10 passed on first attempt Fall 2017: N/A Spring 2017: N/A Summer 2017:9/9 passed on first attempt **Vidalia:** Summer 2016: 8/9 passed on first attempt; 1/1 passed on second attempt Fall 2017: 7/12 passed on first attempt; 4/5 passed on second attempt; 1/1 passed on third attempt Spring 2017: N/A Summer 2017: 10/10 passed on first attempt **Online:** **High School:** **Overall Analysis:** 100% of students passed the program capstone exit exam	**This is the first full year that this ATI package was used on the Swainsboro campus. The Swainsboro students showed improvement on the Capstone Exit Exam.**
✏️❌	**Practical Nursing**	**Nursing graduates taking the NCLEX for the first time will achieve licensure.**	**State Board of Nursing Licensure report Students will pass the ATI Comprehensive Exam scoring 90% predictability of passing the NCLEX exam before graduation.**	**Swainsboro:** Summer 2016: 10/10 passed on first attempt Fall 2016: N/A Spring 2017: N/A Summer 2017: 9/9 passes on fist attempt **Vidalia:** :Summer 2016: 9/9 passed on first attempt Fall 2016: 12/12 passed on first attempt Spring 2017: N/A Summer 2017: 10/10 passed on first attempt **Online:** **High School:** **Overall Analysis:** :	**The analysis of the ATI package on student learning showed that all students on both campuses passed the NCLEX on the first attempt.**
✏️❌	**Radiologic Technology**	**Students will pass the ARRT national certification exam on the first attempt.**	**This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.**	**Swainsboro:** **Vidalia:** As of 6/14/2017, 5 graduates have taken the ARRT national certification exam and 5 graduates have	**The program faculty feel that the changes made during the FY2016 period have increased student performance and knowledge retention on the ARRT national certification exam.**

	Program	Outcome	Assessment Method	Results	Use of Results
				passed the ARRT national certification exam on the first attempt (data collected from graduates and ARRT statistics). The program faculty will update data as the year progresses. **Online:** **High School:** **Overall Analysis:** Benchmark as of 6/13/2017 has been exceeded and has increased markedly from the pass rate and scores of the Spring 2016 Cohort.	**The program faculty have implemented a more stringent and comprehensive "Boot Camp" experience during the third Procedures course (RADT 2090) to increase scores on the radiographic procedures categories. Additionally, the program faculty have changed textbooks for Radiation Biology and Protection, Radiographic Procedures, Radiologic Science courses, and the Radiographic Equipment course. Additionally, the program faculty have employed the use of more stringent testing methods, such as short answer, fill in the blank, and modified true-false questions to better assess student knowledge. The program faculty have also begun using radiographic images on the procedures exams, as well as a more comprehensive image critique process. The program faculty believe that all of these changes have contributed to the increased scores in each of these categories between the Spring 2016 Cohort and Spring 2017 Cohort on the ARRT national certification exam.**
📝❌	**Radiologic Technology**	**Students will complete the program within 20 months.**	**This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% or higher.**	**Swainsboro:** **Vidalia:** 6 students out of the original 10 students will complete the Radiologic Technology program within 20 months. A 7th student will complete the program within 22 months (at the end of Summer Semester). 3 students did not complete due to academic deficiencies (1 student's academic deficiency was due to an academic dishonesty policy violation). **Online:** **High School:** **Overall Analysis:** Benchmark was not met.	**The benchmark for this objective was not met. The program will continue to provide individual remediation and tutoring as needed to each student in the Radiologic Technology program. The program faculty will also employ various teaching methods and techniques to ensure that all learning styles are addressed during didactic courses. The program faculty will work diligently to raise this objective so that the benchmark will be met in FY 2018.**
📝❌	**Radiologic Technology**	**Students will be satisfied with their education.**	**This outcome will be assessed annually at the end of the Fall Semester by using the Graduate/Completer Survey which will evaluate whether the student felt that his/her training prepared him/her for related work. Program faculty have set the benchmark for 80% or higher out of 100%.**	**Swainsboro:** **Vidalia:** Data not available as of Fall 2017. **Online:** **High School:** **Overall Analysis:**	
📝❌	**Radiologic Technology**	**Of those actively pursuing employment, students will be gainfully employed**	**This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each**	**Swainsboro:** NA	**As the Spring 2017 Cohort has just graduated and is still in the process of taking**

		within 12 months post-graduation.	summer. The JRCERT has set a benchmark of 75% over a five year period.	**Vidalia:** 6 students graduated with the Spring 2017 Cohort. 1 student is employed in-field, 1 student has not taken the ARRT national certification exam yet, 2 students are actively seeking employment at this time, and 1 student is not actively seeking employment at this time. The program faculty will update this data as the year progresses. **Online:** NA **High School:** NA **Overall Analysis:**	the ARRT national certification exam, more data should be available by Fall Semester 2017. The program faculty will update throughout the AY2017.
📝❌	Welding Technology	Students will receiving training from the best qualified instructors who have the latest professional certifications.	Professional Staff Development	**Swainsboro:** Welding Instructor has all professional welding credentials updated. **Vidalia:** Welding Instructor has all professional welding credentials updated. **Online:** NA **High School:** NA **Overall Analysis:** Students are being taught by Certified Welding Educators and Inspectors.	By us taking professional development classes within our field, we can use the CEU credits towards the renewals of our professional credentials before their expiration dates.
📝❌	Welding Technology	More timely WELD diploma program completion. Diploma students entering Fall Semester will graduate Summer Semester; in one year or a year and a half.	Diploma Advisement Forms Application for Graduation Forms	**Swainsboro:** 3 students graduated with their diplomas. **Vidalia:** 10 students graduated with their diplomas. **Online:** NA **High School:** NA **Overall Analysis:** Oftentimes, classes are not offered at a time that works with a student's work schedule. We offer both day and night classes and some students choose to take off during the summer semester.	While some students finish their requirements in a year and graduate, other simply do not. Oftentimes, classes are not offered at a time that works with a student's work schedule. We offer both day and night classes and some students choose to take off during the summer semester.
📝❌	Welding Technology	No recordable accidents will occur while welding or cutting in the lab.	Accident Reports	**Swainsboro:** No accidents reported. **Vidalia:** I had one recordable	Safety is always a concern in the welding lab and we cover safety within the first few chapters of the textbook. The piece of equipment responsible for

				accident during this period that required the student to see a doctor. **Online:** NA **High School:** NA **Overall Analysis:** The piece of equipment responsible for the accident has been removed from the welding lab and replaced with a newer, safer piece of equipment and no accidents have occurred since.	**the accident has been removed from the welding lab and replaced with a newer, safer piece of equipment and no accidents have occurred since.**
🖉❌	**Welding Technology**	**Students will be more comfortable in the classroom setting which will enhance learning.**	**End of semester course evaluations**	**Swainsboro:** NA **Vidalia:** Students have voiced their enjoyment of having the new chairs and desks in the classroom. **Online:** NA **High School:** NA **Overall Analysis:** Students are more comfortable and enjoying their learning more now with the updates.	**Created a more positive and enjoyable learning environment with more individual work spaces.** **Incorporated new desks and chairs in the classroom.**