Program Outcome Report

Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
	Accounting	Increase Accounting program enrollment by 10%.	Program Group Enrollment by Home Campus Report (TEC0111)	**Swainsboro:** AY 18 enrollment was as follows: Accounting Degree 7, which was a 40% increase from AY 17. Accounting Diploma 1, which was an 86% decrease from AY 17. **Vidalia:** AY 18 enrollment was as follows: Accounting Degree 13, which was a 32% decrease from AY 17. Accounting Diploma 10, which was a 25% increase from AY 17. **Online:** N/A **High School:** N/A **Overall Analysis:** Overall there was a 33% decrease in accounting degree & diploma students on the Swainsboro campus, and a 21% decrease on the Vidalia Campus. The benchmark was not met.	**The goal of a 10% increase is too aggressive and although the goal remains to increase enrollment, a 5% is more reasonably attainable.** **Spring semester 2019, more online classes will be offered in the accounting curriculum in the hopes of gaining more students due to the flexibility provided by online classes.**
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 17 In Field and Related Field Placement Data Vidalia FY 17 In Field and Related Field Placement Data	**Swainsboro:** In FY 17, there were 3 accounting degree graduates, a 50% increase from FY 16. In FY 17, there was 1 accounting diploma graduate, which was a 67% decrease from FY 16. In FY 17, there were 3 TCC graduates, an 77% decrease from FY 16. Overall, the number of Swainsboro graduates decreased by 61%. **Vidalia:** In FY 17, there were 4 accounting degree graduates, a 100% increase from FY 16. In FY 17, there were no accounting diploma graduates, a 100% decrease from FY 16. In FY 17 there were 21 TCC graduates, a 31% increase from FY 16. Overall, the number of Vidalia graduates increased by 9%. **Online:** N/A	**With declining enrollment, the number of graduates is declining as well. The goal of a 10% increase is too aggressive and although the goal remains to increase the number of graduates, a 5% is more reasonably attainable.** **Spring semester 2019, more online classes will be offered in the accounting curriculum in the hopes of gaining more students due to the flexibility provided by online classes.**

				High School: N/A	
				Overall Analysis: Combined analysis: There were 7 accounting degree graduates, a 75% increase. There was 1 accounting diploma graduate, an 88% decrease from FY 16. There were 24 TCC graduates, a 17% decrease from FY 16. 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. However, the diminishing enrollment is leading to a smaller amount of graduates. The entire program grouping suffered a 22% decrease in graduates. The benchmark of 10% increase in graduates was not met.	
	Accounting	**Increase retention in the Accounting program grouping by 10%.**	**KMS Report LB 177 Course Attrition by Home Campus and Program FY 2018**	**Swainsboro:** FY 18 retention rate for accounting degree was 100% as compared to 100% last year. FY 18 retention rate for accounting diploma was 100%, which was unchanged from last's year's retention rate of 100%	**100% Retention Rate in FY 2018, 2017 and 2016 for both degrees and diplomas. 3 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.**
				Vidalia: FY 18 retention rate for accounting degree was 100% as compared to 100% last year. FY 18 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.	
	Accounting	**ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.**	**ACCT 2000 Accounting Program Competency Exit Exam** **A minimum 70% mastery is required for successful completion.** 📄 **ACCT2000_CapstoneExit.pdf**	**Swainsboro:** Summer 2018: The one student (100%) scored 78 on the exit exam. The exam was administered in 3 parts due to the limitation questions that could be offered in the testing software. Part I score was 78, Part II score 74, and Part III score 82	**ACCT 2000 was taught spring and summer semesters in a hybrid format.** **Starting spring 2019, the course will be offered online.** **The competency exit exam will be given as a proctored exam the last week of the semester.** **Since ACCT 1100 and 1105 will also be offered online, students will have access to recorded lectures in all three course to utilize in preparation for the exam in any areas requiring review.**
				Vidalia: Spring 2018: Three of four students scored 70 or better on the exit exam. Actual scores were 78, 73, 74, 0; average score 56.	

				One student in the course quit attending during the semester and did not take the exit exam. All three of the students who took the exam scored 70 or better. Actual scores were: 78,73,74; average 75. Summer 2018: The one student (100%) scored 88 on the exit exam. The exam was administered in 3 parts due to the limitation questions that could be offered in the testing software. Part I score was 91, Part II score 86, and Part III score 88 **Online:** N/A **High School:** N/A **Overall Analysis:** Initially I was expecting that the overall score for the Swainsboro student was lower due to Part II because the student missed a significant amount of class time spring semester in ACCT 1105 due to hospitalization/sickness. The exit exam incorporates learning objectives from ACCT 1100, 1105, and 2000. But there was actually more disparity in Part I. I can't account for the difference from an instructional standpoint. There is no difference in teaching methodology for these courses between campuses. However, the Vidalia student did discuss preparing for this exit exam all semester.	
🗐❌	**Air Conditioning Technology**	**The AIRC program will have an increase in enrollment of 10% over the previous fiscal year**	**Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.**	**Swainsboro:** N/A **Vidalia:** 6 students enrolled in FY 2018 11 students were enrolled in FY 2017 **Online:** N/A **High School:** N/A **Overall Analysis:** 45.5% decrease in enrollment over the previous fiscal year	**Will adhere to the Enrollment Management Plan to increase enrollment.** **Will utilize Advisory Committee to promote the Air Conditioning program in the community.** **Will visit area high schools to promote the Air Conditioning program**
🗐❌	**Air Conditioning Technology**	**80% or greater AIRC program graduation rate**	**Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program**	**Swainsboro:** N/A **Vidalia:** AC Tech TCC 100% graduation rate 6/6 AC Tech ACT2 Diploma 50% graduation rate 2/4 AC Tech AI02 Diploma 100% graduation rate 1/1 83.3% grad rate for program group	**Utilize Early Alert system and Retention Plan to identify struggling diploma students so that appropriate services such as tutoring can be offered.** **Work with gen ed diploma level instructors to assist struggling air conditioning students.** **Promote the technical certificate so that students can taste success in a shorter time frame.**

	Program	Outcome	Assessment Method	Results	Action
				Online: N/A	
				High School: N/A	
				Overall Analysis: Exceeded the benchmark. However, analysis of the tcc and diploma stats, students are more successful completing the shorter technical certificates of credit than the diploma. Students still struggle with the gen ed core in the diploma curriculum.	
📝❌	Air Conditioning Technology	AIRC graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. Combined Placement Figures Report. KMS Placement Data	**Swainsboro:** N/A **Vidalia:** Air Conditioning Technician Assistant (AZ31) 66.7% 2 in field, 1 unrelated field, 2 continuing ed Air Conditioning Technology (ACT2) 100% 1 related field Air Conditioning Technology (AI02) 100% 1 related field 80% Program group placement **Online:** N/A **High School:** N/A **Overall Analysis:** Report FY 2017 Placement in AY 2018 8% decrease in placement over previous fiscal year	**Utilize Advisory Committee to assist students in finding employment.** **Utilize Career Services to help students find jobs.**
📝❌	Associate of Science in Nursing	**6.4 The program demonstrates evidence of graduates' achievement in job placement. The expected level of achievements for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.**	**Graduate Survey** **and Faculty Follow up:** **90% or more of graduates will report employment as a RN 6 to 12 months following graduation.**	**Swainsboro:** NA **Vidalia:** Fall 2017 Traditional option- Cohort 3: Goal Met: 96.8% (31/32) are employed as RNs **Online:** NA **High School:** NA **Overall Analysis:** Goal Met	**Faculty revised Graduate survey to better reflect ASN EOPSLO and Program outcomes.** **Revised survey will begin with Bridge option cohort 1 and Traditional option cohort 4.**
📝❌	Associate of Science in Nursing	**6.2 The program demonstrates evidence of graduates achievement on the licensure**	**NCLEX pass rate for first time test takers as reported by the Georgia Board of Nursing. The program's most recent annual licensure examination pass rate will be at least 80% for all**	**Swainsboro:** NA	**ELA was met. Faculty will use NCLEX results to revise curriculum as needed. Faculty will re-**

		examination.	first-time test-takers during the same 12-month period. Table 6.2 illustrates first time pass rates.	**Vidalia:** Fall 2017 Traditional option-Cohort 3:Goal Met: 90.6% (29/32) first time test takers successfully passed the NCLEX-RN	evaluate in FY 2019 due to revision of curriculum.
		The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.		**Online:** NA	
		There is ongoing assessment of the extent to which graduates succeed on the licensure examination.		**High School:** NA	
		There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates success on the licensure examination.		**Overall Analysis:** Goal Met	
		There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.			
	Associate of Science in Nursing	**6.3** **The program demonstrates evidence of students achievement in completing the nursing program.**	The completion rate is measured by calculating the number of students who complete the program as compared to the number of students who were admitted into the cohort. **80% or more of ASN students will graduate within 150% of the time from entry into the program.**	**Swainsboro:** NA	**Faculty and students meet to discuss the SSP and ensure the students have the needed tools to complete the program.**
		The expected level of achievement for program completion is determined by the faculty and reflects student demographics.		**Vidalia:** Fall 2017 Traditional Option-Goal Met 32/40 students graduated within 150% of the time from entry to graduation.	**Faculty encourage students to seek assistance for subject materials in which they were having difficulty in.**
		There is ongoing assessment of the extent to which students complete the nursing program.		**Online:** NA	
				High School: NA	
		There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students completion of the nursing program.		**Overall Analysis:** Fall 2017 Traditional Option-Goal Met 32/40 students graduated within 150% of the time from entry to graduation.	
		There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.			
		80% or more of ASN students will graduate within 150% of the time from entry into the program.			
	Automotive Technology	**50% of AUTT students will graduate/complete an Automotive TCC or diploma**	**KMS Report**	**Swainsboro:** NA	**Promote technical certificates so that students can taste success in a shorter time**

				Vidalia: 100% Graduation Rate - Auto Electrical/Electronic Systems Technician TCC 100% Graduation Rate - Automotive Chassis Tech Specialist TCC 100% Graduation Rate - Automotive Climate Control Technician TCC 100% Graduation Rate -Automotive Engine Performance Technician TCC 100% Graduation Rate - Automotive Engine Repair Technician TCC 50% Graduation Rate - Automotive Technology Diploma 100% Graduation Rate - Automotive Transmission/Transaxle Technician TCC	**frame.** **Encourage ASE certifications after completion of the appropriately aligned TCC.**
				Online: NA	
				High School: NA	
				Overall Analysis: Graduation rate comparison between TCC and diploma programs still show that students are more successful completing the TCCs. Students in industrial programs experience difficulties in the general education courses and therefore rarely complete.	
✏️❌	**Automotive Technology**	**AUTT students will obtain employment in field, related field, or continue their education.**	**KMS Placement Reports**	**Swainsboro:** NA	**Utilized Career Services to assist students in finding employment.** **Utilize the AUTT Advisory Committee to help students find good jobs.** **Encourage students to obtain more than one technical certificate and increase job opportunities.**
				Vidalia: 100% Placement - Auto Electrical/Electronic Systems Technician TCC 80% Placement - Automotive Chassis Tech Specialist TCC 100% Placement Automotive Climate Control Technician TCC 100% Automotive Engine Performance Technician TCC 100% Placement Automotive Engine Repair Technician TCC 100% Placement Automotive Technology Diploma 100% Placement - Automotive Transmission/Transaxle Technician TCC	
				Online: NA	
				High School: NA	
				Overall Analysis: The 80% placement in Chassis Tech appears to be typical in the auto industry. Fewer jobs in this	

				area due to fewer needs for this type repair.	
📝❌	Automotive Technology	Employers will be satisfied with the performance of AUTT graduates.	Employer Follow-Up Survey Results AUTT Advisory Committee input	**Swainsboro:** NA	New AUTT instructor was hired and will ensure followup survey results are collected and advisory program evaluations are completed.
				Vidalia: AUTT Advisory Committee did not complete an annual program evaluation.	
				Online: NA	
				High School: NA	
				Overall Analysis: With the instructor leaving suddenly, the advisory committee did not meet in the spring and no program evaluation was completed.	
📝❌	Automotive Technology	The Goal of the Automotive program is to be accredited by the National Automotive Technician Education Foundation (NATEF).This will allow the program to receive national recognition and allow for more industry partnerships.	Receipt of NATEF Accreditation recognition	**Swainsboro:** NA	New instructor was hired in May and is in the process of researching the process to obtain NATEF Accreditation.
				Vidalia: Not completed - Auto instructor left during the year, and the NATEF application was not submitted.	
				Online: NA	
				High School: NA	
				Overall Analysis: Auto instructor left during the year, and the NATEF application was not submitted.	
📝❌	Business Management	Increase enrollment by 2% for the Business Management program	Program Group Enrollment Report	**Swainsboro:** The program is offered totally online.	Although enrollment has remained steady in the program over the last three fiscal years, there was a slight decrease in FY18.
				Vidalia: The program is offered totally online.	Through proper advisement methods instructor will maintain steady enrollment numbers by contacting students when registration begins and monitoring the enrollment report trends.
				Online: The program is offered totally online.	
				High School:	
				Overall Analysis: After reviewing the program group enrollment report for FY18, the enrollment in the business management program has remained steady compared to prior fiscal years.	More presence will be made on social media to advertise information about the program as a way to attract more students. By doing this, it allows prospective students to learn more information about the program.
				In FY16, program enrollment was 68, in FY17 it increased to 83, and then in FY18 it slightly decreased to 78.	
				In FY18, there were 37 degree students, 34 diploma students, 5 Human Resource Specialist certificate students, and 2 Management/Leadership certificate students enrolled.	

📝❌	**Business Management**	**3% increase in retention rates for the Business Management program grouping over the previous fiscal year.**	**KMS Retention Report by Program**	**Swainsboro:** The program is offered totally online.	**The diploma retention rate increased 127 percent from the previous fiscal year.**
				Vidalia: The program is offered totally online.	**It was determined that the increase in retaining students in the diploma is more likely due to the less rigorous general education courses in the diploma versus the degree program.**
				Online: Business Management AAS 33.3% Retention Rate (50% previous fiscal year) = decrease of 33% Business Management Diploma 75% Retention Rate (33% previous fiscal year) = 127% increase	**Students have to earn higher level scores on the entrance exam for program. Also more general education courses are required in the degree versus the diploma.**
				High School: The program is offered totally online.	**Instructor will monitor stats in the next fiscal year to see if the degree retention rates improve.**
				Overall Analysis: Stats show that the retention rate in the shorter length diploma is by far the best.	
📝❌	**Business Management**	**Increase the number of degree, diploma, and certificate graduates by 3%**	**Graduates/Awards by Program Report**	**Swainsboro:** The program is offered totally online.	**Instructor will make sure students are earning the embedded certificates as they complete the diploma and degree programs. By doing this, the number of awards will increase.**
				Vidalia: The program is offered totally online.	
				Online: The program is offered totally online.	
				High School:	
				Overall Analysis: In FY17, there were 11 diplomas and 8 degrees awarded. In FY18, there were 8 diplomas and 13 degrees awarded. After reviewing this data, there was an increase in FY18 of the number of degrees awarded compared to the previous year. I believe this is due to the current job market and more students are coming back to school to earn a two-year degree to make themselves more marketable. Also any student that completes the diploma program will receive credit for any of the occupational courses so it's an easy transition for students to make to earn the higher level credential.	
📝❌	**Business Technology**	**Increase the enrollment in the Business Technology program by 3 percent.**	**Program Group Enrollment by Home Campus**	**Swainsboro:** **AY 18** -Business Healthcare Tech Degree - 5 --20% Increase from AY 17 -Business Healthcare Tech Diploma - 6 --33% Increase from AY 17 -Business Tech Degree - 6 --25% Decrease from AY 17	**The instructors will continue contacting the students on the prospects list, make contact with previous students who did not complete the program, and continue with the back-to-industry visits.** **All of the business technology courses are now offered online as of**

				-Business Tech Diploma - 11 --54% Decrease from AY 17	**spring semester 2019. Therefore, students will have the option to complete the program with online classes it they cannot attend the traditional or hybrid classes.**
				Vidalia: **AY 18** -Business Healthcare Tech Degree - 14 --21% Increase from AY 17 -Business Healthcare Tech Diploma - 22 --41% Increase from AY 17 -Business Tech Degree - 3 --40% Decrease from AY 17 -Business Tech Diploma - 12 --54% Decrease from AY 17	
				Online:	
				High School:	
				Overall Analysis: The Swainsboro Campus had a total of 28 students for AY 18, which is a 30% decrease in enrollment from AY 17. The Vidalia Campus had a total of 51 students for AY 18, which is a 7% decrease in enrollment from AY 17. Overall, the Business Technology had a total of 79 students for AY 18 which is a 17% decrease in enrollment from AY 17. The benchmark was not met.	
🖊❌	**Business Technology**	**Instructors will insure that the traditional/hybrid classes are comparable to the online classes in regards to attrition rates. We will compare the attrition rates for the BUSN 1400 class using the Grade Distribution Report for our analysis.**	**Grade Distribution Report**	**Swainsboro:** BUSN 1400 is only taught on the Swainsboro campus spring semester --Spring 2018 (Hybrid) 5 of 5 (100%) passed the class with a 70 or higher (attrition rate 0%)	**Instructors will continue to use the TCSG Early Alert Management System for students who are not performing at a satisfactory rate. Also emails will also be sent to students to remind students about upcoming due dates for assignments and tests.**
				Vidalia: BUSN 1400 is only taught on the Vidalia campus spring semester --Spring 2018 (Hybrid) 3 of 4 (75%) passed the class with a 70 or higher, 1 person made a "D" (attrition rate 0%)	
				Online: BUSN 1400 is taught online fall and summer semesters --Fall 2017 (Online) 4 of 5 (80%) passed the class with a 70 or higher, 1 student withdrew (attrition rate 20%) --Summer 2018 (Online) 11 of 14 (79%) passed the class with a 70 or higher, 1 student withdrew, and 2 students failed (attrition rate 7.1%)	
				High School:	
				Overall Analysis: The attrition rate for the BUSN 1400 hybrid classes for AY 18 is 0%. Whereas, the attrition rate for the BUSN 1400 online classes for AY 18 is 13.55%.	
🖊❌	**Business Technology**	**To increase the Business Technology (BT) graduation**	**The FY 17 In Field and Related Field Placement Data Report on the STC Intranet**	**Swainsboro:** FY 17 - There were 5 BT	**When students enroll in the BT program, they are**

		rate for degree, diploma, and TCCs by 5%.		(Business Technology) degree graduates. This is a 60% increase from FY 16. There were 5 BT diploma graduates. This is a 29% decrease from FY 16. There were 31 BT TCC graduates. This is a 11% decrease from FY 16. **Vidalia:** FY 17 - There were 3 BT (Business Technology) degree graduates. This is a 63% decrease from FY 16. There were 7 BT diploma graduates. This is a 53% decrease from FY 16. There were 25 BT TCC graduates. This is a 50% decrease from FY 16. **Online:** **High School:** n/a **Overall Analysis: Swainsboro & Vidalia Campuses:** FY 17 - There were a total of 8 BT degree graduates. This is a 20% decrease from FY 16. There were a total of 12 BT diploma graduates. This is a 45% decrease from FY 16. There were 56 BT TCC graduates. This is a 34% decrease from FY 16. The goal was not met to increase in graduation rate for the degree, diploma, and TCCs by 5%. We had a number of students to switch/enroll in our new Business Healthcare Technology program. This is contributing factor for the decline in our graduation rate.	given an annual schedule. **Instructor/advisors are following the annual schedule and using Degree Works when the students are advised each semester.** **As students complete their courses for the embedded TCCs, their applications for graduation are completed at that time.**
🗐❌	**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:** N/A **Vidalia:** 0% attrition for the 2017 cohort. **Online:** N/A **High School:** N/A **Overall Analysis:** 0% attrition for the 2017 cohort.	**Zero percent attrition for the 2017 cohort.** **Many hours of tutoring equaled zero attrition rate!**
🗐❌	**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:** N/A **Vidalia:** ASCP discontinued their subset of Hematology areas. Only a Hematology score is available on the ASCP test. The average of the student that have taken the registry to date is	**Our student average of 499 in Hematology is above the national score of 490.** **Additional CAP survey slides will be added to the power point in an effort to increase student scores and knowledge.**

	Program	Outcome	Assessment	Results	Use of Results
				499. The national average is 490. **Online:** N/A **High School:** N/A **Overall Analysis:** ASCP discontinued their subset of Hematology areas. Only a Hematology score is available on the ASCP test. The average of the student that have taken the registry to date is 499. The national average is 490.	
	Clinical Laboratory Technology	Monitor students surveys.	1-Students surveys 2-Graduate surveys	**Swainsboro:** N/A **Vidalia:** Students course surveys are predominately 100% for student course evaluations and graduate student surveys **Online:** N/A **High School:** N/A **Overall Analysis:** Students course surveys are predominately 100% for student course evaluations and graduate student surveys	**1-Student course surveys are 100% with the exception of one student in one area.** **The student didn't feel that the amount of time studying reflected her grade.** **The instructor repeatedly asks questions and makes charts to enhance student learning outcomes.** **2-Graduate surveys; "would recommend STC to friend and felt prepared for job".**
	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	program director provides Career services annual graduate report.	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** Of 14 graduates, 12 are employed. To date 2 are not seeking employment as yet.	**Encourage employment. The director also presents jobs to graduates.**
	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:** N/A **Vidalia:** 12 graduates have taken and passed the registry on the first attempt. **Online:** N/A **High School:** N/A **Overall Analysis:** 12 graduates have taken and passed the registry on the first attempt.	**Twelve graduates have taken and passed the national registry.** **100% pass rate for those who have taken the registry.** **Two graduates will take in the near future.**

	Program				
	Clinical Laboratory Technology	**Program goal: graduation rate of 70%**	**Annual program graduate data report**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** Fourteen students began the program and 14 students graduated. 100%	**100% graduation rate for the 2017 class.**
	Clinical Laboratory Technology	**Monitor employer satisfaction of graduate entry level competency.**	**Employer surveys**	**Swainsboro:** N/A **Vidalia:** Excellent in 100% of returned surveys. **Online:** N/A **High School:** N/A **Overall Analysis:** Excellent in 100% of returned surveys.	**Graduate survey scores graduates as "excellent" and "exceeds expectation".** **The major problem is a low return of graduate surveys.** **Program director is going to send graduate surveys.**
	Commercial Truck Driving	**Program graduates will secure full-time employment in field or related field.**	**Combined Placement Figures Report provided by Career Services.** **KMS placement report.**	**Swainsboro:** 76.9% Placement Rate **Vidalia:** 89.8% Placement Rate **Online:** NA **High School:** NA **Overall Analysis:** Overall Placement Rate of 87.5% Placement Rate being higher in Vidalia may be due to DOT Foods hiring graduates.	**Placement reports run one year behind to allow graduates ample time to gain employment; therefore, the FY 2017 Placement Report is used in FY 2018.** **Encouraged graduates to use Big Trucks/Big Bucks website when researching jobs.** **Also promoted the Hiring Connections website.** **Utilized CTDL Advisory Committee to help graduates find jobs.**
	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 2018 - 17 enrolled **Vidalia:** FY 2018 - 75 enrolled **Online:** NA **High School:** NA **Overall Analysis:** FY 2018 - 92 students enrolled FY 2017 83 enrolled 10.8% increase in enrollment over previous year	**With CTDL being included on the High Demand Career Initiative list, more students are interested in enrolling in the CTDL program.** **Also, the new tractor/trailers attracted more students into the program.**
	Commercial Truck Driving	**The CTD program will have an increase of 10% in number of awards**	**Annual program graduate data report.** **Career Services Combined Placement Figures Report which shows total number of graduates for**	**Swainsboro:** FY 2018 - 25 graduates FY 2017 - 13 graduates	**Utilized Retention Plan and one-on-one tutoring to encourage students to complete the program.**

		(graduates) over the previous fiscal year.	the program.	92% increase in number of graduates over previous FY **Vidalia:** FY 2018 - 112 graduates FY 2017 59 gradutes 90% increase in number of graduates over previous FY **Online:** NA **High School:** NA **Overall Analysis:** FY 2018 - 137 graduates FY 2017 - 72 gradutes Overall 90% increase in number of graduates over previous FY.	**Reminded them of potential earnings once licensed.**
⬚❌	**Commercial Truck Driving**	**100% of the CTD graduates who attempt the required state licensure exam will pass. -**	**Commercial Truck Driving Licensure Rate Report**	**Swainsboro:** 100% Licensure **Vidalia:** 100% Licensure **Online:** NA **High School:** NA **Overall Analysis:** 100% of the CTDL graduates received licensure.	**Utilized the Department of Transportation Exam Checklist as assessment tool for driving skills.** **Alternated instructors to give the driving skills assessments.**
⬚❌	**Computer Information Systems**	**The grade distribution will be comparable for online, hybrid, and traditional COMP 1000 classes.**	**The CIST department will use the Grade Distribution Report and Course Evaluation results to assess this goal.**		
⬚❌	**Computer Information Systems**	**Increase the number of awards by 5% for the Computer Information Systems program.**	**Graduate Awards by Program Report**	**Swainsboro:** FY2017 17 awards, FY2018 11 **Vidalia:** FY2017 69 awards, FY2018 55 awards **Online:** **High School:** **Overall Analysis:** Awards were actually down in FY2018 by 23%. This is due in part because of a decrease in overall enrollment. We will change this metric to be a percentage of enrollment in 2019	**Focus for the year was getting those already enrolled to complete degrees. While overall enrollment was down ratio of graduate to enrollment that is more consistent.** **This show the effort for including embedded certificates, using an annual schedule and promoting group work will help students complete the program**
⬚❌	**Cosmetology**	**70% Retention Rate** **Students starting the Cosmetology program will complete requirements for graduation from the program.**	**Intranet - Report** **TES0308 Retention by Program**	Vidalia Campus: 14 out of 10 (71.4%) Cosmetology students were retained in the Cosmetology program. Swainsboro Campus: 2 out of 2 (100%) Cosmetology students were retained in the Cosmetology program.	**Faculty will make sure to use the TEAMS early alert system to help with retention rate. This helps the retention coordinator to offer any needed assistance to students. Also, make sure students aware of their absences.**

				Note: this report is based on the Fall 201712 cohort. Most students who do not complete the program, struggle meeting attendance requirements and are often withdrawn from classes.	**Offering tutoring as needed for students who make below 70 on exams or feel they do not understand what is being taught.**
	Cosmetology	**COSM students taking the hair care and services written exam will successfully complete it with a minimum of 85%..**	**Students will be given a 100 multiple choice question exam over hair care and services. This will be used to help bring up their scores on the theory portion of their actual state board exam.**	**Swainsboro:** 25% of Swainsboro students successfully completed the hair care exam with a minimum score of 85 **Vidalia:** Vidalia Campus had 90% of students successfully completed the hair care exam with a minimum of 85 **Online:** **High School:** **Overall Analysis:** Over all results for both campuses are 19 out of 27 (70%) students scored 85 or higher on the 100 question exam over hair care and services. Students from both campuses repeatedly missed questions related to chemical hair relaxers and hair disorders.	**Review of the hair care chapters relating to hair relaxers and hair disorders, online classroom games, and videos will help students build up grades in the low exam area. Students will also be given practice exams.**
	Cosmetology	**Hair Designer TCC graduates will be Georgia licensed Hair Designers.**	**70% or higher on the State Board exam administered by PSI.**	3 out 3 Swainsboro students (100%) passed the Hair Designer State Licensure Exam. There were not any Hair Designer majors for the Vidalia campus; instead they were all majoring in the Cosmetology program. Note: Cosmetology graduates can be awarded the hair designer TCC since it is embedded in the Cosmetology program. If the TCC is awarded as an embedded TCC, students sit for the master cosmetology exam since it covers everything that the Hair Designer exam covers plus skin and nails.	**Although the Hair Designer students passed the Hair Designer Licensure Exam, one student scored lower than the state average on chemical waving; one student scored lower than the state average on predisposition test and strand test with simulated product; and one student scored below state average in work area and client preparation and setup of supplies, and virgin hair relaxer application with colored simulated product.**
	Cosmetology	**COSM students taking the written exam over skin care & scientific concepts will successfully complete the exam with a minimum of 85%.**	**A written exam containing 100 multiple choice questions over skin care & scientific concepts will be given to students after instructor review and practice activities.**	0% of Swainsboro students successfully completed the scientific concepts exam with a minimum score of 85. 65% of Vidalia Campus students successfully complete the scientific concepts exam with a score of 85. 50% students successfully completed the scientific concepts exam with a minimum of 85%. Students missed more questions relating to bacteria, bones, muscles and electricity.	**Review of the scientific concept chapters making sure to review over bacteria, bones, muscles and electricity. Online games, and videos will help students build up grades in those area. Also give students practice exams. Instructors will review lesson plans to see more lecture and assignment time is needed for those topics.**
	Cosmetology	**100% of the COSM students taking the state board exam will pass the practical and**	**NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.**	**Swainsboro:** Swainsboro has 100% first attempt pass rate on state board exams.	**Faculty has mock state board practices (performances and written exams) to help**

		written exam on the first attempt.		**Vidalia:** Vidalia has 100% first attempt pass rate on state board exams. **Online:** **High School:** **Overall Analysis:** Both campuses has a 100% first attempt pass rate on practical and written state board exams.	**students prepare for state board testing upon completion of the cosmetology program. Faculty attend yearly meeting about changes and updates. The Cosmetology facility will meet regularly to compare student mock test exams to ensure all instructors are teaching the same state board protocol.**
📝❌	**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:** Swainsboro: DC#231 - Retention By Campus Swainsboro Campus 90% LB#177- Program Retention Diploma 80% Retention Degree 100% Retention TCC 100% Retention **Vidalia:** Vidalia: DC#231 - Retention By Campus Vidalia Campus Diploma 90% Degree 100% TCC 100% **Online:** Online is not differentiated between campus nor by traditional/dual enrollment. **High School:** High School: TCC (Dual enrollment) remained constant (100%) with an influx of dual enrollment students in the high schools **Overall Analysis:** Overall Analysis: Program retention levels improved for both diploma and degree students over the previous year. LB#177- Program Retention Diploma 90% Retention Degree 100% Retention TCC 100% Retention	**EVIDENCE OF SEEKING IMPROVEMENT** **CRJU program retention levels improved for both diploma and degree students over the previous year. High schools maintained an impressive 100% retention as new dual enrollment students replaced graduating students who continued their education.**
📝❌	**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:** 2 out of 2 traditional students scored 70% or higher with an average score of 76%. **Vidalia:** 10 out of 10 traditional students scored 70% or higher with an average score of 77%. **Online:** Not applicable **High School:** Not applicable **Overall Analysis:** A greater percentage of students taking the exit exam passed. The increase in pass rates can be	**Instructors will better prepare students for the exit exam by establishing expectations and better preparing students for the comprehensive exam through the use of available tutoring and review sessions**

				attributed to tutoring and review sessions as needed. However, the overall test scores slightly decreased (1%) due to students not utilizing study guides available through tutorial sessions with instructors.	
📝❌	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:** AY 2017 Swainsboro Campus 95% Diploma 90% Degree 100% TCC 100% - *High School Students **Vidalia:** AY 2017 Vidalia Campus 90% Diploma 100% Degree 90% *TCC 100% - *High School Students **Online:** Online is not differentiated between campus or traditional/dual enrollment **High School:** High School: *TCC 100% - *High School Students **Overall Analysis:** Overall Analysis: Overall Program Diploma 100% Degree 90% TCC *50% *High School Students Placement rate for the CRJU program improved significantly from 5% - 10% depending on diploma or degree student placement. However, TCC students (dual enrollment) appear to slightly increase - analysis revealed that report KMS DC 145 reported in-field placement while TCC (dual enrollment)students continued their education rather than opting for in-field employment	**EVIDENCE SEEKING IMPROVEMENT Placement rate for the CRJU program improved significantly from 5% - 10% depending on diploma or degree student placement.** **TCC students (dual enrollment) have increased. Analysis revealed that report KMS DC 145 reported in-field placement while TCC (dual enrollment)students continued their education rather than opting for in-field employment.**
📝❌	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:** 59% retention: 7 out of 12 students graduated **Online:** Not applicable **High School:** Not applicable **Overall Analysis:** 12 students were accepted into the cohort. 3 students quit during Summer 2017. Of the 3 students who quit, student 1 relocated to Maryland to live with her boyfriend. Student 2 stated that she could not handle the stress of healthcare and seeing live patients. She decided to pursue a career in early childhood education. Student 3 stated that	**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**

				she felt overwhelmed while working with live patients and she did not feel that healthcare was a good fit for her. During Fall Semester 2017, 2 students failed DHYG 2090-Clinic III. Both students failed to complete the course requirements. Both students were given an "I" and allowed an additional 3 weeks to complete the course requirements. Student 1 quit after deciding that she could not get the course requirements completed. As a result, she received an "F" in the course. Student 2 utilized the additional 3 weeks but was unsuccessful in completing the course requirements. Therefore, she received an "F" in the course. Based on a review of the assessment and debridement gradesheets of these 2 students, they both demonstrated a lack of satisfactory clinical performance. One-on-one practice time with clinical instructors was also provided to both students in an effort to achieve student success. Even though the students were provided remediation, a pattern of mistakes and unsatisfactory performance still ensued.	**through the different "question types/stems" that may appear on examinations and the national board. Students were required to write on their exams to help them focus on test taking strategies and foster critical thinking.** **Students were given a "Grit Quiz" to measure their level of grit. Passion and perseverance were discussed. Class Preparation Assessments were implemented to ensure students were reading assignments and preparing for class/clinic as indicated on the lesson plans.** **As a result of these initiatives, retention in the new cohort of students has improved.**
🖉❌	**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: Grades in all courses- 100%- Preclinic Lec, Clinical DH I Lec & Lab, Clinical DH II Lec, Clinical DH III Lec, Clinical DH IV Lec & Lab, Tooth Anatomy, Oral Embryology, Radiology Lec & Lab, Dental Materials, Pharmacology, and Community Dental Health 93%- Biochemistry/Nutrition 91%- Head & Neck Anatomy and Preclinic Lab 88%- Periodontology and Pathology 63%- Clinical DH II Lab 60%- Clinical DH III Lab Research papers/case studies- 6 courses had research/case studies assignments Patient surveys- 95% positive responses. 188 out of 198 responses had good or excellent ratings. 10 responses had poor or fair ratings. Most of the negative ratings were regarding scheduling, length of appointment, and explanation of infection control and clinic policies Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 97% compliance- 5 deductions noted	**In order to reinforce best practices in infection control, both cohorts of students were required to view and discuss the infection control modules on the Centers for Disease Control (CDC) website.** **An annual review of the program's infection control protocol was also conducted with both cohorts of students.** **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.**

				Quality assurance assessments- 91% compliance- 90 errors were noted	
				Quality assurance record reviews- 86% compliance- 24 reviews were not completed	
				Quality assurance deductions from assessment and debridement grade sheets- 83%- 322 deductions noted	
				Instructor evaluations by students- 95% positive	
				Instructor evaluations by dean- 100% positive	
				Instrumentation Practicum I- 91% pass	
				Instrumentation Practicum II- 100% pass	
				Individual competencies- 60% pass- 2 out of 5 students did not pass all of the competencies in Clinic III	
				Mock National Board- 100% pass	
				Mock CRDTS- 100% pass	
				NBDHE- 100% pass	
				Graduate exit surveys- 100% participation and satisfaction	
				CRDTS- 100% pass	
				Retention rate- 59% retention	
				Placement- 100% placement	

Online:
Not applicable

High School:
Not applicable

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

An analysis of infection control deductions from the assessment and debridement grade sheets indicated that the majority of the deductions were related to students failing to don personal protective equipment.

The NBDHE profile report indicated that graduates scored 2.64 standard deviation above the national average in professional responsibility. In comparison to the 2016 profile report with a score of -1.40 standard deviation in professional responsibility, improved performance in the professional responsibility discipline occurred.

🗎❌		**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**	Swainsboro: Not applicable Vidalia: Grades in all courses- 100%- Preclinic Lec, Clinical DH I Lec & Lab, Clinical DH II Lec, Clinical DH III Lec, Clinical DH IV Lec &	**In order to reinforce best practices in infection control, both cohorts of students were required to view and discuss the infection control modules on the Centers for Disease Control (CDC) website. An annual review of the program's infection**

			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**	Lab, Tooth Anatomy, Oral Embryology, Radiology Lec & Lab, Dental Materials, Pharmacology, and Community Dental Health 93%-Biochemistry/Nutrition 91%-Head & Neck Anatomy and Preclinic Lab 88%-Periodontology and Pathology 63%-Clinical DH II Lab 60%-Clinical DH III Lab Research papers/case studies- 6 courses had research/case studies assignments Patient surveys- 95% positive responses. 188 out of 198 responses had good or excellent ratings. 10 responses had poor or fair ratings. Most of the negative ratings were regarding scheduling, length of appointment, and explanation of infection control and clinic policies Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 97% compliance- 5 deductions noted Quality assurance assessments- 91% compliance- 90 errors were noted Quality assurance record reviews- 86% compliance- 24 reviews were not completed Quality assurance deductions from assessment and debridement grade sheets- 83%- 322 deductions noted Instructor evaluations by students- 95% positive Instructor evaluations by dean- 100% positive Instrumentation Practicum I- 91% pass Instrumentation Practicum II- 100% pass Individual competencies- 60% pass- 2 out of 5 students did not pass all of the competencies in Clinic III Mock National Board- 100% pass Mock CRDTS- 100% pass NBDHE- 100% pass Graduate exit survey- 100% participation and satisfaction CRDTS- 100% pass Retention- 59% retention Placement- 100% placement	**control protocol was also conducted with both cohorts of students.** **Since previous students were not following the Board Review Study Schedule, board review sessions were implemented. All students were provided a copy of the Board Review Schedule. Students were assigned topics to study and required to complete the review questions in the board review textbook.** **After completing the review questions, students were required to go online and check their answers at the companion website. They were required to write rationales for every question that was incorrectly answered.** **In addition, each student was assigned to teach a study session. At the study session, the assigned student was required to conduct a 1 hour review and a 30 minute assessment of the assigned topics.** **Even though fluoride and preventative agents were introduced and assessed in previous courses, additional review and assessment of these topics was implemented in Community Dental Health in order to increase retention of the information.** **Mock patient dental charts were implemented in preclinic to enhance instruction in patient assessment.** **In addition, workbook exercises in the Wilkins text were incorporated into preclinic lecture, Clinic I lecture, and Dental Materials to enhance instruction in preventative agents and patient assessment.** **Additional case studies were incorporated into the curriculum to ensure that students had real world instruction in providing dental hygiene treatment according to evidence-based dental hygiene process of care.** **The progress record template was revised to provide additional guidance regarding progress record entries.** **The radiology sequence of care was revised to provide more clarity regarding the radiology sequence of care. A**

					Online: Not applicable **High School:** Not applicable **Overall Analysis:** Based on the CRDTS Examination Results Report, points were deducted in the the oral evaluation, perio probe, and scaling categories. An analysis of infection control deductions from the assessment and debridement grade sheets indicated that the majority of the deductions were related to students failing to don personal protective equipment. Based on the results of the Quality Assurance Assessments, the majority of the errors were related to incomplete progress record entries. Based on the responses from the employer surveys and the graduate exit surveys, both graduates and employers suggested that students lacked experience operating a digital panoramic machine. Employers were impressed with the graduates' experiences with diverse populations such as Mercy Dental Clinic, Hispanic Mobile Dental Van, Toombs County Service Center, JOY Clinic, and Altrus. Based on the actual assessment results of the patient survey, most of the poor responses were regarding the students' ability to explain clinic policies, infection control policies, and patient rights and responsibilities and scheduling. Based on the NBDHE Profile Report, the overall scale score of graduates was 0.05 standard deviation above the national average. This report indicated that graduates are comprehensively prepared and competent in clinical and laboratory skills. After analyzing the breakdown of the individual disciplines in the profile report, the following disciplines had scores below the national average: anatomic science, physiology/biology/nutrition, microbiology immunology, pathology, pharmacology, patient assessment, periodontology, and preventative agents.	**radiology sequence of care skill evaluation was also added to radiology lab to ensure students had practice documenting radiology images and radiographic findings in progress records.** **Additional instructional time related to the sequence of care was added to Preclinic and Clinic I to ensure students were confident and prepared for evidence based dental hygiene process of care.** **Additional learning experiences in probing and scaling periodontal patients were added to the advanced instrumentation module in Clinic II.** **A digital panoramic machine was approved for purchase in FY 19 to ensure students received training using a digital panoramic machine.** **Several changes were implemented in preclinic. Skill evaluation forms were revised to provide more detail and clarification on the verbal expectations of each skill evaluation. Session performance feedback and a weekly session form were implemented for each student at the end of each preclinic session. The form provides students with feedback from instructors regarding areas of performance that require additional clinic practice time.**

| | Dental Hygiene | To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene. (A.) | 1 Grades in all courses- 100% courses passed with minimum grade of C
2 Research papers/case studies required in courses- 6 courses contain research or case studies
3 Patient Survey- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- minimum 85% positive required
11 Instructor Evals by Dean- minimum 85% positive required
12 Instrumentation Practicum I-100% pass required
13 Instrumentation Practicum II- 100% pass required
14 Individual competencies-100% pass required
15 Mock National Board- minimum Score of 85% required
17 NBDHE- 100% pass required
18 Graduate Exit Survey- minimum 85% positive required
20 Retention Rates by Program Report- 70% Retention Rate
21 Combined Placement Figures Report- 90% Placement rate | **Swainsboro:**
Not applicable

Vidalia:
Grades in all courses-
100%-
Preclinic Lec, Clinical DH I Lec & Lab, Clinical DH II Lec, Clinical DH III Lec, Clinical DH IV Lec & Lab, Tooth Anatomy, Oral Embryology, Radiology Lec & Lab, Dental Materials, Pharmacology, and Community Dental Health
93%-
Biochemistry/Nutrition
91%-
Head & Neck Anatomy and Preclinic Lab
88%-
Periodontology and Pathology
63%-
Clinical DH II Lab
60%-
Clinical DH III Lab

Research papers/case studies- 6 courses had research/case studies assignments

Patient surveys- 95% positive responses. 188 out of 198 responses had good or excellent ratings. 10 responses had poor or fair ratings. Most of the negative ratings were regarding scheduling, length of appointment, and explanation of infection control and clinic policies

Employer rating surveys- 100% participation and satisfaction

Postgraduate rating surveys- 100% participation and satisfaction

Instructor evaluations by dean- 100% positive

Instrumentation Practicum I- 91% pass

Instrumentation Practicum II- 100% pass

Individual competencies- 60% pass- 2 out of 5 students did not pass all of the competencies in Clinic III

Mock National Board- 100% pass

NBDHE- 100% pass

Graduate exit surveys- 100% participation and satisfaction

Retention rate- 59% retention

Placement- 100% placement

Online:
Not applicable

High School:
Not applicable

Overall Analysis:
Based on the NBDHE Profile Report, the overall scale score of graduates was 0.05 standard deviation above the national average. This report indicated | **Several changes were implemented in preclinic. Skill evaluation forms were revised to provide more detail and clarification on the verbal expectations of each skill evaluation. Session performance feedback and a weekly session form were implemented for each student at the end of each preclinic session. The form provided students with feedback from instructors regarding areas of performance that require additional clinic practice time.**

Classroom Preparation Assessments were revised in Head and Neck Anatomy, Nutrition, Periodontology, Pathology, and preclinic to ensure that students were preparing for class and clinic sessions as outlined on the lesson plans. By implementing these 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.

In order to enhance performance in the disciplines that ranked below the national average on the NBDHE, several enhancements in the curriculum occurred. Instructors incorporated more critical thinking activities and learning experiences into the curriculum to foster the development of critical thinking skills.

Since previous students were not following the Board Review Study Schedule, board review sessions were implemented. All students were provided a copy of the Board Review Study Schedule. They were required to study the assigned topics and complete the review questions. After completing the review questions, they went online and checked their answers at the companion website. They were required to write the rationales for every question that was incorrectly answered. In addition, each student was assigned to teach a study session. At the study session, the assigned student conducted a 1 hour review and a 30 minute |

				that graduates are comprehensively prepared and competent in the arts and sciences pertinent to dental hygiene. After analyzing the breakdown of the individual disciplines in the profile report, the following disciplines had scores below the national average: anatomic science, physiology/biology/nutrition, microbiology immunology, pathology, pharmacology, patient assessment, periodontology, and preventative agents.	**assessment of the assigned topics.**
	Dental Hygiene	**To teach students to seek lifelong learning through continuing education courses on the latest products and developments in dentistry and medicine. (F)**	**2 Research papers/case studies required in courses- 6 courses contain research or case studies** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required** **10 Instructor Evals by Students- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive required** **15 Mock National Board- minimum Score of 85% required** **17 NBDHE- 100% pass required** **18 Graduate Exit Survey- minimum 85% positive required** **20 Retention Rates by Program Report- 70% Retention Rate**	**Swainsboro:** Not applicable **Vidalia:** Research papers/case studies- 6 courses had research/case studies assignments Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 97% compliance- 5 deductions noted Instructor evaluations by students- 95% positive Instructor evaluations by dean- 100% positive Mock National Board- 100% pass NBDHE- 100% pass Graduate exit surveys- 100% participation and satisfaction Retention rate- 59% retention **Online:** Not applicable **High School:** Not applicable **Overall Analysis:** Based on the assessment results, graduates reported attending continuing education courses related to new dental products and concepts. Throughout the program, the curriculum was enriched with research and case study assignments that exposed	**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 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 and the digital panoramic unit was approved for purchase in FY 19.**

				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.	
📝❌	**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: Grades in all courses- 100%- Preclinic Lec, Clinical DH I Lec & Lab, Clinical DH II Lec, Clinical DH III Lec, Clinical DH IV Lec & Lab, Tooth Anatomy, Oral Embryology, Radiology Lec & Lab, Dental Materials, Pharmacology, and Community Dental Health 93%- Biochemistry/Nutrition 91%- Head & Neck Anatomy and Preclinic Lab 88%- Periodontology and Pathology 63%- Clinical DH II Lab 60%- Clinical DH III Lab Research papers/case studies- 6 courses had research/case studies assignments Patient surveys- 95% positive responses. 188 out of 198 responses had good or excellent ratings. 10 responses had poor or fair ratings. Most of the negative ratings were regarding scheduling, length of appointment, and explanation of infection control and clinic policies Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 97% compliance- 5 deductions noted Quality assurance assessments- 91% compliance- 90 errors were noted Quality assurance record reviews- 86% compliance- 24 reviews were not completed Quality assurance deductions	**In Community Dental Health, more instructional time was allocated to developing critical thinking skills necessary for completing Community Dental Health Testlets.** **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.**

				from assessment and debridement grade sheets- 83%- 322 deductions noted	
				Instructor evaluations by students- 95% positive	
				Instructor evaluations by dean- 100% positive	
				Instrumentation Practicum I- 91% pass	
				Instrumentation Practicum II- 100% pass	
				Individual competencies- 60% pass- 2 out of 5 students did not pass all of the competencies in Clinic III	
				Mock National Board- 100% pass	
				Mock CRDTS- 100% pass	
				NBDHE- 100% pass	
				Graduate exit surveys- 100% participation and satisfaction	
				CRDTS- 100% pass	
				Retention- 59% retention	
				Placement- 100% placement	
				Online: Not applicable	
				High School: Not applicable	
				Overall Analysis: Students scored above the national average in the Community Dental Health discipline on the national board which indicated that students had a strong foundation and understanding of the dental hygienist's role in community oral health services. Based on the employer surveys, employers were impressed with the graduates' experiences with diverse populations such as Mercy Dental Clinic, Hispanic Mobile Dental Van, Toombs County Service Center, JOY Clinic, and Altrus.	
	Dental Hygiene	To teach students to conduct critical reviews of current literature as a means of research and lifelong learning. (E.)	**2 Research papers/case studies required in courses- 6 courses contain research or case studies** **3 Patient Survey- minimum 85% positive required** **4 Employer Rating Surveys- minimum 85% positive required** **5 Postgraduate Rating Surveys- minimum 85% positive required** **10 Instructor Evals by Students- minimum 85% positive required** **11 Instructor Evals by Dean- minimum 85% positive required** **17 NBDHE- 100% pass required** **18 Graduate Exit Survey- minimum 85% positive required** **20 Retention Rates by Program Report- 70% Retention Rate**	**Swainsboro:** Not applicable **Vidalia:** Research paper/case studies- 6 courses had research/case studies assignments Patient surveys- 95% positive responses. 188 out of 198 responses had good or excellent ratings. 10 responses had poor or fair ratings. Most of the negative ratings were regarding scheduling, length of appointment, and explanation of infection control and clinic policies Employer rating surveys- 100% participation and satisfaction Postgraduate rating surveys- 100% participation and	**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 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**

	Program	Standard	Source	Results	Improvements/Actions
				satisfaction Instructor evaluations by students- 95% positive Instructor evaluations by dean- 100% positive NBDHE- 100% pass Graduate exit surveys- 100% participation and satisfaction Retention rate- 59% retention **Online:** Not applicable **High School:** Not applicable **Overall Analysis:** Based on the assessment results, students were provided multiple learning experiences in research and case studies throughout the program. Students scored above the national average in the Community Dental Health discipline on the national board which indicated that students had a strong foundation and understanding of research and current literature reviews. Students scored -.37 standard deviation below the national average on the national board in the preventative agents disciplines. Students scored -.94 standard deviation below the national average on the national board in the patient assessment discipline. Recent graduates of the dental hygiene program reported participation in continuing education and lifelong learning.	**graduates were attending continuing education courses and incorporating best practices into their clinical practice.** **Since previous students were not following the Board Review Study Schedule, board review sessions were implemented. All students were provided a copy of the Board Review Schedule. Students were assigned topics to study and required to complete the review questions in the board review textbook. After completing the review questions, students were required to go online and check their answers at the companion website. They were required to write rationales for every question that was incorrectly answered. In addition, each student was assigned to teach a study session. At the study session, the assigned student was required to conduct a 1 hour review and a 30 minute assessment of the assigned topics.** **Even though fluoride and preventative agents were introduced and assessed in previous courses, additional review and assessment of these topics was implemented in Community Dental Health in order to increase retention of the information.** **Mock patient dental charts were implemented in preclinic to enhance instruction in patient assessment. In addition, workbook exercises in the Wilkins text were incorporated into preclinic lecture, Clinic I lecture, and Dental Materials to enhance instruction in preventative agents and patient assessment.**
⬜❌	**Diesel Technology**	**100% Placement**	**KMS Placement Reports**	**Swainsboro:** Diesel 100% placement Electrical/Electronic Systems Technician (DE11)	**Utilized Career Services to assist graduates in finding employment.** **Utilized Advisory Committee to assist**

				1 in field, 2 related field, 2 unrelated & cont education, 3 continuing education	**graduates in finding employment opportunities.**
				Vidalia: N/A	
				Online: N/A	
				High School: N/A	
				Overall Analysis: 100% placement	
📝❌	**Diesel Technology**	**Graduating DIET students will demonstrate knowledge of diesel tech skills by successfully completing the Diesel Equipment Technology comprehensive Capstone Exam.**	**Diesel Equipment Technology Program Truck Specialization Diploma Capstone Exam** **The comprehensive exam is 100 multiple choice questions which includes 10 questions from each course plus 20 questions from DIET 1010 and DIET 1030.** **The exit exam will count 10% of the total grade for the final course. All students are expected to score a minimum of 70%.**	**Swainsboro:** No capstone exam scores were entered into the system **Vidalia:** N/A **Online:** N/A **High School:** N/A **Overall Analysis:** Diesel instructor left unexpectedly during AY 2018 and a new instructor was hired. New instructor found no student files, no tests, no check sheets, etc. to analyze finalize the plan.	**Diesel instructor left unexpectedly during the last semester of AY 2018 and a new instructor was hired to begin Fall 201912.** **New instructor discovered there were no student files, no tests, no check sheets, etc. left by the former instructor for the new instructor to analyze in order to finalize the plan.** **New Diesel instructor met with VPIE for a planning/assessment orientation and to develop the AY 2019 Diesel plan in SPIRIT.**
📝❌	**Diesel Technology**	**90% Graduation/Completion Rate**	**KMS Graduate Reports**	**Swainsboro:** Diesel Electrical/Electronic Systems Technician DE11 100% 13/13 Diesel Engine Service Technician DE21 100% 7/7 Diesel Equipment Technology DET4 33.3% 1/3 Diesel Truck Maintenance Technician DTM1 100% 7/7 **Vidalia:** N/A **Online:** N/A **High School:** N/A **Overall Analysis:** Graduation rate comparison between TCC and diploma programs still show that students are more successful completing the TCCs. Students in industrial programs experience difficulties in the general education courses and therefore rarely complete.	**Utilized TEAMS Early Alert system to try to identify struggling students to help them successfully complete the program.**
📝❌	**Distance Education**	**All online and hybrid courses will have an Ally accessibility score of at least 80% by summer semester 2018.**	**Ally accessibility report for summer semester 2018.**	**Swainsboro:** **Vidalia:**	**Ally is a new software program that runs in Blackboard to check the accessibility of course documents.**

| | | | | Online: | Since its release in late 2017, Ally has not been able to provide assistance with contrast issues until October 2018.

Now a full new Instructor Feedback guidance flow has been added for documents (PDFs, Word and Powerpoint) that contain text with insufficient contrast.

This contains documentation on why this is important, different types of contrast issues and step-by-step guidance on how text with insufficient contrast can be fixed.

Correcting contrast issues will significantly improve Ally scores.

The POCs will run Ally Accessibility reports each semester to give to instructors so they can improve each course's overall accessibility score.

POCs will work with instructors as needed to help them correct accessibility issues.

POCs will provide training to online faculty as new accessibility information is made available. |
|---|---|---|---|---|---|
| | | | | 58 out of 80 (73%) online and hybrid courses had an Ally accessibility score of at least 80. The goal was not met by summer semester 2018. Many instructors use third party resources in Blackboard from various publishing companies. While the resources provide excellent course content for students, all of the content isn't 100% accessible. Publishing companies have agreed to work on making the content accessible, but this will take some time. Some publishing companies have given instructors permission to make the content accessible. Others are having to wait on the publishing companies to make the content accessible. Instructors have been instructed to have accessible/ alternative forms of documents that meet the accessibility requirements of any student who requests them. An Accessibility Compliance Worksheet is saved on the S Drive for each program to list all accessibility issues and the plan to make them accessible. Respective deans are monitoring the compliance worksheets. | |
| | | | | **High School:** | |
| | | | | **Overall Analysis:** | |
| ✏️❌ | Distance Education | Ensure the learning outcomes of online courses are the same as the traditional offerings of the course. | Instructor Self-Review - Question number two

Institutional Review Process Form (IRP) | **Swainsboro:** | This goal continues to be met; therefore, it will not be included in the Spirit 2019 plan.

Even though it will not be in Spirit, the IRP forms will still be used and program deans can ensure the learning outcomes of online courses are the same as the traditional offerings of the course.

The self-review forms will no longer be required in AY 2019.

Instructors are answering the questions that only require a check mark to rate their performance as online instructors, but many are not taking the time to respond to the questions that ask them to describe aspects of their instruction (interaction with students, facilitation of weekly threaded discussions, supplemental content additions, etc.) that they feel are indicative of their strengths as online instructors.

Additionally, few instructors are describing their plans for improving |
				Vidalia:	
				Online: This goal continues to be met 100% of the time; therefore, it will not be included in the Spirit 2019 plan. Even though it will not be in Spirit, the IRP forms will still be used and program deans can ensure the outcomes of online courses are the same as the traditional offerings of the course.	
				High School:	
				Overall Analysis:	

					their overall professional growth as online instructors. The distance-learning department believes that there are enough checkpoints in place with the IRP, IPEI, and Master Reviews to evaluate these areas. For these reasons, the Self-Review form will no longer be required.
📝❌	**Distance Education**	**100% of full-time and adjunct faculty teaching online and/or hybrid courses will complete the necessary training (approved online training through GVTC, webinars, videos, mentor training, training by STC POCs) to receive Blackboard Certification of Training**	**Certificate of Training issued by GVTC and/or POCs at Southeastern Tech**	**Swainsboro:** **Vidalia:** **Online:** 21 out of 21 (100%) full-time faculty teaching online courses during AY 2018 were Blackboard certified. 9 out of 11 (82%) adjunct faculty teaching online courses during AY 2018 were Blackboard certified. 17 out of 18 (94%) full-time faculty teaching hybrid courses during AY 2018 were Blackboard certified. The instructor that was not Blackboard certified is no longer working at STC. 5 out of 8 (63%) adjunct faculty teaching hybrid courses during AY 2018 were Blackboard certified. The goal was almost met for full-time faculty. The one instructor that did not have Blackboard certification and was teaching hybrid courses was signed up for Blackboard training, but never finished it. He is no longer working with STC. The goal was not met for adjunct faculty teaching online and hybrid courses. Courses taught by adjunct are sometimes added to the schedule right before the semester starts and instructors are hired at the last minute and are unable to get the preferred Blackboard training before they begin teaching. Courses are added to the schedule at the last minute when a new section needs to be opened to fulfill student demand. Also, high schools often request dual enrollment courses at the last minute. In these cases, we always ensure that adjunct are using online/hybrid courses that have been developed by full-time faculty and have already passed a Master Review and/or a deans review. Adjunct usually meet with their mentor to review the basics of Blackboard before teaching, but a more formalized training is	**Currently full-time and adjunct faculty complete a Blackboard Essentials course created by GVTC or they complete Blackboard training with their mentor.** **The Essentials training is 19 hours and faculty have reported it to be cumbersome.** **The task modules are not organized in an order that faculty would follow if they were working in their own Blackboard course. GVTC is creating a new online training course that will be available in January 2019.** **All new full-time and adjunct instructors that teach online and/or hybrid courses will be encouraged to complete the training and certification.** **Also, the dean over distance learning will monitor instructors who are assigned to teach online or hybrid courses and have not had any Blackboard training. Those instructors will be encouraged to complete training as soon as possible.**

				preferred. **High School:** 3 out of 3 (100%) full-time faculty teaching online dual enrollment courses in AY 2018 were Blackboard certified. 2 out of 4 (50%) adjunct teaching online dual enrollment classes in AY 2018 were Blackboard certified. 2 out of 2 (100%) full-time faculty teaching dual enrollment hybrid courses in AY 2018 were Blackboard certified. **Overall Analysis:**	
📝❌	**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.**	**Swainsboro:** **Vidalia:** **Online:** 96.88% of online/hybrid faculty are satisfied with the staff to support Distance Learning programs at Southeastern Tech. The goal was met for AY 2018 because the POCs respond quickly and effectively to instructors who need assistance with their Blackboard courses. Additionally, training has been provided on accessibility, TurnitIn software (checks submitted documents against a database and the content of other websites with the aim of identifying plagiarism), and ILP/Blackboard grade push training. New instructors to online learning have been enrolled in GVTC's Blackboard Essentials course or have had training with their assigned mentor. **High School:** **Overall Analysis:**	**Training on updated/improved software will be provided throughout the year.** **Also, instructors need access to Adobe Pro to check the accessibility of PDF documents.** **Currently, only a few individuals at the college have the software. Adobe Pro will be purchased for departments to share during 2019.**
📝❌	**Distance Education**	**Southeastern Technical College will have a college wide attrition rate of 5% or lower in online courses for AY 2018.**	**GVTC Online Attrition Rate Report for AY 2018**	**Swainsboro:** **Vidalia:** **Online:** In AY 2018, STC had a 4.1% attrition rate. Only two other technical colleges had a lower attrition rate. This rate was achieved because of the Blackboard training and support that is provided to faculty and students. Research shows that students tend to withdraw from online courses because their expectations are that online classes are easier. Students may also lack the motivation needed to meet strict deadlines on their own or they lack the academic and technology skills needed to be successful. Through various Blackboard training sessions, informed advisement, and frequent contact between faculty and students, the attrition rate for the college continues to be very good. Additionally, online	**Retaining students is always a work in progress.** **POCs will provide continuous training for faculty throughout AY 2019.** **All full-time and adjunct instructors will be required to complete Blackboard training through an assigned mentor, with a POC, or GVTC's online Blackboard training course.** **Instructors will be reminded to maintain communication with online students, use TEAMS to report students who are struggling academically, provide resources to help students be successful, and make online course**

				students are not withdrawn for attendance so students remain enrolled in courses when they may have otherwise been withdrawn. **High School:** **Overall Analysis:**	**instructions clear and explicit.** **In AY 2019, advanced features in Ally will help improve course accessibility.**
[icons]	**Distance Education**	**Online faculty will be satisfied with the training available to increase their knowledge and skills for improving online classes.**	**Annual Survey of Online Faculty--90% satisfaction rate**	**Swainsboro:** **Vidalia:** **Online:** 96.88% of online/hybrid faculty are satisfied with the training available to increase their knowledge and skills for improving online and hybrid courses. The goal was met. Extensive training (face-to-face, emails, videos, handouts, webinars) was provided to faculty during AY 18 to teach strategies to adapt courses to meet ADA compliance. Faculty were trained to have ADA compliant hyperlinks, text design, images/graphics, audio/video, and Word, PowerPoint, and pdf documents. The POCs reviewed course syllabi and used a checklist to ensure accessibility. The same was done for Blackboard course content. Additionally, POCs set up Blackboard Essentials training through GVTC for new faculty. POCs also provided individualized training with instructors who requested it. A new accessibility program, Ally, was presented to faculty and training was offered on both campuses. Ally is a program that works in Blackboard to evaluate the accessibility of course content. **High School:** **Overall Analysis:**	**Online learning is constantly changing and improvements are always being made.** **The POCs will attend yearly POC Meetings and participate in webinars during the year to provide the most up-to-date training for faculty.** **GVTC is developing a new Blackboard Training course for faculty that will be available in January 2019.** **All new full-time and adjunct teaching online and/or hybrid courses will be encouraged to complete the training.**
[icons]	**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:** **Vidalia:** ECCE 1101 is only taught face-to-face on the Vidalia campus. Summer 2018-- 4 out of 4(100%) passed the class. **Online:** ECCE 1101 was taught face-to-face on the Swainsboro campus Fall 2017. 14 out of 15(93%) passed the class. One made an F. One students withdrew from the class before the 65% date. **High School:** N/A **Overall Analysis:** With the rate of students who passed for online class being 100 percent and the rate of those who passed the the traditional face-to-face class being 93 percent this	**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**

			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. 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.	**appropriate activities**
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 17 Swainsboro: 86% FY 18 Swainsboro: 79% **Vidalia:** Retention Rate in the ECCE program by 5% FY 17 Vidalia: 67% FY 18 Vidalia: 57% **Online:** N/A **High School:** N/A **Overall Analysis:** The Vidalia and Swainsboro Campus had a small decrease and did not meet the goal. The Vidalia campus had more students obtain employment and left program to go to work. Text books cost seem to affect retention rate. the online syllabi enabled students to check book prices at lower costs Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.	**The ECCE instructor contacted the students and inquired as to the reason in leaving the program.** **The reasons included: cost in text books, personal finance, returned to full time employment, owed the college monies, and employer only wanted the student to receive their TCC.** **The instructor had looked at the cost of the text books to see if a lower cost book is as adequate. Publishing the syllabi online prior to semester which enabled students to research and purchase books at lower costs is a big asset.** **The STC Foundation contributes small amounts of monies to students who qualify. The students may also qualify for scholarships offered by the college.** **The instructor is also looking at increasing the night program to assist the students who work during the day.**
Early Childhood Care and Education	**Eighty percent of the ECCE graduates will be placed in-field.**	**Combined Placement Figures Report provided by Career Services.**	**Swainsboro:** TCC: 88% Diploma: 100% Degree: 78% According to the infield placement reports of Southeastern Technical College for FY16: Total: 88.6%	**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**

				Vidalia: TCC: 88% Diploma: 100% Degree: 78% According to the infield placement reports of Southeastern Technical College for FY16: Total: 88.6%	**Advisory Committee members constantly let us know their needs and how we can benefit the community with our ECCE program.**
				Online: N/A	
				High School: N/A	
				Overall Analysis: Note: (Placement is reported on a one year lag; therefore, AY 2017 Placement is reported for AY 2018 89.3% total placement - exceeded the 80% benchmark	
🖊️❌	**Early Childhood Care and Education**	**Increase enrollment in the ECCE program by 5% over FY 14/15.**	**Southeastern Technical College Enrollment Report**	**Swainsboro:** 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	**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.**
				Vidalia: 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	**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**
				Online: N/A	
				High School: N/A	
				Overall Analysis: Swainsboro campus met the goal of 5% increase in the TCC's and diploma but not in the degree The Vidalia campus had a minimum goal increase of 5% in the degree but not in the TCC or diploma	
🖊️❌	**Early Childhood Care and Education**	**Increase the number of graduates for each program by 5%**	**Combined Placement Figures Report**	**Swainsboro:** FY 18 13 Graduates FY 17 23 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: FY 18 17 Graduates FY 17 12 Graduates	**Vidalia had an increase in the number of their night students which assisted**

				Online: N/A	**in the increase of the graduation rate**
				High School: N/A	
				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	
☑✖	**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:** 18	**ELTR faculty will follow the enrollment management plan and ensure prospective students are contacted in a timely manner.**
				Vidalia: 18	**Promoted Electrical program via SkillsUSA and various community service projects**
				Online: NA	
				High School: Swainsboro Campus-1	
				Overall Analysis: The overall enrollment was 37. That is done from 47 in FY 2017 One reason is that the electrical was being phased out on the Swainsboro campus to start a new program.	
☑✖	**Electrical Systems**	**Increase the number of Electrical Systems completers by 5%**	**Combined Placement Figures Report**	**Swainsboro:** 2018- 36 2017-45	**More emphasis will be placed on making up missed time and work.**
				Vidalia: 2018- 14 2017- 24	**Instructors will stress the importance of attendance and how a drop affects their financial aid.**
				Online: NA	**Involved students in extracurricular activities such as SkillsUSA and various charity projects.**
				High School: Swainsboro Campus- 1	**Student involvement has proven to connect students with school.**
				Overall Analysis: The overall enrollment was 37. That is done from 47 in FY 2017 One reason is that the electrical was being phased out on the Swainsboro campus to start a new program.	**Provided advisement schedules to accommodate student schedules.**
☑✖	**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** 📄 **AY2018_ELCT_ProgCourse_Attrition.pdf**	**Swainsboro:** **Vidalia:** AY2018 Results Electronics Technology Degree (ET13) Attrition Rate was 0%. Electronics Technology Diploma (ET14) Attrition Rate was 0%. **Online:** **High School:**	

				Overall Analysis: The Attrition Rate computations are done by the number of students in a program who dropped all of their classes during a term divided by the start enrollment for the program for that term. The goal is to maintain a Course Attrition Rate of <10% for all programs. The Electronics Technology Degree and Diploma programs have maintained a Course Attrition Rate of less than 10% for the past four Academic Years.	
[icons]	**Electronics Technology**	**Maintain a >90% retention rate for the Electronics Technology Programs**	**TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students DC 231 Retention by Program by Home Campus** 📄 **AY2018_ELCT_Retention_Report.pdf**	**Swainsboro:** **Vidalia:** AY 2018 Results: Electronics Fundamentals Diploma (EF12) - No Data Available for AY2018 Electronics Technology Degree (ET13) - No Data Available for AY2018 Electronics Technology Diploma (ET14) Retention rate of 83.3% (5/6) All Electronics Programs Retention rate of 83.3% (5/6) **Online:** **High School:** **Overall Analysis:** The Retention Rate percentages are computed by the number of cohort classified students that either graduated from or are enrolled for one semester in any TCSG/USG college for the current academic year divided by the number of cohort students that were so classified in the previous academic year. The metric essentially tracks how many students that began in an Electronics program are still enrolled in any program or graduated from any program within TCSG/USG colleges. For the past three Academic Years, the All Electronics Programs metric has fallen below the target rate of 90% student retention. With a low total cohort student count (6 in the case for AY2018), even one student dropping out of college represents a 16.7% reduction in retention rate. However, if this metric continues on the three year increasing trend, the 90% target can be reached.	
[icons]	**Electronics Technology**	**Maintain total enrollment in the Electronics Programs at a level conducive to the amount of laboratory equipment available to insure student learning. Target level of total**	**Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.** 📄 **FY2018_ELCT_EnrollTerm_Report.pdf**	**Swainsboro:** **Vidalia:** As shown in the Enrollment by Program per Term tracking plot, there continues to be a drop-off in	**Volunteered and taught an Electronics Technology session at the June 2018 STEM camp for the local school systems 8th graders sponsored by Southern**

		students per term is between 20 and 30.		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 FY2018 was 22.66 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 FY2016 and FY2017 numbers of 25.33 and 23.33 students per term, respectively. **Online:** **High School:** **Overall Analysis:**	**Nuclear to inspire upcoming local High School students to attend our institution.**
🔧❌	Electronics Technology	**85% of graduates will be employed.**	**KMS Placement Report** **Placement is reported on the previous fiscal year.** 📄 **FY2017_ELCT_Placement_Rate.pdf**	**Swainsboro:** **Vidalia:** 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%. **Online:** **High School:** **Overall Analysis:** The STC Electronics ET14 Diploma and ET13 Degree programs exhibited a 100% total job placement rate for its AY2017 graduates. All program graduates since FY2013 have gained employment. There were no graduates from the Electronics Technology (EF12) Diploma program in AY2017.	**Facilitated employment testing at STC for positions in the Southern Nuclear facilities.** **Participated in pre-development of training program for technicians at Ingersol-Rand (Trane).** **Participated in on-site training proposal for technicians at Coastal Processing.**
🔧❌	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.**		

☑ ✖	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:** Placement rate:100%. 3 employed in field. 2 employed in related field. 1 employed in unrelated field. 6 continued education., **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** There is a need to invite more in-field related speakers. This would improve student exposure.	**Increase number of in-field related speakers.** **Volunteer at state parks, wildlife management area check in stations.** **Assist DNR Non-game Management in marking gopher tortoise dens at Ohoopee Dunes.**
☑ ✖	Fish and Wildlife Management	FWMT diploma students will be Hunter Education certified.	Georgia Department of Natural Resources Hunter Education Exam	**Swainsboro:** 100% students scored >80% on Ga. Department of Natural Resources Hunter Education Examination **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** Students require additional encouragement to read. Many indicate they don't like to read.Students exhibit understanding of hunter education and safety with firearms.	**As regulations change within Ga. Department of Natural Resources instructor has met with DNR Law Enforcement to discuss upcoming regulation changes.** **Changes in regulations related to apprentice licensing, tree stand safety, firearm safety and baiting. These regulation changes have been instructed.**
☑ ✖	Fish and Wildlife Management	90% of students will successfully complete ATV safety training	Instruction by certified ATV safety instructor. Return demonstration by student.	**Swainsboro:** 8 students enrolled in FWMT 1010. 100% students taking ATV safety instruction successful. safety instruction successful. **Vidalia:** **Online:** **High School:** **Overall Analysis:** Instruction by certified ATV safety instructor and student return demonstration proved successful. ATV safety is better received by students in cool weather. Students required to wear helmet, long sleeve shirt, gloves, long pants, over ankle boots and eye protection/face shield.	**As ATVs become faster and more accidents occur, it is important to increase a student's knowledge base as well as their physical ability to control an ATV.** **Additional return demonstration time has been implemented.** **Students complained of being hot and uncomfortable wearing required safety attire.** **Changed time of instruction to early a.m.** **Provided frequent breaks with snacks and water.** **Instructed students to removed helmet and gloves during breaks.**
☑ ✖	Fish and Wildlife Management	Increase enrollment by 10% over previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	**Swainsboro:** 27 students enrolled in AY 2018. **Vidalia:**	**FFA events and community participation has proven successful in achieving increased enrollment goal.**

				Online:	Instructor met with cohorts to discuss their methods of recruitment.
				High School:	
				Overall Analysis: Enrollment increased >10%	
📝❌	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** DC 231 **Retention by Program by Home Campus**	**Swainsboro:** 10 students enrolled. 8 students retained. 80% retention rate. 4 graduated. 40% graduated from STC. 3 students, 30% continued education.1 student, 10% continued education at different TCSG.	Instructor has met with cohorts and attended an IFCC meeting to update program. Program changes reflect increased use of technology and changing industry standards.
				Vidalia:	
				Online:	
				High School:	
				Overall Analysis: 80% retention rate.	
📝❌	General Education & Learning Support: English	Student retention will increase by 10% in English classes.	Compare and contrast retention data from FY 2017 to FY 2018.	**Swainsboro:** Swainsboro Fall 2017: 2130- Course is not offered this semester. 1101- 98% of the students remained in the course. 1010- 98% of the students remained in the course. Spring 2018 1010- 855 of the students remained in the course. 1101- 98% of the students remained in the course and completed the term. 2130- 98% of the students remained in the course. The dual enrollment students are included in the numbers.	In the future, the dual enrollment numbers should be separated from the student population. Using this data, there is an emphasis on raising the pass/fail rate along with keeping students in the course.
				Vidalia: Vidalia: Fall 2017: In ENGL 2130, 87% of the students remained in the course completing the term. Only 13% 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- 95% of the students remained in the course completing the term. ENGL 1010- 88% of the students remained in the course completing the term. Spring 2018: In ENGL 2130, 87% of the students remained in the course for the completion of the term. In one of the ENGL 2130 courses, there was an 86% pass rate. 1101- 85% of the students remained in the course. 1010- 93% retained. Summer 18	
				Online: Online English courses were not taught from the Swainsboro campus.	

				High School: Dual enrollment students are included in the percentages. **Overall Analysis:** Students actually are staying in course but there is a discrepancy between those actually staying and passing the course.	
📝❌	**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.**	**Swainsboro:** Swainsboro: Leisa- 88% COLL, 64% PSYC 1010 50% EMPL 1000: 80% PSYC 1101 **Vidalia:** Vidalia: David- 58% COLL 1040, 58% EMPL, 100%PSYC 1010, 78% PSYC 1101,PSYC 2103, 86% **Online:** N/A **High School:** 12 high school... 50% exempt the final exam for high school. **Overall Analysis:** EMPL 1000- 55% exempted the final exam PSYC 1010- 71% exempted the final exam COLL 1040- 73% exempted the final exam PSYC 1101- 79% exampterd the final exam PSYC 2103- 86% exempted the final eam. No data for Swainsboro did not teach this class. This class will not be taught ongoing.	**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 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** **For FY 2018, in EMPL 1000, a total of 55% of the students exempted the final exam.** **For FY 2018 in PSYC 1010, a total of 71% exempted the final exam.** **For FY 2018 in COLL 1040,73 % of the students exempted the final exam.** **For FY 2018 in PSYC 1101, a total of 79% exempted the final exam.** **For FY 2018 in PSYC 2103,86% exempt the final exam.** **After evaluating the data, the mini-mester classes excelled in the retention efforts vs the 15 week semester classes. More mini mester classes will be given to assist with increasing retention. Also, after evaluating the data, mid morning and afternoon classes do far better with retention efforts than early morning classes. Currently, we are not giving any 8:00 classes to assist with this**
📝❌	**Library Services**	**Conduct inventory of library collection ahead of ALMA library software conversion**	**number of deleted titles**	**Swainsboro:** **Vidalia:**	**By cleaning up the Library database, transition went smoothly to ALMA.** **Deleted 104 items from**

				Online: **High School:** **Overall Analysis:** Deleted 104 items from the catalog.	the catalog.
🗒️❌	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAST 1180 - Capstone Medical Assisting Exam - score at or above 430 [(125/200)x1000-200]	**Swainsboro:** 7 students showed at 0-33% increase. 1 student showed a 34-66% increase. 1 student showed a 67-100% increase. 0 students showed a greater than 100% increase. **Vidalia:** 2 students showed at 0-33% increase. 1 student showed a 34-66% increase. 1 student showed a 67-100% increase. 0 students showed a greater than 100% increase. **Online:** **High School:** **Overall Analysis:** 13 students in FY18 with 13/13 passing the Capstone exam with a 430 (63%) or better. Students are given a practice Capstone exam at the beginning of each semester, which shows increase in the scores over the semester.	**All of the studnets 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 student performance to better prepare each one for the CMA exam.**
🗒️❌	Medical Assisting	MAST will maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)	Registered count by major report.	**Swainsboro:** Please see overall analysis **Vidalia:** Please see overall analysis **Online:** **High School:** **Overall Analysis:** The registered count by major report for the Medical Assisting Diploma,Medical Administrative Technician Certificate, and Health Care Management Degree for FY18 totaled 361 students. Breakdown as follows: 201812 - 20 MA & 23 MAT; 201814 - 16 MA, 33 MAT, and 105 HCM; 201816 - 16 MA,32 MAT, & 116 HCM.	**The program group fell abovethe goal of 200 by 161 students.**
🗒️❌	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:** 9 graduates **Vidalia:** 4 graduates **Online:** NA **High School:** NA	**The number of graduates for FY 2018 was down from FY 2017 by 12 graduates.** **Each year there are fluctuations in graduates from the program. There were significantly fewer students enrolled on the Vidalia campus in FY 2018, but the number of students enrolled in FY 2019 has increased.**

				Overall Analysis: Based on the graduate data report for FY 2018, the Medical Assisting program had 13 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:** 6/9 graduates or 66.6% were positively placed. **Vidalia:** 2/4 graduates or 50% were positively placed. **Online:** NA **High School:** NA **Overall Analysis:** 8/13 graduates or 61.54% 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	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 430.	AAMA Certified Medical Assistant examination report.	**Swainsboro:** 8 students have taken exam. 8 students passed exam. 0 students failed the exam. 1 students waiting to take the exam. **Vidalia:** 3 students have taken exam. 3 students passed exam. 0 students failed the exam. 1 students waiting to take the exam. **Online:** **High School:** **Overall Analysis:** 11 students have taken exam. 11 students passed exam. 0 students failed the exam. 2 students waiting to take the exam.	Exam pass rates will be updated as they come in. All graduates took MAST 1010 in the classroom.
	Office of Administrative Services	Explore all avenues of funding to include grants and donations to obtain needed and/or updated equipment	We will assess by measuring the amount of donations and grants we receive	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** We received two USDA grants to assist in purchasing instructional equipment	We will use the results to gain a better understanding of areas of need that donors and grantors look at when determining recipients of donations and grants
	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 class locations are in well lit areas. 2.Instructors have emergency plans posted and drills are conducted. **Vidalia:** **Online:**	Results provide a safe learning environment for all students.

				High School:	
				Overall Analysis:	
[icons]	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:** The number of Community 1.Collaborative Agreements was increased by 10%. 2.Marketing through radio, newspaper and providing brochures at strategic locations frequented by potential students. 3. Recruiting booths were set-up at all community actives throughout the year. **Vidalia:** **Online:** **High School:** **Overall Analysis:**	1. We will continue our recruitment efforts, enrollment was down approximately 200 from 2017.
[icons]	Office of Student Affairs	Provide efficient and effective website that assists Student Affairs and College professionals in providing direct services to students, faculty, staff, and external constituents.	New website will evaluated for accessibility and ensure it contains information required by Higher Education Act and Gainful Employment Regulations.	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** STC was selected as a pilot college by the Technical College System of Georgia to update the College website to the new state-mandated format. Due to unforeseen difficulties by TCSG, the pilot project and website re-design was delayed and not completed in AY 2018.	STC was selected as a pilot college by the Technical College System of Georgia to update the College website to the new state-mandated format. Due to unforeseen difficulties by TCSG, the pilot project and website re-design was delayed and not completed in AY 2018.
[icons]	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. New equipment items are being added as funding becomes available. Recent additions include; 1. AHP 300 ventilator, 2. Lucas 3 device, 3. GoPro Camera system. **Online:** **High School:** **Overall Analysis:** The simulator, video/audio hardware and the recording software has been purchased and placed into use. new equipment is added as it become available.	The program is utilizing this simulator to provide realistic simulations which will aid in increasing the students ability to diagnose and treat simulated medical and trauma patients without harm to real patients. The instructor has taken the opportunity to attend training sessions to improve his ability to write scenarios and operate the manikin to its fullest potential. Practical skills videos have been recorded and have been made available for students use.
[icons]	Paramedicine	To meet CAAHEP accreditation standards, a	Retention Rates by Program Report DC 231 Retention by Program by Home Campus	**Swainsboro:**	The instructor used the early alert system and

		70% retention of students starting the Paramedicine program will successfully complete the requirements for the program and receive authorization to sit for the NREMT certification exam.		**Vidalia:** The 2017 (FY 2018) Paramedicine course began with 9 students. The course ended as follows: Nine (9) of the nine (9) students completed the program and nine (9) of (9) 100% of the students successfully completed the NREMT Licensure Exam on their first attempt.	**offered additional tutoring for those students exhibiting difficulty with course work.** **The instructor will assist students presenting with other life issues by seeking help from any resource that may be available to help meet the students needs or situation.**
				Online:	
				High School:	
				Overall Analysis: The program was completed with a 100% completion, 100% retention, 100% NREMT Pass rate, and 100% job placement rate.	
✏️❌	**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	**Based on the Pharmacy Tech. students average compared to the national average, the Program Director will increase emphasis on the categories in which the program average in each of the nine knowledge domains fell below the national average**
				Vidalia: See Overall Analysis	
				Online: N/A	
				High School: N/A	
				Overall Analysis: In July 2018, 2/4 (50%) 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 50% (National 59%) *Medication Order Entry and Fill Process: STC 76% (National 68%) *Medication Safety: STC 73% (National 71%) *Pharmacology for Technicians: STC 70% (National 68%) *Pharmacy Billing and Reimbursement: STC 71% (National 67%)	

				*Pharmacy Information System Usage and Application: STC 63% (National 70%)	
				*Pharmacy Inventory Management: STC 71% (National 75%)	
				*Pharmacy Law and Regulations: STC 70% (National 69%)	
				*Pharmacy Quality Assurance: STC 50% (National 66%)	
				*Sterile and Non Sterile Compounding: STC 71% (National 58%)	
	Practical Nursing	The Practical Nursing program's average score on the first attempt of the ATI comprehensive predictor (capstone exit exam) will meet or exceed a score of 90th percentile probability of passing NCLEX-PN on the first attempt.	PN ATI comprehensive predictor	**Swainsboro:** Summer 2017 Graduates: 9/9 passed on first attempt Fall 2017 Graduates: 5/6 passed on first attempt **Vidalia:** Summer 2017 Graduates: 10/10 passed on first attempt Fall 2017 Graduates: 13/18 passed on first attempt **Online:** **High School:** **Overall Analysis:** Goal met.	**Faculty pleased with results. As part of systematic evaluation plan, results will be discussed at the faculty meeting following the end of semester in which the exit exam occurs.**
	Practical Nursing	At least 80% of practical nursing graduates will pass NCLEX-PN on the first attempt.	NCSBN report.	**Swainsboro:** Summer 2017 Graduates: 100% (9/9 passed on first attempt) Fall 2017 Graduates: 100% (6/6 passed on first attempt) **Vidalia:** Summer 2017 Graduates: 100% (10/10 passed on first attempt) Fall 2017 Graduates: 100% (18/18 passed on first attempt) **Online:** **High School:** **Overall Analysis:** Goal met.	**Faculty pleased with results. Scores shared with advisory committee members. Will begin discussing at faculty meetings and document in SEP.**
	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.	**All efforts were made to encourage students to register for their nurse aide licensure test as soon as possible. This**

				Spring 2017: 2/4 passed on first attempt; 2/2 passed on second attempt	will increase their likelihood of passing the test on the first attempt.
				Vidalia: Summer 2016: Fall 2016: Spring 2017	All dual enrollment students were offered incentive through the STC Foundation for testing fee reimbursement should they take and pass both the written and skill portion of the test on their first attempt within three months of program completion.
				Online: NA	Swainsboro campus continues to be successful in their pass rates for the traditional program, and fairly successful with the dual enrollment program.
				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	Annual audits by the state accrediting body consistently provide positive results without any recommendations for both traditional and dual enrollment programs on both the Swainsboro and Vidalia Campuses.
				Overall Analysis: Annual audits by the state accrediting body consistently provide positive results without any recommendations for both traditional and dual enrollment programs on both the Swainsboro and Vidalia Campuses. There is great difficulty in providing program education continuity on the Vidalia campus to both the traditional students as well as the dual enrollment students due to lack of instructors for this program. At this time, the Vidalia campus does not have a full time position for the nurse aide instructor and the part time (adjunct) position is not always filled in order to offer a class. At this current time, the adjunct instructor had to vacate the position for extenuating circumstances and full time instructors in the nursing program are filling in. This inconsistency is not uncommon in the nurse aide program and it is believed that provision of a full time instructor, solely for the nurse aide program would be a huge benefit and could improve testing scores and student success.	
📝❌	**Practical Nursing**	**At least 75% of practical nursing students will graduate within 150% of the time from entry into the program.**	**The completion rate is measured by calculating the number o students who complete the program as compared to the number of students who were admitted into the cohort.**	**Swainsboro:** Summer 2017 Graduates: 47.3% completed within the 150% time frame. Fall 2017 Graduates: 35.2 % completed within the 150% time frame.	**Implemented Student success plan Spring 2018. Became complete partners with ATI Fall 2017.**
				Vidalia: Summer 2017 Graduates: 50% completed within the 150% time frame. Fall 2017 Graduates: 78.2% completed within the 150% time frame.	
				Online:	
				High School:	

				Overall Analysis: Goal not met: Swainsboro Summer 2017 & Fall 2017. Vidalia Summer 2017 Goal met: Vidalia Fall 2017	
🖉❌	**Radiologic Technology**	**Students will demonstrate appropriate patient care skills.**	**RADT 2360 Clinical Terminal Competency Form. Patient Care section - question 3 - Benchmark average score of 2.7 out of 3 point scale.**	**Swainsboro:** **Vidalia:** An average score of 4.3 was set as the benchmark with a 4.76 scale. The calculated average for this outcome measurement was 4.76. **Online:** **High School:** **Overall Analysis:** An average score of 4.3 was set as the benchmark with a 4.76 scale. The calculated average for this outcome measurement was 4.76 and the benchmark was exceeded.	**Continue with strategies implemented and monitor SLO results.**
🖉❌	**Radiologic Technology**	**Students will complete the program within 15 months.**	**Program graduation rate will be utilized to measure this outcome. The benchmark is 75% of students who begin the program will complete the program within 15 months.**	**Swainsboro:** **Vidalia:** Fall 2017 Cohort began the program with 9 students and 8 students graduated Fall 2017. The calculation for this outcome is 89%. **Online:** **High School:** **Overall Analysis:** Program has increased retention and graduation rate.	**The Fall Cohort 2017 was the first cohort to graduate from the 2014 revised curriculum.** **The benchmark was set at 75% and the calculated outcome assessment was 89%.** **The student that did not graduate did not pass the required course assessments in the RADT 2260 course therefore not meeting graduation requirements.** **Improvements: The program does not have any improvements for this measure at this time and will allow for the curriculum cycle another year before any trends can be identified.**
🖉❌	**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:** During the 2017 - 2018 year the program graduated two cohorts. The spring cohort graduated from the old curriculum and the fall cohort graduated from the new curriculum. 15 student graduated during the 2017 - 2018 year and 13 students took the ARRT exam within 6 months of graduating from the program. 11 out of the 13 passed the ARRT exam on the first attempt. This resulted in a 84.6% first time pass rate for the program. **Online:** **High School:** **Overall Analysis:** The benchmark for this outcome is 75% and the benchmark was exceeded.	**The program faculty feel that the changes made during the FY2017 period have increased student performance and knowledge retention on the ARRT national certification exam.** **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/Fall 2017 Cohorts on the ARRT national certification exam.
	Welding Technology	Students will be more comfortable in the classroom setting which will enhance learning.	End of semester course evaluations	**Swainsboro:** NA **Vidalia:** Enrollment has increased both with Dual Enrollment students and traditional students. **Online:** NA **High School:** NA **Overall Analysis:** The classroom looks neater, is easier to keep clean and the chairs and desk are more comfortable.	By keeping everything more modern and up to date, students see we care and are eager to accommodate them.
	Welding Technology	More timely WELD diploma program completion. Diploma students entering Fall Semester will graduate Summer Semester; in one year or a year and a half.	Diploma Advisement Forms Application for Graduation Forms	**Swainsboro:** 1 diploma graduate **Vidalia:** 9 diploma graduates **Online:** NA **High School:** NA **Overall Analysis:** We both offer day and night classes and keep an annual schedule making it easier for students to complete the diploma. Our industry however is having a major welder shortage and many times a student will drop out before completing all of the required courses to earn a diploma.	10 diploma graduates overall is good considering we take in new students each semester and we offer both day and night classes. We are currently adding 3 more welding stations and 2 more cutting stations on the Vidalia Campus to accommodate more students.
	Welding Technology	Students will receiving training from the best qualified instructors who have the latest professional certifications.	Professional Staff Development	**Swainsboro:** The instructor is purchasing an Industrial Robot for the Welding Lab and will be attending a training class later this year. **Vidalia:** The instructor will be attending a	By having a new Industrial Robot on the Swainsboro Campus, students can be trained for specialized jobs that have robot welders. After the high school instructor has the

				professional development class with Real Educational Services later this year. **Online:** NA **High School:** The high school instructor will be taking classes towards earning his Certified Welding Inspector and Certified Welding Educator credentials later this year. **Overall Analysis:** Professional Staff Development keeps us all current with the updates in the welding industry and makes us overall better and more knowledgeable instructors.	**credentials, he will then be able to certify his students at the high schools.**
	Welding Technology	**No recordable accidents will occur while welding or cutting in the lab.**	**Accident Reports**	**Swainsboro:** No recordable accidents. **Vidalia:** No recordable accidents. **Online:** NA **High School:** No recordable accidents. **Overall Analysis:** By keeping the lab area clean and going over safety procedures, no recordable accidents occurred.	**Labs are cleaned throughout the semester making everything safer.**