Student Learning Outcomes (Program Level)

Courses noted are either end-of-program courses or the only courses in a program where the SLO is assessed.
*Enhanced feature to upload Assessment Tools was added in FY 2012.

Program	Student Learning Outcome	Assessment Method	Assessment Tools	Actual Assessment Results / Analysis	Evidence of Seeking Improvement
Accounting	Accounting students will prepare adjusting entries including those for: accrued revenue, accrued expenses, deferred revenues, prepaid expenses, and depreciation of fixed assets. (The goal changed to more adjusting entries because a new textbook was implemented fall semester 2017, which covered more adjusting entries than previously.	Adjusting Entries Performance -Chapter 3 performance exam in ACCT 1100. (The assessment method changed from chapter 4 to chapter 3 because a new textbook was implemented fall semester 2017, and the material was covered in a different chapter. A minimum 70% mastery is required for successful completion.	📄 **ACCT_Assessment_AdjustingEntries.pdf**	**Swainsboro:** **Fall Semester 2017** **4 out of 6 (67%) scored 70% or better on the Chapter 3 Performance Exam. Actual scores were: 100, 84, 100, 67, 61, 86; average score: 82.** **Spring Semester 2018:** **1 out of 2(50%) scored 70% or better on the Chapter 3 Performance Exam.** **Actual scores were 71, 64; average score 68.** **Vidalia:** **Fall Semester 2017:** **5 out of 6 (83%) scored 70% or better on the Chapter 3 Performance Exam. Actual scores were: 94, 95, 94, 82, 82, 49; average score 83.** **Spring Semester 2018: 2 out of 3 (75%) scored 70% or better on the Chapter 3 Performance Exam.** **Actual scores were: 95, 49, 91; average score 78.** **Online:** **N/A** **High School:** **N/A** **Overall Analysis:** **The average score on the Swainsboro campus for FY 18 of 79 was comparable to the average score on the Vidalia campus of 81.** **Furthermore, the overall average score for FY18 on the Swainsboro campus of 79 was quite comparable to FY17 average of 83 on the Swainsboro campus.** **The overall average score on FY 18 on the Vidalia campus of 81 was quite comparable to FY17 average of 83 on the Vidalia campus.** **The similar results on both campuses in FY 18 is attributed to the same instructor teaching on both campuses, as well as same teaching methodologies.**	**Some major changes are planned for implementation in FY 19 as the result of adopting the new textbook last year.** **Fall semester the course will be offered in a hybrid format in which 60% of the course will be in the traditional classroom, and 40% of the required minutes will be completed online.** **Students will complete their homework and tests in the textbook publisher Cengage's CengageNow platform, which allows students to get instant feedback on their homework instead of having to wait to come to class to check their work.** **Additionally CengageNow utilizes a 'show me how' feature that will allow students to get help via a demonstration of a similar scenario. (These features are not available during the tests.)** **Additionally, spring semester ACCT 1100 will be taught online. Recorded instructor demonstrations will be available in Blackboard, and the homework and tests will be offered via the CengageNow platform.** **This will allow the instructor to be able to offer more accounting classes each semester instead of the current limited schedule. For example, currently ACCT 1100 is taught fall and spring semesters on both campuses, which limits the number of other courses the instructor can teach. In the online setting, the course will be offered online and available to students on both campuses. The instructor will still be accessible to students on both campuses on designated day(s) of the week.** **Also this will allow flexibility for the students whose work schedules conflict with the current traditional time offerings.** **Beyond that, the hope is that students who previously expressed interest in completing the accounting program totally online will now take advantage of the opportunity to do so.**
Accounting	Accounting students will complete the 10-step accounting cycle for a service business.	Comprehensive Final Exam A minimum 70% mastery is required for successful completion.	📄 **ACCT_FinalEval.pdf**	**Swainsboro:** **Fall Semester 2017:** **5 of 6 (100%) scored 70% or better on the Comprehensive Final Exam.** **Actual scores were: 92, 79, 95, 69, 70, 77; average score: 83.** **Spring Semester 2018: 1 of 2(50%) scored 70% or better on the Comprehensive Final Exam.**	**The new accounting textbook was adopted in FY 2018.** **I changed strategies and attempted measure the students' mastery of the accounting cycle via the final exam.** **I am not as confident that this assessment method of the students' mastery of the accounting cycle is as effective as that of a continuing**

| Accounting | Accounting students will complete a job order costing cycle in a manufacturing business. | Luxurious Spa practice set in ACCT 2000.

A minimum 70% mastery is required for successful completion. | | | | |
|---|---|---|---|---|---|---|

Actual scores were 66, 71; average score 69.

Vidalia:
Fall Semester 2017: 5 of 6 (83%) scored 70% or better on the Comprehensive Final Exam.

Actual scores were: 82, 84, 94, 80, 79, 55; average score 79.

Spring Semester 2018:
2 of 3 (75%) scored 70% or better on the Comprehensive Final Exam.

Actual scores were: 79, 54, 74; average score 69.

Online:
N/A

High School:
N/A

Overall Analysis:
Annual average score for Swainsboro campus students in FY 18 was 77, which was comparable to Vidalia's average score of 76.

Furthermore Swainsboro's annual average score of 77 was comparable to last year's average of 73.

Vidalia's average annual score of 76 was somewhat less than last year's average score of 88.

The FY 18 scores are comparable on the two campuses due to the same instructor teaching on both campuses and using the same strategies.

However, the comparisons of FY 18 to FY 17 is that of two different assessment methods. I am not satisfied with using the comprehensive final exam as the assessment method for this learning outcome.

Students tend to be more stressed and tired at the end of the semester. I think it is better to assign a comprehensive problem that they can work on over a series of weeks.

comprehensive problem.

As of fall semester 2018, I am utilizing comprehensive problem similar to that of the old textbook.

Students will work on the cycle over a number of weeks (more realistic) and given a time table to complete each step to keep them on task.

Additionally, this will be completed via the CengageNow platform, which will allow them to utilize the computer instead of completing the problem paper/pencil as has been done up to this time.

Accounting — Accounting students will complete a job order costing cycle in a manufacturing business.

Luxurious Spa practice set in ACCT 2000.

A minimum 70% mastery is required for successful completion.

Swainsboro:

Vidalia:
Spring 2018:
4 of 4 (100%) of students completed the Luxurious Spa practice set with a minimum 70% mastery.

Actual scores were 83,88,71,91; average score 83.

Online:
N/A

High School:
N/A

Overall Analysis:
As of summer 2018, Luxurious Spa practice set is no longer required for ACCT 2000 due to its cost.

The bookstore price is $150+ for a workbook roughly 1/2" thick, and it is difficult for the students to purchase online without use of financial aid.

Furthermore, because graduate surveys indicate that few STC graduates are employed in cost accounting positions, this learning objective will no longer be monitored.

The competencies remain in ACCT 2000, but it will no longer be part of the SPIRIT annual assessment plan.

To track a more important learning objective, we began to monitor students mastery of QuickBooks entries.

Accounting — Accounting students will be able to utilize the following QuickBooks screens to record business transactions: Enter Bills, Pay Bills, Write

Proctored Production Exam

A minimum 70% mastery is required for successful completion.

Swainsboro:
N/A

Vidalia:
N/A

This learning outcome, which has previously been monitored in the accounting program Spirit plan has been re-added for monitoring.

QuickBooks software

Program	Learning Outcome	Assessment	Document	Results	Analysis
	Checks, Create Invoice, Receive Customer Payments, Enter Sales Receipts, Make Deposits, Pay Sales Tax, and Pay Employees.			**Online:** **Fall Semester 2017:** One student (100%)completed the proctored production exam with a score of 93 **Spring semester 2018:** Four of four (100%) students completed the proctored production exam with 70% proficiency. Actual scores were 91,97,94,87; average score 92 **High School:** N/A **Overall Analysis:** The learning outcome was tracked for several years, but ended FY 2012. Practically every advertised accounting position requires proficiency in using QuickBooks software. So because of the popularity of QuickBooks software, I found it important to begin tracking it again.	knowledge is quite possibly the most requested skill by potential employers and advisory committee members. The course is well-suited for the online environment and as a result has only been offered online since Spring 2014.
Air Conditioning Technology	Air Conditioning diploma students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	**Residential Split-System Analyzer Checklist/AIRC 1090** Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using tools and equipment provided by the school. A 100% accuracy is required for successful completion.	📄 **AIRC_Res_Split_System_Analyzer_Checksheet.pdf**	**Swainsboro:** NA **Vidalia:** 1 out of 1 student correctly identified the system malfunction on the first attempt. The student however needed help knowing how to get certain readings. **Online:** NA **High School:** NA **Overall Analysis:** The biggest problem with student was retaining where to get certain readings. After additional instruction it was determined he was not understanding and comprehending the wording on the checklist. Some students are more hands-on and it takes "doing" a task to comprehend it.	Provided one-on-one instruction to ensure the student understood where to get readings. Went over the checklist with more depth so students would have better understand of wording. Will incorporate more one-on-one instruction for struggling students.
Air Conditioning Technology	Air Conditioning diploma students will appraise the functions of the electrical components on an HVAC system.	**Comprehensive Exam in AIRC 1050** 100 point test which encompasses the identification of 40 electrical components worth 2.5 points each, function of the part, and the interpretation of any other info on the part. A minimum 70% accuracy is required for successful completion.		**Swainsboro:** NA **Vidalia:** 3 out of 3 Identified all 40 electrical components. 2 out of 3 completely identified all the components on the first attempt. **Online:** NA **High School:** NA **Overall Analysis:** It was determined the student needed more hands on training. The student implemented more time on trainers and actual A/C unit which helped him understand these components better.	As a result of analysis, there has been more time allotted on trainers and hands on lab projects. This will help struggling students understand electrical components better.
Air Conditioning Technology	AIRC TCC students will evaluate then design the basic refrigeration cycle.	**Basic Refrigeration Cycle Checklist** Students must draw the refrigeration cycle then identify all the refrigeration components on the AIRC lab equipment. Students must identify all the components with 100% accuracy in order to receive the TCC.	📄 **AIRC_Compression_Refrigeration_System.pdf**	**Swainsboro:** NA **Vidalia:** 3 out of 3 students drew the basic refrigeration cycle from memory. This included the 4 main components and the purpose of each component,	The comprehension and understanding of the basic refrigeration cycle from this test will determine if there should be more rigor in depth class and book study.

				Online: NA	
				High School: NA	
				Overall Analysis: Although students should thoroughly understand the basic refrigeration cycle, the new instructor is considering a more rigorous assessment tool for the next class.	
Associate of Science in Nursing	EOPSLO#3: Evidence based practice C. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of client-centered care.	RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Evidence Based Practice.	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	Swainsboro: NA Vidalia: RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on evidence based practice outcomes ATI Comprehensive Predictor Results-first attempt: Fall 2017 Traditional option cohort results: Cumulative score 77.5% Online: NA High School: NA Overall Analysis: Goal Met	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).
Associate of Science in Nursing	EOPSLO#2: Teamwork and Collaboration B. Collaborate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for clients and their families.	RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Teamwork and Collaboration.	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	Swainsboro: NA Vidalia: RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on teamwork and collaboration outcomes ATI Comprehensive Predictor Results-first attempt: Fall 2017 Traditional option cohort results: Cumulative score 78.1% Online: NA High School: NA Overall Analysis: Goal met	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first

					courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).
Associate of Science in Nursing	EOPSLO#1: Client Centered Care A. Evaluate nursing care provided to clients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.	RNSG 2020 Final Preceptor Evaluation tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Patient Centered Care.	🔴 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** NA **Vidalia:** RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on client centered care outcomes ATI Comprehensive Predictor Results-first attempt: Fall 2017 Traditional option cohort results: Cumulative score 77.4% **Online:** NA **High School:** NA **Overall Analysis:** Goal Met	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).
Associate of Science in Nursing	EOPSLO#10: Communication J. Use verbal and nonverbal communication strategies with clients, families, and groups from diverse backgrounds that promote an effective exchange of information,	RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Teamwork and Collaboration.	🔴 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** NA **Vidalia:** RNSG 2020 Final Preceptor Evaluation Tool:Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on 2 of the communication outcomes. 96.7% (30/31) scored a 3 or better on 1	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be

Program	SLO	Criteria	Link	Results	Analysis/Actions
	development of therapeutic relationships.			of the communication outcomes. One evaluation was left blank. **ATI Comprehensive Predictor Results-first attempt:** **Fall 2017 Traditional option cohort results:** This is encompassed with team work and collaboration-Cumulative score 78.1% **Online:** NA **High School:** NA **Overall Analysis:** Goal Met	addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).
Associate of Science in Nursing	EOPSLO#9: Systems-Based Practice I. Analyze the impact that the macrosystem has on the provision of safe, quality client-centered care in the microsystem of the work unit.	RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Quality Improvement.	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** NA **Vidalia:** RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on client centered care outcomes. ATI Comprehensive Predictor Results-first attempt: Fall 2017 Traditional option cohort results: Cumulative score 75.0% **Online:** NA **High School:** NA **Overall Analysis:** Goal Met	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).

| Associate of Science in Nursing | EOPSLO#8: Leadership H. Use leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care. | RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO.

ATI Com-prehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the clinical areas section of Leadership | RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf | **Swainsboro:**
NA

Vidalia:
RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on leadership outcomes

ATI Comprehensive Predictor Results-first attempt:
Fall 2017 Traditional option cohort results: Cumulative score 83.4%

Online:
NA

High School:
NA

Overall Analysis:
Goal Met | Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program.

The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option.

Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester.

Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum.

During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum.

During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes.

The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1). |
| Associate of Science in Nursing | EOPSLO#5: Safety E. Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to clients, self and others in healthcare, home, and community settings. | RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO.

ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Safety. | RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf | **Swainsboro:**
NA

Vidalia:
RNSG 2020 Final Preceptor Evaluation Tool:
Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on safety outcomes

ATI Comprehensive Predictor Results-first attempt:
Fall 2017 Traditional option cohort results: Cumulative score 79.3%

Online:
NA

High School:
NA

Overall Analysis:
Goal Met | Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program.

The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option.

Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester.

Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress.

A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum.

During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the |

Program	SLO	Assessment Criteria	Evidence	Results	Analysis/Action
					curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).
Associate of Science in Nursing	EOPSLO#6:Informatics F. Use evidence-based information and client care technology to communicate relevant client information, manage care and mitigate error in the provision of safe, quality client-centered care.	RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Com-prehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Informatics.	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** NA **Vidalia:** RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 96.8% (31/32) scored a 3 or better on informatics outcomes ATI Comprehensive Predictor Results-first attempt: Fall 2017 Traditional option cohort results: Cumulative score 75.0% **Online:** NA **High School:** NA **Overall Analysis:** Goal Met	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress. A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes. The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).
Associate of Science in Nursing	EOPSLO#7: Professionalism G. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing client-centered, standard-based nursing care.	RNSG 2020 Final Preceptor Evaluation Tool: 90% of students will score a 3 or better on EOPSLO. ATI Com-prehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the BSN essentials section of Professional-ism and Professional Values.	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** NA **Vidalia:** RNSG 2020 Final Preceptor Evaluation Tool: Fall 2017 Traditional option cohort results: 100% (32/32) of students scored a 3 or better on one of the professionalism outcomes 96.8% (31/32) scored a 3 or better on the additional professionalism outcomes. ATI Comprehensive Predictor Results-first attempt: Fall 2017 Traditional option cohort results: Cumulative score 84.4% **Online:** NA **High School:** NA **Overall Analysis:** Goal Met	Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program. The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option. Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester. Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress.

Program	Outcome	Criteria	Attachment	Results	Analysis/Action
					A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum. **During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes.** **The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).**
Associate of Science in Nursing	**EOPSLO#4: Quality Improvement** **D. Use evidence-based quality improvement processes to effect change in the delivery of client-centered care.**	**RNSG 2020 Final Preceptor Evaluation Tool:** **90% of students will score a 3 or better on EOPSLO.** **ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Quality Improvement.**	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** **NA** **Vidalia:** **RNSG 2020 Final Preceptor Evaluation Tool:** **Fall 2017 Traditional option cohort results:** **96.8% (31/32) scored a 3 or better on quality improvement outcomes** **ATI Comprehensive Predictor Results-first attempt:** **Fall 2017 Traditional option cohort results: Cumulative score 75.0%** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Goal Met**	**Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program.** **The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option.** **Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester.** **Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress.** **A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum.** **During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes.** **The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).**
Associate of Science in Nursing	**EOPSLO#11: Client education** **K. Provide health-related information to clients and families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.**	**RNSG 2020 Final Preceptor Evaluation Tool:** **90% of students will score a 3 or better on EOPSLO.** **ATI Comprehensive Predictor Results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Patient Centered Care.**	📄 **RNSG_Practicum_Final_Eval_Tool_Fall2017.pdf**	**Swainsboro:** **NA** **Vidalia:** **RNSG 2020 Final Preceptor Evaluation Tool:** **Fall 2017 Traditional option cohort results:** **96.8% (31/32) scored a 3 or better on client education outcomes** **ATI Comprehensive Predictor Results-first attempt:** **Fall 2017 Traditional option cohort results: This is encompassed with patient centered care-Cumulative score 77.4%**	**Beginning December 2016, the faculty began the process of reviewing the curriculum to revise the SLOs and courses to reflect a curriculum that shows progression throughout the program.** **The faculty decided the Level I SLOs would be addressed in the first and second semesters and Level II SLOs would be addressed in the third and fourth semesters of the Traditional option.** **Subsequently, the Bridge Pathway option, Level I SLOs would be addressed in the first semester and first half of the**

Program	Outcome	Assessment Measure/Criteria	Documents	Results	Analysis/Use of Results
					second semester, and Level II SLOs would be addressed in the second half of the second semester and the third semester.
				Online: NA	
				High School: NA	**Additionally, the faculty decided that the Medical-Surgical Nursing (RNSG 1019B, 1020, 2000/2000B and 2020/2020B) content should reflect the basic concepts being introduced in the first courses and advancing in increased difficulty as the courses progress.**
				Overall Analysis: Goal Met	**A faculty retreat was held April 25-26, 2017 to discuss and revise the curriculum. During this time, the faculty met to align the leveled Medical-Surgical course content/outcomes and complete revisions to the curriculum.** **During the June 2017 faculty meeting, all full-time faculty reviewed and agreed upon the curriculum changes.** **The faculty implemented the revised, leveled curriculum during Fall 2017 with Traditional option (Cohort 4) and Bridge Pathway option (Cohort 1).**
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive transmission/transaxle to include both manual and automatic.	ASE Transmission/Transaxle Written Exam 50 pts Perform a Stall test 10 pts Determine Procedures for Identifying Transmission 10 pts Perform procedure for checking fluid (mustang) 10 pts Identify and state Torque Converter components and how they work 10 pts Perform On-Vehicle Tests 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE)standards for students are utilized as guides for performance.	📄 **AUTT2030_Transmission_Axle_Final_Grading_Rubric.pdf** 📄 **AUTT2030_Automatic_Transmissions_Final_Exam.pdf**	**Swainsboro:** NA **Vidalia:** Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2018. Former instructor left unexpectedly during the year. Assessment data for AY/FY 2018 has not been found in the files. **Online:** NA **High School:** NA **Overall Analysis:** The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.	The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose and repair an automobile electrical system.	ASE Electrical Systems Final Exam & Skills Check Written Exam - 50 pts DVOM usage & diag. of Electrical circuits (use each function of meter properly) - 10 pts Scan Tool usage to include communication with modules - 10 pts Wire repair, to include solder, heat shrink, and crimp connector - 10 pts Correctly install Battery Charger on vehicle - 10 pts Service Information and Schematic reading (search schematic for power window motor and explain how it works) - 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of	📄 **AUTT1020_Electrical_Systems_Final.pdf** 📄 **AUTT1020_Electrical_Systems_Final_Grading_Rubric.pdf**	**Swainsboro:** NA **Vidalia:** Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2018. Former instructor left unexpectedly during the year. Assessment data for AY/FY 2018 has not been found in the files. **Online:** NA **High School:** NA **Overall Analysis:** The new instructor discussed the assessment plan and the absence of	The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.

Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will accurately diagnose engine performance issues.	ASE Engince Performance Written Exam - 50 pts Ignition System Diagnosis and Repair - 10 pts Computerized Engine Controls Diagnosis and Repair - 10 pts Emissions Control Systems Diagnosis and Repair - 10 pts Fuel Injection Systems Diagnosis and Repair - 10 pts General Engine Diagnosis - 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE)standards for students are utilized as guides for performance.	📄 **AUTT1040_Final_Grading_Rubric.pdf**	**Swainsboro:** NA **Vidalia:** Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2018. Former instructor left unexpectedly during the year. Assessment data for AY/FY 2018 has not been found in the files **Online:** NA **High School:** NA **Overall Analysis:** The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.	The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose, dismantle, and repair an automobile engine.	ASE Engine Repair Written Exam - 50 pts General Engine Diagnosis; Removal and Reinstallation (R&R) - 10 pts Cylinder Head and Valve Train Diagnosis and Repair - 10 pts Engine Block Assembly Diagnosis and Repair - 10 pts Cooling Systems Diagnosis and Repair - 10 pts Lubrication Diagnosis and Repair - 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education	📄 **AUTT2010_Final_Grading_Rubric.pdf** 📄 **Auto_Engine_Repair_Checklist.pdf**	**Swainsboro:** NA **Vidalia:** Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2018. Former instructor left unexpectedly during the year. Assessment data for AY/FY 2018 has not been found in the files **Online:** NA **High School:** NA **Overall Analysis:** The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.	The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a a automotive chassis to include brakes and suspension.	ASE Chassis Steering and Suspension Rubric Written Exam 50 pts General Suspension and Steering system Diagnosis 10 pts Diagnose Power Steering Gear 10 pts Diagnose Suspension Noise 10 pts Shock Diagnosis 10 pts Alignment, Adjustments, and Repair 10 pts. A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE)standards for students	📄 **AUTT1050_Chassis_Steering_Final_Grading_Rubric.pdf** 📄 **AUTT1050_Chassis_Steering_Final_Exam.pdf**	**Swainsboro:** NA **Vidalia:** Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2018. Former instructor left unexpectedly during the year. Assessment data for AY/FY 2018 has not been found in the files. **Online:** NA **High School:** NA	The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.

Column 3 (criteria): Automotive Service Excellence (ASE)standards for students are utilized as guides for performance.

Column 5 (results): the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE.

The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.

				Overall Analysis: The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.	
		are utilized as guides for performance.			
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a cn automotive climate control sytstem.	ASE Climate Control Rubric Written Exam 50 pts General Engine Diagnosis; Removal and Reinstallation10 pts HVAC System Evac & Recharge 10 pts HVAC System Assembly Diagnosis and Repair 10 pts Heating systems Diagnosis and Repair 10 pts Manifold Gauge Usage 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE)standards for students are utilized as guides for performance.	📄 **AUTT1060_ClimateCtrl_Final_Grading_Rubric.pdf** 📄 **AUTT1060_ClimateCtrl_Final_Exam.pdf**	Swainsboro: NA Vidalia: Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2018. Former instructor left unexpectedly during the year. Assessment data for AY/FY 2018 has not been found in the files. Online: NA High School: NA Overall Analysis: The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.	The new instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year with the VPIE. The new instructor now has a method in place to ensure the assessment data is collected for AY/FY 2019.
Business Management	Business Management students,will as members of a project development team, present a team project proposal researching for and preparing a detailed organizational meeting.	Team Project Presentation Rubric & Partner Evaluation A minimum 70% on the rubric is required for successful completion. The Team Project counts as 15% of the Team Project course grade. The Team Project rubric includes: Format Project Description Project Implementation Supporting Documents Project Quality This Team Project Presentation requires cooperation from both partners. Students are assessed on the presentation as well as being appraised of their teamwork. Detailed instructions and rubrics are provided for students so that they know exactly what is expected.		Swainsboro: This program is offered only online. Vidalia: This program is offered only online. Online: 7 students online All 7 students passed the team project presentation with a minimum of 92% accuracy. High School: Overall Analysis: Students were required to turn in sections of the team project throughout the semester to keep everyone on track. Implemented requirement to submit part of the project throughout the semester and this seems to have made a big difference in keeping students on track. Although all the students went above the minimum requirements, analysis of the rubrics showed students were weakest on Format and strongest on Project Implementation. More emphasis may be needed on following format guidelines.	Faculty reinforced the guidelines for properly formatting business documents, specifically using Microsoft Word. It was determined that more emphasis is needed on formatting documents. Instructor identified the areas that needed improvement which include margin errors, font types, grammar, and spelling. The formatting guidelines will be shared with students the next time the course is taught in summer 2019.
Business Management	Business Management students will analyze the principles of business management.	Business Management Capstone Exam - 100 questions - comprehensive exam - minimum of 70% accuracy is expected. The Business Management Capstone exam is administered toward the end of a student's final semester of the program.		Swainsboro: This program is offered totally online. Vidalia: Tihs program is offered totally online. Online: 13 students took the exit exam and made a score above 90. High School: Overall Analysis: After invesigating results on the capstone exam from previous fiscal	Course syllabus were revised for FY19 in the courses that require the exit exam.

				years, it was determined that the capstone exam results increased slightly in FY18 compared to earlier fiscal years of FY17 of 92.40, FY16 89.32, FY15 91.39, and FY14 91.13. In addition, the new instructor discovered that the weight percentage on the capstone exam was only 25 percent of the overall course grade in the exit exam courses. The suggested percentage is 35. Instructor will update course syllabi to reflect the new 35 percent capstone exam guidelines. Students will be notified of this on the course syllabi.	
Business Management	Business Management students will analyze the importance of business ethics in the workplace.	Business Ethics Essay Rubric - Minimum of 70% accuracy is required. The rubric categories include: Format Description Implementation Supporting Examples Essay Quality Detailed instructions and rubrics are provided for students so that they know exactly what is expected.		**Swainsboro:** This program is offered totally online. **Vidalia:** This program is offered totally online. **Online:** 11 of 15 (73%)students passed the internet presentation. Four students did not complete the internet presentation dropping their grade a letter grade. **High School:** **Overall Analysis:** Although the benchmark of 70% was met for this outcome and the Internet presentation assignment focused on the scope of the course content, business ethics, it was determined by the new program instructor that the essay presentation was not beneficial to the students and found to be difficult for students to understand. A new assessment method will be determined when the class is taught again next fall.	Instructor determined that the assessment method for this class was not beneficial to the students and initiated a different assessment method to be implemented the next time the course is taught fall semester.
Business Management	Business Management students will demonstrate the importance of human resource management in the workplace.	Human Resource Management Internet Research/Essay Rubric Minimum of 70% Accuracy. The rubric categories include: Format Research Description Research Implementation Research Supporting Examples Research Essay Quality Detailed instructions and rubrics are provided for students so that they know exactly what is expected.		**Swainsboro:** The program is offered totally online. **Vidalia:** The program is offered totally online. **Online:** 13 students online 11 of 13 (85%) students completed the presentation with a grade of 95 or better. 2 students did not turn in an essay which dropped their final grade by one letter grade. **High School:** **Overall Analysis:** Although the benchmark of 70% was met for this outcome, it was determined by the new program instructor that the essay presentation assignment was not beneficial. The current assessment method was found to be difficult for students to understand. A different assessment method will be initiated.	Instructor determined assessment method for this class was not beneficial to the students and initiated a different assessment method to be implemented the next time the course is taught summer semester.
Business Technology	Business Healthcare Technology students will compose professional medical documents using Medisoft software.	Healthcare Administrative Procedures Exit Exam The Medisoft software is a medical billing and accounting software used by doctors and other health care professionals to input patient records, submit insurance claims, and manage patient receivables. EXIT EXAM All Business Healthcare Technology students are required to take the BUSN 2340 Exit Exam when enrolled in this course. The exam will be taken in class under the supervision of the instructor. Specific competencies and skills tested on the assessment include: scheduling patient appointments, medical records management, medical transcription skills,	📄 **BUSN2340_Sim2_Page1.pdf** 📄 **BUSN2340_Sim2_Page2.pdf** 📄 **BUSN2340_Sim2_Day1_checksheet.pdf** 📄 **BUSN2340_Sim2_Day2_checksheet.pdf** 📄 **BUSN2340_Sim2_Day3_checksheet.pdf** 📄 **BUSN2340_Sim2_Day4_checksheet.pdf**	**Swainsboro:** Fall Semester 2017 --BUSN 2340 was not offered Spring Semester 2018 --BUSN 2340 was not offered Summer Semester 2018 --BUSN 2340 was not offered **Vidalia:** Fall Semester 2017 --BUSN 2340 was not offered Spring Semester 2018 --BUSN 2340 was not offered Summer Semester 2018 --BUSN 2340 was not offered **Online:** Fall Semester 2017 --BUSN 2340 was not offered	The Medisoft software is the most commonly used medical billing software to train students in technical colleges. Students are prepared for working in the medical environment by making sure they input data correctly. Modifications were made to some assignments to ensure that students were focused on inputting the data correctly. Due to the importance of precision in the medical field, accuracy is constantly stressed because of harmful results that the company and patients can encounter.

		billing/collection, and work area management. Students are required to score a minimum of 70% on the exam to pass the BUSN 2340 course. Students who do not pass this exam will not be able to graduate and the capstone course will need to be repeated and passed along with the exit exam. Note: Students will not be allowed to take BUSN 2340 as a transient student since the exit exam is tied specifically to this course.		Spring Semester 2018 --16 out of 16 (100%) of students scored 70 or higher on the BUSN 2340 exit exam Summer Semester 2018 --BUSN 2340 was not offered **High School:** n/a **Overall Analysis:** With the presentation of the Medisoft software through an organized Blackboard class and various resources, the students had a 100% pass rate on the capstone exam. The Medisoft software is a medical billing and accounting software used by doctors and other health care professionals to input patient records, submit insurance claims, and manage patient receivables.	
Business Technology	Business Technology students will compose professional business documents by the integration of various software applications.	**Applied Office Procedures Exit Exam** All Business Technology (BT) diploma and BT degree students are required to take the BT Exit Exam test toward the end of the semester the student is enrolled in BUSN 2210.The test is administered by the BT Instructor and taken as a traditional timed exam. Specific competencies and skills tested in this assessment include the integration of programs/applications such as Microsoft Word, Access, Excel, and PowerPoint. Students are required to score a minimum of 70% on the exam to pass the BUSN 2210 course. If a student does not pass the exam with a minimum of 70%, the student will receive a D in the course and will be required to retake BUSN 2210.	📄 **BUSN2210_ExitExam.pdf** 📄 **BUSN_Capstone_Exam_Rubric-Project1.pdf** 📄 **BUSN_Capstone_Exam_Rubric-Project2.pdf** 📄 **BUSN_Capstone_Exam_Rubric-Project3.pdf**	**Swainsboro:** Fall Semester 2017 --6 out of 6 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam Spring Semester 2018 --BUSN 2210 was not offered Summer Semester 2018 --BUSN 2210 was not offered **Vidalia:** Fall Semester 2017 -- BUSN 2210 was not offered Spring Semester 2018 --BUSN 2210 was not offered Summer Semester 2018 --BUSN 2210 was not offered **Online:** Fall Semester 2017 --5 out of 5 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam Spring Semester 2018 --BUSN 2210 was not offered Summer Semester 2018 --BUSN 2210 was not offered **High School:** n/a **Overall Analysis:** The students had a 100% pass rate on both campuses and online on the exit exam. Although the students are learning the integration skills, they are still making careless mistake on the project assignments and tests.	This course was taught in a hybrid format where students attended class 60% of the time and the other 40% was done outside of class. Students were constantly reminded on the importance of proofreading their documents for correctness. This exit exam included the Microsoft Word, Excel, and Access software. It is important that accuracy be emphasized with all three software packages because of the negative results that can be generated.
Business Technology	Business Technology students will prepare memos and letters utilizing Keyboarding in SAM with Microsoft Word 2016.	**Document Production Module 4 Performance/BUSN 1440** A minimum of 70% accuracy is required.		**Swainsboro:** Fall Semester 2017 --3 out of 3 (100%) scored 70% or higher on the exam Spring Semester 2018 --2 out of 2 (100%) scored 70% or higher on the exam Summer Semester 2018 --BUSN 1440 was not offered **Vidalia:** Fall Semester 2017 --7 out of 10 (70%) scored 70% or higher on the exam Spring Semester 2018 -- BUSN 1440 was not offered Summer Semester 2018 -- BUSN 1440 was not offered **Online:** Spring Semester 2018 --8 out of 10 (80%) scored 70% or higher on the exam	This class was taught in the hybrid and online format this year. The hybrid classes are taught requiring students to attend class 60% of the time and complete the other 40% online. The overall percentage remained the same with the classes being taught in a new format, online. Instructors are continuing to place strong emphasis on the importance of producing documents are that formatted correctly and without errors.

				Summer Semester 2018 --6 out of 7 (86%) scored 70% or higher on the exam	
				High School: n/a	
				Overall Analysis: Overall, 81% (26 out of 32) of the students scored 70 or higher on the Module 4 performance test. Through the rounding process, the overall percentage is the same as the previous year.	
Clinical Laboratory Technology	CLT students must choose the correct blood type for blood/plasma transfusion.	**Assessment skill: Patients may not receive the exact blood component type.Choosing the correct compatible type is critical. This skill emphasizes compatible LRPBC, plasma, and whole blood types.** **PASS/FAIL skill.** **Criteria: Student MUST score 100% in three attempts to pass the skill required in this class.** **Automatic failure results if any mismatch of a blood type or deletion of a possible blood type is encountered.**	📄 **CLT_Blood_Type_PASS_FAIL_Skill.pdf**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:**	**Blood bank is a 100% accuracy department. Students must be so well trained that this is an automatic accurate response to correctly choose and give the correct blood, platelet, or fresh frozen plasma type in an emergency or non-emergency situation.** **Students must also perform accurately in a stress exercise. This method has proven effective for our students in real life emergency in their clinical sites.**
Clinical Laboratory Technology	Clinical Lab students will will accurately calculate chemistry formulas to include the assessment of computer generated chemistry formula calculations.	**Clinical Chemistry Calculation Skill Assessment/CLBT 1070.** **Condition: Using known formulas, the student will calculate the equations.** **Standard: The student must score 75% or higher in two attempts as evaluated by the instructor.** **Time limit: 45 minutes.** **Criteria: Student must score a 75% or higher in two attempts to pass the competency.**	📄 **CLBT_1070_Calculation_Skills.pdf**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:**	**Students must learn the calculations as analyzers must be manually checked every six months to ensure accuracy of calculations.** **These calculations will be questions on the registry, also.** **Additional practice will be required of the next cohort to master calculations.**
Clinical Laboratory Technology	Utilizing quality control samples of bacteria as "unknowns," Clinical Lab students will identify the correct genus of bacteria using multiple tests.	**Skills Assessment of Unknown Bacteria/CLBT 1080** **Standard: Student will successfully perform identification of 10 organisms within three attempts as evaluated by the instructor.** **Task: Using gram stain, catalase, coagulase, oxidase, Enterotube, CAMP, Strep ID kit, Bile esculin and microscope with oil immersion and slide techniques, the student will identify the correct genus of bacteria.** **Criteria: Student must identify the unknowns in three attempts and score a 90 or above.** **Pass/ Fail skill.**	📄 **CLBT_10_Organism_ID.pdf**	**Class average 98.2**	**Different organisms were used to enhance student competencies.**
Clinical Laboratory Technology	Clinical Lab students will recognize correct patterns of hemolysis on bacterial growth media.	**Hemolysis Skill Assessment/CLT 1080** **Task: Student will perform a hemolysis assessment on 10 microbiological samples.** **Determining the hemolysis pattern of an organism is critical in the identification of patient cultures.** **Student must pass this skill within two attempts as evaluated by the instructor.** **Student will be using ATCC pure culture organisms grown on plates provided by an area hospital.** **Time limit: 20 minutes** **Criteria: Student will accurately perform and read the hemolysis pattern with a grade of 90% or better to pass the skill.** **All skills must be passed to progress in the CLT program.**	📄 **CLBT_1080_Hemolysis_Skill_Assessment.pdf**	**Class average 96.4**	**Students must pass this competency with a 90 or greater. More practice with different organisms will be provided for improvement of skill.**
Clinical Laboratory Technology	Clinical Lab students will accurately read gram stains.	**Students will prove competency of gram stains on a power point assessment.** **Bacteria are grouped into**		**Average of grades reading gram stains=86.7**	**Additional gram stains were added for the 2018 cohort. This skill must be comprehensive and accurate for the graduate to report meningitis,**

		categories based on their gram stains: positive or negative, rod or cocci. Gram stain of bacteria can show characteristics that give a presumptive identification (positive, negative, rod, or cocci). Students must score 80% competency on 50 gram stains.			pneumonias, wound infections, ect.to the attending physician.
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	Capstone - DDS CDL Road Test Score Form/CTD 1030 Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures. Zero - meaning no violations - is the best possible score. 30 points or less must be achieved in order to successfully complete CTD.	📄 **CTD_CDLSkills.pdf**	**Swainsboro:** See overall analysis **Vidalia:** See overall analysis **Online:** NA **High School:** NA **Overall Analysis:** 320 points - Turns, 40 points - Intersections 1 - Expressways 0 points - Urban/Rural Highway, 12 points- Road Side Stop/Start, 8 points- Railroad Crossing, 68 points - General Driving, 0 - Automatic Failures. 449 total violations/76 students = avg.violations Average score of violations = 5.91% This is a 2% decrease over the FY 2017 of 5.79%. FY 2016 average score of violations was 6.72%. CTDL faculty are still encouraged with the average number of violations. Utilization of the simulator is credited with the improvement in gear changing violations which was identified as a major problem when turning, slowing down at intersections, and general driving. Zero - meaning no violations - is the best possible score. 30 points or less must be achieved in order to successfully complete CTD.	Implemented more simulator practices to improve violations resulting from gear changing issues. Utilized veteran CTDL faculty who were consistent and standardized in their instruction. CTDL faculty spent more time on the road with struggling students to ensure they could safety operate an 18 wheeler according to DDS guidelines.
Commercial Truck Driving	CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.	Department of Driver Services (DDS) Basic Control Skills Checklists/CTD 1030: This check contains 6 parts: Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Right(includes Pullups, Encroachments, Looks, and Final Position) St. Line Backing(includes Pullups, Encroachments, Looks, and Final Position) Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box) Conventional Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position) The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better. A grade of 0 (no violations) is desired. To successfully complete,12 points or less is allowed in order to complete CTD.	📄 **CTD_CDLSkills.pdf**	**Swainsboro:** See overall analysis **Vidalia:** See overall analysis **Online:** NA **High School:** NA **Overall Analysis:** 63 points - Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) 8 points - Offset Back Right(includes Pullups, Encroachments, Looks, and Final Position) 14 points - St. Line Backing(includes Pullups, Encroachments, Looks, and Final Position) 39 points - Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box) 68 points - Conventional Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) 9 points - Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position)	Average score improved 7% over previous fiscal year. Utilized the simulator for more practice and gear changing experiences. Conducted mid-term assessment of skill to determine weak areas such as gear changing. Assigned more simulator time for those struggling students.

| | | | | The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better.

A grade of 0 (no violations) is desired.

To successfully complete,12 points or less is allowed in order to complete CTD.

STC 201 violations/76 students = 2.64 average violations | |
|---|---|---|---|---|---|
| Commercial Truck Driving | CTD students will complete a pre-trip vehicle inspection according to DDS standards. | Department of Driver Services (DDS) Vehicle Inspection Test Checklist/CTD 1030

This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score.

Sections on the 90 point Vehicle Inspection (Pre-Trip) checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle

Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear) Rear of Vehicle

Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear) Rear of Trailer

Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection. | CTD_Skills.pdf | **Swainsboro:** See Vidalia data

Vidalia: Both locations are grouped together for testing by DDS.

100% of the students passed with less than 5 points.

Most were in the 2 to 3 point range.

Online: NA

High School: NA

Overall Analysis: The majority of the students scored at the 2 to 3 point range. These scores continue to draw approving comments from the DDS examiners. The DDS examiners tell us that our student do much better than most drivers they test.

It could be that CTDL faculty are now more seasoned and consistent in their instruction since they have been teaching together for a period of years now. This consistency in instruction seems to have a positive impact on student learning. | CTDL faculty have become more seasoned and consistent in their instruction.

CTDL faculty reviewed the Pre-Trip Vehicle Inspection Checklist to ensure instruction stayed consistent with new adjuncts. |
| Computer Information Systems | The Web Design students will construct an error free web page using validation techniques. | CIST Capstone Final Exam with Web Page Rubric/CIST 2550/CIST 2950

Web Site Design students are required to pass the Capstone Exam/Project at the end of the semester.

Students must score 70% or better on the Capstone Exam/Project to successfully complete. | CIST_Websystems_Project_Rubric.pdf | **Swainsboro:**

Vidalia: Two students completed the exam, both receiving a grade of 98

Online:

High School:

Overall Analysis: Two students completed the exam, both receiving a grade of 98 | While there were not a lot of participants, the grades do indicate excellent transfer of needed knowledge as the averaage score was 98 for the final project.

Additional lab time and one on one time spent with students prior to presentation of completed web pages proved valuable in increasing student understanding of expectations and how to create the web pages |
| Computer Information Systems | Information Technology Professional students will implement a LAN prototype. | CIST Capstone Final Project and LAN Rubric/CIST 2921

IT Professional students are required to pass the Capstone Exam/Project at the end of the semester.

Students must score 70% or better on the Capstone Exam/Project to successfully complete. | CIST_Router_Rubric.pdf | **Swainsboro:** One student took the exam scoring 89

Vidalia: There were 7 students that took the exam. The scores are below: 82 73 76 81 75 93 79

Online:

High School:

Overall Analysis: All of the 8 students taking the exam scored above 70, with an average score of 81 | All students passing the exam and the class indicates indicates the use of the project to apply skills of the phases of system development and design help to improve student learning. |
| Computer Information Systems | Information Technology Professional students will be able to install, maintain, customize, and operate personal computers. | Module 13.0 Capstone LabSim Exercises/CIST1122 and CIST1135 and Practice CompTIA A+ Final Exams

Minimum of 70% accuracy is | CIST_Milestone_Rubric.pdf
CIST_Tarheel_Toys_Rubric.pdf | **Swainsboro:** Scores CIST1135 Fall 2018 88 28 76 22 Scores CIST1122 Spring 2019 | With the exception of a couple students who did not regularly attend class the grades in CIST1122 showed the hands on portion of the class helped the students master the identification, characteristic, |

				94 91 92 67 33 81 75	and use of computer hardware. The high grades seen on both exams seem to show the course materials did a good job of presenting material and tasks that can lead to mastery, but it was not equally effective for all students.
				Vidalia: **Scores CIST1135 Spring 2019** 64 91 68 88 73 **Scores 1122 Summer 2019** 53 63 85 71 78	
				Online:	
				High School:	
				Overall Analysis: While all students certainly did not pass with a 70% on these exams there are a couple things to note. On the CIST1122 exam if you remove the two outlier grades of 22 and 28 the average score is 78.3 (66.4 including those low scores). This is good for a rigorous exam that is the equivalent of the industry certification exam. The average score for the CIST1135 class was 73.6. The overall average for both exams was 70.5	
Cosmetology	Students will accurately perform a basic layered haircut within a 30 minute timeframe.	National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results. Students must complete a basic layer haircut within a 30 minute timeframe on the haircutting section of the exam. They will be graded on condition of implements, safety, correct use of implements, sections & guides, uniformity of the layers, blending of sides,back and top, and infection control procedures being followed.	📄 **COSM_NIC_Instructions_Exam.pdf** 📄 **COSM_Mock_Practical_Exam.pdf**	Swainsboro: 3 out of 4 (75%) students successfully performed a basic layered haircut within a 30 minute time frame. Vidalia: 7 out of 8 (88%) students successfully performed a basic layered haircut within a 30 minute time frame. Combined for both campuses: 10 out of 12 (83%) students successfully performed a basic layered haircut within a 30 minute time frame.	More demonstrations and hands-on timed haircuts will be practiced to ensure 100% of students will complete a basic layer haircut within a 30 minute time frame.
Cosmetology	COSM students will complete a basic facial service employing at least 3 different massage manipulations, along with proper cleansing, toning and product removal.	National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results. Students must achieve a minimum of 70% accuracy on the basic facial.		**Swainsboro:** Swainsboro Campus students accomplished 100% accuracy on the basic facial. **Vidalia:** Vidalia Campus students accomplished 100% accuracy on the basic facial. **Online:** **High School:** **Overall Analysis:** Both campuses accomplished 100% accuracy on the basic facial service employing at least 3 different massage manipulations, along with cleansing, toning and product removal. This is according the the mock state board exams that are given to students. According to the State Board School Summary Report, Southeastern is slightly below state means.	Students achieved 100% accuracy on the mock basic facial but fell below state board means. The cosmetology faculty will look more closely at the facial rubric of the exam to determine if it should be revised. The instructors will also have more facial performances with 1-2 students at the time to determine why students are making below state means.
Cosmetology	Students will perform highlighting with foil, virgin application with at least 75% accuracy while observing all client protection, and safety and infection control procedures.	The highlighting with foil, virgin application service will be graded using the PSI grade sheet following the same guidelines that will be followed during the actual state board exam. A minimum 75% accuracy is required. Assessment used - PSI Grading - State Board Exam Results Students are assessed throughout the		95% of Students on Swainsboro Campus achieved above 75% accuracy in foiling, virgin application while being observed for client protection, safety and infection control procedures. 100% of Students on Vidalia Campus achieved above 75% accuracy in foiling, virgin application while being observed for client protection, safety and infection control procedures.	Students will have many practice mock foilings, virgin applications while being observed for client protection, safety and infection control. The practice procedures will help improve proficiency in highlighting with foil, virgin application.

		programs in the following courses: COSM 1050 COSM 1090 COSM 1100 *COSM 1110 *COSM 1115 Graduating COSM Diploma and HD TCC students are assessed in the capstone exam administered in either COSM 1110 or COSM 1115.			
Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	Probation and Parole subpart - CRJU 1030 Mid-Term Exam. Note: Students must be able to judge the difference by defining and contrasting between the two. A minimum 70% accuracy is required.	📄 CRJU_1030_Mid-Term_Probation_Parole.pdf	**Swainsboro:** 3 out of 3 traditional students scored 70% or higher with an average score of 80. **Vidalia:** 6 out of 6 traditional students scored 70% or higher with an average score of 89 **Online:** 7 out of 7 scored 70% or higher with an average score of 88 **High School:** 9 out of 11 scored 70% or higher with an average score of 81. **Overall Analysis:** Student performance increased over previous years due to greater emphasis placed on the subject matter during lecture and additional discussion boards being utilized for online students (85 vs 83). Online/Dual Enrollment student performance increased from a historic average of 77 to an average of 81 due to testing at a time which did not conflict with school activities and holidays.	Faculty plan to increase the number of probation and parole assignments which should improve test scores in conjunction with testing at times which do not conflict with school activities and holidays. Greater emphasis was placed on the subject matter during lecture and additional discussion boards being utilized for online students.
Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title XVI: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	CRJU Final Exam- 20 question subpart section on GA Criminal Code Section Title 16 and Title 40 A minimum 70% accuracy is required for successful completion.	📄 CRJU_1068_Final_Exam.pdf 📄 CRJU_CriminalCode.pdf	**Swainsboro:** 4 out of 4 traditional students scored 70% or higher with an average score of 85. 1 out of 1 High School student participated in the class with an average score of 95. **Vidalia:** 6 out of 6 traditional students scored 70% or higher with an average score of 84. 1 of 1 High School student participated in the class with an average score of 85. **Online:** 9 out of 9 online students scored 70% or higher with an average score of 80. 2 out of 2 High School students participated in the class with an average score of 80. **High School:** 1068 is not offered as a high school course under the certificate program. Dual enrollment (high school) students participated in both traditional and online classes and were included in the above data. **Overall Analysis:** Both Traditional and Online students test scores over the averages declined over the previous years (84 vs. 88). This is still above the historical average of 82. This indicates the increase in criminal law manual assignments has promoted better understanding of the law and the elements of each crime. Online students, this academic year, did not perform as well as traditional classroom students which is consistent with historical results.	Implemented Fall 201812, additional criminal law manual assignments will be incorporated into the CRJU 1068 courses.
Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures.	Search and Seizure Scenarios/CRJU 2050. Seven written scenarios will be given to students. Students must determine whether or not it is legally within the law to perform a search and seizure. Each scenario is either Yes (right) or No (wrong).	📄 CRJU_2050_Search_Legal_Illegal.pdf	**Swainsboro:** 3 out of 3 traditional students scored 70% or higher with an average score of 85.. 9 out of 10 Dual Enrollment students scored 70% or higher with an average score of 82. **Vidalia:** 6 out of 6 traditional students scored 70% or higher with an average score of 83	CRJU faculty implemented more 4th Amendment exercises for Traditional students - improving scores by 3%. Attendance/Completion issues with Dual Enrollment students caused a decline in their performance outcome.

Program	Outcome	Measures	Attachment	Results	Analysis/Action
		.br> A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment.		**Online:** 9 of 9 scored 70% or higher with an average score of 80 **High School:** 9 of 10 scored 70% or higher with an average score of 82 **Overall Analysis:** Traditional students performed above historic averages due to increase in classroom instruction time and greater emphasis placed on search and seizure exercises. Dual Enrollment students performed consistent with historical average scores, however only 90% passed as opposed to 100% the previous year.	
Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients.	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 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	📄 **DHYG_Assessment_&_Debridement.pdf**	**Swainsboro:** Not applicable **Vidalia:** 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 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 **Online:** Not applicable **High School:** Not applicable **Overall Analysis:** Students scored -.37 standard deviation below the national average on the national board in the preventative agents discipline. Students scored -.94 standard deviation below the national average on the national board in the patient assessment discipline. Students scored 0.44 standard deviation above the national average in the cases discipline of national board. Students scored 1.22 standard deviation above the national average in dental hygiene care discipline of the national board.	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 practiced demonstrating problem solving strategies related to comprehensive patient care and management of patients. 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, infection control, clinical procedures, emergency care, documentation, personal/dental/medical histories, vitals, and extraoral and intraoral examinations. Additional role play sessions were implemented during preclinic and clinic I practice sessions. The role plays provided students with relevant opportunities to practice and enhance their communication skills and problem solving skills related to comprehensive patient care and management of patients.
Dental Hygiene	Dental Hygiene students will utilize interpersonal and	3 Patient survey- minimum 85% positive required		**Swainsboro:** Not applicable	The first year instrument kit was reduced from 14 instruments to 9 instruments

	communication skills to interact with diverse population groups and other members of the healthcare team.	4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive 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 14 Individual competencies- 100% pass required 18 Graduate Exit Survey- minimum 85% positive required		**Vidalia:** 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 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 Individual competencies- 60% pass- 2 out of 5 students did not pass all of the competencies in Clinic III Graduate exit surveys- 100% participation and satisfaction **Online:** Not applicable **High School:** Not applicable **Overall Analysis:** 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 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.	so that more instructional time was available for enhancing communication skills. More emphasis was placed on communication by requiring students to create communication skits for each skill evaluation. Students were also required to create a communication flip chart. The flip chart guided the communication during patient assessments. An instructional session was conducted for students to learn how to dial telephone numbers with various area codes. As a result, students were more equipped to communicate and schedule patients for the live work clinic. Students experienced fewer issues contacting patients and scheduling appointments. Additional role play sessions were implemented during preclinic and clinic I practice sessions. The role plays provided students with relevant opportunities to practice and enhance their communication skills with diverse population groups and other members of the healthcare team.
Dental Hygiene	Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care.	2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Surveys- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive 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 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	📄 **DHYG_Assessment_&_Debridement.pdf**	**Swainsboro:** Not applicable **Vidalia:** 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 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 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	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 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. Additional instructional sections were incorporated into Clinic I and Clinic II to enhance instruction in progress record documentation. A digital panoramic machine was approved for purchase in FY 19 to ensure students

				Online: Not applicable	received training using a digital panoramic machine.
				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. 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.	
Diesel Technology	DIET students using the correct tools and procedures will remove and install a diesel engine crankshaft.	Students will complete a Diesel engine block hands-on assessment in the diesel lab. Students will remove, inspect and install a crankshaft in a diesel engine block. This assessment will be conducted in DIET 1030.	📄 **DIET_Crankshaft_Removal_Installation.pdf**	**Swainsboro:** No assessment results available for analysis **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 and 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	DIET students will complete a federal annual vehicle inspection using the proper forms and procedures.	Students will inspect commercial vehicle components and determine the status by placing a check mark or X mark on the HDA Truck Pride Truck Service Experts Annual Vehicle Inspection Report. Students will note all defects. The assessment includes OK, Needs repair, and Repaired Date on the following vehicle components: 1.Brake System 2.Coupling Devices 3.Exhaust System 4.Fuel System 5. Lighting Devices 6.Safe Loading 7.Steering Mechanism 8.Suspension 9.Frame 10.Tires 11.Wheels and Rims 12.Windshield Glazing 13.Windshield Wipers 14.Other The checklists are then scored on the Vehicle Inspection Hands-On Test where each section of the following sections is worth 20 points.	📄 **DIET_Vehicle_Inspection_Rpt.pdf** 📄 **DIET_SLO_Assessment.pdf**	**Swainsboro:** No assessment results available for analysis **Vidalia:** N/A **Online:** N/A **High School:** N/A **Overall Analysis:** 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 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.

		1.All blocks are filled in 2.All vehicle information is correct 3.Comments are listed 4.Inspection decal is correctly filled out 5.Defects are noted Students must score a minimum of 80% to complete assessment.			
Early Childhood Care and Education	ECCE students will create a disabilities based resource file.	**Exceptionalities Resource File Rubric** The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptions will be made in the teaching methods. A minimum of 70% is required for success.	📄 **ECCE_Resource_File_Rubric.pdf**	**Swainsboro:** On the Swainsboro Campus, out of the four students who took the class, three made As and one made a B. All four in the class made 90 or higher on the resource files. **Vidalia:** The degree level course was not needed during the FY17 on the Vidalia campus, therefore it was not offered. **Online:** N/A **High School:** N/A **Overall Analysis:** Everyone who took the class completed the resource file and made an A for this assignment. Out of the four students who took this class, 3 made As and one made a B, the instructors determined that it may help if students are given a little more time in class to complete the resource file since most of the resources that should be contained in this file is obtained via the internet. After analyzing what items were not completed in the file, the main item(s) missing were brochures on the 9 topics(poverty, domestic violence, disabilities,...) that were to be in the file. It may be beneficial if students could create their own brochures on the specified topics rather than trying to visit local community businesses to find these brochures.	Everyone who took the class completed the resource file and made an A for this assignment. Instructors feel no changes in instruction are needed at this time, but will re-evaluate on the next Resource File
Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	**Curriculum Development Teaching Rubric - assessment captured in ECCE 1112** The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptions will be made in the teaching methods. 70% minimum for successful completion	📄 **ECCE_Curriculum_UnitEvalRubric.pdf**	**Swainsboro:** Swainsboro Campus Spring Semester 2018 7 out of 8 (87%) scored 75 or higher on the teaching unit assignment. One student failed to turn in their assignment **Vidalia:** Vidalia Campus Summer Semester 2017 The course was offered on the Vidalia campus but their were no students enrolled in the course **Online:** N/A **High School:** N/A **Overall Analysis:** Seven of the eight students that completed the unit passed; however, one student did not turn in their unit plan. This assisted in the student failing the course. Some students were not as thorough as they should have been; some of the objectives were not written in the correct format, and some of the activities were not DAP or age appropriate. The students that did not complete the assignments stated that they were unable to complete the work because of health reasons, working, or going to school full-time.	Instructors will provide students with helpful hints on balancing work and school, and also time management techniques. Instructors will work closely with students during advisement and discourage students from taking too many classes when they have a family, work full-time, and go to school. Instructors feel there are additional strategies that can be used: give more time in class to work on assignments, have a weekly check-off list where students have to show the instructor what work has been completed, and provide additional lecture/assignments for selecting DAP and age appropriate activities

Electrical Systems	Electrical students will accurately wire a motor control circuit.	Exit Exam Hands-On Checklist The student may use the National Electric Code as reference tool. A minimum 70% accuracy is required for successful completion.	📕 **ELTR1180_ExitExam_Hands-on_CheckSheet.pdf**	**Swainsboro:** Was not taught on Swainsboro Campus **Vidalia:** FY 2018- 100% FY 2017- 78% **Online:** **High School:** **Overall Analysis:** The Vidalia Campus saw an increase from previous year. The average score was 78.	Instructors worked on increasing the scores by incorporating more practice time before capstone exam.
Electrical Systems	Electrical Systems students will construct a residential wiring project according to National Electrical Code.	Residential Wiring diagram and written test based on the National Electric Code/ELTR 1210. Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor. The diagram will include installing duplex and GFCI receptacles. This will also include installing single-pole, three-way, and four way switches and lights.The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool. A minimum 70% accuracy is required for successful completion.	📕 **Residential_Wiring_Project.pdf**	**Swainsboro:** Not taught on Swainsboro campus **Vidalia:** All 5 passed **Online:** NA **High School:** NA **Overall Analysis:** The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring.	The instructors worked with the students to help them understand the areas of 3-way and 4-way switching
Electronics Technology	Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	International Society of Certified Electronics Technicians (ISCET) Certification Exams ISCET Certification Final Exams for the four major electronics areas: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits) These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas. Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.	📕 **FY2018_ESA1_EAS2_Category.pdf** 📕 **FY2018_ESA-3_ESA-4_Category.pdf** 📕 **FY2018_ELCR_ESA_Certification_Rates.pdf**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** **FY2018 ESA-1 and ESA-2 Category** **ESA-1 (DC Circuits)** FY2018 data show a continued expected performance level for the Basic Theory and Math question categories. A marked improvement is noted in the Troubleshooting, Use of Equipment, and DC Theory question categories. The Troubleshooting and Use of Equipment categories are competency areas that are most desired by employers of these students; therefore, we will continue to concentrate on the performance in these categories. **ESA-2 (AC Circuits)** FY2018 data show continued expected performance in the Basic Theory, Math and AC Theory categories. Troubleshooting category showed a return to a record level of performance. The Use of Equipment category showed a return to a high level of performance. We will continue to emphasize the AC Theory category while maintaining emphasis on the Troubleshooting and Use of Equipment categories. **FY2018 ESA-3 and ESA-4 Category**	

				ESA-3 (Solid State & Linear Devices) FY2018 data show increase to new highs in the Basic Theory and Troubleshooting categories of questions. The Math and Semiconductor Theory categories showed decreases, but remain around expected performance levels. The Devices and Circuits category remained slightly below the desired performance level. The Use of Equipment category showed a large dropoff in performance which is a major concern. **ESA-4 (Digital Devices & Circuits)** FY2018 data show an average student performance in the Basic Theory category, continued excellent performance in the Digital Math category, and continued high 80% performance in the Digital Theory category. The Troubleshooting and Use of Equipment categories increased back to above 70% levels. The Digital Devices & Circuits category increased back to >80%. **FY2018 ELCR ESA Certification Rates** For FY2018, the percentage of students receiving their respective certificates from the ISCET (ESA-1 through ESA-4) reached 100% for the ESA 1 and dropped to 90% for the ESA-2. The ESA-3 exam award rate increased to 85% while the ESA-4 exam remained at 100% certification rate. All of the certification rates remained in their expected performance region: ~75% for ESA-1, ~85% for ESA-2, ~80% for ESA-3, and ~95% for ESA-4. The analysis of the percentage of students who retook the exams is as follows: **ESA-1 & ESA-2:** The percentage of students requiring a retake of ESA-1 decreased to 25%, which is below the target of ~33% for the ESA-1 exam. The retake percent for ESA-2 dropped to 0%; however, one student did not attain certification and chose not to retake the exam at this time. **ESA-3:** The percentage of students requiring a retake of this exam rose to 70%, which is higher than the target rate of ~ 33%. This exam is the hardest of the four ESA exams and is expected to have a higher percentage of students who retake the exam either to improve their course grade or to receive their certifications. **ESA-4:** This exam, once again, showed no retakes for students to receive their certifications. The performance level for ESA-4 certifications remained at 100%. Additional analysis of this data categorized by class is also provided. Class is defined as the results of the ESA-1 and ESA-2 exams for students' first fiscal year of enrollment combined with the results of the ESA-3 and ESA-4 for their second fiscal year of enrollment. See ESA-1 through ESA-4, Results by Student Group (Class) chart. This data shows that student groups tend to vary in overall test performance based on the drive and capabilities of the students within the groups. The data also shows what appears to be an improvement in test scores for each student group as they progress through the program, save the 2011/2012 ESA-3 performance.	
Electronics Technology	Electronics Technology students will diagnose electronic systems to repair/replace the associated electronic circuits.	LabVolt SystemsThe LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, trouble-shooting exercises, and the lab exam. Students are required to complete all assigned labs.			

		The lab exam (50% of the lab grade) covers the lab material which includes the review procedures and normal circuit testing, requiring the proper use of electronic bench test equipment/sources, VOMs and oscilloscopes. The circuit troubleshooting procedure(s) (50% of the lab grade) require the students to analyze modified circuits to determine which component has become faulty.			
Fish and Wildlife Management	FWMT student will accurately collect soil samples and interpret the soil report in order to formulate the appropriate soil amendments to produce optimum wildlife forage.	FWMT Program Capstone Exit Exam Students must score a minimum of 80. FWMT 2020 Habitat Manipulation capstone course grading rubric: 1. Accurate soil sample which includes grid set-up, sample depth, technique, data, label, 15 points 2.Interpretation of Soil Sample report, 10 points 3. Amendment recommendations. 15 points 4. Define objective for food plot: Attractant, nutrition, harvest, fall/winter, spring/summer. 10 points 5. Prescribe appropriate crop. 10 points. Students must collect soil samples, interpret soil reports, and prescribe appropriate fertilizers/amendments. Each food plot has an objective: attractant, nutrition, harvest, fall/winter, and spring/summer. Students must be able to formulate the amendments for the appropriate crop and food plot objective.	📕 **FWMT_HabManip_Rubric_StudentSample.pdf**	**Swainsboro:** Swainsboro: 9 students enrolled in Habitat Manipulation. 2 students' final score <70. 1 student scored < 80. 4 students scored <90. 2 students scored >90. 88% pass rate. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** 100% students correctly obtained soil sample.4 students required additional instruction of interpretation. 5 students required prompting with amendment recommendations. 9 (100%) correctly identified food plot objective. 7 students appropriately prescribed appropriate forage crop. 2 unsuccessful students unable to correctly interpret soil sample results, recommend amendments, determine cool/warm season forage. 2 unsuccessful students attended <50% of classes.	Conducted in-field demonstrations of water flow rate through various soil types. Flow rate directly effects soil amendment uptake and forage nutrition.
Fish and Wildlife Management	FWMT students will demonstrate safe tractor operation with various tractor implements attached.	Equipment Use Rubric. Field Journal Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached. Students will score > 80% on equipment use rubric. Students will demonstrate safe tractor operation. Students will demonstrate knowledge of and safe operation of tractor Power Take Off. Tractor safety includes 4 personal safety precautions. Preparing the tractor/equipment for safe operation includes 18 safe operation items. Starting, operating and stopping tractor/equipment includes 23 items of instruction. 80% minimum required	📕 **FWMT1010_Equipment_Use_Rubric.pdf** 📕 **Equipment_Rubric_StudentSample.pdf**	**Swainsboro:** 8 students enrolled in Equipment Use. 100% students demonstrated safe tractor operation. 100% of students successfully demonstrated safe tractor operations with various implements. Non-traditional student required additional coaching, encouragement and instruction associated with strength deficiencies. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** 8 students successfully performed safe tractor operation. 5 students demonstrated safe implement attachment. 3 students required additional instruction and demonstration in leveling implements and attaching PTO. 100% students demonstrated safe operation both with and without implements attached.	With additional instruction and hands-on experience students steadily improved. Dexterity and hand-eye coordination improved. Students no longer trying to "stretch" a chain Increased field activities proved successful in assisting strength challenged students.
Fish and Wildlife Management	FWMT students will prescribe appropriate treatments for an assigned fish pond.	FWMT_Acquatic Rubric FWMT students will develop a written Water Impoundment Evaluation Plan. Plans are assessed on 12 categories utilizing the Acquatic/ Fishery/Pond Rubric which include: 1. Defined objective for water impoundment - 5 pts 2. Accurately determine acreage of water impoundment - 10 pts 3. Accurate water quality sample = 10 pts 4. Identify water quality deficits - 10 pts	📕 **FWMT_Acquatic_Rubric.pdf** 📕 **Aquatic_Rubric_StudentSample.pdf**	**Swainsboro:** 10 students enrolled in Fish Pond Management. 4 students scored >90%. 3 students scored >80%. 3 students scored <70%. 2 students attended class <40%. 1 student dropped class after 3.5 weeks. **Vidalia:** NA **Online:** NA	Provide more real-life opportunities for identification of water weeds and algae. Ga. Department of Natural Resources Fisheries agreed to provide students with guided hands-on experience. For the poor attendance students, the FWMT instructor met with individual struggling students to encourage improved participation. Instructor offered counselor referral. Encouraged good study habits.

		5. Make appropriate recommendations based on water sample - 10 pts 6.Prescribe appropriate fish species for stocking = 5 pts 7. Prescribe appropriate fish species stocking rate = 10 pts 8. Prescribe appropriate fish stocking dates= 10 pts 9. Appropriately identify water weeds and algae=10 pts 10. Prescribe appropriate water weeds and algae eradication=10 pts 11. Appropriately apply water amendments=12 pts 12. Determine water clarity by using secchi disc=3 pts 70% accuracy required		**High School:** NA **Overall Analysis:** 7 of 10 students successful. 70% of students successfully developed water impoundment evaluation plan 100% students correctly defined objective for water impoundment. 7 students correctly determined acreage. 3 students required additional instruction with math. 100% students collected accurate water sample. 7 students correctly identified deficits. 7 students made appropriate recommendations. 100% prescribed appropriate fish species. 7 students prescribed correct stocking rate and dates. 5 students correctly identified water weeds and algae and prescribed appropriate eradication methods. 2 students required prompting.7 students demonstrated application successfully. 9 students correctly determined clarity. 3 students who scored <70% did not attend >50%. 3 students failed to complete written assessment.	Encouraged appropriate sleep habits. Encouraged healthy dietary habits with adequate fluid replacement. Instructor offered to contact other faculty/students to enable ride-sharing.
Fish and Wildlife Management	FWMT students will demonstrate appropriate work ethics.	Students will be assessed through written quizes and in class debates on 10 work ethics traits. 1.Attendance 2.Character 3.Team Work 4.Appearance 5.Attitude 6. Productivity 7. Organizational Skills 8. Communication 9. Cooperation 10. Respect Students will be given scenarios related to work ethics to debate in classroom. Students will role play as employer/employee to enhance understanding of demonstrating good work ethics. Students are scored on a Work Ethics Rubric. Poor work ethics is a growing problem all over the country. Area employers tell us repeatedly that they can not find workers with good work ethics. STC FWMT program is working to ensure FWMT gradates demonstrate appropriate work ethics. A score of at least 70 out of 100 points must be achieved.	📄 **FWMT_Work_Ethics_Scenario_Questions.pdf** 📄 **Work_Ethics_Assessment_Grading_Rubric.pdf** 📄 **WorkEthic_Rubric_StudentSample.pdf**	**Swainsboro:** 8 students enrolled in Introduction to Wildlife Management. 2 students scored > 90%. 1 student scored > 80%. 2 students scored >70% 3 students scored < 70%. 3 students demonstrated poor attendance coupled with failure to complete assignments. 3 students demonstrated poor class participation. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** 62.5% scored >70% in work ethics. 3 students who scored <70% attended class <50%. 2 students who scored <80% attendance was 75%, attendance, negative attitude, lack of participation were factors. 3 students who scored >80% consistently demonstrated good work ethic traits.	FWMT instructor met with individual struggling students to encourage improved work ethics and participation. Instructor offered counselor referral. Encouraged good study habits. Encouraged appropriate sleep habits. Encouraged healthy dietary habits with adequate fluid replacement.
Fish and Wildlife Management	FWMT will demonstrate an understanding of the harvest limits of game animals.	Classroom debate on game animal harvest regulations. Debate Rubric includes assessment of knowledge in the following areas: Need for wildlife management Dept. of Natural Resources regulations Primitive weapons Game checks Antlerless deer Students will verbalize pros and cons of the harvest regulations and limits. A minimum of 70% is required.	📄 **FWMT_Rubric_Whole.pdf** 📄 **Debate_Rubric_StudentSample.pdf**	**Swainsboro:** 5 students participated in debates 100% scored a minimum of 70% 4 scored > 90% 1 scored 70% Students actively and enthusiastically debated game laws, hunting seasons, regulations including recently introduced "baiting". **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** The student who scored 70% was deficient in the Dept. of Natural Resources regulations and Need for wildlife management. It was obvious the student was not well prepared for the debate. The strongest area for the other students were: Need for wildlife management and Antlerless Deer Regulations.	FWMT faculty implemented a different method of teaching the regulations by breaking down the regulations into segments: Apprenticeship, Doe Only Days, Buck Only Days, and Either Sex Days. In the past, the regulations were taught from the DNR Regulations Booklet. FWMT faculty introduced additional debate subjects as a result of seeing improved critical thinking and communication skills. As a result of the new DNR Baiting regulation, FWMT faculty added the use of "baiting" to the debate list.

				Results	Analysis/Action
				The weakest area was Citing regulations correctly. Some students got confused about buck only days/antlerless only only. **FWMT faculty observed and determined that more mature students had less difficulty in communicating ideas without personalizing.** **100% students effectively presented pro/con for seasons/regulations. Primitive weapons debate proved lively. Pro students agreed that convicted felons should be allowed to hunt with archery equipment. Con students contended that archery equipment is just as deadly as firearms and convicted felons should not be allowed use of any weapon. "Archery is silent but deadly". Antlerless deer harvest limits resulted in pro students showing how population management is a necessity to avoid over population by citing articles on reproduction, fawn survival rates and recruitment. Debates improved communication skills and team participation. As debates continued, students became better at communicating without anxiety/anger.**	
General Education & Learning Support: English	**Students will produce a logically-organized, grammatically acceptable cause or effect essay.**	**An ENGL 1010 Cause or Effect Essay rubric which measures paper content (25%, evidence of the writing process(15%), structure (20%), and grammar (20%).** **A writing checklist for use with Cause or Effect essays will be provided to the students.**		**Swainsboro:** **Fall- ENGL 1010: 64% of the students completed and passed the Cause or Effect Essay.** **Spring- ENGL 1010: 78% of the students completed and passed the cause or effect essay.** **Summer- ENGL 1010: 58% of the students completed and passed the Cause or Effect Essay.** **Passing for each semester consists of a score of 70 or higher.** **Spring** **Summer** --- **Vidalia:** **Fall- ENGL 1010: 90% passed the Cause or Effect Essay.** **Spring- ENGL 1010: 68% of students passed and completed the Cause or Effect Essay.** **Summer-93% of the students passed and completed the Cause or Effect Essay.** --- **Online:** **Numbers included in the overall percentages.** --- **High School:** **On the Swainsboro campus, the statistics include the Dual Enrollment students. However, no Dual Enrollment students are enrolled in the ENGL 1010 course FY 2018.** --- **Overall Analysis:** **Based on the overall analysis, the Summer students have a high percentage of passing on the Vidalia Campus. It was lower for the Summer semester on the Swainsboro campus. Shorter semester terms may attribute to lower scores on the assignment on the Swainsboro campus.**	**Provided more guidance and instruction in the writing process and stages of the writing process.** **Templates were used to guide the students through essay and paragraph assignments.** **With guided practice, students are more efficient in their writing ability, which contributed to writing enjoyment, progress, and assignment completion/success.**
General Education & Learning Support: English	**Students will develop a formal research essay.**	**Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Rubric includes the following sections:** **Content (20%), Organization (20%), Style (10%), Diction (10%), Grammar (25), Formatting and Citations (15%).**		**Swainsboro:** **Fall- ENGL 1101: Using the research essay, 42 students completed and passed the essay with only 8 students who received a failing grade on the assignment. Students used tutoring and peer review sessions to master the writing assignment. 84%** **Spring- ENGI 1101: 72% of the students completed the research essay and passed. Leaving 27% of the students failing the essay.** **Summer- ENGL 1101: 56% of the students completed and passed the research essay. The remainder of the students failed.** **Spring- ENGL 2130** **86% of the students completed and passed the literary essay.**	**The results showed that students can increase grades when using tutoring services available for writing assignments. The peer review instructions may vary from instructor to instructor, but students learn to use feedback to revise essays more effectively through the process, which contributes to higher scores on writing assignments.** **The success of students in ENGL 2130 validates ENGL 1101 as a prerequisite for the course.**

				Vidalia: Fall-ENGL 1101: 87% of the students who completed the research essay passed. The remainder of students failed the essay. Spring- ENGL 1101: 75% of the students who took the course completed and passed the research essay. The shift in the percentage from Fall to Spring could be the implementation of minimesters. The research still needs to be compared to see if students who write this essay in minimesters more or less successful than students who complete the assignment in 15 weeks. Summer- 58% of the students completed and passed the research essay. **ENGL 2130-** Fall 2017 82 passed / 88 finished 93% passed 7% failed (These stats include my three classes and Rustin Howards) Spring 2018 71 passed/89 finished 79% passed 21% failed (These stats include my three classes and Rustin Howards) Summer 2018 23 passed/26 finished 88% passed	
				Online: Online student scores were included in the Vidalia campus scores above. No online English courses were taught on the Swainsboro campus.	
				High School: Dual enrollment numbers are included in the Swainsboro statistics above. These students come to the Swainsboro campus for the course.	
				Overall Analysis: Comparing Fall and Spring Semester numbers to Summer, it is apparent that students seem to do better on the essay during the 15 week session. Summer semesters are 6 weeks shorter than the traditional 15 week semester, which could influence the scores with ess time in the course to be proficient. More research is needed to look at the success of the students during minimesters. ENGL 2130 has a high percentage of students completing and passing the literary essay on the Vidalia and Swainsboro campuses. ENGL 1101 is a prerequisite for ENGL 2130. These students can use the skills learned in ENGL 1101 to be successful in ENGL 2130.	
General Education & Learning Support: Mathematics	Students entering MATH 1012 through STC's co-requisite pathway will successfully complete MATH 1012 with a grade of "C" or higher.	Accuplacer entrance scores and MATH 0090 exit data will be used to determine which students are eligible to enroll as co-requisite students for MATH 1012. MATH 1012 course grades will be used to determine which of those students have successfully completed the course.		**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** For FY 2018, a total of 55 students were enrolled as MATH 0090 co-requisite students along with MATH 1012. Of the 55 enrolled students, 32 successfully completed the MATH 1111 course, for an overall pass rate of 58.2% for the group. The following shows the number of students enrolled and successfully completing the course by term: Fall 2017 -> 12/27 (44.4%) Spring 2018 -> 15/22 (68.2%) Summer 2018 -> 5/6(83.3%)	It is believed that a higher percentage of successful completions can be obtained than what was experienced during FY 2018. A universal design approach will be considered to modify the nature of the learning opportunities currently employed during the credit course to both learning support students and to those students testing directly into the class as well. In particular, faculty will discuss the possibility of reducing the number of minutes spent on direct lecture so that time will be available during class for students to actively engage with working through the material on their own and in small group settings. The feasible amount of time that can be allotted to such activities will be discussed among faculty within the institution. Additionally, faculty at this institution will engage with faculty from other institutions during the annual IFCC meeting to discuss best practices to improve success.

General Education & Learning Support: Mathematics	**Students entering MATH 1111 through STC's co-requisite pathway will successfully complete MATH 1111 with a grade of "C" or higher.**	Accuplacer entrance scores and MATH 0090 exit data will be used to determine which students are eligible to enroll as co-requisite students for MATH 1111. Students exiting the MATH 0098 pathway are also part of the co-requisite group for this period. MATH 1111 course grades will be used to determine which of those students have successfully completed the course.		**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** For FY 2018, a total of 96 students were enrolled as MATH 0090 co-requisite students along with MATH 1111. Of the 96 enrolled students, 66 successfully completed the MATH 1111 course, for an overall pass rate of 68.8% for the group. The following shows the number of students enrolled and successfully completing the course by term: Fall 2017 -> 27/44 (61.4%) Spring 2018 -> 23/32 (71.9%) Summer 2018 -> 16/20(80.0%)	Given the high success rate of the current learning support co-requisite approach, discussions will be held with other Math Faculty to see if the learning approach can be incorporated into the traditional credit course itself. Namely, the lecture schedule will be reviewed to see if in-class lab time can be made available to provide individualized reinforcement at identified points throughout the term.
General Education: Psychology	**Students will complete a correctly formatted resume.**	A rubric will be used to assess the following: Resume reflected a Professional image, Grammar/Punctuation, Objective section correctly formatted, Work Experience was correctly formatted, Education section was correctly formatted.	📄 **EMPL_1000_Resume_Rubric.pdf**	**Swainsboro:** FY 2018 for EMPL 1000, 88% completed a correctly formatted resume. Ratio: 9 Resumes:1 Incomplete **Vidalia:** For 2018 for EMPL 1000, 100% completed a correctly format resume. Ratio:50/50- had correctly formatted resumes **Online:** For 2018, Ratio: 49/2 incorrect 96%- had correctly formatted resumes. **High School:** 0 **Overall Analysis:** 94.6 % of the students completed correctly formatted resumes. 95% completed online.	After evaluating the rubric, the areas of weaknesses were the formatting of the resumes and the mechanics which include punctuation and grammar. We will work with the English Instructor to focus on areas of improvements.
General Education: Psychology	**Students will complete a mock interview.**	Criteria: Listening skills, Speaking, Integrating, Expressing, Body Language, Gestures, Eye Contact, and Professional Dress	📄 **EMPL1000_Interview_Rubric.pdf**	**Swainsboro:** FY 2018, 8/9- 88% of the students passed the interview. **Vidalia:** In 2018, 80% of the students passed the interview. 10/50 **Online:** In 2018, 93% passed the interview. 28/30 **High School:** 0 **Overall Analysis:** For 2018, 86.66 passed the interview.	After reviewing the rubrics, students need to improve on the Criteria of Integrating and Professional Dress. Ongoing videos in Youtube will be shown to practice with interview techniques. Employers will be invited in to discuss the importance of these two criteria in interviews to express the importance from a business source.
Learning Support	**READ 0090** 80% of students who complete the MyReadingLab modules will score at least 70 on the Intermediate Mastery Check on the first attempt.	MyReadingLab Intermediate Mastery Check		**Swainsboro:** 210812 12 students were eligible for the Intermediate Mastery Check 5 of the 12 students scored 70 or higher on the 1st attempt: (42%) 201814 6 students eligible for the Intermediate Mastery Check 0 of the 6 students scored 70 or higher on the 1st attempt (0%) 201816 2 students began READ 0090, and 1 student withdrew. 1 of 1 students were eligible for the Intermediate Mastery Check.	While maintaining Personalized Learning, which is the recommended state curriculum delivery method for READ 0090, the instructor will include whole-group mini-lessons during each class and will incorporate student oral reading selections for skills analysis.

Learning Support	ENGL 00902, co-requisite students, will achieve a score of 70 or higher on the Final Exam Essay.	ENGL 1010 Final Essay Rubric	📄 **ENGL_Final_Essay_Rubric.pdf**		

1 of 1 score 70 or higher on the 1st attempt (100%)

Vidalia:
201812

25 students were eligible for the Intermediate Mastery Check
8 of the 25 students scored 70 or higher on the 1st attempt: (32%)

201814
9 students were eligible for the Intermediate Mastery Check
2 of 9 students scored 70 or higher on the 1st attempt (22%)

201816
7 of 7 students were eligible for the Intermediate Mastery Check

3 of the 7 students scored 70 or higher on the 1st attempt (43%)

Online:
READ 0090 is not offered online

High School:
READ 0090 is not offered in high schools

Overall Analysis:
Swainsboro Campus:
20 students were eligible for the Intermediate Mastery Check
6 of the 20 students scored 70 or higher on the 1st attempt (3%)

Vidalia Campus:
41 students were eligible for Intermediate Mastery Check
13 of the 41 students scored 70 or higher on the 1st attempt (32%)

Learning Support

ENGL 00902, co-requisite students, will achieve a score of 70 or higher on the Final Exam Essay.

ENGL 1010 Final Essay Rubric

📄 **ENGL_Final_Essay_Rubric.pdf**

Swainsboro:
201812
3 students began the semester. However, at the discretion of the instructor and with student agreement, 1 student withdrew from the ENGL 10102 co requisite class and focused on ENGL 00902.
Therefore, 2 students scored 70 or higher on the final essay.

201814
2 of 2 students scored 70 or higher on the final essay.

201816
1 of 1 student scored 70 or higher on the final essay.

Vidalia:
201812
3 of 3 scored 70 or higher on the final essay (100%)

201814
3 of 3 scored 70 or higher on the final essay. (100%)

201816
6 of 6 scored 70 or higher on the final essay.

Online:
ENGL 00902 is not offered online

High School:
ENGL 00902 is not offered in high schools

Overall Analysis:
Swainsboro Campus:
5 of 5 students scored 70 or higher on the final essay (100%)

Vidalia Campus:
12 of 12 students scored 70 or higher

Students began in-class writing samples during the first week of the semester.

Students received individual attention regarding grammatical and mechanical errors in their writing samples, and students were required to edit and to revise writing samples.

Frequent in-class writing and frequent out of the classroom writing were required for students to explore the writing process has resulted in better writers.

Beginning Fall Semester 2018 (201812) students in-class writing samples will receive peer review and instructor comments for specific grammatical and mechanical rules.

Student accountability with grammar and mechanics will evolve during the semester.

				on the final essay (100%)	
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	Drug Calculations Assessments - written exams. 100% Accuracy is required for successful completion. Students calculate drug dosages in 3 different courses within the program. (MAST 1030, 1080, and 1180) Students are allowed 3 attempts in MAST 1030 & 1080 and in 2 attempts in 1180.	MAST_DrugCalc_1.pdf MAST_DrugCalc_2.pdf MAST_DrugCalc_3.pdf MAST_DrugCalc_4.pdf MAST_DrugCalc_5.pdf MAST_Drug_Calculation1.pdf MAST_Drug_Calculation2.pdf	**Swainsboro:** 9 students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy. 9 students in MAST 1030 for FY18: 0 passed on first attempt, 8 passed on second attempt, 1 passed on the third attempt. 9 students in MAST 1090 for FY18: 9 passed on the first attempt. 9 students in MAST 1180 FY18: 9 passed on the first attempt. **Vidalia:** 4 students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 wereable to calculate drug dosages for proper medication administration with 100% accuracy. 4 students in MAST 1030 for FY18: 4 passed on first attempt. 4 students in MAST 1090 for FY18: 4 passed on the first attempt. 4 students in MAST 1180 FY18: 4 passed on the first attempt. **Online:** NA **High School:** NA **Overall Analysis:** 13 students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were/were not able to calculate drug dosages for proper medication administration with 100% accuracy. 13 students in MAST 1030 for FY18: 4 passed on first attempt, 8 passed on second attempt, 1 passed on the third attempt. 13 students in MAST 1090 for FY18: 13 passed on the first attempt. 13 students in MAST 1180 FY18: 13 passed on the first attempt.	Instructors incorporated contextual learning with practical math applications for medication administration through homework, class discussion, practice tests, and review.
Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture.	Venipuncture skills competency check-off sheet. **Skills Competency** * Pass/Fail *All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100% (psychomotor and affective domain) Venipuncture is a psychomotor domain. This assessment is administered in MAST 1090.		**Swainsboro:** 9 students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. 9 students completing this course did show proficiency in venipuncture. **Vidalia:** 4 students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. 4 students completing this course did show proficiency in venipuncture. **Online:** **High School:** **Overall Analysis:** 13 students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. 13 students completing this course did show proficiency in venipuncture.	Instructors have continued to incorporate individual session with students to ensure they were comfortable with holding the needle and tube insertion. Also students developed this competency on mannequins and simulation software that offers real-life experience through developing techniques prior to performing skills check-offs.
Medical Assisting	Medical Assisting students will correctly administer injections.	Administering Medications Skills competency check-off Administering Medications Skills competency check-off (includes intramuscular, subcutaneous, and intradermal	MAST_MedAdmin_2017.pdf	**Swainsboro:** All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes.	Instructors focused on individualized time with students on proper injection practices and safety, therefore increasing the confidence and patient interaction.

		injections). **Skills Competency*Pass/Fail** *All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100% (psychomotor and affective domain). This assessment is conducted in MAST 1090. Task: To withdraw medication from a vial. Condition: Given the equipment and supplies as listed in the procedure, the student will demonstrate the correct procedure for withdrawing medication from a vial, adhering to the steps listed below. Standards: The student will have 7 minutes to complete the procedure and will need to score an 85% or above to pass the competency. Automatic failure results if any essential steps are omitted or performed incorrectly.		**Vidalia:** **All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **MAST faculty have continued to implement changes in instruction made in previous years to maintain student success with injecting medications.**	
Paramedicine	During EMSP 2310, Paramedicine students will accurately interpret 12-lead EKGs to identify: (1)ST Elevation MIs (STEMI) (2)Bundle Branch Blocks (3) Axis Deviation	National Registry of Emergency Medical Technicians EMT Psychomotor Skills Check - 12-lead EKG Assessment sheet 100% accuracy	📄 **PAR_12-Lead_ECG_Assessment.pdf**	**Swainsboro:** **NA** **Vidalia:** **After completion of Basic ECG interpretation, students were given instruction on the acquisition and interpretation of 12-lead ECGs. 100% (9/9)of the Paramedicine students exhibited competency in both the acquisition and interpretation of 12-lead ECGS. Items they were able to identify were: (1)ST Elevation MIs (STEMI) (2)Bundle Branch Blocks.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Although all students accurately interpreted the EKGs, one student (1) required remediation in the interpretation of several basic ECG rhythms in order to correctly interpret the 12-lead ECGs.**	The instructor has incorporated a review class of the basic ECG interpretation prior to the presentation of the 12-lead ECG didactic material. A Basic ECG quiz will be administered as well, to identify problem areas.
Paramedicine	The Paramedicine student will accurately calculate drug dosages and infusion drip rates.	Pharmacology Competency Exam. Sections to include: a. Metric conversions. b. Moving decimals. c.Bolus medication formulas. d. IV infusion formulas. e. Fluid over time formulas. f. Medication pharmacodynamics and pharmacokinetics 100% accuracy is required	📄 **PAR_Patient_Assessment_Trauma.pdf** 📄 **PAR_Spinal_Immobile_Supine.pdf** 📄 **PAR_Spinal_Sitting.pdf**	**Swainsboro:** **Vidalia:** **At the completion of EMSP 2130, Paramedicine students completed the Pharmacology Competency Exam.** **Of the 9 students completing the exam, 100% (9/9 students) successfully completed the exam.** **Scores ranged from 77% to 92% with a median score of 83%.** **Online:** **High School:** **Overall Analysis:** **Item analysis of the exam revealed 12 questions that proved difficult to > 40% of the class.** **(Items 1, 17, 27, 31, 33, 44, 47, 49, 51, 74, 83, 96)** **These items were reviewed and found to be accurate in content and relative to the students required competency.**	The instructor has reviewed the problematic questions and is including additional study material in the course relating to these items. Future EMSP 2130 Comprehensive exams will be closely monitored for reliability and validity of contact, in order to determine the effectiveness of the newly added study material.

Paramedicine	The EMS Professions and Paramedicine students will safely and accurately administer intramuscular and subcutaneous injections as well as administer IV Bolus medications for various medical complaints on a simulated patient, based on their competency level.	During EMSP 2130 (Paramedicine) and EMSP 1510 (EMS Professions, students will be given a simulated patient and scenario which will require the administration of pre-hospital medication. Competency will be verified by using the Medication administration skill sheets NREMT - Medication Administration Assessment Sheet All items on the AEMT/NREMT - IM Injections Skills Check-off are mandatory for the student to perform. If not performed, a retest is required. AEMT - IM Injections Skills Check-off Sheet 100% accuracy is required.	🔴 **PAR_Med_Admin_Skills.pdf** 🔴 **PAR_Assessment_Skills.pdf**	**Swainsboro:** NA **Vidalia:** During lab practice and evaluation, students were given the opportunity to practice the skill of medication administration. 100% of the Paramedicine students (9 of 9) and 100% of the EMS Professions students (7 of 7) exhibited competency in the administration of intramuscular, subcutaneous injections, and IV Bolus administration. **Online:** NA **High School:** NA **Overall Analysis:** These skills are required for the successful completion of the NREMT practical exam and competent delivery of pre-hospital emergency care once licensed and will be continued to be evaluated in future programs. The instructor acknowledges the utilization of peer check-offs was an integral part of the psychomotor development of this skill and should continue to incorporate peer check-offs in the future classes.	The instructor incorporated and utilized peer check-offs which proved to be an integral part of the psychomotor development of this pre-hospital medication and intravenous administration skill.
Pharmacy Technology	Pharmacy students will accurately input appropriate information to process prescriptions through a pharmacy computer system.	Prescription label information check offs. A minimum 70% accuracy is required for successful completion.		**Swainsboro:** **Vidalia:** 4/4 (100%) of Pharmacy Tech. Students successfully completed this student learning outcome utilizing the NRx pharmacy software system. **Online:** **High School:** **Overall Analysis:** The Pharmacy Tech. students were first introduced to the NRx pharmacy software system through the use of simulation through the new online Course Navigator system available through Paradigm Publishing. After the introduction with the simulation software, the students were then moved to the actual software system to demonstrate the needed skills, which they completed with 100% accuracy	Pharmacy instructor increased the amount activities related to this outcome in order to improve student efficiency and effectiveness.
Pharmacy Technology	Pharmacy students will prepare sterile medication products using aseptic compounding operations.	Aseptic technique and sterile product performance check offs.		**Swainsboro:** N/A **Vidalia:** 5/5 (100%) Pharmacy Tech. students successfully demonstrated aseptic compounding operations. **Online:** N/A **High School:** N/A **Overall Analysis:** Although successful, the students struggled with efficiency due to the amount of time they needed in order to complete the aseptic compounding operations	Pharmacy instructor increased the amount activities related to this outcome in order to improve student efficiency and effectiveness.
Pharmacy Technology	Pharmacy students will accurately calculate prescription strengths, quantities, and volumes.	Final Exam from PHAR 1000 Minimum 70% accuracy is required. Criteria include:		**Swainsboro:** N/A **Vidalia:** 4/7 (57.2%) of Pharmacy Tech students	Instructor worked with the students more on an individual level to increase each student's performance

Program	Outcome	Measure	Attachment	Results	Action
		Translate prescription directions **Calculate quantity** **Solve dosage strengths** **Convert temperatures** **Determine dosage amounts** **Calculate units** **70% minimum is required**		**completed this learning outcome with an average score of 80.63%.** **6/7 (85.7%) of Pharmacy Tech students completed this learning outcome with an average score of 71.25%.** **The average score of the all 7 Pharmacy Tech. students was 66.1%.** **The Grades for the PHAR 1000 Final Exam were:** **A = #1 (92.5)** **B = #1 (80)** **C = #2 (77.5, 72.5)** **F = #3 (52.5, 52.5, 35)** **Online:** **N/A** **High School:** **N/A** **Overall Analysis:** **The student that received the grade of 35 had been awake throughout the night working at the VA.** **She incorrectly answered several questions that she generally would answer correctly.** **Due to this exam grade, this student was unable to pass this course and move forward in the program.** **The two students that received the grade of 52.5 have demonstrated severe test anxiety.** **They received remediation and demonstrated improvement in their calculation skills throughout the remainder of their time in the program.**	
Practical Nursing	**PN students will formulate medication calculations accurately by the third attempt/**	**Drug calculation exam in PNSG 2230 - written exam Student must score 100% to successfully pass exam by the third attempt.**	📄 **PN__Drug_Calculation_Exam.pdf**	**Swainsboro:** **Summer 2017: 9 students took drug calculation in PNSG 2230 (MSIII).** **3 of 9 scored 100% on 1st attempt.** **4 scored 100% on 2nd attempt.** **2 scored 100% on 3rd attempt.** **Fall 2017: 6 students took drug calculation exam in PNSG 2230 (MSIII). 5 of _6 scored 100% on 1st attempt. 1 scored 100% on 2nd attempt.** **Vidalia:** **Summer 2017:Calculation Exam: 11 students took drug calculation exam in PNSG 2230 (MSIII).** **11 of 11 scored 100% on 1st attempt** **Fall 2017: 18 students took drug calculation exam in PNSG 2230 (MSIII).** **15 of 18_ scored 100% on 1st attempt.** **3 scored 100% on 2nd attempt.** **Online:** **N/A** **High School:** **N/A** **Overall Analysis:** **Goal met.**	**Faculty reviewed exams to enure consistency and update to date with evidence based practice.**
Practical Nursing	**PN students will provide safe and effective culturally sensitive patient care in a variety of patient settings.**	**ATI comprehensive Predictor results-first attempt: A cumulative score of at least 60% will be achieved under the QSEN section of Patient centered care.**		**Swainsboro:** **Summer 2017 Graduates: Cumulative score 83.5%** **Fall 2017 Graduates: Cumulative score 74.4%** **Vidalia:** **Summer 2017 Graduates: Cumulative score 78.3%** **Fall 2017 Graduates: Cumulative score 71.4%**	**As part of SEP, faculty will start completing the improvement outcome form and will discuss these results during faculty meetings.**

				Online: N/A	
				High School: N/A	
				Overall Analysis: Goal met.	
Radiologic Technology	Of those actively pursuing employment, RADT students will be gainfully employed within 12 months post-graduation.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.		Swainsboro: Vidalia: Spring Cohort 2017: 4 out of the 7 graduates have gained employment in their respective field. 1 graduate had a baby and has not been actively seeking employment. 1 did not pass the ARRT exam and is employed in an unrelated field. 1 passed the ARRT exam but has not found employment in the radiology field. Fall Cohort 2017 will be reported on FY 2019 Spirit Plan. Online: High School: Overall Analysis: Since the two cohorts were on two separate curriculum time lines the use of results cannot be determined at this time. However, the Spring 2017 Cohort did demonstrate a deficit in becoming gainfully employed within the 12 month timeline. Out of the seven that graduated 5 out of the 7 graduates did gain employment with one of the 5 gaining employment in an unrelated field.	Successfully implemented new curriculum. The Spring 2017 Cohort was the last Cohort on the old curriculum. The Fall 2017 Cohort was the first cohort on the new 2014 revised curriculum and the results for this cohort will not be available until December 2018. Once two consecutive years of the 2014 revised curriculum can be compared an improvement plan can be developed if needed.
Radiologic Technology	RADT students will demonstrate accurate positioning skills.	The assessment method for this outcome is the RADT Terminal Competency Form. Procedure Performance section - average score Question 3 - Benchmark 2.7 out of a 3.0 scale.	RADT_Competency_Eval.pdf	Swainsboro: N/A Vidalia: An average score of 2.5 out of a 3-point scale was the benchmark. An average score of 3 was calculated for this outcome measurement. Online: N/A High School: N/A Overall Analysis: An average score of 2.5 out of a 3-point scale was the benchmark. An average score of 3 was calculated for this outcome measurement. The Benchmark was exceeded and the program will continue to monitor this outcome measurement for accuracy.	RADT faculty determined they would continue to monitor this vital SLO.
Radiologic Technology	RADT students will practice proper radiation protection.	The assessment method for this outcome is the RADT 2360 Clinical Terminal Competency Form. Patient Care Section - question 4 - Benchmark average score of 2.7 out of a 3 point scale.	RADT_Competency_Eval.pdf	Swainsboro: N/A Vidalia: The benchmark for this measurement outcome was an average of 2.5 out of a 3.0 scale. The calculated average for this measurement outcome was a 2.7. Online: N/A High School: N/A Overall Analysis: The benchmark for this measurement outcome was an average of 2.5 out of a 3.0 scale. The calculated average for this measurement outcome was a 2.7 and the benchmark was exceeded.	RADT faculty decided they will continue to monitor this important SLO.

Radiologic Technology	RADT students will demonstrate a positive work ethic.	The assessment method utilized for this outcome will take place in the fourth clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Performance Evaluation Form-question (7.) Average score of a 4.8 out of 5.0 possible points		**Swainsboro:** **N/A** **Vidalia:** An average score of 4.8 out of 5.0 possible points has been set for this outcome measurement benchmark. A 5.0 average score was calculated for the outcome measurement. **Online:** **N/A** **High School:** **N/A** **Overall Analysis:** After analyzing the student-learning outcome the program faculty feel the measurement tools may need revising. To gain more insight on the type of revisions needed the program has decided to monitor this outcome another year.	Benchmark was exceeded and the program has decided to revise these measurement tools with feedback from its Advisory Committee.
Speech	SPCH (degree level) students will clearly express and transmit knowledge and ideas through public speaking with unconscious competence.	Personal Report of Public Speaking Anxiety (PRPSA) designed by J.C. McCroskey. This tool measures students' public speaking as a form of self-reported communication apprehension. First, this is a required graded assessment for the semester. The scores will range anywhere from 30 to 170 - the higher the score, the higher your level of reported anxiety about public speaking. This is a pre-test/post-test survey known as the Personal Report of Public Speaking Anxiety (PRPSA). According to Jo Sprague and Douglas Stuart, authors of The Speakers Handbook, the learning of a skill often progresses through four stages: Stage 1 Unconscious incompetence. In this stage a person is not aware that he or she is making errors in some area and may even be unaware that there is a skill to be learned. Stage 2 Conscious incompetence. A person in this stage has made the realization that she or he is doing something ineptly and that there is room for improvement. In many cases this awareness creates anxiety, which actually increases incompetence. Stage 3 Conscious competence. In this stage a person has taken a skill in which she or he feels incompetent, has improved, and then devotes a portion of consciousness to performing it competently. The absence of such vigilance is likely to mean a regression to more comfortable but less competent patterns. However, if a person perseveres, the awkwardness of the new behavior diminishes and the need for self-monitoring lessens. Stage 4 Unconscious competence. Now a person has integrated the learned skills well enough that he or she need not devote conscious attention to maintaining competence it comes naturally. The skill becomes relatively effortless and maybe even fun. Stage 4 Unconscious Competence is the desired outcome.	📄 **SPCH_PRPSA_Test.pdf** 📄 **SPCH_PRPSA_Explanation.pdf**	**Swainsboro:** SPCH 1101 is not taught on the Swainsboro Campus. **Vidalia:** 201814 CRN 40276 Pre PRPSA included 17 students with an average class score of 125. Post PRPSA included 17 students with an average class score of 120 **Online:** 201812 CRN 20018 Pre PRPSA included 24 participants with an average class score of 129. During the semester 4 students dropped, 5 students did not complete assignments. Post PRSA included 15 participants with an average class score of 110. 201814 Pre PRPSA included 36 students with an average class score of 150. Post PRPSA included 34 students with an average class score of 142. 201816 CRN 60097 Pre PRPSA included 21 students with an average score of 109. During the semester 1 student dropped; therefore 20 students completed the Post PRPSA with average score of 102. **High School:** SPCH 1101 is not offered in high schools **Overall Analysis:** Each semester indicates a positive change in pubic speaking anxiety.	From the online classes, during the Post PRPSA analysis, students shared that while their public speaking anxiety had improved, and the strategies learned in SPCH 1101 were incorporated in their presentations, some students felt that because they were allowed to select their own audiences, the level of public speaking anxiety may not have been an accurate predication. From the face-to-face classes, similar comments were voiced. For many of the participants in the face-to-face classes, participants have taken classes together for more than one semester and are comfortable. Beginning Fall Semester 2019 (201912) face-to-face classes will have their presentations recorded by the instructor for additional analysis.

		Students will realize the different stages of progression and help them advance competently. **Students are given instructions on scoring.** **Interpreting Your PRPSA Score** **Scores above 131 indicate High Anxiety** **Scores between 98 and 131 indicate Moderate Anxiety** **Scores below 98 indicate Low Anxiety** **The National Average (Mean) for the PRPSA is 114.6 with a standard deviation of 17.2.**			
Welding Technology	**WELD students will perform vertical position welding using common welding rods. Open and with backing**	**Welding Certification Exam Subpart** **WELD 1060 Lab Practice Check-Off Sheet** **Skills Assessment Checklist - Open** **Task for OPEN: Using 1/8 inch E60 electrodes for the root pass and 3/32 inch or 1/8 inch E7018 electrodes for the fill and cover passes, make an open-root V-groove weld on carbon steel plate in the vertical position.** **Criteria:** **Uniform rippled appearance on the bead face** **Craters and restarts filled to the full cross section of the weld** **Uniform weld size** **Acceptable weld profile in accordance with the ASME Boiler and Pressure Vessel Code** **Complete uniform root penetration at least flush with the base metal to a maximum buildup of 1/8 inch** **Smooth transition with complete fusion at the toes of the weld** **No porosity** **No excessive undercut** **No inclusions** **No cracks** **Acceptable guided bend test results** **WELD 1050 Performance check With Backing Task:** **Ysung 3/32 inch, 1/8 inch, or 5/32 inch E7018 electrodes, make a V-groove weld with steel backing on carbon steel plate in the vertical position.** **Criteria:** **Uniform rippled appearance on the bead face** **Craters and restarts filled to the full cross section of the weld** **Uniform weld size +-1/16 inch** **Acceptable weld profile in accordance with AWS D1.1** **No porosity** **No overlap** **No excessive undercut** **No inclusions** **No cracks** **Acceptable guided bend test results per AWS QC-10:2004** **Pass or Fail Assessment** **Diploma students must pass the certification test in order to graduate.** **TCC students are provided the opportunity to certify, but are not required to do so to receive the TCC.**	📄 **WELD_1060_Open_VGroove_Check.pdf** 📄 **WELD_ATUS_Rubric.pdf**	**Swainsboro:** **No one attempted to take the test.** **Students have another opportunity to take the test in WELD 1120 Preparation for Industrial Qualification.** **Vidalia:** **18 students attempted the certification test** **15 passed** **83% Pass Rate.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **The certification test is recognized by industry and determines a student's ability to weld together two beveled plates to make them one.** **Not every student passes the test.** **Instructors demonstrate a vertical position welding using common welding rods - open and with backing to each student.** **Even though a student may fail the test, each one is given another opportunity every 6 weeks.** **A student must pass the test in order to graduate with the diploma.** **Discussions between full-time and part-time WELD instructors resulted in the discovery that although their scoring was closely aligned, they needed a better assessment tool to provide feedback to students. Therefore, an ATUS sheet used by a couple of the faculty was reviewed to determine the best scoring method to use.**	**Upon compiling assessment results from the certification tests, the WELD faculty discovered they needed to be more standardized in their grading of the certification and a means to provide better feedback to the student regarding what they did or did not do correctly so they would know how to improve; therefore, an A.T.U.S. sheet (Appearance, Travel, Uniformity, and Transition) rubric was developed for implementation AY 2019.** **A.T.U.S. (Appearance, Travel, Uniformity, and Transition) Rubric Criteria:** **General Appearance (Pinholes, Undercut, Tie Ins) 25 pts.** **Travel Speed (Too Fast, Too Slow) 25 pts.** **Uniform Width & Height (Straight) 25 pts.** **Smooth Transition Between Sop and Starts 25 pts.** **A.T.U.S. (Appearance, Travel, Uniformity, and Transition) Rubric Legend:** **0-10 points (No tie ins, excessive pinholes, trapped slag, poor uniformity)** **11-19 points (Mostly tied in , less than half the weld has pinholes, very little trapped slag, mostly uniform)** **20-25 points (Beads are tied in, no slag, no undercut, no pinholes, very uniform** **Note: A copy of the new A.T.U.S. Rubric is available in the Assessment Method column.** **In addition,** **WELD faculty gave and give "extra time" each semester for those students needing extra practice or one on one individualized instruction.**
Welding Technology	**WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.**	**Welding Certification Exam Subpart** **WELD 1090 and WELD 1153 Groove Weld 3G** **Task:** **Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel place, with or without backing.** **Criteria:** **Uniform rippled appearance on the bead face** **Craters and restarts filled to the full cross section of the**	📄 **WELD_1090_1153_3GVertical_Groove_Check.pdf** 📄 **WELD_ATUS_Rubric.pdf**	**Swainsboro:** **4 students attempted the certification test** **All 4 failed the test.** **Vidalia:** **35 students attempted the certification test** **10 failed the test** **Pass rate: 71%** **Online:** **NA**	**Upon compiling assessment results from the certification tests, the WELD faculty discovered they needed to be more standardized in their grading of the certification and a means to provide better feedback to the student regarding what they did or did not do correctly so they would know how to improve; therefore, an A.T.U.S. sheet (Appearance, Travel, Uniformity, and Transition) rubric was developed for implementation AY 2019.** **A.T.U.S. (Appearance, Travel, Uniformity, and Transition) Rubric Criteria:**

| Welding Technology | WELD students will perform a BU2a-groove 3-G position MIG weld. | Welding Certification Exam Subpart WELD 1090 and 1153 Groove Weld 3G | | | | |

weld
Uniform weld size +-1/16 inch
Acceptable weld profile in accordance with the applicable code or standard
Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable
Smooth flat transition with complete fusion at the toes of the weld
No porosity
No excessive undercut
No inclusions
No cracks

Pass or Fail Assessment

Diploma students must pass the certification test in order to graduate.

TCC students are provided the opportunity to certify, but are not required to do so to receive the TCC.

High School:
NA

Overall Analysis:
The certification test is recognized by industry and determines a student's ability to weld two beveled plates together in an attempt to make them one.

Demonstrations are given to each student on how this process involves flux and slag. The WELD instructors demonstrate a BU2a V-groove 3G Position weld using Flux Core Arc Welding.

If a student does not successfully remove ALL slag in between each weld pass, it becomes trapped and will cause the bend specimen to fail when pressure is applied.

Even though a student may fail the test, each one is given another opportunity every 6 weeks and must pass the test in order to graduate with the diploma.

Discussions between full-time and part-time WELD instructors resulted in the discovery that although their scoring was closely aligned, they needed a better assessment tool to provide feedback to students. Therefore, an ATUS sheet used by a couple of the faculty was reviewed to determine the best scoring method to use.

General Appearance (Pinholes, Undercut, Tie Ins) 25 pts.
Travel Speed (Too Fast, Too Slow) 25 pts.
Uniform Width & Height (Straight) 25 pts.
Smooth Transition Between Sop and Starts 25 pts.

A.T.U.S. (Appearance, Travel, Uniformity, and Transition) Rubric Legend:

0-10 points (No tie ins, excessive pinholes, trapped slag, poor uniformity)

11-19 points (Mostly tied in , less than half the weld has pinholes, very little trapped slag, mostly uniform)

20-25 points (Beads are tied in, no slag, no undercut, no pinholes, very uniform

Note: A copy of the new A.T.U.S. Rubric is available in the Assessment Method column.

In addition,
WELD faculty gave and give "extra time" each semester for those students needing extra practice or one on one individualized instruction.

Welding Technology row

Program	Outcome	Assessment Method	Attachments	Results	Analysis
Welding Technology	WELD students will perform a BU2a-groove 3-G position MIG weld.	Welding Certification Exam Subpart WELD 1090 and 1153 Groove Weld 3G ...	WELD_1090_1153_3GVertical_Groove_Check.pdf; WELD_ATUS_Rubric.pdf	(see below)	(see below)

Assessment Method:

Welding Certification Exam Subpart
WELD 1090 and 1153 Groove Weld 3G

Task:
Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel place, with or without backing.

Criteria:
Uniform rippled appearance on the bead face
Craters and restarts filled to the full cross section of the weld
Uniform weld size +-1/16 inch
Acceptable weld profile in accordance with the applicable code or standard
Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable
Smooth transition with complete fusion at the toes of the weld
No porosity
No excessive undercut
No inclusions
No cracks

Pass or Fail Assessment

Diploma students must pass the certification test in order to graduate.

TCC students are provided the opportunity to certify, but are not required to do so to receive the TCC.

Attachments:
📄 WELD_1090_1153_3GVertical_Groove_Check.pdf
📄 WELD_ATUS_Rubric.pdf

Results:

Swainsboro:
2 students attempted the certification test and only 1 passed;

50% pass rate.

Vidalia:
15 students attempted the certification test and only 1 failed;

93% pass rate.

Online:
NA

High School:
NA

Overall Analysis:
The certification test is recognized by industry and determines a student's ability to weld together two beveled plates to make them one.

Not every student passes the test.

Instructors demonstrate a BU2a-groove 3-G position MIG weld to each student.

Even though a student may fail the test, each one is given another opportunity every 6 weeks.

A student must pass the test in order to graduate with the diploma.

Discussions between full-time and part-time WELD instructors resulted in the discovery that although their scoring was closely aligned, they needed a better assessment tool to provide feedback to students. Therefore, an ATUS sheet used by a couple of the faculty was reviewed to determine the best scoring method to use.

Analysis:

Upon compiling assessment results from the certification tests, the WELD faculty discovered they needed to be more standardized in their grading of the certification and a means to provide better feedback to the student regarding what they did or did not do correctly so they would know how to improve; therefore, an A.T.U.S. sheet (Appearance, Travel, Uniformity, and Transition) rubric was developed for implementation AY 2019.

A.T.U.S. (Appearance, Travel, Uniformity, and Transition) Rubric Criteria:

General Appearance (Pinholes, Undercut, Tie Ins) 25 pts.
Travel Speed (Too Fast, Too Slow) 25 pts.
Uniform Width & Height (Straight) 25 pts.
Smooth Transition Between Sop and Starts 25 pts.

A.T.U.S. (Appearance, Travel, Uniformity, and Transition) Rubric Legend:

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20-25 points (Beads are tied in, no slag, no undercut, no pinholes, very uniform

Note: A copy of the new A.T.U.S. Rubric is available in the Assessment Method column.

In addition,
WELD faculty gave and give "extra time" each semester for those students needing extra practice or one on one individualized instruction.

| Welding Technology | Basic CNC Technician students will design and manufacture a part fixture on a CNC machine. | CNC Checklist

To accomplish the design and manufacture of a part fixture on a CNC machine requires the fo1lowing:

evaluation of part print

determine order of operations

determine part holding and program zero location

determine cutting tools required and order of use

program parts per drawing specifications

setup and load program into CNC machine tool for the part manufacturing.

100% accuracy is required. | | Swainsboro:
7 students attempted the project
7 completed the project
3 dropped out of the program

Vidalia:
NA

Online:
NA

High School:
NA

Overall Analysis:
Programming the parts per drawing specifications in G-code was determined to be the weakest area for these students.

Since it is imperative to understand the basics of programming for manufacturing a part, more practice/exercises writing G-code may be needed. | CNC faculty implemented more exercises in writing G-code to strengthen students' knowledge of machining/programming basics. |