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# Program Outcome Report




Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Accounting	ACC students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACC 1103 Accounting Program Competency Exit Exam	<p><u>Summer Quarter 2009:</u> Swainsboro Campus: ACC 1103 was not offered; no results to report. Vidalia Campus: 2 of 3 (67%) students enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy.</p> <p><u>Fall Quarter 2009:</u> Swainsboro Campus: 0 of 3 (0%)students enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy. Vidalia Campus: 2 of 3 (67%) students enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy.</p> <p><u>Winter 2010:</u> Swainsboro Campus: ACC 1103 was not offered; no results to report. Vidalia Campus: 5 of 5 (100%)students enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy.</p> <p><u>Spring 2010:</u> Swainsboro Campus: 7 of 7 students (100%)enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy. Vidalia Campus: ACC 1103 was not offered; no results to report.</p> <p>(be more specific)</p>	Instructors will work together to implement uniform instruction and testing on both campuses.




				<p>Yearly analysis: Swainsboro Campus: 7 of 10 (70%)students enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy. Vidalia Campus: 4 of 6 (67%)students enrolled in ACC 1103 demonstrated proficiency in accounting program competencies with a minimum of 70% accuracy.</p>	
	Accounting	Maintain CPA Licenses	Copy of CPA License	<p>Both instructors completed CPE required by the Georgia state Board of Accountancy and renewed their CPA licenses as of December 31, 2009. Copies of license renewals are on file.</p> <p>(Specify how this will benefit the students) Both instructors completed CPE required by the Georgia state Board of Accountancy and renewed their CPA licenses as of December 31, 2009. Copies of license renewals are on file.</p>	Instructors will complete CPE requirements and renew licenses by December 31, 2011.
	Accounting	10% increase in retention rate for the Accounting program grouping over the previous fiscal year.	Course Attrition by Home Campus & Program FY 2010	<p>Swainsboro Campus:</p> <p>Accounting Diploma: 21 of 23 students were retained (91.3%)</p> <p>Accounting Degree: 5 of 5 students were retained (100%)</p> <p>Payroll Accounting Specialist: 1 of 1 students were retained (100%).</p> <p>Vidalia Campus:</p> <p>Accounting Diploma: 35 of 38 students were retained (92.1%)</p> <p>Accounting Degree: 21 of 22 students were retained (95.5%).</p> <p>Payroll Accounting Specialist: TCC was not offered on the Vidalia campus during FY 2010.</p> <p>Totals: 83 of 89 students were retained (93.3%)</p> <p>Swainsboro Campus:</p> <p>Accounting Diploma: Retention rate went from 84% in FY 2009 to 91.3% in FY 2010, an 8.7% increase.</p> <p>Accounting Degree: Retention rate went from 87.5% in FY 2009 to 100% in FY 2010, a 14.3% increase.</p>	The goal was met. However, there is room for continued improvement via the following strategies: Dedicated adherence to the annual schedule. Teamwork among various program faculty, including general education, to ensure course offerings are scheduled such that students can maintain a proper course sequence. Well-planned and documented advisement (particularly concerning Q2S conversion. Lastly, but certainly not least--- quality instruction.

				<p>Payroll Accounting Specialist: Retention rate remained at 100% (the max)</p> <p>Vidalia Campus:</p> <p>Accounting Diploma: Retention rate went from 79.5% in FY 2009 to 92.1% in FY 2010, a 15.8% increase.</p> <p>Accounting Degree: Retention rate went from 100% in FY 2009 to 95.5% in FY 2010, a 4.5% decrease.</p> <p>Payroll Accounting Specialist: TCC was not offered on the Vidalia campus during FY 2010.</p> <p>Totals: Total retention rate: went from 84.3% in FY 2009 to 93.3% in FY 2010, a 10.7% increase.</p>	
	Accounting	Meet the TCSG PAS benchmark for placement.	PAS/Trend Report	<p>Vidalia Campus 10 placements per FT instructor with a 3-year average of 18.00+. The benchmark of 5.25 was exceeded.</p> <p>Swainsboro Campus 21.00+ placements per FT instructor with a 3-year average of 26.00+. The benchmark of 5.83 was exceeded.</p> <p>FTE is higher on the Vidalia Campus due to the fact that the Vidalia campus serves a larger population. However, the placements are higher on the Swainsboro Campus due to students applying for graduation from the embedded Payroll Accounting Specialist TCC and continuing their education towards the completion of a diploma or degree.</p> <p>Vidalia Campus The benchmark of 5.25 was exceeded. The 3 year trend shows an increase between FY 2007 with 21.0 and FY 2008 with 23.0 and a decrease in FY 2009 with 10.0. The 3 year average is 18.</p> <p>Swainsboro Campus The benchmark of 5.83 was exceeded. The 3 year trend shows a drastic increase between FY 2007 with 23.0 and FY 2008 with 34.0. The FY 2009 data drops back to 21.0. The 3 year average is 26.0.</p>	<p>Plans are to offer the Payroll Accounting Specialist TCC on the Vidalia campus during FY 2011 in order to serve as an exit point for those students who may not complete the diploma/degree programs. This will improve placement as the students continue their education towards the completion of a degree or diploma.</p> <p>Additionally, as enrollment warrants, an adjunct instructor will be hired on the Vidalia campus to enable the evening students to complete their programs in a timely manner. The addition of an adjunct will allow the annual schedule to be adhered to more closely.</p> <p>Furthermore, instructors will intensify efforts to build solid relationships with businesses in the service delivery areas such that STC will be the first place they look to find competent employees.</p>

	Accounting	Meet the TCSG PAS benchmark for the number of awards per full-time instructor.	PAS/Trend Report	<p>Vidalia Campus 6.00+ awards per FT instructor with a 3 year average of 8. The benchmark of 5.25 was exceeded.</p> <p>Swainsboro Campus 22.00+ awards per FT instructor with a 3-year average of 17.67. The benchmark of 5.83 was exceeded.</p> <p>The differences noted in awards by campus is partially due to the offering of the Payroll Accounting Specialist TCC on the Swainsboro campus. As an embedded certificate, students apply for graduation immediately upon completion of the TCC requirements.</p> <p>Vidalia Campus The benchmark of 5.25 was exceeded. The 3 year trend shows a decline of 2 points per year.</p> <p>Swainsboro Campus The benchmark of 5.83 was exceeded. The 3 year trend shows an increase from 9.0 in FY 2007 to 22.0 in FY 2008 and FY 2009 with a 3 year average of 17.67.</p> <p>Note: The Trend shows that FTE is higher on the Vidalia Campus while the awards/graduates and placements are higher on the Swainsboro Campus.</p>	<p>Plans are to offer the Payroll Accounting TCC on the Vidalia campus during FY 2011, thus increasing awards.</p> <p>Additionally, as enrollment warrants, an adjunct instructor will be hired on the Vidalia campus to enable the evening students to complete their programs in a timely manner. The addition of an adjunct will allow the annual schedule to be adhered to more closely.</p>
	Accounting	Meet the TCSG PAS FTE benchmark for FTE enrollment.	PAS/Trend Report	<p>Vidalia Campus 28.91+ FTE per FT instructor with a 3-year average of 32.28. The FTE benchmark of 12 was exceeded.</p> <p>Swainsboro Campus 19.73+ FTE per FT instructor with a 3-year average of 19.94+. The FTE benchmark of 12 was exceeded.</p> <p>Swainsboro campus enrollment is lower likely due to the the existence of surrounding technical colleges in Dublin, Sandersville, Statesboro, even Vidalia as compared to the population of its service delivery area as well as a two-year community college in Swainsboro-- East Georgia College.</p> <p>The FTE benchmark of 12 was exceeded for the Vidalia and Swainsboro campuses.</p>	<p>Although high school visits are no longer required, instructors will continue to maintain relationships with the high schools via career fairs, etc., to promote the program and increase enrollment.</p>





				<p>However, the 3 year trend for Vidalia shows a decline in FTE from 36.10 in FY 2007 to 28.91 in FY 2009. The 3-year average is 32.28.</p> <p>Swainsboro Campus The 3-year trend for Swainsboro shows a substantial increase between FY 2007 with 14.60 and 2008 with 25.50, but a dip in FY 2009 with 19.73.</p>	
	Air Conditioning Technology	Meet the PAS benchmarks for graduate placements per FT instructor.	PAS Trend Report	<p>Vidalia Campus: 6 placements per FT instructor with a 3 year average of 7.33. The benchmark of 7 was not met for FY 2009, but was met for the 3-year average.</p> <p>Swainsboro Campus: 8 placements per FT instructor with a 3 year average of 16.37. Benchmark of 7 was exceeded.</p> <p>Vidalia Campus: Although the benchmark was not met, the trend over the past 3 years shows a slight increase in awards each year. This is expected to continue to improve as program enrollment has increased each year and the number of graduates has increased as well. The Air Conditioning Technician TCC has been utilized by dual enrollment students only.</p> <p>Swainsboro Campus: Although the benchmark was exceeded, the trend shows a drastic decrease of 10 placements over the previous year. The enrollment in the program has also declined which helps explain this number.</p>	<p>Vidalia Campus: Recruitment and retention efforts will be continued and are expected to result in increased enrollment. However, the focus needs to be on retention of students once enrolled. This goal will be replaced with one for retention in FY 2011. While the TCC does not have any current enrollment it will be retained for dual enrollment students.</p> <p>Swainsboro Campus: Due to the decline in enrollment, the diploma program has been taught out and is now inactive on the Swainsboro Campus.</p> <p>The Air Conditioning Repair Specialist TCC has been terminated and is not offered on either campus.</p>
	Air Conditioning Technology	Meet the PAS benchmarks for number of awards/graduates per FT instructor.	PAS Trend Report	<p>Vidalia Campus: 4 awards per FT instructor. The benchmark of 7 was not met. The 3-year average was 3.</p> <p>Swainsboro Campus: 8 awards per FT instructor with the 3-year average of 8.67. The benchmark of 7 was exceeded.</p> <p>Vidalia Campus: Although the benchmark was not met, the trend over the past 3 years shows an increase in awards each year.</p> <p>Swainsboro Campus: The benchmark was exceeded, but the</p>	<p>Vidalia Campus: The upward trend is expected to continue with increasing enrollment each quarter.</p> <p>Swainsboro Campus: Enrollment and awards steadily decreased to very low numbers. The program was placed on a teachout plan with the last students completing Spring Quarter of this year. The program on this campus is non inactive. While PAS data will be maintained by the college, this goal will be replaced in FY 2011 by one focused on retention.</p>



				number of awards decreased by 6 over the previous year. The trend report shows the drastic decrease in the TCC awards over 2008. The diploma awards increased by 2.	
	Air Conditioning Technology	Meet the PAS benchmark for FTE enrollment per FT instructor	PAS Trend Report	<p>Vidalia Campus: 13.44+ FTE per FT instructor. The benchmark of 12 was exceeded. The 3 year average was 9.54 which falls below the benchmark of 12.</p> <p>Swainsboro Campus: 9.13 FTE per FT instructor, which falls below the benchmark of 12. The 3 year average in 11.21, which also fell below the benchmark 12.</p> <p>Vidalia Campus: Although the 3 year average did not meet the benchmark, the report shows a steady increase in FTE from 5.50 in FY 2007, 9.67 in FY 2008 to the 13.44 in FY 2009.</p> <p>Program enrollment has steadily increased each quarter to 28 full-time non duplicated for the most current term. ACT specific course(s) enrolment has increased to the point that two classes had wait lists for the first time. offerings for the first time</p> <p>Swainsboro Campus: The trend shows a steady decline in FTE from 12.90 to 9.13. The decline worsened drastically leading to administration's decision to teach out the diploma on the Swainsboro campus. Also Air Conditioning Repair Specialist TCC had no enrollment for the past two years. The TCC has been terminated and the diploma is now inactive on the Swainsboro campus.</p>	<p>Vidalia campus: The program instructor will continue to work with Student Affairs in recruitment and retention efforts. This goal will be revised in FY 2011 to a more realistic and current one for enrollment based timely reports.</p> <p>Swainsboro Campus: Diploma is inactive and TCC has been terminated.</p> <p>No action to be taken at this time for Swainsboro campus.</p>
	Automotive Technology	Meet PAS benchmark for graduates/awards per FT instructor.	PAS Trend Report	<p>12+ awards per FT instructor with a 3 year average of 13.67+. The benchmark of 6.42 was exceeded.</p> <p>The number of awards increased by 2 over the previous year. Numerous TCCs within this program may need scrutiny. More focus may need to be placed on the diploma.</p>	Due to the merger, decrease in interest, and the retirement of the FT instructor, the program was discontinued on the Swainsboro Campus.
	Automotive Technology	Meet PAS benchmark for graduate placement per FT instructor.	PAS Trend Report	<p>16 placements per FT instructor with a 3-year average of 20.67+. The benchmark of 6.42 was surpassed.</p> <p>Although the number of placements dropped by</p>	Due to the merger, decrease in interest, and the retirement of the FT instructor, the program was discontinued on the Swainsboro Campus.


				2 over the previous year, the placements are well above the state's benchmark.	
	Automotive Technology	Meet PAS benchmarks for FTE enrollment per FT instructor	PAS Trend Report	<p>8.98 FTE per FT instructor with a 3 year average of 10.16. The benchmark of 12 was not met.</p> <p>The trend report shows a steady decrease in enrollment over the past 3 years. The instructor retired at the end of the fiscal year.</p>	Due to the merger, decrease in interest, and the retirement of the FT instructor, the program was discontinued on the Swainsboro Campus.
	Business Administrative Technology	Meet the PAS benchmarks for FTE per FT instructor.	PAS trend report	<p>Vidalia Campus: FY 2009 33.13 FTE/Instructor with the 3 year average of 28.17. The benchmark was 12.</p> <p>Swainsboro Campus: FY 2009 23.59 FTE/Instructor with the 3 year average of 22.86. The benchmark was 12.</p> <p>Glennville Campus: FY2009 6.22 FTE/instructor with a 3 year average of 5.94. The benchmark was 12.</p> <p>Vidalia Campus: The benchmark was exceeded. The trend report shows a significant increase in FTE over the previous fiscal year.</p> <p>Swainsboro Campus: The benchmark was exceeded. The trend report shows a steady FTE for the past 3 years.</p> <p>Continued contact with prospective students, which is part of the Enrollment Management Plan, encourages students to enroll, thereby increasing the FTE per FT instructor.</p> <p>Glennville Campus: The benchmarks were not met. The program is in Level II for the fourth consecutive year.</p>	<p>The BAT instructors will be involved with FBLA and high school visits/recruitment activities to promote the BAT program.</p> <p>Instructors will also use the Enrollment Management Plan by contacting prospects. Continued contact with prospective students increases enrollment.</p> <p>The BAT program will be terminated for the Glennville campus.</p>
	Business Administrative Technology	Meet the benchmarks as set by PAS for awards/graduates per Full-time instructor.	PAS Trend Report	<p>Vidalia Campus: FY 2009 28.50 awards/instructor with a 3 year average of 13.33. The benchmark was 6.30.</p> <p>Swainsboro Campus: FY 2009 18 awards/instructor with a 3 year average of 20.17. The benchmark was 6.13.</p> <p>Glennville Campus: 2 awards/instructor with a 3 year average of 1.67. The benchmark was 5.25.</p> <p>Research shows that</p>	<p>Instructors will expose students to the IAAP, Phi Beta Lambda (PBL) Student Government Association (SGA) and SKILLSUSA student organizations. Also, instructors will continue to nominate BAT students for the Georgia Occupational Award of Leadership (GOAL) award and National Technical Honor Society award.</p> <p>Instructors will also encourage students to apply for embedded certificates, thereby increasing the number of awards for the program.</p> <p>The BAT program will be terminated for the Glennville</p>


				<p>as levels of student involvement increase, so does retention (Student Involvement in Higher Education Based on Student Origin by McNeese and Roberts; Research in Higher Education Journal).</p> <p>Vidalia Campus: The trend report shows a dramatic increase in the awards/instructor over the previous fiscal year. The increase is due to new embedded certificates being added to the BAT program. Many of the diploma and degree students also completed certificates, thereby increasing the number of awards.</p> <p>Swainsboro Campus: The benchmarks were exceeded. The trend shows a decline in the number of awards over the previous year.</p> <p>Student activities are held on both campuses throughout the year; these activities give students a sense of belonging and a chance to network with other students and college staff.</p> <p>Glennville Campus: The benchmarks were not met. The program has been in Level II for 4 consecutive years.</p>	campus.
	Business Administrative Technology	Meet the PAS benchmarks for graduate placement per FT instructor.	PAS Trend Report	<p>Vidalia Campus: FY 2009 34.50 placed/instructor with the average of 23.17. The benchmark was 6.30.</p> <p>Swainsboro Campus: FY 2009 21.50 with a 3 year average of 28.33. The benchmark was 6.13.</p> <p>Glennville Campus: FY 2009 8 placed/instructor with a 3 year average of 5. The benchmark is 5.25.</p> <p>Vidalia Campus: The benchmarks were exceeded. The trend shows a drastic increase in placement over the previous fiscal years. This increase is due to new embedded certificates that were added for the BAT program. Many students in the degree/diploma programs completed the new certificates, thereby increasing the number of graduates who were available for job placement.</p> <p>Swainsboro Campus: The benchmarks were</p>	<p>The BAT instructors will monitor students for early signs of deficiencies and counsel/refer them for additional help when needed to retain them until graduation and job placement.</p> <p>The Swainsboro campus had a decline in awards for the three year average. Since enrollment is up, the completion and placement should improve for the next three years. (NEEDS WORK)</p> <p>The BAT program will be terminated for the Glennville campus.</p>








				<p>exceeded. The trend shows a decline in placed/instructor for the 3 year period.</p> <p>Glennville Campus: The benchmarks were not met. The report shows 1 more placement this year over last year. The program is in Level II for the fourth consecutive year.</p>	
	Child Development Center	Maintain Center of Distinction Accreditation	Evaluation from Bright from the Start: Georgia Department of Early Care and Learning Certificate of Center of Distinction Accreditation	An official report of successful accreditation has been achieved from the state licensing agency . Center of Distinction was achieved because grant monies has allowed the staff to have the necessary resource materials needed for the classrooms. The staff has also obtained and carefully studied the written materials needed for the yearly evaluation to ensure compliance.	Promoted Center of Distinction Encouraged students to pursue accreditation in their own facilities.
	Clinical Laboratory Technology	The program graduation rate will be 70% or greater.	Annual program graduate data report.	<p>Nine students were enrolled in the FY 2009 cohort and six graduated in FY 2010. The program graduation rate was 67%</p> <p>The program graduation benchmark was not met.</p> <p>Of the students not completing the program all 3 were academic related issues (1 clinical, 2 didactic).</p> <p>The 2 students dropped due to academic reasons, returned in the 2010 cohort.</p> <p>For the current FY 2010 cohort in progress, 8 were enrolled and 3 have dropped to date. Two for academic reasons and one changed programs.</p>	<p>Program faculty will continue to utilize enrollment management plan strategies with focusing on earlier identification of at risk students.</p> <p>In addition to the current mid-term evaluations, faculty will counsel with students who do not achieve passing scores on all exams and lab practicums to identify areas of weakness. Tutoring sessions and/or additional instructional methods will be provided as deemed appropriate to meet the students needs.</p> <p>Monitor results of Student Course Evaluations, Graduate Surveys, and Employer Surveys for the level of satisfaction and impressions of educational experiences as a means to improve the programs retention rate.</p>
	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP)and American Medical Technologist (AMT) National Certification Exams	<p>In FY 2010, 3 out of 4 students took and passed national certification exams. 2 students took the ASCP exam. 1 student took the AMT exam. 1 student has not registered to take the exam due to personal reasons.</p> <p>For the 3 students taking the national certification exams the pass rate is 100%</p>	In an ongoing effort to maintain program effectiveness, the Program Director will continue to monitor and compare mock exam and national certification exam results.
	Clinical Laboratory Technology	The program, through the faculty, will exhibit a commitment to meet established accreditation standards.	<p>Annual Performance Management Plan-staff development plan documenting professional seminar/meeting attendance.</p> <p>NAACLS Reaccreditation</p> <p>Advisory Committee minutes and annual</p>	<p>Program Director attended NAACLS workshop and CLEC educational conference Feb 2010.</p> <p>Obtained Masters of Science Degree in Post</p>	<p>CLT Program reaccreditation self-study currently in progress and due for submission to NAACLS December 1, 2010. Site visit anticipated Spring 2011.</p> <p>Educational methodologies obtained at the CLEC conference</p>



			program evaluation.	<p>Secondary Education Higher Education Administration..</p> <p>Faculty awareness of employers desired skills for entry level competencies, the "Wish List".</p> <p>Advisory Committee met Fall and Spring. No areas of weaknesses were identified or recommendations made.</p> <p>NAACLS workshop provided faculty with an increased understanding of accreditation standards as evidenced by progress in the reaccreditation self-study process.</p> <p>The CLEC conference provided faculty with the knowledge of skills and requirements employers' desire of new CLT graduates. These skills have been incorporated in each CLT course.</p> <p>Through obtaining the MS degree, the Program Director now meets the NAACLS requirement to serve in this capacity.</p>	have been incorporated in classroom and laboratory instruction
	Clinical Laboratory Technology	The CLT program will admit 12 students per admission cohort.	Quarterly and Annual Enrollment Management Reports	<p>FY 2010 cohort- 8 students were admitted.</p> <p>For FY 2010 the program did not meet the enrollment benchmark.</p>	<p>In an effort to increase program enrollment, the program Faculty will increase Business and Industry visits from 3 per quarter to 6. Continue contacting individuals on Prospective Student List provided by Student Affairs.</p> <p>Monitor Weekly Recruit reports and follow-up with students who withdraw or no-show, and do not register or return.</p> <p>Collaborate with High School Initiative Coordinators to increase involvement with area high schools.</p> <p>Participate in high school health fair at Metter High School.</p> <p>Participate in the student career fair sponsored by Meadows Regional Medical Center.</p> <p>Collaborate with the market and Public Relations Director to explore additional opportunities for program promotion such as brochures.</p> <p>Encourage Advisory Committee to actively promote the CLT program.</p>
	Clinical Laboratory Technology	All CLT students taking the mock certification exam will achieve a score of 80 or greater.	CLT Mock Certification Exam	<p>6 of 6 students scored greater than 80 on the revised mock exam</p> <p>In FY 2010, the benchmark for the mock certification exam was met.</p>	<p>The content breakdown results indicate less retention of the material presented early in the programs curriculum and better retention in the more recent courses completed. This feedback allows students to focus on their weak areas in preparation for the national registry exams.</p> <p>The instructor will incorporate a</p>


					review of previously learned material In each course.
	Clinical Laboratory Technology	Program graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report.	FY 2010 100% of graduates obtained employment within 3 months of program completion.  Three graduates obtained employment in field and one in a related field.  Students are obtaining the knowledge and skills necessary to secure employment.	Program out come was met therefore no action is required. However, the Program Director will continue to monitor employment needs and graduate placement rates.
	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam for driving permit will pass on the first attempt.	Commercial Truck Driving Licensure Rate Report	Summer Quarter 201001 14 tested and 7 passed on the first attempt and 7 passed on the second try Fall Quarter 201002 18 tested and 18 passed on first attempt Winter Quarter 201003 5 tested and 5 passed on first attempt Spring Quarter 201004 13 tested and 13 passed on first attempt  A total of 47 (100%) graduates passed the CTD Licensure exam on their first attempt in FY 2010. It is felt that by having students complete a daily inspection of the truck the students become familiar with all parts of the truck and are able to demonstrate this for DDS when tested, because past experience has shown that the students that do not pass, it is frequently because they are unsuccessful with this critical part of the test.	we will continue to do daily check off sheets with students to prepare them for success with the CTD Licensure exam and better prepare them for jobs in the field.
	Commercial Truck Driving	Meet the PAS benchmark for FTE enrollment per FT instructor	PAS Trend Report	22.33 FTE per FT instructor with a 3 year average of 22.83. The benchmark of 12 was exceeded.  The 3-year trend shows the highest FTE in FY07 with a dip to 20.67 in FY 08 and an increase to 22.33 in FY 09.	The merger brought on new opportunities for CTD as plans to offer the program on the Swainsboro Campus were implemented.
	Commercial Truck Driving	Maintain state-of-the art Commercial Truck Driving (CTD) range that meets the training needs of students - track will be remodeled to meet new requirements of the Department of Driver Services (DDS) and the Federal Motor Carrier Association or find an alternative site that would meet requirements.	Department of Driver Services - approval upon completion of track modifications or alternative location set up.  Range to meet the training requirements as set by the American Association of Motor Vehicle Administrators (AAMVA) - section 12.	Repairs went out to bid but had not yet been approved.  Repairs were initially scheduled to be done in June 2010. However, they were rescheduled for July 15, 2010. They have now been satisfactorily completed. Our range now meets the training requirements as set by the American Association of Motor Vehicle Administrators (AAMVA). - Section 12.	Repairs will enable our instructors to provide the best training for our students. While this is very important to maintain the program, with the college administration's commitment to the program, it will not be necessary to keep as a goal for FY 2011. A new goal related to a driving facility to meet standards necessary to pass DDS approval as a 3rd party testing facility will be added.
	Commercial Truck Driving	Meet the benchmarks as set by PAS for graduate placement	PAS Trend Report Career Services Graduate Placement Data	37 placements per FT instructor with a 3 year average of 40.67. The benchmark of 7 was surpassed. Job	As the economy is slowly improving and with new Comprehensive Safety Analysis CSA-2010 becoming effective January 1, 2011 more drivers will

				<p>placement as reported by Career Services was 36 placements out of 48 (75%) graduates for this time period.</p> <p>The trend report shows an increase in placement over the previous fiscal year? The state of the economy the past two years likely affected the placement rate. Offering the program on the Swainsboro Campus should also improve the placement rate as well with additional employment possibilities.</p>	<p>find it necessary to attend CTD programs in order to find employment. Also the merger brought on new opportunities for CTD as plans to offer the program on the Swainsboro Campus were implemented. 2 tractors were purchased. Also key administrators have identified a site for a practice range for students in Swainsboro, pending final state approval.</p>
	Commercial Truck Driving	Maintain up-to-date equipment to enhance student learning	PAS Budget Request	<p>3 used tractors were requisitioned for the Swainsboro Campus program - implemented April 15, 2010.</p> <p>Tractors will enable students on the Swainsboro Campus hands on training.</p>	<p>tractors were purchased to allow students hands on training</p>
	Commercial Truck Driving	Meet the benchmark as set by PAS for number of graduates/awards per FT instructor.	PAS Trend Report Career Services Graduate Report.	<p>48 awards per FT instructor with a 3 year average of 47.67. The benchmark of 7 was exceeded. The number of awards is consistent with career services graduate report for year reviewed.</p> <p>The PAS benchmark was far exceeded. The CTD program requires successful licensure for completion; therefore, the high number of awards should continue.</p>	<p>Because the benchmark is exceeded, it will not be carried over to FY 2011. The merger brought on new opportunities for CTD as plans to offer the program on the Swainsboro Campus were implemented. 2 tractors were purchased. Key administrators are looking at options for a practice driving range in Swainsboro. [replace with below:] While the program has been successful with a large number of graduate it is felt the bar can be raised with the addition of the program in Swainsboro. A more realistic objective will be determined for FY 2011.</p>
	Computer Information Systems	Meet or exceed the criteria as set by PAS for awards/graduates.	PAS trend report.	<p>Vidalia Campus: 6 awards/instructor with a 3 year average of 5.67. The benchmark was 5.37.</p> <p>Swainsboro Campus: 17 awards/instructor with a 3 year average of 16.17. The benchmark was 5.60.</p> <p>Some students may take a few quarters of Learning Support and/or Gen Ed classes before they take any CIS classes. These students may feel alienated from their peers.</p> <p>Vidalia Campus: The benchmarks were met. The trend shows a slight decline in awards over the previous fiscal year.</p> <p>Swainsboro Campus: The benchmarks were exceeded. The trend shows a slight decline over the previous year.</p>	<p>The CIS faculty will mentor students taking Learning Support classes. Thus, instructors believe that they can retain more of these students through mentoring sessions during advisement (the instructors will spend more time with students asking/answering questions to get a better understanding of how the student feels about their progress in the program). The CIS faculty will be involved with the different clubs and extracurricular activities on campus. The CIS program now has its own computer club called SYNTAX.</p>
	Computer Information Systems	Increase enrollment by 1% over FY2009 for the Computer	Enrollment Report Marketing and Recruitment Report - exceed required number of recruitment calls and high	<p>The Vidalia campus had 39 students in fall 2008 and they had 68</p>	<p>The Swainsboro Campus will consider adding the Web Site Design Degree and Diploma since</p>


		Information Systems programs.	school and business/industry visits - Low Enrollment = 4 high school visits and 6 business/industry visits, Adequate enrollment = 2 high school visits and 3 business/industry visits.	student in fall 2009. An increase of 29 students.  The Swainsboro campus had 27 students in Fall of 2008 and had 26 students in Fall of 2009.  The Vidalia campus had a 42% increase in enrollment, which met the 1% goal. The Swainsboro campus had a .03% decrease. They did not meet the 1% increase goal.	students have expressed an interest in this field.  The CIS instructors will promote the program by following the Enrollment Management Plan by making high school visits and industry visits. They will also work hard at retaining current students by identifying the at-risk students and by meeting with and tutoring the students that are having problems.
	Computer Information Systems	Meet or exceed the PAS benchmark for graduate placement.	PAS Trend Report	Vidalia Campus: 18 placed/instructor with a 3 year average of 15.83. The benchmark was 5.37.  Swainsboro Campus: 16 placed/instructor with a 3 year trend of 22.50. The benchmark was 5.60.  Vidalia Campus: The benchmarks were exceeded. The trend shows a yearly increase.  Swainsboro Campus: The benchmarks were exceeded, but the trend shows a yearly decrease in placed/instructor. Swainsboro had a decrease in enrollment the last few years. This has resulted in a decrease in placement.	Instructors will continue to work with Career Services and graduates to help them find employment.  Instructors will make business and industry visits to learn of employment possibilities for graduates. Additionally, instructors will ask advisory committee members to contact the CIS instructors when they have job openings.
	Computer Information Systems	To increase graduation rates by 1% over FY2009 for the Computer Information Systems programs.	Current students not Registered Report, Leaver/Graduate Report, Early Alert Reports	The Swainsboro campus had 28 diplomas, degrees, and certificates issued in 2008 and had 30 diplomas, degrees, and certificates issued in 2009. The Vidalia campus issued 30 diplomas, degrees, and certificates in 2008 and 24 diplomas, degrees, and certificates in 2009.  The Swainsboro campus had a 1% increase in graduation rates and Vidalia had a 2% decrease in graduation rates.  The majority of the students who are not completing the program on the Vidalia campus are being withdrawn due to Attendance Policy violations.	The CIS program will put a greater emphasis on retaining students through graduation. One method that the program plans to implement is a program wide meeting with all CIS students twice a year. This meeting will allow the instructors to network with the students, and the students can network with one another. The meeting will allow students to ask questions about the program, and will allow them to get to know other students, which helps retention.  Instructors will begin counseling with students when students miss their second absence. Early Alert forms will be completed immediately in an effort to retain the students.
	Cosmetology	Meet the PAS benchmarks for enrollment - 12 FTEs	PAS trend report.	Vidalia Campus: 35.47 FTE/instructor with a 3 year average of 30.80. The benchmark was 12.  Swainsboro Campus: 56.22 FTE/instructor with a 3 year average	Although benchmarks were exceeded, recruitment is still needed to ensure that enrollment stays up. The instructors will continue to recruit at high schools and use the Enrollment Management Plan and the prospect log.


				<p>of 50.01. The benchmark was 12.</p> <p>Vidalia Campus: The benchmarks were exceeded. The trend shows a significant FTE increase over the previous year.</p> <p>Swainsboro Campus: The benchmarks were exceeded. The trend shows a significant FTE increase over the previous fiscal year.</p>	
	Cosmetology	70% Student Retention Rate: Of the students who are on the final rosters at the end of drop/add period, 70% will complete their program requirements.	KMS Attrition by Course Campus Report.	<p>For fiscal year 2009 the retention rate was 74% for the Swainsboro Campus.</p> <p>On the Vidalia campus the retention rate was 61%.</p> <p>Attendance is a major consideration in retention of students. Once a student misses several days, he/she is not only behind in hours but also in academic work which could give him/her a feeling of being unable to catch up.</p>	Start earlier with attendance notices and counseling of students after the first unexcused attendance violation emphasizing the correlation between attendance and successful completion of the program. Submit early alert forms at the first sign of a problem to retain students in the program.
	Cosmetology	Increase the number of completers by 5% over the 2010 results.	Combined Placement Figures Report	The benchmark for completers was not met this year. The economy could play a part of this however, we feel that working sooner with the student headed toward a drop may help to keep the student enrolled until completion.	The cosmetology instructors will work with the students and counselors to see if drops can be avoided. Also when a student misses the first couple of days they will be called in to see if they can be helped and explain that attendance is top priority. Also allow students to make up time and work when the absence has been unavoidable.
	Cosmetology	The Cosmetology program will meet the criteria as set by PAS for graduate placement.	PAS Trend Report.	<p>Vidalia Campus: 13 placed/instructor with a 3 year average of 11.50. The benchmark was 7.</p> <p>Swainsboro Campus: 50 placed/instructor with a 3 year average of 48.67. The benchmark was 7.</p> <p>Vidalia Campus: Benchmarks were exceeded. The trend shows a yearly increase for the 3 year period.</p> <p>Swainsboro Campus: Benchmarks were exceeded. The report shows a dip in FY 2008 and a rebound in FY 2009. FY 2007 shows the highest placed/instructor.</p>	Continue to work with career services personnel, advisory board members and industry contacts to ensure employment opportunities for graduates.
	Cosmetology	COS graduates taking the Master Cosmetology Exam will pass both practical and written portions on their first attempt.	Individual candidate results from D.L. Roope Administrations, Inc.	Vidalia Campus-21 of 21 students took and passed both written and practical parts of the exam on the first try. Swainsboro Campus-14 of 14 students took and passed both written and practical portions of the exam on the first try. 1 student is	The instructors will continue with the training and the measurements of the training to ensure that students are prepared for both the written and practical section of the exam.

				waiting on a test date.	
				100% of students are passing the state board on the first attempt.	
	Criminal Justice	Meet the criteria as set by PAS for placement.	PAS trend report.	<p>Glennville Campus: The number placed per FT instructor was 1. The benchmark of 5.25 was not met. The 3-year trend shows a decline from 16 in FY 2007 to 1 in FY 2009 with a 3-year average of 7.</p> <p>Vidalia Campus: The benchmark of 5.25 was exceeded with 20+ placements per FT instructor. The 3-year average is 19.67+.</p> <p>Swainsboro Campus: The benchmark of 5.83 was exceeded with 19+ placements per FT instructor.</p> <p>(Glennville Campus: The program has been classified as a Level II in PAS for two consecutive years and an improvement plan will be written to justify keeping the program. TCSG, POST, and DOC have been working together to create a Basic Correctional Officer TCC. Southeastern Tech was chosen as one of the colleges to offer this TCC. If this TCC is accepted by all parties (TCSG, POST, and DOC), STC expects to have excellent enrollment due to the college's close proximity to many prisons. Additionally, BCOT TCC graduates will be strongly encouraged to enroll in the CRJ Diploma and/or degree.</p> <p>It has been determined that the one student who showed up on the PAS report was a coding error in Banner.</p> <p>Vidalia Campus: The trend shows a steady placement.</p> <p>Swainsboro Campus: The trend shows a slight yearly decline in the diploma placement; however, the trend shows a yearly increase in the degree placement.</p>	<p>Glennville Campus: CRJ Improvement Plan submitted to TCSG: The BCOT Program if &amp; when approved by TCSG, POST, and DOC will be implemented on the Glennville Campus.</p> <p>Vidalia and Swainsboro Campuses: CRJ faculty will speak with local criminal justice agencies/officials about career opportunities for students. Instructors will also continue to assist CRJ graduates in finding employment.</p>
	Criminal Justice	Meet the criteria as set by PAS for graduates.	PAS trend report	<p>Glennville Campus: The benchmark of 5.25 was not met. The 3 year trend shows a drastic decline from 8 in FY 2007 to 1 in FY 2009 with a 3-year average of 3.33.</p> <p>Vidalia Campus: The awards per FT</p>	<p>Glennville Campus: CRJ Improvement Plan submitted to TCSG: The BCOT Program if &amp; when approved by TCSG, POST, and DOC will be implemented on the Glennville Campus.</p> <p>Vidalia and Swainsboro Campuses: CRJ faculty will involve students in extracurricular activities,</p>


				<p>Instructor was 12 with a three year average of 9.67. The benchmark of 5.25 was exceeded.</p> <p>Swainsboro Campus: The benchmark of 5.83 was exceeded with 16.50+ awards per FT instructor with a three year average of 14.00.</p> <p>Glennville Campus: The program has been classified as a Level II in PAS for two consecutive years and an improvement plan will be written to justify keeping the program. TCSG, POST, and DOC have been working together to create a Basic Correctional Officer TCC. Southeastern Tech was chosen as one of the colleges to offer this TCC. If this TCC is accepted by all parties (TCSG, POST, and DOC), STC expects to have excellent enrollment due to the college's close proximity to many prisons. Additionally, BCOT TCC graduates will be strongly encouraged to enroll in the CRJ Diploma and/or degree. .</p> <p>Vidalia Campus: The 3-year trend shows a dip from 10 to 7 between FY 2007 FY08, but an increase to 12 in FY 2009.</p> <p>Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+.</p>	<p>mentor the students throughout the program, and interact with students inside and outside the classroom to show concern for their success. This involvement will encourage students to complete the program and graduate.</p>
	Criminal Justice	Criminal Justice students will demonstrate competence in criminal justice procedures.	CRJ-209 CRJ Internship/Practicum Exit Exam	<p>o Summer quarter 2009</p> <p>    Vidalia Campus: 3 out of 3 (100%) scored 70% or better on the exit exam.</p> <p>    Swainsboro Campus: *No data to report. No students were enrolled.</p> <p>o Fall quarter 2009</p> <p>    Vidalia Campus: 3 out of 4 (75%) scored 70% or better on the exit exam.</p> <p>    Swainsboro Campus: 2 out of 2 (100%) scored 70% or better on the exit exam.</p> <p>o Winter quarter 2010</p> <p>    Vidalia Campus: 4 out of 4 (100%) scored 70% or better on the exit exam.</p> <p>    Swainsboro Campus: 2 out of 2 (100%) scored 70% or better on the exit exam.</p> <p>Spring Quarter: Vidalia Campus - 3 out of 3 students (100%) scored 70% or better on the exit exam. Swainsboro Campus - 1</p>	<p>Library resources including computer based practice exams (Corrections Entrance Practice Exam) will be provided to CRJ 209 students in an attempt to specifically improve scores of the non-traditional female as well as improve the scores of all the students - implementation FY 2011.</p>



				<p>out of 1 students (100%) scored 70% or higher on the exit exam.</p> <hr/> <p>Detailed score results show: Average score for the 20 students = 78.95 8 of 20 students = white female 5 of 20 students = Black female 4 of 20 students = Black male 2 of 20 students = white males 1 of 20 students = Hispanic female</p> <p>The average score of the white females = 74.5</p> <p>Average score of the black females = 81.2.</p> <p>Average score of the black males = 84</p> <p>Average score of the white male = 80.5</p> <p>Hispanic female - score = 80</p> <p>Only 1 student scored less than 70% on the program exit exam.</p> <p>However, in reviewing the detailed scores, it appears that although all but one student passed, the white females have the lowest scores of the 20 students assessed. Female is considered the non-traditional student in the Criminal Justice occupation.</p>	
	Criminal Justice	Meet the PAS benchmark for enrollement-12 FTE's per full time instructor	PAS trend report	<p>Glennville Campus: The FTE benchmark of 12 was not met. The 3 year trend shows a drastic decline in FTE from 12.40 in FY 2007, 9.71 in FY 2008, and 1.96 in FY 2009 for a 3 year average of 8.02.</p> <p>Vidalia Campus: The FTE benchmark of 12 was exceeded (50.91+) The 3 year trend (56.40 in FY 07, 52.73 in FY 08, and 50.91 in FY 09) shows a slight decline of 5.49 FTE per FT instructor, with the 3 year average being 53.35. The report shows that the decrease is mainly in the diploma program with an increase in the degree program.</p> <p>Swainsboro Campus: 25.11 FTE per FT instructor with a 3 year average of 21.49. The benchmark was 12.</p> <p>Glennville Campus:</p>	<p>Glennville Campus: CRJ Improvement Plan submitted to TCSG.</p> <p>Vidalia Campus: Even with the benchmarks being met, the faculty will recruit and advertise the CRJ program - high school recruitment, newspaper ads for program promotion.</p> <p>Swainsboro Campus: Even with the benchmarks being met, the faculty will recruit and advertise the CRJ program - high school recruitment, newspaper ads for evening enrollment.</p>

				<p>The program has been classified as a Level II in PAS for two consecutive years and an improvement plan will be written to justify keeping the program. TCSG, POST, and DOC have been working together to create a Basic Correctional Officer TCC. Southeastern Tech was chosen as one of the colleges to offer this TCC. If this TCC is accepted by all parties (TCSG, POST, and DOC), STC expects to have excellent enrollment due to the college's close proximity to many prisons. Additionally, BCOT TCC graduates will be strongly encouraged to enroll in the CRJ Diploma and/or degree. .</p> <p>Vidalia Campus: The trend shows only a slight decline over the past 3 years.</p> <p>Swainsboro Campus: The trend (21.00 in Fy 07, 18.35 in FY 08, and 25.11 in FY 09) shows a drop in FY 2008 and a significant increase of 6.76 FTE per FT instructor in FY 09.</p>	
	Dental Hygiene	F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.	<p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>006 Pre-Post Risk Assessment Minimum 60%/85% positive required</p> <p>007 Pre/Post Infection Control Minimum 60%/85% positive required</p> <p>08 Infection Control External Audit Minimum 85% required</p> <p>012 Instructor Evals by Students Minimum 85% positive required</p> <p>013 Instructor Evals by Dean Minimum 85% positive required</p> <p>014 Student Survey of Clinic I Minimum of 85% required</p> <p>015 Student Survey of Clinic II Minimum of 85% required</p> <p>016 Student Survey of Clinic III Minimum of 85% required</p> <p>017 Student Survey of Clinic IV Minimum of 85% required</p> <p>022 DHPCE Midterm Minimum 85% required</p> <p>023 DHPCE Final Interpretation Minimum 90% required</p> <p>024 Mock National Board Minimum score of 95% required</p> <p>025 Student Survey of Clinic V Minimum 90% required</p> <p>027 DHNBE 100% pass required</p>	<p>Six of the dental hygiene courses involved research and case studies. These types of assignments acquainted the students with the research process. It also familiarized them with evidenced based publications and made them aware of the ever changing study of dental hygiene. Evidenced based pre and post risk assessments were conducted in June at 60% and again in March at 90%. Pre and post infection control assessments were conducted in June with 60% and in March at 90%. Infection control external audit was conducted with a score of 95%. Instructor evaluations were conducted and 85% positive was not achieved by one instructor. Instructor evaluations by the Dean were conducted with 95% positive feedback. Clinics 1-5 were surveyed by the students at 90%. DHPCE Midterm grades were 80% during the Summer and 85% during the Fall. DHPCE final grades at the end of Summer were 85% and 90% at the end of Fall. The average score</p>	<p>Documentation of the students' exposure to lifelong learning opportunities in the curriculum ensures that the students understand the dynamics of the profession of dental hygiene. Commitment to lifelong learning allows students as well as dental hygienists to remain current on cutting edge topics in the dental hygiene profession. Remaining current in dental hygiene topics promotes the practice of evidenced based dental hygiene practice. Establishing this foundation early will equip students with the knowledge and motivation to continue lifelong learning after graduation. This in turn will produce more effective clinicians in the workforce. Students scored above national average in all areas on National Dental Hygiene Board Exam.</p>

			<p>028 Graduate Exit Survey Minimum 95% positive required</p> <p>030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved</p>	<p>of the mock dental hygiene national board was 96. The average score of the mock CRDTS clinical board was 97. All student learning outcomes in SPIRIT were achieved at the stated benchmarks. Graduate exit surveys were 95% positive. 100% of students passed National Dental Hygiene Board Exam.</p> <p>At least six courses had research or case study projects incorporated into the curriculum. The program will continue to keep the curriculum enhanced with research or case study projects to ensure life long learning. Pre and post risk assessments demonstrated an increase in proficiency in risk assessments. This ensured that the students were practicing evidenced based dental hygiene. Pre and post infection control assessments were conducted and benchmarks were met. This ensured that the students were practicing safe dental hygiene care in the live work clinic. An external infection control audit was conducted and the score exceeded the benchmark. This ensured that the live work clinic was established based on current OSHA guidelines. One instructor did not have 85% positive feedback on student evaluations. A corrective action plan was developed. A meeting was conducted with the instructor to address the deficiencies in work performance. DHPCE grades did not meet the midterm benchmark during Summer quarter. Deficiencies were addressed and benchmarks were met during Fall quarter. Scores on the mock national board and mock CRDTS exam indicated that the students were prepared to take the Dental Hygiene National Board Examination and the CRDTS national clinical exam. The scores indicated that the students had a 96% probability of passing the national board and a 97% probability of passing the CRDTS exam. All student learning outcomes in</p>	
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				<p>SPIRIT were achieved. This marked an improvement from last year due to new instructional techniques. The students attended one webinar on orthodontics. The students attended 25 continuing education sessions with guest speakers. Each student shadowed at least one dental office during Winter quarter 2010. The students were instructed on evidenced based periodontal and pharmacology practices during didactic courses. During patient care in the clinic, the students practiced evidenced based dental hygiene patient care. In order to practice evidenced based dental hygiene care, the students learned to remain current by reading monthly periodicals on the practice of dental hygiene. In addition, they have networked with several dental hygiene experts to further enhance their scope of evidenced based dental hygiene care. The students also attended the Hinman Dental Meeting in Atlanta and participated in continuing education courses. Graduate exit surveys revealed some excellent suggestions from the students in reference to enhancing instruction. Students suggested topics which needed more emphasis in the classroom.</p>	
	Dental Hygiene	C. To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.	<p>001 Grades in all courses 100% courses passed with minimum grade of C</p> <p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>003 Patient Survey Minimum 85% positive required</p> <p>005 Post-Graduate Rating Surveys Minimum 85% positive required</p> <p>006 Pre-Post Risk Assessment Minimum 60%/85% positive required</p> <p>007 Pre/Post Infection Control Minimum 60%/85% positive required</p> <p>008 Infection Control External Audit Minimum 85% required</p> <p>009 Q.A. Part 1 Pass required</p> <p>010 Q.A. Part 2 Record Review Minimum 85% Accuracy required</p> <p>011 Q.A. External Audit Minimum 85% accuracy required</p>	<p>Six of the dental hygiene courses involved research and case studies. These types of assignments acquainted the students with the research process. It also familiarized them with evidenced based publications and made them aware of the ever changing study of dental hygiene. Evidenced based pre and post risk assessments were conducted in June at 60% and again in March at 90%. Pre and post infection control assessments were conducted in June with 60% and in March at 90%. Infection control external audit was conducted with a score of 95%. Instructor evaluations were conducted and 85% positive was not achieved by one</p>	<p>Infractions and critical incidents provided faculty with areas in which students were substandard in ethical conduct. This alerted faculty to pay more attention to these particular areas in clinic and in the classroom. These areas were stressed more in initial discussions with subsequent classes. Work ethics discussions afforded faculty the opportunity to role play with the students and interact regarding various work related issues. Journals allowed the program director to identify areas in which the students were learning how to respond ethically in the dental hygiene clinical setting. Different situations that presented in the clinic were discussed by the students in their lifelong learning journals. External infection control and quality assurance audits provided documentation that students were treating patients ethically in the live work clinic. Students scored above national average on all areas of the National Dental Hygiene Board Exam.</p>

			<p>012 Instructor Evals by Students Minimum 85% positive required</p> <p>013 Instructor Evals by Dean Minimum 85% positive required</p> <p>014 Student Survey of Clinic I Minimum of 85% required</p> <p>015 Student Survey of Clinic II Minimum of 85% required</p> <p>016 Student Survey of Clinic III Minimum of 85% required</p> <p>017 Student Survey of Clinic IV Minimum of 85% required</p> <p>018 Instrumentation Practicum I 100% pass required</p> <p>019 Instrumentation Practicum II 100% pass required</p> <p>020 Individual Competencies 100% pass required</p> <p>021 Student Clinic Self-Evaluation Self-Pass required Minimum 85% required</p> <p>023 DHPCE Final Interpretation Minimum 90% required</p> <p>024 Mock National Board Minimum score of 95% required</p> <p>025 Student Survey of Clinic V Minimum 90% required</p> <p>026 Mock State Board Score of 95 or higher required</p> <p>027 DHNBE 100% pass required</p> <p>028 Graduate Exit Survey Minimum 95% positive required</p> <p>029 CRDTS 100% pass required</p> <p>030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved</p>	<p>Instructor. Instructor evaluations by the Dean were conducted with 95% positive feedback. Clinics 1-5 were surveyed by the students at 90%. DHPCE Midterm grades were 80% during the Summer and 85% during the Fall. DHPCE final grades at the end of Summer were 85% and 90% at the end of Fall. The average score of the mock dental hygiene national board was 96. The average score of the mock CRDTS clinical board was 97. All student learning outcomes in SPIRIT were achieved at the stated benchmarks. Graduate exit surveys were 95% positive. Students were allowed to self assess their feelings and performance after each clinic session in their life long learning journal. This self assessment allowed the students to evaluate themselves and note areas that needed improvement. Work ethics were discussed each week in every course. This formal discussion of work ethic topics afforded the students opportunities to problem solve common issues in the workplace. 20 infractions and four critical incidents were issued to students for failure to maintain ethical standards in the classroom or clinical setting.100% of students passed National Dental Hygiene Board Exam and CRDTS exam. All courses were passed with a minimum score of 70. Patient surveys were conducted at the conclusion of each patient care experience. 95% positive feedback was voiced by all patients in regard to patient care and professionalism of the students.100% of the DHY 105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II.Quality</p>	
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				<p>assurance part 1 and part 2 audits were conducted and benchmarks were met with 85% accuracy. External quality assurance audit was conducted in March. 85% benchmark was achieved. All students achieved 100% on all clinical competencies.</p> <p>At least six courses had research or case study projects incorporated into the curriculum. The program will continue to keep the curriculum enhanced with research or case study projects to ensure life long learning. Pre and post risk assessments demonstrated an increase in proficiency in risk assessments. This ensured that the students were practicing evidenced based dental hygiene. Pre and post infection control assessments were conducted and benchmarks were met. This ensured that the students were practicing safe dental hygiene care in the live work clinic. An external infection control audit was conducted and the score exceeded the benchmark. This ensured that the live work clinic was established based on current OSHA guidelines. One instructor did not have 85% positive feedback on student evaluations. A corrective action plan was developed. A meeting was conducted with the instructor to address the deficiencies in work performance. DHPCE grades did not meet the midterm benchmark during Summer quarter. Deficiencies were addressed and benchmarks were met during Fall quarter. Scores on the mock national board and mock CRDTS exam indicated that the students were prepared to take the Dental Hygiene National Board Examination and the CRDTS national clinical exam. The scores indicated that the students had a 96% probability of passing the national board and a 97% probability of passing the CRDTS exam. All student learning outcomes in SPIRIT were achieved. This marked an</p>	
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				<p>improvement from last year due to new instructional techniques. The students attended one webinar on orthodontics. The students attended 25 continuing education sessions with guest speakers. Each student shadowed at least one dental office during Winter quarter 2010. The students were instructed on evidenced based periodontal and pharmacology practices during didactic courses. During patient care in the clinic, the students practiced evidenced based dental hygiene patient care. In order to practice evidenced based dental hygiene care, the students learned to remain current by reading monthly periodicals on the practice of dental hygiene. In addition, they have networked with several dental hygiene experts to further enhance their scope of evidenced based dental hygiene care. The students also attended the Hinman Dental Meeting in Atlanta and participated in continuing education courses. Graduate exit surveys revealed some excellent suggestions from the students in reference to enhancing instruction. Students suggested topics which needed more emphasis in the classroom. Lifelong learning journals were utilized for self assessment of issues students encountered in the clinical setting. Infractions and critical incidents verify that instructors are enforcing the rules and ethical procedures outlined in the program handbook and clinic manual. Work ethics discussions helped to instill moral and ethical conduct needed in the profession of dental hygiene. Since all courses were passed with a minimum score of 70, this demonstrated that students were mastering the dental hygiene curriculum at a rate in which they could be expected to pass clinical and national boards. Positive feedback from the patient surveys reassured that quality dental hygiene</p>	
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				<p>services were being provided in the live work clinic. Since 100% of the DHY 105 students passed the Instrumentation Practicum I with 100% proficiency, all DHY 105 students were deemed competent to proceed to DHY 111. Since 100% of DHY 111 students passed the Instrumentation Practicum II with 100% accuracy, all DHY 111 students were deemed competent to proceed to DHY 202 and begin patient care in the live work dental hygiene clinic. Quality assurance audits part 1, part 2, and the external audit identified areas in which chart documentation could be enhanced. All students were able to achieve 100% on all clinical competencies. This achievement assured that students were performing safe clinical skills in the live work clinic.</p>	
	Dental Hygiene	E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.	<p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>006 Pre-Post Risk Assessment Minimum 60%/85% positive required</p> <p>012 Instructor Evals by Students Minimum 85% positive required</p> <p>013 Instructor Evals by Dean Minimum 85% positive required</p> <p>014 Student Survey of Clinic I Minimum of 85% required</p> <p>015 Student Survey of Clinic II Minimum of 85% required</p> <p>016 Student Survey of Clinic III Minimum of 85% required</p> <p>017 Student Survey of Clinic IV Minimum of 85% required</p> <p>021 Student Clinic Self-Evaluation Self-Pass required Minimum 90% required</p> <p>025 Student Survey of Clinic V Minimum 90% required</p> <p>027 DHNBE 100% pass required</p> <p>028 Graduate Exit Survey Minimum 95% positive required</p> <p>030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved</p>	<p>Six of the dental hygiene courses involved research and case studies. These types of assignments acquainted the students with the research process. It also familiarized them with evidenced based publications and made them aware of the ever changing study of dental hygiene. Evidenced based pre and post risk assessments were conducted in June at 60% and again in March at 90%. Instructor evaluations were conducted and 85% positive was not achieved by one instructor. Instructor evaluations by the Dean were conducted with 95% positive feedback. Clinics 1-5 were surveyed by the students at 90%. All student learning outcomes in SPIRIT were achieved at the stated benchmarks. Graduate exit surveys were 95% positive. 100% of students passed National Dental Hygiene Board Exam. Clinic self evaluations were conducted. Each student rated above the minimum 90% benchmark.</p> <p>At least six courses had research or case study projects incorporated into the curriculum. The program will continue</p>	<p>Research projects, case studies, and peer reviewed periodicals were incorporated into the dental hygiene curriculum. Exposure to these types of activities ensures that students realize the importance of reviewing current literature and research. Learning to review literature and conduct research equips the students with the knowledge needed once they enter the dental hygiene workforce. It reemphasizes the importance of evidenced based practice as well as ensures they have the knowledge to seek employment in the competitive economic workforce. Students scored above national average in all areas on the National Dental Hygiene Board Exam.</p>




				<p>to keep the curriculum enhanced with research or case study projects to ensure life long learning. Pre and post risk assessments demonstrated an increase in proficiency in risk assessments. This ensured that the students were practicing evidenced based dental hygiene. One instructor did not have 85% positive feedback on student evaluations. A corrective action plan was developed. A meeting was conducted with the instructor to address the deficiencies in work performance. All student learning outcomes in SPIRIT were achieved. This marked an improvement from last year due to new instructional techniques. The students attended one webinar on orthodontics. The students attended 25 continuing education sessions with guest speakers. Each student shadowed at least one dental office during Winter quarter 2010. The students were instructed on evidenced based periodontal and pharmacology practices during didactic courses. During patient care in the clinic, the students practiced evidenced based dental hygiene patient care. In order to practice evidenced based dental hygiene care, the students were taught to remain current by reading monthly periodicals on the practice of dental hygiene. In addition, they have networked with several dental hygiene experts to further enhance their scope of evidenced based dental hygiene care. The students also attended the Hinman Dental Meeting in Atlanta and participated in continuing education courses. Graduate exit surveys revealed some excellent suggestions from the students in reference to enhancing instruction. Students suggested topics which needed more emphasis in the classroom. Since each student rated above the 90% benchmark in clinic self evaluation, this proved that each student was self evaluating his/her</p>	
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				clinical performance and gaining self confidence in his/her clinical skills.	
	Dental Hygiene	D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.	001 Grades in all courses 100% courses passed with minimum grade of C  002 Research papers/case studies required in courses 6 courses contain research or case study  003 Patient Survey Minimum 85% positive required  006 Pre-Post Risk Assessment Minimum 60%/85% positive required  007 Pre/Post Infection Control Minimum 60%/85% positive required  08 Infection Control External Audit Minimum 85% required  09 Q.A. Part 1 Pass required  010 Q.A. Part 2 Record Review Minimum 85% Accuracy required  011 Q.A. External Audit Minimum 85% accuracy required  012 Instructor Evals by Students Minimum 85% positive required  013 Instructor Evals by Dean Minimum 85% positive required  014 Student Survey of Clinic I Minimum of 85% required  015 Student Survey of Clinic II Minimum of 85% required  016 Student Survey of Clinic III Minimum of 85% required  017 Student Survey of Clinic IV Minimum of 85% required  018 Instrumentation Practicum I 100% pass required  019 Instrumentation Practicum II 100% pass required  020 Individual Competencies 100% pass required  021 Student Clinic Self-Evaluation Self-Pass required Minimum 85% required  023 DHPCE Final Interpretation Minimum 90% required  024 Mock National Board Minimum score of 95% required  025 Student Survey of Clinic V Minimum 90% required  026 Mock State Board Score of 95 or higher required  027 DHNBE 100% pass required  028 Graduate Exit Survey Minimum 95% positive required  029 CRDTS 100% pass required  030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved	Six of the dental hygiene courses involved research and case studies. These types of assignments acquainted the students with the research process. It also familiarized them with evidenced based publications and made them aware of the ever changing study of dental hygiene. Evidenced based pre and post risk assessments were conducted in June at 60% and again in March at 90%. Pre and post infection control assessments were conducted in June with 60% and in March at 90%. Infection control external audit was conducted with a score of 95%. Instructor evaluations were conducted and 85% positive was not achieved by one instructor. Instructor evaluations by the Dean were conducted with 95% positive feedback. Clinics 1-5 were surveyed by the students at 90%. DHPCE Midterm grades were 80% during the Summer and 85% during the Fall. DHPCE final grades at the end of Summer were 85% and 90% at the end of Fall. The average score of the mock dental hygiene national board was 96. The average score of the mock CRDTS clinical board was 97. All student learning outcomes in SPIRIT were achieved at the stated benchmarks. Graduate exit surveys were 95% positive. The students participated in three community service projects: Hispanic Mobile Van, Mercy Medical Clinic Mobile Van, and the Tattnall County CHIPS program. All courses were passed with a minimum grade of 70. Patient surveys were conducted at the conclusion of each patient care experience. 95% positive feedback was voiced by all patients in regard to patient care and professionalism of the students. Quality assurance part 1 and part 2 audits were conducted and benchmarks were met with 85% accuracy. External quality	Course grades demonstrate mastery of the subjects that are applied in the clinical setting. Individual competencies in each skill area ensure that students can perform the skill safely and effectively on a manikin prior to working on a live patient. Hands on learning on patients in the live work clinic assures that students are mastering the skills needed to enter the workforce. Didactic and clinical grades reflect areas the students perceived as difficult to learn. This information provided faculty with areas to enhance instruction and to try alternate educational methods to improve instruction. Quality assurance audits provided faculty with areas in which chart documentation was inadequate. This is turn provided faculty with topics to discuss with students and provide additional instruction to ensure dental charting was reflective of the services provided. All students scored above national average in all areas of the National Dental Hygiene Board Exam.

				<p>assurance audit was conducted in March. 85% benchmark was achieved.100% of students passed National Dental Hygiene Board Exam. 100% of students passed CRDTS Exam.100% of the DHY 105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II.Clinic self evaluations were conducted. Each student rated above the minimum 90% benchmark.All students achieved 100% on all clinical competencies.</p> <p>At least six courses had research or case study projects incorporated into the curriculum. The program will continue to keep the curriculum enhanced with research or case study projects to ensure life long learning. Pre and post risk assessments demonstrated an increase in proficiency in risk assessments. This ensured that the students were practicing evidenced based dental hygiene. Pre and post infection control assessments were conducted and benchmarks were met. This ensured that the students were practicing safe dental hygiene care in the live work clinic. An external infection control audit was conducted and the score exceeded the benchmark. This ensured that the live work clinic was established based on current OSHA guidelines. One instructor did not have 85% positive feedback on student evaluations. A corrective action plan was developed. A meeting was conducted with the instructor to address the deficiencies in work performance. DHPCE grades did not meet the midterm benchmark during Summer quarter. Deficiencies were addressed and</p>	
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				<p>benchmarks were met during Fall quarter. Scores on the mock national board and mock CRDTS exam indicated that the students were prepared to take the Dental Hygiene National Board Examination and the CRDTS national clinical exam. The scores indicated that the students had a 96% probability of passing the national board and a 97% probability of passing the CRDTS exam. All student learning outcomes in SPIRIT were achieved. This marked an improvement from last year due to new instructional techniques. The students attended one webinar on orthodontics. The students attended 25 continuing education sessions with guest speakers. Each student shadowed at least one dental office during Winter quarter 2010. The students were instructed on evidenced based periodontal and pharmacology practices during didactic courses. During patient care in the clinic, the students practiced evidenced based dental hygiene patient care. In order to practice evidenced based dental hygiene care, the students learned to remain current by reading monthly periodicals on the practice of dental hygiene. In addition, they have networked with several dental hygiene experts to further enhance their scope of evidenced based dental hygiene care. The students also attended the Hinman Dental Meeting in Atlanta and participated in continuing education courses. Graduate exit surveys revealed some excellent suggestions from the students in reference to enhancing instruction. Students suggested topics which needed more emphasis in the classroom. Community service projects enhanced clinical learning by allowing students to see individuals from different socioeconomic backgrounds that presented with challenging situations. Course grades of 70 or</p>	
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				<p>above proved that students were mastering the two year curriculum slated for dental hygiene practice. Positive feedback from stakeholders such as patients in the live work clinic provided a subjective opinion of the quality of patient care in the dental hygiene live work clinic. Quality assurance audits part 1, part 2, and the external audit identified areas in which chart documentation could be enhanced. Since 100% of the DHY 105 students passed the Instrumentation Practicum I with 100% proficiency, all DHY 105 students were deemed competent to proceed to DHY 111. Since 100% of DHY 111 students passed the Instrumentation Practicum II with 100% accuracy, all DHY 111 students were deemed competent to proceed to DHY 202 and begin patient care in the live work dental hygiene clinic. Since each student rated above the 90% benchmark in clinic self evaluation, this proved that each student was self evaluating his/her clinical performance and gaining self confidence in his/her clinical skills. All students were able to achieve 100% on all clinical competencies. This achievement assured that students were performing safe clinical skills in the live work clinic.</p>	
	Dental Hygiene	After the November 2009 Commission on Dental Accreditation (CODA) site visit, CODA accreditation status for the STC dental hygiene program will be enhanced from initial accreditation to accreditation.	Formal Site Visit Follow-Up Report from CODA	<p>The visiting committee from CODA conducted a site visit on the STC campus on November 3-4, 2009. The visiting committee cited no recommendations. One suggestion was stated in the formal site visit report but the dental hygiene program was not required to respond formally to the suggestion.</p> <p>The visiting committee's report will be considered by the Review Committee on Dental Hygiene Education at its meeting scheduled for July 13-14, 2010. The review committee's recommendations will be forwarded to the Commission for consideration at its August 5, 2010 meeting. The dental hygiene accreditation</p>	<p>Since a self study document was prepared for the site visit, the dental hygiene faculty were afforded the opportunity to self evaluate the dental hygiene curriculum as well as program protocol. This program evaluation reaffirmed that the dental hygiene program has a strong educational foundation based on CODA standards. Courses as well as student evaluations were enhanced during the self study document preparation process. Even though the dental hygiene faculty were not required to respond formally to the suggestion, the dental hygiene faculty did incorporate changes in their clinic assistant and receptionist assistant protocol to ensure that the students have the maximum number of clinical learning experiences.</p>

				status has been enhanced from initial accreditation to accreditation.	
	Dental Hygiene	B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences which are necessary to develop skills in rendering professional dental hygiene patient care to the public.	<p>001 Grades in all courses 100% courses passes with minimum grade of C</p> <p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>003 Patient Survey Minimum 85% positive required</p> <p>006 Pre-Post Risk Assessment Minimum 60%/85% positive required</p> <p>007 Pre/Post Infection Control Minimum 60%/85% positive required</p> <p>08 Infection Control External Audit Minimum 85% required</p> <p>09 Q.A. Part 1 Pass required</p> <p>010 Q.A. Part 2 Record Review Minimum 85% Accuracy required</p> <p>011 Q.A. External Audit Minimum 85% accuracy required</p> <p>012 Instructor Evals by Students Minimum 85% positive required</p> <p>013 Instructor Evals by Dean Minimum 85% positive required</p> <p>014 Student Survey of Clinic I Minimum of 85% required</p> <p>015 Student Survey of Clinic II Minimum of 85% required</p> <p>016 Student Survey of Clinic III Minimum of 85% required</p> <p>017 Student Survey of Clinic IV Minimum of 85% required</p> <p>018 Instrumentation Practicum I 100% pass required</p> <p>019 Instrumentation Practicum II 100% pass required</p> <p>020 Individual Competencies 100% pass required</p> <p>021 Student Clinic Self-Evaluation Self-Pass required Minimum 85% required</p> <p>023 DHPCE Final Interpretation Minimum 90% required</p> <p>024 Mock National Board Minimum score of 95% required</p> <p>025 Student Survey of Clinic V Minimum 90% required</p> <p>026 Mock State Board Score of 95 or higher required</p> <p>027 DHNBE 100% pass required</p> <p>028 Graduate Exit Survey Minimum 95% positive required</p> <p>029 CRDTS 100% pass required</p> <p>030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved</p>	<p>Six of the dental hygiene courses involved research and case studies. These types of assignments acquainted the students with the research process. It also familiarized them with evidenced based publications and made them aware of the ever changing study of dental hygiene. Evidenced based pre and post risk assessments were conducted in June at 60% and again in March at 90%. Pre and post infection control assessments were conducted in June with 60% and in March at 90%. Infection control external audit was conducted with a score of 95%. Instructor evaluations were conducted and 85% positive was not achieved by one instructor. Instructor evaluations by the Dean were conducted with 95% positive feedback. Clinics 1-5 were surveyed by the students at 90%. DHPCE Midterm grades were 80% during the Summer and 85% during the Fall. DHPCE final grades at the end of Summer were 85% and 90% at the end of Fall. The average score of the mock dental hygiene national board was 96. The average score of the mock CRDTS clinical board was 97. All student learning outcomes in SPIRIT were achieved at the stated benchmarks. Graduate exit surveys were 95% positive. Course grades of 70 or above proved that students were mastering the two year curriculum slated for dental hygiene practice. Positive feedback from stakeholders such as patients in the live work clinic provided a subjective opinion of the quality of patient care in the dental hygiene live work clinic. Quality assurance audits part 1, part 2, and the external audit identified areas in which chart documentation could be enhanced. 100% of students passed National Dental Hygiene Board Exam and the CRDTS exam. 100% of the DHY</p>	<p>Clinic competency grades and live work grades demonstrate that students are utilizing critical thinking skills to master the topics learned in didactic courses. External audits give faculty information regarding strengths and weaknesses exhibited by students in the laboratory and clinical setting. This information is utilized to improve student learning for future students and help with retention. All students scored above national average in all areas of National Dental Hygiene Board Exam. Since 100% of the DHY 105 students passed the Instrumentation Practicum I with 100% proficiency, all DHY 105 students were deemed competent to proceed to DHY 111. Since 100% of DHY 111 students passed the Instrumentation Practicum II with 100% accuracy, all DHY 111 students were deemed competent to proceed to DHY 202 and begin patient care in the live work dental hygiene clinic. Since each student rated above the 90% benchmark in clinic self evaluation, this proved that each student was self evaluating his/her clinical performance and gaining self confidence in his/her clinical skills.</p>

				<p>105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II. All students achieved 100% on all clinical competencies. Clinic self evaluations were conducted. Each student rated above the minimum 90% benchmark.</p> <p>At least six courses had research or case study projects incorporated into the curriculum. The program will continue to keep the curriculum enhanced with research or case study projects to ensure life long learning. Pre and post risk assessments demonstrated an increase in proficiency in risk assessments. This ensured that the students were practicing evidenced based dental hygiene. Pre and post infection control assessments were conducted and benchmarks were met. This ensured that the students were practicing safe dental hygiene care in the live work clinic. An external infection control audit was conducted and the score exceeded the benchmark. This ensured that the live work clinic was established based on current OSHA guidelines. One instructor did not have 85% positive feedback on student evaluations. A corrective action plan was developed. A meeting was conducted with the instructor to address the deficiencies in work performance. DHPCE grades did not meet the midterm benchmark during Summer quarter. Deficiencies were addressed and benchmarks were met during Fall quarter. Scores on the mock national board and mock CRDTS exam indicated that the students were prepared to take the Dental Hygiene National Board</p>	
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				<p>Examination and the CRDTS national clinical exam. The scores indicated that the students had a 96% probability of passing the national board and a 97% probability of passing the CRDTS exam. All student learning outcomes in SPIRIT were achieved. This marked an improvement from last year due to new instructional techniques. The students attended one webinar on orthodontics. The students attended 25 continuing education sessions with guest speakers. Each student shadowed at least one dental office during Winter quarter 2010. The students were instructed on evidenced based periodontal and pharmacology practices during didactic courses. During patient care in the clinic, the students practiced evidenced based dental hygiene patient care. In order to practice evidenced based dental hygiene care, the students learned to remain current by reading monthly periodicals on the practice of dental hygiene. In addition, they have networked with several dental hygiene experts to further enhance their scope of evidenced based dental hygiene care. The students also attended the Hinman Dental Meeting in Atlanta and participated in continuing education courses. Graduate exit surveys revealed some excellent suggestions from the students in reference to enhancing instruction. Students suggested topics which needed more emphasis in the classroom. Course grades of 70 or above proved that students were mastering the two year curriculum slated for dental hygiene practice. Positive feedback from stakeholders such as patients in the live work clinic provided a subjective opinion of the quality of patient care in the dental hygiene live work clinic. Quality assurance audits part 1, part 2, and the external audit identified areas in which chart documentation could</p>	
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				be enhanced. 100% of the DHY 105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II. Clinic self evaluations were conducted. Each student rated above the minimum 90% benchmark. All students were able to achieve 100% on all clinical competencies. This achievement assured that students were performing safe clinical skills in the live work clinic.	
	Dental Hygiene	A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.	001 Grades in all courses 100% courses passes with minimum grade of C  002 Research papers/case studies required in courses 6 courses contain research or case study  003 Patient Survey Minimum 85% positive required  006 Pre-Post Risk Assessment Minimum 60%/85% positive required  007 Pre/Post Infection Control Minimum 60%/85% positive required  013 Instructor Evals by Dean Minimum 85% positive required  014 Student Survey of Clinic I Minimum of 85% required  015 Student Survey of Clinic II Minimum of 85% required  016 Student Survey of Clinic III Minimum of 85% required  017 Student Survey of Clinic IV Minimum of 85% required  018 Instrumentation Practicum I 100% pass required  019 Instrumentation Practicum II 100% pass required  020 Individual Competencies 100% pass required  022 DHPCE Midterm Minimum 85% required  023 DHPCE Final Interpretation Minimum 90% required  025 Student Survey of Clinic V Minimum 90% required  026 Mock State Board Score of 95 or higher required  027 DHNBE 100% pass required  028 Graduate Exit Survey	Six of the dental hygiene courses involved research and case studies. These types of assignments acquainted the students with the research process. It also familiarized them with evidenced based publications and made them aware of the ever changing study of dental hygiene. Evidenced based pre and post risk assessments were conducted in June at 60% and again in March at 90%. Pre and post infection control assessments were conducted in June with 60% and in March at 90%. Infection control external audit was conducted with a score of 95%. Instructor evaluations were conducted and 85% positive was not achieved by one instructor. Instructor evaluations by the Dean were conducted with 95% positive feedback. Clinics 1-5 were surveyed by the students at 90%. DHPCE Midterm grades were 80% during the Summer and 85% during the Fall. DHPCE final grades at the end of Summer were 85% and 90% at the end of Fall. The average score of the mock dental hygiene national board was 96. The average score of the mock CRDTS clinical board was 97. All student learning outcomes in SPIRIT were achieved at the stated benchmarks. Graduate exit surveys were 95%	Course grades, assessment and debridement grades, and competency grades provide faculty with the strengths as well as weaknesses of the students in the program. Weaknesses provide faculty with areas in which instruction can be enhanced or presented in a more effective manner. External audits provide a subjective review of clinical practices in the live work clinic. All students scored above national average in all areas on National Dental Hygiene Board Exam. Since 100% of the DHY 105 students passed the Instrumentation Practicum I with 100% proficiency, all DHY 105 students were deemed competent to proceed to DHY 111. Since 100% of DHY 111 students passed the Instrumentation Practicum II with 100% accuracy, all DHY 111 students were deemed competent to proceed to DHY 202 and begin patient care in the live work dental hygiene clinic.





			<p>Minimum 95% positive required</p> <p>029 CRDTS 100% pass required</p> <p>030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved</p>	<p>positive. The students participated in three community service projects: Hispanic Mobile Van, Mercy Medical Clinic Mobile Van, and the Tattnall County CHIPS program. All courses were passed with a minimum grade of 70. Patient surveys were conducted at the conclusion of each patient care experience. 95% positive feedback was voiced by all patients in regard to patient care and professionalism of the students. Quality assurance part 1 and part 2 audits were conducted and benchmarks were met with 85% accuracy. External quality assurance audit was conducted in March. 85% benchmark was achieved. 100% of students passed the National Dental Hygiene Board Exam and CRDTS exam. All students achieved 100% on all clinical competencies.</p> <p>At least six courses had research or case study projects incorporated into the curriculum. The program will continue to keep the curriculum enhanced with research or case study projects to ensure life long learning. Pre and post risk assessments demonstrated an increase in proficiency in risk assessments. This ensured that the students were practicing evidenced based dental hygiene. Pre and post infection control assessments were conducted and benchmarks were met. This ensured that the students were practicing safe dental hygiene care in the live work clinic. An external infection control audit was conducted and the score exceeded the benchmark. This ensured that the live work clinic was established based on current OSHA guidelines. One instructor did not have 85% positive feedback on student evaluations. A corrective action plan was developed. A meeting was conducted with the instructor to address the deficiencies in work performance. DHPCE grades did not meet the midterm</p>	
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				<p>benchmark during Summer quarter. Deficiencies were addressed and benchmarks were met during Fall quarter. Scores on the mock national board and mock CRDTS exam indicated that the students were prepared to take the Dental Hygiene National Board Examination and the CRDTS national clinical exam. The scores indicated that the students had a 96% probability of passing the national board and a 97% probability of passing the CRDTS exam. All student learning outcomes in SPIRIT were achieved. This marked an improvement from last year due to new instructional techniques. The students attended one webinar on orthodontics. The students attended 25 continuing education sessions with guest speakers. Each student shadowed at least one dental office during Winter quarter 2010. The students were instructed on evidenced based periodontal and pharmacology practices during didactic courses. During patient care in the clinic, the students practiced evidenced based dental hygiene patient care. In order to practice evidenced based dental hygiene care, the students learned to remain current by reading monthly periodicals on the practice of dental hygiene. In addition, they have networked with several dental hygiene experts to further enhance their scope of evidenced based dental hygiene care. The students also attended the Hinman Dental Meeting in Atlanta and participated in continuing education courses. Graduate exit surveys revealed some excellent suggestions from the students in reference to enhancing instruction. Students suggested topics which needed more emphasis in the classroom. Course grades of 70 or above proved that students were mastering the two year curriculum slated for dental hygiene practice. Positive feedback from</p>	
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				stakeholders such as patients in the live work clinic provided a subjective opinion of the quality of patient care in the dental hygiene live work clinic. 100% of the DHY 105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II. All students were able to achieve 100% on all clinical competencies. This achievement assured that students were performing safe clinical skills in the live work clinic.	
	Drafting	To obtain 50 staff development hours with a minimum of 24 hours in Back-to-Industry Visits.	Annual Staff Development Plan and Activity Reports		
	Drafting	Meet PAS benchmarks for graduate placement.	PAS Trend Report	8 placements per FT instructor with a 3-year average of 15.67. The benchmark of 6.30 was exceeded.  Since the placements exceed the awards, the report may indicate that students are either gaining employment or are already employed and are updating their skills. Further research may be needed to determine.	The DFT program was discontinued and is in teachout.
	Drafting	Meet PAS benchmark for graduates per FT instructor.	PAS Trend Report	1 award per FTE with a 3-year average of 5.33. The benchmark of 6.30 was not met.  Trend report shows a drastic decrease in awards. The program is in Level II and must write an improvement plan per TCSG.	The DFT program was discontinued and is in teachout.
	Drafting	To provide up to date training on the industries most current equipment and software.	Advisory Committee Minutes, PAS Budget Requests, New Software Releases		
	Drafting	Meet PAS benchmarks for FTE per FT instructor.	PAS Trend Report	10.47 FTE per FT instructor with a 3-year average of 8.69. The benchmark of 12 was not met.  Since the FTE did not meet either benchmark, it is in Level II and must complete an improvement plan for TCSG. Although the benchmark was not met, the trend shows an increase in FTE each year.	The DFT program was discontinued and is in teachout.
	Early Childhood	The Child	Evaluation from Bright from the Start:	An official report of	Being a Center of Distinction





	Care and Education	Development Center will maintain the Center of Distinction in fiscal year 2010-2011.	Georgia Department of Early Care and Learning Certificate of Center of Distinction Accreditation	<p>successful accreditation has been achieved from the state licensing agency.</p> <p>Center of Distinction was achieved because grant monies has allowed the staff to have the necessary resource materials needed for the classrooms.</p> <p>The staff has also obtained and carefully studied the written materials needed for the yearly evaluation to ensure compliance.</p>	allows us to be an example of what quality care and education should look like. Having this distinction also demonstrates the importance of quality and pride to current students. This will encourage our students to pursue accreditation in their own facility.
	Early Childhood Care and Education	To increase enrollment in the ECCE department by 1% over FY 09.	Enrollment Report	<p>According to the Enrollment Report, Vidalia enrollment increased in the diploma program by 4% and the degree by 18%.</p> <p>The Swainsboro campus had an increase of 4% in the diploma and -1 in the degree. The TCC"s showed a decrease of -1 in the Child Care Assisting and a -2 in the CDA. Overall the enrollment goal increased.</p> <p>Enrollment benchmark was met in FY 2009. The diploma and degree increased over the previous year. This increase is due to increased marketing efforts and the changes in the state child care regulations (providers now have to obtain a CDA or higher credential; therefore, more people are returning to college). The Child Care Assisting TCC decreased from the previous year due to changes in clusters that are offered in the high schools tech prep program (ECCE is not chosen in all of the high schools).</p>	Instructors will work with Public Relations to advertise the program and inform child care providers of the new credential requirements. The TCCs will be specifically targeted in the ads since they can be completed online.
	Early Childhood Care and Education	Meet PAS benchmarks for enrollment: 12 FTEs per full-time instructor.	PAS trend report	<p>Vidalia Campus: 25.04 FTE/instructor with a 3 year average of 23.79. The benchmark was 12.</p> <p>Swainsboro Campus: 13.69 FTE/instructor with a 3 year trend of 12.88. The benchmark was 12.</p> <p>There has been an increase in the recruitment efforts and changes in the state regulations (providers needing a CDA or higher credential) in child care which may be the reason for the</p>	<p>Reviewing the trend report, the diploma program FTE increased over the previous year by a small margin.</p> <p>Instructors will work with Public Relations to advertise the program and inform child care providers of the new credential requirements. The TCCs will be specifically targeted in the ads since they can be completed online.</p> <p>This goal will not be carried over to FY 2011 since another enrollment goal is being used.</p>





				<p>increase.</p> <p>Vidalia Campus: Benchmarks were exceeded. The trend shows a dip in FTE for FY 2008 and a rebound in FY 09.</p> <p>Swainsboro Campus: The benchmarks were met. The trend shows a slight yearly increase in FTE/instructor.</p>	
	Early Childhood Care and Education	Meet PAS benchmarks for placement per FT instructor.	PAS trend report	<p>Vidalia Campus: 8 placed/instructor with a 3 year average of 15.33. The benchmark was 5.25 for the year.</p> <p>Swainsboro Campus: 18 placed/instructor with a 3 year average of 16.83. The benchmark was 6.13 for the year.</p> <p>Vidalia Campus: Benchmarks were met. The trend report shows a yearly increase in placed/instructor.</p> <p>Swainsboro Campus: Benchmarks were met. The trend shows FY 08 to be the most placed/instructor.</p>	Utilize the Bright from the Start database to identify additional points of contacts for graduates who are looking for jobs.
	Early Childhood Care and Education	Meet the criteria as set by PAS: Awards per full-time instructor.	PAS Trend Report	<p>Vidalia Campus: 3 awards/instructor with a 3 year average of 6. The benchmark was 5.25 for the current year.</p> <p>Swainsboro Campus: 10.50 awards/instructor with a 3 year average of 7.67. The benchmark was 6.13 for the current year.</p> <p>Vidalia Campus: The benchmarks were not met for the current year. Many of the Early Childhood diploma students switch to the degree at the 45 hour mark, thus it appears during the current year that the awards are low. By the next year, however, those same students complete the degree and graduate, and the number of awards increase and the benchmark is met. Also, for FY 2009, there were no TCCs available on the Vidalia campus.</p> <p>Swainsboro Campus: Benchmarks were exceeded. The trend shows a yearly increase in awards/instructor. The Swainsboro campus has four TCCs</p>	Vidalia: The CDA TCC has been approved for the Vidalia campus. This TCC will serve as an exit point for degree/diploma students who may not be able to complete the entire program. Due to the changes in credentials required for Early Childhood employees, more people will be returning to college to maintain their employment. STC will capitalize on this by working with Public Relations to promote the ECCE program, particularly the TCCs that can be completed online and that satisfy the new required credentials. STC should see an increase in awards over the next fiscal year.




				available, which accounts for more awards.	
	Electrical Systems	Meet the criteria as set by PAS for placement per FT instructor.	PAS trend report.	<p>Vidalia Campus: 42 placed/instructor with a 3 year average of 27.67. The benchmark was 7.</p> <p>Swainsboro Campus: 73 placed/instructor with a 3 year average of 46.33. The benchmark was 7.</p> <p>Vidalia Campus: Benchmarks were far exceeded. The report shows that placement/instructor more than tripled over the previous fiscal year.</p> <p>Swainsboro Campus: Benchmarks were far exceeded. The trend shows significant yearly increases over the 3 year period.</p>	Graduate placement is very important and benchmarks were far exceeded for both campuses for this goal/objective. However this goal/objective will be replaced with a more realistic one based on more up-to-date and current data for FY 2011. The instructors will continue to make buisness and industry visits while working with career services to identify job opportunities for graduates.
	Electrical Systems	Meet the criteria as set by PAS for awards/graduates per FT instructor.	PAS Trend report.	<p>Vidalia Campus: 32 awards/instructor with a 3 year average of 21. The benchmark was 7.</p> <p>Swainsboro Campus: 69 awards/instructor with a 3 year average of 37.33. The benchmark was 7.</p> <p>Vidalia Campus: Benchmarks were exceeded. The trend shows a noteworthy increase in awards/instructor over the previous fiscal year.</p> <p>Swainsboro Campus: Benchmarks were greatly exceeded. The trend shows the awards/instructor more than doubled each year of the 3 year period.</p>	<p>Although the benchmarks were exceeded on both campuses, this goal/objective will be replaced in FY 2011 with one for retention. The new one will be more up-to-date amd current to be more reflective of actual results on an annual basis.</p> <p>Instructors will continue to work with student affairs utilizing the retention plan to maximize retention.</p>
	Electrical Systems	Meet or exceed PAS benchmarks for FTE enrollment per FT instructor.	PAS Trend Report	<p>Vidalia Campus: 31.16 FTE/instructor with a 3 year average of 28.95. The benchmark was 12.</p> <p>Swainsboro Campus: 32.38 FTE/instructor with a 3 year average of 23.73. The benchmark was 12.</p> <p>Vidalia Campus: Benchmark was exceeded. The trend shows a steady yearly increase in FTE/instructor.</p> <p>Swainsboro Campus: Benchmarks were exceeded. The trend shows a significant yearly increase in FTE/instructor.</p>	Using the current assessment methodology, the benchmarks have been far exceeded. However, in FY 2011, a more realistic up-to-date goal/objective using more relevant assessment methods will replace one used for this year.
	Electronics Technology	Meet or exceed the benchmarks for graduate placement per FT Instructor.	<p>PAS Trend Report</p> <p>Career Services Placement Data (90%)</p>	<p>8 placed/instructor with a 3 year average of 9.67. The benchmark was 5.60.</p> <p>4 out of 5 (80%)</p>	Career Services and the Electronics Department will continue to work with local and regional employers to locate potential job opportunities for the Electronics graduates.





				<p>graduates were placed during the reporting year.</p> <p>Benchmarks were met. The trend reveals a drop of 4 placed/instructor over the previous fiscal year.</p> <p>For the reporting year, the benchmark was not met.</p>	
	Electronics Technology	Meet or exceed the benchmarks for graduates/awards per FT Instructor.	PAS Trend Report Career Services report (10 graduates)	<p>5 awards/instructor with a 3 year average of 5. The benchmark was 5.60.</p> <p>For FY2010, 6 students graduated and received awards from the Electronics Programs. Three other students completed the Electronics curriculum, but failed to pass the required GenEd competency exams.</p> <p>(Needs some rewording and more brevity...)The benchmarks were not met. Their was a drop of 50% from the previous year. However with FTE enrollment being far exceeded and retention efforts emphasized this should improve. Program enrollment is at an all-time high. Several students that switched from Diploma to Degree programs should have graduated in FY2010, but did not complete or pass the necessary Gen-Ed classes to receive their awards. Three of these students completed the Gen-Ed classes, but failed to pass the required Gen-Ed competency exams. The two TCCs showing one award should be considered for termination.</p>	<p>Computer Repair Technician TCC and Fiber Optics Copper Cabling Technician TCC are being terminated.</p> <p>Instructor through the advisement process will work to encourage students to take Gen-Ed classes earlier in the program. Will refer those who struggle in Gen-Ed to appropriate tutors and will work with Student Affairs to ensure the retention plan is worked. We expect to exceed the benchmark in program year 2010 and will continue to recruit and retain new students into the programs to maintain a level of awards per instructor that exceeds the benchmark.</p>
	Electronics Technology	Meet or exceed the benchmarks for FTE Enrollment per FT instructor.	PAS Trend Report Enrollment Management Plan Reports (30 per term)	<p>30.09 FTE per FT instructor with a 3 year average of 27.27. The benchmark was 12.</p> <p>[ Enrollment Management Reports: 2010-01 - 32 2010-02 - 41 2010-03 - 45 2010-04 - 35 Avg / term is 38.25</p> <p>Benchmarks were exceeded. The report shows a steady increase in FTE for the past two years.</p>	<p>Continue use of Enrollment Management Plan reports to recruit new students into the programs.</p>
	Fish and Wildlife Management	2% increase in dual enrollment on campus with Swainsboro High School and in dual	KMS Dual enrollment report	<p>FY 2010 data shows SHS dual enrollment of 2 students from Swainsboro High School</p>	<p>Southeastern Tech has hired new high school coordinator. Communicate with new HS coordinator to schedule recruitment events for SHS, MHS</p>





		enrollment with Metter High School at their campus.		<p>There were no dual enrollment students from Swainsboro High during the previous fiscal year.</p> <p>MHS August 2009 (FY 2010) - 15 students September 2009 - 9 students enrolled.</p> <p>Exceeded 2% benchmark.</p> <p>SHS dual enrollment increased from zero to two.</p> <p>MHS dual enrollment increased from 9 the previous year to a total of 15 students. Decreased MHS classes from 2 classes to 1 class; MHS cannot accomodate 2 dual enrollment classes due to budget constraints.</p>	<p>and TCHS.</p> <p>Dual enrollment classes will be initiated at ECI in Twin City in the next fiscal year.</p>
	Fish and Wildlife Management	Meet PAS benchmarks for enrollment- 12 FTE per full-time instructor	PAS Trend Report	<p>FGM is included in the FOR PAS grouping 11.21 FTE per FT instructor with a 3 year average of 12.30. The benchmark of 12 was not met this year, although it was missed by a small percentage.</p> <p>Although the yearly benchmark was not met for the group, the FGM FTE increased each year in the 3-year trend report.</p>	<p>Recruitment and retention plan will be followed.</p> <p>F&amp;G faculty hosted FFA events, competitions, and participated in Career Fairs to promote the programs in efforts to increase enrollment.</p> <p>Marketing and PR publications were developed and distributed in the 8 county service delivery area.</p>
	Fish and Wildlife Management	Meet or exceed the PAS Benchmark for graduates/awards per FT instructor	PAS Trend Report	<p>FGM is included in the FOR PAS grouping 6.33 awards per FT instructor with a 3-year average of 9.28. The benchmark of 5.83 was exceeded.</p> <p>The trend report shows the most awards in the Wildlife TCC utilized for dual enrollment.</p> <p>The F&amp;G diploma is a 5 quarter program; therefore, students can not graduate within one fiscal year.</p>	<p>The Retention Plan will be followed to ensure students complete the programs. Since the diploma and degree can not be completed within one fiscal year, dual enrolled students will be encouraged to complete the TCC.</p> <p>F&amp;G students under faculty direction conducted FFA events, hosted FFA competition, and participated in Career Fairs to promote the program.</p> <p>Participation in these type of activities encourages students to complete the program.</p>
	Fish and Wildlife Management	Meet or exceed the PAS Benchmark for graduate placement per FT instructor	PAS Trend Report	<p>FGM is included in the FOR PAS grouping 12.33 placements per FT instructor with a 3 year average of 13.28. The benchmark of 5.83 was exceeded.</p> <p>The trend report shows a decrease of 1 placement in the diploma, an increase 1 in the degree, and an increase of 11 in the TCC over last year.</p>	<p>Increase number of business and industry visits with students.</p> <p>Continue collaboration with in-field agencies.</p>
	Forest Technology	Meet the criteria as set by PAS for graduates/awards.	PAS trend report.	<p>6.33 awards per FT instructor with a 3-year average of 9.28. The benchmark of 5.83 was exceeded.</p> <p>The trend report shows an increase in the number of degree awards and a drop in the TCC awards.</p>	<p>Current economic conditions place higher demand for degrees. Encourage students to complete a degree in Forestry Technology.</p>
	Forest	Meet criteria set by	PAS trend report.	12.33 placements per	Continue to develop relationships





	Technology	PAS for graduate placement.		<p>FT instructor with a 3 year average of 13.28. The benchmark was 5.83.</p> <p>The benchmarks were exceeded. The trend shows a slight drop in placement from FY 07 to FY 08, but a slight increase in FY 09.</p>	with industry representatives. Jump start the graduates in job searching before they actually complete.
	Forest Technology	Forestry students will successfully complete the Forest Management plan.	FOR 147 Forest Management Assessment Rubric	<p>6 of 6 (100%) passed with a score of 70 or above.</p> <p>100% pass completion of plan.</p>	Continue to demand high level of achievement through rigorous rubric assessment
	Forest Technology	Meet PAS benchmarks for FTE enrollment.	PAS trend report.	<p>11.21 FTE per FT instructor with a 3 year average of 12.30. The benchmark of 12 was not quite met this year.</p> <p>(Why?) The Trend report shows a drop in the diploma FTE over last year and an increase in the degree and TCC. The current students transitioned to the degree level. This report preceeded the increase in the enrollment Fall 2010</p>	Recruitment and retention efforts will be increased by working closely with Student Affairs in these areas.
	General Education & Learning Support: Mathematics	Students will demonstrate proficiency in the required general education course competencies as required by the Technical College System of Georgia in the following courses: MAT097, MAT098, MAT099, MAT1011, MAT1012, MAT1013, MAT1017, MAT1111, and MAT1113.	All learning support level, diploma level and degree level mathematics courses - Cumulative Final Exam	<p>201001-201004: MAT097: 31 of 44 = 70% MAT098: 60 of 87 = 69% MAT099: 38 of 53 = 72% MAT1011: 18 of 30 = 60% MAT1012: 221 of 349 = 63% MAT1013: 20 of 33 = 61% MAT1017: 6 of 7 = 86% MAT1111: 56 of 85 = 66% MAT1113: 5 of 5 = 100%</p> <p>Many of the math classes had less than 70% passing the final exam. This data includes students who entered the final exam with a failing grade. Final exams are cumulative and are given at a time of the quarter when students are overwhelmed by the final requirements of all of their classes, and thus, lower grades may occur at this time for many students due, in part, to these reasons.</p> <p>On a better note, the difficulty of the final exam may contribute to the success of students on other measurements. For example, MAT097, 098, AND 099 students who passed the coursework, also passed the COMPASS at rates of 100%, 98%, and 88%. In addition, 100% of the students who took the General</p>	<p>Instructors will implement the strategies in place keeping in mind that many external factors may influence the lower grades on the final exam. Instructors will make every effort to encourage students to study effectively and to use all the tutorial resources available to them. Instructors will also encourage the use of good time management during the final exam time frame.</p> <p>Since the external factors that cannot be controlled are so great during the final exam time frame, this goal will not be measured in the FY2011 Annual Plan.</p>

				Education Math Competency Exam prior to graduation passed. Thus evidence suggests that the difficulty of the final exam may contribute to a high-level of success on the comprehensive math exams required for program admission and graduation.	
	General Education & Learning Support: Mathematics	Students will acquire the required score on the first administration of the Applied Mathematics WorkKeys Exam in order to support the Mathematics General Education Competency which states: Graduates will attain 'The ability to solve practical mathematical problems.'	Applied Mathematics WorkKeys Exam FY2010 data will be extracted from the College's banner system.	<p>Date from July 1, 2009 to June 30, 2010: 228 of 228 = 100% passed the WorkKeys Applied Mathematics Exam at the level required for their program of study.</p> <p>The results indicate that students who successfully complete the math requirement of their programs of study have attained the expected level of proficiency for the college's Mathematics General Education Competency which states: Graduates will attain 'The ability to solve practical mathematical problems.'</p>	Since a 100% success rate was achieved, instructors will incorporate the strategies/activities listed.
	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.	Attrition by Course Campus and by Course data. The data is available on final rosters and is available through the TCSG Data Center; Report LB178; Source: College Local Banner System.	<p>MAT097: 54 of 61 = 89% MAT098:104 of 137 = 76% MAT099: 48 of 55 = 87% MAT1011: 30 of 37 = 81% MAT1012: 388 of 489 = 79% MAT1013: 33 of 56 = 59% MAT1111:87 of 131 = 66% MAT1113: 5 of 5 = 100% MAT1017: 7 of 9 = 78%</p> <p>The retention benchmark was met or exceeded in all math classes except MAT 1013 AND MAT 1111. MAT 1013, in particular, has a higher attrition rate because many of the students participate in a highly competitive program based on GPA. Thus, if a student finds that he/she may not receive an A, that student will withdraw and take the course during another quarter or will choose to change programs completely.</p>	The math instructors attended a Retention Staff Development Training on June 15, 2010, and will incorporate some of the new strategies discussed in the effort to improve retention. Some of the retention strategies learned will also take a school-wide effort to accomplish. (i.e. better use of the first day of class, better communication of tutoring options, better advisement and guidance, etc.) In particular, MAT 1013 AND MAT 1111 are both the highest level algebra classes for the diploma programs and degree programs. Thus, they are more difficult classes for students. The instructors will better communicate and incorporate online tutorial software such as MATHXL, textbook tutorial websites, PASSKEY tutorial program, etc.
	General Education & Learning Support: Mathematics	Students will acquire the required exit score from MAT 097, MAT 098, or MAT 099 for entrance into the next level class.	COMPASS Test / (ASSET Test can be substituted in cases of special need.)	<p>MAT097: 32 of 32 = 100% MAT098:59 of 60 = 98% MAT099:41 of 45 = 88% Cumulative: 132 of 137 = 96%</p> <p>The data suggests that the strategies being used are primarily successful and students who pass the</p>	<p>Instructors will implement the strategies in place, and will strive for a 100% success rate.</p> <p>Some of the factors that we have noticed that enhance a student's ability to pass is a quiet testing area with no disturbances. This will be remedied on the Swainsboro Campus by testing students in Sammy Holton's lab because the current lab often has new students testing or a mixture of students testing. The</p>

				class are ready for the COMPASS exam.	Swainsboro campus will also make every effort to test students during their regular class time in order to accomodate other class schedules and work schedules. These issues do not seem to be a problem at the Vidalia campus. Swainsboro has just recently gained the ability for the testing to be done by the General Ed Faculty.
	Learning Support	ENG 097 students will acquire the required exit score for entrance into their program of study.	COMPASS Exam  Students must pass the course work to be eligible to take the COMPASS exam.  The data population will consist of the students who pass the course work based on the percentages stated on the course syllabus.	201001 ENG 097 4 of 4 = 100% 201002 ENG 097 8 of 9 = 89% 201003 ENG 097 15 of 16 = 94% 201004 ENG 097 1 of 2 = 50% Cumulative: 28 of 31 = 90%  The data suggests that the strategies being used are successful and students who pass the class are prepared for the COMPASS exam.	Evaluate data quarterly. Incorporate innovative teaching strategies.
	Learning Support	ENG 097 students will demonstrate proficiency in the required English course competencies as required by the Technical College System of Georgia.	ENG 097 Comprehensive Final exam  All learning supports English students	201001 3 of 4 = 75% 201002 5 of 9 = 55% 201003 19 of 22 = 86% 201004 2 of 2 = 100% Cumulative: 29 of 37 = 79% Percentages indicate the number of students who passed the ENG 098 final exam with a 70 or higher.  ENG 097 final exam is cumulative. Students must be proficient in the grammatical and mechanical rules to be successful on the final exam. Quizzes and exams are administered testing specific grammar and mechanics which are taught in isolation.	As the grammar and mechanics rules are taught in isolation and tested in isolation, quizzes and exams will include the current grammar and mechanics and will include prior material covered so that students are adding new grammar and mechanics to their base of knowledge.
	Learning Support	RDG 097 students will demonstrate proficiency in the required reading competencies as required by the Technical College System of Georgia.	Reading 097 Comprehensive Final Exam	201001 13 of 21 = 61% 201002 10 of 16 = 63% 201003 4 of 5 = 80% 201004 3 of 3 = 100% Cumulative: 30 of 45 = 67%  RDG 097 final exam is cumulative; therefore, students must be proficient in all reading strategies to be successful with the final exam.	During the course, each reading strategy is evaluated individually. Additional class time will be utilized which require students to incorporate all reading strategies to locate main idea, supporting details, inferences, implied main idea, and critical reading skills using in variety of reading samples.
	Learning Support	RDG 097 students will acquire the required exit score for entrance into their program of study.	COMPASS Exam  Students must pass the course work to be eligible to take the COMPASS exam.  The data population will consists of the students who pass the course work based on the percentages stated on the	201001 16 of 21 = 76% 201002 15 of 16 = 94% 201003 5 of 11 = 45% 201004 7 of 7 = 100%	At mid-term will consult with each student regarding reading performance, and will implement individual tutoring for students who have a mid-term average of 75 or less. Will offer PASSKEY tutor program to this data group.



			course syllabus.	<p>Cumulative: 43 of 55 = 79%</p> <p>The data suggests that the strategies being used are successful for the students who passed the class, and these students are prepared for the COMPASS exam. While the strategies being used resulted in a 79% success rate, the success rate should be greater. 21% of the students who passed RDG 097 were not program ready.</p>	
	Management and Supervisory Development	Meet the benchmark as set by PAS for FTE Enrollment	PAS Trend Report	<p>Vidalia Campus: The FTE enrollment per instructor is 29.53. The 3 year average FTE enrollment is 28.69. The benchmark is 12.</p> <p>Swainsboro Campus: The FTE enrollment per instructor is 12.4. The 3 year FTE enrollment per instructor is 10.77. The benchmark is 12.</p> <p>Vidalia Campus: Benchmarks were exceeded. The trend shows a slight yearly increase in FTE over the 3 year period.</p> <p>Swainsboro Campus: The benchmark was met for FY 09, but was not met for the 3 year average. A FT instructor left in FY 09 which caused a drop in FTE.</p>	<p>Swainsboro Campus: The Management and Supervisory Development program grouping will be terminated for that campus. There is no longer a full-time instructor for this program on that campus. The program, however, is offered completely online from the Vidalia campus. The students who are currently enrolled in the Swainsboro campus MSD program will complete the program through the online classes in Vidalia. The advisor/instructor will contact those students on a quarterly basis and register them for classes.</p>
	Management and Supervisory Development	Meet the benchmark as set by PAS for awards per FT instructor	PAS Trend Report	<p>Vidalia Campus: The number of awards per instructor is 9. The 3 year average of awards per instructor is 10.33. The benchmark was 6.3.</p> <p>Swainsboro Campus: The number of awards per instructor is 5. The 3 year average of awards per instructor is 1.67. The benchmark is 7.</p> <p>Vidalia Campus: Benchmark of 6.3 was exceeded. Trend shows a slight annual increase. Students are taking more courses each quarter which increases the number of awards.</p> <p>Swainsboro Campus: There was not a full time instructor on the Swainsboro Campus, which could account for the incompleteness of the program.</p>	<p>Vidalia: Instructor will maintain close communication with all students to ensure program completion and graduation.</p> <p>Swainsboro students will be advised by the Vidalia campus instructor. All student issues will be addressed by phone, email, or in person. Prior to the merger, students did not have a full-time instructor to contact for questions about coursework, advisement, or graduation. This communication will encourage students to stay in the program until completion and graduation.</p>







	Management and Supervisory Development	Meet the benchmark as set by PAS for graduate placements per FT Instructor	PAS Trend Report/FY 09  Combined Job Placement Report provided by Student Affairs	<p>Vidalia Campus: PAS Trend Results: The number of placements per instructor is 20. The 3 year average placement per instructor is 21.67. The benchmark is 6.30.</p> <p>Combined Job Placement Report Results: 100% placement rate in Vidalia.</p> <p>Swainsboro Campus: PAS Data Results: The number of placements per instructor is 13. The 3 year average placement per instructor is 9.33. The benchmark is 7.</p> <p>Combined Job Placement Report Results: 50% placement rate in Swainsboro.</p> <p>Vidalia Campus: PAS benchmarks were exceeded. The trend reveals only a slight variation with FY 08 having the highest placement, but overall a steady number.</p> <p>Swainsboro Campus: PAS benchmarks were met. The trend shows drop in FY 08 when there was a change in instructors. The 50% placement rate was likely due to the MSD instructor leaving.</p>	<p>The instructor will maintain a close relationship with advisory committee members to learn of available employment positions. Instructor will also stay in touch with graduates to assist them in finding employment.</p> <p>The Swainsboro students did not have a full time instructor on campus. Since the merger, the Vidalia instructor will be advising all MSD students by email, phone, or in person and communicating with them about any concerns or issues with the MSD program. This added communication and availability of a full-time instructor will assist in graduate placement.</p> <p>The MSD program for the Swainsboro campus will be terminated due to low enrollment and the lack of a full-time instructor. The program is offered completely online in Vidalia, so current students will be able to complete the program by taking online courses.</p>
	Marketing and Public Relations	40% of the adult education students with a goal to enter post-secondary, will meet that goal.	1. GALIS 2. KMS	52.6% of the students with a goal to enroll in post-secondary completed their goal.	Some instructors implemented a "Fast Track" program to GED testing in an effort to move at a faster pace and into post-secondary. All instructors will be encouraged to implement fast track classes.
	Marketing Management	Meet the benchmark set by PAS for FTE enrollment per FT instructor.	PAS Trend Report	<p>Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12.</p> <p>Vidalia Campus: Benchmarks were exceeded. The trend report shows a steady increase in FTE/instructor for each year of the 3 year period. Some of this increase can be attributed to our local economy improving. Additionally, a growth in popularity for students interested in entrepreneurship additionally aided in FTE increases.</p>	Instructor will continue to utilize recruiting techniques including visiting business, industry and high schools. Instructor also will continue to guest speak when asked and utilize social media to spread the word about the marketing management program.
	Marketing Management	Meet the benchmark as set by PAS for graduate placement per FT instructor.	PAS Trend Report	<p>Vidalia Campus: 31 placed/instructor with a 3 year average of 24.67. The benchmark was 6.13.</p> <p>Vidalia Campus:</p>	Mr. Harmon is implementing new strategies for recruitment and retention based on the use of "constant contact marketing" models. This involves constant communication with students on ANGEL discussion boards, email


				Benchmarks were exceeded. The trend report shows an increase each year, but a significant increase in placed/instructor over the previous fiscal year.	and social media sites.
	Marketing Management	Meet the PAS benchmark for graduates per FT instructor.	PAS Trend Report	Vidalia Campus: 4 awards/instructor with a 3 year average of 3.67. The benchmark was 6.13.  Vidalia Campus: The benchmark was not met, but the trend report shows an increase in awards over the previous fiscal year. The report shows that Small Business Entrepreneur has had no awards for the past two years and was submitted for termination.	The instructor will work with Student Affairs and the Director of Public Relations to attract more students into the program. Additionally, the instructor will work the Retention Plan to keep current students enrolled until program completion. Through these joint efforts, the expected number of awards should increase during the next year.
	Medical Assisting	Meet the criteria as set by the MAERB for graduates/awards.	Placement Data Report.	Vidalia Campus: There were 6 graduates from this campus for the current year.  Swainsboro Campus: There were 18 graduates from this campus for the current year.  Vidalia Campus: Although there was a lower number of graduates for this campus when compared to the Swainsboro campus, this is due to the merger of the two schools and the break in accepting students on this campus to successfully allow the program to accept students during alternate quarters.	The number of graduates for the Vidalia campus will be increased next year due to students being accepted twice a year.  The Swainsboro faculty will continue to strive to graduate as many students as possible without sacrificing the quality of the program.
	Medical Assisting	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 425.	AAMA Certified Medical Assistant examination report.	Fall - 8 out of 9 graduates from the Swainsboro campus and 5 out of 6 graduates from the Vidalia campus passed the AAMA CMA exam. Spring 2010 - 6 out of 7 graduates taking the AAMA CMA exam from the Swainsboro campus passed the exam. 1 graduate has not taken the exam.  86.6% of the graduates taking the AAMA CMA exam for Fall passed the exam. So far, 85.7% of the graduates taking the AAMA CMA exam for Fall passed the exam.	The comprehensive exit exam is preparing the students for the AAMA CMA exam, unfortunately some of the graduates are not continuing to study the material prior to taking the exam. The faculty will continue to encourage the students to study and prepare for the CMA exam.
	Medical Assisting	Maintain or exceed average quarterly enrollment each campus of 25 or greater, 50+ total for combined campus enrollment.	Registered Count by Major Report.	507 (253%) students were enrolled in the Medical Assisting Program during the year. The benchmark is 25 per quarter per campus 200 total combined per year	Faculty on both campuses will continue to utilize recruitment management plan including. This goal will be updated in FY 2011 with annual enrollment data.




				<p>which is indicative of healthy program enrollment.</p> <p>The number of students enrolled in teh Medical Assisting program for the year exceeded the required number of students to be enrolled in the program by 307.</p>	
	Medical Assisting	Meet the criteria as set by the MAERB for graduate placement. (>=70%)	FY10 Placement Data Report.	<p>Vidalia Campus: The placement rate for the Medical Assisting program is 100%. Benchmarks were met and exceeded.</p> <p>Swainsboro Campus: The placement rate for the Medical Assisting Program was 85.7% The benchmarks were met and exceeded.</p> <p>Vidalia Campus: Only 6 students graduated from the MA program on this campus due to merger changes in quarterly rotation of the programs between campuses.</p> <p>Swainsboro Campus: Swainsboro Campus: Although the benchmarks were met, the rate was lower than the Vidalia campus. It can be interpreted that this was due to the larger number of graduates from the Swainsboro campus (18).</p>	As both campuses work to achieve a 100% placement every year, there may be a decline on the Vidalia campus in the next year due to the projected increase in the number of graduates.
	Medical Assisting	Medical Assisting students will demonstrate proficiency in general, administrative, and clinical competencies.	MAS 118 - Comprehensive Medical Assisting Exam - score at or above 425 [(125/200)x1000-200]	<p>100% of the 23 students taking the comprehensive exam passed. 17 out of 17 students passed at the Swainsboro site. 6 out of 6 passed at the Vidalia site.</p> <p>The comprehensive exit exam has been used by the Swainsboro campus prior to the merger. The graduating class in Fall was the first class required to take the comprehensive exam on the Vidalia campus. All MA students passed the comprehensive exit exam.</p>	The comprehensive exam has been an excellent tool to prepare the graduates for taking and passing the CMA exam. This tool will continue to be used and updated to improve learning outcomes. We will review the tool yearly to ensure that students are being tested over the most advanced information related to the field.
	Paramedic Technology	Maintain certification as a Level III (Paramedic) Instructor as well as gaining knowledge and insight to new teaching methods and content.	Completed Staff Development Plan	<p>1. Level III Instructor license was successfully maintained by achieving the required 24 hours of continuing education related to EMS instruction. 2. Insight to the new National Education Standards was gained. 3. Appointment to the State Office of EMS/Trauma Transition Committee was received.</p> <p>1. New strategies and</p>	Faculty will continue to use the information gathered at the conferences and consortium meetings attended in Fy 2010 and will continue to seek upcoming conferences that may teach new delivery techniques. Faculty will also continue to participate in consortium meetings in order to gain insight to curriculum and standards changes. To assure this goal is sustainable, this goal will be included in the 2011 SPIRIT.






				<p>content discovered while attending available conferences and consortium meetings will enable the faculty to more effectively present the current curriculum which inturn will better prepare the students for their licensure exam. Attendance will also provide the continuing education requirements for Level III licensure. 2. Understanding of the new Education Standards will allow for a better transition from the EMT-I level of instruction to the new AEMT level. 3. Appointment to the transition committee will provide a better understanding and ultimately a smoother conversion to the introduction of the new curricula.</p>	
	Paramedic Technology	Meet the benchmark set by PAS for graduate placement per FT instructor.	PAS Trend Report	<p>Vidalia Campus: The placement per full-time instructor is 7. The 3-year average per full-time instructor is 10.33. The benchmark is 7.</p> <p>Swainsboro Campus: The placement per full-time instructor is 1. The 3-year average per full-time instructor is 6.33. The benchmark is 7.</p> <p>Vidalia Campus: Trend shows 2 more diploma placements than TCC placements.</p> <p>Swainsboro Campus: The EMS programs will not be offered on the Swainsboro Campus due to a lack of enrollement.</p>	<p>Vidalia Campus: The faculty will continue to strive for an increase in the number of placements in the next fiscal year.</p> <p>Swainsboro Campus: The Paramedic Technology programs are no longer offered on the Swainsboro campus.</p>
	Paramedic Technology	Meet the benchmark as set by PAS for graduates/awards per FT instructor.	PAS Trend Report	<p>Vidalia Campus: The awards per full-time instructor is 19.38. The 3-year average per full-time instructor is 17.47. The benchmark is 7.</p> <p>Swainsboro Campus: The awards per full-time instructor is 2. The 3-year average per full-time instructor is 6.67. The benchmark is 7.</p> <p>Vidalia Campus: 4 TCCs and 3 diploma awards. Trend shows a decline in the diploma over the previous year and an increase of 4 in the TCC.</p> <p>Swainsboro Campus: The Paramedic Technology will no longer be offered on</p>	<p>Vidalia Campus: The faculty will continue to strive for an increase in the number of awards in the next fiscal year. Additional instructor contact hours will be made available to the students to allow for additional evaluation and tutoring if needed.</p> <p>Swainsboro Campus: The Paramedic Technology programs are no longer offered the Swainsboro campus.</p>







				the Swainsboro Campus due to lack of enrollment.	
	Paramedic Technology	Meet the benchmarks as set by PAS for FTE enrollment.	PAS Trend Report	<p>Vidalia Campus: The FTE enrollment per full-time instructor is 19.38. The 3-year average per full-time instructor is 17.47. The benchmark is 12.</p> <p>Swainsboro Campus: The FTE enrollment per full-time instructor is 2.07. The 3-year average per full-time instructor is 4.22. The benchmark is 12.</p> <p>Vidalia Campus: The trend report shows a slight increase in diploma FTE, but a greater increase in the EMT Intermediate TCC.</p> <p>Swainsboro Campus: The Paramedic Technology programs will no longer be offered on the Swainsboro campus.</p>	<p>Vidalia Campus: The faculty will continue to strive for an increase enrollment in the next fiscal year. We will continue to contact local Fire Departments and First Responder organizations for potential students for the EMT program, and will continue to contact local EMS services for potential students for the Paramedic program.</p> <p>Swainsboro Campus: The Paramedic Technology programs are no longer offered on the Swainsboro campus.</p>
	Paramedic Technology	The Paramedic Program Director will complete the CAAHEP (CoEMSP) application phase for national accreditation of the Paramedic technology Program, by December 31, 2010	CAAHEP/CoEMSP application Completed Self Study notebook and CD	<p>Self-study in progress.</p> <p>Not available; will report in FY2011.</p>	N/A
	Pharmacy Technology	Benchmark set by PAS for graduates/awards per FTE instructor	PAS trend report	<p>5 awards per FT instructor with a 3-year average of 3.33. The benchmark of 7 was not met.</p> <p>Although the benchmark was not met, the awards increased by 4 over the previous fiscal year.</p>	Student recruitment to increase starting class size will be the focus. Business and industry visits and program information leaflets will be sent to the community to identify the need for technicians according to BLS statistics.
	Pharmacy Technology	Meet the benchmark as set by PAS for graduate placements per FT Instructor	PAS trend report	<p>14 placements per FT instructor with a 3-year average of 9.67. The benchmark of 7 was exceeded.</p> <p>The trend shows an increase of 9 placements over the previous year.</p>	Instructor will continue to actively recruit in field in order to start more students in the program, while also working to retain students until graduation.
	Pharmacy Technology	Meet the PAS benchmarks for FTE.	PAS trend report	<p>13.80 FTE per FT instructor with a 3 year average of 14.92. The benchmark of 12 was exceeded.</p> <p>The Trend report shows a slight decrease in FTE over last year.</p>	Instructor will continue to recruit from pharmacies and by word of mouth from graduate success stories. Community volunteer work to "showcase" student attributes will also be utilized.
	Pharmacy Technology	Upon program completion, students will pass the Pharmacy Technician Certification Exam.	PTCB exam report Pharmacy Technician Certification Exam- score of at or above 650 on all three sections	<p>The pass rate for the year = 100%. This has been the pass rate since July 2005, inception of the program, with 100% pass rate for all attempting the PTCE during PHR 106.</p> <p>These results represent the knowledge required to</p>	Mock exams and Northstar Learning web site tools will be used to monitor areas that need to be reviewed and prepare the students for the National certification test.



				take and successfully pass the certification exam at the end of the program. Areas were reviewed successfully before the exam was taken.	
	Practical Nursing	Meet or exceed the PAS Benchmark for awards/graduates	PAS Trend Report	<p>Glennville Campus: 6 awards per FT instructor with a 3-year average of 2.67+. The benchmark of 5.25 was met for FY 2009, but not for the 3-year average.</p> <p>Vidalia Campus: 23.50+ awards per FT instructor with a 3-year average of 2.50+. The benchmark of 5.25 were exceeded.</p> <p>Swainsboro Campus: 12.60+ awards per FT instructor with a 3-year average of 10.20+. The benchmark of 5.83 was exceeded.</p> <p>Glennville Campus: The PN diploma started in FY 09; therefore, the only awards listed were CNA TCC.</p> <p>Vidalia Campus: The trend shows a steady increase over the 3 year period and a decline in FY 08 that rebounded with almost double the awards in FY 09 for the CNA TCC.</p> <p>Swainsboro Campus: The trend reveals a steady increase over the last two years and a constant increase in the CNA TCC.</p>	Improvement plan for Glennville Campus initiated. Poor economy has forced students to have to work which decreases the time students can spend on academics. Schedule was readjusted to assist students to better reach their goals. A minimum of 10 students will be enrolled in new cohort for Summer Quarter class and retention will be a main focus of the class.
	Practical Nursing	CNA students will be CPR certified.	American Heart Association Healthcare Provider Exam	<p>A total of 96 students took the American Heart Association Exam and achieved CPR certification.</p> <p>Swainsboro Campus: 29 students</p> <p>Vidalia campus: 54 students</p> <p>Glennville campus 13 students</p> <p>The program curriculum established by the Georgia Department of Community Health Division of Medical Assistance must include the instruction of safety/emergency procedures, including FBAO &amp; body mechanics as stated in 42CFR 483.152 and state quidelines To meet this requirement the program requires all students to become CPR certified. The college utilizes the American Heart</p>	CPR certification is not a requirement by the state agency governing body (GMCF) for CNA so this Student Learning Outcome (SLO) goal will not be used for FY 2011


				Association CPR training	
	Practical Nursing	Nursing graduates taking the NCLEX for the first time will achieve licensure	State Board of Nursing Licensure Exam Report	Swainsboro Campus:<> For FY 2010 pass rate was 82%. Vidalia Campus:<> For FY 2010 pass rate was 100%. Glennville Campus:<> For FY 2010 pass rate was 100%.  Swainsboro Campus: 35 students completed the PN program, and 34 took the NCLEX, with 28 passing and 6 not passing. Vidalia - all students that completed the PN program, and took the NCLEX, passed. Glennville - all students that completed the PN program, and took the NCLEX passed.	Although pass rate satisfies the Georgia Board requirements, we will continue to strive for 100% pass rate on all campuses.
	Practical Nursing	Maintain graduate placement rates at the highest possible level	PAS Trend Report	Glennville Campus: 4 placements per FT instructor with a 3-year average of 1.67+. The benchmark was not met.  Vidalia Campus: 36 awards per FT instructor with a 3-year average of 32+. The benchmark of 5.25 was exceeded.  Swainsboro Campus: 23.20+ placements per FT instructor with a 3-year average of 20.95+. The benchmark of 5.83 was exceeded.  Glennville Campus: The PN program itself has not been in operation for 3 years as of yet and graduated it's first class Winter Quarter 2010. The PN program has been in Level II for 4 years. TCSG requires justification to continue the program.  Vidalia Campus: The trend reveals an increase in the TCC placements and a decrease in the diploma placements.  Swainsboro Campus: The trend shows a decline in the diploma placements and an increase in the CNA TCC placements.	An Improvement plan for Glennville Campus initiated for TCSG justification. Poor economy has forced students to have to work which decreases the time students can spend on academics. Schedule was readjusted to assist students to better reach their goals.
	Practical Nursing	Meet the PAS benchmark for enrollment - 12 FTE's per full time instructor	PAS Trend Report	Glennville Campus: 10.73 FTE per FT instructor with a 3-year average of 4.55. The benchmark of 12 was not met.  Vidalia Campus: 29.97+ FTE per FT instructor with a 3-year average of 29.23. The benchmark of 12 was	Glennville campus: A plan to increase enrollment has been submitted. Economic factors have led to low benchmarks for this county. The first class graduated on March 18, 2010. The next class will be postponed until Summer Quarter 2010 due to low enrollment - mostly because those interested have not completed their core classes

				<p>exceeded.</p> <p>Swainsboro Campus: 30.82+ FTe per FT instructor with a 3-year average of 26.47+. The benchmark of 12 was exceeded.</p> <p>Glennville Campus: Although the benchmark was not met, the FTE increased by 8.22 over the previous year. A FT instructor was dedicated to the program and campus which resulted in student involvement and interest.</p> <p>Vidalia Campus: The trend report reveals a steady rate of FTE in the diploma program.</p> <p>Swainsboro Campus: The trend shows a slight dip in FTE from FY 07-FY 08 and a dramatic increase for FY 2009.</p>	<p>and taken the PSB. A Student Affairs representative and the instructor brought them in as a group and stressed to them the importance of completing the core classes and signing up to take the PSB. The scheduled times were stressed, the expectations for the classes were given; and they were given the opportunity to ask questions. Retention of the original class was a major issue for this initial class due to them trying to work full time and have families and unfortunately they were not able to devote enough time to their studying and were not able to maintain the required average of 70%. The times for the schedule were readjusted and the students where able to maintain better test scores and more clinical experience.</p>
	Radiological Technology	To obtain the required staff development hours to improve instruction and enhance student learning.	Staff Development Plan and Activity Reports	<p>Attended JRCERT Site Visitor Workshop.</p> <p>Obtained 16 hours of Staff Development.</p>	Familiarized instructor with new standards of the JRCERT that will be implemented in April 2010.
	Radiological Technology	80% of the RAD Tech employers will be satisfied with the graduate's performance.	Employer Survey (Question 5)	<p>Out of all employers that responded to the survey, 100% were satisfied with the employee's education.</p> <p>Benchmark was exceeded for this goal. This goal is a program effectiveness goal that is required by the JRCERT.</p>	This goal and outcome are requirements of JRCERT accreditation and will be monitored again next year.
	Radiological Technology	80% of the RAD Tech students will be satisfied with their education.	Graduate/Completer Survey (Question 2)	<p>Out of all who responded to the survey, 100% were satisfied with their education. Benchmark met.</p> <p>Benchmark was met.</p>	Continued monitoring of this goal and outcome is required by the program accreditation.
	Radiological Technology	RAD Tech students will pass the ARRT national certification on the 1st attempt with a 75% or higher.	ARRT 1st Time Pass Rates	<p>10 graduates took the ARRT examination upon graduation. Out of the 10 graduates that took the examination 7 passed on the first try.</p> <p>10 out of the 10 graduates have taken the ARRT examination. 7 out of the 10 passed on the first attempt and three have not passed the examination. These students have been invited to the registry review given each spring for RAD 126. One student is not eligible to retake the examination and has expended all attempts for this examination. The other students are preparing to retake the examination but have not designated when.</p>	<p>To ensure higher pass rates in the future, the program has implemented that a student must have a chapter test score average of 70 or higher to be able to take the final in all Radiology Technology Courses.</p> <p>Also, restructuring of the review Class RAD 126 is being done to better prepare the students for the national examination in 2010.</p>

Goals by Type Report

	Radiological Technology	Of those pursuing employment, 85% of students will be gainfully employed within 6 months post-graduation.	Graduate/Completer Survey (Question 18)	10 Survey were sent out and only 20% were returned with an employment rate of 80%. However, since results were sent all 10 graduates have gained employment.  All graduates obtained employment but not within 6 months of graduation.	Have all students begin looking for employment during Spring quarter of each year.
	Radiological Technology	75% of the RAD Tech students will complete the program within 21 months.	JRCERT Program Annual Report	Out of the 13 student who originally began the program Fall of 2007, 10 graduated within 21 months. This results in 77%, Benchmark met.  The established benchmark by the JRCERT was met.	The attrition for the program has increased over the last year. The requirement for the student to have a 70% chapter test average to eligible to sit for the final examination seems to be the reason for this increase.
	Surgical Technology	Meet the benchmark as set by PAS for graduate placement per FT instructor.	PAS Trend Report	6 placements per FT instructor with a 3-year average of 7.67+. The benchmark was 7 for both the year and for the 3-year average.  Benchmark was not met for the reporting year but was slightly exceed on the 3 year average. The trend shows a yearly decline in placement per instructor. One student not employed was due to medical, and anticipate being employed within next year.	With one of two benchmarks not met will strive to encourage more local employers to utilize our job placement services to fill any employment needs. Also due to the lag time inherent in this report, this goal and objective will be revised to used a more up-to-date reports.
	Surgical Technology	Benchmark set by PAS for graduation/awards per FTE instructor.	PAS Trend Report	8 awards per FT instructor with a 3-year average of 7.33. The benchmark of 7 was met and exceeded for both the year and 3 year average..  Although the trend report shows a dip in the second year awards, the benchmark was still met. Since this ia a 6 quarter program, alternate years may reflect fewer graduates/awards.	Will continue to work with student affairs to fully implement the retention plan which includes sending early alerts notices. Will follow up on these early alerts and also encourage students to take advantage of tutoring available to them.
	Surgical Technology	Meet the benchmark as set by PAS for FTE Enrollment	PAS Trend Report	22.49 FTE per FT instructor with a 3-year average of 20.54. The benchmark of 12 for year and 3 year average were both exceeded.  The trend shows a continual increase in FTE each year. Although enrollment has exceeded the benchmark, the report currently used includes students choosing program as their major and the report is not truly indicative of students enrolled in surgical technology classes.	A new goal/objective will replace this one which is not truly indicative of actual un duplicated enrollment in the program nor enrolled in surgical technology program specific courses. The strategies and activities will be the same along with other means of making public more aware of the critical role of the surgical technologist in health care.
	Welding and Joining Technology	Meet or exceed the PAS benchmarks for graduates/awards per FT instructor.	PAS Trend Report	Vidalia Campus: 27+ awards per FT instructor with a 3-year average of 29+. The benchmark of 7 was exceeded.	While the benchmarks were exceeded for both campuses, the Vidalia campus had a larger number of graduates. Additional promotion of the diploma in Swainsboro may lead

				<p>Swainsboro Campus: 19+ awards per FT instructor with a 3-year average of 31.67. The benchmark of 7 was exceeded.</p> <p>Vidalia Campus: Benchmark was far exceeded. The diploma program has more graduates than certificate programs.</p> <p>Swainsboro Campus: Although the benchmarks were exceeded, the report reveals a steady decline in awards annually from 44 to 32 to 19 in last reporting year. The report shows only 1 diploma award. Flat Shielded Metal Arc Welder TCC has the most awards.</p>	<p>to increased number of graduates. Since the benchmark was exceeded on both campuses, this goal objective will be replaced in FY 2011 by a more realistic up-to-date one that will assessed by more timely reports.</p>
	Welding and Joining Technology	WLD diploma graduates will be certified in FCAW, GMAW and SMAW.	WLD 112 Preparation for Industrial Qualification- Capstone Course and the American Welding Society's D1.1 Structural Welding Code Guided Bend Test for Welder Certification	<p>Five of five students have successfully completed WLD 112, our Capstone Course with the required certifications.</p> <p>This course is a good measuring tool for student success and assuring they are capable of passing industry related welding certification tests.</p>	We will continue to offer WLD 112 as our Capstone Course for the Welding Diploma.
	Welding and Joining Technology	Meet or exceed the PAS benchmarks for graduate placement per FT instructor.	PAS Trend Report	<p>Vidalia Campus: 29+ placements per FT instructor with a 3-year average of 32.67+. The benchmark of 7 was exceeded.</p> <p>Swainsboro Campus: 33+ placements per FT instructor with a 3-year average of 52.67+ placements. The benchmark of 7 was far exceeded.</p> <p>Vidalia Campus: Trend shows a 10 point increase in placement over the previous year. There has been a dramatic decline in interest in SMAW TCC as students have learned the greater value of the diploma.</p> <p>Swainsboro Campus: The trend report reveals a decline in the number of placements each year. With the accompanying decline in awards in the diploma, it is felt this is a contributing factor.</p>	<p>Instructors will continue to communicate with students approaching completion and student graduates the availability of all job openings throughout the state. Students will continue to be made aware of web sites such as the GADOL and others they can view for employment opportunities.</p> <p>Since this goal/objective has been exceeded over a period of time, it will be replaced with a new one in FY 2011, with establishment of realistic goals measured with more current assessment methods.</p>
	Welding and Joining Technology	Meet the benchmark set by PAS for FTE enrollment per FT instructor.	PAS Trend report	<p>Vidalia Campus: 29.80+ FTE per FT instructor with a 3-year average of 25.87+. The benchmark of 12 was exceeded.</p> <p>Swainsboro Campus: 16.20+ FTE per FT instructor with a 3-year average of 17.47+. The benchmark of 12 was</p>	<p>The benchmarks have been exceeded but using the current goal/objective and assessment method, does not provide a needed current and actual view of enrollment by campus. More up to date reports show health enrollment on Vidalia campus with declining enrollment on Swainsboro campus. This goal/objective will be</p>

				<p>exceeded.</p> <p>Vidalia Campus: Trend reports shows a dramatic increase in the diploma and several of the TCCS. Pipe Welding Specialist TCC has had no enrollment for 2 years.</p> <p>Swainsboro Campus: The trend shows a modest increase of 4.8 over the previous year with the best increase in the diploma, which is a positive but overall enrollment is falling short of expectations.</p>	<p>replaced with a more realistic one in FY 2011 using a better assessment methodology. The pipe welding TCC has been terminated due to lack of enrollment.</p>
	Welding and Joining Technology	Increase the number of dual enrollment students by 2% over the previous fiscal year.	FTE Enrollment Report	<p>For the school year 2008-2009 (FY 2009), Welding had a total of 17 students. For the school year of 2009-2010 (FY 2010) Welding had 29 students, an increase of 58%.</p> <p>The 58% increase far exceeded the goal of a 2% increase. Attended Career Fairs at Tattnall County HS, Metter HS and Toombs County HS, school counselors were provided with brochures with course offerings.</p> <p>No. of DE students per high school:</p> <p>TOCHS - 10 VHS - 2 JHSS - 10 SHS - 7 Total = 29</p>	<p>Since this goal was not only met but far exceeded it will be replaced with a different goal for next year.</p> <p>However due to benefits of dual enrollment, will continue to work with respective High School Initiative (DE) Coordinators.</p> <p>Aattend Career Fairs at the local high schools whenever possible</p> <p>. Continue to be accessible to coordinators and willing to visit high schools whenever asked to maintain awareness of DE program offerings in area of Welding.</p>