

Program Outcome Report

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

				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.	
E)	Accounting	Maintain CPA	Copy of CPA License	Both instructors	Instructors will complete CPE
		Licenses		completed CPE	requirements and renew licenses
				required by the Georgia	by December 31, 2011.
				state Board of	
				Accountancy and renewed their CPA	
				licenses as of	
				December 31, 2009.	
				Copies of license	
				renewals are on file.	
				. Showars are on me.	
				(Specify how this will	
				benefit the students)	
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				state Board of	
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				renewed their CPA	
				licenses as of	
				December 31, 2009.	
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				renewals are on file.	
8	Accounting		Course Attrition by Home Campus &		The goal was met. However,
		retention rate for the			there is room for continued
		Accounting program		Accounting Diploma:	improvement via the following
		grouping over the		21 of 23 students were	strategies: Dedicated adherence
		previous fiscal year.			
		···· / ··· / ··· / ··· / ··· /			to the annual schedule.
		,, ,, ,			Teamwork among various
		, , , , , , , , , , , , , , , , , , ,		Accounting Degree: 5	Teamwork among various program faculty, including
				Accounting Degree: 5 of 5 students were	Teamwork among various program faculty, including general education, to ensure
		,		Accounting Degree: 5 of 5 students were retained (100%)	Teamwork among various program faculty, including general education, to ensure course offerings are scheduled
				Accounting Degree: 5 of 5 students were retained (100%)	Teamwork among various program faculty, including general education, to ensure course offerings are scheduled such that students can maintain
				Accounting Degree: 5 of 5 students were retained (100%) Payroll Accounting	Teamwork among various program faculty, including general education, to ensure course offerings are scheduled such that students can maintain a proper course sequence. Well-
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			Payroll Accounting	
			Specialist:	
			Retention rate	
			remained at 100% (the max)	
			Vidalia Campus:	
			Accounting Diploma:	
			Retention rate went	
			from 79.5% in FY 2009	
			to 92.1% in FY 2010, a 15.8% increase.	
			Accounting Degree:	
			Retention rate went from 100% in FY 2009	
			to 95.5% in FY 2010, a	
			4.5% decrease.	
			Payroll Accounting	
			Specialist:	
			TCC was not offered on	
			the Vidalia campus during FY 2010.	
			Totals: Total retention rate: went from 84.3%	
			in FY 2009 to 93.3% in	
			FY 2010, a 10.7%	
4729	Accounting Meet the	e TCSG PAS PAS/Trend Repor	t Vidalia Campus	Plans are to offer the Payroll
E)	benchm			Accounting Specialist TCC on the
	placeme		instructor with a 3-year	Vidalia campus during FY 2011 in
				order to serve as an exit point for
			exceeded.	those students who may not complete the diplome/degree
				programs. This will improve placement as the students
				continue their education towards
				the completion of a degree or
			year average of 26.00+. The benchmark of 5.83	diploma.
				Additionally, as enrollment
				warrants, an adjunct instructor
				will be hired on the Vidalia campus to enable the evening
			Vidalia Campus due to	students to complete their
			the fact that the	programs in a timely manner. The
				addition of an adjunct will allow the annual schedule to be
				adhered to more closely.
			placements are higher	
				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.
			their education	
			towards the completion of a	
			diploma or degree.	
			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.	
			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	
			23.0 and FY 2008 with 34.0. The FY 2009 data	
			drops back to 21.0.	
			The 3 year average is 26.0.	
			20.0.	

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

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					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.	
					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.	
		Air Conditioning		PAS Trend Report	Vidalia Campus:	Vidalia Campus: Recruitment and
)		benchmarks for		6 placements per FT	retention efforts will be continued and are expected to
			graduate placements per FT		average of 7.33. The	result in increased enrollment.
			instructor.		benchmark of 7 was	However, the focus needs to be
					not met for FY 2009,	on retention of students once
					but was met for the 3-	enrolled. This goal will be
					year average.	replaced with one for retention in FY 2011. While the TCC does not
					Swainsboro Campus:	have any current enrollment it
					8 placements per FT	will be retained for dual
					instructor with a 3 year	
					average of 16.37.	
					Benchmark of 7 was exceeded.	Swainsboro Campus: Due to the decline in enrollment, the
					exceeded.	decline in enrollment, the diploma program has been taught
					Vidalia Campus:	out and is now inactive on the
					Although the	Swainsboro Campus.
					benchmark was not	
					met, the trend over the past 3 years shows a	The Air Conditioning Repair Specialist TCC has been
					slight increase in	terminated and is not offered on
					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.	
					only.	
					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.	
		Air Conditioning		PAS Trend Report	Vidalia Campus:	Vidalia Campus:
		Technology	benchmarks for		4 awards per FT	The upward trend is expected to
			number of		instructor. The	continue with increasing
			awards/graduates per FT instructor.		benchmark of 7 was not met. The 3-year	enrollment each quarter.
			por l'instructor.		average was 3.	Swainsboro Campus: Enrollment
						and awards steadily decreased
					Swainsboro Campus:	to very low numbers. The
					8 awards per FT	program was placed on a
					instructor with the 3- year average of 8.67.	teachout plan with the last students completing Spring
					The benchmark of 7	Quarter of this year. The program
					was exceeded.	on this campus is non inactive.
						While PAS data will be
					Vidalia Campus:	maintained by the college, this
					Although the benchmark was not	goal will be replaced in FY 2011 by one focused on retention.
					met, the trend over the	by the rocused on recention.
					past 3 years shows an	
					increase in awards	
					increase in awards each year.	
					each year.	
					each year. Swainsboro Campus:	

		1			
				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	
0			DAC Trend Demot	increased by 2.	
	Air Conditioning		PAS Trend Report	Vidalia Campus:	Vidalia campus:
	Technology	benchmark for FTE enrollment per FT		13.44+ FTE per FT instructor. The	The program instructor will continue to work with Student
		instructor		benchmark of 12 was	Affairs in recruitment and
					retention efforts. This goal will
				average was 9.54	be revised in FY 2011 to a more
				which falls below the	realistic and current one for
				benchmark of 12.	enrollment based timely reports.
					Swainsboro Campus:
				Swainsboro Campus:	Diploma is inactive and TCC has
				9.13 FTE per FT	been terminated.
				instructor, which falls below the benchmark	No action to be taken at this
				of 12. The 3 year	time for Swainsboro campus.
				average in 11.21,	time for owanisboro campus.
				which also fell below	
				the benchmark 12.	
				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.	
				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	
				Swainshore Campus	
				Swainsboro Campus: The trend shows a	
				steady decline in FTE	
				from 12.90 to 9.13. The	
				decline worsensed	
				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	
	A		DAG Transl Danast	Swainsboro campus.	
	Automotive	Meet PAS	PAS Trend Report	12+ awards per FT	Due to the merger, decrease in
	Technology	benchmark for graduates/awards			interest, and the retirement of the FT instructor, the program
		per FT instructor.			was discontinued on the
				exceeded.	Swainsboro Campus.
				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.	
50	Automotive	Meet PAS	PAS Trend Report		Due to the merger, decrease in
6	Technology	benchmark for	на пена кероп		interest, and the retirement of
	, seriileiegy	graduate placement			the FT instructor, the program
		per FT instructor.			was discontinued on the
				surpassed.	Swainsboro Campus.
		•		surpassed.	Swainsboro Campus.
				surpassed. Although the number of placements dropped by	

				2 over the previous year, the placements are well above the state''s benchmark.	
0	Automotive Technology	Meet PAS benchmarks for FTE enrollment per FT instructor	PAS Trend Report	8.98 FTE per FT instructor with a 3 year average of 10.16. The benchmark of 12 was not met. The trend report shows a steady decrease in enrollment over the past 3 years. The instructor retired at the end of the fiscal	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	3 year average of 28.17 The benchmark was 12. Swainsboro Campus: FY 2009 23.59 FTE/instructor with the	The BAT instructors will be involved with FBLA and high school visits/recruitment activities to promote the BAT program. Instructors will also use the Enrollment Management Plan by contacting prospects. Continued contact with prospective students increases enrollment. The BAT program will be terminated for the Glennville campus.
3	Business Administrative Technology	Meet the benchmarks as set by PAS for awards/graduates per Full-time instructor.	PAS Trend Report	a 3 year average of 13.33. The benchmark was 6.30. Swainsboro Campus: FY 2009 18 awards/instructor with a 3 year average of 20.17. The benchmark was 6.13. Glennville Campus: 2 awards/instructor with a 3 year average of 1.67. The benchmark was 5.25.	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. Instructors will also encourage students to apply for embedded certificates, thereby increasing the number of awards for the program. The BAT program will be terminated for the Glennville

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				as levels of student	campus.
				involvement increase, so does retention	
				(Student Involvement	
				in Higher Education	
				Based on Student	
				Origin by McNeese and Roberts; Research in	
				Higher Education	
				Journal).	
				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.	
				number of awards.	
				Swainsboro Campus:	
				The benchmarks were	
				exceeded. The trend	
				shows a decline in the number of awards over	
				the previous year.	
				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.	
				Glennville Campus:	
				The benchmarks were	
				not met. The program	
				not met. The program has been in Level II for	
	Pusinoss	Maat the DAS	DAS Trond Deport	not met. The program has been in Level II for 4 consecutive years.	The PAT instructors will monitor
G	Business Administrative	Meet the PAS	PAS Trend Report	not met. The program has been in Level II for 4 consecutive years. Vidalia Campus:	The BAT instructors will monitor
G	Administrative	Meet the PAS benchmarks for graduate placement	PAS Trend Report	not met. The program has been in Level II for 4 consecutive years. Vidalia Campus: FY 2009 34.50	students for early signs of
0		benchmarks for	PAS Trend Report	not met. The program has been in Level II for 4 consecutive years. Vidalia Campus: FY 2009 34.50 placed/instructor with the average of 23.17.	students for early signs of deficiencies and counsel/refer them for additional help when
0	Administrative	benchmarks for graduate placement	PAS Trend Report	not met. The program has been in Level II for 4 consecutive years. Vidalia Campus: FY 2009 34.50 placed/instructor with the average of 23.17. The benchmark was	students for early signs of deficiencies and counsel/refer them for additional help when needed to retain them until
63	Administrative	benchmarks for graduate placement	PAS Trend Report	not met. The program has been in Level II for 4 consecutive years. Vidalia Campus: FY 2009 34.50 placed/instructor with the average of 23.17.	students for early signs of deficiencies and counsel/refer them for additional help when
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				exceeded. The trend shows a decline in placed/instructor for the 3 year period.	
				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.	
3	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	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	Promoted Center of Distinction Encouraged students to pursue accredation in their own facilities.
		T	6	materials needed for the yearly evaluation to ensure compliance.	
8	Clinical Laboratory Technology	The program graduation rate will be 70% or greater.	Annual program graduate data report.	cohort and six graduated in FY 2010. The program graduation rate was	Program faculty will continue to utilize enrollment management plan strategies with focusing on earlier identification of at risk students.
				The program graduation benchmark was not met.	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.
				Of the students not completing the program all 3 were academic related	Tutoring sessions and/or additional instructional methods will be provided as deemed appropriate to meet the students needs.
				The 2 students dropped due to academic reasons, returned in the 2010 cohort.	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
				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.	rate.
3	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP)and American Medical Technologist (AMT) National Certification Exams	In FY 2010, 3 out of 4 students took and passed national certification exams. 2 students took the	In an ongoing effort to maintain program effectiveness, the Program Director will continue to monitor and compare mock exam and national certification exam results.
				For the 3 students taking the national certification exams the pass rate is 100%	
0	Clinical Laboratory Technology	through the faculty,	Annual Performance Management Plan- staff development plan documenting professional seminar/meeting attendance. NAACLS Reaccreditation	workshop and CLEC educational	CLT Program reaccreditation self-study currently in progress and due for submission to NAACLS December 1, 2010. Site visit anticipated Spring 2011.
		standards.			Educational methodologies
			Advisory Committee minutes and annual	Science Degree in Post	obtained at the CLEC conference

			program evaluation.	Secondary Education	have been incorporated in
				Higher Education Administration	classroom and laboratory instruction
				Faculty awareness of	
				employers desired	
				skills for entry level competencies, the	
				"Wish List".	
				Advisory Committee	
				met Fall and Spring. No areas of weaknesses	
				were identified or	
				recommendations made.	
				NAACLS workshop provided faculty with	
				an increased understanding of	
				accreditation	
				standards as evidenced by progress	
				in the reaccreditation self-study process.	
				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.	
				Through obtaining the MS degree, the	
				Program Director now meets the NAACLS	
				requirement to serve in	
0	Clinical	The CLT program	Quarterly and Annual Enrollment	this capacity. FY 2010 cohort- 8	In an effort to increase program
	Laboratory Technology	will admit 12 students per	Management Reports	students were admitted.	enrollment, the program Faculty will increase Business and
	rechnology	admission cohort.			Industry visits from 3 per quarter
				For FY 2010 the program did not meet	to 6. Continue contacting individuals on Prospective
				the enrollment	Student List provided by Student
				benchmark.	Affairs.
					Monitor Weekly Recruit reports and follow-up with students who
					withdraw or no-show, and do not
					register or return.
					Collaborate with High School Initiative Coordinators to
					increase involvement with area
					high schools.
					Participate in high school health fair at Metter High School.
					Participate in the student career
					fair sponsored by Meadows Regional Medical Center.
					Collaborate with the market and
					Public Relations Director to explore additional opportunities
					for program promotion such as brochures.
					Encourage Advisory Committee to actively promote the CLT
10	Clinical	All CLT students	CLT Mock Certification Exam	6 of 6 students scored	program. The content breakdown results
3	Laboratory	taking the mock		greater than 80 on the	indicate less retention of the
	Technology	certification exam will achieve a score		revised mock exam	material presented early in the programs curriculum and better
		of 80 or greater.		In FY 2010, the benchmark for the	retention in the more recent courses completed. This
				mock certification	feedback allows students to
				exam was met.	focus on their weak areas in preparation for the national
					registry exams.
					The instructor will incorporate a
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					review of previously learned material In each course.
	Clinical Laboratory Technology		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.	Program out come was met therefore no action is required. However, the Program Director will continue to monitor employment needs and graduate placement rates.
				Students are obtaining the knowledge and skills necessary to secure employment.	
	Commercial Truck Driving		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 unsucessful with this critical part of the test.	
	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.	
	Commercial Truck Driving	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.	or alternative location set up. Range to meet the training requirements as set by the American Association of Motor Vehicle Administrators (AAMVA) - section 12.	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.	instructors to provide the best training for our students. While this is very important to maintain the program, with the college administation''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.
0	Commercial Truck Driving		PAS Trend Report Career Services Graduate Placement Data	37 placements per FT	As the economy is slowly improving and with new Comprehensive Safety Analysis CSA-2010 becoming effective January 1, 2011 more drivers will

				by Careeer Services was 36 placements out of 48 (75%) graduates for this time period.	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.
0	Commercial Truck Driving	Maintain up-to-date equipment to enhance student learning	PAS Budget Request	additional employment possibilities. 3 used tractors were requisitioned for the Swainsboro Campus program - implemented April 15, 2010.	tractors were purchased to allow students hands on training
0	Commercial Truck Driving	Meet the benchmark as set by PAS for number of	PAS Trend Report Career Services Graduate Report.		Because the benchmark is exceeded, it will not be carried over to FY 2011. The merger
		graduates/awards per FT instructor.		benchmark of 7 was exceeded. The number of awards is consistent with career services graduate report for year reviewed. The PAS benchmark was far exceeded. The CTD program requires successful licensure for completion; therefore, the high number of awards should continue.	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 drving range in Swainsboro. [replace with below:] While the program has been sucessful 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.
	Computer Information Systems	Meet or exceed the criteria as set by PAS for awards/graduates.	PAS trend report.	Vidalia Campus: 6 awards/instructor with a 3 year average of 5.67. The benchmark was 5.37. Swainsboro Campus: 17 awards/instructor with a 3 year average of 16.17. The benchmark was 5.60. 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.	The CIS faculty will mentor students taking Learning Suppor 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.
				Vidalia Campus: The benchmarks were met. The trend shows a slight decline in awards over the previous fiscal year. Swainsboro Campus: The benchmarks were exceeded. The trend shows a slight decline over the previous year.	
Ø	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	The Vidalia campus had 39 students in fall 2008 and they had 68	The Swainsboro Campus will consider adding the Web Site Design Degree and Diploma sinc

lr 🦉	Computer nformation Systems	programs. Meet or exceed the PAS benchmark for graduate placement.	Low Enrollment = 4 high school visits and 6 business/industry visits, Adequate enrollment = 2 high school visits and 3 business/industry visits. PAS Trend Report	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	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. 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
lr 🦉	nformation	PAS benchmark for	business/industry visits.	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. 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	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. 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
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				with a 3 year trend of 22.50. The benchmark	graduates. Additionally, instructors will ask advisory committee members to contact
				22.50. The benchmark	instructors will ask advisory committee members to contact
					committee members to contact
					the CIS instructors when they
					have job openings.
				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.	
1.40	Computer	To increase	Current students not Registered Report,	The Swainsboro	The CIS program will put a
- II	nformation		Leaver/Graduate Report, Early Alert	campus had 28	greater emphasis on retaining
э	Systems	1% over FY2009 for the Computer	Reports	certificates issued in	students through graduation. One method that the program plans
		Information Systems		2008 and had 30	to implement is a program wide
		programs.			meeting with all CIS students
				certificates issued in	twice a year. This meeting will
				2009. The Vidalia	allow the instructors to network
				campus issued 30	with the students, and the
				certificates in 2008	students can network with one another. The meeting will allow
				and 24 diplomas,	students to ask questions about
				degrees, and	the program, and will allow them
				certificates in 2009.	to get to know other students,
					which helps retention.
				The Swainsboro	Instructors will begin courseling
				campus had a 1% increase in graduation	Instructors will begin counseling with students when students
					miss their second absence. Early
				2% decrease in	Alert forms will be completed
				graduation rates.	immediately in an effort to retain
				T I	the students.
				The majority of the	
				students who are not completing the	
				program on the Vidalia	
				campus are being	
				withdrawn due to	
				Attendance Policy	
	Cosmotology	Moot the DAS	PAS trond report	violations. Vidalia Campus:	Although bonchmarke were
C C	Cosmetology	Meet the PAS benchmarks for	PAS trend report.	Vidalia Campus: 35.47 FTE/instructor	Although benchmarks were exceeded, recruitment is still
		enroliment - 12 FTEs		with a 3 year average	needed to ensure that enrollment
				of 30.80. The	stays up. The instructors will
				benchmark was 12.	continue to recruit at high
					schools and use the Enrollment
				Swainsboro Campus:	Management Plan and the
				56.22 FTE/instructor with a 3 year average	prospect log.

of 50.01. The benchmark y	
Vidalia Cam	pus:
The benchm	
exceeded. T shows a sign	
FTE increase	
previous yea	ar.
Swainsboro	Campus:
The benchm	arks were
exceeded. T shows a sign	
FTE increase	
previous fisc	cal year.
Cosmetology 70% Student KMS Attrition by Course Campus Report. For fiscal years	ar 2009 the Start earlier with attendance
Retention Rate: Of retention rat	te was 74% notices and counseling of
the students who for the Swain are on the final Campus.	nsboro students after the first unexcused attendance violation
rosters at the end of	emphasizing the correlation
	ia campus between attendance and
70% will complete the retention their program 61%.	n rate was successful completion of the program. Submit early alert
requirements.	forms at the first sign of a
Attendance	
consideratio retention of	
Once a stude	ent misses
several days	
not only beh hours but als	
academic w	
could give hi feeling of be	
to catch up.	
Cosmetology Increase the number Combined Placement Figures Report The benchm	ark for The cosmetology instructors will
of completers by 5% completers v over the 2010 met this yea	
results. economy co	uld play a avoided. Also when a student
part of this h	however, misses the first couple of days
we feel that sooner with	
	ded toward that attendance is top priority.
a drop may h	
keep the stue	
completion.	
Cosmetology The Cosmetology PAS Trend Report. Vidalia Camprogram will meet 13 placed/in:	
the criteria as set by with a 3 year	
PAS for graduate of 11.50. The	e contacts to ensure employment
placement. benchmark v	was 7. opportunities for graduates.
Swainsboro	Campus:
50 placed/in:	
with a 3 year of 48.67. The	
benchmark v	
Vidalia Cam Benchmarks	
exceeded. T	he trend
shows a yea increase for	
period.	
Swainsboro Benchmarks	
exceeded. T	
shows a dip	in FY 2008
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2009. FY 200 the highest	07 shows
2009. FY 200 the highest placed/instru	07 shows uctor.
2009. FY 200 the highest	07 shows uctor. pus-21 of The instructors will continue with
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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 Campuster Vidalia Campuster Vidalia Campuster Cosmetology Exam will pass both practical and written portions on their first attempt. Individual candidate results from D.L. Vidalia Campuster Cosmetology Exam will pass both practical and written portions on their first attempt. Vidalia Campuster Cosmetology Exam will pass both practical and written portions on their first attempt. Vidalia Campuster Cosmetology Exam will pass both practical and written portions on their first attempt.	07 shows pus-21 of took and written al parts of the first prepared for both the written and practical section of the exam. by and the training and the measurements of the training to ensure that students are prepared for both the written and practical section of the exam. the first
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Crimina			100% of students are	
Crimina			100% of students are	
Crimina			passing the state	
Crimina			attempt.	
	I Justice Meet the criteria as set by PAS for placement.	PAS trend report.	passing the state board on the first attempt. 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. Vidalia Campus: The benchmark of 5.25 was exceeded with 20+ placements per FT	Glennville Campus: CRJ Improvement Plan submitted to TCSG: The BCOT Program if & when approved by TCSG, POST, and DOC will be implemented on the Glennville Campus. 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.
Crimina	I Justice Meet the criteria as set by PAS for graduates.	PAS trend report	was not met. The 3 year trend shows a drastic decline from 8	

					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
				was exceeded with	complete the program and graduate.
				16.50+ awards per FT	graduate.
				instructor with a three	
				year average of 14.00.	
				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	
				Vidalia Campus:	
				The 3-year trend shows	
				a dip from 10 to 7	
				between FY 2007	
				FY08, but an increase	
				FY08, but an increase to 12 in FY 2009.	
				FY08, but an increase	
				FY08, but an increase to 12 in FY 2009. Swainsboro Campus:	
				FY08, but an increase to 12 in FY 2009. Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+.	
63	Criminal Justice	Criminal Justice	CRJ-209 CRJ Internship/Practicum Exit	FY08, but an increase to 12 in FY 2009. Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+. o Summer quarter 2009	Library resources including
G	Criminal Justice	students will	CRJ-209 CRJ Internship/Practicum Exit Exam	FY08, but an increase to 12 in FY 2009. Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+. o Summer quarter 2009 Vidalia Campus:	Library resources including computer based practice exams
0	Criminal Justice	students will demonstrate		FY08, but an increase to 12 in FY 2009. Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+. o Summer quarter 2009 Vidalia Campus: 3 out of 3 (100%)	Library resources including computer based practice exams (Corrections Entrance Practice
63	Criminal Justice	students will demonstrate competence in criminal justice		FY08, but an increase to 12 in FY 2009. Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+. o Summer quarter 2009 Vidalia Campus: 3 out of 3 (100%) scored 70% or better on the exit exam.	Library resources including computer based practice exams (Corrections Entrance Practice Exam) will be provided to CRJ 209 students in an attempt to
63	Criminal Justice	students will demonstrate competence in		FY08, but an increase to 12 in FY 2009. Swainsboro Campus: The 3-year trend shows a yearly increase and a 3-year average of 14+. o Summer quarter 2009 Vidalia Campus: 3 out of 3 (100%) scored 70% or better on the exit exam. Swainsboro Campus:	Library resources including computer based practice exams (Corrections Entrance Practice Exam) will be provided to CRJ 209 students in an attempt to specifially improve scores of the
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				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.	
				Vidalia Campus:	
				The trend shows only a	
				slight decline over the	
				past 3 years.	
				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	
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E)	Dental Hygiene	to seek life-long	002 Research papers/case studies required in courses	Six of the dental hygiene courses	Documentation of the students' exposure to lifelong learning
		to seek menong		Invalence Coul 363	
		learning through	6 courses contain research or case		
		learning through continuing	6 courses contain research or case study	involved research and	opportunities in the curriculum ensures that the students
		learning through continuing education courses		involved research and case studies. These	opportunities in the curriculum
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		continuing education courses on the latest products and	study	involved research and case studies. These types of assignments acquainted the students with the	opportunities in the curriculum ensures that the students understand the dynamics of the profession of dental hygiene. Committment to lifelong learning
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028 Graduate Exit Survey	of the mock dental
Minimum 95% positive required	hygiene national board
030 SPIRIT	was 96. The average score of the mock
Minimum of 90% student learning	CRDTS clinical board
outcomes and program outcomes	was 97. All student
achieved	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.
	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 practing
	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

	ype Kepolit				
				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.	
0	Dental Hygiene	C. To provide an	001 Grades in all courses	Six of the dental	Infractions and critical incidents provided faculty with areas in
		environment which will foster respect	100% courses passed with minimum grade of C	hygiene courses involved research and	which students were
		for the Dental	č	case studies. These	substandard in ethical conduct.
		Hygiene	002 Research papers/case studies	types of assignments	This alerted faculty to pay more
		Professional Code of Ethics and Conduct	required in courses 6 courses contain research or case	acquainted the students with the	attention to these particular areas in clinic and in the
			study	research process. It	classroom. These areas were
		recognition and		also familiarized them	stressed more in initial
		acceptance of the	003 Patient Survey		discussions with subsequent
		responsibilities of the profession of	Minimum 85% positive required		classes. Work ethics discussions afforded faculty the opportunity
		dental hygiene.	005 Post-Graduate Rating Surveys	changing study of	to role play with the students
			Minimum 85% positive required	dental hygiene.	and interact regarding various
			006 Pre-Post Risk Assessment	Evidenced based pre	work related issues. Journals
			Minimum 60%/85% positive required	and post risk assessments were	allowed the program director to identify areas in which the
				conducted in June at	students were learning how to
			007 Pre/Post Infection Control	60% and again in	respond ethically in the dental
			Minimum 60%/85% positive required		hygiene clinical setting. Different situations that presented in the
			08 Infection Control External Audit	assessments were	clinic were discussed by the
			Minimum 85% required	conducted in June with	students in their lifelong learning
			09 Q.A. Part 1	60% and in March at 90%. Infection control	journals. External infection
			Pass required	external audit was	control and quality assurance audits provided documentation
				conducted with a score	that students were treating
			010 Q.A. Part 2 Record Review	of 95%. Instructor	patients ethically in the live work
			Minimum 85% Accuracy required	evaluations were conducted and 85%	clinic. Students scored above national average on all areas of
			011 Q.A. External Audit	positive was not	the National Dental Hygiene
			011 Q.A. External Audit Minimum 85% accuracy required		

	012 Instructor Evals by Students	instructor. Instructor evaluations by the
	Minimum 85% positive required	Dean were conducted with 95% positive
	013 Instructor Evals by Dean Minimum 85% positive required	feedback. Clinics 1-5 were surveyed by the
	014 Student Survey of Clinic I Minimum of 85% required	students at 90%. DHPCE Midterm grades were 80% during the Summer and 85%
	015 Student Survey of Clinic II Minimum of 85% required	during the Fall. DHPCE final grades at the end of Summer were 85%
	016 Student Survey of Clinic III Minimum of 85% required	and 90% at the end of Fall. The average score
	017 Student Survey of Clinic IV Minimum of 85% required	of the mock dental hygiene national board was 96. The average
	018 Instrumentation Practicum I 100% pass required	score of the mock CRDTS clinical board was 97. All student
	019 Instrumentation Practicum II 100% pass required	learning outcomes in SPIRIT were achieved at the stated
	020 Individual Competencies 100% pass required	benchmarks. Graduate exit surveys were 95% positive. Students
	021 Student Clinic Self-Evaluation Self-Pass required Minimum 85% required	were allowed to self assess their feelings and performance after each clinic session in
	023 DHPCE Final Interpretation Minimum 90% required	their life long learning journal. This self assessment allowed
	024 Mock National Board Minimum score of 95% required	the students to evaluate themselves and note areas that needed improvement.
	025 Student Survey of Clinic V Minimum 90% required	Work ethics were discussed each week in every course. This
	026 Mock State Board Score of 95 or higher required	formal discussion of work ethic topics afforded the students
	027 DHNBE 100% pass required	opportunities to problem solve common issues in the
	028 Graduate Exit Survey Minimum 95% positive required	workplace. 20 infractions and four critical incidents were
	029 CRDTS 100% pass required	issued to students for failure to maintain ethical standards in
	030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved	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

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	improvement from last year due to new	
	instructional	
	techniques. The	
	students attended one webinar on	
	orthodontics. The	
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	the clinic, the students	
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	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	

0	Dental Hygiene	to conduct critical reviews of current literature as a	002 Research papers/case studies required in courses 6 courses contain research or case study	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.	Research projects, case studies, and peer reviewed periodicals were incorporated into the dental hygiene curriclum.
		means of research and life-long	006 Pre-Post Risk Assessment	types of assignments acquainted the	Exposure to these types of activities ensures that students
		learning.	Minimum 60%/85% positive required 012 Instructor Evals by Students	students with the research process. It also familiarized them	realize the importance of reviewing current literature and research. Learning to review
			Minimum 85% positive required	with evidenced based	literature and conduct research equips the students with the
			013 Instructor Evals by Dean Minimum 85% positive required	them aware of the ever changing study of dental hygiene.	knowledge needed once they enter the dental hygiene workforce. It reemphasizes the
			014 Student Survey of Clinic I Minimum of 85% required	Evidenced based pre and post risk	importance of evidenced based practice as well as ensures they
			015 Student Survey of Clinic II Minimum of 85% required	assessments were conducted in June at 60% and again in	have the knowledge to seek employment in the competitive economic workforce. Students
			016 Student Survey of Clinic III	March at 90%. Instructor evaluations	scored above national average in all areas on the National Dental
			Minimum of 85% required 017 Student Survey of Clinic IV	were conducted and 85% positive was not achieved by one	Hygiene Board Exam.
			Minimum of 85% required	instructor. Instructor evaluations by the	
			021 Student Clinic Self-Evaluation Self-Pass required Minimum 90% required	Dean were conducted with 95% positive feedback. Clinics 1-5	
			025 Student Survey of Clinic V	were surveyed by the students at 90%. All	
			Minimum 90% required 027 DHNBE	student learning outcomes in SPIRIT were achieved at the	
			100% pass required	stated benchmarks. Graduate exit surveys	
			028 Graduate Exit Survey Minimum 95% positive required	were 95% positive.100% of students passed	
			030 SPIRIT Minimum of 90% student learning	National Dental Hygiene Board Exam.	
			outcomes and program outcomes achieved	Clinic self evaluations were conducted. Each	
				student rated above the minimum 90% benchmark.	
				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.
	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
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	students attended 25
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	sessions with guest speakers. Each
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	the clinic, the students
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	hygiene. In addition,
	they have networked
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	hygiene experts to further enhance their
	scope of evidenced
	based dental hygiene
	care. The students also
	attended the Hinman Dental Meeting in
	Atlanta and
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	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

				clinical performance and gaining self confidence in his/her	
	Dentel United	D. To mean such that		clinical skills.	Course medee desident
3	Dental Hygiene	D. To prepare the graduates of the basic two-year	001 Grades in all courses 100% courses passed with minimum grade of C	Six of the dental hygiene courses involved research and	Course grades demonstrate mastery of the subjects that an applied in the clinical setting.
		curriculum in dental		case studies. These	Individual competencies in eac
		hygiene to fulfill the	002 Research papers/case studies	types of assignments	skill area ensure that students
		dental hygienist's	required in courses	acquainted the	can perform the skill safely an
		role in community	6 courses contain research or case	students with the	effectively on a manikin prior t
		oral health services.	study	research process. It	working on a live patient. Hand
			003 Patient Survey	also familiarized them with evidenced based	on learning on patients in the l work clinic assures that stude
			Minimum 85% positive required	publications and made	
			inininani oo x positive required		to enter the workforce. Didact
			006 Pre-Post Risk Assessment	changing study of	and clinical grades reflect are
			Minimum 60%/85% positive required	dental hygiene.	the students perceived as
				Evidenced based pre	difficult to learn. This
			007 Pre/Post Infection Control	and post risk	information provided faculty w
			Minimum 60%/85% positive required	assessments were	areas to enhance instruction a
			00 Infection Control External Audit	conducted in June at	to try alternate educational
			08 Infection Control External Audit Minimum 85% required	60% and again in March at 90%. Pre and	methods to improve instructio
			Minimum 05 % required	post infection control	Quality assurance audits provided faculty with areas in
			09 Q.A. Part 1	assessments were	which chart documentation wa
			Pass required		inadequate. This is turn provid
				60% and in March at	faculty with topics to discuss
			010 Q.A. Part 2 Record Review	90%. Infection control	with students and provide
			Minimum 85% Accuracy required	external audit was	additional instruction to ensur
					dental charting was reflective
			011 Q.A. External Audit	of 95%. Instructor	the services provided. All
			Minimum 85% accuracy required	evaluations were	students scored above nationa
			012 Instructor Evals by Students	conducted and 85%	average in all areas of the
			012 Instructor Evals by Students Minimum 85% positive required	positive was not achieved by one	National Dental Hygiene Board Exam.
			within the positive required	instructor. Instructor	
			013 Instructor Evals by Dean	evaluations by the	
			Minimum 85% positive required	Dean were conducted	
				with 95% positive	
			014 Student Survey of Clinic I	feedback. Clinics 1-5	
			Minimum of 85% required	were surveyed by the	
				students at 90%.	
			015 Student Survey of Clinic II	DHPCE Midterm grades	
			Minimum of 85% required	were 80% during the Summer and 85%	
			016 Student Survey of Clinic III	Summer and 85% during the Fall. DHPCE	
			Minimum of 85% required	final grades at the end	
				of Summer were 85%	
			017 Student Survey of Clinic IV	and 90% at the end of	
			Minimum of 85% required	Fall. The average score	•
				of the mock dental	
			018 Instrumentation Practicum I	hygiene national board	
			100% pass required	was 96. The average	
			010 Instrumentation Dreations II	score of the mock	
			019 Instrumentation Practicum II	CRDTS clinical board was 97. All student	
			100% pass required	learning outcomes in	
			020 Individual Competencies	SPIRIT were achieved	
			100% pass required	at the stated	
				benchmarks. Graduate	
			021 Student Clinic Self-Evaluation	exit surveys were 95%	
			Self-Pass required	positive. The students	
			Minimum 85% required	participated in three	
				community service	
			023 DHPCE Final Interpretation	projects: Hispanic Mobile Van Morey	
			Minimum 90% required	Mobile Van, Mercy Medical Clinic Mobile	
			024 Mock National Board	Van, and the Tattnall	
			Minimum score of 95% required	County CHIPS program	
				All courses were	
			025 Student Survey of Clinic V	passed with a minimum	
			Minimum 90% required	grade of 70. Patient	
				surveys were	
			026 Mock State Board	conducted at the	
			Score of 95 or higher required	conclusion of each	
				patient care	
			027 DHNBE	experience.95%	
			100% pass required	positive feedback was	
			028 Graduate Exit Survey	voiced by all patients in regard to patient	
			Minimum 95% positive required	care and	
			in the positive required	professionalism of the	
			029 CRDTS	students. Quality	
			100% pass required	assurance part 1 and	
				part 2 audits were	
			030 SPIRIT	conducted and	
			Minimum of 90% student learning	benchmarks were met	
			outcomes and program outcomes	with 85% accuracy.	
			achieved	External quality	

	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
	conducted. Each student rated above
	the minimum 90%
	benchmark.All
	students achieved
	100% on all clinical competencies.
	o inpeteriores.
	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.
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	students were practicing evidenced
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	A corrective action
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	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

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	Scores on the mock	
	national board and	
	mock CRDTS exam indicated that the	
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	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	

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				status has been enhanced from initial accreditation to accreditation.	
39	Dental Hygiene	B. To provide	001 Grades in all courses	Six of the dental	Clinic competency grades and
3		comprehensive	100% courses passes with minimum	hygiene courses	live work grades demonstrate
		preparation of	grade of C	involved research and	that students are utilizing critic
		competent		case studies. These	thinking skills to master the
		individuals in the	002 Research papers/case studies	types of assignments	topics learned in didactic
		clinical and	required in courses	acquainted the	courses. External audits give
		laboratory	6 courses contain research or case	students with the	faculty information regarding
		experiences which are necessary to	study	research process. It	strengths and weaknesses exhibited by students in the
		develop skills in	003 Patient Survey	also familiarized them with evidenced based	laboratory and clinical setting.
		rendering	Minimum 85% positive required		This information is utilized to
		professional dental			improve student learning for
			006 Pre-Post Risk Assessment	changing study of	future students and help with
		to the public.	Minimum 60%/85% positive required	dental hygiene.	retention. All students scored
				Evidenced based pre	above national average in all
			007 Pre/Post Infection Control	and post risk	areas of National Dental Hygie
			Minimum 60%/85% positive required	assessments were	Board Exam.Since 100% of the
			09 Infection Control External Audit	conducted in June at	DHY 105 students passed the
			08 Infection Control External Audit Minimum 85% required	60% and again in March at 90%. Pre and	Instrumentation Practicum I w 100% proficiency, all DHY 105
			Minimum 05 % required	post infection control	students were deemed
			09 Q.A. Part 1	assessments were	competent to proceed to DHY
			Pass required		111. Since 100% of DHY 111
				60% and in March at	students passed the
			010 Q.A. Part 2 Record Review	90%. Infection control	Instrumentation Practicum II
			Minimum 85% Accuracy required	external audit was	with 100% accuracy, all DHY 1
				conducted with a score	
			011 Q.A. External Audit	of 95%. Instructor	competent to proceed to DHY
			Minimum 85% accuracy required	evaluations were	202 and begin patient care in t
			012 Instructor Evals by Students	conducted and 85%	live work dental hygiene clinic Since each student rated abov
			012 Instructor Evals by Students Minimum 85% positive required	positive was not achieved by one	Since each student rated abov the 90% benchmark in clinic se
			in the positive required	instructor. Instructor	evaluation, this proved that ea
			013 Instructor Evals by Dean	evaluations by the	student was self evaluating
			Minimum 85% positive required	Dean were conducted	his/her clinical performance an
				with 95% positive	gaining self confidence in his/h
			014 Student Survey of Clinic I	feedback. Clinics 1-5	clinical skills.
			Minimum of 85% required	were surveyed by the	
				students at 90%.	
			015 Student Survey of Clinic II	DHPCE Midterm grades	
			Minimum of 85% required	were 80% during the	
			016 Student Survey of Clinic III	Summer and 85% during the Fall. DHPCE	
			Minimum of 85% required	final grades at the end	
				of Summer were 85%	
			017 Student Survey of Clinic IV	and 90% at the end of	
			Minimum of 85% required	Fall. The average score	
				of the mock dental	
			018 Instrumentation Practicum I	hygiene national board	
			100% pass required	was 96. The average	
			019 Instrumentation Practicum II	score of the mock	
			100% pass required	CRDTS clinical board was 97. All student	
			100% pass required	learning outcomes in	
			020 Individual Competencies	SPIRIT were achieved	
			100% pass required	at the stated	
				benchmarks. Graduate	
			021 Student Clinic Self-Evaluation	exit surveys were 95%	
			Self-Pass required	positive.Course grades	
			Minimum 85% required	of 70 or above proved	
				that students were	
			023 DHPCE Final Interpretation	mastering the two year	
			Minimum 90% required	curriculum slated for	
			024 Mock National Board	dental hygiene practice. Positive	
			Minimum score of 95% required	feedback from	
				stakeholders such as	
			025 Student Survey of Clinic V	patients in the live	
			Minimum 90% required	work clinic provided a	
				subjective opinion of	
			026 Mock State Board	the quality of patient	
			Score of 95 or higher required	care in the dental	
				hygiene live work	
			027 DHNBE	clinic. Quality	
			100% pass required	assurance audits part 1, part 2, and the	
			028 Graduate Exit Survey	external audit	
			Minimum 95% positive required	identified areas in	
			in the positive required	which chart	
			029 CRDTS	documentation could	
			100% pass required	be enhanced. 100% of	
				students passed	
			030 SPIRIT	National Dental	
			Minimum of 90% student learning	Hygiene Board Exam	
			outcomes and program outcomes	and the CRDTS	
	and the second		achieved	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.All	
	students achieved	
	100% on all clinical	
	competencies.Clinic	
	self evaluations were conducted. Each	
	student rated above	
	the minimum 90%	
	benchmark.	
	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 practing 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	
	Examination and the CRDTS national clinical	
	exam. The scores	
	indicated that the	
	students had a 96%	
	probablility 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	

				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.	
3	Dental Hygiene		001 Grades in all courses	Six of the dental	Course grades, assessment and
ب		comprehensive	100% courses passes with minimum	hygiene courses	debridement grades, and
		preparation of	grade of C	involved research and	competency grades provide
		competent		case studies. These	faculty with the strengths as well
		individuals in the	002 Research papers/case studies	types of assignments	as weaknesses of the students in
		arts and sciences	required in courses	acquainted the	the program. Weaknesses
		pertinent to the	6 courses contain research or case	students with the	provide faculty with areas in
		discipline of dental	study	research process. It	which instruction can be
		hygiene.	003 Patient Survey	also familiarized them with evidenced based	enhanced or presented in a more effective manner. External audits
			Minimum 85% positive required		provide a subjective review of
			winning of the positive required	them aware of the ever	clinical practices in the live work
			006 Pre-Post Risk Assessment	changing study of	clinic. All students scored above
			Minimum 60%/85% positive required	dental hygiene.	national average in all areas on
			······	Evidenced based pre	National Dental Hygiene Board
			007 Pre/Post Infection Control	and post risk	Exam. Since 100% of the DHY
			Minimum 60%/85% positive required	assessments were	105 students passed the
				conducted in June at	Instrumentation Practicum I with
			013 Instructor Evals by Dean	60% and again in	100% proficiency, all DHY 105
			Minimum 85% positive required	March at 90%. Pre and	students were deemed
				post infection control	competent to proceed to DHY
			014 Student Survey of Clinic I	assessments were	111. Since 100% of DHY 111
			Minimum of 85% required	conducted in June with	
			015 Student Survey of Clinic II	60% and in March at 90%. Infection control	Instrumentation Practicum II with 100% accuracy, all DHY 111
			Minimum of 85% required	external audit was	students were deemed
			Minimum of 05% required		competent to proceed to DHY
			016 Student Survey of Clinic III	of 95%. Instructor	202 and begin patient care in the
			Minimum of 85% required	evaluations were	live work dental hygiene clinic.
				conducted and 85%	
			017 Student Survey of Clinic IV	positive was not	
			Minimum of 85% required	achieved by one	
				instructor. Instructor	
			018 Instrumentation Practicum I	evaluations by the	
			100% pass required	Dean were conducted	
			010 Instrumentation Dreations II	with 95% positive	
			019 Instrumentation Practicum II	feedback. Clinics 1-5	
			100% pass required	were surveyed by the students at 90%.	
			020 Individual Competencies	DHPCE Midterm grades	
			100% pass required	were 80% during the	
				Summer and 85%	
			022 DHPCE Midterm	during the Fall. DHPCE	
			Minimum 85% required	final grades at the end	
			•	of Summer were 85%	
			023 DHPCE Final Interpretation	and 90% at the end of	
			Minimum 90% required	Fall. The average score	
				of the mock dental	
			025 Student Survey of Clinic V	hygiene national board	
			Minimum 90% required	was 96. The average	
			026 Mock State Board	score of the mock CRDTS clinical board	
			Score of 95 or higher required	was 97. All student	
			source of yo of higher required	learning outcomes in	
			027 DHNBE	SPIRIT were achieved	
			100% pass required	at the stated	
				benchmarks. Graduate	
			028 Graduate Exit Survey	exit surveys were 95%	

Minimum 95% positive required

029 CRDTS 100% pass required

030 SPIRIT Minimum of 90% student learning outcomes and program outcomes achieved

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 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

Goals by Type Rep	ort		
		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% probablility of passing	
		the national board and a 97% probablility 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. 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.
8	Drafting	To obtain 50 staff	Annual Staff Development Plan and	
لها	J	development hours	Activity Reports	
		with a minimum of		
		24 hours in Back-to-		
		Industry Visits.		
6729	Drafting	Meet PAS	PAS Trend Report	8 placements per FT The DFT program was
	Dranning	benchmarks for	газ пена кероп	instructor with a 3-year discontinued and is in teachout.
		graduate placement.		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.
6739	Drafting	Meet PAS	PAS Trend Report	1 award per FTE with a The DFT program was
	Dranning	benchmark for		3-year average of 5.33. discontinued and is in teachout.
		graduates per FT		The benchmark of 6.30
		instructor.		was not met.
				Trand was and all and a
				Trend report shows a
				drastic decrease in
				awards. The program
				is in Level II and must
				write an improvemnt
				plan per TCSG.
	Drafting	To provide up to	Advisory Committee Minutes, PAS	
		date training on the	Budget Requests, New Software	
		industries most	Releases	
		current equipment		
		and software.		
13	Drafting	Meet PAS	PAS Trend Report	10.47 FTE per FT The DFT program was
لا		benchmarks for FTE		instructor with a 3-year discontinued and is in teachout.
		per FT instructor.		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.
	Early Childhood	The Child	Evaluation from Bright from the Start:	An official report of Being a Center of Distinction

	0	Development C			
9	Care and Education	Development Center will maintain the	Georgia Department of Early Care and Learning Certificate of Center of		allows us to be an example of what quality care and education
	Lucation		Distinction Accreditation	achieved from the	should look like. Having this
		in fiscal year 2010-			distinction also demonstrates the
		2011.			importance of quality and pride
				Center of Distinction	to current students. This will
					encourage our students to
				grant monies has allowed the staff to	pursue accreditation in their own facility.
				have the necessary	ideinty.
				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.	
				a 1 1 1	
1	Early Childhood Care and	l o increase enrollment in the	Enrollment Report	According to the Enrollment Report,	Instructors will work with Public Relations to advertise the
	Education	ECCE department by			program and inform child care
	Education	1% over FY 09.		increased in the	providers of the new credential
					requirements. The TCCs will be
					specifically targeted in the ads
				J	since they can be completed
					online.
				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.	
				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).	
	Early Childhood		PAS trend report	Vidalia Campus:	Reviewing the trend report, the
-	Care and	benchmarks for		25.04 FTE/instructor	diploma program FTE increased
	Education	enrollment: 12 FTEs		with a 3 year average	over the previous year by a smal
		per full-time instructor.		of 23.79. The benchmark was 12.	margin.
		instructor.		Senchinaik was 12.	Instructors will work with Public
				Swainsboro Campus:	Relations to advertise the
				13.69 FTE/instructor	program and inform child care
				with a 3 year trend of	providers of the new credential
					requirements. The TCCs will be
				was 12.	specifically targeted in the ads
					since they can be completed
					online.
				There has been an	This goal will not be carried over
				increase in the	to FY 2011 since another
					enrollment goal is being used.
				changes in the state	<u> </u>
				regulations (providers	
				needing a CDA or	
				higher credential) in	
				higher credential) in child care which may be the reason for the	

				increase.	
				Vidalia Campus: Benchmarks were exceeded. The trend shows a dip in FTE for FY 2008 and a rebound in FY 09. Swainsboro Campus: The benchmarks were met. The trend shows a slight yearly increase in FTE/instructor.	
3	Early Childhood Care and Education	Meet PAS benchmarks for placement per FT instructor.	PAS trend report	8 placed/instructor with a 3 year average	Utilize the Bright from the Start database to identify additional points of contacts for graduates who are looking for jobs.
	Care and	Meet the criteria as set by PAS: Awards per full-time instructor.	PAS Trend Report	3 awards/instructor with a 3 year average of 6. The benchmark was 5.25 for the current year. Swainsboro Campus: 10.50 awards/instructor with a 3 year average of 7.67. The benchmark was 6.13 for the current year. Vidalia Campus:	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.	of 27.67. The benchmark was 7. Swainsboro Campus: 73 placed/instructor with a 3 year average of 46.33. The benchmark was 7. Vidalia Campus: Benchmarks were far exceeded. The report shows that placement/instructor more than tripled over the previous fiscal year. Swainsboro Campus: Benchmarks were far exceeded. The trend shows significant yearly increases over	Graduate placement is very important and benchmarks were far exceeded for both campuses for 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.
2	Electrical Systems	Meet the criteria as set by PAS for awards/graduates per FT instructor.	PAS Trend report.	of 21. The benchmark was 7. Swainsboro Campus: 69 awards/instructor with a 3 year average of 37.33. The	
0	Electrical Systems	Meet or exceed PAS benchmarks for FTE enrollment per FT instructor.		Vidalia Campus: 31.16 FTE/instructor with a 3 year average of 28.95. The benchmark was 12. Swainsboro Campus: 32.38 FTE/instructor with a 3 year average of 23.73. The benchmark was 12. Vidalia Campus: Benchmark was exceeded. The trend shows a steady yearly increase in FTE/instructor. Swainsboro Campus: Benchmarks were exceeded. The trend shows a significant yearly increase in FTE/instructor.	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.
8	Electronics Technology	Meet or exceed the benchmarks for graduate placement per FT Instructor.	PAS Trend Report Career Services Placement Data (90%)	of 9.67. The	Career Services and the Electronics Department will continue to work with local and regional employers to locate potential job opportunities for the Electronics graduates.

				graduates were placed during the reporting year.	
				Benchmarks were met. The trend reveals a drop of 4 placed/instructor over the previous fiscal	
				year.	
				For the reporting year, the benchmark was not met.	
E)	Electronics Technology	benchmarks for	PAS Trend Report	5 awards/instructor with a 3 year average	Computer Repair Technician TCC and Fiber Optics Copper Cabling
		graduates/awards per FT Instructor.	Career Services report (10 graduates)	of 5. The benchmark was 5.60.	Technician TCC are being terminated.
				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	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
				exams. (Needs some rewording and more brevity)The	and will continue to recruit and retain new students into the programs to maintain a level of awards per instructor that exceeds the benchmark.
				benchmarks were not met. Their was a drop of 50% from the	Exceeds the benchmark.
				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	
0	Electronics Technology	Meet or exceed the benchmarks for FTE	PAS Trend Report	termination. 30.09 FTE per FT instructor with a 3 year	Continue use of Enrollment Management Plan reports to
	recimology	Enrollment per FT instructor.	Enrollment Management Plan Reports (30 per term)	average of 27.27. The benchmark was 12.	recruit new students into the programs.
				[Enrollment Management Reports: 2010-01 - 32 2010-02 - 41 2010-03 - 45 2010-04 - 35	
				Avg / term is 38.25	
				Benchmarks were exceeded. The report shows a steady increase in FTE for the past two years.	
0	Fish and Wildlife	2% increase in dual enrollment on	KMS Dual enrollment report	FY 2010 data shows	Southeastern Tech has hired new high school coordinator.
	Management	campus with Swainsboro High		2 students from Swainsboro High	Communicate with new HS coordinator to schedule
		School and in dual		School	recruitment events for SHS, MHS

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12.33 placements per pointinue to develop relationship						

Ø	Technology	PAS for graduate placement.		FT instructor with a 3 year average of 13.28. The benchmark was 5.83.	with industry representatives. Jump start the graduates in job searching before they actually complete.
				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.	
Ø	Forest Technology	Forestry students will successfully complete the Forest Management plan.	FOR 147 Forest Management Assessment Rubric	6 of 6 (100%) passed with a score of 70 or above. 100% pass completion	Continue to demand high level of achievement through rigorous rubric assessment
0	Forest Technology	Meet PAS benchmarks for FTE enrollment.	PAS trend report.	of plan. 11.21 FTE per FT instructor with a 3 year average of 12.30. The benchmark of 12 was not quite met this year.	Recruitment and retention efforts will be increased by working closely with Student Affairs in these areas.
				(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	
	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, MAT097, MAT1011, MAT1012, MAT1013, MAT1017, MAT1013, MAT1017, MAT1111, and MAT1113.	All learning support level, diploma level and degree level mathematics courses - Cumulative Final Exam	enrollment Fall 2010 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% MAT1012: 20 of 33 = 61% MAT1017: 6 of 7 = 86% MAT1017: 6 of 7 = 86% MAT1111: 5 of 5 = 100% 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. 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 COMPASS at rates of 100%, 98%, and 88%. In addition, 100% of the students	

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					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	
	(Th)	Comorol	Students will	Applied Methometics WorkKove Even	graduation.	Since a 100% success rate was
	1	General Education &		Applied Mathematics WorkKeys Exam FY2010 data will be extracted from the		achieved, instructors will
		Learning		College's banner system.		incorporate the
		Support:	administration of the			strategies/activities listed.
			Applied		Mathematics Exam at	J. J
			Mathematics		the level required for	
			WorkKeys Exam in		their program of study.	
			order to support the			
			Mathematics General Education		The results indicate that students who	
			Competency which		successfully complete	
			states: Graduates		the math requirement	
			will attain 'The		of their programs of	
			ability to solve		study have attained	
			practical		the expected level of	
			mathematical		proficiency for the	
			problems.'		college's Mathematics General Education	
					Competency which	
					states: Graduates will	
					attain 'The ability to	
					solve practical	
					mathematical	
					problems.'	
	1 - D	General		Attrition by Course Campus and by	MAT097: 54 of 61 =	The math instructors attended a
			are on the final	Course data. The data is evailable on final restore and		Retention Staff Development
		Learning		The data is available on final rosters and		Training on June 15, 2010, and
		Support: Mathematics		is available through the TCSG Data Center; Report LB178; Source: College		will incorporate some of the new strategies discussed in the effort
		Mathematics	their general	Local Banner System.		to improve retention. Some of the
			education and			retention strategies learned will
			learning support			also take a school-wide effort to
			math classes.		MAT1012: 388 of 489 =	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.
					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	
	100	General	Students will	COMPASS Test / (ASSET Test can be	completely. MAT097: 32 of 32 =	Instructors will implement the
		Education &		substituted in cases of special need.)		strategies in place, and will
			exit score from MAT			strive for a 100% success rate.
	Learning Support:	Support:	097, MAT 098, or		98%	
			MAT 099 for		MAT099:41 of 45 =	Some of the factors that we have
		Mathematics	MAT 099 for entrance into the next level class.		88%	noticed that enhance a student's
		Mathematics			Cumulative: 132 of 137	ability to pass is a quiet testing
		Mathematics				
		Mathematics			= 96%	area with no disturbances. This
		Mathematics			= 96%	area with no disturbances. This will be remedied on the
		Mathematics			= 96% The data suggests that	area with no disturbances. This will be remedied on the Swainsboro Campus by testing
		Mathematics			= 96% The data suggests that the strategies being	area with no disturbances. This will be remedied on the Swainsboro Campus by testing students in Sammy Holton's lab
		Mathematics			= 96% The data suggests that the strategies being used are primarily	area with no disturbances. This will be remedied on the Swainsboro Campus by testing
		Mathematics			= 96% The data suggests that the strategies being used are primarily successful and	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

				class are ready for the	Swainsboro campus will also
				COMPASS exam.	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
1	Learning	ENG 097 students	COMPASS Exam	201001	Faculty. Evaluate data quarterly.
E)	Support	will acquire the		ENG 097	Incorporate innovative teaching
		required exit score	Students must pass the course work to	4 of 4 = 100%	strategies.
		for entrance into	be eligible to take the COMPASS exam.	201002	
		their program of study.	The data population will consist of the	ENG 097 8 of 9 = 89%	
		study.	students who pass the course work	201003	
			based on the percentages stated on the	ENG 097	
			course syllabus.	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.	
(73	Learning	ENG 097 students	ENG 097	201001	As the grammar and mechanics
B	Support	will demonstrate	Comprehensive Final exam	3 of 4 = 75%	rules are taught in isolation and
		proficiency in the		201002	tested in isolation, quizzes and
		required English	All learning supports English students	5 of 9 = 55%	exams will include the current
		course competencies as		201003 19 of 22 = 86%	grammar and mechanics and will include prior material covered so
		required by the		201004	that students are adding new
		Technical College		2 of 2 = 100%	grammar and mechanics to their
		System of Georgia.		Cumulative:	base of knowledge.
				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.	
G	Learning	RDG 097 students	Reading 097 Comprehensive Final Exam		During the course, each reading
	Support	will demonstrate proficiency in the		13 of 21 = 61% 201002	strategy is evaluated individually. Additional class time will be
		required reading		10 of 16 = 63%	utilized which require students to
		competencies as		201003	incorporate all reading strategies
		required by the		4 of 5 = 80%	to locate main idea, supporting
		Technical College System of Georgia.		201004 3 of 3 = 100%	details, inferences, implied main idea, and critical reading skills
		System of Georgia.		Cumulative:	using in variety of reading
				30 of 45 = 67%	samples.
				PDC 007 final array	
				RDG 097 final exam is cumulative; therefore,	
				students must be	
				proficient in all reading	
				strategies to be	
				successful with the final exam.	
1	Learning	RDG 097 students	COMPASS Exam	201001	At mid-term will consult with
	Support	will acquire the		16 of 21 = 76%	each student regarding reading
		required exit score	Students must pass the course work to	201002	performance, and will implement
				15 of 16 = 94%	individual tutoring for students
		for entrance into	be eligible to take the COMPASS exam.		
		their program of		201003	who have a mid-term average of
			be eligible to take the COMPASS exam. The data population will consists of the students who pass the course work	201003	

			course syllabus.	Cumulative:	
				43 of 55 = 79%	
				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.	
63	Management	Meet the benchmark	PAS Trend Report	Vidalia Campus:	Swainsboro Campus:
E)	and Supervisory	as set by PAS for		The FTE enrollment per	The Management and
	Development	FTE Enrollment			Supervisory Development
				3 year average FTE enrollment is 28.69.	program grouping will be terminated for that campus.
				The benchmark is 12.	There is no longer a full-time
				Sweineberg O	instructor for this program on
				Swainsboro Campus: The FTE enrollment per	that campus. The program, however, is offered completely
				instructor is 12.4. The	online from the Vidalia campus.
					The students who are currently
				per instructor is 10.77. The benchmark is 12.	enrolled in the Swainsboro campus MSD program will
					complete the program through
					the online classes in Vidalia. The
				Vidalia Campus:	advisor/instructor will contact those students on a quarterly
				Benchmarks were	basis and register them for
				exceeded. The trend	classes.
				shows a slight yearly increase in FTE over	
				the 3 year period.	
				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.	
	Management and Supervisory	Meet the benchmark as set by PAS for	PAS Trend Report	Vidalia Campus: The number of awards	Vidalia: Instructor will maintain close communication with all
	Development	awards per FT			students to ensure program
		instructor		3 year average of	completion and graduation.
				awards per instructor	Swainsboro students will be
				is 10.33. The benchmark was 6.3.	advised by the Vidalia campus
					instructor. All student issues will
				Swainsboro Campus:	be addressed by phone, email, or
					in person. Prior to the merger, students did not have a full-time
				3 year average of	instructor to contact for
				awards per instructor	questions about coursework,
				is 1.67. The benchmark	advisement, or graduation. This communication will encourage
					students to stay in the program
					until completion and graduation.
				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.	
				or awarus.	
				Swainsboro Campus:	
				There was not a full time instructor on the	
				Swainsboro Campus,	
				which could account	
				for the incompletion of	
				the program.	

3	Management and Supervisory	Meet the benchmark as set by PAS for	PAS Trend Report/FY 09	Vidalia Campus: PAS Trend Results:	The instructor will maintain a close relationship with advisor
	Development	graduate	Combined Job Placement Report	The number of	committee members to learn o
	-	placements per FT	provided by Student Affairs	placements per	available employment position
		Instructor			Instructor will also stay in touc
					with graduates to assist them
				placement per	finding employment.
				instructor is 21.67. The	
					The Swainsboro students did n
				Deficilitatik is 0.30.	
				Combined Job	have a full time instructor on
				Combined Job	campus. Since the merger, the
				Placement Report	Vidalia instructor will be advisi
				Results: 100%	all MSD students by email,
				placement rate in	phone, or in person and
				Vidalia.	communicating with them abou
					any concerns or issues with th
				Swainsboro Campus:	MSD program. This added
					communication and availabilit
					of a full-time instructor will
				per instructor is 13.	assist in graduate placement.
					assist in graduate placement.
				The 3 year average	
				placement per	The MSD program for the
					Swainsboro campus will be
				benchmark is 7.	terminated due to low enrollm
					and the lack of a full-time
				Combined Job	instructor. The program is
				Placement Report	offered completely online in
				Results: 50%	Vidalia, so current students w
				placement rate in	
					be able to complete the progr
				Swainsboro.	by taking online courses.
				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.	
				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.	
				C	
3		40% of the adult	1. GALIS		Some instructors implemented
	Public Relations	educatin studnets	2. KMS	with a goa to enroll in	"Fast Track" program to GED
9		with a goal to enter		post-secondary	testing in an effort to move at
g,		with a goar to enter			faster pace and into post-
9				goung lot ou their goul.	
g,		post-secondary, will			
gy					secondary. All instructors will
9		post-secondary, will			secondary. All instructors will encouraged to implement fast
y,		post-secondary, will meet that goal.			secondary. All instructors will encouraged to implement fast track classes.
	Marketing	post-secondary, will meet that goal. Meet the benchmark	PAS Trend Report	Vidalia Campus:	secondary. All instructors will encouraged to implement fast track classes.
	Marketing Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to uti recruiting techniques includin
		post-secondary, will meet that goal. Meet the benchmark	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to uti recruiting techniques includin
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to uti recruiting techniques includin visiting business, industry and
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12.	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. Vidalia Campus:	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. Vidalia Campus: Benchmarks were	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to uti recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
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		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. Vidalia Campus: Benchmarks were exceeded. The trend report shows a steady increase in FTE/instructor for each	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. Vidalia Campus: Benchmarks were exceeded. The trend report shows a steady increase in FTE/instructor for each year of the 3 year	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to uti recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
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		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
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		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT	PAS Trend Report	Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak wher asked and utilize social media spread the word about the
	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor.		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the
3		post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor.		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra
3	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor.		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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. Vidalia Campus:	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra
3	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor. Meet the benchmark as set by PAS for		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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. Vidalia Campus: 31 placed/instructor	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra
3	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor. Meet the benchmark as set by PAS for graduate placement		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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. Vidalia Campus: 31 placed/instructor with a 3 year average	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra
3	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor. Meet the benchmark as set by PAS for		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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. Vidalia Campus: 31 placed/instructor with a 3 year average of 24.67. The	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra Mr. Harmon is implementing n strategies for recruitment and retention based on the use of "constant contact marketing"
3	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor. Meet the benchmark as set by PAS for graduate placement		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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. Vidalia Campus: 31 placed/instructor with a 3 year average	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra Mr. Harmon is implementing n strategies for recruitment and retention based on the use of "constant contact marketing" models. This involves constant
3	Management	post-secondary, will meet that goal. Meet the benchmark set by PAS for FTE enrollment per FT instructor. Meet the benchmark as set by PAS for graduate placement		Vidalia Campus: 27.31 FTE per FT instructor with a 3 year average of 19.35. The benchmark was 12. 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. Vidalia Campus: 31 placed/instructor with a 3 year average of 24.67. The	secondary. All instructors will encouraged to implement fast track classes. Instructor will continue to util recruiting techniques includin visiting business, industry and high schools. Instructor also v continue to guest speak when asked and utilize social media spread the word about the marketing management progra Mr. Harmon is implementing n strategies for recruitment and retention based on the use of "constant contact marketing"

				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.
0	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.
0	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	The number of graduates for the Vidalia campus will be incrased 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.
2	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.	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 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.
G	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.	the exam. 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.

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

_					
				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.	
C3	Paramedic	Meet the benchmark	PAS Trend Report	Vidalia Campus:	Vidalia Campus:
	Technology	set by PAS for		The placement per full-	The faculty will continue to
		graduate placement		time instructor is 7.	strive for an increase in the
		per FT instructor.		The 3-year average per	number of placements in the next
				full-time instructor is	fiscal year.
				10.33. The benchmark	
				is 7.	Swainsboro Campus:
					The Paramedic Technology
					programs are no longer offered
					on the Swainsboro campus.
				time instructor is 1.	
				The 3-year average per full-time instructor is	
				6.33. The benchmark is	
				7.	
				<i>'</i> .	
				Vidalia Campus:	
				Trend shows 2 more	
				diploma placements	
				than TCC placements.	
				· · · · · · · · · · · · · · · · · · ·	
				Swainsboro Campus:	
				The EMS programs will	
				not be offered on the	
				Swainsboro Campus	
				due to a lack of	
				enrollement.	
	Paramedic	Meet the benchmark	PAS Trend Report	Vidalia Campus:	Vidalia Campus:
	Technology	as set by PAS for		The awards per full-	The faculty will continue to
		graduates/awards		time instructor is	strive for an increase in the
		per FT instructor.		19.38. The 3-year	number of awards in the next
				average per full-time	fiscal year. Additional instructor
					contact hours will be made
				benchmark is 7.	available to the students to allow
				Swainshoro Compus	for additional evaluation and
				Swainsboro Campus: The awards per full-	tutoring if needed.
				time instructor is 2.	Swainsboro Campus:
					The Paramedic Technology
					programs are no longer offered
					the Swainsboro campus.
				7.	
				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.	
				Swainsboro Campus:	
				The Paramedic	
				Technology will no	
				longer be offered on	

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

				take and successfully	
				pass the certification exam at the end of the	
				program. Areas were	
				reviewed successfully	
				before the exam was	
-	Dreatical		DAC Trend Depert	taken.	
اف ا	Practical Nursing	Meet or exceed the PAS Benchmark for	PAS Trend Report	Glennville Campus: 6 awards per FT	Improvement plan for Glennville Campus initiated.
		awards/graduates		instructor with a 3-year	Poor economy has forced
		, i i i i i i i i i i i i i i i i i i i			students to have to work which
					decreases the time students can spend on academics.
					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.
				were exceeded.	
				Swainsboro Campus:	
				12.60+ awards per FT	
				instructor with a 3-year	
				average of 10.20+. The	
				benchmark of 5.83 was	
				exceeded.	
				Glennville Campus:	
				The PN diploma	
				started in FY 09;	
				therefore, the only awards listed were	
				CNA TCC.	
				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.	
				Swainsboro Campus:	
				The trend reveals a	
				steady increase over the last two years and	
				a constant increase in	
				the CNA TCC.	
	Practical		American Heart Association Healthcare		CPR certification is not a
	Nursing	CPR certified.	Provider Exam	took the American Heart Association	requirement by the state agency governing body (GMCF) for CNA
				Exam and achieved	so this Student Learning
				CPR certification.	Outcome (SLO) goal will not be
					used for FY 2011
				Swainsboro Campus: 29 students	
				29 students	
				Vidalia campus:	
				54 students	
				Glenville campus 13 students	
				The program	
				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 & 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	
-					

				Association CPR training	
8	Practical		State Board of Nursing Licensure Exam	Swainsboro Campus:<>	Although pass rate satisfies the
	Nursing	taking the NCLEX for	Report		Georgia Board requirements, we
		the first time will			will continue to strive for 100%
		achieve licensure		Campus:<> For FY	pass rate on all campuses.
				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.	
13	Practical	Maintain graduate	PAS Trend Report	Glennville Campus:	An Improvement plan for
U	Nursing	placement rates at		4 placements per FT	Glennville Campus initiated for
		the highest possible		instructor with a 3-year	
		level			Poor economy has forced
				benchmark was not	students to have to work which
				met.	decreases the time students can
					spend on academics.
				Vidalia Campus:	Schedule was readjusted to
				36 awards per FT	assist students to better reach
				instructor with a 3-year	their goals.
				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.	
0	Practical	Meet the PAS	PAS Trend Report	Glennville Campus:	Glennville campus:
E)	Nursing	benchmark for		10.73 FTE per FT	A plan to increase enrollment
		enrollment - 12		instructor with a 3-year	has been submitted. Economic
		FTE''s per full time		average of 4.55. The	factors have led to low
		instructor			benchmarks for this county. The
					first class graduated on March
					18, 2010.
				Vidalia Campus:	The next class will be postponed
				29.97+ FTE per FT	until Summer Quarter 2010 due
					to low enrollment - mostly because those interested have
				benchmark of 12 was	not completed their core classes

				exceeded.	and taken the PSB.
				Swainsboro Campus: 30.82+ FTe per FT	A Student Affairs representative and the instructor brought them in as a group and stressed to
				average of 26.47+. The	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
				Glennville Campus: Although the benchmark was not	were given; and they were given the opportunity to ask questions. Retention of the original class
				met, the FTE increased by 8.22 over the previous year. A FT instructor was dedicated to the	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
				program and campus which resulted in student involvement and interest.	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
				Vidalia Campus: The trend report reveals a steady rate of FTE in the diploma program.	better test scores and more clinical experience.
				Swainsboro Campus: The trend shows a slight dip in FTE from FY 07-FY 08 and a dramatic increase for FY 2009.	
Q	Radiological Technology	required staff development hours to improve	Staff Development Plan and Activity Reports	Visitor Workshop. Obtained 16 hours of	Familiarized instructor with new standards of the JRCERT that will be implemented in April 2010.
		instruction and enhance student learning.		Staff Development.	
0	Radiological Technology	80% of the RAD Tech employers will be satisfied with the graduate's performance.	Employer Survey (Question 5)	Out of all employers that responded to the survey, 100% were satisfied with the employee's education.	This goal and outcome are requirements of JRCERT accreditation and will be monitored again next year.
				Benchmark was exceeded for this goal. This goal is a program effectiveness goal that is required by the JRCERT.	
G	Radiological Technology	80% of the RAD Tech students will be satisfied with their education.	Graduate/Completer Survey (Question 2)	Out of all who responded to the survey, 100% were satisfied with their education. Benchmark met.	Continued monitoring of this goal and outcome is required by the program accreditation.
8	Radiological		ARRT 1st Time Pass Rates		To ensure higher pass rates in
	Technology	will pass the ARRT national certification on the 1st attempt with a 75% or higher.		ARRT examination upon graduation. Out of the 10 graduates that took the examination 7 passed on the first try.	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.
					Also, restructuring of the review Class RAD 126 is being done to better prepare the students for the national examination in 2010.
				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.	

8	Radiological Technology	Of those pursuing employment, 85% of students will be gainfully employed within 6 months post-graduation.	Graduate/Completer Survey (Question 18)		Have all students begin looking for employment during Spring quarter of each year.
0	Radiological Technology	75% of the RAD Tech students will complete the program within 21 months.	JRCERT Program Annual Report	2007, 10 graduated	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.
3	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	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	average of 7.33. The benchmark of 7 was met and exceeded for both the year and 3 year average	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.
2	Surgical Technology	Meet the benchmark as set by PAS for FTE Enrollment		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.
G	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	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

					to increased number of
				Swainsboro Campus:	graduates.
					Since the benchmark was
					exceeded on both campuses, this
				average of 31.67. The benchmark of 7 was	goal objective will be replaced in FY 2011 by a more realistic up-
				exceeded.	to-date one that will assessed by
				Vidalia Campus:	more timely reports.
				Benchmark was far	
				exceeded. The diploma	
				program has more graduates than	
				certificate programs.	
				Swainsboro Campus:	
				Although the bench marks 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	
-			MUD 112 Dremonsting for the state	most awards.	
8	Welding and Joining	WLD diploma graduates will be	WLD 112 Preparation for Industrial Qualification- Capstone Course and the	Five of five students have successfully	We will continue to offer WLD 112 as our Capstone Course for
	Technology	certified in FCAW,	American Welding Society"s D1.1	completed WLD 112,	the Welding Diploma.
		GMAW and SMAW.	Structural Welding Code Guided Bend	our Capstone Course	
			Test for Welder Certification	with the required certifications.	
				continuations.	
				This coure is a good	
				measuring tool for student success and	
				assuring they are	
				capable of passing	
				industry related welding certification	
				tests.	
8	Welding and Joining	Meet or exceed the PAS benchmarks for	PAS Trend Report	Vidalia Campus: 29+ placements per FT	Instructors will continue to communicate with students
	Technology	graduate placement			approaching completion and
		per FT instructor.		average of 32.67+. The	student graduates the availabilty
				benchmark of 7 was exceeded.	of all job openings throughout the state.
				exceeded.	Students will continue to be
				Swainsboro Campus:	made aware of web sites such as
				instructor with a 3-year	the GADOL and others they can view for employment
				average of 52.67+	opportunities.
				placements. The	Since this real/shipative has
				benchmark of 7 was far exceeded.	Since this goal/objective has been exceeded over a period of
					time, it will be replaced with a
				Vidalia Campus:	new one in FY 2011, with establishment of realistic goals
					measured with more current
				over the previous year.	assessment methods.
				There has been a dramatic decline in	
				interest in SMAW TCC	
				as students have	
				learned the greater value of the diploma.	
				Swainsboro Campus:	
				The trend report reveals a decline in the	
				number of placments	
				each year. With the accompanying decline	
				in awards in the	
				diploma, it is felt this	
				is a contributing factor.	
	Welding and	Meet the benchmark	PAS Trend report	Vidalia Campus:	The benchmarks have been
ß		set by PAS for FTE		29.80+ FTE per FT	exceeded but using the current goal\objective and assessment
0	Joining	enrollment nor ET			method, does not provide a
0		enrollment per FT instructor.			nietneu, uees net provide u
0	Joining			benchmark of 12 was	needed current and actual view
0	Joining				needed current and actual view of enrollment by campus.
0	Joining			benchmark of 12 was	needed current and actual view
0	Joining			benchmark of 12 was exceeded. Swainsboro Campus: 16.20+ FTE per FT	needed current and actual view of enrollment by campus. More up to date reports show health enrollment on Vidalia campus with declining
0	Joining			benchmark of 12 was exceeded. Swainsboro Campus: 16.20+ FTE per FT instructor with a 3-year	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
0	Joining			benchmark of 12 was exceeded. Swainsboro Campus: 16.20+ FTE per FT instructor with a 3-year average of 17.47+. The	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

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