

Student Learning Outcomes (Program Level) Courses noted are either end-of-program courses or the only courses in a program where the SLO is assessed.

Program	Student Learning	Assessment Method	Actual Assessment Results /	Use of Results/Improvement
	Outcome	ACC 1101 Performance Examination	Analysis	· · · ·
Accounting	ACC students will prepare a bank reconciliation.	Bank Reconciliation	Summer Quarter 2009: Swainsboro Campus: 3 of 4 (75%) students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 100, 100, 100, 56; average score 89. Vidalia campus: 8 of 10 (80%) students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 100, 100, 98, 98, 90, 90, 75, 75, 50, 50; average score 83. Fall Quarter 2009: Swainsboro Campus:	Instructors will utililize real-world examples so that students can relate this to themselves personally. Instructors will require students to bring in their personal bank statements for reconciliation. Additionally, instructors will consider scheduling guest speakers from local banks to discuss banking practices.
			14 of 14 (100%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 96, 92, 100, 96, 100, 92, 100, 100, 83, 100, 92, 75, 92, 100; average score 94. Vidalia Campus: 18 of 19 (95%) students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 100, 100, 100, 100, 100, 100, 100, 100,	
			Winter Quarter 2010: Swainsboro Campus: 4 of 6 (67%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual grades: 0, 63, 100, 100, 100, 100; average score: 77. Vidalia Campus: 17 of 17 students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual results: 100, 100, 100, 100,	
			100, 100, 100, 100, 100, 100, 100, 97, 98, 98, 98, 99, 99, average score 99. <u>Spring Quarter 2010:</u> Swainsboro Campus: 5 of 7 (71%)students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual results: 100, 100, 100, 100, 92, 92, 50, 38; average score 82. Vidalia Campus: 10 of 10 (100%) students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual results: 81, 96, 87, 81, 96, 92, 77, 77, 88, 89; average score 86.	
			Yearly analysis: Swainsboro Campus: 25 of 30 (83%)students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Vidalia Campus: 53 of 56 (95%)students enrolled in ACC 1101 prepared a bank reconciliation with a minimum	
Accounting	ACC students will accurately record payroll transactions.	ACC 1102 Comprehensive Problem in Payroll Preparation	of 70% accuracy. Summer Quarter 2009: Swainsboro Campus: 2 of 2 students (100%) prepared a payroll register and the related journal entries with a minimum of 70% accuracy. Actual scores were 95, 90; average 93. Vidalia Campus: ACC 1102 was not offered; no results to report. Fall Quarter 2009: Swainsboro Campus: ACC 1102 was not offered; no results to report. Vidalia Campus: 6 of 7 (86%) prepared a payroll register and the related journal entries with a minimum of 70%	Because payroll preparation is another important area stressed by advisory committee members, instructors will seek additional payroll problems, perhaps a practice set to reinforce students' grasp of payroll.
			accuracy. Actual scores: 99, 98, 98, 97, 65, 50, 0; average score 72. <u>Winter Quarter 2010:</u> Swainsboro Campus: 13 of 14 students (93%) prepared a payroll register and the related journal entries with a minimum of 70% accuracy. Actual scores were: 100, 99, 98, 98, 98, 96, 94, 93, 85, 77, 77, 75, 63, 20; average score 84. Vidalia Campus: ACC 1102 was not offered; no results to report.	

Technology	and location of a circuit fault	Computer Trainer 3620		
Automotive	Students will identify the type	AUT 128	Students were very sucessful in learning OSHA requirements and applying that knowledge when placed in a simulated work environment. The 100% sucess rate for 24 students ws outstanding yet much desired.	next Fiscal Year plan.
Air Conditioning Fechnology	ACT students will (identify and demonstrate) appropriate use of Personal Protection Equipment as required by the Occupational Safety Health Administration (OSHA).	IFC 100 OSHA Case Study Scenraio Rubric	When students were placed in a simulated lab environment, 24 of 24 (100%) of students without being asked recognized the need to wear safety glasses and any other personal protecion equipment (PPE) as would be required in the industry by OSHA.	a result of these safety procedures no accidents occured in FY 2010. Since this goal/objective is so critical for this industry, it will be utilzied again in the
			On the same national exam there is a 60% failure rate on first attempt, while students in this course had a 100% sucess rate on their first attempt. This sucess also makes the students more likely to find employment in the HVAC field All student that take the Air Conditioning must pass and receive there licence to work with refrigerants (What is refrigerants about? This should tie to goal). This was accmplished in FY 2010 as all graudates attained their license.	•
Technology	knowledge of industrial	National Certification Exam: The EPA Section 608 Exam	grade on the national EPA test 608 Exam, on their first attempt, thus receivng their License to be able to work with a controlled substance.	with 100% success, this goal/objective is so crucial to sucess in the HVAC industry that it will be continued in FY 2011.
Vir Conditioning	ACT students will demonstrate	ACT 101	students were sucessful in meeting this goal. Students learned how to test for faults and what a properly working HVAC unit will react in a simulated yet realistic environment for which they will be able to replicate in the HVAC field. 10 of 10 (100%) of all students scored a passing	Since this goal/objective is so similar to the next one for the same class and was successfully met, it will not be carried over into the FY 2011 SPIRIT for ACT. Although the results were very positive
Air Conditioning Fechnology	ACT students will identify and repair the faulty component on an HVAC system.	ACT 109 HVAC System Rubric which includes a diagnostic check on the HVAC system to determine the actual problem, then remove and/or repair.	Each student was placed in a simulated lab environment and given the opportunity to first identify and then repair faulty component under instructor observation. 12 of 12 (100%) of	For FY 2010 all 12 students enrolled in ACT 109 - Troubleshooting AC Systems met this goal and objective and completed the course successfully.
	using meters and gauges.		OHM"s resestance on operating units, while recording their findings. As students worked they became more accustomed to their own meters and how they important they were as required instruments in the HVAC field. Students learned how to test for faults and what a properly working unit will react.	this goal and objective and completed the course successfully. While this goal/objective is important, due to the success rate, consideration will be given to replacing it with a new goal/objective for FY 2011.
Air Conditioning Fechnology	ACT students will perform troubleshooting techniques	ACT 109 Troubleshooting Worksheet	(100%)students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy. Vidalia Campus: 15 of 15 (100%)students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy. Students worked in lab on live equipment using meters to check voltage, amperage, and to check	For FY 2010 all students enrolled in AC 109 - Troubleshooting AC Systems, me
			Spring Quarter 2010: Swainsboro Campus: ACC 1104 was not offered; no results to report. Vidalia Campus: 7 of 7 (100%) students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy. Actual scores were: 95, 85, 95, 100, 90, 95, 100; average score: 94. Yearly analysis: Swainsboro Campus: 16 of 16	
			Winter Quarter 2010: Swainsboro Campus: 14 of 14 (100%) students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy. Actual scores were 90, 92, 95, 95, 96, 100, 100, 100, 100, 100, 100, 100, 100; average score: 97. Vidalia Campus: ACC 1104 was not offered; no results to report.	
			Vidalia Campus: 8 of 8 students (100%) students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy. Actual scores were 100, 85, 95, 95, 85, 100, 100, 95; average score 94. <u>Fall Quarter 2010</u> : Swainsboro Campus: ACC 1104 was not offered; no results to report. Vidalia Campus: ACC 1104 was not offered; no results to report.	Accounting.
locounting	ACC students will record accounting transactions utilizing computers.	ACC 1104 Performance examinations requiring the use of QuickBooks Pro accounting software.	Summer Quarter 2009: Swainsboro Campus: 2 of 2 (100%) students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy. Actual scores were 100, 100, 92, 95; average score 97.	Since this goal continues to be met, instructors will discontinue this goal for Spirit purposes. However, because QuickBooks continues to be one of the most popular commercially available accounting software, it will continue to be taught in ACC 1104 Computerized
			Yearly analysis: Swainsboro Campus: 15 of 16 (94%)students enrolled in ACC 1102 prepared a payroll register and the related journal entries with a minimum of 70% accuracy. Vidalia Campus: 6 of 7 (86%)students enrolled in ACC 1102 prepared a payroll register and the related journal entries with a minimum of 70% accuracy.	
			Swainsboro Campus: ACC 1102 was not offered; no results to report. Vidalia Campus: 5 of 5 students (100%) prepared a payroll register and the related journal entries with a minimum of 70% accuracy. Actual scores were: 96, 70, 84, 86 and 84; average score 84.	

Automotive	using a Digital Volt Ohm Meter Students will remove,	AUT 210		
Technology	disassemble, repair, and	Lab Evaluation Check off Sheet.		
	reinstall an automatic transmission without damage			
	to parts so the transmission			
	performs to manufacturer's specifications.			
Automotive	Students will repair	AUT 128		
Technology	computerized engine controls using a handheld engine	Lab check sheet outlining proper steps in procedure.		
	analyzer	•		
Business Administrative	Students will key letters and memos from straight and	BUS 1130Document Processing	Summer Quarter 2009	In order to increase the pass rate on the Module 4 Test, the instructor(s) wil
Technology	rough-draft copies.	Module 4 Performance Test	Vidalia Campus:	spend additional lecture time typing
			16 out of 16 (100%) scored 70% or better on the Chapter 4 Performance Test	letters and memos as a group for additional reinforcement.
		Swainsboro Campus: - 15 out of 16 (94%) scored 70% or better on the Chapter 4 Performance		
			Test	
			Fall Quarter 2009	
			Vidalia Campus:	
			14 out of 17 (82%) scored 70% or better on the	
			Chapter 4 Performance Test. The other three students scored between 60 and 69 percent.	
			Swainsboro Campus: 18 out of 18 (100%) scored 70% or better on the	
			Chapter 4 Performance Test.	
			Winter Quarter 2010	
			Vidalia Campus:	
			15 out of 17 (88%) scored 70% or better on the	
			Chapter 4 Performance Test. The other two students scored between 60 –70. (actually one of	F
			them made 68)	
			Swainsboro Campus:	
			6 out of 10 (60%) scored 70% or better on the Chapter 4 Performance Test	
			Spring Quarter 2010	
			Vidalia Campus: 15 out of 19 (79%) scored 70% or better on the	
			Chapter 4 Performance Test.	
			Swainsboro Campus:	
			6 out of 15 (40%) scored 70% or better on the	
			Chapter 4 Performance Test	
			(80% of the students keyed a letter and memo with 70% accuracy or higher on the Module 4	
			Performance Test. Students continue to make	
			careless mistakes in the creation of letters by leaving off the letter parts (date, salutation, etc.)	
			On the memos, they confuse the order of the headings and omit the memo parts (reference	
			initials, distribution lists, etc.) Some students do	
			not read their directions carefully to make sure the format it correct on the letters and memos.	
Business	The students will integrate	BUS 2210Applied Office Procedures	Summer Quarter 2009	Instructors will continue providing
Administrative Technology	features from various software applications to produce a	Exit Exam	Swainsboro Campus:	demonstrations/ lectures and assignments, but will also challenge
	professional-looking business		6 out of 6 (100%) scored 70% or better on the Exit Exam	students to use more advanced
	document.			application features.
			Spring Quarter 2010	
			Swainsboro Campus:	
			7 out of 7 (100%) scored 70% or better on the Exit Exam	
			Vidalia Campus: 3 out of 3 (100%) scored 70% or better on the	
			Exit Exam	
			The benchmark was met because BAT program	
			students complete many courses that require	
			them to use the Microsoft Applications such as Word, Excel, Access, and PowerPoint. Because	
			of the repetition and experience students get with the applications, they learn many integrated	
			features that allow them to produce professional	
Business	Students will use PowerPoint	BUS 2150Presentation Applications	business documents. Summer Quarter 2009	Online students need excellent time
Administrative	functions to create a	Chapter 1 Production Test		management and organizational skills
Technology	PowerPoint presentation.	shapter r Froduction rest	Vidalia Campus: 7 out of 7 (100%) scored 70% or better on the	so that they will complete assignments on time. Instructors will remind
			Chapter 1 Production Test	students to prioritize their time and review the lesson plan daily so that
			Swainsboro Campus:	they will not miss completing
			8 out of 8 (100%) scored 70% or better on the Chapter 1 Production Test	assignments or tests. Additionally, STO is looking into requiring the Readi
			Winter Quarter 2010	assessment for all students to determine if they have the skills and
				motivation to successfully complete
			Vidalia Campus: 20 out of 23 (87%) scored 70% or better on the	online classes before they register for them.
			Chapter 1 Production Test.	
			96% of the students scored 70% or better on the	
			Chapter 1 Production Test. 100% was not	
			achieved because 3 students in the online class	
			for Winter Quarter failed to take the test when it	

			grade of 0.	
Business	BAT students will create and	BUS 1240Office Procedures	Summer Quarter 2009	The instructor will remind and
Administrative Fechnology	maintain a professional growth plan.	Professional Growth Plan Rubric	Vidalia Campus: 9 out of 16 (56%) scored 70% or better on the Professional Growth Plan; 3 out of 16 (19%) did not turn in the plan at all, resulting in a grade of zero. Fall Quarter, 2009	encourage students to manage their time so that they can submit segment of the Professional Growth Plan at certain due dates during the quarter. This will reduce the amount of stress students experience when they wait until the last minute to begin a large project/assignment.
		Vidalia Campus: (Office Procedures)- 19 out of 26 (73%) scored 70% or better on the Professional Growth Plan; 3 out of 26 (12%) did not turn in the plan at all, resulting in a grade of zero.	Since the benchmark was met, the instructor(s) will continue providing	
		Swainsboro Campus: 9 out of 9 (100%) scored 70% or better on the Professional Growth Plan Winter Quarter, 2010		
			Vidalia Campus: 14 out of 22 (64%) scored 70% or better on the Professional Growth Plan	
			Spring Quarter, 2010 Vidalia Campus: 15 out of 20 (75%) scored 70% or better on the	
			Professional Growth Plan The percentages were lower because some students did not complete the assignment. Students are given an instruction sheet with all of the requirements to complete the Professional Growth Plan on the first day of class. If this class is taken online, this instruction sheet is available in ANGEL the entire quarter for the students. They have to submit the Professional Growth Plan in segments for the instructor to review and make sure they are on the right track by the due dates on the lesson plan. The completed plan is due at the end of the quarter. Therefore, if the students do not submit their work as assigned, they will fall too far behind and become overwhelmed in trying to submit a completed plan at the end of the quarter. The instructor(s) provides reminders each week on the lesson plan for the students to continue	;
			working on their Professional Growth Plan. 74% of the students created and maintained a professional growth plan with 70% accuracy.	
	functions to create a database. CLT students will be	BUS 1150Database Applications Project One production test CLT 112 clinical check off list for microbiology competency	Summer Quarter 2009Class not taught Fall Quarter 2009 Swainsboro Campus: 8 out of 9 (89%)students scored 70% or better on the Project 1 Production Test. Winter Quarter 2010 Vidalla Campus: 6 out of 10 (60%) students scored 70% or better on the Project 1 Production Test. Spring Quarter 2010 Swainsboro Campus 8 out of 8 (100%)students scored 70% or better on the Project 1 Production Test. Students tend to make careless mistakes when creating a database such as misspelled words or not creating the correct type of fields. The instructor(s) stress to the students the importance of proofreading the data just like a word processing document. It is very important for students to create an accurate database because it will affect the other capabilities and functions that can be performed as a result of an accurate database. The benchmark was met since 83% of the students did create a database with 70% accuracy or better.	Instructors will also provide more demonstrations in class on how important reports can be incorrect based on typing errors. Additional projects can be assigned for students to complete, as needed, to improve specific areas of weaknesses (such as not assigning the correct fie type). The instructor will continue providing demonstrations/lectures along with chapter assignments to continue reinforcing the student's skills.
Technology	competent the microbiology skill of identifying bacteria on a plate with 90% or greater accuracy.	microbiology competency	accuracy. One student did not achieve the benchmark with only 89% accuracy on the organism identification. 86% of students preformed the procedure competently. The one student that failed demonstrate competency after multiple attempts and remediation by clinical preceptors.	performance in the clinical laboratory have been implemented to identify areas of weakness . Since the implementation of the ear evaluations there were no identified areas of weakness. However, once areas of weakness are identified the instructor will begin remediation.
	CLT 106 students will demonstrate the blood banking procedure of type, screen and cross match with 100% accuracy	Blood Bank Final Part I (Psychomotor)	5 of 5 students demonstrated 100% accuracy on the type, screen and cross match blood procedure on the Blood Bank Final Part I (Psychomotor 100% of the CLT students preformed the type, screen and cross match blood procedure	continue to utilize the lab time for hands on blood bank experience and
Technology Clinical Laboratory Technology	demonstrate the blood banking procedure of type, screen and cross match with 100% accuracy	CLT 113 chemistry competency check	5 of 5 students demonstrated 100% accuracy on the type, screen and cross match blood procedure on the Blood Bank Final Part I (Psychomotor 100% of the CLT students preformed the type, screen and cross match blood procedure competently	continue to utilize the lab time for

	or greater accuracy.		100% of the CLT students preformed the procedure competently	to ensure accurate demonstrate of this critical skill.
Commercial Truck Driving	CTD students will perform a 107 part pre-trip inspection.	CTD 103 Department of Driver Services (DDS)107 part Pre-Trip Inspection Checklist	YTD - Note: There are 4 different pre-trips. All pretrips include coupling system and airbrake test. Full pre-trip - complete tractor/trailer) (107 part	we will continue to have all students do all 4 pre-trips
			inspection) 9 students scored Full Pretrip with score of A 9 students received an A Pretrip (Engine compartment) with a Grade of A 9 students received a B Pretrip (Cab & Drives on Tractor) with a grade of A	
			10 students received a C Pretrip (Trailer)with a grade of A by having all students practice all 4 pre-trips	
Commercial Truck	CTD students will perform a	CTD 103	they are prepared for their test for DDS For the fiscal year 2010, 47 tested and 47	Instructors will continue to work closly
Driving		Department of Driver Services (DDS) Basic Control Checklists	performed straight line backinng manuever with no errors. This is a critical skill for driving tractor-trailers.	with students, often one on one, to perform this and all other critical skills.
			All students must be able to preform straight line backs to safely operate a truckas all manuevers starting with the straight line backs.	
Commercial Truck Driving	CTD students will demonstrate the safe operation of a tractor-	CTD 103 Department of Driver Services (DDS)	Daily checksheets - improvements shown by 100% of the students in safe operation of a	Will continue using the detailed DDS checklist to ensure students can drive
	during the over-the-road driving portion of their coursework.	Daily Driving Checklist -Double clutch all shifts up and down through the gears Includes:	tractor-trailer as listed on detailed DDS Daily Driving Checklist The daily check sheets allow instructors to	tractor-trailers over the road in a safe manner.
		Pushing the clutch in; shfiting to	monitor the skills of each student to see what areas that they may be weak in and help them work on these items.	
Computer Information	Internet Specialist - Web Site Design students will be able to	CIS 2331 comprehensive final exam.	The CIS department had 4 students take the CIS 2231 comprehensive final exam and all four	Since results indicate that students struggled with networking specific
Systems	develop web sites using various web technologies that include Dreamweaver, MS Expressions, Flash, Photoshop		passed. Three CIS students took the CIW exam and two of the students passed. Spring 2010 Vidalia	questions, the instructors will start reviewing the networking technologies with students before they take the CIW exam. Additionally, the CIS department
	and XHTML. They will follow design methodologies that		Students who did not pass the CIW exam struggled with Networking questions related to	will continue the use of demonstrations and hands-on practices in the CIS 2231
	include information architecture concepts, Web project Management, and scenario development.		Web/Internet technologies. These areas are not covered in the CIS 2231 class, but they are covered in one of the prerequisite classes.	class. Student's will hone their skills by programming and developing web sites and working with Photoshop and Flash packages.
Computer Information Systems	Networking Specialist students will analyze different types of Network Media and Topologies.	CIS 1140 CompTIA Network+ Exam: Subpart - Network Media and Topologies.	Three students took the Net+ exam after the CIS 1140 class. All three passed. Winter 2010 Swainsboro.	The CIS department will use the instructor led hands-on labs and the LabSims to help students learn how to install, troubleshoot, and maintain a
			The CIS Vidalia campus department did not have any students take the Net+ during Winter or Spring 2010.	
			The students are proficient with network media and topologies. They can identify different types of cables and troubleshoot the network for any problems. They know each layer of the OSI	
			model. They are able to identify and install NIC cards.	
Computer Information Systems	Computer Support Specialist students will accurately troubleshoot computer problems.	CIS 286+ CompTIA A+ Exam: Subpart - Troubleshooting.	The CIS department had 3 students take the A+(Essential and Technician) exams after the CIS 286 class. All three passed. Winter 2010 Swainsboro.	More time will be spent on the OSI model, Network terminology, different network models, network protocols, network topologies, network types, and
			The CIS department had 3 students take the A+ Technician portion of the exam after the CIS 122 class. Two students passed. Winter 2010 Vidalia	cabling.
			The CIS department had 3 students take the A+ Essential portion of the exam after the CIS 103 class. All three passed. Spring 2010 Vidalia	
			The students are able to proficiently troubleshoot a computer problem; however, two students said that they had more networking on the second part of the A+ exam than they expected. Additional instruction is needed on	
Cosmetology	COS students will perform a figure 6 thermal curling technique.	COS 116 National Interstate Council Cosmetology Practical Examination Evaluation Criteria for Thermal Curling (Rubric)	networking. Swainsboro Campus had 15 of 15 students perform the figure 6 thermal curling technique with proficiency and Vidalia campus had 22 of 22 students perform the figure 6 thermal curling technique with proficiency.	Since this is a crucial part of state board examinations, this SLO will continue to be measured in Spirit.
			Thirty seven students (100%) are better prepared for the licensure exam by participating in the thermal iron techniques.	
Cosmetology	COS students will correctly perform chemical hair relaxing.	COS 116 National Interstate Council Cosmetology Practical Examination Evaluation Criteria for Chemical Relaxing (Rubric)	22 of 22 (100%) Vidalia campus students and 15 of 15 (100%) Swainsboro campus students are correctly performing the chemical hair relaxing and retouch portion of the examination.	Instructors will continue to use this criteria to help ensure student success with the exit exam as well as the course and state board exam requirement.
			Students are using the training they receive to successfully complete the requirements for this portion of lab grades, the practical exit exam, and the actual state board exam.	
Cosmetology	COS students will properly sanitize and disinfect implements.	COS 116 National Interstate Council Cosmetology Practical Examination Evaluation Criteria for Set Up and Client Protection (Rubric)	22 of 22 (100%) students passed the sanitation portion of the practical criteria from the Vidalia campus. 15 of 15 (100%) students successfully completed sanitation requirements per the NIC standards on the Swainsboro campus.	Instructors will continue to address this all important criteria in the lab area for later use during the state board exam and in the workplace.
			Students are consistently passing this portion of the state board exam both in the college lab area and during the actual state board exam.	
Cosmetology	COS students will perform basic & corrective facial	COS 116 National Interstate Council	Swainsboro campus had 15 of 15 students perform the facial at standards for the National	Instructors are considering replacing this objective in 2011 since students
	techniques employing	Cosmetology Practical Examination	Interstate Council Cosmetology Practical	have shown remarkable success with

	appropriate massage manipulation, correct supplies for the condition of the skin, and application and removal of products following NIC	Evaluation Criteria for Facials Rubric)	Examination. Vidalia campus had 22 out of 22 students to perform the facial procedures successfully. 37 students (100%) passed the facial portion of	basic and corrective facial techniques in this course and on the actual state board exam.
	guidelines.		the exercise. COS students scored an average of 15.52 points of a possible 16 during the actual state board	
Criminal Justice	CRJ students will define and contrast the concepts of probation and parole.	CRJ-103 Corrections Comprehensive Final	exam: facial massage section. o Summer quarter 2009 Vidalia Campus: 15 out of 16 (94%) scored 70% or better on the parole/probation section of the comprehensive final. Swainsboro Campus: 7 out of 7 (100%) scored 70% or better on the parole/probation section of the comprehensive	Instructors will work together to develop an assessment to better asses probation and parole. The assessment will be used by all CRJ instructors.
			parole/probation section of the comprehensive final. o Fall quarter 2009 *No data to report for either campus. Course was not offered.	
			o Winter quarter 2010 Vidalia Campus: 13 out of 13 (100%) scored 70% or better on the parole/probation section of the comprehensive final.	
			Swainsboro Campus: 5 out of 22 (68%) scored 70% or better on the parole/probation section of the comprehensive final.	
			Spring Quarter: CRJ 103 not offered Spring quarter on either campus	
			Summary: 15 out of 22 scored 70% or better on exam 8 out of 22 were high school students 4 out of 7 who failed the exam were high school students 3 out of 7 who failed the exam were traditional students	
			Overall Average - 82 High School Students Average - 78 Traditional Students Average - 84	
			Upon review of the results it was determined that the lowest percentage was high school and tradtional students enrolled in CRJ 103 online.	
			Actual results show high school students with the lowest average score may be indicative of the immaturity level of the younger students.	
			Further study may be needed to see if the course needs to be offered to high school students in the future.	2
			After faculty discussion about the comprehensive final, a better assessment tool may be needed for probation and parole.	
Criminal Justice	Criminal Justice students will describe/define Fourth Amendment issues regarding unreasonable search and seizure.	CRJ-105 Criminal Procedure: Search and Seizure Assignment	o Summer quarter 2009 *No data to report for either campus. Course was not offered. o Fall quarter 2009	In an effort to improve, a search warrant assessed with a rubric has been developed by CRJ faculty and will be implemented in Summer 2010 (FY 2011).
			Vidalia Campus: 9 out of 9 (100%) scored 70% or better on the search/seizure assignment. Swainsboro Campus: 4 out of 5 (80%) scored 70% or better on the	
			search/seizure assignment. o Winter quarter 2010 *No data to report for either campus. Course was not offered.	
			Spring Quarter: Vidalia Campus - 5 out of 5 student (100%) scored 70% or better on the search and Seizure Assignment.	
			Swainsboro Campus - 11 out of 12 students (92%) scored 70% or better on the Search and Seizure Assignment.	
		results, the faculty discovered that the assessment adequately covered the search a seizure materials but the questions on the assessments varied between the instructors. Therefore, it was determined that a written search warrant would be a better assessmen	assessment adequately covered the search and seizure materials but the questions on the assessments varied between the instructors.	
Dental Hygiene	The dental hygiene student will correctly identify the tooth number or tooth structure.	DHY 100 Dental Anatomy Laboratory Skills Proficiency Check	92% of the DHY 100 students could correctly identify with 80% proficiency the tooth number or tooth structure during the tooth classification and identification laboratory skills competency. The average grade was 94 and the range was 78-100. After the remediation was completed, the student that scored 78 attempted another tooth classification and identification laboratory skills competency. The student passed the	Last year, 0% of the DHY 100 students could correctly identify the tooth number or structure during the first attempt. After this unsatisfactory performance, the program director suggested to the instructor an alternate method to utilize in order to instruct the students. After incorporation of this new teaching technique, scores during
			second attempt with a score of 95.	the first attempt have increased 92%.In addition, students were requested to

			All DHY 100 students can correctly identify the	purchase a set of plastic teeth in wax in order to enhance their visualization of
			tooth number or structure at the 80% proficiency level within the three attempts offered.	the tooth structures. This visual aid was
			Therefore, the students are deemed competent in this area of instruction.	very beneficial in aiding in the mastery of tooth structures. Therefore, instruction has been enhanced to not only benefit the students but also the
Dental Hygiene	Given a rubric grading scale	DHY 105 Instrumentation Practicum I	100% of the DHY 105 students could utilize	instructors. All students passed Instrumentaiton
	and specified time limit, Dental hygiene students will be able to utilize proper instrumentation techniques.	Rubric and DHY 111 Instrumentation Practicum II Rubric	proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II.	competent with entry level skills to begin safely practicing dental hygiene care on live patients. These students were allowed to begin live patient care in the dental hygiene clinic at the end o Winter quarter 2010. Students will now
			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.	be given an Instrumentation Maintenance Proficiency each quarter to verify that the student is not only maintaining instrumentation skills but also increasing in instrumentation skills proficiency in preparation for entry into the profession's workforce. Since Instrumentation Practicum I and II were graded by two instructors blindfold, this allowed for the instructors to see areas in which they were not calibrated in reference to instrumentation skills.
				Since one instructor noted discrepancies that another instructor did not note, the students were given a list of the discrepancies as reassurance that the noted deficiencies could be addressed. Not only did this blindfold grading assist with instructor calibration, it also provided the students with very thorough analysis of their skill levels.
Dental Hygiene	Given a simulated patient and scenario, the Dental Hygiene students will correctly follow medical emergency protocol during patient care in the	DHY 106 Medical Emergency Skills Check Off Sheet	After self assessment and peer assessment,nine students completed the medical emergency skills check off with 100% competency level on the first attempt.	The results from the Medical Emergency Skills Check- offs are used to ensure that students are equipped with first aic skills and basic life support skills in the event of a medical emergency in the
	dental hygiene live work clinic.		Since 100% of the DHY 106 students could follow medical emergency protocol at the expected proficiency level during the mock patient scenario, the students were deemed prepared to assist faculty in the event of a medical emergency in the live work clinic. This mock scenario allowed the students to go	live work clinic. This protects the safety and welfare of the clients in the live work clinic.Medical Emergency Skills Check offs allow the students the opportunity to practice mock medical emergency scenarios in the clinical setting. With repetition and practice,
			through the expected sequence of care as if they were the only providers for the mock patient. Since the DHY 106 medical emergency skills check-off, students are randomly given mock medical emergency drills each quarter in which the patient is not a manikin but a live actor. The program director assigns team	to improve as the students progress through the program. This preparation will enable the students to respond effectively in the event a medical emergency situation occurs in the live work clinic. Futhermore, these mock
			member duties to the students and they are expected to respond appropriately according to the medical emergency protocol for the live work clinic. The live mock drills are additional learning experiences that confirm that the students are familiar with the sequence of care during medical emergency situations that could occur in the dental setting.	scenarios will equip the students with skills necessary to enter the dental hygiene workforce.
Early Childhood Care and Education	ECE students will develop an extensive and usable portfolio	ECE 2240 Early Learning Portfolio Rubric	100% of the students on the Vidalia campus scored 90 or better and 95% of the students on the Swainsboro campus scored 90 or better. 5% on the Swainsboro Campus scored 80 or better.	The instructors will review the requirements for the portfolio more carefully with students. Additionally, instructors will remind students in every ECCE class to keep all work they
			The students scoring in the 80 percentile indicated that they did not realize they should keep past projects, photos, or papers needed in the portfolio.	complete for future use in the portfolio. To ensure that the portfolio is not missing artifacts such as projects, photos, or papers, the instructors will examine the portfolio prior to the end of the quarter. In addition, students in the ECCE 2240 course are showcased to the other ECCE students. They are asked to explain the benefits of completing their portfolio and the program. The students who were falling below the benchmark will be given additional information on expectations in order to effectively complete the course.
Early Childhood Care and Education	ECE students will coordinate and conduct parent-teacher conferences.	ECE 2020 Parent Involvement Rubric	100% of the students on both the Vidalia and Swainsboro campuses scored a minimum of 70% on the rubric in parent involvement portion of the class. (WHAT WERE THE SCORES?)	The ECCE faculty reviewed the rubric to determine if any areas needed improving. The Parent Conference rubric was revised to provide students with a clearer understanding of the
		ECE 2010	Because of the increased emphasis instructors place on parent/teacher conferences, all students achieved the goal.	expectations. This goal will not be carried over to FY 2011 since the students have achieved this goal for two years.
Early Childhood Care and Education	ECE students will compile the disabilities based resource file.		85% of the Vidalia campus students completed and achieved a minimum of 70% or more on the resource file. 100% of the Swainsboro campus students completed and achieved a minimum of 70% or more on the resource file. 15% of the Vidalia students did not turn their resource file in at the end of the quarter due to poor work ethics. Students gave no reason to why they did not turn in their resource file. Had a valid excuse been given, the instructor would have had the opportunity to determine if	Because there is a lot of required material for the resource file (community resources, articles, books, pamphlets, etc) instructors may implement Peer Mentoring as an extra step to assist students with this very important assignment.
			students could turn the file in late.	

			more on the resource file.	
Electrical Systems	Students will construct a residential wiring project	ELT 121 - Residential Wiring diagram and written test based on the National	94%, 32 out of 34, of the students enrolled in the course passed Residential Wiring project.	Instructor(s) will continue to facilitate student suceess in completing projects
	according to National	Electric Code. Students must pass with	h	which simulate the real work
	Electrical Code.	a 70 or higher on the test to pass the course.	The students who passed the Residential Wiring project were well prepared for the exam because	environment enabling them to become
			of the repetition of training throughout the	program.
			residential wiring course. The 2 students that did not take the exam had	Any students that are struggle in completing the project will be afforded
			been withdrawn from the course before the test	extra tutoring and time to practice
			date due to exceeding the attendance policy. Therefore 32 of 32 students (100%)completing	outside of scheduled class time. This goal objective will be utilized agair
			the course were successful	next year, though may be reworded to
				state students completing ELT 121 will
Electrical Systems	Students will construct a	ELT 109 - Commercial Wiring Project	86%, 37 out 43, of the students enrolled in the	be successful. Instructors will continue to work
	commercial wiring project	and written test test based on the	course completed the project	closely with students to maximize their
	according to National Electrical Code.	National Electric Code. The student will need to pass with a 70 or higher	The students who passed the Commercial Wiring	success in completing projects which will better prepare them to be
		on the test to pass the course.	project were well prepared for the exam because	successful in the workforce.
			of the repetition of training in commercial wiring course.	encouraged to take the class again and
			The 5 students that did not take the exam had	be offered additional tutoring to better
			been withdrawn from the course prior to the test date due to excessive absences. Therefore 37 of	
			37 students (100%)completing the course were	attendance is of concern.
			successful	Attrition is a concern for all courses, however perhaps more so for classes
				with key projects.
				Instructors will monitor students who have attendance issues to identify if
				difficulty of the course may be a
Electrical System	Students will build meter	ELT 118 - Motor Control Lab and	76% 22 of 42 of the students smalled in the 51 T	contributing factor.
Lieutical Systems	Students will build motor control circuits.	written test based on the National	118 class successful completed a wiring project	Instructors will continue to help students to be successful in completing
		Electric Code. The student will need to		projects where they can become better workers.
		pass with a 70 or higher on the test to pass the course.	Wiring Project were well prepared for the exam	Students who do not pass will be
			because of the repetition of training in the Motor	encouraged to take the class again and
			and Motor control courses. The 10 students that did not take the exam had	be offered additional tutoring to better prepare them for the exam.
			been withdrawn from the course prior to the test	the 10 students(24%)dropped for
			date due to exceeding the attendance policy.	attendance is a significant retention issue.
				Instructor(s) will monitor students who
				have attendance issue and counsel them to determine if they are missing
				for other reasons other than because of
Electronics	Students will possess the	CAPSTONE Exams	For FY2010, 85.7% (6/7) of students successfully	difficulty or course. Stricter time limits will be imposed on
Technology	skills necessary to advance	ISCET Certification Exams:	completed their respective ESA exams with a	the completion and submission of pre-
	beyond entry level	ESA-1 (DC Circuits) ESA-2 (ac Circuits)	grade of >=75%. In FY2011, the first class of	test assignments to promote proper
	employment in the electronics field.	ESA-2 (ac Circuits) ESA-3 (Solid State Circuits)	students will become eligible to complete all four exams to receive their Associate CET	review of the materials before testing.
		ESA-4 (Digital Circuits)	licenses.	
			The student that failed to score >=75% on their	
			ESA exam also failed to score >=70% and hence	
			failed the respective CAPSTONE course. A review of this student's performance during the	
			course revealed a pattern of turning in pre-test	
			assignments later than the students who succeeded.	
Electronics	Students will possess the	CAPSTONE Exams	For FY2010, 85.7% (6/7) of students successfully	More emphasis will by placed upon
Technology	skills necessary for entry level		completed their respective ESA exams with a	Theory and Test Equipment areas of the Electronics courses for FY2011.
	employment in the electronics field.	ESA-1 (DC Circuits) ESA-2 (ac Circuits)	grade of >=70% and their test grade was averaged into their final grade with a weight of	Electronics courses for F12011.
		ESA-3 (Solid State Circuits)	35%.	
		ESA-4 (Digital Circuits)	The student who did not complete the exam with a >=70% score failed the DC II CAPSTONE	
			course and is re-taking this course in FY2011.	
			The test results are broken down in to 5 Areas of Study. The two overall poorest student	
			The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test	
Electronics	Students will possess the		The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with	In FY2011, we will continue the
Electronics Technology	skills necessary to properly	of electronic circuits using LabVolt	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment.	In FY2011, we will continue the requirement of 100% completion of labs
			The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score
	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with,	of electronic circuits using LabVolt	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by each lab group to achieve the 100% test score	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of attempts per lab group to achieve the
	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits	of electronic circuits using LabVolt	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of
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Technology Fish and Wildlife Management Management Forest Technology	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits and systems. FGM students will prescribe appropriate treatment/s for an assigned fish pond. FGM students will prescribe, establish, and maintain wildlife food plot. Forestry students will prepare a harvesting plan.	of electronic circuits using LabVolt test equipment and testing systems. FGM 112 Fish Pond Rubric FGM 108 Food Plot Rubric FOR 147 Forest Management Assessment Rubric Harvesting Subpart.	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by each lab group to achieve the 100% test score was xx attempts. Student Scores: 97.2, 77.1, 77.2, 98, 87.5, 79.1. Six out of six (100%) students passed with a score of 70 or better. Small class size allowed for quality instructor/student interaction. 100% of students (10 of 10) attempting the Food Plot Rubric were successful with a minimum of 70% accuracy. Small class size allowed for quality instructor/student interaction. Benchmark was met. Students were adequately prepared for the assessment. 6 of 6 (100%) scored 70 or higher 100% completions of assignment	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of attempts per lab group to achieve the 100% test score will be tracked and compared to previous year averages to gauge improvement on the quality of instruction and student learning. Close the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc. Work with students to improve accuracy by closing the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc.
Technology Fish and Wildlife Management Fish and Wildlife Management	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits and systems. FGM students will prescribe appropriate treatment/s for an assigned fish pond. FGM students will prescribe, establish, and maintain wildlife food plot. Forestry students will prepare a harvesting plan. Forestry students will	of electronic circuits using LabVolt test equipment and testing systems. FGM 112 Fish Pond Rubric FGM 108 Food Plot Rubric FOR 147 Forest Management Assessment Rubric Harvesting Subpart. FOR 147 Forest Management Assessment Rubric Number of Trees	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by each lab group to achieve the 100% test score was xx attempts. Student Scores: 97.2, 77.1, 77.2, 98, 87.5, 79.1. Six out of six (100%) students passed with a score of 70 or better. Small class size allowed for quality instructor/student interaction. 100% of students (10 of 10) attempting the Food Plot Rubric were successful with a minimum of 70% accuracy. Small class size allowed for quality instructor/student interaction. Benchmark was met. Students were adequately prepared for the assessment. 6 of 6 (100%) scored 70 or higher 100% completions of assignment 6 of 6 (100%) scored a 70 or higher	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of attempts per lab group to achieve the 100% test score will be tracked and compared to previous year averages to gauge improvement on the quality of instruction and student learning. Close the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc. Work with students to improve accuracy by closing the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc.
Technology Fish and Wildlife Management Fish and Wildlife Management	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits and systems. FGM students will prescribe appropriate treatment/s for an assigned fish pond. FGM students will prescribe, establish, and maintain wildlife food plot. Forestry students will prepare a harvesting plan. Forestry students will	of electronic circuits using LabVolt test equipment and testing systems. FGM 112 Fish Pond Rubric FGM 108 Food Plot Rubric FOR 147 Forest Management Assessment Rubric Harvesting Subpart. FOR 147 Forest Management	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by each lab group to achieve the 100% test score was xx attempts. Student Scores: 97.2, 77.1, 77.2, 98, 87.5, 79.1. Six out of six (100%) students passed with a score of 70 or better. Small class size allowed for quality instructor/student interaction. 100% of students (10 of 10) attempting the Food Plot Rubric were successful with a minimum of 70% accuracy. Small class size allowed for quality instructor/student interaction. Benchmark was met. Students were adequately prepared for the assessment. 6 of 6 (100%) scored 70 or higher 100% completions of assignment 6 of 6 (100%) scored a 70 or higher 100% completion of assignment to calculate	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of attempts per lab group to achieve the 100% test score will be tracked and compared to previous year averages to gauge improvement on the quality of instruction and student learning. Close the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc. Work with students to improve accuracy by closing the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc. Continue to demand high achievement for harvest planning similated by project Continue to demand applied math in all
Technology Fish and Wildlife Management Fish and Wildlife Management Forest Technology	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits and systems. FGM students will prescribe appropriate treatment/s for an assigned fish pond. FGM students will prescribe, establish, and maintain wildlife food plot. Forestry students will prepare a harvesting plan. Forestry students will calculate the number of trees per acre.	of electronic circuits using LabVolt test equipment and testing systems. FGM 112 Fish Pond Rubric FGM 108 Food Plot Rubric FOR 147 Forest Management Assessment Rubric Harvesting Subpart. FOR 147 Forest Management Assessment Rubric Number of Trees	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by each lab group to achieve the 100% test score was xx attempts. Student Scores: 97.2, 77.1, 77.2, 98, 87.5, 79.1. Six out of six (100%) students passed with a score of 70 or better. Small class size allowed for quality instructor/student interaction. 100% of students (10 of 10) attempting the Food Plot Rubric were successful with a minimum of 70% accuracy. Small class size allowed for quality instructor/student interaction. Benchmark was met. Students were adequately prepared for the assessment. 6 of 6 (100%) scored 70 or higher 100% completions of assignment 6 of 6 (100%) scored a 70 or higher	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of attempts per lab group to achieve the 100% test score will be tracked and compared to previous year averages to gauge improvement on the quality of instruction and student learning. Close the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc. Work with students to improve accuracy by closing the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc.
Technology Fish and Wildlife Management Fish and Wildlife Management Forest Technology	skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits and systems. FGM students will prescribe appropriate treatment/s for an assigned fish pond. FGM students will prescribe, establish, and maintain wildlife food plot. Forestry students will prepare a harvesting plan. Forestry students will calculate the number of trees per acre. Forestry students will	of electronic circuits using LabVolt test equipment and testing systems. FGM 112 Fish Pond Rubric FGM 108 Food Plot Rubric FGM 108 Food Plot Rubric Subpart. FOR 147 Forest Management Assessment Rubric Harvesting Subpart. FOR 147 Forest Management Assessment Rubric Number of Trees Per Acre Subpart.	The test results are broken down in to 5 Areas of Study. The two overall poorest student performance areas were Theory and Test Equipment. All students completed their respective labs with 100% scores on the lab tests. In FY2010, the average number of tests taken by each lab group to achieve the 100% test score was xx attempts. Student Scores: 97.2, 77.1, 77.2, 98, 87.5, 79.1. Six out of six (100%) students passed with a score of 70 or better. Small class size allowed for quality instructor/student interaction. 100% of students (10 of 10) attempting the Food Plot Rubric were successful with a minimum of 70% accuracy. Small class size allowed for quality instructor/student interaction. Benchmark was met. Students were adequately prepared for the assessment. 6 of 6 (100%) scored 70 or higher 100% completions of assignment 6 of 6 (100%) scored a 70 or higher 100% completion of assignment to calculate trees per acre	In FY2011, we will continue the requirement of 100% completion of labs along with the 100% lab test score requirement. The average number of attempts per lab group to achieve the 100% test score will be tracked and compared to previous year averages to gauge improvement on the quality of instruction and student learning. Close the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubirc. Work with students to improve accuracy by closing the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubric.

				required. We will advance to digital ma construction using GPS and ArcGIS
General Education & Learning	Students will develop a formal	(Can we say Degree Level English	(Do the results come from all four classes	Instructors will continue to model
Support: English	research essay.	classes?)(Yes) ENG 1101, 1102, 2130, or 1105. Research paper rubric.	mentioned in the assessment method? Or, can we say Degree Level English Classes)(Degree- level) Yearly Analysis: An average of 16% of the students in this course needed further instruction in research and documentation. In Summer Quarter of 2009, 87% of students scored an average of 70 or above on research-based essays, but 13% of students fell below the 70 average. In Fail Quarter of 2009, 84% of students	internet resources. Tutoring will be encouraged. In addition, sample studer
		scored an average of 70 or above on research- based essays, but 16% of students fell below the 70 average. In Winter Quarter of 2010, 84 % students scored an average of 70 or above on	to use as a model. Instructors will	
			Overall, an average of 16% of the students in this course needed further instruction in research and documentation.	
& Learning	Students will produce a logically organized, grammatically acceptable written paragraph.	ENG 1010 Compare/Contrast Paragraph rubric	Yearly Analysis: An average of 19% of students need further instruction in this area In Summer Quarter of 2009, 87% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 13% scored below 70. In	
			Fall Quarter of 2009, 81% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 19% scored below 70. In Winter Quarter of 2010, 74% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 26% scored below 70. In Spring Quarter of 2010, 81% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 19% scored below 70.	tool for students to use as they practic the writing process. Instructors will also provide directly-supervised instruction before assigning independent writing. Tutoring will be strongly encouraged.
			These results indicate that overall, an average of 19% of students need further instruction in this area per quarter.	
General Education & Learning Support: Mathematics	Students will convert among and between measurement systems.	MAT 1012 - Measurement and Conversion Exam	201001 - 201004: 223 of 347 = 64% The data suggests that students struggle with the measurement and conversion exam material.	The instructors will incorporate the planned strategies, but will emphasize the use of the Study Plan and Homework available with the textbook assessment software, MATHXL.
				MATHXL was added this year, and can serve as a valuable tool students can use at home at their own convenience The textbook will also be packaged with instructional DVD's beginning summer quarter 2010 which may serve as a way to reach those students not willing to use our tutoring services.
General Education & Learning	Students will factor polynomials.	MAT 1013 - Factoring Polynomials Exam	201001-201004: 25 of 35 = 71%	Instructors will implement the strategies in place, but will also
Mathematics	polynomials.	LAGIT	The data suggests that factoring polynomials is a difficult concept for students.Factoring Polynomials is a high-level algebraic skill that is needed to learn more advanced algebraic topics. Thus, it is not surprising students may struggle with this concept.	emphasize the online textbook resources such as the MATHXL Study Plan, the instructional DVD's, and the textbook website. MATHXL was added this year, and can serve as a valuable tool students can use at home at their own convenience.
General Education & Learning	Students will solve and graph linear systems.	MAT 1111 - Linear Systems Exam	201001 - 201004: 53 of 84 = 63%	Instructors will implement the strategies in place, and may need to
Support: Mathematics			The data suggests that solving and graphing systems is a difficult concept for students.	adjust the lesson plan to allow more time for this concept. Instructors will also emphasize the textbook resources such as the MATHXL Study Plan, the power points, the Prentice Hall tutor center, and the textbook tutorial website. All of these resources can be accessed at the student's convenience at home. Students are becoming more aware of the high quality of these resources and instructors will encourage their use to a greater degree.
General Education & Learning Support: Mathematics	Students will simplify/solve radical expressions/equations.	MAT 099 - Simplifying Radicals and Solving Radical Equations Exam	201001 - 201004:39 of 55 = 71% The data suggests that radicals are a difficult concept for students and improvement strategies need to be implemented.	Intructors will implement the strategie dicussed, and will emphasize student use of the textbook tutorial resources such as mathxl, instructional DVD's, and the textbook website.
			gio noo o unpenentea.	MAT 099 is a fast paced course. Instructors often start at the beginning of the text, but the state standards suggest beginning at factoring. Instructors are hesitant about skipping the pre-requisite material, but are finding the course may have too much material. We will 'test' the strategy of starting at factoring to see if teaching less material, by not adding the non- required pre-requisite concepts, will help slow down the pace of the course giving the students more time to learn the required concepts.
General Education & Learning Support: Mathematics	Students will solve problems involving fractions without a calculator.	MAT 097 - Fractions Exam	201001-201004: 32 of 47 = 68% The data suggests that operations with fractions, without a calculator, is a difficult concept for students. Students enter MAT 097 after years of calculator usage or after years of	MAT 097 is the first level of learning support math for students, and they are often new students. Thus, instructors must make a greater effort to stress th tutorial resources available to them such as campus tutors, online
			not working with fractions. Thus, the instructors are aware that fractions are especially difficult for students.	resources, PASSKEY, etc. In addition, instructors may need to encourage and communicate the use of office hours more effectively to new students.

Psychology	the genogram project.	Genogram Rubric	multi-generational representation of familial. Fall quarter,86/93= 94% Summer quarter, 68/72- 94% Winter quarter, 83/97= 82% Spring quarter, 66/73= 91%	
			The data reflects the students have a clear understanding of researching genetics as it relates to behavior. The project will not continue ongoing. A research paper will be incorporated ongoing to enhance the students learning through genetics of psychological disorders.	
General Education: Psychology	Students will analyze personality traits in a scenario to have a better understanding of a wide range of personalities in the job market.	PSY 1101 Analysis Project Rubric	For 2010, 89.25% of PSY 1101 students passed the personality project. Fall 34/37= 93% Winter 22/25- 89% Summer 33/36= 85% Spring 16/24= 90% After reviewing the data, the students have an overall understanding of identifying personality traits to assist students to relate in society and	Instructors will not continue the studen learning for FY 2011. A research paper will be replaced to identify personality disorders.
General Education: Psychology	Students will successfully pass the interview with an 80% to prepare them for the job market.	EMP 1000 Interview Conducted/ Evaluation Rubric	in the workplace. FY 2010, 91.9% = 92% of the EMP 1000 students passed the interview to prepare them for the job market. Spring, 87/94= 96.6% Winter, 104/124= 86.5% Fall, 93/98= 95% Summer 48/58- 90% After reviewing the data, the students reflect	
General Education: Psychology	80% of students enrolled in EMP 1000 will successfully pass the Employability Package Project.	Employability Package Project Rubric.	FY 2010, 92.5% of the students reneated and successfully passed the Employability Package. Spring Data: 82/94= 94% Winter Data: 117/124= 92% Summer Data: 65/68= 92.5% Fall Data: 96/101= 94% The Psychology instructors exceeded the benchmark for FY 2010. The benchmark was 80%.Instructors will strive for improvements to increase the success rate of the EMP Package to better prepare students for the job market.	The instructor will allow 1 day of class time during the quarter for students to work on their projects with the instructor present to assist with any questions. A guest speaker(internal or external) will come and discuss the proper techniques to assist with the Employability Package.
General Education: Psychology		EMP 1000: Cumulative final exam PSY 1010: Cumulative final exam PSY 1101: Cumulative final exam	FY 2010, 93% of the EMP 1000 students passed the cumulative final exam. Spring 87/94= 97% Winter 121/124= 98% Summer 66/68= 95% Fall 91/111 82% 90.6% of the PSY 1010 students passed the cumulative final exam. Spring, 60/73= 93.5% Winter, 90/96= 93% Fall, 80 /93 =87% Summer, 63/69= 89% 92.7% of the PSY 1101 students passed the cumulative final exam. 73/78 FY data The 2010 data collected analyzes the students had a clear understanding of the class.	Instructors will give pop quizzes throughout the quarter to ensure students are reading and understanding the material. Study guides will be given on each chapter to assist with the retention of information. Creative reviews such as (playing games) will assist in a fun-filled review to assist with retaining the information so they can successfully pass the final exam.
Learning Support	ENG 097 students will write grammatically and mechanically correct simple, compound, and complex sentences.	Sentence Variety Exam	201001 4 of 4 = 100% 201002 5 of 9 = 55% 201003 3 of 8 = 38% 201004 2 of 2 = 100% Cumulative: 14 0f 23 = 61% Percentages indicate the number of students who passed the Sentence Variety Exam with a 70 or higher. This objective is taught early in the quarter. Additional instructional hours of 2 classes will	Instructor will incorporate additional sentences exercises and will encourage students to complete writing tutorials. Data will be collected on all students taking the exam. Students will be reminded of sentence variety on all writing samples.
Learning Support	RDG 097 students will demonstrate the ability to locate the main idea in reading passages.	Main Idea exam	9 of 21 = 43% 201001 9 of 21 = 43% 201002 6 of 16 = 38% 201003 0 of 5 = 0% 201004 3 of 3 = 100% Cumulative: 18 of 45 = 40% Reading research validates that recognizing the main idea in a paragraph is difficult for a less than proficient reader.	After students are taught the strategy to locate the main idea in a reading sample, this strategy continues to be reinforced during the remainder of thr course. The main idea from any reading sample must be identified for comprehension of the material. Therefore, students will be reminded to identify the main idea as it relates to the reading strategy being taught. To ensure that students have mastered the location of the main idea strategy, two additional Main Idea exams will be administered during the quarter. The first retest will be administered after teaching Supporting Details strategy is administered after midterm. A comparison of grades will be charted and reviewed.
Management and Supervisory Development	end.	MSD 210 Team Project The team will decide what type of meeting is desired, present all of the details for this meeting, evaluate the meeting, and complete the evaluation of other team members by answering 11 questions in the assignment.	12 of 14 students passed the Team Project presentation. Two students failed the Team Project presentation because they did not turn the presentation in for a grade. The majority of students followed the instructions and email reminders about the Team Project presentation. Two students failed to turn in a team project and received a zero.	Two students did not pass the project because they did not complete any part of the assignment. Because of this, students will be reminded several times to begin working on their Team Project presentation during the quarter. The instructor will also implement checkpoints throughout the quarter to ensure students are actively working on the project. The only minor error made on this project was not proofreading work. Students will be given a website to help them learn different methods of
Management and Supervisory Development	MSD students will write a personal code of conduct/code of ethics.	MSD 113 Student Presentation Rubric	22 of 25 students passed the presentation of the personal code of conduct/code of ethics. Students completed their presentation as required by the course except 3 students who quit participating in the course toward the end. The presentation counts 10% of their grade. The three students quit during the last two weeks of	proofreading. The majority of the students prepared an excellent presentation. Students will be sent reminders during the quarter to work on their presentation before the due date.

			the course and did not respond to my email requests inquiring why they were not completing assignments.	
Management and	MSD students will be able to	MSD 114 Microsoft Applications	6 of 6 students prepared business letters with a	Overall, students are able to
Supervisory Development	prepare business letters utilized in the workforce.	Assessment Test	passing grade of 90 or better.	successfully prepare a business letter. The weakness is in proofreading;
2010iopiioni				therefore, students will be given a
			their business letters on time. The only errors were misspelled words because students did not	website to help them learn how to improve their proofreading skills.
			proof their work.	1 • • • • 1 • • • • 3 • • •
Management and Supervisory	MSD students will write an essay demonstrating their	MSD 103 Internet Presentation	19 of 21 students passed the essay demonstrating communication skills with a 75 or	Students will be given a website to help them develop their proofreading skills
Development	communication skills for their	internet Presentation	better. Two students did not turn in their Internet	Because this is an online course, the
	MSD 103 Internet Presentation.		Presentation and received a grade of 0.	instructor will continue to send reminder emails regarding due dates of
			Students need to better proofread their work so they don"t have spelling and grammar errors.	assignments.
			overall, the content of the essays were very good.	
			Ĩ .	
			It isn"t uncommon in online classes that students miss deadlines because they are not	
			paying attention to due dates (posted on the	
			lesson plan), and they do not check their school email accounts to see the reminder emails their	
			instructor sends regarding due dates.	
Marketing	Marketing Management	MKT 110 The Formed Business Dian Dreiset	8/9 or 89% of students successfully	No dramatic changes will be made to
Management		The Formal Business Plan Project Section V on Business Objectives and	demonstrated knowledge of the formal business plan.	MKT 110, the business planning activity or the discussion forum addressing this
	their ability to formulate	Strategy (Rubric)		concept. However, instructor has
	business objectives and formal business strategies.	Discussion Board Forum addressing the concept of sustainable competitive	Chapter material and the comprehensive business plan information aided students in	decided to record a brief lecture presentation explaining this concept in
	, i i i i i i i i i i i i i i i i i i i	advantage.	gaining a firm understanding of formulating	his own words, post the video to
			business objectives and strategies. The one student who was unsuccesful did not turn in a	Youtube and post the link to students in MKT 110. This will reinforce successful
			business plan at all.	comprehension of this topic.
Marketing Management	Marketing Management students will create a formal	MKT 100 Formal Marketing Plan (Rubric)	10 of 11 students successfully achieved success on the formal marketing plan. 11 of 11 students	The formal marketing plan is an excellent tool of gauging student
management	marketing plan that	Discussion Board Forum on Marketing	demonstrated a knowledge of target marketing	understanding and mastery of
	demonstrates a mastery of target marketing.	Positioning and Branding	based upon the discussion forum topic - target marketing.	marketing. Goal will be utilized again for Fiscal Year 2010-2011 and instructor
	g			will utilize similiar chapter work,
			Course materials and assignments were an effective tool in helping students achieve this	discussions and grading rubric to ensure student success. Additionally,
			goal. Goal to continue to FY 2011.	instructor will record a video and
				upload to internet where instructor explains Frequently Asked Questions
				about this project with tips for success.
Marketing Management	Marketing Management students will apply and	MKT 106 Sales Presentation (Rubric) Discussion Board Forum addressing	All students in MKT 106 demonstrated a firm understanding of the feel, felt, found technique.	The assignments in place appear to do a great job of assisting students in
	demonstrate the techniques of	"Feel, Felt Found" technique	All successfully completed the week 4	meeting this goal. Instructor will
	the sales process.		assignment and the discussion board forum related to this topic.	continue to utilize current methods. Additionally, instructor will develop a
				video presentation of this technique
			The feel, felt, found technique is an incredibly useful sales process tool and this goal was	and post in online course so students can see and hear instructor"s
			clearly met. Strategies and activities proved	explanation of concept.
Medical Assisting	Medical Assisting students will	MAS 109 - Venipuncture skills	effective and will be continued. 23 of 23 (100%) students completing the Medical	This assessment is an effective tool for
	perform safe and proficient	competency check-off sheet	Assisting Skills II course received a satisfactory	measuring skill proficiency. A new
	venipuncture technique.		grade of 85 or better on the venipuncture skills competency check-off. The performance	textbook has recently been adopted to ensure that the most current technique
			competency allows two attempts at each skill to	
			exhibit proficiency. Swainsboro had 17 students and Vidalia had 6.	
			Chudanta antisfactorily demonstration	
			Students satisfactorily demonstrating venipuncture competency meet required	
Medical Assisting	Medical Assisting students will	MAS 118	performance expectations. 23 of 23 (100%)students taking the drug	This has proven to be an excellent tool
		Drug Calculations Exam	calculations test did so with 100% accuracy. Students are given three attempts to accurately	to assess student readiness for program completion. The MA program will
	100% accuracy.		calculate drug dosages through patient	continue to use this assessment for
			scenarios. Swainsboro had 17 students and Vidalia had 6 students.	future results. New assessment tests have been developed to ensure that the
				material students are being tested over
			The requirement for students to pass a drug calculations test with a 100% accuracy ensures	is up-to-date and accurate for the profession.
			that students will be able to properly administer	
Medical Assisting	Medical Assisting students will	MAS 109 - Administering Medications	medications to patients. 23 of 23 (100%)students completing MAS 109	The MA program will continue to use
and Assisting	administer injections	Skills competency check-off (Includes	demonstrated in intramuscular, subcutaneous,	this assessment as a tool to evaluate
	proficiently.	intramuscular, subcutaneous, and intradermal injections.)	and intradermal injections with with a satisfactory score of 85 or better on the	the student outcomes with proficiency in injections. A new book has been
			Performance Evaluation Checklist. The	adopted to help students better retain
			proficiency must be obtained within two attempts. 17 from Swainsboro campus and 6	the information and lessen the time between the chapter information, skills
			from Vidalia campus.	proficiency, and testing.
			Students are required to pass all skills check-	
			offs with a satisfactory score of 85 or better on	
			the Performance Evaluation Checklist in order to complete the MAS 109 course. This assessment	
			has proven and will continue to prove that	
			students completing MAS 109 will be proficient in administering injections.	
Paramedic Tochnology	Given a scenario and patient	EMS 1101 American Heart Association''s Adult 2	Using the assessment methods already	Faculty will continue to instruct and
Technology	manage a V-Fib cardiac arrest	American Heart Association''s Adult 2- Resuer CPR with AED Skills Evaluation		evaluate the students in the ability to accurately manage a patient in v-fib. In
	patient using an Automated External Defibrillator.	Form		order for the faculty to assure this goal is sustainable, this goal will be included
			100% of students mastered the skill of managing	in the FY 2011 SPIRIT.
			a V-Fib cardiac arrest patient. Students were well prepared prior to the practical examination.	
Paramedic	The EMS student will obtain	EMS 1115	Using the assessment methods already	Faculty will continue to instruct and
Technology	vital signs on 5 patients, to include blood pressure, pulse,	Daily Clinical Record Clinical Record Evaluation Form	identified, 10 of 10 (100%) students with 100% accuracy obtained vital signs on a minimum of 5	evaluate the students in their ability to accurately obtain vital signs. In order
	and respirations.		patients while in the clinical setting.	for the faculty to assure this goal is
				sustainable, this goal will be included in
			Preceptors have indicated an improvement in the students ability to accurately obtain vital signs.	

Paramedic	The student will safely and	EMS 131	the students achieving mastery of this skill. 15 of 15 (100%) of students with 100% accuracy	Eaculty will continue to instruct and
Technology	properly perform the rapid	Rapid Extrication Skill Sheet NREMT	demonstrated their ability to perform a rapid	evaluate the ability of the student to
	extrication of a patient.	Trauma Assessment Sheet	extrication of the simulated patient.	safely and properly extricate a
			The assessment methods indicate that	simulated patient using the rapid extrication technique. In order for the
			classroom instruction, skill sheets, and labs are appropriate to meet this goal.	faculty to assure this goal is
			appropriate to meet this goal.	sustainable, this goal will be included in the FY 2011 SPIRIT.
Paramedic	Given a patient manikin and	EMS 133	Using the assessment methods already	Faculty will continue to instruct and
Technology		American Heart Association"s TCP Algorithm TCP Lab Check-off Sheet	identified, 16 of 16 (100%) students with 100% accuracy defended their decision to perform a	evaluate the students for accuracy in following the TCP algorithm. In order fo
	requiring Transcutaneous		rapid extrication of the simulated patient.	the faculty to assure this goal is
	Cardiac Pacing (TCP) in accordance with guidelines		Using the assessment method indicated, it is	sustainable, this goal will be included in the FY 2011 SPIRIT.
	published by the American		Using the assessment method indicated, it is evident that students mastered the skill of	
	Heart Association.		Transcutaneous Pacing.	
Pharmacy Technology	Student will prepare sterile preparations without	Capstone for 103- Valiteq quality assurance (media growth) method.	8 of 8 students (100%)have successfully passed Valiteq testing for FY2010.	Plan to continue to have lab exercises, hands on labs, and one on one teaching
rechnology	contamination to ensure	assurance (media growiny method.	vanted testing for 1 12010.	of the practices for students.
	patient safety and meet		Lab exercises and hands on training with	
	USP797 guidelines.		individuals resulted in for 100% accuracy in this competency.	
Pharmacy	Pharmacy students will	Capstone- PHR 106	Of the 8 students who the average score was	Capstone project will continue to serve
Technology	collect, organize, and evaluate information required for direct	Brown Bag Project	98.3% for the project.	as monitoring tool for incorporation of skills necessary to be sucessful in the
	patient care.		Students successfully obtained skills that	pharmacy field. This project changes
			incorporated all aspects of training to date.	with each patient profile and new drugs
				are incoporated each quarter. Advisory committee reviewed projects Fall 2010
				and suggestions were made to add
				patient assistance medications to the project. This is also being taught
				through community service with the
				Mercy Clinic.
Pharmacy Technology	Students will contrast the differences between	Top 200 Drug Project Weekly Drug Quizzes Oral presentation and home	14 of 15 students (93%) sucessfully completed the assessment.	The acompanying book DVD with brand/generic chapter exercises and
. cermology	prescription and	formulary project (rubrics)		games was assigned for lab exercises
	nonprescription medications.		This result indicates students successfully	to provide additional practice in this
			incorporated skills for references, brand, generic, and correct spelling of 97% of the drugs	competency. Beginning Winter 2010 Northstar learning website has been
			required.	purchased to provide additional web
				based learning tools for pharmacology concepts and brand/generic drugs.
Practical Nursing	PN students will assess	NPT 112 DVT (Deep Vein Thrombosis)	26 out of 26 students on the Swainsboro Campus	
9		Case Study/Rubric PN problem solving	and 13 out of 13 students on the Vidalia Campus	quidelines set by the program. Since it
	report abnormal values to the appropriate supervisor.	scenarios.	accurately completed the DVT critical thinnking exercise.	is a considered critical skill for practica nursing this competency will continue
	appropriate supervisor.			to be monitored with each cohort. This
			100% of students completing NPT112 on both	SLO will be retained in FY 2011.
			the Vidalia and Swainsboro Campuses met the clinical rubric requirement.	
Practical Nursing	PN students will be able to	NSG 113 Master Skills Lab check off	33 students on the Swainsboro Campus, 14	Insulin administration is a critical skill
	accurately administer insulin.		students on the Vidalia Campus, and 3 students	for PN students that must be reinforced
			on the Glennville campus successfully administered insulin on the mannequins in the	throughout the program. Students will continue to perform the skill during
			lab.	clinical rotations using the master skill
			100 percent of Vidalia, Glennville and	checkoff sheet. Instructors will continue to enforce accurate
				preparation & administration of
			passing insulin skills checkoff.	medication in every PN class. This SLO
				will be incorperated to include other medications in FY 2011
Practical Nursing	PN students will perform a	NPT 112 - Physical Assessment	26 out of 26 students on the Swainsboro campus	Physical assessment skills remain a
	head-to-toe patient physical assessment.	Evaluation Tool	and 13 out of 13 students on the Vidalia campus & 3 out of 3 of students on the Glennville campus	
				monitored in FY 2011.
			exam.	
			100% of students on each campus were able to	
			acheive mastery of physical assessment.	
Practical Nursing	PN students will correctly measure vital signs.	NPT 112/113 Practicum Evaluation Sheet	96% of students on the Swainsboro Campus, 100% of students on the Vidalia Campus, and	Will continue to make this a crucial evaluation. Students unable to master
	active that signs.		100%students on the Glennville campus could	this will not advance further in the
			correctly measure vital signs.	program.
			One student on the Swainsboro campus could	
			not correctly measure vital signs and this	
			student did not pass the course or advance in the program.	
Practical Nursing	PN students will calculate	NPT 112 - Pharmacology Exam	26 students on the Swainsboro Campus, 14	Drug Calculation exams are a critical
y	drug dosages for accurate		students on the Vidalia campus, and 3 students	component of every course within the
	administration of medications.		on the Glennville campus achieved a passing score of 85 on the NPT 112 Drug Calculation	PN program at STC. This SLO will continue to be monitored in FY 2011.
			exam.	
			Swainsboro, Vidalia, and Glennville campuses had 100% of students pass the pharmacology	
			exam.	
Radiological	Goal 3: Students will use	RAD 113-Laboratory Evaluation	For RAD 113 Laboratory Evaluation (Question	The program will continue to monitor
Technology	critical thinking and problem solving skills.	(Question 15) – Random Sampling of three simulations per student with an	15)all students received an average score of 5.	this goal and outcome for another year as the Laboratory and competency
		average score of 3 or higher (5-point	For RAD 135 Clinical Competency, all students	being utilized have been updated.
	Outcome: RAD students will manipulate	scale).	received a 2.5 or higher for an average score of 2.9.	Another year of data is needed to support the vitality of these
	technical factors for non-			measurement tools.
		RAD 135 Trauma Upper and Lower	Although, the benchmark was met for this goal	
		Clinical Competency Form (Question J.) - Random Sampling of three	the program faculty would like to see higher scores for this outcome and will consider	
		competencies per student with an	different types of laboratory exercises to	
		average score of 2.5 or higher (3.0- point scale)	improve this outcome for next year.	
Radiological	Goal 1: Students will be	point scale) RAD 113 Laboratory Evaluation	Out of the 10 Students, only 2 received lower	Although the benchmark was met for
Technology	clinically competent.	Question 2) - Random Sampling of	than an average score of 8.	this goal and outcome continued
	Outcome:	three simulations per student with an average score of 8 or higher on a 10-	In RAD 138 Terminal Clinical Competency	monitoring will be performed for another year to gather more data on the
	RAD students will apply	point scale.	question C an average score of 3.0 was	another year to gather more data on the updated competency forms and
	positioning skills.		calculated.	laboratory evaluations.
		RAD 138 Terminal Clinical Competency Form (Question C.) - Random Sampling	Overall, the class average score was an 8.7.	
		of three competencies per student with		

		an average score of 2.5 or higher (3.0- point scale).	Benchmark was met successfully.	
Radiological Technology	Goal 1: Students will be clinically competent.	RAD 116 Radiographic Exposures II Class -Final exam grades with an average score of 80% or higher.	The class average final exam grades were 84.8%.	Although the benchmark was met the scores for RAD 138 on question E were lower than the program faculty would
	Outcome: RAD students will select appropriate technical factors.	RAD 138 Terminal Clinical Competency Form (Question E Random Sampling of three competencies per student) with an average score of 2.5 or higher (3.0-point scale).	An average score of 2.7 was calculated for this section on the Terminal competency. Benchmark was met and will continue to monitor until the curriculum changes to the semester system are implemented.	like to see. This area will be addressed in the class RAD 116 to improve on the students' scores for technical factor selection.
Radiological Technology	Goal 1: Student will be clinically competent. Outcome: RAD students will practice radiation protection.	RAD 120 Radiographic Protection and Biology -Comprehensive Final Grades Exam with an average score of 80% or higher.	The average score for the Comprehensive Final in Radiologic Protection & Biology was 84.6%. Benchmark met. This class not only involves instructing the student proper radiation safety practices but also teaches them the effects of radiation exposure. The lowest grades for this examination was a score of 78% and the highest was a 96%.	To better evaluate this goal, possibly designating certain areas of radiation safety on the Final exam and evaluatin those scores may give a more accurate results on the accomplishment of the goal.
Radiological Technology	Goal 2: Students will communicate effectively. Outcome: JRCERT SLO: RAD students will practice written communication skills. SLO: RAD students will write a pathology research paper.	RAD 119 Radiographic Pathology- Research paper on pathology subject. (Section 5 on grading rubrics- Demonstrates written communication skills) with an average score of 2.14 or higher (4.29 to 1.07 points Possible for each section). RAD 138 Terminal Clinical Competency Form (Question B., Patient Care Section-Random sampling of three competencies per student) with an average score of 2.5 or higher (3.0-	An average score of 2.27 was calculated on Section 5 of the grading rubrics for the pathology research paper. Benchmark was met. In RAD 138 clinical terminal competency question B an average score was calculated at 3.0. All benchmarks were exceeded.	Although the benchmarks were met continued monitoring of this goal will b done due to only one year of data utilizing the updated Competency and Laboratory evaluation forms.
Radiological Technology	Goal 3: Student will use critical thinking and problem solving skills. Outcome: RAD Students will adapt positioning for trauma patients.	point scale). RAD 113 Laboratory Evaluation on Trauma positioning (Question 2)- Random sampling of three competencies per student with an average score of 8 or higher (10-point scale) RAD 138 Clinical Competency Form (Question C.) - Random Sampling of three trauma competencies per student with an average score of 2.5 or higher (3.0-point scale).	In RAD 113 Laboratory Evaluation on trauma positioning the average score was calculated at 8.3. In RAD 138 clinical competency form an average of 3.0 was calculated for question C. Benchmark was met by .4 of a point. However, the program would like to see higher scores for this outcome and will consider different types of laboratory exercises to improve this outcome for next year.	The program will continue to monitor this goal and outcome for another year
Radiological Technology	Goal 4: Students will evaluate the importance of professional growth and development. JRCERTOutcome: Students will summarize their professional obligations upon gaining their ARRT. SLO RAD students will list reasons for continued professional devolument	RAD 101-Introduction to Radiography Final Examination-(Question 49) Program satisfiers must achieve an average score of 3 or higher (5 point scale). RAD 101-Introduction to Radiography Final Examination-(Question 50) Program satisfiers must achieve an average score of 3 or higher (5 point scale).	On question 49 the average score was 4.8 and on question 50 the average score was 4.8. Benchmark was exceeded and will continue to monitor to meet JRCERT requirements.	Although the benchmark was exceeded this will remain a goal for 2011 and is required by accreditation and will be monitored again next year.
Radiological Technology	development. Goal4: Students will evaluate the importance of professional growth and development. JRCERT Outcome: RAD students will determine the importance of continued professional development. SLO RAD students will list the importance of continued professional development.	2) Program satisfiers must achieve an average score of 16.5 or higher (33 Point scale) RAD 117 Radiographic Equipment- Power Point Presentation on assigned Modality - Section 5 on grading rubrics.	In RAD 101 an average of 15.6 was calculated for section 2 on the grading rubrics. In RAD 117 an average of 3.8 was calculated for Section 5 on the grading rubrics. Benchmark was met. The RAD 101 class is an introductory class into the program and results shows how the understanding of Professional Growth and Development is gained during the program compared to the scores in the RAD 117 class which is further along into the radiolography curriculum.	The program faculty plans to place more emphasis on this subject on the next RAD 101 class to see if this make a difference in the scores.
Radiological Technology	Goal 2: Students will communicate effectively. Outcome: RAD students will use effective oral communication skills with clinical staff.	RAD 117 Radiographic Equipment - Oral presentation with Power Point. (Section 3 on grading rubrics- Demonstrates effective oral communication skills) with an average score of 2 or higher on a 4 point scale per section. <br RAD 138 Terminal Clinical Competency Form(Question C., Patient Care Section-Random sampling of three competencies per student) with an average score of 2.5 pr higher on a 3.0	The average score of 3.7 was calculated for Section 3 on the Power Point assignment. Benchmark was met for oral communication skills. An average score of 3.0 was calculated for question C on the Terminal Competency in RAD 138. All benchmarks were exceeded and will continue to monitor in 2011.	Although the benchmark was met continued use of this goal and outcome will be utilized in FY2011. This will complete measurement of the diploma students and demonstrate the difference between diploma and degree level RAD TECH students general education abilities.
Speech	Students will deliver an informative speech.	point scale. SPC 1101 Informative Speech Rubric.	26 of 28 = 93% The majority of students are successful with the delivery of the informative speech. 93% of the students were successful with the informative speech. The remaining 7% of students did not present their informative speech.	Students who do not present their informative speech or students who are not successful with the informative speech delivery requirements will not pass the course. Informative speeches are assigned after students been taugh the necessary skills to be successful ir the delivery of an informative speech.
Speech	Students will deliver a personal introductory speech.	SPC 1101 Personal Introductory Speech Rubric.	28 of 28 = 100% All students are successful with the delivery of the introductory speech. The personal introductory speech is the first speech delivered in the course. The content and the delivery of this speech consist of personal experiences and personal world views; therefore, this speech requires less student involvement for the student to be successful.	With a 100% success rate, this objective will not be measured in 2011. The delivery of the persuasive speech will be measured and assessed.
Surgical	Students will pass the correct	SUR 101 Skills/Competency Check list	12 of 12 students (100%) were able to complete a mock scenario utilizing surgical	Instrumentation is a vital part of the

			during a procedure.	the program at 100% accuracy prior to entering the clinical phase of the
			100% of the students that were in SUR 101 were able to complete their instrumentation skills lab with completion of competencies listed in the curriculum.	program. We will continue to monitor
Surgical Technology	Students in the scrub role setup will demonstrate appropriate sterile preparation techniques.	SUR 101 Skills/Competency Check off Sheets with video recording	12 of 12 students in SUR 101 were able to complete the sterile preparation technique as evidenced by a video recording of a mock procedure set-up. 100% of the students who completed the course SUR 101 was able to complete the competencies for sterile preparation techniques during a mock surgical set-up.	SUR 101 is the introductory course which requires the students to complete the basic skills prior to entering the clinical portion of the program. Although, we will continue to require 100% skills competencies for the sterile techniques portion of the program, this goal will be replaced although it will continue to be important in the program.
Surgical Technology	Students will illustrate the basic elctrosurgery circuit.	SUR 102 Demonstration Rubrics	10 of 10 students were able to verbally recite and identify the basic electrical circuit of the ESU. 100% of the students instructed on the electrica circuit of the electrosurgical unit were able to demonstrate and recite the cycle of the most utilized surgical equipment in the OR. They are able to show the hazards of the use of electricity as it relates to the ESU.	Each student must understand the basic circuitry of Electrosurgical unit in order to prevent severe harm to the patient during a procedure. Each Istudent must master this concept, therefore we will continue to monitor each year. Since this SLO has been consistently met it will be replaced with
Welding and Joining Technolog	WLD students will perform a BU2a-groove 3-G position MIG weld. [Do you want to set an objective such as 80% of studens will perform or pass on first attempt??}	WLD 109 - Welder Certification Exam - MIG subpart . WLD 109 Lab Practice Check-Off Sheel Guided Bend Test	All 18 students enrolled in WLD 109 took the Guided Bend Test with 15 of 18 passing and 3 were unsucessful. 83% of the students passed the Guided Bend Test.	83% of the students passed the certification test. The three students who failed will be given the opportunity to retest in 6 weeks in accordance to the welding code or they will have another opportunity to retest in WLD 112 for diploma students. Students have the opportunity to
				receive individualized instruction and demonstrations and more practice time by coming in on their own time during the day or earlier in the afternoon before their class begins.
	position welding using common welding rods.	WLD 104 Guided Bend Test - Flat Position Subpart. Lab Practice Check-Off Sheet	16 students attempted the Guided Bend Test: 15 passed with 1 failing. 94% of the students passed the Guided Bend Test.	this goal \ objective, it will be included in the FY 2011 plan due to it"s importance in welding jobs.>br> The one student who failed will be given the opportunity to retest in 6 weeks in accordance to the welding code. Students have the opportunity to receive individualized instruction and demonstrations and more practice time by coming in on their own time during the day or earlier in the afternoon before their class begins.
Welding and Joining Technolog	WLD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	WLD 153 Certification Exam Subpart Lab Practice Check-Off Sheet Skills Assessment Guided Bend Test	6 students took the certification test with 5 passing. 83% of the students passed the certification exam. This course prepares students very well for welder certification. Will continue to use this assessment method.	Any student that may fail this exam in this case (1 student) is provided the opportunity to retest in within 6 weeks in accordance to the welding code or he or she will have another opportunity to retest in WLD 112 for diploma students. Students have the opportunity to receive individualized instruction and demonstrations and more practice time by coming in on their own time during the day or earlier in the afternoon before their class >begins.
				Since this is an essential skill for welders this goal/objective will be included in the FY 2011 program plan.