



User: gware  
SPIRIT\_2010\_SE

# 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 Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
Accounting	ACC students will prepare a bank reconciliation.	ACC 1101 Performance Examination Bank Reconciliation	<u>Summer Quarter 2009:</u> 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. <u>Fall Quarter 2009:</u> Swainsboro Campus: 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, 100, 96, 96, 96, 97, 97, 97, 98, 98, 60; average score 97. <u>Winter Quarter 2010:</u> 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, 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, 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 of 70% accuracy.	Instructors will utilize 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.
Accounting	ACC students will accurately record payroll transactions.	ACC 1102 Comprehensive Problem in Payroll Preparation	<u>Summer Quarter 2009:</u> 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.  <u>Fall Quarter 2009:</u> 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% 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.  <u>Spring Quarter 2010:</u>	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.

			<p>Swainsboro Campus: ACC 1102 was not offered; no results to report.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
Accounting	ACC students will record accounting transactions utilizing computers.	ACC 1104 Performance examinations requiring the use of QuickBooks Pro accounting software.	<p><u>Summer Quarter 2009:</u> 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.</p> <p>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.</p> <p><u>Fall Quarter 2010:</u> Swainsboro Campus: ACC 1104 was not offered; no results to report.</p> <p>Vidalia Campus: ACC 1104 was not offered; no results to report.</p> <p><u>Winter Quarter 2010:</u> 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, 96, 100, 100, 100, 100, 100, 100, 100, 100; average score: 97.</p> <p>Vidalia Campus: ACC 1104 was not offered; no results to report.</p> <p><u>Spring Quarter 2010:</u> Swainsboro Campus: ACC 1104 was not offered; no results to report.</p> <p>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.</p> <p>Yearly analysis: Swainsboro Campus: 16 of 16 (100%)students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy.</p> <p>Vidalia Campus: 15 of 15 (100%)students enrolled in ACC 1104 recorded accounting transactions utilizing computers with a minimum of 70% accuracy.</p>	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 Accounting.
Air Conditioning Technology	ACT students will perform troubleshooting techniques using meters and gauges.	ACT 109 Troubleshooting Worksheet	<p>Students worked in lab on live equipment using meters to check voltage, amperage, and to check OHM's resistance on operating units, while recording their findings.</p> <p>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.</p>	For FY 2010 all students enrolled in ACT 109 - Troubleshooting AC Systems, met 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 Technology	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.	<p>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 students were successful in meeting this goal.</p> <p>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.</p>	For FY 2010 all 12 students enrolled in ACT 109 - Troubleshooting AC Systems, met this goal and objective and completed the course successfully. 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.
Air Conditioning Technology	ACT students will demonstrate knowledge of industrial guidelines and environmental protection laws.	ACT 101 National Certification Exam: The EPA Section 608 Exam	<p>10 of 10 (100%) of all students scored a passing grade on the national EPA test 608 Exam, on their first attempt, thus receiving their License to be able to work with a controlled substance.</p> <p>On the same national exam there is a 60% failure rate on first attempt, while students in this course had a 100% success rate on their first attempt. This success also makes the students more likely to find employment in the HVAC field. All student that take the Air Conditioning must pass and receive their license to work with refrigerants (What is refrigerants about? This should tie to goal). This was accomplished in FY 2010 as all graduates attained their license.</p>	Although the results were very positive with 100% success, this goal/objective is so crucial to success in the HVAC industry that it will be continued in FY 2011.
Air Conditioning Technology	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 Scenario Rubric	<p>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 protection equipment (PPE) as would be required in the industry by OSHA.</p> <p>Students were very successful in learning OSHA requirements and applying that knowledge when placed in a simulated work environment. The 100% success rate for 24 students was outstanding yet much desired.</p>	Instructor strives for zero tolerance regarding accidents in the HVAC lab. As a result of these safety procedures no accidents occurred in FY 2010. Since this goal/objective is so critical for this industry, it will be utilized again in the next Fiscal Year plan.
Automotive Technology	Students will identify the type and location of a circuit fault	AUT 128 Computer Trainer 3620		

	Using a Digital Volt Ohm Meter.			
Automotive Technology	Students will remove, disassemble, repair, and reinstall an automatic transmission without damage to parts so the transmission performs to manufacturer's specifications.	AUT 210 Lab Evaluation Check off Sheet.		
Automotive Technology	Students will repair computerized engine controls using a handheld engine analyzer	AUT 128 Lab check sheet outlining proper steps in procedure.		
Business Administrative Technology	Students will key letters and memos from straight and rough-draft copies.	BUS 1130--Document Processing  Module 4 Performance Test	<p>Summer Quarter 2009</p> <p>Vidalia Campus: 16 out of 16 (100%) scored 70% or better on the Chapter 4 Performance Test</p> <p>Swainsboro Campus: - 15 out of 16 (94%) scored 70% or better on the Chapter 4 Performance Test</p> <p>Fall Quarter 2009</p> <p>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.</p> <p>Swainsboro Campus: 18 out of 18 (100%) scored 70% or better on the Chapter 4 Performance Test.</p> <p>Winter Quarter 2010</p> <p>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 them made 68)</p> <p>Swainsboro Campus: 6 out of 10 (60%) scored 70% or better on the Chapter 4 Performance Test</p> <p>Spring Quarter 2010</p> <p>Vidalia Campus: 15 out of 19 (79%) scored 70% or better on the Chapter 4 Performance Test.</p> <p>Swainsboro Campus: 6 out of 15 (40%) scored 70% or better on the Chapter 4 Performance Test</p> <p>(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 is correct on the letters and memos.</p>	In order to increase the pass rate on the Module 4 Test, the instructor(s) will spend additional lecture time typing letters and memos as a group for additional reinforcement.
Business Administrative Technology	The students will integrate features from various software applications to produce a professional-looking business document.	BUS 2210--Applied Office Procedures  Exit Exam	<p>Summer Quarter 2009</p> <p>Swainsboro Campus: 6 out of 6 (100%) scored 70% or better on the Exit Exam</p> <p>Spring Quarter 2010</p> <p>Swainsboro Campus: 7 out of 7 (100%) scored 70% or better on the Exit Exam</p> <p>Vidalia Campus: 3 out of 3 (100%) scored 70% or better on the Exit Exam</p> <p>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 documents.</p>	Instructors will continue providing demonstrations/ lectures and assignments, but will also challenge students to use more advanced application features.
Business Administrative Technology	Students will use PowerPoint functions to create a PowerPoint presentation.	BUS 2150--Presentation Applications  Chapter 1 Production Test	<p>Summer Quarter 2009</p> <p>Vidalia Campus: 7 out of 7 (100%) scored 70% or better on the Chapter 1 Production Test</p> <p>Swainsboro Campus: 8 out of 8 (100%) scored 70% or better on the Chapter 1 Production Test</p> <p>Winter Quarter 2010</p> <p>Vidalia Campus: 20 out of 23 (87%) scored 70% or better on the Chapter 1 Production Test.</p> <p>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 was available in Angel, thus they received a</p>	Online students need excellent time management and organizational skills so that they will complete assignments on time. Instructors will remind students to prioritize their time and review the lesson plan daily so that they will not miss completing assignments or tests. Additionally, STC is looking into requiring the Readiness assessment for all students to determine if they have the skills and motivation to successfully complete online classes before they register for them.

			grade of 0.	
Business Administrative Technology	BAT students will create and maintain a professional growth plan.	BUS 1240--Office Procedures Professional Growth Plan Rubric	Summer Quarter 2009  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  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.  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.	The instructor will remind and encourage students to manage their time so that they can submit segments 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.  Since the benchmark was met, the instructor(s) will continue providing demonstrations/ lectures along with chapter assignments to continue reinforcing the student's skills.
Business Administrative Technology	Students will use database functions to create a database.	BUS 1150--Database Applications Project One production test	Summer Quarter 2009 --Class 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 Vidalia 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.	Most of the errors are related to proofreading. Thus, instructors will reinforce the importance of checking their work before submitting it. 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 field type).  The instructor will continue providing demonstrations/ lectures along with chapter assignments to continue reinforcing the student's skills.
Clinical Laboratory Technology	CLT students will be competent the microbiology skill of identifying bacteria on a plate with 90% or greater accuracy.	CLT 112 clinical check off list for microbiology competency	6 out of 7 seven students read plates with 95% 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.	Weekly evaluations of student performance in the clinical laboratory have been implemented to identify areas of weakness  . Since the implementation of the early evaluations there were no identified areas of weakness. However, once areas of weakness are identified the instructor will begin remediation.
Clinical Laboratory Technology	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 competently	No action necessary. The program will continue to utilize the lab time for hands on blood bank experience and reinforcement of laboratory procedures.
Clinical Laboratory Technology	CLT students will accurately assess chemistry tests results for unusual trends with 90% or greater accuracy.	CLT 113 chemistry competency check off sheet	6 of 6 students assessed the chemistry printout sheets with 95% accuracy  100% of the CLT students performed the procedure competently	No action necessary. Continue to monitor students clinical performance to ensure accurate demonstrate of this critical skill.
Clinical Laboratory Technology	CLT students will perform a CBC with differential with 90%	CLT 111 competency check off sheet	7 of 7 students performed CBC with differential, with 95% accuracy.	No action necessary. Continue to monitor students clinical performance

	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 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 they are prepared for their test for DDS	we will continue to have all students do all 4 pre-trips
Commercial Truck Driving	CTD students will perform a straight line backing maneuver within Department of Driver Services (DDS) guidelines.	CTD 103 Department of Driver Services (DDS) Basic Control Checklists	For the fiscal year 2010, 47 tested and 47 performed straight line backing maneuver with no errors.  This is a critical skill for driving tractor-trailers. All students must be able to preform straight line backs to safely operate a truckas all maneuvers starting with the straight line backs.	Instructors will continue to work closely with students, often one on one, to perform this and all other critical skills.
Commercial Truck Driving	CTD students will demonstrate the safe operation of a tractor-trailer on a public highway during the over-the-road driving portion of their coursework.	CTD 103 Department of Driver Services (DDS) Daily Driving Checklist -Double clutch all shifts up and down through the gears Includes: Pushing the clutch in; shftiting to neutral; releasing the clutch; pushing it in again and putting it in the next higher or lower gear and releasing the clutch in the proper manner.	Daily checksheets - Improvements shown by 100% of the students in safe operation of a tractor-trailer as listed on detailed DDS Daily Driving Checklist  The daily check sheets allow instructors to monitor the skills of each student to see what areas that they may be weak in and help them work on these items.	Will continue using the detailed DDS checklist to ensure students can drive tractor-trailers over the road in a safe manner.
Computer Information Systems	Internet Specialist - Web Site Design students will be able to develop web sites using various web technologies that include Dreamweaver, MS Expressions, Flash, Photoshop and XHTML. They will follow design methodologies that include information architecture concepts, Web project Management, and scenario development.	CIS 2331 comprehensive final exam.	The CIS department had 4 students take the CIS 2231 comprehensive final exam and all four passed. Three CIS students took the CIW exam and two of the students passed. Spring 2010 Vidalia  Students who did not pass the CIW exam struggled with Networking questions related to Web/Internet technologies. These areas are not covered in the CIS 2231 class, but they are covered in one of the prerequisite classes.	Since results indicate that students struggled with networking specific questions, the instructors will start reviewing the networking technologies with students before they take the CIW exam. Additionally, the CIS department will continue the use of demonstrations and hands-on practices in the CIS 2231 class. Students 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 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.	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 network.
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.  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  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 networking.	More time will be spent on the OSI model, Network terminology, different network models, network protocols, network topologies, network types, and cabling.
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)	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.  Thirty seven students (100%) are better prepared for the licensure exam by participating in the thermal iron techniques.	Since this is a crucial part of state board examinations, this SLO will continue to be measured in Spirit.
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.  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.	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.
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.  Students are consistently passing this portion of the state board exam both in the college lab area and during the actual state board exam.	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.
Cosmetology	COS students will perform basic & corrective facial techniques employing	COS 116 National Interstate Council Cosmetology Practical Examination	Swainsboro campus had 15 of 15 students perform the facial at standards for the National Interstate Council Cosmetology Practical	Instructors are considering replacing this objective in 2011 since students have shown remarkable success with

	appropriate massage manipulation, correct supplies for the condition of the skin, and application and removal of products following NIC guidelines.	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 the exercise.  COS students scored an average of 15.52 points of a possible 16 during the actual state board exam: facial massage section.	basic and corrective facial techniques in this course and on the actual state board exam.
Criminal Justice	CRJ students will define and contrast the concepts of probation and parole.	CRJ-103 Corrections Comprehensive Final	<div>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 final.</div> <div>o Fall quarter 2009 *No data to report for either campus. Course was not offered.</div> <div>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: 15 out of 22 (68%) scored 70% or better on the parole/probation section of the comprehensive final.</div> <div>Spring Quarter:  CRJ 103 not offered Spring quarter on either campus</div> <div>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</div> <div>Overall Average - 82 High School Students Average - 78 Traditional Students Average - 84</div> <div>Upon review of the results it was determined that the lowest percentage was high school and traditional students enrolled in CRJ 103 online.</div> <div>Actual results show high school students with the lowest average score may be indicative of the immaturity level of the younger students.</div> <div>Further study may be needed to see if the course needs to be offered to high school students in the future.</div> <div>After faculty discussion about the comprehensive final, a better assessment tool may be needed for probation and parole.</div>	Instructors will work together to develop an assessment to better assess probation and parole. The assessment will be used by all CRJ instructors.
Criminal Justice	Criminal Justice students will describe/define Fourth Amendment issues regarding unreasonable search and seizure.	CRJ-105 Criminal Procedure: Search and Seizure Assignment	<div>o Summer quarter 2009 *No data to report for either campus. Course was not offered.</div> <div>o Fall quarter 2009 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.</div> <div>o Winter quarter 2010 *No data to report for either campus. Course was not offered.</div> <div>Spring Quarter: Vidalia Campus - 5 out of 5 student (100%) scored 70% or better on the search and Seizure Assignment.</div> <div>Swainsboro Campus - 11 out of 12 students (92%) scored 70% or better on the Search and Seizure Assignment.</div> <div>Overall results were good. Upon review of the results, the faculty discovered that the assessment adequately covered the search and 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 assessment tool.</div>	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).
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 second attempt with a score of 95.	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 the first attempt have increased 92%.In addition, students were requested to

			All DHY 100 students can correctly identify the tooth number or structure at the 80% proficiency level within the three attempts offered. Therefore, the students are deemed competent in this area of instruction.	purchase a set of plastic teeth in wax in order to enhance their visualization of the tooth structures. This visual aid was very beneficial in aiding in the mastery of tooth structures. Therefore, instruction has been enhanced to not only benefit the students but also the instructors.
Dental Hygiene	Given a rubric grading scale and specified time limit, Dental hygiene students will be able to utilize proper instrumentation techniques.	DHY 105 Instrumentation Practicum I Rubric and DHY 111 Instrumentation Practicum II Rubric	<p>100% of the DHY 105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum II.</p> <p>Since 100% of the DHY 105 students passed the Instrumentation Practicum I with 100% proficiency, all DHY 105 students were deemed competent to proceed to DHY 111. Since 100% of DHY 111 students passed the Instrumentation Practicum II with 100% accuracy, all DHY 111 students were deemed competent to proceed to DHY 202 and begin patient care in the live work dental hygiene clinic.</p>	All students passed Instrumentation Practicum I and II at the required proficiency level and were deemed 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 of Winter quarter 2010. Students will now 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 dental hygiene live work clinic.	DHY 106 Medical Emergency Skills Check Off Sheet	<p>After self assessment and peer assessment, nine students completed the medical emergency skills check off with 100% competency level on the first attempt.</p> <p>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 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 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.</p>	The results from the Medical Emergency Skills Check-offs are used to ensure that students are equipped with first aid skills and basic life support skills in the event of a medical emergency in the 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, medical emergency care will continue 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. Furthermore, these mock 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	<p>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.</p> <p>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.</p>	<p>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 complete for future use in the portfolio.</p> <p>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.</p>
Early Childhood Care and Education	ECE students will coordinate and conduct parent-teacher conferences.	ECE 2020 Parent Involvement Rubric	<p>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?)</p> <p>Because of the increased emphasis instructors place on parent/teacher conferences, all students achieved the goal.</p>	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 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.	ECE 2010 Resource File Rubric	<p>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.</p> <p>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 students could turn the file in late.</p> <p>100% of the Swainsboro campus students completed and achieved a minimum of 70% or</p>	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.



			more on the resource file.	
Electrical Systems	Students will construct a residential wiring project according to National Electrical Code.	ELT 121 - Residential Wiring diagram and written test based on the National Electric Code. Students must pass with a 70 or higher on the test to pass the course.	94%, 32 out of 34, of the students enrolled in the course passed Residential Wiring project.  The students who passed the Residential Wiring project were well prepared for the exam because of the repetition of training throughout the residential wiring course.  The 2 students that did not take the exam had been withdrawn from the course before the test date due to exceeding the attendance policy. Therefore 32 of 32 students (100%)completing the course were successful	Instructor(s) will continue to facilitate student success in completing projects which simulate the real work environment enabling them to become good employees, after completing the program.  Any students that are struggle in completing the project will be afforded extra tutoring and time to practice outside of scheduled class time. This goal objective will be utilized again next year, though may be reworded to state students completing ELT 121 will be successful.
Electrical Systems	Students will construct a commercial wiring project according to National Electrical Code.	ELT 109 - Commercial Wiring Project and written test test based on the National Electric Code. The student will need to pass with a 70 or higher on the test to pass the course.	86%, 37 out 43, of the students enrolled in the course completed the project  The students who passed the Commercial Wiring project were well prepared for the exam because of the repetition of training in commercial wiring course.  The 5 students that did not take the exam had been withdrawn from the course prior to the test date due to excessive absences. Therefore 37 of 37 students (100%)completing the course were successful	Instructors will continue to work closely with students to maximize their success in completing projects which will better prepare them to be successful in the workforce.  Students who do not pass will be encouraged to take the class again and be offered additional tutoring to better prepare them for the exam.  With six students (14%)dropped for attendance is of concern.  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 contributing factor.
Electrical Systems	Students will build motor control circuits.	ELT 118 - Motor Control Lab and written test based on the National Electric Code. The student will need to pass with a 70 or higher on the test to pass the course.	76%, 32 of 42 of the students enrolled in the ELT 118 class successful completed a wiring project  The students who passed the Motor Control Wiring Project were well prepared for the exam because of the repetition of training in the Motor and Motor control courses.  The 10 students that did not take the exam had been withdrawn from the course prior to the test date due to exceeding the attendance policy.	Instructors will continue to help students to be successful in completing projects where they can become better workers.  Students who do not pass will be encouraged to take the class again and be offered additional tutoring to better prepare them for the exam.  the 10 students(24%)dropped for 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 difficulty or course.
Electronics Technology	Students will possess the skills necessary to advance beyond entry level employment in the electronics field.	CAPSTONE Exams ISCET Certification Exams: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (Digital Circuits)	For FY2010, 85.7% (6/7) of students successfully completed their respective ESA exams with a grade of >=75%. In FY2011, the first class of students will become eligible to complete all four exams to receive their Associate CET 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.	Stricter time limits will be imposed on the completion and submission of pre-test assignments to promote proper review of the materials before testing.
Electronics Technology	Students will possess the skills necessary for entry level employment in the electronics field.	CAPSTONE Exams ISCET Certification Exams: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (Digital Circuits)	For FY2010, 85.7% (6/7) of students successfully completed their respective ESA exams with a grade of >=70% and their test grade was averaged into their final grade with a weight of 35%.  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 performance areas were Theory and Test Equipment.	More emphasis will by placed upon Theory and Test Equipment areas of the Electronics courses for FY2011.
Electronics Technology	Students will possess the skills necessary to properly utilize electronics test equipment to verify operation of, diagnose problems with, and repair electronic circuits and systems.	Laboratory testing and troubleshooting of electronic circuits using LabVolt test equipment and testing systems.	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.	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.
Fish and Wildlife Management	FGM students will prescribe appropriate treatment/s for an assigned fish pond.	FGM 112 Fish Pond Rubric	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.	Close the gap between the lower achievement and higher achievement by focusing on the weak points of each student according to the rubric.
Fish and Wildlife Management	FGM students will prescribe, establish, and maintain wildlife food plot.	FGM 108 Food Plot Rubric	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.	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.
Forest Technology	Forestry students will prepare a harvesting plan.	FOR 147 Forest Management Assessment Rubric Harvesting Subpart.	6 of 6 (100%) scored 70 or higher  100% completions of assignment	Continue to demand high achievement for harvest planning simulated by project
Forest Technology	Forestry students will calculate the number of trees per acre.	FOR 147 Forest Management Assessment Rubric Number of Trees Per Acre Subpart.	6 of 6 (100%) scored a 70 or higher  100% completion of assignment to calculate trees per acre	Continue to demand applied math in all classes to prepare students for work
Forest Technology	Forestry students will construct a map for a site prep activity.	FOR 147 Forest Management Assessment Rubric Maps Subpart.	6 of 6 (100%) scored a grade of 70 or higher.  100% pass completion of mapping assessment	Continue to demand high achievement through rigorous rubric assesement to mimic on the job skills  Manual map drawing will no longer be



				required. We will advance to digital map construction using GPS and ArcGIS
General Education & Learning Support: English	Students will develop a formal research essay.	(Can we say Degree Level English classes?)(Yes) ENG 1101, 1102, 2130, or 1105. Research paper rubric.	(Do the results come from all four classes 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 Fall Quarter of 2009, 84% of students 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 research-based essays, but 16% of students fell below the 70 average. In Spring 2010, 82% of students scored an average of 70 or above on research-based essays, but 18% of students fell below the 70 average.  Overall, an average of 16% of the students in this course needed further instruction in research and documentation.	Instructors will continue to model proper documentation and citation techniques while incorporating interest-building instructional strategies for teaching research. Library staff will continue to provide and demonstrate use of available scholarly media and internet resources. Tutoring will be encouraged. In addition, sample student papers will be provided for the students to use as a model. Instructors will increase use of Smarthinking Account in order to provide students with more individualized writing and research practice.
General Education & Learning Support: English	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.  These results indicate that overall, an average of 19% of students need further instruction in this area per quarter.	Instructors will model proper writing techniques, provide several examples of quality paragraphs for students to read, annotate, and use as a guide for their own work. In addition, graphic organizers will be a viable instructional tool for students to use as they practice the writing process. Instructors will also provide directly-supervised instruction before assigning independent writing. Tutoring will be strongly encouraged.
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 Support: Mathematics	Students will factor polynomials.	MAT 1013 - Factoring Polynomials Exam	201001-201004: 25 of 35 = 71%  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.	Instructors will implement the strategies in place, but will also 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 Support: Mathematics	Students will solve and graph linear systems.	MAT 1111 - Linear Systems Exam	201001 - 201004: 53 of 84 = 63%  The data suggests that solving and graphing systems is a difficult concept for students.	Instructors will implement the strategies in place, and may need to 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.	Instructors will implement the strategies discussed, and will emphasize student use of the textbook tutorial resources such as mathxl, instructional DVD's, and the textbook website.  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 not working with fractions. Thus, the instructors are aware that fractions are especially difficult for students.	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 the tutorial resources available to them such as campus tutors, online resources, PASSKEY, etc. In addition, instructors may need to encourage and communicate the use of office hours more effectively to new students.
General Education:	PSY 1010 students will pass	PSY 1010	FY 2010, 90.25% of the students passed the	A research paper will be incorporated









			during a procedure.  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.	the program at 100% accuracy prior to entering the clinical phase of the program. We will continue to monitor this item.
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 electrical 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 student must master this concept, therefore we will continue to monitor each year. Since this SLO has been consistently met it will be replaced with a new SLO for FY2011.
Welding and Joining Technology	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 Sheet Guided Bend Test	All 18 students enrolled in WLD 109 took the Guided Bend Test with 15 of 18 passing and 3 were unsuccessful.  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.
Welding and Joining Technology	WLD students will perform flat 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.	Althought the results were excellent for 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 Technology	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.