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# Program Outcome Report


Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Accounting	Increase enrollment by 10% for the Accounting program.	TCSG Data Center Report #DC111 Enrollment by Program (PAS) Group and Program Major by Home Campus FY 2011 (Unduplicated Enrollment)	<u>Summary of FY Changes (Unduplicated Enrollment):</u> Swainsboro: ACC diploma: 4% decrease ACC degree: 160% increase Payroll TCC: 100% increase Total: 28% increase on Swainsboro Campus  Vidalia: ACC diploma: 40% increase ACC degree: 11% increase Payroll TCC: no change Total: 29% increase on Vidalia Campus  29% increase in enrollment on both campuses combined. The drastic increase in degree students on the Swainsboro campus was due to several students reaching the 45 cr hr amount which qualified their GPA to be re-evaluated. They were eligible for the HOPE scholarship and changed to the degree. There were also students who had graduated from the diploma in FY 10 who returned in FY 11 to pursue the degree.	The goal was accomplished; however instructors should intensify recruitment and marketing efforts to further increase enrollment in the ACC program grouping. The best advertisement for the college is production of quality graduates for our local workforce. If employers and their employees see the quality we produce, they will encourage their family and friends to attend our college. So quality instruction remains a priority to achieve all goals and objectives. Other specific enrollment strategies: Swainsboro instructor will contact business education teachers at local high schools to coordinate guest speaker opportunities, as well as participate in judging at FBLA competitions. Vidalia instructor will increase contact with local high schools through various means of contact.
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 11 In Field and Related Field Placement Data Vidalia FY 11 In Field and Related Field Placement Data (Career Services Reports located at S:\Student affairs\CareerServices\)	Swainsboro Campus: FY 2011 graduates ACC degree, diploma, and TCC were 5, 6, and 17, respectively. FY 2010 graduates ACC degree, diploma, and TCC were 3, 2, and 8, respectively. Degree graduates increased by 67%. Diploma graduates increased by 200%. TCC graduates increased by 113%. The goal was met on the Swainsboro campus for degree,	Swainsboro Campus: Although the goal was met, special attention will be placed on fine tuning an annual schedule for semesters, since the quarter system was a perfect rotation for a four quarter program. Vidalia Campus: The instructor plans on using a more intensive advisement process with each student every semester they are advised. Instructor will review the annual schedule and stress the importance of following it. The instructor will discuss the students' academic progress and ask if the student has any concerns he/she would like to


				<p>diploma and TCC graduates.</p> <p>Vidalia Campus: FY 2011 graduates for ACC degree, diploma and TCC were 2,3, and 1, respectively. FY 2010 graduates for ACC degree and diploma 3 and 2, respectively. Degree graduates decreased by 50%. Diploma graduates were unchanged. FY 2011 was the first year the TCC was offered on the Vidalia campus, so the one graduate was an obvious increase from FY 2010. The goal was not met on the Vidalia campus for degree and diploma graduates.</p>	<p>discuss. Instructor will also make a point to contact the evening students at least once during the semester (either face-to-face or via email) to check on the student and remind them that she is available to assist them. Also, as mentioned earlier, Vidalia has recently implemented the Payroll Accounting Specialist certificate for its students. This is an embedded certificate that will be awarded to students during their completion of the diploma/degree. This classifies a student as a program completer, while still working on their diploma/degree. Therefore a student will receive two awards during their Accounting program completion. This will also improve STC's Vidalia Accounting program's completion numbers in the future. If students have hardships that may keep them from completing the degree or diploma, the instructor will strongly encourage the students to at least finish the Payroll Accounting TCC.</p>
	Accounting	Increase percentage of graduates placed in field or related field by 5%.	Swainsboro FY 11 In Field and Related Field Placement Data Vidalia FY 11 In Field and Related Field Placement Data (Career Services Reports located at S:\Student affairs\CareerServices\)	<p>Swainsboro Campus: In Field and Related Field Placement rates for ACC degree, diploma, and TCC for FY 2011 were 100%, 100%, 100% respectively. In Field and Related Field Placement rates for ACC degree, diploma, and TCC for FY 2010 were 66.7%, 100%, 100% respectively. In field and related field placement rates increased 50% for degree graduates. There was no change in in field and related field placement rates for diploma and TCC graduates since the 100% placement rate cannot be improved upon. The goal was met for the Swainsboro campus.</p> <p>Vidalia Campus: In Field and Related Field Placement rates for ACC degree, diploma, and TCC for FY 2011 were 100%, 0% and 100% respectively. In Field and Related Field Placement rates for ACC degree and diploma for FY 2010 were 100% and 50% respectively. The in field and related field placement rate for degree was unchanged since the 100% placement rate cannot be improved upon. FY 2011 was the first year the TCC was offered on the Vidalia campus, so the 100% placement rate is an obvious increase over FY 2010. The goal was not met for the Vidalia campus.</p>	<p>Swainsboro Campus: Though the goal was met, instructor will further promote the use of internships for ACC students as ACC electives. Oftentimes internships lead to students finding in full time jobs at the internship site.</p> <p>Vidalia Campus: The Vidalia campus will implement a resume writing and job interview preparation session for students who are about to graduate to prepare them for the job application process. Students will be shown how to sell themselves through an effective resume and interview that will help them obtain in-field job placement.</p>
	Accounting	10% increase in	KMS Report LB 177 Course Attrition by	Swainsboro Campus:	The goal was not met on either

		retention rate for the Accounting program grouping over the previous fiscal year.	Home Campus and Program FY 2011	<p>Accounting Degree: 13 of 13 students were retained (100%). There was no change; FY 10 retention % was 100% as well.</p> <p>Accounting Diploma: 21 of 22 students were retained (95.5%). This was a 4.2% increase over FY 10 retention of 91.3%</p> <p>Payroll Accounting Specialist: 2 of 2 students were retained (100%)</p> <p>There was no change; FY 10 retention % was 100% as well.</p> <p>Vidalia Campus: Accounting Degree: 18 of 20 students were retained (90%). This was a 5.76% decrease from FY 10 retention rate of 95.5%</p> <p>Accounting Diploma: 36 of 42 students were retained (85.7%). This was a 6.95% decrease from FY 10 retention rate of 92.1%</p> <p>Payroll Accounting Specialist TCC: no enrollment on Vidalia Campus during FY 2011</p>	<p>campus.</p> <p>Swainsboro Campus had an 100% retention in degree and TCC, but only a 4.2% increase in retention of diploma students.</p> <p>Vidalia Campus had a 5.76 decrease in retention of degree students and a 6.95% decrease in retention of diploma students. Instructors on both campuses need to intensify efforts to retain students. Several strategies will be utilized including, but not limited to dedicated adherence to the annual schedule. Students become discouraged when they cannot complete their program of study in a timely fashion. Study groups will be utilized to allow peer-to-peer tutoring.</p>
	Accounting	ACC students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACC 1103 Accounting Program Competency Exit Exam	<p>Summer Quarter 2010: Swainsboro Campus: ACC 1103 was not offered.</p> <p>Vidalia Campus: 4 of 5 (80%) of students enrolled in ACC 1103 passed the exit exam with a minimum of 70% accuracy. Actual scores were: 75, 71, 79, 71; average score 74.(One student did not have the 70 average required to take the exit exam; therefore, test was not given.)</p> <p>Fall Quarter 2010: Swainsboro Campus: 7 of 7 (100%) of students enrolled in ACC 1103 passed the exit exam with a minimum of 70% accuracy. Actual scores were: 93, 79, 70, 78, 75, 89, 79; average score 80.</p> <p>Vidalia Campus: ACC 1103 was not offered.</p> <p>Winter Quarter 2011: Swainsboro Campus: ACC 1103 was not offered.</p> <p>Vidalia Campus: ACC 1103 was not offered.</p> <p>Spring Quarter 2011: Swainsboro Campus:</p>	<p>Instructors will ensure that final exams for courses leading up to this capstone course are more comprehensive in nature. Instructors on both campuses will be more consistent with competency exam content and other testing requirements to further improve student success on the accounting program competency exit exam.</p>








				<p>6 of 7 (86%) of students enrolled in ACC 1103 passed the exit exam with a minimum of 70% accuracy. Actual scores were: 94, 87, 79, 77, 71, 70; average score 80. (One student did not have the 70 average required to take the exit exam; therefore, test was not given.)</p> <p>Vidalia Campus: 9 of 11 (82%) students enrolled in ACC 1103 passed the exit exam with a minimum of 70% accuracy. Actual scores were: 70, 71, 75, 75, 86, 75, 78, 53, 59, 78, 70; average score 72.</p> <p>In some cases, students are weak in applying previously learned material.</p>	
	Air Conditioning Technology	Program graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. FY 2011 Combined Placement Figures Report. KMS Placement Data	FY 2010 Placement Date not available until September 15, 2011	
	Air Conditioning Technology	The ACT program will have an increase in enrollment of 10% over the previous fiscal year.	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	<p>12% increase in enrollment over FY 2010</p> <p>FY 2011 - 43 FY 2010 - 38</p> <p>Discussions with students and employers revealed a need for more hands-on training to entice students to enroll and continue in the program. Word of mouth recruitment through enthusiasm may be the best tool to increase enrollment further. Too much time on lecture discouraged ACT students in the past.</p>	<p>Develop more hands-on training exercises.</p> <p>Will utilize more advance students to assist beginning students with hand-on skills training - peer teaching techniques.</p>
	Air Conditioning Technology	The ACT program graduation rate will be 80% or greater.	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.	<p>5 students, who began FY 2011 on track to graduate, remained enrolled and graduated, for 100% graduation rate. This exceeded the desired program outcome but remains important for retention.</p> <p>The positive results can be attributed in part to utilizing the various strategies and activities outlined.</p>	<p>This program outcome will be retained for FY 2012 due to the importance of retention throughout the program.</p> <p>In FY 2012, will look for additional strategies and activities to maintain student interest in classes by using innovative teaching techniques.</p>
	Air Conditioning Technology	Students will be EPA 608 Type Universal Certified Technicians.	<p>Certification Exam Federal Clean Air Act Section 608</p> <p>To be certified, students must score a minimum of 72% on the EPA certification exam. The 2 hour time limit exams are proctored by the certified instructor who mails the completed exams to Esco for grading. No reports or breakdown is provided to the College. A report by section is mailed to the student with the certification/results.</p> <p>To be EPA Certified (Type I, Type II, or Type III), students must pass 2 sections of the exam.</p>	<p>EPA 608 Type Universal Certified:</p> <p>Summer Quarter 2010 4 of 4 for 100% Fall Quarter 2010 2 of 2 for 100% Winter Quarter 2011 2 of 2 for 100% Spring Quarter 2 of 2 for 100%</p> <p>Since reports are not provided to the College, the instructor may need to require students to</p>	<p>Beginning FY 2012, students will be required to share their exam report with instructor in order to track data on the 4 sections and determine areas of strength and weakness.</p>

			<p>To be EPA 608 Type Universal Certified, students must pass all 4 sections of the exam.</p> <p>Students must obtain an EPA certification to graduate.</p>	<p>provide a copy of the reports they receive in order to do a section by section analysis. Currently, only a copy of their certification is required for verification. The reports would provide better tracking.</p>	
	Automotive Technology	Aut graduates will be ASE certified.	ASE certification exam.	Test	
	Business Administrative Technology	Increase number of graduate placement by 5%	Combined Placement Figures Report	<p>Vidalia Campus: FY 2011 100% of graduates were placed In Field and Related Field</p> <p>FY 2010 100% of graduates were placed In Field and Related Field</p> <p>Swainsboro Campus: FY 2011 100% of graduates were placed In Field and Related Field</p> <p>FY 2010 80% of graduates were placed In Field and Related Field</p> <p>The Swainsboro Campus had a 20% increase in graduate placement. Several of the students were able to get part-time jobs working in field or a related field including work study positions. Some of the students were given full-time employment upon completion of their program. Also, working part-time made the students more marketable for the workplace.</p>	<p>The BAT instructors will continue to advise and counsel students so that they will successfully complete the program. Also, the instructors will guide students to the appropriate personnel when they experience academic, financial, or other problems that could hinder them from completing their program. Instructors will continue to assist graduates with job placement.</p>
	Business Administrative Technology	Increase enrollment by 5%	Combined Placement Figures Report		
	Business Administrative Technology	Increase the number of awards/graduates by 5%	Combined Placement Figures Report	<p>Vidalia Campus: FY 2011 17 awards/graduates</p> <p>Swainsboro Campus: FY 2011 8 awards/graduates</p>	
	Clinical Laboratory Technology	The program, through the faculty, will exhibit a commitment to meet established accreditation standards.	Annual Performance Management Plan-staff development plan documenting professional seminar/meeting attendance. NAACLS Reaccreditation Advisory Committee minutes and annual program evaluation.	<p>The program director completed a self study review of the CLT program in 2010(FY2011)This was reviewed by a NAACLS paper reviewer and then a site visit was performed in April of 2011. The overall NAACLS accreditation process found no findings for the CLT program. The NAACLS accreditation Board of Directors will review the site visit report and award accreditation in July 2011.</p>	<p>ALL areas of the CLT program were reviewed and many skills checkoffs were revised/updated.</p>




				<p>The accreditation process was a lengthy and informative process.</p> <p>This process allowed the new program director to become familiar with the accreditation process.</p>	
	Clinical Laboratory Technology	Students will be trained on equipment currently utilized in the CLT profesison.	PAS budget request	STC purchased a chemistry analyzer to ensure the students are competent in operating a chemistry analyzer, preforming quality control, and assessing results of each. Assessment results will be in the fall semester CLT 107 course.	This instrument will be utilized in the fall semester in CLT 107 course labs. This equipment will enhance the classroom instruction of performing, reading, and interpreting chemistry results to correlate with the disease process of the patient.
	Clinical Laboratory Technology	Program graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report.	(No analysis) (Final placement data will be available in Sept) 83% to date of the FY 2011 CLT graduates are employed in field or related field.	<p>The program director monitored graduate employment rates during the fiscal year.</p> <p>The program director will make additional phone calls to area hospitals to ascertain available employment opportunities for graduatee. Numerous job web sites will also being investigated and given to the students.</p> <p>Several national staffing agencies have contacted the program director and will be supplied to the graduates.</p>
	Clinical Laboratory Technology	The program graduation rate will be 70% or greater	Annual program graduate data report.	<p>Nine students began the CLT class with six students graduating (FY2011 cohort). The program graduation rate is 67%.</p> <p>This rate has been consistent with this program and is higher than other NAACLS' program attrition rates.</p> <p>Graduation rates may be affected by other facotrs such as student satisfaction; therefore, the instructor looked at other assessments to analyze. 100% of graduates surveyed (FY2010 last evaluation)ranked the program as excellent in all areas with one person ranked the equipment in the lab as good. Course evaluations are positive overall (Winter 2011 last evaluation). Employer surveys rank the graduates as meets or exceeds expectations in the general education catagory and good to excellent in the technical training catagory.</p> <p>Every effort will be made to retain students until completion of the</p>	<p>The program director will be available for make up labs/tests and tutoring sessions.</p> <p>Extra lab time will be encouraged in heavy lab courses such as blood bank, CLT 106.</p> <p>More videos and Study Stack tables will be utilized to enhance student learning and retention for FY 2012.</p> <p>The program director will implement one on one instruction of Blood Bank labs and competency/ skills review to enhance student learning objectives, grades, and retention as this course contains a Capstone exam.</p>


	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP)and American Medical Technologist (AMT) National Certification Exams	<p>program.</p> <p>Six students completed the CLT program. All students passed the Mock registry given in CLT 119.</p> <p>Of the FY2011 graduate class, 4 of 6 have taken and passed the national registry. Two students are pending. The CLT program has a 100% national registry pass rate for the students that have taken the national registry. Students are urged to take the registry as quickly as possible to enhance their employable opportunities. The program director maintains contact with students pending the registry and encourages these students to take the test as soon as possible. The program instructor also provides review material to enhance student success. The student's CLT course folders containing test and labs will be made available to students wishing to review their coursework for review in preparation for the national registry exam.</p> <p>Analysis of the subparts of the CLT 119 Mock Registry exam showed urinalysis to be the lowest area scored. Urinalysis is taught toward the beginning of the program; therefore, more emphasis/review may need to be placed on urinalysis toward the end of the program.</p>	<p>To be implemented FY 2012, more refreshers of Urinalysis theory will be incorporated into the reviews prior to Mock Registry Exam.</p> <p>You Tube video on the Anatomy and Physiology of the Kidney by Yale University Professor will also be included in CLT 103.</p>
	Clinical Laboratory Technology	The CLT program will admit 12 students per admission cohort	Quarterly and Annual Enrollment Management Reports	<p>The CLT program admitted 11 students in January 2011 (graduating FY2013 cohort) for the 12 seats available for 92% admission rate.</p> <p>The program director has attended high school job fairs/Health fairs and spoke with numerous school group/ educator groups touring the college campus about the Clinical Laboratory Technology field.</p> <p>The greatest obstacle of the CLT program is making the public aware of the program. Health/ job fairs are educating the public</p>	<p>Additional high schools visits are planned and appear to be the best path to advise graduating high school students of this program.</p> <p>Brochures of the CLT program will be sent to high school counselors for distribution to graduating seniors.</p>


Goals by Type Report

				that this program exists in their area.	
	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.	FY 2010 data: 74.2% employed in field  4 employed in unrelated field, 1 continuing education, and 4 not employed  It should be noted that due to the economy, not many companies were hiring student drivers during this fiscal year.	CTD instructors began utilizing Big Trucks/Big Bucks website and The Hiring Connection website to find prospective employers. These sources deal with over 1500 companies to assist companies in finding qualified drivers.
	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates) over the previous fiscal year.	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.	27% increase in enrollment of previous fiscal year. FY 2011: 45 graduates  FY 2010: 33 graduates	CTD instructor provided more one-on-one tutoring for students experiencing difficulties/problems with pre-trip inspections, shifting and backing skills.
	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	FY 2011: 65 students enrolled  FY 2010: 47 students enrolled  CTD started on the Swainsboro Campus Spring quarter FY 2010 with 4 students enrolled. Enrollment increased during FY 2011.	More personal contacts were made to continuously encourage students to enroll in the program.
	Commercial Truck Driving	Maintain state-of-the art Commercial Truck Driving (CTD) range that meets the training needs of students - track will be remodeled to meet new requirements of the Department of Driver Services (DDS) and the Federal Motor Carrier Association or find an alternative site that would meet testing requirements.	Department of Driver Services - approval upon completion of track modifications or alternative location set up.	Portions of the CTD driving range were widened to meet new testing requirements.	The CTD Driving Range is scheduled to be restriped in FY 2012 to comply with new DDS testing requirements.
	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam for driving permit will pass on the first attempt.	Commercial Truck Driving Licensure Rate Report	Summer term - 2 retested Fall term - 3 retested Winter term - 0 retested Spring term - 2 retested  CTD instructor determined that students get extremely nervous and do not perform on the exam as they have been trained to do. A different instructor may be needed to evaluate the mock DDS exam.	To be implemented in FY 2012, CTD instructors will alternate classes for the Mock DDS Exam in order for the students to experience a new evaluator observing them during the test to help them overcome testing anxieties.
	Commercial Truck Driving	The program, through the faculty, will exhibit a commitment to maintaining up-to-date knowledge of the trucking industry.	Staff Development Plan to include relevant and meaningful activities.	Attended National Association of Publicly Funded Truck Driving Schools in November 2011  Funds were not available for the Trucking Seminar in Kentucky this year.	Implemented in January 2011, incorporated training on the new Compliance Safety Accountability (CSA)2010 Federal Requirements for all Commercial Truck Drivers.
	Computer Information Systems	Increase the number of graduates placements by 10% from previous year.	Combined Placement Figures Report provided by Career Services	Computer Information Systems had a seven percent decrease in	2011-2012 numbers should be more accurate since we will be comparing the same diplomas and certificates.<




				graduates from 2009 to 2010. The lower placement is due to the fact that the Computer Information Systems program deleted several certificates from its program. The decrease in placements reflects the decrease in certificates that were given out.	>The Computer Information Systems Instructors work closely with industry and our advisory committee members to get the students employed. Also the Computer Information Systems instructors work closely with Career Services to employee our students.
	Computer Information Systems	To increase graduation rates by 10% from previous year	Combined Placement Figures Report, Report Current students not Registered Report, Leaver/Graduate Report, Early Alert Reports	11.76% increase in graduates over FY 2010. The CIS department had 30 graduates in 2010 and 34 graduates in 2011. The use of the new reports being used by student services is helping the instructors see where they are losing students. This provides them with the opportunity to contact the at risk students to encourage them to stay in the program.	The CIS department utilized the new retention policies developed by student affairs.  The CIS department used the Students not Registered report, the Leaver/Graduate Report and the Early Alert Reports to help retain students in the program until completion and increase the graduation rate. Next year the CIS department will implement tutoring groups on both campuses in order to help the students pass and stay in the program until graduation.
	Computer Information Systems	Increase enrollment by 10% over previous year for the Computer Information Systems programs.	Enrollment Report Marketing and Recruitment Report - exceed required number of recruitment calls and business/industry visits.	12.77% increase in enrollment over FY 2010. The CIS department for the year 2010 had an enrollment of 157 students. In the year 2011 the CIS department had an enrollment of 180 student. The CIS instructors noticed that they were losing about 20% of their students because they were students who were having child care problems. The instructors started advising the students to see the Child Care Center on the Swainsboro Campus and the Vidalia Campus referred the students to the Fatherhood program. The CIS instructors noticed that about 17% of the students stayed in school.	Next year the CIS department will implement tutoring groups on both campuses in order to help retain the students that we have and to help any new students that will be coming into the department.
	Cosmetology	Increase enrollment by 10% from the previous year.	Intranet Enrollment Report by Program.	Although there was an 8% increase in enrollment the benchmark of 10% was not met. For 2010 there were 104 students enrolled in cosmetology & for 2011 there were 127 students enrolled. Not meeting the 10% goal could be partially attributed to the change in admission quarters.	Advisory members will be asked to allow brochures be placed in their businesses advertising the classes. Also other businesses that instructors visit will be asked to participate by encouraging prospective students to contact the college/instructor for more information. Business cards will be left with contact information. A health care seminar will also be attended to promote good health habits when visiting salons and the cosmetology program will also be promoted at this event and town hall meetings. Instructors will continue to use the enrollment management plan, have recruitment activities at the local high schools, and distribute flyers to local businesses.
	Cosmetology	Of the students who are on the final	Intranet Retention Rates by Program Report.	The retention rate for the cosmetology	More emphasis will be placed on attendance.

		rosters at the end of drop/add period, 70% will complete their program requirements for the enrollment term.		program was 72% thus exceeding the benchmark by 2%. Retention plays a major role in the success of the program and the benchmark was exceeded by a small percentage therefore this goal will remain for 2012.	Instructors will meet with students after the first absence and stress the importance of being in class and making up time missed.  Early alerts will be sent at the first sign of academic or attendance problems so that students can receive help with problems in a more timely fashion.
	Cosmetology	5% Increase in the number of completers over the 2010 results.	Combined Placement Figures Report	37 students completed the program in 2011 as compared to 15 in 2010. Many are still enrolled in the program and therefore have not completed.	Instructors will refer students to counselors via the Early Alert system after missing 2 days.  Instructors will make sure that students are encouraged to make up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid.
	Cosmetology	80% of Cosmetology graduates will be placed in-field.	Job placement records on the Southeastern Technical College Intranet.	97.4% of graduates are employed in the field or related field to cosmetology. Although this is above the benchmark for placement, some cosmetology graduates completed the program for self improvement reasons and not employment.	Instructors will increase visits to businesses in the service area to assure jobs for all graduates.  Will utilize COS Advisory Committee to assist in placement of graduates.
	Cosmetology	100% of students will demonstrate proficiency in the Cosmetology program competencies by scoring 75% or higher on the COS 116 Exit Exam.	COS 116 Exit Exam Rubric	Of the students taking the exit exam all but 1 passed both parts on the first try. One did not pass the written exit exam and scientific concepts and skin care & services were her low areas. She has since taken COS 116 over and passed the exam.	More emphasis will need to be placed on the theory portion of the exam such as scientific concepts and skin care & services. More review sessions, more practice written exams, and in some cases even tutoring could be required.
	Cosmetology	COS graduates taking the Master Cosmetology Exam will pass both practical and written portions on their first attempt.	Individual candidate results from D.L. Roope Administrations, Inc.	100% of graduates taking the state board exam passed both theory and practical parts on the first attempt. The state average for practical is 98.72% and theory is 93%; therefore, STC is above the state average.  Of the students taking the written state board exam 4% scored at 96 & above, 4% between 91-95, 43% from 86-89, and 31% scored 80-85, 14% from 75-79, and 4% from 74 & less with skin care and services having the lowest grade of any section.  On the practical exam 44% scored 90-95, 33% from 85-89, 11% 80-84, & 11% from 75-79 with the lowest scores in sculptured nail techniques.  Since 49% scored less than 85 on the theory part of the exam, more efforts should be placed to	The COS Theory Workbook and the The COS Exam Review Book will be initiated in FY 2012.  The newly revised textbook will also be utilized in FY 2012.  Performance Checklists will be utilized so that students will know precisely the areas in which they are weak or strong. Since practical examination results show that the lower scores were made in the sculptured nail area and thermal curling, these areas will be addressed in 2012 with additional practice to get the skill levels higher. On the written exam the lowest average is on the skin care and services portion of the exam. 2012 students will see more reviews, exercises, and practice exams over the skin care & services portion of the curriculum.


				<p>bring the theory scores up by utilizing more review methods &amp; encouraging better study habits.</p> <p>Since 22% scored 84 or less on the practical exam, more hands-on practice or mock exams may be needed.</p>	
	Criminal Justice	Criminal Justice students will demonstrate competence in criminal justice procedures.	CRJ-209 CRJ Comprehensive Exit Exam which includes questions from all required CRJ courses. A minimum of 70% is required for successful completion.	<p>Summer Quarter 2010</p> <p>Swainsboro Campus 3 out of 3 (100%) scored 70% or better on the exit exam.</p> <p>Vidalia Campus 6 out of 6 (100%) scored 70% or better on the exit exam.</p> <p>Fall Quarter 2010</p> <p>Swainsboro Campus 4 out of 4 (100%) scored 70% or better on the exit exam.</p> <p>Vidalia Campus 6 out of 6 (100%) scored 70% or better on the exit exam.</p> <p>Winter Quarter 2011</p> <p>Swainsboro Campus 7 out of 7 (100%) scored 70% or better on the exit exam.</p> <p>Vidalia Campus 5 out of 5 (100%) scored 70% or better on the exit exam.</p> <p>Spring Quarter 2011</p> <p>Swainsboro Campus 3 out of 3 (100%) scored 70% or better on the exit exam.</p> <p>Vidalia Campus 7 out of 7 (100%) scored 70% or better on the exit exam.</p> <p>Detailed score results:</p> <p>41 out of 41 (100%) students passed the exit exam with an average score of 80.</p> <p>10 out of 10 (100%) male students passed the exit exam with an average score of 82.2.</p> <p>31 out of 31 (100%) female students passed the exit exam with an average score of 79.2.</p> <p>6 out of 6 (100%) white male students passed the exit exam with an average score of 80.8.</p> <p>4 out of 4 (100%) black male students passed the exit exam with an average score of 84.6.</p> <p>21 out of 21 (100%) white female students passed the exit exam with an average score of 79.</p> <p>8 out of 8 (100%) black female students passed the exit exam with an average score of 79.5.</p>	<p>Schedules were developed so that ample time is to be allotted for the student to complete the needed internship hours and have a scheduled study time to enhance learning and better prepare students for the exam and the workforce.</p> <p>To be implemented in FY 2012, the CRJU 2090 and CRJU 2100 (was CRJ 209 under the quarter system) Comprehensive Final will be calculated to score individual competency areas in order to determine areas of strengths and weaknesses.</p>

				<p>27 out of 27 (100%) white students passed the exit exam with an average score 79.6.</p> <p>14 out of 14 (100%) black students passed the exit exam with an average score of 81.</p> <p>Male students are performing better than the non-traditional female students on the exit exam - criminal justice procedures. It should be noted there are 3 times the number of females in the course. Most of these are single parents caring for children, working, and going to school so their time for study is limited.</p>	
	Criminal Justice	90% Total Placement rate for FY 2010	KMS DC 145 Sub-report 112 Placement by Program Area	<p>FY 2010 Degree graduate Placement 100% Diploma graduate placement 90% TCC graduate placement 100% 96.1% Total Placement</p> <p>Analysis: TCSG presidents voted to report placement one year back beginning FY 2010. Since the College officially started FY 2010, this is the first year of placement data for the newly merged college and there is no comparative placement data to report.</p> <p>Although the total placement rate is good, the report indicated the in-field placement rate at an alarming 11.76%.</p> <p>Although many of the graduates are continuing their education and/or are employed in a related or unrelated field, faculty may need to speak with local criminal justice agencies to determine whether or not it was the current economic crisis that prevented them hiring or if they anticipate job openings in the future.</p>	CRJ faculty will incorporate more job placement inquiries/strategies when making business and industry visits with criminal justice agencies.
	Dental Hygiene	D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.	<p>001 Grades in all courses 100% courses passed with minimum grade of C</p> <p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>003 Patient Survey Minimum 85% positive required</p>	<p>All courses had 100% pass rate except for the following: Tooth Anatomy- 86%, Embryology-57%, Head &amp; Neck Anatomy-78%, Clinic I lecture-86%, Clinic II lab-83%, Oral</p>	At the Spring Curriculum Management Workshop, the following course changes were implemented to enhance instruction as well as performance in the respective courses: In Preclinic Lecture I, American Psychological Association Manual is now a required textbook in order to assist students with APA format.

			004 Employer Rating Surveys Minimum 85% positive required	pathology-75%, Clinic III lecture and lab- 88%, and community dental health-88%. 6 classes had research/case studies. Patient survey-97%. Employer rating survey and post graduate survey- 85%. Infection control external audit-100%. Quality Assurance Assessment, Dental Hygiene Record Review, and QA external audit- 90% compliance.	A good example of a paper in APA format will be distributed to students to also use as a guide. These two things should help students understand the APA format. Videos on HIPAA, "If Saliva were red" and ADA Infection Control will be shown to students during workshops prior to Fall Semester. This will assist with instruction in PreClinic courses. Transparencies will be utilized in class during dental charting exercises. This should prevent students from having charting difficulties in live patient care sessions. Eaglesoft will be incorporated with all dental charting and assessment instruction to ensure mastery. By incorporating Eaglesoft into the curriculum at an earlier time, students will hopefully be more proficient with the system prior to patient care sessions.
			005 Post-Graduate Rating Surveys Minimum 85% positive required		Radiographs will be incorporated during dental charting exercises to enhance critical thinking. By utilizing radiographs earlier, students will be encouraged to connect the clinical and radiographic findings together so that students understand the importance of both. In Preclinic, mandatory 2 hour practice sessions will be logged prior to any skill check off. This should alleviate concerns from students about not having enough practice time. Balloons and scales will be used to enhance instruction with probing technique. This will encourage time management during assessment sessions.
			06 Infection Control External Audit Minimum 85% required		Manual Blood Pressure Cuffs will replace electronic cuffs to ensure students know how to take accurate manual blood pressures. Test patients have been developed in Eaglesoft to assist students with instruction of electronic charting. Since students struggled with Eaglesoft usage during patient care, earlier as well as additional exposure of Eaglesoft prior to live work sessions will help with mastery of Eaglesoft software. Additional lab time has been added to Tooth Anatomy to assist with lab exercises. By adding more lab time, students should be more competent at identifying tooth structures. A new anesthesia text has been added to Head and Neck Anatomy to enhance instruction. Since this class is very difficult, instruction should be enhanced by the additional text. Clinic I lecture will now include instruction of ultrasonic scalers to ensure students get as much exposure to ultrasonics as possible. By introducing ultrasonics prior to manual instrumentation, students will be able to focus on a lighter grasp while using ultrasonics. Patient Assessment Tutorials have been added to clinic lecture to ensure that students are more prepared for live patient care and the sequence of care. Additional role play scenarios have been added to Clinic I to familiarize students with the sequence of care. Dental Materials videos will be shown at beginning of lecture instead of end of lecture in order to enhance didactic instruction. Dental
			07 Quality Assurance Assessment 90% accuracy required		
			08 Q.A. Record Review Minimum 90% Accuracy required		
			09 Q.A. External Audit Minimum 90% accuracy required		
			010 Instructor Evals by Students Minimum 85% positive required	Instructor evals by students-85% positive. Instructor evals by Dean-99% positive,	
			011 Instructor Evals by Dean Minimum 85% positive required		
			012 Instrumentation Practicum I 100% pass required	Instrumentation Practicum I & II- 100%, Individual competencies- 100% pass on second attempt, Mock National Board- 100%, Mock CRDTS Board- 100% passed, DHNBE- 100% passed, Graduate Exit Survey- 99% positive feedback,	
			013 Instrumentation Practicum II 100% pass required	CRDTS-100% passed, Retention rate-38%, Job Placement- 100%. Students participated in numerous community service projects at nursing homes, schools, mobile dental vans, health fairs, and Mercy Medical Clinic.	
			014 Individual Competencies 100% pass required		
			015 Mock National Board Minimum score of 95% required		
			016 Mock CRDTS Board Score of 95 or higher required		
			017 DHNBE 100% pass required		
			018 Graduate Exit Survey Minimum 85% positive required		
			019 CRDTS 100% pass required		
			20 Retention Rates by Program 70% retention rate		
			21 Combined Placement Figures Report 90% placement rate		

					<p>Materials field trip has been moved to beginning of semester per student request in order to help them understand complex didactic topics more effectively. In Clinic II lecture, sharpening horse has replaced side kick as method of choice for instrument sharpening. Sharpening horse sharpens instruments more easily and is an easier method for students to comprehend. Since students failed to include all items on rubric for assigned projects, students will be required to use the rubric as self assessment prior to turning in any project with rubric. This will force students to read the rubric and understand expectations of instructor. In periodontology, more case studies have been added to curriculum for classroom discussion. This will enhance mastery of periodontally involved patients that will be seen in the live work clinic. In oral pathology, students will be tested on both color atlas and text book. This will ensure that they understand the etiology as well as the clinical appearance of each lesion. In Clinic II lecture, another exam with case studies has been added to the curriculum. This will enhance critical thinking skills and prepare students for mock and national boards. In community dental health, more testlets have been added to the curriculum. This will provide more testlet exposure prior to mock and national board. In Biochemistry, more role play scenarios will be utilized so that students can put practice into play for nutritional assessments. In Clinic IV Lecture, a work ethics exam and rubric will be added. The examination will be discussion format to ensure that students are developing critical thinking skills. A CDT code textbook and exam have also been added to enhance knowledge of insurance codes. Patient requirements in all clinic courses have been updated to reflect the semester curriculum conversion. Participation in community service projects allowed students to work with diverse populations in the local communities. In addition, it gave students the opportunity to present oral as well as written presentations to individuals from various backgrounds. Involvement with community service projects also teaches students to give back to their communities as well as those less fortunate.</p>
	Dental Hygiene	C. To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.	<p>001 Grades in all courses 100% courses passed with minimum grade of C</p> <p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>003 Patient Survey Minimum 85% positive required</p> <p>004 Employer Rating Surveys Minimum 85% positive required</p> <p>005 Post-Graduate Rating Surveys Minimum 85% positive required</p> <p>06 Infection Control External Audit</p>	<p>All courses had 100% pass rate except for the following: Tooth Anatomy- 86%, Embryology-57%, Head &amp; Neck Anatomy-78%, Clinic I lecture-86%, Clinic II lab-83%, Oral pathology-75%, Clinic III lecture and lab-88%, and community dental health-88%. 6 classes had research/case studies. Patient</p>	<p>At the Spring Curriculum Management Workshop, the following course changes were implemented to enhance instruction as well as performance in the respective courses: In Preclinic lec I, American Psychological Association Manual is now a required textbook in order to assist students with APA format. A good example of a paper in APA format will be distributed to students to also use as a guide. These two things should help students understand the APA format. Videos on HIPAA, "If Saliva were red" and ADA</p>

			<p>Minimum 85% required</p> <p>07 Quality Assurance Assessment 90% accuracy required</p> <p>08 Q.A. Record Review Minimum 90% Accuracy required</p> <p>09 Q.A. External Audit Minimum 90% accuracy required</p> <p>010 Instructor Evals by Students Minimum 85% positive required</p> <p>011 Instructor Evals by Dean Minimum 85% positive required</p> <p>012 Instrumentation Practicum I 100% pass required</p> <p>013 Instrumentation Practicum II 100% pass required</p> <p>014 Individual Competencies 100% pass required</p> <p>015 Mock National Board Minimum score of 95% required</p> <p>016 Mock CRDTS Board Score of 95 or higher required</p> <p>017 DHNBE 100% pass required</p> <p>018 Graduate Exit Survey Minimum 85% positive required</p> <p>019 CRDTS 100% pass required</p> <p>20 Retention Rates by Program 70% retention rate</p> <p>21 Combined Placement Figures Report 90% Placement Rate</p>	<p>survey-97%.Employer rating survey and post graduate survey-85%. Infection control external audit-100%. Quality Assurance Assessment, Dental Hygiene Record Review, and QA external audit- 90% compliance. Instructor evals by students-85% positive. Instructor evals by Dean-99% positive, Instrumentation Practicum I &amp; II- 100%, Individual competencies- 100% pass on second attempt, Mock National Board-100%, Mock CRDTS Board- 100% passed, DHNBE- 100% passed, Graduate Exit Survey- 99% positive feedback, CRDTS-100% passed, Retention rate-38%, Job Placement-100%. 2 critical incidents and 41 infractions were written in the past year. Weekly work ethics discussions and preclinic huddles were conducted to discuss ethics and conduct issues.</p>	<p>Infection Control will be shown to students during workshops prior to Fall Semester. This will assist with instruction in PreClinic courses. Transparencies will be utilized in class during dental charting exercises. This should prevent students from having charting difficulties in live patient care sessions. Eaglesoft will be incorporated with all dental charting and assessment instruction to ensure mastery. By incorporating Eaglesoft into the curriculum at an earlier time, students will hopefully be more proficient with the system prior to patient care sessions. Radiographs will be incorporated during dental charting exercises to enhance critical thinking. By utilizing radiographs earlier, students will be encouraged to connect the clinical and radiographic findings together so that students understand the importance of both. In Preclinic, mandatory 2 hour practice sessions will be logged prior to any skill check off. This should alleviate concerns from students about not having enough practice time. Balloons and scales will be used to enhance instruction with probing technique. This will encourage time management during assessment sessions. Manual Blood Pressure Cuffs will replace electronic cuffs to ensure students know how to take accurate manual blood pressures. Test patients have been developed in Eaglesoft to assist students with instruction of electronic charting. Since students struggled with Eaglesoft usage during patient care, earlier as well as additional exposure of Eaglesoft prior to live work sessions will help with mastery of Eaglesoft software. Additional lab time has been added to Tooth Anatomy to assist with lab exercises. By adding more lab time, students should be more competent at identifying tooth structures. A new anesthesia text has been added to Head and Neck Anatomy to enhance instruction. Since this class is very difficult, instruction should be enhanced by the additional text. Clinic I lecture will now include instruction of ultrasonic scalers to ensure students get as much exposure to ultrasonics as possible.By introducing ultrasonics prior to manual instrumentation, students will be able to focus on a lighter grasp while using ultrasonics. Patient Assessment Tutorials have been added to clinic lecture to ensure that students are more prepared for live patient care and the sequence of care. Additional role play scenarios have been added to Clinic I to familiarize students with the sequence of care. Dental Materials videos will be shown at beginning of lecture instead of end of lecture in order to enhance didactic instruction. Dental Materials field trip has been moved to beginning of semester per student request in order to help them understand complex didactic topics more effectively. In Clinic II lecture, sharpening horse has replaced side kick as</p>
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					<p>method of choice for instrument sharpening. Sharpening horse sharpens instruments more easily and is an easier method for students to comprehend. Since students failed to include all items on rubric for assigned projects, students will be required to use the rubric as self assessment prior to turning in any project with rubric. This will force students to read the rubric and understand expectations of instructor. In Periodontology, more case studies have been added to curriculum for classroom discussion. This will enhance mastery of periodontally involved patients that will be seen in the live work clinic. In Oral Pathology, students will be tested on both color atlas and text book. This will ensure that they understand the etiology as well as the clinical appearance of each lesion. In Clinic II lecture, another exam with case studies has been added to the curriculum. This will enhance critical thinking skills and prepare students for mock and national boards. In community dental health, more testlets have been added to the curriculum. This will provide more testlet exposure prior to mock and national board. In Biochemistry, more role play scenarios will be utilized so that students can put practice into play for nutritional assessments. In Clinic IV Lecture, a work ethics exam and rubric will be added. The examination will be discussion format to ensure that students are developing critical thinking skills. A CDT code textbook and exam have also been added to enhance knowledge of insurance codes. Patient requirements in all clinic courses have been updated to reflect the semester curriculum conversion. Critical incidents and infractions provide accountability for students in clinical and classroom situations. Preclinic huddles are beneficial because ethical issues can be discussed as a group. This could prevent a student from making the same mistake that another student previously made. Weekly work ethics discussions provide educational opportunities for students and faculty to discuss ethical expectations in the dental hygiene profession.</p>
	Dental Hygiene	B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences which are necessary to develop skills in rendering professional dental hygiene patient care to the public.	<p>001 Grades in all courses 100% courses passed with minimum grade of C</p> <p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>003 Patient Survey Minimum 85% positive required</p> <p>004 Employer Rating Surveys Minimum 85% positive required</p> <p>005 Post-Graduate Rating Surveys Minimum 85% positive required</p> <p>06 Infection Control External Audit Minimum 85% required</p> <p>07 Quality Assurance Assessment 90% accuracy required</p>	<p>All courses had 100% pass rate except for the following: Tooth Anatomy- 86%, Embryology-57%, Head &amp; Neck Anatomy-78%, Clinic I lecture-86%, Clinic II lab-83%, Oral pathology-75%, Clinic III lecture and lab-88%, and community dental health-88%. 6 classes had research/case studies. Patient survey-97%. Employer rating survey and post graduate survey-85%. Infection control external</p>	<p>At the Spring Curriculum Management Workshop, the following course changes were implemented to enhance instruction as well as performance in the respective courses: In Preclinic lec I, American Psychological Association Manual is now a required textbook in order to assist students with APA format. A good example of a paper in APA format will be distributed to students to also use as a guide. These two things should help students understand the APA format. Videos on HIPAA, "If Saliva were red" and ADA Infection Control will be shown to students during workshops prior to Fall Semester. This will assist with instruction in PreClinic courses. Transparencies will be</p>





			08 Q.A. Record Review Minimum 90% Accuracy required	audit-100%. Quality Assurance	utilized in class during dental charting exercises. This should prevent students from having
			09 Q.A. External Audit Minimum 90% accuracy required	Assessment, Dental Hygiene Record Review, and QA external audit- 90% compliance.	charting difficulties in live patient care sessions. Eaglesoft will be incorporated with all dental
			010 Instructor Evals by Students Minimum 85% positive required	Instructor evals by students-85% positive. Instructor evals by Dean-99% positive,	charting and assessment instruction to ensure mastery. By incorporating Eaglesoft into the curriculum at an earlier time, students will hopefully be more proficient with the system prior to patient care sessions.
			011 Instructor Evals by Dean Minimum 85% positive required	Instrumentation Practicum I & II- 100%, Individual competencies- 100% pass on second attempt, Mock National Board- 100%, Mock CRDTS Board- 100% passed, DHNBE- 100% passed, Graduate Exit Survey- 99% positive feedback, CRDTS- 100% passed, Retention rate-38%, Job Placement- 100%. Comments from patient survey indicated that patients felt like he/she did not get a chance to ask questions. No complaints about patient parking since new parking lot has been added. Some patients commented about grass not being cut at Health Sciences Annex Building. One dentist commented on employer rating survey that students need to be exposed to Diagnodent machine. On post-grad rating survey, one student stated that she did not feel comfortable with nitrous oxide administration. Another student commented that she did not feel comfortable seeing pediatric patients. In graduate exit survey, one student requested to have more help understanding CRDTS calculus charting requirements.	Radiographs will be incorporated during dental charting exercises to enhance critical thinking. By utilizing radiographs earlier, students will be encouraged to connect the clinical and radiographic findings together so that students understand the importance of both. In Preclinic, mandatory 2 hour practice sessions will be logged prior to any skill check off. This should alleviate concerns from students about not having enough practice time. Balloons and scales will be used to enhance instruction with probing technique. This will encourage time management during assessment sessions. Manual Blood Pressure Cuffs will replace electronic cuffs to ensure students know how to take accurate manual blood pressures. Test patients have been developed in Eaglesoft to assist students with instruction of electronic charting. Since students struggled with Eaglesoft usage during patient care, earlier as well as additional exposure of Eaglesoft prior to live work sessions will help with mastery of Eaglesoft software. Additional lab time has been added to Tooth Anatomy to assist with lab exercises. By adding more lab time, students should be more competent at identifying tooth structures. A new anesthesia text has been added to Head and Neck Anatomy to enhance instruction. Since this class is very difficult, instruction should be enhanced by the additional text. Clinic I lecture will now include instruction of ultrasonic scalers to ensure students get as much exposure to ultrasonics as possible. By introducing ultrasonics prior to manual instrumentation, students will be able to focus on a lighter grasp while using ultrasonics. Patient Assessment Tutorials have been added to clinic lecture to ensure that students are more prepared for live patient care and the sequence of care. Additional role play scenarios have been added to Clinic I to familiarize students with the sequence of care. Dental Materials videos will be shown at beginning of lecture instead of end of lecture in order to enhance didactic instruction. Dental Materials field trip has been moved to beginning of semester per student request in order to help them understand complex didactic topics more effectively. In Clinic II lecture, sharpening horse has replaced side kick as method of choice for instrument sharpening. Sharpening horse sharpens instruments more easily and is an easier method for students to comprehend. Since
			012 Instrumentation Practicum I 100% pass required		
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			21 Combined Placement Figures Report 90% placement rate		



				<p>students failed to include all items on rubric for assigned projects, students will be required to use the rubric as self assessment prior to turning in any project with rubric. This will force students to read the rubric and understand expectations of instructor. In periodontology, more case studies have been added to curriculum for classroom discussion. This will enhance mastery of periodontally involved patients that will be seen in the live work clinic. In oral pathology,students will be tested on both color atlas and text book. This will ensure that they understand the etiology as well as the clinical appearance of each lesion. In Clinic II lecture, another exam with case studies has been added to the curriculum. This will enhance critical thinking skills and prepare students for mock and national boards. In community dental health, more testlets have been added to the curriculum. This will provide more testlet exposure prior to mock and national board. In Biochemistry, more role play scenarios will be utilized so that students can put practice into play for nutritional assessments. In Clinic IV Lecture, a work ethics exam and rubric will be added. The examination will be discussion format to ensure that students are developing critical thinking skills. A CDT code textbook and exam have also been added to enhance knowledge of insurance codes. Patient requirements in all clinic courses have been updated to reflect the semester curriculum conversion.Since patient commented that his/her questions were not answered thoroughly, this issue was discussed in clinic huddle and faculty meeting. Faculty and students were encouraged to take initiative and ask patients if they have any questions. Since new parking lot was added, no complaints have been received from patients or students about parking problems. An email was sent to VPAA and Dean of Health Sciences in an effort to report and resolve grass cutting issues. Guest speaker will be utilized to introduce students to Diagnodent machine. Curriculum has been enhanced to include more instruction in coding and insurance. Curriculum has been enhanced to include a nitrous oxide cart to ensure students are competent with nitrous oxide sedation. Clinical requirements with pediatric patients have been increased to give students more learning experiences with pediatric patient management. A CRDTS calculus charting competency has been implemented to help students understand CRDTS calculus charting requirements. Additional lab time was also implemented in instrumentation courses to ensure ample practice time with calculus charting.No patient rejections occurred this year when students completed CRDTS. This was due to instructors suggesting that students take Class IV calculus</p>
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					patients instead of Class III calculus patients. One student did get ten point penalty at CRDTS due to turning in paperwork late. Time management will be stressed to future classes to avoid penalties. Office days will be implemented the last semester to help with time management.
	Dental Hygiene	A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.	<p>001 Grades in all courses 100% courses passed with minimum grade of C</p> <p>002 Research papers/case studies required in courses 6 courses contain research or case study</p> <p>003 Patient Survey Minimum 85% positive required</p> <p>004 Employer Rating Surveys Minimum 85% positive required</p> <p>005 Post-Graduate Rating Surveys Minimum 85% positive required</p> <p>011 Instructor Evals by Dean Minimum 85% positive required</p> <p>012 Instrumentation Practicum I 100% pass required</p> <p>013 Instrumentation Practicum II 100% pass required</p> <p>014 Individual Competencies 100% pass required</p> <p>015 Mock National Board Minimum Score 95% required</p> <p>017 DHNBE 100% pass required</p> <p>018 Graduate Exit Survey Minimum 85% positive required</p> <p>20 Retention Rates by Program Report 70% Retention Rate</p> <p>21 Combined Placement Figures Report 90% Placement rate</p>	<p>All courses had 100% pass rate except for the following: Tooth Anatomy- 86%, Embryology-57%, Head &amp; Neck Anatomy-78%, Clinic I lecture-86%, Clinic II lab-83%, Oral pathology-75%, Clinic III lecture and lab- 88%, and community dental health-88%. 6 courses had research/case studies. Patient, employer, and post-graduate surveys achieved 85% benchmark, Instructor evals by Dean- 85% benchmark. Instrumentation Practicum I &amp; II- 100%. Competencies were not achieved on first attempt. After remediation, all students passed the second attempt at 100% competency. Mock National Board- 95%. DHNBE-100%. Graduate exit survey- 85%, retention rate- 38%, and Placement rate-100%. One comment by dentist in an employer survey requested that graduates be more familiar with insurance billing and coding. Recommendation from Dean for all dental hygiene instructors without BS degree in Dental Hygiene to complete degree as soon as possible. One instructor completed her degree and one instructor has started a BS completion program. According to instructor evals by students, students would like more interaction in lecture classes.</p>	<p>At the Spring Curriculum Management Workshop, the following course changes were implemented to enhance instruction as well as performance in the respective courses. The following course changes may also increase the retention rate of the program. In Preclinic Lecture I, American Psychological Association Manual is now a required textbook in order to assist students with APA format. A good example of a paper in APA format will be distributed to students to also use as a guide. These two things should help students understand the APA format. Videos on HIPAA, "If Saliva were red" and ADA Infection Control will be shown to students during workshops prior to Fall Semester. This will assist with instruction in PreClinic courses. Transparencies will be utilized in class during dental charting exercises. This should prevent students from having charting difficulties in live patient care sessions. Eaglesoft will be incorporated with all dental charting and assessment instruction to ensure mastery. By incorporating Eaglesoft into the curriculum at an earlier time, students will hopefully be more proficient with the system prior to patient care sessions. Radiographs will be incorporated during dental charting exercises to enhance critical thinking. By utilizing radiographs earlier, students will be encouraged to connect the clinical and radiographic findings together so that students understand the importance of both. In Preclinic, mandatory 2 hour practice sessions will be logged prior to any skill check off. This should alleviate concerns from students about not having enough practice time. Balloons and scales will be used to enhance instruction with probing technique. This will encourage time management during assessment sessions. Manual Blood Pressure Cuffs will replace electronic cuffs to ensure students know how to take accurate manual blood pressures. Test patients have been developed in Eaglesoft to assist students with instruction of electronic charting. Since students struggled with Eaglesoft usage during patient care, earlier as well as additional exposure of Eaglesoft prior to live work sessions will help with mastery of Eaglesoft software. Additional lab time has been added to Tooth Anatomy to assist with lab exercises. By adding more lab time, students should be more competent at identifying tooth structures. A new anesthesia text has been added to Head and Neck Anatomy to enhance instruction. Since this class is</p>

					<p>very difficult, instruction should be enhanced by the additional text. Clinic I lecture will now include instruction of ultrasonic scalers to ensure students get as much exposure to ultrasonics as possible. By introducing ultrasonics prior to manual instrumentation, students will be able to focus on a lighter grasp while using ultrasonics. Patient Assessment Tutorials have been added to clinic lecture to ensure that students are more prepared for live patient care and the sequence of care. Additional role play scenarios have been added to Clinic I to familiarize students with the sequence of care. Dental Materials videos will be shown at beginning of lecture instead of end of lecture in order to enhance didactic instruction. Dental Materials field trip has been moved to beginning of semester per student request in order to help them understand complex didactic topics more effectively. In Clinic II lecture, sharpening horse has replaced side kick as method of choice for instrument sharpening. Sharpening horse sharpens instruments more easily and is an easier method for students to comprehend. Since students failed to include all items on rubric for assigned projects, students will be required to use the rubric as self assessment prior to turning in any project with rubric. This will force students to read the rubric and understand expectations of instructor. In periodontology, more case studies have been added to curriculum for classroom discussion. This will enhance mastery of periodontally involved patients that will be seen in the live work clinic. In oral pathology, students will be tested on both color atlas and text book. This will ensure that they understand the etiology as well as the clinical appearance of each lesion. In Clinic II lecture, another exam with case studies has been added to the curriculum. This will enhance critical thinking skills and prepare students for mock and national boards. In community dental health, more testlets have been added to the curriculum. This will provide more testlet exposure prior to mock and national board. In Biochemistry, more role play scenarios will be utilized so that students can put practice into play for nutritional assessments. In Clinic IV Lecture, a work ethics exam and rubric will be added. The examination will be discussion format to ensure that students are developing critical thinking skills. A CDT code textbook and exam have also been added to enhance knowledge of insurance codes. Patient requirements in all clinic courses have been updated to reflect the semester curriculum conversion. One Instructor has completed BS degree in Dental Hygiene and one instructor is in progress. The completion of these degrees will enhance instruction. Since students requested more interaction in lecture classes, instructors</p>
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					altered teaching methods to include more interactive games such as Jeopardy, Role Playing Scenarios, Hollywood Squares, Password, Big Board Questions, and Twenty Questions.
	Dental Hygiene	E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.	002 Research papers/case studies required in courses 6 courses contain research or case study 03 Patient Survey Minimum 85% positive required 004 Employer Rating Surveys Minimum 85% positive required 005 Post-Graduate Rating Surveys Minimum 85% positive required 010 Instructor Evals by Students Minimum 85% positive required 011 Instructor Evals by Dean Minimum 85% positive required 017 DHNBE 100% pass required 018 Graduate Exit Survey Minimum 85% positive required 20 Retention Rates by Program Report 70% retention rate	6 courses contained research papers and case studies. Patient Surveys-97% positive. Employer rating surveys-85% positive. Post-Graduate rating surveys- 85% positive. Instructor evals by students and Dean- 85% positive. DHNBE- 100% pass. Graduate exit survey- 85% positive. Retention rate was 38% and did not meet the 70% benchmark.	Students experienced difficulty with APA format in research projects. As a result, the program now requires that students purchase the APA Publication Manual. Otherwise, students displayed knowledge to critically review current literature and apply this to dental hygiene treatment in the live work clinic. Since the benchmark of 70% retention was not achieved, a "How to Study" workshop has been incorporated into the curriculum prior to Fall 2011. In addition, the semester curriculum will enhance instruction by affording instructors more classroom time and opportunities to offer more test with less material per test. Since all surveys and board benchmarks were achieved, critical reviews of literature will continue to be utilized in case studies, research projects, and classroom activities.
	Dental Hygiene	(F.) To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.	002 Research papers/case studies required in courses 6 courses contain research or case study 004 Employer Rating Surveys Minimum 85% positive required 005 Post-Graduate Rating Surveys Minimum 85% positive required 06 Infection Control External Audit Minimum 85% required 010 Instructor Evals by Students Minimum 85% positive required 011 Instructor Evals by Dean Minimum 85% positive required 015 Mock National Board Minimum score of 95% required 017 DHNBE 100% pass required 018 Graduate Exit Survey Minimum 85% positive required 20 Retention Rates by Program Report 70% retention rate	Six Courses contained research projects and case studies. Employer rating survey-85% benchmark achieved. Employer Rating Survey indicated that dentist felt graduates were competent in evaluation of scientific literature and had knowledge to keep up with latest products and developments. Post Graduate Rating Survey-85% benchmark achieved. Graduates responded that they actively attended continuing education courses. Infection control external audit-100% compliance. Students understand the latest developments in infection control procedures. Instructor Evals by students-85% positive feedback from students. Instructor evals by Dean- 85% positive feedback from Dean. Mock National Board- 95% score achieved. DHNBE-100% pass achieved. Both Board exams demonstrate that students have fundamentals required for life-long learning. Graduate exit survey- 85% benchmark achieved. Students felt competent in seeking life-long learning and remaining current in latest products and	Case Study and research projects enhanced the curriculum with evidenced based publications and educated students about cutting edge dental hygiene scientific research. Based on responses from all stakeholders, establishing this foundation early has equipped students with the knowledge and motivation to continue lifelong learning after graduation. In addition, continuing education on the latest products allows students to practice evidenced based dental hygiene care in the live work clinic. Surveys and mock boards also demonstrated that curriculum is providing students with self confidence and the knowledge that life-long learning is essential to career success in the constantly changing field of dental hygiene. Assessment methods reinforced the importance of introducing students to the concept of lifelong learning via continuing education experiences. Dental Hygiene program will continue to provide continuing education programs to enhance curriculum. As a result of retention rate not meeting the 70% benchmark, a How to Study workshop will be implemented into the curriculum for Fall 2011. This workshop will familiarize students with the different methods associated with good study habits. It will also acquaint students with their learning styles. In addition, the semester system transition will allow more time for instruction and accomodate more frequent testing with less material per test. These new methods of instruction will enhance student learning in the classroom. By improving retention, more students will be instructed about the importance of life-long learning through continuing education.








				developments. Retention rate was 38% and did not meet benchmark of 70%.	
	Distance Education	Provide ANGEL and distance education training to faculty.	ANGEL certificates provided by the GVTC trainer.br> Online Faculty Survey	<p>Introductory ANGEL training was offered twice in FY2011.</p> <p>Additionally, advanced training was also offered twice. Information on ANGEL updates/training was also given at two Faculty meetings and customized, individual training was offered multiple times on an as-needed basis.</p> <p>Comments from the Online Faculty Survey showed the need for shorter training sessions and better communication regarding the training dates.</p>	<p>To be implemented FY 2012, one-on-one training sessions will be available upon request.</p> <p>Training Session dates and locations will be advertised.</p> <p>Also to be implemented in FY2012, ANGEL training lunch-n-learn sessions will be offered on the Vidalia and Swainsboro campuses.</p>
	Early Childhood Care and Education	Exceed the number of graduates for each program by 5%	Combined Placement Figures Report provided by STC Student Services	<p>The Vidalia and Swainsboro Campus both met the minimum goal requirements of 5%.</p> <p>According to the Enrollment Report, Vidalia graduates increased in the diploma and degree programs and CDA TCC from 5 graduates to 10 graduates.</p> <p>The Swainsboro campus had an increase in the diploma and degree programs and Child Care Assisting and CDA TCCs from 14 graduates to 24 graduates.</p> <p>By increasing the number of internship opportunities, ECCE was able to increase the number of program graduates.</p>	<p>Effective December 2011, all child care providers and Pre-K workers must have a TCC or higher credential in Early Childhood or be enrolled in a ECCE post secondary program. With these changes and increased marketing efforts, the program should see an increase in enrollment leading to an increase in graduates.</p> <p>Work with Public Relations to promote the ECCE program, particularly targeting the TCCs that can be completed online and that satisfy the new credentials required by child care providers.</p>
	Early Childhood Care and Education	The Child Development Center will maintain the Center of Distinction recognition from Bright from the Start.	Evaluation from Bright from the Start: Georgia Department of Early Care and Learning Certificate of Center of Distinction Accreditation	<p>An official report of successful accreditation has been achieved from the state licensing agency for the second year. The Child Development Center of Distinction was achieved after grant monies awarded allowed the staff to have the necessary resource materials needed for the classrooms.</p> <p>Our strategies are no longer applicable due to the discontinuation of the certificate.</p>	Having achieved this goal for two consecutive years, the Child Development Center will begin seeking national accreditation.
	Early Childhood Care and Education	Increase enrollment in the ECCE program by 10% over FY 10.	Southeastern Technical College Enrollment Report	Both the Vidalia and Swainsboro campuses met the minimum goal requirements of 10%.	Instructors will work with Public Relations to advertise the program and inform child care providers of the credential requirements and the new TCC's offered by STC. The TCCs will be



				<p>According to the Enrollment Report, Vidalia enrollment increased in the diploma and degree program from 83 students to 92 students.</p> <p>The Swainsboro campus had an increase in the diploma, TCC, and degree program from 59 students to 71 students.</p> <p>While the initial strategy was to include ECCE flyers or promotional items, those proved to be unavailable. The ECCE program found personal contact including phone calls and email to be the most useful in increasing enrollment.</p>	<p>specifically targeted in the ads since they can be completed online.</p>
	Early Childhood Care and Education	80% of the ECCE graduates will be placed in-field	Combined Placement Figures Report provided by Career Services. KMS - DC 145 Sub-report	<p>FY 2010 Degree graduate placement for the Vidalia Campus was 100%. The Diploma placement rate was 75%. No data was available for the CDA TCC.</p> <p>Degree graduate placement for the Swainsboro Campus was 100%. The Diploma placement rate was 100%.</p> <p>The TCC for the Child Care Assisting was 75%. No data was available for the CDA TCC.</p> <p>The data shows that many of the graduates are continuing their education and/or are employed in a related or unrelated field. The faculty will speak with local ECCE advisory board and ECCE professionals to determine whether or not it was the current economy that prevented them hiring or if they anticipate job openings in the future.</p>	<p>Instructors will work with the Southeastern Technical College Career Services Department and the Public Relations Department to advertise the program and to make the public aware of the new requirements for childcare workers.</p> <p>The ECCE program and the available TCC's will be specifically targeted in the ads.</p> <p>Our advisory committee will assist in locating child care providers who are in need of ECCE graduate employees.</p> <p>Of the ECCE activities, we found business and industry contacts to be the most productive.</p>
	Electrical Systems	Increase enrollment by 10% over the previous fiscal year.	Quarterly and Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	<p>The Swainsboro campus ECM program grouping in FY 2010 had 51 students enrolled and in FY 2011 had 81 students enrolled. This is a 63% increase. The Vidalia campus ECM program grouping had 60 students enrolled in FY 2010 and 56 students in FY 2011. This is a</p>	<p>The program instructors will continue to increase enrollment through the enrollment plan and increased promotion of the program.</p>


	Electrical Systems	80% of Electrical Construction and Maintenance program grouping students will be placed in-field/ related-field	Job placement records on the Southeastern Technical College Intranet.	decrease of 7%. 100% of graduates are employed in the field or related field Electrical Construction and Maintenance program grouping.	Work with businesses in service area to assure jobs for all graduates
	Electrical Systems	Increase the number of completers by 5% over the 2010 results.	Combined Placement Figures Report	2010- 12 enrolled, 12 completed, 100% completers.; 2011-17 enrolled, 10 completed, 59% completers. This benchmark was not met. There was a 41% decrease. Attendance plays a large part in the success or failure of a student to complete the program. The poor economy may also contribute to the fewer number of completers	Instructors will refer students to counselors via the Early Alert system after missing a couple of days. Instructors will make sure that students are encouraged to make up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid.
	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	KMS report LB 177 Course Attrition by Program FY 2011	<p>For FY2010 the attrition rates per program were: 7.32% for Degree, 8.85% for Diploma, and 8.44% for All Electronics Students</p> <p>For FY2011 the attrition rates per program were: 8.89% for Degree, 11.83% for Diploma, and 10.87% for All Electronics Students</p> <p>According to the data, approximately one(1) of every ten(10) electronics students withdraws from all registered courses each term. The overall attrition rate increased from 8.44% in FY2010 to 10.87% in FY2011, a 28.8% increase.</p> <p>After discussions with students having to drop all classes during a term, it was determined that 1 out of every 10 seem to have to drop due to additional work obligations, family issues, and financial obligations.</p>	<p>Better advisement methods were utilized during the fiscal year to ensure students were better informed of the long-term obligation of completing a degree or diploma.</p> <p>Tutoring sessions were provided to students experiencing difficulties in Electronics and Gen Ed Math courses.</p> <p>Recommended upper level Electronics students to lead Student Focus Groups to be implemented Fall 2011.</p>
	Electronics Technology	85% of graduates will be employed.	KMS Placement Report  Placement is reported on the previous fiscal year. Graduate completer Survey (Question 18) )	FY 2010 Placements "Final" Reports Not Available until September 15, 2011	
	Electronics Technology	Students will be ESA-4 Certified in Digital Circuits.	CAPSTONE Exam ISCET Certification Exam: ESA-4 (Digital Circuits)  Students are required to score >=70% on this exam to qualify for graduation from the programs.  Students that score <70% on the exam recieve a zero for their final exam score, fail the course, and are required to retake the course.	During FY2011, eight (8) students attempted the ESA-4 exam. All students scored >=70% on their exams and successfully completed the CAPSTONE course.  Seven (7) of the eight (8) students (87.5%) scored >=75% and were awarded their ESA-4 certificate from the ISCET. Since	In FY2012, we will continue using the ESA-4 exam as the CAPSTONE exam along with continuing use of the ESA-1 through ESA-3 exams as final exams for the respective electronics courses.







				most industry process control systems now employ some type of digital equipment, these students should have an advantage in entry-level employment over applicants who do not.	
	Electronics Technology	Increase enrollment by 10% over the previous fiscal year	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	<p>Enrollment in EFA3, EFA4, and EF02 programs per quarter:</p> <p>201001 - 33 students 201002 - 45 students 201003 - 49 students 201004 - 41 students</p> <p>201101 - 31 students 201102 - 38 students 201103 - 42 students 201104 - 32 students</p> <p>Enrollment change per quarter from FY2010 to FY2011: Summer Qtr down 6.5% Fall Qtr down 15.6% Winter Qtr down 14.3% Spring Qtr down 22.0%</p> <p>Overall enrollment in the electronics technology programs dropped by 14.9% from FY2010 to FY2011</p> <p>Due to the two-year time frame of the program, students having to take time off for work, plus the students desiring to complete before the quarter to semester conversion, the program lost students rather than increasing enrollment. However, the program graduated more students than new enrollees in FY2011.</p>	To be implemented Fall 2011, the ELCR faculty will increase number of visits and interactions with seniors at the high schools.
	Electronics Technology	Improve retention rate by 10% from the previous fiscal year	TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students	<p>For FY2010, the TCSG reported retention rate for the Electronics programs was 66.7%.</p> <p>For FY2011, the TCSG reported retention rate for the Electronics programs was 72.7%.</p> <p>The retention rate for FTFT students increased by 9% for FY2011.</p>	<p>To be implemented in FY 2012, the AC and DC courses will be offered both day (Fall and Spring terms) and night (Spring and Summer terms) to enable working students more flexibility to accommodate their work schedules. Adjustments to class schedules will be based on the working schedules of the current student population.</p> <p>Electronics instructor will continue to provide individual tutoring sessions for Electronics students experiencing problems in both Gen Ed Math and Electronics courses.</p> <p>Student led discussion &amp; study groups will begin during the Fall 2011 semester.</p> <p>The Electronics Club which formed during the Summer 2011 short quarter will begin working on projects during Fall 2011 to enhance student learning and spark interest in both electronics and community related projects.</p>





	Fish and Wildlife Management	Develop internship opportunities for FGM students through collaboration with the Georgia Department of Natural Resources.	DNR Internship Agreement	<p>3 FGM students successfully completed the FGM 111 (Internship) capstone course.</p> <p>All 3 students were praised for their abilities to work with and on equipment as well as their subject knowledge levels.</p> <p>1 FGM student participating in the DNR internship Spring 201104 - also achieved part-time employee status with DNR. This position may become full-time beginning July 2011.</p> <p>A handicapped FGM student interned with DNR at a George L. Smith State Park.</p>	<p>Additional internships will be pre-scheduled to accomodate students and assit them with jobs.</p> <p>An internship with DNR is scheduled to begin Summer 2011 for Fisheries.</p> <p>A Law Enforcement Internship with DNR is scheduled for Fall semester 2011.</p> <p>The intern supervisor report will be used to identify and correct deficiencies through curriculum enhancement.</p>
	Fish and Wildlife Management	Obtain the required professional development hours to improve instruction and enhance student learning	Staff Development Plan and Activity Reports		
	Fish and Wildlife Management	Meet or exceed the PAS Benchmark for graduates/awards per FT instructor	PAS Trend Report		
	Fish and Wildlife Management	Maintain dual enrollment on campus with Swainsboro High School and dual enrollment with Metter High School at their campus	KMS Dual Enrollment Report		
	Fish and Wildlife Management	Meet PAS benchmarks for enrollment- 12 FTE per full-time instructor	PAS Trend Report		
	Fish and Wildlife Management	Provide student training on equipment utilized by industry	PAS Budget Request		
	Fish and Wildlife Management	Meet or exceed the PAS Benchmark for graduate placement per FT instructor	PAS Trend Report		
	Fish and Wildlife Management	10% increase in enrollment over the previous fiscal year	KMS Enrollment Report	<p>FY 2011 32 FGM diploma 8 FGM degree 18 FGM TCC</p> <p>FY 2010 20 FGM diploma 4 FGM degree 20 FGM TCC Non-Trad 1 FY 2010 &amp; 3 FY 2011</p> <p>Analysis: 37.5% increase in diploma program enrollment</p> <p>degree enrollment dropped in half</p> <p>Low socio-economic geographic area with general economic distress has contributed to lowered enrollment. 10 percent drop in TCC enrollment which was a result of dual enrollment</p>	<p>FGM faculty will participate in job fairs.</p> <p>FGM faculty will schedule community classes with office of economic development geared toward hunting strategies and seasons.</p>





				<p>decrease</p> <p>Overall FGM program group enrollment increased 24% over the previous fiscal year.</p> <p>It should also be noted that the Non-Traditional enrollment increased from 1 in FY 2010 to 3 in FY 2011 for a 67% increase.</p> <p>The FGM degree program will become inactive which will be reflected in enrollment report.</p> <p>FGM faculty developed and participated in various innovative recruitment activities which included a Turkey Calling Contest, FFA Regional and State competitions, a Critter Tastin luncheon, a Senior Citizen Fish Fry, and an Appreciation Luncheon for Forestry and Wildlife Club Supporters.</p> <p>All the events helped the program gain recognition, enthusiasm, and new students.</p> <p>FGM program was highlighted in the local newspaper several times during the year which also attracted new students.</p> <p>The FGM instructor increased involvement of students and instructor in community activities which ignited more interest in the program. The FGM instructor served as a Georgia Hunter Education instructor. Her classes have brought an increased awareness of the FGM program and resulted in the enrollment of additional students.</p> <p>The instructor taught a 4-H class on skeet shooting which also served as a recruitment tool and helped increase FGM program awareness.</p>	
	Forest Technology	Increase percentage of graduates placed in field or related field by 5%	FY 11 in Field and Related Field Placement Data(Career Services Reports)	FY 10=66.7% FY 11=100% Increase of 33% Expect continued high placement in field or related field.	For 2012 the instructor will encourage students to use Career Services to conduct mock interviews for students. Begin networking with employers by setting up opportunities for students to volunteer with employers while still enrolled.
	Forest Technology	Increase the number of degree, diploma,	FY 11 in Field and Related Field Placement Data (Career Services	FY 11 Degree=1; diploma=1; TCC=7.	Advise students by creating a long term advisement plan so

		and certificates graduates by 10%	reports)	FY 10 Degree=1; diploma=6; TCC=0. Increase of 29% from 2010 to 2011. Students are choosing to transition into the degree instead of the completing the diploma first. This is saving them from taking one extra class, EMP 1000. This cuts down on the time and costs to the students.	that they will have an estimated graduation date.
	Forest Technology	Increase retention rate 10%	KMS Report	FY11 Retention rate for diploma=80%.FY10 retention rate for diploma =67%. 13% increase exceeds the goal. Used diploma because it is the most consistent from year to year. Developing a flexible schedule for the students by choosing the days and times of classes to meet their needs helped increase the retention rate	Will use web enhancement for all program courses and include study guides and practice tests in ANGEL to better prepare students for exams. Since many students work and go to school, the advisor/instructor will continue to schedule classes in a manner that is most convenient and accommodation for the students.
	Forest Technology	Increase enrollment by 10%	Enrollment by Major Report	FY11 degree=11 diploma=16 FY10 degree=7 diploma=18 Enrollment increased 8% Missed the goal by 2% or .5 students. Degree enrollment is higher. Employment opportunities are greater with a degree so students are highly encouraged to complete the degree program.	Expect increases for Fall semester as we get closer to new student registration. Increase high school contacts and develop enrollment management spreadsheet to keep up with students. Also, educate student affairs about what the program has to offer so they can better recruit and counsel prospective students.
	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.	Final Rosters (at the end of each term)	MAT097: 69 of 90 = 77% MAT098: 145 of 195 = 74% MAT099: 67 of 91 = 74% MAT1011: 44 of 64 = 69% MAT1012: 404 of 544 = 74% MAT1013: 31 of 43 = 72% MAT1017: 4 of 4 = 100% MAT1111: 116 of 159 = 73% MAT1113: 16 of 16 = 100% The retention rates are at an acceptable or expected level for general education with only 1 of the 9 classes missing the objective by 1%, however the math department strives to improve the current rates.	The math department will offer an attendance reward to those students who do not exceed the attendance policy. Those students will be allowed to drop their lowest chapter test grade. (this does not include items such as a mid-quarter exam, final exam, or proctored exam as noted on each course syllabus)
	General Education & Learning Support: Mathematics	Students will acquire the required score on the first administration of the Applied Mathematics WorkKeys Exam.	Applied Mathematics WorkKeys Exam FY2010 data will be extracted from the College's banner system.	Date from July 1, 2010 to June 30, 2011: 328 of 329 = 99.7% passed the WorkKeys Applied Mathematics Exam at the level required for their program of study. The results indicate that students who successfully complete the math	Only one student has not achieved the expected level over the last two years. Since graduates are attaining the expected level of competency on the first administration of the exam, the math department will not measure this goal during FY2012.





				requirement of their programs of study have attained the expected level of proficiency for the college's Mathematics General Education Competency which states: Graduates will attain 'The ability to solve practical mathematical problems.'	
	General Education: Psychology	COLL 1000 students will complete one test in ANGEL	Reports section of ANGEL.  Online test in ANGEL with a minimum 70% accuracy.	<p>FY 2011,(summer quarter) 168 students completed an online test in ANGEL and 95% of the students passed.</p> <p>For Fall, 308 students completed an online test in ANGEL and 93% of the students passed.</p> <p>For Winter, 166 students completed an online test in ANGEL and 95% of the students passed.</p> <p>For spring, 182 students completed an online test in ANGEL with a 98% of the students successfully passed.</p> <p>Since COLL 1000 College Survival Strategies is intended to assist learners in attaining skills necessary to achieve academic and professional success and to improve retention, making students more comfortable with online courses and testing may pave the way for greater successes.</p>	Beginning 201201, an innovative online scavenger hunt will be utilized to make students feel more at ease taking an online test in ANGEL.
	General Education: Psychology	Students will successfully complete a cumulative final examination	<p>EMP 1000: Cumulative final exam PSY 1010 scoring a minimum of 70.</p> <p>Cumulative final exam PSY 1101 scoring a minimum of 70.</p> <p>Cumulative final exam scoring a minimum of 70.</p>	<p>For FY 2011 (summer quarter), 86 PSY 1010 students completed the final exam with 91% of the students passing.</p> <p>For FY 2011 (fall quarter), 90 PSY 1010 students completed the final exam with 96% of the students passing.</p> <p>For FY 2011 (winter), 70 PSY 1010 students completed the final exam with 92% of the students being successful.</p> <p>For PSY 1010 (spring), 65 students completed the final exam with a 93% pass rate.</p> <p>For FY 2011 (summer), 92 EMP 1000 students completed the final exam with 98% of the students passing.</p>	To increase retention for FY 2012, students may exempt the final exam with NO tardies AND NO absences during the quarter.




				<p>For FY2011 (fall quarter) 107 EMP 1000 students completed the final exam with 95% of the students passing.</p> <p>For FY 2011 (winter quarter) 104 EMP 1000 students completed the final exam with 87% of the students passing.</p> <p>For FY 2011, (spring quarter) 81 EMP 1000 students completed the final exam with 95% of the students passing.</p> <p>For FY 2011, (summer quarter) 27 PSY 1101 students completed the final exam with 87% of the students passing.</p> <p>&gt;br&gt;For FY 2011, (winter quarter) 35 PSY 1101 students completed the final exam with 92% of the students successfully passing.</p> <p>For FY 2011, (fall quarter) 37 PSY 1101 students completed the final exam with an 85% of the students passing.</p> <p>For PSY 1101 (spring), 32 completed a final exam with a 89% pass rate. The data reflects there was an attendance issue in "all" classes which reflected the outcome on the final exam results for the year.</p>	
	Learning Support	ENG 097 students will demonstrate proficiency in the required general education course competencies as required by the Technical College System of Georgia.	ENG Comprehensive Final exam	<p>201101 9 of 10 = 90% 201102 20 of 20 = 100% 201103 18 of 20 = 90% 201104 No Classes</p> <p>Cumulative 47 of 50 = 94%</p> <p>Cumulate percentage indicate that students have mastered course curriculum.</p>	Grammar and mechanics are taught and tested in isolation. Beginning summer term, each test will include prior grammar and mechanics so students will continue to be exposed to all grammatical and mechanical rules.
	Learning Support	80% of the RDG 097 students will demonstrate proficiency in the required general education course competencies as required by the Technical College System of Georgia.	Reading Comprehensive Final Exam	<p>201101: 28 of 32 = 72% 201102: 6 of 13 = 46% 201103: 23 of 28 = 82% 201104: 15 of 28 = 54%</p> <p>Cumulative: 72 of 101 = 71%</p> <p>RDG 097 final exam is cumulative; therefore, students must be proficient in all reading strategies to be successful with</p>	Beginning summer term in FY 2012, additional paragraphs will be included during the week prior to the final exam. These reading samples will incorporate all reading strategies.




				final exam. 71% of students demonstrated proficiency.	
	Learning Support	ENG 097 students will acquire the required exit score for entrance into their program of study.	COMPASS Exam  Students must pass the course work to be eligible to take the COMPASS exam.  The data population will consist of the students who pass the course work based on the percentages stated on the course syllabus.	201101 10 of 10 = 100% 201102 16 of 22 = 73% 201103 19 of 20 = 95% 201104 No classes  Cumulative 45 of 52 = 87%  The data suggests that the strategies currently used are successful. Students who pass ENG 097 are prepared for the COMPASS exam.  There is an expense associated with the second COMPASS testing. Some students are not returning for the second opportunity to test due to the expense.	Evaluate data quarterly. Incorporate innovate teaching strategies. Practice exams that include editing and proofreading will be provided.
	Learning Support	80% of the RDG 097 students will acquire the required exit score for entrance into their program of study.	COMPASS exit exam  Students who pass the course work will be eligible to take the COMPASS exam.  The data population will consist of the students who pass the course work based on the percentages stated on the course syllabus.	201101 14 of 18 = 78% 201102 14 of 21 = 67% 201103 20 of 26 = 77% 201104 23 of 24 = 96%  Cumulative: 71 of 89 = 80%  This data suggests that the strategies being used result in student success on the COMPASS exit exam.	Although the 80% success rate is good, in order to attain a higher rate of success, at mid-term, students who do not have a passing average will receive counseling and will be encourage to complete PASSKEY tutoring.
	Management and Supervisory Development	Increase percentage of graduates placed in field or related field by 5%.	Combined Placement Figures Report and KMS Placement Report--Career Services Reports located at S:\Student affairs\Career Services	100% of students that graduated are employed in field or related field. The MSD program is unique in that the majority of the students are already working in-field and have returned to college to enhance their opportunities for advancement.	Instructor will monitor closely the student information and graduation information to be sure students are employed in field or a related field. If students are looking for a job, the instructor will have the student contact the Director of Career Services for additional assistance. Instructor will work closely with the advisory committee and business/industry leaders for any job possibilities in the field.
	Management and Supervisory Development	Increase the number of degree, diploma and certificate graduates by 10%.	Combined Placement Figures Report--FY In Field and Related Field Placement Data	FY 10 graduates with degrees were 3 and FY 11 graduates with degrees were 4 with a increase of 25%.  FY 10 graduates with diplomas were 3 and FY 11 graduates with diplomas were 3 with no increase or decrease.  FY 10 graduates with certificates were 4 and FY 11 certificates were 9 with a total increase of 56%. Several graduate students also completed embedded certificates.	The instructor will encourage students to take at least 3 courses to increase the graduation numbers.





				Many of the MSD students only take two courses per quarter because they are working a full time job. This results in fewer graduates each year.	
	Management and Supervisory Development	Increase enrollment by 10% from previous year.	KMS Enrollment Report	FY 10 unduplicated enrollment was 72 students. FY 11 unduplicated enrollment was 79. Enrollment increased by 9%. Instructor worked very hard on maintaining current enrollment and contacting new recruits under the recruitment plan. The increase was due to new students being enrolled in the program.	The instructor will actively work on the recruitment plan to increase enrollment each term. The instructor will contact students that have been out for more than one term to try and get them re-enrolled.
	Marketing Management	5% increase in graduates placed in field or related field over the previous fiscal year.	KMS Placement Report	Graduates placed in field increased by 300% from the previous fiscal year.	With the move to the semester system, students will once again have the ability to perform an outward bound internship. Instructor will encourage students to pursue an internship in the hopes of improving their resume, skills and gaining in-field employment.  Students will also be encouraged to participate in on-campus activities and clubs, further improving their resume and social skills. This will lead to greater employability.
	Marketing Management	Increase the number of degree, diploma and certificate graduates by 10%.	Graduate Data	Graduates increased for FY2011 by greater than 10%. There was an increased motivator for students to finish before the semester system which helped this goal be reached.	The marketing advisor will follow the annual schedule very closely when advising students. Further, all students will be made aware of GVTC courses in the event they need a course not offered locally.
	Marketing Management	Increase enrollment by 10% from previous year.	Enrollment Data	Marketing Management Diploma enrollment increased from 12 students to 13 students. However, degree enrollment decreased from 3 students to 2 students. The goal of 10% enrollment increase was not met. It is believed that the transition to the semester curriculum made potential students wait until the new curriculum was in place, hurting enrollment. This appears to be true as enrollment has already increased for FY2012 above these numbers.	Instructor will create a Marketing Management flyer to advertise the program. This flyer will be sent to all prospects.  Additionally, the marketing advisor will follow up with all prospects via telephone and email.
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education Review Board for graduates/awards.	Placement Data Report.	Vidalia campus: The graduates/awards are 17. Benchmark was met.  Swainsboro campus: The graduates/awards are 19. Benchmark was met.  The benchmarks were met because instructors worked	We have set a goal of 15 graduates per campus for 2012. This number has decreased from previous years because the program will be graduating students once a year with the new semester conversion, where the program did graduate students twice a year.  Instructors will work STC's retention plan to assist those students that are showing signs of failure early in the courses to










				very closely with students in their coursework and in other extracurricular activities held at the College. This additional attention, coupled with the student's desire to succeed, motivated and encouraged students to finish the program.	ensure that we graduate as many students as possible.
	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAS 118 - Capstone Medical Assisting Exam - score at or above 425 [(125/200)x1000-200]	36 out of 36 students taking the capstone exam passed.  A passing score on the capstone exam has shown improvement in the student pass rate for the CMA exam. Students seem to understand the importance of passing this capstone test to complete the program; therefore, they are putting forth the effort needed to be better prepared for the exam.	While there has been 100% of MA students pass the Capstone test, several struggled in the administrative area. Instructors have adapted portions of the administrative classes to cover one chapter at the time. This will allow students to better understand and retain the subject matter if the material is broken down into smaller parts. Also extra worksheets have been developed to reinforce the administrative concepts.
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education Review Board for graduate placement. (>=70%)	Placement Data Report.	Vidalia campus: The placement rate for the Medical Assisting program is 82.3%. Benchmark was met.  Swainsboro campus: The placement rate for the Medical Assisting Program is 94.7%. Benchmark was met.  Vidalia campus: A total of 17 graduates from this campus with 14 of those either continuing education, employed in field, related field, or unrelated field.  Swainsboro campus: A total of 19 graduates from this campus with 18 of those either continuing education, employed in field, related field, or unrelated field.	Although the goal was met, the graduate placement rate of 90% will be the new goal for 2012. This goal will be reached by making frequent contacts with graduates who have not found employment, and searching classified sections in the local newspapers and sending announcements to graduates via e-mail about job openings.
	Medical Assisting	Maintain or exceed average quarterly enrollment on each campus of 25 or greater, 50+ total for combined campus enrollment set by Southeastern Technical College administration and program instructors.	Registered Count by Major Report.	182 students enrolled in the Medical Administrative Technician Certificate. 341 students enrolled in the Medical Assisting Program during the year. Benchmark is 25 per quarter per campus or 200 per year set by STC.  Benchmarks were exceeded due to instructors using the recruitment & enrollment plan.	A goal for 2012 has been set to meet the 200 students enrolled in the MA program per year. With the semester conversion taking place and the program accepting students once a year instead of twice a year, the total number of students enrolled in the program may decrease. However, faculty on both campuses will utilize the recruitment & enrollment management plan to put forth their best efforts to increase enrollment.
	Medical Assisting	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing	AAMA Certified Medical Assistant examination report.	13 out of 14 graduates passed the AAMA CMA exam. Currently at 92.8% pass rate (combined campuses).	Not all of the graduates have taken the CMA exam. From those included in the graduate count, 2 did not take the exam. 20 additional graduates are waiting to take the exam and the scores



		score at or above 425.		The student that did not pass struggled throughout the entire program to maintain grades above a 75 average. This student showed a pattern of not doing so well on tests until the end of the quarter, and would somehow pull her grades up to pass the class. If the student had maintained a consistent passing average, she would know the material better and most likely passed the test.	will be updated once the results are received.  Students are encouraged to maintain at least a 75 average to take the final exam in all MA courses. The implementation of this requirement suggested by the advisory committee has shown improvement in the pass rates. Students that show signs of struggle are now being remediated with the remediation plan to prevent students that may not get all the information from slipping by without being strong in a specific area. This will help boost the pass rate for the CMA exam.
	Paramedic Technology	The Paramedic Program Director will complete the CAAHEP (CoAEMSP) application and self-study phase for national accreditation of the Paramedic technology Program, by December 31, 2010.	CoAEMSP Initial Self Study Report.	The Initial Self Study was completed and mailed on December 17, 2010. The site visit is scheduled for October 17 and 18, 2011. The Executive Analysis of Initial-Accreditation Self Study Report was received on February 22, 2012 from CoAEMSP. Overall the analysis was very positive with only a few items of concern. 1. Faculty Job Descriptions - While there are published job descriptions for the Program Director and Medical Director, there are no job descriptions published for other faculty. 2. The Program Director does not have the required Bachelors degree. 3. The Org Chart shows the clinical coordinator position as vacant. 4. The teaching and administrative load for the Program Director appears excessive due to vacant positions. 5. Possible violation with clinical skills verification. 6. Possible violation due to specific program limitations.	Preperations are underway for the upcoming site visit. Items of concern as identified by the Executive Analysis have been addressed as follows: 1. Job descriptions for lab assistant and clinical coordinator are in process and should be completed prior to the site visit in October. 2. The program has qualified for the 15 semester hour per year plan for obtaining the degree. The program director is currently enrolled with Siena Heights University and is on track to fulfill the 15 semester hour per year requirement. 4. The program director has identified an adjunct faculty member willing to assume the role of clinical coordinator. This position will continue to be adjunct in nature. 5. The possible clinical violations have been resolved by affiliating with Fairview Park Hopital as a clinical site in order to achieve the required number of intubations as specified in the clinical requirement section of the curriculum. Pediatric age groups are now being tracked via the newly developed clinical tracking spread shet that is maintained by the program director and/or clinical coordinator. 6.The specific program limitations have been satisfied with the identification of the clinical coordinator and the sffiliation with Fairview Park Hospital as a clinical site.
	Paramedic Technology	The program, through the faculty, will exhibit a commitment to meet established accreditation standards.	Program Director's college transcripts indicating not less than 15 semester hours per year towards attaining bachelors degree.	The Program Director has started the courses needed to obtain his Bachelor's degree. Transcripts are available for 6 months only. The semester hours achieved for the first six months = 7.5 semester hours.	Program courses are continuing. The benchmark is expected to be met at years end.
	Paramedic Technology	Meet the program goal of 12 students per cohort in the EMT program and 10 students per cohort in the Paramedic program.	Enrollment Management Reports (EMR's) by Program/by Campus.	The program goal for the FY2011 EMT program cohort was met with 17 students. The program goal of 10 students for the Paramedic cohort beginning 201101 was not met. There were 7 students in the FY2011 cohort. There has been a	Contact with local EMS services will be increased to better reach the potential Paramedic student. Additionally, the Paramedic Program Director will personally contact all former EMT students and will provide information concerning upcoming Paramedic courses and will offer encouragement to the potential Paramedic student.

				trend over recent years of smaller Paramedic cohorts following a previous year of a larger cohort. The FY2010 Paramedic cohort was 20 students followed by the FY2011 cohort of 7. Recruitment by personal visits to Fire departments and First responder Organizations and advertising via radio and newspaper, as well as the on-line catalog have proven to be adequate to reach the potential EMT students.	
	Paramedic Technology	Meet or exceed the benchmark set by CoAEMSP of a 70% positive job placement of graduates in a related field (full or part-time) and/or continuing his/her education and/or serving in the military.	KMS Placement Report Career Services annual graduate placement report. FY 2011 Combined Placement Figures Report.	<p>The Summer 2010 (FY 2011) EMT Intermediate graduating class has achieved a 100% placement rate, in-field, of all eligible graduates. (7 of 7) Students are gaining employment but are finding some difficulty in securing that employment in a timely fashion.</p> <p>The Spring 2010 (FY 2010) Paramedic graduating class has achieved a 100% placement rate in field (14 of 14). Paramedic graduates are finding employment immediately upon achieving licensure.</p>	To help students with their search for employment, the Program Director will provide student written resumes to the individual EMS services upon the completion of the course. Students will be encouraged to meet with Career Services personnel to aid in the completion of the resumes and to obtain coaching that would better prepare them for an interview.
	Paramedic Technology	Meet or exceed the benchmark as set by CoAEMSP for the retention of 70% of the total number of students in the enrollment cohort.	Retention Rates by Program Report	The FY 2010 Paramedic cohort achieved a retention rate of 75% (15 of 20). The FY 2010 Paramedic cohort retention rates meet the criteria established by CoAEMSP. The Early Alert System was used for 1 student in the cohort. The information the student received from the Special Needs Coordinator appeared to have helped the student overcome the difficulties he was facing at that time and kept the student from dropping from the program. The College Retention Plan and the Early Alert System was vital in maintaining the 70% retention rate required by CoAEMSP.	Although the benchmark was met, the instructor will strive to increase the retention percentage. The Early Alert System has shown to be a useful tool and will be utilized as needed in the future. Students will be offered opportunities for tutoring throughout the semester. The program instructor will personally counsel with students not maintaining a B average. The Early Alert System will be utilized for all students with less than a 75% average. This goal will continue to be measured in the 2012 SPIRIT.
	Pharmacy Technology	Program graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. FY 2011 Combined Placement Figures Report.	80% of graduates secured employment in field before graduation. 20% of the graduates have applied and have interviews scheduled.	Program Director will require students to complete resumes and cover letters in PHAR 1060, attend career fairs, and stay involved in the profession through national technician organizations and community activities. This exposure will aid in obtaining employment.
	Pharmacy	The Pharmacy	Annual program graduate data report.	The graduation rate	While this goal was met, the

	Technology	Technology program graduation rate will increase by 10% over the previous fiscal year.	Career Services Combined Placement Figures Report.	increased by 12.5% from the previous fiscal year. This is an increase of 25% over FY 2010	program Director will strive to increase the number of students graduating the program by recruitment, community involvement, and techniques such as tutoring and open lab.
	Pharmacy Technology	Increase enrollment by 10% over the previous fiscal year.	Quarterly and annual enrollment management reports (EMR's) provided by student affairs.	There was a 27% increase in enrollment from the previous fiscal year.	Even though this goal was met and exceeded, the Program Instructor will strive to increase enrollment through visits, increased promotion, and state involvement.
	Practical Nursing	5% increase in retention of NSG 110 Nursing Fundamentals students on each campus from FY 2010 to FY 2011	KMS Report LB 178 Attrition by Course Campus and by Course - available on the Intranet in the Academic Affairs Reports	2010 Avg retention Vidalia 49.25% 2010 Avg retention Swainsboro 64.7% 2010 Gennville - No Class  2011 Avg retention on Vidalia Campus 48% 2011 Avg retention Swainsboro Campus 59% 2011 Retention on Glennville Campus 60%  Analysis: Goal not met	Remediation plan has been implemented in all courses to better retain students. QEP for Math is in the process of being developed. Statistics for 2012 will be gathered.
	Practical Nursing	Maintain a minimum graduate placement rate of 90%	Combined Placement Figures report	Glennville Campus 80% Southeastern Campus 100% Swainsboro Campus 96%	Assessment is ongoing and will be compared September 2012
	Practical Nursing	Nursing graduates taking the NCLEX for the first time will achieve licensure	State Board of Nursing Licensure Exam Report	100% pass rate on Glennville campus 100% pass rate on Vidalia campus 83% pass rate Swainsboro campus Note: 201104 Swainsboro Campus pass rate dropped to 67%  Analysis: for FY201101 - 201104 pass rate satified Georgia Board of Nursing 80% requirement - we will continue to strive for 100% pass rate	Faculty will develop remediation plan for each course with documented remediation times.
	Radiological Technology	RAD Tech students will pass the ARRT national certification on the 1st attempt with a 75% or higher score.	ARRT 1st Time Pass Rate results evaluated annually in September.	9 out of the 10 students passed the ARRT national certification on the 1st attempt with a 75% or higher.  The 90% first time pass rate was a come back from the previous year. The one student who did not pass on the first try scored 74% and retook the exam passing on the second try.  Of the 10 graduates that took the ARRT examination the highest section scores were for Section A - Radiation Protection and Section E - Patient Care and Education. The lowest section scores were Section B-Equipment Operation and Quality Control, C-Image Production and Evaluation, and D-	The program has analyzed the results of the 2010-2011 graduates ARRT examination and plans to place more instructional emphasis on the lower scoring sections of the exam.  With a new curriculum being introduced starting Fall 2011 RADT 1160 will encompass section B-Equipment Operation and Quality Control. More registry type questions will be utilized in chapter tests as well as equipment labeling types of questions and discussion questions to enhance the students critical thinking abilities.  RADT 1070 will include Section C- Image Production and Evaluation from the registry examination. In this course, the program will utilize more image critique types of questions on chapter tests to improve student knowledge and critical thinking.  The Imaging Procedure Classes which are RADT 1030,1060,and 2090 in the new curriculum allow more laboratory time. Also, the program plans to implement more

				Radiographic Procedures.	registry type questions, fill in the blank type of questions, and situation questions to enhance to students critical thinking and problem solving skills in positioning of the patient. These types of activities should impact the students as it will force them to repetitively recall the information and actively use the information to solve the situation at hand.
	Radiological Technology	To provide skills training on up-to-date equipment utilized by industry	Annual Budget Request	No equipment needs have been identified at this time by the advisory committee. However, the committee suggested the program purchase security badges for program students that will be performing clinical rotations through Meadows Regional Medical Center.	Classroom skulls have been placed on the programs budget/wishlist for 2012.
	Radiological Technology	80% of the RAD Tech employers will be satisfied with the graduate's performance.	Employer Survey results evaluated annually in September.(Question 5)	8 surveys were mailed and 2 surveys were returned. All employers who responded were satisfied with their employees from STC. A score of 100% satisfaction from the employers surveys was calculated. Even though the benchmark was met with 100% satisfaction only 2 surveys were returned. The program would like to see more surveys returned from more employers.	Even though the benchmark was met, the program will continue to solicit feedback from its communities of interest through its advisory committee to continue employer satisfaction.The program will begin hand delivering the surveys to solicit more returned survey results.
	Radiological Technology	80% of the RAD Tech students will be satisfied with their education.	Graduate/Completer Survey (Question 2)assessed in Fall of each year by the Program Director.	Out of all students that responded to the survey 100% were satisfied with their education.	Continue to monitor and improve program by reviewing course evaluations for improvement suggestions from students.
	Radiological Technology	75% of the RAD Tech students will complete the program within 21 months.	JRCERT Program Annual Report performed by the Program Director.	9 out of 10 graduates passed the ARRT on the 1st attempt for 2010. A 90% pass rate was calculated for 1st attempt in 2010/2011.	The one student that did not pass on the 1st attempt retook the examination and passed. To improve 1st attempt pass rate the program has incorporated more practice mock registries into the review class to help better prepare the student.
	Radiological Technology	85% of program graduates will be gainfully employed within 6 months post-graduation.	Graduate/Completer Survey results evaluated annually in September.(Question 18)	Of the ten graduates only 8 gained employment within 6 months post-graduation. The 85% or higher benchmark was not met.  Two of the students in this class did not actively seek employment. All eight of the graduates that actively sought employment are employed.	To help improve graduate employment the program plans to incorporate the job skills presentation offered by Student Affairs into RADT 2260.  Have students attend annual job fair at STC,as well as monthly lunch and learn sessions for job skills.
	Surgical Technology	The Surgical Technology students will take their national certification exam with a 70% pass rate.	National Board for Surgical Technology/Surgical Assistants National Certification Exam results.	3 of the 10 students taking the certification exam in December 2010 passed. This is only a 30% past rate which is well below the benchmark of 70%. The students do not	The new semester system will allow a time frame that will give the student certification review modules each semester rather than waiting for the year end review. We will utilize each course final exam as a comprehensive test of previous information given throughout the

				spend the needed amount of time on certification review.	year not just on the course subjects. This will help the student to retain the information from course to course.
	Surgical Technology	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services.	There were 10 graduates, 4 were able to find jobs in field within 6 months. This is 40% of the class graduating. 2 students returned to school and 1 student took a CNA position.	As the economy continues to be slow, so will elective surgery and hiring additional staff will be difficult. I continuously send out job opportunities in various areas of the state. Most graduates do not want to move from their current location. Visit with prospective employers in service area: work with advisory committee.
	Surgical Technology	11 students will be able to meet the 70% benchmark for unit test in SUR 102 Principles in Surgical Technology.	Southeastern Technical College grading system as outlined in the handbook and the course syllabi.	Three students did not fall below the 70% benchmark on any test. Five students fell in the 60% area on one test and two students fell into the 60% mark on two test. The recognition that the student is comprehending the material presented is evident with a few students needing to allow time for individual tutoring.	Review sessions after class will continue with tutoring for individuals scheduled.
	Surgical Technology	The Surgical Technology Program will admit a minimum of 12 students per enrollment sessions not to exceed 18 students.	Quarterly and Annual Enrollment Management Reports	The maximum number of students were allowed into the Surgical Technology Program in January 2011.	We will continue to enroll the maximum number of students that meet the admission requirements.
	Surgical Technology	100% of the students will make a 70% on the average for unit test during SUR 204 prior to the final exam.	Standard grading will apply to the unit exams given for each subject including but not limited to Orthopedic, Ophthalmology, Thoracic, Cardio, Neuro, and Vascular surgery.	7 of 10 students or 70% of the class had an average of 70% or better on their unit test for SUR 204. One student averaged 68.8%, 1-69.3, and the last student averaged 65.6. Although every student did not meet the benchmark of 70% on the unit test, they were able to take the final exam with the added grades averaged from their lab component.	Review sessions each afternoon of class will be implemented with specific emphasis on the unit test. Lab component will no longer be a part of the average needed to take the final exam.
	Surgical Technology	Increase program graduates by 10% over previous fiscal year.	Combined Placement Figures Report provided by Career Services.	Although steps were taken for selective admissions into program, they were not implemented during this school term. We started the class with 18 and graduated 10. This was a 56% retention rate for 2010. The class of 2009 had a 31.25% graduation rate.	We did increase the number of graduates by a 56.3% margin. We will continue to retain as many students with more time for class interactions and test review sessions prior and post test.
	Surgical Technology	Students will take 9 certification review exams. They will pass each with a 70% or higher score.	Certification Review Test	In the class of 2010, 1 student passed 67% of the test with a 70% or better. 2 students passed 56% of the time, 2 passed at 33% and 5 passed at 44% of the time. This has proved to be insufficient knowledge to pass the certification exam.	Intense review of the test taking skills certification review will be implemented each semester, utilizing the Learning Express Library.
	Welding and Joining Technology	Program graduates will secure employment in field or related field.	Combined Placement Figures Report provided by Career Services.	Flat SMAW TCC - 83.4% FCAW TCC - N/A GMAW TCC - 75%	Posted contact number for Career Services Coordinator.  Posted current jobs listed with

				<p>GTAW TCC - 50% Overhead SMAW TCC - 100% WLD Diploma - 50% While the numbers are not great, most graduates who are serious about a welding job do find one despite the global economy. After discussion with some of the students not seeking jobs, it was determined that some students learn to weld for self-improvement reasons. GTAW jobs are not readily available in this area, but if students are willing to move, there are numerous opportunities.</p>	<p>area employers.  To be implemented Fall 2011, WELD 1000 students will be provided access to the job database from the American Welding Society's home page. Students will be instructed on how to log into the Georgia Department of Labor's web site.</p>
	<p>Welding and Joining Technology</p>	<p>Increase enrollment by 10% over the previous fiscal year.</p>	<p>Quarterly and Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.</p>	<p>Approximately an 8 % decrease in enrollment FY 2011 - 130  FY 2010 - 140  However, the number of students in the diploma program increased and the enrollment in the TCCs decreased.  Most of the TCCs are taught to dual enrollment students. Dual enrollment numbers were down due to changes in HOPE. Good news in the diploma enrollment - more options are available for students who complete the program.</p>	<p>Welding instructor attended Career Fairs to promote enrollment.  Worked with High School Initiatives Coordinators to establish course offerings in the high schools for FY 2012.</p>
	<p>Welding and Joining Technology</p>	<p>WLD diploma graduates will be certified in FCAW, GMAW and SMAW.</p>	<p>WLD 112 Capstone - American Welding Society's D1.1 Structural Welding Code Guided Bend Test for Welder Certification  Fit Up, Root Pass, and Final Weld must be accurate before prep for the Guided Bend Test - where student must perform a root bend and a face bend pass.  Acceptance Criteria for the Bend Tests: The convex surface of the bend test specimen shall be visually examined for surface discontinuities exceeding the following dimensions: 1. 1/8 in. (3 mm) measured in any direction on the surface 2. 3/8 in. (10 mm)the sum of the greatest dimensions of all discontinuities exceeding 1/32 in. (1 mm), but less than or equal to 1/8 in (3mm) 3. 1/4 in. (6 mm) - the maximum corner crack, except when that corner crack resulted from visible slag inclusion or other fusion type discontinuities, then the 1/8 in. (3 mm) maximum shall apply.  Students are given 2 practice attempts then the certification exam. The exam is Pass or Fail. Successful completion is required for graduation.</p>	<p>100% of the diploma graduates successfully passed the required welding certifications.  Students must pass all certifications in order to graduate with a diploma, therefore they take the certification tests more seriously than those in the certificate program who are not required to pass certification tests.</p>	<p>Implemented in WLD 109, 153, and 104 - Certified Welding Inspector provided one-on-one tutoring sessions for students having difficulty with flat position welding. Since welding classes are offered only at night on the Vidalia Campus, these sessions were offered during the day to better serve students.</p>