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SPIRIT_2011

Student Learning Outcomes (Program Level)

Courses noted are either end-of-program courses or the only courses in a program where the SLO is assessed.

Program	Student Learning Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
Accounting	ACC students will record accounting transactions utilizing QuickBooks.	ACC 1104 Performance examinations ACC students will record accounting transactions which include: entering bills, paying bills, writing checks, creating invoices, receiving payments, entering sales receipts, making deposits, and paying sales taxes utilizing QuickBooks, a computerized accounting software package.	Summer Quarter 2010: Swainsboro Campus: 8 of 8 (100%) of students enrolled in ACC 1104 recorded accounting transactions using QuickBooks with a minimum of 70% accuracy. Actual scores were: 94, 100, 100, 95, 94, 100, 89, 89; average score 95. Vidalia Campus: ACC 1104 was not offered. Fall Quarter 2010: Swainsboro Campus: ACC 1104 was not offered. Vidalia campus: 8 of 8 (100%) of students enrolled in ACC 1104 recorded accounting transactions using QuickBooks with a minimum of 70% accuracy. Actual scores were: 80, 100, 100, 100, 100, 80, 100, 100; average score 95. Winter Quarter 2011: Swainsboro Campus: 6 of 6 (100%) of students enrolled in ACC 1104 recorded accounting transactions using QuickBooks with a minimum of 70% accuracy. Actual scores were: 95, 96, 100, 100, 94, 100; average score 98. Vidalia Campus: ACC 1104 was not offered. Spring Quarter 2011: Swainsboro Campus: ACC 1104 was not offered. Vidalia Campus: 3 of 3 (100%)students enrolled in ACC 1104 recorded accounting transactions using QuickBooks with a minimum of 70% accuracy. Actual scores were: 76, 81 & 85 average score 81. Students are thrilled at the prospect of using the computer to complete accounting work that was up until this course, prepared manually. QuickBooks Pro is a commercially available accounting software package that students frequently end up using in the workplace. Therefore, they respond positively to any simulation of what they may encounter in the real world. Special emphasis is placed not only on how to enter data, but to check it and make appropriate corrections. The students thrive on knowing that this is a skill they will use in the workplace; therefore this has proven a strong area over the past few years of monitoring this learning objective.	The goal has consistently been accomplished the past several years; therefore, program instructors have decided to monitor another learning objective for FY 2012.
Accounting	ACC students will prepare a reconciliation of the checking account balance per the accounting records to the bank balance considering deposits in transit, outstanding checks, bank charges, bank collections, and bank errors.	ACC 1101 Performance Examination Bank Reconciliation	Summer Quarter 2010: Swainsboro Campus: 5 of 5 (100%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 100, 100, 100,100 100; average score 100. Vidalia Campus: 9 of 9 (100%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 93, 79, 100, 88, 100, 100, 96, 95, 94; average score 90. Fall Quarter 2010 Swainsboro Campus: 8 of 9 (89%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 100, 100, 96, 100, 50, 100, 100, 100, 100; average score 94. Vidalia Campus: 8 of 11 (73%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 78, 82, 66, 93, 86, 81, 68, 95, 81, 92, 57; average score 81. Winter Quarter 2011 Swainsboro Campus: 7 of 7 (100%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 100, 100, 100, 100, 100, 100, 100; average score 100. Vidalia Campus: 10 of 11 (91%) of students enrolled in ACC 1101 prepared a bank reconciliation with a minimum of 70% accuracy. Actual scores were: 93, 95, 92, 93, 98, 54, 95, 61, 0, 100, 96; average score 80. Spring Quarter 2011 ACC 1101 was not offered on either campus due to curriculum changes for the quarter to semester conversion. The ability to complete a bank reconciliation is a skill every individual should possess. Instructors have added more and more emphasis on this area each year by giving real world examples and incorporating students every day lives into this scenario. Therefore, the students have shown strong improvement over the last few years this learning outcome has been analyzed.	The goal has consistently been accomplished the past several years; therefore, program instructors have decided to monitor another learning objective for FY 2012.
Accounting	ACC students will accurately record payroll transactions in a payroll register and prepare the related general journal entries.	ACC 1102 Comprehensive Problem in Payroll Preparation	Summer Quarter 2010: Swainsboro Campus: 8 of 8 (100%) of students enrolled in ACC 1102 prepared a payroll register and related journal entries with a minimum of 70% accuracy. Actual scores were: 80, 94, 97, 100, 93, 100, 100, 100, 100; average score 96. Vidalia Campus: ACC 1102 was not offered. Fall Quarter 2010: Swainsboro Campus: ACC 1102 was not offered. Vidalia Campus: 4 of 4 (100%) students enrolled in ACC 1102 prepared a payroll register and related journal entries with a minimum of 70% accuracy. Actual scores were: 86, 80, 80, 83; average score 84. Winter Quarter 2011: Swainsboro Campus: 6 of 7 (86%) of students enrolled in ACC 1102 prepared a payroll register and related journal entries with a minimum of 70% accuracy. Actual scores were: 100, 98, 98, 97, 100, 96, 0; average score 84.	The goal has consistently been accomplished the past several years; therefore, program instructors have decided to monitor another learning objective for FY 2012.

			<p>Vidalia Campus: 4 of 4 (100%) of students enrolled in ACC 1102 prepared a payroll register and related journal entries with a minimum of 70% accuracy. Actual scores were: 86, 80, 80, 84; average score 83.</p> <p>Spring Quarter 2011: Swainsboro Campus: 9 of 10 (90%) of students enrolled in ACC 1102 prepared a payroll register and related journal entries with a minimum of 70% accuracy. Actual scores were: 67, 87, 94, 84, 92, 91, 74, 85, 67, 89 average score 83.</p> <p>Instructors have repeatedly emphasized that payroll preparation affects not only the employees, but employers and their reporting to the government. Detailed explanations as to how one error on a payroll register can effect not only the employees' take home pay, but the amount of taxes owed by the employee as well as those imposed on the employer. Errors can profoundly impact the financial records (general ledger and financial statements). Students have shown improvement over the last few years this learning outcome has been analyzed.</p>	
Air Conditioning Technology	Students will interpret Occupational Safety Health Administration (OSHA)Construction regulations.	IFC 100 OSHA Examination Course #2600 (Construction) 25 question exam on OSHA Construction Regulations. OSHA requires a minimum 10 hours of safety training for a worker. STC students obtain 30 hours of safety training which allows them to supervise a construction job site.	17 out of 17 students (100%) scored 100 on the first attempt. The success rate is outstanding and prepares students to supervise a construction job site.	The IFCC 100 course will no longer be offered under the semester system. The relevant curriculum from IFC 100 will be taught in the AIRC 1005 course in the semester system.
Air Conditioning Technology	ACT students will apply industrial guidelines and environmental protection laws.	ACT 101 National Certification Exam: The EPA Section 608 Exam	15 of 15 100% of all students earned a passing grade on the national EPA Test exam. This is a License to be able to buy and work with all refrigerants as a controlled substance. On the same national exam there is a 60% failure rate on the first attempt. While students in this course had a 100% success rate. This makes students more successful in finding employment in the Air Conditioning field.	Because this goal is so crucial to the success of the HVAC industry, it will be continued into FY 2012. Additional strategies and activities will be developed to help assure continued success.
Air Conditioning Technology	ACT students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	ACT 109 Residential Split-System Analyzer Checklist Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using meters and gauges, then section 7 entails the analysis and determination of the HVAC malfunction. The identification of the system malfunction is either pass or fail. Students must successfully identify HVAC system malfunctions in order to pass.	15 out of 15 students successfully identified the HVAC system malfunction; however, only half of the students identified the malfunctions on the first attempt. The biggest problem for some of these students was not knowing where to take certain readings or not taking the correct reading. Additional instruction or info may be needed for some students to better understand measurements.	Will incorporate a Heat Pump Jobsite Information Sheet in ACT 109 to help students visualize the correct locations for specific system readings.
Business Administrative Technology	Students will use PowerPoint functions to create a PowerPoint presentation.	BUS 2150 Chapter 1 Production Test	Summer Quarter 2010 Vidalia Campus: 19 out of 19 (100%) scored 70% or better on the Chapter 1 Production Test Winter Quarter 2011 Vidalia Campus: 21 out of 22 (95%) scored 70% or better on the Chapter 1 Production Test After reviewing the data, 98% of the students scored 70% or better on the Chapter 1 Production Test. The instructor acknowledges that one of the more critical areas of creating a PowerPoint presentation is using the correct functions. The instructor recognized the need for continuous reinforcement in this area. Additional time was spent making sure that student learning was reinforced with additional lab assignments. The results of the additional reinforcement, lab assignments, lectures and demonstrations are evident in the overall results of exceeding the goal.	The goal has been met constantly over the years; therefore, the BAT instructors have decided to assess another learning objective for FY 2012.
Business Administrative Technology	Students will integrate data from various sources into professional business documents.	BUS 2210 Applied Office Procedures Exit Exam	Fall Quarter 2010 Swainsboro Campus: 4 out of 4 (100%) scored 70% or better on the Exit Exam Vidalia Campus: 4 out of 5 (80%) scored 70% or better on the Exit Exam Spring Quarter 2011 Swainsboro Campus: 7 out of 7 (100%) scored 70% or better on the Exit Exam Vidalia Campus: 9 out of 9 (100%) scored 70% or better on the Exit Exam The benchmark was met with 96% of the students scoring 70% or more on the Exit Exam. The majority of the errors that students made were not in integrating data for document production, but in proofreading.	In FY 2012 instructors will provide examples of how inaccuracy in business documents can create financial risks and cause loss of customers. The critical need for producing error-free documents will be reinforced. Additionally, through the use of demonstrations/ lectures and assignments, students will use more advanced application features of the Microsoft Office Suite to produce business documents.
Business Administrative Technology	Students will demonstrate proficiency in Access to create an error-free database.	BUS 1150 Project One Production Test	Summer Quarter 2010 Vidalia Campus 13 out of 13 (100%)students scored 70% or better on the Project 1 Production Test. Fall Quarter 2010 Swainsboro Campus: 4 out of 4 (100%)students scored 70% or better on the Project 1 Production Test. Winter 2011 Vidalia Campus 7 out of 8 (88%) students scored 70% or better on the Project 1 Production Test	Due to the fact that reports and forms, etc. are created from databases in the world of business could be costly--the instructor reinforces the importance of creating an error free database. The goal has been met constantly over the years; therefore, the BAT instructors have decided to assess another learning objective for FY 2012.

			<p>Spring Quarter 2011</p> <p>Swainsboro Campus: 1 out of 1 (100%) student scored 70% or better on the Project 1 Production Test.</p> <p>The goal was achieved because the instructor drilled the students on the importance of creating an error-free database. Up until BUS 1150, students are provided very limited training on Access as it is only briefly covered in SCT 100--the prerequisite for BUS 1150. Because of the limited exposure to Access, instructors assigned supplemental lab assignments to give students more practice in Access. Students do not tend to have a problem in creating the database--the errors are coming from the lack of proofreading the data in the tables that make up the database.</p>	
Business Administrative Technology	Students will create letters and memos from straight and rough-draft copies.	BUS 1130 Module 11 Performance Test	<p>Summer Quarter 2010</p> <p>Vidalia Campus: 10 out of 10 (100%) scored 70% or better on the Module 11 Performance Test</p> <p>Swainsboro Campus: 12 out of 14(86%) scored 70% or better on the Module 11 Performance Test</p> <p>Fall Quarter 2010</p> <p>Vidalia Campus: 19 out of 19(100%) scored 70% or better on the Module 11 Performance Test.</p> <p>Swainsboro Campus: 12 out of 13 (92%) scored 70% or better on the Module 11 Performance Test.</p> <p>Winter Quarter 2011</p> <p>Vidalia Campus: 20 out of 20 (100%) scored 70% or better on the Module 11 Performance Test.</p> <p>Swainsboro Campus: 11 out of 13(85%) scored 70% or better on the Module 11 Performance Test</p> <p>Spring Quarter 2011</p> <p>Vidalia Campus: 17 out of 18 (94%) scored 70% or better on the Module 11 Performance Test.</p> <p>Swainsboro Campus: 8 out of 11(73%) scored 70% or better on the Module 11 Performance Test</p> <p>Lectures and demonstrations were provided on creating letters and memos. Students were given various assignments in module 11 to reinforce the creation of letters and memos from straight and rough-draft copies. Since students are taught how to type block and modified block style letters, they tend to confuse these two formatting styles on their test. Therefore, additional time is needed on reinforcing the two different formatting styles of the letters. The goal was exceeded!</p>	<p>Additional lecture time will be spent on the setup and creation of typing block and modified block style letters and memos as a group for reinforcement to increase the pass rate on the Module 11 Performance Test.</p> <p>Students have met the goal but we will continue to challenge the students by converting to the Microsoft 2010 software fall semester.</p>
Business Administrative Technology	BAT medical students will use data from various sources to create professional and accurate medical documents	BUS 2340 Medical Administrative Procedures Exit Exam	<p>Fall Quarter 2010 Vidalia Campus: 5 out of 5 (100%) scored 70% or better on the Exit Exam</p> <p>Spring Quarter 2011 Vidalia Campus: 13 out of 13 (100%) scored 70% or better on the Exit Exam</p> <p>The benchmark was met because instructors emphasized the critical need for producing error-free documents. This emphasis was achieved by instructors providing examples of the risks associated with making errors in medical documents and how this negatively affects the patient and the company.</p>	Due to the continued achievement of this goal, the instructor decided to update the textbook to offer students more challenging assignments/experience with more up-to-date software.
Clinical Laboratory Technology	CLT students will accurately identify bacteria on an augar plate.	CLT 112 clinical check off list (#4)for microbiology competency	<p>All clinical students correctly identified bacteria with a minimum of 90%. Spring 2011 Clinical Site.</p> <p>Although 100% of the students scored 90% or better, one preceptor observed a student experiencing difficulty identifying Enterococcus (bacteria). More info on this bacteria may be needed.</p>	To be implementned FY 2012, the program director will demonstrate stock (pure)cultures of bacteria and will drill more heavily on identification of Enterococcus in the microbiology labs.
Clinical Laboratory Technology	CLT students will recognize critical chemistry values.	CLT 113 clinical site Chemistry check list (part II Knowledge #3)	<p>100% FY2011 Summer clinical students recognized critical chemistry values - scored A (90 to 100) on the skills check off (part II Knowledge #3) list by their preceptors.</p> <p>This assessment documents that learning objectives were learned and implemented in the clinical setting.</p> <p>Although students did well on this assessment, the instructor determined that more practices prior to the clinical site is needed in the classroom.</p>	To be implemented FY 2012, the program director will implement additional patient reports for student's practice of recognizing critical values and correlating to sites in the body.
Clinical Laboratory Technology	CLT students will perform a Complete Blood Count (CBC) with differential on abnormal slides.	CLT 111 Clinical Site Preceptor evaluates students skills on Checklist(Skill #8)	<p>Students accurately performed the CBC with a minimum 90% accuracy.</p> <p>This skill, counting and differentiation of the white cells on stained slides, is learned by repetition. Each CLT class must master this skill.</p> <p>New case slides should be available for students to advance in getting this experience.</p>	New case study slides from area hospitals were added to the program as instructional resources.
Clinical Laboratory Technology	CLT students will type,antibody screen, and cross match a donor with a patient.	CLT 106 Blood bank lab final/Capstone Exam - Psychomotor Section	<p>100% of students scored 100% on the capstone blood bank lab final in FY2011.</p> <p>Students demonstrated learned proficiency on the blood bank final lab exam. All but one student achieved 100% on the first attempt, therefore, more individual instruction may be needed for some students.</p>	<p>New skills check offs sheets of the blood bank procedures were implemented in the blood bank course, CLT 106.</p> <p>These procedures containing special notes and precautions more accurately reflect those used in the clinical and job setting.</p> <p>To be implmented FY2012- a one-on-one assessment session with the program director: students will perform blood bank skills and answer specific theory questions.</p>
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	CTD 103 Capstone DDS CDL Road Test Score Form	<p>Road Test</p> <p>STC Avg. 14.5</p> <p>Vidalia Avg. 12.8</p> <p>S'boro Avg. 27.75</p>	To be implemented Fall semester FY 2012, a pre-test will be utilized at halfway the CTD 103 course in order to

		<p>Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures.</p> <p>Zero - meaning no violations - is the best possible score.</p> <p>30 points or less must be achieved in order to successfully complete CTD.</p>	<p>Due to the high number of violations/scores on the Swainsboro Campus, further research was needed.</p> <p>The entrance scores were checked, but there were no significant differences in academic abilities noted between the campuses.</p> <p>CTD faculty also researched causes of the differences between campuses by questioning students and discovered that most of the Vidalia students had prior driving experiences - some as many as 5 years of experience - while the Swainsboro students did not. This could explain the better skills scores for the Vidalia students since they have lots of practice operating an 18 wheeler.</p> <p>CTD faculty discussed the possibility of using a pre-test to pinpoint weak skills areas prior to the end of the term. By pre-testing earlier in the course, weak areas could be identified and the appropriate skills practices implemented.</p>	<p>help identify weaknesses that may need additional skills practice and/or instructional time.</p> <p>CTD instructors will also survey students at the beginning of the program to determine those with 18 wheeler driving experience and those who do not. Additional skills practice will be provided students with no prior driving experience.</p>
Commercial Truck Driving	<p>CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.</p>	<p>CTD 103 Department of Driver Services (DDS) Basic Control Skills Checklists: br> This check contains 6 parts:</p> <p>Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>Offset Back Right (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>St. Line Backing (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>Alley Dock (includes Pullups, Encroachments, Looks, and Inside Alley (3ft box)</p> <p>Conventional Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>Offset Back Left (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better.</p> <p>A grade of 0 (no violations) is desired.</p> <p>To successfully complete, 12 points or less is allowed in order to complete CTD.</p>	<p>20 students performed the off-road maneuvers of an 18 wheel rig.</p> <p>Upon review of the scores, the STC Avg. 14.5. Vidalia Avg. 5.43 S'boro Avg. 9.75.</p> <p>Breakdown of the scores</p> <p>Sight-Side Parallel Park STC Avg. 1.75 Vidalia Avg. 1.13 S'boro Avg. 4.25</p> <p>Conventional Parallel Park STC Avg. 1.30 Vidalia Avg. 1.13 S'boro Avg. 2.0</p> <p>Offset Back Right STC Avg. .55 Vidalia Avg. .32 S'boro Avg. 1.5</p> <p>Offset Back Left STC Avg. 1.0 Vidalia Avg. .82 S'boro Avg. 2.0</p> <p>Straight Line Backing STC Avg. 0 Vidalia Avg. 0 S'boro Avg. 0</p> <p>Alley Dock STC Avg. 2.45 Vidalia Avg. 2.5 S'boro Avg. .25</p> <p>Swainsboro students' scores were higher on all but one area Alley Dock.</p> <p>Straight Line Backing is a program strength since all students scored a perfect zero on this maneuver. The Offset Back Right is the second lowest/best score.</p> <p>Analysis by the CTD faculty focused on teaching the more difficult maneuvers first to allow for additional practice on those skills.</p>	<p>To be Implemented Fall FY 2012, the maneuvers will be taught in a different order starting with the most difficult and working toward the easiest to allow more skills practice.</p> <p>Also to be implementd is the mid CTD 103 assessment of these skills to identify weaknesses early and make needed changes.</p>
Commercial Truck Driving	<p>CTD students will complete a pre-trip vehicle inspection according to DDS standards.</p>	<p>CTD 103 Department of Driver Services (DDS) Vehicle Inspection Test Checklist</p> <p>This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score.</p> <p>Sections on the 90 point Vehicle Inspection (Pre-Trip) checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear) Rear of Vehicle Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear) Rear of Trailer</p> <p>Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.</p>	<p>DDS checklist Vehicle Inspection STC Avg. 6.2 Vidalia Avg. 4.5 S'boro Avg. 17.5</p> <p>Results show an alarming difference between the campus scores.</p> <p>Analysis by the CTD faculty: students do not study on their own; therefore, more one-on-one attention may be needed to emphasize studying the components of the pre-trip inspection.</p> <p>Also upon further research, CTD faculty recalled one Hispanic student had expressed problems identifying parts on the pre-trip inspection and asked permission to video the instructor demonstrations. It should be noted that this student made tremendous progress by reviewing the video. Videos may also help other students who are more visual learners.</p>	<p>Initiated a pre-trip vehicle inspection study group Summer Transition quarter FY 2012.</p> <p>Instructor videos and Pre-Trips Inspection YouTube videos will be made available for students needing additional instruction.</p>
Computer Information Systems	<p>Students will build a network where the computers communicate and share files.</p>	<p>CIS 1140 Comprehensive Final Exam. This is a comprehensive final in which the student must build a network where the computers communicate and share files.</p>	<p>Fall quarter--six students took the comprehensive final for CIS 1140 and all six passed. The students did well in all areas of the exam. Approximately 40% of the students in the past had trouble with the hands-on part of the exam.</p> <p>The students are proficient with network media and topologies. They can identify different types of cables and troubleshoot the network for any problems. They know each layer of the OSI model. They are able to identify and install NIC cards.</p>	<p>The CIS department added lab sims and hands-on demonstrations to help aid in the hands-on learning.</p> <p>This goal will no longer be used in 2012. The class changed when we went to semesters. In 2012 we will use a final project that will encompass all of the Networking areas.</p>

Computer Information Systems	Computer Support Specialist students will accurately troubleshoot computer problems.	CIS 286 Comprehensive Final This final includes a written and a hands-on evaluation in which the students must troubleshoot a computer.	Winter qtr. - 4 out of 5 students passed. Scores were 100, 96, 96, 71 with an average score of 90.75. One student did not show up to take the exam. The student scoring 71 had a death in the family and came directly after the funeral to take the exam. She explained she had not been able to prepare. This student has typically been an A student. Scores indicate students are basically proficient with troubleshooting computer hardware and software.	The CIS Department developed a Final Project assessment which will be implemented Fall semester 201212. This assessment will cover all areas of troubleshooting computers. The CIS classes have been changed due to semester conversion. This assessment will be included in CIST 2921 beginning with the semester conversion.
Cosmetology	COS students will properly sanitize and disinfect implements.	COS 116 National Interstate Council Cosmetology Practical Examination Evaluation Criteria for Set Up and Client Protection (Rubric)	100% of the students demonstrated proficiency in proper sanitation & disinfection methods including sanitizing hands, disinfecting work area, proper disposal of used materials & client protection portion of their mock state boards.	Because sanitation is very important for Cosmetology, this will be evaluated closely again next year. Students will also be given the sanitation/disinfection rules/regulations of the State Board of Cosmetology. These regulations have to be posted in all schools and salons.
Cosmetology	COS students will perform a figure 6 thermal curling technique.	COS 116 National Interstate Council Cosmetology Practical Examination Evaluation Criteria for Thermal Curling (Rubric)	Of the students performing the figure 6 thermal curling technique including sanitation & safety, correct procedures with thermal irons such as size of sections, setting a base, forming a complete curl that is smooth & unmarked, and following safety and infection control methods in COS 116, 100% performed and passed the criteria for this skill.	With 100% passing this criteria another measurable objective will be used next year to determine student readiness for graduation and the state board exam.
Cosmetology	COS students will accurately perform chemical hair relaxing.	COS 116 National Interstate Council Cosmetology Practical Examination Evaluation Criteria for Chemical Relaxing (Rubric)	Proper procedures such as proper set-up, applying protective base, wearing gloves during application, size of subsections, proper application, coverage & smoothing, and safety measures such as maintaining client protection, following infection control procedures and disposing of used/waste materials were followed by 100% of the students registered for COS 116. Safety measures being of utmost importance in the use of chemicals shows that students are taking their responsibilities seriously.	With 100% passing this criteria another measurable objective will be used next year to determine student readiness for graduation and the state board exam.
Criminal Justice	CRJ 101 students will exhibit comprehension of introductory criminal justice components.	CRJ 101 Comprehensive Final	Summer Quarter 2010 Swainsboro Campus: 37 out of 45 (79.4%) high school students scored 70% or better on the cumulative final exam. Vidalia Campus: 18 out of 18 (100%) scored 70% or better on the cumulative final exam. Fall Quarter 2010 Swainsboro Campus 13 out of 13 (100%) scored 70% or better on the cumulative final exam. Vidalia Campus 18 out of 23 (78.2%) scored 70% or better on the cumulative final exam. Winter Quarter 2011 Swainsboro Campus No data to report. CRJ 101 was not offered in the Winter Quarter. Vidalia Campus 9 out of 11 (81.8%) scored 70% or better on the cumulative final exam. Spring Quarter 2011 Swainsboro Campus No data to report. CRJ 101 was not offered in the Spring Quarter. Vidalia Campus 17 out of 22 (77.2%) scored 70% or better on the cumulative final exam. Detailed score results: 100 out of 119 (84%) students passed the comprehensive final exam with an average score of 74.8. 43 out of 48 (89.5%) male students passed the comprehensive final exam with an average score of 77.9. 68 out of 82 (82.9%) female students passed the comprehensive final exam with an average score of 73.9. 33 out of 40 (82.5%) white male students passed the comprehensive final with an average score of 84.1. 12 out of 16 (75%) black male students passed the comprehensive final exam with an average score of 73.2. 1 out of 1 (100%) Hispanic male students passed the comprehensive final exam with an average score of 75. 2 out of 2 (100%) Hispanic female students passed the comprehensive final exam with an average score of 78.1. 37 out of 44 (84%) white female students passed the comprehensive final exam with an average score of 79. 29 out of 36 (80%) black female students passed the comprehensive final exam with an average score of 71.1. 70 out of 84 (83%) white students passed the comprehensive final exam with an average score of 81.5. 41 out of 52 (78.8%) black students passed the comprehensive final exam with an average score of 72.1. 3 out of 3 (100%) Hispanic students passed the comprehensive final exam with an average score of 76.5. CRJ faculty determined that the white students are scoring higher on the comprehensive final. After much discussion, it is believed that this group of students may have access to more resources outside campus to help them be more successful. Transportation is often dependent on others; therefore, staying on campus to utilize resources is not always possible.	After reviewing the results for the CRJ 101 Comprehensive Final, the CRJ instructors have determined that the pass rating for the exam shows that students are exhibiting comprehension of introductory criminal justice components. Therefore, effective 201201, the CRJ 101 (CRJU 1010 beginning Fall Semester) Comprehensive Final Exam will not be utilized as a student learning objective for the CRJ program.
Criminal Justice	Criminal Justice students will describe/define Fourth Amendment issues regarding unreasonable search and seizure.	CRJ-105 Search and Seizure Rubric. Context - Probable cause established Organization - search warrant in proper order Grammar Rubric is available to students on the first day of class.	Summer Quarter 2010 Swainsboro Campus 22 out of 27 (81.4%) scored 70% or better on the search and seizure assignment. Vidalia Campus 7 out of 7 (100%) scored 70% or better on the search and seizure assignment. Fall Quarter 2010 Swainsboro Campus No data to report. CRJ 105 was not offered in Fall Quarter. Vidalia Campus No data to report. CRJ 105 was not offered in Fall Quarter. Winter Quarter 2011 Swainsboro Campus 18 out of 19 (94.7%) scored 70% or better on the search and seizure assignment. Vidalia Campus 11 out of 14 (78.5%) scored 70% or better on the search and seizure assignment. Spring Quarter 2011 Swainsboro Campus 40 out of 46 (86.%) high school students scored 70% or better on the search and seizure assignment.	After reviewing the results for the CRJ 105 search and seizure assignment, the CRJ instructors have determined that the pass rating for the written search warrant assignment shows that students are exhibiting written comprehension of Fourth Amendment issues regarding unreasonable search and seizures. Therefore, effective Summer Quarter 201201, the CRJ instructors will implement a 7 written Search and Seizure Scenario assignment to assess the criminal justice students understanding of

			<p>15 out of 16 (93.7%) scored 70% or better on the search and seizure assignment. Vidalia Campus No data to report. CRJ 105 was not offered Spring Quarter.</p> <p>Detailed score results: 113 out of 129 (87.5%) students passed the search and seizure assignment with an average grade of 82.3. 39 out of 48 (81.2%) male students passed the search and seizure assignment with an average score of 76.4. 75 out of 79 (94.9%) female students passed the search and seizure assignment with an average score of 84.2. 24 out of 31 (77.4%) white male students passed the search and seizure assignment with an average score of 78.1. 14 out of 18 (77.7%) black male students passed the search and seizure assignment with an average score of 76.9. 1 out of 1 (100%) Hispanic male students passed the search and seizure assignment with an average score of 98. 44 out of 47 (93.6%) white female students passed the search and seizure assignment with an average score of 85.7. 29 out of 32 (90.6%) black female students passed the search and seizure assignment with an average score of 81.5. 2 out of 2 (100%) Hispanic female students passed the search and seizure assignment with an average score of 88. 68 out of 76 (89.4%) white students passed the search and seizure assignment with an average score of 81.9. 43 out of 50 (86%) black students passed the search and seizure assignment with an average score of 77.7. 2 out of 2 (100%) Hispanic students passed the search and seizure assignment with an average score of 88.</p> <p>Females have generally performed better than males on this assignment. Females may tend to be better writers.</p> <p>The Context subpart scores were the highest and the Grammar scores were the lowest overall. More emphasis should be placed on writing professionally.</p>	<p>the Fourth Amendment issues regarding protection against unreasonable searches and seizures.</p> <p>CRJ 105 will change to CRJU 2050 effective Fall 2011 (201212) Semester.</p>
Criminal Justice	CRJ students will define and contrast the concepts of probation and parole.	CRJ-103 Comprehensive Final: Section on Parole and Probation. 10 questions pertain to Parole & Probation.	<p>Summer Quarter 2010 Swainsboro Campus No data to report. CRJ 103 was not offered Summer Quarter. Vidalia Campus No data to report. CRJ 103 was not offered Summer Quarter.</p> <p>Fall Quarter 2010 Swainsboro Campus 33 out of 45 (73.3%) high school students scored 70% or better on the probation and parole section of the comprehensive final. 40 out of 43 (93.1%) scored 70% or better on the probation and parole section of the comprehensive final. Vidalia Campus 12 out of 12 (100%) scored 70% or better on the probation and parole section of the comprehensive final.</p> <p>Winter Quarter 2011 Swainsboro Campus No data to report. CRJ 103 was not offered Winter Quarter. Vidalia Campus No data to report. CRJ 103 was not offered Winter Quarter.</p> <p>Spring Quarter 2011 Swainsboro Campus No data to report. CRJ 103 was not offered Spring Quarter. Vidalia Campus No data to report. CRJ 103 was not offered Spring Quarter.</p> <p>Detailed score results: 85 out of 100 (85%) students passed the probation and parole section of the final exam with an average score of 88.9. 28 out of 38 (73.6%) male students passed the probation and parole section of the final exam with an average score of 85.3. 57 out of 64 (89%) female students passed the probation and parole section of the final exam with an average score of 86.6. 16 out of 21 (76.1%) white male students passed the probation and parole section of the final exam with an average score of 83.9. 11 out of 16 (68.7%) black male students passed the probation and parole section of the final exam with an average score of 77.6. 1 out of 1 (100%) Hispanic male students passed the probation and parole section of the final exam with an average score of 70. 31 out of 35 (88.5%) white female students passed the probation and parole section of the final exam with an average score of 85.3. 23 out of 26 (88.4%) black female students passed the probation and parole section of the final exam with an average score of 84.6. 3 out of 3 (100%) Hispanic female students passed the probation and parole section of the final exam with an average score of 84.2. 47 out of 56 (83.9%) white students passed the probation and parole section of the final exam with an average score of 88.5. 34 out of 42 (80.9%) black students passed the probation and parole section of the final exam with an average score of 83. 3 out of 3 (100%) Hispanic students passed the probation and parole section of the final exam with an average score of 84.2.</p> <p>High school students perform poorest on this section of the exam. They took the exam on the last scheduled date before the holidays; therefore, best efforts were not evident.</p>	Effective 201201, the Parole and Probation questions will be included in the Mid-Term exam rather than the final exam. High school scores will be evaluated to see if the change in scheduling affects learning.
Dental Hygiene	Dental Hygiene students will correctly identify the tooth number or tooth structure.	DHY 100 Dental Anatomy Laboratory Skills Proficiency Check	100% of the DHY 100 students could correctly identify with 80% proficiency the tooth number or tooth structure during the tooth classification and identification laboratory skills competency. The average grade was 90 and the range was 80-100.	Last year, 92% of the DHY 100 students could correctly identify the tooth number or structure during the first attempt. After incorporation of a more hands on teaching technique as well as the requirement of having the students purchase a set of plastic teeth in wax for additional hands on practice, DHY 100 students improved 8% from the previous year. As we transition to semester, more hands on laboratory sessions have been incorporated into the semester curriculum to allow for more practice and hands on sessions. Therefore, instruction should continue to be enhanced in future tooth anatomy classes.
Dental Hygiene	Dental hygiene students will utilize proper instrumentation techniques.	DHY 105 Instrumentation Practicum I Rubric and DHY 111 Instrumentation Practicum II Rubric	100% of the DHY 105 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum I. 100% of the DHY 111 students could utilize proper instrumentation techniques on the dentition with 100% proficiency while attempting Instrumentation Practicum	All students passed Instrumentation Practicum I and II at the required proficiency level and were deemed competent with entry level skills to begin

			<p>II. Since 100% of the DHY 105 students passed the Instrumentation Practicum I with 100% proficiency, all DHY 105 students were deemed competent to proceed to DHY 111. Since 100% of DHY 111 students passed the Instrumentation Practicum II with 100% accuracy, all DHY 111 students were deemed competent to proceed to DHY 202 and begin patient care in the live work dental hygiene clinic.</p>	<p>safely practicing dental hygiene care on live patients. These students were allowed to begin live patient care in the dental hygiene clinic at the end of Winter Quarter 2011. After Instrumentation Practicum I and II, students are given an Instrumentation Maintenance Proficiency each quarter to verify that the student is not only maintaining instrumentation skills but also increasing in instrumentation skills proficiency in preparation for entry into the profession's workforce. Since Instrumentation Practicum I and II were graded by two instructors blindfold, this allowed the instructors to see areas in which they were not calibrated in reference to instrumentation skills. Since one instructor noted discrepancies that another instructor did not note, the students were given a list of the discrepancies as reassurance that the noted deficiencies could be addressed. Not only did this blindfold grading assist with instructor calibration, it also provided the students with very thorough analysis of their skill levels.</p>
Dental Hygiene	Dental Hygiene students will correctly follow medical emergency protocol during patient care.	DHY 106 Medical Emergency Skills Check Off Sheet.	<p>After self assessment and peer assessment,85% of the DHY 106 students completed the medical emergency skills check off with 100% competency level on the first attempt. Two students remediated and completed their second attempt with 100% competency level. Since all students completed the medical emergency protocol at the expected proficiency level during the mock patient scenario, the students were deemed prepared to assist faculty in the event of a medical emergency in the live work clinic. This mock scenario allowed the students to go through the expected sequence of care as if they were the only providers for the mock patient. Since the DHY 106 medical emergency skills check-off, students are randomly given mock medical emergency drills each quarter in which the patient is not a manikin but a live actor. The program director assigns team member duties to the students and they are expected to respond appropriately according to the medical emergency protocol for the live work clinic. The live mock drills are additional learning experiences that confirm that the students are familiar with the sequence of care during medical emergency situations that could occur in the dental setting.</p>	<p>The results from the Medical Emergency Skills Check offs are used to ensure that students are equipped with first aid skills and basic life support skills in the event of a medical emergency in the live work clinic. Since two students did not pass the check off at 100% competency on the first attempt, they remediated and practiced areas of weakness. Both students admitted that they did not utilize ample time practicing the medical emergency procedures prior to the check off. Students were encouraged to utilize lab practice time effectively so that the maximum amount of learning can occur.Students were also encouraged to ask questions if they were unclear about items covered in the classroom or laboratory. After individualized remediation, the two students completed their second attempt with 100% competency. This protects the safety and welfare of the clients in the live work clinic. Medical Emergency Skills Check offs allow the students the opportunity to practice mock medical emergency scenarios in the clinical setting. With repetition and practice, medical emergency care will continue to improve as the students progress through the program. This preparation will enable the students to respond effectively in the event a medical emergency situation occurs in the live work clinic. Furthermore, these mock scenarios will equip the students with skills necessary to enter the dental hygiene workforce.</p>
Early Childhood Care and Education	ECCE students will create a disabilities based resource file	ECCE 2010 Resource File Rubric	<p>100% of the Vidalia and Swainsboro campus students completed and achieved a minimum of 70% or more on the resource file. 75% of the students only produced the minimum of the required materials which gave them a passing grade.</p> <p>While the resource file and examples of satisfactory files assisted students in achieving this goal, peer mentoring was the most effective in achieving the objective.</p>	<p>Instructors will assign teams of one to one students to give additional time to gather the information required for the resource file. This should produce a more comprehensive resource file. Additionally, sharing the responsibility of locating useful resources will motivate students to achieve more than the minimum of 70%.</p>
Early Childhood Care and Education	ECCE students will develop developmentally appropriate lesson plans.	ECCE 2240 Early Learning Portfolio Rubric: Lesson Plan Section	<p>100% of the students on the Vidalia and Swainsboro passed their portfolio. According to the rubric, 75% of the students produced more than the minimum requirements for the portfolio.</p> <p>The strategies and activities have been incorporated in the ECCE program to continue achieving these results.</p>	<p>Having achieved this goal for two consecutive years, this goal will not be used as a Student Learning Outcome for 2012.</p>

Electrical Systems	Students will construct a commercial wiring project according to National Electrical Code.	<p>ELT 109 - Commercial Wiring diagram and written test based on the National Electric Code.</p> <p>Commercial Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor using conduit.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way, and four way switches and lights.</p> <p>The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.</p>	<p>11 of the 17(65%) students enrolled on the Vidalia campus and 27 of the 33(82%) students enrolled on the Swainsboro campus passed the exam.</p> <p>The students who passed the Commercial Wiring project were prepared for the exam because of the repetition of training throughout the commercial wiring course. .</p> <p>The 6 students from the Vidalia campus and the 6 from the Swainsboro campus that did not take the exam had been withdrawn from the course before the test date due to exceeding the attendance policy.</p> <p>Upon review of the wiring stall project, the instructors discovered they needed a standard checklist to ensure consistency in assessing the project. Faculty should develop a checklist for FY 2012. This may also help us pinpoint any weak areas that may need to be addressed. These can then be compared yearly.</p>	To be implemented in FY 2012, the ELT instructors will develop a checklist to assess the commercial wiring project.
Electrical Systems	Students will construct motor control circuits.	<p>ELT 118 Motor Control Project and written test based on the National Electric Code.</p> <p>Motor Control Project includes: demonstrate proper wiring techniques and practices by wiring a motor control.</p> <p>The project will have to be drawn.</p> <p>This will also include installing pushbuttons, motor starters, relays, timers, lights.</p> <p>The student will also take a written exam in conjunction with the project. The student may use the National Electric Code as reference tool.</p>	<p>29 of the 31(94%) students enrolled on the Vidalia campus and 19 of the 25(76%) students enrolled on the Swainsboro campus passed the exam.</p> <p>The students who passed the Motor Control project were well prepared for the exam because of the repetition of training throughout the motor control course.</p> <p>The 2 students from the Vidalia campus and the 4 from the Swainsboro campus that did not take the exam had been withdrawn from the course before the test date due to exceeding the attendance policy. 2 students on the Swainsboro campus did not pass the exam.</p> <p>Upon review of the motor control project, the instructors discovered they needed a standard checklist to ensure consistency in assessing the project. Faculty should develop a checklist for FY 2012. This will help us pinpoint any weak areas that may need to be addressed. These can then be compared yearly.</p>	To be implemented in FY 2012, the ELT instructors will develop a checklist to assess the motor control project. The instructors will also work closely with student affairs to help recognize students who are potential leavers.
Electrical Systems	Students will construct a residential wiring project according to National Electrical Code.	<p>ELT 121 - Residential Wiring diagram and written test based on the National Electric Code.</p> <p>Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way, and four way switches and lights.</p> <p>The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.</p>	<p>21 of the 23(91%) students enrolled on the Vidalia campus and 23 of the 27(85%) students enrolled on the Swainsboro campus passed the exam.</p> <p>The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout the residential wiring course.</p> <p>The 2 students from the Vidalia campus and the 4 from the Swainsboro campus that did not take the exam had been withdrawn from the course before the test date due to exceeding the attendance policy.</p> <p>Upon review of the wiring stall project, the instructors discovered they needed a standard checklist to ensure consistency in assessing the project. Faculty should develop a checklist for FY 2012. This will help us pinpoint any weak areas that may need to be addressed. These can then be compared yearly.</p>	To be implemented in FY 2012, the ELT instructors will develop a checklist to assess the residential wiring project.
Electronics Technology	Students will diagnose electronic systems to repair/replace the associated electronic circuits.	<p>LabVolt Systems</p> <p>The LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, trouble-shooting exercises, and the lab exam.</p> <p>Students are required to complete all assigned lab exams at 100% proficiency. The exams cover the lab material and include the review procedures, normal circuit testing, and circuit troubleshooting which require the proper use of VOMs and oscilloscopes. Students are required to pass each lab. Students are allowed 5 attempts at the lab test.</p>	<p>For FY2010, the average number of attempts to achieve 100% on the lab exams was 2.12.</p> <p>For FY2011, the average number of attempts to achieve 100% on the lab exams was 2.16.</p> <p>Analysis of the data shows that there was no statistical difference between the data sets; therefore, the benchmark showed no improvement in student learning from FY2010 to FY2011.</p>	For FY2012, STC has purchased and installed upgrades to the LabVolt software and server hardware. A new benchmark for ranking student performance will be developed based on the capabilities and performance tracking of the new system.
Electronics Technology	Students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	<p>ISCET Certification Exams</p> <p>ISCET Certification Final Exams for the four major electronics areas: br> ESA-1 (DC Circuits)</p>	<p>For FY2011, the results by exam are:</p> <p>ESA-1 Attempts: 29 Retakes: 10 % Retakes: 52.63% (10/19)</p>	The ESA exam grades are broken down in to areas, such as Mathematics, Basic Theory, Troubleshooting, Use of Test Equipment and Circuit Analysis. Student

		<p>ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits)</p> <p>These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas.</p> <p>Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.</p>	<p>Certs: 11 % Certs: 57.89% (11/19)</p> <p>ESA-2 Attempts: 21 Retakes: 5 % Retakes: 31.25% (5/16) Certs: 11 % Certs: 68.75% (11/16)</p> <p>ESA-3 Attempts: 27 Retakes: 11 % Retakes: 68.75% (11/16) Certs: 11 % Certs: 68.75% (11/16)</p> <p>ESA-4 Attempts: 8 Retakes: 0 % Retakes: 0.00% (0/8) Certs: 7 % Certs: 87.50% (7/8)</p>	<p>performance in each category will be used to help the instructors concentrate on the deficient areas.</p> <p>These results will be compared with the FY2012 results to quantify improvement in student learning and material retention.</p>
Fish and Wildlife Management	FGM students will prescribe appropriate treatment/s for an assigned fish pond.	<p>FGM Fish Pond Rubric</p> <p>FGM 112, 113, & 114 students must successfully complete a Fish Pond Management Project</p> <p>The Rubric is made available to students the first day of class.</p>	<p>201101 Summer 2010 - FGM 112 Scores: 90,92,94,95,84,& 78 with an average score of 88.86 - the student scoring 78 did not pass the FGM 112. Student had conflict with work/study. 83% of the students successfully scored >80.</p> <p>201104 Spring 2011 - FGM 112 Scores: 50,89,90,94,92,88,92,93,95,87,79,89 with an average score of 86.5. 83% of the students successfully scored >80%. The student scoring 50 did not pass the FGM 112. This student had conflict with work schedule, working 11 p.m.-7 a.m., attending school during the day.</p>	<p>Based on the evaluation of the two lowest scores, the FGM instructor will spend additional time with students stressing the importance of work ethics and independent study skills.</p> <p>Revisions and updates will be made to the Fish Pond Rubric to better explain the point system for achieving the possible category scores. FGM faculty will also monitor and analyze rubric scores next fiscal year to see if this change makes a difference in the scores.</p>
Fish and Wildlife Management	FGM students will prescribe,establish, and maintain wildlife food plot	<p>FGM 108 Wildlife Food Plot Rubric</p> <p>FGM 108 students must successfully complete a Wildlife Food Plot Project - The Rubric is made available to students the first day of the FGM 108 class.</p>	<p>Winter 201103 - 11 students developed the Wildlife Food Plots.</p> <p>Scores were: 91,93,84,95,79,81,91,90,83,89,87,91,&79 for an average score of 87.15</p> <p>Analysis by FGM instructor - the two lowest scores were both right out of high school and appear to be having difficulty in the transition from secondary to a post-secondary institution.</p> <p>201004 scores were 87,95,84,83,94,91,87,83,& 84 with an average score of 87.55. One of the students scoring 84 is a handicapped student who is in a wheelchair yet strives to achieve on the same level as the rest of the students. The non-traditional student scored as well or better than the traditional students.</p>	<p>Based on the evaluation of the two lowest scores, the FGM instructor will spend additional time with students stressing the importance of work ethics and independent study skills.</p> <p>Emphasis will be placed on avoiding procrastination since these students waited until the last minute to tackle a project.</p> <p>The Wildlife Food Plot Rubric will be updated with more detailed descriptions for each category.</p> <p>FGM instructor will monitor rubric scores during next fiscal year to see if updating the rubric improves scores.</p>
Forest Technology	Students will cruise a stand of timber.	<p>Cruising Assignment Rubric in FOR 141/142</p> <p>Cruising timber includes planning, inventory, and work up.</p>	<p>100% pass or 6 of 6. All scored higher than 90% Students excelled on this assignment mainly because they are very good students and put forth effort to learn. Also they were able to complete a similar assignment in 126/127. The addition of the software technology has aided tremendously in the students' success.</p>	<p>Instructor will train students on software earlier in the term. This will provide more practice so the students will be proficient for the assignment</p>
Forest Technology	Write a 10 year forest management plan and defend recommendations in presentation.	<p>Forest Management Plan rubric including oral defense of plan which also includes a rubric.</p>	<p>86% pass rate or 6 of 7. The 1 unsuccessful student dropped. Plan grades were 80, 82, 88, 85, 91, 82. Oral grades were 0,90,80,0,94,0. Overall a successful assignment. Instructor made a mistake because the students figured out how much the presentation was worth and some declined to present. The students who did the presentations did well. The plans were good except the students did not have a sense of urgency to put enough time into the plans.</p>	<p>In the future it will be an absolute requirement to do a presentation to pass the class. The syllabus will reflect the importance of the assignment up front as well as the teacher stressing it throughout. Even though there were intermittent deliverable dates for the students, they chose to do the bare minimum until the final was due. These intermittent dates will also be stressed from the beginning</p>
Forest Technology	Students will map a track of land with GPS and publish the map with GIS.	<p>Independent GPS/GIS Rubric</p>	<p>100% pass rate; 6 of 6. All students scored above 90%. Because of the sophisticated functions and complex steps involved, repetition was the key to success. Students performed 4 or more similar assignments leading up to the final project.</p>	<p>Instructor will factor in more repetition with the mapping. A 15 week term will offer more opportunities for practicing their mapping skills</p>
General Education & Learning Support: English	Students will develop a formal research essay.	<p>Degree-level English classes research paper rubric.</p>	<p>Results come from degree-level English classes. Yearly Analysis: An average of 22% of the students in this course needed further instruction in research and documentation. In Summer Quarter of 2010, 87% of students scored an average of 70 or above on research-based essays, but 13% of students fell below the 70 average.</p> <p>In Fall Quarter of 2010, 87% of students scored an average of 70 or above on research-based essays, but 13% of students fell below the 70 average.</p> <p>In Winter Quarter of 2011, 60% of students scored an average of 70 or above on research-based essays, but 40% of students fell below the 70 average.</p> <p>In Spring 2011, 78% of students scored an average of 70 or above on research-based essays, but 22% of students fell below the 70 average.</p>	<p>Instructors will model proper documentation and citation techniques while incorporating interest-building instructional strategies for teaching research. Library staff will provide and demonstrate use of available scholarly media and internet resources. Tutoring in the Student Success Lab and during the instructor office hours is available and will be</p>

			Overall, an average of 22% of the students in this course needed further instruction in research and documentation.	encouraged. In addition, sample student papers will be provided for the students to use as a model. If funds are available, instructors will increase use of Smarthinking Account in order to provide students with more individualized writing and research practice.
General Education & Learning Support: English	Students will produce a logically organized, grammatically acceptable written paragraph.	ENG 1010 Compare/Contrast Paragraph rubric	Yearly Analysis: An average of 15% students need further instruction in this area. In Summer Quarter of 2010, 87% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 13% scored below 70. In Fall Quarter of 2010, 81% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 19% scored below 70. In Winter Quarter of 2011, 85% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 15% scored below 70. In Spring Quarter of 2011, 86% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 14% scored below 70. These results indicate that overall, an average of 16% of students need further instruction in this area per quarter.	Instructors will model proper writing techniques, provide several examples of quality paragraphs for students to read, annotate, and use as a guide for their own work. In addition, graphic organizers will be a viable instructional tool for students to use as they practice the writing process. Instructors will also provide directly-supervised instruction before assigning independent writing. Tutoring will be strongly encouraged.
General Education & Learning Support: Mathematics	Students will factor polynomials.	MAT 1013 - Factoring Polynomials Exam	19 of 32 = 59% for FY 2011. The results from 2010 to 2011 decreased from 61 to 59%. The results may be skewed due to a compounding factor. Namely, a shift of program offerings from competitive diploma to competitive degree programs which may have pulled highly capable diploma students into the MAT1111(College Algebra) course.	The math department will reassess this competency in the absence of this compounding factor to gain a better understanding of the true level of student achievement.
General Education & Learning Support: Mathematics	Students will solve and graph linear systems.	MAT 1111 - Linear Systems Exam	91 of 115 = 79% for FY 2011. The results from 2010 to 2011 increased from 63% to 79%. Based on the assessment results, it is clear that students have attained a sufficient level of proficiency for this competency using the strategies in place.	The math department will replace this goal with another area of concern. Given the success of implementing these strategies, the strategies can be applied to other competencies that were not met at an acceptable level.
General Education & Learning Support: Mathematics	Students will solve problems involving fractions without a calculator.	MAT 097 - Fractions Exam	74 of 102 = 73% for FY 2011. The results from 2010 to 2011 increased from 68% to 73%. Even though there is an increase in the results, the math department feels that more needs to be done to increase competency in this area.	The department will encourage students to be more proactive and involved outside of class by increasing the weight of homework. The department will increase the percent weight from 10% to 15%.
General Education & Learning Support: Mathematics	Students will convert among and between measurement systems.	MAT 1012 - Measurement and Conversion Exam	257 of 388 = 66% for FY 2011. The assessment results from 2010 to 2011 increased from 64% to 66%. The math department has determined that more still needs to be done to increase success in this area.	The math department will invite program instructors who use these competencies to discuss how these concepts are applied in their program and the work force so students will see the relevancy of the concepts.
General Education & Learning Support: Mathematics	Students will simplify/solve radical expressions/equations.	MAT 099 - Simplifying Radicals and Solving Radical Equations Exam	43 of 61 = 70% for FY 2011. The assessment results decreased from 71% to 70% from FY 2010 to FY 2011 which is not a significant decrease, but the math department will still measure the goal since the achievement level decreased.	The fact that STC is transitioning from the quarter system to the semester system, should give students more time to concentrate on completing homework assignments and to digest the material. Completion of homework in a timely manner has been identified as a limiting factor in their success; therefore, the instructors will also discuss with students the importance of being an active learner as compared to a passive learner. The instructors feel the combination of having 5 additional weeks in a semester and the discussions about proactive learning will increase competence in this area.
General Education: Psychology	Students will apply critical thinking skills through submission of a 7 page psychological research paper.	PSY 1101 Analysis Project Rubric	For FY 2011 (summer), 27 students completed a 7 page psychological research paper with a pass rate of 93%. For FY 2011 (winter), 35 students completed a 7 page psychological research paper with a pass rate of 90%. For FY 2011 (fall), 37 students completed a 7 page psychological research paper with a pass rate of 90%. For FY 2011 (spring), 32 students completed a 7 page psychological research paper with a pass rate of 89%. Data reflected students need improvement on critical thinking skills on personality traits.	This will not be a student learning outcome for FY 2012. In FY 2012 students will critically analyze the personality traits of a given character in a movie.
General Education: Psychology	Students will demonstrate knowledge of interview techniques.	EMP 1000 Interview Conducted/ Evaluation Rubric Includes the following Personal Introductions were acknowledged Student was timely for interview Student identified techniques to work effectively with coworkers Employment documents were provided at interview	For FY 2011,(summer quarter) 92 students completed a mock interview with a 97 % pass rate. For FY 2011,(fall quarter) 107 students completed a mock interview with a 81 % pass rate. For FY 2011,(winter quarter) 104 students completed a mock interview with a 84 % pass rate. For FY 2011,(spring quarter) 81 students completed a mock interview with a 91% pass rate. After reviewing the data, more online resources need to be provided for the students to assist in their interviewing skills.	A new textbook will be implemented to provide more online resources for students such as videos to assist with interviewing techniques.

		<p>Student reflected Problem solving skills</p> <p>Student reflected positive strategies to handle difficult behaviors</p> <p>Student identified stress management skills</p> <p>Student reflected a professional image</p> <p>Goals were clearly identified</p> <p>Job search strategies were identified</p>		
General Education: Psychology	Students will create a correctly formatted resume"	EMP 1000: A rubric will be used to assess the resume. criteria which will include the following Resume Reflected a Professional Image Grammar/Punctuation Objective section correctly formatted Work Experience Section was correctly formatted Education Section correctly formatted.	<p>For FY 2011,(summer quarter) 92 number of students completed a resume. 91% percentage of students successfully passed this activity.</p> <p>For FY 2011,(winter quarter) 104 number of students completed a resume. 84% percentage of students successfully passed this activity.</p> <p>For FY 2011,(fall quarter) 107 number of students completed a resume. 81% percentage of students successfully passed this activity.</p> <p>For FY 2011,(spring quarter) 81 number of students completed a resume. 91% percentage of students successfully passed this activity.</p> <p>The results indicated that more practice needs to be given to the grammar/punctuation section of the resume.</p>	Beginning 201201, program specific resumes, will be available online in ANGEL to assist in an error free resume".
General Education: Psychology	Students will compose a correctly formatted research paper.	A detailed rubric will be used to evaluate content format and APA format.	<p>In FY 2011,(summer quarter) 91% of 86 students taking PSY 1010 passed the research project and visual.</p> <p>In FY 2011,(winter quarter)92% of 70 students taking PSY 1010 passed the research project and visual.</p> <p>In FY 2011,(fall) 96% of 90 students taking PSY 1010 passed the research project and visual.</p> <p>In FY 2011,(spring) 84% of 65 students taking PSY 1010 passed the research project and visual.</p> <p>The data indicated that students were weak in APA formatting.</p>	<p>Although this is an important Student Learning Outcome, it will not be evaluated in FY 2012.</p> <p>In FY 2012 students will complete an introspection paper by evaluating different stages of their lifespan development.</p>
Learning Support	Students will demonstrate the ability to locate the main idea in reading passages.	RDG 097 Idea exam	<p>201101 17 of 19 = 89%</p> <p>201102 9 of 20 = 45%</p> <p>201103 31 of 33 = 95%</p> <p>201104 21 of 30 = 70%</p> <p>78 of 102 = 76%</p> <p>Reading research validates that recognizing the main idea in a paragraph is difficult for a less than proficient reader.</p>	After students are taught the strategy of locating the main idea, this strategy continues through the remainder of the course. Students who do not achieve a grade of 80 will be provided PASSKEY and textbook tutorials designed specifically for mastering location of main idea. For reading comprehension to be achieved, readers must be proficient in determining the main idea of a reading selection; therefore, mastery of this skill is imperative.
Learning Support	ENG 097 students will write grammatically and mechanically correct simple, compound, and complex sentences.	Student-written paragraph. Paragraph will show evidence of sentence variety patterns.	<p>201101 5 of 5 = 100%</p> <p>201102 14 of 14 = 100%</p> <p>201103 12 of 16 = 75%</p> <p>201101 No Classes offered this term</p> <p>Cumulative: 27 of 32 = 84%</p> <p>This objective is taught early in the quarter.</p>	Sentence Skills II has been incorporated into the curriculum. Students will be reminded to incorporate sentence pattern variety in writings.
Management and Supervisory Development	MSD students will work together as a team to complete a complex business problem.	MSD 210 Team Project	Eight of 10 (80%) students passed the team project assignment. Two students did not turn in their team project assignment which resulted in a grade of 0. These two students dropped a letter grade by not turning in their problem.	Instructor will encourage students to complete the team project since it is an important part of their grade with an additional reminder email during the 6th week stating the team project is 10% of their grade. This goal will be changed for 2012 to the Program Exit Exam; therefore, students who do not complete the Exit Exam will not pass the course.
Management and Supervisory Development	MSD students will be able to prepare business letters utilized in the workforce.	MSD 114 Microsoft Applications Assessment Test	13 out of 15 (87%) students successfully completed the assessment. Grades improved since students were provided the proofreading tips website.	<p>Instructor will send an additional email during the 6th week to remind students that the letter is an important part of their grade. Additionally, students will be provided proofreading tips and websites to help them become better proofreaders.</p> <p>Although this is an important goal, it will not be utilized as a Student Learning Outcome in 2012.</p>
Management and Supervisory Development	MSD students will write an essay demonstrating their communication skills.	MSD 103 Completed Essay	14 of 17 (82%) of students successfully completed the internet presentation with a 70 or better. Student grades were better since the proofreading tips website was given.	Instructor will send an additional email during the 6th week to remind students that the presentation is 10% of their total grade. Although this is an important goal, it will not be utilized as a Student Learning Outcome in 2012.
Management and Supervisory	MSD students will write a personal code of conduct/code of	MSD 113 Student Presentation	13 of 26 (50%) students successfully completed the student presentation. Eight of the students were failing the class before the presentation was due. These students didn't turn in a presentation and were not turning in some of their weekly	Instructor will send an additional reminder email during the 6th week to the

Development	ethics.		assignments and taking their tests. Five students dropped a letter grade because they didn't turn in the presentation. Some students don't mind dropping a letter grade to keep from turning in the presentation.	students reminding them that the presentation is an important part of their total grade. This goal will be changed in 2012 to a student essay addressing the importance of work ethics in the workplace.
Marketing Management	Marketing Management students will create a formal marketing plan.	<p>MKT 100 Formal Marketing Plan (Rubric)</p> <p>Students can earn an excellent rating on the rubric section "target marketing" by thoroughly defining the company's target market with specific examples and explanation/rationale of their pursuit of this audience. Students can earn 10 of the project's 100 points in this section.</p> <p>The Marketing Plan rubric is given to students at beginning of term and includes the following 10 sections/criteria: Executive Summary, Mission Statement, Product/Service Description, Target Marketing, Competition Summary, Pricing, Positioning and Branding, Market Strategies, Budget, Marketing Goals and Quality/Format.</p>	<p>Students were successful in their mastery of target marketing with 17/19 students achieving "adequate to excellent" achievement on this section.</p> <p>Knowing where to begin in writing a marketing plan is often times a challenge for students. In communication with students, it was learned that students believed they would benefit from a video on how to successfully write a marketing plan.</p>	An external link to a youtube video on writing marketing plans was added under the Final folder. The video included a section on target marketing mastery.
Marketing Management	Marketing Management students will develop a formal business plan.	<p>MKT 110 The Formal Business Plan Project Rubric</p> <p>Rubric evaluates thirteen criteria:</p> <ol style="list-style-type: none">1. Executive Summary(5pts)2. Mission Statement (5pts)3. Company History (5pts)4. Business and Industry Profile (10pts)5. Objectives and Business Strategies (10 pts)6. Product/Service Description (10pts)7. Marketing Strategy (10 pts)8. Competition Summary (10 pts)9. Management Team (10 pts)10. Operating Plan (5 pts)11. Financial Plan (5 pts)12. Investment/Loan Proposal (5pts)13. Overall Quality/Format (10 pts) <p>Section V deals with business objectives and strategies. Students are scored from Poor, Adequate, to Excellent on all the criteria. Students may earn 80% or higher on section V by doing a superior job of explaining key business objectives and detailing the specific strategies which will help ensure their firm's long-term success.</p> <p>Students are given the criteria for the Business Plan in ANGEL.</p>	<p>Marketing management students successfully demonstrated their ability to formulate business objectives and formal business strategies. All five students enrolled in MKT 110 during FY2011 successfully demonstrated master of these skills by earning "acceptable to excellent" ratings on this part of the grading rubric.</p> <p>A business plan is often a large, time-consuming document to create and it appears that by separating it into two assignments, students may write their plan more thoughtfully and put adequate time into its development. After discussing the time issue with several students, it was determined that the project would be more successful to break it into parts to keep students on track.</p>	<p>The Business plan was broken up into two sections. The first section (Phase 1) was due at midterm and the second (Phase 2) was due Week 10. This helped ensure student success. Students were asked at mid-term to develop their business strategies for competitive advantage and expand upon those concepts in the second part of the project.</p> <p>Additionally, a video on business planning was developed and placed as an external link for students to use.</p> <p>For FY2012, examples of superior performance on Business Objectives and Strategies will be posted inside the Project Folder in ANGEL. Links will be given to excellent plans online as well.</p>
Marketing Management	Marketing Management students will apply and demonstrate the techniques of the sales process.	<p>MKT 106 Sales Presentation (Rubric)</p> <p>Students can earn an "excellent" performance of the sales technique "feel, felt, found" by successfully demonstrating the use of all three components of the strategy, creating harmony with the client overcoming a buyer objection by implementing this strategy. Students can earn 20 points on this section of the project's 100 total points.</p> <p>Students are given the grading rubric from the beginning of the term. The rubric consists of five sections: Format, Quality of Presentation, Effective Dialogue, Sales Technique (Feel, Felt, Found) and Supporting Documents for Presentation.</p>	<p>Students were largely successful in achieving this goal (8/10 students achieved adequate to excellent mastery of this section of the rubric). The lack of success came from students who chose not to perform the assignment at all.</p> <p>Developing sales dialogue is often time consuming, especially when utilizing a specific technique. Students communicated the amount of time required to instructors of the course. Students also indicated a desire to view a video of the sales technique "in action".</p>	Additional videos will be added to this section of ANGEL further illustrating the sales technique and illustrating the required technique. In order to improve the number of students who do not perform the task, the sales project will be moved to a week on the semester system where there is no examination. (Week 14) Instructor will send announcements via ANGEL indicating the importance of this project with due-date reminders.
Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture.	MAS 109 - Venipuncture skills competency check-off sheet	<p>36 of 36 students completing the Medical Assisting Skills II course received a satisfactory grade on the venipuncture skills competency check-off.</p> <p>Instructors use various teaching techniques to ensure the students attain this skill</p>	Venipuncture skills are a vital skill that must be accomplished with 100% accuracy in order to be

			to be used in the clinical practice.	proficient in the Medical Assisting profession. Any student that does not reach this proficiency on the first attempt is given one-on-one remediation and additional practice to attempt 100% proficiency a second time. If a student does not attain the proficiency on the second attempt, more remediation is provided and a third attempt is allowed. If the proficiency is not attained by the third attempt, students are not allowed to continue in the course and must retake the course at a later date.
Medical Assisting	Medical Assisting students will correctly administer injections.	MAS 109- Administering Medications Skills competency check-off (Includes intramuscular, subcutaneous, and intradermal injections.)	36 of 36 students completing MAS 109 demonstrated intramuscular, subcutaneous, and intradermal injections with 100% accuracy. The skills of administering medications are vitally important in the MA field. Due to the class demonstrations, videos, and manikin practice, all students graduating from the MA program are proficient in this important skill.	All students completing MAS 109 demonstrated accuracy in administering injections. Instructors will utilize demos, videos, and manikin practice in 2012.
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	MAS 118 Drug Calculations Exam	36 of 36 students taking the drug calculations test did so with 100% accuracy. Students achieved this goal because of the emphasis instructors place on this important skill. Instructors constantly stress how mistakes can cause illness or even death; therefore, 100% accuracy is required.	Drug calculations tests are a requirement for students to progress into the clinical practicum in the Medical Assisting Program. The instructors will update calculations tests regularly to ensure the students have achieved the ability to calculate dosages correctly.
Paramedic Technology	The EMT student will accurately obtain patient vital signs, to include blood pressure, pulse, and respirations.	EMS 1115 Daily Clinical Record. Clinical Record Evaluation Form.	100% (8 of 8) accurately obtained patient vital signs, to include blood pressure, pulse, and respirations. Preceptor comments indicate that all students appropriately obtained vital signs from actual patients during the clinical experience. there were no negative comments concerning the performance of this skill.	Lab practice has proven to be the key to gaining the much needed experience of obtaining vital signs prior to exposure of the student to actual patients in the clinical environment and will continue to be a vital component in the preparation of the EMT student. More opportunities will be sought to enhance the classroom lecture and lab practice for these skills. Students will be required to obtain and document the vital signs of fellow students through-out the entire program rather than in EMS 1115 only. Students will have a table available in the student center during various times of the school year to obtain the vital signs of students in programs other than EMT.
Paramedic Technology	The EMT student will manage a V-Fib cardiac arrest patient using an Automated External Defibrillator.	EMS 1101 American Heart Association's Adult 2-Resuer CPR with AED Skills Evaluation Form	100% (17 of 17) students successfully managed a V-Fib cardiac arrest patient using an Automated External Defibrillator. Prior to the practical evaluation, students were given multiple opportunities to practice this skill. These opportunities allowed the instructor and student to identify areas of weakness in the psychomotor and cognitive abilities of the student. The lab practice sessions allowed remediation and correction of any deficiencies	Analysis of this strategy indicates appropriate preparation for completion of this skill. The process of preparing students for completion of this skill in upcoming courses will remain the same. The program will, however, track the student's success in a different skill area to further validate these results.
Paramedic Technology	The Paramedic student will manage a simulated patient requiring Transcutaneous Cardiac Pacing (TCP) in accordance with guidelines published by the American Heart Association.	EMS 133 American Heart Association's TCP Algorithm TCP Lab Check-off Sheet	100% of the students (4 of 4) successfully and appropriately managed a simulated patient requiring Transcutaneous Cardiac Pacing (TCP) in accordance with guidelines published by the American Heart Association. Multiple opportunities to practice this skill, prior to the practical evaluation, allowed the instructor and student to identify areas of weakness in the psychomotor and cognitive abilities of the student. The lab practice sessions allowed remediation and correction of any deficiencies.	Analysis of this strategy indicates appropriate preparation for completion of this skill. The process of preparing students for completion of this skill in upcoming courses will remain the same. The program will, however, track the student's success in a different skill area to further validate these results.
Paramedic Technology	The Paramedic student will safely and properly demonstrate the rapid extrication of a victim from a simulated automobile crash.	EMS 131 Rapid Extrication Skill Sheet NREMT Trauma Assessment Sheet	100% of the students (4 of 4) successfully and appropriately demonstrated the rapid extrication of a simulated patient from an automobile crash. The lab practice the students participated in prior to the evaluation of this skill was beneficial to the student and instructor. The time spent allowed multiple opportunities for practice of the rapid extrication skill. During the practice sessions, several mistakes from individual students were noted and the student remediated and was able to correct the mistakes prior to the practical exam.	Mistakes discovered during the practice sessions will be addressed during the lecture portion of the next course. The instructor will evaluate the practice sessions to determine the effectiveness of the added material. This goal will be continued in the 2012 SPIRIT in order to qualify the use of results. The new course number will be EMSP 2330.
Pharmacy Technology	Students will comply with appropriate procedures/ techniques relating aseptic compounding and parenteral admixture operations.	Aseptic technique performance check-offs.	Final sterile IV and chemo product validation completion was 100% for the fiscal year.	Valiteq and Chemocheck will be used to validate proper aseptic technique in PHR 103. Students will train with hands on and a new book will be introduced in the Spring 2012 semester.
Pharmacy Technology	Students will anlyze drug dosages/forms/routes of administration through mechanical, automated, and robotic drug delivery systems.	PHR 105 and PHR 107 Student progress will be analyzed by the instructor, and the preceptor. Students are informed of any deficiencies.	100% of all graduates completed 105 and 107 with a 95% accuracy. However, students expressed the most difficulty with brand and generic drug names.	Although students successfully completed PHR 105 and PHR 107, students struggled with the knowledge of brand and generic drug names. Additional interactive practice through Northstar Learning was added to

				reinforce fluency with drug names.
Pharmacy Technology	Students will interpret medical terms, abbreviations, and symbols commonly used for the purpose of filling and dispensing of prescription medications.	Assessment of Pharmaceutical Nomenclature PHR 102,104,106 and all clinical courses - skills checkoff	100% of students completed lab competencies as assigned with 90% or higher results. As the industry changes and more automation is introduced, the lab will evolve to reflect current practice.	New prescription processing program will be used starting Fall semester to reinforce interpretation of pharmaceutical-medical terminology.
Practical Nursing	PN students will calculate drug dosages for accurate administration of medications.	NPT 113 calculation exam.	14 out of 14 students on Vidalia campus 12 out of 12 students on the Swainsboro campus Not applicable for Glennville campus. Analysis: 100% of students completing NPT 113 on all campuses passed the Calculation Exam	Students are able to meet this SLO - Will move it to Nursing Fundamentals to document statistics at that level and the percentages will change to indicate 100% pass rate required
Practical Nursing	PN students will perform a head-to-toe physical assessment.	NPT 112 Physical Assessment Skills checklist/Rubric	11 students completed accurate head to toe physical assessments on the Vidalia campus 15 completed accurate head to toe physical assesment on Swainsboro campus 3 students completed accurate head to toe assesment on Glennville campus. Analysis - 100% of students in NPT 112 were able to complete head to toe assesment as outlined on skills checklist	The statistics show that students are meeting this SLO. This SLO will not be carried over to 2012 but will continue to be watched closely by faculty
Practical Nursing	PN students will correctly measure vital signs.	NSG 110 Skills Checklist	19 students in Vidalia were able to safely measure vital signs. 6 students in Glennville were able to safely measure vital signs. 18 students in Swainsboro were able to safely measure vital signs. Analysis: 100% of students in NSG 110 met vital signs objective	The statistics show that students are meeting this SLO. This SLO will not be carried over to 2012 but will continue to be watched closely by faculty
Practical Nursing	PN students will assess patient diagnostic results and report abnormal values to the appropriate supervisor.	NPT 113 clinical grading rubric	14 out of 14 on Vidalia campus. 12 out of 12 on Swainsboro campus. Not applicable for Gennville satisfied the clinical rubric Analysis: 100% of students in NPT 113 FY2011 satisfied clinical rubric requirement	Students are meeting the clinical guidelines set by the program. Since it is considered a critical skill for practical nursing this competency will continue to be monitored with each cohort. Faculty to revue all clinical rubrics for 2012 to ensure continuity of all cohorts
Radiological Technology	Goal 1: Students will be clinically competent. Outcome: RAD students will select appropriate technical factors.	RAD 116 Radiographic Exposures II Class -Final exam grades with an average score of 80% or higher.Assessed for the 1st Year studentsat the end of Spring Quarter by the Instructor of RAD 116 RAD 138 Terminal Clinical Competency Form (Question E -Image Eval) - Random Sampling of three competencies per student) with an average score of 2.5 or higher (3.0-point scale). Assess 2nd Year students at the end of Spring Quarter by the Clinical Coordinator.	The class average final examination scores were 84%. The class average of the random samplings was calculated at 3.0. Comparison of these scores with the last two years are demonstrating the program has not made any increases in scores in this outcome. In the new curriculum this courses objectives will be covered in RADT 1070 Principles of Imaging I. The program would like to see an increase in scores in the new curriculum course RADT 1070.	In the new course RADT 1070, the program will implement more worksheets and test questions with problems involving technical factor manipulation as well as image analysis for technical factor selection.
Radiological Technology	Goal 3: Student will use critical thinking and problem solving skills. Outcome: RAD Students will adapt positioning for trauma patients.	RAD 113 Laboratory Evaluation on Trauma positioning (Question 2)- Random sampling of three competencies per student with an average score of 8 or higher (10-point scale)Assessed at the end of Fall Quarter by the Course Instructor RAD 138 Clinical Competency Form (Question C) - Random Sampling of three trauma competencies per student with an average score of 2.5 or higher (3.0-point scale). Assessed at the end of the Spring Quarter by the Clinical Coordinator .	An average score of 5 was calculated for this outcome. An average of 3.0 was calculated for this outcome, all students scored 3.0 on all random samplings. The program will continue to monitor this outcome however a different measurement tool is being researched	With the new curriculum being implemented Fall 2011, the program has restructured power point presentations and integrated the trauma element differently by using situation questions in the laboratory for demonstration and testing.
Radiological Technology	Goal 3: Students will use critical thinking and problem solving skills. Outcome: RAD students will manipulate technical factors for non-routine examinations.	RAD 113-Laboratory Evaluation (Question 15) - Random Sampling of three simulations per student with an average score of 3 or higher (5-point scale).Assessed at the end of Fall Quarter by Course Instructor RAD 135 Trauma Upper and Lower Clinical Competency Form (Question E-Image Eval.) - Random Sampling of three competencies per student with an average score of 2.5 or higher (3.0-point scale)Assessed at the End of Spring Quarter by the Clinical Coordinator	An average score of 9.45 was calculated, the scores ranged from 8.7 to 10 on the random samplings pulled. An average score of 2.8 was calculated. 4 students had an average score of 2.7 and 2 students were calculated at an average of 3. The program plans to rework it's assesment on critical thinking skills and has researched another method of instruction to show student progression in this area.	With the new curriculum being implemented Fall 2011, the program has restructured power point presentations and has incorporated more technical factor problems for the trauma element covered in Radiographic Procedure courses in the curriculum. By utilizing situation questions in the laboratory for demonstration and in testing the program hopes to see an improvement in scores for the next classes assessment of this outcome.
Radiological Technology	Goal 2: Students will communicate effectively. Outcome: JRCERT SLO: RAD students will practice written communication skills. SLO:	RAD 119 Radiographic Pathology- Research paper on pathology subject. (Section 5 on grading rubrics- Demonstrates written communication skills) with an average score of 2.14 or higher (4.29 to1.07 points possible for each section).Assessed at the end of Fall Quarter by the Course	6 students submitted Pathology Research papers with an average score of 3.93 for section 5 on the grading rubrics for this assignment. Out of the six students 5 scored a 4.29 and one student scored a 2.14 for written communication. An average of 3.0 was calculated. All students samplings reflected 3.0 on this area.	The program plans to implement more written papers within the program to enhance student written communication. In the new curriculum the programs introductory course (RADT1010) will require a research paper to demonstrate written

	RAD students will write a pathology research paper.	Instructor. RAD 138 Terminal Clinical Competency Form (Question B-Random sampling of three competencies per student) with an average score of 2.5 or higher (3.0-point scale).Assessed at the end of Spring Quarter by the Clinical Coordinator.		communication skills earlier in the program and a second research paper will be required for RADT2190 Radiographic Pathology to better demonstrate the progression of the students written communication skills.
Radiological Technology	Goal 1: Student will be clinically competent. Outcome: RAD students will practice radiation protection.	RAD 120 Radiographic Protection and Biology - Comprehensive Final Grades Exam with an average score of 80% or higher.Assessed every winter Quarter by the Course Instructor RAD 138 Terminal Clinical Competency Form (Question D.-Random Sampling of three competencies per student) with an average score of 2.5 or higher (3.0-point scale).	The average score for the Comprehensive Final in Radiologic Protection & Biology was 85%. Benchmark met. The sampling average was calculated at 3.0. All 6 students scored 3.0 on this question on all samples randomly pulled. Although the benchmark was met the program would like to increase the scores on this outcome.	The program has decided to change text books the next time this course is offered. The new textbook that will be utilized seems to be more on the students academic level and incorporates activities in each chapter to aid in student learning of the material required for this course.
Radiological Technology	Goal 1: Students will be clinically competent. Outcome: RAD students will apply positioning skills.	RAD 113 Laboratory Evaluation Question 2) - Random Sampling of three simulations per student with an average score of 8 or higher on a 10-point scale. Assess 1st Year students in the Summer Quarter by the Instructor of RAD 113 RAD 138 Terminal Clinical Competency Form (Question C.-Procedure Performance) - Random Sampling of three competencies per student with an average score of 2.5 or higher (3.0-point scale). Assess the 2nd Year students in the Spring quarter by the Clinical Coordinator.	The class average for question 2 was 8.7. An average score of 3 was calculated on the random samplings. Although the benchmark was met continued monitoring of this outcome is important as positioning is 60% of the ARRT examination.	The program is implementing more detailed power points throughout all positioning courses and plans to utilize classroom skulls to better enhance students learning of anatomy and procedures.
Radiological Technology	Goal 2: Students will communicate effectively. Outcome: RAD students will use effective oral communication skills with clinical staff.	RAD 117 Radiographic Equipment - Oral presentation with Power Point. (Section 3 on grading rubrics- Demonstrates effective oral communication skills) with an average score of 2 or higher on a 4 point scale.Assessed at the end of Fall Quarter by the Course Instructor < RAD 138 Terminal Clinical Competency Form(Question C-Random sampling of three competencies per student) with an average score of 2.5 pr higher on a 3.0 point scale.Assessed at the end of Spring Quarter by the Clinical Coordinator.	Out of 6 students 3 scored a 3.0, 1 student scored a 4.0, and 2 students scored a 2.0. The average scored was calculated to be 2.8. The benchmark was not met. An average of 2.9 was calculated for this outcome. 4 students scored an average of 3.0 and 2 scored an average of 2.7.	The program plans to implement more oral presentations within the program to enhance student oral communication. Even though the benchmark was met the program plans to implement video recorded role playing for proper patient care and Patient communication techniques into RADT 1010,Introduction to Radiology. Also, in RADT 1030,RADT 1070 Procedure courses role playing has been integrated into the laboratory requirements to increase students communication skills in explaining procedures to the patient.
Speech	SPC 1101 students will deliver an informative speech	Informative Speech Rubric	201101 24 of 24 = 100% 201102 26 of 28 = 93% 201103 19 of 19 = 100% 201104 28 of 29 = 97% Cumulative 96 of 100 = 96% This percentage indicates that students are prepared for their Informative speeches. Informative speeches are assigned after students have been taught the necessary skills to be successful in the delivery of an Informative speech.	Students who are not successful with their Informative speech presentations will recieve instructor feedback to better prepare for the next speech.
Speech	SPC 1101 students will deliver a Persuasive speech.	Persuasive Speech Rubric.	201101 22 of 24 = 92% 201102 25 of 28 = 89% 201103 19 of 19 = 100% 201104 28 of 30 = 93% Cumulative 94 of 101 = 93% This percentage indicates that students are prepared for their Persuasive speeches. Persuasive speeches are assigned after students have been taught the necessary skills to be successful in the delivery of an this speech.	Students who are not successful with their Persuasive speech presentations will recieve instructor feedback to better prepare for the next speech.
Surgical Technology	Students will correctly pass instruments during surgical cases.	Skills/Competency Checklist as listed in the Surgical Technology for the Surgical Technologist Study Guide	100% of the students that were in SUR 101 were able to complete their instrumentation skills lab with completion of competencies listed on the skills checklist. This provides the required knowledge necessary to enter the operating room arena during clinical experiences.	This goal will continue to be monitored yearly because of the 3 principles of sterile technique that is the basis for learning surgical technology skills.
Surgical Technology	Student will demonstrate the correct method of packaging surgical supplies using the envelope fold technique.	Skills Assessment checklist for Packaging Technique- Wrap (Envelope Fold).	100% of the students were able to correctly utilize the envelope fold technique in wrapping supplies for sterilization.	This is a technique required of all surgical technologist and we will continue to assess in the lab but will utilize a new SLO next year.
Surgical	Students will accept	Student will perform skill	100% of the students were able to follow the procedural steps as outlined on the	The surgical technologist has

Technology	medication onto a sterile field via syringe.	Independently according to the Skills assessment checklist during a simulated lab.	Skills checklist.	to be able to accept various medications onto the sterile field via a syringe while maintaining sterile technique. This outcome will continued to be monitored but we will report on a new SLO.
Welding and Joining Technology	WLD students will perform a BU2a-groove 3-G position MIG weld.	WLD 109 Certification Exam Subpart Lab Practice Check-Off Sheet Skills Assessment Rubric Welding Assignments GMAW WLD 109 - 10 point Rubric. Proper set up Correct electrode Correct voltage setting Correct padding Correct fillet weld Correct joints Correct plate positions Safety	Vidalia Campus - 21 out of 22 students passed the GMAW certification using a Guided Bend Test on their first attempt. The one student who did not pass on the first attempt chose not to retest. This student was in a certificate program and certification is not a requirement for completion of the certificate. However, the student has since entered the diploma program and will be required to certify using GMAW in WLD 112 before being allowed to graduate.	The student who did not retest will be tracked and assessed during the diploma program to determine strengths/weaknesses in preparing students for successful certification.
Welding and Joining Technology	WLD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	WLD 153 Certification Exam Subpart Lab Practice Check-Off Sheet Skills Assessment Rubric Students are given flux cored arc welding assignments on the first day of class. FCAW WLD 153 - 10 point Rubric Proper set up Correct electrodes Correct voltage setting orrect padding Correct fillet weld Correct joints Correct plate positions Safety Correct use of self-shielded wire	100% FCAW Certified Vidalia Campus - 20 out of 22 students passed the FCAW certification using a Guided Bend Test on their first attempt, after waiting the required 6 weeks, the other 2 also passed. Students on the Swainsboro Campus were not assessed using the Certification Exam. Although the Skills Assessment Rubric is utilized to assess students on the Swainsboro Campus, the Certification Exam has not been implemented because the instructor is not certified to give the exam. All students should be provided this certification opportunity in the future.	To be implemented FY 2012, a Certified Welding Inspector will be utilized for the Certification Exam on the Swainsboro Campus.
Welding and Joining Technology	WLD students will perform flat position welding using common welding rods.	WLD 104 Certification Exam Subpart Lab Practice Check-Off Sheet Skills Assessment Rubric Welding Assignments SMAW WLD 104 - 10 point Rubric includes: Proper set up Correct electrodes Correct voltage setting Correct padding Correct fillet weld Correct joints Correct plate positions Safety Students in the Basic Shielded Metal Arc Welding TCC are tested on the flat position welding certification.	Only certificate students are given certification test in WLD 104, 4 out of 5 certificate students passing the certification test on the first attempt, the one who failed did not attempt to retest. Analysis of the rubrics show that correctly making multi-pass fillet welds is the most troublesome area for students. More practice may be needed for students.	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.