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Program Outcome Report

Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Accounting	Increase enrollment by 10% for the Accounting program.	Students by Program (by Campus) Report	Summary of FY Changes in Unduplicated Enrollment: Swainsboro Campus: Diploma: 41% decrease Degree: 46% decrease Total: 46% decrease Vidalia Campus: Diploma: 40% decrease Degree: 25% decrease Total: 35% decrease	The goal was not met on either campus. As students are graduating they are not being replaced by new students. Recent financial aid changes have impacted students--many are unable to pay a portion of their tuition and fees. Some students have had to leave school and return to work when it becomes available. Accounting associate degrees are offered at East Georgia State College in Swainsboro as well. Additionally, the area is saturated with technical colleges. A student in Johnson County, for example, has a choice among Oconee Fall Line Tech in Sandersville, Dublin or Southeastern Tech in Swainsboro---all within a 30-35 mile radius. With the building 2 renovations, we hope to draw more students.
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Graduate/Enrollment Report Summer 2011 to Summer 2012	Swainsboro Campus: FY 2012 graduates for ACCT degree, diploma, and TCC were 3,2,4 respectively. FY 2011 graduates for ACCT degree, diploma and TCC were 5,6,17, respectively. Degree graduates decreased by 40%; diploma graduates decreased by 67%; and TCC graduates decreased by 76%. Vidalia Campus: FY 2012 graduates for ACCT degree, diploma, and TCC were 3,1,5 respectively. FY 2011 graduates for ACCT degree, diploma and TCC were 2,3,1 respectively. Degree graduates increased by 50%; diploma graduates decreased by 67%; and TCC graduates increased by	Focus is needed on the advisement of Vidalia program students regarding the necessary of taking full course loads and maintaining proper program progression in order to complete the program. Concentration on offering courses on an annual rotation is critical. More program courses should be offered and less elective courses that can be offered closer to the end of the students' program. For example, two of the three courses originally scheduled for summer semester were elective courses, which were not specifically required for any student to graduate summer semester.

				400%. Swainsboro instructor worked diligently in FY 2011 to graduate as many students as possible before the Q2S conversion. New degree and diploma students starting in Fall 2011 required the new Q2S curriculum, requiring more time than fall, spring and summer. The goal was met for the TCC on the Vidalia campus because the Vidalia campus only starting awarding the Payroll Accounting Specialist in FY 2011.	
	Accounting	10% increase in retention rate for the Accounting program grouping over the previous fiscal year.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2012	Swainsboro Campus: Accounting Degree: 7 of 7 students were retained (100%). There was no change; FY 2011 retention was 100% as well. Accounting Diploma: 12 of 13 students were retained (92%). This is an 3.7% decrease from FY 2011. Payroll Accounting Specialist There were no students enrolled in this TCC. Vidalia Campus: Accounting Degree: 15 of 15 students were retained (100%). This was an 11.1% increase from FY 2011. Accounting Diploma: 25 of 25 students were retained (100%). This is a 16.75 increase from FY 2011. Payroll Accounting Specialist There were no students enrolled in this TCC.	The goal was not met on the Swainsboro Campus. When students leave the program, they are harder to replace due to availability and accessibility of an AAS at East Georgia State College, located in Swainsboro.
	Accounting	ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	Accounting Program Competency Exit Exam for ACCT 1110 (or ACC 1103 for pre Q2S students)	Swainsboro Campus: Summer Quarter: ACC 1103 was not offered. Fall Semester: ACCT 1110 was not offered. Spring Semester: 4 of 4 students (100%) scored 70% or better on the accounting program competency exit exam. Actual scores were: 70,78,86,72; average score 77. Summer Semester: ACCT 1110 was not offered. Vidalia Campus: Summer Quarter: 3 of 3 students enrolled in ACC 1103 (100%) scored 70% or better on the accounting program competency exit exam. Actual scores were: 72,70,75; average 72. Fall Semester: ACCT 1110 offered, but	Due to the Q2S conversion, there were not many students who took the accounting program competency exam in FY 2012. As per the TCSG crosswalk, Swainsboro campus transition students took ACC 1103 (quarterly course) spring 2011 and the ACC 2150 (quarterly course) summer 2011 to cover the equivalent semester course ACCT 1110. Those students took the competency exam Spring 2011 (FY 2011). Vidalia campus transition took ACC 1103 summer quarter and the new ACCT 1110 semester course and exited from ACC 1103. For FY 2013, all diploma and degree students will take ACCT 1110 either as a required course (degree) or a required ACCT elective (diploma). All students will take the exit exam at the end of ACCT 1110.

	Program	Goal	Assessment/Measures	Results	Use of Results
				students had aleady taken the exit exam in the summer while enrolled in ACC 1103. Spring Semester: ACCT 1110 was not offered. Summer Semester: ACCT 1110 was not offered.	
	Air Conditioning Technology	Students will be EPA 608 Type Universal Certified Technicians.	**Certification Exam Federal Clean Air Act Section 608** To be certified, students must score a minimum of 72% on the EPA certification exam. Exam is given prior to graduation. The 2 hour time limit exams are proctored by the certified instructor who mails the completed exams to Esco for grading. No reports or breakdown is provided to the College. A report by section is mailed to the student with the certification/results. To be EPA Certified (Type I, Type II, or Type III), students must pass 2 sections of the exam. To be EPA 608 Type Universal Certified, students must pass all 4 sections of the exam. Students must obtain an EPA certification to graduate.	12 of 12 100% 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 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 instructor will give explanation of regulations in terminology that can be easily understood.
	Air Conditioning Technology	ACT graduates will secure full-time employmen in field or related field.	Career Services annual graduate placement report. FY 2011 Combined Placement Figures Report. KMS Placement Data		
	Air Conditioning Technology	The ACT program will have an increase in enrollment of 10% over the previous fiscal year	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.		
	Air Conditioning Technology	The ACT program graduation rate will be 80% or greater.	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.		
	Automotive Technology	Automotive (AUTT) graduates will become ASE certified.	**ASE Certification Test** 90% of the AUTT graduates will pass the ASE certification exam on the first attempt.	Because the program is new, there were no graduates for FY 2012; therefore, there are no results to report.	Future certification results will be evaluated in FY 2013.
	Automotive Technology	Retain 90% of students enrolling in AUTT classes.	KMS Report LB, Course Attrition by Home Campus and Program FY 2012.	Retained 76.9% of the students Automotive Technology attrition rate 23.1% Auto Transmission/Transaxle TCC attrition rate 0% br> Faculty determined the problem to be poor work ethics/attendance. The AUTT Advisory Committee agreed that work ethics is a priority and provided input on development of a work ethic rubric.	To be implemented in FY 2013, work ethics training will be more strongly stressed and assessed. Automotive instructor developed a work ethics rubric and written exam specifically for Automotive.
	Automotive Technology	Recruit students for program enrollment.	Students by Program (by campus report). KMS enrollment report.	Program marketing/promotion efforts were successful; 17 students enrolled Fall 2011, and 24 students enrolled in Spring 2012.	Recruitment efforts will be continued and consideration will be given for establishing an evening program.
	Business Administrative Technology	To increase retention and student awareness of online learning expectations in our online classes.	BAT instructors will have a sign in sheet for students that attend the orientation and these students will be monitored for success at the end of each semester.	Three orientation sessions were held during the fiscal year (Fall Semester 2011, Spring Semester 2012, and Summer Semester 2012); a total of 33	There were a total of 33 students that attended the orientation sessions. Instructors feel that online students will greatly benefit from the sessions and more students may attend the

				students attended sessions for specific classes. Out of the 33 students that attended, 8 earned As, 9 earned Bs, 8 earned Cs, 1 earned an F, 1 had a W, 3 had a WP, and 3 had a WF. The students that earned a W, WP, or WF were withdrawn based on attendance. Based on the total number of students attending the sessions, 25 of the 33 (76%) students passed the classes.	session if notified via USPS mail. An additional method of notification, a letter mailed through the United States Postal Service, will be added to the current methods used to contact students. This will give instructors four methods of informing students of the orientation sessions. There were 5 percent of the students that attended the orientation sessions withdrawn from their online classes due to attendance. Instructors will work to place more emphasis on the online attendance policy and make sure students have a complete understanding of their requirements for online learning. This additional information will be provided to students along with the other information already covered in the sessions.
	Business Administrative Technology	The grade distribution will be comparable for the online and traditional BUSN 1240 class.	Grade Distribution Report and Course Evaluation Results	The variation of As and Bs in the two classes were minor; however more students earned As in the traditional class versus the online class (3 ½ % more) and earned more Bs in the online class versus traditional (3% more). Although there was only a 3 1/2% difference in the number of A"s earned by traditional students versus online, there is still a need to narrow the gap between the number of A"s earned in the two classes. The instructor feels that this difference could be due to the method of lecture provided in an online learning environment. Upon reviewing the course evaluations for the online course, question 4 (The course material was presented in a clear, understandable, and effective manner) and question 7 (Clear, complete explanations were given for all activities to be completed) had a disagree marked by at least one student that completed the survey. By marking these two questions disagree, the student in the online class expressed concern with the areas and as a result could have prevented the student from earning an A in the course. There are no other areas that show a major variation in the	In order to bridge the gap in the online versus traditional learning environment, instructor will link educational videos related to the subject matter covered in selected chapters. This enhanced educational opportunity, provided through the ANGEL learning environment, should help to reduce the apparent gap in grading between the two styles of instruction. Course evaluations will be reviewed at the end of each semester to identify any additional concerns expressed by students in order to continually narrow the gap in grading between the delivery methods.

	Type	Goal	Assessment Tool	Results	Use of Results
				grade distribution for the two classes.	
	Business Management	Business Management students will demonstrate proficiency in MGMT 1110 competencies on a proctored exam with a minimum of 70% accuracy.	MGMT 1110 Proctored Exam	25 of 25 (100%) students took the proctored exam and passed it. The instructor attributes the 100% pass rate to the well designed layout of the online class and detailed discussion boards that require students to use critical thinking skills. Additionally, all students participated in the proctored event due to the importance placed on it.	Students are reminded about the proctored exams on the syllabus, course announcement, and reminder emails are sent during the semester. Instructor will continue to stress the importance of the proctored exam. Students cannot pass the course without taking the proctored exam. Homework assignments and discussion boards will be used to prepare students for the proctored event.
	Business Management	10% increase in retention rates for the Business Management program grouping over the previous fiscal year.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2012.	In 2012 the retention rates were 100%. In 2011 the retention rates were 67%. The change in retention rates were 49% increase. The goal was to increase 10% so the goal was met.	FY 2013 the goals will be set for 15% increase. Students will receive well planned advisement and the annual schedule will be adhered to so students can graduate on time.
	Business Management	Increase the number of degree, diploma, and certificate graduates by 10%.	Graduates/Awards by Program Report	In 2012 there were 6 degree, 3 diploma, and 15 certificate graduates for a total of 24 graduates. In 2011 there were 2 degree, 1 diploma, and 14 certificate graduates for a total of 17 graduates. The percentage change is 35% increase. I had set a goal of a 10% increase so the goal was met. The majority of business management students also work full time and it is hard for them to take a full load.	In FY 2013 I will set the goal for 15% increase. Students will be encouraged to take a full load when possible.
	Business Management	Business Management students will demonstrate a proficient understanding of the program competencies on an exit exam with a minimum of 70% accuracy.	MGMT 2215 Business Management Program Exit Exam	8 of 8 (100%) students passed the Business Management program exit exam with an 83 or higher grade during FY 2012. The grades were: 94, 90.63, 90.38, 89.38, 89.38, 89.38, 88.13, 83.75. There were 160 questions on the exit exam. Analysis of the assessments revealed that half the students missed a particular question that may need rewording. Further analysis determined that two more questions should be reworded for clarification.	There is one question that will be deleted on the business management program exit exam that 4 of 8 students missed. This question will be replaced on the exit exam. There are two questions that 4 of 8 students missed that will be reworded.
	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	Career services anual graduate report.	100% of CLT graduates are employed in the CLT field of a hospital laboratory.	The CLT program director visits the clinical sites and is informed of potential jobs available in our surrounding area. Also, many staffing agencies regularly email the program director of opportunities in all 50 states.
	Clinical Laboratory Technology	Program goal: graduation rate of 70%.	Annual program graduate data report.	Eight students began the CLT class with five students graduating (FY2012 cohort). The program graduation	The program director will be available for make up labs/tests and tutoring sessions. Extra lab time will be encouraged in heavy lab

				rate is 63%. This rate has been consistent with this program and is higher than other NAACLS' program attrition rates of about 50%. Graduation rates may be affected by other facotrs such as student satisfaction; therefore, the instructor looked at other assessments to analyze. 100% of graduates surveyed (FY2011 last evaluation)ranked the program as excellent in all areas with one person ranked the equipment in the lab as good. Course evaluations are positive. Employer survey rank the graduates as exceeds expectations in the general education catagory and excellent in the technical training catagory. Every effort will be made to retain students until completion of the program. The program director will be available for make up labs/tests and tutoring sessions. Extra lab time will be encouraged in heavy lab courses such as blood bank, CLT 106. More videos and Study Stack tables will be utilized to enhance student learning and retention for FY 2012. The program director will implement one on one instruction of Blood Bank labs and competency/ skills review to enhance student learning objectives, grades, and retention as this course contains a Capstone exam.	courses such as blood bank, CLT 106. More videos and Study Stack tables will be utilized to enhance student learning and retention. The program director will implement one on one instruction of Blood Bank labs and competency/ skills review to enhance student learning objectives, grades, and retention as this course contains a Capstone exam. The program director has prepeared charts and powerpoints of lab test/purpose of test and methodolgoy for better student learning and retention of complex course material in areas of urinalysis, Hematology, chemistry, microbiology, parasitology and blood bank.
	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP)and American Medical Technologist (AMT) National Certification Exams	Of the 5 graduates in 2012, four have taken and passed the national registry exam. One student has not taken the test to date.	The program director strongly urges the students to take the national registry as quickly as possible. The NAACLS standards prohibit the registry to be part of the CLT program. The registry is taken after CLT program completion. The program director maintains contact with students and prepares review material to assist students with the exam.
	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	Vidalia - FY 2012 - 51 students & FY 2011 - 43 Swainsboro - FY 2012 - 14 students & FY 2011 - 23 16% increase on Vidalia campus and a decrease on the	The STC Foundation provided scholarships to assist CTD students and help maintain enrollment. The STC trailer was parked at the Wal-Mart shopping center in Swainsboro to advertise the CTD program.

				Swainsboro Campus of 40% STC - FY 2012 - 65 students & FY 2011 66 = 2% decrease in enrollment overall Analysis: Instructor discussions determined that when the CTD classes did not make in Swainsboro, those students that were enrolled originally in Swainsboro traveled to Vidalia to take the class there. HOPE changes contributed to CTD prospects not being able to afford the tuition. CTD is not a Pell eligible program. Local industry DOT Foods expressed an interest in enrolling some of their employees in the CTD in order to have the truck drivers needed for their business.	CTD was promoted on the CTD instructor's Facebook page. CTD instructor also promoted the program at the Swainsboro Raceway. DOT Foods started a group of their employees in the CTD program.
	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.	68.3% job placement rate Analysis: Placement report shows 10 students with Status Unknown - instructors disagree with the placement report and are frustrated with not being able to contact students after graduation. A better means of tracking may be needed.	
	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam for driving permit will pass on the first attempt.	Commercial Truck Driving Licensure Rate Report	100% of the CTD grads who attempted the exam passed 45 students passed the licensure exam for driving permit on the first attempt Licensure examiners noted that students experienced problems with shifting gears on the road test portion of the exam. One student did not show up to take the CDL Road Test. Every effort was made by the CTD faculty to find out what happened with the student who did not show up for the exam. Faculty have been unable to reach the student with the contact numbers on file.	CTD faculty implemented double clutching techniques of shifting on the road during practice driving times. Rather than using the driving range, these maneuvers were taught utilizing the Empire Expressway in Swainsboro for real driving experience. CTD faculty will stress the 24 hour notification requirement should a student not be able to test at the scheduled time.
	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates)	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.	Vidalia - FY 2012 - 42 graduates & FY 2011 - 36 graduates Swainsboro - FY 2012 -	STC began major initiatives to research solutions for the CTD program. Administrators consulted with TCSG, local

		over the previous fiscal year.		6 graduates & FY 2011 - 9 graduates 15% increase on Vidalia campus and a 33% decrease on the Swainsboro Campus of % STC - FY 2012 - 48 & FY 2011 45 = 7% increase in graduates overall Analysis: Graduates reflected enrollment trends on the campuses. HOPE and financial issues have negatively impacted the number of graduates.	board members, Foundation Trustees, legislators, WIA, DOT Foods, and various other entities.
	Computer Information Systems	Ten percent increase in graduation rates over previous year.	Combined Placement Figures Report, Report Current students not Registered Report, Leaver/Graduate Report, Early Alert Reports.	FY 2011 had 37 graduates (Vidalia=24, Swainsboro=13). FY 2012 had 7 graduates (Vidalia=4, Swainsboro=3). This is a decrease of 81%. Early Alert forms were submitted for low attendance students; however, the students stopped attending before they were counseled. Students are contacted each semester from the not registered and the leaver report to encourage registration; however, many of the students were on academic probation or owed fees. Students who are in sequence courses are now forced to wait until the sequence is offered again. Study groups were advised for at risk students; however, students did not take advantage of the recommendation due to schedule and work issues.	CIS programs are two year sequenced programs. Graduates enter the program in one fiscal year and exit in the next fiscal year; therefore, graduation rates will decrease every other year. Advisors will meet with the Early Alert specialist to encourage quicker responses. During registration, advisors will encourage students to keep up grades, to maintain the recommended sequence of courses, and to contact advisors when issues arise before problems begin. Advisors will continue to contact students on the not registered and leaver reports to increase enrollment. Advisors will encourage pairing of advanced students with at risk students, tutoring, and instructor help to prevent leavers.
	Computer Information Systems	Ten percent increase in Enrollment over previous year.	Enrollment Report, Marketing and Recruitment Report and exceed required number of recruitment calls and business/industry visits.	FY2011 had enrollment of 180 (Glennville =1, Vidalia = 131, Swainsboro = 48). FY2012 had enrollment of 135 (Glennville = 1, Vidalia = 102, Swainsboro = 32). Analysis shows there was a 25% decrease in enrollment between FY 2011 and FY 2012. Due to economic downfall, Glennville campus has been closed. Additionally, the program loses a good many students due to business office holds and financial aid	Advisors plan to visit more area high school career fairs and businesses giving out new brochures of the CIS programs degrees/diplomas, and certificates CIS would like to have more PR promoting the program using newspapers, electronic schools signs, and the new brochures. CIS would like to purchase new technology equipment to market the program for interest at career fairs, orientations, etc. CIS will continue to contact students on the prospective

					holds.	contact reports to encourage enrollment in the program. Online classes will be extended into the GVTC site course listing earlier to help increase enrollment.
	Computer Information Systems	The grade distribution will be comparable for the online and traditional COMP 1000 class.	The CIS department will use the Grade Distribution Report and Course Evaluation Results to assess this goal.		The variation is reasonably minor for averages of A and C for COMP 1000; there was a 3% difference in the grade of As for online vs traditional (more traditional students scored an A than did online students); 11% difference in the grade of B (more traditional students scored a B than did online students); and a 1% difference in the grade of C. When comparing the Competency exam of online and traditonal students, no statiscally valid differences were found. Results are as follows for the number of failing students: 1 traditional night student for Swainsboro campus, 2 traditional morning students for Swainsboro campus (separate courses); 1 day Vidalia campus traditional student, 1 night Vidalia campus traditional student; and 2 Online students (separate courses).	Online students were encouraged to spend more time utilizing the training assessments for more hands on knowledge they may miss from lectures; therefore, the overall grade performance was improved. However, the competency results are still little to no difference. Traditional courses will be encouraged to use the training assessments for review and skills improvement to increase overall grades.
	Cosmetology	100% of COSM students taking the state board exam will pass the practical & written exam on the first attempt.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.		100% or 20 of the 20 students taking the practical state board administered by PSI LLC passed. 92% or 19 or the 20 students taking the written state board exam passed. The written exam results show that more reviews should be given to students in the form of instructor review and practice written state board exams. 2 areas of the written exam were below 80% with skin care being the lowest at 73% accuracy, scientific concepts at 78%, and hair care & services and nail care & services being at 81%.	A goal will be added for 2013 to reflect changes in written/oral activities by giving more written exams/activities over the lower score areas.
	Cosmetology	70% Retention of students starting the Cosmetology program will complete the program.	Intranet Retention Rates by Program Report		Retention for 2012 was 72% which met the benchmark of 70%. Of the 28% who did not complete the program 39% due to attendance, 18% personal reasons, 7% academic deficiency, 7% transferred, 7%	Although the benchmark was met retention is a major concern and therefore more emphasis will be placed in this area in 2013.

				disciplinary actions, 7% family situations, 4% transportation problems, 4% financial problems, 4% changed programs & 4% relocated.	
	Criminal Justice	5% increase in placement rate of degree level students over the previous fiscal year	KMS DC 145 Sub-report 112 Placement by Program Area	FY 2011 Degree graduate Placement 100% Diploma graduate placement 92.3% Law Enforcement Investigation Assistant TCC graduate placement 100% Law Enforcement Technician TCC graduate placement 100%

98% Total Placement

Analysis: Although total FY 2011 progam placement rate is good, the report indicated the overall in-field placement rate at 2.3%. (2 out of 87 students) However, the in-field placement for degree level students is 100% (4 out of 4 students). In comparison to FY10 the overall in-field placement rate declined from 11.76% to 2.3%. The decline represents data for all students in the criminal justice program. The data for degree level students placement in-field indicated an decrease from 71.4% in FY10 to 25% in FY11.

Although the degree level student in-field placement declined from FY10, many of the FY11 students are continuing their education and/or working in related/unrelated fields. The total number of FY11 students who are continuing their education and/or working in related/unrelated fields is 92% (80 out of 87 students). | Faculty will speak with local criminal justice agencies to determine whether or not it was the continued budgetary restraints placed on hiring within criminal justice agencies.

Faculty will incorporate more job placement inquiries/strategies when making business/industry visits as well as during advisory committee meetings. |
| | Criminal Justice | Criminal Justice students will demonstrate competence in criminal justice procedures. | CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate.

This exam includes questions from all required CRJU courses which are identified on the exam. | Fall Semester 2011 Swainsboro Campus: 4 out of 4 (100%) students scored 70% or better on the comprehensive final exam. The average score was 87.

Vidalia Campus: 2 out of 2 (100%) students scored 70% or better on the comprehensive final exam. The average score was 80. | After looking at the individual competency areas of the comprehensive exam no recognizable pattern of defiency was determined.

Beginning FY 2013, faculty will develop a study guide which will be given to students enrolled in CRJU 2090/2100 at the beginning of the semester in which the course is taken.

Schedules were developed |

| | Criminal Justice | 5% increase in retention over previous fiscal year. | KMS Attrition by Home Campus & Program Report #LB177. | Spring Semester 2012 Swainsboro Campus: 5 out of 5 (100%) students scored 70% or better on the comprehensive final exam. The average score was 79.8.

Vidalia Campus: 6 out of 6 (100%) students scored 70% or better on the comprehensive final exam. The average score was 78.6.

Summer Semester 2012 Swainsboro Campus: 7 out of 7 (100%) students scored 70% or better on the comprehensive final exam. The average score was 72.

Vidalia Campus: 6 out of 6 (100%) students scored 70% or better on the comprehensive final exam. The average score was 82.1.

Note: High school students are enrolled in the Introduction to Criminal Justice TCC. CRJU 2100 or CRJU 2090 is not offered as part of the Introduction to Criminal Justice TCC therefore no data from the high school campus can be reported.

CRJU faculty discussed the timeframe it is taking students to complete the diploma program and determined that it is taking some students as long as a year and a half or longer to complete. This lapse in time could cause the inability to retain the knowledge resulting in lower scores.

Also, new students are entering the program every semester; therefore, the course sequence varies from student to student. This makes it difficult to determine which area is weakest. | so that ample time is to be allotted for the student to complete the needed internship hours and have a scheduled study time to enhance learning and better prepare students for the exam and the workforce. |
| | | | | FY 2012 retention data: Swainsboro Campus: Criminal Justice Degree 88%. Criminal Justice Diploma 86.2%. Introduction to Criminal Justice TCC 95.7%.

Vidalia Campus: Criminal Justice | The FY13 retention goal for the criminal justice program will remain at 5% over the previous fiscal year.

Faculty will advise criminal justice students in a manner that will encourage the student to complete the program on a path that is most time proficient. |

				Degree 89.3%. Criminal Justice Diploma 78.8%. Introduction to Criminal Justice TCC 100%. Retention of students in all criminal justice programs on Vidalia and Swainsboro campuses was 89.6%. In FY11 retention of students in all criminal justice programs on Vidalia and Swainsboro campuses was 92%. Analysis: The criminal justice program did not meet the goal of 5% increase in retention over previous fiscal year. The program had a decrease of 2.4%.	
	Dental Hygiene	(F.) To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.	2 Research papers/case studies required in courses-6 courses contain research or case study 4 Employer Rating Surveys- Minimum 85% positive required 5 Post-Graduate Rating Surveys-Minimum 85% positive required 6 Infection Control External Audit- Minimum 85% required 10 Instructor Evals by Students-Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 15 Mock National Board- Minimum score of 95% required 17 NBDHE- 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 20 Retention Rates by Program Report- 70% retention rate	6 courses had research case study assignments that teach students how to critically review research about products and developments in dentistry. Employer rating surveys, post-graduate surveys, and graduate surveys had 100% positive ratings.Infection control had 100% compliance in infection control procedures. Instructor evaluations by students and Dean had 100% positive ratings. Mock National Board and NBDHE had 100% pass rate. These mock examinations require students to answer questions related to evidence based dental hygiene and dental hygiene research. Retention rate for class of 2012 was 25%. Since the program did not reach its benchmark for program retention, the dental hygiene faculty have implemented new strategies to increase retention for future classes.	Research and case studies will continue to be included in the dental hygiene curriculum. Surveys from all stakeholders as well as board pass rates reflect that the curriculum is teaching students to be lifelong learners by attending professional development courses to learn about the latest products and developments in dentistry. Graduates are also active in the American Dental Hygienists' Association.
	Dental Hygiene	(D.) To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services.	1 Grades in all courses-100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case study 3 Patient Survey- Minimum of 85% positive required 4 Employer Rating Surveys- Minimum 85% positive required 5 Post-Graduate Rating Surveys-Minimum 85% positive required 6 Infection Control External Audit- Minimum 85% required 7 Quality Assurance Assessment- 90% required 8 Q.A. Record Review-Minimum 90% Accuracy required 9 Q.A. External Audit- Minimum 90% accuracy required 10 Instructor Evals by Students- Minimum 85% positive required 11 Instructor Evals by Dean-Minimum 85% positive required 12 Instrumentation Practicum I- 100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual competencies- 100% pass required 15 Mock National Board-Minimum score of 95% required 16 Mock CRDTS Board- Score of 95 or higher required	100% pass- Preclinic Lecture, Tooth Anatomy & Root Morphology, Oral Pathology, Community Dental Health, Clinic I Lecture, Clinic I Lab, Radiology Lecture, Radiology Lab, Dental Materials, Pharmacology, Clinic IV Lecture, Clinic IV Lab. Microbiology-92% pass. Oral Embryology-92% pass. Head & Neck-92% pass	Sadia Ajohda will begin teaching Microbiology in Summer 2012. She is more credentialed to teach the course and has enhanced the course with innovative teaching methodologies. She has created a microbiology laboratory workbook, case study exercises, and scheduled structured labs. Oral Embryology has been enhanced with innovative teaching and prior to class assignments. By flipping the class, the students will be

17 NBDHE-100% pass required
18 Graduate Exit Survey- Minimum 85% positive required
19 CRDTS- 100% pass required
20 Retention rates by Program- 70% retention rate
21 Combined Placement Figures Report-90% placement rate

Preclinic Lab-85% pass. Clinic III Lecture-80% pass. Clinic III Lab-60% pass. Students in the dental hygiene program are required to pass each course per semester in order to progress in the program and graduate. Each course prepares graduates for the profession as well as their role in the community. Several learning experiences in the curriculum are performed on individuals from diverse backgrounds in our live work clinic or during participation in service learning activities in the local community. 6 courses had research/case studies. Research and case studies prepare graduates for real life experiences in the dental hygiene profession. It gives them an opportunity to reason through situations prior to working on a live patient. 93% of patients graded each item on patient survey as good or excellent. 100% benchmark on employer rating survey and post-graduate survey was achieved. 100% compliance in infection control procedures. Positive results from surveys ensure that all stakeholders are satisfied with the quality of our program and the role our graduates play in our service delivery area. 90% compliance was achieved on quality assurance assessment and dental hygiene record reviews. 100% compliance was achieved on quality assurance external audit. Instructor evals by students and Dean were 100% positive. Instrumentation Practicum I was passed by 84.6% and Instrumentation Practicum II was passed by 100%. Individual competencies were passed by 80%. Two students did not pass all competencies in DHYG 2090 and were not allowed to continue in the program. Mock National Board and NBDHE had 100% pass rate. Mock CRDTS and

forced to review material prior to class. Scatter Game and tests from Quizlet.com site will be utilized. Students will be required to print and turn in scores to instructor. In Head & Neck, a new 4th edition of the textbook will be utilized along with new powerpoints and examinations. Prior to class, assignments such as Scatter Game and tests from Quizlet.com site will be assigned. Students will be required to print and turn in scores to instructor. 11 quizzes will also be administered in this class. A pain control assignment will also be added to the course. In Preclinic Lab, a new addition of Fundamentals and Wilkins texts will be adopted. Detailed instructional guides will be given for each preclinic instruction. Five scenarios will be given to students for medical emergency skills evaluations. More details will be given on the sequence of the intra oral exam. More detailed discussions will be held to assist with dental charting. Ten typodont stations with keys were created for clinical evaluations. Typodonts will be available for check out and practice to help with dental charting. A new restoration typodont was created by Dr. Barrett and will be utilized for instruction. Curettes and sickles will now have resin color coded handles to assist students with instrumentation. Per request and suggestion from recent graduates, SH6/7 will replace Towner-SH5 sickle in the instrument kit. In Clinic III Lecture, case studies will be graded electronically to provide more thorough feedback for students. A wheelchair simulation will be included as a learning experience. Thompson's case study book has been added to the course. A case study booklet has been developed for course implementation. A self assessment rubric will be turned in with the case study assignments to ensure that students are aware of expectations of case study assignments. In Clinic III Lab, risk assessments will be implemented in all patient care sessions. New graduation requirements for all patient age types were established to ensure that all students have a sufficient and diverse applicant pool. Research and case studies provide students with relevant learning

Goals by Type Report

CRDTS had 100% pass rate. By having high board examination pass rates, this ensures that students are receiving adequate preparation in the dental hygiene clinic according to national standards and that they have entry level skills needed to enter into the profession of dental hygiene and serve the community. Graduate exit survey had 100% positive feedback. Program retention rate was 25% for class of 2012. Since the benchmark was not achieved for program retention, the dental hygiene faculty have employed new procedures to increase retention in order to have more students graduate and fulfill the role of dental hygienists in the community. 100% placement of all graduates.

experiences that enhance comprehension. Positive feedback from patient surveys, employer surveys, and post-graduate surveys ensures that our graduates are meeting the needs of dental hygienist in our community. Compliance in infection control procedures ensures that our students are exposed to the importance of providing patient care in a clean and safe manner in our community. By requiring that students pass Instrumentation Practicum I and II prior to proceeding in the program, this ensures that our students have competent clinical skills and are safe to practice on live patients. By requiring students to complete all clinical competencies required each semester, students are taught the essential steps of each dental hygiene skill. This will ensure that the students have entry level skills for community oral health service activities. Exceptional pass rates on mock and national boards are vital in preparation of the dental hygienist's role in community oral health services. By working on course requirements in the live work clinic or during community activities such as mobile dental vans and health fairs, students learn the importance of working with individuals from different backgrounds. By adding experience components that involve both service to others and a chance to observe significant community problems or issues, students receive a whole new dimension of quality to their learning. By enhancing the quality of learning, students are more prepared to enter the workforce and assume roles in community dental health.

| | Dental Hygiene | (C.) To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene. | 1 Grades in all courses- 100% courses passed with minimum grade of C
2 Research papers/case studies required in courses- 6 courses contain research or case study
3 Patient Survey- Minimum 85% positive required
4 Employer Rating Surveys-Minimum 85% positive required
5. Post-Graduate Rating Surveys-Minimum 85% positive required
6 Infection Control External Audit-Minimum 85% required
7 Quality Assurance Assessment- 90% accuracy required
8 Q.A. Record Review-Minimum 90% Accuracy required
9 Q.A. External Audit- Minimum 90% accuracy required
10 Instructor Evals by Students-Minimum 85% positive required 11 Instructor Evals by Dean-Minimum 85% positive required 12 Instrumentation Practicum I-100% pass required
13 Instrumentation Practicum II-100% pass required
14 Individual Competencies- 100% pass required
15 Mock National Board Minimum score of 95% required
16 Mock CRDTS Board- Score of 95 or higher required
17 NBDHE- 100% pass required
18 Graduate Exit Survey- Minimum 85% positive required
19 CRDTS- 100% pass required
20 Retention Rates by Program-70% retention rate
21 Combined Placement Figures Report-90% Placement Rate | 100% pass- Preclinic Lecture, Tooth Anatomy & Root Morphology, Oral Pathology, Community Dental Health, Clinic I Lecture, Clinic I Lab, Radiology Lecture, Radiology Lab, Dental Materials, Pharmacology, Clinic IV Lecture, Clinic IV Lab. Microbiology-92% pass. Oral Embryology-92% pass. Head & Neck-92% pass Preclinic Lab-85% pass. Clinic III Lecture-80% pass. Clinic III Lab-60% pass. Clinic IV Lecture is a dental hygiene ethics course. | Sadia Ajohda will begin teaching Microbiology in Summer 2012. She is more credentialed to teach the course and has enhanced the course with innovative teaching methodologies. She has created a microbiology laboratory workbook, case study exercises, and scheduled structured labs. Oral Embryology has been enhanced with innovative teaching and prior to class assignments. By flipping the class, the students will be forced to review material prior to class. Scatter Game and tests from Quizlet.com site will be utilized. Students will be required to print and turn in scores to instructor. |

The instructor teaches ethics for the dental hygiene profession as well as ethics required by the Georgia Board of Dentistry, OSHA, HIPAA, and CDC. All dental hygiene courses contain ethics exercises related to the respective course topics. At least 6 courses had research/case studies. Case studies afford students the opportunity to examine relevant clinical situations prior to working on live patients. Ethical issues can be discussed and analyzed during these case study scenarios. 93% of patients graded each item on patient survey as good or excellent. No comments related to ethics were made. Employer rating surveys and post-graduate surveys had 100% positive ratings. No comments about ethical conduct were made. 100% compliance in infection control procedures. This external audit revealed that infection control is being maintained in the live work clinic and that high ethical standards are being fostered. Quality assurance audit and Dental Hygiene Record Review received 90% compliance. No ethical issues were cited. The quality assurance external audit achieved 100% ccmpliance. Instructor evaluations by students and Dean were 100% positive. Instrumentation Practicum I was passed by 84.6% and Instrumentaion Practicum II was passed by 100%. 80% of individual competencies were passed. Two students failed to achieve all competencies in DHYG 2090. Mock National Board and NBDHE were passed by 100%. Mock CRDTS and CRDTS were passed by 100%. Graduate exit survey was 100% positive. No comments were made related to ethical conduct. Program retention rate for 2012 was 25%. Since the benchmark was not achieved for retention,

In Head & Neck, a new 4th edition of the textbook will be utilized along with new powerpoints and examinations. Prior to class, assignments such as Scatter Game and tests from Quizlet.com site will be assigned. Students will be required to print and turn in scores to instructor. 11 quizzes will also be administered in this class. A pain control assignment will also be added to the course. In Preclinic Lab, a new addition of Fundamentals and Wilkins texts will be adopted. Detailed instructional guides will be given for each preclinic instruction. Five scenarios will be given to students for medical emergency skills evaluations. More details will be given on the sequence of the intra oral exam. More detailed discussions will be held to assist with dental charting. Ten typodont stations with keys were created for clinical evaluations. Typodonts will be available for check out and practice to help with dental charting. A new restoration typodont was created by Dr. Barrett and will be utilized for instruction. Curettes and sickles will now have resin color coded handles to assist students with instrumentation. Per request and suggestion from recent graduates, SH6/7 will replace Towner-SH5 sickle in the instrument kit. In Clinic III Lecture, case studies will be graded electronically to provide more thorough feedback for students. A wheelchair simulation will be included as a learning experience. Thompson's case study book has been added to the course. A case study booklet has been developed for course implementation. A self assessment rubric will be turned in with the case study assignments to ensure that students are aware of expectations of case study assignments. In Clinic III Lab, risk assessments will be implemented in all patient care sessions. New graduation requirements for all patient age types were established to ensure that all students have a sufficient and diverse applicant pool. Having a strong emphasis on research and case studies gives students the tools to comprehend scientific literature. Maintaining emphasis on article reviews and APA format in the curriculum gives students working experience with

				the dental hygiene faculty have implemented new procedures in an effort to increase retention. 100% placement of all graduates. This indicates that our graduates are employable, respected in the community, and conduct themselves as a responsible member of the dental hygiene profession.	research formats. This also provides them with research skills to remain on the cutting edge of dental hygiene knowledge. Part of being an ethical clinician is understanding evidence based theories and practices related to the profession. This instills the value of lifelong learning and remaining current in the profession. In Clinical Dental Hygiene IV, a scenario based module was added to the course to familiarize students with ethical issues encountered in the workplace. Students must also take a work ethics examination that is in discussion format. If the students passes this examination with 70 or above, they are given a work ethics seal on their diploma. By giving the students an avenue to obtain this work ethics seal, this promotes increased job employability for our graduates. By updating the progress record template in the clinic manual, students are given more detailed guidelines for progress record entries. Recording all aspects of patient care is vital to providing ethical care as a clinician. The patient chart is a legal document and documentation must be an accurate depiction of treatment rendered. By requiring 100% pass rate on all clinical competencies, students are required to follow each step of the skills evaluation competencies. Faculty are monitoring each step of a skill in the live work clinic and ensuring that students do not leave out any vital steps which may compromise the care provided in the live work clinic. By maintaining the infraction policy in the live work clinic, students know that there is a "checks and balances" system to ensure that clinic policies and procedures are respected and followed. By maintaining compliance with clinical policies and procedures, ethical dental hygiene care is provided in the live work clinic. By instilling ethical treatment goals in the live work clinic, ethical conduct is introduced to students and hopefully continued as graduates enter into the dental hygiene profession.
	Dental Hygiene	The dental hygiene program will graduate 70% of the students that are granted admission into the program.	20 Retention rates by program	The retention rate for the class of 2012 was 25%. The retention strategies and activities to increase retention provided little benefit for the class of 2012. This is probably	Since the class of 2013 has benefited from the retention strategies and activities, the program director will again offer the "How to Study Workshop" for all new students prior to the beginning of Fall Semester.

				because they were already one year into the program and negative habits were difficult to change at that point. The class of 2013, however, has benefited from the mandatory 2 hour practice sessions, Study Skills Workshops, and mandatory remediation sessions for scores below 70.	The remediation policy will continue with a few implemented changes. A different examination will be given after mandatory remediation study sessions. The reason for a different examination is because instructors felt students were memorizing answers to previous examinations and not really mastering the course material. By changing the examination, the student will be motivated to master the assigned material so that the student can progress in the course. Innovative teaching methodologies such as flipping the classroom and more interactive learning experiences will be implemented into all courses in an effort to engage students in the learning process. With the implementation of the innovative teaching methodologies, students will be forced to prepare for classroom sessions prior to attendance. This preparation will provide baseline knowledge prior to class and foster critical thinking sessions in the classroom. This engagement should help retain more students by increasing learning experiences inside and outside of the classroom/lab.
	Dental Hygiene	(A.) To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.	1 Grades in all courses-100% courses passed with minimum grade of C 2 Research papers/case studies required in courses-6 courses contain research or case study 3 Patient Survey- Minimum 85% positive required 4 Employer Rating Surveys- Minimum 85% positive required 5 Post-Graduate Rating Surveys- Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 12 Instrumentation Practicum I- 100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies- 100% pass required 15 Mock National Board- Minimum Score 95% required 17 NBDHE- 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 20 Retention Rates by Program Report-70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	100% pass- Preclinic Lecture, Tooth Anatomy & Root Morphology, Oral Pathology, Community Dental Health, Clinic I Lecture, Clinic I Lab, Radiology Lecture, Radiology Lab, Dental Materials, Pharmacology, Clinic IV Lecture, Clinic IV Lab. Microbiology-92% pass. Oral Embryology-92% pass. Head & Neck-92% pass. Preclinic Lab-85% pass. Clinic III Lecture-80% pass. Clinic III Lab-60% pass. 6 courses had research/case study assignments. Case studies and research in the curriculum provide students with relevant learning experiences. Patient survey-93% of patients graded each item on survey as good or excellent. Employer rating survey achieved 100% positive results. One dentist commented that graduates needed more knowledge of burs and dental assisting procedures. Post-graduate survey achieved 100% positive ratings. One graduate	Sadia Ajohda will begin teaching Microbiology in Summer 2012. She is more credentialed to teach the course and has enhanced the course with innovative teaching methodologies. She has created a microbiology laboratory workbook, case study exercises, and scheduled structured labs. Oral Embryology has been enhanced with innovative teaching and prior to class assignments. By flipping the class, the students will be forced to review material prior to class. Scatter Game and tests from Quizlet.com site will be utilized. Students will be required to print and turn in scores to instructor. In Head & Neck, a new 4th edition of the textbook will be utilized along with new powerpoints and examinations. Prior to class, assignments such as Scatter Game and tests from Quizlet.com site will be assigned. Students will be required to print and turn in scores to instructor. 11 quizzes will also be administered in this class. A pain control assignment will also be added to the course. In Preclinic Lab, a new addition of Fundamentals and Wilkins texts will be adopted. Detailed instructional guides will be

commented that she did not feel prepared to use pathology detection equipment. Instructor evaluations by Dean-100% positive. Instrumentation Practicum I- 84.6% pass rate. Instrumentation Practicum II- 100% pass rate. Individual competencies - 80% passed. Two students failed DHYG 2090 for failure to achieve required competencies for the course. 100% pass rate on mock national board and NBDHE. This pass rate confirms that the dental hygiene curriculum successfully prepares students for national board examination. Graduate exit exam had 100% positive responses. Retention rate- 25% for class of 2012. Since the retention rate did not meet its benchmark,additional measures have been implemented to increase the number of students that complete the dental hygiene program. Placement rates- 100% placement of all graduates.

given for each preclinic instruction. Five scenarios will be given to students for medical emergency skills evaluations. More details will be given on the sequence of the intra oral exam. More detailed discussions will be held to assist with dental charting. Ten typodont stations with keys were created for clinical evaluations. Typodonts will be available for check out and practice to help with dental charting. A new restoration typodont was created by Dr. Barrett and will be utilized for instruction. Curettes and sickles will now have resin color coded handles to assist students with instrumentation. Per request and suggestion from recent graduates, SH6/7 will replace the Towner SH5 sickle in the instrument kit. In Clinic III Lecture, case studies will be graded electronically to provide more thorough feedback for students. A wheelchair simulation will be included as a learning experience. Thompson's case study book has been added to the course. A case study booklet has been developed for course implementation. A self assessment rubric will be turned in with the case study assignments to ensure that students are aware of expectations of case study assignments. In Clinic III Lab, risk assessments will be implemented in all patient care sessions. New graduation requirements for all patient age types were established to ensure that all students have a sufficient and diverse applicant pool. In dental materials, a handout of burs and dental assisting instruments will be distributed to students to familiarize them with the dental assisting aspect of the dental profession. The oral pathology instructor will ensure that students are introduced to pathology detection equipment to increase knowledge and confidence. Mock practices were implemented to allow peer assessment in preparation for Instrumentation Practicum I. Mock practices will allow the students to get feedback from other students and help them become more relaxed with the corroborative error method of evaluation. In an effort to increase retention, the "How to Study Workshop" will be taught prior to the beginning of Fall Semester. Remediation policy was changed. Mandatory re-test

					will be required for any examination with a score below 70. A different examination will be given and mandatory remediation time will be required prior to re-test.
	Dental Hygiene	(B.) To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences,which are necessary to develop skills in rendering professional dental hygiene patient care to the public.	1 Grades in all courses-100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case study 3 Patient Survey- Minimum 85% positive required 4 Employer Rating Surveys- Minimum 85% positive required 5 Post-Graduate Rating Surveys- Minimum 85% positive required 6 Infection Control External Audit- Minimum 85% required 7 Quality Assurance Assessment-90% accuracy required 8 Q.A. Record Review Minimum 90% Accuracy required 9 Q.A. External Audit Minimum 90% accuracy required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean-Minimum 85% positive required 12 Instrumentation Practicum I- 100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies- 100% pass required 15 Mock National Board- Minimum score of 95% required 16 Mock CRDTS Board- Score of 95 or higher required 17 NBDHE-100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program- 70% retention rate 21 Combined Placement Figures Report- 90% placement rate	100% pass- Preclinic Lecture, Tooth Anatomy & Root Morphology, Oral Pathology, Community Dental Health, Clinic I Lecture, Clinic I Lab, Radiology Lecture, Radiology Lab, Dental Materials, Pharmacology, Clinic IV Lecture, Clinic IV Lab. Microbiology-92% pass. Oral Embryology-92% pass. Head & Neck-92% Preclinic Lab-85% pass. Clinic III Lecture-80% pass. Clinic III Lab-60% pass. Research papers and case studies were included in at least 6 courses. These learning experiences ensured that students had exposure to clinical and laboratory scenarios prior to working on live patients. 93% of patients graded each item on survey as good or excellent. 10 respondents rated comfort of treatment as fair/poor. Employer rating and post-graduate survey achieved 100% positive ratings. One graduate commented that she did not feel prepared to use pathology detection equipment in the clinical setting. 100% compliance in infection control procedures ensures that students are treating patients in a safe, sterile environment. Quality Assurance Assessment and Dental Hygiene Record Review achieved 90% compliance. Pages of dental record were not found in proper order. Progress record entries did not contain appropriate notations for all patient interactions including those of instructor, dentist, or student. It was also noted that students failed to have a clean mirror, gauze, supplies, and instruments ready for instructor/dentist checks. Quality assurance external audit had 100% compliance. Instructor	Sadia Ajohda will begin teaching Microbiology in Summer 2012. She is more credentialed to teach the course and has enhanced the course with innovative teaching methodologies. She has created a microbiology laboratory workbook, case study exercises, and scheduled structured labs. Oral Embryology has been enhanced with innovative teaching and prior to class assignments. By flipping the class, the students will be forced to review material prior to class. Scatter Game and tests from Quizlet.com site will be utilized. Students will be required to print and turn in scores to instructor. In Head & Neck, a new 4th edition of the textbook will be utilized along with new powerpoints and examinations. Prior to class, assignments such as Scatter Game and tests from Quizlet.com site will be assigned. Students will be required to print and turn in scores to instructor. 11 quizzes will also be administered in this class. A pain control assignment will also be added to the course. In Preclinic Lab, a new addition of Fundamentals and Wilkins texts will be adopted. Detailed instructional guides will be given for each preclinic instruction. Five scenarios will be given to students for medical emergency skills evaluations. More details will be given on the sequence of the intra oral exam. More detailed discussions will be held to assist with dental charting. Ten typodont stations with keys were created for clinical evaluations. Typodonts will be available for check out and practice to help with dental charting. A new restoration typodont was created by Dr. Barrett and will be utilized for instruction. Curettes and sickles will now have resin color coded handles to assist students with instrumentation. Per request and suggestion from recent graduates, SH6/7 will replace Towner-SH5 sickle in the instrument kit. In Clinic III Lecture, case studies will be graded electronically to provide more thorough feedback for students. A wheelchair simulation will be included as a learning

evaluations by students and Dean were 100% positive. Instrumentation Practicum I- 84.6% pass. Instrumentation Practicum II-100% pass. 80% of individual competencies were passed. Two students failed DHYG 2090 due to failure to achieve all competencies for the semester. Mock National Board and Mock CRDTS board had 100% pass rate. NBDHE and CRDTS had 100% pass rate. Pass rates on mock and national exams indicates that students are adequately prepared for laboratory and clinical experiences in the dental hygiene profession. Graduate exit survey was 100% positive. One student commented that the clinical paperwork was very challenging. One student commented that the chart sign out policy was cumbersome. Retention rate for class of 2012 was 25%. Since the benchmark for retention was not met, the dental hygiene program faculty have implemented new procedures to increase retention in the dental hygiene program. 100% placement of all graduates was achieved.

experience. Thompson's case study book has been added to the course. A case study booklet has been developed for course implementation. A self assessment rubric will be turned in with the case study assignments to ensure that students are aware of expectations of case study assignments. In Clinic III Lab, risk assessments will be implemented in all patient care sessions. New graduation requirements for all patient age types were established to ensure that all students have a sufficient and diverse applicant pool. Students were reminded to ask patients frequently about their comfort levels and to give patients frequent breaks from the dental chair. The dental material course has been enhanced to include a handout of burs and dental assisting instruments to familiarize students with the dental assisting aspect of the dental profession. Clinic instructors and dentist will make an effort to enhance instruction in the clinic when "marketing dentistry" and restorative treatment plan opportunities present. The oral pathology instructor will ensure that students are introduced to pathology detection equipment in the oral pathology course. A revised order of the chart forms in the clinic manual was developed. Students were reminded to double check chart forms prior to turning in charts. In Clinic I, the instructor made "mock" packets of patient paperwork to help students with clarity of paperwork and proper sequence of chart paperwork. An updated template of progress note was revised in the clinic manual to provide a more detailed example of an accurate progress note. Students were reminded of the importance of providing an organized cassette of instruments and supplies for instructor and dentist checks. This allows students, instructors, and dentist to work more efficiently. Mock practices were implemented prior to Instrumentation Practicum I and II to help prepare students for corroborative error method of evaluation. Mock practices allow students to get feedback from other students. In order to make clinical paperwork easier to understand, feedback was pooled from the entire class and suggestions were implemented into the

	Program	Goal	Means of Assessment	Results	Use of Results
					sequence of care to provide clarity. In order to increase retention in the program, the "How to Study Workshop" will be continued. The remediation policy was changed and requires mandatory re-test for any examination with a score below 70. A different examination will be given and mandatory remediation time will be required prior to re-test. Innovative teaching methodologies such as flipping the classoom and more interactive learning experiences were implemented into all courses in an effort to engage students in the learning process and increase program retention.
	Dental Hygiene	(E.) To teach students to conduct critical reviews of current literature as a means of research and life-long learning.	2 Research papers/case studies required in courses-6 courses contain research or case study 3 Patient Survey Minimum 85% positive required 4 Employer Rating Surveys-Minimum 85% positive required 5 Post-Graduate Rating Surveys- Minimum 85% positive required 10 Instructor Evals by Students-Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 17 NBDHE-100% pass required 18 Graduate Exit Survey-Minimum 85% positive required 20 Retention Rates by Program report-70% retention rate	6 courses have research/case study assignments that familiarize students with review of literature as a means of research. 93% of patients graded each item on patient survey as good or excellent.100% benchmark achieved with positive results on employer rating surveys, post-graduate surveys, and graduate exit surveys. Instructor evaluations by students and Dean had 100% positive ratings. Positive ratings on all surveys indicate that the program is successfully producing good quality graduates that are competent and competitive in the economic workforce. Specific questions on the surveys ask respondents about research and literature review. No negative comments or ratings were made concerning the research area. NBDHE- 100% pass rate.	Article reviews will continue to be a part of the curriculum. Due to student confusion about APA format, a new APA textbook was adopted. APA student workbook was also adopted and implemented with new assignments in hopes of making student learning experiences more interactive and meaningful. Students will also be required to complete self assessment with APA article rubric to ensure that they understand article review assignment expectations. Article reviews will continue to be introduced in DHYG 1040 but will be reduced in number to ensure that students establish a strong foundation prior to future article review assignments in subsequent semesters. Faculty will continue to monitor surveys from all stakeholders to ensure that students/graduates are displaying ability to conduct critical reviews of current literature as a means of research and life-long learning. Post-graduate surveys indicate that graduates are attending continuing education courses and maintaining memberships in the American Dental Hygienist Association. NBDHE will continue to be monitored to ensure that high pass rates are maintained.
	Early Childhood Care and Education	Increase enrollment in the ECCE program by 10% over FY 11.	Southeastern Technical College Enrollment Report	Neither the Vidalia campus nor the Swainsboro campus met the minimum goal requirements of 10%. According to the Enrollment Report, Vidalia enrollment had a decrease in the diploma, TCC, and degree program. The degree was 17 in 2011 to 14 in 2012, diploma	Instructors will utilize the contact list provided by STC Student Affairs, and work with Public Relations to advertise the program. In addition, inform child care providers of the credential requirements, online classes, and TCC's offered by STC. The TCCs will be specifically targeted in the ads since they can be completed online.

				was 69 in 2011 to 57 in 2012, TCC was 6 in 2011 to 2 in 2012. The Swainsboro campus had a decrease in the diploma, TCC, and degree program. The degree was 13 in 2011 to 11 in 2012, diploma was 36 in 2011 to 31 in 2012, TCC was 22 in 2011 to 2 in 2012. The initial strategy was to include ECCE flyers or promotional items, however those proved to be unavailable. The ECCE program found personal contact including phone calls and email to be the most useful in increasing enrollment.	
	Early Childhood Care and Education	Eighty percent of the ECCE graduates will be placed in-field.	Combined Placement Figures Report provided by Career Services.	The Degree graduate placement for the Vidalia Campus was 100%. No data was available for the Diploma or CDA TCC. The placement rate for the Swainsboro Campus for the TCC in Child Care Basics was 50% and the TCC for the CDA was 100%. The Diploma and the Degree placement rate was 0%. The data shows that many of the graduates are continuing their education and/or are employed in a related or unrelated field. The faculty will speak with local ECCE advisory board and ECCE professionals to determine whether or not it was the current economy that prevented them hiring or if they anticipate job openings in the future.	Instructors will work with the Southeastern Technical College Career Services Department and the Public Relations Department to advertise the program and to make the public aware of the new requirements for childcare workers. The ECCE program and the available TCC's will be specifically targeted in the ads. Our advisory committee will assist in locating child care providers who are in need of ECCE graduate employees. Of the ECCE activities, we found business and industry contacts to be the most productive.
	Early Childhood Care and Education	The grade distribution will be comparable for the online and traditional ECCE 1101 Proctored Event	Grade Distribution Report and Course Evaluation Results	The same information and instructions were given to the traditional students and the online students. Of the traditional students 45% made an A 35% of the students made a B and 20% of the students made a C on the Proctored Event. Of the online students 20% made an A 25% of the students made a B and 55% of the students made a C on the Proctored Event. The online students	Sample classrooms drawings will be made available for both traditional and online students. Youtube videos will be made available for online and traditional students to view correct placement of centers. Students in the traditional and online environment will have to opportunity to visit and child care center in their area to help them visually with the design of the classroom.

				stated on their evaluations there were no correct examples for them to see nor was there availability for them to go into a correct classroom.	
	Early Childhood Care and Education	Increase the number of graduates for each program by 5%	Combined Placement Figures Report	The Vidalia and Swainsboro Campus did not meet the minimum goal requirements of 5%. According to the Enrollment Report, Vidalia graduates decreased in the diploma from 6 to 4, and 4 to 0 in the TCC's. The graduate level remained the same with 7 graduates in the degree program. The Swainsboro campus had a decrease in the degree program from 4 to 2 and Child Care Basic and CDA TCCs from 19 graduates to 7 graduates. The graduate level remained the same with 2 graduates in the diploma program. With the semester conversion beginning Summer FY11 the decrease in the number of graduates is due to the number of students retained because of limited course offerings.	The annual schedule of course offerings has been revised to ensure an increase in students graduate in a timely fashion.
	Electrical Systems	Increase the number of completers by 5% over the 2011 results.	Combined Placement Figures Report	2011- 17 enrolled 10 completed 59% completers. 2012-13 enrolled 7 completed, 54% completers. This benchmark was not met. There was a 5% decrease. Attendance plays a large part in the success or failure of a student to complete the program. The poor economy may also contribute to the fewer number of completers	Instructors will refer students to counselors via the Early Alert system after missing a couple of days. Instructors will make sure that students are encouraged to make up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid.
	Electrical Systems	80% of Electrical Construction and Maintenance program grouping students will be placed in-field/ related-field	Job placement records on the Southeastern Technical College Intranet.	15% of the Electrical Construction and Maintenance program grouping students were placed in field 30% were continuing their education The rest of the students were either unemployed or could not be reached to find out their status. The ECM program grouping did not meet this benchmark The ECM instructors and advisory	The ECM instructors will work with career services to be able to increase in-field and related job placement. Our advisory committe will assist in locating companies that are in need of workers.

				committee members feel that this has a lot to do with the state of the economy.	
	Electrical Systems	Increase enrollment by 10% over the previous fiscal year.	Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	The ECM program grouping in FY 2011 had 137 students enrolled and in FY 2012 had 78 students enrolled. This is a decrease of 43%.	The program instructors will continue to increase enrollment through the enrollment plan and increased promotion of the program.
	Electronics Technology	Increase enrollment by 10% over the previous fiscal year	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	First set of data is from Students by Program Report (Intranet)

FY2011 Enrollment by Quarter:
201101 - 31 students
201102 - 38 students
201103 - 42 students
201104 - 32 students

FY2012 Enrollment by Semester:
201201 - 23 students
201212 - 35 students
201214 - 29 students
201216 - 20 students

For comparison purposes, 201212 semester was compared with the average of 201102 and 201103 quarters; and, 201216 semester was compared with 201201 transition quarter.

Enrollment change per term from FY2010 to FY2011:
Summer Qtr to Short Summer Transition Qtr down 25.8%
Fall Term down 7.9%
Winter & Spring Qtrs to Spring Semester down 21.6%
Summer Semester to Short Summer Transition Qtr down 13.0%

Overall enrollment in the electronics technology programs dropped by 25.2% from FY2011 to FY2012.

The drop in enrollment for the short transition quarter (201201) was mostly due to working students who were unable to commit to the class times under a 5-week term.

The large drop in enrollment in a direct comparison between Winter Qtr 2011 and Spring Semester 2012 was mostly due to students completing their programs at the end of Fall Semester 2011.

Second set of data is from the PAS | Program Advisor will increase the number of visits and interactions with students at the local high schools and promote the career opportunities resulting from successful completion of an Electronics Technology program. Program Advisor will attend all career fairs sponsored by the high schools and STC to increase visibility of the programs with potential candidates. Program Advisor will push for mention of Electronics Technology programs within all radio, TV and printed promotions of STC's program offerings.

Use of this goal/objective will continue in FY2013. |

				Enrollment by Program Reports (Intranet) Fiscal Year 2011 Enrollment was 60 students. Academic Year 2012 Enrollment was 42 students. The PAS report indicates enrollment down by 30%. Analysis: Due to the funding changes in the HOPE programs, a larger number of graduating students than new students, and students having to take terms off for work, the program lost students rather than increasing enrollment. Expected enrollment for the Fall Term of FY2013 (201312) is 29 students, still well short of the FY2011 and FY2012 enrollment numbers.	
	Electronics Technology	Improve retention rate by 10% from the previous fiscal year	TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students	Data from Report #DC200 Retention rates for FY2011: EF02 Diploma - No Data EFA3 Degree - 50% (1/2) EFA4 Diploma - 78% (7/9) All - 72.7% (8/11) Retention rates for FY2012: EF02 Diploma - 0% (0/1) EFA3 Degree - No Data EFA4 Diploma - 100% (2/2) Both - 66.7% (2/3) Data in this report is somewhat skewed due to the fact that these retention rates do not reflect students who change Major Code (degree/diploma) yet remain within the Electronics Program Group. A better method of tracking retention rate would be based on FTFT Program Group retention instead of by individual Major Code retention.	The first two series of electronics courses (DC and AC) are now offered Fall-Spring and Spring-Summer Semesters to accomodate program starts for Fall & Spring Semesters with the DC Spring offering online to accomodate student work schedules. Instructor/Advisor will continue to encourage students to attend tutoring sessions related to General Education Core classes, provide support and tutoring for Program related courses and promote afternoon student led dicsussion groups. The electronics club will not be active in FY2013 due to lack of participation among the students. Use of this goal/objective will continue in FY2013.
	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	KMS report LB 177 Course Attrition by Program FY 2011	Data from LB177 Report ET14 Diploma - 13.0% (3/23) ET13 Degree - 5.3% (1/19) Both - 9.5% (4/42) Attrition rate for the	The first two series of electronics courses (DC and AC) are now offered Fall-Spring and Spring-Summer Semesters to accomodate program starts for Fall & Spring Semesters with the DC Spring offering online to accomodate student work schedules.

				Electronics Technology Program Group was below the 10% goal.	Instructor/Advisor will continue to encourage students to attend tutoring sessions related to General Education Core classes, provide support and tutoring for Program related courses and promote afternoon student led dicsussion groups. Use of this goal/objective will continue in FY2013.
	Electronics Technology	85% of graduates will be employed.	KMS Placement Report Placement is reported on the previous fiscal year. Graduate completer Survey (Question 18)	Placement Rates for FY2011 graduates (Report #DC112) Electronics Technology A.A.S. Degree - 80% Electronics Technology Diploma - 50% All Electronics Programs - 66.7% Overall placement rate is below the target of 85%. Degree placement rate is close to the target rate. Diploma placement rate is well below the target.	Program Advisor has acquired a listing of 489 companies within Georgia that have purchased process control training equipment (and employ technicians) that will be contacted over the next fiscal year and sent information related to the programs offered at STC. These contacts will be relayed to the Placement Office in hopes of increasing the employment rate of the electronics technology graduates. Program Advisor has been working with three local area manufacturing firms to tailor the programs and courses to meet their entry level employment requirements. Use of this goal/objective will continue in FY2013.
	Electronics Technology	Students will be ESA-4 Certified in Digital Circuits.	CAPSTONE Exam for ELCR-1040, Digital & Microprocessor Fundamentals - ISCET Certification Exam: ESA-4 (Digital Circuits) Students are required to score >=70% on this exam to qualify for graduation from their program. Students are offered an opportunity to retake this exam within a week of the first exam to improve their score. Students that score <70% on the exam receive a zero for their final exam score, fail the course, and are required to retake the ELCR-1040 course. Students that score >=75% on the exam receive their ESA-Level 4 certification from the ISCET.	For FY2012, 5 students took the ESA-4 Exam. All five students scored >=75% on the exam in their first attempt, successfully completed the CAPSTONE course, and received their certification from the ISCET. Test score breakdown by test question category: Math - 100% Basic Theory - 92% Troubleshooting - 63% Use of Equipment - 38% Digital Theory - 92% Devices/Circuits - 100% Analysis: Overall, the students are acquiring the knowledge and skills necessary to attain their ESA-4 certifications; however, the test question category results indicate a deficit in troubleshooting and use of test equipment.	For FY2013, the instructor will place more emphasis in the areas of troubleshooting digital circuit problems and use of test equipment. Use of this goal/objective will continue in FY2013.
	Fish and Wildlife Management	Internship opportunities for FWMT students	DNR Internship Agreement Local plantation owner/manager acceptance of intern positions State Parks/Fisheries acceptance of internship positions Local pest control companies acceptance of intern positions	Intership option was not offered during the conversion to semesters.	N/A
	Fish and Wildlife Management	10% increase in Graduation Rate over previous fiscal year.	Graduation Rate Report		
	Fish and Wildlife	5% increase in enrollment of the	KMS Enrollment Report		

	Management	previous fiscal year			
	Fish and Wildlife Management	**Increase retention rate by 5% over FY 2011**	**Evidenced by retention report**		
	Forest Technology	**Achieve 90% retention rate**	**Students services FY12 retention report**	Two reports were used to calculate retention. The first report,retention by program, included only diploma and was 100%. The second report, attrition by program included diploma and degree stats. Retention is 91.6% for degree and 81.81% for diploma for a total retention of 86.9%. Realistically the retention rate was close to 90%. As with the enrollment numbers, when the base number is small, a change of 1 or 2 students will make the percentage change more than 10%. Instructor is pleased with the retention rates overall.	Continue to offer all program courses as web enhanced by using the Angel system. Students can access practice tests, study guides, power point lectures, additional readings, and links to websites. Continue to weight the total grades of each class with at least half the total grade coming from labs and other hands-on activities. Continue to particiapte in a bi-annual service project.
	Forest Technology	**Increase enrollment by 10%**	**Student services enrollment report. https://ies.southeasterntech.edu/College_Documents/Reports/Benchmark%20Report_2011_2012_08.15.2012.pdf**	FY 11 Total=27 FY 12 Total=25 FY 11 Diploma=16 FY 12 Diploma=13 FY 11 Degree=11 FY 12 Degree=12 Degree enrollment increased by 8.3% Diploma enrollment decreased by 18.75% Total enrollment decreased by 7.4%. Because of the low numbers the changes in percentages appear more drastic. It only takes a small number of students for the percentages to change in double digits. Relatively speaking the enrollment is stable, with a change of only 2 students total from FY11 to FY12. However, enrollment needs to improve.	Planning to design a recruitment plan with PR/Marketing staff. Plan to rely heavily on the new website to increase enrollment
	General Education & Learning Support: Mathematics	**MAT 097 students will significantly increase their COMPASS score.**	**MATH 097 - Pre-algebra COMPASS score - Comparison of most recent entrance score to current exit score using a t-test.** **26 or higher is the acceptable level of accuracy on the COMPASS.**	All students who were eligible for exit COMPASS exam passed the exam. The results of the paired samples t-test indicate that a significant improvement was found between the entrance and exit COMPASS scores. Note for 2013: The Technical College System of Georgia is implementing a Redesign of Learning Support Courses. STC will implement the Emporium Model which will require that a student exhibit a certain level of competence on each module before moving	To be implemented FY2013: Due to the upcoming Learning Support Redesign, the math department will not assess this outcome next year. It will be replaced by a program outcome in which a cohort will be followed from learning support to the program level math course to determine success rates. In addition, feedback will be sought from the General Education/Learning Support Advisory Committee to identify mathematical deficiencies found within program courses.

				on to the next concept.	
	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.	Final Rosters (at the end of each term)	MATH0097: 51 of 71 = 72% retained MATH0098: 119 of 159 = 75% retained MATH0099: 81 of 99 = 82% retained MATH1011 (TOTAL POPULATION): 19 of 28 = 68% retained MATH1011 (TRADITIONAL POPULATION): 11 of 18 = 61% retained MATH1011 (ONLINE POPULATION): 8 of 10 = 80% retained MATH1012 (TOTAL POPULATION): 363 of 470 = 77% retained MATH1012 (TRADITIONAL POPULATION): 327 of 421 = 78% retained MATH1012 (ONLINE POPULATION): 28 of 37 = 76% retained MATH1012 (60%/40% HYBRID POPULATION): 8 of 12 = 67% retained MATH1013: 3 of 6 = 50% retained MATH1111 (TRADITIONAL POPULATION): 87 of 112 = 78% retained MATH1111 (ONLINE POPULATION): 6 of 20 = 30% retained MATH1111 (ACCEL HIGHSCHOOL): 43 of 43 = 100% retained MATH1113 (TRADITIONAL POPULATION): 5 of 5 = 100% retained MATH1113 (ACCEL HIGHSCHOOL): 35 of 37 = 95% retained

Definition of Traditional Population: The Traditional Population excludes hybrid, online, and ACCEL students.

Analysis 1: Compared to 2011, retention rates of the total population increased for all courses except 0097, 1011, and 1013. The decrease is of no significance in 0097 and 1011. Only 6 students were enrolled in 1013 during the year 2012, and thus the statistic is not reliable for the purposes of improvement. The fact that 0097, 1011, and 1013 do fall below the 70% benchmark is cause for concern and will be addressed in the Use of Results Section. In addition, the math department hesitates to interpret the 67% retention rate for the hybrid offering of MATH 1012 since 12 students | Use of Results for Analysis 1: The differences in results from 2011 to 2012 do not vary much. Retention continues to be a great concern. The instructors will continue to incorporate the current strategies, but will invest more time in one-to-one student mentoring and the use of the Early Alert System.

Use of Results for Analysis 2: The review of academic histories of the 14 students who were not retained, the one student who made a D, and the 5 who passed the course revealed that a discussion of the advisement of students entering online classes is needed. The instructor has submitted the information to the appropriate administrators for review. |

				is such a small population, but retention strategies will be implemented in the effort to improve. Analysis 2: The academic histories were pulled for the online MATH 1111 College Algebra Course. 14 of 20 students were not retained. The academic histories of all 14 revealed some sort of risk factor for retention. In particular, 11 of the 14 had taken one or both levels of learning support math prior to taking the online math class. 9 of the 14 had to take the lowest level algebra learning support class of 0098, and 7 of the 14 had prior math failures or math withdrawals.	
	General Education: Psychology	COLL 1000 students will complete one test in ANGEL.	Online test in ANGEL. Reports section in ANGEL.	FY 2012, (Summer crossover) 67 students completed an online test in ANGEL with a 98% pass rate. FY 2012, (Fall semester) 233 students completed an online test in ANGEL with a 96% pass rate. FY 2012, (Spring semester) 217 students completed an online test in ANGEL with a 95% pass rate.	More online tests will be incorporated in ANGEL so students will feel more at ease with online tests which will result in higher scores.
	General Education: Psychology	To improve the retention rate in COLL 1000,PSYC 1101, PSYC1010, and EMPL 1000.	All students will be calculated quarterly/semester who exempt the final exam.	For FY 2012 (summer crossover), students exempted the final exam with no tardies and no absences: PSYC 1010:23 exempted the final exam from 35 students. This reflects that 66% retention improvement. EMPL 1000: 8 exempted the final exam from 34 students which results in 23.6% retention improvement. COLL 1000: 10 exempted the final exam from 67 students which reflects in a 15% retention improvement. PSYC 1101: 5 students exempted the final exam from 27 students which reflects a 19% retention improvement. FY 2012, (Fall semester): PSYC 1101-18 students exempted the final exm from 38 students which reflects in a 48% retention improvement. EMPL 1000:25 students exempted the final exam from 60 students which reflects a 42% retention improvement.	The policy of exempting the final exam with no tardies and no absences will continue in FY2013 to continue to improve the retention strategey success.

				PSYC 1010: 28 students exempted the final exam from 52 students which results in a 54% retention improvement. COLL 1000: 142 students exempted the final exam from 194 students which results in a 67% retention improvoement. FY 2012 (spring semester) COLL 1000: 66 students exempted the final exam from 179 students which resulted in a 37% retention improvement. PSYC 1010: 14 students exempted the final exam from 43 students which resulted in a 33% retention improvement. PSYC 1101:8 student exempted the final exam from 30 students which resulted in a 27% retention improvement. EMPL 1000:17 exempted the final exam from 53 students. This results in a 32% retention improvement.	
	Learning Support	READ 0097 students will acquire the required exit score for entrance into their program of study	Reading COMPASS exit exam 80% of students taking the reading COMPASS exit exam will achieve a passing score on the this exam	201116 6 of 8 = 75% 201112 7 of 10 = 70% 201214 23 of 26 = 88% 201214 7 of 9 = 78% Cumulative: 43 of 53 = 81% Goal was achieved. While the benchmark was achieved, the Assessment Results indicate that 19% of the students were unsuccessful with the Reading COMPASS exam.	Effective fall semester, READ 0097 will include an online COMPASS testing tutorial. This tutorial will provide students, not only with course content, but will provide students guidance for taking the exam. STC, along with all other technical colleges in the state, is in the process of redesigning Learning Support classes. Tentative implementation is set for January 2013. For the redesign, STC will use an Emporium model which will require students to show mastery of the skills in one module before progressing to the next.This individualized approach to learning was designed to help students build confidence in their abilities as they progress through the modules.
	Learning Support	95% of students who register for Learning Support classes will complete their Learning Support class.	The number of students on the final roster who receive a grade of C* or better and successfully complete the appropriate COMPASS exam	ENGL 0097/0098 201116 2 of 3 = 67% 201112 27 of 33 = 82% 201214 34 of 46 = 77% 201216 21 of 24 = 88% Cumulative 84 of 106 = 79% READ 0097/0098 201116 8 of 9 = 89% 201212 53 of 60 = 88% 201214	Early Alert forms will be completed when student has missed 2 class sessions. Instructors will allow students to meet in their peer groups for at least 5 minutes each week.

				27 of 38 = 71% 201216 22 of 26 = 85% **Cumulative** **110 of 133 = 83%** **Learning Support ENGL** **& READ (combined)** **194 of 239 = 81%** **Many learning support students are returning to the classroom after several years of real world life experience. As a result, some students find that the educational setting is more stressful than believed. As well, some students find employment; thus they withdraw from college.**	
	Learning Support	**ENGL 0098 students will acquire the required exit score for entrance into their program of study**	**English COMPASS exit exam** **80% of the students taking the writing COMPASS exit exam will achieve a passing score on this exam.**	**201116** **ENGL 0098 not offered during summer transition.** **201112** **1 of 3 = 33%** **201214** **10 of 18 = 56%** **201216** **7 of 7 = 100%** **Cumulative** **18 of 28 = 64%** **There is an expense associated with the second COMPASS testing. Some students are not returning for the second opportunity to test due to the cost.** **Some students experience stress when taking standardized tests, such as the COMPASS Writing exam. This level of stress may prevent students from achieving success on the COMPASS exam.** **Some students state that while they believe are prepared for the COMPASS exit exam, they state that they will make fundamental errors that will prevent them from success.**	**Effective fall semester, ENGL 0098 will include an online COMPASS testing tutorial. This tutorial will provide students, not only with course content, but will provide students guidance for taking the exam.** **Students will receive instructor feedback on homework assignments. These comments will address not only the specific skills of the homework, but also will address the fundamental grammatical and mechanical writing skills.** **Students will receive writing samples that model good writing style.** **STC, along with all other technical colleges in the state, is in the process of redesigning Learning Support classes. Tentative implementation is set for January 2013. For the redesign, STC will use an Emporium model which will require students to show mastery of the skills in one module before progressing to the next. This individualized approach to learning was designed to help students build confidence in their abilities as they progress through the modules.**
	Learning Support	**READ 0098 students will acquire the required exam score for entrance into their program of study**	**Reading COMPASS exam** **80% of students taking the reading COMPASS exit exam will achieve a passing score on the this exam**	**201116** **READ 0098 not taught during summer transition.** **201112** **READ 0098 not taught during fall semester.** **201214** **9 of 9 = 100%** **201216** **1 of 3 = 33%**	**Effective fall semester, READ 0098 will include an online COMPASS testing tutorial. This tutorial will provide students, not only with course content, but will provide students guidance for taking the exam.** **STC, along with all other technical colleges in the**

				Cumulative: 10 of 12 = 83% Goal was achieved. While the benchmark was achieved, the Assessment Results indicate that 17% of the students were unsuccessful with the Reading COMPASS exam.	state, is in the process of redesigning Learning Support classes. Tentative implementation is set for January 2013. For the redesign, STC will use an Emporium model which will require students to show mastery of the skills in one module before progressing to the next. This individualized approach to learning was designed to help students build confidence in their abilities as they progress through the modules.
	Learning Support	ENGL 0097 students will acquire the required exit score for entrance in their program of study	English COMPASS exit exam 80% of the students taking the writing COMPASS exit exam will achieve a passing score on this exam	201116 2 of 2 = 100% 201112 12 of 22 = 55% 201214 13 of 14 = 93% 201216 7 of 7 = 100% Cumulative: 34 of 45 = 76% There is an expense associated with the second COMPASS testing. Some students are not returning for the second opportunity to test due to the cost. Some students experience stress when taking standardized tests, such as the COMPASS Writing exam; thus this stress may prevent students from success on the COMPASS exam. Some students state that while they believe are prepared for the COMPASS exit exam, they state that they will make fundamental errors that will prevent them from success.	Effective fall semester, ENGL 0097 will include an online COMPASS testing tutorial. This tutorial will provide students, not only with course content, but will provide students guidance for taking the exam. Students will receive paragraph writing samples that model good writing style. STC, along with all other technical colleges in the state, is in the process of redesigning Learning Support classes. Tentative implementation is set for January 2013. For the redesign, STC will use an Emporium model which will require students to show mastery of the skills in one module before progressing to the next.This individualized approach to learning was designed to help students build confidence in their abilities as they progress through the modules.
	Marketing Management	Increase marketing diploma graduation rate by 10%.	Graduation Data	Diploma graduation rate stayed the same from FY11 to FY12. Students have communicated that the quarter to semester conversion and the subsequent curriculum changes were particularly challenging for the marketing diploma. With eight to nine new courses now a part of the curriculum (depending on specialization), those students who did not graduate before Q2S were faced with 2-3 additional semesters. Further, some students noted that due to the economy, they were forced to work more than they had planned and were left with only	The Annual Plan will be followed exactly for FY13 and beyond, giving students the ability to graduate as fast as possible (assuming a full-time load). Additionally, advisor will be utilizing the STC Retention Plan for FY13. In particular, all students who are on the Students Currently Registered but Not Registered for Next Term Report will be contacted via telephone and email to encourage registration and find out the reason for not being registered.

				part-time schedules, lengthening their graduation date.	
	Marketing Management	Student retention will increase by 10% for FY2012.	Program Retention Numbers	Student retention improved from 67% to 100% from FY11 to FY12. Staying in close contact with all MKTG students about expectations, difficulties, etc., resulted in an improvement in retention. Students indicated a desire to have more organized face-to-face time with their advisor/instructor.	Continued use of the STC Retention Plan and Early Alert System for FY13 will be a priority. Although this goal was met, it is crucial to strive for improvement. For FY13, the on campus proctored event will be followed by a face--to-face session with all MKTG students to assess how they are doing and be proactive with any issues they may have.
	Medical Assisting	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 425.	AAMA Certified Medical Assistant examination report.	22 graduates from STC combined campuses. 5 from Vidalia campus have taken the exam and all 5 passed and 9 more graduates from this campus waiting to take the exam. 8 from the Swainsboro campus are waiting to take exam.	8 students waiting to take the exam throughout September 2012, updates will be provided as results are received.
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate placement, (>=70%). School goal set at 90% for 2012.	Graduate Surveys and AAMA Employment Surveys	86.36% graduate placement for the medical assisting program: 22 graduates from the MA program in FY2012. 19 of those graduates are employed in field, in related field, unrelated field, or continued education; leaving 3 students actively seeking employment.	Although 81.8% graduate placement fell short of the school goal of 90%, the program is pleased with the results. The benchmark set by the MAERB of 70% was exceeded. The program will continue to work with career services and industry to aid graduates in obtaining employment. The goal for FY2013 will remain at 90% for STC and >70% for MAERB.
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduates/awards. (Goal of 15 per campus)	Graduate Data Report.	Based on the graduate data report for academic year 2012 the medical assisting program had 21 graduates; 14 on Vidalia campus and 7 on Swainsboro campus. Based on the same report, the Medial Administrative Technician Certificate had 28 graduates; 14 on Vidalia campus and 14 on Swainsboro campus.	Although the benchmark was not met, the Medical Assisting program will maintain the current goal of 15 graduates per campus each academic year. Recruitment and retention activities will be utilized to accomplish this goal in future years. Currently the program graduates students once a year on each campus.
	Medical Assisting	Maintain or exceed average semester enrollment on each campus. (Goal of 200 per year)	Registered Count by Major Report.	The registered count by major report for the medical assisting diploma and medical administrative technician certificate for FY 2012 totaled 331 students. Breakdown as follows: 201201 - 16 MA & 35 MAT; 201212 - 111 MA; 201214 - 72 MA & 26 MAT; 201216 - 37 MA & 34 MAT. The benchmark was exceeded.	Although the benchmark was exceeded, the MA program will continue to strive to increase the number of students registered in the Medical Assisting Diploma and Medical Assisting Certificate. The benchmark will be increased to 275 for FY2013. FY2012 numbers were increased due to one quarter and three semesters falling into the year.
	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAST 1180 - Capstone Medical Assisting Exam - score at or above 425 [(125/200)x1000-200]	22 students taking the capstone exam passed with a score of 425 or better.Students were given a practice capstone exam at the beginning of each	Increased the number of practice tests to improve the results of the student scores on the capstone exam. The MA program instructors updated the exams as the industry adapts to current

				semester which will show improvement in scores over the semester. 9/22 showed a 0-33% increase, 8/22 showed a 34-66% increase, 4/22 showed a 67-100% increase, and 1/22 showed greater than 100% increase in scores from the beginning of the semester to the end on the capstone exam. Faculty analysis determined that more practice tests may be needed to improve test scores. Faculty discussed the need to update the exams to simulate the CMA exam as much as possible.	trends and changes in the field of medical assisting.
	Paramedicine	The Program Director will exhibit a commitment to meet established accreditation standards, specifically the acquisition of a Bachelors degree.	Program Director"s college transcripts indicating not less than 15 semester hours per year towards attaining the degree.	The Program Director is currently enrolled in the Bachelor"s program at Sienna Heights University and completed 15 credit hours from August 2011 - July 2012. An additional 15 credit hours has been scheduled and is expected to be completed by May 2013.	The Program Director is currently enrolled in the Bachelor"s program at Sienna Heights University and completed 15 credit hours from August 2011 - July 2012. An additional 15 credit hours has been scheduled and is expected to be completed by May 2013.
	Paramedicine	To meet CoAEMSP accreditation standards, the Paramedicine program will graduate 70% or more of the students beginning the program.	Retention rates by program report.	The current co-hort will graduate at the end of Fall semester 2012. This co-hort began with 11 students, Fall 2011. Since that time, there have been no withdrawls and the enrollement remains at 11.	The current co-hort will graduate at the end of Fall semester 2012. This co-hort began with 11 students, Fall 2011. Since that time, there have been no withdrawls and the enrollement remains at 11.
	Paramedicine	Achieve full accreditation status through CoAEMSP/CAAHEP.	Full Accreditation	Site visit was completed on October 18, 2011. CoAEMSP findings letter was received with the following items that required a response. 1. Submit tracking documentation that the program provides sufficient numbers of patients/clinical experience distributed by age (i.e. pediatric age subgroups), pathology, complaint, gender, and interventions. 2. Submit documentation of the clinical coordinators job description, evidence the person coordinates clinical supervision, and provides frequent assessments of the students progress. 3. Provide a letter signed by the sponsor"s chief executive officer stating that the sponsor is aware that	Site visit was completed on October 18, 2011. CoAEMSP findings letter was received with the following items that required a response. 1. Submit tracking documentation that the program provides sufficient numbers of patients/clinical experience distributed by age (i.e. pediatric age subgroups), pathology, complaint, gender, and interventions. 2. Submit documentation of the clinical coordinators job description, evidence the person coordinates clinical supervision, and provides frequent assessments of the students progress. 3. Provide a letter signed by the sponsor"s chief executive officer stating that the sponsor is aware that the program director: (1) must be matriculated in a Bachelor"s degree program and (2) must complete a minimum of 15 credits between June 1, 2012 and May 31, 2013 as documented by an official

				the program director: (1) must be matriculated in a Bachelor"s degree program and (2) must complete a minimum of 15 credits between June 1, 2012 and May 31, 2013 as documented by an official sealed transcript submitted to CoAEMSP no later than September 1, 2013. All items have been addressed and forwarded to CoAEMSP. Notification has been received that we have been recommended for accreditation. CAAHEP will vote July 18, 2012. UPDATE: The Commission on Accreditation of Allied Health Prgrams, granted full accreditation status on July 20, 2012. There will be one prgress report required to verify that the program director has matriculated in a Bachelor"s degree program and has completed a minimum of 15 credits between June 1, 2012 and May 31, 2013 as documented by an official sealed transcript submitted to CoAEMSP no later than September 1, 2013.	sealed transcript submitted to CoAEMSP no later than September 1, 2013. All items have been addressed and forwarded to CoAEMSP. Notification has been received that we have been recommended for accreditation. CAAHEP will vote July 18, 2012. UPDATE: The Commission on Accreditation of Allied Health Prgrams, granted full accreditation status on July 20, 2012. There will be one prgress report required to verify that the program director has matriculated in a Bachelor"s degree program and has completed a minimum of 15 credits between June 1, 2012 and May 31, 2013 as documented by an official sealed transcript submitted to CoAEMSP no later than September 1, 2013.
	Pharmacy Technology	Program enrollment will increase by 10% over the previous fiscal year.	Term and annual enrollment reports provided by student affairs.	Program enrollment decreased for 65 in FY2011 to 60 in FY2012. This is a decrease of 7.7% for FY2012.	The program director will strive to recruit new students through more recruitment visits, business and industry visits, and career fairs.
	Pharmacy Technology	The Pharmacy Technology Program graduation rate will increase by 20% over the previous fiscal year.	Awards Conferred by Program report.	The Pharmacy Technology Program graduated 15 students in FY2012 compared to 5 in FY2011. This is an increase of 200% for FY2012.	While this goal was met and exceeded, the Program Director will strive to increase student retention by encouraging students to seek help in their classes as they need it, and to offer more tutoring for program classes.
	Pharmacy Technology	Program graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. FY 2012 Combined Placement Figures Report.	Of the 15 program graduates in FY2012, it is known that 8 are employed in field and/or continuing their education. Of the 15 graduates 12 of these students have recently completed their graduation requirements (July 2012). Each of the other 3 students are either employed in field or continuing their education.	The Program Director will require students to complete resumes, cover letters, and mock interviews throughout the program. The Program Director will also encourage students to use career services, career fairs, and professional organizations to aid in future employment.
	Pharmacy Technology	To achieve reaccreditation through ASHP with no recommendations.		The Pharmacy Technology Program reaccreditation visit was postponed until November 5, 2012.	The Pharmacy Technology Program reaccreditation visit was postponed until November 5, 2012.
	Practical	Nursing graduates	State Board of Nursing Licensure Report	Swainsboro Campus	PN faculty ensured

| | Nursing | taking the NCLEX for the first time will achieve licensure. | Students will pass the ATI Comprehensive Exam scoring a 90 % predictability of passing the NCLEX exam before graduation. | 201214 - 100% pass rate
Vidalia Campus - 201212 100% pass rate

Although the NCLEX pass rate on both campuses for FY 2012 was 100% through PN faculty monthly meetings it was discovered that there was not consistency among the instructional methods, syllabi and student resources.

Swainsboro Campus-201214- 6/8 passed successfully on first attempt ranging from 68% (90 % predictability) to 76.7 %(97% predictability) The remaining two students retook the ATI comprehensive and passed on the second attempt with scores of 70.0% (93% predictability and 78.0% (98.0% predictability). Lowest scores were in the areas of psychosocial integrity, pharmacological and parental therapies and health promotion and maintenance.
Vidalia Campus 201212-7/7 passed on first attempt. Scores ranged from 68%(91% predictability) to 78.7% (98% predictability). Lowest scores were in the areas of Physiological adaptations, health promotion and maintenance and reduction of risk potential. | consistency between the campus locations in instructional methods and student resources by standardizing syllabi and student assessment forms.

Student remediation assignments were changed to be completed before final exam allowing them additional time to study the content.

ATI testing plan revised with ATI practice exams corresponding with class content. |
| | Practical Nursing | 5% increase in retention of first semester students from FY 2011 to FY 2012. | KMS report (LB 178 Attrition by course campus). | Swainsboro 201212 - 68% retention 201214 - 61% retention 201101- 43% retention 201103- 75% retention

A 5.5% increase in retention was noted on the Swainsboro campus

Vidalia 201212 - 75% retention 201214 - 55% retention 201102- 33% retention 201104- 64% retention

A 16.5% increase was noted on the Vidalia campus

An overall increase of 21.5% was noted among the campus locations.

The semester conversion did not allow accurate | A 21.5% increase of first semester nursing students was noted.

Retention rates continue to be sporadic. This area requires further evaluation to determine best practice.

PN faculty teaching first semester counseled all students with academic deficiency regarding tutoring services. |

				evaluation from FY 2011 to FY 2012 due to curriculum changes. Discussion among faculty reveals that some cohorts are stronger groups of students which indicate the difference in retention rates. Students either withdraw based on academic insufficiency such as the inability to critically think through patient scenarios and basic pharmacology problems or personal reasons. Discussion among faculty reveal the need to identify students early in the semester and counsel students to better retain them in the program. Based on the semester conversion curriculum, the students are required to buy most books up front and based on the enormous cost of books, fees and uniforms some students withdraw due to financial reasons.	
	Radiological Technology	To provide skills training on up-to-date equipment utilized by the industry.	Annual Budget Request	Program faculty attended the Georgia Educators Association of Radiologic & Medical Imaging workshop and the ASRT Student, Radiographer, and Educational Seminar. These educational workshops and seminars provide networking as well as educational up dates on equipment and accreditation.	Will continue to budget these workshops and educational seminars for continuing education in accreditation, equipment, and networking.
	Radiological Technology	Students will be clinically Competent.	RADT 1030 Comprehensive Final Laboratory Evaluation RADT 1060 Comprehensive Final Laboratory Evaluation RADT 2350 Terminal Clinical Competency Form	For RADT 1030 the average score for the Comprehensive Final Laboratory Evaluation was calculated at 95.83%. This score indicates the class performed competently in the laboratory. For RADT 1060 the average score was calculated at 88.67% on the Comprehensive Final Laboratory Evaluation. This demonstrates the students performed as clinically competent in the areas tested. For RADT 2350 Terminal Clinical Competency Forms the average score was calculated at 100% and demonstrates all students tested were clinically competent upon graduating the program.	These measures demonstrates the students clinical performance at different levels of the program. Since the curriculum is still new the program will continue to monitor this objective/SLO to ensure the next cohort continues to perform at these levels.
	Radiological	Of those pursuing	Graduate/Completer Survey (Question 18)evaluated annually at the end of FALL Semester.	Out of 6 graduates in	The program faculty will

	Type	Goal	Assessment	Results	Analysis
	Technology	employment, students will be gainfully employed within 6 months post-graduation.(Benchmark 85% or Higher)		2012, 6 graduates actively pursued and gained employment within 6 months post-graduation. (100%) Benchmark was exceeded.	continue to strive for high placement rates and actively assist the students with locating potential employment opportunities. Additionally, the program faculty work individually with each student to construct a professional resume.
	Radiological Technology	Employers will be satisfied with the graduate"s performance.	Employer Survey (Question 2), 80% or higher are satisfied with the graduate"s performance. Evaluated annually at the end of FALL Semester.	No data available at this time.	No data available at this time.
	Radiological Technology	JRCERT program requirement of 5 year average of 75% on graduates passing the ARRT national certification on the 1st attempt.	ARRT 1st time pass rates evaluated every year in September.	All 2012 Graduates successfully completed the American Registry of Radiologic Technologist licensing examination on the first attempt. 100% first time pass rate for 2012.	All graduates were encouraged to take the licensing exam immediately following or right before graduating from the program. Three of the graduates took the ARRT the day after their program capstone exam and three waited till the day after graduating. Upon analyzing past graduates who took the exam immediately following graduating the program versus those who did not, the graduates who took the exam immediately following completion of the program rendered a higher pass rate than those who waited. The program will continue to encourage all prospective graduates to take the exam immediately following their capstone examination.
	Radiological Technology	JRCERT accreditation requirement that 75% of the students will complete the program within 21 months.	JRCERT Program annual report completed by Program Director.	A 50% completion rate was calculated for the graduates of 2012 (2010 cohort). The students who completed the program demonstrated strong academic and clinical skills throughout the program.	The Radiologic Technology profession is not for all who enter the program. The program requires dedication and strong family support from the student. Students will be educated during the Rad Tech orientation of the dedication that will be required to complete the program.
	Surgical Technology	Program graduates will secure full-time or part-time employment in the field or related field.	Combined placement figures provided by Career Services and the Surgical Technology Graduate survey reports.	Two students have been employed in field by Jan. 2012. Four of the 5 have been employed as of the 6 month post graduation time frame.	The program will continue to provide full-time and part-time opportunities to the graduate. We will continue to monitor this goal, but will indicate a new program goal for the next year.
	Surgical Technology	Surgical Technology graduates will pass the national certification exam.	National Board for Surgical Technology/Surgical AssistingNational Certification Exam results.	3 of 5 passed Class of 2011	60% of the students passed the certification exam. This does not meet the required 70% benchmark set by the ARC/STSA. WE will continue to review with students utilizing on-line testing, classroom competitions, etc. This objective will remain until 100% of the students pass the certification exam.
	Surgical Technology	Students will take 9 certification review exams via ANGEL during SURG 2240 and pass a minimum of 5 with a 70% or higher grade.	ANGEL grading system	Five students that finished SURG 2240 took 9 review exams. The results were; 2 students passed 6 of 9 exams with 70% or better, 2 students passed 5 of 9 and 1 passed 4 of 9. Grades for individual test ranged from 0 being the lowest to 96 as the highest.	We will continue to monitor the pass rate of the certification exam with the utilization of the 9 mock certification scores. Only two students passed the weekly exams with a 70% or better. Two other students were ab;e to pass 5 of the 9 exams, but only three of the five students passed the certification exam with a 70% or better.
	Surgical Technology	The Surgical Technology Program	Comprehensive core curriculum review form by the ARC-STSA will show no deficiencies of the program material as evidenced by the syllabi.	The Georgia Surgical Technology consortium	We will continue to list this as a program goal until

		will be granted continued accreditation with the completion of the 6th edition core curriculum changes implemented during Spring 2012 semester.		continues to merge the 6th Core Curriculum with the sate standards. As of June 2012, we have not been able to submit our course comparison form and master curriculum. We are continuing to make the changes and will submit to the accrediting bodies when the state board approves.	continued accreditation is approved.
	Surgical Technology	The Surgical Technology Program will begin the semester year by selective admission process. The student allowed to participate in the surgical technology program must pass all Allied Health Core classes with a 3.0 and have a 25% on the Allied Health PSB exam.	Student transcripts and final grade designation in Banner. Also the score results of the PSB exam.	7 students met the selective admission process by having a 3.0 GPA and 25% on the PSB exam	Out of the 7 students admitted to the program in January 2012, 6 have completed the first two semesters. The one student had to leave the program due to illness. We will continue to monitor this goal for retention results and to identify the correlation between selective admission vs open admission to the program.
	Welding and Joining Technology	95% of all students will certify in the processes they are taking; SMAW, GMAW, FCAW.	Guided Bend Test	99% of all students who took the welding certification tests on both capuses, passed. Classes were offered day and night on both campuses and those needing extra help and practice time were given the opportunities.	Guided Bend Testing for welders is the most practical, less expensive method of certifying welders and we will continue using this assessment.
	Welding and Joining Technology	All equipment will be maintained to the best working conditions and instructor will keep up with the latest in welding technology.	Advisory Commitee Lab Check Off Sheet and End of Semester Student Evaluations	Instructors did not attend the EXPO this year but through various magazine subscriptions, advisory meetings and welding sales representatives we were able to still be informed of any new developments in welding field.	Attending the EXPO each year gives us the opportunity to see first hand the newest welding equipment, to use it and evaluate it's usefulness for our program.
	Welding and Joining Technology	Students will be successful in completing the certificates or diploma and will find employment upon completion.	Graduate Forms, Benchmarks, Career Services Coordinator, Advisory Committee	All instructors as well as adjuncts are and were certified in the processes they were teaching, jobs were and still are posted and made known to the students looking for employment. Several students took advantage of coming in for extra practice.	Of the students who came in for extra practice, they all had a GPA of a 4.0, we will continue offering extra practice time for those who feel the need.
	Welding and Joining Technology	100% of all Welding and Joining Technology Diploma graduates will certify in the four major welding processes upon program graduation.	WELD 1120 Preparation for Industrial Qualification - Capstone Course Guided Bend Test	Vidalia Campus - 100% of the students passed WELD 1120 with all of the required certifications for diploma graduation.	WELD 1120 is our Capstone Course for the Welding Diploma, it ensures all graduates have already passed welding certification tests in FCAW, SMAW and GMAW.
	Welding and Joining Technology	Enrollment will increase by 5%.	Quarterly and Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	Enrollment did increase overall from last year: Last year counting the number of students enrolled in both TCC's and the diploma, there were 88, we have now increased to 93, a total of 5%.	We will continue using this assessment as we want and desire for the enrollment to always be increasing.