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SPIRIT_2012









Student Learning Outcomes (Program Level)



Courses noted are either end-of-program courses or the only courses in a program where the SLO is assessed.
*Enhanced feature to upload Assessment Tools was added in FY 2012.








Program	Student Learning Outcome	Assessment Method	Assessment Tools	Actual Assessment Results / Analysis	Use of Results/Improvement
Accounting	ACCT students will analyze financial statements by utilizing analytical procedures to draw conclusions.	Performance Examination in ACCT 1105.	 ACCT_AnalyticProcedures.pdf	<p>Swainsboro Campus: Summer Quarter: ACCT 1105 was not offered. Fall Semester: ACCT 1105 was not offered. Spring Semester: 3 of 4 students (75%) scored 70% or better on the analytical procedures performance exam. Actual scores were: 72,48,86,72; average score: 70. Summer Semester: 1 of 2 students (50%) scored 70% or better on the analytical procedures performance exam. Actual scores were: 98,42; average score: 70. Vidalia Campus: Summer Quarter: 3 of 3 students (100%) scored 70% or better on the analytical procedures performance exam. Actual scores were: 79,88,84; average score 83. Fall Semester: ACCT 1105 was not offered. Spring Semester: 5 of 5 students (100%) enrolled in ACCT 1105 scored 70% or better on the analytical procedures performance exam. Actual scores were: 76,82,80,90,86; average score 83.</p> <hr/> <p>Accounting faculty reviewed and analyzed the actual performance exams and determined that analytical procedures continue to be an area of struggle for the accounting students. Possible reasons are that this material is covered at the end of the term and students tend to show fatigue by the end of the term. Logs of the peer group study sessions in the library show that although this class took advantage of the peer group study sessions, there was less participation as the term progressed. Also, instead of the typical recording & summarizing of transactions, analytical procedures involve memorization of various calculations of ratios and formulas.</p>	<p>Instructors will allocate more time to memorization of calculations of ratios and formulas in FY 2013. Additionally, students will be periodically quizzed prior to the performance exam in order to discourage waiting until test time to attempt to learn the calculations. Instructors will develop game show-like activities to encourage students to learn and understand the formulas instead of rote memorization. Starting Fall semester, study groups will be held in the accounting lab instead of the library in order for the instructor to be more accessible, even though it is a peer-led study group.</p>
Accounting	Students will complete adjusting entries for a merchandising business, including those for supplies used, insurance expired, depreciation of fixed assets, and unpaid salaries.	ACCT 1100 Performance Examination for Chapter 4.	 ACCT_AssessmentAdjustingEntries.pdf	<p>Swainsboro Campus: Summer Quarter: ACCT 1100 was not offered. Fall Semester: 8 of 14 students (57%) enrolled in ACCT 1100 scored 70% or better on the adjusting entry performance exam. Actual scores were: 85,69,87,93,81,44,47,62,78,67,81,79,46,92; average score 72. Spring semester: 2 of 2 (100%) enrolled in ACCT 1100 scored 70% or better on the adjusting entry performance exam. Actual scores were: 94, 87; average score 89. Summer Semester: ACCT 1100 was not offered. Vidalia Campus: Summer Quarter: ACCT 1100 was not offered. Fall Semester: 10 of 16 students (63%) enrolled in ACCT 1100 scored 70% or better on the adjusting entry performance exam. Actual scores were: 85,78,73,52,67,59,40,79,60,82,93,93,82,67,97,74; average</p>	<p>For Fall 2012, Swainsboro campus instructor will offer ACCT 1100 in a 3-day format instead of 2 days per week. This should block out the 8-9:25 time frame for the 4th day as well, since there are no one day classes offered during the time frame. Instructor will encourage students to attend class on the 4th day for extra help and work--even though it is not a regularly scheduled class day. Additionally, peer study groups will be scheduled for the accounting lab (instead of the library) on two days weekly when the room is available immediately following ACCT 1100. Students who wish to stay and continue working may do so instead of having to return later in the day. No peer group study logs were noted for Vidalia campus. Currently there is no full-time instructor for Vidalia. ACCT 1100 will be taught fall semester by a BAT instructor with the appropriate credentials. Swainsboro instructor will coordinate the use of the accounting classroom for peer study groups on the days it is available.</p>



				<p>score 74. Spring Semester: 9 of 19 students (47%) enrolled in ACCT 1100 scored 70% or better on the adjusting entry performance exam. Actual scores were: 56,64,91,56,45,66,83,69,63,76,80,82,75,79,61,63,73,69,70; average score 70. Summer Semester: ACCT 1100 was not offered.</p> <hr/> <p>Per review of FY 2012 peer group study logs for the Swainsboro campus, ACCT 1100 students are not taking advantage of the study sessions.</p>	
Accounting	ACCT students will complete the ten step accounting cycle.	ACCT 1100 Practice Set or Comprehensive Problem 1 (as selected by campus instructor.	 ACCT_CompProblem.pdf	<p>Swainsboro Campus: Summer Quarter: ACCT 1100 was not offered. Fall Semester: 13 of 14 students enrolled (93%) in ACCT 1100 scored 70% or better on the comprehensive problem covering the 10 step accounting cycle. Actual scores were: 98,99,83,100,100,62,81, 74,95,83,99,99,72,99; average score 89. Summer Semester: ACCT 1100 was not offered. Vidalia Campus: Summer Quarter: ACCT 1100 was not offered. Fall Semester: 11 of 17 students enrolled (65%) in ACCT 1100 scored 70% or better on the practice set covering the 10 step accounting cycle. Actual scores were: 0,98,80,25,85,0,0,95,0,90,98,98,80,70,100,80; Average score 62. Spring Semester: 14 of 14 students enrolled (100%) in ACCT 1100 scored 70% or better on the practice set covering the 10 step accounting cycle. Actual scores were: 85,100,99,99,95,85,95,99,99,99,90,80,100,99; Average score 95. Summer Semester: ACCT 1100 was not offered.</p> <hr/> <p>Faculty review of the assessments determined that the Swainsboro instructor has been using a comprehensive problem which thoroughly covers the 10-step accounting cycle; Vidalia instructor has been using a practice set which requires some competencies which are not taught in ACCT 1100.</p>	Both campuses will use the comprehensive problem in FY 2013. Full-time Swainsboro instructor will strive for more consistency between campuses in other areas as well.
Air Conditioning Technology	Students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	AIRC 1090 Residential Split-System Analyzer Checklist Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using meters and gauges, then section 7 entails the analysis and determination of the HVAC malfunction. The identification of the system malfunction is either pass or fail. Students must successfully identify HVAC sytem malfunctions in order to pass.		10 out of 10 students successfully identified the HVAC system malfunction; however, only half of the students identified the malfunctions on the first attempt. The biggest problem for some of these students was not knowing where to take certain readings or not taking the correct reading. Additional instruction or info may be needed for some students to better understand measurements.	Implement the use of HVAC trainers with more hands on lab experiences.
Air Conditioning Technology	Students will appraise the functions of the electrical components on an HVAC system.	AIRC 1050 Comprehensive Exam 100 point test which encompasses the identification of 40 electrical components worth 1 point each, function of the part, and the interpretation of any other info on the part		12 out of 12 students successfully identified the HVAC system malfunction; however, only half of the students identified all the parts on the first attempt. The biggest problem for some of these students where not knowing where certain parts go in the system. Additional instruction or info may be needed for some students to better understand componets	Additional hands on lab projects and activities will be developed to help assure continued success.
Automotive Technology	Utilizing the appropriate tools provided in the automotive lab, AUTT	Engine Repair Checklist Automotive Work order		19 students performed the engine diagnosis, dismantle and repair. Instructor observations Automotive Work orders, and Lab	Automotive Lab was completely set up and fully equipped during Spring semester. Demonstration videos and PowerPoint



	students will accurately diagnose, dismantle, and repair an automobile engine.			<p>Sheets analysis showed that the majority of students experienced the most difficulties on Cylinder Head and Valve Train Diagnosis and Repair.</p> <p>Faculty determined that part of the difficulty of meeting this Student Learning Outcome (SLO) was due to the late arrival of some of the lab tools. Since this is a new program, the complete lab setup was delayed due to circumstances out of STC's control.</p> <p>Complete setup of the lab and equipment should improve the results in the next fiscal year.</p>	<p>presentations were incorporated into the instruction of engine repair.</p>
Automotive Technology	Utilizing the appropriate tools, AUTT students will accurately diagnose and repair an automobile electrical system.	Auto Electrical Systems Checklist Automotive Repair Order		<p>19 students diagnosed and repaired an auto electrical system with 80% accuracy.</p> <p>Instructor observations and Lab Sheets analysis showed that the majority of students experienced the most difficulties on the electronic diagnostics portion of the assessment - specifically reading DSO and multimeter testing.</p> <p>Faculty determined that part of the difficulty was due to the late arrival of some of the lab tools. Since this is a new program, the complete lab setup was delayed due to circumstances out of STC control. Complete setup of the lab and equipment should improve the results in the next fiscal year.</p>	<p>Automotive Lab was completely set up and fully equipped during Spring semester.</p> <p>Demonstration videos and PowerPoint presentations were incorporated into the instruction of electrical system diagnosis.</p> <p>To be implemented FY 2013, more practices in DSO reading and multimeter testing will be incorporated in the labs.</p>
Automotive Technology	Utilizing the appropriate tools provided in the automotive lab, AUTT students will accurately diagnose engine performance.	Lab Manual Task Sheet Automotive Work Order		<p>19 students performed the engine performance diagnosis.</p> <p>Instructor observations and Lab Sheets analysis showed that the approximately 85% of the students experienced the most difficulties on determining engine sensor parameters utilizing a lab scope - DSO.</p> <p>Faculty determined that part of the difficulty in meeting this Student Learning Outcome (SLO) was due to the late arrival of some of the lab tools. Since this is a new program, the complete lab setup was delayed due to circumstances out of STC's control.</p>	<p>Automotive Lab was completely set up and fully equipped during Spring semester.</p> <p>Complete setup of the lab and equipment should improve the results in the next fiscal year.</p> <p>More time can now be spent utilizing the DSO. Demonstration videos and PowerPoint presentations were incorporated into the instruction of engine performance diagnosis.</p>
Business Administrative Technology	BAT students will compose leftbound reports utilizing the appropriate software.	BUSN 1440-- Document Production Module 12 Performance Test	 BUSN_Module12.pdf	<p>Summer Quarter 2011</p> <p>Swainsboro Campus: --BUSN 1440 was not offered.</p> <p>Vidalia Campus: --BUSN 1440 was not offered.</p> <p>Fall Semester 2011</p> <p>Swainsboro Campus: 8 out of 9 (89%) students scored 70 or better on the exam</p> <p>Vidalia Campus: 11 out of 13 (85%)students scored 70 or better on the exam</p> <p>Spring Semester 2012</p> <p>Swainsboro Campus: 7 out of 9 (78%)students scored 70 or better on the exam</p> <p>Vidalia Campus: 15 out of 15(100%)students scored 70 or better on the exam</p> <p>Even though the pass rate yielded 88%, additional lecture time will be spent on creating leftbound, unbound, and academic reports to further increase the pass rate on the Module 12 Performance Test.</p>	<p>Additional time was spent on reinforcing the three different formatting styles of reports. Analysis of the semester averages yields an overall pass percentage rate of 88%.</p> <p>Lectures and demonstrations were provided on how to compose leftbound reports utilizing the Keyboarding Pro Deluxe software and Microsoft Word 2010. Students were given a variety of assignments in Module 12 for reinforcement on creating leftbound reports from straight copies. Also, students were given unbound and academic reports where they had to change the format to leftbound reports.</p>
Business Administrative Technology	BAT students will construct professional business documents by the integration of various software applications.	BUSN 2210 Applied Office Procedures Exit Exam	 BUSN_ExitExam.pdf  BUSN_ExitExamRubric.pdf	<p>Summer Quarter 2011</p> <p>--BUSN 2210 was not offered.</p> <p>Fall Semester 2011</p> <p>Swainsboro Campus: --BUSN 2210 was not offered</p> <p>Vidalia Campus: 4 out of 4 (100%)students scored 70 or better on the exam</p> <p>Spring Semester 2012</p> <p>--BUSN 2210 was not offered</p> <p>Even though 100% of the students passed the exam with at least a score of 70% or better, further analysis of the</p>	<p>Due to the evidence provided in the analysis of the test, the instructor will include proofreading exercises aimed at enhancing the proofreading skills of the students. One proofreading lesson will be added to the material of each chapter covered in the class.</p>


				test showed that the majority of errors made were in proofreading rather than integrating data for producing documents. This proves there is a need for further emphasis on proofreading skills in the class.	
Business Administrative Technology	BAT Medical students will construct professional medical documents using Medisoft software.	BUSN 2340 Medical Administrative Procedures Exit Exam	 BUSN_Simulation1.pdf  BUSN_Simulation2.pdf  BUSN_ExitExamChecklist.pdf	Summer Quarter 2011 --BUSN 2340 was not offered. Fall Semester 2011 --BUSN 2340 was not offered. Spring Semester 2012 Vidalia Campus: 10 out of 11 (91%)students scored 70 or better on the Exit Exam With the instructor emphasizing the critical need to provide current and up-to-date instruction to keep up with a constantly changing medical environment, the newly adopted textbook and software provided this opportunity.	Updated HIPPA laws and other new medical information were provided to students in a manner which was more user friendly in the new edition. The new book and updated software proved to be a vital part of instruction for students proven with the 91% pass rate. Since the textbook was only used for one semester, the instructor will continue to evaluate the effectiveness and usefulness of the new book and updated software.
Business Management	Business Management students will analyze the importance of ethics in the workplace.	MGMT 1125 Workplace Ethics Internet Research Essay	 BSM_Ethics_Research_Essay_Instructions.pdf  BusMgmt_Research_Essay_Rubric.pdf	15 of 16 (94%) students passed the workplace ethics internet research essay. One student turned in the workplace ethics internet research essay but had many errors on the essay which resulted in a failing grade. This is the first time there has been such a high percentage of completions on the internet research essays. The instructor will add proofreading and editing tips website to the instructions. http://www.lrc.com/tips/proofreading_editing.htm	Students were sent reminder emails about the research essay and this seemed to help. The instructor will continue to send reminders during the semester. Students will be given a website of tips on proofreading and editing to help them with their grammar and spelling.
Business Management	Business Management students will analyze the importance of sound leadership in the workplace.	MGMT 1115 Leadership Internet Research/ Essay Rubric	 BusMgt_Research_Essay_Rubric.pdf  BSM_Leadership_Assessment_Instructions.pdf	14 of 19 (74%) students successfully analyzed the importance of sound leadership. Two students plagiarized and received a grade of zero. Two students had 40 averages and did not attempt to complete the essay because they knew they couldn't pass the course in which this particular learning outcome is assessed. One student had a B average and dropped to a C by not turning in the essay.	Revised Assessment Instructions to include information on plagiarism. Plagiarism is mentioned in the syllabus and in the Academic Dishonesty Policy. To give students a better understanding of plagiarism, the instructor will add a YouTube video on the subject. http://science.widener.edu/svb/essay/plagiar.html
Business Management	Business Management students will analyze the importance of performance management in the workplace.	MGMT 2125 Performance Management Internet Research/ Essay Rubric	 Perf_Mgt_Essay_Rubric.pdf	21 of 21 (100%) students passed the Performance Management Internet Research essay. The instructor sent several reminder emails about the essay to the students during the semester. The reminders seemed to help students keep the essay as a priority. After analyzing the performance management internet research essays I determined that all of the deductions were not in the content of the material researched in the essay. Several students did not format correctly, did not make complete sentences, or had misspelled words which affected the quality of their essay.	Instructor will add proofreading and editing tips website to the essay instructions to help students with their proofreading and editing skills to help with the quality of their work. http://www.lrc.com/tips/proofreading_editing.htm
Clinical Laboratory Technology	CLT students will perform type,Rh, antibody screen and crossmatch procedure	CLBT 1060 Immunohematology (blood bank)skills check off for proficiency of labs. A graded skills check off to standardize and assess each student's progression in the blood bank lab.	 CLT_BloodBankSkills.pdf	100% of students in the CLBT 1060 (Blood Bank) class/lab scored 100% on the first attempt on the type, Rh, antibody screen, and tube cross match assessments! This is a critical area that MUST maintain 100% accuracy. Psychomotor skills lab final in blood bank is the evaluation method. In the lab, the instructor noticed that students were having problems mastering a new technology of gel crossmatching due to sharing pipettes. The instructor ordered more pipettes so each student would have their own.	This method of instruction has proven successful each year. These blood bank procedures must be understood, memorized, and performed with 100% accuracy! If 100% accuracy is not achieved in three attempts, the student will be dropped from the CLT program. All students have ample labs to master the skills before the final skills are assessed. New pipettes corrected pipetting inaccuracies in the gel crossmatch. Students were able to concentrate on the procedure without borrowing pipettes from other students.
Clinical Laboratory Technology	CLT students will accurately identify bacteria on an agar plate in the clinical CLBT 2120.	CLBT 2120 clinical check off list (Skill #4)for microbiology competency Students must correctly identify the bacteria.	 CLT_MicrobiologySkills.pdf	100% of students scored an A on the clinical site evaluation of identifying bacteria.Evaluation checkoff skills #4	The Program Director emphasizes Enterococcus on stock culture plates as this particular bacterium has proven difficult to identify in the past. Students will create a chart of each bacteria. All characteristics, identification methods, and unique differences of each bacteria will be recorded. This will enable the students to better identify the bacteria in their clinical sites and on the job with their quick reference chart.
Clinical Laboratory Technology	Clinical students will be able to recognize the correlation between lab test results and disease.	Clinical preceptors will evaluate CLBT 2130 Clinical student's check off sheet: Knowledge #5 skills checkoff evaluation.	 CLT_ChemistrySkills.pdf	100% of the clinical students in their chemistry rotation scored an A in the correlation between lab test results and disease.Clinical checkoff evaluation: Knowledge #5.	Practice charts were developed in didactic chemistry to help students in the clinical setting. This quick reference format helped to improve the students recognition of laboratory tests and the diseases they represent.
Clinical Laboratory	CLT students will recognize critical	CLBT 2130 clinical site Chemistry check list (part II	 CLT_ChemistrySkills.pdf	100% of the students scored an A on their clinical site evaluation recognizing and calling critical results to	Mock patient reports in didactic chemistry were created to help students recognize critical values.






Technology	chemistry values and report to nursing service immediately.	Skill #11) Students are evaluated on identification of patient's critical results by Preceptors at the clinical sites. Preceptors report observations of strengths/weaknesses to the CLT Director/Instructor		nursing service.Evaluation checkoff skills #11.	Mock phone conversations to nurses teach students to relay the information, have the nurse read back the report, and document that reports were given to licensed personnel.
Clinical Laboratory Technology	CLT students will perform a Complete Blood Count (CBC) with differential on abnormal slides.	CLBT 2110 Clinical Site Preceptor evaluates students skills on Checklist(Skill #8	 CLT_HemaglobinCoagulation.pdf	Clinical site evaluations of students on this competency: 4 students scored an A; 1 students scored a B.Evaluation checkoff skills #8.	Area hospitals provide CBC differential slides as training material to increase student practice of reading normal and abnormal sides. Practice in didactic Hematology increases confidence and accuracy. This is an area that confidence and expertise is gained with experience.
Commercial Truck Driving	CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.	CTD 1030 Department of Driver Services (DDS) Basic Control Skills Checklists: br> This check contains 6 parts: Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Right(includes Pullups, Encroachments, Looks, and Final Position) St. Line Backing(includes Pullups, Encroachments, Looks, and Final Position) Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box) Conventional Parallel Park(includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position) The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better. A grade of 0 (no violations) is desired. To successfully complete,12 points or less is allowed in order to complete CTD.	 CTD_CDLSkillsChecklist.pdf	46 students performed the off-road maneuvers of an 18 wheel rig Sight-Side Parallel Park 67 violations 1 student had 9 violations) Offset Back Right 19 violations St. Line Backing 9 violations Alley Dock 60 violations Conventional Parallel Park 50 violations Offset Back Left 31 violations Although the sight-side parallel park and the alley dock still received the most violations, the CTD faculty noted significant improvements over the number of violations in the previous year. CTD faculty also analyzed individual checklists and noted that students who performed the optional get out and look at the truck and trailer position scored fewer violations therefore better scores. The student with the 9 violations on the sight-side parallel park did not experience difficulties with the other maneuvers. Faculty worked one-on-one with this student to help him decrease his violations from 16 at the beginning of the CTD 1020 down to 9 violations at the end of CTD 1030.	Implemented the mid-term assessment of the skills and taught the more difficult maneuvers earlier in the term. The number of violations in these two maneuvers improved. Sight Side Parallel Park average improved from 1.75 to 1.46. Alley dock average improved from 2.45 to 1.31. To be implemented Fall semester FY 2013, CTD instructors will require the get out and look skill instead of it being an optional skill.
Commercial Truck Driving	CTD students will complete a pre-trip vehicle inspection according to DDS standards.	CTD 1030 Department of Driver Services (DDS) Vehicle Inspection Test Checklist This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score. Sections on the 90 point Vehicle Inspection (Pre-Trip)checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Slide Rear Axles (Front or Rear) Rear of Vehicle Form C which includes: Trailer/Semi-	 CTD_CDLSkillsChecklist.pdf	The average score was 6.74 on the pre-trip vehicle inspection. This is slightly lower than the average score for the previous year. The pre-trip checklist was revised by the state recently and the CTD faculty realized that some of the revised wording was causing students difficulties.	CTD faculty provided pre-trip vehicle inspection study guides to match the revised wording in the checklist and to help students better perform on this task.



		Trailer Trailer Axles (Front or Rear) Rear of Trailer Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.			
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	CTD 1030 Capstone DDS CDL Road Test Score Form Students are assessed on 8 areas: Turns (8), Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Autoomatic Failures. Zero - meaning no violations - is the best possible score. 30 points or less must be achieved in order to successfully complete CTD.	 CTD_CDLSkillsChecklist.pdf	46 students tested FY 2012 Road Test Average score of 12.44 shows a 2% improvement over the FY 2011 Road Test Avg of 14.5 Subpart scores: Turns (8 different turns) - 368 Intersections - 53 Expressways - 0 Urban/Rural Highway - 2 Road Side Stop/Start - 21 Railroad Crossing - 11 General Driving - 107 and Autoomatic Failures - 0. The score on turns is high because students have to make the turns and keep the trailer within 1 foot of the curb. If they hit a curb it is an automatic failure so it is better to take 1 point for turning wide instead of failing this technique altogether. Faculty agree that general driving is the weakest area due to all that the students are graded on. Most violationpoints were due to improper gear changes.	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.
Computer Information Systems	Networking Support Specialist students will implement a LAN prototype.	CIST 2444 and CIST 2414 Capstone Final Project and LAN Rubric. Students will be required to implement a LAN prototype. They will connect a client and server together and make them communicate. Successful completion of this project is required.	 CIST_RouterRubric.pdf	CIST 2444 was taught only in Spring 2012, two out of two students successfully implemented the CISCO LAN prototype. Both made a score of 85 on the hands on exam because they missed more of the advanced configuration information such as creating access list and subnetting.	instructor plans to place more emphasis on subnetting and creating access list labs.
Computer Information Systems	Computer Support Specialist students will be able to describe typical system requirements(i.e., inputs, processes, and outputs).	CIST2921 Capstone Final Project Portfolio Rubric Students must create a system requirement flow chart listing inputs, processes, and outputs. Successful completion of this project is required.	 CIST_MilestonePortfolioRubric.pdf  CIST_TarheelToysMilestones.pdf	CIST 2921 - Fall 2011 Nine students passed and 1 failed. Students seem to have a lot of trouble with the business formulas that were used to calculate some of the requirements for the project.	Because this is such a difficult task for students to master, more time will be added to the lesson plan on the chapters dealing with Cost Analysis. A knowledgeable guest speaker in Accounting will also be asked to come lecture over the cost analysis procedures to give students another source of knowledge.
Computer Information Systems	The Internet Specialist Web Design students will construct an error free web page using validation techniques.	CIST2550/CIST2950 Capstone Final Exam with Web Page Rubric.	 CIST_WebSystemsProject_Rubric.pdf	Internet Specalist Web Design program encompasses more than three semesters; therefore, the Capstone Final Project was not administered in FY 2012. The Capstone will be administered Fall 201312 - in the next academic year.	Not applicable - due to length of the program - not assessed during the fiscal year.
Cosmetology	Students will perform basic thermal curling techniques according to PSI LLC, (licensure testing services for government regulatory agencies) standards.	National Interstate Council Cosmetology Practical Examination Evaluation Criteria will be used to assess the thermal curling techniques as published by PSI LLC	 COS_ThermalCurl.pdf	Of the 30 students completing this criteria 73% scored 100, 7% scored 91, 10% scored 82, 3% scored 73, and 3% scored 54. The goal being highlighted has helped to bring the scores up in this criteriatio above the desired level. The students are scoring in the 100% by 73% of participants.	This goal will be rolled off for 2013. It will still be an objective of the program but results are very good and another goal will be used.
Cosmetology	Students will prepare a portfolio to showcase the skills they learn throughout the program.	COSM 1110 Portfolio Rubric The rubric will be distributed to students in COSM 1000, which is an introductory course. It will contain necessary attachments that describe what is to be included in the portfolio. The point value of the portfolio is also provided to the students. The final grading	 COS_PortfolioRubric.pdf	All students had a portfolio check this semester and were found to be in varying states of progress according to their semester of enrollment. Students are made aware of how they can and should be progressing on their portfolio throughout the program. The first final portfolios will be graded in fall semester of 2012. (Fiscal year 2013)	The first final portfolios will be graded in fall semester of 2012. (Fiscal year 2013) Portfolio checks were conducted during summer semester. Having students and instructors go over the portfolio shows the students how much they are progressing and improving. It also gives them the opportunity to attend extra seminars and have certificates to later have in their employment portfolio.

Cosmetology	Students will perform a sculptured nail service on a finger manikin according to PSI LLC,(licensure testing services for government regulatory agencies) Standards.	<p>will be in COSM 1110.</p> <p>COSM 1110 Sculptured Nail Rubric</p> <p>COSM 1110 students will be required to perform sculptured nail techniques according to PSI LLC--Standards which include proper sanitation & disinfection, form application, mock primer application, product application, filing correctly, final appearance of the nail, disposal of all implements, supplies and trash in a sanitary manner.</p>	 COS_SculptureNail.pdf	<p>57% scored 100 on this technique and 27% scored above 90% with the final students scoring above 80%.</p> <p>Student success can be linked to the practice required in COSM 1070.</p>	This goal will be replaced in 2013. The students have been successful in accomplishing this task.
Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures	<p>CRJU 2050 Search and Seizure Scenarios.</p> <p>Seven written scenarios will be given to students. Students must determine whether or not it is legally within the law to perform a search and seizure. Each scenario is either Yes (right) or No (wrong).</p> <p>A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment.</p>	 CRJU_Search.pdf	<p>Fall Semester 2011 Swainsboro Campus: No data to report. CRJU 2050 was not offered Fall Semester.</p> <p>Vidalia Campus: 7 out of 8 (87.5%) traditional students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 84.1.</p> <p>High School Campus: No data to report. CRJU 2050 was not offered Fall Semester.</p> <p>Spring Semester 2012 Swainsboro Campus: No data to report. CRJU 2050 was not offered Spring Semester.</p> <p>Vidalia Campus: No data to report. CRJU 2050 was not offered Spring Semester.</p> <p>High School Campus: 17 out of 17 (100%) dual enrolled high school students scored 70% or better on the search and seizure scenario assignment. The average score for the group was 78.3.</p> <p>6 out of 6 (100%) online dual enrolled high school students scored 70% or better on the search and seizure scenario assignment. The average score was 81.6.</p> <p>Summer Semester 2012 Swainsboro Campus: 11 out of 13 (84.6%) online students scored 70% or better on the search and seizure scenario assignment. The average score was 85.2.</p> <p>9 out of 9 (100%) traditional students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 86.8.</p> <p>Vidalia Campus: No data to report. CRJU 2050 was not offered Summer Semester.</p> <p>High School Campus: No data to report. CRJU 2050 was not offered Summer Semester.</p> <p>Detailed score results: 50 out of 53 (94.3%) students scored 70% or better on the search and seizure scenario assignment with an average score of 83.2.</p> <p>16 out of 17 (94.1%) traditional students scored 70% or better on the search and seizure scenario assignment with an average score of 85.4.</p> <p>11 out of 13 (84.6%) online students scored 70% or better on the search and seizure scenario assignment with an average score of 81.6.</p> <p>17 out of 17 (100%) dual enrolled high school students scored 70% or better on the search and seizure scenario assignment with an average score of 78.3.</p> <p>6 out of 6 (100%) online dual enrolled high school students scored 70% or better on the search and seizure scenario assignment with an average score of 81.6.</p> <p>The almost 4 point difference in the traditional and online may be attributed to the amount of additional time put in by the traditional students as compared to the online students meeting the required time on assignments. Traditional students were noted arriving for class approximately an hour early and staying after class to</p>	<p>Online faculty determined that more online discussion boards regarding search and seizure will be implemented in FY 2013.</p> <p>Online students were encouraged to participate in more student to student discussion regarding materials - study groups.</p> <p>Online faculty will be required to obtain a minimum of 2 hours of online instruction per year in order to become more proficient at designing more attractive online instruction.</p> <p>For FY 2013 search and seizure scenarios will be given to high school students at a time during the semester which will not conflict with scheduled holidays or end of the year activities.</p>

				participate in study groups.	
				The almost 7 point difference between traditional and high school dual enrollment is attributed to CRJU 2050 written scenarios are given at the end of the high school year and the amount of additional time put in by the traditional students as compared to the high school students meeting the required time on assignments.	
Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title 16: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	CRJU 1068 - 20 question subpart of the CRJU 1068 Final Exam	 CRJU_CriminalCode.pdf	<p>Fall Semester 2011 Swainsboro Campus: 24 out of 25 (96%) online students scored 70% or better on the 20 question subpart of the final exam. The average score for the group was 82.6.</p> <p>Vidalia Campus: No data to report. CRJU 1068 was not offered Fall Semester.</p> <p>Spring Semester 2012 Swainsboro Campus: No data to report. CRJU 1068 was not offered Spring Semester.</p> <p>Vidalia Campus: 14 out of 15 (93.3%) traditional students scored 70% or better on the 20 question subpart of the final exam. The average score for the group was 84.1.</p> <p>Summer Semester 2012 Swainsboro Campus: No data to report. CRJU 1068 was not offered Summer Semester.</p> <p>Vidalia Campus: 5 out of 5 (100%) traditional students scored 70% or better on the 20 question subpart of the final exam. The average score for the group was 91.</p> <p>Detailed score results: 42 out of 44 (95.4%) students passed the 20 question subpart of the final exam with an average score of 86.</p> <p>18 out of 19 (94.7%) traditional students passed the 20 question subpart of the final exam with an average score of 87.7.</p> <p>24 out of 25 (96%) online student passed the 20 questions subpart of the final exam with an average score of 82.6.</p> <p>Note: High school students are enrolled in the Introduction to Criminal Justice TCC. CRJU 1068 is not offered as part of the Introduction to Criminal Justice TCC therefore no data from the high school campus can be reported.</p> <hr/> <p>CRJU faculty determined that the approximate 5-6 point difference between the traditional and the online scores is a pattern for the assessments that are being compared for the CRJU program.</p>	<p>Online faculty determined that specific online homework assignments regarding Georgia Criminal Code section, Title 16: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law will be implemented in FY 2013.</p> <p>Online students will be required to complete specific online homework assignments regarding Georgia Criminal Code section, Title 16: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law.</p> <p>Online faculty will be required to obtain a minimum of 2 hours of online instruction per year in order to become more proficient at designing more attractive online instruction.</p>
Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	CRJU 1030 Mid-Term Exam - Probation and Parole subpart. Note: Students must be able to judge the difference by defining and contrasting between the two.	 CRJU_ProbrationParole.pdf	<p>Summer Transitional Quarter 2011 Swainsboro Campus: No data to report. CRJU 1030 was not offered summer transitional quarter.</p> <p>Vidalia Campus: 8 out of 8(100%) traditional students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 88.7.</p> <p>Fall Semester 2011 Swainsboro Campus: 17 out of 19 (89.4%) online students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 90.2.</p> <p>Vidalia Campus: No data to report. CRJU 1030 was not offered Fall Semester.</p> <p>High School Campus: 18 out of 18 (100%) dual enrolled high school students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 78.8.</p> <p>4 out of 4 (100%) online dual enrolled high school students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 80.</p> <p>Spring Semester 2012 Swainsboro Campus: No data to report. CRJU 1030 was not offered Spring Semester.</p>	<p>Online faculty determined that more online discussion boards regarding probation and parole will be implemented in FY 2013.</p> <p>Online students were encouraged to participate in more student to student discussion regarding study materials - study groups.</p> <p>Online faculty will be required to obtain a minimum of 2 hours of online instruction per year in order to become more proficient at designing more attractive online instruction.</p> <p>For FY 2013 the probation/parole subpart of the midterm exam will be given to high school students at a time during the semester which will not conflict with scheduled holidays.</p>





				<p>Vidalia Campus: 8 out of 8 (100%) traditional students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 92.5.</p> <p>High School Campus: No data to report. CRJU 1030 was not offered Spring Semester.</p> <p>Summer Semester 2012 Swainsboro Campus: 13 out of 13 (100%) online students scored 70% or better on the probation and parole subpart of the mid-term exam. The average score for the group was 79.</p> <p>Vidalia Campus: No data to report. CRJU 1030 was not offered Summer Semester.</p> <p>High School Campus: No data to report. CRJU 1030 was not offered Summer Semester.</p> <p>Detailed score results: 68 out of 70 (97.1%) students passed the probation and parole section of the mid-term exam with an average score of 84.9.</p> <p>16 out of 16 (100%) traditional students passed the probation and parole section of the mid-term exam with an average score of 90.6.</p> <p>30 out of 32 (93.7%) online students passed the probation and parole section of the mid-term exam with an average score of 84.6.</p> <p>18 out of 18 (100%) dual enrolled high school students passed the probation and parole section of the mid-term exam with an average score of 78.8.</p> <p>4 out of 4 (100%) online dual enrolled high school students passed the probation and parole section of the mid-term exam with an average score of 80.</p> <p>The almost 9 point difference in the traditional and online may be attributed to the amount of additional time put in by the traditional students as compared to the online students meeting the required time on assignments. Traditional students were noted arriving for class approximately an hour early and staying after class to participate in study groups.</p> <p>The timing of the mid-term exam for the high school students occurs around the high school holiday break which could affect their motivation and scores.</p>	
Dental Hygiene	Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care.	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 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 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	 DHYG_Assessment & Debridement.pdf	<p>At least six courses had research or case study assignments integrated into the curriculum. This gives students exposure to evidence based dental hygiene information and teaches them to apply this knowledge to real life scenarios. 93% of patients graded each item on patient survey as good or excellent. There were no complaints about the relevance of care provided in the dental hygiene live work clinic. Employer rating surveys had 100% positive results. All employers felt that graduates were current in evidence based dental hygiene process of care protocols. Post-graduate surveys had 100% positive ratings. No graduates commented on difficulty performing dental hygiene services according to the evidence based dental hygiene process of care. Quality assurance assessment and dental hygiene record reviews achieved 90% compliance. Quality assurance external audit achieved 100% compliance. Some progress record entries did not contain appropriate notations for all patient interactions including those of instructor, dentist, or student. An updated template of progress note entry was placed in clinic manual to provide a more detailed example of an accurate progress note. 80% of all competencies were passed. Each competency outlines evidence based dental hygiene procedures in step by step format. All clinic competencies must be achieved in order to progress in the program. 100% of students passed the mock national board and the mock CRDTS board. 100% of students passed NBDHE and CRDTS. Students must be able to provide as well as understand evidence based dental hygiene process of care in order to be successful on these mock examinations. Students must be able to apply knowledge of evidence based dental hygiene process of care in order to pass NBDHE. Students must</p>	<p>By exposing students to research and case studies, students are taught how to obtain current and relevant dental hygiene knowledge. This is key to helping students become lifelong learners once they graduate and enter into the dental hygiene profession. Because there were no complaints related to process of dental hygiene care from respondents of the patient survey, post-graduate survey, employer survey, and graduate exit survey, the curriculum is sufficient in instructing students on evidence based dental hygiene process of care. Surveys will continue to be monitored and all feedback will be analyzed to ensure that students are taught evidence based dental hygiene process of care. Faculty will continue to enhance the curriculum to ensure that evidence based dental hygiene process of care is incorporated into course instruction. This is conducted at the annual curriculum management workshop in the Spring. Recommendations are documented and followed up by respective faculty. Quality assurance audits of charts will continue each semester to ensure that patients are receiving treatment according to evidence based dental hygiene process of care. Individual competencies will continue as requirements for each clinical session. This ensures that students understand each step of the dental hygiene process of care. Mock national board examinations will continue to be administered with high benchmark requirements prior to allowing students to take national board examinations. This confirms that students are knowledgeable and skilled in preparation for these examinations. NBDHE and CRDTS national board</p>








		required		be able to apply this knowledge and demonstrate evidence based dental hygiene process of care in order to pass CRDTS board exam. Graduate exit exams achieved 100% positive results. No comments or suggestions were related to evidence based dental hygiene process of care.	examinations will continue to be monitored to ensure that graduates are performing evidence based dental hygiene process of care based on national examining body standards and criteria.
Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients.	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 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	 DHYG_Assessment & Debridement.pdf	At least six courses had research or case study assignments integrated into the curriculum. This gives students exposure to problem solving strategies and teaches them to apply this knowledge to real life scenarios. 93% of patients graded each item on patient survey as good or excellent. Comments were made that indicated that students might not be picking up on nonverbal cues from patients during patient care sessions and employing problem solving strategies to manage patients. Employer rating surveys had 100% positive results. A comment was made that indicated that students might need more learning experiences in "marketing dentistry" and restorative treatment plans. Post-graduate surveys had 100% positive ratings. One comment from a graduate indicated that students may need more experience dealing with ethical issues encountered in the workplace. Infection Control External Audit had 100% compliance in infection control procedures. Quality assurance assessment and dental hygiene record reviews achieved 90% compliance. Quality assurance external audit achieved 100% compliance. Some progress record entries did not contain appropriate notations for all patient interactions including those of instructor, dentist, or student. An updated template of progress note entry was placed in clinic manual to provide a more detailed example of an accurate progress note. 80% of all competencies were passed. Each competency outlines evidence based dental hygiene procedures in step by step format. Problem solving skills must be utilized to carry out each step of the dental hygiene process of care. All clinic competencies must be achieved in order to progress in the program. 100% of students passed the mock national board and the mock CRDTS board. 100% of students passed NBDHE and CRDTS. Students must be able to apply knowledge of problem solving strategies related to patient care in order to pass NBDHE. Students must be able to apply this knowledge and demonstrate problem solving skills in order to pass CRDTS board exam. Graduate exit exams achieved 100% positive results. One graduate commented about the infraction policy. This evaluation method is effective in ensuring that problem solving strategies are being demonstrated during patient care sessions.	The results from the patient survey indicated that we need to help students identify nonverbal cues that might reveal patient discomfort. Since each patient experience is different, students must utilize problem solving skills in order to adequately monitor patient comfort. Some patients do not articulate their feelings and students must be able to recognize and cope with nonverbal cues. The results from the employer survey made instructors aware that students need more exposure to "marketing dentistry" in the clinical setting. Students must use problem solving skills to analyze the data gathered during the assessment phase of the dental hygiene process of care. After analyzing the data, the student must be able to prepare the patient for restorative treatment plans that will be recommended by the dentist. When future learning experiences present in the live work clinic, both the instructors and the dentist will enhance instruction in this area. Results from the post-graduate survey made faculty aware that students need more experience dealing with ethical issues encountered in the workplace. As a result, a scenario based module was established in Clinical Dental Hygiene IV. Students also have to take a work ethics examination in essay format. If students pass the examination with 70 or above, they will receive a work ethics seal on their diploma. With the addition of this work ethics module, students should be more comfortable with ethical issues in the workplace. Quality assurance assessments will continue to be utilized to ensure that patients are receiving comprehensive patient care and that students are exercising problem solving strategies to manage patients. Since the progress record entries were not complete, a new template of a progress note was created and revised in the clinic manual. This revision will assist students in the documentation process. Results from the graduate exit survey revealed that a student did not like the infraction policy. The infraction policy will remain as an evaluation tool to ensure that students demonstrate adequate problem solving skills during patient care sessions. The infraction policy serves as a valuable evaluation mechanism and is in the best interest of student learning.
Dental Hygiene	Dental Hygiene students will utilize interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team.	3 Patient Survey-minimum 85% positive required 4 Employer Rating Surveys-minimum 85% positive required 5 Post-Graduate Rating Surveys-minimum 85% positive 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 14 Individual competencies- 100% pass required 18 Graduate Exit Survey-minimum 85% positive required	 DHYG_CommunityServiceRubric.pdf  DHYG_NursingHomeRubric.pdf  DHYG_SchoolLessonRubric.pdf  DHYG_TableClinicRubric.pdf	93% of patients graded each item on patient survey as good or excellent. 10 respondents rated comfort of treatment as fair/poor. This survey made instructors aware that some patients were not comfortable during patient care and that the students did not recognize nonverbal cues. Employer rating surveys had 100% positive results. One dentist suggested that graduates have more skills in "marketing dentistry" and restorative treatment plans. Post-graduate surveys achieved 100% positive ratings. One graduate commented that she did not feel prepared to deal with problems that arise with co-workers in the private practice setting. Quality assurance assessment and dental hygiene record reviews achieved 90% compliance. Quality assurance external audit achieved 100% compliance. Progress record entries did not contain appropriate notations for all patient interactions including those of instructor, dentist, or student. The students also failed to have a clean mirror, gauze, supplies, and instruments ready for instructor/dentist. 80% of individual competencies were passed. Two students did not pass all competencies in DHYG 2090, Clinic III lab. These students were not allowed to progress to Clinic IV. Each clinic competency requires the students to utilize interpersonal and communication skills with diverse populations as well as members of the health care team. Therefore, those students that passed each individual competency were deemed competent in effective interpersonal communication skills. Graduate exit surveys were 100% positive. One student commented that she did not agree with the infraction policy. This policy was not changed because it serves as a mechanism to evaluate ethical and productive behavior in the clinical setting. It also serves as an avenue for instructors to correct students that might not be utilizing appropriate communication skills with patients or health care members.	Students were reminded to ask patients frequently about their comfort levels. If the patient gives verbal or nonverbal cues of discomfort, the student should ask dentist to administer anesthesia to patient. Students were also reminded to give patients frequent breaks from the dental chair to ensure musculoskeletal comfort. Patient comfort is very important in the live work clinic as well as the dental hygiene profession. Clinical instructors and dentist will make an effort to enhance instruction in the clinic when opportunities of "marketing dentistry" and restorative treatment plans present. This will assist students with interpersonal skills with diverse population groups as well as members of the health care team. In order to assist graduates with interpersonal skills, a scenario based module is being utilized in Clinical Dental Hygiene IV to familiarize students with ethical issues encountered in workplace. The students must also take a work ethics examination that is in discussion format. If the students pass this examination with 70 or above, they are given a work ethics seal on their diploma. In order to encourage written communication skills, the template of progress record entries was updated in the clinic manual to provide a more detailed example of an accurate progress note. Since students failed to have an organized work area upon instructor/dentist checks, faculty reminded students of importance and benefits of organization and preparation for other members of the health care delivery team. This organization is key to communicating with other members of the health care delivery team. The infraction policy will be continued as a means of evaluating student behavior and communication during patient care



					learning experiences. Since the individual clinical competencies provided students with experience in interpersonal skills, the students were equipped with appropriate communication skills to participate in various community service learning projects. These projects include working with nursing home patients, elementary school students, Pre-K students, head start programs, Mercy Medical patients, hispanic mobile van patients, medically compromised patients, and diverse patient groups at various health fairs in our local service delivery area. By adding experience components that involve both service to others and a chance to observe significant community problems or issues, students add a whole new dimension of quality to their learning.
Early Childhood Care and Education	ECCE students will create a disabilities based resource file	ECCE 2201 Exceptionalities Resource File Rubric The scored rubric shows the strengths and weaknesses for the student and instructors. While reviewing the scored rubric, if instructors see a specific drop in a category, adaptations will be made.	 ECCE_ResourceFileRubric.pdf	100% of the Vidalia campus and 75% Swainsboro campus students completed and achieved at least 80% on the resource file. 25% of the Swainsboro campus students only produced the minimum of 70% of the required materials which gave them a passing grade. While the resource file and examples of satisfactory files assisted students in achieving this goal, it is clear according to the rubric that the students struggled with finding information on Gifted and Intellectual Disabilities. Peer mentoring and assistance from the Librarian was the most effective in achieving the objective.	Instructors will give examples of where to locate resources on topics required for the Resource File. Each Instructor will also have a completed Resource File as an example to show students quality work. This should produce a more comprehensive resource file. Additionally, peer mentoring will be implemented to share the responsibility of locating useful resources will motivate students to achieve more than the minimum of 70%.
Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	Curriculum Development Teaching Rubric - assessment captured in ECCE 1112 The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.	 ECCE_Curriculum_UnitEvalRubric.pdf	100% of the Vidalia campus students completed and achieved a minimum of 70% or more on the teaching rubrics. 85% of the Swainsboro campus students completed and achieved a minimum of 70% or more on the teaching rubrics. 15% of the Swainsboro students did not complete their teaching units by the end of the semester due to poor work ethics. Students gave no reason to why they did not complete the assignment by the end of the semester. Had a valid excuse been given, the instructors would have had the opportunity to determine if students could complete the teaching units late.	Instructors will implement Peer Mentoring as a step to assist students with this very important assignment. We expect this to lead to an improvement in work ethics. The ECCE faculty reviewed the rubric to determine if any areas needed improving. The rubric was revised to provide students with a clearer understanding of the expectations.
Electrical Systems	Students will construct motor control circuits according to the National Electric Code.	ELTR 1180 Motor Control Project and written test based on the National Electric Code. Motor Control Project Includes: demonstrate proper wiring techniques and practices by wiring a motor control. The project will have to be drawn. This will also include installing pushbuttons, motor starters, relays, timers, lights. The student will also take a written exam in conjunction with the project. The student may use the National Electric Code as reference tool.		30 electrical students - All the students passed the exam. The instructors began using a check-off sheet to help locate areas that need improvement. With the check-off sheet instructors noticed that the students were having a hard time diagramming the scenario and numbering the diagram. Also students were having some trouble with multiple start-stop stations.	Because students were having a difficult time diagramming the scenario, the instructors will work with students during the semester to practice different diagramming techniques. Instructors will also add more multiple start-stop station labs during the semester to help students better understand the process.
Electrical Systems	Students will construct a commercial wiring project according to National Electrical Code.	ELTR 1090 - Commercial Wiring diagram and written test based on the National Electric Code. Commercial Wiring Project Includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor using conduit. The diagram will include installing duplex and GFCI receptacles. This will also include installing single-pole, three-way, and four way switches		33 students enrolled - 28 students took the exam. 27 students passed the exam. The students who passed the Commercial Wiring project were prepared for the exam because of the repetition of training throughout commercial wiring. The 5 students that did not take the exam had been withdrawn before the test date due to exceeding the attendance policy. Instructors noticed with the check-off sheet that some of the students were having problems with the offset and saddle bends.	Instructors will incorporate more hands-on activities to help students with making offset and saddle bends.


		and lights. The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.			
Electrical Systems	Students will construct a residential wiring project according to National Electrical Code.	<p>ELTR 1210 - Residential Wiring diagram and written test based on the National Electric Code.</p> <p>Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way, and four way switches and lights.</p> <p>The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.</p>		<p>32 of the 37(85%) students enrolled passed the exam.</p> <p>The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring.</p> <p>Of the 5 students that did not take the exam, 4 had been withdrawn from the course before the test date due to exceeding the attendance policy; 1 did not pass the exam.</p> <p>The instructors noticed that those who took the exam were having some problems with 3-way and 4-way switch hook-ups.</p>	Instructors will allow more hands-on time in the labs to work on 3-way and 4-way switch hook-ups.
Electronics Technology	Students will diagnose electronic systems to repair/replace the associated electronic circuits.	<p>LabVolt Systems</p> <p>The LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, trouble-shooting exercises, and the lab exams for the competency areas of the courses.</p> <p>Students are required to complete all assigned labs sections. The exam for each lab covers all material and includes the review procedures and normal circuit testing. This is followed by one to two circuit troubleshooting problems where students are required to diagnose what is wrong with the modified circuit and identify which component(s) have failed or changed. These exercises require the proper use of electronics testing equipment the student will utilize in his future employment.</p>		<p>FY2012 overall student performance on the lab unit test and troubleshooting (ts) exercises for the four major electronics areas was as follows:</p> <p>DC Circuits: Unit Test - 86.5% TS Exercises - 68.2% Overall - 81.9%</p> <p>AC Circuits: Unit Test - 84.9% TS Exercises - 67.9% Overall - 80.7%</p> <p>Solid State Devices: Unit Test - 95% TS Exercises - 100% Overall - 96.2%</p> <p>Digital and Microprocessor Circuits: Unit Test - 70.0% TS Exercises - 74.4% Overall - 71.1%</p> <p>The Unit Test and TS Exercise results were as expected, i.e. the students performed better on the tests covering how circuits should work than they did on the TS exercises that require the students to uncover what is wrong or has changed with the circuits.</p> <p>The student count in the highest performing electronics area (Solid State which consists of Solid State Devices and Linear Integrated Circuits courses) was very low; therefore, these students received more individual attention during the classes and labs. This area (Solid State) is historically the lowest performing area since the material is the hardest (most complex) of the four electronics areas.</p> <p>The excellent student performance in the Solid State area that had the extremely low student count directly supports the concept of flipping* the classroom environment to promote student learning.</p> <p>* Flipping the classroom implies migrating the in-class lectures and material presentation to outside the classroom (using video lectures or other means) while migrating the homework problems and individual problem solving assignments into the classrom and increasing the hands-on troubleshooting assignments in the additional free class time.</p>	<p>The Program Director will investigate the acquisition (or creation) and use of video materials for outside the classroom to begin flipping the electronics programs classes.</p> <p>FY2012 results will be compared to FY2013 results to rank the merit of this metric for judging changes in student learning and rank/dictate possible changes to the lab exercises and class delivery to improve student learning.</p>



Electronics Technology	Students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	International Society of Certified Electronics Technicians (ISCET) Certification Exams ISCET Certification Final Exams for the four major electronics areas: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits) These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas. Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.		<p>For FY2012, the results by exam are:</p> <p>ESA-1 Attempts: 12 Retakes: 4 % Retakes: 50.00% (4/8) Certs: 3 % Certs: 37.50% (3/8)</p> <p>ESA-2 Attempts: 11 Retakes: 3 % Retakes: 37.50% (3/8) Certs: 6 % Certs: 75.00% (6/8)</p> <p>ESA-3 Attempts: 2 Retakes: 0 % Retakes: 0.00% (0/2) Certs: 0 % Certs: 0.00% (0/2)</p> <p>ESA-4 Attempts: 5 Retakes: 0 % Retakes: 0.00% (0/5) Certs: 5 % Certs: 100.00% (5/5)</p> <p>Analysis: Comparison of FY2012 to FY2011</p> <p>ESA-1 Exam: % of Retakes dropped from 53% to 50%. % of Certifications dropped from 58% to 38%.</p> <p>ESA-2 Exam: % of Retakes rose from 31% to 38%. % of Certifications rose from 69% to 75. %</p> <p>ESA-1 and ESA-2 exams are essentially the "gate" exams for the electronics programs. Students who will not be successful in the program tend to drop or change programs during or after the first two major courses. The % of retakes remained relatively constant for ESA-1 and ESA-2. The drop in % certs for ESA-1 and the rise in % certs for ESA-2 reflect students that either dropped the program or stepped up to the challenge after falling short on the ESA-1 exam.</p> <p>ESA-3 Exam: % of Retakes dropped from 69% to 0%. % of Certifications dropped from 69% to 0%.</p> <p>ESA-3 is the hardest of the four ESA exams. Expected certification rate is around 50% for this exam. Only two students took the exam this past year and neither attained the certification score, but both students passed the course.</p> <p>ESA-4 Exam: % of Retakes remained at 0%. % of Certifications rose from 88% to 100%.</p> <p>The performance of the students on the ESA exams is broken down by question category. The two areas of lowest student performance for each major electronics subject are as follows:</p> <p>ESA-1 (DC Circuits): Troubleshooting Basic Theory</p> <p>ESA-2 (AC Circuits): Test Equipment AC Theory</p> <p>ESA-3 (Solid State Devices): Troubleshooting Semiconductor Theory</p> <p>ESA-4 (Digital & Microprocessor Circuits): Troubleshooting Test Equipment</p>	<p>One category of student performance that showed lowest in three of the four major electronics areas was circuit troubleshooting. Effective circuit and system troubleshooting is a critical talent the future technician must master to be a value to his/her employer. The instructor will focus more student work and attention on circuit and system troubleshooting to improve ESA testing performance in this category.</p> <p>The question category data also shows that theory in the DC, AC, and Solid State areas needs more classroom and homework assignments to enhance student learning.</p> <p>Use of this goal/objective will continue in FY2013.</p>
Fish and Wildlife Management	FWMT students will assess appropriate tractor maintenance needs utilizing the	FWMT 1010 Equipment Use Checklist		<p>Results from the checklists revealed that students performed all items on the checklist at 100%.</p> <p>However, the FWMT faculty realized from students asking</p>	<p>FWMT faculty incorporated a video from Valvoline Oil which includes a post-assessment of their understanding of motor oil functions and benefits. The post-assessment is given again later in the</p>


	recommended Tractor Owner's Manual.			questions about different types and grades of oils that the students did not understand oil, viscosity, and the difference between synthetic and conventional oil.	semester to ensure the information was actually retained.
Fish and Wildlife Management	FWMT students will interpret and evaluate methods of nuisance species collection, data gathering, and relocation.	Nuisance Collection/Species Relocation Checklist.	 FWMT_TrappingRubric.pdf	All students obtained >90% on nuisance rubric. Students had no difficulty in practical labs. Instructor identified deficiencies in students verbalization skills related to activity. BMPs:35 points Animal Welfare Efficiency Selectivity Practicality Trap Set: 35 points Leg Hold Snare Conibear Live Submersion Foothold Body Grip Box Dispatching: 15 points Catch pole 0.22 Releasing: 15 points Catch pole Safety	FWMT faculty will encourage increased verbalization of procedures while trap setting.
Fish and Wildlife Management	FWMT student will prescribe, establish, and maintain a wildlife food plot.	FWMT Habitat Manipulation/Wildlife Food Plot Rubric Rubric available to students first day of class. Students must successfully complete a wildlife foodplot project. Rubric subparts Accurate soil sample - 15 pts Interpretation of soil sample report - 10 pts Amendment recommendations - 15 pts Defined objective for food plot - 10 pts Prescribe appropriate crop - 10 pts Identify noxious/invasive weeds - 5 pts Weed control - 10 pts Operate equipment safely and efficiently - 25 pts	 FWMT_FoodPlotRubric.pdf	Average subpart scores ae as follows: Accurate soil sample - 14 pts Interpretation of soil sample report - 8pts Amendment recommendations - 13.6 pts Defined objective for food plot - 9 pts Prescribe appropriate crop - 8 pts Identify noxious/invasive weeds - 5 pts Weed control - 9.5 pts Operate equipment safely and efficiently - 25 pts FWMT faculty determined that the student lacks a complete understanding of the soil sample report and the importance of soil composition for plant growth which provides optimal nutrition requirements for various wildlife species.	FWMT faculty invited the local county agent to provide further instruction on soil composition and its importance for plant growth as related to the nutritional requirements of the wildlife that feeds on the plants in the plot.
Fish and Wildlife Management	FWMT student will prescribe appropriate treatments for an assigned fish pond.	FWMT Aquatic Rubric and Written Pond Evaluation with Recommendations FWMT students will develop a written Water Impoundment Evaluation Plan. Plans are assessed on 12 categories utilizing the Aquatic/ Fishery/Pond Rubric which include: Defined objective for water impoundment - 5 pts Accurately determine acreage of water impoundment - 10 pts Accurate water quality sample = 10 pts Identify water quality deficits - 10 pts Make appropriate recommendations based on water sample - 10 pts Prescribe appropriate fish species for stocking - 5 pts Prescribe appropriate fish species stocking rate - 10 pts Prescribe appropriate fish stocking dates - 10 pts Appropriately identify water weeds and algae - 10 pts Prescribe appropriate water weeds and algae eradication - 10 pts Appropriately apply water amendments - 12 pts Determine water clarity by using secchi disc - 3 pts	 FWMT_AquaticRubric.pdf	Fishery/Pond Rubric subscores: Defined objective for water impoundment = 5 Accurately determine acreage of water impoundment = 10 Accurate water quality sample = 10 Identify water quality deficits = 10 Make appropriate recommendations based on water sample = 10 Prescribe appropriate fish species for stocking = 5 Prescribe appropriate fish species stocking rate = 10 Prescribe appropriate fish stocking dates = 10 Appropriately identify water weeds and algae = 10 Prescribe appropriate water weeds and algae eradication = 10 Appropriately apply water amendments = 12 Determine water clarity by using secchi disc = 3 FWMT faculty determined that students failed to identify specific water weeds/algae and were weak in prescribing appropriate species for stocking as well as determining stocking dates. Through conversations with the student who scored a zero on water weed and algae identification, the instructor determined that the student failed to understand the importance of including it in his written plan. He was able to identify water weeds and algae with no problems once questioned by the instructor. The student and instructor determined that the students was weak in the stocking and stocking dates categories.	In order to provide more real-life opportunities for identification of water weeds and algae, FWMT faculty added 4 additional pond sites for lab practice. The FWMT faculty developed a Pond Management Calendar to better illustrate appropriate stocking and stocking dates. This calendar includes appropriate months for water weeds and algae eradication dates.
Forest Technology	Students will map a track of land with GPS and publish the map with GIS.	GPS/GIS Mapping Assignment Rubric	 FOR_GPIS-GIS.pdf	1 out of 1 passed with an A. Student excelled. Instructor incorporated new training material provided by the software company. Besides the in-house assignments, the student completed the training modules provided by the company.	The key to success is practice and repetition so extra modules will be assigned to insure student success.


















Forest Technology	Students will write a comprehensive management plan accompanied with an oral presentation/defense	Forest Management Plan rubric - Includes oral defense of plan	 FOR_Management Plan Rubric.pdf	Seven students participated in the Forestry Management Plan project for FY12. Grades for the assignment: 5 As, 1 B, and 1 C. 100% pass rate. Students performed at a high rate and showed great interest and enthusiasm. The assignment was both mentally and physically demanding because of the comprehensive plan and also the field work. The class took a special sense of pride because the landowner was supportive and encouraging. The students presented their plan as a group to the landowner and it was rewarding for all. Additional success can be attributed to the fact we used an advisory committee member to help plan the assignment, coordinate with the landowner and offer constructive feedback.	Instructor will utilize same tract of land because of the great support from the landowner. Instructor will also consult with advisory member to fine tune the assignment for the next term.
Forest Technology	Students will cruise a stand of timber.	Cruising Assignment Rubric: Includes planning, inventory, and work up	 FOR_Timber Cruise Sample EGC.pdf  FOR_Timber_Cruise_Rubric.pdf	4 out of 4 passed: 3 A's and 1 B. Students performed a similar assignment for the prerequisite of this course where the instructor led and guided the students. For this assignment the students were expected to be more independent. The students performed very well applying the principles of measuring timber. The computer software and electronic devices required of this project are sophisticated and therefore students needed more assistance than expected.	Instructor compiled a list of common mistakes and errors students are likely to make when using the software and measuring devices. Instructor will share these at the beginning of the assignment. Instructor assigned the lesson and provided the grading rubric to the students at the beginning of the course. As they progressed, the instructor reviewed each competency and introduced the next competency. Overall successful, instructor anticipates eliminating most of the mistakes by making the students aware of common errors before the assignment.
General Education & Learning Support: English	Students will develop a formal research essay.	Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Rubric includes the following sections: Content (20%), Organization (20%), Style (10%), Diction (10%), Grammar (25), Formatting and Citations (15%).	 Essay_Rubric.pdf	Results come from degree-level English classes. Yearly Analysis: An average of 28% of the students assessed needed further instruction in research and documentation. In Summer Semester of 2011, 78% of students scored an average of 70 or above on research-based essays, but 22% of students fell below the 70 average. In Fall Semester of 2011, 67% of students scored an average of 70 or above on research-based essays, but 33% of students fell below the 70 average. In Spring 2012, 71% of students scored an average of 70 or above on research-based essays, but 29% of students fell below the 70 average. Overall, an average of 28% of the students assessed needed further instruction in research and documentation.	Instructors will increase student use of Smarthinking and MyCompLab tutoring services. Instead of simply encouraging students to use this invaluable resource, instructors will require that students submit their tutor's comments/recommendations as an attachment to the research paper. Failure to do so will result in a ten-point deduction on the paper. This stipulation will be written on the rubric and will be noted prominently in student lesson plans. These tutors provide students with the individualized writing and research practice necessary for mastery of writing and research skills. Instructors will continue to model proper documentation and citation techniques while incorporating interest-building instructional strategies for teaching research. Library staff will provide and demonstrate use of available scholarly media and internet resources. Tutoring in the Student Success Lab and during the instructor office hours is available and will continue to be encouraged. In addition, sample student papers will still be provided for the students to use as a model for their own work.
General Education & Learning Support: English	Students will produce a logically organized, grammatically acceptable written paragraph.	An ENG 1010 Compare/Contrast Paragraph rubric which measures paper content (25%), evidence of the writing process (15%), structure (20%), support (20%), and grammar (20%).	 ENGL_CompareContrast_Rubric.pdf  Compare_Contrast Paragraphs_Handout.pdf	Yearly Analysis: An average of 16% of students needed further instruction in this area. In Summer Semester of 2011, 77% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 23% scored below 70. In Fall Semester of 2011, 88% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 12% scored below 70. In Spring Semester of 2012, 86% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 14% scored below 70. These results indicate that overall, an average of 16% of students need further instruction in this area per semester.	In order to further improve the pass rate on this assignment, instructors will provide more guidance during the prewriting stage by adding a step to the pre-writing process. Because of the demonstrable positive correlation between student learning and peer review, instructors will implement a peer-review process for the Compare/Contrast paragraph assignment. Students will read a partner's paragraph and will write the answers to basic questions--on a handout generated by the instructor--about the paragraph. The writer of the paragraph will then read the answers and discuss the writing with his or her peer reviewer. This process will allow students to pinpoint and correct problems in content and/or organization before the paragraph is submitted to the instructor for a final score. Instructors will continue to model proper writing techniques and provide several examples of well-written paragraphs for students to read, annotate, and use as a guide for their own work. Graphic Organizers will continue to be a viable instructional tool for students to use as they practice the writing process. Instructors will continue to provide directly-supervised instruction before assigning independent writing. As always, tutoring will be strongly recommended and encouraged.
General Education & Learning Support: Mathematics	Students will factor/solve polynomial expressions/equations.	MATH 098 - Factoring/Solving Polynomials Exam 70% or higher is the acceptable level of accuracy.	 MATH_Polynomials.pdf	59 of 110 = 54% factor/solve polynomial expressions/equations at an accuracy level of 70% or higher. Although we are disappointed with the result, the instructors have shared that success or failure on this particular competency, at the point it is measured, does	To be implemented FY2013: Since this particular student learning outcome is not representing what we are looking for, 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




				<p>not appear to predict who is able to successfully exit the learning support class. An explanation for this is that the students also have to prepare for an exit exam. As a result, the skill is continuously cultivated after this particular assessment. In addition, the exit exam the students are preparing for is a High-Stakes assessment that will prevent a student from exiting. Thus, the students tend to study the concepts with more rigor.</p> <p>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 with each concept before moving on to the next concept.</p> <p>Prior to implementation of the Emporium Model, traditional offerings of MATH0098 will continue to take place Fall 2012. The current results for the traditional format of 0098 suggest that the competency of factoring is an area of concern for 0098 students. Currently, 0098 students filter into 0099 which also requires assessment of the competency of factoring. Therefore, weaknesses are addressed again in the 0099 course. The upcoming Learning Support Redesign, using the Emporium Model, may serve as our improvement effort since students will have to exhibit competence in the factoring module before moving on to the next module.</p> <p>The Redesign of Learning Support Math will completely change how Learning Support is assessed at STC. The Redesign, using the Emporium Model, will require a student to exhibit a level of competence in the factoring module before continuing to the next module. The Learning Support instructors may find that supplemental instruction, in addition to the computer-aided instruction module, may be necessary in the area of factoring. These factors will require an update to the SPIRIT Plan once the Redesign has been fully implemented.</p>	<p>addition, feedback will be sought from the General Education/Learning Support Advisory Committee to identify mathematical deficiencies found within program courses.</p>
General Education & Learning Support: Mathematics	Students will solve problems involving fractions without a calculator.	MAT 097 - Fractions Exam 70% or higher is the acceptable level of accuracy.	 MATH_Fractions.pdf	<p>37 of 59 = 63% solved problems involving fractions without a calculator at an accuracy level of 70% or higher.</p> <p>The results from 2010 were 68%, the results from 2011 were 73%, and the results for 2012 were 63%.</p> <p>The instructors have shared that success or failure on this particular competency, at the point it is measured, does not appear to predict who is able to successfully exit the learning support class. An explanation for this is that the fractions competency is practiced throughout the 0097 curriculum and the skill is continuously cultivated after this particular assessment.</p> <p>Note for 2013: The Technical College System of Georgia is implementing a Redesign of Learning Support Courses. STC will implement the Emporium Model Spring 2013. This model will require that a student exhibit a certain passing level of competence with fractions before moving on to the next concept.</p> <p>The Redesign of Learning Support Math will completely change how Learning Support is assessed at STC. The Redesign, using the Emporium Model, will require a student to exhibit a level of competence in the fractions module before continuing to the next module. The Learning Support instructors may find that supplemental instruction, in addition to the computer-aided instruction module, may be necessary in the area of fractions. In addition, calculators will be allowed as part of the Redesign. These factors will require an update to the SPIRIT Plan once the Redesign has been fully implemented.</p> <p>Prior to implementation of the Emporium Model, traditional offerings of MATH0097 will take place Fall 2012. The objective of solving fractions will continue to be monitored keeping in mind that the 2011 results suggest that the assessment of fractions, for the purposes of improvement, may need to take place after the skill has been incorporated and cultivated in later content during Fall Semester. The upcoming Learning Support Redesign, using the Emporium Model may serve as our improvement effort since students will have to exhibit competence in the fractions module before moving on to the next module.</p>	<p>To be implemented FY2013: Since this particular student learning outcome is not representing what we are looking for, the math department will not assess the outcome next year as it is currently presented. The outcome 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.</p>
General Education &	Students will calculate compound interest and	MATH 1011 - Compound Interest and Future Value	 MATH_Compound_Interest.pdf	<p>11 of 18 = 61% calculated compound interest and future value at an accuracy level of 70% or higher.</p>	<p>The instructors will incorporate one or both of the following:</p>





Learning Support: Mathematics	future value.	Assessment 70% or higher is the acceptable level of accuracy.		The results indicate that the strategies in place may need to be re-emphasized and additional strategies incorporated.	1. The class will be taught in a computer lab giving the instructor and students access to Microsoft Excel to assist in the calculation and understanding of compound and future value. 2. The class will incorporate, to a greater extent, computer-aided tutorials to assist with learning the concept.
General Education & Learning Support: Mathematics	Students will solve quadratic equations.	MATH 1111 - Comprehensive quiz on solving quadratic equations 70% or higher is the acceptable level of accuracy.	 MATH_Quad_EQ_Quiz.pdf	STC TOTAL (All Offerings): 114 of 150 = 76% solved quadratic equations at an accuracy level of 70% or higher. STC TOTAL(All Traditional/Webenhanced): 108 of 138 = 78 % STC TRADITIONAL (Excluding Online and ACCEL): 75 of 97 = 77% STC ACCEL: 33 of 41 = 80% STC Online: 9 of 12 = 75% All percentages are similar/comparable. The data suggests that the student learning outcome is being addressed properly regardless of the population and regardless of the mode of delivery.	The math department will replace this goal with another area of concern. Given the success of implementing these strategies, the strategies can be applied to other competencies that were not met at an acceptable level.
General Education & Learning Support: Mathematics	Students will convert among and between measurement systems.	MATH 1012 - Measurement and Conversions Exam 70% or higher is the acceptable level of accuracy.	 MATH_Measurement_Conversion.pdf	STC TOTAL POPULATION: 228 of 328 = 70% convert among and between measurement systems. STC TRADITIONAL: 205 of 298 = 69% STC ONLINE: 23 of 30 = 77% The results from 2010 were 64%, the results from 2011 were 66%, and the results for 2012 are 70%. The 2010-2012 data suggests that the student learning outcome is being addressed properly regardless of the population and regardless of the mode of delivery.	The math department will replace this outcome with another area of concern. Given the success of implementing these strategies, the strategies can be applied to other competencies that were not met at an acceptable level.
General Education & Learning Support: Mathematics	Students will simplify/solve radical expressions/equations.	MATH 099 - Simplifying/Solving Radical Equations Exam 70% or higher is the acceptable level of accuracy.	 MATH_SimplifySolveRadicals.pdf	51 of 76 = 67% simplified/solved radical expressions/equations at an accuracy of 70% or higher. Results 2010: 39 of 55 = 71% Results 2011: 43 of 61 = 70% Total 2010-2012: 133 of 192 = 69% The instructors have shared that success or failure on this particular competency, at the point it is measured, does not appear to predict who is able to successfully exit the learning support class. An explanation for this is that the students also have to prepare for an exit exam. As a result, the skill is cultivated after this particular assessment. As with the aforementioned 0098 students, the exit exam they are preparing for is a High-Stakes assessment that will prevent a student from exiting. Thus, the students tend to study the concepts with more rigor. 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 with radicals before moving on to the next concept. Traditional offerings of MATH0099 will continue to take place Fall 2012. The current results for the traditional format of 0099 suggest that the competency of simplifying/solving radicals is an area of concern for 0099 students. Currently, 0099 students filter into College Algebra which also requires the competency of radicals. Therefore, weaknesses can be addressed again in the 1111 course. The upcoming Learning Support Redesign, using the Emporium Model may serve as our improvement effort since students will have to exhibit competence in the radicals module before moving on to the next module or before exiting 0099. The Redesign of Learning Support Math will completely change how Learning Support is assessed at STC. The Redesign, using the Emporium Model, will require a student to exhibit a level of competence in the radicals module before continuing to the next module. The Learning Support instructors may find that supplemental instruction, in addition to the computer-aided instruction module, may be necessary in the area of radicals. These factors will require an update to the SPIRIT Plan once the Redesign has been fully implemented.	To be implemented FY2013: Since this particular student learning outcome is not representing what we are looking for, 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.
General Education: Psychology	Student will complete a mock interview.	A rubric will be used to include the following: Personal introductions were	 Mock_Interview_Rubric.pdf	FY 2012, (summer crossover) 34 students completed a mock interview with a 100% pass rate. FY 2012,(fall semester) 60 students completed a mock	YouTube videos, practice mock interviews, and career counselors. Guest speakers will be utilized to assist with



		acknowledged. Student was timely for interview. Student identified techniques to work effectively with coworkers. Employment documents were provided at interview. Student reflected problem solving skills. Student reflected positive strategies to handle difficult behaviors. Student identified stress management skills. Student reflected a professional image. Goals were clearly identified. Job search strategies were identified.		Interview with an 86% pass rate. FY 2012 (spring semester), 53 students completed a mock interview with a 93% pass rate.	proper interview techniques.
General Education: Psychology	PSY 1101: Students will analyze personality traits of characters in a movie.	Rubric:PSY 1101- 10 points per section totaling 100 points Social Environments were discussed (1-10) Personality Traits were identified among characters (1-10) Emotion/Motivation relationships were identified (1-10) Conflict/Stress- Identified (1-10) Abnormal Behavior was correctly identified (1-10) Memory/Learning Strategies Identified (1-10) Life Stages of character(s) were Identified (1-10) Project was complete (1-10) Project was timely (1-10) Project was professional (1-10) Possible Points= 100		FY 2012 (Summer crossover), 28 students analyzed the personality traits of characters in Forrest Gump with a 97% pass rate. FY 2012 (Fall semester), 57 students analyzed the personality traits of characters in Forrest Gump with an 89% pass rate. FY 2012, (Spring semester) 47 students analyzed the personality traits of characters in Forrest Gump with an 80% pass rate.	More practice will be given to students throughout the semester by giving homework exercises evaluating t.v. shows or movies of characters in a psychological aspect to improve analytical skills.
General Education: Psychology	Students will complete an introspection paper of their lifespan development.	Rubric:Life span Development Stages were Identified in Paper Physical Factors were Identified Cognitive Factors were Identified Emotional Factors were Identified Moral Factors were Identified Social Factors were Identified Grammar/Punctuation Professionalism of Paper Overall Content Flowed/Easy to Follow Timeliness	 PSY_LifespanProjectRubric.pdf	For FY 2012, (summer crossover)28 students completed an introspection paper and 100% passed. For FY 2012 (Fall semester)72 students completed an introspection paper with 92% passing. For FY 2012, (Spring semester), 43 students completed an introspection paper with a 95% pass rate.	This project allows students to reflect on their lives throughout the stages of their lifespan development to be a better well rounded individual.
General Education: Psychology	Students will complete a correctly formatted resume.	A rubric will be used to assess the resume criteria which will include the following: *Resume Reflected a Professional Image *Grammar/Punctuation	 EMPL_Resume_Rubric.pdf	+For FY 2012, (summer crossover) a total of 34 students completed a resume and 91% of the students successfully passed the activity. For FY 2012, Fall semester, a total of 60 students completed a resume' and 77% successfully passed the activity. For FY 2012, Spring semester, a total of 53 students completed a resume' and 93% successfully passed.	Beginning 2013, practice resume' assessment will be incorporated to assist in an error-free resume'.

		*Objective section correctly formatted *Work Experience Section was correctly formatted *Education Section correctly formatted		The results indicate more practice needs to be given on grammar/punctuation of the resume'.	
Learning Support	Students will interpret reading passages for inferences evaluating the factual information in the reading selections.	READ 0098 Inference Exam 80% of the students should achieve at least a grade 80 or higher on this exam.		201116 READ 0098 not taught during summer transition. 201112 READ 0098 not taught during fall semester. 201214 8 of 10 = 80% 201216 2 of 4 = 50% Cumulative: 10 of 14 = 71% In order for students to be successful with forming inferences in reading passages, students' reading skills must be proficient in the areas of identifying the main idea and the supporting details of a paragraph. Without mastery of main idea and supporting details reading skills, the evaluation of a reading selection to form an inference is difficult.	READ 0098 students will receive one additional class period for the discussion and comprehension of forming inferences. Students who score less than 80% on the Inference exam will be offered tutoring such as PASSKEY and textbook website tutoring. During the semester, with all reading skills, students will be asked to identify the main idea and supporting details. This repetition should result in improving skills necessary to form inferences. 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	Students will locate the main idea in reading passages.	READ 0097 Main Idea Exam 80% of the students should achieve at least a grade 80 or higher on this exam.		201116 5 of 8 = 63% 201112 22 of 28 = 78% 201214 7 of 11 = 64% 201216 22 of 28 = 78% Assessment results validate that READ 0097 students need additional instruction on Main Idea. Research validates that recognizing the main idea sentence of a paragraph is one of the more difficult reading skills to master for a less than proficient reader.	READ 0097 students will receive one additional class period for the discussion and comprehension of Main Idea. Students who score less than 80% on the Main Idea exam will be offered tutoring such as PASSKEY and textbook website tutoring. Identifying the main idea of a reading selection is taught early in READ 0097. Students will continue to identify the main idea of reading selections throughout the remainder of READ 0097 while learning additional reading skills. 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	Marketing management students will perform a research paper on Integrated Marketing Communications.	The MKTG 1190 Research Paper Rubric Students can earn an excellent rating on the rubric section Demonstration of Subject Knowledge by documenting research content pertinent to the subject and clearly explaining its importance to their chosen topic, with both personal and real-world examples of the topics clearly indicated.		Students were successful in their demonstration of subject knowledge regarding IMC. (6/8 students achieved mastery for this portion of the rubric) The students who were not successful failed to perform the assignment by the due date. Students indicated a discussion forum was desired to answer questions regarding the assignment and performing research.	A discussion forum was added to enhance the understanding of Integrated Marketing Communications (IMC). The added discussion board will be a detailed dialog between the instructors and students on this important concept. The due date was also added to the Master Course under Course Work and the IMC Drop Box section(to be updated each semester), which adds another location for the due date of this project. A course announcement is also posted at the beginning of the term and after the proctored event which further explains the project and the date it is due.
Marketing Management	Students will develop a unique customer loyalty program for managing relationships with customers.	MKTG 1210 - Services Marketing Customer Loyalty Project. The rubric lists four criteria on which students will be evaluated: Customer Loyalty Plan Format (25 pts) Customer Loyalty Plan Description and Implementation(25 pts), Customer Loyalty Plan Supporting Documents, Images and Tables (25 pts), Customer Loyalty Plan Quality and Professionalism. (25 pts) The Customer Loyalty Plan rubric is given to students at the beginning of the term and students earn scores in	 MKT_Customer Loyalty Plan Rubric.pdf	Students were successful in achieving this goal. (7/9 students achieved average to excellent mastery of the Customer Loyalty Plan) The students who were unsuccessful in achieving this goal performed poorly on the Description and Implementation portion of the Plan. Students indicated a desire to view additional videos and examples of successful loyalty plans.	Additional videos will be added which will illustrate further methods of jumpstarting and implementing successful loyalty plans. Further, examples of successful customer loyalty plans will be placed into PDF files and added to the Course Content portion of ANGEL below the Customer Loyalty Plan assignment. This will enhance student understanding of how successful customer loyalty plans are created and implemented.

		each category between Poor, Average, and Excellent.			
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	Drug Calculations Assessments - written exams	 MAST_DrugCalc2.pdf  MAST_DrugCalc3.pdf  MAST_DrugCalc4.pdf  MAST_DrugCalc5.pdf  MAST_DrugCalc1.pdf  MAST_DrugCalculation1.pdf  MAST_DrugCalculation2.pdf	All students completing MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy. This goal was reached through practicing practical mathematic applications for medication administration. Many students have insufficient basic mathematic skills and require extra instruction in math and medication administration to achieve this goal. With the STC MESH QEP, this difficulty for the students should decrease and ease the use of basic math calculations for those students.	Allied Health Faculty shared different practical math approaches with one another. Faculty incorporated a variety of practical math applications for medication administration to help students make the connection between basic math skills with the drug dosages/calculations.
Medical Assisting	Medical Assisting students will correctly administer injections.	MAST 1090- Administering Medications Skills competency check-off (Includes intramuscular, subcutaneous, and intradermal injections.)	 MAST_MedicationsAdmin.pdf	All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes. Instructors observed students being weak in the area of administering intradermal injections. The students seemed to be intimidated by this injection due to the requirement of making a wheal under the skin. Students were able to reach this goal due to the various teaching techniques used and practice on manikins. Each student is allowed to inject saline into oranges to get comfortable with the technique prior to administering medications to a person.	Instructors will work with students individually to ensure that they are comfortable with intradermal injections and forming a wheal.
Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture	MAST 1090 - Venipuncture skills competency check-off sheet	 MAST_Venipuncture.pdf	All students completing the MAST 1090 showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. Some areas observed by the instructor that students were weak included hand placement with tube holder and needle and inserting and removing the tubes from the holder. All students completing this course showed proficiency in venipuncture. Use of several teaching techniques, instructor involvement, and practice were critical aspects involved in accomplishing this goal.	Instructors will work individually with each student to ensure they are comfortable with holding the needle and tube insertion.
Paramedicine	Paramedicine students will demonstrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment and treatment of an adult respiratory arrest patient, with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration.	Given a patient manikin and scenario, students will demonstrate their ability in the proper placement of an ET tube in a difficult airway manikin within 30 seconds of beginning the intubation attempt. Demonstration of the proper treatment of a simulated patient experiencing respiratory distress, respiratory failure and ultimately, respiratory arrest.	 PAR_AirwayLandmarks.pdf  PAR_AirwayEquipment.pdf  PAR_Spinal_Sitting.pdf	100% (11 of 11) Paramedicine students completed the lab practice and demonstrated the proper placement of the endotracheal tube in a simulated patient within 30 seconds. Two students exhibited difficulty completing the task within the 30 second time frame, during the practice time allowed. These students were afforded additional tutoring by the instructor as well as additional practice. These two students were then able to complete the evaluation with 100% accuracy and within the time allowed. It was noted that as the students practiced, they exhibited a greater sense of confidence in themselves which equalled a greater ability to perform the skill with accuracy and speed.	Students indicated the practice time, tutoring, and peer reviews, better prepared them for the instructor's evaluation. This process of practice, peer review and evaluation will be continued with this skill and will be utilized with other psychomotor skills in the future.
Paramedicine	The Paramedicine student and the EMS Professions student will safely and properly demonstrate the proper extrication of a victim from a simulated automobile crash.	Rapid Extrication Skill Sheet Seated Patient Immobilization Skill Sheet NREMT Trauma Assessment Skill Sheet NREMT - Spinal Immobilization(Supine) NREMT - Spinal Immobilization(Sitting)	 PAR_PatientAssessTrauma.pdf  PAR_Spinal_Immobile_Supine.pdf  PAR_Spinal_Sitting.pdf	After instructor demonstrations, the students were allowed to practice the skill of Seated Patient Immobilization, in the lab. Following practice, the students participated in peer review and evaluation of this skill. All students were required to demonstrate the skill while being evaluated by their peers. Each student performed the skill three time before their final evaluation which was conducted by the instructor. All students passed the practical exam with no critical (fail) criteria noted.	Students indicated the practice time and peer reviews, better prepared them for the instructor's evaluation. This process of practice, peer review and evaluation will be continued with this skill and will be utilized with other psychomotor skills in the future.
Paramedicine	The EMS Professions student will safely and properly administer intramuscular and subcutaneous injections as needed for various medical complaints.	Medication administration skill sheets NREMT - Medication Administration Assessment Sheet	 PAR_MedAdminSkills.pdf  PAR_Assessment_Skills.pdf	100% (9 of 9) students exhibited profeciency with this skill. Students were observed completing all aspects of medication administration. All students safely and properly administered both intramuscular and subcutaneous injections when given a patient model and scenario. All students completed the practical demonstrations and exam with no critical (fail) criteria noted.	The peer reviews and check-offs have shown to increase the student's cognitive and psychomotor abilities with this skill. Students have indicated that they are better are able to learn both from practicing and evaluating other students as they practice. The process of peer reviews and check-offs will be continued and will be utilized with other skill assessments.
Pharmacy Technology	Students will demonstrate proper aseptic technique.	Aseptic technique performance check offs.		100% of students demonstrated proper aseptic technique.	Although students successfully demonstrated aseptic technique, the instructor will increase the amount of time and activities related to this topic to increase student efficiency.

Pharmacy Technology	Students will accurately input appropriate information to process prescriptions through a pharmacy computer system.	Community/Retail Student Assessment check off packet for PHAR 1050.		100% of all graduates completed and passed this outcome during their PHAR 1050 Practicum at their respective clinical site.	Although 100% of students successfully completed this learning outcome, the instructor will increase the amount of interactive lab exercises. This will allow the students to become more efficient in this task.
Pharmacy Technology	Students will accurately calculate prescription strengths, quantities, and volumes.	Prescription calculations check offs.		92% of students completed this learning outcome with an average of 75% or higher. Students struggled with pharmaceutical conversions and percentages.	The instructor will spend more class time on pharmaceutical conversions and percentages, and give smaller assignments on these topics. The smaller assignments will allow the instructor to see where more time needs to be spent in order to make the student more successful.
Practical Nursing	Students will practice safe and effective culturally sensitive patient care in a variety of patient settings.	Preceptor/ Instructor clinical evaluation rubric. Students will be evaluated on 15 items with a total possible score 100%. To be successful the student must score a minimum of 70%. Master Lab/ Clinical Skills Check off		Swainsboro - 201216 Preceptors evaluated based on items students were observed performing. All preceptor forms having positive remarks with all students performing above the 70% mark. Vidalia - 201216 Remarks indicated that some students showed lack of initiative. Students were counseled regarding the scores. During faculty discussions it was determined a new rubric was needed to ensure consistency among the locations.	Developed new clinical preceptor/instructor rubric to ensure consistency of accurate assessment by all preceptors and instructors.
Practical Nursing	Students will submit a usable resume for entry positions in Practical Nursing	Resume Rubric		Swainsboro Campus- 201214-11 students completed the resume successfully. Vidalia Campus- 201212-11 students completed the resume successfully. 201214-10 students completed the resume successfully. PN faculty discussed the assessment of the resume was a learning objective specific to the course and not the program. Decision was made to re-evaluate learning objective that was program specific.	For FY 2013 PN faculty will assess the ability of the student to accurately calculate medication dosages.
Radiological Technology	Students will demonstrate appropriate patient care skills.	Clinical Competency Form; A 2.5 average on questions (a,b,c) on Patient care section of form. A random sampling of 3 per student.	 RAD_ClinicalCompetency.pdf	An average of the random sampling of student performance on the Patient Care section of the Clinical Competency Form was calculated at 2.98. This score exceeds the benchmark of 2.5.	The cohort of students that were calculated in this assessment were senior students and demonstrates that these students utilize the appropriate patient care skills while performing in the clinical setting. This objective/SLO will continue to be monitored another year to assess the junior students' patient care skills.
Radiological Technology	Students will demonstrate adequate positioning skills.	The assessment tool will be utilized in RADT 2360- Clinical Radiography V. Student positioning skills will be assessed through student performance in the clinical setting by averaging the grades earned on the Terminal Competency Form. An average of 2.5 (out of 3.0) or higher on area c located under the Procedure Performance section of the form will be our benchmark. This will determine whether the student: correctly positioned the patient for all projections.	 RAD_CompetencyEval.pdf	A score of 2.94 was calculated from a random sampling of the RADT 2360 positioning competencies. This score exceeds the previously identified benchmark for students applying the appropriate positioning skills while performing examinations on patients.	The program will continue to monitor this objective/SLO for another year.
Radiological Technology	Students will apply appropriate radiation protection practices.	Clinical Competency Form; 2.5 on Patient Care section, question (d). 3 Random sampling per student.(3.0 scale)	 RAD_CompetencyEval.pdf	The average score of random sampling on the Patient Care (d. radiation protection)section was calculated at 3. This score exceeds the assessment benchmark.	Radiation protection is embedded across the curriculum in the Radiologic Technology program. At this time, the program will continue to monitor this objective/SLO to assess the next cohort of students.
Speech	95% of students who register for speech class will complete	Speech Partners Instructor Support Early Alert Form		201112: Face-to-Face 18 of 24 = 75% 201114: Online	Face-to-Face environment: Speech anxiety will be addressed earlier in the course. Students will be provided opportunities to

	the class			17 of 27 = 63% Cumulative: 35 of 54 = 65% Data validates that students are not completing the speech class. Students are withdrawing from the Face-to-Face class due to speech anxiety. Students are dropped from the online format for noncompliance with submission of assignments.	explore public speaking opportunities and they will receive immediate feedback from the instructor. Students will also explore their personal reasons for public speaking anxiety, and they will explore real world opportunities that involve public speaking in their daily environment. Online Format: Students will be required to attend a class orientation. During this orientation, class requirements will be addressed, and students will have the opportunity to address concerns about the class.
Speech	Speech students will deliver an informational or persuasive speech.	Final exam portfolio rubric		Face-to-Face: 7 of 19 = 37% A 8 of 19 = 42% B 4 of 19 = 21% C Online: 8 of 17 = 47% A 8 of 17 = 47% B 1 of 17 = 05% C For the final exam, students are allowed to select their type of speech. This allows the students to be successful with the delivery of their final speech.	Students will be assigned a specific type of final exam speech.
Surgical Technology	Students will pass instruments correctly.	SURG 1010 Skills/Competency Checklist #10-4A as listed in the Surgical Technology for the Surgical Technologist Study Guide.	 SURG_SkillsCompetencyCheck.pdf	Six of the six students were given a scenario upon completion of the SURG 1010 course and were able to efficiently and correctly pass instruments to the instructor as outlined in competency #10-4A of the skills checklist.	100% of the students passed the student learning outcome for skills competency #10-4A. We will continue to require 100% competency completion, but we will indicate a new student learning outcome for the following year.
Surgical Technology	Students will perform self gowning utilizing the skills sterile technique.	Students will perform self gowning using the skills procedural steps as outlined on the skills assessment checklist #12-1 - 1BB.	 SURG_SkillsCompetencyCheck.pdf	Six of the 6 students completing the competency portion of the lab finals were able to perform self gowning as indicated on the skills assessment #12-1 - 1BB.	All six students were able to complete the competency that is indicated on the skills assessment form #12-1 - 1BB. Although this skill is the most critical of all skills in the introduction of surgical technology, we will continue to observe and enhance those skills but will not use this as a future goal unless we deem it necessary.
Surgical Technology	Students will accurately assess vital signs.	Procedural steps outlined on skills assessment sheet #12-11.	 SURG_SkillsCompetencyCheck.pdf	Six of the six students completing the 42 competencies at the end of the first ten week period were able to satisfy the skills assessment #12-11 with no review required.	Students have been able to accurately assess vital signs as indicated by the skills assessment form #12-11. This skill is also assessed during the allied health core class AHLS 1040. We will continue to assess the skill for practicum portion, but we will no longer utilize this as a goal for improvement.
Welding and Joining Technology	WELD 1040 students will perform flat position welding using common welding rods.	Welding Certification Exam Subpart WLD 1040 Lab Practice Check-Off Sheet Skills Assessment Checklist 1. PROPERLY SETTING UP MACHINE FOR THE SMAW PROCESS 2. CORRECTLY CHOOSING THE ELECTRODES 3. CORRECTLY SETTING AMPERAGE ON MILLER MARK VIII 4. CORRECTLY PADGING A 3/8 x 6 PLATE WITH A 1/8 BUILD UP 5. CORRECTLY MAKING A 3/8 AND 1/2 MULTI-PASS FILLET WELD 6. CORRECTLY WELDING TEE, EDGE, CORNER, BUTT AND LAP JOINTS 7. CORRECTLY WELDING PLATE IN THE (1F, 2F, 3F and 4F) POSITIONS 8. DEMONSTRATE SAFETY SKILLS ASSOCIATED WITH STICK WELDING 9. DEMONSTRATE THE SET UP OF THE SYNCROWAVE FOR SMAW 10. CORRECTLY MAKING A	 WELD_1040Lab.pdf	Vidalia Campus - WELD 1040 was offered Fall Semester 2011 but was cancelled due to low enrollment. Swainsboro Campus - WELD 1040 was offered Fall Semester with 11 students and 100% passed.	While we had 100% pass rate on the Swainsboro Campus, WELD 1040 is the easier of the SMAW courses. For FY2013, we have agreed to track and assess this learning outcome in the more advanced WELD 1060 class instead.

		1/4 FILLET WELD ON STAINLESS STEEL Test situation for SMAW Welding (WELD 1040, WELD 1050, WELD 1060, and WELD 1070) Using the equipment and supplies provided.			
Welding and Joining Technology	WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	<p>Welding Certification Exam Subpart WELD 1153 Lab Practice Check-Off Sheet Skills Assessment Checklist Students are given flux cored arc welding assignments on the first day of class.</p> <p>1. PROPERLY SETTING UP MACHINE FOR THE FCAW PROCESS 2. CORRECTLY CHOOSING THE WIRE ELECTRODES 3. CORRECTLY SETTING VOLTAGE ON MILLERMATIC 252 4. CORRECTLY PADDING A 3/8 x 6 PLATE WITH A 1/8 BUILD UP 5. CORRECTLY MAKING A 3/8 AND 1/2 MULTI-PASS FILLET WELD 6. CORRECTLY WELDING TEE, EDGE, CORNER, BUTT AND LAP JOINTS 7. CORRECTLY WELDING PLATE IN THE (1F, 2F, 3F and 4F) POSITIONS 8. DEMONSTRATE SAFETY SKILLS ASSOCIATED WITH FCAW WELDING 9. DEMONSTRATE THE SET UP OF THE MILLERMATIC 252 for SELF-SHIELD 10. CORRECTLY MAKING FILLET WELDS USING SELF-SHIELDED WIRE</p> <p>Test situation for FCAW Welding (WELD 1153) Using the equipment and supplies provided.</p>	 WELD_1153Lab.pdf	WELD 1153 is currently being offered now (Summer Semester) on both campuses. Vidalia Campus has 15 students in this class and the Swainsboro Campus has 13 students and all students will take the welding certification test within the last 2 weeks of the semester. Vidalia Campus - 13 passed and 2 failed the certification test and will wait and re-test after 6 weeks. Swainsboro Campus - 9 passed, 2 failed and 2 did not attempt the test. The opportunity to take the certification test is given to each student who has successfully completed all required assignments, they are NOT required to pass the certification test in order to pass the class, however; Diploma students MUST pass the certification test for WELD 1120, the Capstone Course. All 4 students who failed the certification test will be given another opportunity after the required 6 weeks have passed. During this time, the students can practice more before re-testing. Sometimes there is no justifiable reason for failing a certification test. Students sometimes become nervous and anxious and do not perform to the best of their ability.	Implemented an annual schedule for the welding program with the semester conversion. WELD faculty determined that capturing the learning assessment in WELD 1153 is no longer the best for this assessment.
Welding and Joining Technology	WELD students will perform a BU2a-groove 3-G position MIG weld.	<p>Welding Certification Exam Subpart WLD 1090 Lab Practice Check-Off Sheet Skills Assessment - Checklist 1. PROPERLY SETTING UP MACHINE FOR THE GMAW PROCESS 2. CORRECTLY CHANGING OUT WIRE 3. CORRECTLY SETTING ACCEPTABLE GAS PRESSURE 4. CORRECTLY PADDING A 3/8 x 6 PLATE WITH A 1/8 BUILD UP 5. CORRECTLY MAKING A 3/8 AND 1/2 MULTI-PASS FILLET WELD 6. CORRECTLY WELDING TEE, EDGE, CORNER, BUTT AND LAP JOINTS 7. CORRECTLY WELDING PLATE IN THE VERTICAL UP POSITION 8. DEMONSTRATE SAFETY SKILLS ASSOCIATED WITH MIG WELDING 9. DEMONSTRATE THE SET UP OF THE SPOOLAMATIC FOR ALUMINUM 10. CORRECTLY MAKING A 3/8 AND 1/2 FILLET WELD ON ALUMINUM</p> <p>Test situation for MIG Welding Using the</p>	 WELD_1090Lab.pdf	Vidalia Campus - WELD 1090 was offered twice: a total of 13 students took the certification test, 1 chose not to test and 1 failed the test and will retest at a later time. Swainsboro Campus - New instructor began half way during the semester, 11 students were enrolled and 6 chose not to test and 5 passed the test. The student who failed the certification test waited the required time (6 weeks) to re-test and he passed.	99% of the students who took the welding certification test passed, welder certification testing in an excellent method of evaluating a student's skills, therefore we will continue with this assessment. The student passed the subparts/checklist and passed the two practice tests but apparently "rushed" the certification test. On the second attempt and after having waited for 6 weeks, he took his time and passed. In the future, we will stress to the students the importance of taking their time with the certification test.

		equipment and supplies provided.			
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