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Program Outcome Report







Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Accounting	10% increase in retention rate for the Accounting program grouping over the previous fiscal year.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2013	<p>Swainsboro Campus: AY 2013 Retention rate for Accounting degree was 100%, as compared to 100% for AY 2012,so no change noted.</p> <p>AY 2013 Retention rate for Accounting diploma was 70%, as compared to 92.3% for AY 2012, a decrease of 24.16%.</p> <p>Vidalia Campus: AY 2013 Retention rate for Accounting degree was 92.9%, as compared to 100% for AY 2012, a decrease of 7.1%.</p> <p>AY 2013 retention rate for Accounting diploma was 87.5%, as compared to 100%, a decrease of 12.5%.</p> <hr/> <p>Analysis: The quality of instruction has improved on the Vidalia campus due to the Swainsboro campus instructor covering the accounting classes on Vidalia campus. However, the numbers indicate that retention has suffered on both campuses, because NEITHER campus has an instructor that can be solely devoted to students on the campus. Since August 2012 one instructor has covered accounting classes on both campuses. Initially the instructor was on both campuses for a portion of three days a week because the the non-hiring of another instructor was not known until mid-August. The fall 2012 schedule was already published and</p>	Understandably budget cuts and accounting program enrollment are considerations. However, there is need for a full time accounting instructor on the Vidalia campus if the programs are to grow and thrive on EITHER campus.






				students were already registered for those classes on both campuses. When planning for Spring Semester (January 2013), the instructor has scheduled to teach classes and remain on the Vidalia campus every Monday & Wednesday and has scheduled to teach classes and remain on the Swainsboro campus every Tuesday & Thursday, effectively equally splitting time between the two campuses. It would seem that this would be the "best of both worlds." However, the instructor is not accessible to students on "off" class days. For example, the Swainsboro students have class on Tuesdays and Thursdays. If the students do not make arrangements to see the instructor on a Thursday for tutoring for example, then they will not have another opportunity until AFTER the next class on the following Tuesday. This not only relates to tutoring, but just the ability of maintaining relationships with the students. There is a disconnect with the students on both campuses because of the absence of a full-time presence on both campuses.	
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 12 In Field and Related Field Placement Data Vidalia FY 12 In Field and Related Field Placement Data (Career Services Reports located at S:\Student affairs\CareerServices	Swainsboro Campus In FY 12, there were 3 accounting degree graduates, which was a 40% decrease from FY 11. In FY 12, there were 2 accounting diploma graduates, which was a 67% decrease from FY 11. In FY 12, there were 5 TCC graduates, which was a 71% decrease from FY 11. Vidalia Campus In FY 12, there were 3 accounting degree graduates, which was a 50% increase from FY 11. In FY 12, there was 1 accounting diploma graduate, which was a 67% decrease from FY 11. In FY 12, there were 10 TCC graduates, which was a 900% increase from FY 11,	There is no answer to the core problem---the semester system remains, and it is very unlikely that the curriculum will be relaxed to that of the quarter system. The burden then shifts to the instructor to provide quality instruction to overcome the obstacles presented by the curriculum change. Another textbook series could possibly be adopted; other publishers seem to have changed their texts to accomodate the curriculum change. The material is covered more swiftly but more models that of a typical collegiate course. The current text has always been a strong asset to the program, but a new text might be in order. To echo the recommendation of the retention outcome, another instructor is necessary to relieve the burden from the existing instructor so that adequate preparation time is utilized to facilitate an







					<p>when the payroll accounting specialist embedded TCC was first offered on the Vidalia campus.</p> <p>Combined results In FY 12, there were 5 accounting degree graduates, which was a 14% decrease from FY 11.</p> <p>In FY 12, there were 3 accounting degree graduates, which was a 67% decrease from FY 11.</p> <p>In FY 12, there were 15 TCC graduates, which was a 17% decrease from FY 11.</p>	<p>adoption of an entirely new textbook geared towards the new standards. This would affect the planning and teaching strategy for three of the most important courses in the curriculum. Whether this change would have a positive effect on the number of graduates is unknown at this time.</p>
					<p>Analysis: The quarter to semester conversion had a significant effect on the accounting program. Efforts were made several quarters in advance of the Q2S conversion to graduate as many students as possible by the end of summer 2011 (transition quarter), so that students would not be caught up in the Q2S conversion. In Fall 2011, most of the ACCT students were beginning the new accounting curriculum. They were either new students, or students who had been encouraged to take only core classes in the quarters preceding the conversion. This was because accounting underwent significant curriculum changes with the combining of several courses (ACC 1101 and part of ACC 1102 competencies were combined to become ACCT 1100. Remaining ACCT 1102 competencies were combined with part of ACC 1103 competencies to become ACCT 1105. Remaining ACC 1103 competencies were combined with part of ACC 2150 competencies to become ACCT 1110. With the switch from 4 quarters yearly to 3 semesters yearly, it has slowed down the amount of time that it takes for students to complete the accounting diploma from 4 quarters (1 year) to 4 semesters (over 1 year) as well as extending time to complete the</p>	




					accounting degree. The TCC previously took 2 quarters to complete and now only takes 2 semesters, so that the completion time has not changed in the number of terms to complete, but the amount of time (2 weeks each versus 2 quarters at 10 weeks each) required to complete. Additionally, the rigor of the first accounting course in the sequence, ACCT 1100 has significantly affected the completion rate. ACC 1101 on the quarter system was 4000 minutes and required 10 chapters of the textbook used, which was written specifically for TCSG standards. The new ACCT 1100 course meets only 3750 with increased competencies requiring the covering of 3 additional chapters. Clearly the course covers MORE material in less time. This was a move made by the IFCC initiated by larger colleges who were more interested in matching up the accounting classes with the University System to facilitate transfer, than for the welfare of our TCSG students. My statistics indicate, and likely other schools as well, that this has been detrimental to the accounting program.	
	Accounting	Increase enrollment by 10% for the Accounting program.	Students by Program (by Campus) Report DC 111		<p>Swainsboro Campus FY 13 Accounting program grouping enrollment 20; FY 12 Accounting program grouping enrollment 20; no change.</p> <p>Vidalia Campus FY 13 Accounting program grouping enrollment 40; FY 12 Accounting program grouping enrollment 38; decrease of 5%.</p> <hr/> <p>Analysis Since August 2012 one instructor has covered accounting classes on both campuses, equally splitting time between the two campuses. It would seem that this would be the "best of</p>	Understandably budget cuts and accounting program enrollment are considerations. However, there is need for a full time accounting instructor on the Vidalia campus if the programs are to grow and thrive on EITHER campus.



				both worlds." However, the instructor is not accessible to students on "off" class days. For example, the Swainsboro students have class on Tuesdays and Thursdays. If the students do not make arrangements to see the instructor on a Thursday for tutoring for example, then they will not have another opportunity until AFTER the next class on the following Tuesday. This not only relates to tutoring, but just the ability of maintaining relationships with the students. There is a disconnect with the students on both campuses because of the absence of a full-time presence on both campuses. It will be difficult, if not impossible to increase and maintain enrollment on both campuses by spending only 50% of the work week on either campus.	
	Accounting	ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACCT 1110 Accounting Program Competency Exit Exam	Swainsboro Campus Summer 2013 Results: Two of two students (100%) scored 70% or better; actual scores were 89 & 77; average score 83. Vidalia Campus Summer 2013 Results: Five of five students (100%) scored 70% or better; actual scores were 86,74,86,73,79; average score 80. Analysis: Although all the students on both campuses passed their exit exams, they still are very stressed about the exam prior to taking it. These "survival skills" should be retained throughout all the the financial and managerial accounting courses. Only special topics might require review.	Instructor will integrate some "clicker" quiz/group activities/strategies in ACCT 1110 which will require students to use previously learned concepts. By integrating these throughout the term, students should be refreshed on the not so frequently used topics. Also FY 2014 will be the first year that the instructor will have taught a cohort from start to finish. This was the last class of students that started the program under the previous instructor.
	Air Conditioning Technology	The ACT program graduation rate will be 80% or greater.	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.		Vidalia Campus: Recruitment and retention efforts will be continued and are expected to result in increased enrollment. However, the focus needs to be on retention of students once enrolled.
	Air Conditioning Technology	The ACT program will have an increase in enrollment of 10% over	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	5% decrease in enrollment over FY 2012 FY 2013 - 35 FY	Develop more hands-on training exercises. Will utilize more advance students to




		the previous fiscal year		2020 41	assist beginning students with hand-on skills training - peer teaching techniques.
	Air Conditioning Technology	ACT graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. FY 2011 Combined Placement Figures Report. KMS Placement Data	Discussions with students and employers revealed a need for more hands-on training to entice students to enroll and continue in the program. Word of mouth recruitment through enthusiasm may be the best tool to increase enrollment further. Too much time on lecture discouraged ACT students in the past.	This program outcome will be retained for FY 2014 due to the importance of retention throughout the program. In FY 2014, will look for additional strategies and activities to maintain student interest in classes by using innovative teaching techniques.
	Air Conditioning Technology	Students will be EPA 608 Type Universal Certified Technicians.	Certification Exam Federal Clean Air Act Section 608 To be certified, students must score a minimum of 72% on the EPA certification exam. Exam is given prior to graduation. The 2 hour time limit exams are proctored by the certified instructor who mails the completed exams to Esco for grading. No reports or breakdown is provided to the College. A report by section is mailed to the student with the certification/results. To be EPA Certified (Type I, Type II, or Type III), students must pass 2 sections of the exam. To be EPA 608 Type Universal Certified, students must pass all 4 sections of the exam. Students must obtain an EPA certification to graduate.	9 of 10 90% of all students earned a passing grade on the national EPA Test examon the first try 1 student completed on the secont try. for 10 of 10 students pased. This is a License to be able to buy and work with all refrigerants as a controlled substance. On the national exam there is a 60% failure rate on the first attempt, while students in this course had a 100% success rate. This makes students more successful in finding employment in the Air Conditioning field.	Because this goal is so crucial to the success of the HVAC industry instructor will give explanation of regulations in terminology that can be easily understood.
	Automotive Technology	Automotive (AUTT) students will become ASE certified.	ASE Certification Test 90% of the AUTT graduates will pass the ASE certification exam on the first attempt.	Have not had any grauates pass any part of the ASE testing.	Need to assess the goal to see if it is obtainable. The cost of ASE testing is one reason that the students are not taking the test. Improvements are to try to imbed the cost into the students supplies list.
	Automotive Technology	Increase enrollment by 10% for the Automotive Program.	Students by Program (by campus report). KMS enrollment report.	Enrollment has increased every semester.	Will continue to enlist the help of high school coordinator. Also, participate in different high school career days to include schools not previously visited in our service area.
	Automotive Technology	Retain 90% of students enrolling in AUTT classes.	KMS Report LB, Course Attrition by Home Campus and Program FY 2012.	Lost more that 90% of students looking to gain diploma. Most all earned a certificate in various TCC's.	The students that did not earn a TCC were mostly in Learning Support. Learning Support is being modified so this should be a help in that area.
	Business Administrative Technology	To increase retention and student awareness of online learning expectations in our online classes.	BAT instructors will have a sign in sheet for students that attend the orientation and these students will be monitored for success at the end of each semester.	Fall 2012, Spring 2013, and Summer 2013 Sessions As-16 Bs-28 Cs-22 Ds-3 Fs-2 W-13 WP-1 WF-3 A total of 88 students attended the sessions. The students showed gratitude for the sessions being offered.	Because of the pass rate of 75%, the sessions will continue. Sixty-six of the students were successful in completing their online classes.




	Business Administration Technology	The grade distribution will be comparable for the online and traditional BUSN 1240 class.	Grade Distribution Report and Course Evaluation Results	<p>Fall 2012 Online Class A's - 3 B's - 9 C's - 8 D's - 2 F's - 0 W's - 2 WP's - 0 WF's - 1</p> <p>Spring 2013 Traditional Class A's - 6 B's - 5 C's - 0 D's - 0 F's - 0 W's - 1 WP's - 0 WF's - 0</p> <p>Summer 2013 Online Class A's - 6 B's - 13 C's - 4 D's - 2 F's - 0 W's - 1 WP's - 0 WF's - 1</p> <p>Traditional Student Results A's -- 6 (55%) B's -- 5 (45%)</p> <p>Online Student Results A's -- 9 (19%) B's -- 22 (47%) C's -- 12 (26%) D's -- 4 (9%)</p> <p>Further breakdown shows that the C's and D's resulted from students not doing the work.</p>	Because of students not completing their work, they are reminded with an email each Thursday and it is posted in the announcements in ANGEL.
	Business Management	15% increase in retention rates for the Business Management program grouping over the previous fiscal year.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2012.	The Business Management degree changed from 24 to 22 (8.3%) decrease during 2013. The diploma changed from 51 to 42 (17.6%) decrease.	There were 3 students that owe money to STC and didn't return. There were 3 students that changed programs at STC. 2 students moved to Florida. One student had a death in the family and did not return. Instructor will continue to work hard on the marketing plan to replace these students.
	Business Management	Business Management students will demonstrate proficiency in the competencies on a proctored exam with a minimum of 70% accuracy.	MGMT 1110 Proctored Exam	23 of 23 (100) of students passed the proctored exam.	Students will continue to be reminded of proctored exams on the syllabus, course information, welcome letter, and emails. Students successfully completed the proctored exam using information from their book, homework assignments, tests, and course website to study for the proctored exam in 1110.
	Business Management	Business Management students will demonstrate a proficient understanding of the program competencies on an exit exam with a minimum of 70% accuracy.	MGMT 2215 Business Management Program Exit Exam	1 student passed with a 92.5 on the business management program exit exam.	Student results are very good for retaining information learned throughout the program.
	Business	Increase the number of	Graduates/Awards by Program Report		

	Management	degree, diploma, and certificate graduates by 15%.				
	Business Management	Increase enrollment by 10% for the Business Management program.	Program Group Enrollment		In 2013 there were 98 program group enrollment as compared to 63 in 2012. This was a 55% increase.	The marketing plan has always been very successful in the business management program. The marketing plan will continued to be followed very carefully.
	Clinical Laboratory Technology	Program goal: graduation rate of 70%.	Annual program graduate data report.		Eleven began the CLT program and seven graduated. This is 64% retention from the beginning of the program In January until the end in July a year and a half later.	This has remained a constant statistic in this program. Next year will have data reflecting the implementation of a 3.0 GPA requirement to the program entrance.
	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP)and American Medical Technologist (AMT) National Certification Exams		To date 6 of the 7 graduates in July 2012 (FY2013)passed the national registry. One student was unsuccessful on the first attempt and can retake the exam.	The two review courses have been combined into one Certification Review course. Students have intense review of one subject per day and are tested on the material. This review should orient the student to strengths and weaknesses to improve before taking the national registry.
	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	Career services anual graduate report.		All seven July 2012 (FY2013) graduates are employed. Five are employed in field and 2 out of field.	Encourage students to seek employment in field. Send employment opportunities to them as employers request graduates.
	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.		AY 2012 -65 AY 2013 - 105 62% increase in enrollment over previous year. Analysis: HOPE changes that had negatively impacted enrollment were corrected; therefore, enrollment increased significantly over the previous year. Instructor discussions determined that when the CTD classes did not make in Swainsboro, those students that were enrolled originally in Swainsboro traveled to Vidalia to take the class there. HOPE changes contributed to CTD prospects not being able to afford the tuition. CTD is not a Pell eligible program. Local industry DOT Foods expressed an interest in enrolling some of their employees in the CTD in order to have the truck drivers needed for their business.	HOPE changes corrected critical funding issues for Commercial Truck Driving students. Several actions/initiatives caused the state legislature to revisit HOPE requirements which resulted in funding for CTD students. STC began major initiatives to research solutions for the CTD program. Administrators consulted with TCSG, local board members, Foundation Trustees, legislators, WA, DOT Foods and various other entities. The STC Foundation provided scholarships to assist CTD students and help maintain enrollment. The STC trailer was parked at the Wal-Mart shopping center in Swainsboro to advertise the CTD program. CTD was promoted on the CTD Instructor's Facebook page. CTD instructor also promoted the program at the Swainsboro Raceway. DOT Foods started a group of their employees in the CTD program. The availability of newer equipment with current technology would benefit the school and the students possibility for employment in a more modern commercial industry.
	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates) over the previous fiscal	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.		AY 2012 - 47 AY 2013 - 75 60% increase in number of graduates over the previous year	HOPE changes enabled CTD students to enroll and complete their program of study.

		year.			
				<div>Analysis: Graduates reflected enrollment trends on the campuses.</div> <div>HOPE and financial issues that had negatively impacted the number of graduates was corrected with the HOPE changes; therefore enrollment and graduates increased.</div>	
	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.	<div>68.3% Job placement rate.</div> <div>AY 2011 87.1 In-Field -Vidalia 50% In-Field - Swainsboro 68.55% placement In-Field AY 2012 68.3 In-Field -Vidalia 66.7% In-Field - Swainsboro 67.5% placement In-Field</div> <div>Analysis: Instructors are frustrated with not being able to contact students after graduation. A better means of tracking may be needed.</div>	
	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam.	Commercial Truck Driving Licensure Rate Report	<div>100% of the CTD grads who attempted the exam passed.</div> <div>71 students passed the licensure exam for driving permit on the first attempt.</div> <div>Licensure examiners noted that students experienced problems with shifting gears on the road test portion of the exam. One student did not show up to take the CDL Road Test. Every effort was made by the CTD faculty to find out what happened with the student who did not show up for the exam. Faculty have been unable to reach the student with the contact numbers on file.</div>	<div>Alternated CTD instructors so that students could experience realization of observers which helped them overcome test anxieties.</div> <div>Implemented random drawing of the backing maneuvers for their mock exam which is more realistic of the actual test.</div>
	Computer Information	The grade distribution will be comparable for	The CIS department will use the Grade Distribution Report and Course Evaluation Results to assess this goal.	The variation is reasonably minor for	To be implemented in AY2014, instructors will use



	Systems	the online and traditional COMP 1000 class.		<p>averages of A and C for COMP 1000: there was a 7% difference in the grade for online vs traditional (more traditional students scored an A than did online students); 8% difference in the grade of B (more traditional students scored a B than did online students); and a 0% difference in the grade of C. Both had 6% of students with C.</p> <p>When comparing the Competency exam of online and traditional students, no statistically valid differences were found.</p> <p>Results are as follows for the percentage of failing students: 4% traditional students compared to 7% online students.</p> <p>In conversation with students, faculty learned that family and work issues contributed to lack of work being submitted or time studying for test with online students.</p> <p>Online students were encouraged to spend more time utilizing the training assessments for more hands on knowledge they had missed from lectures; however, the overall grade performance improved little to none.</p>	a messaging app to students called Remind101. It reminds students of work that needs to be completed. Instructors can use it to encourage students throughout the semester. The app will also be incorporated in the Angel LMS as a widget to display all the messages.
	Computer Information Systems	Five percent Increase in awards over previous year.	Graduates/Awards by Program Report	<p>In AY 2012, CIST awarded 20 certificates, diplomas, and degrees. In AY 2013, CIST awarded 56 certificates, diplomas, and degrees.</p> <p>These results produced a 35% increase in awards between the two years.</p>	<p>Advisors ensured that all students who qualified for embedded certificates of the diplomas and degrees where awarded producing the increase in awards.</p> <p>Advisers were diligent in registering students for classes on the annual schedule in order for the student to graduate.</p> <p>Study groups were promoted to ensure students pass and complete courses. This allowed students to remain with the annual schedule sequence and progress to graduation.</p>
	Cosmetology	100% of COSM students taking the state board exam will pass the practical & written exam on the first attempt.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.	<p>Of the 28 students taking the practical exam, 1 scored between 76-80, 4 scored 81-85, 14 scored 86-90, 6 scored 91-95, and 3 scored 96-100. On the practical exam the examinees scored: 98% of the maximum score on setup & client protection, 96%</p>	<p>Although all students passed both parts of the state board exam the results show that more time should be spent on the scientific concepts and skin care and services of the written portion. More study reviews, more practice exams, and more lecture sessions of scientific concepts and skin care and services will be held to improve the scores. The only</p>


					on thermal curling, 91% on haircutting, 94% on chemical waving, 93% on virgin hair lightening application & haircolor retouch, 93% on virgin relaxer & relaxer retouch, 93% on basic facial, & 87% on sculptured nails. Of the 30 taking the written exam 1 examinee scored 76-80, 11 examinees scored 81-85, 17 scored 86-90, and 1 scored 95. On the written exam the examinees scored: 80% of the maximum score on hair care and services, 85% on nail care & services, 77% on scientific concepts, and 66% on the skin care & services.	service on the practical exam that examinees scored below 90 on was the sculptured nail application. More time should be spent on demonstration and practice of sculptured nail techniques.
	Cosmetology	70% Retention of students starting the Cosmetology program will complete the program.	Intranet Retention Rates by Program Report		The college retention rate was 78% for cosmetology. The Swainsboro Campus had a retention rate of 75% while the main campus in Vidalia had an 80% retention rate.	The overall retention rate was higher than the benchmark of 70% however many students are still not completing the course or staying in school therefore, we will be using extra counseling techniques along with the early alert to see if the student can be retained or put in another program.
	Criminal Justice	5% Increase in placement rate of degree level students over the previous fiscal year	KMS DC 145 Sub-report #112 Placement by Program Area		Report indicates the placement rate as follows: Vidalia: Degree 100% Diploma 25% and Introduction TCC 0%. Swainsboro: Information was not available. The low percentage of TCC placement is due to dual enrollment being associated with the Swainsboro Campus and these dual enrollment students continuing their education as opposed to entering the job market. Anecdotal survey by program instructor revealed 100% of degree students on Swainsboro Campus were employed within the criminal justice field.	Hiring in the criminal justice field remains strong and steady. Entry level positions in law enforcement and corrections are driving the market. Graduating students will be encouraged to respond to surveys and provide feedback regarding post-graduate employment. Program advisors and criminal justice employers will be encouraged to prefer STC graduates or those students enrolled in their final semester over new students to reduce program attrition. The STC criminal justice program will continue to place highly qualified students with criminal justice employers.
	Criminal Justice	Criminal Justice students will demonstrate competence in criminal justice procedures.	CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate. This exam includes questions from all required CRJU courses which are identified on the exam.		Vidalia Campus 20 out of 20 traditional classroom students scored 70% or higher with an average score of 80. Swainsboro Campus 3 out of 3 traditional classroom students scored 70% or higher with an average score of 82. <hr/> Faculty review of the assessment determined no significant difference in the score/pass rate.	A study guide will be completed for students taking the comprehensive exit exam Spring, 2014.

				A study guide is being developed to assist the candidates for graduation with a comprehensive review of the 8 criminal justice disciplines assessed on the exit exam.	
	Criminal Justice	5% increase in retention over previous fiscal year	KMS attrition by home campus and program report #LB177	Report indicates first time students enrolled Summer/Fall 2012 as compared to AY2013. For Vidalia, the retention rate was 58% for Diploma students and 100% for Degree students. For Swainsboro, the retention rate was 81% for Diploma students and not available for Degree Students.	Based on actual results, the program instructors have adopted an open attendance policy to decrease the number of students which have to be withdrawn due to violation of the current attendance policy. The new policy will be implemented January, 2014 (201414)
	Criminal Justice	5% increase in retention over previous fiscal year	KMS attrition by home campus and program report #LB177.		
	Dental Hygiene	(B.) To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.	1 Grades in all courses-100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 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 Deductions from Assessment & Debridement- Minimum 90% required 7 Quality Assurance Assessment-90% accuracy required 8 O.A. Record Review Minimum 90% Accuracy required 9 O.A. Deductions from Assessment & Debridement grade sheets- Minimum 90% required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean-Minimum 85% positive required 12 Instrumentation Practicum I- 100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies- 100% pass required 15 Mock National Board- Minimum score of 85% required 16 Mock CRDTS Board- Score of 88 or higher required 17 NBDHE-100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program- 70% retention rate 21 Combined Placement Figures Report- 90% placement rate	100% pass-Clinical DH II Lec & Lab, Periodontology, Oral Pathology, Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Dental Materials, Clinical DH III Lec & Lab, Community Dental Health, Biochemistry/Nutrition Fundamentals, Radiology Lec & Lab, Clinical DH I Lec & Lab, Pharmacology, Clinical DH IV Lec & Lab, Microbiology. 92% pass- Oral Embryology & Histology, Head & Neck Anatomy. Course pass rates indicate which courses need revision to improve student learning. 6 courses had research/case studies assignments. Case studies provide students with clinical and laboratory type scenarios prior to students working on live patients. 96% of patients graded each item on patient survey positively. 477 out of 495 had good or excellent ratings. 18 responses had fair or poor ratings. Handwritten comments were 100% positive. Analysis of ratings: 2 fair ratings and 1 poor rating on scheduling. 5 fair ratings on comfort during treatment. 4 fair ratings were on explanation of clinic policies, infection control, and patient rights and	Course grades provide areas in which students have encountered difficulty. After analyzing the course pass rates, it was determined that students were not having issues in clinical and laboratory courses. The patient care survey provided some revelations about potential issues in the clinic. Students were reminded about the questions on the patient survey with special emphasis on scheduling, patient comfort, and explanation of policies and procedures. Students were reminded that part of sequence of care is to ask patient if he/she has any questions about policies and procedures. This should occur after the medical history review. Students should watch for nonverbal expressions that may indicate that the patient is in pain. Students established a system in which the patient can raise hand if he/she feels discomfort and the student can arrange anesthesia administration if needed. Students were reminded to block appointments throughout the semester to ensure that returning patients can be reappointed in a timely manner. Quality assurance measures will continue to be utilized to ensure that laboratory and clinical experiences are documented in detail and with accuracy. All 13 errors were associated with the Chart Auditing Tool. Students failed to double check documentation to ensure that everything was documented as instructed. Peer evaluations are now implemented to help students detect missing information prior to turning in

					<p>responsibilities. Patient survey responses provide insight about issues that might be present in laboratory and clinical courses so that these issues may be corrected. 100% participation and satisfaction among employers and graduates. Surveys will continue to be monitored to ensure that employers and graduates deem the dental hygiene curriculum relevant in preparation for the clinical and laboratory aspects of the dental hygiene workforce. 90% compliance in quality assurance assessment tool. Quality assurance assessment tools will continue to be utilized to discover areas in which student performance could improve in regard to clinical and laboratory experiences. Students must be able to document and maintain detailed records of clinical and laboratory encounters in the live work clinic in preparation for the dental hygiene profession. 90% compliance with dental hygiene record reviews. 6 chart reviews were not completed prior to grading of chart. 13 errors were documented based on dental hygiene record review. Several deductions for quality assurance were cited for the following: pages of dental chart in incorrect order, progress notes incomplete, mirror not clean for dentist/instructor check, chart audit form incomplete, and failure to double check paperwork and chart prior to turning in to instructor for grading. 99% compliance with infection control protocol. Infection control is vital to the safety of the patients seen in the clinical and laboratory settings. Two errors were noted: failure to give patient eyewear and failure to prevent cross-contamination during a procedure. 100% positive responses from student and Dean</p>	<p>chart for grading. All errors noted were addressed with the respective students during chart grading feedback sessions to prevent repetition of mistakes in the future. All patient standards of care were achieved. 6 charts that were not audited prior to chart grading were flagged. Students were advised to complete dental hygiene record review and turn back in to instructor. Infection control deductions were addressed with the appropriate students at the time in which the violation occurred. This ensures that the clinic remains a safe and sterile environment for patients. Student and Dean evaluations will continue to be monitored. Any issues related to clinical and laboratory courses/skills will be addressed as needed. Instrumentation Practicum I & II provide students with the confidence in the mastery of basic clinical skills. By passing these two skill evaluations, students are safe to proceed to live patient care. Mock practicum was added to provide additional preparation for the students prior to taking the practicums. Practicum II will take place prior to patient care and not at the end of the semester. This will help pinpoint any instrumentation issues prior to live patient care. A new mock national board format will be implemented in 2014 to ensure that the mock format remains in alignment with the NBDHE. It will be created from input from all faculty. It will not come from Mosby online resources. Mock CRDTS and CRDTS pass rates ensure that students are competent to seek licensure in the dental hygiene profession. One student suggested installing blinds over the door in the clinic to control the temperature in the clinic and increase patient and clinician comfort. Program Director will discuss this with the Director of Facilities. One student suggested purchasing more magnetos or requiring students to purchase magnetos. One additional magneto was purchased. Additional magnetos will be purchased as funds become available. Since students are not eligible for loans at this time, students will not be required to purchase magnetos. One student requested that Eaglesoft be installed onto classroom computers. This was requested and accomplished in May. This will make Eaglesoft more accessible for scheduling and documenting</p>
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						<p>evaluations. These evaluations will continue to be monitored for feedback that could improve student learning in the clinical and laboratory aspects of the dental hygiene curriculum. 100% pass rate on Instrumentation Practicum I & II. This ensures that students are competent in basic clinical skills and are safe to proceed to live patient care in the clinic. 100% pass rate on Mock National Board and NBDHE. These pass rates confirm that students have the basic foundation of knowledge necessary to apply dental hygiene concepts in the clinical and laboratory setting. 100% pass rate on Mock CRDTS & CRDTS. These pass rates ensure that students meet the standards established by national board agencies in order to seek licensure in the dental hygiene profession. All competencies were passed in all clinic courses. Competencies demonstrate student understanding of laboratory and clinical skills. 100% positive responses on graduate exit survey. Graduate exit surveys will continue to be analyzed to ensure that student suggestions are incorporated in to the curriculum to ensure that laboratory and clinical experiences are relevant to student learning. 58% retention rate for class of 2013. Even though the benchmark for the program's retention was not accomplished, the rate did improve 33%. This verifies that retention measures are proving to be resourceful and will continue to be utilized until the benchmark is achieved. 100% placement rate for graduates. This provides validation that employers are viewing our graduates competent in clinical and laboratory skills.</p>	<p>clinical experiences. One student commented that seeing CCDC patients was a great learning experience. This learning experience will be continued to provide students will challenging clinical experiences. In an effort to increase retention efforts, more engaging activities will continue to be added in to each class. The Fall semester schedule was altered so that all the lecture classes are spread out over a four day period instead of a three day period. The study skills workshop was moved from orientation to the first Thursday of Fall Semester in hopes that students will find the information relevant to material covered during the first week of the semester.</p>
	Dental	The dental hygiene	20 Retention rates by program			58% retention rate for	Since the class of 2013 has

	Hygiene	program will graduate 70% of the students that are granted admission into the program.			class of 2013. This is a 33% increase in retention as compared to the retention rate of 2012. Only one student failed the program due to academic reasons. The rest of the students quit the program due to personal reasons.	benefited from the retention strategies and activities, the program director will continue to offer the study skills workshop. The time of the workshop has been moved to the first week of Fall semester. By moving the study skills workshop to Fall semester, the students will hopefully see the relevance of the information and apply it to their Fall semester courses. The Fall semester scheduling of courses has been changed so that the classes are dispersed over a four day period instead of a three day period. This will hopefully assist students in organizing their routine of study and prevent the overlapping of multiple tests/assignments on the same day. Remediation and mandatory two hour practice sessions will continue since both seemed to result in enhanced learning and preparation. Curriculum has been enhanced with activities that are engaging in order to create significant learning experiences for the students. Since only one student failed due to academic reasons, it is apparent that innovative teaching methodologies and interactive learning has provided a more productive and successful learning environment for the cohort. This engagement should continue to help retain more students by increasing learning experiences inside and outside of the classroom.
	Dental Hygiene	(F.) To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.	2 Research papers/case studies required in courses-6 courses contain research or case studies 4 Employer Rating Surveys- Minimum 85% positive required 5 Post-Graduate Rating Surveys-Minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- Minimum 90% required 10 Instructor Evals by Students-Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 15 Mock National Board- Minimum score of 85% required 17 NBDHE- 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 20 Retention Rates by Program Report- 70% retention rate		6 courses had research/case studies assignments. Research assignments teach students how to critically review research about products and best practices in the dental hygiene profession. 99% compliance with infection control protocol. Infection control protocol must remain current with CDC and OSHA protocols. To remain aware of changes, students are taught to attend professional development seminars as well as read current journal articles related to infection control protocol. Students are also monitored during clinic sessions to ensure that infection control protocols are followed. Two errors were noted: failure to give patient eyewear and failure to prevent cross-contamination during a procedure.	Research and case studies will continue to be included in the dental hygiene curriculum. Surveys from all stakeholders reflect that the curriculum is teaching students to be lifelong learners by attending professional development courses to learn about the latest products and developments in dentistry. Graduates are also active in the American Dental Hygienists' Association. Board pass rates confirm that students are capable of answering questions on the latest products and developments in dentistry.

					<p>100% positive evaluations from students and Dean. Evaluation of instruction will continue to occur by students and the Dean to ensure that instructors are teaching best practices in the dental hygiene profession and that the significance of life-long learning is emphasized to the students.</p> <p>100% participation and satisfaction among employers and graduates. These surveys will reveal if students are attending continuing education courses to maintain life-long learning. In addition, it will also reveal if graduates are still members of the ADHA.</p> <p>100% pass rate on Mock National Board and NBDHE demonstrates that students are receiving a good foundation on the latest products and developments in dentistry. Students are required to answer questions on evidence based dental hygiene and dental hygiene research on the latest products and developments in the field.</p> <p>100% positive responses on graduate exit survey</p> <p>58% retention rate for class of 2013.</p>	
	Dental Hygiene	(A.) To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.	<p>1 Grades in all courses-100% courses passed with minimum grade of C</p> <p>2 Research papers/case studies required in courses-6 courses contain research or case studies</p> <p>3 Patient Survey- Minimum 85% positive required</p> <p>4 Employer Rating Surveys- Minimum 85% positive required</p> <p>5 Post-Graduate Rating Surveys- Minimum 85% positive required</p> <p>11 Instructor Evals by Dean- Minimum 85% positive required</p> <p>12 Instrumentation Practicum I- 100% pass required</p> <p>13 Instrumentation Practicum II- 100% pass required</p> <p>14 Individual Competencies- 100% pass required</p> <p>15 Mock National Board- Minimum Score 85% required</p> <p>17 NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- Minimum 85% positive required</p> <p>20 Retention Rates by Program Report-70% Retention Rate</p> <p>21 Combined Placement Figures Report- 90% Placement rate</p>	<p>100% pass-Clinical DH II Lec & Lab, Periodontology, Oral Pathology, Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Dental Materials, Clinical DH III Lec & Lab, Community Dental Health, Biochemistry/Nutrition Fundamentals, Radiology Lec & Lab, Clinical DH I Lec & Lab, Pharmacology, Clinical DH IV Lec & Lab, Microbiology. Course pass rates illustrate areas in which curriculum should be enhanced to achieve mastery of these disciplines. 92% pass- Oral Embryology & Histology, Head & Neck Anatomy. 6 courses had research/case studies assignments. These activities provide valuable learning experiences in the arts and sciences.</p>	<p>In the Oral Embryology & Histology course, the following changes were implemented to enhance instruction- 1. 8 online videos have been added to M: Drive. Students will view in class. 2. Quizlet online assignments have been added to the class. Students will complete prior to class and turn in to instructor. 3. Ethics written exercise has been added to class. Students will complete and discuss in class. 4. Tri-Board Project will be changed to a PPT Group Project. Students will set up the PPT on the gmail server so that all members can work on the powerpoint simultaneously. In addition, students will type a presentation script in the notes section of the PPT to clarify exactly who will say what during the presentation of the topic. 5. PPT Rubric and Self Assessment have been added to class syllabus. In the Head & Neck Course, the following changes were implemented to enhance instruction- 1. Videos will be</p>	


					<p>96% of patients graded each item on patient survey positively. 477 out of 495 had good or excellent ratings. 18 responses had fair or poor ratings. Handwritten comments were 100% positive. Analysis of ratings: 2 fair ratings and 1 poor rating on scheduling. 5 fair ratings on comfort during treatment. 4 fair ratings were on explanation of clinic policies, infection control, and patient rights and responsibilities. Patient survey results provide feedback to determine if students have retained knowledge in the arts and sciences related coursework that provides a strong foundation for clinical application. 100% participation and satisfaction among employers and graduates. Employer and graduates provide information about the foundation of the arts and sciences coursework that graduates have acquired from the dental hygiene curriculum.</p> <p>100% positive feedback from Dean evaluations</p> <p>100% pass on Instrumentation Practicum I & II</p> <p>All competencies were passed in all clinic courses. Clinical competencies provide confirmation that students have learned pertinent knowledge in the arts and sciences in order to apply this information in the clinical setting.</p> <p>100% positive responses on graduate exit survey. The graduate exit survey provides suggestions from students about the curriculum and things that could possibly be implemented to make the learning experiences more significant and meaningful. 100% of students scored 85 or higher on Mock National Board. 100% of students passed NBDHE. The pass rate on the NBDHE indicates that students have mastered the arts and</p>	<p>shown in class lecture corresponding to chapter material. 2. Case studies on Anesthesia have been added to class and will be covered in lecture 3. Worksheets have been added to the class. Students will complete work and sheets will be discussed in class. 4. Quizlet online homework has been added to class. Students will complete prior to class and turn in to instructor. 5. Ethics written exercise has been added to class. Students will complete and discuss in class. 6. Mosbys Dental Dictionary was taken off of the book list. Students will utilize Online drug references such as Lexicomp and Medline Plus. 7. Local Anesthesia for the Dental Professional book was taken off book list. Students stated the book was not useful and they relied on the textbook. The book will be maintained as a reference book. 8. This course was moved to Thursday when no other instruction for this cohort occurs. Students still had difficulty with APA formatting of article review. Students stated that they did not utilize the APA Publication Manual and student workbook. They preferred using online resources for APA format. APA Publication Manual and student workbook were removed from book list. Also, students were introduced to YouTube videos that explain how to format according to APA. Students were reminded about the questions on the patient survey with special emphasis on scheduling, patient comfort, and explanation of policies and procedures. Students were reminded that part of sequence of care is to ask patient if he/she has any questions about policies and procedures. This should occur after the medical history review. Students should watch for nonverbal expressions that may indicate that the patient is in pain. Students should establish a system in which the patient can raise hand if he/she feels discomfort and the student can arrange anesthesia administration if needed. Students were reminded to block appointments throughout the semester to ensure that returning patients can be reappointed in a timely manner. Dean will continue to monitor instruction and course syllabus to ensure that instruction is being met in the arts and sciences courses. Mock practicum was added to provide additional preparation for the students.</p>
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					<p>sciences curriculum of the coursework. 58% retention rate for class of 2013. Even though the retention rate did not meet the benchmark, the retention rate increased 33%. This indicates that retention efforts have worked over the past year. These efforts will continue to be utilized until the benchmark is achieved. 100% placement of all graduates.</p>	<p>By having a mock practicum, the students get a chance to go through the practicum and understand the skills that will be observed. Practicum II will take place prior to patient care and not at the end of the semester. This will provide valuable feedback prior to live patient care sessions. A new mock national board format will be implemented in 2014. It will be created from input from all faculty. It will not come from Mosby online resources. This will ensure that our mock board remains similar in format to the current NBDHE. One student suggested installing blinds over the door in the clinic to control the temperature in the clinic and increase patient and clinician comfort. Program Director will discuss this with the Director of Facilities. One student suggested purchasing more magnetos or requiring students to purchase magnetos. One additional magneto was purchased. Additional magnetos will be purchased as funds become available. Since students are not eligible for loans at this time, students will not be required to purchase magnetos. One student requested that Eaglesoft be installed on to classroom computers. This was requested and accomplished in May. One student commented that seeing CCDC patients was a great learning experience. This learning experience will be continued to demonstrate mastery of the arts and sciences. In order to continue to improve the program's attrition rate, the Fall semester schedule was altered so that all the lecture classes are spread out over a four day period instead of a three day period. In addition, the study skills workshop was moved from orientation to the first Thursday of Fall Semester in hopes that students will find the information relevant to material covered during the first week of the semester. Innovative teaching methodologies will continue to be implemented into the curriculum to ensure that learning experiences are relevant and engaging. By continuing to enhance the curriculum, students should continue to improve in mastery of the arts and sciences in preparation for the workforce. Feedback on the mock national board and the NBDHE provide feedback to instructors on topics that students are weak in or topics that students have mastered. This provides essential information to utilize while revising course</p>
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	Dental Hygiene	(E.) To teach students to conduct critical reviews of current literature as a means of research and life-long learning.	2 Research papers/case studies required in courses-6 courses contain research or case studies 3 Patient Survey Minimum 85% positive required 4 Employer Rating Surveys-Minimum 85% positive required 5 Post-Graduate Rating Surveys- Minimum 85% positive required 10 Instructor Evals by Students-Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 17 NBDHE- 100% pass required 18 Graduate Exit Survey-Minimum 85% positive required 20 Retention Rates by Program report -70% retention rate	6 courses had research/case studies assignments that familiarize students with the review of literature as a means of research. 96% of patients graded each item on patient survey positively. 477 out of 495 had good or excellent ratings. 18 responses had fair or poor ratings. Handwritten comments were 100% positive. Analysis of ratings: 2 fair ratings and 1 poor rating on scheduling.5 fair ratings on comfort during treatment. 4 fair ratings were on explanation of clinic policies, infection control, and patient rights and responsibilities. 100% participation and satisfaction among employers and graduates. 100% positive feedback from student and Dean evaluations 100% pass rate on NBDHE 100% positive responses on graduate exit survey Positive ratings on all surveys indicates that the program is successfully producing good quality graduates that are competent and competitive in the economic workforce. Specific questions on the surveys ask respondents about research and literature review.	Article reviews will continue to be a part of the curriculum Students still had difficulty with APA formatting of article review. Students stated that they did not utilize the APA Publication Manual and student workbook. They preferred using online resources for APA format. APA Publication Manual and student workbook were removed from book list. Also, students will be introduced to YouTube videos that demonstrate APA format. Faculty will continue to monitor surveys from all stakeholders to ensure that students/graduates are displaying the ability to conduct critical reviews of current literature as a means of research and life-long learning. Post-graduate surveys indicate that graduates are attending continuing education courses and maintaining memberships in the American Dental Hygienists' Association. NBDHE will continue to be monitored to ensure that pass rates are maintained.
	Dental Hygiene	(D.) To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services.	1 Grades in all courses-100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- Minimum of 85% positive required 4 Employer Rating Surveys- Minimum 85% positive required 5 Post-Graduate Rating Surveys-Minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- Minimum 90% required 7 Quality Assurance Assessment- 90% required 8 Q.A. Record Review-Minimum 90% Accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets Minimum 90% required required 10 Instructor Evals by Students- Minimum 85% positive required 11 Instructor Evals by Dean-Minimum 85% positive required 12 Instrumentation Practicum I- 100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual competencies- 100% pass required 15 Mock National Board-Minimum score of 85% required 16 Mock CRDTS Board- Score of 88 or higher required 17 NBDHE-100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention rates by Program- 70% retention rate 21 Combined Placement Figures Report-90% placement rate	100% pass-Clinical DH II Lec & Lab, Periodontology, Oral Pathology, Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Dental Materials, Clinical DH III Lec & Lab, Community Dental Health, Biochemistry/Nutrition Fundamentals, Radiology Lec & Lab, Clinical DH I Lec & Lab, Pharmacology, Clinical DH IV Lec & Lab, Microbiology. 92% pass- Oral Embryology & Histology, Head & Neck Anatomy. Students in the dental hygiene program are required to pass each course in order to progress in the program. Each course prepares graduates for the profession as	The Oral Embryology & Histology course was enhanced to include the following- 1. 8 online videos added to M: Drive. Students will view in class. 2. Quizlet online assignments added to class. Students will complete prior to class and turn in to instructor. 3. Ethics written exercise was added to the class. Students will complete and discuss in class. 4. Tri- Board Project will be changed to a PPT Group Project 5. PPT Rubric and Self Assessment will be added to class Syllabus. The Head & Neck course has been enhanced to include the following- 1. Videos will be shown in class lecture corresponding to chapter material. 2. Case studies on Anesthesia will be added to class. It will also be covered in lecture. 3. Worksheets will be added to the class. Students will complete work and sheets will be discussed




						<p>well as their role in the community. Several learning experiences in the curriculum are performed on individuals from diverse backgrounds in the live work clinic or during participation in service learning projects in the community. 6 courses had research/case studies assignments. Research and case studies prepare graduates for real life experiences in the dental hygiene profession. It gives them an opportunity to reason through situations prior to working on a live patient. 96% of patients graded each item on patient survey positively. 477 out of 495 had good or excellent ratings. 18 responses had fair or poor ratings. Handwritten comments were 100% positive. Analysis of ratings: 2 fair ratings and 1 poor rating on scheduling. 5 fair ratings on comfort during treatment. 4 fair ratings were on explanation of clinic policies, infection control, and patient rights and responsibilities. 100% participation and satisfaction among employers and graduates. 99% compliance with infection control protocol. Two errors were noted: failure to give patient eyewear and failure to prevent cross-contamination during a procedure. 90% compliance in quality assurance assessment tool. 90% compliance with dental hygiene record reviews. 6 chart reviews were not completed prior to grading of chart. 13 errors were documented based on dental hygiene record review. Several deductions for quality assurance were cited for the following: pages of dental chart in incorrect order, progress notes incomplete, mirror not clean for dentist/instructor check, chart audit form incomplete, and failure to double</p>	<p>in class. 4. Quizlet online homework will be added to class. Students will complete prior to class and turn in to instructor. 5. Ethics written exercise will be added to class. Students will complete and discuss in class. 6. Mosbys Dental Dictionary was taken off of the book list. Students will utilize Online drug references such as Lexicomp and Medline Plus. 7. Local Anesthesia for the Dental Professional book was taken off book list. Students stated the book was not useful and they relied on the textbook. We will keep the book as a reference book. 8. This course was moved to Thursday when no other instruction for this cohort occurs. Students still had difficulty with APA formatting of article review. Students stated that they did not utilize the APA Publication Manual and student workbook. They preferred using online resources for APA format. APA Publication Manual and student workbook were removed from book list. Also, students were introduced to YouTube videos that explain how to format according to APA. Students were reminded about the questions on the patient survey with special emphasis on scheduling, patient comfort, and explanation of policies and procedures. Students were reminded that part of sequence of care is to ask patient if he/she has any questions about policies and procedures. This should occur after the medical history review. Students should watch for nonverbal expressions that may indicate that the patient is in pain. Students should establish a system in which the patient can raise hand if he/she feels discomfort and the student can arrange anesthesia administration if needed. Students were reminded to block appointments throughout the semester to ensure that returning patients can be reappointed in a timely manner. During quality assurance assessments, all 13 errors were associated with the Chart Auditing Tool. Students failed to double check documentation to ensure that everything was documented as instructed. Peer evaluations are now implemented to help students detect missing information prior to turning in chart for grading. All errors noted were addressed with the respective students during chart grading feedback sessions to prevent</p>
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					<p>check paperwork and chart prior to turning in to instructor for grading.</p> <p>100% positive results from evaluations from students and Dean</p> <p>100% pass on Instrumentation Practicum I & II</p> <p>100% pass rate on Mock National Board and NBDHE</p> <p>100% pass rate on Mock CRDTS & CRDTS. High board pass rates ensures that students are receiving adequate preparation in the dental hygiene clinic according to national standards and that they have entry level skills needed to enter into the profession of dental hygiene and serve the community.</p> <p>All competencies were passed in all clinic courses.</p> <p>100% positive responses on graduate exit survey.</p> <p>Positive results from surveys ensures that all stakeholders are satisfied with the quality of our program and the role our graduates play in the service delivery area.</p> <p>53% retention rate for class of 2013. Even though the benchmark was not met for program retention, the retention rate improved by 33%.</p> <p>Retention strategies are working and will continue to be utilized until the benchmark is achieved.</p> <p>100% placement rate for graduates</p>	<p>repetition of mistakes in the future. All patient standards of care were achieved.</p> <p>6 charts that were not audited prior to chart grading were flagged. Students were advised to complete dental hygiene record review and turn back in to instructor.</p> <p>Mock practicum was added to provide additional preparation.</p> <p>Practicum II will take place prior to patient care and not at the end of the semester.</p> <p>By requiring that students pass Instrumentation Practicum I & II prior to proceeding in the program, this ensures that students have competent clinical skills and are safe to practice on live patients. By having students complete all clinical competencies required each semester, students are taught the essential steps of each dental hygiene skill. This will ensure that the students have entry level skills for community oral health services. By working on course requirements in the live work clinic and seeing patients during community service events, students learn the importance of working with individuals from diverse backgrounds. By adding experience components that involve both service to others and a chance to observe significant community problems or issues, students receive a whole new dimension of quality to their learning. By enhancing the quality of learning, students are more prepared to enter the workforce and assume roles in community dental health.</p> <p>A new mock national board format will be implemented in 2014. It will be created from input from all faculty. It will not come from Mosby online resources.</p> <p>Students were reminded to double check paperwork prior to turning chart in to instructor for grading. A new policy was implemented that all charts must be reviewed by a peer prior to turning the chart in to the instructor.</p> <p>One student suggested installing blinds over the door in the clinic to control the temperature in the clinic and increase patient and clinician comfort. Program Director will discuss this with the Director of Facilities.</p> <p>One student suggested purchasing more magnetos or requiring students to purchase magnetos. One additional magneto was purchased. Additional magnetos will be purchased as funds become available. Since students are not eligible for loans at this time, students will not be</p>
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					required to purchase magnetos. One student requested that Eaglesoft be installed onto classroom computers. This was requested and accomplished in May. One student commented that seeing CCDC patients was a great learning experience. This learning experience will be continued in order to provide challenging learning experiences. More engaging activities were added to each class. Fall semester schedule was changed so that all the lecture classes are spread out over a four day period instead of a three day period. The study skills workshop was moved from orientation to the first Thursday of Fall Semester in hopes that students will find the information relevant to material covered during the first week of the semester. Positive feedback from surveys ensures that our graduates are meeting the needs of the community.
	Dental Hygiene	(C.) To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 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 Deductions from Assessment & Debridement grade sheets-Minimum 90% required 7 Quality Assurance Assessment- 90% accuracy required 8 O.A. Record Review-Minimum 90% Accuracy required 9 O.A. Deductions from Assessment & Debridement grade sheets- Minimum 90% required 10 Instructor Evals by Students-Minimum 85% positive required 11 Instructor Evals by Dean-Minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II-100% pass required 14 Individual Competencies- 100% pass required 15 Mock National Board Minimum score of 85% required 16 Mock CRDTS Board- Score of 88 or higher required 17 NBDHE- 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program-70% retention rate 21 Combined Placement Figures Report-90% Placement Rate	100% pass-Clinical DH II Lec & Lab, Periodontology, Oral Pathology, Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Dental Materials, Clinical DH III Lec & Lab, Community Dental Health, Biochemistry/Nutrition Fundamentals, Radiology Lec & Lab, Clinical DH I Lec & Lab, Pharmacology, Clinical DH IV Lec & Lab, Microbiology. 92% pass- Oral Embryology & Histology, Head & Neck Anatomy. Clinic IV lecture is a dental hygiene ethics course. The instructor teaches ethics for the dental hygiene profession as well as ethics required by the Georgia Board of Dentistry, OSHA, HIPAA, and CDC. All dental hygiene courses contain ethics exercises related to the respective course topics. 6 courses contained research and/or case studies. Case studies afford students the opportunity to examine relevant clinical situations prior to working on live patients. Ethical issues can be discussed and analyzed during these case study exercises. 96% of patients graded each item on patient survey	The Oral Embryology & Histology course was enhanced to include the following- 1. 8 online videos added to M: Drive/ Students view in class. 2. Quizlet online assignments added to class. Students complete prior to class and turn in to Instructor. 3. Ethics written exercise added to class. Students complete and discuss in class. 4. Tri-Board Project will be changed to a PPT Group Project 5. PPT Rubric and Self Assessment added to class syllabus. The Head & Neck course was enhanced to include the following- 1. Videos shown in class lecture corresponding to chapter material. 2. Case studies on Anesthesia added to class. Covered in Lecture 3. Worksheets added to class. Students complete work and sheets are discussed in class. 4. Quizlet online homework added to class. Students will complete prior to class and turn in to instructor. 5. Ethics written exercise added to class. Students complete and discuss in class. 6. Mosbys Dental Dictionary was taken off of the book list. Students utilize Online drug references such as Lexicomp and Medline Plus. 7. Local Anesthesia for the Dental Professional book was taken off book list. Students stated the book was not useful and they relied on the textbook. We will keep the book as a reference book. 8. This course was moved to Thursday when no other instruction for this cohort occurs. Ethics exercises are now integrated throughout the entire curriculum. Each exercise is analyzed using








					<p>positively. 477 out of 495 had good or excellent ratings. 18 responses had fair or poor ratings. Handwritten comments were 100% positive. Analysis of ratings: 2 fair ratings and 1 poor rating on scheduling. 5 fair ratings on comfort during treatment. 4 fair ratings were on explanation of clinic policies, infection control, and patient rights and responsibilities. 100% participation and satisfaction among employers and graduates. 90% compliance in quality assurance assessment tool. 90% compliance with dental hygiene record reviews. 6 chart reviews were not completed prior to grading of chart. 13 errors were documented based on dental hygiene record review. Several deductions were cited for quality assurance for the following: pages of dental chart in incorrect order, progress notes incomplete, mirror not clean for dentist/instructor check, chart audit form incomplete, and failure to double check paperwork and chart prior to turning in to instructor for grading. The responses from the patient survey alert instructors to potential ethical issues perceived by the patients. 99% compliance with infection control protocol. Two errors were noted: failure to give patient eyewear and failure to prevent cross-contamination during a procedure. By complying with infection control protocol, the students are exhibiting high ethical standards in the dental hygiene clinic. 100% positive results from student and Dean evaluations. These surveys will continue to be monitored to ensure that no ethical issues are cited. 100% pass on Instrumentation Practicum I & II. By achieving passing scores on these</p>	<p>the ethical decision making model. According the the 2012 profile data report from the NBDHE, students scored well above the national average in the ethics portion of the examination. All students passed the work ethics exam in Clinical Dental Hygiene IV Lecture and were awarded the work ethics seal on their diplomas. By obtaining this seal, graduates are more marketable in the workforce. The patient survey provided insight into potential issues that patients recognized. Instructors used these responses to address issues that involved ethics and conduct of the students. Students were reminded about the questions on the patient survey with special emphasis on scheduling, patient comfort, and explanation of policies and procedures. Students were reminded that part of sequence of care is to ask patient if he/she has any questions about policies and procedures. This should occur after the medical history review. Students should watch for nonverbal expressions that may indicate that the patient is in pain. Students have established a system in which the patient can raise hand if he/she feels discomfort and the student can arrange anesthesia administration if needed. Students were reminded to block appointments throughout the semester to ensure that returning patients can be reappointed in a timely manner. Quality assurance assessments provided information about common errors among students related to patient documentation. Patient documentation is a vital component in promoting ethics and recognition of the responsibilities of dental hygienists in the dental hygiene profession. The patient chart is a legal document that must be an accurate depiction of the treatment rendered. All 13 errors were associated with the Chart Auditing Tool. Students failed to double check documentation to ensure that everything was documented as instructed. Peer evaluations are now implemented to help students detect missing information prior to turning in chart for grading. All errors noted were addressed with the respective students during chart grading feedback sessions to prevent repetition of mistakes in the future. All patient standards of care were achieved.</p>
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				<p>practicums, students demonstrate that they have competent instrumentation skills to proceed to live patient care. 100% pass on Mock National Board & NBDHE. 100% pass rate on Mock CRDTS & CRDTS. High pass rates on mock and board examinations indicate that students are following a professional code of conduct and recognize the responsibilities of the dental hygiene profession. All competencies were passed in all clinic courses. 100% positive responses on graduate exit survey 58% retention rate for class of 2013 100% placement rate for graduates</p>	<p>6 charts that were not audited prior to chart grading were flagged. Students were advised to complete dental hygiene record review and turn back in to instructor. Graduate exit surveys provided an avenue for students to voice suggestions that could enhance instruction and patient care for future cohorts. This survey required students to analyze the curriculum as well as policies and procedures to ensure that the program is constantly improving the quality of instruction and patient care. One student suggested installing blinds over the door in the clinic to control the temperature in the clinic and increase patient and clinician comfort. Program Director will discuss this with the Director of Facilities. One student suggested purchasing more magnetos or requiring students to purchase magnetos. One additional magneto was purchased. Additional magnetos will be purchased as funds become available. Since students are not eligible for loans at this time, students will not be required to purchase magnetos. One student requested that Eaglesoft be installed onto classroom computers. This was requested and accomplished in May. One student commented that seeing CCDC patients was a great learning experience. This learning experience will be continued in order to provide students with meaningful patient care sessions to assure recognition and acceptance of the responsibilities of the profession of dental hygiene. By maintaining an infraction and critical incident policy, students are held accountable for the execution of clinical protocol. This serves as a "checks and balances system" to ensure that ethical dental hygiene behaviors are being fostered in the dental hygiene live work clinic and hopefully will be continued as students graduate and enter the profession.</p>
	Early Childhood Care and Education	Eighty percent of the ECCE graduates will be placed in-field.	Combined Placement Figures Report provided by Career Services.	<p>The Degree graduate placement for the Vidalia Campus was 80%. No data was available for the Diploma or CDA TCC. The placement rate for the Swainsboro Campus for the TCC in Child Care Basics TCC was 80%. The Diploma and the Degree placement rate was 100%. The data shows that many of the graduates are</p>	<p>Instructors will work with the Southeastern Technical College Career Services Department and the Public Relations Department to advertise the program and to make the public aware of the new requirements for childcare workers. The ECCE program and the available TCC's will be specifically targeted in the ads. Our advisory committee will assist in locating child care providers who are in need of ECCE graduate employees.</p>



				continuing their education and/or are employed in a related or unrelated field. The faculty will speak with local ECCE advisory board and ECCE professionals to determine whether or not it was the current economy that prevented them hiring or if they anticipate job openings in the future.	Of the ECCE activities, we found business and industry contacts to be the most productive.
	Early Childhood Care and Education	Increase the number of graduates for each program by 5%	Combined Placement Figures Report	<p>The Vidalia and Campus met the minimum goal requirements of 5% while Swainsboro campus did not. According to the Enrollment Report, Vidalia graduates increased in the diploma from 4 to 6, and 0 to 1 in the TCC's. The graduate level remained the same with 1 graduate in the degree program. The Swainsboro campus had a decrease in the degree program from 2 to 1 and Child Care Basic and CDA TCCs from 3 graduates to 1 graduates. The graduate level decreased with 0 graduates in the diploma program.</p> <p>The changes of the rules and regulations in the state had a factor in the decrease of graduates.</p>	The annual schedule of course offerings has been revised to ensure an increase in students graduate in a timely fashion.
	Early Childhood Care and Education	Increase the retention rate in the ECCE program by 10%.	KMS Report Sign In Sheets for the students who attend the study sessions and participate in the review of the test.	<p>These results are for Fall Term, regular admits, first time at the college students.</p> <p>Swainsboro Campus: ECCE Diploma, Degree, TCC Cohort: FY 2012 2 of 2 students was retained (100%). There was no change: FY 2011 retention was 100% as well.</p> <p>Vidalia Campus: ECCE Diploma, Degree, TCC Cohort: FY 20123 of 2 students were retained (67%). There was no change: FY 2011 retention was 67% as well.</p>	Instructors will refer students to counselors via the Early Alert system after missing a couple of days. Instructors will make sure that students are encouraged to make up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid. Advisors will encourage pairing of advanced students with at risk students, tutoring, and Instructor help to prevent leavers.
	Early Childhood Care and Education	Increase enrollment in the ECCE program by 10% over FY 13.	Southeastern Technical College Enrollment Report	Neither the Vidalia campus nor the Swainsboro campus met the minimum goal requirements of 10%. According to the Enrollment Report, Vidalia enrollment had a decrease in the diploma, TCC, and degree program. The degree was 14 in 2012 to 13 in 2013, diploma was 57 in 2012 to 54	Instructors will utilize the contact list provided by STC Student Affairs, and work with Public Relations to advertise the program. In addition, inform child care providers of the credential requirements, online classes, and TCC's offered by STC. The TCCs will be specifically targeted in the ads since they can be completed online.





					In 2013, TCC was 3 in 2012 to 2 in 2013. The Swainsboro campus had a decrease in the diploma, TCC, and degree program. The degree was 11 in 2012 to 9 in 2013, diploma was 31 in 2012 to 30 in 2013, TCC was 2 in 2011 to 2 in 2013. The initial strategy was to include ECCE flyers or promotional items, however those proved to be unavailable. The ECCE program found personal contact including phone calls and email to be the most useful in increasing enrollment.	
	Early Childhood Care and Education	The grade distribution will be comparable for the online and traditional ECCE 1101 class	Grade Distribution Report and Course Evaluation Results		<p>In the ECCE 1101, Introduction to Early Childhood Care and Education there were 19 online students, 8 traditional students on the Vidalia Campus and 14 traditional students on the Swainsboro Campus for FY13.</p> <p>The data for the online students: 11 of 19 Passed=58%, 3 of 19 Failed=16%, and 5 of 19 Withdrew=26%.</p> <p>The data for the traditional students on the Vidalia Campus: 5 of 8 Passed= 62%, 1 of 8 Failed=13% and 2 of 8 Withdrew=25%.</p> <p>The data for the traditional students on the Swainsboro Campus: 12 of 14 Passed= 86%, 1 of 14 Failed=7% and 1 of 14 Withdrew=7%.</p> <p>Upon analysis by instructors, traditional classroom students scored significantly higher than the online students due primarily to a higher rate of completions of assignments as well as higher overall scores on the Proctor Event.</p>	The online Instructor will emphasize the due dates and the importance in completing the assignments, as well as provide additional methods to submit assignments including drop box, email, and interoffice mail. Further, the instructors will develop a Proctor Study Guide for the online students with samples of completed projects to ensure student success of the ECCE 1101 course.
	Electrical Systems	Increase the number of completers by 5%	Combined Placement Figures Report		<p>FY 2012 13 students enrolled and 5 graduated which is 38%</p> <p>FY 2103 7 students enrolled and 2 completed which is 29%</p> <p>This is a decrease of 9%</p> <p>The benchmark was not met.</p> <p>br>Attendance plays a large part in the success or failure of a student to complete</p>	<p>Instructors will refer students to counselors via the Early Alert system after missing a couple of days.</p> <p>Instructors will make sure that students are encouraged to make up missed time and work.</p> <p>Instructors will stress the importance of attendance and how a drop affects their financial aid.</p>







				the program. br> The poor economy may also contribute to the fewer number of students completing.	
	Electrical Systems	Increase enrollment by 10% over the previous fiscal year.	Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	The ECM program grouping in FY 2012 had 78 in FY 2013 they had 74 which is a 5.12% decrease. In FY 2012 the ECM program had a 43% decrease over FY 2011. Even though we still had a decrease it is substantially lower decrease by percentage compared to last year.	The program Instructors will continue to increase enrollment through the enrollment plan and increased promotion of the program.
	Electronics Technology	85% of graduates will be employed.	KMS Placement Report Placement is reported on the previous fiscal year. Graduate completer Survey (Question 18))		
	Electronics Technology	Improve retention rate by 10% from the previous fiscal year	TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students		
	Electronics Technology	Increase enrollment by 10% over the previous fiscal year	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.		
	Electronics Technology	Students will be ESA-4 Certified in Digital Circuits.	CAPSTONE Exam - ISCET Certification Exam: ESA-4 (Digital Circuits) Students are required to score >=70% on this exam to qualify for graduation from the programs. Students that score <70% on the exam receive a zero for their final exam score, fail the course, and are required to retake the course.	DATA/ANALYSIS For FY2013 2 students took the ESA-4 Exam. Both students scored >=75% on the exam in their first attempt, successfully completed the CAPSTONE course, and received their ESA-4 certification from the ISCET. Overall, the students are acquiring the knowledge and skills necessary to attain their ESA-4 certifications. DATA ANALYSIS Test score breakdown by test question category: Basic Electronics Theory - 83.5% Digital Math - 100% Digital Trouble-Shooting - 75% Use of Test Equipment - 50% Digital Electronics Theory - 82% Digital Devices & Circuits - 100% FY2013 data shows that the student learning in the categories of Digital Math (Boolean algebra, binary math, octal & hexadecimal number systems) and Digital Devices & Circuits remains at the 100% testing level. However, there is a noticeable decrease in the categories of Basic Theory, Use of Equipment, and Digital Theory. The category of Trouble-Shooting	For FY2014, the instructor will increase emphasis in the areas of Use of Equipment and Digital Circuit Trouble-shooting with additional assignments while maintaining current assignments in the Math and Digital Devices & Circuits categories. For the Basic Theory and Digital Theory categories, the instructor will place more emphasis on the lectures and the current homework and laboratory assignments.







				circuits, which is key to job performance on digital systems, continues a steady performance increase.	
	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	KMS report LB 177 Course Attrition by Program FY 2011		
	Fish and Wildlife Management	Increase retention rate by 5% over FY 2011	Evidenced by retention report	FY 2012 had a retention rate of 75%. FY 2011 retention rate of 100%	Retention rate of 75% for current physical year indicates need for increased student and instructor involvement.
	Fish and Wildlife Management	10% Increase in Graduation Rate over previous fiscal year.	Graduation Rate Report		
	Fish and Wildlife Management	5% Increase in enrollment of the previous fiscal year	KMS Enrollment Report	10 students enrolled in FY 2012. 13 students enrolled in FY 2013.	Instructor will continue recruitment activities.
	Forest Technology	Increase enrollment by 10%	Student services enrollment report. https://ies.southeasterntech.edu/College_Documents/Reports/Benchmark%20Report_2011_2012_08.15.2012.pdf	FY 12 Degree=12 FY 13 Degree=3 FY 12 Diploma=13 FY 13 Degree=11 Although listed as unduplicated data, students are often counted more than once because of the frequent shift between diploma and degree based on GPA and credit hours available to make a full load. Degree enrollment dropped 75% Diploma enrollement 15% Several students graduated and there was not enough new students to replace the graduates. Six new studens enrollend fall so the numbers are better.	Planning to design a recruitment plan with PR/Marketing staff. Plan to rely heavily on the new website to increase enrollment
	Forest Technology	Achieve 90% retention rate	Students services FY12 retention report.) https://ies.southeasterntech.edu/College_Documents/Reports/AttritionReports/AY2012_YTD_LB177_AttritionByProgram.pdf https://ies.southeasterntech.edu/College_Documents/Reports/Retention%20Reports/FY2012_DC200_RetentionByMajor.pdf	In correct forestry data in the retention report	
	General Education & Learning Support: Mathematics	Degree Students successfully completing MATH 0090 will successfully complete MATH 1111.	Letter Grade for MATH 1111. A grade of A, B, or C signifies successful completion for a cohort of Learning Support students followed from Learning Support Math to their program level math course.	This goal was determined at a time when we thought the Learning Support Redesign of math courses would be implemented Fall 2012 or Spring 2013. It was determined that further analysis of the program was needed before implementation. Thus no data is available for this goal. The LS Redesign of math courses will be implemented Fall of 2013, and this goal will be included in the FY2014 plan.	No data is available for this goal. Please see the actual assessment results columns for an explanation. Members of the math department attended a "Do the Math" workshop at Cleveland State College in Tennessee to learn about implementing a successful redesign of learning support math. The math department also participated in several webinars hosted by Pearson and reviewed several redesign courses from state of Georgia technical colleges. The math department also attended several TCSG hosted meetings and workshops concerning LS Redesign in the effort to learn more about the best practices of implementing a redesign of such importance. The math department chose Chattahoochee Tech's design as a basis for our redesign. We have determined many revisions to their design that will






					<p>better suit STC. The Pearson Design Team is in the process of preparing STC's math redesign course as of May 2013. Their revision should be prepared for us by June 2013. Training will occur during June 2013 with implementation occurring Fall 2014.</p> <p>****Update****</p> <p>The book publisher did not produce the product by the date needed. As a result, the math department developed their own LS Redesign Course using Mathxl rather than MyMathLab.</p>
	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.	Final Rosters (at the end of each term) 70% or higher is an acceptable level.	<p>MATH0097: 57 of 69 = 83% were retained. MATH0098: 79 of 109 = 72% were retained. MATH0099: 91 of 108 = 85% were retained. MATH1011 Web-enhanced: 5 of 6 = 83% were retained. MATH1011 Online: 12 of 26 = 46% were retained. MATH 1011 Total: 17 of 32 = 53% were retained. MATH1012 Web-enhanced: 297 of 405 = 73% were retained. MATH1012 Online:58 of 78 = 74 % were retained. MATH1012 Hybrid: 10 of 15 = 67% retained. MATH1012 Total: 365 of 498 = 73 % retained. MATH1111 Web-enhanced: 97 of 125 = 78% were retained. MATH1111 Online: 19 of 27 = 70% were retained. MATH1111 ACCEL:36 of 36 = 100% were retained. MATH1111 Total: 152 of 188 = 81% were retained. MATH1113 Web-enhanced: NONE for FY13 MATH1113 ACCEL: 25 of 26 = 96% were retained.</p>	<p>MATH 1011 ONLINE: Retention of the online group for MATH 1011, primarily for an online program, has been extremely hard to maintain. Students in this group overwhelmingly do not meet deadlines or they try to work on all assignments for a concept on one day leaving little room to learn the material. The instructor has required students to be enrolled in the required mathxl program by the end of the no-show time frame to decrease W's since students cannot do course work without it. The instructor has added an Early Completion enticement for students. The students have Angel Email and Mathxl Email. The instructor has started ALSO using the mathxl email because it will allow the instructor to comment on progress right from the students mathxl grades page which is a quicker way to comment to students while in the moment of reviewing mathxl grades. The instructor has added more videos to mathxl and has acquired screen captioning software to use in the course to develop her own vidoes to assist as the material gets harder during this particular concept and others.</p> <p>MATH 1012 HYBRID: This class was hybrid during a short semester that met once a week. We feel there is not enough data to determine much at this time because a difference in one student would have met expectations. Overall, MATH 1012 met the benchmark in all other areas. Compared to last year, the retention rate is the same with only 12 students last year. Retention efforts will be implemented in the effort to increase retention to 70% +.</p> <p>MATH 1111 (ACCEL): The ACCEL group is getting high school credit to graduate and represent a captured audience for 100%.</p> <p>MATH 1113 (ACCEL): This class does not appear to be</p>






					required if there is an alternative for a high school student, but it appears to be one of few alternatives which explains the high retention.
					NOTES FOR GROUPS MEETING THE BENCHMARK: The data represents the population retained with an A, B, C, D, or F. Many students are new or relatively new to college taking math classes. Thus, 70% + retention is an acceptable level. Instructors will strive for improvement using retention strategies, but may not be able to significantly increase the current levels. The need for this evaluation will be discussed and concentration on another area may be determined.
	General Education: Psychology	To improve the retention rate in COLL 1000, PSYC 1101, PSYC1010, and EMPL 1000 classes.	All students attendance (per roll book) will be calculated every semester to determine who exempt the final exam.	For FY 2013: Fall semester the results are: PSYC 1101- 28 students 67% exempted the final exam. EMPL 1000 - 50 students, 80% exempted the final exam. PSYC 1010- 79 students, 82% exempted the final exam. COLL 1000- 226 students, 83% exempted the final exam. Spring semester data results: PSYC 1101- 113 students 59% exempted the final exam. EMPL 1000- 24 students- 79% exempted the final exam. PSYC 1010- 57 students, 53% exempted the final exam. COLL 1000- 183 students, 24% exempted the final exam. Summer semester results were: COLL 1000-139 students, 57% exempted the final exam. PSYC 1101- 43 students, 47% exempted the final exam. EMPL 1000- 38 students, 45% exempted the final exam. PSYC 1010- 24 students, 47% exempted the final exam.	Improved retention by allowing students to exempt the final exam with no tardies and no absences.
	Learning Support	READ 0098 students will acquire the required exam score for entrance into their program of study	Reading COMPASS exam 80% of students taking the reading COMPASS exit exam will achieve a passing score on the this exam	201314 14 of 14 = 100% READ 0098 was redesigned per TCSG mandate	READ 0098 students were successful with obtaining the necessary score for entrance into their program of study. Students were encouraged to utilize the online COMPASS testing tutorial, which provides guidance for taking the COMPASS reading exam. STC redesigned Learning Support Reading. The class now includes Personal Learning which may improve students' mastery of reading



	Learning Support	ENGL 0097 students will acquire the required exit score for entrance in their program of study	English COMPASS exit exam 80% of the students taking the writing COMPASS exit exam will achieve a passing score on this exam	201312 15 of 18 = 83% 201314 18 of 20 = 90% Cumulative 33 of 38 = 87% 201316 ENGL 0097 redesigned per TCSG mandate	skills. Students were encouraged to utilize the online COMPASS testing tutorial, which provides guidance for taking the COMPASS writing exam. STC redesigned Learning Support English. The class will include Personal Learning which may improve students' mastery of English skills.
	Learning Support	95% of students who register for Learning Support classes will complete their Learning Support class.	Peer Group Support Instructor Support Early Alert Form	201312 33 of 35 = 94% 201314 23 of 28 = 82% Cumulative 56 of 63 = 89% 201316 Learning Support English 0098 & 0098 classes were redesigned per TCSG mandate. Summer Semester (201316) Learning Support English classes were redesigned. ENGL 0090 replaces ENGL 0097 and ENGL 0098. 26 students were enrolled in ENGL 0090. Three (3) students withdrew from the course. Twenty-three (23) students passed the class with an A, B, or C. 16 of 23, or 62%, completed all ENGL 0090 modules.	Early Alert Forms were completed when students had missed the appropriate numbers of class sessions. Students were encouraged to meet in their peer groups for at least 5 minutes each week.
	Learning Support	ENGL 0098 students will acquire the required exit score for entrance into their program of study	English COMPASS exit exam 80% of the students taking the writing COMPASS exit exam will achieve a passing score on this exam.	201312 12 of 15 = 80% 201314 ENGL 0098 not taught 201316 ENGL 0098 redesigned per TCSG mandate.	Students were encouraged to utilize the online COMPASS testing tutorial, which provides guidance for taking the COMPASS writing exam. STC redesigned Learning Support English. The class will include Personal Learning which may improve students' mastery of English skills.
	Learning Support	READ 0097 students will acquire the required exit score for entrance into their program of study	Reading COMPASS exit exam 80% of students taking the reading COMPASS exit exam will achieve a passing score on the this exam	201312 31 of 37 = 84% READ 0097 was redesigned per TCSG mandate Spring Semester (201314) READ 0097 and READ 0097 were redesigned. READ 0090 replaced READ 0097 and READ 0098. 201314 38 of 46, or 83%, completed all READ 0090 modules. 201316 23 of 25, or 79%, completed all READ	Students were encouraged to utilize the online COMPASS testing tutorial, which provides guidance for taking the COMPASS writing exam. STC redesigned Learning Support Reading. The class now includes Personal Learning which may improve students' mastery of reading skills.






				0090 modules Cumulative - Redesign 61 of 75, or 81%, completed all READ 0090 modules	
	Marketing Management	Student retention will increase by 10% for FY2012.	Program Retention Numbers		
	Marketing Management	Increase marketing diploma graduation rate by 10%.	Graduation Data		
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduates/awards. (Goal of 15 per campus)	Graduate Data Report.	Based on the graduate calculations for academic year 2013 the Medical Assisting Program had 27 graduates, 15 on the Vidalia campus, and 12 on the Swainsboro campus. Currently the graduate data report is not complete and ready for review. Updates and changes to the report for MA and MAT statistics will be added when received.	The benchmark was met for academic year 2013. Recruitment and retention activities will be continued to improve the graduate numbers for future years. The goal for next academic year will be increased to 25.
	Medical Assisting	Maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)	Registered Count by Major Report.	The registered count by major report for the medical assisting diploma and medical administrative technician certificate for FY 2013 totaled 245 students. Breakdown as follows: 201312 - 41 MA & 46 MAT; 201314 - 32 MA & 53 MAT; 201316 - 29 MA & 44 MAT. The benchmark was exceeded.	Although the benchmark was exceeded, the MA program will continue to strive to increase the number of students registered in the Medical Assisting Diploma and Medical Administrative Technician Certificate. The benchmark will be increased to 250 for FY2014. FY2013 numbers were a little lower than FY 2012 numbers due to the change to semesters.
	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAST 1180 - Capstone Medical Assisting Exam - score at or above 425 [(125/200)x1000-200]	27 students graduating in FY 2013 with 26/27 passing the Capstone exam with a 425 (62.5%) or better. Students were given a practice capstone exam at the beginning of each semester which shows improvement in scores over the semester. 1/27 showed a 9.25% decrease, 7/27 showed 0.33% increase, 9/27 showed 34.66% increase, 5/27 showed 67-100% increase, and 4/27 showed a greater than 100% increase in scores from the beginning of the semester to the end on the capstone exam. The only student that did not pass the Capstone exam with a score of 425 had a 355 but a percent increase of 144% from the beginning of the semester. She is retaking the course.	Adapting and increasing the number of practice tests taken during the MAST 1180 capstone course improves the test results of the student scores on the capstone exam. The MA program instructors update the exams as the industry adapts to current trends and changes in the field of medical assisting.
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education	Placement Data Report	Graduation placement data not available. 27 graduates, 11	






		Review Board (MAERB) for graduate placement, (>=70%). School goal set at 90% for 2012.		employed in field, in related field, unrelated field, or continued education. One actively seeking employment. 15 to graduate at end of 2013/16 term.	
	Medical Assisting	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 425.	AAMA Certified Medical Assistant examination report.	Data not available. Updates will be applied when data becomes available. 26 graduates. 20 have taken exam. 16 passed, 2 did not pass, 2 scheduled to take the exam, 6 did not take at all. Of those that have taken the test 16/18 passed (88.8% pass rate)	
	Paramedicine	The Program Director will exhibit a commitment to meet established accreditation standards, specifically the acquisition of a Bachelors degree.	Program Director's college transcripts indicating not less than 15 semester hours per year towards attaining the degree.	The quest for the Bachelors degree is complete. All work has been successfully completed and the award is scheduled to be granted on August 24, 2013 from Siena Heights University - Adrian, Michigan.	CAAHEP accreditation requirements will have been completely fulfilled. The Program Director will utilize the knowledge acquired during his pursuit for the Bachelors degree in the classroom, lab, and administrative setting, to create a more efficient and cohesive learning environment.
	Paramedicine	Paramedicine graduates taking the NREMT-P exam for the first time will achieve certification.	NREMT pass/fail report	100% (10 of 10) Paramedicine students (2012 cohort) successfully completed the NREMT Practical examination on the initial attempt. 90% (9 of 10) Paramedicine students (2012 cohort) successfully completed the NREMT written examination on the first attempt.	The review materials and lab practice have proven to be appropriate for the preparation of the NREMT exam. The review process will continue with the 2013 Paramedicine cohort. The unsuccessful student has been offered additional tutoring in the areas, indicated by the NREMT exam results, as less than passing.
	Paramedicine	To meet CoAEMSP accreditation standards, the Paramedicine program will graduate 70% or more of the students beginning the program.	Retention rates by program report.	The Paramedicine cohort graduating December 2012 completed the program with a 91% (10 of 11) retention rate. The one student not completing the course was forced to withdraw from the course due to an injury she suffered while on the job.	This is the best retention rate in the history of the Paramedicine program at STC. Not only did the remediation efforts improve retention, the efforts also enabled the cohort to complete the licensure process with a 90% (9 of 10) first time pass rate. The remediation requirement will be continued with the 2013 cohort.
	Pharmacy Technology	Program graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. FY 2012 Combined Placement Figures Report.	The Pharmacy Technology Program had a Placement Rate of 75% for AY2013.	The Program Director will require students to complete resumes, cover letters, and mock interviews throughout the program. The Program Director will also encourage students to use career services, career fairs, and professional organizations to aid in future employment.
	Pharmacy Technology	The Pharmacy Technology Program graduation rate will increase by 10% over the previous fiscal year.	Awards Conferred by Program report.	There were 12 Awards conferred in AY2013 to Pharmacy Technology Students compared to 16 in AY2012. This results in a decrease of 25% for AY2013. The AY2013 Pharmacy Technology Program Class had 15 students complete the program. One student submitted their Graduation	The Program Director will strive to increase student retention by encouraging students to seek help in their classes as they need it, and to encourage students to turn in and complete their graduation applications.

				application in October 2013. Another student has completed	
	Pharmacy Technology	Program enrollment will increase by 10% over the previous fiscal year.	Term and annual enrollment reports provided by student affairs.	Program enrollment decreased from 57 in AY2012 to 51 in AY2013. This is a decrease of 10.5% for AY2013.	The program director will strive to recruit new students through more recruitment visits, business and industry visits, and career fairs.
	Pharmacy Technology	To achieve reaccreditation through ASHP with no recommendations.	ASHP Reaccreditation Site Visit - November 2012	The program received reaccreditation for three years (2016), at which time a progress report will be requested to determine continued accreditation. There were 12 areas of partial compliance determined by the site visitor based on a best practices model. Of those 12, two have been fully resolved and are not required to have information provided in the progress report.	The Program Director has corrected the issues of partial compliance, and continues to improve and ensure full compliance of ASHP standards and program effectiveness.
	Practical Nursing	7.5% increase in retention of PNSG 2030 Students on each campus from FY 2012 to FY 2013.	KMS report (LB 178 Attrition by course campus).	KMS (LB 178 Attrition report)Swainsboro Campus - 2012 PN12 Practical Nursing 35 10 25 28.6% PN14 Practical Nursing 8 0 8 0.0% Vidalia Campus 2012 PN12 Practical Nursing 32 10 22 31.3% PN14 Practical Nursing 17 0 17 0.0% Swainsboro Campus 2013 PN12 Practical Nursing 42 8 34 19.0% Vidalia Campus 2013 PN12 Practical Nursing 45 11 34 24.4% Swainsboro Campus showed a 9.6 % improvement in attrition - Vidalia Campus showed a 6.9 % improvement in attrition	Both schools showed improvements and meet monthly to discuss ways to continue to improve our program.
	Practical Nursing	Nursing graduates taking the NCLEX for the first time will achieve licensure.	State Board of Nursing Licensure Report Students will pass the ATI Comprehensive Exam scoring a 90 % predictability of passing the NCLEX exam before graduation	Vidalia Campus Summer 2012 Transition Grads- 8/9 passed ATI first attempt 1/1 passed 2nd attempt - 9/9 passed NCLEX on first attempt Vidalia Summer 2012 9/9 passed ATI & NCLEX first attempt Vidalia Fall 2012 9/9 passed ATI & NCLEX first attempt Swainsboro Campus Summer 2012 - 4/4 passed ATI & NCLEX first attempt Fall 2012 7/7 passed ATI & NCLEX first attempt	100% graduates passed NCLEX on first attempt.
	Provost	Increase number of	GALIS data system reports	Even though all	STC will continue to offer

		students served by Adult Education		strategies and activities (and more) were implemented, significant budget cuts (resulting in decreased capability to offer training) and the improving economy (enabling people to find jobs without GED), a decrease in most measured areas was noted. As the high school dropout rate continues unabated there will be increased needs in this area. More funding is needed.	exceptional opportunities for individuals to complete their GED at locations throughout our service delivery area and continue to publicize the program to the maximum extent of resources.
	Quality Enhancement Plan (QEP)	Improve student learning for Health Science students in understanding the application of mathematical concepts.	ALMA 1000 Pre-Post Tests Assessment of allied health program students before implementation of ALMA 1000 and faculty development compared to assessment of allied health program students after implementation of the strategies		
	Radiological Technology	To provide skills training on up-to-date equipment utilized by the industry.	Annual Budget Request	Program faculty have attended the Georgia Educators' Association of Radiologic and Medical Imaging workshop, West Coast Educators Council Student-Educator Seminar, and the Association of Educators in Imaging and Radiologic Sciences Annual Meeting.	
	Radiological Technology	JRCERT accreditation requirement that 75% of the students will complete the program within 20 months.	JRCERT Program annual report completed by Program Director.	For the graduates of Spring 2013 (2011 cohort), there was a 70.59% program retention rate. Benchmark not met.	While the benchmark set for program completion was not met, this score is a 15 point increase from the previous two years' retention rate. The program faculty feel as though they have made huge strides with regards to program completion and anticipate the completion rate for the 2012 cohort to climb even higher. The program faculty have dedicated more time to working individually with each student, both clinically and didactically. We feel as though this has led to a higher retention rate than in years past.
	Radiological Technology	JRCERT program requirement of 5 year average of 75% on graduates passing the ARRT national certification on the 1st attempt.	ARRT 1st time pass rates evaluated every year in the Annual Report.	Out of 12 graduates who took the registry within six months of graduation, 11 passed on the 1st attempt. This means that the program has a 91.67% pass rate on the 1st attempt for FY 2013. The program's 5 year average is 89% which is just below the national average of 92.1% Benchmark was met.	While the benchmark was met, we always strive for 100% first time pass rates, however the one student who did not pass on the first attempt scored a 71 rather than the 75 required to pass the exam. This leads the faculty to believe that her failure to pass was due to her being nervous rather than a deficiency in academic performance. Program faculty will continue to offer intense review sessions during the final semester, as well as utilize the services of Kettering National Registry Review in order to prepare our students to take the national certification exam.
	Radiological Technology	Employers will be satisfied with the	Employer Survey (Question 2), 80% or higher are satisfied with the graduate's performance. Evaluated annually at the end of FALL Semester.	No data available at this time.	No data available at this time.

		graduate's performance.			
	Radiological Technology	Of those pursuing employment, students will be gainfully employed within 6 months post-graduation. (Benchmark 85% or Higher)	Graduate/Completer Survey (Question 18)evaluated annually at the end of FALL Semester.	Out of 12 graduates in 2013 (Fall 2011 Cohort), 7 graduates gained employment within 6 months post-graduation. (58.33%) Benchmark was not met. However, an additional 3 students have chosen to continue their education by starting a computed tomography program this fall.	The program faculty will continue to strive for high placement rates and actively assist the students with locating potential employment opportunities. Additionally, the program faculty work individually with each student to construct a professional resume. The Advisory Committee members have noted that when we have larger graduating classes, there is a saturation with regards to available jobs in our service district area. They feel as though around 8-10 graduates is a more realistic number with regards to achieving a higher job placement rate.
	Radiological Technology	Students will perform competently in the clinical setting.	The assessment tool will be utilized in RADT 2360-Clinical Radiography V. Students will be assessed as to whether they perform competently 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 areas c and j located under the Procedure Performance, and area d located under the Patient Care section of the form will be our benchmark. This will measure whether the student: correctly positioned the patient for all projections, set the appropriate technical factors for the exam, and practiced proper radiation protection.	An average score of 2.27 was calculated for Procedure Performance-question (c.) on the Terminal Competency Form. Benchmark was not met. An average score of 2.64 was calculated for Procedure Performance-question (j.) on the Terminal Competency Form. Benchmark was exceeded. An average score of 3.0 was calculated for the Patient Care Section-question (d.) on the Terminal Competency Form. Benchmark was exceeded.	The average score for this objective has decreased by 0.67 points. While this is a significant decrease in score, the program faculty do believe that this score is indicative of student clinical performance. In response to not reaching our benchmark and having a low average score, the program faculty has implemented a number of changes to address this particular deficiency. For example, the Clinical Coordinator is able to be present and work alongside the students more in the clinical setting, thereby reinforcing patient positioning in a real world environment. Additionally, the program faculty frequently pulls students in individually to remediate them on exams where their positioning skills are weak. The program faculty feel confident that the average score will increase over the next year as a result of our efforts. While the average score for Procedure Performance-question (j.) exceeded the benchmark, the program faculty feels as though this area of student learning could be improved. Each student is now required to create a positioning handbook during their positioning courses that include sample technical factors for each exam, as well as sample exposure factors for each clinical site they rotate through. It is the faculty's hope that this will better enable our students to apply their didactic knowledge to the clinical setting and improve their overall grasp of the concept. The program faculty is pleased with the average score on the Terminal Competency Form and will continue to use this as an evaluation method as clinical performance is a strong indicator as to how our students will perform once they graduate. By assessing

					them in the clinical setting, we are reinforcing concepts learned in class and creating a habit of practicing appropriate radiation protection.
	Surgical Technology	Students will take 9 certification review exams via ANGEL during SURG 2240 and pass a minimum of 5 with a 70% or higher grade.	ANGEL grading system	5 of the 6 students taking the 9 certification review exams passed with a score of 70% or better. One student passed 8 of the 9 test with a passing grade; two students passed 7 of the 9 test; and two passed 5 of the 9 test. The one student that did not pass the minimum did pass 4 of the 9 exams.	We will continue to monitor this goal because it is crucial for passing the actual certification exam which is an ongoing outcome for the program. The students will access the practice exams that are available through the NBSTSA for further preparation of the certification exam.
	Surgical Technology	Surgical Technology graduates will pass the national certification exam.	National Board for Surgical Technology/Surgical AssistingNational Certification Exam results.	Five of the six students of the 2012 cohort were able to pass thier certification exam on the first try. The remaining student missed the passing mark by 6 points. It was determined after the exam that she had trouble with the language because she was hispanic and did not notify the instructors prior to this difficulty during the year. These results are up from the 60% that passed last year to 80% this year. This meets the benchmark set by the ARC-STSA of 70%.	We will stress to the students the need to ask for assistance if there is any need for language or learning disability that may present a problem with testing. Earlier assistance in the year, will allow us time to prepare for these problems. We will continue to monitor this outcome.
	Surgical Technology	Program retention will increase to an 80% minimum once program courses have been accomplished.	Southeastern Technical College retention records.	The 2011 cohort began with 7 students. One student withdrew failing due to medical reasons. Six of the remaining students were able to complete the program. This brings our retention to 86%. Five students were admitted to the 2012 cohort and with one semester completed, one student has withdrawn failing with no explanation. Withthe selective process more students are able to complete the program and has the desire to finish.	Retention has been correlated with selective admission criteria for the two cohorts using this process. We will continue to monitor this goal.
	Surgical Technology	The Surgical Technology Program will be granted continued accreditation with the completion of the 6th edition core curriculum changes implemented during Spring 2012 semester.	Compreshensive core curriculum review form by the ARC-STSA will show no deficiencies of the program material as evidenced by the syllabi.	The Southeastern Technical College was granted continued accreditation with the completion of the 6th core curriculum changes submitted to the ARC/STSA. The 2012 cohort will begin under the new curriculum as approved.	The 2012 cohort will begin the new curriculum as approved. This goal will no longer be monitored.
	Surgical Technology	The Surgical Technology Program will begin the semester year by selective admission	Student transcripts and final grade designation in Banner. Also the score results of the PSB exam.	Five of the ten applicants for the surgical technology program were able to meet the admission	As program admission becomes selective, the students will be prepared earlier for the entry into the program. We will continue to

		process. The student allowed to participate in the surgical technology program must pass all Allied Health Core classes with a 3.0 and have a 25% on the Allied Health PSB exam.			criteria for the program courses.	monitor this goal to help correlate with retention efforts.
	Welding Technology	100% of all Welding and Joining Technology Diploma graduates will certify in the four major welding processes upon program graduation.	WELD 1120 Preparation for Industrial Qualification - Capstone Course Guided Bend Test		On the Swainsboro Campus, 4 students were enrolled, 2 graduated and 2 dropped out; the 2 graduates passed. This course is offered annually on the Vidalia Campus during Summer semester, therefore the results will be on the 2014 SPIRIT Plan.	This is the best Capstone Course we have for many reasons: Having the welders be able to pass certification tests in the 4 major welding processes ensures they are ready to take test for potential employers after graduation.
	Welding Technology	Enrollment will increase by 5%.	Quarterly and Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.		Enrollment only increased by 1.4% but an increase nonetheless, we knew with changes to HOPE enrollment was expected to decrease but with the welding industry booming right now and the number of good paying jobs offered by our industry now, we expect enrollment to INCREASE.	We are changing curriculum this Fall to a more Industrial format and this will make the students more attractive to Industrial Contractors.
	Welding Technology	All equipment will be maintained to the best working conditions and instructor will keep up with the latest in welding technology.	Advisory Committee Lab Check Off Sheet and End of Semester Student Evaluations		Equipment wish list were turned in and all items on the list were purchased. Instructors attended the Hobart Institute of Welding in Troy, OH. and attended the AG EXPO in Moultrie, GA. to keep up with the latest trends and developments in welding and joining technology.	All equipment on both campuses in up to date. We will continue using the Equipment Wish List when new equipment is needed.
	Welding Technology	95% of all students will certify in the processes they are taking: SMAW, GMAW, FCAW.	Guided Bend Test		92% of the students attempting the certification test passed. 3 out of 37 did not pass the certification test.	The 3 students who failed will be given another opportunity to take the certification test in the Capstone Course WELD 1120.
	Welding Technology	Students will be successful in completing the certificates or diploma and will find employment upon completion.	Graduate Forms, Benchmarks, Career Services Coordinator, Advisory Committee		Vidalia Campus: Benchmarks were met FTE: 37.35 Awards: 16 Placements: 17 FTE 3 Year Avg.:36.11 Awards 3 Year Avg.: 25.66 Placements 3 Year Avg.: 21.66 Swainsboro Campus: Benchmarks were met FTE: 25.8 Awards: 50 Placements: 29 FTE 3 Year Avg.: 20.4 Awards 3 Year Avg.: 33 Placements 3 Year Avg.: 35.66	All Benchmarks were met on both campuses. With new curriculum changes for Fall semester, we hope for even greater results.