






User: gware
SPIRIT_2013

Student Learning Outcomes (Program Level)

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

*Enhanced feature to upload Assessment Tools was added in FY 2012.

Program	Student Learning Outcome	Assessment Method	Assessment Tools	Actual Assessment Results / Analysis	Use of Results/Improvement
Accounting	ACCT students will analyze financial statements by utilizing analytical procedures to draw conclusions.	Performance Examination in ACCT 1105.	 ACCT_AnalyticProcedures.pdf	<p>Swainsboro Campus: Spring 2013 scores were: 80,64,94,68; average score 77.</p> <p>Vidalia Campus: Spring 2013 scores were: 88,64,63,71,71,56; average score 69.</p> <p>Students still struggle with analytical procedures for two reasons: (1) failure to learn the formulas to analytical ratios, and (2) failure to apply their accounting knowledge in their assessment of the results. It is noted that the results are more comparable between campuses since Swainsboro instructor is teaching the course on both campuses. Previously the two instructors used widely differing teaching methods and assessments, thus there was no comparability of between campuses.</p> <hr/> <p>Analysis: Even though the results are not as hoped, they do indicate the same problems with the subject matter, regardless of campus--lack of preparation for class. There is still room for improvement.</p>	To be implemented Fall 2013, instructor will use some "flipping the classroom techniques" to ensure that students are preparing for class by requiring some work to be presented by students at the beginning of class. With this additional practice, students will become more confident in their ability to analyze financial statements.
Accounting	Students will complete adjusting entries for a merchandising business, including those for supplies used, insurance expired, depreciation of fixed assets, and unpaid salaries.	ACCT 1100 Performance Examination for Chapter 4.	 ACCT_AssessmentAdjustingEntries.pdf	<p>Swainsboro Campus: Fall 2012 scores were: 90,85,75,84,81,90,100,92,78,83; average score 86. Spring 2013 scores were: 93,78,83,83; average score 84.</p> <p>Vidalia Campus: Fall 2012 scores were: 80, 68, 97, 69, 96, 77, 74, 86, 78, 45, 81, 75, 91, 63, 91, 84, 77, 90; average score 79. Spring 2013 scores were: 94, 88, 81, 83, 86, 94, 91, 87, 79, 85, 49, 72, 82, 78, 91; average score 83.</p> <hr/> <p>Analysis: Although a Vidalia BAT instructor taught this course on the Vidalia</p>	Instructor decided to use some "flipping the classroom" techniques to ensure that students are preparing for class by requiring some work to be presented by students at the beginning of class.







				campus fall and spring, the results are comparable to Swainsboro results because Ms. Jernigan used the materials provided by the lead instructor in Swainsboro. Now that there has been time for proper planning, Swainsboro instructor will cover all ACCT classes on both campuses during FY 2014. This should yield even more comparable results between campuses.	
Accounting	ACCT students will complete the ten step accounting cycle.	ACCT 1100 Comprehensive Problem 1	 ACCT_CompProblem.pdf	<p>Swainsboro Campus: Fall 2012 scores were: 100,100,48,95,98,100,100,100,93,100; average score 93. Spring 2013 scores were: 62,99,40,43; average score 61.</p> <p>Vidalia Campus: Fall 2012 scores were: 62, 99, 0, 97, 74, 55, 88, 19, 86, 18, 93, 57, 73, 18, 0, 0, 98; average score 55. Spring 2013 scores were: Scores are: 100, 93, 97, 100, 51, 94, 99, 88, 100, 99, 0, 100, 92, 100, 96; average score 87.</p> <hr/> <p>Analysis: Because ACCT 1100 is required for BAT, MTKG, and MGMT students, the majority of the students in the course are non-accounting students. Although the standards are covered regardless of program area, students tend to give less emphasis to a course that is not a part of their course of study. These students procrastinate and do not give 100% effort to this problem, and some cases they do not complete it at all. More weight is not given to the problem so as not to promote collaboration. Some students determine that they will forego that portion of their grade and not complete the problem.</p>	Instead of the normal spot checks, instructor will give prior notice that the problem should be completed up to a certain point and a portion of the final grade on the project will reflect their timely preparation. This should motivate the students to work along as the cycle is taught, and ask their questions as they work, instead of waiting until the weekend before it is due to complete it and encountering problems. Also as mentioned previously, the BAT on the Vidalia campus taught ACCT 1100 fall and spring and perhaps did not emphasize the problem as much as the lead instructor in Swainsboro. Now that there has been time for proper planning, Swainsboro instructor will cover all ACCT classes on both campuses during FY 2014. This should yield even more comparable results between campuses.
Air Conditioning Technology	Students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	AIRC 1090 Residential Split-System Analyzer Checklist Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using meters and gauges, then section 7 entails the analysis and determination of the HVAC malfunction. The identification of the system malfunction is either pass or fail. Students must succssfully identify HVAC sytem malfunctions in order to pass.		6 out of 6 students successfully identified the HVAC system malfunction; however, only half of the students identified the malfunctions on the first attempt. The biggest problem for some of these students was not knowing where to take certain readings or not taking the correct reading. Additional instruction or info may be needed for some students to better understand measurements.	Implemented the use of HVAC trainers with more hands on lab experiences. We are improving our hands-on trainers by having the students build them, and design the layout of the trainers, i.e., the Snowman and the Igloo
Air Conditioning Technology	Students will appraise the functions of the electrical components on an HVAC system.	AIRC 1050 Comprehensive Exam 100 point test which encompasses the identification of 40		10 out of 10 students successfully identified the HVAC system malfunction; however, only 6 of 10 of the students identified all the parts on the first attempt. The biggest problem for some of these students	Developed additional hands on lab projects and activities to help struggling students better understand the components.


		electrical components worth 1 point each, function of the part, and the interpretation of any other info on the part		where not knowing where certain parts go in the system. Additional instruction or info may be needed for some students to better understand components	
Automotive Technology	Utilizing the appropriate tools provided in the automotive lab, AUTT students will accurately diagnose and repair an automobile electrical system	Auto Electrical Systems Checklist Automotive Repair Order	 AUTT1020_Final_Grading_Rubric.pdf	Results are as follows: On the written Exam which is 50pts. 1 student with 38 1 student with 37 2 students with 36 2 students with 35 1 students with 34. On Hands on testing DVOM usage & diag. of electrical circuits 10pts. Max 3 students with 10 1 student with 9 2 student with 8 1 student with 5 Scan Tool usage to include communication with modules. 10 pts max. 3 students with 10 2 student with 9 1 student with 5 1 student with 2 DSO diagnostic setup and readings. 10 pts max 1 student with 10 1 student with 7 2 students with 6 1 student with 2 1 student with 0 Preform Battery/Alternator Test with correct diagnosis 10 pts max 2 students with 10 2 students with 9 1 student with 8 1 student with 5 1 student with 3 Service Information and Schematic reading 10pts max 1 student with 10 3 students with 9 1 student with 7 1 student with 2 1 student with 0 Analysis: Going on the actual Assessment results the students are struggling the most with DSO setup and diagnostic readings. More lab time/practice may be needed in the curriculum.	More lab time/practices have been incorporated into the curriculum to help students better grasp the competencies.
Automotive Technology	Utilizing the appropriate tools provided in the automotive lab, AUTT students will accurately diagnose engine performance issues.	NATEF Engine Performance Checklist Automotive Work Order	 AUTT1040_Final_Grading_Rubric.pdf	Results are as follows: On the written Exam which is 50pts. 1 student scored 48. 1 student scored 46. 1 student scored 40. 3 students scored 36-38. 8 students scored 31-34. Ignition systems which is 10pts total. 6 students scored 10. 1 students scored 8. 1 students scored 7. 3 students scored 6. 3 students scored 5. Computerized Engine Controls which is 10pts. 4 students scored 10. 4 students scored 9. 3 students scored 8. 2 students scored 7. 1 student scored 2. Emissions Control Systems which is 10pts. 3 students scored 10. 1 student scored 9. 6 students scored 8. 4 students scored 7.	Added more lab time with the 5 gas analyzer Emission control portion and the dyno to simulate a faulty running vehicle. More hands on Lab time with the 5 gas analyzer and more use of the dyno to simulate a faulty running vehicle should help students better master this competency.





				<p>Fuel Injection Systems which is 10pts. 7 students scored 10. 1 student scored 9. 1 student scored 8. 1 student scored 6. 2 students scored 5. 1 student scored 3. 1 student scored 0.</p> <p>General Engine Diagnosis which is 10pts. 4 students scored 10. 2 students scored 9. 2 students scored 8. 6 students scored 7.</p>	
				<p>Analysis: The use of the Assessment resulted in a broad range of results. Thus verifying that the students input will ultimately affect the outcome of their scores.</p>	
Automotive Technology	Utilizing the appropriate tools provided in the automotive lab, AUTT students will accurately diagnose, dismantle, and repair an automobile engine.	Engine Repair Checklist Automotive Work order	 AUTT2010_Final_Grading_Rubric.pdf	<p>Results are as follows: On the written Exam which is 50pts. 1 scored 40. 1 scored 37. 1 scored 36. 1 scored 33. 1 scored 32.</p> <p>General Engine Diag with possible 10pts. 1 scored 10. 3 scored 5. 1 scored 4.</p> <p>Cylinder Head and Valve Train Diag with possible 10pts. 3 scored 10. 1 scored 9. 1 scored 5.</p> <p>Engine Block Assemble and Diag with possible 10pts. 1 scored 10. 1 scored 6. 2 scored 5. 1 scored 0.</p> <p>Cooling Systems Diag with possible 10pts. 3 scored 8. 2 scored 5.</p> <p>Lubrication Diag with possible 10 pts. 1 scored 6. 2 scored 5. 1 scored 4. 1 scored 0.</p>	The results of the Assessments are not as predictive as we would like due to the equipment not being hooked up until halfway through the semester. We will be able to utilize the time more wisely and make modifications to better improve the outcomes on the next assessment.
Business Administrative Technology	BAT students will compose leftbound reports utilizing the appropriate software.	BUSN 1440--Document Production Module 12 Performance Test	 BUSN_Module12.pdf	<p>Fall Semester 2012</p> <p>Swainsboro Campus: 13 out of 15 (87%) students socred 70 or better on the exam</p> <p>Vidalia Campus: 13 out of 13 (100%) scored 70% or better on the exam</p> <p>Spring Semester 2013</p> <p>Swainsboro Campus: 7 out of 8 (88%) scored 70 or higher on the exam</p> <p>Vidalia Campus: 14 out of 15 (93%) scored 70% or better on the exam</p> <p>Summer Semester 2013</p> <p>Swainsboro Campus: 5 out of 6 (83%) scored 70% or</p>	<p>Reports are used throughout the student's academic career. With a pass rate of 91% the faculty concluded that another document should be selected for future analysis.</p> <p>With letters and memos being the most produced documents in the business world, the faculty decided to use these documents for the next year.</p> <p>The goal has been met continuously over the past few years; therefore, the BAT instructors have decided to assess another learning objective for FY 2014.</p>

				<p>higher on the exam</p> <p>Vidalia Campus: 18 out of 19 (95%) scored 70% or higher on the exam</p> <p>The overall pass rate yielded 91% which is a 3% increase from the last fiscal year. The additional lecture time spent on creating leftbound, unbound, and academic reports proved to be effective.</p>	
Business Administrative Technology	BAT Medical students will construct professional medical documents using Medisoft software.	BUSN 2340 Medical Administrative Procedures Exit Exam	 BUSN_Simulation1.pdf  BUSN_Simulation2.pdf  BUSN_ExitExamChecklist.pdf	<p>Fall Semester 2012</p> <p>--BUSN 2340 was not offered</p> <p>Spring Semester 2013</p> <p>Vidalia Campus: 16 out of 17 (94%) scored 70 or higher on the BUSN 2340 exit exam</p> <p>Summer Semester 2013</p> <p>--BUSN 2340 was not offered</p> <p>With the newly adopted textbook, the instructor was able to continue to stress the importance of providing the latest training/instruction. The medical environment is forever changing and it is imperative that we use updated textbooks and software.</p>	<p>The newer textbook and software provided students with the updated medical policies and procedures as well as the newest HIPPA laws.</p> <p>The student's level of comprehension of the new book and the ability to work with the updated software demonstrated student success with a pass rate of 94%. The newer textbook and software is continually evaluated.</p>
Business Administrative Technology	BAT students will construct professional business documents by the integration of various software applications.	BUSN 2210 Applied Office Procedures Exit Exam	 BUSN_ExitExam.pdf  BUSN_ExitExamRubric.pdf	<p>Fall Semester 2013</p> <p>Swainsboro Campus: 4 out of 4 scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Vidalia Campus: 8 out of 8 scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Spring Semester 2013</p> <p>--BUSN 2210 was not taught</p> <p>--Summer Semester 2013</p> <p>--BUSN 2210 was not taught</p> <p>With a pass rate of 100% for both classes with at least a score of 70% or better, further analysis of the test indicates that most errors that were made resulted in not following directions instead of not being able to integrate data to produce the documents. This verifies that more emphasis needs to be placed on following directions on tests.</p>	<p>With the evidence showing from the analysis/test results that most student errors resulted from not following directions, the importance of students reading and following directions on their assignments and tests is repeatedly stressed by the instructor.</p>
Business Management	Business Management students will research and provide details about the importance of meetings in the the workplace.	MGMT 2215 Team Project Internet Research	 Team_Presentation_Project_Instructions.pdf  BusMgt_TeamPresent_Rubric.pdf  Partner_Eval.pdf	<p>5 of 9 (56%) of students successfully detailed their meeting presentation.</p> <p>3 students did not pass the meeting presentation. Those students waited until the last week to work on the presentation although it was recommended that they begin around or before midterm.</p> <p>Their presentation was not detailed or thorough and included many errors.</p> <p>One student did not turn in a presentation.</p> <p>Students followed the formatting instructions and included supporting</p>	<p>Modified instructions in the Team Presentation Project Instructions to require students to submit their meeting topic by a midterm deadline for approval so the topic will be narrow enough to help students stay on track.</p> <p>Incorporated a schedule of email reminders to students regarding the Team Presentation Project in MGMT 2215 - reminders now include suggestions to use Spelling and Grammar checks of their presentations.</p>



				<p>documents.</p> <p>Several students did not successfully answer the team project questions because their answers were very short lacking knowledge of the subject.</p> <p>This was mainly due to waiting too late to begin the project.</p> <p>The project quality was good on two of the presentations. The other presentations lacked quality with many spelling, punctuation, and grammar errors.</p>	
Business Management	Business Management students will analyze the importance of ethics in the workplace.	MGMT 1125 Workplace Ethics Internet Research/ Essay Rubric	 BSM Ethics Research Essay Instructions.pdf  BusMgmt Research Essay Rubric.pdf	<p>16 of 22 (73%) of students passed the internet presentation.</p> <p>3 students that were not passing did not turn in a presentation.</p> <p>One student dropped from an A to a B because they did not turn in a presentation.</p> <p>Two students turned in too many errors and did not pass the presentation.</p> <p>One student dropped from a C to a D because they did not turn in their presentation.</p> <p>All students excelled on the formatting instructions, addressing the desired results of the essay, and the implementation.</p> <p>9 students had too many spelling and grammar errors.</p> <p>Students know from the first day of class that they have a presentation due toward the end of the semester.</p> <p>Although there is a course announcement in Angel with the due dates listed and the syllabus has a due date listing and reminder on the first day, a scheduled email may be needed to remind students of the due dates.</p>	<p>Incorporated a schedule of email reminders to students regarding the essay in MGMT 1125.</p> <p>Added proofreading and editing tips website to the essay instructions to help students with their proofreading and editing skills in an effort to help them improve the quality of their work. http://www.lrc.com.com/tips/proofreading_editing.htm</p>
Business Management	Business Management students will analyze the importance of sound leadership in the workplace.	MGMT 2115 Human Resource Management Internet Research/ Essay Rubric	 BusMgt Research Essay Rubric.pdf  BSM Leadership Assessment Instructions.pdf	<p>11 of 20 (55%) of students passed the human resource management presentation.</p> <p>4 students did not turn in a presentation that were not passing the course.</p> <p>1 student had a baby and did not turn in her presentation although I gave her additional time.</p> <p>4 students failed because they had too many errors.</p>	<p>instructor added proofreading and editing tips website to the essay instructions to help students with their proofreading and editing skills to help with the quality of their work. http://www.lrc.com.com/tips/proofreading_editing.htm</p> <p>Incorporated a schedule of email reminders to students regarding the essay in MGMT 2115.</p>
Clinical Laboratory Technology	CLT students will recognize critical chemistry values and report to nursing service immediately.	CLBT 2130 clinical site Chemistry check list (part II Skill #11) Students are evaluated on identification of patient's critical results by Preceptors at the clinical sites. Preceptors report observations of strengths/weaknesses to the CLT Director/instructor	 CLT_ChemistrySkills.pdf	<p>All eight students scored 5 out of 5 on the recognition of critical values.</p>	<p>Recognition of critical lab values and relaying to the nurse is vital for patient care. Additional lab values to include multiple diseases processes will be added for increased difficulty.</p>


Clinical Laboratory Technology	CLT students will accurately identify bacteria on an agar plate in the clinical CLBT 2120.	CLBT 2120 clinical check off list (Skill #4)for microbiology competency Students must correctly identify the bacteria.	 CLT_MicrobiologySkills.pdf	7 of 8 students scored 5 out of 5 on the identification of bacteria. One student scored 4 out of 5.	Pure cultures are being used for bacteria identification. Mixed flora will be introduced to train the student to identify the pathogenic bacteria from the normal flora.
Clinical Laboratory Technology	CLT students will perform type,Rh, antibody screen and crossmatch procedure.	CLBT 1060 Immunohematology (blood bank)skills check off for proficiency of labs. A graded skills check off to standardize and assess each student's progression in the blood bank lab.	 CLT_BloodBankSkills.pdf	This is a critical area that 100% competency/accuracy is required in the CLBT 1060 didactic course. The students performed all of the required skills in the lab at the end of the semester with 100% accuracy. The students also had to recite the procedures from memory to the instructor with 100% accuracy. The students practiced the skills every week in the lab. During the semester the instructor observed weakness in the IAT phase of the procedure.	100% accuracy is required in blood bank. Repetitive practice of the skills in the lab is required to gain confidence, knowledge and accuracy. The instructor divided the IAT phase into individual steps for better comprehension. A chart was added to record each step of the IAT phase. This improved student retention of the IAT phase of the skills assessment. The 100% objective was met by all students.
Clinical Laboratory Technology	Clinical students will be able to recognize the correlation between lab test results and disease.	Clinical preceptors will evaluate CLBT 2130 Clinical student's check off sheet: Knowledge #5 skills checkoff evaluation.	 CLT_ChemistrySkills.pdf	All eight clinical students scored 5 out of 5 on the clinical preceptor evaluation of correlation of lab results with disease states.	Students are given case studies and correlate the lab results with the patient's disease state. Students are given lab values and are required to explain the site of the body that correlates with the abnormal lab value. Additional values with more complex scenarios will be implemented in the next class.
Clinical Laboratory Technology	CLT students will perform a Complete Blood Count (CBC) with differential on abnormal slides.	CLBT 2110 Clinical Site Preceptor evaluates students skills on Checklist(Skill #8	 CLT_HemaglobinCoagulation.pdf	All eight students scored 5 out of 5 on the Hematology clinical evaluation of counting abnormal/difficult slides.	The program director will continue to provide abnormal slides from area hospitals to improve student accuracy and confidence in the interpretation of abnormal slides.
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	CTD 1030 Capstone DDS CDL Road Test Score Form Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures. Zero - meaning no violations - is the best possible score. 30 points or less must be achieved in order to successfully complete CTD.	 CTD_CDLSkillsChecklist.pdf	79 students tested AY 2013 Road Test Average score of 96 shows a 3.45% improvement over the AY 2012 Road Test Avg. of 12.44 Subpart scores: Turns (8 different turns)420 Intersections-65 Expressways-0 Urban/Rural Highway-4 Road Side Stop/Start-25 Railroad Crossing-15 General Driving-107 Automatic Failures-0 Analysis:	
Commercial Truck Driving	CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.	CTD 1030 Department of Driver Services (DDS) Basic Control Skills Checklists: br> This check contains 6 parts: Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back	 CTD_CDLSkillsChecklist.pdf	79 Students performed the off-road maneuvers in an 18 wheel rig Sight-sided Parallel Park 91 violations Off-set Back Right 23 violations Sight (Driver)Sided Backing 13 violations Alley Dock Backing 73 violations Conventional (Passenger Side) Parallel Park 62 violations Offset Back Left 40 violations	Implemented the mid-term assessment of the skills and taught the more difficult maneuvers earlier in the term. The number of violations in these two maneuvers improved. Sight Side Parallel Park average improved from 1.46 to 1.75. Alley Dock average improved from 1.31 to 2.45. To be implemented Fall Semester of FY 2013, CTD instructors will require the get out and look skill instead of it being an optional skill.




		<p>Right(includes Pullups, Encroachments, Looks, and Final Position)</p> <p>St. Line Backing(includes Pullups, Encroachments, Looks, and Final Position)</p> <p>Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box)</p> <p>Conventional Parallel Park(includes Pullups, Encroachments, Looks, and Inside Parallel)</p> <p>Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position)</p> <p>The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better.</p> <p>A grade of 0 (no violations) is desired.</p> <p>To successfully complete,12 points or less is allowed in order to complete CTD.</p>		<p>Although the sight-side parallel park and the alley dock still received the most violations, the CTD faculty noted significant improvement in the previous year.</p> <p>CTD faculty also analyzed individual checklist and noted that the students who performed the optional get out and look at the truck and trailer position scored fewer violations therefore better scores.</p> <p>The student with the 9 violations on the sight sided parallel park did not experience difficulties with the other maneuvers.</p> <p>Faculty worked one-on -one with the student to help him decrease his violations from 16 a the beginning of the CTD 1020 down to 9 violations at the end of CTD 1030.</p> <p>Analysis: Faculty review of checklists and discussions determined that students may benefit from practice on a virtual simulator since access would be readily available and driving experience on a 18 wheeler is limited due to time constraints and number of students.</p> <p>The score on turns is high because students have to make the turns and keep the trailer within 1 foot of the curb.</p> <p>If they hit a curb it is an automatic failure so it is better to take 1 point for turning wide instead of failing this technique altogether.</p> <p>Faculty agree that general driving is the weakest area due to all that the students are graded on.</p> <p>Most violation points were due to improper gear changes.</p>	<p>CTD faculty requested a Virtual Simulator. CTD Faculty determined that had the students had access to a virtual simulator the results of driving and backing would have been decidedly higher. This virtual simulator could be used to train not only Commercial Truck Drivers but bus drivers, ambulance drivers and fire truck drivers. This simulator can be programmed to whatever venue needed. The simulator would also help our retention rate to increase.</p> <p>CTD faculty implemented double clutching techniques of shifting on the road during practice driving times. Rather than using the driving range, these maneuvers were taught utilizing the Empire Expressway in Swainsboro for real driving experience.</p> <p>CTD faculty will stress the 24 hour notification requirement should the student not be able to test at the scheduled time.</p>
Commercial Truck Driving	CTD students will complete a pre-trip vehicle inspection according to DDS standards.	<p>CTD 1030 Department of Driver Services (DDS) Vehicle Inspection Test Checklist This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score. Sections on the 90 point Vehicle Inspection (Pre-Trip)checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear) Rear of Vehicle Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear) Rear of Trailer Maximum score of 10 points is allowed to</p>	<p> CTD_CDLSkillsChecklist.pdf</p>	<p>The average score was 6.74 on the pre-trip vehicle inspection. This is slightly lower than the average score for the previous year.</p> <p>The pre-trip checklist was revised by the state recently and the CTD faculty realized that some of the revised wording was causing students difficulties.</p>	CTD faculty provided pre-trip vehicle inspection study guides to match the revised wording in the checklist and to help students better perform on this task.


		successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.			
Computer Information Systems	The Internet Specialist Web Design students will construct an error free web page using validation techniques.	CIST2550/CIST2950 Capstone Final Exam with Web Page Rubric CIST 2550 is the diploma capstone CIST 2950 is the degree capstone	 CIST_WebSystemsProject_Rubric.pdf	CIST 2950 was taught on the Vidalia campus Fall Semester. Four out of four students passed the capstone exam. Results were good, but scoring rubric showed all 4 students needed to spend more time with web page graphics to enhance the quality of their web site. Their web images were pixilated and distorted. Some images sizes were not consisted to images on other webpages. Also, each presentation was lacking clarity of some web site features. Students could not clearly explain some of the web features incorporated in the website such as how the navigational links worked. One team (2 students) had some minor team work issues. Overall, final web sites were very good. CIST 2550 was taught on the Vidalia campus Fall Semester. Two out of two students passed the capstone exam. Upon review of the exams, neither student missed the same question so no specific area of weakness was determined. Based on results of exam, one student was able to retain and apply course concepts better than the other. These were the first semesters both of the courses were assigned with capstones. They will be used to compare and determine if improvement is being made.	Instructor changed the lesson plan to allow more time working on web site graphics to specifically cover image sizing, quality, and formats. Lesson Plan was updated to include a meeting with the students before the presentation to discuss all the web features such as rollovers, javascripts, navigational tools, and animations.
Computer Information Systems	Networking Support Specialist students will implement a LAN prototype.	CIST 2444 and CIST 2414 Capstone Final Project and LAN Rubric	 CIST_RouterRubric.pdf	CIST 2444 was taught Fall Semester on the Swainsboro Campus. Two out of two students passed the exam. After reviewing the exam, Both students missed questions concerning troubleshooting routers and routing protocols. CIST 2414 was taught on the Vidalia campus Spring semester. Seven out of seven students passed the exam. The CIST2414 capstone item analysis results indicates that students missed more questions pertaining to transmission modes, permissions, application pool modes, virtualization, and types of troubleshooting logs. Virtualization was an issues for the class because the machines would not load the virtualization program.	Instructors added troubleshooting hand-outs and allotted more time for hands-on working on routers and routing protocols for the CIST2444 course. Added extra labs in the CIST2414 course to ensure that students understand transmission and application modes. To address the virtualization issue, faculty found a new virtualization program to load on the machines and demonstrate it more effectively. This will allow more class coverage of the different types of troubleshooting logs that an administrator must use. To be implemented in AY2014, instructors will use 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	Computer Support Specialist students will be able to describe typical system requirements(i.e., inputs, processes,	CIST2921 Capstone Final Project Portfolio Rubric Students must create a system requirement flow chart listing inputs, processes, and outputs.	 CIST_MilestonePortfolioRubric.pdf  CIST_TarheelToysMilestones.pdf	CIST 2921 was taught on the Swainsboro campus Fall semester. Six out of six student pass the capstone final. Six out of seven students passed the capstone final during the Spring Vidalia campus session. It was also taught during the	Students were given more time on the development of DVD Models in order for the concepts to be better understood and why project analysis is important. Added a discussion board topic of Inhouse vs Outsourcing to ensure students understand

	and outputs).	Successful completion of this project is required.		<p>Summer semester by the Swainsboro campus where one out one student passed the final.</p> <p>An item analysis of all the capstone exams determined that less than 57% of the students understood the concepts of why project analysis is important, the types of DFD flow chart symbols and what they are used for, and advantages of in-house and outsourcing programs.</p> <p>In year FY2012, students had difficulty with learning Cost Analysis. An accountant was brought into the class to explain the procedures for Cost Analysis along with slowing down the chapter and covering the material over cost analysis for multiple days increased the pass rate for the exam. . With this taking place, only one student had difficulty in FY2013.</p> <p>The item analysis of the capstone project final pinpointed areas that students need more coverage and will be used again for the next fiscal year.</p>	<p>advantages and disadvantages of outsourcing versus in-house developing of programs for their projects.</p> <p>To be implemented in AY2014, instructors will use 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.</p>
Cosmetology	100% of COSM 1110 students taking the written exam over skin care & scientific concepts will score at 85% or better.	A written exam containing 100 multiple choice questions over skin care & scientific concepts will be given to students after instructor review and practice activities.		<p>Of the 31 students taking the exam over skin care and scientific concepts all scored over 85. 19 of the students scored between 86 and 90, 8 scored between 91 and 95, and 4 scored 96-100.</p> <p>Analysis: Although all 31 students taking the skin care and scientific concepts exam scored over 85 those are still the lowest areas on the actual state board administered by PSI.</p> <p>Instructors added additional assignments to try to get the skin care and scientific concepts areas' scores up on the state board exam.</p>	Incorporated more reveals over skin care and scientific concepts utilizing games as well as practice exams in Angel for the students to use from home.
Cosmetology	Students will perform basic thermal curling techniques according to PSI LLC, (licensure testing services for government regulatory agencies) standards.	National Interstate Council Cosmetology Practical Examination Evaluation Criteria will be used to assess the thermal curling techniques as published by PSI LLC	 COS_ThermalCurl.pdf	31 students tested on the thermal iron techniques and all 31 scored at 92 and above using the PSI grading scale. Analysis: The thermal iron section of the state board exam has exceeded the benchmark therefore it will be removed.	This objective will be removed and replaced with an area that needs improvement.
Cosmetology	Students will prepare a portfolio starting from first semester to showcase the skills they learn throughout the program.	COSM 1110 Portfolio Rubric The rubric will be distributed to students in COSM 1000, which is an introductory course. It will contain necessary attachments that describe what is to be included in the portfolio. The point value of the portfolio is also provided to the students. The final grading will be in COSM 1110.	 COS_PortfolioRubric.pdf	Of the 31 students that had a portfolio check all had made appropriate progress. Of the 31 students graded on their portfolio 1 student scored from 0-60, 1 scored from 61-70, 5 scored from 71-80, 14 scored from 81-90, and 11 scored from 91-100. Analysis: COSM faculty feel that most employers in the beauty industry want to see the work of the student as well as certificates of continuing education classes above and beyond the regular program classes, along with their affiliation in clubs while in the college or community setting. This is verified by the COSM advisory board. Therefore, more emphasis on the	Improvement measures such as checking the portfolio more often and more emphasis was placed in the 1st, 2nd, & 3rd semester on the importance of the portfolio. Most employers in the beauty industry want to see the work of the student as well as certificates of continuing education classes above and beyond the regular program classes, along with their affiliation in clubs while in the college or community setting.

				importance of maintaining a portfolio may be needed in the early semesters of the program.	
Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures.	<p>CRJU 2050 Search and Seizure Scenarios.</p> <p>Seven written scenarios will be given to students. Students must determine whether or not it is legally within the law to perform a search and seizure. Each scenario is either Yes (right) or No (wrong).</p> <p>A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment.</p>	 CRJU_Search.pdf	<p>Swainsboro Campus 15 out of 17 Dual Enrolled classroom students scored 70% or higher with an average score of 73.</p> <p>6 out of 6 Dual Enrolled Online students scored 70% or higher with an average score of 78. 4 out of 4 Traditional classroom students scored 70% or higher with an average score of 78.</p> <p>Vidalia Campus 6 out of 11 traditional students scored 70% or higher with an average score of 65.</p> <hr/> <p>Upon review by the faculty, those students not achieving a minimum score of 70% failed to recognize the 7 exceptions to searches with a warrant.</p> <p>The additional discussion boards and administration of the assessment at a time that did not conflict with high school functions improved the overall score of dual enrollment and DE online students. More instruction may be needed to enforce exceptions to warrant searches as opposed to searches with warrants.</p>	Additional instruction reinforcing the 7 exceptions to searches with a search warrant will be undertaken with both traditional and dual enrolled classroom students.
Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title XVI: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	CRJU 1068 - 20 question subpart of the CRJU 1068 Final Exam	 CRJU_CriminalCode.pdf	<p>Swainsboro Campus 11 out of 11 Online students scored 70% or higher with an average score of 88.</p> <p>Vidalia Campus 2 out of 2 traditional students scored 70% or higher with an average score of 86.</p> <hr/> <p>Online students scored better than the traditional classroom students.</p> <p>Upon review of the assessments, faculty determined no significant difference in overall performance on the assessment. However, the online discussion boards coupled with the additional homework assignments may reinforce understanding of the concepts.</p>	Incorporated more discussions with traditional classroom students to reinforce the elements of a crime in Titles 16 and 40 of the Georgia Criminal Code.
Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	<p>CRJU 1030 Mid-Term Exam - Probation and Parole subpart.</p> <p>Note: Students must be able to judge the difference by defining and contrasting between the two.</p>	 CRJU_ProbationParole.pdf	<p>Swainsboro Campus 19 out of 20 Online students scored 70% or higher with an average score of 90</p> <p>17 out of 17 Dual enrolled classroom students scored 70% or higher with an average score of 80</p> <p>6 out of 6 Dual enrolled online students scored 70% or higher with an average score of 76</p> <p>Vidalia Campus 7 out of 7 traditional classroom students scored 70% or higher with an average score of 91</p>	<p>CRJU faculty addressed specific missed questions with traditional classroom students. This post test review is not conducted with dual enrollment online students.</p> <p>More student-to-student and student-to-instructor discussions boards addressing probation and parole will be required for DE Online students.</p>





				<p>Dual Enrolled Online students scored significantly lower than the adult online or traditional classroom students.</p> <p>Upon analysis by the faculty, it was determined this could be due to their inability to apply the concept. More discussion may be required of the dual enrolled online students for them to apply the concepts of probation and parole.</p>	
Dental Hygiene	Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care.	<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>7 Quality Assurance Assessment- 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies- 100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 88 or higher required</p> <p>17 NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p>	 DHYG_Assessment & Debridement.pdf	<p>At least 6 courses had research/case study assignments integrated into the curriculum. This gives students experience with evidence based dental hygiene practices and teaches them how to apply this research to real world scenarios.</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. There were no complaints about the process of care in the live work clinic.</p> <p>100% participation and satisfaction among employers and graduates. There were no complaints from employers or graduates about the performance of graduates in relation to the dental hygiene process of care.</p> <p>90% compliance in quality assurance assessment tool.</p> <p>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.</p> <p>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.</p> <p>All competencies were passed in all clinic courses. This confirmed that students were competent in conducting the process of care according to evidence based protocols.</p> <p>100% positive responses on graduate exit survey. This survey did not reveal any insecurities or difficulties from graduates in relation to the process of care.</p> <p>100% students made 85% or higher on Mock National Board. 100% of students made 88% or higher on Mock CRDTS Board. 100% of the students passed NBDHE & CRDTS. By achieving the high benchmarks on the mock examinations, the students demonstrated confidence and ability to take the NBDHE and CRDTS and</p>	<p>By exposing students to research and case studies, students are taught how to obtain current and relevant dental hygiene knowledge. This is key to helping students become lifelong learners once they graduate and enter the profession. 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. Surveys will continue to be monitored and all feedback will be analyzed to ensure that students are comprehending and delivering evidence based dental hygiene care. All 13 errors from the quality assurance assessments 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. 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. Quality assurance audits will continue to monitor the dental hygiene process of care to make sure it follows evidence based protocols. Competencies will continue to be evaluated to ensure that students are passing all clinic competencies. Clinic competencies are designed based on evidence based dental hygiene process of care. Graduate exit surveys will continue to be monitored to receive feedback from students. 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</p>

				demonstrated knowledge of evidence based dental hygiene process of care. Pass rates on the NBDHE and CRDTS indicate that the students are capable of providing dental hygiene services according to evidence based dental hygiene process of care.	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. 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 new mock examination will provide relevant and updated test questions that closely resemble the current format of the NBDHE. The 2012 profile report from the NBDHE indicated that dental hygiene students scored above the national average overall and in all individual subject areas except for physiology, biochemistry/nutrition, radiology, and dental hygiene care plans. Faculty have implemented the following changes in those respective courses: Radiology-1.Revised examinations to make sure key ideas were being tested. 2.Lesson plan revised to ensure key ideas and concepts were being emphasized. 3.Each student must conduct a coin test to check darkroom safe-lighting. Another coin test will be conducted to test machine/film in each operatory. 4.Stepwedge activity will be conducted by each student to ensure chemicals are adequate for processing. 5.Mounting activity is added to lecture to ensure students understand how to mount prior to going to lab. 6.Students must demonstrate assembly of rinn instruments using anterior, posterior, and bitewing biteblocks to ensure that students know how to assemble rinn prior to lab. Biochemistry/Nutrition-1.Course moved to Summer instead of Fall to better align with the cohort's sequence. 2.Guest speaker added to provide lecture material and handouts with practice test over molecular structures. 3.Forks over Knives video placed on M: drive. Students watch and turn in 1 page assignment. 4.Assignment: unscramble vitamins based on category, function, deficiency, source, & property. 5.Plan meal for once day based on choosemyplate.gov requirements for various assigned individual needs. 6.Sample nutritional assessments provided for students. Clinic I Lecture/Lab: More learning experiences will be provided on dental hygiene care plans. Tutorial books were updated to provide more scenarios of possible care plan options. NBDHE and CRDTS national board examinations will continue to be monitored to ensure that graduates are performing evidence based dental hygiene process of care according to national examining agencies standards and criteria.
Dental Hygiene	Dental Hygiene students will utilize interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team.	3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys-minimum 85% positive required 5 Post-Graduate Rating Surveys-minimum 85% positive required 7 Quality Assurance Assessment-90% accuracy required 8 Q.A. Record Review-minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade Sheets-minimum 90% required 14 Individual competencies-100% pass required 18 Graduate Exit Survey-	 DHYG_CommunityServiceRubric.pdf  DHYG_NursingHomeRubric.pdf  DHYG_SchoolLessonRubric.pdf  DHYG_TableClinicRubric.pdf	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. The patient care survey made instructors aware of weaknesses in communication between patients and students. 100% participation and satisfaction among employers and graduates. This survey provided feedback from employers and graduates about the effectiveness of our graduates' interpersonal and communication skills in the workplace. 90% compliance in quality assurance assessment tool.	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 they have 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. All 13 errors found during the quality assurance assessments 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

		minimum 85% positive required		<p>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.</p> <p>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. The quality assurance audits provided valuable feedback on the students' ability to utilize interpersonal and communication skills to interact with diverse population groups and record those interactions accurately with attention to detail.</p> <p>All competencies were passed in all clinic courses. Each clinic competency requires the students to utilize interpersonal and communication skills with diverse populations as well as members of the healthcare team. Therefore, those students who passed each competency were deemed competent in effective interpersonal communication skills.</p> <p>100% positive responses on graduate exit survey. This survey provided valuable information from the students about possible suggestions for improving learning experiences for future cohorts. This survey gave the students an opportunity to provide feedback to enhance learning experiences by utilizing effective communication skills.</p>	<p>students during chart grading feedback sessions to prevent 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 the dental hygiene record review and turn it back in to the instructor.</p> <p>Students were reminded to double check paperwork prior to turning chart in to instructor for grading.</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.</p> <p>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. By adding experience components that involve both service to others and a chance to observe significant community problems or issues, students add a whole new dimension of quality to their learning.</p>
Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients.	<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>6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>7 Quality Assurance Assessment- 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies- 100% pass required</p> <p>15 Mock National Board- minimum score of 85%</p>	 DHYG_Assessment & Debridement.pdf	<p>6 courses had research/case studies assignments. These assignments give students exposure to problem solving strategies and teach them to apply this knowledge in real life clinical situations.</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. Comments were made indicating that students might not be recognizing nonverbal cues from patients during patient care sessions and employing problem solving strategies to manage patients. In addition, these comments from the patient care survey provide information about weaknesses that students have problem solving on issues related to patient scheduling and comprehensive management of patients. In addition to providing clinical dental hygiene, students should also be capable of managing appointments and scheduling treatment completion in a timely manner.</p>	<p>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.</p> <p>Also, students were introduced to YouTube videos that explain how to format according to APA.</p> <p>Results from the patient survey revealed areas in which the students were struggling to exhibit problem solving strategies during patient care sessions. Some patients do not feel comfortable articulating their feelings. This survey gives patients a silent voice in expressing their perception of the dental hygiene care that they received. The survey also serves as a reminder to students that they must carefully watch for nonverbal cues from patients and employ problem solving strategies when needed. 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.</p> <p>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.</p> <p>Quality assurance assessments continue to be</p>


		<p>required</p> <p>16 Mock CRDTS Board- Score of 88 or higher required</p> <p>17 NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p>		<p>100% participation and satisfaction among employers and graduates. These surveys provide a summative evaluation of the mastery of teaching students' problem solving strategies related to comprehensive patient care and management of patients. Surveys will continue to be monitored to ensure compliance. 99% compliance with infection control protocol. Compliance with infection control mechanisms demonstrates that students are capable of problem solving in any given situation while maintaining a sterile working environment for the patient and the clinician. Situations often arise in which the student must cease treatment in order to address the needs of the patient. Ensuring that the working field remains sterile and safe requires problem solving strategies in the patient care setting. Two errors were noted on the infection control section of the assessment and debridement grade sheets: failure to give patient eyewear and failure to prevent cross-contamination during a procedure. These deficiencies were addressed immediately during the clinic session and additional measures were taken to rectify the issues and maintain a sterile and safe working field. 90% compliance in quality assurance assessment tool</p> <p>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.</p> <p>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. This analysis of quality assurance indicates that the students need to work on attention to detail in charting.</p> <p>All competencies were passed in all clinic courses. Each competency outlines evidence based dental hygiene procedures in step by step format. Problem solving skills must be utilized to carry out each step of the dental hygiene process of care. All clinic competencies must be achieved in order to progress in the program.</p> <p>100% students made 85% or higher on Mock NBDHE</p> <p>100% of students made 88% or higher on Mock CRDTS</p> <p>100% of the students passed NBDHE and CRDTS. Students must be able to apply knowledge of problem solving strategies related to patient care situations in order to pass the NBDHE. Students must be able to apply this knowledge and demonstrate problem solving skills in order to pass the CRDTS board exam. 100% positive responses on graduate exit survey. The graduate exit survey</p>	<p>utilized to ensure that patients are receiving comprehensive patient care and that students are exhibiting problem solving strategies to manage patient care.</p> <p>Employer and post graduate surveys provide a summative evaluation of the graduates' ability to demonstrate problem solving skills in the workplace. These surveys will continue to be monitored to ensure mastery of problem solving skills. Infection control deductions provide feedback to faculty on commonly occurring problems with infection control procedures. It serves as a quality assurance mechanism to ensure and document that safe patient care is being rendered. Results from infection control penalties will continue to be monitored to ensure patient safety.</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. 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 because each patient challenges the student to utilize problem solving strategies related to patient care.</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. This will ensure that our mock examination is remaining in alignment with current board format. NBDHE and CRDTS scores will continue to be monitored to ensure that graduates can demonstrate and apply problem solving strategies related to comprehensive patient care and management of patients to the standards established by these nationally recognized board agencies. After analyzing the results of the 2012 NBDHE profile data report, the report indicated that students scored above the national average on the case based section of the examination. This indicates that students are capable of demonstrating problem solving strategies related to comprehensive patient care.</p>
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				will continue to be monitored in order to ensure that problem solving strategies are being demonstrated during patient care sessions.	
Early Childhood Care and Education	ECCE students will create a disabilities based resource file	ECCE 2201 Exceptionalities Resource File Rubric The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.	 ECCE_ResourceFileRubric.pdf	50% of the Vidalia campus and 100% Swainsboro campus students completed and achieved at least 80% on the resource file. 50%of the students on the Vidalia campus withdrew from the course before mid-term. While the resource file and examples of satisfactory files assisted students in achieving this goal, it is clear according to the rubric that the students struggled with finding information on Gifted and Intellectual Disabilities. The students also struggled with finding pamphlets and brochures on the given topics.	Instructors will give examples of where to locate resources on topics required for the Resource File. Each Instructor will also have a completed Resource File as an example to show students quality work. This should produce a more comprehensive resource file. Additionally, peer mentoring will be implemented to share the responsibility of locating useful resources will motivate students to achieve more than the minimum of 70%.
Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	Curriculum Development Teaching Rubric - assessment captured in ECCE 1112 The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.	 ECCE_Curriculum_UnitEvalRubric.pdf	100% of the Vidalia campus students completed and achieved a minimum of 66% or more on the teaching rubrics. 33% of the Swainsboro campus students did not complete and achieve a minimum of 70% or more on the teaching rubrics. 33% of the Swainsboro students did not complete their teaching units by the end of the semester due to a difficult time correlating the activities with the concepts they wrote. The students made their concepts too narrow when in fact they should have been more broad. This would have allowed for a much wider range of activities to be used.	Instructors will spend more time in class explaining writing concepts, breaking them down, and selecting activities that actually teach the concept. Students take Practicum and Curriculum at the same time which both include writing lesson plans. Students will use the lesson plans written in Practicum as practice for writing lesson plans in Curriculum.. The ECCE faculty reviewed the rubric to determine if any areas needed improving. The rubric was revised to provide students with a clearer understanding of the expectations.
Electrical Systems	Students will construct a residential wiring project according to National Electrical Code.	ELTR 1210 - Residential Wiring diagram and written test based on the National Electric Code. Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor. The diagram will include installing duplex and GFCI receptacles. This will also include installing single-pole, three-way, and four way switches and lights. The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.	 Residential_Wiring_Project.pdf	21 of the 23 students enrolled passed the exam. The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring. 1 did not pass the exam and 1 student was withdrawn before the final project was given due to attendance. The instructors noticed that those who took the exam were having some problems with 3-way and 4-way switch hook-ups	Instructors will incorporate videos on 3-way and 4-way switch hook-ups. Instructors will use student to student mentoring in helping students in learning.
Electrical Systems	Students will construct a commercial wiring project according to National Electrical Code.	ELTR 1090 - Commercial Wiring diagram and written test based on the National Electric Code. Commercial Wiring Project includes: demonstrate proper	 Commercial_Wiring_Project.pdf	21 students enrolled - 20 students took the exam and passed the exam. The students who passed the Commercial Wiring project were prepared for the exam because of the repetition of training throughout commercial wiring.	Instructors will incorporate videos in the lab and on on-line to help students with making offset and saddle bends.




		<p>wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor using conduit.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way, and four way switches and lights.</p> <p>The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.</p>		<p>The 1 student that did not take the exam had been withdrawn before the test date due to exceeding the attendance policy.</p> <p>Instructors noticed with the check-off sheet that some of the students were having problems with the offset and saddle bends.</p>	
Electrical Systems	Students will construct motor control circuits according to the National Electric Code.	<p>ELTR 1180 Motor Control Project and written test based on the National Electric Code.</p> <p>Motor Control Project includes: demonstrate proper wiring techniques and practices by wiring a motor control.</p> <p>The project will have to be drawn.</p> <p>This will also include installing pushbuttons, motor starters, relays, timers, lights.</p> <p>The student will also take a written exam in conjunction with the project. The student may use the National Electric Code as reference tool.</p>	 ELTR1190_ExitExam_HandsOn_CheckSheet.pdf	<p>Of the 17 electrical students that took the exam passed it.</p> <p>With the check-off sheet instructors noticed that the students were having a hard time diagramming the scenario and numbering the diagram.</p> <p>Also students were having some trouble with multiple start-stop stations.</p>	<p>Because students were having a difficult time diagramming the scenario, the instructors will work with students during the semester to practice different diagramming techniques.</p> <p>Instructors will also add more multiple start-stop station labs during the semester to help students better understand the process.</p>
Electronics Technology	Students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	<p>International Society of Certified Electronics Technicians (ISCET) Certification Exams</p> <p>ISCET Certification Final Exams for the four major electronics areas:</p> <p>ESA-1 (DC Circuits)</p> <p>ESA-2 (ac Circuits)</p> <p>ESA-3 (Solid State Circuits)</p> <p>ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits)</p> <p>These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas.</p> <p>Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET.</p> <p>Students that score >=75% on all four exams are additionally awarded</p>	 ESA-1_Results_FY2013_.pdf  ESA-2_Results_FY2013.pdf  ESA-3-4_Results_FY2013.pdf  ESA_Certification_Rates_FY2013.pdf	<p>ESA-1 DATA ANALYSIS</p> <p>See the charts in the Assessment Tools link -ESA-1 Results</p> <p>FY2013 data shows a decrease in scores for all categories of test questions.</p> <p>This data includes both the online and traditional classes that were offered during FY2013.</p> <p>- As shown in the charts, the decrease in test category scores can be attributed to the online class offering for DC.</p> <p>For the traditional course offerings only, the data shows a steady improvement over the past three fiscal years in all test question categories, except for the basic theory category, which is hovering around the 70% mark.</p> <p>For FY2013, the DC Circuits course was offered during two of the 15-week semesters, Fall traditional and Spring online.</p> <p>The data clearly shows that the student learning for the online course fell well below the performance</p>	<p>For FY2014, the instructor(s) will continue to reinforce student learning in the categories of test questions where the students exhibited the lowest performance.</p> <p>ESA-1 (DC Circuits)</p> <p>For FY2014, the DC Circuits course will be offered traditionally in the Spring Semester due to the FY2013 performance ratings of the online course students. For the course offering in FY2014, the instructor will place more emphasis on DC theory during homework and class assignments along with implementing more homework and class assignments related to circuit trouble-shooting.</p> <p>ESA-2 (AC Circuits)</p> <p>For FY2014, the AC Circuits course will be offered traditionally in the Spring and Summer Semesters to maintain the appropriate program completion time for the students. The DC Circuits course for Spring 2014 will be offered traditionally (the predecessor for the Summer 2014 short semester). This change should show a performance increase for the students taking the AC Course during the short semester for FY2014. The instructor will increase emphasis on the use of equipment and ac theory in homework, classwork and lab assignments to improve student performance in these two test question categories.</p> <p>ESA-3 (Semiconductor Devices & Linear Integrated</p>

		<p>the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.</p>		<p>standards required by the ISCET for the ESA exams.</p> <hr/> <p>ESA-2 DATA ANALYSIS See the charts in the Assessment Tools link -ESA-2 Results</p> <p>FY2013 data shows a decrease in scores for all categories of test questions. This data includes both the 15 and 9 Week semester classes that were offered during FY2013.FY2013 data shows a decrease in scores for all categories of test questions. This data includes both the 15 and 9 Week semester classes that were offered during FY2013. As shown in the next two charts, the decrease in test category scores scores cannot be fully attributed to the 9 Week class offering for AC during the summer semester. For the 15 Week course offering only, the data shows improvement over the previous fiscal year for three of the five test categories. However, the circuit trouble-shooting and use of equipment categories show a marked decrease in student performance for FY2013. To maintain the Fall and Spring semester entry points into the program while scheduling students to complete their programs in 5 or less semesters, AC Circuits courses are offered during Spring (15 week) and Summer (9 week) semesters. Overall, the student test performance was lower for the students taking the course during the 9 week semester. However, it should be noted that these are the same students that took DC Circuits online during the Spring 2013 semester. As shown in the charts, the decrease in test category scores scores cannot be fully attributed to the 9 Week class offering for AC during the summer semester.</p> <p>For the 15 Week course offering only, the data shows improvement over the previous fiscal year for three of the five test categories. However, the circuit trouble-shooting and use of equipment categories show a marked decrease in student performance for FY2013. To maintain the Fall and Spring semester entry points into the program while scheduling students to complete their programs in 5 or less semesters, AC Circuits courses are offered during Spring (15 week) and Summer (9 week) semesters.</p> <p>Overall, the student test performance was lower for the students taking the course during the 9 week semester. However, it should be noted that these are the same students that took DC Circuits online during the Spring 2013 semester.</p>	<p>Circuits) For FY2014, the instructor will increase emphasis in the areas of Use of Equipment, Semiconductor Theory, and Basic Theory with additional assignments in those areas.</p> <p>ESA-4 (Digital Circuits) 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.</p> <p>ESA CERTIFICATIONS: The goal continues to be 100% certification for all students within the electronics programs to give them a better opportunity for job offers and to exceed employer expectations once they are employed. The goal for the percentage retakes on the exams will remain at the 33% mark based on nation-wide test data for the ISCET exams. This national data is not quoted or posted in this report at the request of the ISCET; however, this institution typically exceeds those certification rates for students on all four exams.</p>
				<hr/> <p>ESA-3-4 DATA ANALYSIS See the charts in the Assessment Tools link -ESA-3-4 Results</p>	










				<p>FY2013 data shows an increase in scores for all categories of ESA-3 test questions, except the Math category which remained at 75%.</p> <p>The two lowest scoring test question categories are Use of Equipment and Semiconductor Theory.</p> <p>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.</p> <p>However, there is a noticeable decrease in the categories of Basic Theory, Use of Equipment, and Digital Theory.</p> <p>The category of Trouble-Shooting circuits, which is key to job performance on digital systems, continues a steady performance increase.</p>	
				<p>ESA-1 ---ESA-4 %Exam Retakes & % Certifications Data Analysis</p> <p>See ESA Certification Rates link in the Assessment Tool section</p> <p>For FY2013, the percentage of students receiving their respective certificates from the ISCET (ESA-1 through ESA-4) increased for the ESA 1, ESA-2 and ESA-3 exams, with the ESA-4 exam maintaining a 100% certification rate.</p> <p>The analysis of the percentage of students who retook the exams is as follows:</p> <p>ESA-1: The percentage of students requiring a retake of the exam continued to trend down, hopefully due to focus on the lower scoring test categories by the instructor during FY2013.</p> <p>ESA-2: The percentage of students requiring a retake of the exam doubled partially due to the lower test score performance of the students who took the DC circuits course online.</p> <p>ESA-3: All students taking this exam during FY2013 required a retake of this exam to achieve a level of performance required to get their certificates. This exam is the hardest of the four ESA exams and is expected to have a higher percentage of students who retake the exam either to improve their course grade or to receive their certifications.</p> <p>ESA-4: This exam required no retakes for students to receive their certifications. At this point (after three previous exams), most students are familiar with the format and mode(s) of question(s) contained in the ISCET exams.</p>	
Electronics	Students will	LabVolt Systems		FY2013 overall student performance	









Technology	diagnose electronic systems to repair/replace the associated electronic circuits.	<p>The LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, trouble-shooting excercises, and the lab exam.</p> <p>The exams cover the lab material and include the review procedures, normal circuit testing, and circuit troubleshooting which requires the proper use of VOMs and oscilloscopes.</p> <p>The troubleshooting exercises require the students to compare modified circuit operation to normal circuit operation and determine what component has changed, shorted or opened.</p> <p>Students are allowed 1 attempt at the lab test and 1 attempt at each troubleshooting exercise.</p>		<p>on the lab unit test and troubleshooting (TS) exercises (with the comparison to FY2012) for the four major electronics areas was as follows:</p> <p>DC Circuits: Unit Tests - 93.6% (up by 7.1%) TS Exercises - 86.5% (up by 18.3%) Overall - 91.8% (up by 9.9%)</p> <p>AC Circuits: Unit Test - 95.1% (up by 10.2%) TS Exercises - 87.2% (up by 19.3%) Overall - 93.1% (up by 12.4%)</p> <p>Solid State Devices: Unit Test - 81.0% (down by 14.0%) TS Exercises - 66.2% (down by 33.8%) Overall - 77.3% (down by 18.9%)</p> <p>Digital and Microprocessor Circuits: Unit Test - 89.0% (up by 19.0%) TS Exercises - 90.4% (up by 16.0%) Overall - 89.3% (up by 18.2%)</p> <p>Analysis in the works</p>	
Fish and Wildlife Management	FWMT students will interpret and evaluate methods of nuisance species collection, data gathering, and relocation.	Nuisance Collection/Species Relocation Checklist.	 FWMT_TrappingRubric.pdf	11 students enrolled in Wildlife Management Techniques. Demographically 5 females, 6 males. 2 students, 1 female and 1 male were unsuccessful. 9 students successful with all final scores > 80%.	Instructor will provide increased encouragement for students lacking initiative.
Fish and Wildlife Management	FWMT student will prescribe, establish, and maintain a wildlife food plot.	<p>FWMT Habitat Manipulation/Wildlife/Food Plot Rubric</p> <p>Rubric available to students first day of class. Students must successfully complete a wildlife foodplot project.</p> <p>Rubric subparts: Accurate soil sample - 15 pts Interpretation of soil sample report - 10 pts Amendment recommendations - 15 pts Defined objective for food plot - 10 pts Prescribe appropriate crop - 10 pts Identify noxious/invasive weeds - 5 pts Weed control - 10 pts Operate equipment safely and efficiently - 25 pts</p>	 FWMT_FoodPlotRubric.pdf	8 students enrolled. Demographics: 5 female, 3 male 1 student (female) W/F after midterm. Individual soil sampling from student's home showed abnormal values for 1 female. Interview of student revealed she improperly obtained soil sample.	1 female demonstrated poor technique in gathering soil sample. 2 females demonstrated difficulty in comprehension of soil sample results. Following increased individual instruction, students showed improvement by demonstrating correct technique in gathering soil sample and verbal interpretation of soil sample results.
Fish and Wildlife	FWMT student will prescribe	FWMT Acquatic Rubric and Written Pond	 FWMT_AcquaticRubric.pdf	8 students enrolled in Fish Pond Mgt. Demographically class 50% female,	Analysis of written testing reveals 5 of 8 students; 3 males, 2 females; expressed difficulty



Management	appropriate treatments for an assigned fish pond.	<p>Evaluation with Recommendations</p> <p>FWMT students will develop a written Water Impoundment Evaluation Plan.</p> <p>Plans are assessed on 12 categories utilizing the Aquatic/ Fishery/Pond Rubric which include:</p> <p>Defined objective for water impoundment - 5 pts</p> <p>Accurately determine acreage of water impoundment - 10 pts</p> <p>Accurate water quality sample = 10 pts</p> <p>Identify water quality deficits - 10 pts</p> <p>Make appropriate recommendations based on water sample - 10 pts</p> <p>Prescribe appropriate fish species for stocking - 5 pts</p> <p>Prescribe appropriate fish species stocking rate - 10 pts</p> <p>Prescribe appropriate fish stocking dates - 10 pts</p> <p>Appropriately identify water weeds and algae - 10 pts</p> <p>Prescribe appropriate water weeds and algae eradication - 10 pts</p> <p>Appropriately apply water amendments - 12 pts</p> <p>Determine water clarity by using secchi disc - 3 pts</p>		50% male.	differentiating coon tail moss and Eurasian watermilfoil. Instructor will increase student field exposure to facilitate correct water weeds and algae identification.
Forest Technology	Students will cruise a stand of timber.	Cruising Assignment Rubric: includes planning, inventory, and work up	 FOR_Timber_Cruise_Sample_EGC.pdf	4 out of 4 students completed the assignment. 100% pass rate with all scores above 90. The high achievement level may be attributed to several factors. The students performed a similar assignment in the prereq guided closely by the instructor. However, strong engagement by the students could explain most of the success. The project was not a simulation but a real work experience. The landowner is selling the timber and the students cruised it for them under the guidance of the instructor and their consultant who is also on the forestry advisory committee.	Engaged students with a real timber sale was the key to the success. Instructor will perform another timber sale for the next course offering. Instructor and landowner are searching for the next timber to be sold. This project is also linked to the Forest Management Plan SLO. As part of the FY 2014 management plan the class is mapping all the timber for the landowner and prioritizing stand to cut. The highest priority stand will be used for this SLO next year.
Forest Technology	Students will write a comprehensive management plan accompanied with an oral presentation/defense	Forest Management Plan rubric - includes oral defense of plan	 FOR_Management_Plan_Rubric.pdf	1 out of 1 student passed. Student passed with a B. Because of the low number, the assessment can't be compared to other students.	Limited use of the results because only one student attempted and passed. However, the program acquired an add on tool in ArgGIS, Silvassint, that is the most innovative tool available to use with management plan creation and implementation. This tool synchronizes all our technology so it can be used seamlessly.
Forest Technology	Students will map a track of land with GPS and publish the map with GIS.	GPS/GIS Mapping Assignment Rubric	 FOR_GPIS-GIS.pdf	6 students participated. 100% pass rate with 3 Bs and 3 As. The project demanded the students integrate all skills from the semester into one assignment that required quick, on-the-feet, critical thinking. The results	Instructor will add more challenging assignments leading to the final project. Specifically, instructor added more stand alone projects that will force students to make the inevitable mistakes early, before the final project. In addition instructor added a scenario on the practice assignment the




				were consistent with the student' performance throughout the semester in that only the most proficient mappers achieved As.	students have not seen before. Instructor will also add flexibility the the next project to allow for students to optimize their creativity. New GPS units were used for this class bought from perkins. The upgrade was significant for improving student satisfaction and also performance because they were more accurate, the screen was easier to see and we did not have to carry a heavy external antennae with cords that constantly hung up on vegetation. Two students used the old units before and both were extremely impressed with the upgrade. In addition, the SLO is also linked to the capstone course because this map will be used in the final management plan for the students
General Education & Learning Support: English	Students will produce a logically organized, grammatically acceptable written paragraph.	An ENG 1010 Compare/Contrast Paragraph rubric which measures paper content (25%), evidence of the writing process (15%), structure (20%), support (20%), and grammar (20%).	 ENGL_CompareContrast_Rubric.pdf	<p>Yearly Analysis: An average of 14 % of students needed further instruction in this area. In Summer Semester of 2012,77 % of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 23 % scored below 70. In Fall Semester of 2012, 91% of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 9 % scored below 70. In Spring Semester of 2013, 89 % of students averaged a score of 70 or above on the Compare/Contrast Paragraph assignment. 11% scored below 70.</p> <hr/> <p>These results indicate that overall, an average of 14 % of students need further instruction in this area per semester.</p>	Providing more guidance during the prewriting stage by adding a step to the pre-writing process underscored the positive correlation between student learning and peer review. Students' writing and self-confidence improved as a result. Instructors will continue the practice of implementing a peer-review process for the Compare/Contrast paragraph assignment.Instructors will continue to model proper writing techniques and provide meaningful examples of well-written paragraphs for students to read, annotate, and use as a guide for their own work. Instructors will continue to seek out examples of good writing from students from STC to use as models. Graphic Organizers will continue to be a viable instructional tool for students to use as they practice the writing process. Instructors will continue to provide directly-supervised instruction before assigning independent writing. As always, tutoring will be strongly recommended and encouraged.
General Education & Learning Support: English	Students will develop a formal research essay.	Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Research paper rubric. Rubric includes the following sections: Content (20%), Organization (20%), Style (10%), Diction (10%), Grammar (25), Formatting and Citations (15%).	 ENGL_Research_Paper_Rubric.pdf	<p>Results come from degree-level English classes. Yearly Analysis: An average of 25 % of the students assessed needed further instruction in research and documentation. In Summer Semester of 2012, 68 % of students scored an average of 70 or above on research-based essays, but 32 % of students fell below the 70 average. In Fall Semester of 2012, 81 % of students scored an average of 70 or above on research-based essays, but 19 % of students fell below the 70 average. In Spring 2013, 76 % of students scored an average of 70 or above on research-based essays, but 24 % of students fell below the 70 average.</p> <hr/> <p>Overall, an average of 25 % of the students assessed needed further instruction in research and documentation.</p>	Requiring---Instead of simply encouraging--students to use MyCompLab tutoring services provided more students with individualized practice necessary for mastery of writing and research skills. However, although a larger number of students is using the service, many students are simply attaching tutor notes without actually revising the essays according to tutor suggestions. In other words, students are using the service, but they are not utilizing the tutor feedback to improve their essays. A new, more engaging power point was added to the course in order to supplement current APA Style instruction. A lower passing percentage during summer months stems from students having a limited time frame in which to complete coursework.
General Education & Learning Support: Mathematics	Students will calculate compound interest and future value.	MATH 1011 - Compound Interest and Future Value Assessment 70% or higher is an acceptable level of competence.	 MATH_Compound_Interest.pdf	<p>Fall 2012: 201312: Online: 1 of 4 = 25% (2 did not turn in the assignment.) Web-enhanced: 4 of 4 = 100% Spring 2013: 201314: Online: 3 of 7 = ?% (2 did not turn in the assignment and 1 made 12.5%) Summer 2013: 201316: The course was not offered Summer 2013.</p> <hr/> <p>History: The results from FY2012 were:11 of 18 = 61% calculated compound interest and future value at an accuracy level of 70% or higher.</p> <p>After incorporating the</p>	Use new video/screen capture software that will allow the online Instructor to personally upload sample problems. Consider making completion of this homework assignment mandatory before going to the next section in the online mathxl environment. By this point, online students have so many homework grades that the importance of one assignment may not seem significant in the overall average which we feel has contributed to the low success rate for the online class.




				strategies/activities, the results for FY2013 are as follows and only includes those students who attempted the assignment: 8 of 11 = 73% Web-enhanced vs. Online: Web-enhanced: 4 of 4 = 100% Online (attempting students): 4 of 7 = 57%	
General Education: Psychology	Students will complete a correctly formatted resume.	A rubric will be used to assess the resume criteria which will include the following: Name and Address Job Objective Format Educational History Work Experience Employment Qualifications References Mechanics	 EMPL_1000_Resume_Rubric.pdf	For FY 2013, Fall 2012, 50 students completed a resume and 85 % successfully passed the resume project. For Spring 2013,25 students completed a resume and 85% successfully passed the resume project. For summer 2013, 38 students completed a resume and 86% successfully passed the resume project. FY 2013, 85% of the students passed the resume project. The resumes identified the mechanics section on the rubric as the areas of needing improvement.	Invited a guest speaker to come to class to discuss resumes and emphasize on proofing your resumes and documents. Allowed students to critique a resume to learn from the activity which will include mechanic areas. Reassess rubric and ask students to provide input to make rubric clearer.
General Education: Psychology	PSY 1101: Students will analyze personality traits of characters in a movie.	Rubric:PSY 1101- 10 points per section totaling 100 points Characters personality traits were identified in the movie. Characters cognitive traits were identified. Abnormal behavior was properly identified among characters. Emotion/Motivation relationships were identified. Conflict/Stress factors were identified. Social relationships were addressed among characters. Paper used proper grammar and punctuation.	 PSYC_1101_Movie_Analysis_Rubric.pdf	For FY 2013, Fall semester, 51 students analyzed characters in a character analysis and 87% successfully passed this activity. Spring semester, 37 students analyzed characters in a character analysis and 83% successfully passed this activity. Summer semester, 48 students analyzed characters in a character analysis and 90% successfully passed. This results in FY 2013= 87% of the students passed the character analysis project. The weak areas identified in the rubric were: personality traits were identified and proper grammar and punctuation.	Incorporated homework activities for students to read scenarios to analyze each character in the story. Re-emphasized to proof papers prior to submission for grammar and punctuation. Reassessed rubric and ask students to provide input to make rubric clearer.
General Education: Psychology	Students will complete 1 critical analysis assessment.	Quiz on chapter 11 on psychological disorders.		FY 2013, Fall semester 79 students completed a critical analysis quiz over chapter 11 and 84% successfully passed the quiz. For 2013, Spring semester, 36 students completed a critical analysis quiz over chapter 11 and 90% passed the quiz. For 2013, Summer 2013, 24 students completed a critical analysis quiz over chapter 11 and 76% passed the quiz. The total for FY 2013 was 83.33%. Upon evaluation of the chapter 11 quizzes, the following area was identified as weak: students were not able to critically analyze multiple choice questions in a scenario format.	Provided critical analysis questions on quizzes and tests throughout the semester. Provided sample critical analysis questions.
Learning Support	Students will locate the main idea in reading passages.	READ 0097 Main Idea Exam 80% of the students should achieve at least a grade 80 or higher on this exam.		201312 11 of 48 = 23% 201314 READ 0097 was redesigned per TCSG mandate	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 skills.
Learning	Students will	READ 0098 Inference		201312	Students were encouraged to utilize the online



Support	Interpret reading passages for inferences evaluating the factual information in the reading selections.	Exam 80% of the students should achieve at least a grade 80 or higher on this exam.		7 of 17 = 41% 201314 READ 0098 not taught 201316 READ 0098 redesigned per TCSG mandate.	COMPASS testing tutorial, which provides guidance for taking the COMPASS writing exam. STC redesigned Learning Support Reading. The class will include Personal Learning which should improve students' mastery of reading skills.
Marketing Management	Students will develop a unique customer loyalty program for managing relationships with customers.	MKTG 1210 - Services Marketing Customer Loyalty Project: Section II - Description and Implementation of the Customer Loyalty Plan. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%).	 MKT_Customer Loyalty Plan Rubric.pdf	Students were successful in achieving this goal. (5/6 students achieved average to excellent mastery of the customer loyalty plan) The student who was unsuccessful in achieving this goal did not follow the rubric which outlined the requirements of this project. Students indicated a desire to view examples of previous successful loyalty plans.	Additional customer loyalty plans will be placed into PDF files and added to the Course Content portion of ANGEL under the Customer Loyalty Plan folder.
Marketing Management	Students will develop a SWOT Analysis for a Fortune 500 company of their choice.	The SWOT Analysis Rubric: Summarization Section - Students will be awarded achievement between Poor (0-33%), Average (34-67%), and Excellent (68-100%)		Students were successful in their development of a SWOT analysis for a Fortune 500 firm. (15/17 students achieved mastery of this assignment. The students who were not successful failed to perform the assignment by the due date. Students indicated that they desired to understand more fully the difference between internal and external components within the SWOT analysis.	A discussion forum was added to enhance the understanding of the internal and external components of the SWOT analysis. Examples of both were given which further showed what a company can control (internal) and what they cannot control (external).
Medical Assisting	Medical Assisting students will correctly administer injections.	MAST 1090- Administering Medications Skills competency check-off (Includes intramuscular, subcutaneous, and intradermal injections.)	 MAST_MedicationsAdmin.pdf	All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes. Instructor observed students being weak in the areas of administering intradermal injections. The students seemed to be intimidated by this injection due to the requirement of making a wheal under the skin. Students were able to reach this goal by instructor observation, various teaching techniques used, and practice on manikins. This was proven by students completing the competency check-off on the first attempt. Each student is allowed to inject saline into oranges to get comfortable with the techniques prior to administering medications to a person.	Instructors incorporated one-on-one sessions with students to ensure that they are comfortable with intradermal injections to form a wheal.
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	Drug Calculations Assessments - written exams	 MAST_DrugCalc2.pdf  MAST_DrugCalc3.pdf  MAST_DrugCalc4.pdf  MAST_DrugCalc5.pdf  MAST_DrugCalc1.pdf  MAST_DrugCalculation1.pdf  MAST_DrugCalculation2.pdf	All students completing MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy. This goal was reached through practicing practical mathematic applications for medication administration with homework, class discussion, practice tests, and review. Many students have insufficient basic mathematic skills and require extra instruction in math. With the addition of ALMA 1000 course, students should feel more comfortable with math problems and calculations and improve on ease of learning dosage calculations. The upcoming graduates that completed the ALMA 100 course stated that the course helped them with math skills and made drug calculations easier.	A select number of MA upcoming graduates piloted the ALMA 1000 course, which beginning Fall 2013, will be required of all health science students prior to taking program courses.

Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture	MAST 1090 - Venipuncture skills competency check-off sheet	 MAST_Venipuncture.pdf	<p>All students completing the MAST 1090 showed proficiency in venipuncture skills with an 85% or better in at least tow attempts grade by a competency check-off sheet. Some areas observed by the instructor that students were weak included hand placement with tube holder and needle and inserting and removing the tubes from the holder.</p> <p>All students completing this course showed proficiency in venipuncture. Use of several teaching techniques, instructor involvement, and practice were critical aspects involved in accomplishing this goal, proven by students accurately performing venipuncture through various methods on the first attempt during competency skill check-off.</p>	Instructors incorporated on-on-one sessions with students to ensure they were comfortable with holding the needle and tube insertion.
Paramedicine	The Paramedicine student will accurately calculate drug dosages and infusion drip rates.	Pharmacology Competency Exam. Sections to include: a. Metric conversions. b. Moving decimals. c. Bolus medication formulas. d. IV infusion formulas. e. Fluid over time formulas. f. Medication pharmacodynamics and pharmacokinetics.	 PAR_PatientAssessTrauma.pdf  PAR_Spinal_Immobile_Supine.pdf  PAR_Spinal_Sitting.pdf	Data will not be available until December 2013.	
Paramedicine	EMS Professions and Paramedicine students will apply complex knowledge of skeletal anatomy and will demonstrate proper technique while placing an intraosseous infusion device in a pediatric and adult patient.	Given a patient manikin and scenario, students will demonstrate their ability in the proper placement of an intraosseous infusion device within a 6 minute time limit	 PAR_AirwayLandmarks.pdf  PAR_AirwayEquipment.pdf  PAR_Spinal_Sitting.pdf	100% (7 of 7) Paramedicine students (2013 cohort) completed the lab practice and demonstrated the proper placement of the intraosseous device in a simulated patient within the six minute time limit. Additionally, the students were able to articulate the indications, contraindications, and the precautions of associated with placing the device. Students were also able to suggest alternatives to this highly invasive procedure. None of the students required additional practice or tutoring in order to complete this skill.	Students indicated the practice time, tutoring, and peer reviews, better prepared them for the instructor's evaluation. This process of practice, peer review and evaluation will be continued with this skill and will be utilized with other psychomotor skills in the future.
Paramedicine	The EMS Professions and Paramedicine students will safely and accurately administer intramuscular and subcutaneous injections as well as administer IV Bolus medications for various medical complaints on a simulated patient, based on their competency level.	During EMSP 2130 (Paramedicine) and EMSP 1510(EMS Professions, students will be given a simulated patient and scenario which will require the administration of pe-hospital medication. Competency will be verified by using the Medication administration skill sheets NREMT - Medication Administration Assessment Sheet	 PAR_MedAdminSkills.pdf  PAR_Assessment_Skills.pdf	100% (7 of 7) Paramedicine students (2013 cohort)and 100% (9 of 9) EMS Professions students (2013 cohort) exhibited proficiency with this skill. Students were observed completing all aspects of medication administration. All students safely and properly administered both intramuscular and subcutaneous injections when given a patient model and scenario. All students completed the practical demonstrations and exam with no critical (fail) criteria noted.	The peer reviews and check-offs have shown to increase the student's cognitive and psychomotor abilities with this skill. Students have indicated that they are better able to learn both from practicing and evaluating other students as they practice. The process of peer reviews and check-offs will be continued and will be utilized with other skill assessments.
Pharmacy Technology	Students will accurately calculate prescription strengths, quantities, and volumes.	Prescription calculations check offs.		15/20 (75%) of students completed this learning outcome with an average score of 70% or greater. The average score of the 15 students that completed this outcome with an average score above 70% was 89%. The areas that students demonstrated the greatest weakness in were: knowing common pharmaceutical conversion rates properly setting up their calculations to attain the correct answer	The instructor will increase the amount of class time and number of assignments on these topics. The instructor will increase the amount of class time and number of assignments given related to the areas of pharmaceutical conversions and properly setting calculations. The increase in the number of assignments will allow the instructor to break these areas down into smaller, more focused topics. This will allow the instructor to identify the students that are struggling with these topics earlier in order to work with them more on an individual basis to improve efficiency.
Pharmacy Technology	Students will prepare aseptic compounding operations.	Aseptic technique performance check offs.		15/15 (100%) of students successfully demonstrated aseptic compounding operations. Although students successfully demonstrated	Although 100% of students successfully demonstrated proper aseptic technique and performed aseptic operations, the instructor will increase the amount of time and activities related

				aseptic compounding operations, the students struggled with efficiency due to the amount of time they needed in order to complete the aseptic compounding operations.	to this outcome in order to improve student efficiency and effectiveness.
Pharmacy Technology	Students will accurately input appropriate information to process prescriptions through a pharmacy computer system.	Prescription label information check offs.		15/15 (100%) of students completed this student learning outcome with an average grade of 75% or higher. The students utilized a pharmacy software system simulation program that allowed them to input the appropriate information to process prescriptions through a pharmacy computer system. However, this program provided a limited number of exercises for the students, and did not allow the instructor to vary these exercises or create new exercises.	The Program Director/Instructor will gather information and purchasing options on pharmacy software systems. This will enable the instructor to increase the number of exercises and vary the exercises. This will allow the students to improve efficiency and accuracy for this learning outcome.
Practical Nursing	Students will practice safe and effective culturally sensitive patient care in a variety of patient settings.	Preceptor/ Instructor clinical evaluation rubric. Students will be evaluated on 15 items with a total possible score 100%. To be successful the student must score a minimum of 70%. Preceptor/Instructor Eval PNSG 2035	 PNSG_2035_PRECEPTOR_EVAL_FUNDCL.pdf	All students scored 70% or greater Note: Preceptors are not used by the Swainsboro Campus during this course. Instructor reports no 2's issued. Areas of weakness noted by the Vidalia Campus were: Fall 2012 students, there were 4 out of 9 who received 2s. Spring 2013 group, one student received 2s. Analysis: The three areas that showed the most weakness are: 1. Performing patient assessments 2. Demonstrating the nursing process with emphasis on assessment and client education 3. Related clinically relevant care for individuals wife respect for the life span To improve and better evaluate this SLO the faculty determined that it needs to be moved to a Med/ Surg course so more data can be compiled & that a physical assessment rubric be used to determine the area of student weakness. This information will allow for specific course changes.	Develop a physical assessment rubric. To be implemented Spring 2014
Practical Nursing	Students will formulate medication calculations accurately	Drug calculation exam in PNSG 2230-written exam. Student must score a 100 % to successfully pass the exam. Students will have a maximum of three attempts.		Analysis: Results indicate that students are successfully completing Connect assignments and scoring 100% on the drug calculations within three attempts. Vidalia reported students were having difficulty with reconstitution of drugs dosages and IVF calculations Swainsboro noted that students were having difficulty with mg/kg/lb dosage problems. Instructors have noted these areas & will focus more time to ensure continued program	To be implemented Fall 2013, PN students will be required to take ALMA 1000, an institutionally developed course designed to improve student learning for Health Science students in understanding the application of mathematical concepts. HS students must successfully complete this course after completion of general education courses and prior to enrolling in the program courses. The course includes drug dosage calculations.
Radiological Technology	Students will demonstrate adequate positioning skills.	The assessment tool will be utilized in RADT 2360-Clinical Radiography V. Student positioning skills will be assessed through student performance in the clinical setting by averaging the grades earned on the Terminal Competency Form. An average of 2.5 (out of 3.0) or higher on area c	 RAD_CompetencyEval.pdf	An average score of 2.27 was calculated for Procedure Performance-question (c.) on the Terminal Competency Form. Benchmark was not met.	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

		located under the Procedure Performance section of the form will be our benchmark. This will determine whether the student: correctly positioned the patient for all projections.			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.
Radiological Technology	Students will demonstrate appropriate radiation protection methods.	The assessment tool will be utilized in RADT 2360-Clinical Radiography V. Radiation protection methods demonstrated by the students will be assessed through student performance in the clinical setting. It will be determined by averaging the grades earned on the Terminal Competency Form. An average of 2.5 (out of 3.0) or higher on area d located under the Patient Care section of the form will be our benchmark. This will determine whether the student practiced proper radiation protection.	 RAD_CompetencyEval.pdf	An average score of 3.0 was calculated for the Patient Care Section-question (d.) on the Terminal Competency Form. Benchmark was exceeded.	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.
Radiological Technology	Students will demonstrate proper patient care skills.	The assessment tool will be utilized in RADT 2350-Clinical Radiography IV. Patient care skills will be assessed through student performance in the clinical setting by averaging the grades earned on the Terminal Competency Form. An average of 2.5 (out of 3.0) or higher on areas a-c located under the Patient Care section of the form will be our benchmark. This will measure whether the student: identified the patient properly, introduced him(her)self and took an appropriate history, and explained the procedure to the patient.	 RAD_ClinicalCompetency.pdf	An average score of 2.85 was calculated for the Patient Care Section (a-c) on the Terminal Competency Form. Benchmark was met.	Because this objective is a primary tenet of our profession, the program faculty feels as though it is important to continue to assess with each incoming cohort of students. While the average score has decreased slightly over the past year, the program faculty feels as though this is due to a more stringent grading system within our clinical affiliates. At last spring's Advisory Committee Meeting, the program faculty discussed the importance of objective evaluation and the implementation of a more stringent grading system by the staff technologists. While this has led to a slight decrease in the average score, the program faculty feels as though this is a more accurate representation of the students' skill level.
Speech	Speech students will deliver an informational or persuasive speech.	Final exam portfolio rubric		201312 19 of 20 = 95% 201314 21 of 21 = 100% Cumulative 40 of 41 = 98%	The benchmark was achieved for this Student Learning Outcome. The majority of students who registered for SPCH 1101 took the class in the final semester of the course work for their degree. As a result, the students acknowledged the need to be successful with course in order to graduate.
Speech	95% of students who register for speech class will complete the class	Speech Partners Instructor Support Early Alert Form		201312 20 of 20 = 100% 201314 21 of 21 = 100% Cumulative 41 of 41 = 100%	The benchmark was achieved for the Student Learning Outcome. The majority of students registering for SPCH 1101 during this fiscal year were the final semester of the course work for their degree; therefore, these students acknowledged that they must be successful with the class to earn a degree. As a results, students strived to complete the course.
Surgical Technology	Students will demonstrate the technique for a surgical hand scrub using the counted stroke method.	Procedural steps outlined on skills assessment sheet #12-1A.	 SURG_SkillsCompetencyCheck.pdf	The 2013 cohort was assessed on basic hand hygiene and the counted stroke surgical scrub with video evidence and documented steps according to the skiulls assessment sheet #12-1A. Four of the four	It is evidence that the students are accomplishing this student outcome without problems. We will continue to monitor the skill but drop it from the SPIRIT plan.

				Students were able to complete this skill at 100%.	
Surgical Technology	Student will present a written research paper and an oral report on a surgical case study.	Rubric outline as indicated in SURG 2240 syllabus with a combination score of 70% for the written and oral presentations.	 SURG_SkillsCompetencyCheck.pdf	Five of the five students in the SURG 2240 course submitted research papers and oral presentation with a 70% or better score according to the rubric outline. Although the combined score reached the 70% mark, four of the students failed with a score or 69% or below on 50% of the rubric score. Two students failed the oral presentation and two failed the research paper.	Although the students were able to pass the combined rubric scores, the instructor will begin to utilize more resources for preparation of the project. These will include the librian and speech instructor presenting a lecture on resources and guidelines for project completion. This goal will continued to be monitored for individual results on each rubric.
Surgical Technology	Student will demonstrate how to pass instruments utilizing basic hand signals.	SURG 1010 Skills/Competency Checklist 10-2 as listed in the Surgical Technology for the Surgical Technologist Study Guide.	 SURG_SkillsCompetencyCheck.pdf	Four of the four students were able to pass the required instrumentation using hand signals as outlined in their competency skills checklist # 10-2. This is a 100% compliance.	This is an important skill for the students and will be monitored yearly but will not be incorporated with the SPIRIT plan because of 100% compliance.
Welding Technology	WELD students will perform vertical position welding using common welding rods.	<p>Welding Certification Exam Subpart WLD 1060 Lab Practice Check-Off Sheet Skills Assessment Checklist</p> <p>1. PROPERLY SETTING UP MACHINE FOR THE SMAW PROCESS 2. CORRECTLY CHOOSING THE ELECTRODES 3. CORRECTLY SETTING AMPERAGE ON MILLER MARK VIII 4. CORRECTLY PADDING A 3/8 x 6 PLATE WITH A 1/8 BUILD UP 5. CORRECTLY MAKING A 3/8 AND 1/2 MULTI-PASS FILLET WELD 6. CORRECTLY WELDING TEE, EDGE, CORNER, BUTT AND LAP JOINTS 7. CORRECTLY WELDING PLATE IN THE 3F and 3G) POSITIONS 8. DEMONSTRATE SAFETY SKILLS ASSOCIATED WITH STICK WELDING 9. DEMONSTRATE THE SET UP OF THE SYNCROWAVE FOR SMAW 10. CORRECTLY MAKING A 1/4 FILLET WELD ON STAINLESS STEEL</p> <p>Test situation for SMAW Welding (WELD 1040, WELD 1050, WELD 1060, and WELD 1070) Using the equipment and supplies provided. Instead of only offering the certification once in WELD 1120, we also offer it in the individual course. This way, if a student does not pass the certification test, they have one last opportunity</p>	 WELD_1040Lab.pdf	On the Vidalia Campus, 17 out of 18 passed the certification test. The one that failed will be given another opportunity in the Capstone Course WELD 1120 prior to graduation.	In the field of welding, the best and only measuring stick is a certification; we will continue to use this assessment method.

		in the Capstone Course: WELD 1120.			
Welding Technology	WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	<p>Welding Certification Exam Subpart WELD 1153 Lab Practice Check-Off SheetSkills Assessment Checklist Students are given flux cored arc welding assignments on the first day of class.</p> <p>1. PROPERLY SETTING UP MACHINE FOR THE FCAW PROCESS 2. CORRECTLY CHOOSING THE WIRE ELECTRODES 3. CORRECTLY SETTING VOLTAGE ON MILLERMATIC 252 4. CORRECTLY PADDING A 3/8 x 6 PLATE WITH A 1/8 BUILD UP 5. CORRECTLY MAKING A 3/8 AND 1/2 MULTI-PASS FILLET WELD 6. CORRECTLY WELDING TEE, EDGE, CORNER, BUTT AND LAP JOINTS 7. CORRECTLY WELDING PLATE IN THE (1F, 2F, 3F and 4F) POSITIONS 8. DEMONSTRATE SAFETY SKILLS ASSOCIATED WITH FCAW WELDING 9. DEMONSTRATE THE SET UP OF THE MILLERMATIC 252 for SELF-SHIELD 10. CORRECTLY MAKING FILLET WELDS USING SELF-SHIELDED WIRE</p> <p>Test situation for FCAW Welding (WELD 1153) Using the equipment and supplies provided.</p>	 WELD_1153Lab.pdf	Out of 15 students taking the certification test, 2 failed it. 87% of the class passed the certification test.	The 2 students who did not pass will be given 6 weeks to retest or they may wait until the Capstone Course WELD 1120.
Welding Technology	WELD students will perform a BU2a-groove 3-G position MIG weld.	<p>Welding Certification Exam Subpart WLD 1090 Lab Practice Check-Off Sheet Skills Assessment - Checklist 1. PROPERLY SETTING UP MACHINE FOR THE GMAW PROCESS 2. CORRECTLY CHANGING OUT WIRE 3. CORRECTLY SETTING ACCEPTABLE GAS PRESSURE 4. CORRECTLY PADDING A 3/8 x 6 PLATE WITH A 1/8 BUILD UP 5. CORRECTLY MAKING A 3/8 AND 1/2 MULTI-PASS FILLET WELD 6. CORRECTLY WELDING TEE, EDGE, CORNER, BUTT AND LAP JOINTS 7. CORRECTLY WELDING PLATE IN THE VERTICAL UP POSITION 8. DEMONSTRATE SAFETY SKILLS ASSOCIATED WITH MIG WELDING 9. DEMONSTRATE THE SET UP OF THE</p>	 WELD_1090Lab.pdf	On the Vidalia Campus, 100% of the students passed the certification test. On the Swainsboro Campus, 12 students took the class, 4 took the certification test and passed the other 8 chose to wait until the Capstone Course, WELD 1120.	In the field of welding, the best and only measuring stick is a certification; we will continue to use this assessment method.

		<p>SPOOLAMATIC FOR ALUMINUM</p> <p>10. CORRECTLY MAKING A 3/8 AND 1/2 FILLET WELD ON ALUMINUM</p> <p>Test situation for MIG Welding Using the equipment and supplies provided.</p> <p>Instead of only offering the certification once in WELD 1120, we also offer it in the individual course. This way, if a student does not pass the certification test, they have one last opportunity in the Capstone Course: WELD 1120.</p>				
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