Program Outcome Report

Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Accounting	ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACCT 1110 Accounting Program Competency Exit Exam	Swainsboro Campus: 3 of 3 students (100%) scored 70% or better; actual scores were 73, 73,and 87; average score 78. Vidalia Campus: 4 of 4 students (100%) scored 70% or better; actual scores were 79, 82, 89, and 93; average score 83. Analysis: This year (FY 2014)marked the ending of the first complete year of the current instructor "teaching out" a cohort of students from start to finish. Although all of the students on both campuses passed their exit exams, they continue to be very stressed about taking the exam. These "survival skills" should be retained throughout all the financial and managerial accounting courses. Only special topics require review. Instructor will do more integration of activities reinforcing use of skills learned in previous accounting courses.	Even more emphasis will be placed on pop quizzes and reinforcement of previously learned material.
	Accounting	Increase retention in the Accounting program grouping by 10%.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2014	Swainsboro Campus: AY 14 retention rate for accounting degree was 92.3%, as compared to 100% for AY 13, a decrease of 7.7%. AY 14 retention rate for accounting diploma was 80%, as compared to AY 13 retention rate of 70%, an increase of 14.3%. Vidalia Campus: AY retention rate for accounting degree was 100%, as compared to 92.9%	Having the instructor split time like this is the equivalent of having a part-time instructor on both campuses, and a full-time instructor on neither. Understandably budget cuts and accounting program enrollment are considerations for whether or not to hire another instructor for the Vidalia campus. But if the programs are to grow and thrive

				for AY 13, an increase of 7.6%. AY 14 retention rate for accounting diploma was 90%, as compared to 87.5% for AY 13, an increase of 2.9%. **Analysis: The goal was not met. Since August 2012 on instructor has covered accounting classes on both campuses, equally splitting time between the two campuses. While, it would seem that this would be the "best of both worlds" by having consistently excellent instruction on both campuses, it has been to the detriment of the Swainsboro campus enrollment. The instructor is no accessible to students on "off" class days, when they would normally require extra help/tutoring. For example, the Swainsboro students have class on Tuesdays and Thursdays. If the students need help on Monday or Wednesday, the instructor is unavailable due to being on the Vidalia campus.**	**on BOTH campuses, it is necessary.**
	Accounting	**Increase Accounting program enrollment by 10%.**	**Students by Program (by Campus) Report DC 111**	**Swainsboro Campus:** **FY 14 Accounting program grouping enrollment 14; FY 13 Accounting program grouping enrollment 20; FY 12 Accounting program grouping enrollment 20. FY 14 has shown a 30% decrease in students on the Swainsboro campus.** **Vidalia Campus:** **FY 14 Accounting program grouping enrollment 28; FY 13 Accounting program grouping enrollment 40; FY 12 Accounting program grouping enrollment 38. FY 14 has shown a 30% decrease in students on the Vidalia campus.** **Analysis:** **Since August 2012 one instructor has covered accounting classes on both campuses, equally splitting time between the two campuses. While, it would seem that this would be the "best of both worlds" by**	**Understandably budget cuts and accounting program enrollment are considerations for whether or not to hire another instructor for the Vidalia campus. But if the programs are to grow and thrive on BOTH campuses, it is necessary.**

				having consistently excellent instruction on both campuses, it has been to the detriment of the Swainsboro campus enrollment. The instructor is no accessible to students on "off" class days, when they would normally require extra help/tutoring. For example, the Swainsboro students have class on Tuesdays and Thursdays. If the students need help on Monday or Wednesday, the instructor is unavailable due to being on the Vidalia campus.	
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 13 In Field and Related Field Placement Data Vidalia FY 13 In Field and Related Field Placement Data located at S:\student affairs\career placement	Swainsboro Campus: In FY 13, there were 2 accounting degree graduates, which was a 33% decrease from FY 12. In FY 13, there was 1 accounting diploma graduate, which was a 50% decrease from FY 12. In FY 13, there were 2 TCC graduates, which was a 60% decrease. Vidalia Campus: In FY 13, there were 3 accounting degree graduates, which was no change from FY 12. In FY 13, there were 2 accounting diploma graduates, which was a 100% increase from FY 12. In FY 13, there were 7 TCC graduates, which was a 30% decrease from FY 12. Combined campuses results: In FY 13, there were 5 total accounting degree graduates, which was no change from FY 12. In FY 13, there were 3 total accounting diploma graduates, which was no change from FY 12. In FY 13, there were 9 total TCC graduates, which was a 40% decrease. Analysis: With the switch from quarters to semesters, it has increased the length of programs--for example the diploma was previously designed to be completed in 4 quarters (1 year); now under the	The semester system is here to stay, and it is unlikely that the curriculum will be relaxed to that of the previous quarter system. Therefore, the burden shifts to the instructor to provide more quality instruction than ever for this more difficult material. Perhaps a new textbook could help somewhat, but it would greatly accelerate the pace at which the already difficult material is taught. This is practically impossible with the instructor covering all the accounting classes on both campuses.

				semester curriculum, it takes 4 semesters, which is over 1 year. Additionally, the rigor of the first accounting course in the sequence, ACCT 1100 has significantly affected the completion rate. More content was added, but the total minutes decreased from 4000 minutes to 3750.	
📝	Air Conditioning Technology	AIRC graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. Combined Placement Figures Report. KMS Placement Data	Discussions with students and employers revealed a need for more hands-on training to entice students to enroll and continue in the program. Word of mouth recruitment through enthusiasm may be the best tool to increase enrollment further. Too much time on lecture discouraged ACT students in the past.	This program outcome will be retained for FY 2015 due to the importance of retention throughout the program. In FY 2015, will look for additional strategies and activities to maintain student interest in classes by using innovative teaching techniques.
📝	Air Conditioning Technology	The AIRC program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	50% decrease in enrollment over FY 2013 FY 2014 This was primarily because of the economy, i.e., loss of unemployment checks, reduction in payments from the HOPE scholarships, and stopping all student loans.	Develop more hands-on training exercises. Will utilize more advance students to assist beginning students with hand-on skills training - peer teaching techniques
📝	Air Conditioning Technology	80% or greater AIRC program graduation rate	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program		Vidalia Campus: Recruitment and retention efforts will be continued and are expected to result in increased enrollment. However, the focus needs to be on retention of students once enrolled.
📝	Associate of Science in Nursing	ASN program will maintain full approval of the Georgia Board of Nursing (GBON).	Georgia Board of Nursing Report	Developmental approval- Report 1 - July 2013 Report 2 & 3 Approval - March 2014 Continued Initial Approval - May 15, 2014 Full approval pending graduation of first class - December 2015	Accreditation Commission for Education in Nursing (ACEN) accreditation will be initiated after full approval by the Georgia Board of Nursing (GBON).
📝	Associate of Science in Nursing	ASN graduates will respond to the need in southeast Georgia for Registered Nurses by becoming employed within 6-12 months.	Graduate Survey Report	Not applicable in AY 2014	Not applicable in AY 2014 - program start up - no graduates yet
📝	Associate of Science in Nursing	ASN students will deliver patient-centered nursing care to any persons with health alterations in a variety of healthcare settings.	Clinical Performance Assessment Tools Clinical performance is assessed throughout the program with assessments reflecting increased levels of competency.	Not applicable in AY 2014	Not applicable in AY 2014
📝	Associate	ASN students will	GA Board of Nursing NCLEX Results	Not applicable in AY	Not applicable in AY

				2014	2014
	of Science in Nursing	pass the NCLEX at or above the national pass rate for the first-time writers.	Report		
	Associate of Science in Nursing	The ASN program will meet the standards of Southeastern Technical College and the Technical College System of Georgia.	Administrative decisions	The ASN program met the standards of STC and followed policies/procedures outlined by the TCSG. No adverse administrative decisions were reported.	As required by the ACEN and the GBON, the ASN program will meet the standards of STC and TCSG.
	Automotive Technology	Employers will be satisfied with the performance of AUTT graduates.	Employer Follow-Up Survey Results AUTT Advisory Committee input	Advisory committee members were very satisfied with the accomplishments of the program and the graduates. Committee memebrs applauded the 100% graduate placement before actual graduation and says the program is moving forward and they were pleased to be a part of it.	These results can be used to benefit future program graduates. Advisory members like the fact that students are work ready when they leave the program. This is also a great motivator for current and future students. It lets them see that they are not wasting their time.
	Automotive Technology	50% of AUTT studetns will graduate/complete an Automotive TCC or diploma	KMS Report	100% completed Automotive Fundamentals 85% completed Automotive Technology Analysis: Exceeded goal. Tracking students who complete the TCC requirements seems to have been effective.	100% completed Automotive Fundamentals 85% completed Automotive Technology
	Automotive Technology	AUTT students will obtain employment in field, related field, or continue their education.	KMS Placement Reports	100% of the AUTT graduates obtained employment. 26 in-field 2 unrelated field 15 continuing their education	100% AUTT placement
	Automotive Technology	The Automotive program will be accredited by the National Automotive Technician Education Foundation (NATEF).	Receipt of NATEF Accreditation recognition	We are currently in the preparing stage of NATEF accredidation. I had a NATEF certified program instructor come in and assist with objectives. Once this process is completed we will submit an application and have the committee members come in and evaluate.	
	Business Administrative Technology	To increase the BAT graduation rate for degree, diploma, and TCCs by 5%.	The FY 14 Graduate Report on the STC Intranet	Vidalia Campus FY 14 - There were 6 BAT degree graduates. This is a 33% increase from FY 13. FY 14 - There were 15 BAT diploma graduates. This is a 13% increase from FY 13. FY 14 - There were 51 BAT TCC graduates. This is a 45% increase from FY 13. Swainsboro Campus	Instructors will continue advising students based upon the annual schedule and DegreeWorks.

				FY 14 - There was 1 BAT degree graduate. This is a 100% decrease from FY 13. FY 14 - There were 2 BAT diploma graduates. This is a 250% decrease from FY 13. FY 14 - There were 12 BAT TCC graduates. This is a 33% increase from FY 13. **Vidalia & Swainsboro Campuses** FY 14 - There were a total of 7 BAT degree graduates. This is a 14% increase from FY 13. FY 14 - There were a total of 17 BAT diploma graduates. This is a 18% decrease from FY 13. FY 14 - There were a total of 63 BAT TCC graduates. This is a 43% increase from FY 13. The benchmark was exceeded for the degree and TCC graduates. However, the diploma graduates declined. The changes in financial aid with the HOPE grant and student loans attributed to some of the students not completing the diploma program.	
	Business Management	Increase enrollment by 5% for the Business Management program	Program Group Enrollment Report	Enrollment dropped this year from 98 students in FY 2013 to 77 students in FY 2014.	There were 8 students that owed the college money and did not return. One student moved out of state. One student changed to Coastal College. 3 students changed programs. 5 students graduated. One student had surgery. Instructor will continue working with the marketing plan to recruit new students and contact students that previously quit coming.
	Business Management	5% increase in retention rates for the Business Management program grouping over the previous fiscal year.	KMS Report Attrition Rate by Home Campus and Program FY 2014 LB177	Beginning number and ending number of students is 31 for the degree representing a 0% attrition rate. Beginning number is 45 and ending number is 39 for the diploma representing a 13.3 attrition rate.	Students are advised not to overload, but sometimes they insist on taking too many courses for financial aid reasons and then drop out. This is the main reason for the attrition rate.

	Program	Objective	Assessment Measure	Results	Use of Results
	Business Management	Increase the number of degree, diploma, and certificate graduates by 5%	Graduates/Awards by Program Report DC109	There were 5 diploma graduates and 5 degree graduates for FY 2014. There were 30 certificates awarded. There were 5 diploma graduates and 1 degree graduate in FY 2013. There were 47 certificates awarded.	The majority of Business Management students work full time, and therefore, only take two or three courses per semester requiring longer to graduate. New students are encouraged to take a full load if not working.
	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	Career services annual graduate report.	Six students are working at area hospitals in the laboratory (in field). The seventh student is working out of field until all graduation requirements are met. The eight student is continuing his education.	The 6 CLT graduates (100%) who passed the national exam are employed in-field.
	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP), American Medical Technologist (AMT),and American Association of Bioanalysts (AAB) National Certification Exams	To date 6 students have passed one of the national exams. The 7th student is continuing his education. The 8th student has to repeat the chemistry 1212 to complete all graduation requirements.	100% of the CLT students taking the test passed the national exam.
	Clinical Laboratory Technology	Program goal: graduation rate of 70%	Annual program graduate data report	Eleven students began the CLT program in January 2012 and 8 students completed the program in July 2013. This is a 73% graduation rate.	This has remained a constant statistic in this program. Next year will have data reflecting the implementation of a 3.0 GPA requirement to the program entrance.
	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam will pass. -	Commercial Truck Driving Licensure Rate Report	Students are given practice tests and web-sites to help improve the pass/fail rate for Licensure Permits. Out of 97 students that applied for CTD, 22 failed to obtain their Learners Permit. 100% of the graduates who attempted the exam passed.	CTD 100% pass rate
	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates) over the previous fiscal year.	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.	AY 2013-75 AY 2014-75 The number of graduates were the same as the previous year. _____ Analysis: Graduates were indicative of the enrollment trends on the campus. HOPE and financial issues that had negatively impacted the number of graduates in the year before was corrected with the HOPE changes and with the addition of the foundation grant. Enrollment will continue to increase as the HOPE and foundation grants	HOPE changes and Foundation Grant changes enabled students to enroll and complete their program who would not been able to in the past.

	Program	Goal	Assessment Method	Results/Analysis	Action/Follow-up
				continue and the need for certified drivers increase.	
	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet	2014 - 116 2013 - 105 9.48% increase in enrollment Analysis: Vidalia campus enrollment increased by 5 and the Swainsboro enrollment increased by 6 students this year. With the funding changes, prospective students can now afford to attend training.	Followed enrollment management plan. Marketed program to recruit more students.
	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.	88.6% job placement rate. _____ AY 2012 68.3% In-field - Vidalia 66.7% In-field-Swainsboro AY 2013 87.1% In-field Vidalia 50% In-field Swainsboro _____ Analysis: Upturn in economy could have helped with the increase, but diligence in assisting graduates to find jobs was also increased.	Assisted CTD graduates by providing employer information for them continuously throughout their training. Students were aware of their options to select the job best suited for them.
	Computer Information Systems	The grade distribution will be comparable for online, hybrid, and traditional COMP 1000 classes.	The CIST department will use the Grade Distribution Report and Course Evaluation results to assess this goal.	The differences between Fall, Spring, and Summer hybrid, online, and traditional courses were less than 2% difference. The differences between AY 2013 and AY 2014 grades of A's, B's, C's, etc. were less than 1.5 % between the two years. This concluded that the grades remain the same between the years and the semesters. The differences between the grades of online, hybrid, and traditional still have a 8% differences in the competency exams. Traditional and hybrid students are more motivated by the instructor to complete assignments and have less distractions. Online students have work, family, and health issues that distract from making the grades traditional and hybrid make. Online students were encouraged with Remind 101 messaging apps, and emails. This did decrease the percentage of the comparison but will still need more	Instructors will still encourage students to complete assignments with the messaging app, Remind 100, and by sending emails. To give more detailed training to specific areas, training will be mandatory before exams can be completed. This will encourage student involvement on troubled topics

				improvement.	
	Computer Information Systems	Increase the number of awards by 5% for the Computer Information Systems program.	Graduate/Awards by Program Report	In AY 2013, CIST awarded 56 certificates, diplomas, and degrees. In AY2014, 41 certificates, diplomas, and degrees. These results produced a 1.4% decrease in awards between the two years.	Advisors did ensure that all students who quailfied for embedded certificates where awarded; however, the enrollment decreased in the program therefore, the awards decreased. Advised continued to register students based on the annual schedule in order for students to graduate in time. Students were encouraged to stay focused on courses in order to remain with the annual scheduled sequence or courses and were advised on the outcomes of dropping or missing a sequence course would have on their graduation time frame.
	Cosmetology	COSM students taking the hair care and services written exam will successfully complete it with a minimum of 85%..	Students will be given a 100 multiple choice question exam over hair care and services. This will be used to help bring up their scores on the theory portion of their actual state board exam.	10% of the students taking the hair care and services written exam scored 60-64%, 10% scored 65-69%, 15% scored 70-74%, 40% scored 75-79%, meaning 75% of students did not reach the benchmark of 85% on the written exam over hair care and services. 20% scored 90-94% and 5% scored 95-100%.	More review, more activities and more practice exams will be given over hair care and services.
	Cosmetology	COSM students taking the written exam over skin care & scientific concepts will successfully complete the exam with a minimum of 85%.	A written exam containing 100 multiple choice questions over skin care & scientific concepts will be given to students after instructor review and practice activities.	Of the 20 students taking the exam over skin care & scientific concepts 15% scored between 70-74% 30% scored from 75-79% 5% scored from 80-84% meaning our goal of all students scoring 85% or better was not met. 35% scored 85-89%, 10% scored 90-94% and 5% scored 95-100%.	These results show that all students are making a passing score on the skin care and scientific concepts written exam but are not reaching the benchmark of 85%. More reviews and more practice exams will be given in this area.
	Cosmetology	100% of the COSM students taking the state board exam will pass the practical and written exam on the first attempt.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.	22% of students taking the practical state board exam scored 80-84%, 28% scored 85-89%, 44% scored 90-94% and 6% scored 95-100% meaning the goal of 100% pass rate on the first attempt of the practical exam was met. 100% of the students taking the practical exam scored higher on chemical waving, haircutting, sculptured nail, set-up & client protection, virgin hair lightening application and	Although students scored above the state mean in all areas of the written exam three areas are still below 80%, COS faculty will require more practice and reviews in hair care & services, scientific concepts, and skin care & services. Basic facial was the only area that fell below state mean on the practical portion of the state board exam. This means more basic facial practices.

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				haircolor retouch, and virgin relaxer application and relaxer retouch than the state mean. Students scored .14 less than state mean on basic facial service. 100% of the students taking the written state board exam passed on the first attempt. 6% scored 75-79%, 12% scored 80-84%, 70% scored 85-89% and 12% scored 90-95%. The students scored above state mean on hair care & services, nail care & services, scientific concepts, and skin care & services.	
	Cosmetology	70% Retention Rate Students starting the Cosmetology program will complete requirements for graduation from the program.	Intranet - Retention Rates by Program Report DC 200 Retention by Program and DC 231 Retention by Program by Home Campus	KMS DC# 231 AY 2014 Vidalia - 75% Swainsboro - 83% 78% Retention Rate overall (DC#200)

KMS DC# 231 AY 2013 Vidalia - 79% Swainsboro - 44% 67% Retention Rate overall (DC#200)

Analysis: 14% improvement in retention over the previous year

During AY 2013, changes in faculty on the Swainsboro occurred as well as the transition to just twice per year. Retention was at its lowest level during this time on the Swainsboro Campus.

Changing back to enrolling students on the same schedule as the Vidalia campus may have also helped improve retention. | Enrollment windows for both campuses were synchronized.

Started earlier with "Early Alert" forms when students start having difficulty. |
| | Criminal Justice | Criminal Justice students will demonstrate competence in criminal justice procedures. | CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate. This exam includes questions from all required CRJU courses which are identified on the exam. | Vidalia - 5 out of 5 students scored 70% or higher with an average score of 82.7

Swainsboro - 7 out of 7 students cored 70% or higher with an average score of 80.7.

Analysis: Although the scores have not improved but .7 points for each campus over last year, faculty discussion and review of the actual results indicate that the study guide that was developed and used by students this year did make a difference especially | To be implemented Fall 201512, a scheduled review will be conducted in class over the procedural and substantive aspects of the Capstone Comprehensive Exam.

The use of the Study Guide will also be continued as a learning tool. |

				for some of the more academically challenged students.	
📝	Criminal Justice	5% increase in retention over previous fiscal year	KMS attrition by home campus and program report #LB177. DC 231 Retention by Program by Home Campus	DC#231 - Vidlia CRJU diploma 63% retention Swainsboro CRJU diploma 63% retention DC#177 Attrition by Program CRJU degree 30.8% attrition CRJU diploma - 10% attrition Analysis: In AY 2013, the attrition for the degree was 9.1% and the diploma was 18.9. This resulted from graduation from diploma program and continuing education to the degree program. Subsequently, the AY 2014 rate for the degree reflects graduation from the program.	The Attendance Policy was revised which resulted in fewer students being withdrawn from the program from lack or attendance.
📝	Criminal Justice	5% increase in placement rate of degree level students over the previous fiscal year	KMS DC 145 Sub-report #112 Placement by Program Area	Program placement increase by 4.6%. Swainsboro - 100% placement for AY 2014 & 2013 Vidalia - 88.9% AY 2014 and 93.5% AY 2013 which is a 4.6% decrease but an increase over AY 2014 of 7.8% Analysis: The pool of students is larger at the Vidalia location which results in a slightly fewer number of in-field placements.	More emphasis was placed on internships which serves as a conduit for job placement of CRJU graduates. More field trips were scheduled to criminal justice agencies which fostered employment opportunities for our graduates. CRJU faculty conduct interview review/training prior to graduation to ensure graduates are prepared for the criminal justice hiring process.
📝	Dental Hygiene	To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services. (D.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- Minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- Minimum 90% required 7 Quality Assurance Assessment - 90% accuracy required 8 Q.A. Record Review- Minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets- Minimum 90% required 10 Instructor Evals by Students- Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies-100% pass	Course Grades - 100%- Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head/Neck Anatomy, Clinical DHYG III Lec & Lab, Community Dental Health, Clinical DHYG I Lec & Lab, Radiology Lec & Lab, Dental Materials, Pharmacology /Pain Control, & Microbiology 88%- Clinical DHYG II Lec & Lab 75%- Periodontology & Oral Pathology 6 courses had research/case studies assignment 99% positive responses. 577 out of 580 responses	In Clinical DHYG II Lecture, the following changes were implemented to enhance instruction: New ethics rubric was formatted to serve as a guide for future ethical scenarios analyzed in all courses. Hu-Friedy representative, Becky Horst, will provide an ultrasonic instrumentation presentation during Summer semester. Tobacco cessation projects were updated to include self-assessment. Instead of completing a written assignment, each student will deliver a PowerPoint presentation in class. The number

			required 15 Mock National Board- Minimum Score of 85% required 16 Mock CRDTS Board- Socre of 88 or higher required 17 NBDHE 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	had good or excellent ratings. 3 responses had fair ratings. Handwritten comments were 100% positive. Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking Employer Rating - 100% participation and satisfaction Postgraduate Rating - 100% participation and satisfaction 94% compliance with infection control protocol Quality Assurance Assessment - 94% compliance-12 errors were noted Q.A. Record Review -87% compliance-24 reviews were not completed by students Quality Assurance Deductions from Assessment and Debridements - 204 deductions were issued: Summer -89, Fall- 52, and Spring - 63. Instructor evals by Students - 100% positive Instructors evals by Dean - 100% positive Instrumentation Practicum Part I - 100% pass Instrumentation Practicum Part II - 100% pass Individual Competencies - 99% pass Mock National Board - 100% pass Mock CRDTS Board - 100% pass NBDHE - 100% pass Graduate Exit Survey - 100% participation and satisfaction CRDTS - 100% pass 50% retention rate for the class of 2014 Combined placement Figures Report - 100%	of exams was changed from four exams to two exams-midterm and final. This will increase time management and afford more instructional time during the nine week semester. A new assignment on antimicrobials was added to include evidence based research. This assignment incorporates a PowerPoint presentation and quiz from Johnson and Johnson Healthcare. In Clinical DHYG II lab,the following changes were implemented to enhance clinical learning and success: CA and RA duties were revised to align with equipment maintenance and infection control protocols.The format of each recall list was changed to include more information for students and to make it easier to utilize the recall system. Semester clinic requirements were evaluated to ensure alignment with skill level. Air polishing and diagnostic models requirements were moved to Fall semester. Grade sheets were revised to expedite the grading process for instructors. Grade sheets are now formatted on one page instead of multiple pages. Eaglesoft charting will be entered during RA rotations to provide more oversight during the learning phases of electronic charting.Charting forms were revised to help students with efficiency as well as the transition to live clinical practice. Forms were piloted during Summer semester. Students were allowed to provide input. After faculty and student input, forms were revised again prior to Fall semester.The clinic manual was revised. The sequence of care was rewritten to reflect more details and directions about clinical

expectations. Recent graduates reviewed the sequence of care and provided input to ensure that protocols and directions were easy to understand and follow.The student handbook was revised to reflect the removal of mandatory criminal background checks for dental hygiene students. After researching the Georgia Board of Dentistry website and attending an inservice with a TCSG attorney, it was determined that criminal background checks are not necessary since dental hygiene students do not attend clinical training in an outside location such as the hospital setting. Equipment maintenance logs were revised to align with equipment maintenance directions. This has helped the students understand their role as clinical assistants. As a result, students have been more consistent with correctly performing clinical assistant duties.Prior to the beginning of the semester,safety check offs on sterilization and equipment maintenance will be performed to ensure continued mastery and comprehension of infection control and equipment maintenance protocol. In Peridontology, the following changes were implemented to enhance instruction: A new ethics format and rubric will be incorporated for ethical exercises and evaluation.The Tri-Fold Project was changed to a PowerPoint Project. A revised rubric was added for the PowerPoint Project to engage students in utilizing technology during instruction. In addition, a self-assessment was added to the PowerPoint Project so that students could self-assess the criteria for the project. Hopefully, this will ensure that

					students include all the necessary components required for the assignment. Case studies were added to the curriculum to assess critical thinking skills of student. A case studies quiz was added to assess comprehension of case studies. In Oral Pathology, the following changes were implemented to enhance instruction:A new ethics format and rubric will be incorporated for ethical exercises and evaluation. Nine condition/disease synopsis exercises have been added to the course content to foster critical thinking skills and to assess student comprehension of key concepts. Even though a few students still experienced difficulty following the APA format,the class preferred the online resources for APA formatting. Consequently, online resources will continue to be utilized. The patient responses that were rated fair decreased from 17 in FY 13 to 3 in FY 14. After students were reminded about the questions on the patient survey, the decrease in fair ratings occurred. As a result, instructors will continue to remind students about the survey questions and encourage them to communicate clearly with patients during the patient care sessions. One employer did comment that a graduate had difficulty working in a team-oriented environment. Furthermore, the graduate seemed reluctant to complete receptionist duties or assisting duties. After review of our CA and RA learning experiences, it was determined that the principles of teamwork are reiterated throughout the curriculum. No changes will be made at this time. One student did comment that she did not feel

confident selling dentistry to patients. After review of our curriculum, it was determined that this content is reiterated in several courses. No changes will be made at this time. Nine errors in infection control protocol were noted. Five of the errors occurred during the first semester of live patient care and most were related to instrument preparation for sterilization and asepsis. As a result, each student is required to perform safety check offs on asepsis and sterilization at the beginning of each semester to ensure continued mastery and comprehension. 12 errors in quality assessment assurance were discussed with faculty and students individually during their respective feedback grading sessions. All errors were the result of not double checking paperwork prior to turning in charts to instructor for grading. Peer evaluations did not seem to alleviate the problem.As a result,the sequence of care has been updated to include specific times for completion of charting and DH record reviews. This provides a more focused environment for concentration and attention to detail. 16 of the 24 incomplete dental hygiene record reviews occurred during Summer semester which is the first semester of patient care. As a result, the sequence of care has been updated to include specific times for completion of charting and DH record reviews. This provides a more focused environment for concentration and attention to detail. Charts with incomplete reviews were flagged and students were instructed to complete the reviews and turn the completed reviews in to the instructor. 204 quality assurance

deductions from assessments and debridements were issued: Summer-89, Fall- 52, and Spring-63. The majority of the errors were in the following areas: failure to double check chart for errors and incomplete progress record notations. As a result, the sequence of care was updated so that specific times after patient dismissal are designated for charting and record review. This will provide a more focused environment for concentration and attention to detail. A new progress record template was developed and implemented to help students understand the notations expected in the progress record. Instructor evaluations by students and the Dean will continue to be monitored to ensure that all stakeholders concur that the curriculum provides learning experiences that result in students exhibiting competent clinical and laboratory skills.Pass rates on Instrumentation Practicum I and II will continue to be monitored to ensure that students are demonstrating the ability to comprehensively demonstrate and apply instrumentation techniques taught during Preclinic and Clinic I.All competencies were passed in all clinic courses with the exception of one student in DHYG 2020. This student failed to complete many of the competencies. In addition to failing this course, the student did not pass any of the lecture courses during that semester. After analyzing the remediation forms completed by this student, the student stated that she did not adequately prepare and study for all of the courses during the Summer semester. Therefore, no further analysis of individual competencies is

needed at this time. In response to a suggestion from the FY 13 surveys, blinds were installed over the door in the clinic to control the temperature and increase patient and clinician comfort. Consequently, no comments were made about temperature discomfort on the FY 14 survey. Students did suggest adding time expectations for each section of the sequence of care. They felt like it would help future students understand and manage their time more efficiently. Time expectations were added to the sequence of care. Students also suggested moving nutrition to the first semester of the program to lighten the load of the following Summer semester. Faculty are entertaining this suggestion for next year. In addition, students also suggested revising clinic forms to make them easier to use as well as more efficient. All clinic forms were revised and piloted during Summer semester. After feedback from graduates and current students, final revisions were made. Students also suggested that more details be added to the sequence of care in the clinic manual. Specific guidelines and suggestions were added to the sequence of care during the annual clinic manual revisions. Mock national board scores as well as CRDTS and national board scores will continue to be monitored for 100% pass rates. Achieving 100% pass rates on these examinations ensures that students are clinically competent based on national board agencies testing standards.In addition,achieving the benchmarks of national board agencies also ensures that students are clinically competent to enter the

					profession of dental hygiene. Program retention rates will continue to be monitored. Even though the program did not meet the established benchmark for retention, the instructors will continue implementing strategies to increase the number of graduates.Since Fall semester classes were scheduled over a four day period instead of a three day period, more students were retained during Fall semester as compared to previous years. Two students withdrew during Fall semester. One student stated that she was relocating to Atlanta and the other student stated that she did could not handle working with blood. Upon exit, both students stated that the schedule of classes was helpful and had nothing to do with their personal reasons for withdrawing. Even though the study skills workshops were relocated to Fall semester, it was determined that students were still not studying according to their individual learning preferences. As a result, a question was added to the remediation form that requires students to list the methods utilized to study. Then, as part of remediation the students must provide documentation that they are studying according to their individual learning preferences.While the instructors understand the importance of high graduation rates, they also understand the necessity to ensure that program performance expectations remain high to ensure that only quality students that are clinically competent are allowed to enter the dental hygiene profession.
	Dental Hygiene	To provide an environment which will foster respect	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required	Course Grades - 100%- Preclinical Lec & Lab, Tooth	In Clinical DHYG II Lecture, the following changes

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for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene. (C.)

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in courses- 6 courses contain research or case studies
3 Patient Survey- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- Minimum 85% positive required
6 Infection Control Deductions from Assessment & Debridement grade sheets- Minimum 90% required
7 Quality Assurance Assessment - 90% accuracy required
8 Q.A. Record Review- Minimum 90% accuracy required
9 Q.A. Deductions from Assessment & Debridement grade sheets- Minimum 90% required
10 Instructor Evals by Students- Minimum 85% positive required
11 Instructor Evals by Dean- Minimum 85% positive required
12 Instrumentation Practicum I-100% pass required
13 Instrumentation Practicum II- 100% pass required
14 Individual Competencies-100% pass required
15 Mock National Board- Minimum Score of 85% required
16 Mock CRDTS Board- Socre of 88 or higher required
17 NBDHE 100% pass required
18 Graduate Exit Survey- Minimum 85% positive required
19 CRDTS- 100% pass required
20 Retention Rates by Program Report- 70% Retention Rate
21 Combined Placement Figures Report- 90% Placement rate

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Anatomy & Root Morphology, Oral Embryology & Histology, Head/Neck Anatomy, Clinical DHYG III Lec & Lab, Community Dental Health, Clinical DHYG I Lec & Lab, Radiology Lec & Lab, Dental Materials, Pharmacology /Pain Control, & Microbiology
88%- Clinical DHYG II Lec & Lab
75%- Periodontology & Oral Pathology
6 courses had research/case studies assignment 99% positive responses. 577 out of 580 responses had good or excellent ratings. 3 responses had fair ratings. Handwritten comments were 100% positive.
Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking
Employer Rating - 100% participation and satisfaction
Postgraduate Rating - 100% participation and satisfaction
94% compliance with infection control protocol
Quality Assurance Assessment - 94% compliance-12 errors were noted
Q.A. Record Review- 87% compliance-24 reviews were not completed by students
Quality Assurance Deductions from Assessment and Debridements - 204 deductions were issued: Summer-89, Fall-52, and Spring=63.
Instructor evals by Students - 100% positive
Instructors evals by Dean - 100% positive
Instrumentation Practicum Part I - 100% pass
Instrumentation Practicum Part II - 100% pass
Individual Competencies - 99% pass
Mock National Board - 100% pass
Mock CRDTS Board - 100% pass
NBDHE - 100% pass
Graduate Exit Survey - 100% participation and satisfaction

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were implemented to enhance instruction: New ethics rubric was formatted to serve as a guide for future ethical scenarios analyzed in all courses.Hu-Friedy representative, Becky Horst, will provide an ultrasonic instrumentation presentation during Summer semester. Tobacco cessation projects were updated to include self-assessment. Instead of completing a written assignment, each student will deliver a PowerPoint presentation in class. The number of exams was changed from four exams to two exams-midterm and final. This will increase time management and afford more instructional time during the nine week semester. A new assignment on antimicrobials was added to include evidence based research. This assignment incorporates a PowerPoint presentation and quiz from Johnson and Johnson Healthcare. In Clinical DHYG II lab,the following changes were implemented to enhance clinical learning and success: CA and RA duties were revised to align with equipment maintenance and infection control protocols.The format of each recall list was changed to include more information for students and to make it easier to utilize the recall system. Semester clinic requirements were evaluated to ensure alignment with skill level. Air polishing and diagnostic models requirements were moved to Fall semester. Grade sheets were revised to expedite the grading process for instructors. Grade sheets are now formatted on one page instead of multiple pages. Eaglesoft charting will be entered during RA rotations

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					CRDTS - 100% pass 50% retention rate for the class of 2014 Combined placement Figures Report - 100%	to provide more oversight during the learning phases of electronic charting.Charting forms were revised to help students with efficiency as well as the transition to live clinical practice. Forms were piloted during Summer semester. Students were allowed to provide input. After faculty and student input, forms were revised again prior to Fall semester.The clinic manual was revised. The sequence of care was rewritten to reflect more details and directions about clinical expectations. Recent graduates reviewed the sequence of care and provided input to ensure that protocols and directions were easy to understand and follow.The student handbook was revised to reflect the removal of mandatory criminal background checks for dental hygiene students. After researching the Georgia Board of Dentistry website and attending an inservice with a TCSG attorney, it was determined that criminal background checks are not necessary since dental hygiene students do not attend clinical training in an outside location such as the hospital setting. Equipment maintenance logs were revised to align with equipment maintenance directions. This has helped the students understand their role as clinical assistants. As a result, students have been more consistent with correctly performing clinical assistant duties. Prior to the beginning of the semester,safety check offs on sterilization and equipment maintenance will be performed to ensure continued mastery and comprehension of infection control and equipment maintenance protocol. In Peridontology, the following changes

were implemented to enhance instruction: A new ethics format and rubric will be incorporated for ethical exercises and evaluation.The Tri-Fold Project was changed to a PowerPoint Project. A revised rubric was added for the PowerPoint Project to engage students in utilizing technology during instruction. In addition, a self-assessment was added to the PowerPoint Project so that students could self-assess the criteria for the project. Hopefully, this will ensure that students include all the necessary components required for the assignment. Case studies were added to the curriculum to assess critical thinking skills of student. A case studies quiz was added to assess comprehension of case studies. In Oral Pathology, the following changes were implemented to enhance instruction:A new ethics format and rubric will be incorporated for ethical exercises and evaluation. Nine condition/disease synopsis exercises have been added to the course content to foster critical thinking skills and to assess student comprehension of key concepts. Even though a few students still experienced difficulty following the APA format, the class preferred the online resources for APA formatting. Consequently, online resources will continue to be utilized.
The patient responses that were rated fair decreased from 17 in FY 13 to 3 in FY 14. After students were reminded about the questions on the patient survey, the decrease in fair ratings occurred. As a result, instructors will continue to remind students about the survey questions and encourage them to communicate clearly with patients during

the patient care sessions. One employer did comment that a graduate had difficulty working in a team-oriented environment. Furthermore, the graduate seemed reluctant to complete receptionist duties or assisting duties. After review of our CA and RA learning experiences, it was determined that the principles of teamwork are reiterated throughout the curriculum. No changes will be made at this time. One student did comment that she did not feel confident selling dentistry to patients. After review of our curriculum, it was determined that this content is reiterated in several courses. No changes will be made at this time. Nine errors in infection control protocol were noted. Five of the errors occurred during the first semester of live patient care and most were related to instrument preparation for sterilization and asepsis. As a result, each student is required to perform safety check offs on asepsis and sterilization at the beginning of each semester to ensure continued mastery and comprehension. 12 errors in quality assurance assessment were discussed with faculty and students individually during their respective feedback grading sessions. All errors were the result of not double checking paperwork prior to turning in charts to instructor for grading. Peer evaluations did not seem to alleviate the problem. As a result,the sequence of care has been updated to include specific times for completion of charting and DH record reviews. This provides a more focused environment for concentration and attention to detail. 16 of the 24 dental hygiene record reviews occurred

during Summer semester which is the first semester of patient care. As a result, the sequence of care has been updated to include specific times for completion of charting and DH record reviews. This provides a more focused environment for concentration and attention to detail. Charts with incomplete reviews were flagged and students were instructed to complete the reviews and turn the completed reviews into the instructor. 204 quality assurance deductions from assessment and debridement grade sheets were issued: Summer-89, Fall- 52, and Spring-63. The majority of the errors were in the following areas: failure to double check chart for errors and incomplete progress record notations. As a result, the sequence of care was updated so that specific times after patient dismissal are designated for charting and record review. This will provide a more focused environment for concentration and attention to detail. A new progress record template was developed and implemented to help students understand the notations expected in the progress record.Quality assurance in the dental hygiene program will continue to be monitored and analyzed to ensure that the program fosters respect for the Dental Hygiene Professional code of Ethics and Conduct and assures recognition and acceptance of the responsibilities of the dental hygiene profession. Instructor evaluations from the Dean as well as students will continue to be monitored to ensure that the atmosphere of the dental hygiene program as well as the instructional

practices of faculty portray a respect for the Dental Hygiene Professional Code of Ethics and Conduct and assures recognition of the responsibilities of the dental hygiene profession.

All competencies were passed in all clinic courses with the exception of one student in DHYG 2020. This student failed to complete many of the competencies. In addition to failing this course, the student did not pass any of the lecture courses during that semester. After analyzing the remediation forms completed by this student, the student stated that she did not adequately prepare and study for all of the courses during the Summer semester. Therefore, no further analysis of individual competencies is needed at this time. In response to a suggestion from the FY 13 postgraduate surveys, blinds were installed over the door in the clinic to control the temperature and increase patient and clinician comfort. Consequently, no comments were made about temperature discomfort on the FY 14 survey. Students did suggest adding time expectations for each section of the sequence of care. They felt like it would help future students understand and manage their time more efficiently. Time expectations were added to the sequence of care. Students also suggested moving nutrition to the first semester of the program to lighten the load of the following Summer semester. Faculty are entertaining this suggestion for next year. In addition, students also suggested revising clinic forms to make them easier to use as well as more efficient. All clinic forms were revised and piloted during Summer semester. After feedback from

graduates and current students, final revisions were made. Students also suggested that more details be added to the sequence of care in the clinic manual. Specific guidelines and suggestions were added to the sequence of care during the annual clinic manual revisions.Consequently, the sharing of suggestions and feedback from all stakeholders surveyed helps promote an environment that fosters respect for the Dental Hygiene Professional Code of Ethics and Conduct and assures recognition and acceptance of the responsibilities of the dental hygiene profession.Nevertheless, this type of collaboration among all stakeholders encourages continuous self-assessment and lifelong learning. By maintaining an infraction and critical incident policy, students are held accountable for the execution of clinical protocol as well as demonstration of good work ethics. This serves as a "checks and balances system" to ensure that ethical dental hygiene behaviors are being exhibited in the dental hygiene live work clinic and hopefully will be instilled in students as they graduate and transition into the dental hygiene profession. After reviewing the work ethics exam that is administered during the last semester of the program, it was noted that some students did not score high enough to receive the work ethics seal on their diplomas. After reviewing the results with students, it was obvious that this group of students did not put forth the effort to carefully read and respond to the scenarios. As a result, the instructor will devote more time to explaining the importance of

					performing well on the work ethics examination and the value of receiving a work ethics symbol on their diploma. The study titled Are they ready to work will be given to the students as a reading assignment so that students can understand the demands of employers in the workforce. The reading assignment will also introduce students to the feedback employers have regarding the readiness of new graduates for the workforce.Students will continue to be given written and verbal feedback on their demonstration of work ethics in each course by utilizing the work ethics rubric.In addition, students will continue to be issued a work ethics examination during the last semester of the program to demonstrate problem solving skills during various ethical related scenarios. Mock national board scores as well as CRDTS and NBDHE scores will continue to be monitored for achievement of 100% pass rates. After analyzing the 2013 profile data from the NBDHE, it was noted that students scored slightly below the national average in the area of professional responsibility. As a result, the instructor is moving the ethical content of the course to the beginning of the semester so that students have more time to digest the content and discuss any areas that are unclear. The restructuring of the ethical dilemma assignment and rubric in all courses will introduce students to the principles of ethics at the beginning of the curriculum.Since ethical dilemmas are embedded in all courses, ethical principles will be emphasized throughout the entire length of the program.
	Dental Hygiene	The dental hygiene program will	20 Retention rates by program	50% retention rate for the class of	Since adjusting the schedule of Fall

		graduate 70% of the students that are granted admission into the program.			2014.Out of the original 12 students who were accepted, four students quit.Two students quit during Fall semester, and two students quit during Spring semester.Two students failed Summer Semester due to academic deficiencies.	semester classes from a three day period to a four day period, more students were retained during Fall semester as compared to previous years.Two students withdrew during Fall semester 2013.One student stated that she was relocating to Atlanta, and the other student stated that she could not handle working with blood.Upon exit, both students stated that the schedule of classes was helpful and had nothing to do with their personal reasons for withdrawing. Two students quit during Spring semester.Upon exit, one student stated that she was having childcare issues and trouble maintaining balance with family. She voiced no problems with the scheduling of classes for Spring semester. The other student stated that she has decided to change careers and did not want to pursue a career in healthcare. She stated no concerns about course scheduling.After interviewing all four students, it was obvious that personal reasons were primarily responsible for their withdrawal.As a result, the program will continue to offer courses over a four day period during Fall and Spring semesters. While this might not prevent students from withdrawing for personal reasons, it will provide students more time to focus on each individual class. After reviewing the remediation forms from the two students who failed out of the program, these students stated that they were not studying according to their individual learning preferences. In addition,they disclosed that they were not investing enough effort and time into each course. The students also revealed that they had difficulty applying previously

					learned concepts to live patient care.In order to help students build confidence in working with live patients, more practice opportunities with live peer partners have been added to Preclinic and Clinic I. Even though the study skills workshops were relocated to Fall semester,it was determined that students were still not studying according to their individual learning preferences.As a result, a question was added to the remediation form that requires students to list the methods utilized to study.As part of their remediation, the students must provide documentation that they are studying according to their individual learning preferences.
	Dental Hygiene	To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene. (A.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual competencies-100% pass required 15 Mock National Board- Minimum Score of 85% required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	Course Grades - 100%- Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head/Neck Anatomy, Clinical DHYG III Lec & Lab, Community Dental Health, Clinical DHYG I Lec & Lab, Radiology Lec & Lab, Dental Materials, Pharmacology /Pain Control, & Microbiology 88%- Clinical DHYG II Lec & Lab 75%- Periodontology & Oral Pathology 6 courses had research/case studies assignment Patient survey-99% positive responses. 577 out of 580 responses had good or excellent ratings. 3 responses had fair ratings. Handwritten comments were 100% positive. Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking Employer Rating - 100% participation and satisfaction Postgraduate Rating - 100% participation and satisfaction Instructor evals by	In Clinical DHYG II Lecture, the following changes were implemented to enhance instruction: New ethics rubric was formatted to serve as a guide for future ethical scenarios analyzed in all courses.Hu-Friedy representative, Becky Horst, will provide ultrasonic instrumentation presentation during Summer semester. Tobacco cessation projects were updated to include self-assessment. Instead of completing a written assignment, each student will deliver a PowerPoint presentation in class. The number of exams was changed from four exams to two exams-midterm and final. This will increase time management and afford more instructional time during the nine week semester. A new assignment on antimicrobials was added to include evidence based research. This assignment incorporates a PowerPoint presentation and quiz from Johnson and Johnson

| | | | | | Dean - 100% positive
Instrumentation Practicum Part I - 100% pass
Instrumentation Practicum Part II - 100% pass
Individual Competencies - 99% pass
Mock National Board - 100% pass
NBDHE - 100% pass
Graduate Exit Survey - 100% participation and satisfaction
50% retention rate for the class of 2014
Combined placement figures report - 100% | Healthcare.
In Clinical DHYG II lab,the following changes were implemented to enhance clinical learning and success: CA and RA duties were revised to align with equipment maintenance and infection control protocols.The format of each recall list was changed to include more information for students and to make it easier to utilize the recall system. Semester clinic requirements were evaluated to ensure alignment with skill level. Air polishing and diagnostic models requirements were moved to Fall semester. Grade sheets were revised to expedite the grading process for instructors. Grade sheets are now formatted on one page instead of multiple pages. Eaglesoft charting will be entered during RA rotations to provide more oversight during the learning phases of electronic charting.Charting forms were revised to help students with efficiency as well as the transition to live clinical practice. Forms were piloted during Summer semester. Students were allowed to provide input. After faculty and student input, forms were revised again prior to Fall semester.The clinic manual was revised. The sequence of care was rewritten to reflect more details and directions about clinical expectations. Recent graduates reviewed the sequence of care and provided input to ensure that protocols and directions were easy to understand and follow.The student handbook was revised to reflect the removal of mandatory criminal background checks for dental hygiene students. After researching the Georgia Board of Dentistry website and attending an inservice with a |

TCSG attorney, it was determined that criminal background checks are not necessary since dental hygiene students do not attend clinical training in an outside location such as the hospital setting. Equipment maintenance logs were revised to align with equipment maintenance directions. This has helped the students understand their role as clinical assistants. As a result, students have been more consistent with correctly performing clinical assistant duties.Prior to the beginning of the semester,safety check offs on sterilization and equipment maintenance will be performed to ensure continued mastery and comprehension of infection control and equipment maintenance protocol.
In Peridontology, the following changes were implemented to enhance instruction: A new ethics format and rubric will be incorporated for ethical exercises and evaluation.The Tri-Fold Project was changed to a PowerPoint Project. A revised rubric was added for the PowerPoint Project to engage students in utilizing technology during instruction. In addition, a self-assessment was added to the PowerPoint Project so that students could self-assess the criteria for the project. Hopefully, this will ensure that students include all the necessary components required for the assignment. Case studies were added to the curriculum to assess critical thinking skills of students. A case studies quiz was added to assess comprehension of case studies.
In Oral Pathology, the following changes were implemented to enhance instruction:A new ethics format and rubric will be

incorporated for ethical exercises and evaluation. Nine condition/disease synopsis exercises have been added to the course content to foster critical thinking skills and to assess student comprehension of key concepts.

Only a few students had difficulty with the APA formatting of article reviews. Students preferred using online resources for APA instead of paperback books.

The patient responses on the patient survey that were rated fair decreased from 17 in FY 13 to 3 in FY 14. After students were reminded about the questions on the patient survey, the decrease in fair ratings occurred. As a result, instructors will continue to remind students about the survey questions and encourage them to communicate clearly with patients during the patient care sessions.

One employer did comment on the employer survey that a graduate had difficulty working in a team-oriented environment. Furthermore, the graduate seemed reluctant to complete receptionist duties or assisting duties. After review of our CA and RA learning experiences, it was determined that the principles of teamwork are reiterated throughout the curriculum.

One graduate did comment on the postgraduate survey that she did not feel confident selling dentistry to patients.After review of our curriculum, it was determined that this content is reiterated in several courses. No changes will be made to the curriculum at this time and we will continue to monitor feedback from all stakeholders.

The Dean will continue to monitor course instruction and syllabi to ensure that instruction is being

delivered effectively in the arts and sciences.

The addition of the mock practicums helped to improve performance on Practicum I and II. Due to the mock practicums, students appeared less anxious and more confident during the actual practicums.

All competencies were passed in all clinic courses with the exception of one student in DHYG 2020. This student failed to complete many of the competencies.In addition to failing this course, the student did not pass any of the lecture courses during that semester. After analyzing the remediation forms completed by this student, the student stated that she did not adequately prepare and study for all of the courses during the Summer semester. Therefore, no further analysis of individual competencies is needed at this time.

100% of students passed mock national board. It took all students the maximum three attempts to pass the mock national board. Students failed to use the study book as assigned during Fall semester. Instead, students completed the questions at the end of each section and did not review the topics assigned. As a result, students will be given a study schedule but will not be required to turn in the questions at the end of each topic. Students were also reminded about the mock examination that will be given in January-February 2015.

Benchmarks were reviewed and students were reminded of the importance of reviewing topics prior to administration of the examinations. Instructors drafted three new versions of the mock examination. Each instructor verified accuracy and relevancy for their respective sections. In response to a

suggestion from the FY 13 graduate exit surveys, blinds were installed over the door in the clinic to control the temperature and increase patient and clinician comfort. Consequently, no comments were made about temperature discomfort on the FY 14 survey. Students did suggest adding time expectations for each section of the sequence of care. They felt like it would help future students understand and manage their time more efficiently. Time expectations were added to the sequence of care. Students also suggesting moving nutrition to the first semester of the program to lighten the load of the following Summer semester. Faculty are entertaining this suggestion for next year. In addition, students also suggested revising clinic forms to make them easier to use as well as more efficient. All clinic forms were revised and piloted during Summer semester. After feedback from graduates and current students, final revisions were made. Students also suggested that more details be added to the sequence of care in the clinic manual. Specific guidelines and suggestions were added to the sequence of care during the annual clinic manual revisions.

In order to continue to improve the program's attrition rate,the Fall semester schedule was altered so that all the lecture classes are spread out over a four day period instead of a three day period.In addition, the study skills workshop was moved from orientation to the first Thursday of Fall Semester in hopes that students will find the information relevant to material covered during the first week of the semester. Innovative teaching methodologies will

					continue to be implemented into the curriculum to ensure that learning experiences are relevant and engaging. By continuing to enhance the curriculum, students should continue to improve in mastery of the arts and sciences in preparation for the workforce. Feedback on the mock national board and the NBDHE provide feedback to instructors on topics that students are weak in or topics that students have mastered. This provides essential information to utilize while revising course lesson plans for future cohorts. Since all graduates are gainfully employed and employers have been surveyed,it can be concluded that they are competently prepared in the arts and sciences pertinent to the discipline of dental hygiene. 100% placement rate for graduates indicates that all graduates have displayed competence in the arts and sciences and successfully obtained employment in the dental hygiene field.
	Dental Hygiene	To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public. (B.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- Minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- Minimum 90% required 7 Quality Assurance Assessment - 90% accuracy required 8 Q.A. Record Review- Minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets- Minimum 90% required 10 Instructor Evals by Students- Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies-100% pass required 15 Mock National Board- Minimum Score of 85% required 16 Mock CRDTS Board- Socre of 88 or higher required 17 NBDHE 100% pass required	Course Grades - 100%- Preclinical Lec & Lab, Tooth Anatomy & Root Morphology, Oral Embryology & Histology, Head/Neck Anatomy, Clinical DHYG III Lec & Lab, Community Dental Health, Clinical DHYG I Lec & Lab, Radiology Lec & Lab, Dental Materials, Pharmacology /Pain Control, & Microbiology 88%- Clinical DHYG II Lec & Lab 75%- Periodontology & Oral Pathology 6 courses had research/case studies assignment 99% positive responses. 577 out of 580 responses had good or excellent ratings. 3 responses had fair ratings. Handwritten comments were	In Clinical DHYG II Lecture, the following changes were implemented to enhance instruction: New ethics rubric was formatted to serve as a guide for future ethical scenarios analyzed in all courses.Hu-Friedy representative, Becky Horst, will provide an ultrasonic instrumentation presentation during Summer semester. Tobacco cessation projects were updated to include self assessment. Instead of completing a written assignment, each student will deliver a PowerPoint presentation in class. The number of exams was changed from four exams to two exams-midterm and final. This will increase time

			18 Graduate Exit Survey- Minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	100% positive. Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking Employer Rating - 100% participation and satisfaction Postgraduate Rating - 100% participation and satisfaction 94% compliance with infection control protocol Quality Assurance Assessment - 94% compliance-12 errors were noted Q.A. Record Review- 87% compliance-24 reviews were not completed by students Quality Assurance Deductions from Assessment and Debridements - 204 deductions were issued: Summer-89, Fall- 52, and Spring- 63. Instructor evals by Students - 100% positive Instructors evals by Dean - 100% positive Instrumentation Practicum Part I - 100% pass Instrumentation Practicum Part II - 100% pass Individual Competencies - 99% pass Mock National Board - 100% pass Mock CRDTS Board - 100% pass NBDHE - 100% pass Graduate Exit Survey - 100% participation and satisfaction CRDTS - 100% pass 50% retention rate for the class of 2014 Combined placement Figures Report - 100%	management and afford more instructional time during the nine week semester. A new assignment on antimicrobials was added to include evidence based research. This assignment incorporates a PowerPoint presentation and quiz from Johnson and Johnson Healthcare. In Clinical DHYG II lab,the following changes were implemented to enhance clinical learning and success: CA and RA duties were revised to align with equipment maintenance and infection control protocols.The format of each recall list was changed to include more information for students and to make it easier to utilize the recall system. Semester clinic requirements were evaluated to ensure alignment with skill level. Air polishing and diagnostic models requirements were moved to Fall semester. Grade sheets were revised to expedite the grading process for instructors. Grade sheets are now formatted on one page instead of multiple pages. Eaglesoft charting will be entered during RA rotations to provide more oversight during the learning phases of electronic charting.Charting forms were revised to help students with efficiency as well as the transition to live clinical practice. Forms were piloted during Summer semester. Students were allowed to provide input. After faculty and student input, forms were revised again prior to Fall semester.The clinic manual was revised. The sequence of care was rewritten to reflect more details and directions about clinical expectations. Recent graduates reviewed the sequence of care and provided input to ensure that

protocols and directions were easy to understand and follow.The student handbook was revised to reflect the removal of mandatory criminal background checks for dental hygiene students. After researching the Georgia Board of Dentistry website and attending an inservice with a TCSG attorney, it was determined that criminal background checks are not necessary since dental hygiene students do not attend clinical training in an outside location such as the hospital setting. Equipment maintenance logs were revised to align with equipment maintenance directions. This has helped the students understand their role as clinical assistants. As a result, students have been more consistent with correctly performing clinical assistant duties.Prior to the beginning of the semester,safety check offs on sterilization and equipment maintenance will be performed to ensure continued mastery and comprehension of infection control and equipment maintenance protocol. In Peridontology, the following changes were implemented to enhance instruction: A new ethics format and rubric will be incorporated for ethical exercises and evaluation.The Tri-Fold Project was changed to a PowerPoint Project. A revised rubric was added for the PowerPoint Project to engage students in utilizing technology during instruction. In addition, a self-assessment was added to the PowerPoint Project so that students could self-assess the criteria for the project. Hopefully, this will ensure that students include all the necessary components required for the assignment. Case studies were added

to the curriculum to assess critical thinking skills of student. A case studies quiz was added to assess comprehension of case studies. In Oral Pathology, the following changes were implemented to enhance instruction:A new ethics format and rubric will be incorporated for ethical exercises and evaluation. Nine condition/disease synopsis exercises have been added to the course content to foster critical thinking skills and to assess student comprehension of key concepts. Even though a few students still experienced difficulty following the APA format,the class preferred the online resources for APA formatting. Consequently, online resources will continue to be utilized.
The patient responses that were rated fair decreased from 17 in FY 13 to 3 in FY 14. After students were reminded about the questions on the patient survey, the decrease in fair ratings occurred. As a result, instructors will continue to remind students about the survey questions and encourage them to communicate clearly with patients during the patient care sessions. One employer did comment that a graduate had difficulty working in a team-oriented environment. Furthermore, the graduate seemed reluctant to complete receptionist duties or assisting duties. After review of our CA and RA learning experiences, it was determined that the principles of teamwork are reiterated throughout the curriculum. No changes will be made at this time. One student did comment that she did not feel confident selling dentistry to patients. After review of our curriculum, it was determined that this

content is reiterated in several courses. No changes will be made at this time. Nine errors in infection control protocol were noted. Five of the errors occurred during the first semester of live patient care and most were related to instrument preparation for sterilization and asepsis. As a result, each student is required to perform safety check offs on asepsis and sterilization at the beginning of the semester to ensure continued mastery and comprehension.

12 errors in quality assessment assurance were discussed with faculty and students individually during their respective feedback grading sessions. All errors were the result of not double checking paperwork prior to turning in charts to instructor for grading. Peer evaluations did not seem to alleviate the problem.As a result,the sequence of care has been updated to include specific times for completion of charting and DH record reviews. This provides a more focused environment for concentration and attention to detail. 16 of the 24 incomplete dental hygiene record reviews occurred during Summer semester which is the first semester of patient care. As a result, the sequence of care has been updated to include specific times for completion of charting and DH record reviews. This provides a more focused environment for concentration and attention to detail. Charts with incomplete reviews were flagged and students were instructed to complete the reviews and turn the completed reviews in to the instructor. 204 quality assurance deductions from assessments and debridements were issued: Summer-89,

Fall- 52, and Spring-63. The majority of the errors were in the following areas: failure to double check chart for errors and incomplete progress record notations. As a result, the sequence of care was updated so that specific times after patient dismissal are designated for charting and record review. This will provide a more focused environment for concentration and attention to detail. A new progress record template was developed and implemented to help students understand the notations expected in the progress record. Instructor evaluations by students and the Dean will continue to be monitored to ensure that all stakeholders concur that the curriculum provides learning experiences that result in students exhibiting competent clinical and laboratory skills.Pass rates on Instrumentation Practicum I and II will continue to be monitored to ensure that students are demonstrating the ability to comprehensively perform and apply instrumentation techniques taught during Preclinic and Clinic I. All competencies were passed in all clinic courses with the exception of one student in DHYG 2020. This student failed to complete many of the competencies. In addition to failing this course, the student did not pass any of the lecture courses during that semester. After analyzing the remediation forms completed by this student, the student stated that she did not adequately prepare and study for all of the courses during the Summer semester. Therefore, no further analysis of individual competencies is needed at this time. In response to a suggestion from the FY 13 surveys, blinds were installed

over the door in the clinic to control the temperature and increase patient and clinician comfort. Consequently, no comments were made about temperature discomfort on the FY 14 survey. Students did suggest adding time expectations for each section of the sequence of care. They felt like it would help future students understand and manage their time more efficiently. Time expectations were added to the sequence of care. Students also suggested moving nutrition to the first semester of the program to lighten the load of the following Summer semester. Faculty are entertaining this suggestion for next year. In addition, students also suggested revising clinic forms to make them easier to use as well as more efficient. All clinic forms were revised and piloted during Summer semester. After feedback from graduates and current students, final revisions were made. Students also suggested that more details be added to the sequence of care in the clinic manual. Specific guidelines and suggestions were added to the sequence of care during the annual clinic manual revisions. Mock national board scores as well as CRDTS and national board scores will continue to be monitored for 100% pass rates. Achieving 100% pass rates on these examinations ensures that students are clinically competent based on national board agencies testing standards.In addition,achieving the benchmarks of national board agencies also ensures that students are clinically competent to enter the profession of dental hygiene. Program retention rates will continue to be monitored. Even

					though the program did not meet the established benchmark for retention, the instructors will continue implementing strategies to increase the number of graduates.Since Fall semester classes were scheduled over a four day period instead of a three day period, more students were retained during Fall semester as compared to previous years. Two students withdrew during Fall semester. One student stated that she was relocating to Atlanta and the other student stated that she did could not handle working with blood. Upon exit, both students stated that the schedule of classes was helpful and had nothing to do with their personal reasons for withdrawing. Even though the study skills workshops were relocated to Fall semester, it was determined that students were still not studying according to their individual learning preferences. As a result, a question was added to the remediation form that requires students to list the methods utilized to study. Then, as part of remediation the students must provide documentation that they are studying according to their individual learning preferences.While the instructors understand the importance of high graduation rates, they also understand the necessity to ensure that program performance expectations remain high to ensure that only quality students who are clinically competent are allowed to enter the dental hygiene profession.
	Dental Hygiene	To teach students to seek lifelong learning through continuing education courses on the latest products and developments in	2 Research papers/case studies required in courses- 6 courses contain research or case studies 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- Minimum 85% positive required 6 Infection Control Deductions from	6 courses had research/case studies assignment Employer Rating - 100% participation and satisfaction Postgraduate Rating - 100% participation	Research and case studies will continue to be included in the dental hygiene curriculum. Guest speakers considered to be subject matter

			Assessment & Debridement grade sheets- Minimum 90% required 10 Instructor Evals by Students- Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 15 Mock National Board- Minimum Score of 85% required 17 NBDHE 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 20 Retention Rates by Program Report- 70% Retention Rate	and satisfaction 94% compliance with infection control protocol Instructor evals by Students - 100% positive Instructor evals by Dean - 100% positive Mock National Board - 100% pass NBDHE - 100% pass Graduate Exit Survey - 100% participation and satisfaction 50% retention rate for the class of 2014	experts will continue to be invited to present guest lectures throughout the curriculum. Surveys from all stakeholders reflect that the curriculum is teaching students to be lifelong learners by attending professional development courses to learn about the latest products and research in dentistry. Postgraduate surveys indicated that graduates are seeking lifelong learning by attending continuing education courses sponsored by professional associations. After attending these meetings, graduates have indicated that they are able to incorporate innovative practices into their workplace to ensure that treatment of patients is evidence based. Board pass rates confirm that students are competent in answering questions regarding evidence based dental hygiene care. In Clinical Dental Hygiene II lecture,a new assignment on antimicrobials was added to include evidence based research. This assignment incorporates a PowerPoint presentation and quiz from Johnson and Johnson Healthcare.
	dentistry and medicine. (F)				
📝	Dental Hygiene	To teach students to conduct critical reviews of current literature as a means of research and lifelong learning. (E.)	2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- Minimum 85% positive required 10 Instructor Evals by Students- Minimum 85% positive required 11 Instructor Evals by Dean- Minimum 85% positive required 17 NBDHE 100% pass required 18 Graduate Exit Survey- Minimum 85% positive required 20 Retention Rates by Program Report- 70% Retention Rate	6 courses had research/case studies assignment Patient survey had 99% positive responses.577 out of 580 responses had good or excellent ratings. 3 responses had fair ratings.Handwritten comments were 100% positive.Analysis of ratings:1 fair rating in each of the following areas: quality of care, patient comfort, and parking. Employer rating surveys had 100% participation and satisfaction Postgraduate rating surveys had 100% participation and satisfaction Instructor evals by	Article reviews will continue to be incorporated into the curriculum.Even though a few students still experienced difficulty following the APA format, the class overall preferred the online resources. Consequently, the online resources will continue to be utilized to reinforce mastery of APA formatting. Faculty will continue to monitor surveys from all stakeholders to ensure that students and graduates are displaying the ability to conduct critical analysis of current literature as a method of research

				students had 100% positive Instructor evals by Dean had 100% positive NBDHE had 100% pass Graduate exit survey had 100% participation and satisfaction Retention rates by program report was 50%	and lifelong learning. Postgraduate surveys indicated that graduates are seeking lifelong learning by attending continuing education courses and workshops sponsored by professional associations.After attending these meetings, graduates have indicated that they are able to incorporate best practices into their workplace to ensure that treatment of patients is evidence based. NBDHE will continue to be monitored to ensure that pass rates are maintained.Further analysis of the NBDHE profile report for 2013 indicated that students scored above the national average in the community public health subject area. This illustrates that students are capable of applying basic knowledge of research and scientific literature review. In Clinical Dental Hygiene II lecture,a new assignment on antimicrobials was added to include evidence based research. This assignment incorporates a PowerPoint presentation and quiz from Johnson and Johnson Healthcare.
	Distance Education	Ensure the learning outcomes of online courses are the same as the traditional offerings of the course.	Instructor Self-Review - Question number two	Online instructors indicated that the learning outcomes of online courses were the same as the traditional offerings of the course. (100%) Online faculty indicated that it was very important to them to ensure this goal continued to be met.	Per faculty indicating the importance of this goal, we will continue to conduct the Instructor Self Review as well as the Online Master Review processes to ensure online and traditional courses meet the same learning outcomes.
	Distance Education	Faculty are satisified with the staff available to support electronically offered programs.	Annual Survey of Online Faculty will demonstrate at least 80% satisfaction rate among faculty.	100% of faculty indicated that they were satisfied with the staff available to support electronically offered programs. However, faculty indicated that there is a need to purchase a media server such that online faculty can post their content to a local server.	For FY15, we will purchase a media server (and back up tape) which online faculty can utilize to house their online learning objects, files, media, etc..
	Distance Education	Online faculty will be satisfied with the training available to increase their	Annual Survey of Online Faculty--90% satisfaction rate	For FY2014, online faculty were not satisfied with the level of training	For FY15, we will offer online training at least once each semester on both

		knowledge and skills for improving online classes.		available. 77/78% Faculty indicated they would like more in-house training offered on a variety of distance education subjects.	the Vidalia and the Swainsboro campuses. In addition, we will contact GVTC Head Trainer, Annelise Berger, to schedule customized training sessions for both Fall and Spring semester.
	Early Childhood Care and Education	Eighty percent of the ECCE graduates will be placed in-field.	Combined Placement Figures Report provided by Career Services.	The total graduate placement for the Vidalia Campus was 85%. Vidalia Campus for the TCC in Child Care Basics TCC was 66.7%. The Diploma and the Degree placement rate was 100%. The total placement rate for the Swainsboro Campus was 76.9. The TCC in Child Care Basics TCC was 80%. The Diploma and the Degree placement rate was 100%. The data shows that many of the graduates are continuing their education and/or are employed in a related or unrelated field. The faculty will speak with local ECCE advisory board and ECCE professionals to determine whether or not it was the current economy that prevented them hiring or if they anticipate job openings in the future.	Instructors will work with the Southeastern Technical College Career Services Department and the Public Relations Department to advertise the program and to make the public aware of the CRC requirements for childcare workers. The ECCE program and the available TCC's will be specifically targeted in the ads. Our advisory committee will assist in locating child care providers who are in need of ECCE graduate employees. Of the ECCE activities, we found business and industry contacts to be the most productive.
	Early Childhood Care and Education	Increase the number of graduates for each program by 5%	Combined Placement Figures Report	The Vidalia Campus met the requirement in the TCC increase and did not meet the minimum goal requirements of 5% in the diploma or degree. The Swainsboro campus met the 5% increase requirement in the TCC and diploma but remained the same in the degree. According to the Enrollment Report, Vidalia graduates remained the same in the diploma from 4 to 4, and increased from 1 to 5 in the TCC's. The graduate level decreased from 1 to 0 graduate in the degree program. The Swainsboro campus remained the same in the degree program from 1 to 1. The Child Care Basic TCCs had an increase from 3 to 17 graduates. The graduate level increased from 0 to 2 graduates in the	The annual schedule of course offerings has been revised to ensure an increase in students graduate in a timely fashion.

				diploma program. The changes of the rules and regulations and Records Check in the state had a factor in the increase of graduates.	
📝	Early Childhood Care and Education	Increase the retention rate in the ECCE program by 10%.	**Grade Distribution Report** Sign In Sheets for the students who attend the study sessions and participate in the review of the test. DC 231 Retention by Program by Home Campus	Swainsboro Campus: ECCE Diploma, Degree, TCC Cohort: FY 2013 78% was retained .FY 2012 retention was at 71%. The 10% in increase in retention was met. Vidalia Campus: ECCE Diploma, Degree, TCC Cohort: FY 2013 was 82% retained.FY 2012 retention was 86%. The 10% increase was not met.	Instructors will refer students to counselors and utilize the Early Alert system after missing a couple of assignments and days. Instructors will make sure that students are encouraged to make up missed time and work by the deadline dates. Instructors will also stress the importance of attendance and how a dropping affects their financial aid and academic history in retuning. Advisers will encourage pairing of advanced students with at risk students, tutoring, and instructor help to prevent leavers.
📝	Early Childhood Care and Education	The grade distribution will be comparable for the online and traditional ECCE 1101 class	**Grade Distribution Report and Course Evaluation Results**	In the ECCE 1101, Introduction to Early Childhood Care and Education there were 35 online students, 10 traditional students on the Vidalia Campus for FY14. The data for the online students: 24 of 35 Passed=69%, 4 of 35 Failed=11%, and 7 of 35 Withdrew=20%. The data for the traditional students on the Vidalia Campus: 6 of 10 Passed= 60%, 1 of 10 Failed=10% and 3 of 10 Withdrew=30%. Upon analysis by instructors online students scored higher than the traditional students due primarily to a higher rate of completions of assignments as well as higher overall scores on the Proctor Event.	The traditional Instructors will emphasize the due dates and the importance in completing the assignments. Further, the instructors will develop a comprehensive Study Guide for the traditional students with samples of completed projects to ensure student success of the ECCE 1101 course.
📝	Early Childhood Care and Education	Increase enrollment in the ECCE program by 10% over FY 13/14.	**Southeastern Technical College Enrollment Report**	The Vidalia campus did not meet the minimum goal requirements of 10%. According to the Enrollment Report, Vidalia enrollment had a decrease in the diploma and degree program. The degree was 13 in 2013 and 8 in 2014, diploma was 54 in 2013 and 53 in 2014.	Instructors will utilize the contact list provided by STC Student Affairs, and work with Public Relations to advertise the program. In addition, inform child care providers of the credential requirements, online classes, and TCC's offered by STC. The TCCs will be

	Program	Objective	Assessment Method	Results	Use of Results
				The Swainsboro campus had an increase in the diploma and degree program. The degree was 9 in 2013 and 12 in 2014 and the diploma was 30 in 2013 and 42 in 2014. The strategy utilized on the Swainsboro campus was to include ECCE flyers and information at local fairs and community events. The ECCE program found fairs, personal contact including phone calls and email to be the most useful in increasing enrollment.	specifically targeted in the ads since they can be completed online.
	Electrical Systems	ELTR students will score at or above the STC projected average score of 88.2% on the ELTR Program Capstone/Exit Exam.	ELTR Program Capstone/Exit Exam Scores - Tracking System	ELTR average scores for AY 2014 - 89.15 Analysis: Exceeded the desired college average program exit exam score by .95 points.	Incorporated more videos and hands-on practices into instruction this year to help students understand and retain the information.
	Electrical Systems	Increase the number of Electrical Systems completers by 5%	Combined Placement Figures Report	FY 2013 7 students enrolled and 2 completed which is 29% FY 2014 12 students enrolled and 10 completed which is 83% This an increase of 54% from FY2013	More emphasis will be placed on making up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid.
	Electrical Systems	Increase Electrical Systems enrollment by 10% over the previous fiscal year.	Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	The ECM program grouping in FY 2013 had 74 in FY 2014 they had 75 which is a 1.33% increase.	ELTR faculty will follow the enrollment management plan and ensure prospective students are contacted in a timely manner.
	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	KMS report LB 177 Course Attrition by Program FY 2012		
	Electronics Technology	Increase enrollment by 10% over the previous fiscal year.	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.		
	Electronics Technology	85% of graduates will be employed.	KMS Placement Report Placement is reported on the previous fiscal year.		
	Electronics Technology	Improve retention rate by 10% from the previous fiscal year.	TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students DC 231 Retention by Program by Home Campus		
	Electronics Technology	Students will be ESA-4 Certified in Digital Circuits.	CAPSTONE Exam - ISCET Certification Exam: ESA-4 (Digital Circuits) Students are required to score >=70% on this exam to qualify for graduation from the programs. Students that score <70% on the exam recieve a zero for their final exam score, fail the course, and are required to retake the course.	Please refer to the Assessment Method section of SLO - Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	ESA-4 (Digital Circuits) For FY2014, the instructor will maintain the emphasis in the areas of use of equipment and digital circuit trouble-shooting

				See- linked assessment analysis and results - FY2014_Electronics_Capstone.pdf **DATA ANALYSIS** FY2014 data shows that the student learning in the digital math category (Boolean algebra, binary math, octal & hexadecimal number systems) remained at close to the 100% testing level. However, there was a noticeable decrease in the category of devices & circuits along with a continuing decrease in the basic theory category. The category of use of equipment showed a marked increase, while the troubleshooting category maintained the improved performance from the past years. For the past three fiscal years, certification rates and success on the program CAPSTONE exam have been 100%.	while providing additional emphasis on the basic theory and devices & circuits categories. the instructor will place more emphasis on the lectures and the current homework and laboratory assignments.
	Fish and Wildlife Management	70% Retention of students starting the FWMT program will complete requirements for graduation from the program.	Intranet Retention Rates by Program Report KMS Report Attrition Rate by Home Campus and Program FY 2013 DC 231 Retention by Program by Home Campus	Attrition report indicates 2 students enrolled and continued in degree program. Attrition report indicates 17 initially enrolled. 1 student dropped. Attrition rate 5.9%	Students indicated through questioning that money and obtaining fuel for transportation has been a major reason for dropping out. Instructor has explained STC foundation scholarships, directed them to informational pages and encouraged application for scholarship.
	Fish and Wildlife Management	FWMT diploma students will be Hunter Education certified.	Georgia Department of Natural Resources Hunter Education Exam	100% of students successfully completed hunter education safety with a score of >80% ___ **Analysis:** In reviewing written exam, instructor noted that 8 out of 10 students answered question number 16 incorrectly. Interviews with students revealed the question to be unclear. "To whom are the rules of safe gun handling most important? a. Experienced hunters how may have developed bad habits. b. Young hunters who learned from	Instructor revised this question as follows: To whom are the rules of safe gun handling most important? a. Experienced hunters who may have developed bad habits. b. Young hunters who learned from their parents. c. Everyone who has reason to handle firearms. d. The individual who has never handled a firearm or participated in hunting. Correct answer: c. Everyone who has reason to handle firearms. Instructor will monitor the answers

	Program	Objective	Assessment Method	Results	Use of Results
				their parents. c. Everyone. d. The individual who has never handled a firearm or participated in hunting.	on this question in the future to ensure the question is clear.
	Fish and Wildlife Management	85% of graduates will be employed. 1 non traditional student will be employed in field.	KMS Placement Report Placement is reported on the previous fiscal year.	Non traditional students: 3	3 non traditional students awarded diploma. 1 employed in field. 1 pregnant not employed. 1 changed program major.
	Fish and Wildlife Management	90% of students will successfully complete ATV safety training	Instruction by certified ATV safety instructor. Return demonstration by student.	100% of students successfully completed ATV safety training. Students safely demonstrated turning, cornering, uphill, downhill, rough terrain operation of ATV. It is of note that 4 out of 6 students initially demonstrated poor safe cornering techniques. This technique required additional instruction.	Continue using certified ATV safety instructor for training. Increase instruction and return demonstration of safe cornering techniques.
	Fish and Wildlife Management	Increase enrollment by 10% over previous fiscal year	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	Dual enrollment has increased from 11 students in 2013 to 13 students in 2014.	Continue actively recruiting at high schools and within the community.
	Forest Technology	Increase enrollment by 10%	Enrollment Reports PAS Report	PAS Data incomplete for 2014. The PAS program group includes enrollment for FWMT. FOR diploma enrollment has declined since 2010. The degree program enrollment increased in 2011 and 2012 and experienced a drop in 2013 and a slight increase again in 2014.	Promoted and marketed the Forestry program.
	General Education & Learning Support: English	Student retention will increase by 10% in English classes.	Compare and contrast retention data from FY 2013 to FY 2014.	FY 2013 Yearly Analysis: An average of 69.3 % of students were retained in General Education English courses. In Summer Semester of 2012, 74.5% of students were retained. In Fall Semester of 2012,70 % of students were retained. In Spring Semester of 2013,63.6 % of students were retained in these courses. These results indicate that overall, an average of 69.3% of students were retained and 30.7 % of students were not retained in the General Education courses and need to retake the course(s). FY 2014 Yearly Analysis: An average of 72.2 % of students were retained in General Education English	Ostensibly, creating time in class for students to conduct research and to draft will dramatically increase retention. In actuality, however, this practice impacted overall retention marginally: 2.9%. Teachers reported that students frequently wandered off task, using this time for socializing with each other, engaging in social media, or completing homework for other classes.

				courses. In Summer Semester of 2013, 73.3 % of students were retained. In Fall Semester of 2013,77.8 % of students were retained. In Spring Semester of 2014,65.6 % of students were retained in these courses. These results indicate that overall, an average of 72.2% of students were retained and 27.8 % of students were not retained in the General Education courses and need to retake the course(s).	
	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their general education and learning support math classes.	Final Rosters (at the end of each term - Grade Distribution Report) 70% or higher is an acceptable level.	MATH0090: Web-enhanced-236/310 = 76.1% Hybrid-20/27=74.1% Overall-256/337=76% MATH1011 Online: 7/10=70% Overall-7/10=70% MATH1012 Web-enhanced:218/279=78.1% Online:60/75=80% Hybrid:31/46=67% Overall:309/400=77.3% MATH1111 Web-enhanced:131/166=78.9% Online: 24/31=77.4% Hybrid:14/16=87.5% MATH1111 ACCEL:34/34=100% Overall (without ACCEL): 169/213=79.3% MATH1113 Web-enhanced:12/12=100% ACCEL:22/22=100% Overall: 100% Overall retention for all math offerings -> 753/972=77.5% without ACCEL	It appears that the strategies utilized during the fiscal year were effective in reaching the established goal of 70% for all math offerings with data for ACCEL students removed. Therefore, these strategies will be left in place for the coming fiscal year.
	General Education & Learning Support: Mathematics	Degree Students successfully completing MATH 0090 will successfully complete MATH 1111.	Letter Grade for MATH 1111. A grade of A, B, or C signifies successful completion for a cohort of Learning Support students followed from Learning Support Math to their program level math course.	MATH 0090 degree seeking students: Spring 2014: 18 of 26 MATH 0090 students completed MATH 1111 successfully for a success rate of 69.2% Summer 2014: 9 of 14 students coming from MATH 0090 successfully completed MATH 1111 for a success rate 64.2%. Overall 27 of 40 degree seeking developmental track students successfully completed MATH 1111 for an overall success rate of 67.5%. MATH 0090 diploma seeking students: Spring 2014: 6 of 6 students completing MATH 0090 and registering for MATH 1012 were successful in MATH 1012 Summer 2014: 3 of 3 students completing MATH 0090 and registering for MATH 1012 were	MATH 0090 Degree Track Students: Data were collected for Spring and Summer semesters and will serve as benchmark data for future goals. Based on this data, it appears that the modular approach is effective in preparing students for College Algebra. A future goal will be to increase the success rate of developmental degree seeking students by 1). Improving the exit rate of MATH 0090 students and 2). Raising the benchmark standard t0 70% for degree track students. MATH 0090 Diploma Track Students: Since all students exiting learning support were successful in MATH 1012 the focus will be directed towards having more students exit MATH

				successful in MATH 1012 Overall 9 of 9 students exited MATH 0090 and were successful in MATH 1012	1012. ***Additional exit strategies for diploma seeking and degree seeking MATH 0090 students have been put in place for Spring 2015 in an attempt to have more students exit MATH 0090.
	General Education: Psychology	To improve the retention rate in COLL 1000, PSYC 1101, PSYC 1010 and EMPL 1000.	All students will be calculated every semester of who exempts the final exam.	Fall semester FY 2014, the data reflects that 210 COLL 1000 students took the course and 63% of the students exempted the final exam. Spring semester FY 2014, a total of 154 COLL 1000 students took the course with 48% of the students exempted the final exam. For EMPL 1000, Fall semester of FY 2014, a total of 45 students took the course with 59% exempting the final exam. For Spring semester of FY 2014 for EMPL 1000, a total of 38 students took the course with 56% exempting the final exam. For PSYC 1010 for FY 2014 Fall semester, 41 students took the class with a total of 65% exempting the final exam. For spring semester of FY 2014 for PSYC 1010, a total of 38 students took the course with 55% exempting the final exam. For Fall semester of FY 2014 for PSYC 1101, a total of 47 students hybrid/web enhanced students took the class with 82% exempting the final exam. For spring semester of FY 2014 for PSYC 1101, a total of 37 student took the class with 17% exempting the final exam. For summer semester of FY 2014 for EMPL 1000, 55% exempted the final exam. For COLL 1000, 64% exempted the final exam. For PSYC 1010, 65 % exempted the final exam. For PSY 1101, 91% exempted the final exam. For PSYC 2103, 100% of the students exempted the final exam.	Continue to use the perfect attendance policy and no tardies to improve retention.
	Learning Support	ENGL 0090 With TCSG's mandate to redesign Learning Support			The Learning Support English Department is completing the first

		English, the Learning Support English instructor's reviewed the Student Learning Outcomes and made the decision to assess the effectiveness of the MyWritingLab for ENGL 0090 before creating Student Learning Outcomes that could not be measured effectively to improve student learning in the course. The MyWritingLab utilizes Personalized Learning; as a result, not all students may complete the same assessment. Should this happen, the data collected would not be a correct reflection of the Student Learning Outcome.			year of implementation of the MyWritingLab. Strategic Goals, Measurable Objectives, and Assessment Methods will be instituted for FY 2015.
📝	Learning Support	READ 0090 With TCSG's mandate to redesign Learning Support Reading, the instructors reviewed the Student Learning Outcomes and made the decision to assess the effectiveness of the MyReadingLab for READ 0090 before we created Student Learning Outcomes that could not be measured effectively to improve student learning in the course. The MyReadingLab utilizes Personalized Learning; as a result, not all students may complete the same assessment. Should this happen, the data collected would not be a correct reflection of the Student Learning Outcome.			The Learning Support Reading Department is completing the first year of implementation of the MyReadingLab. Strategic Goals, Measurable Objectives, and Assessment Methods will be instituted for FY 2015.
📝	Marketing Management	Increase graduation data by 10%.	Graduation Data.	The marketing management program was successful in achieving this goal. 7 graduates in AY 2014 with 1 in AY 2013.	Utilized Retention Plan and followed annual plan for advising. Increased MKT graduation rate by more than 10%.
📝	Medical Assisting	MAST will meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate placement. (>=70%). School goal set at 90% for FY2014)	Placement Data Report	Graduation placement rate is 91.3%. 23 graduates, 13 employed in field, 1 in related field, 7 in unrelated field or continued education, 2 actively seeking employment.	Many of the students graduating in 201416 from the Vidalia campus are employed only a month after graduation. This is indicative of the hard work that the instructors and placement coordinators at STC put in to helping students find employment.
📝	Medical	Meet the criteria as	Graduate Data Report	Based on the	Although we did not

11/17/2014

	Assisting	set by the Medical Assisting Education Review Board (MAERB) for graduate/awards. (Goal of 15 per campus)		graduate data report for fiscal year 2014, the Medical Assisting Program had 23 graduates, 11 on the Vidalia Campus and 12 on the Swainsboro Campus. The Medical Administrative Technician Certificate had 25 graduates, 12 on the Vidalia Campus and 13 on the Swainsboro Campus.	reach the set goal of 15 per campus, there was not much of a decline in graduates. (27 total in 2013 to the current number of 23). Recruitment and retention activities will be continued to improve the graduate numbers for future years. The goal for next academic year will be increased to 20 per campus.
	Medical Assisting	MAST will maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)	Registered count by major report.	The registered count by major report for the Medical Assisting Diploma and Medical Administrative Technician Certificate for FY 2014 totaled 224 students. Breakdown as follows: 201412 - 30 MA & 55 MAT; 201414 - 21 MA & 54 MAT; 201416 - 21 MA & 43 MAT. The benchmark was exceeded.	Although the benchmark was exceeded, the MA program will continue to strive to increase the number of students registered in the Medical Assisting Diploma and Medical Administrative Technician Certificate. FY 2014 numbers were a little lower than FY 2013 most likely due to changes in HOPE regulations. However, the number of MA students from 201414 to 201416 did not drop, showing the program did not lose any students from Spring to Summer. Students are graduated from the program every Summer and Fall.
	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAST 1180 - Capstone Medical Assisting Exam - score at or above 425 [(125/200) x1000-200]	23 students graduating in FY 2014 with 23/23 passing the Capstone exam with a 425 (62.5%) or better. Students were given a practice capstone exam at the beginning of each semester, which shows improvement in the scores of the semester. 8/23 showed a 0-33% increase, 10/23 showed a 34-66% increase, 1/23 showed a 67-100% increase, and 4/23 showed a greater than 100% increase in scores from the beginning of the semester to the end on the Capstone exam. The one student that did not pass the Capstone exam in FY 2013 repeated the MAST 1180 course and passed the Capstone exam with a 42.4% increase from the beginning of the semester.	We have adapted and increased the number of practice tests taken during the MAST 1180 Capstone course has improved the test results of the student scores on the capstone exam. The MA program instructors update the exams as the industry adapts to current trends to current trends and changes in the field of medical assisting.
	Medical	100% of the program	AAMA Certified Medical Assistant	Updates will be	

	Program	Objective	Report	Results	Use of Results
	Assisting	graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 425.	examination report.	applied when data becomes available. 23 graduates. 7 have taken the exam. 7 passed. ____ did not pass. 13 scheduled to take the exam. 3 did not take at all. Of those that have taken the test 7/7 passed the exam. (100% pass rate)	
	Paramedicine	The Program Director will complete the implementation of the High-Fidelity simulation lab. The lab will be utilized to enhance the student's ability to diagnose and treat various medical complaints.		Room 727 in the Gillis Building has been established as the High-Fidelity simulation lab. Set-up has been ongoing. The simulator is operational yet under utilized.	More time is needed to learn the operation of the simulator. Additional training will be helpful in learning its capabilities and method of operation.
	Paramedicine	To meet CAAHEP accreditation standards, a 70% retention of students starting the Paramedicine program will successfully complete the requirements for the program and receive authorization to sit for the NREMT certification exam.	Retention Rates by Program Report DC 231 Retention by Program by Home Campus	71%. (5 of 7) of the students beginning the Paramedicine program scheduled to finish FY 2014 completed the program. 29% (2 of 7) of the students did not complete the program due to academic dishonesty.	Tutoring will continue to be offered for those students needing additional classroom or lab time. The academic dishonesty problem will continue to be utilized and stressed in an effort to maintain the integrity of the course and Paramedicine profession.
	Practical Nursing	C.N.A. program will maintain or exceed 80% pass rate	NNAAP report	The CNA program did not meet the 80% pass rate. Vidalia Completers: 91% Swainsboro completers: 90% Dual Enrollment completers: 90% Vidalia written exam state results 100% Swainsboro written state exam 100% Vidalia Skills exam 2013 3rd quarter 13 takers/7 passed (53%) 2013 4th quarter 4 takers 2 passed (50%) 2014 1st quarter 12takers 11 passed (91%) 2nd quarter 12 takers 3 passed 41 takers 23 passed (56%) Swainsboro Campus skills exam 4th quarter 2 takers 1 passed (50%) 1st quarter 5 takers 3 passed (60%) 2nd quarter 5 takers 5 passed (100%) Analysis: The problem is not with the written portion of the exam, but the skills section. Results are currently not broken down by main	Faculty contacted other institutions about the skills assessment results. Research revealed that STC is not the only one having this same issue with the skills portion of the exam. The Dean of Health Sciences has made contact with the Program Evaluator in an attempt to determine the root problem. Faculty are still brainstorming different instructional techniques including flipping instruction from lecture first to skills first.

				campuses versus dual enrollment - plans are underway to determine area of weakness so that this can be addressed. There are many variables to consider. Statistics indicate students know the information but are having difficulty demonstrating the skills during testing. All attempts are being taken to determine if this is an internal issue - however since skills tests are nonobservable by faculty the problem may very well be external.	
	Practical Nursing	The Practical Nursing program's average score on the ATI or program capstone exit exam will meet or exceed 90.	PN ATI - Program Capstone Exit Exam Scores	The PN average score for AY 2014 was 94.82 which did not meet the goal of 97.8 in the assessment of the QEP. Analysis: Faculty review of the ATI capstone subparts revealed that Psychosocial Integrity and Pharmacological Therapies were the main areas of weakness. In addition, after meeting with the VPIE it was discovered that the baseline data average score for the assessment of the QEP resulted from a small sampling of PN students which could have resulted in such a high baseline score. The benchmarks for each year of the QEP may need to be revisited next year to see if it is still out of range and needs to be recalculated as a result.	QEP - program benchmarks for each year will be reviewed and recalculated if determination of need is made.
	Practical Nursing	Nursing graduates taking the NCLEX for the first time will achieve licensure.	State Board of Nursing Licensure report Students will pass the ATI Comprehensive Exam scoring 90% predictability of passing the NCLEX exam before graduation.	Vidalia Campus had 100% success rate on NCLEX Swainsboro Campus had 94.12% The school is above the 80% benchmark required by the GBN.	The PN students scored above the 90% on both campuses. LPN licensure pass rate - 97%. Reorganized PN faculty.
	Practical Nursing	2% increase in retention of PNSG 2030students on each campus from FY 2012 to FY 2013. DC 231 Retention by Program by Home Campus	KMS report (LB 178 attrition by course campus).	Vidalia- Fall 201412 showed a 22.2 % increase in retention over Fall 201312 - Spring 201414 showed a decrease in retention of 32% from Spring 2013 14 to Spring 201414	Both Campuses exceed retention goals for Fall Semester -

				Swainsboro Campus showed a 16.7 % increase in retention from Fall semester 201312 to 201412 Due to low enrollment on the Swainsboro Campus no Spring Fundamentals class was taught.	
☑	Radiological Technology	Students will be satisfied with their education.	This outcome will be assessed annually at the end of the Fall Semester by using the Graduate/Completer Survey which will evaluate whether the student felt that his/her training prepared him/her for related work. Program faculty have set the benchmark for 80% or higher out of 100%.	75% of the surveyed graduates were satisfied with their education (4 surveys were returned from a total of 12 that were sent out for the cohort that graduated in April 2013). Benchmark was not met.	The benchmark was not met however, the results demonstrates that this is the highest number of returned and completed graduate surveys in recent years. The program faculty has discussed alternative modes of graduate survey delivery and has decided handing out individual graduate surveys with self-addressed stamped envelopes from the college is the best method at this juncture. Although, online alternatives through Facebook, Twitter, etc. were discussed and are being researched by program faculty to increase this program outcome.
☑	Radiological Technology	Students will pass the ARRT national certification exam on the first attempt.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	8 out of 8 students have attempted and passed the ARRT national certification exam on their first attempt. This means that the program currently has a 100% first time pass rate for the 2014 cohort.	The benchmark was exceeded and the program faculty will continue to monitor this program outcome. Additionally, the program has decided to review the five sections of the ARRT exam results of the 2014 cohort to identify areas of improvement in the program curriculum courses.
☑	Radiological Technology	Students will complete the program within 20 months.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% or higher.	Program completion for the cohort that graduated in the spring of 2014 is calculated at 88% (8 out of 9 students completed the program). This is nearly an 18 point increase from the previous cohort. Benchmark was met.	Even though the benchmark was met the program discussed and decided to continue the current remediation methods. Additionally, the program faculty have gained suggestions from its Advisory Committee on new remediation methods to assist in program retention and are actively reviewing these methods for implementation.
☑	Radiological Technology	Employers will be satisfied with the graduate's performance.	The outcome will be assessed using the Employer Survey-question (2.) which evaluates whether the employer is satisfied with the graduate's performance. Employer satisfaction is evaluated annually at the end of Fall Semester. The benchmark is to have a score of 80% or higher out of 100% agree that they are satisfied with the graduate's performance.	Four surveys were mailed and one survey was returned. The survey returned demonstrated that the employer was 100% satisfied with the graduate's performance.	Though the benchmark was met, the program faculty has identified based on the results of this outcome that more feedback from program graduate's employers is needed even though

				Benchmark was met.	program faculty handed out these surveys individually with a self-addressed stamped envelope from the college. The program faculty will attempt to solicit feedback from the Advisory Committee members regarding this low response rate and have program graduate employers attending the meeting complete these surveys during the Spring/Fall Meetings.
⬚	Radiological Technology	Of those actively pursuing employment, students will be gainfully employed within 12 months post-graduation.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	At this time, 4 graduates out of the 8 have obtained employment within the field of study. The JRCERT mandates that the program monitor placement up to one year post-graduation. This score reflects the current(6 months) program placement rate of 50%. The 2013 cohort placement rate was calculated as 80% which meets the program benchmark for this outcome. Two of the 2013 cohort students did not actively seek employment therefore, jobs were not obtained by these program graduates.	At this time, the benchmark has not been met for the 2014 cohort program outcome. However, the JRCERT mandates that the program monitor placement up to one year post-graduation and these results only reflect placement rates of 6 months post graduation. The program placement rates should increase over the next 6 months based on the program's past experience and the job market. Program Faculty have discussed and will begin encouraging students to begin actively search for job openings while they are in their final semester if possible. Additionally, program faculty will begin encouraging the use of the college's job placement resources, incorporate resume building, and mock interviews during their final program course to assist in graduate placement.
⬚	Speech	95% of students who register for speech class will complete the class	Grade Distribution Reports - Course Successful Completion Rate	201312 14 of 19 = 74% 201414 18 of 24 = 75% 201416 9 of 9 = 100% Total: 41 of 52 = 78% This goal was not achieved with the exception of 201416. This class, 201416, was taught at the request of a program adviser. The students needed the course at this point in the program so scheduling for clinical would not be an issue in later semesters.	The course is now offered online to assist students who have issues with work schedules, family obligations, and other events that might prevent a student from attending class. Speech partners were not a significant component in assisting students to remain in the course. Early Alert Forms were completed as needed; however, the students who withdrew from the course were

				Students withdrew from the course for a variety of reasons, such as work schedules changed, family obligations, and illness.	knowledgeable of the withdrawal policy and were in compliance with the policy. SPCH 1101 will be offered online during Fall Semester. The course will be offered in the face-to-face/hybrid format during Spring Semester, and it will be offered online during Summer Semester.
	Welding Technology	More timely WELD diploma program completion. Diploma students entering Fall Semester will graduate Summer Semester; in one year or a year and a half.	Diploma Advisement Forms Application for Graduation Forms	Nine students will have graduated with their Welding Diplomas by the end of Summer Semester; the most ever in one fiscal year.	We will continue offering both day and evening classes to meet the demands of current and potential students.
	Welding Technology	No recordable accidents will occur while welding or cutting in the lab.	Accident Reports	No accident reports we made during this fiscal year.	Safety is very important in our industry and we will continue to strive for 100% accident free welding lab.