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SPIRIT_2014









Student Learning Outcomes (Program Level)







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






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





| Program | Student Learning Outcome | Assessment Method | Assessment Tools | Actual Assessment Results / Analysis | Use of Results/Improvement |
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| Accounting | Accounting students will complete a job order costing cycle in a manufacturing business. | Luxurious Spa practice set in ACCT 1110. | | <p>Summer Semester: Swainsboro Campus 3 of 3 students (100%) enrolled in ACCT 1110 completed a job order costing cycle with 70% or better accuracy. Actual scores were: 94, 88, and 75; average score 86.</p> <p>Vidalia campus 4 of 4 students (100%) enrolled in ACCT 1110 completed a job order costing cycle with 70% or better accuracy. Actual scores were: 84, 75, 92, and 91; average score 86.</p> <p>Analysis: Scores are much more consistent between campuses after the first full year of completion of a cohort of students who were all taught by the same instructor.</p> | Scores are much improved since the timing of the project was changed. Previously the project was completed at the end of the term; however now the project is completed in the middle of the term right after completion of the job order costing cycle chapter, before the July 4 break. |
| Accounting | Accounting students will prepare adjusting entries including those for: supplies used, insurance expired, depreciation of fixed assets, unpaid salaries. | Chapter 4 performance exam in ACCT 1100. |  ACCT_AssessmentAdjustingEntries.pdf | <p>Fall Semester: Swainsboro Campus 8 of 10 (80%) students completed adjusting entries with a score of 70% or better; scores were 88, 70, 72, 97, 82, 80, 60, 70, 59, 93; average score 77.</p> <p>Vidalia Campus 13 of 17 (76%) completed adjusting entries with a score of 70% or better; scores were 99, 81, 85, 85, 55, 86, 73, 85, 72, 95, 71, 61, 38, 59, 84, 97, 82; average score 77.</p> <p>Spring Semester: Swainsboro Campus: 2 of 2 students (100%) completed adjusting entries with a score of 70% or better. Actual scores were: 89 and 71; average score 80. Vidalia Campus: 1 of 2 students (50%) completed adjusting entries with a score of 70% or better. Actual scores were: 95 and 68; average score 82.</p> <p>Vidalia Campus (evening): 10 of 11 students (91%) completed adjusting entries with a score of 70% or better. Actual scores were: 89, 90, 97, 94, 89, 97, 96, 95, 97, 88; average score 93.</p> <p>Summer Semester: Swainsboro Campus ACCT 1100 was not offered. Vidalia Campus ACCT 1100 was not offered.</p> <p>Analysis: The results are more comparable this year between campuses since one instructor is covering day classes on both campuses.</p> | Instructor frequently gives quizzes and checks homework to ensure that students are prepared for class daily. |
| Accounting | Accounting students will complete the 10-step accounting cycle for a service business. | Comprehensive Problem Jim Arnold, Photographer in ACCT 1100. |  ACCT_CompProblem.pdf | <p>Fall Semester: Swainsboro Campus 9 of 10 (90%) students completed the 10-step accounting cycle for a service business with 70% accuracy or better. Scores were: 95, 92, 100, 100, 90, 90, 70, 83, 43, 100; average score: 86.</p> <p>Vidalia Campus 14 of 17 completed the 10-step accounting cycle for a service business with 70% accuracy or better. Grades were: 99, 97, 92, 47, 89, 100, 99, 98, 64, 98, 76, 72, 70, 33, 100, 100, 93; average score 84.</p> | In an effort to reduce procrastination of the part of students, instructor has implemented "check points" to ensure that students are on track with completing their problems. |



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| | | | | <p>Spring Semester: Swainsboro Campus: 1 of 2 (50%) students completed the 10-step accounting cycle for a service business with 70% accuracy or better. Grades were: 98 & 55; average 77.> Vidalia Campus: 2 of 2 (100%) students completed the 10-step accounting cycle for a service business with 70% accuracy or better. Grades were: 93 & 98; average 96. Vidalia Campus (evening): 7 of 11 students (64%) completed the 10-step accounting cycle for a service business with 70% accuracy or better. Actual scores were: 55, 85, 60, 43, 99, 98, 72, 100, 60, 100 100; average score: 79. Summer Semester: ACCT 1100 was not offered on either campus.</p> <p>Analysis: This project does a great job of reinforcing the entire 10-step accounting cycle. ACCT 1100 students consist of Marketing Management, Business Management and Business Administrative Technology students, in addition to accounting program students. Although the standards are covered regardless of program area, students tend to give less emphasis to a course that is not a part of their course of study. This usually accounts for the differences in grades among the students.</p> | |
| Air Conditioning Technology | Air Conditioning diploma students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges. | <p>AIRC 1090 Residential Split-System Analyzer Checklist</p> <p>Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using</p> |  <p>AIRC_Res_Split_System_Analyzer_Checksheet.pdf</p> | <p>3 out of 3 students successfully identified the HVAC system malfunction; however, only half of the students identified the malfunctions on the first attempt. The biggest problem for some of these students was not knowing where to take certain readings or not taking the correct reading. Additional instruction or info may be needed for some students to better understand measurements.</p> | Implemented the use of HVAC trainers with more hands on lab experiences. We are improving our hands-on trainers by having the students build them, and design the layout of the trainers, i.e., the Snowman and the Igloo |
| Air Conditioning Technology | AIRC students will evaluate then design the basic refrigeration cycle. | <p>Basic Refrigeration Cycle Checklist</p> <p>Students must draw the refrigeration cycle then identify all the refrigeration components on the AIRC lab equipment.</p> <p>Students must identify all the components with 100% accuracy in order to receive the TCC.</p> |  <p>AIRC_Compression_Refrigeration_System.pdf</p> | <p>5 of 5 students drew the basic Refrigeration Cycle from memory, included here the 4 main components the 4 refrigerant lines as well as the condition of the refrigerant in each line FYI High pressure vapor or low pressure vapor, High pressure liquid and low pressure liquid gas.</p> | The assessment for designing the basic refrigeration cycle will be evaluated to determine if more rigor should be included. |
| Air Conditioning Technology | Air Conditioning diploma students will appraise the functions of the electrical components on an HVAC system. | <p>AIRC 1050 Comprehensive Exam</p> <p>100 point test which encompasses the identification of 40 electrical components worth 1 point each, function of the part, and the interpretation of any other info on the part</p> | | <p>4 out of 5 students successfully identified the HVAC system malfunction; however, only 3 of 5 of the students identified all the parts on the first attempt. The biggest problem for some of these students where not knowing where certain parts go in the system. Additional instruction or info may be needed for some students to better understand components</p> | Developed additional hands on lab projects and activities to help struggling students better understand the components. |
| Associate of Science in Nursing | ASN students will utilize critical thinking when applying knowledge from sciences, humanities, and nursing, in making clinical decisions. (Nursing Judgment) | ASN Program Exit Exam - Assessment Technologies Institute (ATI) Exam | | <p>Not applicable for AY 2014</p> <p>Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015.</p> | <p>Not applicable for AY 2014</p> <p>Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015.</p> |
| Associate of Science in Nursing | ASN students will communicate effectively with patients, families, and the entire healthcare team. (Nursing Judgment) | Clinical Performance Assessment Tool |  <p>ASN_Clinical_Performance_Assessnent_Tool.pdf</p> | <p>Not applicable for AY 2014</p> <p>Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015.</p> | <p>Not applicable for AY 2014</p> <p>Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015.</p> |
| Associate of Science in Nursing | ASN students will assume accountability for the delivery of safe, holistic, patient-centered care, utilizing evidence- | Clinical Performance Assessment Tool Computerized competency testing |  <p>ASN_Clinical_Performance_Assessnent_Tool.pdf</p> | <p>Not applicable for AY 2014</p> <p>Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015.</p> | <p>Not applicable for AY 2014</p> <p>Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015.</p> |







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| | based knowledge in a variety of settings through use of the nursing process which reflects caring as the essence of nursing. (Professional Identity, Human Flourishing) | | | | |
| Associate of Science in Nursing | ASN student will utilize informatics to effectively communicate, manage knowledge, and support clinical decision-making. (Nursing Judgment, Professional Identity) | Clinical Assessment Tool | | Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015. | Not applicable in AY 2014 Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015. |
| Associate of Science in Nursing | ASN students will demonstrate the professional values of nursing through clinical competency, continuous personal and professional growth, ethical practice, and engaging in lifelong learning. (Spirit of Inquiry, Professional Identity) | Clinical Performance Assessment Tool | | Not applicable for AY 2014 Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015. | Not applicable for AY 2014 Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015. |
| Associate of Science in Nursing | ASN students will manage the care of patients while working cooperatively with the individual, his/her family, and the healthcare team. (Nursing Judgment) | Clinical Assessment Tool | | Not applicable for AY 2014 Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015. | Not applicable for AY 2014 Students to begin RNSG courses Fall 2014; therefore, no results for 2014. Results will be available for AY 2015. |
| Automotive Technology | Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a automotive chassis to include brakes and suspension. | ASE Chassis Steering and Suspension Rubric Written Exam 50 pts General Suspension and Steering system Diagnosis 10 pts Diagnose Power Steering Gear 10 pts Diagnose Suspension Noise 10 pts Shock Diagnosis 10 pts Alignment, Adjustments, and Repair 10 pts |  AUTT1050_Chassis_Steering_Final_Grading_Rubric.pdf  AUTT1050_Chassis_Steering_Final_Exam.pdf | Summer semester 2014, 8 out of 8 students that have taken the exam passed. Six students have taken the AUTT 1030 brake class will receive their chassis TCC. The remaining two are enrolled in the AUTT 1030 for Fall semester 2014. Analysis: After reviewing the information provided AUTT 1050 may need more hands-on, for example, vehicle alignment. Although students passed and understood how to do alignments there may be a need for them to spend more time on the alignment machine itself. | AUTT faculty incorporated more practice time on the alignment machine in AUTT 1050. |
| Automotive Technology | Utilizing appropriate AUTT tools, AUTT students will accurately diagnose, dismantle, and repair an automobile engine. | ASE Engine Repair Written Exam - 50 pts General Engine Diagnosis; Removal and Reinstallation (R&R) - 10 pts Cylinder Head and Valve Train Diagnosis and Repair - 10 pts Engine Block Assembly Diagnosis and Repair - 10 pts Cooling Systems Diagnosis and Repair - 10 pts Lubrication Diagnosis and Repair - 10 pts |  AUTT2010_Final_Grading_Rubric.pdf  Auto_Engine_Repair_Checklist.pdf | Not taken yet. | Not applicable in YA 2014 |
| Automotive Technology | Utilizing appropriate AUTT tools, AUTT students will accurately diagnose and repair an automobile electrical system. | ASE Electrical Systems Final Exam & Skills Check Written Exam - 50 pts DVOM usage & diag. of Electrical circuits (use each function of meter properly) - 10 pts Scan Tool usage to include communication with modules - 10 pts Wire repair, to include solder, heat shrink, and crimp connector - 10 pts Correctly install Battery Charger on vehicle - 10 pts Service Information and Schematic reading (search schematic for power window motor and explain how it works) - 10 pts |  AUTT1020_Electrical_Systems_Final.pdf  AUTT1020_Electrical_Systems_Final_Grading_Rubric.pdf | Not assessed in AY 2014 SLO scheduled to be assessed in AY 2015-Students taking AUTT 1060, Fall 2014. | SLO scheduled to be assessed in AY 2015 |
| Automotive Technology | Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive | ASE Transmission/Transaxle Written Exam 50 pts Perform a Stall test 10 pts Determine Procedures for |  AUTT2030_Transmission_Axle_Final_Grading_Rubric.pdf  | Spring semester 2014, 16 out of 16 students passed the capstone exam. The Automatic Transmission exam was taken during the spring and the remaining manual trans exam | Videos "The Basics of an Automatic Transmission Part 1 http://www.youtube.com/watch?v=JGbsgpp2YJQ and The Basics of an Automatic Transmission Part 2 http://www.youtube.com/watch? |




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| | transmission/transaxle to include both manual and automatic. | Identifying Transmission 10 pts Perform procedure for checking fluid (mustang) 10 pts Identify and state Torque Converter components and how they work 10 pts Perform On-Vehicle Tests 10 pts | AUTT2030_Automatic_Transmissions_Final_Exam.pdf | will be given during the fall semester. Analysis: Although all students who had taken the exam passed, I still see the area of improvements needed in the process for determining certain transmission parts. | v=0Qf600oAs7U" were incorporated to give students a view of the basic operation of the automatic transmission. |
| Automotive Technology | Utilizing the appropriate tools in the AUTT lab, AUTT students will accurately diagnose engine performance issues. | ASE Engine Performance Written Exam - 50 pts Ignition System Diagnosis and Repair - 10 pts Computerized Engine Controls Diagnosis and Repair - 10 pts Emissions Control Systems Diagnosis and Repair - 10 pts Fuel Injection Systems Diagnosis and Repair - 10 pts General Engine Diagnosis - 10 pts |  AUTT1040_Final_Grading_Rubric.pdf | Fourteen out of fifteen students passed the exam. The one that did not pass, did a great job with the hands on, but failed the written portion of the test. The student showed that they could be great in the shop with the hands on, but did not like the classroom setting. They had issues with being on-time and studying for exams. Analysis: I was rather pleased with the results of the exam, being that engine performance is such a demanding course. However, one student failing is upsetting to me and since they were one who didn't like the classroom I see a need to make the classroom more inviting, even if there is only one student. | Since one student had issues with the written assignments. I have made improvements with the way I give directions and written assignments. I make sure directions are clear and ask each individual if they are understood. |
| Automotive Technology | Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a car's automotive climate control system. | ASE Climate Control Rubric Written Exam 50 pts General Engine Diagnosis; Removal and Reinstallation 10 pts HVAC System Evac & Recharge 10 pts HVAC System Assembly Diagnosis and Repair 10 pts Heating systems Diagnosis and Repair 10 pts Manifold Gauge Usage 10 pts |  AUTT1060_ClimateCtrl_Final_Grading_Rubric.pdf  AUTT1060_ClimateCtrl_Final_Exam.pdf | Not assessed in AY 2014 - SLO scheduled to be assessed in AY 2015 Students taking AUTT 1060, Fall 2014. | SLO scheduled to be assessed in AY 2015 |
| Business Administrative Technology | BAT Medical students will compose professional medical documents using Medisoft software. | BUSN 2340--Medical Administrative Procedures Exit Exam |  BUSN_ExitExamChecklist.pdf  BUSN_Simulation2.pdf | Fall Semester 2013 --BUSN 2340 was not offered Spring Semester 2014 Vidalia Campus: 7 out of 7 (100%) of students scored 70 or higher on the BUSN 2340 exit exam Summer Semester 2014 --BUSN 2340 was not offered The goal was met due to instructors stressing the serious necessity for producing error-free documents. There are risks associated with making errors in medical documents could be harmful to the patients and the company. | Instructors provided the students with examples of these types of risks that affects the medical industry negatively. |
| Business Administrative Technology | BAT students will compose professional business documents by the integration of various software applications. | BUSN 2210--Applied Office Procedures Exit Exam |  BUSN_ExitExam.pdf  BUSN_ExitExam_Rubric.pdf | Fall Semester 2013 Swainsboro Campus: 3 out of 3 (100%) scored 70 or higher on the BUSN 2210 Exit Exam Vidalia Campus: 9 out of 9 (100%) scored 70 or higher on the BUSN 2210 Exit Exam Spring Semester 2014 --BUSN 2210 was not taught --Summer Semester 2014 --BUSN 2210 was not taught With 100% pass rate for both campuses on the exit exam, it is evident that the students are comprehending the integration skills learned. Students still tend to make careless mistakes. | More stress was placed on the importance of proofreading business documents as well as on the negative effects that can occur because of document errors. |
| Business Administrative Technology | BAT students will prepare memos and letters utilizing Keyboarding Pro Deluxe 2 with Microsoft Word 2010. | BUSN 1440--Document Production Module 4 Performance Test | | Fall Semester 2013 Swainsboro Campus: 9 out of 12 (75%) students scored 70 or better on the exam Vidalia Campus: 6 out of 8 (75%) scored 70% or better on the exam Spring Semester 2014 | Implemented drills on how to create memos and letters with the appropriate format through lecture and demonstrations. Faculty plan to update the software to Keyboarding Pro Deluxe Online software use Word 2013. Therefore, students will be able to access the new software online as long as they have Word 2013 loaded on their computer. |



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| | | | | <p>Swainsboro Campus: 6 out of 9 (67%) scored 70 or higher on the exam</p> <p>Vidalia Campus: 9 out of 11(82%) scored 70% or better on the exam</p> <p>Summer Semester 2014</p> <p>Swainsboro Campus: 6 out of 7 (86%) scored 70% or higher on the exam</p> <p>Vidalia Campus: 10 out of 12(83%) scored 70% or higher on the exam</p> <p>Overall, the goal was met with 78% (46 out of 59) of the students scoring 70 or higher on the exam. There is room for improvement.</p> | |
| Business Management | Business Management students will evaluate teamwork while researching for and preparing a detailed organizational meeting. | MGMT 2215 Team Project Presentation This Team Project Presentation requires cooperation from both partners. Students are assessed on the presentation as well as being appraised of their teamwork. | <p> BusMgt_2215_Rubric.pdf</p> <p> BusMgt_2215_Team_Presentation_Project.pdf</p> <p> BusMgt_2215_Partner_Evaluation.pdf</p> | <p>7 of 11 (64%) of students successfully detailed their meeting presentation. 3 students did not pass the meeting presentation.</p> <p>Analysis: The students who did not pass waited until the last week to work on the presentation although it was recommended that they begin around or before midterm.</p> <p>Their presentation was not detailed or thorough and included many errors.</p> <p>One student did not turn in a presentation because she waited until the day before the presentation was due to begin and her partners had already submitted the team project. She was also not responding to any of their calls or emails.</p> <p>I had sent three email reminders to the class about the team project. I individually talked to the student that did not turn in a project, right after midterm reminding her how much work was involved and not to wait to begin working.</p> <p>Students followed the formatting instructions and included supporting documents.</p> <p>Several students did not successfully answer the team project questions because their answers were very short lacking knowledge of the subject. This was mainly due to waiting too late to begin the project.</p> <p>The project quality was good on five of the presentations. The other presentations lacked quality with many spelling, punctuation, and grammar errors.</p> | <p>To be implemented Fall 2015/12, instructor will require to students to turn in their topic by the second week of the semester (rather than midterm) and their group names.</p> <p>Instructor will modify instructions to require students to submit the work that has been completed so far by midterm to encourage early participation.</p> |
| Business Management | Business Management students will analyze the importance of business ethics in the workplace. | MGMT 1125 Business Ethics Essay | <p> BusMgt_1125_Essay_Rubric.pdf</p> <p> BusMgt_1125_Two_Page_Essay_Requirements.pdf</p> <p> BusMgt_1125_How_to_Prepare_Internet_Presentation.pdf</p> | <p>9 of 10 students passed the ethics essay with a 90 or better.</p> <p>Analysis: One student had quit doing any work after Chapter 8 in the course and did not turn in a presentation at the end of the semester.</p> <p>Students worked very hard on their essay following all instructions and analyzing business ethics in the workplace. Students will be reminded to stay on track in their courses and complete all assignments.</p> | There were only simple misspelled words that resulted in grades from 90 to 98. Students will be sent a reminder about proofing their work before submission. |
| Business Management | Business Management students will analyze the principles of business management. | MGMT 2130 (fall), MGMT 1135 (spring), MGMT 2215 (summer) Capstone Exam | | <p>MGMT 2130 Four students took the exit exam and scored 93.75, 92.5, 87.5 and 89.38.</p> <p>Analysis: Although the grades are good, upon instructor closer review of the exams, it was noted that questions missed by the students were all different questions so no changes to the test are required.</p> | <p>Competencies will be continuously covered/practiced in homework, discussion boards, and tests to prepare students for the exit exam.</p> <p>Students are comprehending and retaining the information learned in their courses, and making very good grades on their Exit Exam.</p> |
| Business | Business | MGMT 2115 Human |  BusMgt_2115_Rubric.pdf | 14 of 17 (82%) of the students | Business Management students |

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| Management | Management students will demonstrate the importance of human resource management in the workplace. | Resource Management Internet Research/Essay Rubric |  BusMgt_2115_How_to_Prepare_Internet_Presentation.pdf | <p>passed the Human Resource Management essay with an 83 or higher.</p> <p>Analysis: 2 students did not turn in a presentation that were not passing the course. These two students had quit participating in the course.</p> <p>One student did not take the proctored exam or complete her essay because she had a miscarriage at 3 months. I offered to work with her to take her exam and complete her essay at a future date but she refused. She was very upset about the miscarriage and couldn't go on summer semester.</p> <p>Fourteen students did very well on their essay because they followed instructions and spent a lot of time working on their essay.</p> <p>Two students just didn't complete assignments, discussion boards, and made low tests scores. These students said they overloaded during the short summer semester.</p> | are encouraged not to overload, especially summer semester, but they want the full amount of financial aid, and will overload anyway. Instructor will continue to speak with students in the program about the short time in summer semester that still requires the same amount of work as a full semester. |
| Clinical Laboratory Technology | Clinical Lab students will recognize correct patterns of hemolysis on bacterial growth media. | <p>CLT 1080 Hemolysis Skill Assessment</p> <p>Task: Student will perform a hemolysis assessment on 10 microbiological samples.</p> <p>Standard: Student will successfully perform a hemolysis assessment of 10 bacterial samples.</p> <p>Determining the hemolysis pattern of an organism is critical in the identification of a patient culture. Student must pass this skill within two attempts as evaluated by the instructor.</p> <p>Student will be using ATCC pure culture organisms grown on plates provided by an area hospital. Time limit: 20 minutes</p> <p>Criteria: Student will accurately perform and read the hemolysis pattern with a grade of 90% or better to pass the skill. All skills must be passed to progress in the CLT program.</p> |  CLBT_1080_Hemolysis_Skill_Assessment.pdf | Seven of eight students passed the skills the first time. One student required additional training and repeated the skill with 100% accuracy. | Hospital quality control samples are used to assess hemolytic patterns of different bacteria. These patterns clue the microbiologist to what type of bacteria is on the plate. Some bacteria have slight differences of hemolytic patterns. Practice reading the plates help to train the eye to determine the hemolytic differences. More emphasis reading hemolysis patterns will be incorporated into existing labs. |
| Clinical Laboratory Technology | Clinical Lab students will accurately calculate chemical formulas to include the assessment of computer generated chemical formula calculations. | <p>CLBT 1070 Clinical Chemistry Calculation Skill Assessment.</p> <p>Condition: Using known formulas, the student will calculate the equations.</p> <p>Standard: The student must score 85% or higher in two attempts as evaluated by the instructor.</p> <p>Time limit: 45 minutes</p> <p>Criteria: Student must score a 85% or higher in two attempts to pass the competency.</p> |  CLBT_1070_ChemCalculations_Assessment.pdf | All students scored 100 on the Chemistry calculation skill. This was the first time this skill was implemented. Students had practice worksheets to improve their memory of the math formulas. The comprehensive chemistry final and the national registry will require knowledge of this skill. | Math appears to be the weak area of the students. Implementation of the ALMA 1000 course helps prepare the students for the math required in the medical programs. Students will be given practice problems with and without the formulas to improve their math skills. Computers now calculate the necessary computations in the hospital labs, but students must manually assess the computer calculations every six months and must be proficient in their calculation. |
| Clinical Laboratory Technology | Utilizing quality control samples of bacteria as "unknowns," Clinical Lab students will identify the correct genus of bacteria using multiple tests. | <p>CLBT 1080 Skills Assessment of Unknown Bacteria</p> <p>Standard: Student will successfully perform identification of 5 organisms within three attempts as evaluated by the instructor.</p> <p>Task: Using gram stain, catalase, coagulase, oxidase, Enterotube, CAMP, Strep ID kit, Bile esculin and microscope with oil immersion and</p> |  CLBT_Unknown_Organism_Assessment.pdf | All students scored >90 on the skills assessment. | These skills are critical in the microbiology department. Students are taught how to accurately identify bacteria and to give the physician a report for treatment. The many tests used to identify are reviewed and practiced in lab repeatedly to assure the student's memory and mastery of the tests. The students were required to explain how to do each different test. These worksheets were practiced several times. |

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| | | <p>slide techniques, the student will identify the correct genus of bacteria.</p> <p>Criteria: Student must identify the unknowns in three attempts and score a 90 or above.</p> | | | |
| Clinical Laboratory Technology | Clinical Lab students will accurately interpret laboratory results correlated to disease states. | <p>CLBT 1070 Laboratory results/ Disease Correlation Skill Assessment.</p> <p>Task: Student will interpret lab reports and correlate to disease state of patient.</p> <p>Condition: Using lab reports containing the patient results will determine site of body affected by increase/decrease of numerical values.</p> <p>Standard: The student must score satisfactory in two attempts as evaluated by the instructor.</p> <p>Time limit: 40 minutes</p> <p>Criteria: Student must score a 70 or better in two attempts to pass the competency. 28 questions/ 3.6 points each</p> |  CLBT_1070_Correlation_Lab.pdf | <p>Seven of eight students scored greater than 85% on this assessment. One student scored 82.(This student required additional practice sessions to master the lab test to disease correlation skill. This student repeated the skills and scored > 85.) All students were given practice worksheets to associate lab tests with disease states. This was practiced repeatedly in class and assessed on tests.</p> | <p>Flash card games were created to improve the students memory of the lab test association with the disease. The students were divided into two groups and the competitive spirit added laughter, confidence and knowledge!</p> |
| Commercial Truck Driving | CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines. | <p>CTD 1030Department of Driver Services (DDS) Basic Control Skills Checklists: This check contains 6 parts:</p> <p>Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Right (includes Pullups, Encroachments, Looks, and Final Position) St. Line Backing(includes Pullups, Encroachments, Looks, and Final Position) Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box) Conventional Parallel Park(includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Left(includes Pullups, Encroachments, Looks, and Final Position)</p> <p>The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better.</p> <p>A grade of 0 (no violations) is desired. To successfully complete, 12 points or less is allowed in order to complete CTD.</p> |  CTD_CDLSkills.pdf | <p>75 Students performed the off-road maneuvers in an 18 wheel truck and trailer combination. Sight-sided (Driver) Parallel Park 79 violations Conventional (Passenger Side) Parallel Park 81 violations Off-set Back Right (Passenger)15 violations Off-set Sight-sided Left(Driver)backing 12 violations Alley Dock Backing 59 violations Straight-Line Backing 17 Violations</p> <p>The violations accrued by the Sight-sided and Conventional Parallel park were slightly higher than the previous year because of the number of students that had never driven a standard shift vehicle. The CTD staff spent extra time with those students to ensure they were safe and able to perform under the pressure of driving a big rig with a standard shift transmission. The CTD staff also analyzed the students performance using the optional get-out-and-look at the truck and trailer positions and found that those scored higher on the performance test. The two students that had 10 violations each on the conventional side parallel park did not experience difficulties on any other maneuver. Faculty worked one-on-one with the students to help decrease their violations from 16 and 17 at the beginning of CTD 1020 down to 10 violations at the end of CTD 1030.</p> <p>Analysis: Faculty review and discussions determines that students may could benefit from practice on a virtual simulator since the access would be readily available and driving experience on an actual 18 wheeler is limited due to time constraints and number of students. The score on turns is still high but lower than last years. The high number is due to the fact that the students have to turn and keep the trailer within 1 foot of the curb. If they hit the curb it is an automatic failure therefore it is better to take 1 point for turning wide instead of failing altogether. Faculty agree that general driving is still weak but better than in the past. The students are graded on number of things while driving, therefore there are a great deal of things to remember and watch for. Most violations are due to improper</p> | <p>Implemented the mid-term assessment of the skills and taught the more difficult maneuvers earlier in the term. The number of violations in these two maneuvers improved from 1.46 to 1.05 on Sight-sided Parallel and from 1.31 to 1.08 on Conventional-side Parallel. To be implemented in the Fall Semester of FY 2014, the CTD instructors will begin performing practice test in accordance with DDS to simulate the actual test given at the testing facilities.</p> <p>CTD Faculty requested a Virtual Simulator. CTD determined that had the students had access to a virtual simulator the results of driving and backing would have been decidedly higher. This virtual simulator could be used to train not only Commercial Truck Drivers but Bus drivers, Ambulance Drivers, and Fire Truck Drivers as well. The simulator can be programmed to whatever venue is needed. The simulator would also help the retention rate to increase.</p> |

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| Commercial Truck Driving | CTD students will safely operate an 18 wheeler according to DDS guidelines. | <p>CTD 1030 Capstone - DDS CDL Road Test Score Form</p> <p>Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures.</p> <p>Zero - meaning no violations - is the best possible score.</p> <p>30 points or less must be achieved in order to successfully complete CTD.</p> |  CTD_CDLSkills.pdf | <p>75 Students tested AY 2014 Road Test Average score of 97 shows a 3.49% improvement over the AY 2013 Road Test Average of 3.45%</p> <p>Sub-part Scores: Turns (8 different turns)420 Intersections-65 Expressways-0 Urban/Rural Highway-4 Road Side Stop/Start- 25 Railroad Crossing-15 General Driving-107 Automatic Failure-0</p> <p>Analysis: The eight different Turns resulted in the most violations. Most Turn violations are due to gear shifting issues. More practice on a simulator could provide students with more gear shifting practices.</p> | CTD Faculty requested a Virtual Simulator. A simulator will allow more practice time for students to learn how to shift gears for the various turns. |
| Commercial Truck Driving | CTD students will complete a pre-trip vehicle inspection according to DDS standards. | <p>CTD 1030 Department of Driver Services (DDS) Vehicle Inspection Test Checklist</p> <p>This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score.</p> <p>Sections on the 90 point Vehicle Inspection (Pre-Trip)checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear)</p> <p>Rear of Vehicle Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear)</p> <p>Rear of Trailer Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.</p> |  CTD_Skills.pdf | <p>The average score was 7.35 on the pre-trip vehicle inspection. This is slightly higher than the average score for the previous year.</p> <p>The pre-trip checklist was revised by the state recently and the CTD faculty realized that some of the wording and techniques were confusing students and causing difficulties in passing.</p> | CTD faculty provided pre-trip vehicle inspection study guides to match the revised wording in the checklist and to help students better perform on this task. CTD faculty re-wrote the study material to coincide with the test but not be exactly the same. |
| Computer Information Systems | Networking Support Specialist students will implement a LAN prototype. | CIST2444 and CIST2414 Capstone Final Project and LAN Rubric |  CIST_Router_Rubric.pdf | <p>CIST 2444 was taught Fall Semester on the Vidalia Campus. Four out of four students passed the exam. After reviewing the exam, 3 of the 4 students missed questions dealing with ACLs and 2 of the 4 missed questions dealing with static routes.</p> <p>CIST2414 was not taught during the fiscal 2014 year.</p> | <p>The messaging app, Remind 101, was used to remind students of work that needed to be completed. This encouraged students throughout the semester to be diligent in reading, reviewing material, and turning assignments in on time.</p> <p>More time, which will include class demos and packet tracer activities, will be spent on creating ACLs and static routes when this course is taught again.</p> |
| Computer Information Systems | The Internet Specialist Web Design students will construct an error free web page using validation techniques | CIST2550/CIST2950 Capstone Final Exam with Web Page Rubric |  CIST_WebSystemsProject_Rubric.pdf | <p>CIST 2550 was taught on the Vidalia campus Fall Semester. 3 out of 3 students passed the capstone exam. After review of exams, there was no pattern as to any specific area that all or most students struggled with. 2 students did miss a specific question dealing with security.</p> <p>CIST2950 was not taught during the fiscal 2014 year.</p> | Extra time will be spent on chapter covering security and an assignment will be assigned to assess student knowledge of security practices before the final exam. |
| Computer Information Systems | Computer Support Specialist students will be able to describe a typical system requirements (i.e., inputs, processes, and outputs). | CIST2921 Capstone Final Project Portfolio with Rubric Students must create a system requirement flow chart listing inputs, processes, and outputs. Successful completion of this project is required. |  CIST_MilestonePortfolioRubric.pdf  CIST_TarheelToysMilestones.pdf | <p>CIST2921 was taught on the Vidalia campus Spring Semester. Nine out of nine students made A's on the capstone exam. This was an increase of 4 A's from the previous year.</p> <p>In FY2012 and FY2103, students had difficulty with Cost Analysis, this had improved to 0% difficulty due to covering the cost material slower and with more coverage.</p> <p>An item analysis of the FY2014</p> | <p>It was determined that the increase in time spent for cost analysis was beneficial. There were no difficulties in the FY2014 for this area. Students were still having difficulty with the DFD model concepts and will still need more coverage time. Quizzes, videos, and more coverage will still be incorporated for the next year.</p> <p>The Remind101 messaging app encouraged students to turn in assignments on time, information to review for class, and important test dates.</p> |





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| | | | | capstone revealed that students are still having a 77.8% difficulty with two questions regarding flow chart DFD's. Students need better understanding of what the DFD shows and what the DFD symbols mean? More detailed coverage will still be given over the DFD material. Quizzes will be given to ensure that each student understands DVD's before the capstone exam is given. Videos of DFD usage and symbols will be given as a supplement to ensure student knowledge. | |
| Cosmetology | COSM students will complete a form sculpted nail using the 3 ball method with pink and white powder and odorless liquid. | National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results. Students must achieve a minimum of 70% accuracy on the nail sculpture. |  COS_Sculptured_Nail.pdf  COSM_NIC_Instructions_Exam.pdf  COSM_Mock_Practical_Exam.pdf | 5% did not have 70% accuracy on the sculptured nail application. 95% scored at 70% or higher. br> Analysis: Review of the grading checklists, the sanitation section revealed the student weaknesses. | Faculty determined to put more emphasis on the sanitation procedures. Faculty will require more practice nail applications. Faculty will research the different products to see if that helps students with the forming of the nail. |
| Cosmetology | Students will perform basic facials with 75% accuracy. They will apply And remove cleanser and massage cream correctly. They will demonstrate at least three of the five basic massage manipulations. They will complete the facial by using a toner. They will drape the hair correctly to avoid product transfer to the hair. They will protect the clients clothing and follow safety measures throughout the service. | The facial service will be graded using the PSI grade sheet following the same guidelines that will be followed during the actual state board exam. |  COS_Practical_Exam.pdf | 10% of students performing the basic facial according to NIC testing guidelines scored below the 75% mark. 90% scored 75% or better. Analysis: Students had difficulties properly removing the facial product. Leaving product in the facial hairline, etc. | COSM faculty determined that more facial product application/removal and massage manipulation practice sessions will be employed. |
| Cosmetology | Students will accurately perform a basic layered haircut within a 30 minute timeframe. | National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results. Students must achieve a minimum of 70% accuracy on the haircutting section of the exam. They will be graded on condition of implements, safety, correct use of implements, sections & guides, uniformity of the layers, blending of sides,back and top, and infection control procedures being followed. |  COS_Practical_Exam.pdf | 5% of students performing the basic layered haircut within a 30 minute time frame did not successfully complete the haircut in the time limit. 95% of the students successfully completed the basic layered haircut in the 30 minute time frame. Analysis: Practice, practice, practice is needed to master haircutting. | Faculty discussions with students determined more haircutting activities need to be incorporated into the plans. The benchmark was met by 95% of students. |
| Criminal Justice | Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title XVI: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged. | CRJU 1068 - 20 question subpart of the CRJU 1068 Final Exam |  CRJU_1068_Final_Exam.pdf  CRJU_CriminalCode.pdf | Vidalia Campus AY 2014 8 out of 8 traditional students scored 70% or higher with an average score of 85 Swainsboro Campus AY 2014 11 out of 11 traditional students scored 70% or higher with an average score of 83. Analysis The average score has not changed significantly over the previous year. More time may be need for Title XVI and Title 40 of the Georgia Criminal Law Manual. | Implemented during Fall 201512, more criminal law manual assignments will be incorporated in instruction or homework assignments. |
| Criminal Justice | Criminal Justice students will define and contrast the concepts of probation and parole. | CRJU 1030 Mid-Term Exam - Probation and Parole subpart. Note: Students must be able to judge the difference by defining and contrasting between the two. |  CRJU_1030_Mid-Term_Probation_Parole.pdf | Vidalia Campus AY 2014 9 out of 9 traditional students scored 70% or higher with an average score of 87.2. Swainsboro Campus AY 2014 8 out of 8 traditional students scored 70% or higher with an average score of 82.3. Dual Enrollment 16 out of 16 dual enrollment | Dual Enrollment average scores increased by 4 points over the previous year - from a C to a B. The testing was scheduled so as not to conflict with school activities and holidays. Schedules will be reviewed each academic year to ensure no conflicts. |


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| | | | | <p>students scored 70% or higher with an average score of 80.</p> <p>Analysis: Implementation of the Probation Parole Discussion Boards which were implemented this year have helped increase the average dual enrollment score from 76 to 80. These discussion boards should be continued and enhanced.</p> | |
| Criminal Justice | Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures. | CRJU 2050 Search and Seizure Scenarios. Seven written scenarios will be given to students. Students must determine whether or not it is legally within the law to perform a search and seizure. Each scenario is either Yes (right) or No (wrong). A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment |  <p>CRJU_2050_Search_Legal_Illegal.pdf</p> | <p>Vidalia Campus AY 2014</p> <p>7 out of 7 traditional classroom students scored 70% or higher with an average score of 95</p> <p>Swainsboro Campus AY 2014</p> <p>8 out of 8 traditional classroom students scored 70% or higher with an average score of 87</p> <p>Dual Enrollment AY 2014</p> <p>15 out of 16 scored 70% of higher with an average score of 84</p> <p>Analysis</p> <p>Obviously, the traditional still perform better than the dual enrollment students. Upon review of the scenario exams, it appears these students are weakest in the identification of illegal search and seizure practices.</p> | <p>CRJU faculty implemented more application assignments to identify illegal versus legal search and seizure methods.</p> <p>PowerPoint lectures and application assignments will be available to all dual enrollment students beginning Spring 201514 when the course is offered again.</p> |
| Dental Hygiene | Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients | <p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>7 Quality Assurance Assessment - 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies-100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 88 or higher required</p> <p>17 NBDHE 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p> |  <p>DHYG_Assessment_&_Debridement.pdf</p> | <p>6 courses had research/case studies assignment 99% positive responses. 577 out of 580 responses from patient survey had good or excellent ratings. 3 responses had fair ratings.</p> <p>Handwritten comments were 100% positive.</p> <p>Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking</p> <p>Employer Rating - 100% participation and satisfaction</p> <p>Postgraduate Rating - 100% participation and satisfaction</p> <p>94% compliance with infection control protocol</p> <p>Quality Assurance Assessment - 94% compliance-12 errors were noted</p> <p>Q.A. Record Review-87% compliance-24 reviews were not completed by students</p> <p>Quality Assurance Deductions from Assessment and Debridements - 204 deductions were issued: Summer-89, Fall-52, and Spring-63.</p> <p>Individual Competencies - 99% pass</p> <p>Mock National Board - 100% pass</p> <p>Mock CRDTS Board - 100% pass</p> <p>NBDHE - 100% pass</p> <p>Graduate Exit Survey - 100% participation and satisfaction</p> <p>CRDTS - 100% pass</p> | <p>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.</p> <p>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.</p> <p>One employer did comment that a graduate had difficulty working in a team-oriented environment.</p> <p>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.</p> <p>Nine infection control errors were cited on assessment and debridement grade sheets. 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.</p> <p>16 of the 24 incomplete dental hygiene record reviews occurred during Summer semester which is</p> |

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 will continue to be monitored and analyzed to determine areas of weakness in problem solving strategies related to comprehensive patient care and management of patients. As areas of weakness are identified, enhancements will continue to be implemented.




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 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 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 board exams as well as CRDTS and NBDHE will continue to be monitored to ensure that students continue to demonstrate exceptional mastery and comprehension of problem solving strategies related to comprehensive patient care and management of patients. After analyzing the 2013 NBDHE profile report, students scored above the national average on the case based section of the examination. This indicates that students are capable of demonstrating problem solving strategies related to comprehensive patient care. Surveys from all stakeholders will continue to be analyzed to ensure



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| | | | | | that all stakeholders concur that graduates of the dental hygiene program are competent in employing problem solving strategies during patient care. |
| Dental Hygiene | Dental Hygiene students will utilize interpersonal and communication skills to interact with diverse population groups and other members of the healthcare team. | <p>3 Patient surveys-minimum 85% positive required</p> <p>4 Employer Rating Surveys-minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance Assessment-90% accuracy required</p> <p>8 Q.A. Record Review-minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies-100% pass required</p> <p>18 Graduate Exit Survey-minimum 85% positive required</p> | <p> DHYG_Community_Service_Rubric.pdf</p> <p> DHYG_Nursing_Home_Rubric.pdf</p> <p> DHYG_School_Lesson_Rubric.pdf</p> <p> DHYG_Table_Clinic_Rubric.pdf</p> | <p>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.</p> <p>Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking</p> <p>Employer Rating - 100% participation and satisfaction</p> <p>Postgraduate Rating - 100% participation and satisfaction</p> <p>Quality Assurance Assessment - 94% compliance-12 errors were noted</p> <p>Q.A. Record Review 87% compliance-24 reviews were not completed by students</p> <p>Quality Assurance Deductions from Assessment and Debridements - 204 deductions were issued: Summer-89, Fall-52, and Spring-63.</p> <p>Individual Competencies - 99% pass</p> <p>Graduate Exit Survey - 100% participation and satisfaction</p> | <p>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.</p> <p>One student 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 at this time.</p> <p>12 errors on quality assurance assessments 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 the 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.</p> <p>16 of the 24 incomplete quality assurance 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.</p> <p>204 deductions from assessment and debridement grade sheets for quality assurance 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.</p> <p>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.</p> <p>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.</p> |





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| | | | | | <p>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. Graduates also commented that they enjoyed project based learning activities in community dental health. This gave students the opportunity to collaborate with other healthcare professionals in community based projects. In addition, students commented that they enjoyed the clinical experiences with CCDC patients. These experiences gave them many opportunities to work with diverse population groups in an effort to learn more about the population group while simultaneously educating these patients and providing dental hygiene care. Many students commented about the benefits of working with special needs patients from the Toombs County Service Center. Due to these clinical experiences, the students feel more confident working with special needs patients. Also, the students were able to apply course content about special needs patients presented in the DHYG Clinic III lecture into actual practice in the clinical setting.</p> |
| Dental Hygiene | Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care. | <p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Surveys- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance Assessment- 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies- 100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 88 or higher required</p> <p>17NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p> |  <p>DHYG_Assessment_&_Debridement.pdf</p> | <p>6 courses had research/case studies assignment</p> <p>Patient survey-99% positive responses. 577 out of 580 responses had good or excellent ratings. 3 responses had fair ratings.</p> <p>Handwritten comments were 100% positive.</p> <p>Analysis of ratings: 1 fair rating in each of the following areas: quality of care, patient comfort, and parking</p> <p>Employer Rating - 100% participation and satisfaction</p> <p>Postgraduate Rating - 100% participation and satisfaction</p> <p>Quality Assurance Assessment - 94% compliance-12 errors were noted</p> <p>Q.A. Record Review - 87% compliance-24 reviews were not completed by students</p> <p>Quality Assurance Deductions from Assessment and Debridements - 204 deductions were issued: Summer-89, Fall-52, and Spring-63.</p> <p>Individual Competencies - 99% pass</p> <p>Mock National Board - 100% pass</p> <p>Mock CRDTS Board - 100% pass</p> <p>NBDHE - 100% pass</p> <p>Graduate Exit Survey - 100% participation and satisfaction</p> <p>CRDTS - 100% pass</p> | <p>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.</p> <p>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 on the employer rating 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. No changes will be made at this time. One student 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 at this time. 12 errors on the 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 the 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</p> |



and DH record reviews. This provides a more focused environment for concentration and attention to detail. 16 of the 24 incomplete quality assurance 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 assessment and debridement gradesheets 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. All quality assurance errors noted were addressed individually with the respective students during chart grading feedback sessions to help deter repetition of mistakes in the future. All patient standards of care were achieved. Quality assurance audits will continue to monitor the dental hygiene process of care to make sure that evidence based dental hygiene process of care practices are utilized. 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. The 2013 profile report from the NBDHE indicated that dental hygiene students scored above the national average overall and in all individual subject areas except for nutrition and professional responsibility. The following changes have been implemented in those respective courses: New formatting and new rubric used for





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| | | | | | <p>ethical exercises. The semester in which nutrition is sequenced is being considered. Nutritional counseling has traditionally been a self-assessment activity. Students will now perform a nutritional counseling on a classmate instead. This will enable the students to engage more in the assignment and give feedback about the counseling that they receive. The Forks Over Knives DVD has been added to the M: drive as an outside assignment. In the ethics and professional liability course, students are assigned a day to present a current dental hygiene topic to their classmates. Topic must be something of interest/concern in dental hygiene. Students provide a 5 minute discussion regarding the topic of choice. Students are to engage by asking presenter questions regarding topic. The NBDHE benchmark has been adjusted to 85% with 3 attempts possible. HESI was selected as online version but this did not function nor was compatible with our classroom computers. Consequently, we had to resort to the paper version from Mosbys Board review. Prior to Spring 2015, three new versions will be created on paper with input from all faculty. An e-portfolio that is cumulative from start of dental hygiene courses has been implemented. Final grading of the e-portfolio will conclude in DHYG 2130. NBDHE and CRDTS mock and national board examinations will continue to be monitored to ensure that graduates are performing evidence based dental hygiene process of care according to national examining agencies standards and criteria.</p> |
| Early Childhood Care and Education | ECCE students will create a disabilities based resource file | <p>ECCE 2201 Exceptionalities Resource File Rubric The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.</p> | <p> ECCE_Resource_File_Rubric.pdf</p> | <p>75% of the Vidalia campus and 75% of the Swainsboro campus students completed and achieved at least 80% on the resource file. 25% of the students on the Vidalia and Swainsboro campus withdrew from the course before mid-term.</p> <p>While the resource file and examples of satisfactory files assisted students in achieving this goal, it is clear according to the rubric that the students struggled with finding information on Gifted and Intellectual Disabilities. Due to budget issues with outside agencies the students struggled with finding pamphlets and brochures on the given topics.</p> | <p>Instructors will modify the topics required for the Resource File</p> <p>Each Instructor will also have a completed Resource File as an example to show students what is quality work. This should produce a more comprehensive resource file.</p> <p>Additionally, peer mentoring will continue to be implemented to share the responsibility of locating useful resources that will motivate students to achieve more than the minimum of 70%.</p> |
| Early Childhood Care and Education | ECCE students will plan a unit and implement learning activities for children. | <p>Curriculum Development Teaching Rubric - assessment captured in ECCE 1112 The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.</p> | <p> ECCE_Curriculum_UnitEvalRubric.pdf</p> | <p>50% of the Vidalia campus students did not complete and achieve a minimum of 70% or more on the teaching rubrics. 16% of the Swainsboro campus students did not complete and achieve a minimum of 70% or more on the teaching rubrics. 50% of the Vidalia and 16% of the Swainsboro students did not complete their teaching units by the end of the semester due to a difficult time correlating the activities with the concepts they wrote.</p> <p>The students made their concepts too narrow when in fact they should have been more broad. This would have allowed for a much wider range of activities to be used.</p> | <p>Instructors will spend additional time class explaining writing concepts, breaking them down, and selecting activities that actually teach the concept. Students will be encouraged to take Practicum and Curriculum at the same time which both include writing lesson plans. Students will use the lesson plans written in Practicum as practice for writing lesson plans in Curriculum.</p> <p>The ECCE instructors will review the rubric to determine if any areas need improving to provide students with a clearer understanding of the expectations.</p> |
| Electrical Systems | Electrical Systems students will construct a residential wiring project according to National Electrical Code. | <p>ELTR 1210 - Residential Wiring diagram and written test based on the National Electric Code.</p> <p>Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor.</p> <p>The diagram will include installing duplex and GFCI receptacles.</p> <p>This will also include installing single-pole, three-way, and four way</p> | <p> Residential_Wiring_Project.pdf</p> | <p>18 of the 28 students enrolled passed the exam. The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring.</p> <p>10 student's were withdrawn before the final project was given due to attendance.</p> <p>The instructors noticed that those who took the exam were having some problems with 3-way and 4-way switch hook-ups</p> | <p>Instructors have now incorporated videos on 3-way and 4-way switch hook-ups in ELTR 1210.</p> <p>Instructors will use student to student mentoring in helping students in learning.</p> <p>The instructor will also look into the reasons that student's who were withdrawn and see if there is anything that could have been done to prevent this from happening again.</p> |
















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| | | switches and lights. The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool. | | | |
| Electrical Systems | Electrical Systems students will construct a commercial wiring project according to National Electrical Code. | ELTR 1090 - Commercial Wiring diagram and written test based on the National Electric Code. Commercial Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor using conduit. The diagram will include installing duplex and GFCI receptacles. This will also include installing single-pole, three-way, and four way switches and lights. The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool. |  Commercial_Wiring_Project.pdf | 16 students enrolled - 12 students took the exam and passed the exam. The students who passed the Commercial Wiring project were prepared for the exam because of the repetition of training throughout commercial wiring. The 4 student that did not take the exam had been withdrawn before the test date due to exceeding the attendance policy. Instructors noticed with the check-off sheet that some of the students were having problems with the offset and saddle bends. | ELTR instructors incorporated videos in the ELTR 1090 lab as well as on on-line to help students with making offset and saddle bends. The instructors will check in to the reason the 4 students had to be withdrawn and see what can be done to prevent this in the future. |
| Electrical Systems | Electrical Systems students will construct motor control circuits according to the National Electric Code. | ELTR 1180 Motor Control Project and written test based on the National Electric Code. Motor Control Project includes: demonstrate proper wiring techniques and practices by wiring a motor control. The project will have to be drawn. This will also include installing pushbuttons, motor starters, relays, timers, lights. The student will also take a written exam in conjunction with the project. The student may use the National Electric Code as reference tool. |  ELTR1180_ExitExam_HandsOn_CheckSheet.pdf | 16 students were registered for the class. 11 students that took the exam passed it. 4 students were withdrawn due to attendance With the check-off sheet instructors noticed that the students were having a hard time diagramming the scenario and numbering the diagram. Also students were having some trouble with multiple start-stop stations. | Because students were having a difficult time diagramming the scenario, the instructors will work with students during the semester to practice different diagramming techniques. Also added more multiple start-stop station labs during the semester to help students better understand the process. Instructors will also look into why the students withdrew to be able to see what can be done to prevent this in the future. |
| Electronics Technology | Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques. | International Society of Certified Electronics Technicians (ISCET) Certification Exams ISCET Certification Final Exams for the four major electronics areas: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits) These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas. Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma. |  FY2014_ESA_Cert_Rates.pdf  FY2014_ESA-1_ESA-2.pdf  FY2014_ESA-3_ESA-4.pdf  FY2014_Electronics_Capstone.pdf | For FY2014, the percentage of students receiving their respective certificates from the ISCET (ESA-1 through ESA-4) decreased slightly for the ESA 1 and decreased dramatically for the ESA-2, while the ESA-3 and the ESA-4 exams maintained a 100% certification rate. The analysis of the percentage of students who retook the exams is as follows: ESA-1: The percentage of students requiring a retake of the exam went up slightly, but is staying around the 40% region. This is a reasonable percentage of required retakes for this exam. ESA-2: The percentage of students requiring a retake of the exam dropped back to the mid 30% range. However, this was mainly due to the number of students who chose to wait until a later semester to possibly retake this exam. ESA-3: All students taking this exam during FY2014 required a retake of this exam to achieve a level of performance required to get their certificates. This exam is the hardest of the four ESA exams and is expected to have a higher percentage of students who retake the exam either to improve their course grade or to receive their certifications. ESA-4: This exam, once again, required no retakes for students to receive their certifications. After the three previous exams, students are familiar with the format and mode(s) of question (s) contained in the ISCET exams. | For FY2015, the instructor(s) will reinforce student learning in the categories of test questions where the students exhibited the lowest performance. The goal continues to be 100% certification for all students within the electronics programs to give them a better opportunity for job offers and to exceed employer expectations once they are employed. The goal for the percentage retakes on the exams will remain at the 33% mark based on nation-wide test data for the ISCET exams. This national data is not quoted or posted in this report at the request of the ISCET; however, this institution typically exceeds those certification rates for students on all four exams. |
| Electronics | Electronics | LabVolt Systems | | | |











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| Technology | Technology students will diagnose electronic systems to repair/replace the associated electronic circuits. | <p>The LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, troubleshooting exercises, and the lab exam.</p> <p>Students are required to complete all assigned labs. The lab exam (50% of the lab grade) covers the lab material which includes the review procedures and normal circuit testing, requiring the proper use of electronic bench test equipment/sources, VOMs and oscilloscopes. The circuit troubleshooting procedure(s) (50% of the lab grade) require the students to analyze modified circuits to determine which component has become faulty.</p> | | | |
| Fish and Wildlife Management | FWMT diploma student will accurately collect soil samples and interpret the soil report in order to formulate the appropriate soil amendments to produce optimum wildlife forage. | <p>FWMT Program Capstone Exit Exam</p> <p>Students must score a minimum of 80.</p> <p>FWMT 2020 Habitat Manipulation capstone course grading rubric:</p> <ol style="list-style-type: none"> 1. Accurate soil sample which includes grid set-up, sample depth, technique, data, label, 15 points 2. Interpretation of Soil Sample report, 10 points 3. Amendment recommendations. 15 points 4. Define objective for food plot: Attractant, nutrition, harvest, fall/winter, spring/summer. 10 points 5. Prescribe appropriate crop. 10 points. <p>Students must collect soil samples, interpret soil reports, and prescribe appropriate fertilizers/amendments.</p> <p>Each food plot has an objective: attractant, nutrition, harvest, fall/winter, and spring/summer.</p> <p>Students must be able to formulate the amendments for the appropriate crop and food plot objective.</p> |  <p>Habitat_Manipulation_Rubric.pdf</p> | <p>AY 2014 average score was 85.6 which exceeds the benchmark.</p> <p>Analysis: Upon reviewing the individual scores, only one student scored less than 90. This student scored 66. Looking back at the actual grading rubric for this student revealed notes from the grading instructor stating the student has "difficulty remembering how to physically perform tasks. Easily confused. Requires frequent prompting. Upon questioning, student admits rarely studying. Indicates he is not ready to go to college."</p> | FWMT faculty will monitor the program capstone scores for another year before making a decision to increase the benchmark. |
| Fish and Wildlife Management | FWMT students will demonstrate appropriate work ethics. | <p>Students will be assessed through written quizzes and in class debates on 10 work ethics traits.</p> <ol style="list-style-type: none"> 1. Attendance 2. Character 3. Team Work 4. Appearance 5. Attitude 6. Productivity 7. Organizational Skills 8. Communication 9. Cooperation 10. Respect <p>Students will be given scenarios related to work ethics to debate in classroom. Students will role play as employer/employee to enhance understanding of demonstrating good work ethics.</p> |  <p>FWMT_Work_Ethics_Scenario_Questions.pdf</p>  <p>Work_Ethics_Assessment_Grading_Rubric.pdf</p> | <p>13 dual enrolled students successfully completed work ethics instruction. Dual enrolled students demonstrated appropriate knowledge of the 10 work ethic traits as evidenced by written scenario answers.</p> | In reviewing student's written answers to scenarios, it was evident that team work and attitude required further instruction. |
| Fish and Wildlife Management | FWMT diploma student will prescribe appropriate treatments for an assigned fish pond. | FWMT_Aquatic Rubric FWMT students will develop a written Water Impoundment Evaluation Plan. Plans are assessed on 12 categories utilizing the Aquatic/ Fishery/Pond Rubric which include: Defined objective for water impoundment - 5 pts Accurately determine acreage of water impoundment - 10 pts |  FWMT_Aquatic_Rubric.pdf | Instructor conducted oral final exam consisting of water weeds and algae identification, predator/prey relationships, water testing and parameters, water impoundment construction, methods of fertilization, stocking rates, pond turn over, fish kills, herbicide prescription and application. | When asked about testing methods, students agree they can concentrate better when testing in the field rather than a written exam. Increased subject comprehension when students can touch, crush, smell water weeds/algae. |



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| | | Accurate water quality sample = 10 pts Identify water quality deficits - 10 pts Make appropriate recommendations based on water sample - 10 pts Prescribe appropriate fish species for stocking - 5 pts Prescribe appropriate fish species stocking rate - 10 pts Prescribe appropriate fish stocking dates - 10 pts Appropriately identify water weeds and algae - 10 pts Prescribe appropriate water weeds and algae eradication - 10 pts Appropriately apply water amendments - 12 pts Determine water clarity by using secchi disc - 3 pts | | | |
| Fish and Wildlife Management | FWMT diploma students will demonstrate safe tractor operation with various tractor implements attached. | Equipment Use Rubric. Field Journal Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached. Students will score > 80% on equipment use rubric. Students will demonstrate safe tractor operation. Students will demonstrate knowledge of and safe operation of tractor Power Take Off. Tractor safety includes 4 personal safety precautions. Preparing the tractor/equipment for safe operation includes 18 safe operation items. Starting, operating and stopping tractor/equipment includes 23 items of instruction. |  FWMT1010_Equipment_Use_Rubric.pdf | Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached. Students will score > 80% on equipment use rubric. Students will demonstrate safe tractor operation. Students will demonstrate safe tractor operation with implements attached. Students will demonstrate knowledge of and safe operation of tractor Power Take Off. | In observing and interviewing students it has been revealed they have difficulty understanding clutch use. Developed and implemented additional information relating to clutch and gear usage into the tractor operation training. |
| Fish and Wildlife Management | FWMT diploma and TCC students will demonstrate an understanding of the harvest limits of game animals. | Classroom debate on game animal harvest regulations. Students will verbalize pros and cons of the harvest regulations and limits. | | Students participated in classroom debate related to game animal harvest limits. Verbalizing pros and cons added depth of understanding for students. | Because the use of a debate format added depth of understanding, this method will be added to current lesson plan. |
| Forest Technology | FOR students will map a track of land with GPS and publish the map with GIS. | GPS/GIS Mapping Assignment Rubric As part of this project, challenging, problem solving scenarios are utilized by the instructor to promote discovery in the use of technology and equipment. The real life scenarios are also designed to promote quick thinking to solve potential glitches or errors in the map. |  FOR_GPIS-GIS.pdf | 3 students completed assignment with grades of 96, 96, and 100. This assignment is directly linked to the Cruising SLO because the GPS and GIS was an important component in the planning and execution of the timber inventory. Utilizing a big, authentic project to satisfy the SLOs is a powerful learning tool. The student scoring 100 was talented but his level of achievement also involved him teaching the other students in the field under real life conditions. | As the strategies state, we involved the students earlier than last year in the technology. Now it is apparent that students will be introduced to the this technology in the introductory course. Therefore, the students will be a semester ahead and we can have more repetition and more get more advanced in the training. |
| Forest Technology | FOR students will cruise a stand of timber. | Cruising Assignment Rubric: includes planning, inventory, and work up. The assessment will include a real timber sale. The stand of timber to be measured will be designated as part of the management plan outcome. |  FOR_Timber_Cruise_Sample_EGC.pdf | 3 students completed the course and assignment. The grades were 90, 93, and 98%. The success was in spite of difficult challenges including working outside during extremem heat, working in areas of thick vegetation and briars, and wet muddy areas. Again, this was an authentic, live work situation, where the timber cruised was valued at \$150,000 and will be sold within the next 12 months. Because of the weight of the project the students became seriously engaged and were anxious not to make any costly mistakes. This heightened the stakes and made the students have a sense of urgency and commitment to the taks. | The high level of success can most likely be attributed to the level of engagement and sense of urgency the students had in getting it right because of the monetary value of the timber. Interestingly, the students also observed a harvest operation from a previous class's timber cruise. It's apparent that training students with a sense of urgency that they are expected to execute a real life cruise with real dollars gives an authentic experience for the class. This level of importance will be sought after for future classes. |
| Forest Technology | FOR students will create a comprehensive, 10-year management plan including a written plan and oral defense. | Forest Management Plan Rubric The development of the comprehensive, 10 year management plan requires a student to be able to incorporate and apply all the information and training from the program in order to achieve success. |  FOR_ManagementPlan_Rubric.pdf | 5 students completed the course. Four A's and one B. Analysis: Upon review of the plans, the instructor realized the grading design did not properly reflect the exemplary efforts of the 2 and the mediocre effects of the other 3. Conclusion: Instructor needs to | Originally, the management plan project was going to be a repeat of last year's plan. A change of plans occurred when the landowner offered an opportunity to investigate and plan management on a tract of land unfamiliar with the instructor or students. This was a true real world hands-on project. The original design of the course changed abruptly only days before the semester began. The |



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| | | | | redesign the grading assessment so all students will understand the sense of | plan took shape as we went and the instructor adjusted. Two of the five students plus instructor became extremely engaged in the project and the two said students devoted extra volunteer time. I would like to say, "they got it". However, the challenge was to motivate and engage the other three students who did not learn as much. Also the grading design did not properly reflect the exemplary efforts of the 2 and the mediocre effects of the other 3. Instructor redesigned the grading assessment so all students will understand the sense of urgency of the real life project. |
| Forest Technology | FOR students will conduct a prescribed fire safely and effectively. | Prescribed Burn check off sheet. Reference, "Introduction to Prescribed Fire in the Southern Ecosystems" USDA SRS-054 |  FOR_Rx_Fire_Practical_Check.pdf | 6 students participated. 4 students completed the practical for the designed burn. 2 students were evaluated on a previous burn because they missed the practical. 6 students completed the assignment with perfect scores. | Obvious differences in talent and accomplishment existed between the students. The grading rubric as designed did not differentiate between the best students, the middle of the pack, and the lower students. The rubric needs the change to reflect this need. A rubric designed to give better empirical feedback to the lower achieving students should highlight their needs of improvement. Next year I plan to schedule a burn after the practical so I can give feedback then observe improvements based on the recommendations from the practical grade sheet. |
| General Education & Learning Support: English | Students will produce a logically-organized, grammatically acceptable cause or effect essay. | An ENGL 1010 Cause or Effect Essay rubric which measures paper content (25%, evidence of the writing process(15%), structure (20%), and grammar (20%). A writing checklist for use with Cause or Effect essays will be provided to the students. | | Yearly Analysis: An average of 28.4 % of students needed further instruction in this area. In Summer Semester of 2013, 66.7 % of students averaged a score of 70 or above on the Cause/Effect Essay assignment. 33.3 % scored below 70. In Fall Semester of 2013, 69.6 % of students averaged a score of 70 or above on the assignment. 30.4 % scored below 70. In Spring Semester of 2014, 78.5% of students averaged a score of 70 or above on the Cause/Effect Essay assignment. 21.5% scored below 70. These results indicate that overall, an average of 28.4 % of students need further instruction in this area per semester. | Providing more guidance during the prewriting stage by adding a step to the pre-writing process underscored the positive correlation between student learning and peer review. Students' writing and self-confidence improved as a result. Instructors will continue the practice of implementing a peer-review process for the Cause/Effect Essay assignment. Instructors will continue to model proper writing techniques and provide meaningful examples of well-written essays for students to read, annotate, and use as a guide for their own work. Instructors will continue to seek out examples of good writing from students from STC to use as models. Graphic Organizers will continue to be a viable instructional tool for students to use as they practice the writing process. Instructors will continue to provide directly-supervised instruction before assigning independent writing. As always, tutoring will be strongly recommended and encouraged. |
| General Education & Learning Support: English | Students will develop a formal research essay. | Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Rubric includes the following sections: Content (20%), Organization (20%), Style (10%), Diction (10%), Grammar (25), Formatting and Citations (15%). | | Results come from degree-level English classes. Yearly Analysis: An average of 23 % of the students assessed needed further instruction in research and documentation. In Summer Semester of 2013, 80 % of students scored an average of 70 or above on research-based essays, but 20 % of students fell below the 70 average. In Fall Semester of 2013, 85 % of students scored an average of 70 or above on research-based essays, but 15 % of students fell below the 70 average. In Spring 2014, 67 % of students scored an average of 70 or above on research-based essays, but 33 % of students fell below the 70 average. Overall, an average of 23% of the students assessed needed further instruction in research and documentation. | Requiring students to use MyCompLab tutoring services provided more students with individualized practice necessary for mastery of writing and research skills. However, although a larger number of students is using the service, many students are simply attaching tutor notes without actually revising the essays according to tutor suggestions. In other words, students are using the service, but they are not utilizing the tutor feedback to improve their essays. A new, more engaging power point continues to be provided/given in class in order to supplement current APA Style instruction. A lower passing percentage during summer months stems from students having a limited time frame in which to complete coursework |
| General Education & Learning Support: Mathematics | Students will calculate compound interest and future value. | MATH 1011 - Compound Interest and Future Value Assessment 70% or higher is an acceptable level of competence. |  MATH_Compound_Interest.pdf | Notes: MATH 1011 was only taught online FY14 since an online program is the only one that requires it. History of Results from SPIRIT and Current Results: FY12: 11 of 18 = 61% scored 70% or higher on the assessment. FY13: 8 of 11 = those that attempted = 73% scored 70% or higher on the assessment. FY14: 6 of 6 = 100% scored 70% or higher on the assessment. The same assessment was given each year. One difference in FY14 is that the course was offered in an | The results from the last 3 years indicate that students are performing better when they feel they are being rewarded for extra work. By allowing them to move forward without limit appears to encourage students to keep working because the reward may result in finishing the course early. Furthermore, simply rewording the titles of rewarded videos appears to have encouraged more students to really watch them. After further analysis, setting pre-requisites on homework that prevents students from moving forward without a achieving a certain score may have had the greatest impact on the higher results. |


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| | | | | <p>accelerated format meaning that all assignments were open from Day 1, but they still had deadlines. This setup allowed students to work forward as fast as they wanted and allowed students to finish early if they wanted. Not many finished early, but they liked that they could if they wanted to.</p> <p>In addition, in the online environment, it seems to help if students do not have to wait on assignments to open. If they are feeling motivated to work forward, they seem to like to be able to move forward.</p> <p>The videos have always counted as rewards for students. In the past, the title was Chapter 13 Lecture Videos (Not Graded) to let them know that a low grade on watching videos would NOT count against them. In FY14, I simply changed the title to Chapter 13 Lecture Videos (Rewarded) in the hopes this would catch their attention. 5 of the 6 students in FY14 watched the videos. In contrast, most students did not watch Chapter 13 videos in FY12 and FY13.</p> <p>Contributing to a greater extent than the above may be that the online instructor set pre-requisites on the advanced material. These pre-requisites required students to finish one section's homework with an acceptable grade before moving forward to the next. Thus, students may be more likely to watch the videos and pass the required homework before taking the assessment.</p> | |
| General Education: Psychology | Students will complete a correctly formatted resume. | A rubric will be used to assess the following: Resume reflected a Professional image, Grammar/Punctuation, Objective section correctly formatted, Work Experience was correctly formatted, Education section was correctly formatted. |  EMPL_1000_Resume_Rubric.pdf | <p>For FY 2014 for Fall semester, a total of 45 students complete a resume with an 88% pass rate.</p> <p>For FY 2014 Spring semester, a total of 38 students completed a resume with an 84% pass rate.</p> <p>For FY 2014 for Summer semester, a total of 33 students 78% completed a correctly formatted resume.</p> | To incorporate more activities to critique resumes. To incorporate peer reviews. To incorporate more brainstorming time in class and to expand resume ability. |
| General Education: Psychology | Students will complete a mock interview. | Criteria: Listening skills, Communication skills, and Dress - Rubric will be used. | | <p>For Fall semester of FY 2014, a total of 45 students completed a mock interview with an 88% pass rate.</p> <p>For Spring semester of FY 2014, a total of 38 students completed a mock interview with a 84% pass rate. For Summer semester fo FY 2014, 33 students completed a mock interview with a 90% pass rate.</p> | To allow more time in class to practice interviewing skills. To extend additional time reviewing sample interview questions. To allow additional time for guest speakers to enhance knowledge of interviewing. |
| Marketing Management | Marketing Management students will develop a SWOT Analysis for a Fortune 500 company of their choice. | <p>The SWOT Analysis Rubric: Summarization Section - Students will be awarded achievement between Poor (0-33%), Average (34-67%), and Excellent (68-100%)</p> <p>Criteria: Format/Quality (20%) Strengths (15%) Weaknesses (15%) Opportunities (15%) Threats (15%) Summary Paragraph (20%)</p> |  SWOT_Analysis_Grading_Rubric.pdf | <p>Students were successful in the completion of this goal. (8/9 or 89%)</p> <p>The student was not successful failed to perform the assignment altogether.</p> <p>Students indicated a desire to learn of examples of external threats a Fortune 500 company may face.</p> | Examples of external threats a Fortune 500 firm may face were placed in the SWOT folder in ANGEL. Additionally, information was added which showed the difference between internal and external threats. |
| Marketing Management | Utilizing marketing research, Marketing Management students will develop a survey instrument in which they gather the 7 types of primary data. | <p>MKTG 2090 Research Project - Students will create a survey instrument in which they will gather the 7 types of primary data. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%).</p> <p>Criteria: Format (20%) Survey Section (30%) Survey Description (30%) Paper Quality (20%)</p> |  Marketing_Research_Project_Rubric.pdf | <p>Students were successful in completing this goal. (5/6 or 81%)</p> <p>The student who was unsuccessful failed to turn in the project on time.</p> | Additional reminders will be placed in ANGEL and under the course folder to ensure students complete the assignment on time. |
| Marketing Management | Marketing Management students will develop a unique customer loyalty program for managing relationships with customers. | MKTG 1210 - Services Marketing Customer Loyalty Project: Section II - Description and Implementation of the Customer Loyalty Plan. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%). |  MKT_Customer_Loyalty_Plan_Rubric.pdf | <p>Students were successful in completing this goal. (4/4 students successfully achieved this goal)</p> <p>Students indicated that they would like to view examples of high quality customer loyalty plans.</p> | Examples of high quality customer loyalty plans were added to ANGEL under the Customer Loyalty Plan folder. |

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| Medical Assisting | Medical Assisting students will correctly administer injections. | MAST 1090 - Administering Medications Skills competency check-off (includes intramuscular, subcutaneous, and intradermal injections). |  MAST_Medicatoin Administration.pdf | All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes. Changes in instruction and one-on-one time has increased student assurance on injecting medications. | Instructors will continue to focus efforts on more one-on-one time to give the injections properly and increase student confidence. |
| Medical Assisting | Medical Assisting students will accurately calculate drug dosages. | Drug Calculations Assessments - written exams. |  MAST_DrugCalc_1.pdf  MAST_DrugCalc_2.pdf  MAST_DrugCalc_3.pdf  MAST_DrugCalc_4.pdf  MAST_DrugCalc_5.pdf  MAST_Drug_Calculation1.pdf  MAST_Drug_Calculation2.pdf | <p>All students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy.</p> <p>24 students in MAST 1030 for FY 2014: 19 passed on first attempt, 4 passed on second attempt, and 1 passed on third attempt, no one failing the drug calculations exam</p> <p>24 students in MAST 1090 for FY 2014: 16 passed on the first attempt, 8 passed on the second attempt, and no students had to take the third attempt.</p> <p>24 students in MAST 1180 for FY 2014: 16 passed on first attempt, 8 passed on the second attempt, and no students had to take the third attempt.</p> | This goal was reached through practicing practical mathematic applications for medication administration with homework, class discussion, practice tests, and review. Many students have insufficient mathematic skills and require extra instruction in math. ALMA 1000 has improved the math skills in many of the students and made them more comfortable with math problems and calculations. |
| Medical Assisting | Medical Assisting students will perform safe, appropriate venipuncture. | MAST 1090 - Venipuncture skills competency check-off sheet. |  MAST_Venipuncture.pdf | <p>All students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet.</p> <p>All students completing this course showed proficiency in venipuncture. Use of several teaching techniques, instructor involvement, and practice were critical aspects involved in accomplishing this goal, proven by students accurately performing venipuncture through various methods on the first attempt during competency skill check-off.</p> | Instructors incorporated one-on-one sessions with students to ensure they were comfortable with holding the needle and tube insertion. Also students developed this competency on mannekins and simulation software that offers real-life experience through developing techniques prior to performing skills check-offs. |
| Paramedicine | During EMSP 2310, Paramedicine students will accurately interpret 12-lead EKGs to identify:> (1)ST Elevation MIs (STEMI)> (2)Bundle Branch Blocks> (3) Axis Deviation | 12-lead EKG Assessment sheet | | The evaluation of 12-lead EKG interpretation will not take place until EMSP 2720 is offered Fall semester 2014. Results will be available in December. | Future evaluations of 12-lead EKG interpretations will take place during EMSP 2720. |
| Paramedicine | The Paramedicine student will accurately calculate drug dosages and infusion drip rates. | Pharmacology Competency Exam. Sections to include: a. Metric conversions. b. Moving decimals. c. Bolus medication formulas. d. IV infusion formulas. e. Fluid over time formulas. f. Medication pharmacodynamics and pharmacokinetics |  PAR_Patient_Assessment_Trauma.pdf  PAR_Spinal_Immobile_Supine.pdf  PAR_Spinal_Sitting.pdf | 92% (11 of 12) students completing the Pharmacology Competency exam achieved a score of 82% or higher. One student completed the exam with a score of 72%. The unsuccessful student was remediated and achieved a score of 76% on a similar version of the exam. | Students indicated that the multiple worksheets and quizzes well prepared them for the exam. The teaching and evaluation methods will continue to be utilized due to the favorable results of the goal. |
| Paramedicine | The EMS Professions and Paramedicine students will safely and accurately administer intramuscular and subcutaneous injections as well as administer IV Bolus medications for various medical complaints on a simulated patient, based on their competency level. | During EMSP 2130 (Paramedicine) and EMSP 1510 (EMS Professions, students will be given a simulated patient and scenario which will require the administration of pre-hospital medication. Competency will be verified by using the Medication administration skill sheets NREMT - Medication Administration Assessment Sheet |  PAR_Med_Admin_Skills.pdf  PAR_Assessment_Skills.pdf | 100% (9 of 9) Paramedicine students exhibited proficiency in the administration of medications via various routes of administration. 100% (7 of 7) EMS Professions students exhibited proficiency in the administration of medications via various routes of administration. Additional, 100% (14 of 14) of students completing the NREMT Medication Administration Practical Examination were successful. | The review materials and lab practice have proven to be appropriate for this goal. This goal is expected to be included in the FY 2015 SPIRIT due to its importance. |
| Pharmacy Technology | Pharmacy students will accurately input appropriate information to process prescriptions through a pharmacy computer system. | Prescription label information check offs. | | 6/6 (100%) of Pharmacy Tech. students successfully completed this student learning outcome utilizing the NRx pharmacy software system obtained and implemented during the middle of FY 2014. | The Pharmacy Tech. students were first introduced to a pharmacy software system through the use of a NRx simulation CD that accompanies one of our textbooks. After the introduction with the simulation software, the students were then moved to the actual software system to demonstrate the needed skills. The instructor will continue to utilize this method, while increasing the amount of class time spent utilizing the software to increase accuracy and efficiency. |
| Pharmacy Technology | Pharmacy students will accurately | PHAR 1000: Final Exam |  PHAR_Final.pdf | 5/6 (83.33%) of Pharmacy Tech. students completed this | Students were given multiple worksheets throughout the |

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| | calculate prescription strengths, quantities, and volumes. | | | learning outcome with an average score of 88%. The average score of the all 6 Pharmacy Tech. students was 84.33%. The one student that was unsuccessful completed this exam with a score of 66%. This student received remediation and demonstrated improvement in their calculation skills throughout the remainder of the program. | semester to allow more practice and preparation to perform pharmaceutical calculations, and indicated that these worksheets were helpful to improving their understanding. The instructor will continue to assign these worksheets in the future. |
| Pharmacy Technology | Pharmacy students will prepare sterile medication products using aseptic compounding operations. | Aseptic technique and sterile product performance check offs. |  Ampule-Based Prep.pdf  Aseptic Garbing.pdf  Small-Volume Parenteral.pdf  Horizontal Laminar.pdf  Large-Volume Parenteral.pdf  Narcotic Preparations.pdf  Parenteral Nutrition.pdf  Pediatric Preparations.pdf  Chemotherapy Proc.pdf | 6/6 (100%) Pharmacy Tech. students successfully demonstrated aseptic compounding operations. Although students successfully demonstrated aseptic compounding operations, the students struggled with efficiency due to the amount of time they needed in order to complete the aseptic compounding operations. | Although 100% of Pharmacy Tech. students successfully demonstrated proper aseptic technique and performed aseptic operations, the instructor will increase the amount of time and activities related to this outcome in order to improve student efficiency and effectiveness. |
| Practical Nursing | PN students will formulate medication calculations accurately. | <p>Drug calculation exam in PNSG 2230 - written exam Student must score 100% to successfully pass exam. Students will have a maximum of three attempts.</p> <p>In addition, students take medication calculation exams each semester in order to build up and maintain their skills.</p> | | <p>Fall semester 2013 -Swainsboro Campus 7 scored 100% on 1st attempt, 1 scored 100% on 2nd attempt, 1 scored 100% on third attempt 5 passed drug calculations on 1st attempt - 4 passed drug calculation on second attempt -</p> <p>Summer 2014 PNSG 2230 Calculation Exam Results for Swainsboro: 2 students passed on first attempt 8 students passed on second attempt 2 students passed on third attempt</p> <p>Vidalia Summer 2013 students, Of the 8 students, 6 had 1 attempt; 1 student took the drug cal twice; and 1 student took it three times. Vidalia Fall 2013 students, Of the 7 students, 5 had 1 attempt; and 2 had to take the drug cal twice.</p> <p>Vidalia Summer 2014, Of the 11 students, 7 had 1st attempt, and 4 took the drug cal twice.</p> <p>Analysis: Faculty review of the calculations revealed that most of the errors were due to carelessness or not knowing their conversions. Also, the faculty discovered that the textbook being utilized for med calculations was not a good representation for the standards. New textbooks should be researched.</p> | <p>To be implemented Spring 2015/4, a new uniform calculation method will be utilized for Pharmacology instruction.</p> <p>ALMA is a required course that involves a meshing of analytical thinking and application techniques. ALMA classes were in progress on the Vidalia campus - for this reporting period. We can not determine if ALMA is making a difference on the Swainsboro Campus since no classes had the ALMA instruction on Swainsboro Campus for this reporting period. Will have results for the next AY Spirit.</p> <p>Vidalia Campus had no 3 time takers & most were successful after first attempt; therefore, it appears the ALMA instruction is making a difference.</p> |
| Practical Nursing | Students will practice safe and effective culturally sensitive patient care in a variety of patient settings. | <p>Preceptor/ Instructor clinical evaluation rubric. Students will be evaluated on 15 items with a total possible score 100%. To be successful the student must score a minimum of 70%.</p> <p>Preceptor/Instructor Eval PNSG 2320</p> <p>Physical Assessment Mastery Form</p> <p>Critical Behaviors Introduces self: explains principles and rationale for procedure Performs a general survey Assessment of HEENT, Neck Assessment of thorax, lungs " Inspection of thorax " Auscultation: side to side ant & post, all lobes " Types of breath sounds Assessment of cardiovascular " Identification of sites of assessment " Auscultation & identification of normal heart sounds " Identification of all pulses Assessment of abdomen</p> |  PN Physical Assessment Mastery Form.pdf | <p>Spring 2014/14 Swainsboro Campus 12 students completed assessment with 100% in 30 mins.</p> <p>Analysis: Although the students were able to complete the assessment successfully, faculty discovered the rubric is not detailed enough to ensure all instructors use it the same way. The rubric may need to be revised to reflect more specific assessment techniques.</p> | The Physical Assessment Mastery Rubric was completely revamped to include specific assessment techniques which are readily identified as safe and culturally sensitive. |

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| | | <ul style="list-style-type: none"> * Inspection of contour & integrity * Auscultation: before palpation; in correct assessment sites * Palpation: appropriate technique <p>Assessment of skin/extremities</p> <ul style="list-style-type: none"> * Inspection for symmetry, color, temperature, capillary refill * Performance of Homans sign if appropriate <p>Uses equipment correctly Provides safety, comfort, & privacy Perform assessment in organized manner. Completes entire assessment within 30 minutes</p> | | | |
| Radiological Technology | Students will demonstrate a positive work ethic. | The assessment method utilized for this outcome will take place in the fourth clinical course of the program (RADT 2350). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Performance Evaluation Form-question (7.) An average score of 85 points or higher on a 100 point scale is the benchmark set by the program faculty. | | An average score of 90 (on a 100 point scale) was calculated for the Performance Evaluation Form-question (7.) in RADT 2350. Benchmark was met. | Program faculty are pleased with this outcome results and have decided to continue with the current methods. Furthermore, to ensure the validity of this SLO measurement tool the clinical coordinator will evaluate the students to ensure their observations are in line with the scores that our students receive from the clinical affiliates on their Performance Evaluations. |
| Radiological Technology | RADT students will consistently set appropriate technical factors. | The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Procedure Performance Section-question (j.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty. | | An average score of 2.88 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Procedure Performance Section-question (j.) in RADT 2360. Benchmark was met. | Although the benchmark for this Student Learning Outcome was met the program faculty has decided based on this results and previous results in this area of the curriculum that additional laboratory and didactic instruction should be utilized during RADT 1070. |
| Radiological Technology | RADT students will provide a high level of patient care. | The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (a-c.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty. | | An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Patient Care Sections-question (a-c.) in RADT 2360. Benchmark was exceeded. | Even though the benchmark was exceeded the program will continue the teaching methods they are currently utilizing and will actively research additional methods for those areas in the curriculum that are not as robust in patient care. |
| Radiological Technology | RADT students will demonstrate proper positioning skills. | The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Procedure Performance Section-question (c.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty. |  RADT_Competency_Eval.pdf | An average score of 2.88 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Procedure Performance Section-question (c.) in RADT 2360. Benchmark was met. | The program faculty are pleased with the increase in positioning skills from the past years and have decided to continue its current methods in positioning instruction based on this results. Additionally, the program faculty have decided to increase the time spent on remediation and film critique both in and out of the classroom in an effort to increase this SLO results. |
| Radiological Technology | RADT students will consistently utilize radiation protection measures. | The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (d.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty. |  RADT_Competency_Eval.pdf | An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Patient Care Sections-question (d.) in RADT 2360. Benchmark was exceeded. | The results on this SLO indicated to the program faculty that there is no room for improvement for this SLO based on the current measurement tool. The program has decided to reevaluate the measurement tool and assessment method to ensure adequate measurement of this outcome is being performed. |
| Radiological Technology | RADT students will promote professional | The assessment method utilized for this outcome will take place in RADT | | An average score of 3.38 (on a 4 point scale) was calculated for the Modality Presentation- | The benchmark was met only by 0.38 and the program faculty have decided there is room for |

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| | development through continuing education activities and professional networking. | 1160 during the fourth semester of the program. The tool used will be the Modality PowerPoint Presentation-Rubric Section 5. An average score of 3.0 or higher on a 4.0 scale is the benchmark set by the program faculty. | | Rubric Section 5 in RADT 1160. Benchmark was met. | improvement in this SLO. The program has decided to add a lecture covering the ARRT material which incorporates professional development requirements of the ARRT. |
| Welding Technology | WELD students will perform vertical position welding using common welding rods. Open and with backing | <p>Welding Certification Exam Subpart WELD 1060 Lab Practice Check-Off Sheet Skills Assessment Checklist - Open</p> <p>Task for OPEN: Using 1/8 inch E60 electrodes for the root pass and 3/32 inch or 1/8 inch E7018 electrodes for the fill and cover passes, make an open-root V-groove weld on carbon steel plate in the vertical position.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size Acceptable weld profile in accordance with the ASME Boiler and Pressure Vessel Code Complete uniform root penetration at least flush with the base metal to a maximum buildup of 1/8 inch Smooth transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks Acceptable guided bend test results</p> <p>WELD 1050 Performance check With Backing Task: Ysung 3/32 inch, 1/8 inch, or 5/32 inch E7018 electrodes, make a V-groove weld with steel backing on carbon steel plate in the vertical position.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size $\pm 1/16$ inch Acceptable weld profile in accordance with AWS D1.1 No porosity No overlap No excessive undercut No inclusions No cracks Acceptable guided bend test results per AWS QC-10:2004</p> |  WELD_1060_Open_VGroove_Check.pdf | <p>On the Vidalia Campus, 13 out of 14 students passed the class.</p> <p>On the Swainsboro Campus, 9 out of 14 students passed the class.</p> <p>Analysis: The certification exam requires each weld to be performed to American Welding Society D 1.1 structural welding code standards.</p> <p>Since students must meet this standard for each criteria, there is no leeway for a wrong weld.</p> <p>Practice labs leading up to the certification have been mastered, but there is no way to determine without very expensive chemical analysis the "why" that a weld joint breaks.</p> <p>STC graduates must be certified to obtain employment.</p> <p>Students failing the certification exams will be given the opportunity to retest.</p> | Welding Certification exams are scheduled on an annual schedule to allow for students who do not successfully complete. |
| Welding Technology | WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding. | <p>Welding Certification Exam Subpart WELD 1090 and WELD 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel place, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size $\pm 1/16$ inch Acceptable weld profile in accordance with the</p> |  WELD_1090_1153_3GVertical_Groove_Check.pdf | <p>On the Vidalia Campus, 12 out of 13 students passed the certification test. The one that failed will be given another opportunity in the Capstone Course WELD 1120. Flux Core Arc Welding was not offered on the Swainsboro Campus during FY2014.</p> | WELD faculty implemented a certification schedule that provides more opportunities for certification. |

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| | | applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks | | | |
| Welding Technology | WELD students will perform a BU2a-groove 3-G position MIG weld. | Welding Certification Exam Subpart WELD 1090 and WELD 1153 Groove Weld 3G Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing. Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size $\pm 1/16$ inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks |  WELD 1090 1153 3GVertical Groove Check.pdf | On the Vidalia Campus, 11 out of 12 students passed the MIG certification test. The one that failed will be given another opportunity in the Capstone Course WELD 1120. MIG Welding was not offered on the Swainsboro Campus during this FY2014. | WELD faculty implemented a schedule that provides more opportunities for certification. |