Program Outcome Report

Turn ADMIN MODE on   ...back to selection

Edit	Unit	Program Outcome	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	Accounting	ACCT students will demonstrate proficiency in the accounting program competencies with a minimum of 70% accuracy.	ACCT 1110 Accounting Program Competency Exit Exam	**Fall 2015** ACCT 1110 was not offered on either campus. Spring 2015 ACCT 1110 was not offered on either campus. **Summer 2015** **Swainsboro Campus:** 3 of 3 students (100%) scored 70% or better. Actual scores were: 77, 78, 82; average score 79. **Vidalia Campus:** 6 of 7 students (86%) scored 70% or better. Actual scores were: 81, 85, 91, 82, 59, 78, 81; average score 80. Analysis: The one Vidalia student who did not pass the competency exam was a transfer student who completed Financial Accounting I and II at another institution. Therefore the student did not have the benefit of taking those courses under the instruction of STC's accounting instructor. However, the student was made aware on the first day of the semester that the competency exam was required and the consequences of not passing the competency exam. Scores early in the semester on chapter competency exams indicated that the student might struggle with the competency exam. So although the course competencies are consistent throughout TCSG, the instructor even loaned a *College Accounting* text to the student since the transfer institution used a different text, Additionally, the instructor offered additional assistance and tutoring, but the student did not take advantage of this opportunity. Unfortunately, due to load restrictions and limited instructor availability, this course will not be offered	Having the instructor split time (2 days on each campus weekly) is the equivalent of having a part-time instructor on both campuses, and a full-time instructor on neither. Understandably, budget cuts and accounting program enrollment have been considerations for whether or not to hire another instructor for the Vidalia campus (since previous instructor left fall 2012). But if the students were made the priority by allowing an instructor's time to be 100% dedicated to each campus, results could be further improved. This would allow accessibility on "off" class days. It could also allow for the class to be taught daily, resulting the students' daily exposure to the material covered in the accounting courses. With more instructor availability, students would be more likely to come ask questions, help, etc. thus achieving additional improvement of scores, not to mention improved student morale, which cannot be quantitatively measured.

				again until summer 2016, thereby rendering the student unable to graduate from the program for a year. Otherwise, FY 15 results are comparable with those of FY 14. FY 15 average score for Swainsboro students was 79; FY 14 average score was 78. FY 15 average score for Vidalia was 80; FY 14 average score was were 83. The consistency is due to the course being taught by the same instructor on both campuses. However, there was an instructor accessible on off class days, and/or the class taught daily, students would be more likely to come ask questions, help, etc. thus achieving additional improvement of scores.	
	Accounting	Increase the number of degree, diploma and certificate graduates by 10%.	Swainsboro FY 14 In Field and Related Field Placement Data Vidalia FY 14 In Field and Related Field Placement Data	**Swainsboro Campus:** In FY 14, there was 1 accounting degree graduate, which was a 50% decrease from FY 13. In FY 14, there were 3 accounting diploma graduates, which was a 200% increase from FY 13. In FY 14, there were 7 TCC graduates, which was a 250% increase from FY 13. **Vidalia Campus:** In FY 14, there was 1 accounting degree graduate, which was a 67% decrease from FY 13. In FY 14, there were 3 accounting diploma graduates, which was a 50% increase from FY 13. In FY 14, there were 15 TCC graduates, a 114% increase from FY 13. **Combined campuses:** In FY 14, there were 2 total accounting degree graduates, which was a 60% decrease from FY 13. In FY 14, there was there were 6 total accounting diploma graduates, which was a 100% increase from FY 13. In FY 14, there were 22 total TCC graduates, which was a 144% increase from FY 13.

Analysis: Regarding diploma and degree % changes--With the switch from quarters to semesters, it has increased the length of programs. For example the diploma was previously designed to be completed in 4 quarters (1 year); now under the semester curriculum, it takes 4 semesters, which is over 1 year. Additionally, the rigor of the first accounting course in the sequence, ACCT 1100, has significantly affected the completion rate. More content was added, but the total minutes decreased from 4000 minutes to 3750. Regarding the TCC % changes, FY 14 was the first year of data since the | Graduates are reported for the previous fiscal years.

In FY 14, there were 2 total accounting degree graduates, which was a 60% decrease from FY 13. In FY 14, there were 6 total accounting diploma graduates, which was a 100% increase from FY 13. In FY 14, there were 22 total TCC graduates, which was a 144% increase from FY 13. |

				embedded certificates Office Accounting Specialist and Computerized Accounting Specialist TCC's were added to the curriculum. Office Accounting and Payroll Accounting TCC's can be awarded every spring semester to students who start in the previous fall. There are not as many Computerized Accounting Specialist TCC's awarded since Spreadsheet Fundamentals is offered fall semester, so students don't graduate until the next FY.	
🖉	Accounting	Increase Accounting program enrollment by 10%.	Students by Program (by Campus) Report DC111	Swainsboro Campus: FY 15 Accounting program grouping enrollment 13; FY 14 Accounting program grouping enrollment 14; FY 13 Accounting program grouping enrollment 20. FY 15 has shown a 7% decrease in students on the Swainsboro campus during FY 15. Vidalia Campus: FY 15 Accounting program grouping enrollment 31; FY 14 Accounting program grouping enrollment 28; FY 13 Accounting program grouping enrollment 40. FY 15 has shown a 11% increase in students on the Vidalia campus during FY 15. Analysis: Since August 2012 one instructor has covered accounting classes on both campuses, equally splitting time between the two campuses. While, it would seem that this would be the "best of both worlds" by having consistently excellent instruction on both campuses, it has been to the detriment of the Swainsboro campus enrollment. The instructor is not accessible to students on "off" class days, when they would normally require extra help/tutoring. For example, the Swainsboro students have class on Tuesdays and Thursdays. If the students need help on Monday or Wednesday, the instructor is unavailable due to being on the Vidalia campus. Historically, the Vidalia students do not utilize the instructor's office time for extra help/tutoring.	FY 15 has shown a 7% decrease in students on the Swainsboro campus during FY 15. FY 15 has shown a 11% increase in students on the Vidalia campus during FY 15.
🖉	Accounting	Increase retention in the Accounting program grouping by 10%.	KMS Report LB 177 Course Attrition by Home Campus and Program FY 2015 DC 231 Retention by Program by Home Campus	Swainsboro Campus: AY 15 retention rate for accounting degree was 80%, as compared to 92.3% for AY 14, a decrease of 13.3%. AY 15 retention rate for accounting diploma was 100%, as compared to AY 14 retention rate of 80%, an increase of 25%. Vidalia Campus: AY 15 retention rate for accounting degree was 100%, as compared to	Increased overall retention 4% over previous year.

	Program	Outcome	Assessment Method	Results	Use of Results
				92.9% for AY 14, an increase of 7.6%. AY 15 retention rate for accounting diploma was 85.7%, as compared to 90% for AY 14, a decrease of 4.8%.	
	Air Conditioning Technology	AIRC graduates will secure full-time employment in field or related field.	Career Services annual graduate placement report. Combined Placement Figures Report. KMS Placement Data	Discussions with students and employers revealed a need for more hands-on training to entice students to enroll and continue in the program. Word of mouth recruitment through enthusiasm may be the best tool to increase enrollment further. Too much time on lecture discouraged ACT students in the past.	This program outcome will be retained for FY 2016 due to the importance of retention throughout the program. In FY 2016, will look for additional strategies and activities to maintain student interest in classes by using innovative teaching techniques.
	Air Conditioning Technology	The AIRC program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	increase in enrollment 10% over FY 2014 FY 2015 This was primarily because of the economy, i.e., loss of unemployment checks, reduction in payments from the HOPE scholarships and a slowdown in growth in this trade. However the are signs of improvement in this field. we had 3 times more request this summer for help than in years past.	We have developed more hands-on training exercises. We utilize more advance students to assist beginning students with hand-on skills training - peer teaching techniques. Students are in greater demand and enrollment should increase because of more demand by area employers.
	Air Conditioning Technology	80% or greater AIRC program graduation rate	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program		Vidalia Campus: Recruitment and retention efforts will be continued and are expected to result in increased enrollment. However, the focus needs to be on retention of students once enrolled.
	Associate of Science in Nursing	ASN students will deliver patient-centered nursing care to any persons with health alterations in a variety of healthcare settings.	Clinical performance is assessed throughout the program with assessments reflecting increased levels of competency.	The 1st cohort of ASN students are set to graduate in December 2015 therefore there is no measurable data to report.	Clinical performance was assessed using the ASN Clinical Evaluation Tool in all RNSG courses with a clinical component. Students demonstrated competent performances.
	Associate of Science in Nursing	ASN program will maintain full approval of the Georgia Board of Nursing (GBON).	Georgia Board of Nursing Annual Reports & survey visits.	The 1st cohort of ASN students are set to graduate in December 2015 therefore there is no measurable data to report. Expected level to maintain full approval is first time test takers will average 80% or higher pass rate on NCLEX.	No results available until after December 2015.
	Associate of Science in Nursing	ASN graduates will respond to the need in southeast Georgia for Registered Nurses by becoming employed within 6-12 months.	Graduate Survey Report will be utilization.	The 1st cohort of ASN students are set to graduate in December 2015 therefore there is no measurable data to report.	No results available until after December 2015.
	Associate of Science in Nursing	ASN students will pass the NCLEX at or above the national pass rate for the first-time writers.	GA Board of Nursing NCLEX Results Report	The 1st cohort of ASN students are set to graduate in December 2015 therefore there is no measurable data to report. Expected level to maintain full approval is first time test takers will average 80% or higher pass rate on NCLEX.	No results available until after December 2015.
	Automotive Technology	50% of AUTT studetns will graduate/complete an Automotive TCC or diploma	KMS Report	100% completed Automotive Fundamentals 85% completed Automotive Technology Analysis: Exceeded goal. Tracking students who complete the TCC requirements seems to have been effective.	100% completed Automotive Fundamentals 85% completed Automotive Technology
	Automotive Technology	Employers will be satisfied with the performance of AUTT graduates.	Employer Follow-Up Survey Results AUTT Advisory Committee input	Advisory committee members were very satisfied with the accomplishments of the program and the graduates.	These results can be used to benefit future program graduates. Advisory members like the fact that students are work ready when they leave the program. This is also a great motivator

				Committee memebrs applauded the 100% graduate placement before actual graduation and says the program is moving forward and they were pleased to be a part of it.	for current and future students. It lets them see that they are not wasting their time.
	Automotive Technology	AUTT students will obtain employment in field, related field, or continue their education.	KMS Placement Reports	Work with area businesses and Career Services to assist students in finding jobs.	100% AUTT placement
	Automotive Technology	The Automotive program will be accredited by the National Automotive Technician Education Foundation (NATEF).	Receipt of NATEF Accreditation recognition	We are currently in the preparing stage of NATEF accreditation. I had a NATEF certified program instructor come in and assist with objectives. Once this process is completed we will submit an application and have the committee members come in and evaluate	N/A - NATEF application process just began
	Business Administrative Technology	To increase the BAT graduation rate for degree, diploma, and TCCs by 5%.	The FY 15 In Field and Related Field Placement Data Report on the STC Intranet	Vidalia Campus FY 14 - There were 6 BAT degree graduates. This is a 50% increase from FY 13. FY 14 - There were 15 BAT diploma graduates. This is a 13% increase from FY 13. FY 14 - There were 77 BAT TCC graduates. This is a 49% increase from FY 13. Swainsboro Campus FY 14 - There was 1 BAT degree graduate. This is a 50% decrease from FY 13. FY 14 - There were 2 BAT diploma graduates. This is a 71% decrease from FY 13. FY 14 - There were 61 BAT TCC graduates. This is a 59% increase from FY 13. Vidalia & Swainsboro Campuses FY 14 - There were a total of 7 BAT degree graduates. This is a 29% increase from FY 13. FY 14 - There were a total of 17 BAT diploma graduates. This is a 15% decrease from FY 13. FY 14 - There were a total of 138 BAT TCC graduates. This is a 54% increase from FY 13. The benchmark was exceeded for the degree and TCC graduates. The diploma graduates had a decline.	Instructors will continue advising students following the annual schedule and Degree Works. However, the program sequence is still being followed.
	Business Management	5% increase in retention rates for the Business Management program grouping over the previous fiscal year.	KMS Report Attrition Rate by Home Campus and Program FY 2013 DC 231 Retention by Program by Home Campus	Beginning number and ending number of students is 31 for the degree representing a 0% attrition rate. Beginning number is 37 and ending number is 34 for the diploma representing a 8.1% attrition rate.	Students are advised not to overload, but sometimes they insist on taking too many courses for financial aid reasons and then drop out. This is the main reason for the attrition rate.
	Business Management	Increase enrollment by 5% for the Business Management program	Program Group Enrollment Report	Enrollment dropped this year from 77 students in FY 2014 to 69 students in FY 2015.	There were 5 students that owed the college money and did not return. Three students changed programs. One student changed to Georgia Southern. 6 students graduated. One student went through a divorce. Four

	Program	Goal	Assessment/Measure	Results	Use of Results
					students were on suspension. Instructor will continue working with the marketing plan to recruit new students and contact students that previously quit coming.
[icon]	Business Management	Increase the number of degree, diploma, and certificate graduates by 5%	Graduates/Awards by Program Report	There were 5 degree graduates and 1 diploma graduates for FY 2015. There were 16 certificates awarded. There were 5 degree graduates and 5 diploma graduates for FY 2014. There were 30 certificates awarded.	The majority of Business Management students work full time, and therefore, only take two or three courses per semester requiring longer to graduate. New students are encouraged to take a full load if not working.
[icon]	Clinical Laboratory Technology	Program goal: graduation rate of 70%	Annual program graduate data report	Twelve students began the program. Eight completed the program for a 67% completion rate. NAACLS accreditation requires programs to report students that drop after the 1/2 mark of the program. Only one student dropped after the 1/2 mark of the program. For NAACLS reporting: 8 of 9 students completed the program for a completion rate of 89%.	While 100% graduation rate is desired of our students by the instructor, the students desire and determination are required to complete a degree in a professional program. The instructor encourages students and explains concepts multiple times and in different instruction ways to include hands on labs to promote success.
[icon]	Clinical Laboratory Technology	CLT graduates will be nationally certified.	American Society for Clinical Pathologist (ASCP), American Medical Technologist (AMT),and American Association of Bioanalysts (AAB) National Certification Exams	Eight graduates: Six passed the national registry on the first attempt. One student is retaking the registry. One student is continuing her education to the BS degree level and has not taken the registry to date.	Students are encouraged to take the registry as soon as possible. Three registries are available: ASCP- MLT AMT-MLT AAB-MT The student that was unsuccessful is taking the AAB Medical TECHNOLOGIST registry. This is a Medical Laboratory TECHNICIAN program. She is taking the advanced level registry. More of our students are taking the MT registry. Study guide, question and answer book were ordered and received in 2014 from the AAB registry for student preparation. The questions have been introduced in the new 2015 cohort as practice registry questions in each CLT course. This will expose students to registry questions requiring more theory concepts expected of technologist.
[icon]	Clinical Laboratory Technology	Program graduates will secure employment in field or related field.	Career services annual graduate report.	The FY2015 graduates: Eight graduates Six are working in field, one is continuing her education and one is working out of field, but has passed her ASCP registry.	All graduated are encouraged to take the national registry as soon as possible to be eligible for employment. Students are contacted by the instructor multiple times after graduation for employment opportunities sent by several staffing agencies and area hospitals looking to recruit employees.
[icon]	Commercial Truck Driving	Program graduates will secure full-time employment in field or related field.	Combined Placement Figures Report provided by Career Services. KMS placement report.	90.7% job placement FY 2014 graduates:< Swainsboro - 100% in-field job placement Vidalia - 85% in-field job placement & 90.7% total Placement is reported on a one year lag - results based on AY 2014 graduates in AY 2015. br> With the economy now on the recovery, the forecast is that more CTDLs will be needed to accommodate the demand; therefore both enrollment and placement should increase as well if we have the resources needed to accommodate them.	Instructors worked with business and industry leaders and advisory committee members to locate jobs and assist students with employment. Truck driving range plans are in the making for the Swainsboro area.
[icon]	Commercial Truck Driving	100% of the CTD graduates who attempt the required state licensure exam will pass. -	Commercial Truck Driving Licensure Rate Report	100% of AY 2015 graduates passed the licensure exam	Alternated CTD instructors for the Mock DDS Exam in order for students to experience and become comfortable with a different evaluator observing them so that students can perform their best and overcome test anxieties.
[icon]	Commercial Truck Driving	The CTD program will have an increase of 10% in number of awards (graduates)	Annual program graduate data report. Career Services Combined Placement Figures Report which shows total number of graduates for the program.	Vidalia - 39 graduates Swainsboro - 19 graduates Total - 58 graduates in AY 2015, but 72 graduates in	Tutoring opportunities were provided. One-on-one assistance by part-time instructors provided extra instruction

		over the previous fiscal year.		AY 2014 for a decrease of 14 graduates of 19% Lower enrollment numbers resulted in lower graduate numbers. Also, 26 students did not obtain Learner Permit and 6 failed the skills tests making it impossible for them to graduate.	and encouragement for struggling students.
✎	Commercial Truck Driving	The CTD program will have an increase in enrollment of 10% over the previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet	110 students enrolled in AY 2015 and 116 were enrolled in AY 2014 for a 5% decrease in enrollment this academic year Analysis: Several factors could have affected enrollment this year. There is still a huge need for a driving range in Swainsboro so that these students don't have to travel to Vidalia for practice range. In addition Swainsboro Campus - 31 started & 23 completed Vidalia Day - 39 started & 27 completed Vidalia Night - 40 started & 28 completed 110 started & 78 completed = 71% which is much better than the 65% for the previous year	Plans are underway for a driving range in Swainsboro thru a collaboration with the Chamber/Development Authority, the county, the city, and the college. If plans work out in AY 2016, this range may qualify for a test site which will attract more students.
✎	Computer Information Systems	The grade distribution will be comparable for online, hybrid, and traditional COMP 1000 classes.	The CIST department will use the Grade Distribution Report and Course Evaluation results to assess this goal.	Summer hybrid and online courses were less than 1% difference. The differences between AY 2014 and AY 2015 grades of A's, B's, C's, etc. were less than .5 % between the two years, decrease of 1% from AY2013-2014. This concluded that the grades increased between the years and the semesters. The differences between the grades of online and hybrid still have a 7% differences in the competency exams. Which is only a one percent decrease from the previous fiscal year. Traditional and hybrid students are more motivated by the instructor to complete assignments and have less distractions. Online students have work, family, and health issues that distract from making the grades traditional and hybrid make. Traditional courses were all changed to hybrid courses for the fiscal year to help with retention. This did decrease the percentage of the grade comparison and attrition but will still need more improvement.	Based on the increased grades, forcing students to complete the mandatory training before testing did increase grades. This will be continued to encourage student involvement on troubled topics before taking exams.
✎	Computer Information Systems	Increase the number of awards by 5% for the Computer Information Systems program.	Graduate/Awards by Program Report	In AY2014, 41 certificates, diplomas, and degrees. In AY 2015, CIST awarded 21 certificates, diplomas, and degrees These results produced a 1.95% decrease in awards between the two years.	Advisors did ensure that all students who qualified for embedded certificates were awarded; however, the enrollment decreased in the program therefore, the awards decreased. Advisers continued to register students based on the annual schedule in order for students to graduate in time. Students were encouraged to stay focused on courses in order to remain with the annual scheduled sequence or

	Program	Objective	Assessment Method	Results	Action Plan
					courses and were advised on the outcomes of dropping or missing a sequence course would have on their graduation time frame.
📝	Cosmetology	COSM students taking the written exam over skin care & scientific concepts will successfully complete the exam with a minimum of 85%.	A written exam containing 100 multiple choice questions over skin care & scientific concepts will be given to students after instructor review and practice activities.	59% of the students taking the skin care and scientific concepts exam scored between 95-100, 6% scored 90-94, 18% scored 80-84, 12% scored 75-79, 6% scored 70-74, and 6% or one student did not take the exam and had a 0. Analysis: Although 59% of students taking the skin care and scientific concepts written exam 41% did not meet the benchmark. More activities and reviews may be needed on skin care and scientific concepts.	More activities and reviews will be incorporated for skin care and scientific concepts.
📝	Cosmetology	100% of the COSM students taking the state board exam will pass the practical and written exam on the first attempt.	NIC (National Interstate Council of State Boards of Cosmetology) standards as evaluated by PSI LLC (licensure testing services for government regulatory agencies) results.	100% of students taking the state board exam passed theory & written the first time. Of the eight activities on the practical exam STC students exceeded the state mean on all. In the perm section STC students exceeded the state mean by 18%. On the theory exam's four categories STC students exceeded the state mean in three. Only the hair care category did STC students score less and only by 1%. In the nail care category STC students scored 13% higher than state mean, 1% higher in scientific concepts, and 5% higher in skin care. Analysis: 100% of students taking the state board exam passed both the written and practical parts of the exam on first attempt. Since STC students scored below state mean on the hair care theory section of the exam we will set that as a goal/measureable objective and have extra review and work in it.	STC students scored below state mean on the hair care theory section of the exam; therefore, we will set that as a goal/measureable objective and have extra review and work in it. For example, Practice exams and review groups.
📝	Cosmetology	70% Retention Rate Students starting the Cosmetology program will complete requirements for graduation from the program.	Intranet - Retention Rates by Program Report DC 231 Retention by Program by Home Campus	65% retention rate Vidalia - 71% Swainsboro - 60% Analysis: Benchmark was not met. br> More students need to stay in the program so we will be trying to counsel the students before we lose them if we see in time what is happening. 35% drop rate is not acceptable.	To be implemented Fall semester AY 2016,a tracking system called TEAMS will be utilized to help with retention efforts.
📝	Cosmetology	COSM students taking the hair care and	Students will be given a 100 multiple choice question exam over hair care and services.	29% of the students taking the hair care and services	Utilized practice exams. Students can take as many as desired, but only the 3

| | | services written exam will successfully complete it with a minimum of 85%.. | This will be used to help bring up their scores on the theory portion of their actual state board exam. | exam scored between 95 & 100, 29% scored between 90-94, 18% scored between 80-84, 18% scored between 75-79, and 6% scored between 65-69 on the exam.

Analysis: 24% of students are scoring below the benchmark of 85%. This will continue to be an area to review and give extra activities to help students score at a higher level on hair care and services. This objective will continue to be used for next year. | pre-determined exams are recorded for an assignment equaling 10% of the course grade. |
|---|---|---|---|---|---|
| 📝 | Criminal Justice | 5% increase in placement rate of degree level students over the previous fiscal year | KMS DC 145 Sub-report #112 Placement by Program Area | Average total placement = 96.90 which is a 4 increase over FY 2013 graduate placement Vidalia - 93.8% total placement Diploma - 50% In-field placement Degree - 0% In-field placement - 1 student not employed - this student is unemployable in-field due to criminal background check TCC - 66.7% In-field placement

Swainsboro - 100% total placement Diploma - 100% In-field placement TCC - 0% In-field

Analysis: CRJU 2100 Internship has provided a pathway to employment for Criminal Justice students for the past two years. | Utilized local criminal justice agencies to establish CRJU 2100 Internships. These internships have provided a pathway to employment for Criminal Justice students for the past two years. |
| 📝 | Criminal Justice | Criminal Justice students will demonstrate competence in criminal justice procedures. | CRJU 2100/2090 CRJU Comprehensive Exam with a minimum of 70% pass rate. This exam includes questions from all required CRJU courses which are identified on the exam. | Vidalia Campus 9 out of 9 traditional students scored a 70% or higher with an average score of 85.7.

Swainsboro Campus 9 out of 9 traditional students scored a 70% or higher with an average score of 82.

Analysis Capstone exit exam scores improved by 3 points over AY2014. Instructors credit an exit exam review with students as contributing to this increase. | Utilized study guides to assist students preparing for the comprehensive exam. Instructors reviewed the process with students registered for CRJU 2100/2090. |
| 📝 | Criminal Justice | 5% increase in retention over previous fiscal year | KMS attrition by home campus and program report #LB177.

DC 231 Retention by Program by Home Campus | Average retention - Degree - 68% Diploma - 75% Vidalia: Degree - 50% Diploma - 50%

Swainsboro: Degree - 86% Diploma - 100%

Analysis: More students obtained employment and left program to go to work. Text books did not seem to affect retention rate since the online syllabi enabled students to check book prices at lower costs. | Beginning summer semester, started publishing syllabi online prior to semester which enabled students to research and purchase books at lower costs. |

| | Dental Hygiene | To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public. (B.) | 1 Grades in all courses- 100% courses passed with minimum grade of C
2 Research papers/case studies required in courses- 6 courses contain research or case studies
3 Patient Survey- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- minimum 85% positive required
6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required
7 Quality Assurance Assessment - 90% accuracy required
8 Q.A. Record Review- minimum 90% accuracy required
9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required
10 Instructor Evals by Students- minimum 85% positive required
11 Instructor Evals by Dean- minimum 85% positive required
12 Instrumentation Practicum I-100% pass required
13 Instrumentation Practicum II- 100% pass required
14 Individual Competencies-100% pass required
15 Mock National Board- minimum Score of 85% required
16 Mock CRDTS Board- Socre of 88 or higher required
17 NBDHE 100% pass required
18 Graduate Exit Survey- minimum 85% positive required
19 CRDTS- 100% pass required
20 Retention Rates by Program Report- 70% Retention Rate
21 Combined Placement Figures Report- 90% Placement rate | Course grades-100%- Clinic I Lec & Lab, Clinic II Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec, Radiology Lec & Lab, Community Dental Health, Pharmacology & Pain Control, Dental Materials, & Biochemistry/Nutrition 92%- Preclinic Lec & Lab, Tooth Anatomy/Root Morphology, Oral Embryology/Histology,& Head and Neck Anatomy 89%- Periodontology & Oral Pathology 85%- Clinic IV Lab
6 courses had research/case studies assignment.
Patient survey-97% positive responses. 603 out of 618 responses had good or excellent ratings. 13 responses had fair ratings and 2 responses had poor ratings.
Employer rating surveys- 100% participation and satisfaction
Postgraduate rating survey- 100% participation and satisfaction
Infection control deductions from assessment and debridement grade sheets- 94% compliance with infection control protocol
Quality assurance assessments-65% compliance- 70 errors were noted
DH Record Review-85% compliance- 31 reviews were not completed by students.
Quality assurance deductions from assessment and debridement grade sheets- 341 deductions were issued: Summer- 158, Fall- 67, and Spring -116.
Instructor evals by Dean and students-100%
Instrumentation Practicum I & II-100% pass
Individual competencies- 98% pass
Mock & NBDHE-100% pass Mock CRDTS-86% pass CRDTS-100%
Graduate exit survey-100% participation and satisfaction
Retention rate by program- 50% retention for class of 2015 Out of the original 12 students accepted, four students quit and two failed. Two students quit during Fall semester, and two students quit during Spring semester. One student failed Summer semester, and one student failed Spring semester.
Combined Placement Figures Report-100% | Listed below are courses and changes implemented to enhance instruction: Preclinic Lecture- 1.Blood pressure videos, such as Sights and Sounds, seemed to help students with the varied auscultations one may hear when recording blood pressure. 2.Students were very successful taking the ten exercises on listening to blood pressure and recording the appropriate readings from the videos provided in the Wilkins textbook. 3.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 4.Cards were used occasionally when doing group work. Students seemed to enjoy this method, and it prohibited more talkative students from always answering every question. 5.New text is very resourceful and user friendly.
Preclinic Lab- 1.Asepsis skill evaluation is now moved to summer semester with Microbiology. 2.Loupes deadline moved to summer. Supply list needed for asepsis skill evaluation provided for summer semester. 3.Students select partners to work with in Preclinic Lab instead of instructors assigning partners. 4.Skill evaluations have been reduced to 2 attempts. 5.Incorporated more role play with sequence of care. 6.Gingival/occlusal exam is performed after dental charting and is included with the periodontal probing skill evaluation. 7.Pictures are used to complete the gingival/occlusal exam in the periodontal probing skill evaluation. 8. Incorporated more partner practice: supragingival exploring and calculus charting. 9.Incorporated quizzes to check for preparedness of assigned topic(s) and comprehension. Must meet score of 85 or higher to proceed with material. If students score below 85, they must remediate prior to proceeding. Homework must be turned in at beginning of clinic session. If not, student sent to classroom to complete, then may join session. 10.New instrument cassettes by Hu-Friedy have design feature for ease in drying and more ergonomic for handling. 11.Barnhart 1/2 and 5/6 have been discontinued for student cassettes. Each cassette will contain only one universal curette: 4R/4L.
Tooth Anatomy/Root Morphology- 1.Students appreciated the use of the dentition scales and each took care of their scale and returned them at the end of the semester. 2.Students said the interactive website was user friendly and helpful to them with home study. 3.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 4.Spinwheel game worked well in class. 5.New text has expanded evidence based coverage topics, color figures, student practice exercises, and faculty resources.
Oral Embryology/Histology- 1.Changed Exams 1-3 to account for 15% each;Changed Final Exam 4 to account for 20% of grade; Project-15%; Quizzes-15%; Homework and Assignments-5% 2.Quizzes added to help students retain information and prepare prior to exam dates. 3.Homework and assignments added to lesson plan. 4.Students had really nice PPT presentations and seemed to enjoy putting those together instead of using the craftiness which was needed in preparing a tri-board. 5.Students all scored well utilizing the rubric and self-assessment tools provided. 6.Students followed the rubric guidelines and had a better understanding of what principles were |

involved in each scenario. 7.New text has expanded evidence based coverage topics, color figures, student practice exercises and faculty resources.

Head and Neck Anatomy- 1.Added 6 case study exercises on anesthesia and dental procedures. 2.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario.

Periodontology- 1.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 2.Students had really nice PPT presentations and seemed to enjoy putting those together instead of using the craftiness which was needed in preparing a tri-board. 3.Students all scored well utilizing the rubric and self-assessment tools provided.

Oral Pathology- 1.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 2.Students were able to utilize the information given in the exercises to make differential diagnoses on various conditions and diseases. 3.To meet Standards, Chapters 1 and 2 from DeLong text were added to lesson plan curriculum and students will be tested on this material. 4.New textbook will cover both General and oral pathology topics.

Clinic IV Lab- 1.In order to ensure that students are following all of the sequence of care protocol that is required prior to each clinical session, a ticket into clinic protocol was developed. Students must provide documentation that each item on this ticket has been completed prior to gaining entry into the clinic. This new policy resulted from several issues Summer Semester 2015. Three students were not following protocol in the following areas: patient scheduling, chart review, chart corrections, competency tracking, paperwork, patient walk-out procedures, etc. This ticket into clinic requires students to adhere to sequence of care protocol. 2.Junior students will rotate through senior clinic in order to practice infection control skills learned in microbiology lab during Summer semester. Hopefully, these enrichments will ease the transition to patient care as well as CA assignments in the future. 3.Students will be given a smaller recall list to utilize to ensure that they understand how to maintain the list and do not become overwhelmed. 4.A new patient cancellation/reschedule policy was implemented to ensure that students new to clinical practice follow a logical sequence for rescheduling patients. This will ensure that patients are finished in a timely manner, and new patients are not scheduled without proper screening. 5.Prior to seeing a recall patient that is new to the clinician, a chart review slip must be completed on the patient. This ensures that students review charts as required by clinical protocol in order to become familiar with medical and dental histories.

Online resources for APA format will continue to be utilized since only a few students experienced difficulty with APA guidelines.

The patient responses on the patient surveys that were rated fair or below increased from FY 14 but remained lower than FY 13. Most of the lower ratings were in the category of patient comfort during treatment. As a result, students were reminded to establish a

					communication mechanism with the patient so that the patient can be monitored for signs of discomfort during treatment. It was suggested that students advise patients to raise their hand if they experience discomfort. In addition, students should also monitor patients for signs of discomfort through nonverbal communications. Employer rating surveys will continue to be monitored. A few dentists commented that graduates need to be more knowledgeable about marketing dentistry and explaining restorative procedures. Additional enrichments in private practice will be implemented to introduce students to this procedure. Postgraduate rating surveys will continue to be monitored. One student did comment that she did not feel comfortable explaining the different types of implants. As a result, a guest speaker who teaches implant courses will be incorporated into the curriculum prior to graduation to supplement this topic and provide more relevant information. 19 errors were noted on the infection control section of the assessment and debridement grade sheets. Most of the errors resulted from students not thoroughly disinfecting their portable carts. As a result, the asepsis skill evaluation was revised to include more emphasis on cart disinfection. The majority of the errors on the quality assurance assessments occurred as a result of not double checking paperwork and charting entries. As a result, specific times for completion of charting and DH record reviews will continue to be utilized in order to foster a focused environment for concentration and attention to detail. Charts with incomplete DH record reviews were flagged and students were instructed to complete the reviews and turn in the completed reviews to the instructor. Specific times after patients are dismissed from clinic are still being utilized for charting and DH record reviews. 341 deductions were issued on the quality assurance section on assessment and debridement gradesheets: Summer- 158, Fall- 67, and Spring -116. The majority of the errors were in the following areas: grammar/spelling errors, failure to double check paperwork for errors, and not following the sequence of care outlined in the clinic manual. As a result, instructors will continue to monitor students to ensure that they are utilizing the specific times designated for charting and record review. This designated charting time affords students a more focused environment for concentration and attention to detail. Student participation has declined on course evaluations. Instructors are now asking students to complete surveys prior to completing their final exams in order to increase participation. A recurring suggestion in a few lecture courses was to stop utilizing PowerPoint and incorporate more contextual learning activities such as real world discussions and peer teaching. Instructors were reminded to review all courses and ensure that lesson plans reflect engaging activities and minimal PowerPoint. Since the incorporation of the mock practicum, students are more prepared and confident during practicum evaluations. Instructors will continue to monitor progress. One student did not pass all of the competencies in DHYG 2140. The student was given additional clinic sessions but failed to make progress

| | | | | | and decided not to continue trying. One student did not pass a competency in DHYG 1111 within the allocated attempts. This student had missed a few vital clinical sessions and had numerous personal issues ongoing. As a result, the student decided to change to another program. Due to the isolated nature of these incidents, no further analysis of individual competencies is needed at this time.

After analyzing the CRDTS clinical board results, students lost points in the oral exam category which is atypical as compared to previous classes. After discussing the scores with students, it was determined that the students were charting items not required according to the CRDTS manual. As a result, oral exam criteria will be emphasized with future classes to ensure comprehension of CRDTS criteria.

One student failed to pass the mock CRDTS board after three attempts. After each attempt, the student was provided in-depth remediation and feedback from instructors. The main problem appeared to be inadequate patient selection. Student was repeatedly advised of tips to utilize during patient selection.

Graduate exit surveys will continue to be monitored. In response to FY 14 surveys, time expectations were added to the sequence of care. Students are now able to monitor their time more closely and work on time management based on the established parameters. A ticket into clinic form was established to ensure that students adequately prepare for each clinic session. In order to enter clinic, students must demonstrate that they have met each of the items on the ticket.

Even with the revised remediation form that requires students to provide documentation of how they are studying, the retention rate did not improve. Students are now required to complete a calendar at the beginning of each semester with the due dates of all course assignments. Learning style inventories were collected for all students during orientation. Suggestions were made about effective study methods. Each student had to verbalize ideas about effective study methods. In addition, students were introduced to the different types of questions that will be on the national board. Information was provided via handouts that explained how to understand and work through each question type. Students were advised to cover up question choices and write down the first answer that comes to mind. Then, uncover the answers and match up their guess with the best answer choice. Students were also encouraged to write on the test and break down test questions in order to enhance critical thinking skills.

Placement rates remain at 100% and graduates continue to be in high demand. Employers have complimented the clinical preparation of graduates. |
| | Dental Hygiene | To provide an environment which will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene. (C.) | 1 Grades in all courses- 100% courses passed with minimum grade of C
2 Research papers/case studies required in courses- 6 courses contain research or case studies
3 Patient Survey- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- minimum 85% positive required
6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required
7 Quality Assurance Assessment - 90% | Course grades-100%- Clinic I Lec & Lab, Clinic II Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec, Radiology Lec & Lab, Community Dental Health, Pharmacology & Pain Control, Dental Materials, & Biochemistry/Nutrition 92%- Preclinic Lec & Lab, Tooth Anatomy/Root Morphology, Oral Embryology/Histology,& Head and Neck Anatomy 89%- Periodontology & Oral | Listed below are courses along with changes that were implemented to enhance instruction: Preclinic Lecture- 1.Blood pressure videos, such as Sights and Sounds, seemed to help students with the varied auscultations one may hear when recording blood pressure. 2.Students were very successful taking the ten exercises on listening to blood pressure and recording the appropriate readings from the videos provided in the Wilkins textbook. 3.Students followed the rubric guidelines and had a better understanding of what principles were |

| | | | accuracy required
8 Q.A. Record Review- minimum 90% accuracy required
9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required
10 Instructor Evals by Students- minimum 85% positive required
11 Instructor Evals by Dean- minimum 85% positive required
12 Instrumentation Practicum I-100% pass required
13 Instrumentation Practicum II- 100% pass required
14 Individual Competencies-100% pass required
15 Mock National Board- minimum Score of 85% required
16 Mock CRDTS Board- Socre of 88 or higher required
17 NBDHE 100% pass required
18 Graduate Exit Survey- minimum 85% positive required
19 CRDTS- 100% pass required
20 Retention Rates by Program Report- 70% Retention Rate
21 Combined Placement Figures Report- 90% Placement rate | Pathology 85%- Clinic IV Lab
6 courses had research/case studies assignment.
Patient survey-97% positive responses. 603 out of 618 responses had good or excellent ratings. 13 responses had fair ratings and 2 responses had poor ratings.
Employer rating surveys- 100% participation and satisfaction
Postgraduate rating survey- 100% participation and satisfaction
Infection control deductions from assessment and debridement grade sheets- 94% compliance with infection control protocol
Quality assurance assessments-65% compliance- 70 errors were noted
DH Record Review-85% compliance- 31 reviews were not completed by students.
Quality assurance deductions from assessment and debridement grade sheets- 341 deductions were issued: Summer- 158, Fall- 67, and Spring -116.
Instructor evals by Dean and students-100%
Instrumentation Practicum I & II-100% pass
Individual competencies- 98% pass
Mock & NBDHE-100% pass
Mock CRDTS-86% pass
CRDTS-100%
Graduate exit survey-100% participation and satisfaction
Retention rate by program- 50% retention for class of 2015 Out of the original 12 students accepted, four students quit and two failed. Two students quit during Fall semester, and two students quit during Spring semester. One student failed Summer semester, and one student failed Spring semester.
Combined Placement Figures Report-100% | involved in each scenario. 4.Cards were used occasionally when doing group work. Students seemed to enjoy this method, and it prohibited more talkative students from always answering every question. 5.New text is very resourceful and user friendly.
Preclinic Lab- 1.Asepsis skill evaluation is now moved to summer semester with Microbiology. 2.Loupes deadline moved to summer. Supply list needed for asepsis skill evaluation provided for summer semester. 3.Students select partners to work with in Preclinic Lab instead of instructors assigning partners. 4.Skill evaluations have been reduced to 2 attempts. 5.Incorporated more role play with sequence of care. 6.Gingival/occlusal exam is performed after dental charting and is included with the periodontal probing skill evaluation. 7.Pictures are used to complete the gingival/occlusal exam in the periodontal probing skill evaluation. 8. Incorporated more partner practice: supragingival exploring and calculus charting. 9.Incorporated quizzes to check for preparedness of assigned topic(s) and comprehension. Must meet score of 85 or higher to proceed with material. If students score below 85, they must remediate prior to proceeding. Homework must be turned in at beginning of clinic session. If not, student sent to classroom to complete, then may join session. 10.New instrument cassettes by Hu-Friedy have design feature for ease in drying and more ergonomic for handling. 11.Barnhart 1/2 and 5/6 have been discontinued for student cassettes. Each cassette will contain only one universal curette: 4R/4L.
Tooth Anatomy/Root Morphology- 1.Students appreciated the use of the dentition scales and each took care of their scale and returned them at the end of the semester. 2.Students said the interactive website was user friendly and helpful to them with home study. 3.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 4.Spinwheel game worked well in class. 5.New text has expanded evidence based coverage topics, color figures, student practice exercises, and faculty resources.
Oral Embryology/Histology- 1.Changed Exams 1-3 to account for 15% each;Changed Final Exam 4 to account for 20% of grade; Project-15%; Quizzes-15%; Homework and Assignments-5% 2.Quizzes added to help students retain information and prepare prior to exam dates. 3.Homework and assignments added to lesson plan. 4.Students had really nice PPT presentations and seemed to enjoy putting those together instead of using the craftiness which was needed in preparing a tri-board. 5.Students all scored well utilizing the rubric and self-assessment tools provided. 6.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 7.New text has expanded evidence based coverage topics, color figures, student practice exercises and faculty resources.
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Clinic IV Lab- 1.In order to ensure that students are following all of the sequence of care protocol that is required prior to each clinical session, a ticket into clinic protocol was developed. Students must provide documentation that each item on this ticket has been completed prior to gaining entry into the clinic. This new policy resulted from several issues Summer Semester 2015. Three students were not following protocol in the following areas: patient scheduling, chart review, chart corrections, competency tracking, paperwork, patient walk-out procedures, etc. This ticket into clinic requires students to adhere to sequence of care protocol. 2.Junior students will rotate through senior clinic in order to practice infection control skills learned in microbiology lab during Summer semester. Hopefully, these enrichments will ease the transition to patient care as well as CA assignments in the future. 3.Students will be given a smaller recall list to utilize to ensure that they understand how to maintain the list and do not become overwhelmed. 4.A new patient cancellation/reschedule policy was implemented to ensure that students new to clinical practice follow a logical sequence for rescheduling patients. This will ensure that patients are finished in a timely manner, and new patients are not scheduled without proper screening. 5.Prior to seeing a recall patient that is new to the clinician, a chart review slip must be completed on the patient. This ensures that students review charts as required by clinical protocol in order to become familiar with medical and dental histories.

Online resources for APA format will continue to be utilized since only a few students experienced difficulty with APA guidelines. Case studies will continue to be utilized to teach students how to respond to real patient treatment situations. In addition, ethical case studies will continue to be implemented into each course throughout the curriculum to ensure that the program is fostering ethical principles and helping students understand how to make ethical decisions based on the ethical decision making model.

The patient responses on the patient surveys that were rated fair or below increased from FY 14 but remained lower than FY 13. Most of the lower ratings were in the category of patient comfort during treatment. As a result, students were reminded to establish a communication mechanism with the patient so that the patient can be monitored for signs of discomfort during treatment. It was suggested that

students advise patients to raise their hand if they experience discomfort. In addition, students should also monitor patients for signs of discomfort through nonverbal communications. No comments about unethical practices were voiced on the patient surveys.

Employer rating surveys will continue to be monitored. A few dentists commented that graduates need to be more knowledgeable about marketing dentistry and explaining restorative procedures. Additional enrichments in private practice will be implemented to introduce students to this procedure. No comments related to unprofessional or unethical behavior were voiced.

Postgraduate rating surveys will continue to be monitored. One student did comment that she did not feel comfortable explaining the different types of implants. As a result, a guest speaker who teaches implant courses will be incorporated into the curriculum prior to graduation to supplement this topic and provide more relevant information.

19 errors were noted on the infection control section of the assessment and debridement grade sheets. Most of the errors resulted from students not thoroughly disinfecting their portable carts. As a result, the asepsis skill evaluation was revised to include more emphasis on cart disinfection.

The majority of the errors on the quality assurance assessments occurred as a result of not double checking paperwork and charting entries. As a result, specific times for completion of charting and DH record reviews will continue to be utilized in order to foster a focused environment for concentration and attention to detail. Charts with incomplete DH record reviews were flagged and students were instructed to complete the reviews and turn in the completed reviews to the instructor. Specific times after patients are dismissed from clinic are still being utilized for charting and DH record reviews.

341 deductions were issued on the quality assurance section on assessment and debridement gradesheets: Summer- 158, Fall- 67, and Spring -116. The majority of the errors were in the following areas: grammar/spelling errors, failure to double check paperwork for errors, and not following the sequence of care outlined in the clinic manual. As a result, instructors will continue to monitor students to ensure that they are utilizing the specific times designated for charting and record review. This designated charting time affords students a more focused environment for concentration and attention to detail. Quality assurance will continue to be monitored to ensure that the program fosters respect for the Dental Hygiene Professional Code of Ethics and Conduct.

Instructor evaluations by the Dean will continue to ensure that the instructional practices of faculty portray a respect for the Dental Hygiene Professional Code of Ethics and Conduct. Student participation has declined on course evaluations. Instructors are now asking students to complete surveys prior to completing their final exams in order to increase participation. A recurring suggestion in a few lecture courses was to stop utilizing PowerPoint and incorporate more contextual learning activities such as real world discussions and peer teaching. Instructors were reminded to review all courses and ensure that lesson plans reflect

engaging activities and minimal PowerPoint.

Since the incorporation of the mock practicum, students are more prepared and confident during practicum evaluations. Instructors will continue to monitor progress.

One student did not pass all of the competencies in DHYG 2140. The student was given additional clinic sessions but failed to make progress and decided not to continue trying. One student did not pass a competency in DHYG 1111 within the allocated attempts. This student had missed a few vital clinical sessions and had numerous personal issues ongoing. As a result, the student decided to change to another program. Due to the isolated nature of these incidents, no further analysis of individual competencies is needed at this time.

After analyzing the various discipline areas on the 2014 National Board Profile report, the students scored 0.36 SD above the national average. This score improved from the previous two years.

One student failed to pass the mock CRDTS board after three attempts. After each attempt, the student was provided in-depth remediation and feedback from instructors. The main problem appeared to be inadequate patient selection. Student was repeatedly advised of tips to utilize during patient selection.

Graduate exit surveys will continue to be monitored. In response to FY 14 surveys, time expectations were added to the sequence of care. Students are now able to monitor their time more closely and work on time management based on the established parameters. A ticket into clinic form was established to ensure that students adequately prepare for each clinic session. In order to enter clinic, students must demonstrate that they have met each of the items on the ticket.

Even with the revised remediation form that requires students to provide documentation of how they are studying, the retention rate did not improve. Students are now required to complete a calendar at the beginning of each semester with the due dates of all course assignments. Learning style inventories were collected for all students during orientation. Suggestions were made about effective study methods. Each student had to verbalize ideas about effective study methods. In addition, students were introduced to the different types of questions that will be on the national board. Information was provided via handouts that explained how to understand and work through each question type. Students were advised to cover up question choices and write down the first answer that comes to mind. Then, uncover the answers and match up their guess with the best answer choice. Students were also encouraged to write on the test and break down test questions in order to enhance critical thinking skills.

Placement of dental hygiene graduates remains at 100%. The sharing of suggestions and feedback from all stakeholders surveyed helps promote an environment that fosters respect for the Dental Hygiene Professional Code of Ethics and Conduct and assures recognition and acceptance of the responsibilities of the dental hygiene profession.

By maintaining an infraction and critical incident policy, students are held accountable for the execution of clinical protocol as well as the demonstration of good work ethics.

					This serves as a "checks and balances system" to ensure that ethical dental hygiene behaviors are being exhibited in the dental hygiene live work clinic and hopefully will be instilled in students as they graduate and enter the workforce. After reviewing the work ethics exam that is administered the last semester of the program, it was noted that all 2015 graduates passed the work ethics exam and received the work ethics seal on their diploma.Consequently, the scores improved from last year.
	Dental Hygiene	To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in the community oral health services. (D.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required 7 Quality Assurance Assessment - 90% accuracy required 8 Q.A. Record Review- minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual Competencies-100% pass required 15 Mock National Board- minimum Score of 85% required 16 Mock CRDTS Board- Socre of 88 or higher required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 19 CRDTS- 100% pass required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	Research paper/case studies-6 courses had research/case studies assignments. Patient survey- 98% positive responses.451 out of 459 responses had good or excellent ratings. 7 responses had fair ratings and 1 response had a poor rating and were collected during Summer semester. Employer rating survey- 100% participation and satisfaction. Postgraduate rating survey- 100% participation and satisfaction.	
	Dental Hygiene	To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene. (A.)	1 Grades in all courses- 100% courses passed with minimum grade of C 2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 12 Instrumentation Practicum I-100% pass required 13 Instrumentation Practicum II- 100% pass required 14 Individual competencies-100% pass required 15 Mock National Board- minimum Score of 85% required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 20 Retention Rates by Program Report- 70% Retention Rate 21 Combined Placement Figures Report- 90% Placement rate	Course grades-100%- Clinic I Lec & Lab, Clinic II Lec & Lab, Clinic III Lec & Lab, Clinic IV Lec, Radiology Lec & Lab, Community Dental Health, Pharmacology & Pain Control, Dental Materials, & Biochemistry/Nutrition 92%- Preclinic Lec & Lab, Tooth Anatomy/Root Morphology, Oral Embryology/Histology,& Head and Neck Anatomy 89%- Periodontology & Oral Pathology 85%- Clinic IV Lab Research/case studies-6 courses had research/case studies assignment. Patient survey-97% positive responses. 603 out of 618 responses had good or excellent ratings. 13 responses had fair ratings and 2 responses had poor ratings. Employer rating survey- 100% participation and satisfaction	Below is a list of courses and changes implemented to enhance instruction: Preclinic Lecture- 1.Blood pressure videos, such as Sights and Sounds, seemed to help students with the varied auscultations one may hear when recording blood pressure. 2.Students were very successful taking the ten exercises on listening to blood pressure and recording the appropriate readings from the videos provided in the Wilkins textbook. 3.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 4.Cards were used occasionally when doing group work. Students seemed to enjoy this method, and it prohibited more talkative students from always answering every question. 5.New text is very resourceful and user friendly. Preclinic Lab- 1.Asepsis skill evaluation is now moved to summer semester with Microbiology. 2.Loupes deadline moved to summer. Supply list needed for asepsis skill evaluation provided for summer semester. 3.Students select partners to work with in Preclinic Lab instead of instructors

				Postgraduate rating survey-100% participation and satisfaction Instructor evals by Dean-100% Instrumentation Practicum I & II-100% pass Individual competencies-98% pass Mock & NBDHE- 100% Graduate exit survey-100% participation and satisfaction Retention rate by program-50% retention for class of 2015 Out of the original 12 students accepted, four students quit and two failed. Two students quit during Fall semester, and two students quit during Spring semester. One student failed Summer semester, and one student failed Spring semester. Combined Placement Figures Report-100%	assigning partners. 4.Skill evaluations have been reduced to 2 attempts. 5.Incorporated more role play with sequence of care. 6.Gingival/occlusal exam is performed after dental charting and is included with the periodontal probing skill evaluation. 7.Pictures are used to complete the gingival/occlusal exam in the periodontal probing skill evaluation. 8. Incorporated more partner practice: supragingival exploring and calculus charting. 9.Incorporated quizzes to check for preparedness of assigned topic(s) and comprehension. Must meet score of 85 or higher to proceed with material. If students score below 85, they must remediate prior to proceeding. Homework must be turned in at beginning of clinic session. If not, student sent to classroom to complete, then may join session. 10.New instrument cassettes by Hu-Friedy have design feature for ease in drying and more ergonomic for handling. 11.Barnhart 1/2 and 5/6 have been discontinued for student cassettes. Each cassette will contain only one universal curette: 4R/4L. Tooth Anatomy/Root Morphology- 1.Students appreciated the use of the dentition scales and each took care of their scale and returned them at the end of the semester. 2.Students said the interactive website was user friendly and helpful to them with home study. 3.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 4.Spinwheel game worked well in class. 5.New text has expanded evidence based coverage topics, color figures, student practice exercises, and faculty resources. Oral Embryology/Histology- 1.Changed Exams 1-3 to account for 15% each;Changed Final Exam 4 to account for 20% of grade; Project-15%; Quizzes-15%; Homework and Assignments-5% 2.Quizzes added to help students retain information and prepare prior to exam dates. 3.Homework and assignments added to lesson plan. 4.Students had really nice PPT presentations and seemed to enjoy putting those together instead of using the craftiness which was needed in preparing a tri-board. 5.Students all scored well utilizing the rubric and self-assessment tools provided. 6.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 7.New text has expanded evidence based coverage topics, color figures, student practice exercises and faculty resources. Head and Neck Anatomy- 1.Added 6 case study exercises on anesthesia and dental procedures. 2.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. Periodontology- 1.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 2.Students had really nice PPT presentations and seemed to enjoy putting those together instead of using the craftiness which was needed in preparing a tri-board. 3.Students all scored well utilizing the rubric and self-assessment tools provided. Oral Pathology- 1.Students followed the rubric guidelines and had a better understanding of what principles were involved in each scenario. 2.Students were able to utilize the information given in the exercises to make differential diagnoses on various

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The patient responses on the patient survey that were rated fair or below increased from FY 14 but remained lower than FY 13. Most of the lower ratings were in the category of patient comfort during treatment. As a result, students were reminded to establish a communication mechanism with the patient so that the patient can be monitored for signs of discomfort during treatment. It was suggested that students advise patients to raise their hand if they experience discomfort. In addition, students should also monitor patients for signs of discomfort through nonverbal communications.

Employer rating surveys will continue to be monitored. A few dentists commented that graduates need to be more knowledgeable about marketing dentistry and explaining restorative procedures. Additional enrichments in private practice will be implemented to introduce students to this procedure.

Postgraduate rating surveys will continue to be monitored. One student did comment that she did not feel comfortable explaining the different types of implants. As a result, a guest speaker who teaches implant courses will be incorporated into the curriculum prior to graduation to supplement this topic and provide more relevant information.

Since the incorporation of the mock practicum, students are more prepared and confident during practicum evaluations. Instructors will continue to monitor progress.

One student did not pass all of the competencies in DHYG 2140. The

					student was given additional clinic sessions but failed to make progress and decided not to continue trying. One student did not pass a competency in DHYG 1111 within the allocated attempts. This student had missed a few vital clinical sessions and had numerous personal issues ongoing. As a result, the student decided to change to another program. Due to the isolated nature of these incidents, no further analysis of individual competencies is needed at this time. After reviewing 2014 NBDHE Profile report, discipline areas with lower scores were analyzed. Courses containing nutrition, anatomy and physiology, pharmacology, patient assessment, and preventative agents were reviewed. As a result, course content in these areas was revised in order to ensure that meaningful learning experiences are integrated into the curriculum. This ensures that any weaknesses in the arts and sciences pertinent to the discipline of dental hygiene are addressed. Graduate exit survey will continue to be monitored. In response to FY 14 surveys, time expectations were added to the sequence of care. Students are now able to monitor their time more closely and work on time management based on the established parameters. A ticket into clinic form was established to ensure that students adequately prepare for each clinic session. In order to enter clinic, students must demonstrate that they have met each of the items on the ticket. Even with the revised remediation form that requires students to provide documentation of how they are studying, the retention rate did not improve. Students are now required to complete a calendar at the beginning of each semester with the due dates of all course assignments. Learning style inventories were collected for all students during orientation. Suggestions were made about effective study methods. Each student had to verbalize ideas about effective study methods. In addition, students were introduced to the different types of questions that will be on the national board. Information was provided via handouts that explained how to understand and work through each question type. Students were advised to cover up question choices and write down the first answer that comes to mind. Then, uncover the answers and match up their guess with the best answer choice. Students were also encouraged to write on the test and break down test questions in order to enhance critical thinking skills. Since all graduates are gainfully employed and their respective employers have been surveyed, it can be concluded that graduates are competent in the arts and sciences pertinent to the dental hygiene field.
	Dental Hygiene	To teach students to seek lifelong learning through continuing education courses on the latest products and developments in dentistry and medicine. (F)	2 Research papers/case studies required in courses- 6 courses contain research or case studies 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 15 Mock National Board- minimum Score of 85% required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required	6 courses had research/case studies assignment. Employer rating survey- 100% participation and satisfaction Postgraduate rating survey-100% participation and satisfaction Infection control deductions from assessment and debridement grade sheets- 94% compliance with infection control protocol Instructor evals by students-100% positive Instructor evals by Dean-100%.	Research and case studies will continue to be included in the dental hygiene curriculum. Guest speakers considered to be subject matter experts will continue to be invited to present guest lectures throughout the program. Surveys from all stakeholders reflect that the curriculum is teaching students to be lifelong learners by attending professional development courses to learn about the latest products and developments in dentistry.Online resources for APA format will continue to be utilized since only a few students experienced difficulty with APA guidelines. Employer rating surveys will continue to be monitored. A few dentists commented that graduates need to be

| | | | | 20 Retention Rates by Program Report- 70% Retention Rate | Mock & NBDHE-100% pass Graduate exit survey-100% participation and satisfaction Retention rates by program-50% retention for class of 2015 Out of the original 12 students accepted, four students quit and two failed. Two students quit during Fall semester, and two students quit during Spring semester. One student failed Summer semester, and one student failed Spring semester. Combined placement rate-100% | more knowledgeable about marketing dentistry and explaining restorative procedures. Additional enrichments in private practice will be implemented to introduce students to this procedure. Postgraduate rating surveys will continue to be monitored to ensure that graduates are practicing lifelong learning by attending continuing education courses sponsored by professional organizations. As a result of attending these meetings, graduates have indicated that they are incorporating innovative practices into their workplace. One student did comment that she did not feel comfortable explaining the different types of implants. As a result, a guest speaker who teaches implant courses will be incorporated into the curriculum prior to graduation to supplement this topic and provide more relevant information. |

19 errors were noted on the infection control section of assessment and debridement grade sheets. Most of the errors resulted from students not thoroughly disinfecting their portable carts. As a result, the asepsis skill evaluation was revised to include more emphasis on cart disinfection. Student participation has declined on course evaluations. Instructors are now asking students to complete surveys prior to completing their final exams in order to increase participation. A recurring suggestion in a few lecture courses was to stop utilizing PowerPoint and incorporate more contextual learning activities such as real world discussions and peer teaching. Instructors were reminded to review all courses and ensure that lesson plans reflect engaging activities and minimal PowerPoint.

Graduate exit surveys will continue to be monitored. In response to FY 14 surveys, time expectations were added to the sequence of care. Students are now able to monitor their time more closely and work on time management based on the established parameters. A ticket into clinic form was established to ensure that students adequately prepare for each clinic session. In order to enter clinic, students must demonstrate that they have met each of the items on the ticket.
Even with the revised remediation form that requires students to provide documentation of how they are studying, the retention rate did not improve. Students are now required to complete a calendar at the beginning of each semester with the due dates of all course assignments. Learning style inventories were collected for all students during orientation. Suggestions were made about effective study methods. Each student had to verbalize ideas about effective study methods. In addition, students were introduced to the different types of questions that will be on the national board. Information was provided via handouts that explained how to understand and work through each question type. Students were advised to cover up question choices and write down the first answer that comes to mind. Then, uncover the answers and match up their guess with the best answer choice. Students were also encouraged to write on the test and break down test questions in order to enhance critical thinking skills. Placement rates for graduates remain at 100% and indicate that the field of dental hygiene is viable and in demand. Employers are satisfied with the current knowledge level of graduates in addition to their desire to attend

					professional meetings in order to remain on the cutting edge of dentistry.
	Dental Hygiene	To teach students to conduct critical reviews of current literature as a means of research and lifelong learning. (E.)	2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 10 Instructor Evals by Students- minimum 85% positive required 11 Instructor Evals by Dean- minimum 85% positive required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 20 Retention Rates by Program Report- 70% Retention Rate	6 courses had research/case studies assignment. Patient survey-97% positive responses. 603 out of 618 responses had good or excellent ratings. 13 responses had fair ratings and 2 responses had poor ratings Employer rating-100% participation and satisfaction Postgraduate rating-100% participation and satisfaction Instructor evals by students-100% positive Instructor evals by Dean- 100% positive. NBDHE- 100% Graduate Exit Survey-100% participation and satisfaction Retention rates by program-50% retention for class of 2015 Out of the original 12 students accepted, four students quit and two failed. Two students quit during Fall semester, and two students quit during Spring semester. One student failed Summer semester, and one student failed Spring semester.	Online resources for APA format will continue to be utilized since only a few students experienced difficulty with APA guidelines. Case studies and research assignments will continue to be integrated throughout the dental hygiene curriculum to ensure that students understand the relevance of critically reviewing current literature not only as a student but as a lifelong learner in the dental hygiene career field. The patient responses on the patient surveys that were rated fair or below increased from FY 14 but remained lower than FY 13. Most of the lower ratings were in the category of patient comfort during treatment. As a result, students were reminded to establish a communication mechanism with the patient so that the patient can be monitored for signs of discomfort during treatment. It was suggested that students advise patients to raise their hand if they experience discomfort. In addition, students should also monitor patients for signs of discomfort through nonverbal communications. Employer rating surveys will continue to be monitored. A few dentists commented that graduates need to be more knowledgeable about marketing dentistry and explaining restorative procedures. Additional enrichments in private practice will be implemented to introduce students to this procedure. Postgraduate rating surveys will continue to be monitored to ensure graduates are attending continuing education courses and incorporating best practices into their dental hygiene clinical practice. One student did comment that she did not feel comfortable explaining the different types of implants. As a result, a guest speaker who teaches implant courses will be incorporated into the curriculum prior to graduation to supplement this topic and provide more relevant information. Student participation has declined on course evaluations. Instructors are now asking students to complete surveys prior to completing their final exams in order to increase participation. A recurring suggestion in a few lecture courses was to stop utilizing PowerPoint and incorporate more contextual learning activities such as real world discussions and peer teaching. Instructors were reminded to review all courses and ensure that lesson plans reflect engaging activities and minimal PowerPoint. Instructor evals by Dean will continue to be conducted. NBDHE will continue to be monitored to ensure that students are scoring above the national average in all discipline areas. By scoring above the national average in discipline areas such as case studies, students are demonstrating that they understand how to review current literature related to dental hygiene practice and apply this information into clinical practice scenarios. Graduate Exit Surveys will continue to be monitored. In response to FY 14 surveys, time expectations were added to the sequence of care. Students are now able to monitor their time more closely and work on time management based on the established parameters. A ticket into clinic form was established to ensure that students adequately prepare for each clinic session. In order to enter clinic, students must demonstrate that they have met each of the items on the ticket. Even with the revised remediation form

					that requires students to provide documentation of how they are studying, the retention rate did not improve. Students are now required to complete a calendar at the beginning of each semester with the due dates of all course assignments. Learning style inventories were collected for all students during orientation. Suggestions were made about effective study methods. Each student had to verbalize ideas about effective study methods. In addition, students were introduced to the different types of questions that will be on the national board. Information was provided via handouts that explained how to understand and work through each question type. Students were advised to cover up question choices and write down the first answer that comes to mind. Then, uncover the answers and match up their guess with the best answer choice. Students were also encouraged to write on the test and break down test questions in order to enhance critical thinking skills. Surveys will also continue to be utilized to survey all stakeholders about the ability of graduates to conduct critical reviews of current literature as a means of lifelong learning. Stakeholders will be surveyed to determine if graduates are attending professional development courses and participating in activities sponsored by professional organizations as a means of reviewing current literature and research related to dental hygiene practice.
	Dental Hygiene	The dental hygiene program will graduate 70% of the students that are granted admission into the program.	20 Retention rates by program	50% retention for class of 2015 Out of the original 12 students accepted, four students quit and two failed due to academic deficiencies. Two students quit during Fall semester, and two students quit during Spring semester. Three of the students were experiencing personal issues, and one of the students relocated. One student failed Summer semester, and one student failed Spring semester. After analyzing the remediation forms from the two students who failed out, both of the students were experiencing personal issues at home that negatively impacted their academic performance.	Even with the revised remediation policy that requires students to provide documentation of how they are studying, the retention rate did not improve. Students are now required to complete a calendar at the beginning of each semester with the due dates of all course assignments. Learning style inventories were collected for all students during orientation. Suggestions were made about effective study methods. Each student had to verbalize ideas about effective study methods. In addition, students were introduced to the different types of questions that will be on the national board. Information was provided via handouts that explained how to understand and work through each question type. Students were advised to cover up question choices and write down the first answer that comes to mind. Then, uncover the answers and match up their guess with the best answer choice. Students were also encouraged to write on the test and break down test questions in order to enhance critical thinking skills. In addition to providing students tips about study skills and organizational techniques, students were also encouraged to engage in an exercise program in order to boost energy levels and relieve stress. After polling the newly accepted class during orientation, only one student exercised. The benefits of a wellness program were discussed. The class was offered incentives to generate ideas and initiate a group wellness program.
	Distance Education	Faculty are satisified with the staff available to support electronically offered programs.	Annual Survey of Online Faculty will demonstrate at least 80% satisfaction rate among faculty.	For FY 15, faculty indicated they were satisfied with the staff available to support electronically offered programs.	Staff will continue to be offered in support of electronically offered programs (online, hybrid, and web enhanced courses and programs). Additionally, open lab sessions will be offered in Fy16 where distance education POCs, online faculty, and hybrid faculty will come together to assist each other in improving online courses and programs.
	Distance Education	Online faculty will be satisfied with the training available to increase their	Annual Survey of Online Faculty--90% satisfaction rate	For Fy15, online faculty indicated they were satisfied with the training available to increase their	The Distance Education coordinators will offer additional training, open lab sessions, online resources, and other training opportunities on ANGEL,

		knowledge and skills for improving online classes.		knowledge and skills to improve their online classes and programs. Faculty indicated a need for further and future training as the college moves to the new Blackboard Learning Management System.	Blackboard, distance education, and academic theories.
	Distance Education	All POCs and Faculty that teach online and/or hybrid will successfully complete the Blackboard Essentials Training provided by GVTC staff.	Documentation to be provided to both Deans and the IE Director of POCs and Faculty completion.	40 faculty members that teach online and/or hybrid successfully completed the Blackboard Essentials Training. The Essentials Training combined with afternoon training sessions provided by the POCs have helped faculty build at least one Blackboard course as of August 2015. The training has been a success. Faculty has indicated a desire to have future open lab sessions.	An online Essentials Training is now available. Instructors who have not completed the face-to-face training will be encouraged to complete the online Essentials training. Future open lab sessions will be available for FY16.
	Distance Education	Ensure the learning outcomes of online courses are the same as the traditional offerings of the course.	Instructor Self-Review - Question number two	Instructors completing the Self-Review indicated that the learning outcomes of their online courses were the same as the learning outcomes of their traditional courses. For FY15, 15/15 instructors agreed that the learning outcomes were the same for both.	Self-reviews and IRPs will continue to be used for all new online and hybrid courses. These forms may be modified for Blackboard by January 2016.
	Distance Education	Make proctoring exams available on both campuses (Vidalia and Swainsboro).	Group of online students met with Achieving the Dream coaches to discuss their experiences with online learning. Instructors will list the day and times they will offer the proctored event on their syllabi - indicating attendance on both campuses.	For FY15, proctoring was added to BOTH campuses for each and every online course. Instructors on the Vidalia campus added an additional section of proctoring on the Swainsboro campus and Swainsboro instructors added an additional section of proctoring on the Vidalia campus. Students indicated (on course evaluations and in an interview with Achieving the Dream coaches) that the second offering of proctoring (for both Vidalia and Swainsboro) was beneficial.	Students indicated that this addition was helpful and it was been decided to continue to offer proctoring for each online course on both campuses. Multiple students indicated difficulty in traveling to the further campus so this practice will continue as it assists students.
	Early Childhood Care and Education	Eighty percent of the ECCE graduates will be placed in-field.	Combined Placement Figures Report provided by Career Services.	According to the infield placement reports of Southeastern Technical College, 9 of the 9 graduates of 2014 were placed in jobs that were in-field. The goal was for 80% of graduates would be placed in-field.	Instructors will worked diligently assisting ECCE students to be placed in field related jobs. Contact with various employers continues to be strengthened in our respective communities which assists our students. Employers and ECCE Advisory Committee members constantly let us know their needs and how we can benefit the community within out EC program.
	Early Childhood Care and Education	Increase enrollment in the ECCE program by 10% over AY 2014.	Southeastern Technical College Enrollment Report	AY 2015 - Vidalia Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 2 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 14 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 35 AY 2015 - Swainsboro Early Childhood Care and Education EC31 Early Childhood Care and Education Basics TCC 1 Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 9 Early Childhood Care and Education ECC2 Early	Instructors utilized the contact list provided by STC Student Affairs, and worked with Public Relations to advertise the program. Social media will be applied to reach potential students in the future. In addition, instructors will inform the advisory committee and child care providers of the improved credentialing requirements, online classes, and TCC's offered by STC. The TCCs and certain ECCE classes will be specifically targeted since they can be completed online.

	Program	Objective	Method	Results	Use of Results
				Childhood Care/Education Diploma 32	
				AY 2014 - Vidalia Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 8 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 53	
				AY 2014- Swainsboro Early Childhood Care and Education EC13 Early Childhood Care/Education Assoc Degree 12 Early Childhood Care and Education ECC2 Early Childhood Care/Education Diploma 42	
				The Vidalia campus did not meet the minimum goal requirements of 10% increase. According to the Enrollment Report, Vidalia enrollment had a decrease in enrollment in the diploma and degree program. The degree was 12 in 2014 and 8 in 2015, diploma was 51 in 2014 and 53 in 2015. The Swainsboro campus had an increase in the diploma and degree program. The degree was 11 in 2014 and 13 in 2014 and the diploma was 31 in 2014 and 43 in 2015. The strategy utilized on the Swainsboro campus was to include ECCE flyers and information at local fairs and community events. The ECCE program found fairs, personal contact including phone calls and email to be the most useful in increasing enrollment.	
	Early Childhood Care and Education	The grade distribution will be comparable for the online and traditional ECCE 1101 class.	Grade Distribution Report and Course Evaluation Results	Swainsboro Campus Fall 2014--ECCE 1101 was taught online. 10 out of 16 (63%) passed the class. 3 students received an F and 3 students withdrew from class. Spring 2015--ECCE 1101 was taught online. 5 out of 6 (83%) passed Summer Semester 2015-- ECCE 1101 was taught face-to-face. 4 out of 4 (100%) passed the class. Vidalia Campus-- ECCE 1101 is only taught face-to-face on the Vidalia campus Fall 2014--7 out of 8 (88%) passed the class. Spring 2015--1 out of 2 (50%) passed the class. One student stopped attending class without withdrawing and received an F. The percentage of failure was greater for students taking the class online. 22 students took this class online via the Swainsboro campus. 15 out of 22 (68%) passed. There were a total of 14 students who took the class face-to-face. 12 out of 14 (86%) passed the class.	Since the rate of students who passed the face-to-face class was 86 percent and 68 percent for online students, the instructor will send more frequent reminders of upcoming assignments and tests to the online class. Also, the online instructor will include more embedded videos in the online class to explain some of the more difficult topics.

	Program	Objective	Means of Assessment	Results	Use of Results
	Electrical Systems	Increase the number of Electrical Systems completers by 5%	Combined Placement Figures Report	FY 2014 12 students enrolled and 10 completed which is 83% FY 2015 12 students enrolled and 9 completed which is 75% This an decrease of 10% from FY 2014	More emphasis will be placed on making up missed time and work. Instructors will stress the importance of attendance and how a drop affects their financial aid.
	Electrical Systems	Increase Electrical Systems enrollment by 10% over the previous fiscal year.	Annual Enrollment Management Reports (EMR's). Enrollment Report by Program/By Campus on Intranet.	The ECM program grouping in FY 2014 had 75 in FY 2015 they had 59 which is a 21.33% decrease.	ELTR faculty will follow the enrollment management plan and ensure prospective students are contacted in a timely manner.
	Electronics Technology	Improve retention rate by 10% from the previous fiscal year.	TCSG Data Center Report #DC200, Retention by Program for First Time, Fall Term (FTFT) Students DC 231 Retention by Program by Home Campus		
	Electronics Technology	Maintain a less than 10% course attrition rate for all electronics program students.	KMS report LB 177 Course Attrition by Program FY 2012		
	Electronics Technology	85% of graduates will be employed.	KMS Placement Report Placement is reported on the previous fiscal year.		
	Electronics Technology	Students will be ESA-4 Certified in Digital Circuits.	CAPSTONE Exam - ISCET Certification Exam: ESA-4 (Digital Circuits) Students are required to score >=70% on this exam to qualify for graduation from the programs. Students that score <70% on the exam recieve a zero for their final exam score, fail the course, and are required to retake the course. 📄 FY2015_ELCT_Capstone_Results.pdf	DATA ANALYSIS FY2015 data shows a drop in the student performance in all categories of questions except for the Basic Theory category. This drop was mainly due to the one (of twelve) student that scored an overall 30 points on the exam. This student's low score was directly related to their absence from class due to a change in their job requirements. The Trouble-Shooting and Use of Test Equipment categories continue to run at a level that needs to be slightly improved.	For FY2016, the instructor will continue to increase emphasis in the Trouble-Shooting and Use of Equipment categories to better meet employer expectations, while maintaining the other category performances.
	Electronics Technology	Maintain total enrollment in the Electronics Programs at a level conducive to the amount of laboratory equipment available to insure student learning. Target level of total students per term is between 20 and 30.	Quarterly Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet. 📄 FY2015_ELCT_Enroll_By_Progr_Plot.pdf	Please put your assessment results in this plan	
	Fish and Wildlife Management	70% Retention of students starting the FWMT program will complete requirements for graduation from the program.	Intranet Retention Rates by Program Report KMS Report Attrition Rate by Home Campus and Program FY 2013 DC 231 Retention by Program by Home Campus	Retention Rates by Program report. Attrition Rate by Home Campus. AY 2015 Retention by program: Cohort: 8, Graduated 3, Retained 3. Retention 38% 2 FWMT students were unsuccessful academically. Attrition Rate 0.0%. No	Early Alert system utilized. Instructor provided tutoring as needed to 3 students.

	Program/Area	Objective	Assessment Method	Results	Use of Results
				students dropped FWMT program	
🖉	Fish and Wildlife Management	90% of students will successfully complete ATV safety training	Instruction by certified ATV safety instructor. Return demonstration by student.	Fall Semester, 2014, 6 students enrolled in Equipment Use, FWMT 1010. 4 traditional students and 2 non traditional students. 6 students successfully completed ATV safety.	FWMT instructor completed ATV safety program. FWMT instructor will provide instruction for ATV safety. ATV safety will continue to be taught to ATV safety Institute standards.
🖉	Fish and Wildlife Management	FWMT diploma students will be Hunter Education certified.	Georgia Department of Natural Resources Hunter Education Exam	7 students enrolled in FWMT 1000, Introduction to Wildlife Management. 6 traditional students, 1 non traditional student. 100% of students successfully completed Georgia Department of Natural Resources Hunter Education Exam. 1 non traditional student expressed difficulty in understanding richochet effect of firing into water. Instructor obtained video to assist in student understanding. Instructor and student viewed video together so student could ask questions and obtain answers immediately. Student demonstrated understanding of richochet effect following video viewing and questioning by instructor.	Instructor will increase visual and auditory instruction.
🖉	Fish and Wildlife Management	85% of graduates will be employed. 1 non traditional student will be employed in field.	KMS Placement Report Placement is reported on the previous fiscal year.	50% of graduates employed in field.	Refer graduates to Department of Natural Resources and USDA career website. Visit wildlife plantations during final semester.
🖉	Fish and Wildlife Management	Increase enrollment by 10% over previous fiscal year	Enrollment Management Reports Enrollment Report by Program/by Campus on Intranet.	KMS report	Questioning of current students revealed career fairs and visits with high school seniors most profitable regarding enrollment.
🖉	General Education & Learning Support: English	Student retention will increase by 10% in English classes.	Compare and contrast retention data from FY 2014 to FY 2015.	Yearly Analysis: An average of 78 % of students were retained in General Education English courses. In Summer Semester of 2014, 85% of students were retained. In Fall Semester of 2014,77 % of students were retained. In Spring Semester of 2015,71 % of students were retained in these courses. These results indicate that overall, an average of 78 % of students were retained and 22 % of students were not retained in the General Education English courses and need to retake the course(s). FY 14 An average of 72.2 % of students were retained in General Education English courses. These results indicate that overall, an average of 72.2% of students were retained and 27.8 % of students were not retained in the General Education English courses and need to retake the course(s). This is a 5.8% increase in overall retention from FY 2014 to FY 2015.	Instructors will continue to create time in class for students to conduct research and to draft. This time is useful for further modeling of proper research, clarification of style, deeper instruction of the writing process in general, and overall troubleshooting.
🖉	General Education & Learning Support: Mathematics	Of the students who are on the final rosters at the end of the drop/add period, 70% will complete their	Final Rosters (at the end of each term - Grade Distribution Report) 70% or higher is an acceptable level.		

		general education and learning support math classes.			
	General Education & Learning Support: Mathematics	Degree Students successfully completing MATH 0090 will successfully complete MATH 1111.	Letter Grade for MATH 1111. A grade of A, B, or C signifies successful completion for a cohort of Learning Support students followed from Learning Support Math to their program level math course.		
	General Education: Psychology	To improve the retention rate in COLL 1000, PSYC 1101, PSYC 1010 and EMPL 1000.	All students will be calculated every semester of who exempts the final exam.	For FY 2015 in EMPL 1000, a total of 62% of the students exempted the final exam. For FY 2015 in PSYC 1010, a total of 73% exempted the final exam. For FY 2015 in COLL 1000,62% of the students exempted the final exam. For FY 2015 in PSYC 1101, a total of 76% exempted the final exam. For 2015 in PSYC 2103, a total of 100% of the students exempted the final exam. We will continue to use the perfect attendance policy and no tardies to improve retention efforts.	Continue to use the perfect attendance policy and no tardies to improve retention. Some classes were reduced to mini mester (7.5 weeks)to assist with the retention efforts.
	Learning Support	READ 0090 With TCSG's mandate to redesign Learning Support Reading, the instructors reviewed the Student Learning Outcomes and made the decision to assess the effectiveness of the MyReadingLab for READ 0090 before we created Student Learning Outcomes that could not be measured effectively to improve student learning in the course. The MyReadingLab utilizes Personalized Learning; as a result, not all students may complete the same assessment. Should this happen, the data collected would not be a correct reflection of the Student Learning Outcome.	Instructor observation of student classroom participation the MyReadingLab, and review of the MyReadingLab Path Builder computer-generated documents.	After evaluating the MyReadingLab, the instructor determined that all students, regardless of the assignments created by the MyReadingLab Path Builder, must show mastery of reading skills on the MyReadingLab Mastery Check. Rationale: READ 0090 With TCSG's mandate to redesign Learning Support Reading, the instructors reviewed the Student Learning Outcomes and made the decision to assess the effectiveness of the MyReadingLab for READ 0090 before we created Student Learning Outcomes that could not be measured effectively to improve student learning in the course. The MyReadingLab utilizes Personalized Learning; as a result, not all students may complete the same assessment. Should this happen, the data collected would not be a correct reflection of the Student Learning Outcome.	Beginning Fall Semester 2015, 201601, students will be assessed by using the MyReadingLab Mastery Check. Student must received a score of 70 or higher, with no more than 2 attempts, to indicate mastery.
	Learning Support	ENGL 0090 With TCSG's mandate to redesign Learning Support English, the Learning Support English instructor's reviewed the Student Learning Outcomes and made the decision to assess the effectiveness of the MyWritingLab for ENGL 0090 before creating Student Learning Outcomes that could not be measured	Instructor observation of student classroom participation in the MyWritingLab, and review of students' MyWritingLab Path Builder computer-generated results.	After evaluating the MyWritingLab, instructors determined that all students, regardless of the assignments created by the MyWritingLab Path Builder, are required to show mastery of grammatical, mechanical, and writing skills on the MyWritingLab Mastery Check. Rationale: ENGL 0090	Beginning Fall Semester 2015, 201601, students will be assessed by using the the MyWritingLab Mastery Check. Students must receive a score of 80 or higher, with no more more than 2 attempts, to indicate mastery.

		effectively to improve student learning in the course. The MyWritingLab utilizes Personalized Learning; as a result, not all students may complete the same assessment. Should this happen, the data collected would not be a correct reflection of the Student Learning Outcome.		With TCSG's mandate to redesign Learning Support English, the Learning Support English instructor's reviewed the Student Learning Outcomes and made the decision to assess the effectiveness of the MyWritingLab for ENGL 0090 before creating Student Learning Outcomes that could not be measured effectively to improve student learning in the course. The MyWritingLab utilizes Personalized Learning; as a result, not all students may complete the same assessment. Should this happen, the data collected would not be a correct reflection of the Student Learning Outcome.	
	Marketing Management	Increase graduation rate by 10%.	Graduation Data.	Goal was met. The new addition of the TCC (technical certificate of credit) allowed this goal to be met.	Instructor to look at additional embedded TCCs which could be offered within the current annual course schedule. In particular, TCCs which may be of interest to the MOWR students will be considered.
	Marketing Management	Increase enrollment by 15% for the Marketing Management program.	Registration numbers as provided on the intranet.	For FY 15, this goal was not met. The program enrollment did not increase by 15%.	Instructor to pursue additional speaking engagements at high schools in order to assist the increase of enrollment. Additionally, instructor plans to look more deeply into MOWR options to determine if MKTG courses and or programs could be offered at more high schools in the service delivery area.
	Medical Assisting	Medical Assisting students will demonstrate proficiency in medical assisting.	MAST 1180 - Capstone Medical Assisting Exam - score at or above 425 [(125/200)x1000-200]	18 students graduating in FY15 with 18/18 passing the Capstone exam with a 425 (62.5%) or better. Students were given a practice capstone exam at the beginning of each semester, which shows improvement in the scores of the semester. 5/18 showed a 0-33% increase, 6/18 showed a 34-66% increase, 4/18 showed a 67-100% increase, and 2/18 showed a greater than 100% increase in scores from the beginning of the semester to the end on the Capstone exam.	By increasing the number of practice tests taken during the MAST 1180 Capstone course, the student scores on the capstone exam have improved.
	Medical Assisting	MAST will maintain or exceed average semester enrollment to ensure program sustainability. (Goal of 200 per year combined campuses)	Registered count by major report.	The registered count by major report for the Medical Assisting Diploma and Medical Administrative Technician Certificate for FY15 totaled 180 students. Breakdown as follows: 201512 - 21 MA & 48 MAT; 201514 - 22 MA & 42 MAT; 201516 - 19 MA & 28 MAT. The benchmark was not met.	The results are under the benchmark of 200 per year by 20 students. The semester with the most decline when compared to FY14 was 201516 Summer FY15. In the MAT program there were 15 fewer students than the previous year. The new building on the Swainsboro campus may help increase these numbers for FY2016.
	Medical Assisting	Meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate/awards. (Goal of 15 per campus)	Graduate Data Report	Based on the graduate data report for FY 2015, the Medical Assisting Program had 18 graduates. 11 on the Vidalia campus and 7 on the Swainsboro campus. The Medical Administrative Technician Certificate had 25 graduates. 12 on the Vidalia campus and 13 on the Swainsboro campus.	The goal of 15 per campus was not met for the Medical Assisting program and there was a decline of five graduates from FY14 (23 to 18). Recruitment and retention activities will be continued to improve the graduate numbers for future years. We will maintain the goal of 15 graduate/awards per campus. Medical Administrative Technician did not meet the goal of 15 awards per campus. The award numbers did not decrease from FY14.
	Medical Assisting	MAST will meet the criteria as set by the Medical Assisting Education Review Board (MAERB) for graduate placement.	Placement Data Report	Graduation placement rate is 100%. 18 graduates. 18 placements with 13 employed in field, 1 in related field, 1 continued	Graduation placement increased from 91.3% in FY14 to 100%. This increase attests to the continued efforts of the advisors and placement coordinator striving to help students gain employment after graduation.

		(>=70%). School goal set at 90% for FY2015)		education, & 3 in unrelated field.	
	Medical Assisting	100% of the program graduates taking the AAMA Certified Medical Assistant examination will receive a passing score at or above 425.	AAMA Certified Medical Assistant examination report.	Updates will be applied when all data is obtained. 18 graduates have taken the exam. 18 graduates have passed the exam.	The benchmark was met. The practice tests administered to the students increased the pass rate from 94.4% in FY14 to 100% in FY15.
	Paramedicine	To meet CAAHEP accreditation standards, a 70% retention of students starting the Paramedicine program will successfully complete the requirements for the program and receive authorization to sit for the NREMT certification exam.	Retention Rates by Program Report DC 231 Retention by Program by Home Campus	The 2014 (FY 2015) Paramedicine course began with 12 students. The course ended as follows: Seven of the twelve students completed the program and 7 of 7 (100%) successfully completed the NREMT Licensure Exam. Of those not completing the program; 2 students withdrew due to health issues, 1 student withdrew due to Military deployment, 1 student withdrew due to a change in career path, and one student was withdrawn due to academic deficiency.	The instructor will continue to use the early alert system and offer additional tutoring for those students exhibiting difficulty with course work. The instructor will assist students presenting with other life issues by seeking help from any resource that may be available to help meet the students needs or situation.
	Paramedicine	The Program Director will complete the implementation of the High-Fidelity simulation lab. The lab will be utilized to enhance the student's ability to diagnose and treat various medical complaints.		The Laerdal ALS Sim Manikin has been placed in room 727 and has been utilized during the Paramedicine and EMS Profession courses. Ancillary equipment is in place and is being utilized. The only item not yet functional is the video and audio recording capability.	The program will continue to utilize this simulator to provide realistic simulations which will aid in increasing the students ability to diagnose and treat medical patients. The instructor will continue to improve his ability to write scenarios and operate the manikin to its fullest potential. Equipment will be budgeted for purchase in order to achieve the audio and video functionality of the simulator.
	Pharmacy Technology	Pharmacy Students will successfully pass the national certification exam offered by PTCB prior to graduation.	The Pharmacy Technician Certification Exam offered by PTCB. 📄 2015_Pharmacy_Exam_SummaryRpt.pdf	4/5 (80%) Pharmacy Tech. students successfully passed the national certification exam offered by PTCB on their first attempt. The student that was unsuccessful was offered remediation. The unsuccessful student has demonstrated test anxiety and stated that she felt that was the reason for being unsuccessful. The Pharmacy Tech. students average compared to the national average is below. *Overall Pass Rate: STC 80% (National 56%) *Medication Order Entry and Fill Process: STC 68% (National 69%) *Medication Safety: STC 90% (National 71%) *Pharmacology for Technicians: STC 73% (National 64%) *Pharmacy Billing and Reimbursement: STC 71% (National 64%) *Pharmacy Information System Usage and Application: STC 72% (National 66%) *Pharmacy Inventory Management:	According to the Pharmacy Tech. students average compared to the national average, the program director will increase the time and resources spent on the following categories in order to improve them above the national average as well as above 70%: - Medication Order Entry and Fill Process (68%) - Pharmacy Law and Regulations (60%) The Program Director would also like to note the excellence that the Pharmacy Tech. students demonstrated overall as well as in the following categories: - Medication Safety (90%) - Pharmacy Inventory Management (86%)

				STC 86% (National 70%) *Pharmacy Law and Regulations: STC 60% (National 65%) *Pharmacy Quality Assurance: STC 79% (National 68%) *Sterile and Non Sterile Compounding: STC 75% (National 59%)	
	Practical Nursing	Nursing graduates taking the NCLEX for the first time will achieve licensure.	State Board of Nursing Licensure report Students will pass the ATI Comprehensive Exam scoring 90% predictability of passing the NCLEX exam before graduation.	201416: Vidalia: 11/11 passed on first attempt Swainsboro: 8/11 passed on first attempt; 2/3 failed on first attempt; 1/1 has not taken the NCLEX 201512: Vidalia: 9/9 passed on first attempt Swainsboro: N/A 201514: N/A	Implemented a new ATI package for students beginning Spring 2015 cohort. This will be implemented on the Swainsboro campus Fall 2015. The new package will include more ATI content as well as proctored exams for the students. The students will also take a mandatory ATI NCLEX review course prior to graduation. It is hoped that the new ATI package and ATI review course will better prepare students for the NCLEX exam and yield better results.
	Practical Nursing	2% increase in retention of PNSG 2030 students on each campus from AY 2014 to AY 2015. LB 177 Retention by Course by Home Campus	KMS report (LB 177 attrition by course campus).	201414: Vidalia: 43.8% Swainsboro: N/A; No class 201512: Vidalia: 23.5% Swainsboro: 22%	Implemented a new ATI package for students beginning Spring 2015 cohort. This will be implemented on the Swainsboro campus Fall 2015. The new package will include more ATI content to aid in the course content and improve student success in PNSG 2030.
	Practical Nursing	C.N.A. program will maintain or exceed 80% pass rate	NNAAP report	201416: Vidalia: 7/20 passed on first attempt; 12/13 passed on second attempt; 1/1 passed on third attempt. 201512: Vidalia: 8/15 passed on first attempt; 4/7 passed on second attempt; 3/3 passed on third attempt. Swainsboro: 8/14 passed on first attempt; 6/6 passed on second attempt. 201514: Vidalia: 5/21 passed on first attempt; 9/16 passed on second attempt; 4/7 passed on third attempt; 3 failed the skills competency exam. Swainsboro: 3/12 passed on first attempt; 9/9 passed on second attempt	Continued strict administration and grading of skills competency final exam.
	Practical Nursing	The Practical Nursing program's average score on the ATI or program capstone exit exam will meet or exceed 90.	PN ATI - Program Capstone Exit Exam Scores	201416: Vidalia: 10/11 passed on first attempt; 1/1 passed on second attempt Swainsboro: 5/12 passed on first attempt; 5/7 on passed second attempt; 1/2 passed on third attempt; 1/1 failed the exam. 201512: Vidalia: 9/9 passed on first attempt Swainsboro: No graduating class 201514: No graduating class	Implemented a new ATI package for students beginning Spring 2015 cohort. This will not be implemented on the Swainsboro campus until Fall 2015.The new package will include more ATI content as well as proctored exams for the students. The students will also take a mandatory ATI NCLEX review course prior to graduation. The ATI package was changed due to student being unsuccessful x3 on the exit exam. It was determined by nursing faculty that since we used ATI for the exit exam that we needed to ensure students recieved adequate ATI training and practice.
	Radiological Technology	Employers will be satisfied with the graduate's performance.	The outcome will be assessed using the Employer Survey-question (2.) which evaluates whether the employer is satisfied with the graduate's performance. Employer satisfaction is evaluated annually at the end of Fall Semester. The benchmark is to have a score of 80% or higher out of 100% agree that they are satisfied with the graduate's performance.	No data has been received on Employers satisfaction with the performance of graduates.	No data has been received on Employers satisfaction with the performance of graduates.

	Program	Outcome	Assessment Method	Results	Analysis/Action
	Radiological Technology	Employers will be satisfied with the graduate's performance.	The outcome will be assessed using the Employer Survey-question (2.) which evaluates whether the employer is satisfied with the graduate's performance. Employer satisfaction is evaluated annually at the end of Fall Semester. The benchmark is to have a score of 80% or higher out of 100% agree that they are satisfied with the graduate's performance.	No data has been received on Employers satisfaction with the performance of graduates.	
	Radiological Technology	Of those actively pursuing employment, students will be gainfully employed within 12 months post-graduation.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	Within 6 months of graduation, 4 out of 6 students are employed in-field at one of our clinical affiliates. 1 student waited until they moved to Atlanta to begin seeking employment and has had several interviews. This equates to a 66.67% placement rate at this point, but the Program Faculty expect to see this number rise during the 12 month period following graduation. The Program Faculty will update data closer to the 12 month post-graduation date.	The Program Faculty feel that the fact that 4 students were employed prior to graduation is a strong indicator for this outcome. However, the Program Faculty would like to implement measures to assist students in finding employment post-graduation. Some of these strategies include assistance with resume writing and mock interviews to better prepare students as they enter the workforce.
	Radiological Technology	Students will pass the ARRT national certification exam on the first attempt.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	6 out of 6 students successfully passed the ARRT national certification exam on the first attempt. This benchmark has been met.	The Program Faculty feel as though the capstone course, RADT 2260, adequately prepares the students to successfully pass the ARRT national certification exam. Additionally, the program provides a review seminar that is a comprehensive review of all information contained in the ARRT national certification exam specifications. This review seminar is in addition to the study schedule provided at the beginning of the semester, Corectec review software and practice exams, and simulated mock exams that provide exposure to the types of questions that will be contained on the national certification exam. The Program Faculty also offer individual and group review as requested and desired by the students.
	Radiological Technology	Students will complete the program within 20 months.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% or higher.	A total of 9 students were enrolled at the beginning of this cohort that started in Fall 2013. 1 student withdrew within the first weeks of the semester due to employment conflicts; 1 student withdrew during the first semester due to academic deficiencies; 1 student withdrew during the fourth semester due to academic deficiencies. In all, 6 out of 9 students completed the program within 20 months. This equates to a 66% completion rate. Benchmark was not met for this outcome.	While the completion rate for this cohort has dropped from previous years, the Program Faculty do not expect this to be a downward trend. The program has developed numerous strategies for remediation of students and overall, feel that these strategies are helping to increase retention within the program. Both students that were withdrawn due to academic deficiencies did receive individual tutoring. The Program Faculty will continue to offer individual remediation and work with students to help them be successful. The Program Faculty will also monitor future cohorts to ensure that this is not a downward trend.
	Radiological Technology	Students will be satisfied with their education.	This outcome will be assessed annually at the end of the Fall Semester by using the Graduate/Completer Survey which will evaluate whether the student felt that his/her training prepared him/her for related work. Program faculty have set the benchmark for 80% or higher out of 100%.	No data has been received for the graduates satisfaction with their education.	No data has been received for the graduates satisfaction with their education.
	Radiological Technology	Students will be satisfied with their education.	This outcome will be assessed annually at the end of the Fall Semester by using the Graduate/Completer Survey which will evaluate whether the student felt that his/her training prepared him/her for related work. Program faculty have set the benchmark for 80% or higher out of 100%.	No data has been received for the graduates satisfaction with their education.	No data has been received for the graduates satisfaction with their education.

	Program	Outcome	Assessment Method	Results	Analysis/Use of Results
	Radiological Technology	Students will pass the ARRT national certification exam on the first attempt.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	6 out of 6 students successfully passed the ARRT national certification exam on the first attempt. This benchmark has been met.	The Program Faculty feel as though the capstone course, RADT 2260, adequately prepares the students to successfully pass the ARRT national certification exam. Additionally, the program provides a review seminar that is a comprehensive review of all information contained in the ARRT national certification exam specifications. This review seminar is in addition to the study schedule provided at the beginning of the semester, Corectec review software and practice exams, and simulated mock exams that provide exposure to the types of questions that will be contained on the national certification exam. The Program Faculty also offer individual and group review as requested and desired by the students.
	Radiological Technology	Of those actively pursuing employment, students will be gainfully employed within 12 months post-graduation.	This outcome is assessed annually by the program faculty and reported to the programmatic accrediting agency (JRCERT) in the annual report due each summer. The JRCERT has set a benchmark of 75% over a five year period.	Within 6 months of graduation, 4 out of 6 students are employed in-field at one of our clinical affiliates. 1 student waited until they moved to Atlanta to begin seeking employment and has had several interviews. This equates to a 66.67% placement rate at this point, but the Program Faculty expect to see this number rise during the 12 month period following graduation. The Program Faculty will update data closer to the 12 month post-graduation date.	The Program Faculty feel that the fact that 4 students were employed prior to graduation is a strong indicator for this outcome. However, the Program Faculty would like to implement measures to assist students in finding employment post-graduation. Some of these strategies include assistance with resume writing and mock interviews to better prepare students as they enter the workforce.
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	Welding Technology	More timely WELD diploma program completion.

Diploma students entering Fall Semester will graduate Summer Semester; in one year or a year and a half. | Diploma Advisement Forms
Application for Graduation Forms | Vidalia Campus - Summer Semester 2014, there were 8 graduates and for Summer 2015, there will be 4. Many students seek employment and do not return to complete the diploma or they change programs, etc.
Swainsboro Campus - 1 graduate. | Vidalia Campus - FY 2015 began with 7 students and only 4 are scheduled to graduate this summer, a 57%. We do not plan to use this GOAL again and too many unknowns can occur during a given semester/year. |
| | Welding Technology | No recordable accidents will occur while welding or cutting in the lab. | Accident Reports | Vidalia Campus - No recordable accidents. Swainsboro Campus - No recordable accidents. | Vidalia and Swainsboro Campuses - This will always be a GOAL, we want everyone to feel safe and work safely while in the lab. |