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SPIRIT_2015












Student Learning Outcomes (Program Level)

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






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



Program	Student Learning Outcome	Assessment Method	Assessment Tools	Actual Assessment Results / Analysis	Use of Results/Improvement
Accounting	Accounting students will complete the 10-step accounting cycle for a service business.	<p>Comprehensive Problem Jim Arnold, Photographer in ACCT 1100.</p> <p>Students have the option of completing this Comprehensive Review Problem using Peachtree or QuickBooks.</p> <p>The problem is designed to review and reinforce student knowledge of accounting for a service business.</p> <p>A minimum 70% is required for successful completion.</p>	ACCT_CompProblem.pdf	<p>Fall 2014 Swainsboro Campus: 12 of 13 students (92%) scored 70% or better. Actual scores were: 99, 100, 98, 98, 100, 99, 93, 83, 100, 0, 100, 97, 100; average score 90 (97 average excluding the student who did not turn in the assessment). Vidalia Campus(day): 12 of 14 students (86%) scored 70% or better. Actual scores were: 99, 59, 83, 100, 93, 53, 69, 100, 100, 97, 93, 90, 77, 100; average score 87. Vidalia Campus (evening): 4 of 6 students (67%) scored 70% or better. Actual scores were: 100, 0, 81, 100, 0, 80; average score 60 (90 average excluding the students who did not turn in the assessment). Spring 2015 Swainsboro Campus: 1 of 1 students (100%) scored 70% or better. Actual and average score 92. Vidalia Campus (day): 9 of 9 students (100%) scored 70% or better. Actual scores were: 86, 85, 82, 91, 72, 99, 84, 98, 73; average score 86. Vidalia Campus (evening): 2 of 4 students (50%, 2 students withdrew between completion of chapter 4 performance exam and comprehensive problem) scored 70% or better. Actual scores were: 97, 83, 55, 0; average score 59 (78 excluding the student who did not complete the assessment). Summer 2015 ACCT 1100 was not offered on either campus.</p> <p>Analysis: The scores are comparable between Swainsboro and the Vidalia day classes, due to the consistency provided by the same instructor teaching both classes. The evening Vidalia scores vary each year due to (1) the students enrolled are BAT students, not accounting students, and (2) although the same assessment materials are used, a different instructor teaches the course, resulting in varying teaching styles.</p>	<p>The accounting instructor has implemented "check points" to ensure that students are on track with completing their comprehensive problems. Additional considerations: 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.</p>
Accounting	Accounting students will complete a job order costing cycle in a manufacturing business.	Luxurious Spa practice set in ACCT 1110.		<p>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%) completed the Luxurious Spa with a 70% or better score. Actual scores were 89, 87, 85; average score 87. Vidalia Campus: 7 of 7 students (100%) completed the Luxurious Spa practice set with a 70% or better score. Actual scores were: 84, 88, 90, 76, 76, 88, 86; average score: 84.</p> <p>Analysis: FY 15 results are comparable with those of FY 14. FY 15 average score for Swainsboro students was 87; FY 14 average score was 86. FY 15 average score for Vidalia was 84; FY 14 average score was 86. The consistency is due to the course being taught by the same instructor on both campuses.</p>	<p>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.</p>
Accounting	Accounting students will prepare adjusting entries including those for: supplies used, insurance expired, depreciation of fixed assets, unpaid salaries.	<p>Chapter 4 performance exam in ACCT 1100.</p> <p>Assessment includes: Vertical analysis Liabilities Current and quick ratio Accounts receivable turnover Merchandise inventory turnover Times interest earned ratio Percent of change</p> <p>Calculation of profitability measures: a. return on total assets, b. earnings per share of common stock, c. market price per share of common stock, and d. dividends</p>	ACCT_AssessmentAdjustingEntries.pdf	<p>Fall 2014 Swainsboro Campus: 11 of 13 students (85%) scored 70% or better. Actual scores were: 82, 82, 70, 55, 76, 93, 61, 84, 80, 81, 96, 81, 95; average score 80. Vidalia Campus(day): 12 of 14 students (86%) scored 70% or better. Actual scores were: 95, 75, 93, 73, 76, 54, 62, 92, 92, 97, 90, 95, 79, 75, 88; average score 86. Vidalia Campus (evening): 4 of 6 students (67%) scored 70% or better. Actual scores were: 91, 59, 83, 100, 59, 89; average score 80. Spring 2015 Swainsboro Campus: 1 of 1 students (100%) scored 70% or better. Actual and average score 92. Vidalia Campus (day): 9 of 9 students (100%) scored 70% or better. Actual scores were: 86, 85, 82, 91, 72, 99, 84, 98, 73; average score 86. Vidalia Campus (evening): 4 of 6 students (67%) scored 70% or better. Actual</p>	<p>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,</p>






		<p>per share of common stock.</p> <p>Calculation of the following liquidity measures: a. times interest earned, b. ratio of stockholders equity to total liabilities, and c. ratio of plant assets to long-term liabilities</p> <p>Calculation of the following liquidity measures: a. working capital, b. current ratio, c. acid-test ratio, and d. ratio of plant assets to long-term liabilities</p> <p>Calculation of the following liquidity measures: a. accounts receivable turnover, b. average collection period for accounts receivable, c. merchandise inventory turnover, and d. number of days in merchandise inventory</p> <p>Calculation of the following profitability measures: a. return on total assets, b. asset turnover, and c. return on stockholders equity.</p> <p>Calculation of the following profitability measures: a. earnings per share of common stock, b. price earnings ratio, and c. dividend yield</p> <p>Students must show their work in order to receive credit.</p> <p>A minimum of 70% mastery is required for successful completion.</p>		<p>scores were: 70, 92, 81, 81, 74, 0; average score 66. <u>Summer 2015</u> ACCT 1100 was not offered on either campus.</p> <p>Analysis: The scores are comparable between Swainsboro and the Vidalia day classes, due to the consistency provided by the same instructor teaching both classes. The evening Vidalia scores vary each year due to (1) the students enrolled are BAT students, not accounting students, and (2) although the same assessment materials are used, a different instructor teaches the course, resulting in varying teaching styles.</p>	<p>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.</p>
Air Conditioning Technology	Air Conditioning diploma students will identify a HVAC system malfunction by performing troubleshooting techniques utilizing meters and gauges.	<p>AIRC 1090 Residential Split-System Analyzer Checklist</p> <p>Students complete an 8 section checklist while analyzing a live HVAC system. Students gather information on the system in sections 1 - 6 using meters and gauges.</p> <p>A minimum 70% is required for successful completion.</p>	<p> AIRC_Res_Split_System_Analyzer_Checksheet.pdf</p>	<p>4 out of 4 students successfully identified the HVAC system malfunction; however, only half of the students identified the malfunctions on the first attempt.</p> <p>Analysis: The biggest problem for some of these students was not knowing where to take certain readings or not taking the correct reading. Additional instruction or info may be needed for some students to better understand measurements.</p>	<p>Implemented the use of HVAC trainers with more hands on lab experiences. We are improving our hands-on trainers by having the students build them, and design the layout of the trainers, i.e., the Snowman and the Igloo</p>
Air Conditioning Technology	Air Conditioning diploma students will appraise the functions of the electrical components on an HVAC system.	<p>AIRC 1050 Comprehensive Exam</p> <p>100 point test which encompasses the identification of 40 electrical components worth 1 point each, function of the part, and the interpretation of any other info on the part</p> <p>A minimum 70% is required for successful completion.</p>	<p> AIRC1050_Exam.pdf</p>	<p>4 out of 5 students successfully identified the HVAC system malfunction; however, only 3 of 5 of the students identified all the parts on the first attempt.</p> <p>Analysis: The biggest problem for some of these students where not knowing where certain parts go in the system. Additional instruction or info may be needed for some students to better understand components.</p>	<p>Developed additional hands on lab projects and activities to help struggling students better understand the components.</p>
Air Conditioning Technology	AIRC TCC students will evaluate then design the basic refrigeration cycle.	<p>Basic Refrigeration Cycle Checklist</p> <p>Students must draw the refrigeration cycle then identify all the refrigeration components on the AIRC lab equipment.</p> <p>Students must identify all the components with 100% accuracy in order to receive the TCC.</p>	<p> AIRC Compression Refrigeration System.pdf</p>	<p>5 of 5 students drew the basic Refrigeration Cycle from memory, included were the 4 main components, the 4 refrigerant lines as well as the condition of the refrigerant in each line; FYI High pressure vapor or low pressure vapor, High pressure liquid and low pressure liquid gas.</p> <p>Analysis: Since this assessment has been mastered repeatedly, instructor feel it may not be rigorous enough and should be evaluated.</p>	<p>The assessment for designing the basic refrigeration cycle will be evaluated to determine if more rigor should be included.</p>
Associate of Science in Nursing	ASN student will utilize informatics to effectively communicate, manage knowledge, and support clinical decision-making. (Nursing Judgment, Professional Identity)	<p>Score 3 or higher on outcome 6- Final ASN RNSG 2020 Preceptor Evaluation Tool.</p>	<p> ASN Clinical Performance Assessment Tool.pdf  ASN Clinical Evaluation Tool Revised.pdf</p>	<p>1st cohort of ASN students will not complete the clinical practicum until Fall 2015 semester; therefore, no data is available for 2015. Results will be analysis December 2015.</p>	<p>No results available until after December 2015.</p>
Associate of Science in Nursing	ASN students will communicate effectively with patients, families, and the entire healthcare team. (Nursing Judgment)	<p>Score 3 or higher on outcome 4- Final ASN RNSG 2020 Preceptor Evaluation Tool.</p>	<p> ASN Clinical Performance Assessment Tool.pdf  ASN Clinical Evaluation Tool Revised.pdf</p>	<p>1st cohort of ASN students will not complete the clinical practicum until Fall 2015 semester; therefore, no data is available for 2015. Results will be analysis December 2015</p>	<p>No results available until after December 2015.</p>
Associate of Science in Nursing	ASN students will assume accountability for the delivery of safe, holistic, patient-centered care, utilizing	<p>Score 3 or higher on outcome 1- Final ASN RNSG 2020 Preceptor Evaluation Tool.</p>	<p> ASN Clinical Performance Assessment Tool.pdf  ASN Clinical Evaluation Tool Revised.pdf</p>	<p>1st cohort of ASN students will not complete the clinical practicum until Fall 2015 semester; therefore, no data is available for 2015. Results will be analysis December 2015</p>	<p>No results available until after December 2015.</p>

	evidence-based knowledge in a variety of settings through use of the nursing process which reflects caring as the essence of nursing. (Professional Identity, Human Flourishing)				
Associate of Science in Nursing	ASN students will manage the care of patients while working cooperatively with the individual, his/her family, and the healthcare team. (Nursing Judgment)	Score 3 or higher on outcome 5- Final ASN RNSG 2020 Preceptor Evaluation Tool.	 ASN Clinical Performance Assessment Tool.pdf  ASN Clinical Evaluation Tool Revised.pdf	1st cohort of ASN students will not complete the clinical practicum until Fall 2015 semester; therefore, no data is available for 2015. Results will be analysis December 2015	No results available until after December 2015.
Associate of Science in Nursing	ASN students will demonstrate the professional values of nursing through clinical competency, continuous personal and professional growth, ethical practice, and engaging in lifelong learning. (Spirit of Inquiry, Professional Identity)	Score 3 or higher on outcome 2- Final ASN RNSG 2020 Preceptor Evaluation Tool.	 ASN Clinical Performance Assessment Tool.pdf  ASN Clinical Evaluation Tool Revised.pdf	1st cohort of ASN students will not complete the clinical practicum until Fall 2015 semester; therefore, no data is available for 2015. Results will be analysis December 2015	No results available until after December 2015.
Associate of Science in Nursing	ASN students will utilize critical thinking when applying knowledge from sciences, humanities, and nursing, in making clinical decisions. (Nursing Judgment)	Score 3 or higher on outcome 3- Final ASN RNSG 2020 Preceptor Evaluation Tool.		1st cohort of ASN students will not complete the clinical practicum until Fall 2015 semester; therefore, no data is available for 2015. Results will be analysis December 2015	No results available until after December 2015.
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a cn automotive climate control systsem.	ASE Climate Control Rubric Written Exam 50 pts General Engine Diagnosis; Removal and Reinstallation 10 pts HVAC System Evac & Recharge 10 pts HVAC System Assembly Diagnosis and Repair 10 pts Heating systems Diagnosis and Repair 10 pts Manifold Gauge Usage 10 pts A minimum of 70% is required.	 AUTT1060_ClimateCtrl_Final_Grading_Rubric.pdf  AUTT1060_ClimateCtrl_Final_Exam.pdf	Fall semester 2014, 10 out of 10 students that have taken the exam passed. After the assessment the student(s) will be able to properly diagnose, repair, evac and recharge, and properly use climate control equipment. Also the students will be able to properly diagnose and repair the vehicle heating system.	Students shown great response to a more hands on approach in climate control systems. This was thought to have better learning opportunities for the students.
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose and repair an automobile electrical system.	ASE Electrical Systems Final Exam & Skills Check Written Exam - 50 pts DVOM usage & diag. of Electrical circuits (use each function of meter properly) - 10 pts Scan Tool usage to include communication with modules - 10 pts Wire repair, to include solder, heat shrink, and crimp connector - 10 pts Correctly install Battery Charger on vehicle - 10 pts Service Information and Schematic reading (search schematic for power window motor and explain how it works) - 10 pts A minimum 70% accuracy is required for successful completion.	 AUTT1020_Electrical_Systems_Final.pdf  AUTT1020_Electrical_Systems_Final_Grading_Rubric.pdf	Fall semester 2014, 16 out of 16 students that have taken the exam passed. After assessment students should be able to identify, diagnose, repair, and test electrical circuits and components. Students should also have an understanding of the usage and functions of the digital multi-meter. Students have taken the AUTT 1020 automotive electrical class will receive their electrical TCC. Students showed a great understanding of the use of the DMM and understanding of electrical circuits by having to create a complete circuit. By using the digital multi meter to measure the circuit it allowed them to have an understanding of the flow of electricity.	The use of live circuits created by students will continue to be used in the program. By allowing students to build thier own circuit they understand the flow and power of electricity.
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will accurately diagnose engine performance issues.	ASE Engine Performance Written Exam - 50 pts Ignition System Diagnosis and Repair - 10 pts Computerized Engine Controls Diagnosis and Repair - 10 pts Emissions Control Systems Diagnosis and Repair - 10 pts Fuel Injection Systems Diagnosis and Repair - 10 pts General Engine Diagnosis - 10 pts A minimum of 70% is required.	 AUTT1040_Final_Grading_Rubric.pdf	Spring Semester 15 out of 16 students passed the exam. After assessment students should be able to identify, diagnose, repair computer controlled systems. One student withdrew from the program due to financial reasons. Fifteen students have taken the assessment for AUTT 1040 and will now receive a TCC. Analysis: I was rather pleased with the results of the exam, being that engine performance is such a demanding course. There is a grea deal of information for a student to retain in the engine performance course. For them to be able to understand and apply the necessary information and procedures for engine performance is outstanding. Students were able to diagnose and repair, computer, fuel, air induction, ignition, and more electrical concerns with the use of computer scan tools.	AUTT 1040 Engine Performance will be taught in the same manner. There will be new features added in, but with the outcome of the students assessments, there is no need to completely go away from what was done.
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose, dismantle, and repair an automobile engine.	ASE Engine Repair Written Exam - 50 pts General Engine Diagnosis; Removal and Reinstallation (R&R) - 10 pts Cylinder Head and Valve Train Diagnosis and Repair - 10 pts	 AUTT2010_Final_Grading_Rubric.pdf  Auto_Engine_Repair_Checklist.pdf	12 of 13 students have taken and passed the assesement. After assessment students should have the ability to identify, diagnose, repair and assemble engine cylinder heads, Also the student should have the ability to remove, repair, replace, and reinstall components of the engine block One student withdrew from the program. The students have earned the TCC for the Engine repair class Analysis: The results of the exam shows that the	Using the live engines to have studetns braek down and rebuild is the best learning component for understanding the features of the internal combustion engine.



		<p>Engine Block Assembly Diagnosis and Repair - 10 pts</p> <p>Cooling Systems Diagnosis and Repair - 10 pts</p> <p>Lubrication Diagnosis and Repair - 10 pts</p> <p>A minimum of 70% is required.</p>		<p>amount of time students were able to spend in the lab with live engines helped them retain information. However, one student failing is upsetting to me and since they were one who didn't like the classroom I see a need to make the classroom more inviting, even if there is only one student.</p>	
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive transmission/transaxle to include both manual and automatic.	<p>ASE Transmission/Transaxle</p> <p>Written Exam 50 pts</p> <p>Perform a Stall test 10 pts</p> <p>Determine Procedures for Identifying Transmission 10 pts</p> <p>Perform procedure for checking fluid (mustang) 10 pts</p> <p>Identify and state Torque Converter components and how they work 10 pts</p> <p>Perform On-Vehicle Tests 10 pts</p> <p>A minimum of 70% is required for successful completion.</p>	<p>AUTT2030 Transmission Axle Final Grading Rubric.pdf</p> <p>AUTT2030 Automatic Transmissions Final Exam.pdf</p>	<p>Summer semester 2015, 16 out of 17 students that have taken the exam passed. Students should now be able to identify, properly check fluid levels, diagnose and repair automatic transmission concerns, and diagnose and repair torque converter concerns. Most students have taken the AUTT 2020 Manual Transmission class will receive their chassis TCC. One student out of the 17 withdrew from class before assessment.</p> <p>Analysis: After reviewing the information provided AUTT 2030 it seems that all the students were able to understand the lessons and instructions given. Students showed overall great results from the way the course was given to them.</p>	<p>The program could use new Transmissions for the course. They one we have are becoming worn from the removal and installation of components.</p>
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a automotive chassis to include brakes and suspension.	<p>ASE Chassis Steering and Suspension Rubric</p> <p>Written Exam 50 pts</p> <p>General Suspension and Steering system Diagnosis 10 pts</p> <p>Diagnose Power Steering Gear 10 pts</p> <p>Diagnose Suspension Noise 10 pts</p> <p>Shock Diagnosis 10 pts</p> <p>Alignment, Adjustments, and Repair 10 pts</p>	<p>AUTT1050 Chassis Steering Final Grading Rubric.pdf</p> <p>AUTT1050 Chassis Steering Final Exam.pdf</p>	<p>Spring semester 2016, 9 out of 9 students that have taken the exam passed. After assessment, students should be able to identify, properly diagnose and repair components related to steering and suspension on the vehicle. Upon completion of the AUTT 1020 course students that have taken the AUTT 1030 brake class will receive their chassis TCC. T Analysis: After reviewing the information provided AUTT 1050 may need more hands-on, for example, vehicle alignment. Although students passed and understood how to do alignments there may be a need for them to spend more time on the alignment machine itself.</p>	<p>AUTT faculty incorporated more practice time on the alignment machine in AUTT 1050</p>
Business Administrative Technology	BAT Medical students will compose professional medical documents using Medisoftware.	<p>BUSN 2340--Medical Administrative Procedures Exit Exam</p> <p>2 simulations are evaluated over 4 class periods. Students utilize the Medisoftware to complete the compose professional medical documents.</p> <p>A minimum 70% accuracy is required for successful completion.</p>	<p>BUSN2340_Sim2_Page1.pdf</p> <p>BUSN2340_Sim2_Page2.pdf</p> <p>BUSN2340_Sim2_Day1_checksheet.pdf</p> <p>BUSN2340_Sim2_Day2_checksheet.pdf</p> <p>BUSN2340_Sim2_Day3_checksheet.pdf</p> <p>BUSN2340_Sim2_Day4_checksheet.pdf</p>	<p>Fall Semester 2014</p> <p>--BUSN 2340 was not offered</p> <p>Spring Semester 2015</p> <p>Vidalia Campus: 5 out of 5 (100%) of students scored 70 or higher on the BUSN 2340 exit exam</p> <p>Summer Semester 2015</p> <p>--BUSN 2340 was not offered</p> <p>The goal was met due to instructors stressing the serious necessity for producing error-free documents. There are risks associated with making errors in medical documents could be harmful to the patients and the company.</p>	<p>Instructors stressed the negative effects of the risks associated with the errors in medical documents. Examples are being provided to show how patients and the medical industry can be affected.</p>
Business Administrative Technology	BAT students will compose professional business documents by the integration of various software applications.	<p>BUSN 2210--Applied Office Procedures Exit Exam</p> <p>In completing this exit exam, the student must use creativity as well as decision-making and critical-thinking skills to complete a variety of documents. These documents are to be completed in three class period days by completing one document per day.</p> <p>Students utilize Microsoft Word, Excel, and PowerPoint.</p> <p>A minimum 70% is required for successful completion.</p>	<p>BUSN2210_ExitExam.pdf</p> <p>BUSN_Capstone_ExitExam_Rubric-Project1.pdf</p> <p>BUSN_Capstone_ExitExam_Rubric-Project2.pdf</p> <p>BUSN_Capstone_ExitExam_Rubric-Project3.pdf</p>	<p>Fall Semester 2014</p> <p>Swainsboro Campus: 9 out of 9 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Vidalia Campus: 11 out of 11 students(100%) scored 70 or higher on the BUSN 2210 Exit Exam</p> <p>Spring Semester 2015</p> <p>--BUSN 2210 was not taught</p> <p>Summer Semester 2015</p> <p>--BUSN 2210 was not taught</p> <p>With 100% pass rate for both campuses on the exit exam, apparently the students are comprehending the integration skills learned. Students are still having problems in applying their proofreading and editing skills learned.</p>	<p>Instructors will emphasize the necessity of proofreading documents. Also, students are constantly being made aware of the damage that can occur resulting from document errors.</p>
Business Administrative Technology	BAT students will prepare memos and letters utilizing Keyboarding Pro Deluxe 2 with Microsoft Word 2013.	<p>BUSN 1440--Document Production Module 4 Performance Test</p> <p>Utilizing Keyboarding Pro Deluxe 2 with Microsoft Word 2013, student produces professional business documents with a minimum 70% accuracy.</p>		<p>Fall Semester 2014</p> <p>Swainsboro Campus: 10 out of 14 (71%) students scored 70 or better on the exam</p> <p>Vidalia Campus: 8 out of 9(89%) scored 70% or better on the exam</p> <p>Spring Semester 2015</p> <p>Swainsboro Campus: 6 out of 9 (67%) scored 70 or higher on the exam</p> <p>Vidalia Campus: 13 out of 13(100%) scored 70% or better on the exam</p> <p>Summer Semester 2015</p> <p>Swainsboro Campus: 2 out of 5 (40%) scored 70% or higher on the exam</p> <p>Vidalia Campus: 9 out of 13 (69%) scored 70% or higher on the exam</p> <p>Overall, the goal was met with 76% (48 out of 63) of the students scoring 70 or higher on the exam. However, the goal is actually down 2% from the previous year which leaves even more room for improvement.</p>	<p>The correct format for creating memos and letters were demonstrated with lecture. The software was updated to Keyboarding Pro Deluxe Online. This enables students to have access to the software as long as they have internet access and Word 2013 loaded on their computers. We also have computer labs with internet access throughout the school. As of fall 2015, the instructors are changing the book from Lessons 1-110 to Lessons 1-55. This will give students more documents and time to complete them.</p>
Business Management	Business Management students will evaluate teamwork while researching for and preparing a detailed organizational meeting.	<p>MGMT 2215 Team Project Presentation</p> <p>This Team Project Presentation requires cooperation from both partners. Students are assessed on the</p>	<p>BusMgt_2215_Rubric.pdf</p> <p>BusMgt_2215_Team_Presentation_Project.pdf</p> <p>BusMgt_2215_Partner_Evaluation.pdf</p>	<p>4 students passed the team project presentation. 2 students made 40 because they did not start the assignment until the last week of the semester. Students had been sent several email reminders, but these two particular students always wait until the last minute to do their work. I talked to them again during proctored exams and reminded them they were so far</p>	<p>Students will be sent several email reminders toward the beginning of the semester to encourage them to get busy on this assignment.</p>


		<p>research and prep for a detailed organizational meeting presentation as well as being appraised of their teamwork.</p> <p>This project takes several weeks (usually 5-6) to complete and it is usually 10-14 pages when typed in 12 point font.</p> <p>Students are assessed on format as well as team project description, implementation, supporting documents, and project quality.</p> <p>A minimum 70% is required.</p>		<p>behind but they could still finish if they would get together and get busy working on it. They did not do the research and work that was required for this assignment.</p>	
Business Management	Business Management students will analyze the principles of business management.	<p>MGMT 1100 (fall), MGMT 1135 (spring), MGMT 2215 (summer) Capstone Exam</p>		<p>K Peacock took the exit exam fall semester with a score of 93.04. Charles Wilson took the exit exam spring semester with a score of 82.28.</p> <p>Analysis: Instructor went over the questions missed and believes those answers were just forgotten. None of the questions missed have been missed by previous students taking the exit exam. Charles admitted he rushed through his exam.</p>	<p>Instructor went over the questions missed and believes those answers were just forgotten. None of the questions missed have been missed by previous students taking the exit exam. Charles admitted he rushed through his exam.</p>
Business Management	Business Management students will analyze the importance of business ethics in the workplace.	<p>MGMT 1125 Business Ethics Essay Rubric</p> <p>Assessment includes: format, description, implementation, and supporting examples.</p> <p>A minimum 70% is required.</p>	<p> BusMgt 1125 Essay Rubric.pdf</p> <p> BusMgt 1125 Two Page Essay Requirements.pdf</p> <p> BusMgt 1125 How to Prepare Internet Presentation.pdf</p>	<p>15 students passed the internet presentation with a 70 or higher. Students were required to write a minimum of 1000 words and two students failed the presentation because they did not follow these directions. One of these two students was already failing the class for not turning in the majority of homework assignments. 3 students did not turn in their internet presentation. The instructions were in the Course Announcements, Course Homework tab, gradebook, and I sent an email reminder to the entire class two weeks before the assignment was due. These students dropped a letter grade but they still passed. I sent these 3 students a personal email afterward explaining the importance of turning in all of their work and that this one missed assignment dropped their average a letter grade.</p>	<p>83% of the students passed their internet presentation and followed directions. This is the first time I have sent an email afterward explaining the importance of the internet presentation making sure the students realize this dropped their average a letter grade. I believe this email will help these students not miss any more assignments.</p>
Business Management	Business Management students will demonstrate a knowledge of the importance of human resource management in the workplace.	<p>MGMT 2115 Human Resource Management Internet Research/Essay Rubric</p> <p>Students are expected to describe how the research presentation will be implemented in today's business environment as well as how the implementation techniques are adequate and feasible in a current business environment.</p> <p>A minimum 70% is required.</p>	<p> BusMgt 2115 Rubric.pdf</p> <p> BusMgt 2115 How to Prepare Internet Presentation.pdf</p>	<p>15 of 15 students passed the essay on human resource management. Students realized the importance that 10% of their grade came from this presentation.</p>	<p>Reminder emails were sent to students to encourage them to complete their essay on time.</p>
Clinical Laboratory Technology	CLT students must choose the correct blood type for blood/plasma transfusion.	<p>Assessment skill: Choosing the correct blood type PASS/FAIL skill.</p> <p>Condition: Students have practiced this skill in class and lab. Students have been tested on this skill on chapter tests. Students will perform this competency with 100% accuracy in three attempts. This is a PASS/FAIL Competency.</p> <p>This is a vital skill required of all Medical Laboratory Technicians.</p> <p>Standard: Student MUST receive 100% accuracy on all matching blood types to advance in the program as evaluated by the instructor.</p>	<p> CLT Blood Type PASS FAIL Skill.pdf</p>	<p>Students had to correctly list: 1-the 8 blood types and the reactions of forward and reverse type. 2-the 8 blood types and the donor blood types that would be compatible for packed red blood cell transfusion 3- the 8 blood types and the donor blood types that would be compatible for fresh frozen plasma transfusion 4-the 8 blood types and the donor blood types that would be compatible for whole blood transfusion. This skill is 100% competency- pass/fail in three attempts to proceed in the CLT program.</p> <p>75% of students scored 100 on the first attempt. One student required a second and third attempt to master the blood types that are compatible with fresh frozen plasma. Additional instruction and diagrams by the instructor were required for mastery of the difficult concept.</p> <p>Analysis: Additional concepts of correct blood types for transfusion of platelets and cryoglobulin to the skills competency may be needed to ensure students are thinking critically.</p>	<p>This skill is critical for emergency and non-emergency blood component transfusion. The instructor will add additional concepts of correct blood types for transfusion of platelets and cryoglobulin to the skills competency. This will ensure that our students have the critical thinking skills required to work in blood bank and transfusion services department.</p>
Clinical Laboratory Technology	Clinical Lab students will accurately calculate chemical formulas to include the validation of computer generated chemical formula calculations.	<p>CLBT 1070 Clinical Chemistry Calculation Skill Assessment.</p> <p>Condition: Using known formulas, the student will calculate the equations.</p> <p>Standard: The student must score 85% or higher in two attempts as evaluated by the instructor.</p> <p>Time limit: 45 minutes</p> <p>Criteria: Student must score a 85% or higher in two attempts to pass the competency.</p>	<p> CLBT 1070 Calculation Skills.pdf</p>	<p>All students scored above 85% required for the assessment. Average for the skill was 90.5%.</p> <p>Analysis: Although all scored a minimum of 85%, more practice calculation in class and lab may prove to be more helpful for some students.</p>	<p>The instructor will implement more opportunities for the students to practice these calculations in class and in lab.</p>
Clinical Laboratory Technology	Clinical Lab students will accurately interpret laboratory results correlated to disease states.	<p>CLBT 1070 Laboratory results/ Disease Correlation Skill Assessment.</p> <p>Task: Student will</p>		<p>The class average was 95.6!</p>	<p>The instructor has developed a "Purpose of the chemistry test" worksheet that the students practice often. New tests are added to the list each year as new technologies are developed and</p>

		<p>Interpret lab reports and correlate to disease state of patient.</p> <p>Condition: Using lab reports containing the patient results will determine site of body affected by increase/decrease of numerical values.</p> <p>Standard: The student must score satisfactory in two attempts as evaluated by the instructor.</p> <p>Time limit: 40 minutes</p> <p>Criteria: Student must score a 80 or better in two attempts to pass the competency.</p> <p>28 questions/ 3.6 points each</p>		<p>Analysis: Students keep a list of lab tests and the associated disease states in preparation for the chemistry portion of the registry. This skill is an expected knowledge of new clinical lab employees.</p> <p>This is a critical component of laboratory medicine. Students must be able to interpret lab values in relationship to disease. Test worksheets seem to be helpful, but instructor feels they still need continual updates.</p>	Implemented in the lab. A large part of chemistry registry questions deal with lab test correlation to disease states.
Clinical Laboratory Technology	Utilizing quality control samples of bacteria as "unknowns." Clinical Lab students will identify the correct genus and species of bacteria using multiple tests.	<p>CLBT 1080 Skills Assessment of Unknown Bacteria</p> <p>Standard: Student will successfully perform identification of 5 organisms within three attempts as evaluated by the instructor.</p> <p>Task: Using gram stain, catalase, coagulase, oxidase, Enterotube, CAMP, Strep ID kit, Bile esculin and microscope with oil immersion and slide techniques, the student will identify the correct genus and species of bacteria.</p> <p>Criteria: Student must identify the unknowns in three attempts and score a 90 or above.</p>		<p>All students made 100% on this skill.</p> <p>Analysis: Students must correctly identify genus and species of bacteria in didactic courses before attending microbiology clinical rotation. Students improve their microbiology skill by attending the clinical course. Students must be knowledgeable prior to their microbiology clinical rotation. The purpose of the clinical site is to: 1- practice knowledge already learned, 2-learn the flow of a microbiology, 3- learn operation of equipment and quality control, 4- increase speed of testing, 5- be exposed to actual hospital situations and patient samples. Critical thinking skills must be continually enhanced.</p>	Incorporated more critical thinking strategies in lab assessment.
Clinical Laboratory Technology	Clinical Lab students will recognize correct patterns of hemolysis on bacterial growth media.	<p>CLT 1080 Hemolysis Skill Assessment</p> <p>Task: Student will perform a hemolysis assessment on 10 microbiological samples.</p> <p>Standard: Student will successfully perform a hemolysis assessment of 10 bacterial samples.</p> <p>Determining the hemolysis pattern of an organism is critical in the identification of a patient culture. Student must pass this skill within two attempts as evaluated by the instructor.</p> <p>Student will be using ATCC pure culture organisms grown on plates provided by an area hospital. Time limit: 20 minutes</p> <p>Criteria: Student will accurately perform and read the hemolysis pattern with a grade of 90% or better to pass the skill. All skills must be passed to progress in the CLT program.</p>	 CLBT_1080_Hemolysis_Skill_Assessment.pdf	<p>All students scored 100%.</p> <p>Analysis: Although students scored 100% of this assessment, a new skills assessment was designed after an area microbiology technologist stated that students appeared to have problems with gamma hemolysis patterns in the clinical setting.</p>	A hemolysis skills assessment was designed and has given students more practice and confidence determining hemolysis patterns of bacteria. This skill is necessary to correctly identify bacteria. This skill assessment is now a permanent skill in the didactic/lab course to assess student competency.
Commercial Truck Driving	CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.	<p>CTD 1030Department of Driver Services (DDS) Basic Control Skills Checklists: This check contains 6 parts: Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Right (includes Pullups, Encroachments, Looks, and Final Position) St. Line Backing (includes Pullups, Encroachments, Looks, and Final Position) Alley Dock(Includes Pullups, Encroachments, Looks, and Inside Alley (3ft box) Conventional Parallel Park(includes Pullups, Encroachments, Looks, and Inside Parallel) Offset Back Left (includes Pullups, Encroachments, Looks, and Final Position)</p> <p>The DDS grading is</p>	 CTD_CDLSkills.pdf	<p>Straight line - 15 violations Off set right - 10 violations Off set left - 12 violations Conventional parallel - 78 violations Sight parallel - 74 violations Alley dock - 46 violations</p> <p>Average number of violations = 3.01</p> <p>Analysis: Fewer violations were recorded in AY 2015 than in AY 2014 in every area of the test. Although we did not have funds to purchase the simulator, the extra practice sessions with instructors evidently made a difference.</p>	<p>Requested simulator for AY 2016 if funds become available.</p> <p>CTDL was included in the Work Class Labs project slated for AY 2017.</p>

		<p>done by number of incorrect attempts or violations; therefore the lower the score the better.</p> <p>A grade of 0 (no violations) is desired. To successfully complete, 12 points or less is allowed in order to complete CTD.</p>			
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	<p>CTD 1030 Capstone - DDS CDL Road Test Score Form</p> <p>Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures.</p> <p>Zero - meaning no violations - is the best possible score.</p> <p>30 points or less must be achieved in order to successfully complete CTD.</p>	 CTD_CDLSkills.pdf	<p>Turns - 400 violations Intersections - 60 violations Expressway - 0 violations Urban/Rural - 2 Violations Road side stop - 15 violations RR crossing - 10 violations General Driving - 88 violations Auto Failures - 0 violations</p> <p>Average # of violations = 7.37 (575/78) :</p> <p>Analysis: Average # of violations previous year = 8.48 (636/75) 13% improvement over previous year.</p> <p>Turns, intersections, and general driving are still the main problem areas.</p>	Pre-tested students middle way the course. Noted problems associated with gear changing. Slated to get simulator next year.
Commercial Truck Driving	CTD students will complete a pre-trip vehicle inspection according to DDS standards.	<p>CTD 1030 Department of Driver Services (DDS) Vehicle Inspection Test Checklist</p> <p>This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score.</p> <p>Sections on the 90 point Vehicle Inspection (Pre-Trip) checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear)</p> <p>Rear of Vehicle Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear)</p> <p>Rear of Trailer Maximum score of 10 points is allowed to successfully complete CTD; however if a student fails to complete the Airbrake Check in the Engine Start section with 100% accuracy, the student automatically fails the pre-trip inspection.</p>	 CTD_Skills.pdf	<p>Students scored 90% or better on the pre-trip vehicle inspection.</p> <p>Analysis: The state pre-trip checklist was revised again. More clarification in the wording of the instructions resulted in students having less difficulties in understanding.</p>	Pre-trip inspection study guide was revised to match the clearer wording in the state's revised checklist.
Computer Information Systems	Computer Support Specialist students will be able to describe a typical system requirements (i.e., inputs, processes, and outputs).	<p>CIST2921 Capstone Final Project Portfolio with Rubric Students must create a system requirement flow chart listing inputs, processes, and outputs. Successful completion of this project is required.</p>	 CIST_MilestonePortfolioRubric.pdf  CIST_TarheelToysMilestones.pdf	<p>CIST2921 was taught on the Vidalia campus Spring Semester. Four out of seven students made A's on the capstone exam.</p> <p>Analysis: This was a decrease of 5 A's from the previous year. CIST 2921 was taught on the Swainsboro campus Summer Semester in a nine and a half week semester. Two out of five students made A's on the capstone exam; however all five students passed with a grade above 75.</p> <p>In FY2014, capstone revealed that students were having 80.7% difficulty with questions regarding flow chart DFD's. Students needed better understanding of what the DFD shows and what the DFD symbols mean? More detailed coverage was given over the DFD material. Quizzes were also given to ensure that each student understood DVD's before the capstone exam was given. Videos of DFD usage and symbols were also given as a supplement to ensure student knowledge. Item analysis of the capstone questions, revealed that this improved for FY 2015.</p> <p>An item analysis of the FY2015 capstone revealed that students were having difficulty with questions regarding internal factors, tangible benefits, RFQ's and RFP's, and the types of business reports. More detailed coverage will still be given over the DFD material but lectures will be given slower concerning factors, benefits, quotes, purchases, and reports.</p>	<p>It was determined that the increase in time spent going over cost analysis and DFD Model concepts improved the students outcomes.</p> <p>For AY 2016 more time will be given on the lectures with routine quizzes to ensure that students are grasping factors, benefits, quotes, purchases, and reports.</p>
Computer Information Systems	Networking Support Specialist students will implement a LAN prototype.	<p>CIST2444 and CIST2414 Capstone Final Project and LAN Rubric</p> <p>In implementing a LAN prototype, the following criteria are included: password configuration, addressing, interface configuration, routing</p>	 CIST_Router_Rubric.pdf	<p>CIST 2414 was taught Spring Semester on the Vidalia Campus. Four out of four students passed the exam.</p> <p>Analysis: After reviewing the exam, 3 of the 4 students missed questions dealing with user accounts and routing.</p> <p>CIST2444 was not taught during the fiscal 2015 year.</p>	In AY2016, more time will be given to ensure students understand user account permissions and routing better. This will be done by giving routine quizzes over this material.

		protocol, media, connectivity, troubleshooting, and workstation configuration.< A minimum Level 3 (70-79%) is required for successful completion.			
Computer Information Systems	The Internet Specialist Web Design students will construct an error free web page using validation techniques	CIST2550/CIST2950 Capstone Final Exam with Web Page Rubric	CIST_WebSystemsProject_Rubric.pdf	<p>CIST 2550 was taught on the Vidalia campus Fall Semester. 3 out of 3 students passed the capstone exam.</p> <p>Analysis: After review of exams, there was no pattern as to any specific area that all or most students struggled with. 2 students did miss a specific question dealing with database design.</p> <p>CIST2950 was not taught during AY2015 year.</p>	Extra time will be spent on chapter covering database design and an assignment will be assigned to assess student knowledge of database design practices before the final exam.
Cosmetology	COSM students will complete a form sculpted nail using the 3 ball method with pink and white powder and odorless liquid.	<p>National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results.</p> <p>Students must achieve a minimum of 70% accuracy on the nail sculpture.</p>	COS_Sculptured_Nail.pdf COSM_NIC_Instructions_Exam.pdf COSM_Mock_Practical_Exam.pdf	<p>6% of students taking the sculptured nail portion of the mock state board exam scored 100%, 12% scored 95%, 18% scored 91%, 6% scored 86%, 35% scored 85%, 12% scored 82%, 6% scored 75%, and 6% scored 73%.</p> <p>Analysis: Although the benchmark was exceeded the instructors believe that students could benefit from more practice on the sculptured nail technique. The benchmark may be raised for next year.</p>	COS faculty raised the bar for AY 2016. Students must achieve a minimum of 75% accuracy on the nail sculpture.
Cosmetology	Students will perform basic facials with 75% accuracy. They will apply And remove cleanser and massage cream correctly. They will demonstrate at least three of the five basic massage manipulations. They will complete the facial by using a toner. They will drape the hair correctly to avoid product transfer to the hair. They will protect the clients clothing and follow safety measures throughout the service.	The facial service will be graded using the PSI grade sheet following the same guidelines that will be followed during the actual state board exam.		<p>41% of students taking the facial portion of the mock state board exam scored 100%, 35% scored 95%, 12% scored 94%, and 12% scored 89%.</p> <p>Analysis: The benchmark was not only met but exceeded. 100% of students exceeded the 75% benchmark. The instructors will discuss leaving this objective off next year.</p>	To be assessed in AY 2016, students will perform virgin hair lightener and hair color retouch in the place of this assessment.
Cosmetology	Students will accurately perform a basic layered haircut within a 30 minute timeframe.	<p>National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results.</p> <p>Students must achieve a minimum of 70% accuracy on the haircutting section of the exam. They will be graded on condition of implements, safety, correct use of implements, sections & guides, uniformity of the layers, blending of sides, back and top, and infection control procedures being followed.</p>		<p>6% of students taking the basic layered cut portion of the mock state board scored 100%, 6% scored 95%, 29% scored 90%, 18% scored 85%, 24% scored 80%, 12% scored 75%, and 6% scored 60%.</p> <p>Analysis: The benchmark was reached by 94% of the students performing the basic layered state board haircut however, this objective is not only a must for the actual state board exam this is also a skill that will be used daily in the salon.</p> <p>Instructors determined that elevation is still the main problem for students.</p>	More demos and practice cuts were utilized in efforts to stress consistency in elevation during hair cuts.
Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title XVI: Crimes and Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	CRJU 1068 - 20 question subpart of the CRJU 1068 Final Exam	CRJU_1068_Final_Exam.pdf CRJU_CriminalCode.pdf	<p>Vidalia Campus AY2015 8 of 8 traditional students scored 70% or higher with an average score of 86.</p> <p>Swainsboro Campus AY2015 10 out of 10 traditional students scored 70% or higher with an average score of 88. 8 out of 9 online traditional students scored 70% or higher with an average score of 76.</p> <p>Analysis There was significant improvement in the overall scores for this strategic goal. Traditional students outperformed online students due to an increase in criminal law manual assignments and in classroom instruction.</p>	Implemented Fall 201612, more criminal law manual assignments will be incorporated into the CRJU 1068 online program.
Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	<p>CRJU 1030 Mid-Term Exam - Probation and Parole subpart.</p> <p>Note: Students must be able to judge the difference by defining and contrasting between the two.</p>	CRJU_1030_Mid-Term_Probation_Parole.pdf	<p>Vidalia Campus AY2015 9 out of 10 traditional classroom students scored 70% or higher with an average score of 85. 16 of 17 dual enrollment students scored 70% or higher with an average score of 78.</p> <p>Swainsboro Campus AY2015 7 of 8 traditional students scored 70% or higher with an average score of 83. 9 out of 10 traditional online students scored 70% or higher with an average score of 86. 16 or 17 dual enrollment online students scored 70% or higher with an average score of 76.</p> <p>Analysis Classroom students scored higher than online students due to an increased instruction relating to probation and parole. Dual enrollment scores fell slightly to AY2013 levels.</p>	<p>The CRJU program will reschedule testing of dual enrollment students in an effort to reduce conflicts with holidays and school activities.</p> <p>An increase in the number of probation and parole assignments should improve test scores of dual enrollment students.</p>

Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures.	CRJU 2050 Search and Seizure Scenarios. Seven written scenarios will be given to students. Students must determine whether or not it is legally within the law to perform a search and seizure. Each scenario is either Yes (right) or No (wrong). A minimum of 5 out of the 7 scenarios must be determined correctly in order to pass the assessment	 CRJU_2050_Search_Legal_Illegal.pdf	<p>Vidalia Campus AY2015 7 out of 8 traditional classroom students scored 70% or higher with an average score of 79. 16 of 18 dual enrollment students scored 70% or higher with an average score of 90. Swainsboro Campus AY2015 4 of 4 traditional classroom students scored 70% or higher with an average score of 88. 3 of 3 online traditional students scored 70% or higher with an average score of 79. 14 of 14 online dual enrollment students scored 70% or higher with an average score of 80.</p> <p>Analysis The increased application assignments have significantly improved the performance of dual enrollment and online students which now make up the majority of the CRJU program enrollment.</p>	CRJU faculty implemented more search and seizure assignments for online and dual enrollment students. Identification of legal vs. illegal search and seizure methods will be assigned to all students in 2016.
Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients	<p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>7 Quality Assurance Assessment - 90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies-100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 88 or higher required</p> <p>17 NBDHE 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p>	 DHYG_Assessment_&_Debridement.pdf	<p>6 courses had research/case studies assignment. Patient surveys-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</p> <p>Postgraduate rating-100% participation and satisfaction</p> <p>Infection control deductions from assessment and debridement grade sheets-94% compliance with infection control protocol</p> <p>Quality assurance assessment-65% compliance- 70 errors were noted</p> <p>DH Record Review-85% compliance- 31 reviews were not completed by students.</p> <p>Quality assurance deductions from assessment and debridement grade sheets-341 deductions were issued: Summer- 158, Fall- 67, and Spring -116.</p> <p>Individual competencies-98% pass</p> <p>Mock & National Board-100%</p> <p>Mock CRDTS-86% pass</p> <p>CRDTS-100%</p> <p>Graduate exit survey-100% participation and satisfaction</p>	<p>Online resources for APA format will continue to be utilized since only a few students experienced difficulty with APA guidelines. The patient responses 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 discomfort through nonverbal communications.</p> <p>Employer rating-None- will continue to monitor. A few dentist 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.</p> <p>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.</p> <p>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.</p> <p>Charts with incomplete dental hygiene 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 noted on the quality assurance section of assessment and debridement grade sheets: 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 and analyzed to determine areas of weakness in problem solving strategies related to comprehensive patient care and management of patients. As areas of weakness are identified, enhancements will continue to be implemented.</p> <p>One student did not pass all of the clinical competencies in DHYG 2140. The student was given additional clinic sessions but</p>





					<p>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.</p> <p>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.</p> <p>After analyzing the breakdown of the CRDTS results, it was determined that the class overall lost points in the oral exam section which is atypical as compared with previous classes. After discussing the results with the students, it was determined that students were actually charting items not specified in the CRDTS manual. As a result, instructors will discuss the oral exam charting in more detail with future classes. No treatment plans were rejected. This reaffirmed that each class is making improvements in patient selection and treatment planning based on CRDTS guidelines. NBDHE and CRDTS mock and national board examinations will continue to be monitored to ensure that students continue to demonstrate exceptional mastery and comprehension of problem solving strategies related to comprehensive patient care and management of patients.</p> <p>After reviewing the 2014 NBDHE Profile Report, the students' overall scores were 0.11 SD above the national average. This indicated that students are capable of demonstrating problem solving strategies related to comprehensive patient care. The lower scoring discipline areas included physiology, nutrition, pharmacology, patient assessment, and preventative agents. In order to enhance these subject areas, a meeting was held with the Anatomy and Physiology instructor to discuss the curriculum in the anatomy and physiology courses. It was determined that more contextual instruction would be utilized to enhance these courses. Nutrition was moved to another semester that had a lighter academic course load. Learning competencies related to preventative agents, pharmacology, and patient assessment were reviewed and enhanced in order to improve student comprehension and performance in these areas. 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. Surveys from all stakeholders will continue to be analyzed to ensure that all stakeholders concur that graduates of the dental hygiene program are competent in employing problem solving strategies related to comprehensive patient care and management of patients.</p>
Dental Hygiene	Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care.	<p>2 Research papers/case studies required in courses- 6 courses contain research or case studies</p> <p>3 Patient Surveys- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance Assessment- 90% accuracy required</p> <p>8 Q.A. Record Review-</p>	 DHYG Assessment & Debridement.pdf	<p>6 courses had research/case studies assignment. Patient surveys-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. Postgraduate survey-100% participation and satisfaction. Quality assurance assessment- 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-341 deductions were issued: Summer- 158, Fall- 67, and Spring -116. Individual competencies- 98% pass. Mock NBDHE & NBDHE- 100% pass. Mock CRDTS-86% pass.</p>	<p>After reviewing the courses that had research assignments, it was determined that online resources for APA format will continue to be utilized since only a few students experienced difficulty with APA guidelines. More than 6 courses had research assignments that afforded students the opportunity to conduct and evaluate research related to the evidence based dental hygiene process of care. Case studies were provided throughout the curriculum to help students enhance critical thinking skills related to evidence based dental hygiene. The patient responses on the</p>



	<p>minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies- 100% pass required</p> <p>15 Mock National Board- minimum score of 85% required</p> <p>16 Mock CRDTS Board- Score of 88 or higher required</p> <p>17NBDHE- 100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p> <p>19 CRDTS- 100% pass required</p>	<p>CRDTS-100% pass</p> <p>Graduate exit survey-100% participation and satisfaction</p>	<p>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.</p> <p>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.</p> <p>Postgraduate 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.</p> <p>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.</p> <p>After analyzing DH record reviews, charts with incomplete 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.</p> <p>After reviewing the quality assurance deductions from assessment and debridement grade sheets, 341 deductions were issued: 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. The sequence of care errors were related to protocol and paperwork sequence rather than failure to follow evidence based dental hygiene process of care. One student did not pass all of the clinical 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. Satisfactory performance on clinical skill evaluations/competencies verifies that students are performing evidence based dental hygiene during clinical sessions.</p> <p>After reviewing the 2014 NBDHE Profile Report, the students' overall scores were 0.11 SD above the national average. The lower scoring discipline areas included physiology, nutrition, patient assessment, pharmacology, and preventative agents. In order to enhance these subject areas, a meeting was held with the Anatomy and Physiology instructor to discuss the curriculum in the anatomy and physiology courses. It was determined that more contextual instruction would be utilized to enhance these courses. Nutrition was moved to another semester</p>
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Dental Hygiene	Dental Hygiene students will utilize interpersonal and communication skills to interact with diverse population groups and other members of the healthcare team.	<p>3 Patient survey- minimum 85% positive required</p> <p>4 Employer Rating Surveys- minimum 85% positive required</p> <p>5 Postgraduate Rating Surveys- minimum 85% positive required</p> <p>7 Quality Assurance Assessment-90% accuracy required</p> <p>8 Q.A. Record Review- minimum 90% accuracy required</p> <p>9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required</p> <p>14 Individual competencies-100% pass required</p> <p>18 Graduate Exit Survey- minimum 85% positive required</p>	<p> DHYG Community Service Rubric.pdf</p> <p> DHYG Nursing Home Rubric.pdf</p> <p> DHYG School Lesson Rubric.pdf</p> <p> DHYG Table Clinic Rubric.pdf</p>	<p>Patient Survey-97% positive responses. 603 out of 618 responses had good or excellent ratings. 13 responses had fair ratings and 2 responses had poor ratings.</p> <p>Employer Rating survey-100% participation and satisfaction</p> <p>Postgraduate Rating survey-100% participation and satisfaction</p> <p>Quality Assurance Assessment-65% compliance- 70 errors were noted</p> <p>DH Record Review-85% compliance- 31 reviews were not completed by students.</p> <p>Quality Assurance Deductions from Assessment and Debridement-341 deductions were issued: Summer- 158, Fall- 67, and Spring -116.</p> <p>Individual Competencies-98% pass</p> <p>Graduate Exit Survey-100% participation and satisfaction</p>	<p>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.</p> <p>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 process.</p> <p>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.</p> <p>After analyzing the quality assurance assessments, it appeared that the majority of the errors 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.</p> <p>Charts with incomplete record reviews were flagged and students were instructed to complete the reviews and turn in the completed reviews to the instructor. Specific</p>















					<p>times after patients are dismissed from clinic are still being utilized for charting and DH record reviews.</p> <p>After analyzing the quality assurance deductions on assessments and debridements, 341 deductions were issued: 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.</p> <p>After reviewing scores on clinical competencies, it was noted that 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. In addition, 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.</p> <p>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 completed each of the items on the ticket.</p> <p>The nutrition course was rearranged in the curriculum sequence so that students could experience a lighter academic load during the Summer semester that they are transitioning to patient care. The piloted clinic forms that were adopted along with the revised sequence of care guidelines provided more structure and specifics about clinic expectations. Graduates also commented that they enjoyed project based learning and these experiences prepared them for working with patients from diverse population groups in the private sector. Employers also complemented the amount of experience graduates had working with diverse population groups such as Compassionate Care Dental Clinic, Hispanic Mobile Dental Van, Toombs County Service Center, and Love and Support. These enrichments also afforded students the opportunity to work with other healthcare providers within the local community.</p>
Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	Curriculum Development Teaching Rubric - assessment captured in ECCE 1112 The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptations will be made in the teaching methods.		<p>Swainsboro Campus Spring Semester 2015 7 out of 7 (100%) scored 75 or higher on the teaching unit assignment.</p> <p>Vidalia Campus Summer Semester 2015 5 out of 7 (71%) scored 75 or higher on the teaching unit assignment. One student did not complete the assignment due to health problems and received an Incomplete in the class. The other student only completed part of the assignment and received a failing grade.</p> <p>Analysis: All of the students that completed the unit passed it; however, several students were not as thorough as they should have been; some of the objectives were not written in the correct format, and some of the activities were not age appropriate. The students that did not complete the assignments stated that they were unable to complete the work because of working and going to school full-time.</p>	<p>Instructors will provide students with helpful hints on balancing work and school, and also time management techniques.</p> <p>Instructors will work closely with students during advisement and discourage students from taking too many classes when they have a family, work full-time, and go to school.</p> <p>Instructors feel there are additional strategies that can be used 1-give more time in class to work on assignments 2- have a weekly check-off list where students have to show the instructor what work has been completed. 3-Provide additional lecture/assignments for selecting age appropriate activities</p>
Early Childhood Care and Education	ECCE students will create a disabilities based resource file.	ECCE 2201 Exceptionalities Resource File Rubric The scored rubric shows the strengths and weaknesses for the student and instructors. In reviewing the scored rubric if the instructors		<p>This class was taught on the Swainsboro Campus for Spring 2015 and on the Vidalia Campus Summer 2015. RESULTS: On the Swainsboro Campus, out of the two students who took the class, both made As in the class and both made 90 or higher on the resource files. On the Vidalia campus, one student took the class and made an A in the class but made an 89 on the resource file.</p>	<p>Everyone who took the class completed the resource file and made an A for this assignment. Instructors feel no changes in instruction are needed at this time, but will re-evaluate on the next Resource Files.</p>



		see a specific drop in a category, adaptations will be made in the teaching methods.		Analysis: Everyone who took the class completed the resource file and made an A for this assignment.	
Electrical Systems	ELTR students will score at or above the STC projected average score of 88.2% on the ELTR Program Capstone/Exit Exam.	ELTR Program Capstone/Exit Exam Scores - Tracking System	ELTR1180 ExitExam HandsOn CheckSheet.pdf FY2014 Electronics CAPSTONE Results.pdf	ELTR average scores for AY 2016 - 83.42 Analysis: This is below the desired college average program exit exam score by 4.78 points. This was a .64 increase over 2015	Instructors worked on increasing the scores by incorporating more practice time before capstone exam.
Electrical Systems	Electrical Systems students will construct a residential wiring project according to National Electrical Code.	ELTR 1210 - Residential Wiring diagram and written test based on the National Electric Code. Residential Wiring Project includes: demonstrate proper wiring techniques and practices by wiring a stall according to the blueprint provided by the instructor. The diagram will include installing duplex and GFCI receptacles. This will also include installing single-pole, three-way, and four way switches and lights. The student will also take a written exam in conjunction with the wiring diagram. The student may use the National Electric Code as reference tool.	Residential Wiring Project.pdf	17 of the 24 students enrolled passed the exam. 5 of the 24 did not. Analysis: The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring. 2 students were withdrawn before the final project was given due to attendance. The instructors noticed that those who took the exam were having some problems with 3-way and 4-way switch hook-ups	Instructors will use student to student mentoring in helping students in learning for the students who did not pass. The instructors will also look into the reasons that student's who were withdrawn and see if there is anything that could have been done to prevent this from happening again.
Electronics Technology	Electronics Technology students will diagnose electronic systems to repair/replace the associated electronic circuits.	LabVolt Systems The LabVolt system tracks student activity, performance and responses to review material questions, lab exercises, troubleshooting exercises, and the lab exam. Students are required to complete all assigned labs. The lab exam (50% of the lab grade) covers the lab material which includes the review procedures and normal circuit testing, requiring the proper use of electronic bench test equipment/sources, VOMs and oscilloscopes. The circuit troubleshooting procedure(s) (50% of the lab grade) require the students to analyze modified circuits to determine which component has become faulty.	Electronics FY2015-LabVolt Performance Plots.pdf	The tracking data (displayed in the Electronics FY2015 LabVolt Performance Plots) show the average student performance for the laboratory exams and troubleshooting exercises along with the weighted average of the two tracked from FY2012 to FY2015. Target scores are >=90% for the Lab Tests and troubleshooting (TS) exercises. For DC Circuits: This plot shows a strong improvement in the troubleshooting scores, closing the gap between the test and TS scores. All scores are at or above the target. We note a slight drop in scores for FY2015. For AC Circuits: This plot shows a similar improvement to the DC plot; however, the gap between Tests and TS needs improvement and the TS score is below target. For Solid State Circuits: This plot shows a drop in scores from FY2012, with the gap between Tests and TS at an acceptable level of <5%. The drop in average scores is partly attributed to issues with aging equipment (both component failures and the interface with our newer control PCs). For Linear Circuits: This plot shows a greater drop in test scores for the FY2013 class than we saw for the Solid State labs. (Solid State and Linear are taken in the same semester and only offered once a year.) Part of the drop was due to the lab equipment issues; however, the remaining portion of the decrease must be due to the performance of that particular student group. For Digital Circuits: Student performance for the Digital labs was improved from FY2012 to the target level and remains above the target level for Tests and TS for FY2014 and FY2015.	For FY2016, STC will continue usage of the LabVolt systems for the hands-on portion of the electronics training. The tracking of the student responses to each area of review questions related to scenarios presented within the labs readily point out to the instructor the areas of lowest student learning.
Electronics Technology	Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	International Society of Certified Electronics Technicians (ISCET) Certification Exams ISCET Certification Final Exams for the four major electronics areas: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits) These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas. Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET.	FY2015 ESA-1 ESA-2 Category.pdf FY2015 ESA Certification Rates.pdf FY2015 ESA-3 ESA-4 Category.pdf	DATA ANALYSIS For FY2015, the percentage of students receiving their respective certificates from the ISCET (ESA-1 through ESA-4) increased to a new high for the ESA-1 and remained above the national average for the ESA-2. The ESA-3 and ESA-4 exams showed a decrease in percentage awards from the 100% certification rate of FY2013 and FY2014. The analysis of the percentage of students who retake the exams is as follows: ESA-1 & ESA-2: The percentage of students requiring a retake of these exams decreased to a record low for the program. We will continue use of the test question category performance breakdown to concentrate on the areas of poorest student performance on these exams. ESA-3: The percentage of students requiring a retake of this exam showed an improvement over the past two fiscal years, but is still higher than desired. This exam is the hardest of the four ESA exams and is expected to have a high percentage of students who retake the exam either to improve their course grade or to receive their certifications. ESA-4: This exam, once again, showed no retakes for students to receive their certifications. However, one student did fail the ESA-4 exam and will require a retake of the Capstone course and exam to complete the program. Additional analysis of this data categorized by class is also provided. Class is defined as the results of the ESA-1 and ESA-2 exams for students' first fiscal year of enrollment combined with the results of the ESA-3 and ESA-4 for their second fiscal year of enrollment. DATA ANALYSIS for ESA-1 FY2015 data shows an increase in scores for the Basic Theory and Math categories of test questions (new highs) compared to FY2014. However this achievement is countered by a drop-off in the other three question categories. The Trouble-Shooting and Use of Equipment categories are competency areas that are most desired by the future	For FY2016, the instructor(s) will continue to reinforce student learning in the categories of test questions where the students exhibited the lowest performance. The goal continues to be 100% certification for all students within the electronics programs to give them a better opportunity for job offers and to exceed employer expectations once they are employed. The goal for the percentage retakes on the exams will remain at the 33% mark based on nation-wide test data for the ISCET exams. This national data is not quoted or posted in this report at the request of the ISCET; however, this institution typically exceeds those certification rates for students on all four exams. USE OF RESULTS/IMPROVEMENTS for FY2016 For FY2016, the instructor will continue to emphasize the Trouble-Shooting and Use of Equipment material along with maintaining the shifted emphasis to the Theory related material. ESA-3 (Solid State Electronics & Linear Integrated Circuits) For FY2016, the instructor will maintain the increased emphasis in the Theory and Math categories while increasing the emphasis on the Trouble-Shooting and Digital Equipment categories to recover

		These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.		employers of these students; therefore, we will continue to try and improve the performance in these categories. DATA ANALYSIS for ESA-2 FY2015 data shows new highs in student performance for the Basic Theory and AC Theory categories and little to no change in the Math and Use of Equipment categories. The Trouble-Shooting category showed a disturbing drop in performance indicating a need to better enforce this category without sacrificing effort in the other four. DATA ANALYSIS for ESA-3 FY2015 data shows an increase in the Basic Theory and Digital Math categories, both at new highs, with a slight drop in student performance in the Trouble-Shooting category. The Semiconductor Theory and Digital Devices and Circuits categories were around the expected performances. The Use of Equipment category showed a dramatic drop in student performance. DATA ANALYSIS for ESA-4 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 his absence from class due to a change in his job requirements. The Trouble-Shooting and Use of Test Equipment categories continue to run at a level that needs to be slightly improved.	and exceed the expected levels of test scores in the these categories. ESA-4 (Digital Circuits) 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.
Fish and Wildlife Management	FWMT students will demonstrate appropriate work ethics.	Students will be assessed through written quizzes and in class debates on 10 work ethics traits. 1.Attendance 2.Character 3.Team Work 4.Appearance 5.Attitude 6. Productivity 7. Organizational Skills 8. Communication 9. Cooperation 10. Respect Students will be given scenarios related to work ethics to debate in classroom. Students will role play as employer/employee to enhance understanding of demonstrating good work ethics.	 FWMT Work Ethics Scenario Questions.pdf  Work Ethics Assessment Grading Rubric.pdf	7 students enrolled in FWMT 1000, Introduction to Wildlife Management. 6 traditional, 1 non traditional. 100% of students successfully answered written quizzes related to work ethics. 3 traditional students had difficulty understanding work ethics traits related to attendance and respect. 3 traditional students continued to exhibit negative behaviors related to attendance and respect. Analysis: Students who demonstrate a poor work ethic may need special assistance training.	Instructor referred students who exhibited deficiencies in work ethic characteristics to the ADA coordinator for assistance and testing.
Fish and Wildlife Management	FWMT diploma and TCC students will demonstrate an understanding of the harvest limits of game animals.	Classroom debate on game animal harvest regulations. Students will verbalize pros and cons of the harvest regulations and limits.		Five students enrolled in FWMT 1020, Environmental Law. 4 traditional students, 1 non traditional student. Students debated game animal regulations. Following debate, students expressed understanding of pros and cons of game animal harvest regulations. Upon questioning, students had positive comments regarding this method of instruction. Analysis: The students told me so. Upon questioning students indicated they enjoy debating pros and cons of game animal regulations. Students admitted better understanding of why game laws/regulations change. The debate method created enthusiasm as they debated the pros and cons of the regs.	Instructor utilized debate format. Upon questioning students indicated they enjoy debating pros and cons of game animal regulations. Students admitted better understanding of why game laws/regulations change.
Fish and Wildlife Management	FWMT diploma student will prescribe appropriate treatments for an assigned fish pond.	FWMT_Acquatic Rubric FWMT students will develop a written Water Impoundment Evaluation Plan. Plans are assessed on 12 categories utilizing the Acquatic/ Fishery/Pond Rubric which include: Defined objective for water impoundment - 5 pts Accurately determine acreage of water impoundment - 10 pts Accurate water quality sample = 10 pts Identify water quality deficits - 10 pts Make appropriate recommendations based on water sample - 10 pts Prescribe appropriate fish species for stocking - 5 pts Prescribe appropriate fish species stocking rate - 10 pts Prescribe appropriate fish stocking dates - 10 pts Appropriately identify water weeds and algae - 10 pts Prescribe appropriate water weeds and algae eradication - 10 pts Appropriately apply water amendments - 12 pts Determine water clarity by using secchi disc - 3 pts	 FWMT_Acquatic_Rubric.pdf	8 students enrolled in FWMT 2030, Fish Pond Management. 6 traditional students, 2 non traditional. 3 traditional students were not successful on written quizzes, not successful in lab participation. 5 students accurately obtained water quality sample and could identify deficits. Based on water quality samples, 5 students accurately made appropriate recommendations based on water sample. 8 students appropriately prescribed fish species for stocking and appropriate stocking dates. 8 students appropriately identified water weeds and algae. 5 students prescribed appropriate water weeds and algae eradication. 5 students demonstrated knowledge of how to appropriately apply water amendments. 8 students accurately determined water clarity using a secchi disc. 5 students' written evaluation successful. 3 students did not submit evaluation plan. Analysis: Water amendments and water quality testing were identified as student weaknesses. Additional time may be needed. 62.5% FWMT diploma students successfully prescribed appropriate treatments of assigned fish pond. 37.5% unsuccessful.	Instructor revised schedule to provide additional in -field instruction time with students prescribing water amendments and appropriate water quality testing.
Fish and Wildlife Management	FWMT diploma student will accurately collect soil samples and interpret the soil report in order to	FWMT Program Capstone Exit Exam Students must score a minimum of 80.	 Habitat Manipulation Rubric.pdf	5 students registered spring semester 2015. 3 non traditional, 2 traditional. 100% accurately collected soil samples.	Increased individual instruction to ensure student understanding. More one-on-one instruction will be incorporated into the lab instruction.


	formulate the appropriate soil amendments to produce optimum wildlife forage.	<p>FWMT 2020 Habitat Manipulation capstone course grading rubric:</p> <p>1. Accurate soil sample which includes grid set-up, sample depth, technique, data, label, 15 points</p> <p>2. Interpretation of Soil Sample report, 10 points</p> <p>3. Amendment recommendations. 15 points</p> <p>4. Define objective for food plot: Attractant, nutrition, harvest, fall/winter, spring/summer. 10 points</p> <p>5. Prescribe appropriate crop. 10 points.</p> <p>Students must collect soil samples, interpret soil reports, and prescribe appropriate fertilizers/amendments.</p> <p>Each food plot has an objective: attractant, nutrition, harvest, fall/winter, and spring/summer.</p> <p>Students must be able to formulate the amendments for the appropriate crop and food plot objective.</p>		<p>100% accurately interpreted soil report.</p> <p>100% made appropriate amendment recommendations.</p> <p>4 of 5 correctly defined objective for wildlife food plot</p> <p>100% prescribed appropriate cool/warm season crop.</p> <p>4 of 5 correctly formulated amendments for crop and food plot objective</p> <p>Analysis:</p> <p>Weakest areas for students were the defining objective for wildlife food plot and formulating amendments for crop and food plot.</p> <p>However, upon utilizing individual attention with these students, 100% of FWM students correctly obtained soil samples and correctly formulated appropriate soil amendments.</p>	
Fish and Wildlife Management	FWMT diploma students will demonstrate safe tractor operation with various tractor implements attached. Non traditional students will score 75% on equipment rubric.	<p>Equipment Use Rubric.</p> <p>Field Journal</p> <p>Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached. Students will score > 80% on equipment use rubric. Students will demonstrate safe tractor operation. Students will demonstrate knowledge of and safe operation of tractor Power Take Off. Tractor safety includes 4 personal safety precautions. Preparing the tractor/equipment for safe operation includes 18 safe operation items. Starting, operating and stopping tractor/equipment includes 23 items of instruction.</p>	<p> FWMT1010 Equipment Use Rubric.pdf</p> <p> FWMT1010 Results 201512.pdf</p>	<p>Fall 201512 - 5 students took the equipment operation assessment</p> <p>4 students scored 100 points</p> <p>2 of these were Non-traditional students - females who scored 100.</p> <p>Analysis:</p> <p>The one student scoring 93 greased only 9 out of the 11 fittings and needed coaching to connect the PTO. In addition, he kept his foot on the clutch during the entire operation.</p> <p>This student is easily distracted and does not listen to details.</p>	<p>Utilized field labs and safe tractor operation videos.</p> <p>Utilized individual instruction for inattentive student and demonstrated with step-by-step safe operating procedures.</p>
General Education & Learning Support: English	Students will develop a formal research essay.	Degree Level English Classes: ENG 1101, 1102, 2130, or 1105. Research paper rubric. Rubric includes the following sections: Content (20%), Organization (20%), Style (10%), Diction (10%), Grammar (25), Formatting and Citations (15%).		<p>Results come from degree-level English classes. Yearly Analysis: An average of 31% of the students assessed needed further instruction in research and documentation. In Summer Semester of 2014 70% of students scored an average of 70 or above on research-based essays, but 30% of students fell below the 70 average. In Fall Semester of 2014, 70 % of students scored an average of 70 or above on research-based essays, but 30 % of students fell below the 70 average. In Spring 2015, 67 % of students scored an average of 70 or above on research-based essays, but 33% of students fell below the 70 average.</p> <p>Analysis:</p> <p>Overall, an average of 31% of the students assessed needed further instruction in research and documentation.</p>	<p>Required students to use MyLab (formerly MyComplab) tutoring services provided more students with individualized practice necessary for mastery of writing and research skills. A larger number of students is using the service. Also, many students have begun to submit to MyLab tutors more than once per paper, receiving a more comprehensive feedback. The process of noting revisions from the tutor suggestion to draft provided students with guidance and provided instructors with a clearer picture of the students' revision process. However, a number of students still ignore this feature of their MyLab service, regardless of the requirement. A new, more engaging power point continues to be provided/given in class in order to supplement current APA Style instruction. Tutoring in general will continue to be encouraged. Instructors will continue to seek out interesting student papers to use as sample papers.</p>
General Education & Learning Support: English	Students will produce a logically-organized, grammatically acceptable cause or effect essay.	An ENGL 1010 Cause or Effect Essay rubric which measures paper content (25%), evidence of the writing process (15%), structure (20%), and grammar (20%). A writing checklist for use with Cause or Effect essays will be provided to the students.		<p>Yearly Analysis: An average of 28 % of students needed further instruction in this area. In Summer Semester of 2014, 71 % of students averaged a score of 70 or above on the Cause/Effect Essay assignment. 29 % scored below 70. In Fall Semester of 2014, 73 % of students averaged a score of 70 or above on the assignment. 27 % scored below 70. In Spring Semester of 2015, 71% of students averaged a score of 70 or above on the Cause/Effect Essay assignment. 29% scored below 70.</p> <p>Analysis:</p> <p>These results indicate that overall, an average of 28% of students need further instruction in this area per semester.</p>	<p>Provided more guidance during the prewriting stage by adding a step to the pre-writing process continues to underscore the positive correlation between student learning and peer review. Students' writing and self-confidence improved as a result, and students seemed to enjoy the interaction and feedback from their peers, thereby increasing positive feelings about writing. Instructors will continue the practice of implementing a peer-review process for the Cause/Effect Essay assignment. Instructors will continue to model proper writing techniques and provide meaningful examples of well-written essays for students to read, annotate, and use as a guide for their own work. Instructors will continue to seek out examples of good writing from students from</p>



					STC to use as models. Graphic Organizers will continue to be a viable instructional tool for students to use as they practice the writing process. Instructors will continue to provide directly-supervised instruction before assigning independent writing. As always, tutoring will be strongly recommended and encouraged.
General Education & Learning Support: Mathematics	Students entering MATH 1012 through STC's co-requisite pathway will successfully complete MATH 1012 with a grade of "C" or higher.	Students testing into MATH 0090 based on COMPASS entrance scores will be given the opportunity to register for MATH 0090 as a co-requisite student. MATH 1012 course grades will be used to determine which of these students successfully completed the course.		<p>The co-requisite pathway model was made available to students during Spring 2014 and Summer 2015 semesters. During that time a total of 7 students elected to take MATH 1012 as a co-requisite student and 6 of those 7 successfully completed MATH 1012 during the term with a grade of "C" or higher.</p> <p>Analysis: The overall success rate was 85.7%.</p>	Based on the high success rate of this approach, it was decided that any diploma student testing into MATH 0090 would be allowed to sign up for MATH 1012 as a co-requisite student beginning Fall Semester 2015.
General Education & Learning Support: Mathematics	A minimum of 70% of students will be retained within a given course.	The academic affairs grade distribution report will be used to identify the number of students enrolled each term for a given course each term and how many of those students withdrew from the course. Annual values will be recorded for each course.		Using the academic affairs grade distribution report, the following data was obtained for MATH courses taught at Southeastern Technical College during fiscal year 2015: MATH 1012 -> 279 of 332 students were retained for a retention value of 84%. MATH 1111 -> 323 of 354 students were retained for a retention value of 91.2%. MATH 0090 -> 284 of 327 students were retained for a retention statistic of 86.9%. MATH 1113 -> 49 of 51 students were retained for a retention value of 96.1%.	Given the retention goal was exceeded for the fiscal year, it appears that student retention is not a limiting factor in student success, with the current strategies in place. This goal will be modified to look at course grades for the upcoming fiscal year, so that we may better understand how students that stay in class ultimately perform.
General Education & Learning Support: Mathematics	Students entering MATH 1111 through STC's co-requisite pathway will successfully complete MATH 1111 with a grade of "C" or higher.	COMPASS entrance scores and MATH 0090 exit data will be used to determine which students are eligible to enroll as co-requisite students for MATH 1111. MATH 1111 course grades will be used to determine which of those students have successfully completed the course.		<p>The co-requisite pathway model was made available to students during the Spring 2014 and Summer 2015 semesters. During that time, a total of 17 students elected to take MATH 1111 along with MATH 0090 and 13 of those students passed MATH 1111 during the term with a grade of "C" or higher.</p> <p>Analysis: The overall success rate was 76.5%. The data obtained suggests that the co-requisite model is an effective approach to improving student success and retention for degree-seeking learning support students.</p>	The data obtained suggests that the co-requisite model is an effective approach to improving student success and retention for degree-seeking learning support students. As a result, the co-requisite pathway for degree-seeking students will remain in place for the coming fiscal year.
General Education: Psychology	Students will complete a mock interview.	Criteria: Listening skills, Communication skills, and Dress - Rubric will be used.		<p>For FY 2015, 83.33% of the students passed the mock interview.</p> <p>Analysis: Instructors determined that Youtube videos may appeal to students and be more effective for demonstrating interviewing skills. Other online resources may also need researching.</p>	To demonstrate effective interviewing skills by showing the class Youtube videos. To add additional online resources for students to improve interviewing skills. All mock interviews will be recorded to improve interviewing skills ongoing.
General Education: Psychology	Students will complete a correctly formatted resume.	A rubric will be used to assess the following: Resume reflected a Professional image, Grammar/Punctuation, Objective section correctly formatted, Work Experience was correctly formatted, Education section was correctly formatted.	EMPL 1000 Resume Rubric.pdf	<p>For FY 2015 in EMPL 1000, 76% of the students completed a correctly formatted resume. 24% of the students resumes were incorrect.</p> <p>Analysis: After evaluating the rubric, the areas of weaknesses were the formatting of the resumes and the mechanics which include punctuation and grammar errors.</p>	Allow class time for peer reviews on rough drafts of resumes. Provide resume' worksheets for students to correct the formatting and mechanics. Discuss resume templates.
Marketing Management	Utilizing marketing research, Marketing Management students will develop a survey instrument in which they gather the 7 types of primary data.	<p>MKTG 2090 Research Project - Students will create a survey instrument in which they will gather the 7 types of primary data. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%).</p> <p>Criteria: Format (20%) Survey Section (30%) Survey Description (30%) Paper Quality (20%)</p>	Marketing Research Project Rubric.pdf	<p>Students were successful in meeting this goal. 5/5 students successfully created a survey instrument and gathered the 7 types of primary data.</p> <p>Analysis: Students indicated that seeing completed surveys would help them in developing their own plans.</p> <p>A student in MKTG 2090 indicated that she used the Research Project to develop an actual survey for her business. She deployed the survey to make a determination about a new product offering.</p>	<p>Instructor will add completed marketing instruments to the Research Folder in ANGEL/Blackboard showing students an example of a successful instrument.</p> <p>A student in MKTG 2090 indicated that she used the Research Project to develop an actual survey for her business. She deployed the survey to make a determination about a new product offering.</p>
Marketing Management	Marketing Management students will develop a SWOT Analysis for a Fortune 500 company of their choice.	<p>The SWOT Analysis Rubric: Summarization Section - Students will be awarded achievement between Poor (0-33%), Average (34-67%), and Excellent (68-100%)</p> <p>Criteria: Format/Quality (20%) Strengths (15%) Weaknesses (15%) Opportunities (15%) Threats (15%) Summary Paragraph (20%)</p>	SWOT Analysis Grading Rubric.pdf	<p>Students were successful in meeting this goal for FY 15. 13/14 students developed a SWOT analysis on a Fortune 500 firm.</p> <p>Analysis: The one student who failed to meet this goal failed to turn in the assignment.</p>	Assignment reminders will be added to ANGEL and Blackboard when appropriate.
Marketing Management	Marketing Management students will develop a unique customer loyalty program for managing relationships with customers.	MKTG 1210 - Services Marketing Customer Loyalty Project: Section II - Description and Implementation of the Customer Loyalty Plan. Students will be graded between Achievement Level 1 (0%), 2 (33%), 3 (67%), or 4 (100%).	MKT Customer Loyalty Plan Rubric.pdf	<p>Students were successful in meeting this goal. 5/5 students (100%) successfully created a unique customer loyalty program/plan in MKTG 1210.</p> <p>Analysis: Discussions with students indicated that seeing real life customer loyalty plans would be of benefit to them.</p> <p>Also, it should be noted that students really use the programs they develop. A student in the MKTG 1210 course created a CLP for his business which he implemented during the semester. His CLP (he owns a floral shop) included incentives for customers/clients to purchase additional arrangements from his shop.</p>	<p>As the course was offered hybrid for FY15, instructor showed students actual 'real world' CLPs which the students could use to give themselves ideas for their plan(s).</p> <p>An example of an improvement for Marketing students: A student in the MKTG 1210 course created a CLP for his business which he implemented during the semester.</p>

Medical Assisting	Medical Assisting students will correctly administer injections.	MAST 1090 - Administering Medications Skills competency check-off (includes intramuscular, subcutaneous, and intradermal injections).	 MAST Medicatoin Administration.pdf	<p>All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes.</p> <p>Analysis: MAST faculty determined that the changes in instruction and one-on-one time has increased student assurance on injecting medications.</p>	Instructors focused on more individualized time with students on proper injections practices and safety, therefore increasing student confidence and patient interaction.
Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture.	MAST 1090 - Venipuncture skills competency check-off sheet.	 MAST Venipuncture.pdf	<p>All students completing the MAST 1090 course showed proficiency in venipuncture skills with an 85% or better in at least two attempts graded by a competency check-off sheet. All students completing this course showed proficiency in venipuncture.</p> <p>Analysis: Use of several teaching techniques, instructor involvement, and practice were critical aspects involved in accomplishing this goal, proven by students accurately performing venipuncture through various methods on the first attempt during competency skill check-offs.</p>	Instructors incorporated individual sessions with students to ensure they were comfortable with holding the needle and tube insertion. Also students developed this competency on mannekins and simulation software that offers real-life experience through developing techniques prior to performing skills check-offs.
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	Drug Calculations Assessments - written exams.	 MAST DrugCalc 1.pdf  MAST DrugCalc 2.pdf  MAST DrugCalc 3.pdf  MAST DrugCalc 4.pdf  MAST DrugCalc 5.pdf  MAST Drug Calculation1.pdf  MAST Drug Calculation2.pdf	<p>All students completing the MAST 1030, MAST 1090, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy. 8 students in MAST 1030 for FY14: 14 passed on first attempt, 4 passed on second attempt. No one failing the drug calculations exam. 18 students in MAST 1090 for FY14: 16 passed on the first attempt. 2 passed on the second attempt. 18 students in MAST 1180 FY14: 18 passed on the first attempt.</p> <p>Analysis: No students had to attempt the third drug calculations exam in any of the three courses assessed. MAST faculty feel the ALMA 1000 is contributing to the increase in math skills of our students.</p>	This goal was reached through practicing practical mathematic application for medication administration with homework, class discussion, practice tests and review. Many students have insufficient mathematic skills and require extra instruction in math. ALMA 1000 has improved the math skills in more students than FY14. Enhanced math skills makes the students more comfortable with solving math problems and calculations. This is shown by no student having to take the third drug calculations exam in order to meet the goal.
Paramedicine	The Paramedicine student will accurately calculate drug dosages and infusion drip rates.	Pharmacology Competency Exam.Sections to include: a. Metric conversions. b. Moving decimals. c.Bolus medication formulas. d. IV infusion formulas. e. Fluid over time formulas. f. Medication pharmacodynamics and pharmacokinetics	 PAR Patient Assessment Trauma.pdf  PAR Spinal Immobile Supine.pdf  PAR Spinal Sitting.pdf	<p>At the completion of EMSP 2130, Paramedicine students completed the Pharmacology Competency Exam.</p> <p>Of the 9 students completing the exam, 100% (9/9 students) successfully completed the exam.</p> <p>Scores ranged from 78% to 98% with a median score of 90.67%.</p> <p>Analysis: Item analysis of the exam revealed 2 questions that proved difficult to > 40% of the class. (Items 7 & 49) These items were reviewed and found to be accurate in content and relative to the students required competency.</p>	The instructor will more strongly stress the importance of understanding the Beta2 effects of a medication (question 7) and the process for moving decimals (question 49) in future classes.
Paramedicine	The EMS Professions and Paramedicine students will safely and accurately administer intramuscular and subcutaneous injections as well as administer IV Bolus medications for various medical complaints on a simulated patient, based on their competency level.	During EMSP 2130 (Paramedicine) and EMSP 1510(EMS Professions, students will be given a simulated patient and scenario which will require the administration of pre-hospital medication. Competency will be verified by using the Medication administration skill sheets NREMT - Medication Administration Assessment Sheet	 PAR Med Admin Skills.pdf  PAR Assessment Skills.pdf	<p>During lab practice and evaluation, students were given the opportunity to practice the skill of medication administration.</p> <p>100% of the Paramedicine students (9 of 9) and 100% of the EMS Professions students (6 of 6) exhibited competency in the administration of intramuscular, subcutaneous injections, and IV Bolus administration.</p> <p>Analysis: These skills are required for the successful completion of the NREMT practical exam and competent delivery of pre-hospital emergency care once licensed and will be continued to be evaluated in future programs. The instructor acknowledges the utilization of peer check-offs was an integral part of the psychomotor development of this skill and should continue to incorporate peer check-offs in the future classes.</p>	Incorporated utilization of peer check-offs as an integral part of the psychomotor development of this pre-hospital medication administration skill.
Paramedicine	During EMSP 2310, Paramedicine students will accurately interpret 12-lead EKGs to identify:> (1)ST Elevation MIs (STEMI) > (2)Bundle Branch Blocks> (3) Axis Deviation	12-lead EKG Assessment sheet		<p>After completion of Basic ECG interpretation, students were given instruction on the acquisition and interpretation of 12-lead ECGs.</p> <p>100% of the Paramedicine students (9 of 9) and 100% of the EMS Professions students (6 of 6) exhibited competency in both the acquisition and interpretation of 12-lead ECGs.</p> <p>Items they were able to identify were: (1)ST Elevation MIs (STEMI) (2)Bundle Branch Blocks (3) Axis Deviation.</p> <p>Analysis: Although all students accurately interpreted the EKGs, some students (2) required remediation in the interpretation of several basic ECG rhythms in order to correctly interpret the 12-lead ECGs.</p>	<p>The instructor has incorporated a review class of the basic ECG interpretation prior to the presentation of the 12-lead ECG didactic material.</p> <p>A Basic ECG quiz will be administered as well, to identify problem areas.</p>
Pharmacy Technology	Pharmacy students will accurately input appropriate information to process prescriptions through a pharmacy computer system.	Prescription label information check offs.		<p>6/6 (100%) of Pharmacy Tech. students successfully completed this student learning outcome utilizing the NRx pharmacy software system.</p> <p>Analysis: The Pharmacy Tech. students were first introduced to a pharmacy software system through the use of a NRx simulation CD that accompanies one of our textbooks. After the introduction with the simulation software, the students were then moved to the actual software system to demonstrate the needed skills.</p>	<p>Incorporated a pharmacy software system through the use of a NRx simulation CD that accompanies one of our textbooks. After the introduction with the simulation software, the students were then moved to the actual software system to demonstrate the needed skills.</p> <p>The instructor will utilize this method , while increasing the amount of class time spent utilizing the software to increase accuracy and efficiency.</p>
Pharmacy Technology	Pharmacy students will accurately calculate prescription	PHAR 1000: Final Exam		<p>5/7 (71.4%) of Pharmacy Tech students completed this learning outcome with an average score of 83.5%. The average score of the all 7 Pharmacy Tech. students was 75%.</p>	Students were given multiple worksheets throughout the semester to allow more practice and preparation to perform

	strengths, quantities, and volumes.			<p>Analysis: The two students that were unsuccessful received remediation and demonstrated improvement in their calculation skills throughout the remainder of the program.</p>	<p>pharmaceutical calculations, and indicated that these worksheets were helpful to improving their understanding.</p> <p>Instructor incorporated more worksheets into the curriculum.</p>
Pharmacy Technology	Pharmacy students will demonstrate knowledge in the following areas: Medication Order Entry and Fill Process Medication Safety Pharmacology for Technicians Pharmacy Billing and Reimbursement Pharmacy Information System Usage and application Pharmacy Inventory Management Pharmacy Law and Regulations Pharmacy Quality Assurance Sterile and Non Sterile Compounding	Pharmacy Technician Certification Exam - Performance Report STC Pharmacy students are expected to score at or above the national average on the knowledge domains listed.	 Pharmacy Tech Cert Exam Summary Report 2015.pdf	<p>Student taking the certification between 6/1/2015 and 9/1/2015 scored above the national average on all domains except Pharmacy Law and Regulations. STC - 60% National average - 65%</p> <p>Analysis: More emphasis and preparation will be needed on Pharmacy law and regulations.</p>	
Pharmacy Technology	Pharmacy students will prepare sterile medication products using aseptic compounding operations.	Aseptic technique and sterile product performance check offs.		<p>6/6 (100%) Pharmacy Tech. students successfully demonstrated aseptic compounding operations.</p> <p>Analysis: Although 100% of the students successfully demonstrated aseptic compounding operations, the students struggled with efficiency due to the amount of time they needed in order to complete the aseptic compounding operations.</p>	Pharmacy instructor has increased the amount of time to complete the activity and plans to utilize more activities related to this outcome in order to improve student efficiency and effectiveness.
Practical Nursing	Students will practice safe and effective culturally sensitive patient care in a variety of patient settings.	<p>Preceptor/ Instructor clinical evaluation rubric. Students will be evaluated on 15 items with a total possible score 100%. To be successful the student must score a minimum of 70%.</p> <p>Preceptor/Instructor Eval PNSG 2320</p> <p>Physical Assessment Mastery Form</p> <p>Critical Behaviors Introduces self: explains principles and rationale for procedure Performs a general survey Assessment of HEENT, Neck Assessment of thorax, lungs " Inspection of thorax " Auscultation: side to side ant & post, all lobes " Types of breath sounds Assessment of cardiovascular " Identification of sites of assessment " Auscultation & identification of normal heart sounds " Identification of all pulses Assessment of abdomen " Inspection of contour & integrity " Auscultation: before palpation; in correct assessment sites " Palpation: appropriate technique Assessment of skin/extremities " Inspection for symmetry, color, temperature, capillary refill " Performance of Homans sign if appropriate Uses equipment correctly Provides safety, comfort, & privacy Perform assessment in organized manner. Completes entire assessment within 30 minutes</p>	 PN Physical Assessment Mastery Form.pdf	<p>201416: Vidalia: 8/9 were successful on first attempt; 1/1 was successful on second attempt after remediation. All preceptor evaluations were 70% or better. Swainsboro: N/A 201512: N/A on both campuses 201514: Vidalia: 9/9 were successful on first attempt. All preceptor evaluations were 70% or better. Swainsboro: 9/9 were successful on first attempt. All preceptor evaluations were 70% or better. 201516: N/A on both campuses</p> <p>Analysis: Students are consistently scoring 70% or greater on preceptor evaluations. A new outcome should be assessed in the future.</p>	Preceptor evaluations are consistently 70% or greater. This will no longer be assessed in the future unless a need arises.
Practical Nursing	PN students will formulate medication calculations accurately.	<p>Drug calculation exam in PNSG 2230 - written exam Student must score 100% to successfully pass exam. Students will have a maximum of three attempts.</p> <p>In addition, students take medication calculation exams each semester in order to build up and maintain their skills.</p>		<p>201416: Vidalia: 7/11 passed on first attempt; 4/4 passed on second attempt Swainsboro: 2/10 passed on first attempt; 7/8 passed on second attempt; 1/1 passed on third attempt 201512: Vidalia: 7/9 passed on first attempt; 2/2 passed on second attempt Swainsboro: N/A 201514: N/A on both campuses 201516: Vidalia: 6/9 passed on first attempt; 2/3 passed on second attempt; 1/1 passed on third attempt Swainsboro: 7/9 passed on first attempt; 2/2 passed on second attempt.</p>	<p>Beginning Fall 2015, students will no longer use CONNECT. Additional ATI content and practice will be used instead of CONNECT.</p> <p>The faculty hopes the additional ATI pharmacology and calculations practice will improve the scores on the drug calculations exams and reduce the number of attempts by students. Per PN faculty discussion, standardized calculation exams were created for each attempt each semester. These are to be used on both campuses. This will</p>

				<p>Analysis: PN faculty are still concerned about the number of attempts by students; therefore, additional ATI content may be needed.</p>	<p>ensure equal assessment and analysis for all students.</p>
Radiological Technology	Students will demonstrate a positive work ethic.	The assessment method utilized for this outcome will take place in the fourth clinical course of the program (RADT 2350). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Performance Evaluation Form-question (7.) An average score of 85 points or higher on a 100 point scale is the benchmark set by the program faculty.		<p>An average score of 100 points (on a 100 point scale) was calculated for the Performance Evaluation-question 7 in RADT 2350.</p> <p>Analysis: The benchmark was far exceeded.</p> <p>The Program Faculty feel that this particular cohort had an exceptional work ethic which is supported by the placement rate for this group. 4 out of 6 students were employed in-field before graduation from the program. Having a strong work ethics is imperative in our field and the Program Faculty stress the importance of a strong work ethic and that this is a primary factor that employers evaluate during their clinical rotations.</p>	<p>The Program Faculty will look into more activities and opportunities that highlight this student learning outcome so that it may be better enforced throughout the program curriculum.</p>
Radiological Technology	RADT students will promote professional development through continuing education activities and professional networking.	The assessment method utilized for this outcome will take place in RADT 1160 during the fourth semester of the program. The tool used will be the Modality PowerPoint Presentation-Rubric Section 5. An average score of 3.0 or higher on a 4.0 scale is the benchmark set by the program faculty.		<p>An average score of 5.57 (on a 6.0 point scale) was calculated for the Modality Presentation-Rubric Section 5 in RADT 1160. The benchmark was met.</p>	<p>While, the Program Faculty feel as though this benchmark was met, we will endeavor to find new methods for promoting professional development. One method we utilize is by attending the Student-Educator's Conference annually. The conference allows the students the opportunity to network with other students across the nation, as well as possible employers and future colleagues. The conference also indoctrinates the students into the continuing education system within our profession and shows the importance of continued learning beyond graduation.</p>
Radiological Technology	RADT students will consistently utilize radiation protection measures.	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (d.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		<p>An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Patient Care Section-question (d.) in RADT 2360.</p> <p>Analysis: The benchmark was exceeded on this student learning outcome.</p> <p>The Program Faculty have been pleased to notice an upward trend in students practicing appropriate radiation safety measures during their tenure in the program.</p>	<p>While this benchmark was exceeded, the Program Faculty have developed new ways to ensure that this trend continues to remain high as radiation protection is a key tenet of high quality patient care in our field.</p> <p>The Program Faculty have assigned various professional articles that address the importance of radiation safety and imaging pediatric patients to highlight the importance of practicing proper radiation protection methods.</p> <p>The students are required to read the articles and write a summary on the article including why this information is pertinent to our field of practice and how to best integrate this information into their daily clinical practice.</p>
Radiological Technology	RADT students will demonstrate proper positioning skills.	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Procedure Performance Section-question (c.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		<p>An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Procedure Performance Section-question (c.) in RADT 2360.</p> <p>Analysis: Benchmark was met.</p> <p>This specific cohort was particularly strong with regards to radiographic positioning. However, this particular skill does vary from cohort to cohort, therefore, the Program Faculty feel that it should be evaluated annually.</p>	<p>This specific cohort was particularly strong with regards to radiographic positioning. However, this particular skill does vary from cohort to cohort, therefore, the Program Faculty feel that it should be evaluated annually. The Program Faculty have begun to use Image Critiques within the clinical courses to ensure that patient positioning and technical factor selection competence remains high. During these Image Critiques, the student reviews an exam that they have performed with the Clinical Coordinator and discusses proper patient positioning for the exam, any adaptations needed for the exam due to patient or equipment constraints, radiation protection measures, technical factor selection, and image quality factors present on the images.</p> <p>The Program Faculty believe that these Image Critiques help to develop the critical thinking skills necessary within our field.</p>
Radiological Technology	RADT students will provide a high level of patient care.	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question (a-c.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		<p>An average score of 3.0 (on a 3.0 point scale) was calculated for the Terminal Competency Form-Patient Care Section-question (a.-c.) in RADT 2360.</p> <p>Analysis: The benchmark was exceeded.</p> <p>Patient care continues to be a primary focus in the healthcare setting and the Program Faculty stress this in each didactic and clinical course. While this particular outcome has continued a satisfactory trend, the Program Faculty will endeavor to ensure that this continues to be the case.</p>	<p>The Program Faculty are currently researching different methods for addressing patient care competencies. Some activities that will be included in future didactic courses are possible guest speakers from our clinical affiliates where they outline the importance of patient care and ways to ensure that they are providing the highest level of patient care possible. The Program Faculty also plan to integrate patient care scenarios into the Work Ethics topics as a way to invite discussion on the matter.</p>
Radiological Technology	RADT students will consistently set appropriate technical factors	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-		<p>An average score of 3.0 (out of a 3.0 point scale) was calculated for the Terminal Competency Form-Procedure Performance Section-question (j.) in RADT 2360.</p> <p>Analysis: Benchmark was met.</p> <p>While the benchmark for this student learning outcome</p>	<p>The Program Faculty have already begun to require Image Critiques from the students each semester where the student will analyse the technical factors used on one of their chosen exams.</p> <p>The Program Faculty hope that this will lead to an increased awareness of the technical factors that they are selecting, as well as the impact that these factors have</p>

		<p>Procedure Performance Section-question (j.) An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.</p>		<p>was far exceeded, the Program Faculty feel that these scores may be slightly inflated. Based on feedback from the program's Advisory Committee and several clinical affiliates, the Program Faculty feel that this is an area that can be better addressed within the program.</p>	<p>on the patient and the image.</p> <p>Additionally, the Program Faculty have created a Technique Assignment where each student works in pairs and completes a Technique Chart for the clinical affiliate where they are rotating. The Program Faculty will then analyse these techniques and use them as a reference for future exams at each affiliate. The hope is that by compiling a list of common technical factors used on exams, the students will have a baseline for what they should be setting, as well as being able to adjust these factors based on patient size and composition. The Program Faculty feel that this will strengthen this area within the program and will continue to assess the effectiveness of this activity.</p>
Speech	<p>The student will demonstrate the ability to express himself or herself through the transfer of opinions, ideas, knowledge and skills accomplished by effectively speaking to an audience.</p>	<p>SPCH 1101 students will be assessed by using an Informative Speech Rubric to evaluate and score their Communication skills.</p>		<p>201516 9 of 13 students = A 1 of 13 students = B 2 of 13 students = C 1 of 13 students = F</p> <p>201514 4 of 9 students = A 3 of 9 students = B 2 of 9 students = C</p> <p>201512 9 of 24 = A 5 of 24 = B 3 of 24 = C 1 of 24 = D 6 of 24 = F</p> <p>201416 5 of 20 = A 3 of 20 = B 7 of 20 = C 2 of 20 = D 3 of 20 = F</p> <p>Cumulative: 27 of 66 = A 12 of 66 = B 14 of 66 = C 03 of 66 = D 10 of 66 = F</p> <p>59% of the students scored an A or B on the Informative speech which was evaluated using the Informative Speech rubric.</p> <p>21% of the students scored a C on the Informative Speech which was evaluated using the Informative Speech rubric.</p> <p>20% of the students scored a D or lower on the Informative Speech which was evaluated using the Informative Speech rubric.</p>	<p>While 80% of the students scored an A, B, or C on the Informative Speech, 20% of the students were unsuccessful. After reviewing the areas where students received less points, it was determined that the majority of unearned points were in the area of Stage Fright/Nervousness/Speaking Confidently. As a result of this, future classes beginning 201612 will have additional lecture/collaborative group work, and impromptu speeches to gain insight into managing Stage Fright/Nervousness/Speaking Confidently.</p>
Welding Technology	<p>WELD students will perform vertical position welding using common welding rods. Open and with backing</p>	<p>Welding Certification Exam Subpart WELD 1060 Lab Practice Check-Off Sheet Skills Assessment Checklist - Open</p> <p>Task for OPEN: Using 1/8 inch E60 electrodes for the root pass and 3/32 inch or 1/8 inch E7018 electrodes for the fill and cover passes, make an open-root V-groove weld on carbon steel plate in the vertical position.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size Acceptable weld profile in accordance with the ASME Boiler and Pressure Vessel Code Complete uniform root penetration at least flush with the base metal to a maximum buildup of 1/8 inch Smooth transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks Acceptable guided bend test results</p> <p>WELD 1050 Performance check With Backing Task: Ysung 3/32 inch, 1/8 inch, or 5/32 inch E7018 electrodes, make a V-groove weld with steel backing on carbon steel plate in the vertical position.</p> <p>Criteria: Uniform rippled</p>	<p> WELD_1060_Open_VGroove_Check.pdf</p>	<p>Vidalia Campus - 4 out of 6, 67% passed the certification test. The two students that did not pass will be given another opportunity in 6 weeks or in the WELD 1120 class prior to graduation.</p> <p>Swainsboro Campus - 7 out of 9 passed; 77%.</p>	<p>Students are made aware of the fact they must pass the 3G Vertical Certification test in order to graduate. Should they fail, after 6 weeks they are eligible to retake the test or wait until WELD 1120.</p>
				<p>Analysis: The certification exam requires each weld to be performed to American Welding Society D 1.1 structural welding code standards.</p> <p>Since students must meet this standard for each criteria, there is no leeway for a wrong weld.</p> <p>Practice labs leading up to the certification have been mastered, but there is no way to determine without very expensive chemical analysis the "why" that a weld joint breaks.</p>	

		<p>appearance on the bead face</p> <p>Craters and restarts filled to the full cross section of the weld</p> <p>Uniform weld size $\pm 1/16$ inch</p> <p>Acceptable weld profile in accordance with AWS D1.1</p> <p>No porosity</p> <p>No overlap</p> <p>No excessive undercut</p> <p>No inclusions</p> <p>No cracks</p> <p>Acceptable guided bend test results per AWS QC-10:2004</p>			
Welding Technology	WELD students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	<p>Welding Certification Exam Subpart WELD 1090 and WELD 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size $\pm 1/16$ inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks</p>	<p> WELD 1090 1153 3GVertical Groove Check.pdf</p>	<p>Vidalia Campus - 10 out of 11, 91% passed the FCAW certification test. Swainsboro Campus - 100% passed</p> <p>Analysis: The certification exam requires each weld to be performed to American Welding Society D 1.1 structural welding code standards.</p> <p>Since students must meet this standard for each criteria, there is no leeway for a wrong weld.</p> <p>Practice labs leading up to the certification have been mastered, but there is no way to determine without very expensive chemical analysis the "why" that a weld joint breaks.</p>	Welder certification testing is the best method to test a welder's ability; we will continue to use this method.
Welding Technology	WELD students will perform a BU2a-groove 3-G position MIG weld.	<p>Welding Certification Exam Subpart WELD 1090 and 1153 Groove Weld 3G</p> <p>Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel plate, with or without backing.</p> <p>Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size $\pm 1/16$ inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks</p>	<p> WELD 1090 1153 3GVertical Groove Check.pdf</p>	<p>Vidalia Campus -For GMAW WELD 1090, 100% passed the certification test. Swainsboro Campus - For GMAW 6 out of 8 passed; 75%.</p> <p>Analysis: The certification exam requires each weld to be performed to American Welding Society D 1.1 structural welding code standards.</p> <p>Since students must meet this standard for each criteria, there is no leeway for a wrong weld.</p> <p>Practice labs leading up to the certification have been mastered, but there is no way to determine without very expensive chemical analysis the "why" that a weld joint breaks.</p>	Welder certification remains as the best tool to test a welder's ability and is recognized globally, we will continue using welder certification testing.