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	Evidence of Seeking Improvement
Accounting	Accounting students will complete a job order costing cycle in a manufacturing business.	Luxurious Spa Practice Set - Job Order Costing Cycle A minimum 70% mastery is required for successful completion.		**Swainsboro:** N/A **Vidalia:** Summer Semester 2017---4 out of 4 (100%) scored 70% or better on the Luxurious Spa practice set. Actual scores were: 90, 88, 78, 81; average score 84 **Online:** N/A **High School:** N/A **Overall Analysis:** The scores are consistent with those of the previous two years. The average scores for FY 16 in Swainsboro and Vidalia, respectively, was 87 and 88. The average scores for FY 15 in Swainsboro and Vidalia, respectively, was 87 and 84. The instructor's approach to the project is consistent between the two campuses. Students work on the project in the classroom, as well as outside of class during the hybrid portion of the class. The instructor is available for rendering assistance, both inside and outside the classroom. A new text was selected for ACCT 1100 for fall semester. The next ACCT 2000 group will have used that text, and results will be monitored to determine how well the new text will cover the practice set competencies.	Instructor started using a new text for ACCT 1100 fall 2017. ACCT 1105 students will use it spring 2018. ACCT 2000 students will use it summer 2018. This text will have more instructional materials, and the expectation is that the results will be even better. Plans are to provide audio/video lectures and provide these in Blackboard to further enhance the courses. This will take time due to ADA requirements of providing closed captioning and transcripts of each demonstration/lecture.
Accounting	Accounting will complete the 10-step accounting cycle for a service business.	Comprehensive Problem Scenario/Jim Arnold, Photographer Students have the option of completing this Comprehensive Review Problem using Peachtree or QuickBooks. Estimated Completion Time 150 minutes A minimum of 70% mastery is required for successful completion.		**Swainsboro:** Swainsboro Fall Semester 2016- 4 out of 8 (50%) scored 70% or better on Comprehensive Problem 1. Actual scores were: 76, 93, 56, 56, 38, 66, 83, 75; average score 68. Spring Semester 2017- 3 out of 4 (75%) scored 70% or better on Comprehensive Problem 1. Actual scores were: 96, 47, 93, 100; average score 84 **Vidalia:** Fall Semester 2016- 8 out of 9 (89%) scored 70% or better on Comprehensive Problem 1. Actual scores were: 94, 71. 88, 79, 94 , 99, 25, 99, 98; average score 83 Fall Semester 2016 (Evening): 4 out of 4 (100%) scored 70% or better on Comprehensive Problem 1.Actual scores were: 100, 93, 82, 100; average score 94 Spring Semester 2017-6 out of 7 (86%) scored 70% or better on Comprehensive Problem 1. Actual scores were: 99, 57, 98, 86, 96, 98, 98; average score 89	BT has an accounting course in their curriculum that is less demanding. STC has always combined the groups into the ACCT required course because of limited faculty and work load restrictions. But a consideration would be to split the ACCT and BT students into the appropriate course. The only way to achieve this would be to have a full-time instructor on both campuses, EACH of which could teach 5 courses per semester instead of one instructor teaching 5 combined. With the current enrollment, it would not be fiscally efficient, so there is an effectiveness vs efficiency trade off. Beyond that, a new text has been selected for ACCT 1100 beginning fall semester 2017. There is a similar problem that can be used to assess these same competencies. It will be interesting to see the results of using a text by another author to teach these same concepts. The new text will have more online resources which the instructor intends to incorporate to further enhance student learning.

					Online: N/A	
					High School: N/A	
					Overall Analysis: **Swainsboro** Instructor requires the students to show their progress weekly on their comprehensive problem, and the students get an additional 100 homework grade. This gives the students an incentive to stay on task with the comprehensive problem, which is assigned over the course of several weeks. Most students take advantage of this and stay on task, as well as ask questions as the progress. Of the students enrolled in the classes fall and spring, only two were accounting program students. Unfortunately, because of the rigor of the course, the other non-accounting students are generally unwilling and/or unable to devote the time and lack the interest required to stay on task with the comprehensive problem. BT has an accounting course in their curriculum that is less demanding. STC has always combined the groups into the ACCT required course because of limited faculty and work load restrictions. But a consideration would be to split the ACCT and BT students into the appropriate course. The only way to achieve this would be to have a full-time instructor on both campuses, EACH of which could teach 5 courses per semester instead of one instructor teaching 5 combined. With the current enrollment, it would not be fiscally efficient, so there is an effectiveness vs efficiency trade off. **Vidalia** Instructor requires the students to show their progress weekly on their comprehensive problem, and the students get an additional 100 homework grade. This gives the students an incentive to stay on task with the comprehensive problem, which is assigned over the course of several weeks. Most students take advantage of this and stay on task, as well as ask questions as the progress. Of the students enrolled in the classes fall and spring, only two were accounting program students. Unfortunately, because of the rigor of the course, the other non-accounting students are generally unwilling and/or unable to devote the time and lack the interest required to stay on task with the comprehensive problem. Additionally, the evening course is taught by a BT instructor who does not require that students show their progress on this cumulative problem, which often leads to students procrastinating and either not completing the problem at or of not fully completing the problem. BT has an accounting course in their curriculum that is less demanding. STC has always combined the groups into the ACCT required course because of limited faculty and work load restrictions. But a consideration would be to split the ACCT and BT students into the appropriate course. The only way to achieve this would be to have a full-time instructor on both campuses, EACH of which could teach 5 courses per semester instead of one instructor teaching 5 combined. With the current enrollment, it would not be fiscally efficient, so there is an effectiveness vs efficiency trade off.	
Accounting	Accounting students will prepare adjusting entries including those for: supplies used, insurance expired, depreciation	Adjusting Entries Performance Exam A minimum of 70% mastery is required for successful completion.			**Swainsboro:** Fall Semester 2016--6 out of 8 (75%) scored 70% or better on the Chapter 4 Performance Exam. Actual scores were: 65, 87, 78, 79, 76, 86, 83, 61; average score 77	BT has an accounting course in their curriculum that is less demanding. STC has always combined the groups into the ACCT required course because of limited faculty and work load restrictions. But a

Program	Outcome	Assessment	Evidence	Results	Use of Results
	of fixed assets, unpaid salaries.			**Spring Semester 2017---4 out of 4 (100%) scored 70% or better on the Chapter 4 Performance Exam. Actual scores were: 91, 91, 97, 97; average score 94** **Vidalia:** **Fall Semester 2016--7 out of 9 (78%) scored 70% or better on the Chapter 4 Performance Exam. Actual scores were: 95, 88, 85, 57, 82, 91, 59, 87, 72; average score 80** **Fall Semester 2016 (evening)--4 out of 4 (100%) scored 70% or better on the Chapter 4 Performance Exam. Actual scores were: 90, 93, 89, 78; average score 88** **Spring Semester 2017--7 out of 7 (100%) scored 70% or better on the Chapter 4 Performance Exam. Actual scores were: 81, 75, 94, 84, 91, 85, 91; average score 85** **Online:** **N/A** **High School:** **N/A** **Overall Analysis:** **Swainsboro** **Of the students enrolled in the classes fall and spring, only two were accounting program students.** **Unfortunately, because of the rigor of the course, the other non-accounting students are generally unwilling and/or unable to devote the time and lack the interest required to excel in the course.** **Depreciation is often the most difficult adjustment for students to compute. In truth, it is an advanced concept for beginning accounting students. The College Accounting text, long used by instructor, will no longer be updated by the author. So the instructor is switching to a new accounting text for fall 2017. The new text addresses the depreciation adjustment, and students journalize the adjustment. But they are not required to actually compute the depreciation. This concept is reserved for more advanced students in ACCT 1105 Financial Accounting II, chapter 10.**	**consideration would be to split the ACCT and BT students into the appropriate course.** **The only way to achieve this would be to have a full-time instructor on both campuses, EACH of which could teach 5 courses per semester instead of one instructor teaching 5 combined.** **With the current enrollment, it would not be fiscally efficient, so there is an effectiveness vs efficiency trade off.** **A new text has been selected for ACCT 1100 beginning fall semester 2017. It will have more online resources which the instructor intends to incorporate over time to further enhance student learning.**
Air Conditioning Technology	**Air Conditioning students will appraise the functions of the electrical components on an HVAC system.**	**AIRC Comprehensive Exam** **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.** **A minimum 70% accuracy is required for successful completion.**		**Swainsboro:** **NA** **Vidalia:** **Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2017.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Former instructor retired. Assessment data for FY 2017 has not been found in the files.**	**The new AIRC instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year.** **The new instructor has a method in place to ensure the assessment data is collected for FY 2018.**
Air Conditioning Technology	**AIRC TCC students will evaluate then design the basic refrigeration cycle.**	**Basic Refrigeration Cycle Drawing and Checklist** **100% mastery is required for successful completion.**	📄 **AIRC_Compression_Refrigeration_System.pdf**	**Swainsboro:** **NA** **Vidalia:** **Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2017.** **Online:** **NA** **High School:** **NA**	**The new AIRC instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year.** **The new instructor has a method in place to ensure the assessment data is collected for FY 2018.**

				Overall Analysis: Former instructor retired. Assessment data for FY 2017 has not been found in the files.	
Air Conditioning Technology	**Air Conditioning students will illustrate the steps and working parts of a refrigeration cooling cycle by identifying a HVAC system malfunction while performing troubleshooting techniques utilizing meters and gauges.**	**AIRC Residential Split-System Analyzer Checklist** **Students gather information on the system in sections 1 - 6 using tools and equipment provided by the school.** **A 100% accuracy is required for successful completion.**	📄 **AIRC_Res_Split_System_Analyzer_Checksheet.pdf**	**Swainsboro:** NA **Vidalia:** Due to circumstances beyond the control of the new FT instructor who began the final term of the fiscal year, no assessment data could be found for FY 2017. **Online:** NA **High School:** NA **Overall Analysis:** Former instructor retired. Assessment data for FY 2017 has not been found in the files.	**The new AIRC instructor discussed the assessment plan and the absence of the assessment data needed to analyze and finalize the plan for the fiscal year.** **The new instructor has a method in place to ensure the assessment data is collected for FY 2018.**
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 (final semester) Preceptor Evaluation Tool.** **Performance Standard from the National League of Nursing Education Competencies Model**	📄 **ASN_Clinical_Performance_Assessnent_Tool.pdf** 📄 **ASN_Clinical_Evaluation_Tool_Revised.pdf**	**Swainsboro:** NA **Vidalia:** 14/18 scored 4 4/18 scored 3 **Online:** NA **High School:** NA **Overall Analysis:** All 18/18 students met the benchmark closing out the assessment of this SLO. The students were able care for patients and their families while working cooperatively with members of the health care team.	**ASN faculty discussed adding additional assessment methods to assist the faculty in making evidence based decisions for future cohorts.** **This will be evaluated when cohort 3 completes ATI proctored assessment.** **The faculty will look at the results and determine an additional assessment method for determining student performance of outcomes.** **The faculty believe one assessment tool is not sufficient to determine these outcomes.** **In addition, beginning Fall 2017 the curriculum will be changed to better assess student learning based on leveling of clinical and program SLOs.** **The Accreditation Commission for Education in Nursing (ACEN)standards will be utilized with the revised curriculum.**
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 (final semester) Preceptor Evaluation Tool.** **Performance Standard from the National League of Nursing Education Competencies Model**	📄 **ASN_Clinical_Performance_Assessnent_Tool.pdf** 📄 **ASN_Clinical_Evaluation_Tool_Revised.pdf**	**Swainsboro:** NA **Vidalia:** 12/18 scored 4 6/18 scored 3 **Online:** NA **High School:** NA **Overall Analysis:** All 18/18 students met the benchmark closing out the assessment of this SLO.	**Although the benchmark for this SLO was met the ASN faculty has decided to add a Professionalism written assignment to spring semester clinical assessments to enhance the students use of professional standards to guide nursing practice.** **To assess lifelong learning the faculty will introduce journaling to summer semester evaluation of student learning.** **ASN faculty discussed adding additional assessment methods to assist the faculty in making evidence based decisions for future cohorts.** **This will be evaluated when cohort 3 completes ATI proctored assessment.** **The faculty will look at the results and determine an additional assessment method for determining student performance of outcomes.** **The faculty believe one assessment tool is not sufficient to determine these outcomes.** **In addition, beginning Fall 2017 the curriculum will be changed to better assess student learning based on leveling of clinical and program SLOs.**

Associate of Science in Nursing	ASN students will communicate effectively with patients, families, and the entire healthcare team. (Nursing Judgment)	Score 3 or higher on outcome 4- Final ASN RNSG 2020 (final semester) Preceptor Evaluation Tool. Performance Standard from the National League of Nursing Education Competencies Model	📄 **ASN_Clinical_Performance_Assessment_Tool.pdf** 📄 **ASN_Clinical_Evaluation_Tool_Revised.pdf**	**Swainsboro:** NA **Vidalia:** **12/18 scored 4** **6/18 scored 3** **Online:** NA **High School:** NA **Overall Analysis:** All 18/18 students met the benchmark closing out the assessment of this SLO. ASN faculty are pleased with this outcome results and have decided to continue with the current assessment of this SLO.	ASN faculty discussed adding additional assessment methods to assist the faculty in making evidence based decisions for future cohorts. This will be evaluated when cohort 3 completes ATI proctored assessment. The faculty will look at the results and determine an additional assessment method for determining student performance of outcomes. The faculty believe one assessment tool is not sufficient to determine these outcomes. In addition, beginning Fall 2017 the curriculum will be changed to better assess student learning based on leveling of clinical and program SLOs. The Accreditation Commission for Education in Nursing (ACEN)standards will be utilized with the revised curriculum.
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 (final semester) Preceptor Evaluation Tool. Performance Standard from the National League of Nursing Education Competencies Model		**Swainsboro:** NA **Vidalia:** **11/18 scored 4** **7/18 scored 3** **Online:** NA **High School:** NA **Overall Analysis:** All 18/18 students met the benchmark closing out the assessment of this SLO. Even though the benchmark was exceeded the faculty will continue to research additional methods to assess critical thinking throughout the program and will use evidence-based practice to guide patient care.	ASN faculty discussed adding additional assessment methods to assist the faculty in making evidence based decisions for future cohorts. This will be evaluated when cohort 3 completes ATI proctored assessment. The faculty will look at the results and determine an additional assessment method for determining student performance of outcomes. The faculty believe one assessment tool is not sufficient to determine these outcomes. In addition, beginning Fall 2017 the curriculum will be changed to better assess student learning based on leveling of clinical and program SLOs The Accreditation Commission for Education in Nursing (ACEN)standards will be utilized with the revised curriculum.
Associate of Science in Nursing	ASN students will assume accountability for the delivery of safe, holistic, patient-centered care, utilizing 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)	Score 3 or higher on outcome 1- Final ASN RNSG 2020 (final semester) Preceptor Evaluation Tool. Performance Standard from the National League of Nursing Education Competencies Model	📄 **ASN_Clinical_Performance_Assessnent_Tool.pdf** 📄 **ASN_Clinical_Evaluation_Tool_Revised.pdf**	**Swainsboro:** NA **Vidalia:** **13/18 scored 4** **5/18 scored 3** **Online:** NA **High School:** NA **Overall Analysis:** All 18/18 students met the benchmark closing out the assessment of this SLO.	Although the benchmark for this SLO was met the ASN faculty has decided to add a patient safety written assignment to spring semester clinical assessments to enhance the student's knowledge of patient centered care and to identify safety risks and environmental hazards in the health care setting. ASN faculty discussed adding additional assessment methods to assist the faculty in making evidence based decisions for future cohorts. This will be evaluated when cohort 3 completes ATI proctored assessment. The faculty will look at the results and determine an additional assessment method for determining student performance of outcomes. The faculty believe one assessment tool is not sufficient to determine these outcomes. In addition, beginning Fall 2017 the curriculum will be changed to better assess student learning based on

				leveling of clinical and program SLOs. The Accreditation Commission for Education in Nursing (ACEN)standards will be utilized with the revised curriculum.
Associate of Science in Nursing	ASN student will utilize informatics to effectively communicate, manage knowledge, and support clinical decision-making. **(Nursing Judgment, Professional Identity)**	Score 3 or higher on outcome 6- Final ASN RNSG 2020 (final semester) Preceptor Evaluation Tool. Performance Standard from the National League of Nursing Education Competencies Model	📕 **ASN_Clinical_Performance_Assessment_Tool.pdf** 📕 **ASN_Clinical_Evaluation_Tool_Revised.pdf**	**Swainsboro:** NA **Vidalia:** 14/18 scored 4 4/18 scored 3 **Online:** NA **High School:** NA **Overall Analysis:** All 18/18 students met the benchmark closing out the assessment of this SLO. The students were able to utilize the computer systems at the clinical sites effectively to obtain and document patient information. The students were able to take the information to provide appropriate care.	Although the benchmark for this SLO was met the ASN faculty has decided to add an informatics written assignment to spring semester clinical assessments to enhance the students knowledge and use of informatics. ASN faculty discussed adding additional assessment methods to assist the faculty in making evidence based decisions for future cohorts. This will be evaluated when cohort 3 completes ATI proctored assessment. The faculty will look at the results and determine an additional assessment method for determining student performance of outcomes. The faculty believe one assessment tool is not sufficient to determine these outcomes. In addition, beginning Fall 2017 the curriculum will be changed to better assess student learning based on leveling of clinical and program SLOs. The Accreditation Commission for Education in Nursing (ACEN)standards will be utilized with the revised curriculum.
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive climate control system.	ASE Climate Control Rubric Written Exam 50 pts General Engine Diagnosis; Removal and Reinstallation10 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 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.	📕 **AUTT1060_ClimateCtrl_Final_Grading_Rubric.pdf** 📕 **AUTT1060_ClimateCtrl_Final_Exam.pdf**	**Swainsboro:** NA **Vidalia:** **Online:** NA **High School:** NA **Overall Analysis:** 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 the appropriate tools in the AUTT lab, AUTT students will diagnose and repair an automotive transmission/transaxle to include both manual and automatic.	ASE Transmission/Transaxle Written Exam 50 pts Perform a Stall test 10 pts Determine Procedures for Identifying Transmission 10 pts Perform procedure for checking fluid (mustang) 10 pts Identify and state Torque Converter components and how they work 10 pts Perform On-Vehicle Tests 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are	📕 **AUTT2030_Transmission_Axle_Final_Grading_Rubric.pdf** 📕 **AUTT2030_Automatic_Transmissions_Final_Exam.pdf**	**Swainsboro:** NA **Vidalia:** Students were able to identify, properly check fluid levels, diagnose and repair automatic transmission concerns, and diagnose and repair torque converter concerns. Students will receive their chassis TCC. **Online:** NA **High School:** NA	Requested new Transmissions to ensure students can perform repairs. The current transmissions are becoming worn from the constant removal and installation of components.

		utilized as guides for performance.		**Overall Analysis:** After reviewing the rubrics, it seems that all the students were able It should also be noted that the transmissions are getting worn out with constant removal and installations and may hinder student performance of repairs in the future.	
Automotive Technology	Utilizing appropriate AUTT tools, AUTT students will accurately diagnose, dismantle, and repair an automobile engine.	ASE Engine Repair Written Exam - 50 pts General Engine Diagnosis; Removal and Reinstallation (R&R) - 10 pts Cylinder Head and Valve Train Diagnosis and Repair - 10 pts Engine Block Assembly Diagnosis and Repair - 10 pts Cooling Systems Diagnosis and Repair - 10 pts Lubrication Diagnosis and Repair - 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.	📄 **AUTT2010_Final_Grading_Rubric.pdf** 📄 **Auto_Engine_Repair_Checklist.pdf**	**Swainsboro:** NA **Vidalia:** 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. There were five students who did not pass the exam due to lack of effort and/or attendance. These students were given adequate time to make up work and study for the exam, which they did not pass. **Online:** NA **High School:** NA **Overall Analysis:** The results of the exam shows that the 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.	After evaluation students were able to diagnose engine concerns (leaks, noise, binding,etc.). Students were able to properly diagnose engine noise using the right test equipment. Students were able to demonstrate the knowledge obtained through the use of the hands on and component identification of the engine.
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will diagnose and repair a a automotive chassis to include brakes and suspension.	ASE Chassis Steering and Suspension Rubric Written Exam 50 pts General Suspension and Steering system Diagnosis 10 pts Diagnose Power Steering Gear 10 pts Diagnose Suspension Noise 10 pts Shock Diagnosis 10 pts Alignment, Adjustments, and Repair 10 pts A 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion. National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.	📄 **AUTT1050_Chassis_Steering_Final_Grading_Rubric.pdf** 📄 **AUTT1050_Chassis_Steering_Final_Exam.pdf**	**Swainsboro:** NA **Vidalia:** After assessment, students should be able to indentify, 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. **Online:** NA **High School:** NA **Overall Analysis:** After reviewing the information provided AUTT 1050 may need more hands-on,. for example, vehicle alignment. Although students passed and understood how to do alignments there may be a need for them to spend more time on the alignment machine itself.	AUTT faculty incorporated more practice time on the alignment machine in AUTT 1050.
Automotive Technology	Utilizing the appropriate tools in the AUTT lab, AUTT students will accurately diagnose engine performance issues.	ASE Engince 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 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.	📄 **AUTT1040_Final_Grading_Rubric.pdf**	**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** I was rather pleased with the results of the exam, being that engine	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.

		National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance.		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	
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 70% minimum on the written test and a 70% minimum on the labs/skills is required for successful completion.

National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE) standards for students are utilized as guides for performance. | 📄 **AUTT1020_Electrical_Systems_Final.pdf** 📄 **AUTT1020_Electrical_Systems_Final_Grading_Rubric.pdf** | **Swainsboro:** NA

Vidalia: 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.

Online: NA

High School: NA

Overall Analysis: After evaluaion students were able to identify the effects of electricity.

They also were able to diagnose the electrical system using power, ground, and ohms. | Allowed students the use of live circuits which were created by students.

Faculty feel this should become a standard practice in the program.

By allowing students to build their own circuit they understand the flow and power of electricity. |
| Business Management | Business Management students will as members of a project development team present a team project proposal researching for and preparing a detailed organizational meeting. | Team Project Presentation Rubric & Partner Evaluation

A minimum 70% on the rubric is required for successful completion.

The Team Project counts as 15% of the Team Project course grade.

The Team Project rubric includes: Format Project Description Project Implementation Supporting Documents Project Quality

This Team Project Presentation requires cooperation from both partners.

Students are assessed on the presentation as well as being appraised of their teamwork.

Detailed instructions and rubrics are provided for students so that they know exactly what is expected. | | **Swainsboro:** NA - Business Management courses are taught online only.

Vidalia: NA - Business Management courses are taught online only.

Online: 15 students online

All 15 students passed the team project presentation with a minimum of 70% accuracy.

High School: NA - Business Management courses are taught online only.

Overall Analysis: Students were required to turn in sections of the team project throughout the semester to keep everyone on track.

Implemented requirement to submit part of the project throughout the semester and this seems to have made a big difference in keeping students on track.

Although all the students met the minimum requirements, analysis of the rubrics showed students were weakest on Format and strongest on Project Implementation. More emphasis may be needed on following format guidelines. | Implemented requirement to submit part of the project throughout the semester and this seems to have made a big difference in keeping students on track.

Added specific dates on Team Project Lesson Plan to keep students mindful of the ongoing project.

Illustrated importance of strictly adhering to format guidelines.

Utilized detailed instructions and rubrics to ensure students knew exactly what was expected. |
| Business Management | Business Management students will analyze the principles of business management. | Business Management Capstone Exam - 100 questions - comprehensive exam - minimum of 70% accuracy is expected.

The Business Management Capstone exam is administered toward the end of a student's final semester of the program. | | **Swainsboro:** NA - Business Management courses are taught online only.

Vidalia: NA - Business Management courses are taught online only. | A Study Guide was developed to help students refresh before the Exit Exam. |

				Online: 8 students online - 8 students made an 88 or higher on the exit exam. **High School:** NA - Business Management courses are taught online only. **Overall Analysis:** The study guide that was developed helped students improve their grades on the exit exam.	
Business Management	Business Management students will analyze the importance of business ethics in the workplace.	Business Ethics Essay Rubric - Minimum of 70% accuracy is required The rubric categories include: Format Description Implementation Supporting Examples Essay Quality Detailed instructions and rubrics are provided for students so that they know exactly what is expected.		**Swainsboro:** NA - Business Management courses are taught online only. **Vidalia:** NA - Business Management courses are taught online only. **Online:** 15 students online 14 of 15 students passed the internet presentation with a 70 or higher. **High School:** NA - Business Management courses are taught online only. **Overall Analysis:** Students were required to write a minimum of 1500 words and one student failed the presentation because they did not turn in the assignment. One of these two students was already not doing good in the class for not turning in the majority of homework assignments. 87% of the students passed their internet presentation and followed directions. This is the third 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 helped these students not miss.	Sent scheduled email reminders regarding importance of the presentation and the effect on the student's grade if the assignment was missed.
Business Management	Business Management students will demonstrate the importance of human resource management in the workplace.	Human Resource Management Internet Research/Essay Rubric Minimum of 70% Accuracy The rubric categories include: Format Research Description Research Implementation Research Supporting Examples Research Essay Quality Detailed instructions and rubrics are provided for students so that they know exactly what is expected.		**Swainsboro:** NA - Business Management courses are taught online only. **Vidalia:** NA - Business Management courses are taught online only. **Online:** 19 students online 16 of 19 (84%) students completed the presentation with a grade of 70 or better. 2 students did not turn in an essay which dropped their final grade by one letter grade. 1 student made a 66 due to many errors. **High School:** NA - Business Management courses are taught online only. **Overall Analysis:** 16 of 19 (84%) students completed the presentation with a grade of 70 or better. 2 students did not turn in an essay which dropped their final grade by one letter grade. 1 student made a 66 due to many errors.	Students were reminded several times throughout the semester about the essay. Students were sent an email at the end of the semester reminding them the importance of this essay and how it affected their final grade.
Business Technology	Business Technology students will compose professional business documents by the integration of various software applications.	BUSN 2210--Applied Office Procedures Exit Exam EXIT EXAM All Business Technology (BT) diploma and BT degree students are required to take the BT Exit Exam test toward the end of the semester the	📄 **BUSN2210_ExitExam.pdf** 📄 **BUSN_Capstone_Exam_Rubric-Project1.pdf** 📄 **BUSN_Capstone_Exam_Rubric-Project2.pdf** 📄 **BUSN_Capstone_Exam_Rubric-Project3.pdf**	**Swainsboro:** Fall Semester 2016 --6 out of 6 students (100%) scored 70 or higher on the BUSN 2210 Exit Exam Spring Semester 2017 --BUSN 2210 was not offered	**Implemented reinforcement strategies:** Instructor emphasized the importance of proofreading documents for accuracy. This included all software application programs.

		student is enrolled in BUSN 2210.The test will be administered by the BT Instructor and taken as a traditional timed exam. Specific competencies and skills tested in this assessment include the integration of programs/applications such as Microsoft Word, Access, Excel, and PowerPoint. Students are required to score a minimum of 70% on the exam to pass the BUSN 2210 course. If a student does not pass the exam with a minimum of 70%, the student will receive a D in the course and will be required to retake BUSN 2210.		Summer Semester 2017 --BUSN 2210 was not offered Vidalia: Fall Semester 2016 --1 out of 1 student (100%) scored 70 or higher on the BUSN 2210 Exit Exam Spring Semester 2017 --BUSN 2210 was not offered Summer Semester 2017 --BUSN 2210 was not offered Online: n/a High School: n/a Overall Analysis: The students had a 100% pass rate on both campuses on the exit exam. Although the students are learning the integration skills, they are still making careless mistake on the project assignments and quizzes.	Students were constantly reminded of the negative consequences that can be harmful to companies due to document errors.
Business Technology	Business Healthcare Technology students will compose professional medical documents using Medisoft software.	Medical Administrative Procedures Exit Exam The Medisoft software is a medical billing and accounting software used by doctors and other health care professionals to input patient records, submit insurance claims, and manage patient receivables. EXIT EXAM All Business Healthcare Technology students are required to take the BUSN 2340 Exit Exam when enrolled in this course. The exam will be taken in class under the supervision of the instructor. Specific competencies and skills tested on the assessment include: scheduling patient appointments, medical records management, medical transcription skills, billing/collection, and work area management. Students are required to score a minimum of 70% on the exam to pass the BUSN 2340 course. Students who do not pass this exam will not be able to graduate and the capstone course will need to be repeated and passed along with the exit exam. Note: Students will not be allowed to take BUSN 2340 as a transient student since the exit exam is tied specifically to this course.	BUSN2340_Sim2_Page1.pdf BUSN2340_Sim2_Page2.pdf BUSN2340_Sim2_Day1_checksheet.pdf BUSN2340_Sim2_Day2_checksheet.pdf BUSN2340_Sim2_Day3_checksheet.pdf BUSN2340_Sim2_Day4_checksheet.pdf	Swainsboro: Fall Semester 2016 --BUSN 2340 was not offered Spring Semester 2017 --BUSN 2340 was not offered Summer Semester 2017 --BUSN 2340 was not offered Vidalia: Fall Semester 2016 --BUSN 2340 was not offered Spring Semester 2017 --7 out 7 (100%) of students scored 70 or higher on the BUSN 2340 exit exam Summer Semester 2017 --BUSN 2340 was not offered Online: n/a High School: n/a Overall Analysis: With the demonstration of the Medisoft software through intense lectures, the students had a 100% pass rate on the capstone exam. The Medisoft software is a medical billing and accounting software used by doctors and other health care professionals to input patient records, submit insurance claims, and manage patient receivables.	Implemented the Medisoft software which is the most commonly used medical billing software to train students in technical colleges. Some assignments were modified to force students to focus on inputting data accurately so that they are prepared for the work force. Accuracy was continuously stressed due to extreme importance in the medical field because the company and patients can suffer harmful effects.
Business Technology	Business Technology students will prepare memos and letters utilizing Keyboarding Pro Deluxe Online with Microsoft Word 2013.	Document Production Module 4 Performance Test A minimum of 70% accuracy is required.		Swainsboro: Fall Semester 2016 --2 out 4 (50%) scored 70% or higher on the exam Spring Semester 2017 --2 out 2 (100%) scored 70% or higher on the exam Summer Semester 2017 --3 out 3 (100%) scored 70% or higher on the exam Vidalia: Fall Semester 2016 --5 out 6 (83%) scored 70% or higher on the exam Spring Semester 2017 --5 out 6 (83%) scored 70% or higher on the exam Summer Semester 2017 --BUSN 1440 was not offered	Instructors drilled the students on the correct format to create memos and letters through intense lectures and demonstrations. The 9% decline in pass rate can be attributed to the decline in enrollment of the class. The instructors determined it was time for an upgrade. The software for Keyboarding using SAM with Microsoft Word 2016 will begin fall semester, 2017.

				Online: n/a	
				High School: n/a	
				Overall Analysis: Overall, 81% (17 out of 21) of the students scored 70 or higher on the Module 4 performance test. There was a decline of 9% from the previous year. This could have resulted from a decline in enrollment in this class of 58% less students for the past year.	
Clinical Laboratory Technology	Clinical Lab students will recognize correct patterns of hemolysis on bacterial growth media.	Hemolysis Skill Assessment Task: Student will perform a hemolysis assessment on 10 microbiological samples. Determining the hemolysis pattern of an organism is critical in the identification of patient cultures. Student must pass this skill within two attempts as evaluated by the instructor. Student will be using ATCC pure culture organisms grown on plates provided by an area hospital. Time limit: 20 minutes Criteria: Student will accurately perform and read the hemolysis pattern with a grade of 90% or better to pass the skill.	📄 **CLBT_1080_Hemolysis_Skill_Assessment.pdf**	Swainsboro: NA Vidalia: Class average 96.4 Online: NA High School: NA Overall Analysis: Clinical preceptors noticed that some students had difficulty determining Enterococcus. More practice may be needed.	Clinical preceptors noticed that some students had difficulty determining Enterococcus. Recognizing hemolysis patterns on media is an important skill in microbiology department. This skill will be practiced in clinical rotation.
Clinical Laboratory Technology	Students will accurately read gram stains.	Students will prove competency of gram stains on a power point assessment. Bacteria are grouped into categories based on their gram stains: positive or negative, rod or cocci. Gram stain of bacteria can show characteristics that give a presumptive identification (positive, negative, rod, or cocci). Students must score 80% competency on 50 gram stains.		Swainsboro: NA Vidalia: 50 slide power point assessment skill. Class average was 86.7. Online: NA High School: NA Overall Analysis: On the clinical skills check off for the clinical preceptors, attention on gram stains is encouraged.	Program director wants to enhance the student's skills on gram stains. A new power point assessment was implemented in this cohort. On the clinical skills check off for the clinical preceptors, attention on gram stains is encouraged. Class average was 86.7. Student clinical check off list request more gram stain experience for students.
Clinical Laboratory Technology	Utilizing quality control samples of bacteria as "unknowns," Clinical Lab students will identify the correct genus of bacteria using multiple tests.	Skills Assessment of Unknown Bacteria Standard: Student will successfully perform identification of 10 organisms within three attempts as evaluated by the instructor. 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 of bacteria. Criteria: Student must identify the unknowns in three attempts and score a 90 or above. Pass/ Fail skill.	📄 **CLBT_10_Organism_ID.pdf**	Swainsboro: NA Vidalia: Class average 98.2 in three attempts. Online: NA High School: NA Overall Analysis: Students have practiced this skill multiple times in the lab. Students have mastered this skill and will practice it in the clinical setting.	Students have practiced this skill multiple times in the lab. Students have mastered this skill and will practice it in the clinical setting. This skill uses QC bacteria and pure cultures. In the clinical setting , patient samples with pathogens and normal flora will challenge the students and add difficulty and more expertise of reading microbiology cultures.
Clinical Laboratory Technology	Clinical Lab students will will accurately calculate chemistry formulas to include the assessment of computer generated chemistry formula calculations.	Clinical Chemistry Calculation Skill Assessment. Condition: Using known formulas, the student will calculate the equations. Standard: The student must score 75% or higher in two attempts as evaluated by the instructor. Time limit: 45 minutes. Criteria: Student must score a 75% or higher in two attempts to pass the competency.	📄 **CLBT_1070_Calculation_Skills.pdf**	Swainsboro: NA Vidalia: Class average was 89.2 Online: NA High School: NA	Students must master these formulas to pass the national registry. This skill in the lab is now performed by the computers, but must be evaluated every six months for accuracy. Two students scored below 75% on the first attempt and had to repeat the skill. Students will practice this skill in their clinical rotation and again in the review class after clinical rotations.

Program	Outcome	Assessment	File	Data	Analysis/Action
				Overall Analysis: Students must master these formulas to pass the national registry. This skill in the lab is now performed by the computers, but must be evaluated every six months for accuracy. Two students scored below 75% on the first attempt and had to repeat the skill.	
Clinical Laboratory Technology	CLT students must choose the correct blood type for blood/plasma transfusion.	Assessment skill: Patients may not receive the exact blood component type.Choosing the correct compatible type is critical. This skill emphasizes compatible LRPBC, plasma, and whole blood types. PASS/FAIL skill. Criteria: Student MUST score 100% in three attempts to pass the skill required in this class. Automatic failure results if any mismatch of a blood type or deletion of a possible blood type is encountered.	📄 **CLT_Blood_Type_PASS_FAIL_Skill.pdf**	**Swainsboro:** NA **Vidalia:** 100% within three attempts. **Online:** NA **High School:** NA **Overall Analysis:** All scored 100% in three attempts. Most students scored 100 on the first attempt. A few needed remediation on concepts especially on FFP types. These results are typical of each cohort as compatible plasma types are the reverse of blood types.	All scored 100% in three attempts. Most students scored 100 on the first attempt. A few needed remediation on concepts especially on FFP types. These results are typical of each cohort as compatible plasma types are the reverse of blood types.
Commercial Truck Driving	CTD students will complete a pre-trip vehicle inspection according to DDS standards.	Department of Driver Services (DDS) Vehicle Inspection Test Checklist This is a 90 Point checklist - the lower the score or number of violations means the better the score. Zero is a perfect score. Sections on the 90 point Vehicle Inspection (Pre-Trip) checklist include: Engine Start Tractor/Semi-Trailer Form A which includes: Front of Vehicle Engine Compartment Steering Front Axle Form B includes: Fuel Area/Under/Side Rear Axles (Front or Rear) Rear of Vehicle Form C which includes: Trailer/Semi-Trailer Trailer Axles (Front or Rear) Rear of Trailer Maximum score of 10 points is allowed to 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.	📄 **CTD_Skills.pdf**	**Swainsboro:** See Vidalia data **Vidalia:** Both locations are grouped together for testing by DDS 100% of STC CTD students were below the 5 point maximum for DDS. **Online:** NA **High School:** NA **Overall Analysis:** The majority of students scored at the 3 point range. 100% of the students scored less than 5 points on the pre-trip inspection.	Revised instructions on the Pre-Trip Vehicle Inspection Checklist
Commercial Truck Driving	CTD students will safely operate an 18 wheeler according to DDS guidelines.	Capstone - DDS CDL Road Test Score Form Students are assessed on 8 areas: Turns, Intersections, Expressways, Urban/Rural Highway, Road Side Stop/Start, Railroad Crossing, General Driving, and Automatic Failures. Zero - meaning no violations - is the best possible score. 30 points or less must be achieved in order to successfully complete CTD.	📄 **CTD_CDLSkills.pdf**	**Swainsboro:** Driving test points 320 turns 40 intersections 0 expressway 0 urban / rural 10 road side stop start 5 railroad 65 general driving **Vidalia:** Driving test points 320 turns 40 intersections 0 expressway 0 urban / rural 10 road side stop start 5 railroad 65 general driving **Online:** NA **High School:** NA **Overall Analysis:** 320 points - Turns 40points - Intersections	Implemented simulator practices in order to improve violations resulting from issues related to gear changing. Changing gears has been identified by the instructors as the major problem turning, slowing at intersections, and general driving.

				0 points - Expressways	
				0 points -Urban/Rural Highway	
				10 points - Road Side Stop/Start	
				5 points - Railroad Crossing	
				65 points - General Driving	
				0 points - Automatic Failures	
				Average number of violations was 5.79 which is a 16% improvement over AY 2016's average of 6.72.	
				Turns, General Driving, and Intersections are the main problem areas. However, all three areas showed improvement over the previous year scores.	
Commercial Truck Driving	CTD students will perform off-road maneuvers of an 18 wheel rig within Department of Driver Services (DDS) guidelines.	Department 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) The DDS grading is done by number of incorrect attempts or violations; therefore the lower the score the better. A grade of 0 (no violations) is desired. To successfully complete,12 points or less is allowed in order to complete CTD.	📄 CTD_CDLSkills.pdf	Swainsboro: 15 students passed Vidalia: 61 students passed Online: NA High School: NA Overall Analysis: 76 students passed (15 & 61) 66 points - Sight-Side Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) 7 points - Offset Back Right(includes Pullups, Encroachments, Looks, and Final Position) 10 points - St. Line Backing(includes Pullups, Encroachments, Looks, and Final Position) 37 points - Alley Dock(includes Pullups, Encroachments, Looks, and Inside Alley (3ft box) 70 points - Conventional Parallel Park (includes Pullups, Encroachments, Looks, and Inside Parallel) 8 points - Offset Back Left (includes Pullups, Encroachments, Looks, and Final Position) Average number of violations = 2.61 This is 8% improvement over AY 2016 average of 2.84. Note: A grade of 0 (no violations)is desired. The fewer violations the better.	Utilized new CTDL driving simulator which has proven to improve student skills with more driving practices.
Computer Information Systems	Networking Support Specialist students will implement a LAN prototype.	CIST Capstone Final Project and LAN Rubric All Networking Support Specialist diploma and degree students are required to pass the Capstone Exam/Project at the end of the semester. Students must score 70% or better on the Capstone Exam/Project to successfully complete.	📄 CIST_Router_Rubric.pdf	Swainsboro: Vidalia: CIST2414 was taught on the Vidalia campus in the spring semester. There were four students in the class and the average grade on the capstone fine project was 93. Online: High School: Overall Analysis: The results were very good, with the lowest grade being 88 on the final capstone final. There was no specific area in the test results that indicated a specific objective concept was missed. Students successfully passed the Microsoft capstone exam for the networking sequence courses. This outcome will be assessed in AY2018 to ensure quality of networking students.	Implemented TestOut The use of the TestOut online learning provided the students with excellent practice questions and lab simulations that prepared them to take the comprehensive capstone final exam.

Program	Expected Outcome	Assessment Criteria	Documents	Results	Use of Results
Computer Information Systems	Computer Support Specialist students will be able to describe a typical system requirements (i,e., inputs, processes, and outputs).	CIST Capstone Final Project Portfolio with Rubric Students must create a system requirement flow chart listing inputs, processes, and outputs. A minimum of 70% accuracy is required for successful completion of this project.	📄 **CIST_Milestone_Rubric.pdf** 📄 **CIST_Tarheel_Toys_Rubric.pdf**	**Swainsboro:** CIST2921 was taught in the summer term on the Swainsboro campus. Students successfully passed the Microsoft capstone exam for the networking sequence courses. This goal will be continued to AY2018 to ensure quality of networking students. There were only 2 students in the class. One student did complete the final project and the other got a grade of 90 on the final project **Vidalia:** CIST2921 was taught in the spring semester in Vidalia. Students successfully passed the Microsoft capstone exam for the networking sequence courses. This goal will be continued to AY2018 to ensure quality of networking students. The average score on the final project was 87.5. **Online:** **High School:** **Overall Analysis:** Database design was improved. Students successfully passed the Microsoft capstone exam for the networking sequence courses. Students were most lacking in creating the requirements document. Students in the Computer Information System programs are capable of describing a workable analysis of a real-life job scenario using typical system requirements.	It was determined that more detailed coverage over the DFD material and lectures were helpful in student outcomes in this area of the final project. Students in the Computer Information System programs are capable of describing a workable analysis of a real-life job scenario using typical system requirements. This goal will be change in AY2018 due to changes in degree and diploma programs
Computer Information Systems	The Internet Specialist Web Design students will construct an error free web page using validation techniques.	CIST Capstone Final Exam with Web Page Rubric All Web Site Design diploma and degree students are required to pass the Capstone Exam/Project at the end of the semester. Students must score 70% or better on the Capstone Exam/Project to successfully complete.	📄 **CIST_Websystems_Project_Rubric.pdf**	**Swainsboro:** **Vidalia:** CIST 2550 was taught on the Vidalia campus Fall Semester. 6 out of 6 students passed the capstone exam. **Online:** **High School:** **Overall Analysis:** After review of exams, there was no pattern as to any specific area that all or most students struggled with. The average score was 91.3on the exam. CIST2950 was not taught during AY2016 year.	Spent extra time on chapter covering database design and an assignment was assigned to assess student knowledge of database design practices before the final exam as this appears to have resulted in improvement.
Cosmetology	COSM Diploma and *Hair Designer TCC students will perform highlighting with foil, virgin application with a minimum 75% accuracy while observing all client protection, and safety and infection control procedures. *The Hair Designer TCC is embedded in the COSM Diploma.	Assessment 1 - The highlighting with foil, virgin application service will be graded using the STC COSM Practical Evaluation Exam using the PSI grade sheet which follows the same guidelines used during the actual state board exam. A minimum 75% accuracy is required. Assessment 2 - PSI Grading - State Board Exam Results Students are assessed throughout the programs in the following courses: COSM 1050 COSM 1080 COSM 1090 COSM 1100 *COSM 1110 *COSM 1115 Graduating COSM Diploma and HD TCC students are assessed in the capstone exam administered in either COSM 1110 or COSM 1115.		**Swainsboro:** Students scored 79% on the foiling portion of the hair designer exam. Students scored 66% on the foiling portion of the cosmetology exam. **Vidalia:** Student scored 100% on the foiling portion of the hair designer exam. Students scored 100% on the foiling portion of the cosmetology exam. **Online:** NA **High School:** NA **Overall Analysis:** An average of 86% was scored on the foiling portion of the state board exam for both campuses.	COS faculty decided to incorporate more highlighting with foils practice.
Cosmetology	COSM Diploma and Hair Designer TCC students will accurately perform a	Assessment 1 - National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC	📄 **COSM_NIC_Instructions_Exam.pdf** 📄 **COSM_Mock_Practical_Exam.pdf**	**Swainsboro:** Hair Designer students scored an average of 88% while cosmetology students scored 82% within the 30	This objective will remain in place because of the importance to other services of the hair cut and it's

	basic layered haircut within a 30 minute timeframe.	licensure testing services for government regulatory agency results. **Assessment 2 - STC COSM Practical Evaluation** Students must achieve a minimum of 70% accuracy within a 30 minute timeframe 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. Students are assessed throughout the program in the following courses: COSM 1030 COSM 1080 COSM 1090 COSM 1100 *COSM 110 *COSM 1115 Graduating students are assessed in the capstone courses: COSM 1110 or COSM 1115.		minute time limit. Cosmetology students taking the hair cutting portion of the exam scored 90% within the 30 minute time limit. **Vidalia:** Cosmetology students scored an average of 87% while performing the cut in 30 minutes or less. **Online:** NA **High School:** NA **Overall Analysis:** Overall - 100% of students taking the hair cutting portion of the exam passed with an average of 82-90.	accuracy.
Cosmetology	COSM Diploma students will complete a basic facial service employing at least 3 different massage manipulations, along with proper cleansing, toning and product removal.	**Assessment 1 - National Interstate Council Cosmetology or NIC standards as evaluated by PSI LLC licensure testing services for government regulatory agency results.** **Assessment 2 - STC Practical Evaluation** Students must achieve a minimum of 70% accuracy on the basic facial. Students are assessed in COSM 1060 and COSM 1125. Graduating students are assessed in the COSM 1125 capstone.		**Swainsboro:** 100% of students scored and 84 or better on the practical facial techniques in a timed exam. 100% of students scored 85 or better on facial techniques during a timed exam. **Vidalia:** 100% of students scored 85 or better on the practical facial techniques in a timed exam. **Online:** NA **High School:** NA **Overall Analysis:** Overall - 100% of students met the benchmark of performing facials using 3 massage manipulations along with proper product usage.	Facial techniques will be replaced with a skill that has a lower score on average. Facial will certainly be worked on but not as much emphasis.
Criminal Justice	Criminal Justice students will interpret Fourth Amendment issues regarding protection against unreasonable searches and seizures.	CRJU 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**	**Swainsboro:** 4 out of 4 traditional students scored 70% or higher with an average score of 79.. 18 out of 18 dual enrollment(MOWR) students scored 70% or higher with an average score of 84. **Vidalia:** 3 out of 7 traditional students scored 70% or higher with an average score of 67.5 **Online:** 18 of 18 scored 70% or higher with an average score of 84 **High School:** 10 of 10 scored 70% or higher with an average score of 85 **Overall Analysis:** Traditional students performed below historic averages. However, dual enrollment (MOWR) students performed above expectation due to increase in classroom instruction time and greater emphasis placed on search and seizure exercises.	CRJU faculty implemented more 4th Amendment exercises for MOWR students - improving scores by 3%. Attendance issues with traditional students caused a decline in their performance outcome.
Criminal Justice	Criminal Justice students will appraise the elements of a crime to determine the correct Georgia Criminal Code section, Title XVI: Crimes and	CRJU Final Exam 20 question subpart section on Criminal Code GA Criminal Code Section Title 16 and Title 40	📄 **CRJU_1068_Final_Exam.pdf** 📄 **CRJU_CriminalCode.pdf**	**Swainsboro:** 2 out of 2 traditional students scored 70% or higher with an average score of 88.	Implemented Fall 201712, additional criminal law manual assignments will be incorporated into the CRJU 1068 course

	Offenses or Title 40: Motor Vehicle and Traffic Law, under which an offender should be charged.	A minimum 70% accuracy is required.			**Vidalia:** 6 out of 6 traditional students scored 70% or higher with an average score of 88. **Online:** 5 out of 5 online students scored 70% or higher with an average score of 87. **High School:** **Overall Analysis:** Both Traditional and Online students improved test scores over the averages of previous years (88 vs. 83) indicating the increase in criminal law manual assignments has promoted better understanding of the law and the elements of each crime. Online students, this academic year, performed comparably with traditional classroom students for the first time.	
Criminal Justice	Criminal Justice students will define and contrast the concepts of probation and parole.	CRJU Probation and Parole - Exam subpart. Note: Students must be able to judge the difference by defining and contrasting between the two. A minimum 70% accuracy is required.	📄 **CRJU_1030_Mid-Term_Probation_Parole.pdf**	**Swainsboro:** 3 out of 3 traditional students scored 70% or higher with an average score of 87. 9 out of 10 dual enrollment students scored 70% or higher with an average score of 82. **Vidalia:** 6 out of 6 traditional students scored 70% or higher with an average score of 85.. **Online:** 7 out of 7 scored 70% or higher with an average score of 84 **High School:** 9 out of 10 scored 70% or higher with an average score of 82 **Overall Analysis:** Student performance was historically consistent previous years due to greater emphasis placed on the subject matter during lecture and additional discussion boards being utilized for online students. Online and MOWR student performance increased significantly from a historic average of 77 to an average of 85 due to testing at a time which did not conflict with school activities and holidays.	An increase in the number of probation and parole assignments should improve test scores in conjunction with testing at times which do not conflict with school activities and holidays.
Dental Hygiene	Dental Hygiene students will demonstrate problem solving strategies related to comprehensive patient care and management of patients	2 Research papers/case studies required in courses- 6 courses contain research or case studies 3 Patient Survey- minimum 85% positive required 4 Employer Rating Surveys- minimum 85% positive required 5 Postgraduate Rating Surveys- minimum 85% positive required 6 Infection Control Deductions from Assessment & Debridement grade sheets- minimum 90% required 7 Quality Assurance Assessment - 90% accuracy required 8 Q.A. Record Review- minimum 90% accuracy required 9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required 14 Individual competencies- 100% pass required 15 Mock National Board- minimum score of 85% required 16 Mock CRDTS Board- Score of 85 or higher required 17 NBDHE 100% pass required 18 Graduate Exit Survey- minimum 85% positive required 19 CRDTS- 100% pass required	📄 **DHYG_Assessment_&_Debridement.pdf**	**Swainsboro:** Not applicable **Vidalia:** Research paper/case studies-6 courses had research/case studies assignments. Patient survey- 99% positive responses. 490 out of 495 responses had good or excellent ratings. 7 responses had fair ratings and 5 responses had a poor rating. Employer rating survey-100% participation and satisfaction. Postgraduate rating survey- 100% participation and satisfaction. Infection Control Deductions from Assessment & Debridement grade sheets-95% compliance- 11 errors Quality assurance assessment-90% compliance- 141 errors were noted. Dental Hygiene Record Review- 85% compliance- 42 reviews were not completed by students. Quality Assurance Deductions from Assessment and Debridement grade sheets- 85%. 311 deductions were issued. Individual Competencies-100% pass Mock NBDHE-100% pass Mock CRDTS Board- 100% pass NBDHE-100% pass Graduate exit survey- 100%	A new case studies textbook was adopted and utilized throughout the program to foster the development of problem solving skills related to comprehensive patient care and management of patients. Contextual learning experiences were also utilized throughout the program to ensure that students could critically think and relate course content to patient assessments and selection of preventative agents.

| Dental Hygiene | Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care. | | | | participation and satisfaction.

CRDTS-100% pass.

Online:
Not applicable

High School:
Not applicable

Overall Analysis:
Based on the 2017 NBDHE Profile Report, the students scored .85 standard deviation below national average in patient assessment and .29 standard deviation below national average in preventative agents.

In the Management of DH Care discipline, students scored 1.25 standard deviation above the national average. In the Cases discipline, students scored .52 standard deviation above national average. | |

| Dental Hygiene | Dental Hygiene students will provide dental hygiene services according to the evidence based dental hygiene process of care. | 2 Research papers/case studies required in courses-
6 courses contain research or case studies
3 Patient Surveys- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- minimum 85% positive required
7 Quality Assurance Assessment- 90% accuracy required
8 Q.A. Record Review- minimum 90% accuracy required
9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required
14 Individual competencies- 100% pass required
15 Mock National Board- minimum score of 85% required
16 Mock CRDTS Board- Score of 85 or higher required
17NBDHE- 100% pass required
18 Graduate Exit Survey- minimum 85% positive required
19 CRDTS- 100% pass required | 📄 **DHYG_Assessment_&_Debridement.pdf** | | Swainsboro:
Not applicable

Vidalia:
Research paper/case studies- 6 courses had research/case studies assignments.

Patient survey- 99% positive responses.

490 out of 495 responses had good or excellent ratings.

5 responses received poor ratings in the category of explanation of clinic policies, infection control policies, and patient rights and responsibilities.

Employer rating survey-100% participation and satisfaction.

Postgraduate rating survey- 100% participation and satisfaction.

Quality assurance assessment- 90% compliance.
141 errors were noted.

Dental Hygiene Record Review- 85% compliance.
42 reviews were not completed by students.

Quality Assurance Deductions from Assessment and Debridement grade sheets- 85%. 311 deductions were issued.
Individual Competencies-

100% pass
Mock NBDHE- 100% pass
Mock CRDTS Board- 100% pass
NBDHE- 100% pass

Graduate exit survey- 100% participation and satisfaction

CRDTS- 100% pass

Online:
Not applicable

High School:
Not applicable

Overall Analysis:
Based on the 2017 CRDTS Examination Results Report, most of the points were deducted in the scaling and perio probing categories.

Based on the results of the Quality Assurance Assessments, most of the errors noted were related to progress record entries and sequence of care. | Additional case studies were added to the curriculum to ensure that students had real world instruction in providing dental hygiene treatment according to evidence based dental hygiene process of care.
The progress record template was revised to provide more guidance regarding progress record entries.

Additional instructional time related to sequence of care was added to Preclinic and Clinic I to ensure students were more confident and prepared for evidence based dental hygiene process of care.
In order to ensure students locate the best possible candidates for mock CRDTS and CRDTS, an earlier deadline was established.
Additional learning experiences in probing and scaling periodontal patients were added to the advanced instrumentation module in Clinic II.

Periodontal instruments were also added to the Instrumentation Maintenance Proficiencies that are conducted in Clinic III and Clinic IV to ensure that students maintained proper instrumentation techniques for periodontal instruments. |

| Dental Hygiene | Dental Hygiene students will utilize interpersonal and communication skills to interact with diverse population groups and other members of the healthcare team. | 3 Patient survey- minimum 85% positive required
4 Employer Rating Surveys- minimum 85% positive required
5 Postgraduate Rating Surveys- minimum 85% positive required
7 Quality Assurance Assessment-90% accuracy required
8 Q.A. Record Review-minimum 90% accuracy required | | | Swainsboro:
Not applicable

Vidalia:
Patient survey- 99% positive responses.
490 out of 495 responses had good or excellent ratings.
5 responses received poor ratings in | In Preclinic and Clinic I, more instructional time was allocated for role play and communication learning experiences.

Sequence of care practice was also increased to include discussion, charting, documenting steps, operatory readiness, role play, and |

Program	SLO	Assessment Method	Attachment	Results	Analysis
		9 Q.A. Deductions from Assessment & Debridement grade sheets- minimum 90% required 14 Individual competencies- 100% pass required 18 Graduate Exit Survey- minimum 85% positive required		the category of explanation of clinic policies, infection control policies, and patient rights and responsibilities. **Employer rating survey- 100% participation and satisfaction.** **Postgraduate rating survey- 100% participation and satisfaction.** **Quality assurance assessment- 90% compliance- 141 errors were noted.** **Dental Hygiene Record Review- 85% compliance. 42 reviews were not completed by students.** **Quality Assurance Deductions from Assessment and Debridement grade sheets- 85%- 311 deductions were issued.** **Individual Competencies- 100% pass.** **Graduate exit survey- 100% participation and satisfaction.** **Online:** **Not applicable** **High School:** **Not applicable** **Overall Analysis:** **Based on the actual assessment results of the patient survey, 5 responses were rated poor regarding the students' ability to explain clinic policies, infection control policies, and patient rights and responsibilities.>br>** **Based on the employer surveys, employers were impressed with the graduates' experiences with diverse populations such as Compassionate Care Dental Clinic, Hispanic Mobile Dental Van, Toombs County Service Center, and Altrus.**	patient communication practice. Classroom preparation assessments were also incorporated in many classes to ensure that students are preparing for class and clinic sessions. As a result, instructors were able to facilitate more engaging learning experiences and focus on topics such as interpersonal and communication skills.
Diesel Technology	DIET Students using the correct tools and procedures will remove and install an diesel engine crankshaft.	Students will complete a Diesel engine block hands on assessment in the diesel lab. Students will remove, inspect and install a crankshaft in a diesel engine block.	📄 **DIET_Crankshaft_Removal_Installation.pdf**	**Swainsboro:** **Vidalia:** **N/A** **Online:** **N/A** **High School:** **N/A** **Overall Analysis:**	The Diesel program is a new program at STC. DIET 1030 course has not been open to students this term.
Diesel Technology	DIET Students will complete a federal annual vehicle inspection using the proper forms and procedures.	Students will inspect commercial vehicle components and determine the status by placing a check mark or X mark on the HDA Truck Pride Truck Service Experts Annual Vehicle Inspection Report. Students will note all defects. The assessment includes OK, Needs repair, and Repaired Date on the following vehicle components: 1.Brake System 2.Coupling Devices 3.Exhaust System 4.Fuel System 5. Lighting Deviced 6.Safe Loading 7.Steering Mechanism 8.Suspension 9.Frame 10.Tires 11.Wheels and Rims 12.Windshield Glazing	📄 **DIET_SLO_Assessments.pdf** 📄 **DIET_Vehicle_Inspection_Rpt.pdf**	**Swainsboro:** A Total of six students completed this assessment. Five of Six students scored 100% One of Six Students Scored 80% All Students passed the assessment. **Vidalia:** **NA** **Online:** **NA** **High School:** **Overall Analysis:** **Annual Vehicle Inspection is a required task for all commercial vehicles.** **DIET instructor reviewed the fleet unit numbers on each inspection report to check for any discrepancies and none were found. Each student inspected a different vehicle.** **Instructor did note that grading of the vehicle inspection reports should be more consist and will ensure it.**	Developed more rigorous grading practice for the vehicle inspection sheets.

		13.Windshield Wipers 14.Other The checklists are then scored on the Vehicle Inspection Hands-On Test where each section of the following sections is worth 20 points. 1.All blocks are filled in 2.All vehicle information is correct 3.Comments are listed 4.Inspection decal is correctly filled out 5.Defects are noted Students must score a minimum of 80% to complete assessment.			
Early Childhood Care and Education	ECCE students will plan a unit and implement learning activities for children.	Curriculum Development Teaching Rubric - assessment 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, adaptions will be made in the teaching methods. A minimum 70% is required for successful completion.	📄 **ECCE_Curriculum_UnitEvalRubric.pdf**	**Swainsboro:** **Swainsboro Campus Spring Semester 2017 7 out of 8 (71%) scored 75 or higher on the teaching unit assignment. One student failed to turn in their assignment.** **Vidalia:** **Vidalia Campus Summer Semester 2017 The course was offered on the Vidalia campus but their were no students enrolled in the course** **Online:** **High School:** **Overall Analysis:** **Analysis:** **Seven of the eight students that completed the unit passed; however, one student did not turn in their unit plan. This assisted in the student failing the course. Some 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 DAP or age appropriate.** **The students that did not complete the assignments stated that they were unable to complete the work because of health reasons, working, or going to school full-time.**	Instructors will provide students with helpful hints on balancing work and school, and also time management techniques. 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. Instructors feel there are additional strategies that can be used: give more time in class to work on assignments, have a weekly check-off list where students have to show the instructor what work has been completed, and provide additional lecture/assignments for selecting DAP and age appropriate activities
Early Childhood Care and Education	ECCE students will create a disabilities based resource file	ECCE Exceptionalities Resource File Rubric The scored rubric shows the strengths and weaknesses for the student. In reviewing the scored rubric if the instructors see a specific drop in a category, adaptions will be made in the teaching methods. A minimum 70% is required for successful completion.	📄 **ECCE_Resource_File_Rubric.pdf**	**Swainsboro:** **On the Swainsboro Campus, out of the four students who took the class, three made As and one made a B. All four in the class made 90 or higher on the resource files.** **Vidalia:** **The degree level course was not needed during the FY17 on the Vidalia campus, therefore it was not offered.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Everyone who took the class completed the resource file and made an A for this assignment.** **Out of the four students who took this class, 3 made As and one made a B, the instructors determined that it may help if students are given a little more time in class to complete the resource file since most of the resources that should be contained in this file is obtained via the internet.** **After analyzing what items were not completed in the file, the main item(s) missing were brochures on the 9 topics(poverty, domestic violence, disabilities,...) that were to be in the file.** **It may be beneficial if students could**	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

				create their own brochures on the specified topics rather than trying to visit local community businesses to find these brochures.	
Electrical Systems	Electrical Systems students will construct a residential wiring project according to National Electrical Code.	ELTR 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. A minimum 70% accuracy is required for successful completion.	📄 **Residential_Wiring_Project.pdf**	Swainsboro: 14 of the 15 enrolled passed Vidalia: All 5 passed Online: High School: Overall Analysis: The students who passed the Residential Wiring project were prepared for the exam because of the repetition of training throughout residential wiring. The 1 student did not drop the class before cutoff date because they did not finish the semester. The instructors noticed that those who took the exam were having some problems with 3-way and 4-way switch hook-ups	The instructors worked with the students to help them understand the areas of 3-way and 4-way switching. The instructors also looked into the reasons that students who did not complete to see if there is anything that could have been done to prevent this from happening again.
Electrical Systems	Electrical diploma students will accurately wire a motor.	Exit Exam Hands-On Checklist The student may use the National Electric Code as reference tool. A minimum 70% accuracy is required for successful completion.	📄 **ELTR1180_ExitExam_HandsOn_CheckSheet.pdf**	Swainsboro: FY 2017-84.55% FY 2016- 83.75% Vidalia: FY 2017-78% FY 2016-69.17% Online: NA High School: NA Overall Analysis: Each campus saw an increase in the average from previous year, but did not meet the goal.	Instructors worked on increasing the scores by incorporating more practice time before capstone exam.
Electronics Technology	Electronics Technology students will exhibit and apply advanced circuit analysis methods and troubleshooting techniques.	International Society of Certified Electronics Technicians (ISCET) Certification Exams ISCET Certification Final Exams for the four major electronics areas: ESA-1 (DC Circuits) ESA-2 (ac Circuits) ESA-3 (Solid State Circuits) ESA-4 (CAPSTONE - ELCR 1040)(Digital Circuits) These exams require students to exhibit and apply advanced circuit analysis methods and troubleshooting techniques covering all four major electronics areas. Students that score >=75% on their respective area electronics final exams will be awarded their respective ESA certificates (1,2,3,or 4) from the ISCET. Students that score >=75% on all four exams are additionally awarded the Associate CET license from the ISCET. These certifications show the employers that the prospect has risen above the standards and knowledge required for an electronics degree or diploma.	📄 **FY2017_ESA_Certification_Rates.pdf** 📄 **FY2017_ESA-1_ESA-2_Category.pdf** 📄 **FY2017_ESA-3_ESA-4_Category.pdf**	Swainsboro: NA Vidalia: Please click on the ESA Category or Certification Rate files for assessment results and trend graphs tracking the last 7 years of testing. Online: NA High School: NA Overall Analysis: FY2017 ESA-1 and ESA-2 Category ESA-1 (DC Circuits) FY2017 data show a return to expected score for the Use of Equipment category of questions along with a repeat of the high level in the Math category. However the Troubleshooting and DC Theory category scores showed an ~10% drop. The Troubleshooting and Use of Equipment categories are competency areas that are most desired by the employers of these students; therefore, we will continue to concentrate on the performance in these categories. ESA-2 (AC Circuits) FY2017 data show continued expected	ESA-1 and ESA-2 For FY2018, the instructor plans to further 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 FY2018, the instructor will maintain the increased emphasis in the Troubleshooting, Math and Use of Equipment categories, while concentrating on increasing the student learning in the Basic Theory, Digital Devices & Circuits, and Semiconductor Theory categories. ESA-4 (Digital Circuits) For FY2018, 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. ELCR ESA Certification Rates For FY2018, 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

performance in the Basic Theory, Math and AC Theory categories.

The Troubleshooting and Use of Equipment categories showed large decreases which is a concern. We will continue to attempt to emphasize the AC Theory category while re-concentrating emphasis on Troubleshooting and Use of Equipment.

FY2017 ESA-3 and ESA-4 Category

ESA-3 (Solid State & Linear Devices)

FY2017 data show an increase to a new high in the Math category along with a slight increase in Troubleshooting.

The Basic Theory and Devices & Circuits categories showed decreases that hopefully were not due to the increased emphasis in the Troubleshooting, Math, and Use of Equipment categories.

The Semiconductor Theory category remained around the historic average level since FY2013.

ESA-4 (Digital Devices & Circuits)

FY2017 data show an increase in student performance in the Basic Theory category, excellent performance in the Digital Math category, and continued high 80% performance in the Digital Theory category; however, the Troubleshooting, Use of Equipment, and Digital Devices & Circuits categories exhibited disturbing drops in student performance.

FY2017 ELCR ESA Certification Rates

For FY2017, the percentage of students receiving their respective certificates from the ISCET (ESA-1 through ESA-4) increased by 1% for the ESA 1 and remained at 100% for the ESA-2.

The ESA-3 exam award rate decreased by 2% while the ESA-4 exam returned to 100% certification rate.

All of the certification rates remained in their expected performance region: ~75% for ESA-1, ~85% for ESA-2, ~80% for ESA-3, and ~95% for ESA-4.

The analysis of the percentage of students who retook the exams is as follows:

ESA-1 & ESA-2:
The percentage of students requiring a retake of ESA-1 increased slightly, but remained around the desired ~30% for the program.

The retake percent for ESA-2 more than doubled, which is a concern. We will continue use of the question category 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 rose to 50%, which was expected. This exam is the hardest of the four ESA exams and is expected to have a higher percentage of students who retake the exam either to improve their course grade or to receive their certifications.

ESA-4: This exam, once again, showed no retakes for students to receive their certifications. The performance level returned to 100%.

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.

See ESA-1 through ESA-4, Results by Student Group (Class) chart.

This data shows that student groups tend to vary in overall test performance based on the drive and capabilities of the students within the groups. The data also shows what appears to be an improvement in test scores for each student group as they progress through the program, save the 2011/2012 ESA-3 performance.

the electronics programs to give them a better opportunity for job offers and to exceed employer expectations once they are employed.

The goal for the percentage retakes on the exams will remain at the 33% mark based on nation-wide test data for the ISCET exams.

This national data is not quoted or posted in this report at the request of the ISCET; however, this institution typically exceeds those certification rates for students on all four exams.

Electronics 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, trouble-shooting 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. A minimum 70% is required.		**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:**	
Fish and Wildlife Management	FWMT diploma student will accurately collect soil samples and interpret the soil report in order to formulate the appropriate soil amendments to produce optimum wildlife forage.	**FWMT Program Capstone Exit Exam** Students must score a minimum of 80. This assessment is administered in FWMT 2020 and is scored using the Habitat Manipulation 5 Year Management Plan capstone course grading rubric. Management plan document is to be word processed. 12 font. Divisions to be in bold type. Power Point presentation to accompany written plan. Plan to include landowner interview, land assessment, recommendations, divisions into food plots. Food plots to include warm season and cool season plantings, rotational burn schedule, herbicide use, nuisance management, soil sample reports with amendment recommendations. 1. Accurate soil sample which includes grid set-up, sample depth, technique, data, label, 2. Interpretation of Soil Sample report, 3. Amendment recommendations. 4. Define objective for food plot: Attractant, nutrition, harvest, fall/winter, spring/summer. 5. Prescribe appropriate crop. Students must collect soil samples, interpret soil reports, and prescribe appropriate fertilizers/amendments. Each food plot has an objective: attractant, nutrition, harvest, fall/winter, and spring/summer. Students must be able to formulate the amendments for the appropriate crop and food plot objective.	📄 **FWMT_5Yr_Mngt_Plan.pdf**	**Swainsboro:** 7 students enrolled 0 nontraditional 1 out of 7 was unsuccessful Rubric Scores: 90, 94, 93, 20, 85, 87, 75. The student scoring 75 improved to an 84 with remediation. Student scoring 20 chose not to remediate. Instructor questions teams instead of individual students related to theory of habitat manipulation. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** Student's overall lab performance quality increased as evidenced by team correctly identifying appropriate forage, soil amendments and planting food plots.	With increased theory understanding produced by working in teams students will have increased work based knowledge to improve employ ability.
Fish and Wildlife Management	FWMT diploma students will demonstrate safe tractor operation with various tractor implements attached. Students will be knowledgeable in hand tool usage.	Equipment Use Rubric. Field Journal Field labs will provide enhanced hands-on experiences as demonstrated by safe tractor operation with implements attached. Students will score > 80% on equipment use rubric. Students will demonstrate safe tractor operation. Students will demonstrate knowledge of and safe operation of tractor Power Take Off. Tractor safety includes 4 personal safety precautions.	📄 **FWMT1010_Equipment_Use_Rubric.pdf**	**Swainsboro:** 8 students enrolled 0 nontraditional 7 students scored 90 or above on all aspects of equipment use. 1 student scored <70. Following remediation this student scored 80. 8 students also successfully completed the All Terrain Vehicle (ATV) safety training. Students demonstrated poor handling of hand tools needed to perform minor tractor/equipment repairs and maintenance.	Provided students with increased tool identification and usage instruction. By the completion of semester, 100% students correctly identified and properly used hand tools needed to perform minor tractor repair/maintenance.

		Preparing the tractor/equipment for safe operation includes 18 safe operation items. Starting, operating and stopping tractor/equipment includes 23 items of instruction. This assessment is conducted in FWMT 1010.		**Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:** While students confidently demonstrate safe tractor operation, 50% were unable to identify correct tools to perform minor equipment repairs and maintenance. Students demonstrated poor handling of hand tools needed to perform minor tractor/equipment repairs and maintenance.	
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: 1. Defined objective for water impoundment - 5 pts 2. Accurately determine acreage of water impoundment - 10 pts 3. Accurate water quality sample = 10 pts 4. Identify water quality deficits - 10 pts 5. Make appropriate recommendations based on water sample - 10 pts 6.Prescribe appropriate fish species for stocking - 5 pts 7. Prescribe appropriate fish species stocking rate - 10 pts 8. Prescribe appropriate fish stocking dates - 10 pts 9. Appropriately identify water weeds and algae - 10 pts 10. Prescribe appropriate water weeds and algae eradication - 10 pts 11. Appropriately apply water amendments - 12 pts 12. Determine water clarity by using secchi disc - 3 pts Minimum of 70% on the Acquatic/ Fishery/Pond Rubric is required for successful completion. This assessment is administered in FWMT 2030 Pond Management.	📄 **FWMT_Acquatic_Rubric.pdf**	**Swainsboro:** 11 Students 1 nontraditional - Nontraditional student consistently scored >90 on quizzes, exams, projects. Scores: 6 students scored 90 or above. 3 students scored 80 -90. 1 student scored 70-80. 1 student sited for academic dishonesty. **Vidalia:** NA **Online:** NA **High School:** NA **Overall Analysis:**	
Fish and Wildlife Management	FWMT diploma and TCC students will demonstrate appropriate work ethics.	Students will be assessed through written quizes 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. Students are scored on a Work Ethics Rubric. Poor work ethics is a growing problem all over the country.	📄 **FWMT_Work_Ethics_Scenario_Questions.pdf** 📄 **Work_Ethics_Assessment_Grading_Rubric.pdf**	**Swainsboro:** Students have the ability to write about good work ethics; however, some students do not demonstrate good work ethics. 11 students enrolled 1 student withdrew due to moving 1 student unsuccessful due to attendance issues 0 nontraditional Rubric Score Results: 9 students successfully completed requirements of work ethics rubric. Students successfully answered questions on WE scenarios. However, it should be noted 3 students did not demonstrate good WE. These students were tardy or absent frequently. FWMT Advisory Committee have expressed major concerns about a growing problem with poor work ethics. It is our responsibility to teach and model good work ethics. Poor work ethic can not be rewarded.	Fish & Wildlife Management Advisory Committee members discussed Work Ethics in depth and agreed it is one of the most important assets of any employee. Advisory committee members confirmed that entry level positions are becoming more difficult to fill due to poor work ethics of the under 25 age group. For the reasons listed above by several advisory committees and business and industry leaders, VPAA, Teresa Coleman has formed a committee to address how WE are presented and assessed. VPAA form a committee to further explore and address how Work Ethics are being presented and assessed school wide.

		Area employers tell us repeatedly that they can not find workers with good work ethics. STC FWMT program is working to ensure FWMT gradates demonstrate appropriate work ethics.		**Vidalia:** **NA** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Writing about good work ethics is not enough. Demonstrating good work ethics in not enough.**	
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. Debate Rubric Students will verbalize pros and cons of the harvest regulations and limits. A minimum 70% accuracy is required.	📄 **FWMT_Rubric_WHOLE.pdf**	**Swainsboro:** **Debating pros and cons of harvest regulations increased knowledge base related to reasons which prompt changes in either sex days. Students verbalized increased comprehension of DNR regulations.** **Vidalia:** **Online:** **High School:** **Overall Analysis:** **Debates have proven beneficial in increasing student in depth knowledge of State DNR functions.**	**Utilized debates not only for discussion/reasoning of harvest limits but also "baiting" and apprentice hunting license.**
General Education & Learning Support: English	Degree level ENG 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%). A minimum 70% accuracy is required.		**Swainsboro:** **Results are obtained from degree level English courses.** **Fall 16: In ENGL 2130 86% of the students scored an 70 or above on the literary essay while 14% required further instruction in analyzing, researching, and MLA documentation.** **In ENGL 1101, 19 students of the 26 retained in the course submitted an argumentative essay. 9/19 passed the essay with a 47% pass rate. Of the 26 students retained only 35% of the students passed the essay leaving 65% of the students retained in the course needing further instruction in research and APA documentation.** **Spring 2017: ENGL 2130 was not offered on the Swainsboro campus. ENGL 1101 incurred a 56% pass rate on the argumentative essay, and 44% needed further instruction in research, analysis, and APA documentation.** **Summer 2017:** **In ENGL 2130 100% of the students passed the literary essay.** **In ENGL 1101, 55% of the 11 retained students in the course passed the argumentative essay.** **The other 45% needed more instruction and attention to the research, analysis, and APA documentation.** **Vidalia:** **Fall 16: In English 2130 74% of the students scored an average of 70 or above on research-based essays, but 26% of the students fell below the 70 average.** **In ENGL 1101, there were 43 students and 29 students passed the argumentative essay with a 67% pass rate. 33% of the students failed the assignment requiring more instruction for these students.** **Spring 2017: In English 2130, 86% of the students passed the literary essay. 14% needed more instruction in analysis, research, and MLA documentation.** **In ENGL 1101, there was an equal number of students to pass and fail the argumentative essay. 18 students fail and 18 students passed.(18/36=50%)**	**Providing more guidance and instruction in the writing process stages including prewrite,drafting, revising, editing and proofreading provides students with a realistic view of the writing process.** **-With more practice, the student's writing ability and efficacy in writing improves, which contributes to writing enjoyment, progress and success.** **-English instructors have agreed to use Grammarly as a tool that can give feedback to students on individual assignments.** **-Instructors are able to see each student's process of revision when using the feedback tool.** **-Instructors cannot force students to use tool, but can add points to the rubric for using the resource effectively.** **-Tutoring hours are always available from each English instructor for one-on-one feedback.** **-Instructors use student papers as models for writing effectively.** **-Allow students the opportunity to submit parts of the paper such as introduction, thesis, and body paragraph to monitor students' writing progress on assignment and to offer feedback from instructor for optimal success.**

				Summer 2017: In ENGL 2130, 84% of the 38 students retained in the course passed the literary essay assignment. This left 16% of the students who failed and needed further instruction in literary elements, research,analysis and MLA documentation. **ENGL 1101-**	
				Online:	
				High School:	
				Overall Analysis: On both campuses, 46% of the students in ENGL 1101 need further instruction in analysis, APA documentation, and research. In ENGL 2130, 19% of the students who attempted the course need further instruction in literary elements, research,MLA documentation, and literary analysis.	
General Education & Learning Support: English	Diploma level ENG students will produce a logically-organized, grammatically acceptable cause or effect essay.	A Cause or Effect Essay Rubric Rubric 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. A minimum 70% accuracy is ENGL 1010 Fundamentals of English I Diploma level English course Emphasizes the development and improvement of written and oral communication abilities. Topics include analysis of writing, applied grammar and writing skills, editing and proofreading skills, research skills, and oral communication skills.		**Swainsboro:** **Fall 2016:** In English 1010, 8/12 (66%) passed the cause or effect essay. This left 33% needing further instruction in essay development and writing. **Spring 2017:** 11/17 students remaining in the course submitted the essay. 8/11 students submitting passed. (72%) Those students not submitting an essay received a 0. 35% of the class did not attempt the assignment. This could have been due to several factors: lack of motivation, failure to understand assignment, or unwillingness to participate. 35% of the students not participating in this assignment are relative to the 35% of students who did not pass the course. Including these students only 8/17 (47%) passed the essay. **Summer 17:** 6/11 (55%) students passed the cause or effect essay. 45% of the students assessed needed further attention in essay development and writing. **Vidalia:** **Fall 16** In ENGL 1010, 30/51 (59%) passed the cause or effect essay with 41% still needing further instruction. **Spring 17:** 71% or 27/38 students passed the cause or effect essay. Summer 17: 60% of the students passed the cause or effect essay. **Online:** **High School:** **Overall Analysis:** Overall on both campuses, 33% of the students assessed in the course needed further attention in developing an essay, which includes writing process, essay structure, and grammar. Many of the students struggle with APA format as well.	Providing more guidance and instruction in the writing process stages including prewrite,drafting, revising, editing and proofreading provides students with a realistic view of the writing process. -With more practice, the student's writing ability and efficacy in writing improves, which contributes to writing enjoyment, progress, and success. -English instructors have agreed to use Grammarly as a tool that can give feedback to students on individual assignments. -Instructors are able to see each student's process of revision when using the feedback tool. -Instructors cannot force students to use tool, but can add points to the rubric for using the resource effectively. -Tutoring hours are always available from each English instructor for one-on-one feedback. Tutoring is always recommended and encouraged. -Instructors use student papers as models for writing effectively. -Allow students the opportunity to submit parts of the paper such as introduction, thesis, and body paragraph to monitor students' writing progress on assignment and to offer feedback from instructor for optimal success. -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.

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 Math 1012 Foundations of Mathematics is a diploma level math course.	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 1012. MATH 1012 course grades will be used to determine which of those students have successfully completed the course. Currently, all students that require MATH 1012 and test into learning support are encouraged to take the MATH 1012 and MATH 0090 concurrently.			**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** FALL 2016 - 6/15 (40%) co-requisite students were successful in the credit-bearing MATH 1012 course. SPRING 2017 - 16/22 (73%) co-requisite students were successful in the credit-bearing MATH 1012 course. SUMMER 2017 - 7/8 (87.5%) co-requisite students were successful in the credit-bearing MATH 1111 course. OVERALL FOR THE FISCAL YEAR - 29/45 (64.4%) of co-requisite students successfully completed their MATH 1111 course.	Given the pass rate for developmental students exiting the co-requisite credit bearing course during the fiscal year (64.4% overall), the current model allowing students achieving an established minimum score on the College Entrance Exam to take both a developmental and credit-bearing course concurrently will be continued. However, for the upcoming year, data may be further delineated to show how students taking the course online compare with those taking the course in the classroom via web-enhanced or hybrid offerings.
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. MATH 1111 College Algebra is a degree level course.	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.			**Swainsboro:** **Vidalia:** **Online:** **High School:** **Overall Analysis:** FALL 2016 - 6/9 (67%) co-requisite students were successful in the credit-bearing MATH 1111 course. SPRING 2017 - 18/31 (58%) co-requisite students were successful in the credit-bearing MATH 1111 course. SUMMER 2017 - 7/10 (70%) co-requisite students were successful in the credit-bearing MATH 1111 course. OVERALL FOR THE FISCAL YEAR - 31/50 (62%) of co-requisite students successfully completed their MATH 1111 course.	Given the pass rate for developmental students exiting the co-requisite credit bearing course during the fiscal year (62% overall), the current model allowing students achieving an established minimum score on the College Entrance Exam to take both a developmental and credit-bearing course concurrently will be continued.
General Education: Psychology	Students will complete a mock interview.	Diploma students will be assessed with the Job Interview Rubric. 4 points = Excellent; 3 pts = Proficient; 2 pts = Developing Proficiency; and 1 pt = Unacceptable. Diploma students must score a total of 28-32 for Excellent and for Proficient 21-27 points. Diploma students must score a minimum of 21 points to successfully complete the interview assessment. Students are assessed on the following Criteria: Listening Speaking Integrating Expressing Body Language Gestures Eye Contact Professional Dress	📄 **EMPL1000_Interview_Rubric.pdf**		**Swainsboro:** Leisa- Spring- 100% Fall- 100% Summer- 100% **Vidalia:** Spring- 80% Fall- 87% Summer-47% **Online:** n/a **High School:** **Overall Analysis:** Spring - 90% Fall- 93% Summer- 73.5%	After evaluating the rubric, the areas of weaknesses were body language and eye contact. Ongoing videos in Youtube will be shown to improve the areas of weakness in these two areas.
General Education: Psychology	Diploma level 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,	📄 **EMPL_1000_Resume_Rubric.pdf**		**Swainsboro:** Leisa- Summer data-100%, Spring- 100%, Fall- 100% **Vidalia:** David- 83%- Spring, Fall- 93%, Summer 78%	After evaluating the rubric, the areas of weaknesses were the formatting of the resumes and the mechanics which include punctuation and grammar. We will work with the English Instructor to focus on areas of improvements.

		Work Experience was correctly formatted, Education section was correctly formatted. A minimum 70% accuracy is required for successful completion. Assessment administered in EMPL 1000 Employability Skills, a diploma level course.		**Online:** 95% **High School:** N/A **Overall Analysis:** Online-completed a correctly formatted resume 95%, 89%- In class-	Based on the results from last year, students improved their resume skills to 89% completed a correctly formatted resume. In FY 2016,84% completed a correctly formatted resume'. This was a result from implementing and utilizing the suggestions from last FY.
Learning Support	80% of students who complete the MyReadingLab modules will score at least 70 on the Intermediate Mastery Check on the first attempt. READ 0090 Learning Support Reading	MyReadingLab Mastery Check 70% minimum required		**Swainsboro:** **CRN 20080** 6 students completed READ 0090 0 of 6 students completed the Intermediate Mastery Check on the 1st attempt with a score of 70 or higher: 0% **CRN 40144** 6 students completed READ 0090 0 of 6 students completed the Intermediate Mastery Check on the 1st attempt with a 70 or higher. 0% **CRN 60026** 1 student completed READ 0090 on the 1st attempt. 1 of 1 completed the Intermediate Mastery Check with a 70 or higher. 100% --- **Vidalia:** **CRN 20082** 17 students completed READ 0090 on the 1st attempt. 2 of 17 students completed the Intermediate Mastery Check on the 1st attempt with a 70 or higher. 23.5% **CRN 20091** 11 students completed READ 0090 on the 1st attempt. 1 of 11 students completed the Intermediate Mastery Check with a 70 or higher on the 1st attempt. .09% **CRN 40143** 7 students completed READ 0090 on the 1st attemtpt. 1 of 7 students completed the Intermediate Mastery Check with a 70 or higher on the 1st attempt. 14% **CRN 40146** 5 students finished READ 0090 on the 1st attempt. 1 of 5 completed the Intermediate Mastery Check on the 1st attempt with a 70 or higher. 20% **CRN 60027** 7 students completed READ 0090 on the 1st attempt. 0 of 7 students completed the Intermediate Mastery Check on the 1st attempt. 0% --- **Online:** READ 0090 is not offered Online. **High School:** READ 0090 is not offered in High Schools.	Main Idea, Supporting Details, Inferences, and Critical Thinking reading skills will be taught F2F incorporating instructor-lead demonstrations and student interaction with reading selections that demonstrate each of these reading skills. Students will utilize a reading textbook and the MyReadingLab to master reading skills.

				Overall Analysis: 60 students completed READ 0090 on the 1 st attempt. 6 of the 60, (10%), students completed the Intermediate Mastery Check on the 1st attempt with a score of 70 or higher.	
Medical Assisting	Medical Assisting students will accurately calculate drug dosages.	Drug Calculations Assessments - written exams. 100% Accuracy is required for successful completion. Students calculate drug dosages in 3 different courses within the program. (MAST 1030, 1080, and 1180) Students are allowed 3 attempts in MAST 1030 & 1080 and in 2 attempts in 1180.	📄 **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**	**Swainsboro:** **Vidalia:** **Online:** NA **High School:** NA **Overall Analysis:** All students completing the MAST 1030, MAST 1080, and prior to entering MAST 1180 were able to calculate drug dosages for proper medication administration with 100% accuracy.	Incorporated contextual learning with practical math applications for medication administration through homework, class discussion, practice tests, and review.
Medical Assisting	Medical Assisting students will perform safe, appropriate venipuncture.	Venipuncture skills competency check-off sheet. Skills Competency* Pass/Fail *All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100% (psychomotor and affective domain) Venipuncture is a psychomotor domain. This assessment is administered in MAST 1090.	📄 **MAST_Venipuncture_2017.pdf**	**Swainsboro:** 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. **Vidalia:** 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. **Online:** NA **High School:** NA **Overall 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.	Instructors incorporated individual sessions with students to ensure they were comfortable with holding the needle and tube insertion. Also students developed this competency on mannequins and simulation software that offers real-life experience through developing techniques prior to performing skills check-offs.
Medical Assisting	Medical Assisting students will correctly administer injections.	Administering Medications Skills competency check-off (includes intramuscular, subcutaneous, and intradermal injections). Skills Competency*Pass/Fail *All skills areas must be completed with a grade of 85% or better for passing, except for specified skills, which require 100% (psychomotor and affective domain). This assessment is conducted in MAST 1090. Task: To withdraw medication from a vial. Condition: Given the equipment and supplies as listed in the procedure, the student will demonstrate the correct procedure for withdrawing medication from a vial, adhering to the steps listed below. Standards: The student will have 7 minutes to complete the procedure and will need to score an 85% or above to pass the competency. Automatic failure results if any essential steps are omitted or performed incorrectly.	📄 **MAST_MedAdmin_2017.pdf**	**Swainsboro:** All students completing MAST 1090 were proficient in administering injectable medications through the intramuscular, subcutaneous, and intradermal routes. **Vidalia:** **Online:** NA **High School:** NA **Overall Analysis:** MAST faculty determined that the changes in instruction and one-on-one time has increased student assurance on injecting medications.	Instructors focused on more individualized time with students on proper injection practices and safety, therefore increasing students confidence and patient interaction.
Paramedicine					

	Paramedicine students will accurately interpret 12-lead EKGs to identify: (1) ST Elevation MIs (STEMI) (2) Bundle Branch Blocks	**12-lead EKG Assessment sheet** **Assessment is administered during EMSP 2310**	📄 **PAR_12-Lead_EKG_Assessment.pdf**	**Swainsboro:** **NA** **Vidalia:** **After completion of Basic ECG interpretation, students were given instruction on the acquisition and interpretation of 12-lead ECGs. 100% (14/14)of the Paramedicine students exhibited competency in both the acquisition and interpretation of 12-lead ECGS. Items they were able to identify were: (1)ST Elevation MIs (STEMI) (2)Bundle Branch Blocks.** **Online:** **NA** **High School:** **NA** **Overall 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.**	**The instructor has incorporated a review class of the basic ECG interpretation prior to the presentation of the 12-lead ECG didactic material. A Basic ECG quiz will be administered as well, to identify problem areas.**
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.** **All items on the AEMT/NREMT - IM Injections Skills Check-off are mandatory for the student to perform. If not performed, a retest is required.** **AEMT - IM Injections Skills Check-off Sheet** **100% accuracy is required.**	📄 **PAR_Med_Admin_Skills.pdf** 📄 **PAR_Assessment_Skills.pdf**	**Swainsboro:** **NA** **Vidalia:** **During lab practice and evaluation, students were given the opportunity to practice the skill of medication administration.** **100% of the Paramedicine students (15 of 15) and 100% of the EMS Professions students (8 of 8) exhibited competency in the administration of intramuscular, subcutaneous injections, and IV Bolus administration.** **Online:** **NA** **High School:** **NA** **Overall 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.**	**The instructor incorporated and utilized peer check-offs which proved to be an integral part of the psychomotor development of this pre-hospital medication and intravenous administration skill.**
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**	**Swainsboro:** **Vidalia:** **At the completion of EMSP 2130, Paramedicine students completed the Pharmacology Competency Exam.** **Of the 15 students completing the exam, 93% (14/15 students) successfully completed the exam.** **Scores ranged from 50% to 89% with a median score of 77%.** **Online:** **High School:** **Overall Analysis:** **Item analysis of the exam revealed 13 questions that proved difficult to > 40% of the class.**	**The instructor has reviewed the problematic questions and is including additional study material in the course relating to these items.** **Future EMSP 2130 Comprehensive exams will be closely monitored for reliability and validity of contact, in order to determine the effectiveness of the newly added study material.**

| | | | | (Items 12, 17, 23, 29, 31, 33, 37, 44, 49, 51, 59, 80, 83)

These items were reviewed and found to be accurate in content and relative to the students required competency. | |
|---|---|---|---|---|---|
| Pharmacy Technology | Pharmacy students will accurately input appropriate information to process prescriptions through a pharmacy computer system. | Prescription label information check offs.

A minimum 70% accuracy is required for successful completion. | | **Swainsboro:**
N/A

Vidalia:
5/5 (100%) of Pharmacy Tech.

Students successfully completed this student learning outcome utilizing the NRx pharmacy software system.

Online:
N/A

High School:
N/A

Overall Analysis:
The Pharmacy Tech. students utilized a new textbook edition that became available this Fiscal Year.

They were first introduced to the NRx pharmacy software system through the use of simulation through the new online Course Navigator system available through Paradigm Publishing.

Previously, the students utilized a CD that contained the simulation.

The students had minor technical issues due to the fact that both the textbook edition and Course Navigator system were new.

However, the students progressed well through the simulation.

After the introduction with the simulation software, the students were then moved to the actual software system to demonstrate the needed skills. | The Course Navigator system is constantly updated to fix any past issues.

The instructor will continue to utilize the current methods, while monitoring any future issues within the Course Navigator system |
| Pharmacy Technology | Pharmacy students will accurately calculate prescription strengths, quantities, and volumes. | PHAR Final Exam

A minimum 70% accuracy is required for successful completion. | 📄 **PHAR1000_CompFinal.pdf** | **Swainsboro:**
N/A

Vidalia:
4/6 (66.67%) of Pharmacy Tech students completed this learning outcome with an average score of 90%.

5/6 (83.33%) of Pharmacy Tech students completed this learning outcome with an average score of 86%.

The average score of the all 6 Pharmacy Tech. students was 82.5%.

The Grades for the PHAR 1000 Final Exam were:

A = #2 (95, 92.5)

B = #2 (87.5, 85)

C = #1 (70)

D = #1 (65)

Online:
N/A

High School:
N/A

Overall Analysis:
The student that received the grade of 65 had been awake throughout the night with her sick child. She incorrectly answered several questions that she generally would answer correctly.
She received remediation and demonstrated improvement in their calculation skills throughout the remainder of the program. | Instructor continued to incorporate more worksheets into the curriculum, and work with each student individually to ensure they each understood the material at hand. |
| Pharmacy Technology | Pharmacy students will accurately | | | | |

Program	Outcome	Assessment Method		Results	Use of Results
Pharmacy Technology	Pharmacy students will prepare sterile medication products using aseptic compounding operations.	Aseptic technique and sterile product performance check offs. A minimum 70% accuracy is required for successful completion.		**Swainsboro:** N/A **Vidalia:** 5/5 (100%) Pharmacy Tech. students successfully demonstrated aseptic compounding operations. **Online:** N/A **High School:** N/A **Overall Analysis:** Although 100% of the students successfully demonstrated aseptic compounding operations, the students (while improved over the year before) struggled with efficiency due to the amount of time they needed in order to complete the aseptic compounding operations	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. The instructor also plans to update the textbook to a new edition in order to provide the students with the most current content.
Practical Nursing	Students will practice safe and effective culturally sensitive patient care in a variety of patient settings.	Preceptor/ Instructor clinical evaluation rubric. Students will be evaluated on 15 items with a total possible score 100%. To be successful the student must score a minimum of 70%. Preceptor/Instructor Eval PNSG 2320 Physical Assessment Mastery Form 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		**Swainsboro:** Summer 2016: N/A Fall 2016: N/A Spring 2017: 7/8 passed on first attempt; 0/1 passed on second attempt; 1/1 passed on third attempt. All preceptor evaluations were 70% or better. Summer 2017: N/A **Vidalia:** Summer 2016: N/A Fall 2016: 12/12 were successful on first attempt. All preceptor evaluations were 70% or better. Spring 2017: 11/11 passed on first attempt. All preceptor evaluations were 70% or better. Summer 2017: N/A **Online:** **High School:** **Overall Analysis:** All students scored 70% or greater on preceptor evaluations.	Preceptor evaluations were 70% or greater.
Practical Nursing	PN students will formulate medication calculations accurately.	Drug calculation exam in PNSG 2230 - written exam Student must score 100% to successfully pass exam. Students will have a maximum of three attempts. In addition, students take		**Swainsboro:** Summer 2016: 9/11 passed on first attempt; 1/2 passed on second attempt; /1 passed on third attempt Fall 2016: N/A Spring 2017: N/A	The newer ATI package with additional pharmacological content helped improve the scores on the drug calculation exam. The standardized calculation exams ensure equal assessment and analysis for

		medication calculation exams each semester in order to build up and maintain their skills.		**Summer 2017:** **2/8 passed on first attempt;** **4/6 passed on second attempt;** **2/2 passed on third attempt** **Vidalia:** **Summer 2016:** **5/9 passed on first attempt;** **2/4 passed on second attempt;** **2/2 passed on third** **Spring 2017: N/A** **Summer 2017:** **11/11 passed on first attempt** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **100% of students passed the drug calculation exam.**	all students.
Radiologic 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 19.5 or higher on a 26.0 point scale is the benchmark set by the program faculty.		**Swainsboro:** **NA** **Vidalia:** **A score of 20.4 out of 26.0 points was calculated for this objective.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Benchmark was met.**	Due to the curriculum change, this objective's measurement tool will be revised for FY 2018. The program faculty will also look at different methods for instilling and measuring this objective in the future.
Radiologic Technology	**Students will demonstrate a positive work ethic.**	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 Performance Evaluation Form-question (7.) An average score of 3.4 points or higher on a 4.0 point scale is the benchmark set by the program faculty.		**Swainsboro:** **Vidalia:** **A score of 4.0 on a 4.0 point scale was calculated for this objective.** **Online:** **High School:** **Overall Analysis:** **Benchmark was exceeded.**	The program faculty have noted a strong work ethic with this cohort and will continue to promote strong work ethics skills in all program and clinical courses.
Radiologic 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 4 (Practice proper radiation protection?). An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		**Swainsboro:** **NA** **Vidalia:** **A score of 3.0 on a 3.0 point scale was calculated for this objective.** **Online:** **NA** **High School:** **NA** **Overall Analysis:** **Benchmark was exceeded.**	This cohort has been especially diligent in radiation protection measures and routinely shields patients during all appropriate exams. These skills are reinforced during the Radiographic Procedures courses (RADT 1030, 1060, 2090), in the laboratory testing, and during the "Boot Camp" experience in RADT 2090. The program faculty are pleased with the outcome of this objective and will continue to reinforce this skill as it is of paramount importance in protecting our patients. The program faculty will continue to monitor this objective to ensure that our students are held to the highest standards of patient protection and care when performing radiographic exams.
Radiologic 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		**Swainsboro:** **NA**	Because this objective is measured during the final semester of the program, it is expected that the students will perform positioning skills at a high level. While the calculated score for

		clinical setting. The tool used will be the Terminal Competency Form-Patient Care Sections-question 3 (Correctly position the patient for all projections?). An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		**Vidalia:** A score of 2.97 on a 3.0 point scale was calculated for this objective. **Online:** NA **High School:** NA **Overall Analysis:** Benchmark has been met.	this objective was met, the program faculty will continue to reinforce proper positioning skills through clinical visits, stringent laboratory skills testing, remediation as necessary, and a more comprehensive "Boot Camp" experience. The program faculty strive to increase this benchmark for FY2018.
Radiologic 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 1-3. An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		**Swainsboro:** NA **Vidalia:** An average score 3.0 on a 3.0 point scale was calculated. **Online:** NA **High School:** NA **Overall Analysis:** Benchmark for this objective has been exceeded.	The program faculty consistently enforce patient care skills during the 3 Radiographic Procedures courses (RADT 1030, 1060, 2090), as well as through the "Boot Camp" experience during RADT 2090. The program faculty will continue to incorporate role-playing and other various laboratory exercises to strengthen the students' patient care skills.
Radiologic Technology	RADT students will consistently set appropriate technical factors.	The assessment method utilized for this outcome will take place in the final clinical course of the program (RADT 2360). Student performance of this outcome will be assessed in the clinical setting. The tool used will be the Terminal Competency Form-Procedure Performance Section-question 10 (Set appropriate technical factors?). An average score of 2.7 or higher on a 3.0 scale is the benchmark set by the program faculty.		**Swainsboro:** NA **Vidalia:** A score of 3.0 on a 3.0 point scale was calculated for this objective. **Online:** NA **High School:** NA **Overall Analysis:** Benchmark was exceeded.	While this objective was met, the program faculty have changed textbooks and grading requirements in order to better reinforce technical factor selection when performing radiographic exams. Students are required to set appropriate technical factors for each exam simulated in the laboratory setting, as well as when performing competency exams in the clinical setting. During clinical visits, the Clinical Coordinator works with students to select the appropriate technical factors and has the student perform image critique related to technical factor selection. The program faculty will continue to monitor this objective to ensure that students grasp this more difficult concept of technical factor selection.
Speech	SPCH (degree level) students will clearly express and transmit knowledge and ideas through public speaking with unconscious competence.	Personal Report of Public Speaking Anxiety (PRPSA) designed by J.C. McCroskey. This tool measures students' public speaking as a form of self-reported communication apprehension. First, this is a required graded assessment for the semester. The scores will range anywhere from 30 to 170 - the higher the score, the higher your level of reported anxiety about public speaking. This is a pre-test/post-test survey known as the Personal Report of Public Speaking Anxiety (PRPSA). According to Jo Sprague and Douglas Stuart, authors of The Speakers Handbook, the learning of a skill often progresses through four stages: Stage 1 Unconscious incompetence. In this stage a person is not aware that he or she is making errors in some area and may even be unaware that there is a skill to be learned. Stage 2 Conscious	[SPCH_PRPSA_Test.pdf](#) [SPCH_PRPSA_Explanation.pdf](#)	**Swainsboro:** SPCH 1101 is not offered on the Swainsboro Campus. **Vidalia:** CRN 20029 This class was taught F2F. Initial PRPSA reflected a total class score of High Anxiety. Post PRPSA results reflected a total class score of Low Anxiety. **Online:** CRN 40141 Intial PRPSA results reflected a score of High Anxiety. Post PRPSA results reflected a total class of High Anxiety. CRN 60047 Initial PRPSA scores reflectd High Anxiety. Post PRPSA results reflected Moderate Anxiety.	Instructor will offer one-on-one conferences, small group conferences, and chat sessions to discuss speaking anxiety. Conferences will be scheduled prior to all speech assignments.

Welding Technology					
		incompetence. A person in this stage has made the realization that she or he is doing something ineptly and that there is room for improvement. In many cases this awareness creates anxiety, which actually increases incompetence.

Stage 3
Conscious competence. In this stage a person has taken a skill in which she or he feels incompetent, has improved, and then devotes a portion of consciousness to performing it competently. The absence of such vigilance is likely to mean a regression to more comfortable but less competent patterns. However, if a person perseveres, the awkwardness of the new behavior diminishes and the need for self-monitoring lessens.

Stage 4
Unconscious competence. Now a person has integrated the learned skills well enough that he or she need not devote conscious attention to maintaining competence it comes naturally. The skill becomes relatively effortless and maybe even fun.

Unconscious Competence is the desired outcome.

Students will realize the different stages of progression and help them advance competently.

Students are given instructions on scoring.

Interpreting Your PRPSA Score

Scores above 131 indicate High Anxiety

Scores between 98 and 131 indicate Moderate Anxiety

Scores below 98 indicate Low Anxiety

The National Average (Mean) for the PRPSA is 114.6 with a standard deviation of 17.2. | | **High School:**
SPCH is not offered to High School students.

Overall Analysis:
CRN 20029

This class was allowed to practice the Persuasive Speech in front of a group of instructor-selected students. The students offered critiques, and the presenter, a at another location and time, presented the instructor-graded presentation. All students agreed that receiving peer feedback improved their final performance.

CRN 40141

Students shared that after gaining knowledge of how to structure a speech and the techniques needed to present a speech, students were more cognitively aware of these facts. | |
| Welding Technology | WELD Diploma and TCC students will perform vertical position welding using common welding rods. Open and with backing | **Welding Certification Exam Subpart**

Lab Practice Check-Off Sheet
Skills Assessment Checklist -

Open
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.

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

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.
Criteria:
Uniform rippled appearance on the bead face
Craters and restarts filled to the full cross section of the weld | 📄 **WELD_1060_Open_VGroove_Check.pdf** | **Swainsboro:**
No students attempted the certification test.

Vidalia:
18 students attempted the 3G SMAW welding certification and 1 student failed the certification test; 94% passed.

The one student who failed was given another opportunity at a later date and passed.

Online:
NA

High School:
NA

Overall Analysis:
Welding instructors attribute the failed test to lack or preparation and practice. The student was better prepared for the test and passed at a later date.

By allowing our students to take the same type of certification test required by industry, we are giving them the assurance and confidence of being well qualified for most welding jobs they would most likely apply for after graduation.

The welding certification test is a great assessment and the most beneficial to us as instructors to measure our student's progress . | Welding instructors held lab hours to provide students time for extra practice and preparation for certification exam. |

		Uniform weld size +-1/16 inch Acceptable weld profile in accordance with AWS D1.1 No porosity No overlap No excessive undercut No inclusions No cracks Acceptable guided bend test results per AWS QC-10:2004			
Welding Technology	WELD Diploma and Flux Cored Arc TCC students will perform a BU2a V-groove 3G Position welding using Flux Core Arc Welding.	**Welding Certification Exam Subpart** Groove Weld 3G Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel place, with or without backing. Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +-1/16 inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks	📄 **WELD_1090_1153_3GVertical_Groove_Check.pdf**	**Swainsboro:** 4 students attempted the certification test and all four passed - 100% **Vidalia:** 12 students attempted the FCAW welding certification and 2 failed; 83% passed. The two students who failed will be given another opportunity at a later date. **Online:** **High School:** **Overall Analysis:** Numerous factors other than the criteria listed in the certification checklist can affect the hold of a weld. Even humidity variations can affect welds. However, welding instructors have identified the main reasons on lack of preparation for the exam and lack of welding practice. By allowing our students to take the same type of certification test required by industry, we are giving them the assurance and confidence of being well qualified for most welding jobs they would most likely apply for after graduation. The welding certification test is a great assessment and the most beneficial to us as instructors to measure our student's progress .	Welding instructors provided extra lab hours for students to practice skills for the exam.
Welding Technology	WELD Diploma & Gas Metal Arc TCC students will perform a BU2a-groove 3-G position MIG weld.	**Welding Certification Exam Subpart** Groove Weld 3G Task: Students will use GMAW, FCAW, or both processes with carbon steel solid or flux-cored electrode wire sizes, and , if required, appropriate shielding gas to make a multiple-pass groove weld on carbon steel place, with or without backing. Criteria: Uniform rippled appearance on the bead face Craters and restarts filled to the full cross section of the weld Uniform weld size +-1/16 inch Acceptable weld profile in accordance with the applicable code or standard Complete uniform root reinforcement at least flush with the base metal to a maximum buildup of 1/16 inch, if applicable Smooth flat transition with complete fusion at the toes of the weld No porosity No excessive undercut No inclusions No cracks	📄 **WELD_1090_1153_3GVertical_Groove_Check.pdf**	**Swainsboro:** 2 students attempted the certification and both passed - 100% **Vidalia:** 17 students attempted the GMAW Certification and 1 failed; 94% passed and the one who failed will be given another opportunity at a later date. **Online:** NA **High School:** **Overall Analysis:** The Welding faculty determined that the one student who failed needed more MIG welding practice in order to weld under testing pressures. By allowing our students to take the same type of certification test required by industry, we are giving them the assurance and confidence of being well qualified for most welding jobs they would most likely apply for after graduation. The welding certification test is a great assessment and the most beneficial to us as instructors to measure our student's progress.	Welding instructors provided extra lab hours for any student to work on mastering their welding skills. **Created jobs** - Several students got welding jobs while still in school due to their certifications. Employed by D.& E. Welding and Great Dane.