

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: Melody Corso

Date Completed: Summer 2013

AS Degree Nursing

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

BRFA-AS	LPN to RN Bridge Fast Trk AS	Active
BRPA-AS	Paramedic to RN AS	Active
BRTA-AS	LPN to RN Bridge Trad AS	Active
NRVA-AS	Registered Nursing AS	Active

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: In 2011, the three mini-mester Nursing Process courses have been combined to two Full-Term Nursing Process courses. This will allow the students a longer time frame to grasp the concepts.

Faculty/Staff Changes: Paula Grimstead, Williema Mohan, Melody Corso, Toni Lindsey, Kimberly McClane, Jakuana Paulk has joined the faculty. Mattie Jones, Brenda Berryhill, and Patricia Davis have left the programs.

Improved Instructional Procedures: All programs have increased their usage in the simulation lab. Faculty have started to utilize more technology in the classroom. PowerPoints, when used, are to be placed in Bb the day before the class. In addition, the faculty have been encouraged to develop more active learning activities for the classroom.

Improved Assessment Processes: Faculty continue to use test analysis on all exams. Some rubrics have been developed for some assignments. The Case Study assignment in the Nursing Process classes has been re-designed to be part of the clinical work and has been broken into more manageable parts for the students.

What are the expected future program outcomes?

Student Success/Retention: We will maintain NCLEX board pass rates above the national average. The plan for all AS degree nursing programs for continued retention will include faculty mentoring , faculty advising after exams, HESI testing, HESI case studies. Our retention rates will increase to 75% without decreasing quality.

Student Learning: 1. As provider of care the ASDN students will effectively communicate with member of the discipline. 2. As a member of the nursing discipline, the associate degree-nursing student will function within legal parameters of professional practice.

Program Status Report BSN-BS Nursing Degree: Summer 2013

Program Status: Active

Actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision:

The entire curricula for all ten RN to BSN core courses was developed and implemented during the 2012-2013 academic year.

The curricula for all ten RN to BSN core courses will be reviewed and revised during the 2013-2014 academic year.

Faculty/Staff Changes:

The RN to BSN program was developed and implemented during the 2012-2013 academic year. Faculty consisted of one full time instructor for the ten core courses and one part time adjunct for some of the clinical hours in two courses.

No faculty or staff changes are anticipated for the 2013-2014 academic year, but will be made as needed to facilitate student and program success.

Improved Instructional Procedures:

Based on survey feedback from students in the program, the program has been adapted to be more an online based hybrid with less onsite course requirements.

Improved Assessment Processes:

A RN to BSN program exit survey was developed and implemented during the 2012-2013 academic year. Results will be used to redesign and implement program changes to work towards continual program improvements for the 2013-2014 academic year.

Expected program outcomes:

Student Success:

The expected program outcome is to increase enrollment through newly implemented strategies for the 2013-2014 academic year, including removal of the barrier of requiring one year of nursing work experience and offering admission into the program twice a year (now in both Fall and Spring semesters).

Student success in the program will be fostered through the development of systems to better facilitate learning of the course content and through personalized student assistance as needed.

Student Learning:

Student learning will be assessed and evaluated based on the established program outcomes, as well as the learning outcomes for each of the core ten RN to BSN courses.

Program Status Report

Completed by: Keith Rupert

Date Completed: Summer 2013

Computer Science

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

CCNA-CER CISCO CER

CITN-AS Computer Info Technology AS

COSP-CER Cmptr Ofc Spec w Prgmmng CER

CPVM-AS Computer Prog and Analy AS

CSSP-CER Cmptr Support Spec w Prgrm CER

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: Curriculum was revised for Fall, 2013, to reflect Industry updates.

Faculty/Staff Changes: One full time faculty member and adjuncts as needed.

Improved Instructional Procedures: Android target Java Program – increased technology use.

What are the expected future program outcomes?

Student Success/Retention:

Student Learning: 1) Students will Demonstrate understanding of networked environments 2) Demonstrate understanding of computer systems architecture including components, networked environments, and operating systems.

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: Laura Williams

Date Completed: Summer 2013

Educator Preparation Institute

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

CBTC-CER Comp Based Teach Cert CER: **Active**

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: The entire EPI curriculum was reviewed and revised based on the new Florida Educator Accomplished Practices during the 2012/2013 school year.

Faculty/Staff Changes: Laura Williams was hired as EPI Instructor/Coordinator for the 2012/2013 school year.

Improved Instructional Procedures: Utilizing best practice in the classroom as a way to teach our future educators is a strength of the program. We received brand new computers this year and are utilizing creative and innovative technology during our Technology class. We also went to several Common Core trainings that help to keep us current in our instructional practices.

Improved Assessment Processes: We utilize Blackboard for formal assessments, however there are many informal assessments throughout every class that are used to form our instruction to meet the needs of our students. We analyze our student data as a means to critique our program to check for its effectiveness.

What are the expected program outcomes for academic year 2013-2014?

Student Success/Retention: We expect for all of our EPI Program Completers to pass the Professional Educator Exam at the conclusion of our program.

Student Learning: The students will learn the Florida Educator Accomplished Practices including but not limited to learning how to collect and

analyze student data; learning how to effectively communicate with parents; learning how to teach rigorously by asking higher-order questions and assigning in-depth learning activities; establishing a comfortable environment which accepts and fosters diversity; understanding the importance of setting up effective learning environments and having the strategies to use and to do so; Recognizing the importance of setting high expectations for all students.

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: Carol McLean

Date Completed: Summer 2013

Cosmetology

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

COSM- Cosmetology CER - Active

CSPE-CER Facial Specialist CER - Active

CSPN-CER Nail Specialist CER - Active

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: Curriculum is reviewed annually. No revisions in the past 1-2 years

Faculty/Staff Changes: Reduction of one faculty member due to restructuring of class offerings to one class a year instead of two.

Improved Instructional Procedures: Incorporating more technology to demonstrate and teach.

Improved Assessment Processes: No new assessment processes in the last 1-2 years.

What are the expected future program outcomes?

Student Success/Retention: 90% student retention

Student Learning: 90% of students will demonstrate achievement of the learning outcomes and pass the state licensing exam.

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: Josiah Lebowitz

Date Completed: Summer 2013

Video Game Design CER

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

CGAC-CER Video Game Design CER - **ACTIVE**

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: The program was created during fall of 2011 and spring of 2012. It was launched in spring of 2012.

Faculty/Staff Changes: Josiah Lebowitz was hired to create and teach all the game specific courses in fall 2011.

Improved Instructional Procedures: As the program is very new, there isn't much past data to compare it too.

Improved Assessment Processes: As the program is very new, there isn't much past data to compare it too.

What are the expected program outcomes for academic year 2013-2014?

Student Success/Retention: Students will begin to graduate with the full game design certificate.

Student Learning: Students will learn the basics of all major branches of game development and create a simple game of their own to demonstrate their knowledge.

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: John R. Piersol

Date Completed: Summer 2013

Golf & Landscape Operations

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

GCOP-AS Golf Course Operations AS - active

HORT-CER Horticulture CER - active

LDST-AS Landscape Technology AS - active

PCOP-ATD Pest Control Operations ATD - active

TEMG-AS Turf Equipment Management AS - suspended

TETN-ATD Turf Equipment Tech ATD - suspended

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: Currently looking at changes on Golf Course Operations curriculum with faculty; have to go to advisory committee too.

Faculty/Staff Changes: With suspension of Turf Equipment, Jonathan Morriss' contract will not be renewed.

Improved Instructional Procedures: Developing several golf/landscape courses for online delivery

Improved Assessment Processes: Nothing different

What are the expected future program outcomes?

Student Success/Retention: At least 75%

Student Learning: Want a minimum of 80% pass rate on industry certifications

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by January 31, 2014.

Completed by: Tim Robinson

Date Completed: January, 2014

HVAC

ACRV-CER Commercial HVAC CER

Please describe actions taken in the following areas over the past 2-3 years:

Curriculum Review/ Revision: Added the Contren Connect as an online text book and resource to give students an electronic version of the course text book. Expanded the course from 4 semesters to five semesters to add additional contact time for students in the lab. Increased the amount of lab work beyond the NCCER Performance sheets to give students more “hands-on” in the lab.

Faculty/Staff Changes: None

Improved Instructional Procedures: Converting the course to Black Board to give students access to academic course work from any location.

Improved Assessment Processes: Added writing assignments in Communications Skills, employability skills, and job search skills to help students communicate better and have a basic understanding of workforce readiness an employer is seeking in a new technician entering the field.

What are the program student learning outcomes, assessment measures, and performance standard? Summarize the results of assessment and any strategies used to improve the outcome results

<u>Learning Outcome</u>	<u>Objectives</u>	<u>Performance Standard</u>	<u>Use of Results</u>
Students will wire a basic air conditioning system	1. Properly supply line voltage to the condensing unit. 2. Properly supply line voltage to the air handler. 3. Properly wire the control voltage.	Student performance on the NCCER Performance Exam on installing residential A/C	<i>The NCCER Performance Exam gives the student the chance to perform a set of hand on skill without instructor</i>

	<ol style="list-style-type: none"> 4. Properly wire the thermostat. 5. Start system and run in the cooling mode. 6. Execute each task according to all safety rules and regulations 	Systems. Students must score at least a 1 to meet expectations.	<i>supervision to ensure they have the required skills to become an entry level HVAC/R technician.</i>
Students will identify electrical problems in a nonfunctioning heat pump system.	<ol style="list-style-type: none"> 1. Troubleshoot and repair compressor electrical problems. 2. Troubleshoot and repair condenser electrical problems. 3. Troubleshoot and repair air handler electrical problems. 4. Troubleshoot and repair power supply problems. 5. Execute each task according to all safety rules and regulations 	Student performance on the NCCER Performance Exam on Troubleshooting HVAC/R equipment. Students must score at least a 1 to meet expectations.	The NCCER Performance Exam gives the student the chance to perform a set of hand on skill without instructor supervision to ensure they have the required skills to become an entry level HVAC/R technician.
Students will identify mechanical problems in a nonfunctioning heat pump system.	<ol style="list-style-type: none"> 1. Properly supply line voltage to the condensing unit. 2. Properly supply line voltage to the air handler. 3. Properly wire the control voltage. 4. Properly wire the thermostat. 5. Start system and run in the cooling mode. 6. Execute each task according to all safety rules and regulations. 	Student performance on the NCCER Performance Exam on Troubleshooting Heat pumps	The NCCER Performance Exam gives the student the chance to perform a set of hand on skill without instructor supervision to ensure they have the required skills to become an entry level HVAC/R technician.

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: Michele P Cuadras

Date Completed: Summer 2013

Business

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

MCDG- Medical Coder/Biller ATD- Active

MTRN- Medical Records Transcribing ATD- Active

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision:

MCDG- Curriculum is up to date; FGC working on addition of the 2 year AS Health Information Technology program that will follow the ATD; Students are encouraged to take the certification exam, Certified Coding Associate Exam (CCA) upon completion of the 26 credits. Demand for student training increasing with the changes within the industry- ICD-9 to ICD-10 coding systems.

MTRN- Curriculum is up to date; Demand is not as great for MTRN student training in comparison to MCDG due to healthcare systems utilizing automated software.

Faculty/Staff Changes: Addition of Physician Assistant with Medical Terminology courses. Addition of the Health Information Specialist (coordinator of the two degree tracks)

Improved Instructional Procedures: Addition of Service Learning built into the syllabi of the courses to increase student community involvement which will assist learning within the classroom.

Improved Assessment Processes: Students are surveyed to gather information regarding instructor ability and performance. The instructors offer feedback regarding textbooks, technology and resources available for use during the semester.

What are the expected future program outcomes?

Student Success/Retention: Increase Student Success by student/advisor/instructor interaction. Attention will be dedication to student recruitment and interaction with the advisor to ensure that the student has the necessary information to make an informed decision. The early student will be assessed by the advisory team along with the TABE test to determine where necessary placement will occur. The advisory team will remain in contact with the student to offer guidance, support and to answer any questions and/or concerns that the student may have. Increasing Peer Mentoring for active students to receive support and guidance from other students within the same industry will support student retention.

Student Learning: Increase Student Learning by engaging the student and instructor by utilizing Teacher Education and Service-Learning. Faculty members will arrange specific service opportunities that both enhance the educational goals of a course and serve the public good by providing a needed service in the community while the student enrolled in the course will complete a designated amount of hours of service outside of the classroom that will reflect the curriculum, discussions and assignments. Within the ATD-MCDG, students will have the opportunity to visit healthcare facilities to observe individuals in the field actively working.

Completed by: Samantha Smythe

Date Completed: Summer 2013

Patient Care Technician

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

PBTM-CER Phlebotomy CER - Active

PCAT-CER Patient Care Asst CER - Active

PCTN-CER Patient Care Technician CER - Active

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: Curriculum review is conducted by the coordinator and/or instructor each year as the new curriculum frameworks are distributed. Any changes in the current framework from the previous year are then implemented into the current course content.

Faculty/Staff Changes: Faculty Coordinator position will be changing in the 2013-2014.

Improved Instructional Procedures: The FRC-TEC Blackboard shell was implemented into the teaching strategy for phlebotomy in the Spring of 2013. It was then implemented into the Patient Care Technician portion in Summer of 2013.

Improved Assessment Processes: The number of phlebotomy students per semester has been decreased from 45 to 30 to improve access to clinical facilities for each student.

What are the expected future program outcomes?

Student Success/Retention: Increase retention rate by 5% by the Fall semester of 2014.

Student Learning: Increase in CNA state board exam combined score of 4.1%. This would bring the successful first time pass rate to 95% from the 90.9% for 2012.

In addition, students in all courses will successfully meet the intended outcomes as outlined in the corresponding curriculum framework provided by the Florida Department of Education.

Intended Learning Outcomes	Assessment Measures
Perform Patient Care Procedures, to include those responsibilities typically assigned to Certified Nursing Assistants in a hospital, nursing home, or long-term care facility.	<p><i>CNA or phlebotomist exam results.</i> Seventy five percent (75%) of graduates who sit for a licensure exam (typically CNA or phlebotomist) will pass on their first attempt.</p> <p>2)Mock Skills Testing results in the HCP 0430 course. <i>End of Program Mock Skills Testing results in HCP 0620.</i></p>
Demonstrate legal and ethical responsibilities specific to the healthcare occupations.	<p>Students who complete one or more certificates will be employed in the field within six months of graduation.</p> <p>Student surveys and student contacts indicating employment.</p> <p>Ninety percent (90%) of responding students will report that they were employed in the field within six months of graduation.</p>
Demonstrate employability skills as they relate to the healthcare professional, including conducting a job search, acceptable work habits, and resume writing or higher level.	<p>Student satisfaction surveys which are administered at the end of the end of the Patient Care Assistant and Patient Care Technician courses.</p> <p>Eighty percent (80%) of the returned PCA, phlebotomy, and PCT graduate Surveys will demonstrate program satisfaction at an above average or higher level.</p>

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by January 31, 2014

Completed by: Joseph Ganser

Date Completed: January, 2014

Welding

PMTV-CER Applied Welding Tech CER

The Applied Welding Technology program offers training to prepare students to become skilled welders. The total program, including preparation for nationally recognized certification, requires a minimum of 1,170 hours of preparation. Graduates will be taught techniques that include thermal cutting, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), and pipe welding, as well as blueprint reading and power tool and equipment operation. The program prepares students to meet certification in industry standards.

Please describe actions taken in the following areas over the past 2-3 years:

Curriculum Review/ Revision: Curriculum was developed by the program coordinator/instructor based on the National Center for Construction Education and Research (NCCER) standardized curriculum. Curriculum meets the state of Florida Department of Education standards. The curriculum is revised every 5 years. The curriculum was last revised in 2009.

Faculty/Staff Changes: One full time coordinator/instructor

Improved Instructional Procedures: The addition of new equipment: 23 Welding booths, 12 welding machines, 3 plasma cutters, computer controlled plasma cutting table, 2 pipe and track torches, and G welding positioner, increase students hands on demonstration of achieving required performance standards.

In 2009, the program consisted of teaching one welding process. The number of processes taught in the program has increased to six.

April, 2013: The program acquired the VRTX Virtual Reality Arc Welding Trainer equipment.

May, 2013: Implementation of NCCERconnect: NCCERconnect is an online course supplement consisting of an eBook and course management tools. It provides a range of visual, auditory, and interactive elements to enhance student learning and instructor delivery. Students can access

this system from any computer on or off campus. The instructor has the ability to customize it by adding training videos, study notes, syllabus, etc. Using the system allows students to gain more hands on experience with welding activities.

NCCER systematically audits the program to ensure the student documentation, course material, and tests are current and meet the required standards.

The Welding Advisory Board consists of 16 committee members and meets twice a year. Records of these meetings are kept by the program coordinator. The last meeting was held in November, 2013.

Program Status Report

Completed by: *Ann Brown*

Date Completed: Summer 2013

Emergency Medical Services

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

EMSA-AS Emergency Medical Svc Tech AS *Active*

EMTA-ATD Emergency Med Tech Basic ATD *Closed – Replaced with EMBA-CER
Emergency Med Tech Basic CER*

PARA-CER Paramedic CER *Active*

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision:

EMSA-AS Emergency Medical Svs Tech AS:

Addition of Critical Care Paramedic (EMS 2346C) as an elective towards the degree

PHTLS requirement removed (WFHX 0029)

PALS requirement removed (WHFX 0007)

EMTA-ATD Emergency Med Tech Basic ATD (Now EMBA-CER):

ATD option removed

Successful PERT scores required for admission (or Prep Course completion)

EVOC requirement made optional (WFHX 0011)

Basic Extrication requirement made optional (WFHX 0012) – We will not be offering this course until we obtain the fire training facility due to cost/risk vs benefit.

Hazardous Materials Level I removed as course requirement (WFHX 0016) – this content is now offered within the course material.

Issues in Domestic Violence removed as course requirement (WFHX 0018) – this content is now offered within the course material.

PARA-CER Paramedic CER:

PHTLS requirement removed as course requirement (WFHX 0029) - this content is now offered within the course material.

PALS requirement removed as course requirement(WHFX 0007) – this content is now offered within the course material.

Faculty/Staff Changes:

Contracts for Michael Anderson, Christy Carson and Patricia Smith were not renewed.

Michael Anderson will be utilized as adjunct faculty in the clinical setting and to teach BLS.

New Adjunct Faculty:

Jerry Fortner

Kristopher Keen

Brian O’Connell

John “Scott” Pendarvis

Carolyn Robinson

Kenneth Solomon

Michael Steele

Improved Instructional Procedures: Prior to last year, students in the EMS programs attended their clinical rotations on their own without the presence of any FGC faculty / preceptor. There is now a preceptor present for every hospital rotation. This improves the learning experience as there is someone there who knows where the students are within the curriculum and helps to guide their

clinical experience without having to meet the added requirements of filling a hospital position. They are there solely for the purpose of enhancing the clinical experience for the student. This also removes some of the risk for the hospital employees, and puts an FGC faculty member on site in the event of any issues or questions.

Also, as an added note, ALL EMS Programs faculty members attended the National Association of EMS Educators (NAEMSE) Annual Symposium last year. This was of huge benefit to the instructors, the college and the students, and the invest made by the college into the success of the instructors is appreciated by the staff.

Improved Assessment Processes:

Our assessment processes require state and CoAEMSP approval. We are maintaining the processes as previously prescribed, approved and instituted. There were no changes made in this area, however, there will be some CoAEMSP assessment process changes estimated to be required by 2015. These changes will be implemented within the program upon their recommendation.

What are the expected future program outcomes?

Student Success/Retention:

This is an interesting question. We eliminated the ATD for EMT and went with the CER program to help improve student success/retention. Our hope was that satisfying the PERT requirements for college level courses would improve the success of our students. The low level of math and reading skills of the students previously entering our program was believed to be a major contributing factor to the lack of success of our students. Due to legislative changes, next spring we will be returning to the practice of admitting students into our program that are not necessarily prepared for college level courses. With this, we are expecting our success/retention rate to drop back from our current rate of approximately 90% success to the previous rate of about 50%.

Student Learning:

The goal of our program is to prepare students to successfully pass their state and/or national certification exams upon program completion, and to be competent, safe, entry level EMS providers in the workforce. Our goal is to have at least 70% of program completers pass their certification exams on the first attempt, and 80% of those to find employment in the field of EMS within the first year. As an accreditation requirement, we survey graduates and their employers within 1 year of course completion, and would like to maintain our status of having them satisfied with the products of the program indicating the graduates are adequately prepared to begin working in the field.

Program Status Report

Completed by: Melody Corso

Date Completed: Summer 2013

Practical Nursing

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

LPNA-CER Practical Nursing Cer **Active**

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: PRN 0070, Nutrition, & PRN 0020, Development through the Lifespan, were offered as Hybrid courses in the Spring 2013 term.

Faculty/Staff Changes: Melody Corso, Williema Mohan & Sheila Hinton are no longer with the program. Joanna McLaughlin has been hired to start Fall 2013.

Improved Instructional Procedures: Increased use of web-based learning. Additional technology utilized in the classroom.

Improved Assessment Processes: Rubrics have been designed for assignments within the courses.

What are the expected future program outcomes?

Student Success/Retention: This program will continue to have a retention rate above 70%. Student analysis forms will be implemented following each exam for during the test review.

Student Learning: 1. Provide personal patient care. 2. Perform nursing procedures. 3. Apply principles of infection control. 4. Administer medications. Students are expected to pass performed skills with a 90% accuracy.

Program Status Review

Completed by: **Kim Salyers**

Date: 7/22/13 Completed: Summer 2013

Physical Therapist Assistant

Please indicate the status of each degree and certificate in the program: Active

PTAA-AS Physical Therapist Asst AS

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: A full review of the curriculum and modification to all courses to improve cohesiveness of content and sequencing. Also added Pathological Conditions in Physical Therapy and PTA Seminar I to the curriculum.

Faculty/Staff Changes: Former faculty members replaced in 2012/2013. New Academic Coordinator of Clinical Education hired in 2012, took over clinical responsibilities in 2013. New Program Coordinator hired in January 2013. New lab assistant (PTA) hired in fall of 2012.

Improved Instructional Procedures: With the transition to new faculty members, we have seen an increase in the amount of active instructional activities in all courses to promote student engagement and success. New faculty members also increasing use of technology within the classroom through the use of Blackboard, YouTube, and other internet sources.

Improved Assessment Processes: all lab practical assessments have been redesigned for objectivity and consistency. A new clinical assessment tool has been adopted. The new tool has been evaluated by current clinical instructors and has been met with very positive remarks. The Practice Examination Assessment Tool (PEAT) has been added at the end of the curriculum as a method of formal summative assessment of student knowledge.

What are the expected program outcomes?

Student Success/Retention: our goal is 100% retention with the 2013-2014 cohort

Student Learning: 100% ultimate pass rate on the national physical therapy licensing exam

Program Status Report

Please provide the following information to rebecca.vanhoek@fgc.edu by June 27, 2013.

Completed by: Dr. Susan Scott, Program Coordinator Date Completed: Summer 2013

Supply Chain Management

Please indicate the status of each degree and certificate in the program: (Active, Closed, Suspended)

LTSC-CER Logistics and Transportation CER **Active**

SCML-AS Supply Chain Management AS **Active**

Please describe actions taken in the following areas over the past 1-2 years:

Curriculum Review/ Revision: The total supply chain curriculum was reviewed at the department level. It was agreed that the Operations Management course should only be taken in the second year and in a classroom setting due to the difficulty of the course and the online failure rate. The Science course option was removed from Professional Electives and limited to Electives to improve focus on the business classes needed to prepare students for this field. It was agreed that the Introduction to Supply Chain course should be offered every semester to maximize entrants into the program.

Faculty/Staff Changes: Dr. Scott took over the instruction of the Introductory course TRA2154 this summer. For the fall semester, Dr. Scott will teach most of the classes previously taught by Mr. Harper, since four online courses will be taught as on-campus classroom courses this fall. Mr. Harper will continue to teach courses online as the need arises and the budget permits.

Improved Instructional Procedures: for the coming year additional hands-on activities will be added to the Operations Management course (MAN2500) and to the Introductory course (TRA2154) to encourage kinetic learning. Video were added to both these courses by Dr. Scott in the previous sessions to meet the needs of visual/audio learners. A simulation is being reviewed for adoption in the Spring term.

Improved Assessment Processes: none

What are the expected program outcomes?

- Student Success/Retention: Student success ratios need improvement as does student retention. Of the 10 students in the program in the spring 2013 session, we hope to retain eight. Two failed out.
- Student Learning:
After completing this program the students will be able to:
 - Demonstrate an understanding of logistics, reverse logistics and supply chain management basics.

- Demonstrate an understanding of transportation systems.
- Demonstrate an understanding of warehousing and materials handling.
- Demonstrate an understanding of basic manufacturing operations.
- Demonstrate an understanding of inventory and supply planning.
- Demonstrate an understanding of basic computer applications used in supply chain coordination.
- Demonstrate an understanding of purchasing/contracting.
- Demonstrate their suitability for entry level work in procurement, distribution, transportation, and material handling.