



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Annual Assessment Report
Grayson College

November 15, 2016

Executive Summary

Over the past five years, the Office of Planning, Research, Assessment and Accreditation has provided oversight of a process for reporting program learning outcomes and provided a repository for all program learning outcomes assessment reports and documentation of improvement reports for each program in Academic Studies and Workforce Education. All assessment artifacts for each program are available through a Google drive with access to and the ability to upload new documents by each program director, the department chairs (responsible for program oversight), the deans, and the Vice President and Associate Vice President for Student and Academic Affairs.

Based upon a Gap Analysis of our assessment reporting forms and SACSCOC suggested guidelines for assessment activities, the reporting form for program learning outcomes assessment reporting was modified this year to include a linkage to our Institutional Learning Outcomes (ILO 's) and the disaggregation of assessment results to include a breakdown of results for all modes and locations of delivery.

Program learning outcomes assessment activities for the 2015-2016 for the Academic Studies, Health Sciences, South Campus, and Workforce Education divisions have been completed. With the exception of one program at the South Campus, we have 100% reporting across all divisions. The program at the South Campus with no annual reports is due to a mid-semester change in program directors. Due to the change, the program will not be submitting a report for the 2015-2016 academic year.

All assessment reports, documentations of improvement reports, and revised curriculum maps with PLO's will be provided to the Instructional Services Assessment Committee (ISAC) for review and recommendations for improvement during the spring 2017 semester. Below is a summary of assessment reporting for 2015-2016.

Division	Academic Studies (13 Programs)	% Reporting	Workforce Education (25 Programs/Certs)	% Reporting	Health Sciences	% Reporting	South Campus Programs	% Reporting	Total Annual Reporting	Overall Reporting %
# Programs Reporting DOI for 2011-2012	13	100%	25	100%	4	100%	2	100%	44	100%
# Programs Reporting Results for 2012-2013	13	100%	25	100%	4	100%	2	100%	44	100%
# Programs Reporting DOI for 2012-2013	13	100%	25	100%	4	100%	2	100%	44	100%
# Programs with Curriculum Maps/PLO's Revised	12	92%	25	100%	4	100%	2	100%	43	98%
# Programs Reporting Assessment Results for 2013-2014	13	100%	25	100%	4	100%	2	100%	44	100%
# Programs Reporting DOI for 2013-2014	13	100%	25	100%	4	100%	3	100%	45	100%
# Programs Reporting Assessment Results for 2014-2015	13	100%	25	100%	4	100%	3	100%	45	100%
Division	Academic Studies (5 Programs)	% Reporting	Workforce Education (22 Programs/Certs)	% Reporting	Health Sciences (4 Programs/Certs)	% Reporting	South Campus Programs (3 Programs)	% Reporting	Total Annual Reporting	Overall Reporting %
# Programs Reporting DOI for 2014-2015	5	100%	22	100%	4	100%	2*	66%	33	97%
# Programs Reporting Results for 2015-2016	5	100%	22	100%	4	100%	2*	66%	33	97%

*Due to an emergency change in program directors, assessment reports were not available in Electrical Technology

Attached to this executive summary is an Annual Assessment Report which includes an assessment audit for each division (2010-present), a report of 2015-2016 assessment results for each division, and a report of 2014-2015 Documentation of Improvements for each division.

Academic Studies Assessment Audit

	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 11-12	DOI 11-12	ISAC REVIEW	ISAC Use of Results (Curriculum Map and Revised PLO's)	ASSESS 12-13	DOI 12-13	ASSESS 13-14	DOI 13-14	ASSESS 14-15	DOI 14-15	Program Deactivated Fall 2015	ASSESS 15-16	DOI 15-16
Biological and Physical Sciences	New Program Fall 2015																	X	
ENGINEERING	X	X	X	See Below^	X	X	X	X	X		X	X	X	X	X	X	N	X	
Liberal Arts and General Studies/University Transfer	See Core Assessment																		
MATH	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	
MUSIC	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	
THEATRE	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	

^ classes not offered due to low student demand see Spring 2011 assessments

South Campus

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and Revised PLO's)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016
Licensed Vocational Nursing (Reported after Summer Capstone Course)	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		New Program Director		Y	Y	Y	Y	
Medical Lab Technician	AAS	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Electrical Technology	AAS and Certs	New Program Fall 2014														Y	Change in Director No Report			

BUSINESS TECHNOOLGY AND EDUCATION

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and	ASSES S 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016	
Accounting	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y		
BUSINESS ADMIN	AS	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y		
Business and Mgmt	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y		
Child Development	AAS & Cert	Y	New Program Fall 2011						Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Computer Maint & Tech	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	
COMPUTER SCIENCE/CIS	AS	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y		
Computer Software & Sys	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X		Program Discontinued								
ECONOMICS	AS	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Program Discontinued		
Microcomputer Apps	AAS & Cert	Y	Y	Y	Program Discontinued						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Office & Comp Tech	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	
SECONDARY EDUCATION	AAT	Y	X	X	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Web Based Small Business Development	AAS & Cert	New Program																Y	Y		

CAREER & HUMAN SERVICES

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and	ASSES S 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016	
Cosmetology	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y			
Criminal Justice	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Culinary Arts	AAS & Cert	Y	New Program Fall 2011						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Drug and Alcohol Abuse	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Hospitality Mgmt	AAS & Certs	Y	New Program Fall 2011						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Police Academy/Law Enforcement	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		
Viticulture	AAS & Certs	Y	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012			Y	Rewritten see Fall 2012-2013	Y		Program Director left and did not share assessment reports			Y	Y	Y	Y	
Enology	AAS & Certs	Y	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012			Y	Rewritten see Fall 2012-2013	Y		Program Director left and did not share assessment reports			Y	Y	Y	Y	



Academic Studies Division Assessment Results 2015-2016

Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness
Office of Planning, Research, Assessment and Accreditation
November 10, 2016

Assessment of Program Learning Outcomes
2015-2016 Academic Year
AS in BIOLOGICAL AND PHYSICAL SCIENCES

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
<p>Science education should provide students with the tools to solve problems. Students should be able to define problems clearly, analyze data, and draw appropriate conclusions. Students should use appropriate laboratory techniques to solve problems and understand sources of error.</p>	<p>EQS1 AND EQS2</p>	<p>Maps, Charts, Tables and Scientific reports</p>	<p>CHEM1312/1112 Disaggregated Results: Face-to-face: From 13 data points= Average-84% High-97% Low-71% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>BIOL1307/1107 Disaggregated Results: Face-to-face: From 23 data points= Average-85% High-89% Low-76% Online: NA Hybrid: NA Off-site Locations: (Tom Bean HS) From 16 data points= Average-98% High-100% Low-89%</p> <p>GEOL1304/1104 Disaggregated Results: Face-to-face: NA Online: NA Hybrid: From 19 data points= Average-81% High-100% Low-20% Off-site Locations: NA</p> <p>PHYS2326/2126 Disaggregated Results: Face-to-face: From 16 data points= Average-96% High-100% Low-60% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>Aggregated Results Summary:</p> <p>CHEM1312/1112 From 13 data points= Average-84% High-97% Low-71% BIOL1307/1107 From 39 data points= Average-90% High-100% Low-76% GEOL1304/1104 From 19 data points= Average-81% High-100% Low-20% PHYS2326/2126 From 16 data points= Average-96% High-100% Low-60%</p> <p>Overall Departmental Average: 89%</p>	<p>This is the first semester that data has been collected for the new PLOs. We view this as a baseline semester. Averages indicate that no issue exists that would prompt immediate action. Data will be analyzed at the discipline level in the Fall to determine if any actions should be implemented.</p> <p>We will discuss the possibility of collecting PLO data in both first and second semester program courses so that improvement comparisons may be made.</p>

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AS in Engineering

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Due to the Engineering Program just now starting back up, no students have completed the upper-level Engineering courses, and therefore no data is available at this time.			Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: Aggregated Results Summary:	No Report courses have not been offered.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AS in Mathematics

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will develop convincing mathematical arguments.	CT 3. Students will analyze, evaluate, and synthesize information.	Questions from a MATH 2414 – Calculus 2 Final Exam	<p>Disaggregated Results: Face-to-face: 69.4% of the students performed at or above the 75% proficiency level. Online: N/A Hybrid: N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary:</p> <p>Only one section of Calculus 2 was offered in each semester of the 2015 – 2016 Academic Year. Each section was offered as a face-to-face course, therefore there was no data for online, hybrid, or off-site locations.</p> <p>In Fall 2015, 11 out of 16 (68.7%) performed at or above the 75% proficiency level. For the Spring 2016 semester, 14 out of 20 (70%) performed at or above the 75% proficiency level. As stated in the results above, combining these results, 64.7% of the students performed at or above the 75% proficiency level, which is an improvement over the last two years.</p>	<p>Based on these results, we will improve the (1) <i>Instruction</i> area by continuing with the previous year’s plan.</p> <p>“The Math Department will identify examples and problems for the MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum.”</p>

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AA in Music

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will synthesize skills in the area of rhythm and pitch to understand the music they hear.	CT 3. Students will analyze, evaluate, and synthesize information.	Homework, Quiz, sight singing, dictation & Test Grades	<p>Disaggregated Results: Face-to-face: Only offered face-to-face.</p> <p>Aggregated Results Summary: The Freshman class was able to complete three chapters of the <i>Music Literacy for Singers</i> by Patti DeWitt. This is one chapter further than the previous year. They were also able to complete <i>Reading Syncopation & Beyond</i> by Joel Rothman a new addition to the course.</p> <p>The Sophomore class was able to complete 12 chapters of <i>Music for Sight Singing</i> by Robert Ottman. This is four chapters further than the previous year. They were also able to complete <i>Reading Syncopation & Beyond</i> by Joel Rothman a new addition to the course. Reached Unit 6 of <i>Music for Ear Training</i> by Michael Horvit</p>	(2) Curriculum: Use the <i>Music Literacy for Singings, Reading Syncopation & Beyond</i> , and <i>Music for Ear Training</i> for the Freshman class. Use the <i>Music for Sight Singing</i> and <i>Music for Ear Training</i> for the Sophomore class. The overall goal for 2016-2017 is to continue advancement in the ear training and Sight Singing course by at least one chapter in each method book.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AS in THEATRE

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Exhibit the discipline, work ethic and attitude of a theatre professional.	CS 3	1.)Auditions/Interview Attendance for students nearing graduation 3.) Have acting students develop a reel for auditions as part of practicum process. Have technicians develop a professional website in addition to their professional Facebook page. 4.) Have reels and technician websites be reviewed as part of practicum grading. Make applying for summer work mandatory for practicum. Headshots required.	Face to Face Results 1.) Six students attended North Texas Drama Auditions in November 2015. Three acting, three technicians. Average number of callbacks per student for was 14. Six students attended Texas Educational Theatre Association Auditions January 2016. Four actors, two technicians. Average number of student callbacks was 13. Two were doubles from NTDA. Of these ten students, seven graduated 2015-16. All have plans to attend university Fall 2016. Nine students graduated with theatre degrees during the 15-16 year. 3 and 4.) All students majoring theatre were required to have a professional headshot. Appointments were made with professional photographers on two different occasions and all students were photographed. All students were required to apply for summer internships. Six students accepted internships from theatres across the nation. States represented – NY, MA, FL, TX, NM, OK. Reels and professional were suggested but not required for students. 4 students constructed a personal site.	Have acting students develop a reel for auditions as part of practicum process. Have technicians develop a professional website in addition to their professional Facebook page. Review test materials as part of Practicum experience.



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Health Sciences
Annual Assessment Report
Grayson College

November 10, 2016

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS of Dental Assisting

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
PLO # 3 Students will be able to identify and meet the standards of performance expected to them in the dental field.	TW1 Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.	Use of formative and summative clinical evaluation tools.	Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: Extramural clinical sites Aggregated Results Summary: Using the evaluation tools in an extramural clinical setting, 100% of students demonstrated proficiency > 90 % of the time in clinical skills identified as "critical" to completion of program objectives, as well as the Commission on Dental Accreditation requirements.	Formative and summative evaluation tools are utilized to document assessment of skills proficiency.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Associate Degree Nursing Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to. See the list below)	Assessment Method (Measure)	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
ADN students will demonstrate ability to explain, apply, and integrate the theoretical evidence based knowledge necessary in the provision of nursing care.	CT 3- Students will analyze, evaluate, and synthesize information.	(1) Regularly scheduled unit exams, along with externally developed mid-curricular and exit exams to measure theoretical based knowledge midway through the program and as a capstone assessment. (2) Formative and summative clinical evaluation tools (3) National licensure examination results	Fall 2015 and Spring 2016 Results Disaggregated Results: Face-to-face: Traditional ADN Program (1) RNSG 1423 had 5 unit exams and 1 comprehensive final exam each semester, 76 students successfully completed course with an average of 74.5% or greater and 6 students were unsuccessful. RNSG 2404 had 5 unit exams and the conversion score of the mid-curricular HESI exam served as the final exam score, 88 students successfully completed course with an average of 74.5% or greater and 15 students were unsuccessful. RNSG 2414 had 5 unit exams and 1 comprehensive final exam, 120 students successfully completed course with an average of 74.5% or greater and 15 students were unsuccessful RNSG 2435 had 5 unit exams and the conversion of the exit HESI exam served as the final exam score, 128 students successfully completed course with an average of 74.5% or greater and 9 students were unsuccessful. (2) RNSG 1360 – 82 eligible students in course had formative and summative evaluations, all students met the criteria with a score of greater than or equal to 74.5% RNSG 1461 – 104 eligible students in course had formative and summative evaluations, only 1 student was unsuccessful of meeting the criteria with a score of greater than or equal to 74.5%, 103 students passed.	(1) Instruction The transitional entry program will be re-constructed to promote better organization of content. (2) Curriculum Comparison of the NCLEX test plan and practice analysis will continue to be evaluated in comparison to current ADN curriculum and curriculum will be adapted as needed. (2) Curriculum Results of mid-curricular and exit HESI exams will be compared to current ADN curriculum and curriculum will be adapted ad needed.

			<p>RNSG 2462 – 135 eligible students in course had formative and summative evaluations, all students met the criteria with a score of greater than or equal to 74.5%</p> <p>RNSG 2463– 137 eligible students in course had formative and summative evaluations, all students met the criteria with a score of greater than or equal to 74.5%</p> <p>All instructors for these courses took part in inter-rater reliability exercises to ensure validity and consistency in grading among courses</p> <p>Hybrid: Transitional Entry ADN Program (TE)</p> <p>(1) RNSG 1227 had 2 total exams, 38 students successfully completed course with an average of 74.5% or greater and 2 students were unsuccessful</p> <p>RNSG 1413 had 4 unit exams and the mid-curricular HESI exam score served as the final exam score, 31 successfully completed course with an average of 74.5% or greater and 9 students were unsuccessful</p> <p>(2) There are no clinical courses with formative and summative clinical evaluation tools in the transitional entry program.</p> <p>Both the Traditional and Transitional (TE) Programs:</p> <p>(1) 141 students took the mid-curricular HESI exam and 78 students scored above 850 (acceptable score)</p> <p>137 students took the exit HESI exam and 77 students score above the 850 (acceptable score)</p> <p>(3) At this time the 2015-2016 national licensure examination results are not available. The 2014-2015 results note the program to have a pass rate of 86.44%</p>	
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			<p>Aggregated Results Summary: All nursing courses in both the traditional and TE programs were subject to regularly scheduled unit exams evaluating specified course content. All courses also had a comprehensive final exam that was calculated into overall course average. The majority of students from the traditional and TE program were successful in passing the nursing courses with an average of 74.5% or greater. The second semester nursing course in the traditional program and the TE course RNSG 1413, employed the use of an external exam, the mid-curricular HESI, and the total number of students scoring in the acceptable range is lacking. A need for improvement is also present in the overall number of students scoring acceptable on the exit HESI exam. Formative and summative clinical evaluation tools were primarily used in the traditional program, since the TE program has no designated clinical time. All instructors took part in inter-rater reliability exercises to ensure consistency with grading between the instructional teams. The majority of students were successful in scoring 74.5% or greater on these formative and summative evaluation tools for the clinical experiences.</p>	
<p>ADN students will demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature.</p>	<p>CT 3- Students will analyze, evaluate, and synthesize information.</p>	<p>(1) Evaluation of clinical proficiency during simulation rotations (2) Formative and summative clinical evaluation tools</p>	<p>Fall 2015-2016 Results Disaggregated Results: Face-to-face: Traditional ADN Program (1) RNSG 1360 – 82 eligible students had simulation experiences for the first time in program, all students were evaluated as proficient RNSG 1461 – 104 eligible students had simulation experiences for all students, all students were evaluated as proficient RNSG 2462 – 135 eligible students had simulation experiences for all students, all students were evaluated as proficient RNSG 2463 – 137 eligible students had simulation experiences for all students, all students were evaluated as proficient (2) RNSG 1360 – 82 eligible students in course had formative and summative evaluations,</p>	<p>(1) Instruction Simulation instructors will utilize a recognized debriefing model for simulation debriefing to ensure consistency among the instructional teams and enhance the simulation experiences. (2) Curriculum Simulation will continue to be increased in first semester nursing through the use of high-fidelity simulation mannequins and through simulated assessment and medication administration scenarios.</p>

			<p>all students met the criteria with a score of greater than or equal to 74.5%</p> <p>RNSG 1461 – 104 eligible students in course had formative and summative evaluations, only 1 student was unsuccessful of meeting the criteria with a score of greater than or equal to 74.5%, 103 passed</p> <p>RNSG 2462 – 135 eligible students in course had formative and summative evaluations, all students met the criteria with a score of greater than or equal to 74.5%</p> <p>RNSG 2463– 137 eligible students in course had formative and summative evaluations, all students met the criteria with a score of greater than or equal to 74.5%</p> <p>Hybrid: Transitional Entry ADN Program</p> <p>(1)</p> <p>RNSG 1227 had no simulation experiences RNSG 1413 had simulation experiences for 40 eligible students, all students were evaluated as proficient</p> <p>(2)</p> <p>There are no clinical courses with formative and summative clinical evaluation tools in the transitional entry program.</p> <p>Aggregated Results Summary: Formative and summative clinical evaluation tools were primarily used in the traditional program, since the TE program has no designated clinical time. All instructors took part in inter-rater reliability exercises to ensure consistency with grading between the instructional teams. The majority of students were successful in scoring 74.5% or greater on these formative and summative evaluation tools for the clinical experiences. Both the traditional and TE program used simulation experiences to enhance proficiency and all students who took part in these experiences were found to be proficient in his or her clinical skills.</p>	
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Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS-Paramedicine

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Cognitive – Students will achieve pass rates on National Registry that exceed state and national averages.	Critical Thinking CT3 – Students will analyze, evaluate, and synthesize information.	The National Registry of EMTs provides data concerning the pass/fail for all candidates testing, and also provides topic area breakdown for analysis.	<p>Disaggregated Results: The paramedic course is a face-to-face delivery conducted on a shift based schedule (every third day). The results for the August 2016 graduates show they did not meet the goal of exceeding the state and national averages for cognitive exam pass rates. Data acquisition and analysis was conducted from September 2016 to date. Analysis indicates weakness in two areas:</p> <ol style="list-style-type: none"> 1. Trauma was a subscale of the cognitive exam that over 50% of the graduates failed. 2. Internship sites were an indicating factor whether a student was successful or not. 	<p>Trauma curriculum was reviewed by the program Medical Director and by a regional trauma center coordinator for accuracy, current trends, and adequate content. Changes to curriculum were implemented Fall 2016.</p> <p>Internship sites and individual preceptors are identified for strengths and weaknesses. Formal preceptor training will be conducted in Spring 2017. Ongoing continuing education will be provided to the internship sites that are accepting students, to ensure current practice is conducted at the provider level, thus reinforcing student learning.</p>

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Radiology Technology Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
2. To retain & prepare students academically to complete the program & successfully pass the national ARRT Registry Exam	<p>CT1: Students will generate and communicate ideas by combining, changing or reapplying existing information.</p> <p>TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p> <p>PR1: Students will evaluate choices and actions, and relate consequences to decision making.</p>	ARRT required clinical competencies, Sophomore Exit Exams, ARRT Registry Exam Results,	<p>Aggregated Results Summary:</p> <p>'16 Graduates – Exit Exams – 100% Passed ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester ARRT Registry - results unavailable until all 20 graduates have completed</p> <p>'15 Graduates – Exit Exams – 100% Passed ARRT Required Clinical Competencies – 100% Completed prior to end of 5th Semester ARRT Registry – 75% Pass Rate</p>	<p>Due to Pass Rate of Class of '15:</p> <p>1: Instruction – Implemented lab and class tutorials to assist students and encourage student success</p> <p>3: Technology – Increased utilization of online registry review program, Rad Review Easy, to include weekly mock registry assignments and usage increased of program in the Seminar course</p> <p>4: Assessment – Utilizing student reports generated through Rad Review Easy at various stages of the program to identify areas of concern for each student so that individual study plans may be implemented as needed. Also, utilizing reports regarding student clinical competencies to help ensure student's clinical requirement needs are met.</p>



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

**2015-2016
South Campus
Annual Assessment Report
Grayson College**

November 10, 2016

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS - Medical Laboratory Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
PLO #3: Perform clinical laboratory procedures appropriate to level of training (1, 4, 5, 6) as evidenced by 100% of students obtaining at least 70% on their Performance Evaluations.	CT3, EQS1	MLAB 2660/2661 (Clinical II & III) Performance Evaluations	Disaggregated Results: Face-to-face: MLAB 2660/2661 delivered face-to-face only 10 of 11 students received 70% or better on their Performance Evaluations (1 student never attended class or clinicals) Online: Hybrid: Off-site Locations: Aggregated Results Summary: All MLAB courses completed in a variety of delivery modes (Face-to-face only or Hybrid only)	Instruction – No changes needed; Will continue to monitor

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Vocational Nursing Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Practice within the scope of a vocational nurse and within the legal and ethical parameters for the vocational nurse.	CT 3. Students will analyze, evaluate, and synthesize information.	<p>Summative Clinical Evaluation Tool for Final (3rd) Semester, VNSG 1362 Summer 2016</p> <p>The clinical evaluation tool provides a detailed report on all aspects of nursing care including all VNSG theory courses. It includes competencies identified by the Texas Board of Nursing.</p> <p>The grading tool uses the following scale: 8: Behavior for outcome demonstrated excellence and strengths that are above average. Exceed Expectations.</p> <p>7: Behavior for outcome is met. Student consistently performed professionally and met the objective. Meets expectations.</p> <p>6. Behavior for outcome is weak. Student had periods of inconsistency and lacked direction, knowledge and/or motivation. Does not meet expectations.</p> <p>5. Behavior for outcome was consistently not met. Student was inconsistent and did not demonstrate the expected level.</p>	<p>Disaggregated Results: Face-to-face: There were 67 students enrolled in and successfully completed VNSG 1362. 67 students graduated from the VN Program in Summer 2016. Off-site Locations: Texoma Medical Center (TMC) Denison, TX Wilson and Jones (WNJ) Sherman, TX</p> <p>Aggregated Results Summary:</p> <p>8 – 33% 7 – 67% 6 – 0% 5 – 0%</p> <p>Evaluation demonstrates that 100% of third level students were able to practice within the scope of vocational nursing and within the legal and ethical parameters for the vocational nurse.</p> <p>The evaluation demonstrates that the program learning objectives has been met.</p>	Assessment: Faculty will assess student practice within the scope of vocational nursing, legally and ethically in the clinical setting in VNSG1362.



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Workforce Education
Annual Assessment Report
Grayson College

November 10, 2016



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Advanced Manufacturing
Annual Assessment Report
Grayson College

November 10, 2016

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Auto Body Repair

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
3. Upon completion of 1558 95% of students will understand paint mixing ratios.	CT3	Lab exercise observed and critiqued by the instructor.	Disaggregated Results: Face-to-face: 100% Online: n/a Hybrid: n/a Off-site Locations: n/a Aggregated Results Summary: 7 students in 1558 were given a demonstration and lecture on paint mixing ratios. Each student was required to demonstrate their comprehension in an applied test. Each student satisfactorily completed the task.	The benchmark was exceeded. 100% were capable of the performing the exercise. No improvement plan is required.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS CADD Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Create drawings, while applying the fundamentals of design for mechanical, architectural and civil industries utilizing industry standard 2D / 3D and feature - based parametric design software.	CT1 and CT3	2402 Midterm assessment- the midterm for this class encompasses creating a 3D model and utilizing it to make a complete working drawing to industry standards. The average Midterm grade for the 2015 fall class was a 78.8, with a low of 68 and a high of 98.5. Increase the class average by 5%.	Disaggregated Results: Face-to-face: Online: Hybrid: 78.8 Off-site Locations: Aggregated Results Summary: The average Midterm grade for the 2015 fall class was a 78.8, with a low of 68 and a high of 98.5. Increase the class average by 5%.	Add additional assignments that increase knowledge of drawing setup and dimensioning techniques to industry standards. Add additional quizzes/assignments in canvas to enhance learning of dimensioning techniques and tolerancing.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS HART

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Demonstrate safe practices while working with mechanical components.	CT2: Critical Thinking: Students will gather and assess information relevant to a question.	Course imbedded exam	<p>Disaggregated Results: Face-to-face: Only offered via Face-to-face Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>HART CAPSTONE 2013-2014 Program learning outcomes are still ongoing. Compared to 2014-2015 capstone results, improvement in scores with a grade of "B" or better had improved slightly but has not met the intended results of 80% of the students making an 80 or better on the exam.</p>	Additional changes within the method of delivery to ensure both instructors are delivering required material and students are cognitively understanding base skill levels is ongoing. Continued evaluation is needed to support the changes.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Welding Technologies

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
3. All students successfully completing WLDG 2447 will score a 70% or better on an applied test (observed by the instructor) on machine troubleshooting.	CT2 and CT3	Applied Test	Disaggregated Results: Face-to-face: 100% Online: n/a Hybrid: n/a Off-site Locations: 100% Aggregated Results Summary: All 2447 students who successfully completed 2447 were tested. 100% received at least a 70%. The average score program wide was 87.3.	No improvement plan needed as the benchmark was met easily met. We will either reassess this PLO in 4 years or replace it with a new PLO.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Mechatronics

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
NA	NA	NA	Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: Aggregated Results Summary: NA, there were no certificates awarded in this area so it was impossible to measure any of the PLO's.	Review current PLO's and ensure validity of existing 5 PLO's. May rewrite one or more to provide benchmarks, etc.



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Business, Technology and Education
Annual Assessment Report
Grayson College

November 10, 2016

Assessment of Program Learning Outcomes
Fall 2015 – Spring 2016 Assessment

AAS Accounting

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Apply accounting skills to solve real-life situations.	CT3: Students will analyze, evaluate, and synthesize information.	Complete two group projects using their accounting knowledge to make decisions about the effect of situations on two real companies.	Disaggregated Results: Face-to-face: Online: 100% of students completed the two group projects with at least 95% accuracy. I did note that the mistakes that were made were important, and they need to be reviewed before assigning these projects. Hybrid: Off-site Locations: Aggregated Results Summary: Course is only offered online.	(1) Instruction needs to be improved to review the knowledge needed to successfully complete these group projects. Provide practice on the skills before assigning the projects.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Business and Management and AS Business Administration

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
At the completion of this program the student will be able to Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs.	CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.	1. Course embedded assessment. 2. Student work samples (case study).	Disaggregated Results: Face-to-face: None. Online: BUSG 2305 Business Law is only offered online. In Fall 2015 SCORM enabled SoftChalk crossword puzzles were introduced as graded activities in this course. These puzzles were also used in Spring 2016. Over the two semesters 88% of students enrolled used legal terms correctly and demonstrated mastery of course content. This is a significant increase from 56% usage and mastery before this change was implemented. However, further study is required since both Fall and Spring sections were smaller than normal and the cohort taking the class is the best group in 10 years. Hybrid: None. Off-site Locations: None. Aggregated Results Summary: This course is only offered online. Please see comments above.	Instruction – Continue to study impact of crossword puzzles on student learning in BUSG 2305. Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled SoftChalk Crossword puzzles as graded activities to additional business and management courses.

Assessment of Program Learning Outcomes
 2015-2016 Academic Year
 Associates of Applied Science in Child Development

TECA1311 Educating Young Children
 Field Experience Project #2: Comparison of Programs
 Key Assessment

Standard 1. Promoting Child Development and Learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

Standard 6. Becoming a Professional

6b: Knowing about and upholding ethical standards and other professional guidelines

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

Supportive Skill 3: Written and verbal skills

d.1) EVIDENCE CHART

Key Assessment #_3__

Briefly describe the assignment and list the courses that use this assignment.

TECA1311 Educating Young Children, Field Experience Project #2: Comparison of Programs. Students observe in three different centers with 3 different teaching or theoretical philosophies (i.e. Head Start, Montessori, High Scope). Students make comparison between the 3 in terms of environments, routines, schedules, interactions, and guidance. Students tie their findings into DAP and theoretical frameworks. Students then compare their own personal philosophies with the 3 observed to see where they as a professional stand in their beliefs.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-6, SS = Supportive Skill 1-5

STD1			STD 2			STD3				STD4				STD5					STD6					SS 1	SS 2	SS 3	SS 4	SS 5	
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e								
		X								X	X							X		X					X				

Briefly summarize candidate performance data from this key assessment.

In Spring 15, the majority of students passed all of the standards, with the exception of 6b and applying and upholding ethical standards. In the assignments students are suppose to evaluate the centers with these standards and APA is still an issue with students. More than half did not attempt the assignment.

In Spring 16, only one student did not meet or exceed mastery of all the standards. This student turned in an incomplete assignment analyzing only one program instead of 3. Five out of 14 students did not attempt the assignment at all.

Describe how data from this key assessment are being used to improve teaching and learning related to the standards.

During this year, students who attempted the assignment successfully completed the assignment. The issue is in students not completing the assignment. This assignment requires the observation of 3 different early education philosophies (e.g. Head Start, Reggio Emilia, Montessori). Our concern is that students are not completing the observations in the 2 additional sites.

(Curriculum/Technology) We are locating video clips of different ECE models for students to observe in order to watch in order to complete the assignment.

(Instruction) Contacting certain schools with ECE models like Montessori Academy of North Texas and arranging for students to observe at in order to facilitate ease of the observation.

Briefly describe how supportive skills are developed within this key assessment.

Support Skill 3 this really focuses on written communication. Students must write a 4 page paper in APA format. We need to look into seeing if we want to add a component of verbal skills.

Standards		Fall 14	spring 15 N=10; 11 did not attempt			Fall 2015	spring 16 n=8, 5 did not attempt		
			Meets or Exceeds Expectation	Meets Most Expectations	Does not meet expectation		Meets or Exceeds Expectation	Meets Most Expectations	Does not meet expectation
Standard 1. Promoting Child Development and Learning	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	did not teach	56%	27%	17%	did not teach	88%		12%
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	4a: Understanding positive relationships and supportive interactions as the foundation of their work with children		63%	27.00%	10%		88%		12%
	4b: Knowing and understanding effective strategies and tools for early education		70%	15%	15%		88%		12%
Standard 6. Becoming a Professional	6b: Knowing about and upholding ethical standards and other professional guidelines		30%	20%	50%		88%		12%
	6d: Integrating knowledgeable, reflective, and critical perspectives on early education		70%	30%	0%		88%		12%
Supportive Skill 3: Written and verbal skills			40%	45%	15%		88%		12%

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS - Computer Maintenance and Networking

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Understand, illustrate and utilize proper methods and etiquette regarding help desk support and management	TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.	CPMT1349 Group project only had 67% participation in Fall 2014. Since the group project counts for 10% of the overall grade, this one assignment caused 3 students to fail who would have passed if they had achieved even an average grade on the project.	Disaggregated Results: Face-to-face: Online: CPMT1349 ← *Only mode of delivery Hybrid: Off-site Locations: Aggregated Results Summary: Split large group project into 3 phases to help monitor students who procrastinate and allow intervention before they fall behind. Achieved 100% participation in group project for Spring 2016 and all students will pass the class!	1) Instruction – Improve communications regarding project parameters 2) Curriculum – Split Single large project into 3 smaller phases 4) Assessment – Monitor grades for large group project in class

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Computer Science / Computer Information Systems

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Present, orally and visually, project results.	CT 1	Course Assignments	Disaggregated Results: Face-to-face only Aggregated Results Summary: 83% of students showed competency with a passing grade of 'D' or better	(1) Instruction: Modify the scope of the exercise to focus more on polymorphism.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Office & Computer Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Develop professional resume, cover letter, and follow-up letter.	CT1 CT2 CT3 CS1 CS3	POFT 1313 Create and present resume, cover letter, and follow-up letter with 100% accuracy.	<p>Disaggregated Results: Face-to-face: Online: Hybrid: POFT 1313 is offered as hybrid on main campus. Off-site Locations:</p> <p>Aggregated Results Summary: 100% of students who submitted their work had 100% accuracy. This assignment is done repeatedly until 100% accuracy is achieved. Grade is not assigned until 100% accuracy is achieved.</p> <p>Out of 8 students, 1 student did not complete this assignment.</p> <p>Note: Student's mother was murdered in March. I attempted on numerous occasions to communicate with her to withdraw from the course, but she was unresponsive.</p>	(4) Assessment I will require students to ask another professional to review resume for additional comments and improvements.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Web Based Small Business Development AAS

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Present, orally and visually, project results.	CT 1	Course Assignments	Course not offered	

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAT in Teaching

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
The students investigate and apply pedagogical practices by learning theories, philosophies, special education and current curriculum.	CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.	Field Observation Journal in EDUC 1301	Disaggregated Results: Face-to-face: 10 students enrolled 8 submissions out of 10 students. Fall 2015 F-1, B-4, A-3 Spring 2016: 13 students out of 20 students F-2, C-3, B-2, A-6 Online: We hired a new adjunct that was not told to use this in his course. He will use it beginning in the Fall 2016. Hybrid: None Off-site Locations: None Aggregated Results Summary: Total submissions 30 students enrolled in 2 sections with a total of 21 students submitting this assignment (70%). The grades on this assignment: 30% A's, 20% B's, 10% C's, 10% F's of submissions. Including the students who did not submit the assignment, there would be 40% F's.	Review of this assignment has been determined that the students did not find meaning in this assignment. The Field Experience Assignment #2: Diversity and Strategies assignment will be used in the future to measure this PLO.



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Career and Human Services
Annual Assessment Report
Grayson College

November 10, 2016

Assessment of Program Learning Outcomes
2015-2016 Academic Year

CRIMINAL JUSTICE AAS

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
3. Demonstrate professional, ethical, respectful conduct to those of diverse cultures, customs and beliefs in stressful situations.	SR1	Capstone Exam	<p>Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: This summary reflects the number of students taking the capstone exam and in which mode their course was presented. The results represent the findings from 10 different criminal justice courses. 14 people took the capstone exam in the Spring of 2016. Course break down follows: CRIJ 1301-face to face 11, Online 2, hybrid 0, did not take this course 1. CRIJ 1306-face to face 6, Online 4, hybrid 2 , did not take this course 0 CRIJ 1307-face to face 6, Online 4, hybrid 2 , did not take this course 1 CRIJ 1310-face to face 12, Online 2, hybrid 0, did not take this course 0 CRIJ 1313-face to face 6, Online 1, hybrid 1 , did not take this course 4 CRIJ 2301-face to face 5, Online 4 , hybrid 2, did not take this course 1 CRIJ 2313-face to face 6, Online 2, hybrid 3, did not take this course 0 CRIJ 2314-face to face 8, Online 2, hybrid 1, did not take this course 1 CRIJ 2323-face to face 10, Online 4, hybrid 0, did not take this course 0 CRIJ 2328-face to face 4 , Online 6, hybrid 2 , did not take this course 1 CJSA 2334-face to face 2, Online 8, hybrid 1, did not take this course 1</p> <p>Aggregated Results Summary: 100% of the students taking the capstone exam demonstrated proficiency in this PLO.</p>	New program learning outcomes will be written for criminal justice.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Culinary Arts

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Apply and use the understanding of basic techniques and culinary skills needed in order to create professional food.	<ul style="list-style-type: none"> • CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. 	Practical test with 100% pass rate in CHEF 1301	<p>Disaggregated Results: Face-to-face: Only method of instruction for the lab. Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary: We had 29 of 30 students who attempted the practical exam pass the exam. This gave us a 96.7% pass rate for this course, which is currently only taught at the main campus</p>	We used these results in the following (1) we saw the increase of passing rate for this exam and an overall increase in the average score, so we feel that the instructors are correct for this course. (4) the one student that did not pass this exam was a student that had special needs and due to disabilities would have extreme difficulty passing the exam. We feel we should keep the same assessment in place. (2) We continue to work towards improvements and challenging our students, we used the actual score of the exam to make a larger emphasis on those sections to continue to drive high pass rates and better student understanding.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

DAAC AAS Degree and Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Demonstrate independent clinical decision making skills to provide safe effective care for clients and family	Personal Responsibility PR 1: Students will evaluate choices and actions, and relate consequences to decision making.	Completion of Practicum	<p>Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: 100% completion of practicum</p> <p>Aggregated Results Summary: Students (AAS & Certificate) prepared for their 336 hr practicum by attending their Pre-Practicum orientation held semester prior to their practicum start date. Students prepared by having their resume built; consulting their DAAC handbook, completed immunization schedule and background checks; attended pre-professional prep sessions that included training in Professional Identity Skill building exercises that reflected the LCDC code of ethics. Student procured their practicum sites the semester before practicum session began.</p> <p>Evaluation of student performance included: Students completing their Student Learning Plan, completion of the 336 hr practicum requirement and class assignments Field supervisors and DAAC director collaborated on all assignments and uniform grading rubric (evaluation tools).</p> <p>RESULT: 100% COMPLETION OF THE PRACTICUM</p>	Assessment: Evaluate the Student Learning Plan to include the student's preparation to take State Licensing Exam.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Enology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <u><i>must</i></u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Produce, analyze, and evaluate wines.	CT 3	Students worked in the college vineyard as well as one local vineyard to understand and implement the pruning process.	Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: Aggregated Results Summary: Course only offered via hybrid. 100% of students completed the assessment with 90% of students correctly evaluating the wines tasted. 10 % of students were unable to accurately evaluate all of the wines tasted.	(1) We will assign and require additional out of class wine tasting to ensure students get enough practice evaluating the wines.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Hospitality Management

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Demonstrate professional demeanor, attitude, and leadership needed for entry level and managerial positions in the hospitality industry.	PR 1: Students will evaluate choices and actions, and relate consequences to decision making.	During the service of 691 restaurant, we are looking for a 85% customer satisfaction surveys for students during managerial position labs.	Disaggregated Results: Face-to-face: Only method of instruction for the lab. Online: Hybrid: Off-site Locations: Aggregated Results Summary: After recording and talking with customers, we had an overall of 92% satisfaction with our students. This is a very high level, but as the instructor I feel that these results were not relevant to what I witnessed in the lab. I feel that many of the customers were marking higher scores on the surveys due to the fact that it was a student that they were reviewing.	(2) Curriculum and (4) Assessment- We will be including a peer evaluation survey for every class so that we can get a better picture of how the students are involved as a team, as well as re word the survey that the guests receive. We will make the peer evaluations as part of the grade and have the guest surveys as information for the students, but not have it affect their grade, thus maybe getting a better picture of the students teamwork and decision making.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS Viticulture

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
<i>3. Understand grapevine physiology and its effect on decision making in the vineyard.</i>	CT 2	Students worked in the college vineyard as well as one local vineyard to understand and implement the pruning process.	Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: Aggregated Results Summary: Course only offered via hybrid. 80% of students required minimum instruction with the other 20% taking more time to learn the pruning process.	(3) Will utilize mechanical pruners in upcoming courses that require pruning lessons.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Police Academy Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p>You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Increase passing rate on licensing test	CT1, CT2 and CT3	<p>What are your desired Results?</p> <p>How will you collect the data? Results from licensing test</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: State Licensure Exam</p>	Last data was 174 of 179	<p>Disaggregated Results: Face-to-face: Only offered face-to-face Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>214 of 219 endorsed passed State test on first attempt.</p>	(1) Monitoring class room instruction and participating in practical performance areas; and (3) Additional use of Simulator for performance topics

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Instructors Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will generate and communicate ideas by combining, changes, or reapplying existing information	Students will develop, interpret, and express ideas through written communication	Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights form multiple perspectives	Disaggregated Results: Face-to-face: All our courses are face to face hands on, at Grayson College Online: Hybrid: Off-site Locations: Aggregated Results Summary: Students have to communicate with students, be able to express their expert ideals, with assistant of their leaders. Learn how to write lesson plans.	Students will be evaluated on presentation and lesson plans.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Estheticians Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will generate and communicate ideas by combining, changes, or reapplying existing information	Students will develop, interpret, and express ideas through written communication	Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights form multiple perspectives	Disaggregated Results: Face-to-face: All our courses are face to face hands on, at Grayson College Online: Hybrid: Off-site Locations: Aggregated Results Summary: Students have to communicate with clients, be able to express their expert ideals, with assistant of their leaders.	Clients will have a questioner to fill out on the students' performance.

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Nail Tech Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will generate and communicate ideas by combining, changes, or reapplying existing information	Students will develop, interpret, and express ideas through written communication	Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights form multiple perspectives	Disaggregated Results: Face-to-face: All our courses are face to face hands on, at Grayson College Online: Hybrid: Off-site Locations: Aggregated Results Summary: Students have to communicate with clients, be able to express their expert ideals, with assistant of their leaders.	Clients will have a questioner to fill out on the students' performance.



**Academic Studies Division
Documentation of Improvements
Based Upon 2014-2015 Results**

Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness
Office of Planning, Research, Assessment and Accreditation
November 10, 2016

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall
2014-Spring 2015

AS in Biological and Physical Sciences

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p><i>Implementation was frozen for Fall 2015 – Spring 2016 for the introduction of new PLOs</i></p>	<p><i>New PLOs were selected in the Spring of 2015 and assessed over the Fall and Spring of 2015. We will begin implementation of improvements for the new PLOs in the Fall of 2016.</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AS in Engineering

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
	No data is available as the Engineering Program is just now starting back up, and no students have completed the required courses for assessment.

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AS in Mathematics

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p>Based on the results from the 2015 – 2016 Academic Year, the Math Department will address the following: “The Math Department will identify examples and problems for MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills that are necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum.</p>	<p>In Fall 2015, 11 out of 16 student (68.7%) performed at or above the 75% proficiency level. In Spring 2016, 14 out of 20 (70%) performed at or above the 75% proficiency level. Combining the results, 69.4% of the students performed at or above the 75% proficiency level, which is an improvement over the last two years.</p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AA in Music

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p>(2)Based on the strengths and weaknesses of the pretest, the course curriculum can address the weakest skills demonstrated by the class.</p>	<p>The pretest was an informative tool that gave the instructor and students an idea of the strengths and weaknesses that needed to be addressed in the following semester.</p>
<p>4) Students will be given a pretest at the beginning of the semester to assess the student's level in the areas of sight singing, rhythmic, melodic and harmonic dictation. The same test is given at the end of the semester and a comparison of the two tests will measure the student's growth.</p>	<p>There was no need to give the same test at the end of the semester to see the growth because the students had far exceeded the pretest level. However, the pretest will still be used in the future because it gave the students the opportunity to experience an ear training test and identified their strengths and weaknesses at the beginning of the course. The current incoming music major has little or no experience in this area, until the student dynamic changes the pre/post-test is the best tool to measure progression.</p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AA in Theatre

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
1.)Auditions/Interview Attendance for students nearing graduation	.) Six students attended North Texas Drama Auditions in November 2015. Three acting, three technicians. Average number of callbacks per student for was 14. Six students attended Texas Educational Theatre Association Auditions January 2016. Four actors, two technicians. Average number of student callbacks was 13. Two were doubles from NTDA. Of these ten students, seven graduated 2015-16. All have plans to attend university, with scholarship support, in Fall 2016. Nine students graduated with theatre degrees during the 15-16 year.
3.)Auditions/Interview Attendance for students nearing graduation.	All students majoring theatre were required to have a professional headshot. Appointments were made with professional photographers on two different occasions and all students were photographed. All students were required to apply for summer internships.
4.) Have reels and technician websites be reviewed as part of practicum grading. Make applying for summer work mandatory for practicum. Headshots required	Six students accepted internships from theatres across the nation. States represented – NY, MA, FL, TX, NM, OK. Reels and professional were suggested but not required for students. 4 students constructed a personal site. Suggest we make it a part of required curriculum and assessment.



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2014-2015
Health Sciences
Annual Documentation of Improvement Report
Grayson College

November 10, 2016

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015
AAS of Dental Assisting

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Through instruction and assessment of dental clinic and lab skills 100% of students showed improvement in skill evaluations, 90% of the students met criteria of 90 or better and 10 % of students met criteria of 80% or better.</p>
<p>Remediation for students in skills of dental clinic and lab with program faculty.</p>	<p>Remediation for any skills was given to 25% of students after class with unlimited time by program faculty.</p>

**Grayson College
Associate Degree
Nursing Program**
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

Documented areas of improvement from 2014-2015	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
<p>Program Learning Outcome (2014-2015): Demonstrate ability to explain, apply, and integrate the theoretical evidence based knowledge necessary in the provision of nursing care</p> <p>(1) Instruction</p> <p>(4) Assessment</p>	<p>(1) Instruction:</p> <ul style="list-style-type: none"> • Statistical analysis continued to be utilized in test reviews prior to exam administration and after exam administration; content with poor statistical values were reinforced in the classroom and during test counseling and review sessions • Exit HESI and mid-curricular scores were analyzed for trends and compared to prior classes; data was examined from the results and compared to current curriculum to check for any areas of deficiencies • Students were surveyed following administration of exit HESI to see where the study focus was and this data was compared with HESI score to check for any correlations; results did not yield any conclusive information yielding major curriculum changes; results did show a need for improvement in the categories of: fundamentals, pathophysiology, and professional issues. <p>(4) Assessment</p> <ul style="list-style-type: none"> • Inter-rate reliability scenarios were conducted at faculty meetings to ensure congruency among faculty in grading. • Statistical analysis utilized by faculty prior to and after exam administration. • Students who scored below 900 on exit HESI were required to show proof of completion of an external NCLEX-RN preparatory course in order to satisfy the requirements for graduation.

<p>Program Learning Outcome (2014-2015): Demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature</p> <p>(3) Technology</p> <p>(4) Assessment</p>	<p>(3) Technology</p> <ul style="list-style-type: none"> • Adaptive Quizzing was implemented for all students, across all courses in the nursing program. Instructional teams for the courses utilized Adaptive Quizzing in different ways. No data is currently available to show effectiveness of the use of the product. Will continue to monitor <p>(4) Assessment</p> <ul style="list-style-type: none"> • All students were provided with formative and summative evaluation tools to document clinical performance and proficiency. • Students received feedback from instructors each week clinicals occurred. • Instructors also met with students on an individual basis as needed throughout the semesters and as needed to discuss clinical performance. • Following the disbursement of grant funds from THECB for the Nursing Innovation Grant, new simulation mannequins were purchased and construction changes made to skill/simulation lab. Both of these changes allowed for simulation to be expanded in first and second semester nursing. Evaluations from students enrolled in these courses noted high favorability for the increase in simulation.
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Grayson College
AAS-Paramedicine
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>The Psychomotor Examination conducted by the National Registry of EMTs was conducted August 5, 2016. The graduates of the 2015-16 cohort were assessed and passed with 100% passing rate. The implementation of a 'stand-alone' lab course was implemented in Fall 2014 and continued in Fall 2015. This was to be continuously monitored for effectiveness. To date the process has shown to be successful. It would appear that emphasis of this could ease, however starting in August 2016, the National Registry of EMTs has changed the psychomotor examination from a 'one-day' skills examination to a portfolio style verification. The program will monitor the outcomes of this new format in August, 2017 for effectiveness of training.</p>
<p><i>Improvement in Instruction</i></p>	<p><i>Graduates in August 2016 achieved 100% passing rate on NREMT Psychomotor Exam.</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p><i>Instruction</i></p>	<p><i>Implemented tutorial lab days for students. Students were able to schedule a blocked time for them and their partner to have one on one lab instruction as needed with the lab instructor. Clinical sites were encouraged to notify instructors of any concerns about student's not meeting their educational standards. Any individuals were then to be set up with mandatory lab tutorials as needed.</i></p> <p><i>Students were also offered the option of meeting individually with an instructor for course/lab tutorials, if needed.</i></p> <p><i>100% of '16 graduates met ARRT competency requirements and were registry eligible.</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '16.</i></p> <p><i>Registry results are unavailable at this time. At this time only 10 out of 20 graduates have taken their registry, and all 10 have passed.</i></p>



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2014-2015
South Campus
Annual Documentation of Improvement Report
Grayson College

November 10, 2016

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon PLO Assessments Fall 2014-Spring 2015

AAS – Medical Laboratory Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Apply entry level clinical laboratory knowledge and theory necessary to function in a health care setting as evidenced by 100% of students	<i>No changes at this time – continue to monitor.</i>

Grayson College
Documentation of Improvement Implemented Fall 2014-2015
Based upon Assessments Fall 2014-Spring 2015

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p><i>No improvement plan needed due to 100% of VN graduates able to communicate effectively with patients, significant others and members of the healthcare team at or above assessment method measure level 7.</i></p>	<p>Student communication assessment for 2014-2015 will be ranked at level 7 or 8. All graduates met level of 7 or higher. No improvements related to communication were implemented for Fall 2015.</p>



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2014-2015
Workforce Education
Annual Documentation of Improvement Report
Grayson College

November 10, 2016



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2015-2016
Advanced Manufacturing
Annual Documentation of Improvement Report
Grayson College

November 10, 2016

Grayson College
Documentation of Improvement Implemented Fall 2016
Based upon Assessments Fall 2015-Spring 2016

Collision Repair Technologies

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>7 students in 1558 were given a demonstration and lecture on paint mixing ratios. Each student was required to demonstrate their comprehension in an applied test. Each student satisfactorily completed the task.</p>
<p><i>No improvements are needed as the benchmark for this PLO was met and exceeded.</i></p>	<p><i>Will write a new and more challenging PLO to measure that will replace this PLO</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS Computer Aided Drafting and Design

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Focused lecture on use of sheet sets, provided extensive real-world examples. Helped the students more closely with the laboratory assignment.</p>
<p>Assignment, Sheet Sets in DFTG 2331 class. Created a completed set of documents for Advanced Residential Architecture class. All</p>	<p><i>The average grade improved by 5% to a 90% with the lowest grade being an 85.</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS HART

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
	<p>HART 1401 Basic Electricity is consistently struggling to maintain student retention after six weeks into the course. The plan is to shorten the length of time between the first day of class and the first student assessment. When compared to the Fall 2014 and Fall 2015, implementation of shortening the time frame between the first day and the first test (four weeks vs. six weeks), student retention as well as morale improved nearly 2:1. It did not help retention matters after the first test. Most retention issues noted at that point was due to student family related issues.</p>

Grayson College
Documentation of Improvement Implemented Fall 2016
Based upon Assessments Fall 2014-Spring 2015

Welding Technologies

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>All 2447 students who successfully completed 2447 were tested. 100% received at least a 70%. The average score program wide was 87.3.</p>
<p><i>No improvement is recommended as the benchmark was met and exceed</i></p>	<p><i>Will rewrite this PLO or replace it with more challenging PLO with higher benchmarks</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

Mechatronics

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p>No recommended changes are identified as both students scored perfect. More will be known as the sampling increases.</p>	<p>N/A as all four areas stated that there were no recommended changes due to both students meeting the PLO at the 100% level.</p>



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2014-2015
Business, Technology and Education
Annual Documentation of Improvement Report
Grayson College

November 10, 2016

Grayson College
Fall 2014-Spring 2015 Documentation of Improvement

AAS Accounting

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
<p><i>(4) Assessment: I will still require an interview and report based on the interview (as well as the resume) but I will make the rubric that I use to grade the assessment available to the students before they write the report so they will know exactly what their grade will be based upon.</i></p>	<p><i>I created a rubric for this assignment, and I made sure the students had it before they wrote their reports. I wasn't sure how to do this in Canvas in the Fall, but I have since improved on that and created it in Canvas. As a result, 100% of the students received a grade of 90% or higher on this assignment.</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS Business and Management and AS Business Administration

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p><i>Make all assignments have a due date and an expiration date to compensate for possible issues that arise with Canvas</i></p>	<p><i>Most students met the original due date every time. Other students who turned in late assignments only did it once or twice throughout the semester.</i></p>
<p>SCORM multimedia projects were created in Business Law to help students learn vocabulary terms.</p>	<p>The SoftChalk Cloud was utilized to deliver vocabulary crossword puzzles to students via Canvas in BUSG 2305 Business Law. Student vocabulary knowledge and mastery went from 47% to 83% after these items were introduced into the Canvas Course shell. These crossword puzzle exercises were 5% of the overall course grade.</p>

Grayson College

Documentation of Improvement Implemented Fall 2015

Based upon Assessments Fall 2014-Spring 2015

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall 2015 and results if applicable</p>
<p>The initial plan for improvement “For community resources, the department will explore either using a class wiki/blog for students to post (instruction) as well as a handout to show students how to locate community resources for families (curriculum)”</p>	<p>TECA1303 was taught in Spring 16. Nine out of 14 students attempted. All nine mastered all the 7 standards and substandards.</p> <p>No actual improvements were made however the students did not have problems with locating community resources.</p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

Computer Maintenance and Networking Technology

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<ul style="list-style-type: none"> 1) Instruction – Improve communications regarding project parameters 2) Curriculum – Split Single large project into 3 smaller phases 4) Assessment – Monitor grades for large group project in class 	<p>Split large group project into 3 phases to help monitor students who procrastinate and allow intervention before they fall behind.</p> <p>Achieved 100% participation in group project for Spring 2016 and all students will pass the class!</p>

Grayson College
Documentation of Improvement Implemented Fall 2015

Based upon Assessments Fall 2014-Spring 2015

Computer Science/Computer Information Systems

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	(1) Instruction, (2) Curriculum
Assigned additional lab using arrays so students can get more hands-on practice.	71% of students were successful with this lab (increase from 62%)

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAT in Education

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p>Videos will be created to explain the assignment. Video will contain screen shots as well.</p>	<p>Video was created for use in Fall 2015, EDUC 1301.4NT lesson plan assignment in the fulltime instructor's course. The results of creating of the video of the course as compared to a course in the Spring 2016 that did not have the videos showed that the creation of the video did not help the students to have better grades in the assignment. More exploration on other technological tools will be explored on how to better support student's on assignments and understanding the concepts.</p>
<p>Provide websites with examples of IEPs and goal banks and community resources</p>	<p>This helped the students by allowing them more time on the assignment versus researching to find the examples online.</p>
<p>Create a rubric so students can see specific requirements for the assignment and we can assess more specifically where help is needed and an uniformed assignment will be completed.</p>	<p>Simple rubric created in Canvas by the fulltime instructor. This assisted in allowing students to see exactly what the expectation is for the assignment. The rubric will be shared with the adjuncts for use beginning 2016-17.</p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

Office & Computer Technology

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p>Note: HITT 1341 is offered in Spring semester only as Internet class. Improvement goal was to increase grade average and number of successful completers. Tutoring was offered consistently for those students able to attend. Attendance started with 1-2 students and by the end of the semester, 5-6 students attended. I also created short videos to post in Canvas and received positive feedback.</p>	<p>Results were disappointing.</p> <p>7 out of 15 students were in A-B-C category, which resulted in 47%. Spring 2015 results were 59% in A-B-C category.</p> <p>12 out of 15 students were in A-B-C-D category, which would be 80%. Spring 2015 results were 82% in A-B-C-D category.</p>



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness

2014-2015
Career and Human Services
Annual Documentation of Improvement Report
Grayson College

November 10, 2016

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS Criminal Justice

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p><i>Write new PLOs</i></p>	<p><i>New Program learning outcomes will be written for the Criminal Justice AAS program.</i></p> <p>100% of the students taking the capstone exam demonstrated proficiency in this PLO.</p>

Grayson College
Documentation of Improvement Implemented Fall 2015
AAS-Culinary Arts
Based upon Assessments Fall 2014-Spring 2015

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
<i>(2)Curriculum – We re-evaluated the final to make sure that it had all aspects that we felt were important for the students to know, and we checked the final again to verify all items needed were covered. We will now look at the test validity in student knowledge</i>	After evaluating the test and looking at employee information from our practicum course, we decided that the test had validity and we continued with the test, making slight adjustments to the teaching to try and target a couple of areas that could be improved on.
(4)Assessment – Continue to assess students in this course to make sure that they are gaining the skills to operate a sustainable establishment	After the class concluded in the fall of 2015, all students that took the final passed again, and from conversation with students in other classes, they had very good recall of the material. With this information, currently other than continuing small tweaks to instruction, we are going to maintain the course.

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS in DAAC

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Information about Practicum 2366 Fall 2014 & Spring 2015 student experience was gathered through an evaluation of student field performance completed by faculty field liaisons and agency based field instructors. Field evaluations rate the student performance in areas related to specific program objectives.</p>
<p>Instruction</p>	<p>DAAC 2366 used a Student Learning Plan for the Practicum/Clinical capstone class. The learning plan is to help the student develop a professional identity. The Learning Plan is to ensure that the student has the capacity to utilize a strengths-based orientation in practice, apply conceptualized frameworks to practice, engage client systems, and work with vulnerable and at risk populations.</p>
<p>Assessment</p>	<p>Site supervisors continued to use the DAAC developed rubric. Each site supervisor applied the grading criteria and assigned each student a grade. Instructor input reflected student attendance, classroom participation and community service projects. Learning plans worked well allowing the student to have specific input as to the areas of substance abuse counseling they wish to specialize in. DAAC asked the completers to participate in an evaluation of their DAAC curriculum experience. Students reported that they needed more lab/case study experiences in order to prepare them for practicum and LCDC state exam. Continuation of student graduate survey recommended. Review Labs being added back in to specific DAAC/SCWK classes recommended. These changes affected both the DAAC AAS and Certificate Programs.</p>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS Enology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(2) Will incorporate and reinforce sensory components of wine over other enology courses.	<i>We ensured all courses had a wine tasting component in order to expose students to more s use.</i>

Grayson College
Documentation of Improvement Implemented Fall 2015
AAS-Hospitality Management
Based upon Assessments Fall 2014-Spring 2015

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
<i>(2)Curriculum – We are changing the HAMG2167 into a capstone course instead of administering the capstone test.</i>	With the removal of the capstone test, we noticed that the students spent more time on locating and working at a better quality site. We were also able to instruct the students more on job search and job skills to benefit them through their career.
(4)Assessment – We are going to use the employer responses on student performance as the new assessment tool to see if the student's gained the skills needed from the program	Using the employer responses assisted us in seeing some weaknesses in our instruction in the program, especially in the soft skills aspect of our instruction. We are using this information to look at the curriculum in Human Resources and the practicum course to improve these skills. We also saw that our students did do a better job at showing up to their sites more consistently with the change of where their score from the class came from.

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

AAS Viticulture

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Will evaluate the assessment tool to ensure rigidity of the evaluation process.	<i>Assessment tools were evaluated and we ensured the process was thorough.</i>

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2014-Spring 2015

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
1 – additional instructors for specific topics	Implementation not completed; results unchanged; attempts ongoing.

Grayson County College
Documentation of Improvement
Implemented Fall 2014
Cosmetology Certificate Programs
Based upon PLO Assessed Fall 2015- Spring 2016

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	
<p><i>Cosmetology instructor Work in different fields</i></p>	<p><i>Students di work on floor/ labs and taught a theory class.</i></p>
<p>Cosmetology/ retention of students</p>	<p>Work our attendance to help increases retention of students.</p>
<p>Nail Tech/attendance reporting and process and guidelines.</p>	<p>Faculty implemented student engagement</p>
<p>Estheticians/ increase awareness of the estheticians program</p>	<p>Faculty and students engagement actives in classroom to enhance program</p>