



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Director

2013-2014 Annual Assessment Report Grayson College

August 20, 2014

Executive Summary

Over the past three 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 dean, and the Vice President for Instruction. In addition, a new assessment website is located at <http://www.graysonplanning.com/program-assessment.html>.

Program learning outcomes assessment activities for the 2012-2013 for the Academic and Workforce Education divisions have been completed. Each program was asked to provide their annual assessment of program learning outcomes results to the Office of Planning, Research, Assessment and Accreditation no later than May 23, 2014. As of July 15, 2014, Academic Studies had 83% of programs reporting for the 2013-2014 reporting cycle and Workforce Education had 74% reporting for the same period. This deadline was extended to allow programs with outstanding reports time to complete and submit these reports. After the May 23, 2014, additional assessment results have been submitted from Academic Studies which now has 94% reporting from 2013-2014 and 89% for 2012-2013. Assessment results have been logged for each program and uploaded to the Grayson Planning website. Below is a summary of assessment reporting for 2013-2014. These results along with all assessment reports, documentations of improvement, and revised curriculum maps with PLO's will be provided to the Instructional Services Assessment Committee for review and recommendations for improvement during the Fall 2014 semester.

Division	Academic Studies (18 Programs)	% Reporting	Workforce Education (23 Programs/Certs)	% Reporting
# programs Reporting DOI for 2011-2012	18	100%	22	96%
# Programs Reporting Results for 2012-2013	16	89%	20	87%
# Programs Reporting DOI for 2012-2013	16	89%	17	74%
# Programs with Curriculum Maps/PLO's Revised Based on ISAC Review 2013	15	83%	18	78%
# Programs Reporting Assessment Results for 2013-2014	17	94%	17	74%

Attached to this executive summary is the Academic Studies Annual Assessment Report which includes the assessment audit for the Academic Studies (2010-present), a report of 2013-2014 assessment results for Academic Studies programs, a report of 2012-2013 Documentation of Improvements for Academic Studies programs, and an addendum of results received after the reporting deadline. Also included is the Workforce Education Annual Assessment Report which includes the assessment audit for Workforce Education (2010 to present), a report of 2013-2014 assessment results for Workforce Education programs and certificates, and the report of 2012-2013 Documentation of Improvements for Workforce Education programs and Certificates.

	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	ISAC REVIEW 2014
ASSOCIATE OF SCIENCE														
FINE ARTS	X	X	X	X	X	X	X	X	X	Y	X	X	X	
BIOLOGY	X	X	X	X	X	X	X	X	X	Y	X	X	X	
BUSINESS ADMIN	X	X	X	X	X	X	X	X	X	Y	X	X	X	
CHEMISTRY	X	X	X	X	X	X	X	X	X	Y	X	X	X	
COMPUTER SCIENCE/CIS	X	X	X	X	X	X	X	X	X	Y	X	X	X	
ECONOMICS	X	X	X	X	X	X	X	X	X	Y	X	X	X	
ENGINEERING	X	X	X	See Below^	X	X	X	X	X			X*	X*	
ENGLISH	X	X	X	X	X	X	X	X	X		X	X	X	
FORENSIC SCIENCE	X	X	X	X	X	X	X			PROGRAM DISCONTINUED				
GENERAL STUDIES*/UNIV TRANSFER**	See Core Assessment													
GEOLOGY	X	X	X	X	X	X	X	X	X	Y	X	X	X	
MATH	X	X	X	X	X	X	X	X	X	Y	X	X	X	
MUSIC	X	X	X	X	X	X	X	X	X	Y	X	X	X	
PHYSICS	X	X	X	X	X	X	X	X	X	Y	X	X	X	
PSYCHOLOGY	X	X	X	See Below***	X	See Below***	X	X	X	Y	X	X	X	
SOCIOLOGY	X	X	X	X	X	X	X	X	X	Y	X		X*	
SPANISH	X	X	X	X	X	X	X	X	X	Y	X	X	X	
THEATRE	X	X	X	X	X	X	X	X	X	Y	X	X	X	
ASSOCIATE OF ARTS IN TEACHING														
SECONDARY EDUCATION	X	X	X	X	X	X	X	X	X	Y	X	X	X	
PHYSICAL EDUCATION	X	X	X	See Below****	X	See Below****			X					

X* Submitted after original due date

* General Studies AS degree plan includes all but four hours of elective credit from the Core Curriculum.

** University Transfer is assessed by using the Core assessment and each program. Degree is made up of the core and 18 hours from any AS degree program a student chooses

*** Program Director retired May 2012 and did not leave any assessment documents on file.

We will document the results of the Improvement plans identified in upcoming assessment cycles for 2012-2013 and 2013-2014
**** no assessments due to departure of P1

**** no assessments due to departure of P1 faculty (coaches) who taught courses when athletic teams were eliminated and assessment materials were not gathered from faculty before they left the college

***** Classes were not offered due to course rotation and student demand

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



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Director

Academic Studies Assessment Results 2013-2014

Grayson College

July 1, 2015

BIOLOGY
 Assessment of Program Learning Outcomes
 2013-2014 Academic Year

INSERT PROGRAM NAME HERE

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will explain the causes and consequences of biological evolution, with a specific emphasis on understanding why this is a central unifying concept in biology.	Multiple choice exam	The weighted average among sampled sections was 72.7% Our goal was 75%	Some sections will trial changing the order that the topics are covered. In the past, some instructors have covered evidence of evolution (the pattern) before covering natural selection (the process). Some of these instructors will reverse the order and cover natural selection first, just as Charles Darwin did in the <i>Origin of Species</i> . We think this change may make both			

			evolution and natural selection easier to understand.			

Assessment of Program Learning Outcomes
2012-2013 Academic Year

Business and Management

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
BUSINESS ADMINISTRATION Associate of Science degree	Student work samples.	91% of students demonstrated mastery of the use of templates.			1. Use of programs with high bandwidth requirements (like SNAP and SAM) will have to be evaluated next semester. 2. Template examples will be created for student use.	
BUSINESS MANAGEMENT AAS	Course-embedded assessments	Student average scores improved from 78% to 84% after moving to chapter by chapter exam format in BMGT 2370.				Continue chapter by chapter exam format and expand to BUSG 2305

Assessment of Program Learning Outcomes
2013-2014 Academic Year

CHEMISTRY

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas (1) instruction (2) curriculum (3) technology (4) assessment
<p>Students will use good laboratory safety practices, including responsible disposal of chemicals, recognizing chemical and physical hazards in the lab and knowledge of the use of MSDS sheets.</p>	<p>Lab Notebooks Lab Reports Lab Exam Instructor Observation</p>	<ol style="list-style-type: none"> 1. Students in CHEM 2423 and 2525 were required to find MSDS for each chemical used in lab and record information prior to lab <ol style="list-style-type: none"> a. About 75-80 % of the students prepared adequately for lab each week b. Students found additional web sources for much of the information 2. More rigorous waste disposal guidelines were used in CHEM 1411 and 1412 <ol style="list-style-type: none"> a. All student "waste" was collected by the instructor b. Students were told to "only put water down the drain, nothing else" c. There were very few (less than 10 in both semesters) incidents of students pouring other solutions down the drain. None of these were environmentally problematic. 3. Students were required to comply with the safety policy "goggles must be worn whenever chemicals, heat or glassware are used" <ol style="list-style-type: none"> a. Most (>90%) of students complied with this policy b. New goggles were purchased in April 2014. Students routinely complained about the "dirtiness" of the existing goggles. New goggles made the students more willing to comply with existing policy. 4. On Lab Safety exam questions, students averaged 85 % correct 	<p>(1) Instruction. Instructor needs to insure compliance with pre-lab for CHEM 2423 and 2425 and develop and enforce penalties for unprepared students</p> <p>(3) Technology. There is a need to develop a database of MSDS for students in CHEM 1411 and 1412. These sheets should be available to all students through Blackboard.</p>

**Assessment of Student Learning Outcomes
Spring 2014**

Course	Number	Section	Outcome Measure	ILO Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
							Instruction	Curriculum	Technology	Assessment
COSC	1301		Students will be able to define what a computer system is and list the elements that make up a computer system	Information Literacy, Critical Thinking	Testing	83% of students passed assignments with a grade of 'D' or better. Previous measure of this objective was at 75%.	Spend additional time on basic hardware categories and definitions.			Implements required chapter test in each section prior to major exams.

Course	Number	Section	Outcome Measure	ILO Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
							Instruction	Curriculum	Technology	Assessment
COSC	1336		Students will be able to create, compile, and execute structured computer programs using C++	Critical Thinking	Course Assignments	100% of students showed competency with a passing grade of 'D' or better. Previous measure was at 82%.	Used class period for 'pre-assignment' instruction			

Assessment of Program Learning Outcomes
2013-2014 Academic Year

Economics

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
PLO 1: The student will be able to apply concepts related to the economizing problem.	Multiple-Choice Test	Students exceeded performance target by 5%	Change the course from internet to hybrid format based on student recommendations.			
PLO 2: The student will be able to interpret the impact of macroeconomic, microeconomic, and trade policies.	Multiple-Choice Test	Students exceeded performance target by 5%	Change the course from internet to hybrid format based on student recommendations.			

Assessment of Program Learning Outcomes
2013-2014 Academic Year

ASSOCIATES OF ARTS IN TEACHING

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
The students will develop reflection skills and demonstrate professionalism in the college and public school classrooms.	Field Experience Reflection Journal	This is a new goal developed and implemented for the 2013-2014 school year. In order to make the 16 hours of field experience more meaningful, students were to journal after each observation time starting in Spring 14 in one 2301 course. Journal entries were to be completed within a week of observation and included a summary, lessons learned, connection to content in the class and a reflection. Grades: 9 A's, 3 B's, 5 C's and 4 did not attempt. Errors occurred because students did not write the journal entries within a week and did not make strong connections to class content or lesson learned but a summary of what they observed.	Teachers will check at 6 weeks for students to have completed a journal entry and provide feedback to students for future journal entries.	This will be added to all sections of 2301 as an assignment		

Assessment of Program Learning Outcomes
2013-2014 Academic Year

English

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Personal Responsibility tied to SLOs in English 1301 (#2) and English 1302 #1, 3, and 5).	Discussion, essays, presentations, and group work. Faculty members were asked to report their various strategies currently used to assess this PLO.	Postings in the English Dept.'s Partnering Shell show both direct and indirect measures being used to assess Personal Responsibility. Faculty members frequently report assessing this skill with annotated bibliographies and getting good results later in the semester.				The fall faculty meeting will examine the current methods to find consensus on a shared method.

Assessment of Program Learning Outcomes
2013-2014 Academic Year

VISUAL ARTS

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
The Student will be able to develop and demonstrate a visual memory capable of identifying and knowing works of art, acquiring a knowledge of basic historic data, learning and appropriating use of terminology of the field , and comprehending historic continuities.	Presentations, critiques, and portfolio evaluation. Included are discussion questions in tests, classroom discussions, oral critiques of assignments, and ability to defend selected works.	Seventy-seven percent (77%) of the students in studio classes in the Fall of 2013 were successful in the PLO outcomes to be measured. In the Spring of 2013 seventy-five percent (75%) of the studio were successful in the PLO outcomes to be measured. The target performance was 85%, therefore the results indicated that the program was short of its goal by ten and one-half percent (10.5%).	Develop benchmarks throughout the semester in portfolio production; oral critiques; and the ability to defend selected works.			Establish a tier system within each studio to ensure that students are evaluated more stringently at each level, increasing their verbal and nonverbal skills, classroom discussions and critiques, and the ability to defend selected works.

Geology A.S. Program Assessment Progress Chart

Outcomes	Direct Contributors (Courses)	Selected Assessment Course[s] (summative)	Method[s] of Assessment	Length of assessment cycle (yrs)	Years of data collection	Target for Performance
Students will demonstrate knowledge of environmental and geological events and their impact on the human populace.	GEOL1303, GEOL1305	GEOL1303	MC	3 years	2011-2012 2014-2015	85%
Students will demonstrate knowledge of Earth materials and their correlation to resources.	GEOL1305, GEOL1303	GEOL1305	MC	3 years	2012-2013 2015-2016	85%
Students will demonstrate knowledge of the evolution of the Earth and its life forms.	GEOL1304	GEOL1304	MC	3 years	2013-2014 2016-2017	85%

Assessment Results 2011-2012

Data – Students correctly answered questions related to the PLO with a success of 64.3 to 88.9% with an average of approximately 80%.

Evaluation of Data – The data indicates that the students are gaining an acceptable level of understanding of course material related to this PLO. The percent of correct answers is close to our target for performance.

Implications for Program Improvement – Continued emphasis on topics related to the PLOs is indicated to increase the student's understanding and success.

Actions – Additional data covering a wider variety of topics related to this PLO needs to be collected. Additional questions will be added to provide a clearer and more accurate picture of the student's knowledge and allow for a more thorough analysis of the data and student's progress.

Assessment Results 2012-2013

Data – Questions related to this PLO were correctly answered from 68 to 100% of the time. The overall average was of success was approximately 90%.

Evaluation of Data – With the exception of one question in one section all other questions in all section were correctly answered more than 85% of the time exceeding our target goal.

Implications for Program Improvement – Our student's understanding of concepts related to this PLO has improved over prior years which indicates that our emphasis on these important topics has allowed our students to better understand the material being presented. Our efforts to continue this improvement will continue.

Actions – We are moving to a model of more integration between lecture and lab to reinforce student's understand of these key concepts. This should allow continued success with student's understanding of the material and help them apply that knowledge to different circumstances.

Assessment Results 2013-2014

Data – Questions related to this PLO were correctly answered from 65 to 100% of the time. The overall average was of success was approximately 82%.

Evaluation of Data – With the exception of two questions in one section all other questions in all sections were correctly answered more than 82% of the time close to meeting our target goal.

Implications for Program Improvement – Our student's understanding of concepts related to this PLO has improved over prior years which indicates that our emphasis on these important topics has allowed our students to better understand the material being presented. Continued efforts will attempt to provide increased success in student understanding of these topics.

Actions – We are moving to a model of more integration between lecture and lab to reinforce student's understanding of these key concepts. This should allow continued success with student's understanding of the material and help them apply that knowledge to different circumstances. This plan also includes increased interactive classroom activities to provide better understanding.

Assessment Results 2014-2015

Data –

Evaluation of Data –

Implications for Program Improvement –

Actions –

Assessment Results 2015-2016

Data –

Evaluation of Data –

Implications for Program Improvement –

Actions –

Assessment Results 2016-2017

Data –

Evaluation of Data –

Implications for Program Improvement –

Actions –

Assessment of Program Learning Outcomes
2013-2014 Academic Year

MATHEMATICS

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will develop convincing mathematical arguments	Questions from a MATH 2414 Final Exam	For the Fall 2013 semester, 7 out of 13 students (53.8%) performed at or above the 75% proficiency level. For the Spring 2014 semester, 6 out of 9 (66.7%) performed at or above the 75% proficiency level. Combining these results, 59.1% of the students performed at or above the 75% proficiency level.	The Math Department will identify examples and problems for 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.			

Assessment of Program Learning Outcomes
2013-2014 Academic Year

INSERT PROGRAM NAME HERE

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will synthesize skills in the ability to understand the music they hear.	Homework, Quiz, sight singing, dictation & Test Grades	Over the course of the 2013-2014 Academic year both Freshman and Sophomore music student showed improvement in all levels ear training.				Make an individual file for each student to track their progress.

**Assessment of Student Learning Outcomes
Fall 2013-Spring 2014**

Physics

Course	Number	Section	Outcome Measure	ILO Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
							Instruction	Curriculum	Technology	Assessment
PHYS	1301/1101	All	Students will demonstrate knowledge of the equations of motion for linear systems of particles, knowledge of Newton's laws of motion for linear systems of particles, and knowledge of mechanical energy and its conservation .	Critical Thinking	Multiple Choice Exam	<p>Students tended to show a moderate level of proficiency in understanding the equations or motion (class average was 72.7%).</p> <p>Students tended to show a moderate level of proficiency in demonstrating knowledge of Newton's laws (class average was 72.7%).</p> <p>Students tended to show a high level of proficiency in understanding mechanical energy and its conservation (class average was 81.8%).</p>	I will include more questions and exercises in the laboratories related to specific applications of the topics to better determine if the students can apply the concepts to real world situations. These questions will be used to see if there is an increase in the % increases.			
PHYS	1303/1103	All	Students will demonstrate knowledge of past and present theories concerning the solar	Critical Thinking	Multiple Choice Exam	Students tended to show a high level of proficiency in understanding the differences between past and present theories concerning the	I will incorporate more computer simulations of the Sun and related stars concerning the properties of			

			<p>system and its motions, knowledge of the sun including energy transport, gravitational and magnetic effects, and knowledge of the evolution for a star similar to the Sun.</p>			<p>motion of celestial bodies in the Universe (class average was 83.3%).</p> <p>Students tended to show a moderate level of proficiency in understanding the energy transport through the Sun and its gravitational and magnetic effects (class average was 72.2%).</p> <p>Students tended to show a moderate level of proficiency in understanding the current theory and details concerning the evolution of the Sun and similar stars (class average was 77.7%).</p>	<p>energy transport through the Sun along with corresponding gravitational and magnetic effects to ensure that students receive more information and applications of material for which they are being tested.</p>			
PHYS	2325/2125	All	<p>Students will demonstrate knowledge of the equations of motion for linear systems of particles, knowledge of Newton's laws of motion for linear systems of particles, and knowledge of mechanical</p>	Critical Thinking	Multiple Choice Exam	<p>Students tended to show a high level of proficiency in understanding the equations or motion (class average was 84.0%).</p> <p>Students tended to show a moderate level of proficiency in demonstrating knowledge of Newton's laws (class average was 76.0%).</p> <p>Students tended to show a high level</p>				<p>I will include more questions related to specific applications of the topics to better determine if the students can apply the concepts to real world situations. These questions will be used to see if there is an increase in the % increases.</p>

			energy and its conservation			of proficiency in understanding mechanical energy and its conservation (class average was 80.0%).				
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Spring 2014

Course	Number	Section	Outcome Measure	ILO Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
							Instruction	Curriculum	Technology	Assessment
PHYS	1304/1104	All	Students will demonstrate knowledge of past and present theories concerning the solar system and its motions, knowledge of terrestrial and jovian planets including their similarities and differences, and knowledge of the current theories concerning the evolution of the solar system.	Critical Thinking	Multiple Choice Exam	<p>Students tended to show a moderate level of proficiency in understanding the differences between past and present theories concerning the motion of celestial bodies in the Solar System (class average was 78.9%).</p> <p>Students tended to show a moderate level of proficiency in understanding the similarities and differences with jovian and terrestrial planets (class average was 73.6%).</p> <p>Students tended to show a moderate level of proficiency in understanding the current theory and details concerning the evolution of the</p>	I will incorporate more discussions and activities related to the properties of jovian and terrestrial planets and focus more discussions on current theories concerning the evolution of our Solar System to ensure that students receive more information and applications of material for which they are being tested.			

						Solar System (class average was 78.9%).				
PHYS	1302/1102	All	Students will demonstrate knowledge of static charges and their effects on electrostatic force and fields, knowledge of current electricity and its relationship to resistance and voltage, and knowledge of magnetic fields and their effects on static and moving charges.	Critical Thinking	Multiple Choice Exam	<p>Students tended to show a moderate level of proficiency in understanding static charge and their effects on electrostatic forces/fields (class average was 75.0%).</p> <p>Students tended to show a moderate level of proficiency in current electricity and its relationships with resistance and voltage (class average was 100.0%).</p> <p>Students tended to show a high level of proficiency in understanding magnetic fields and their effects on charged particles. (class average was 75.0%).</p>				I will include more questions related to specific applications of the topics to better determine if the students can apply the concepts to real world situations. These questions will be used to see if there is an increase in the % increases.
PHYS	1315/1115	All	Students will demonstrate knowledge of the scientific principle including applications, Newton's laws of motion including examples of	Critical Thinking	Multiple Choice Exam	<p>Students tended to show a low level of proficiency in understanding and applying the scientific method (class average was 77.7%).</p> <p>Students tended to show a moderate level of proficiency in identifying</p>	More lab time will be utilized to instruct students on problem solving techniques and more applications relating it back to lecture will be incorporated,			I will include more questions related to specific applications of the topics to better prepare and expose the students to problems solving skills. These questions will also serve as a guide to determine what mathematical skills need the most attention.

			each, and atom including properties and the periodic table.			<p>Newton's 3 Laws of motion and a low level in being able to solve related problems mathematically (class average was 77.7%).</p> <p>Students tended to show a moderate level of proficiency in understanding the atom and properties of the periodic table including applications (class average was 88.8%).</p>	focusing on the scientific method, its meaning, and how it is used. These techniques and applications will serve to prepare the students better for the material for which they are being tested.			
PHYS	2326/2126	All	Students will demonstrate knowledge of static charges and their effects on electrostatic force and fields, knowledge of current electricity and its relationship to resistance and voltage, and knowledge of magnetic fields and their effects on static and moving charges.	Critical Thinking	Multiple Choice Exam	<p>Students tended to show a moderate level of proficiency in understanding static charge and their effects on electrostatic forces/fields (class average was 75.0%).</p> <p>Students tended to show a high level of proficiency in current electricity and its relationships with resistance and voltage (class average was 80.0%).</p> <p>Students tended to show a moderate level of proficiency in understanding magnetic fields and their effects on charged</p>				I will include more questions related to specific applications of the topics to better determine if the students can apply the concepts to real world situations. These questions will be used to see if there is an increase in the % increases.

						particles. (class average was 80.0%).				
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Assessment of Program Learning Outcomes
2013-2014 Academic Year

INSERT PROGRAM NAME HERE

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
PLO1: Students will examine ethics in the field of psychology.	Multiple choice test questions	Data from the assessment reveals that 95% of all students tested scored at the >70% proficiency level.				We will continue to conduct this assessment as a graded exercise to maintain our proficiency level of >70%

Assessment of Program Learning Outcomes
2013-2014 Academic Year

Spanish

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Personal Responsibility tied to SLOs in Spanish 1411 and 1412 (#1, 3, and 4).	Students completed a survey addressing their level of class preparation related to the reading, writing, class participation, and critical thinking. Part 2 of the survey was short answer reflection on the achievements they made on the SLOs.	Ratings were tallied and students answered favorably about their class preparation. In the short answer portion, students described the skills gained in learning and using Spanish. Surveys were given at the end of the semester, thus the more conscientious students were taking the survey.				Give the survey earlier in the semester to capture students' awareness of time needed for class preparation. More explicit reminders needed restating how the course material relates and achieves the SLOs.
Communication CS2: develop, interpret and express ideas through oral communication SPAN 2311 (SLO #2 and 6).	Completion and success rates on oral evaluations and cultural practices and products reports.	90% rate of students completing the assignments. Culminating report proved a successful means of incorporation the research throughout the semester. 100% task completion, and good teamwork project.	Continue the final presentation of the group newscast with a mandatory visual component.			

Assessment of Program Learning Outcomes
2013-2014 Academic Year

Theatre

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Develop creative proficiency in designing sets, costumes, lights or sound for productions.	Number of student designers on Productions	A total of seven students functioned as designers for the three plays produced during the year.	Will add a review of portfolio materials relating to each student design and will make changes where applicable.			Will consider adding a formal post mortem of all student designs
Operate sound equipment and boards and lighting equipment and boards.	Total of students operating equipment for all functions in both theatres	14 students ran lights or sound for all functions in Cruce Stark and the Black Box theatre		Add a project in DRAM 2330 that directly involves moving light programming	Add 2 new models of moving lights to give students a more varied experience of moving light programming	



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Director

**Academic Studies
Documentation of Improvements
Based on 2012-2013 Assessment
Results**

Grayson College

July 1, 2015

BIOLOGY
Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2013-Spring 2013

<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 2013 and results if applicable</p>
<p><i>(Enter the improvement plan here)</i></p>	<p><i>(Enter the results of the improvement plan here)</i></p>
<p>(1)</p>	<p>We changed textbooks this year. We changed to an open-access (i.e., free) book. The prohibitive cost of our previous book may have discouraged students from purchasing (and therefore using) it. We hoped that more students would use the free book, and therefore, test scores would improve. RESULTS: To make comparisons more meaningful, we present the data from one instructor: The average score for the standard 13 questions related to genes and protein synthesis was 55.8% (n=89 students) in Fall 2012 and 64.0% for Fall 2013 (n=75). It appears there has been a marked improvement since changing textbooks. However, we would caution that year-to-year variation in student population can be significant, so caution is warranted when interpreting these results.</p>

Grayson College
Documentation of Improvement Fall 2012/Spring 2013

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 2012 and results if applicable
Make exam available for 7 days next semester to compensate for Blackboard issues.	Students were able to take exam over a week period in each Internet course. Student success rates increased from 89% to 91%.
Continue chapter by chapter exam format and expand to BUSG 2305	Student scores improved from an average of 78% to 84% by moving to the chapter by chapter exam format.
Create SCORM multimedia projects to help illustrate financial statement analysis	SCORM module was ineffective due to browser compatibility issues in Blackboard. SCORM module worked initially but then crashed after patch was installed to Blackboard server. Will try again in next cycle after new Blackboard version is available.
Use of programs with high bandwidth requirements (like SNAP) will have to be evaluated next semester.	SNAP continues to have issues that sometimes impacts student success. Evaluation of alternatives to SNAP were explored and a new vendor (SAM) was chosen.

Students had trouble with use of Word 2010 to type assignments. Rudimentary lecture over basic functions of Word required.

Lectures over basics of Microsoft Word and use of Word templates contributed to increase in student success on semester project. 89% successfully completed project versus 87% previously.

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2013-Spring 2013

(2) and (4)
 Assess the effect of
 combined
 lecture/lab grades
 on student grades

Combining lecture and lab into a single 4 hour course necessitated examining the appropriate weight given to each portion of the course. Combined daily lab grades were valued at 1/6 of the total grade and the “lab exam” was valued at another 1/6. The single lab exam encompassed the previous lab midterm and lab final. The number of lecture exams was decreased to 3 and the final exam remained mandatory.

	Actual Grades Assigned	Predicted Grades based on Lecture Only
A	12	12
B	23	16
C	30	27
D	10	15
F (N)	8 (8)	13 (8)
W	10	10

Only 1 student received a lower letter grade (B instead of A) based on the combined lecture/lab formula. 13 additional students had lower overall averages, but with no effect on the grade assigned. 55 students had higher overall averages, with no effect on the grade earned.

- 5 students earned D grades instead of F grades because of the combined course
- 9 students earned C grades instead of D grades because of the combined course
- 6 students earned B grades instead of C grades
- 1 student earned an A instead of a B.

Overall, there was a 10 % increase in student success as measured through passing rate. Additionally another 5% of students earned course credit (D) and 6% received a higher passing grade. Less than 1% of students were negatively impacted by the combined course grade.

<p>(1) Instruction and Engagement</p>	<p>To increase student engagement and participation in class, 2 new in-class activities were implemented in CHEM 1411</p> <ul style="list-style-type: none">A. During the fall semester, review “clicker” powerpoints were utilized on review days.<ul style="list-style-type: none">a. Overall student enthusiasm was high when the clicker activities were usedb. No direct improvement on student success could be documentedc. Unfortunately, many (up to 15 %) of students did not take the activities seriously and consistently chose answer choices that were not available (i.e. answering E when there are only 4 choices)d. Clicker questions were necessarily limited to conceptual topics and vocabulary (Bloom’s Knowledge and Comprehension)B. For the spring semester, in-class group problem sets were created for the 2 most difficult mathematical concepts: stoichiometry and titration analysis<ul style="list-style-type: none">a. These problem sets allowed for better assessment of higher order Bloom’s skills (analysis, application)b. Students were allowed to choose their own groups and worked on the problems as a teamc. Student feedback was positive (most students liked the activity and found it beneficial)d. However, there was no net improvement in the unit test grade on this material compared to the fall semester (nearly identical unit exams were used both semesters)e. Additional in-class problem sets need to be written for future semesters, particularly focusing on thermodynamics and gas laws.
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(1) Instruction and
(4) Assessment

In CHEM 2423, students are assessed at the end of the course by their performance on the American Chemical Society 2010 First Term Organic Chemistry Exam.

In order to achieve improvement, the exam results were analyzed to determine areas of weakness that can easily be improved through instructional changes in terminology or emphasis. Additionally, in-class activities were written to better reinforce lecture concepts through practice and application. These activities focus on team (pairs, trios) problem-solving

In the first administration of this exam during Fall 2012, the class average was 34 % correct (24/70 questions). The mean statistics for this exam (compiled from nearly 2000 students at 27 colleges) is 56 % (39/70).

The fall 2013 class showed an improvement in scores to 41 % (29/70 questions).

Starting with the Fall 2014 course, a new “integrated spectroscopy” approach will be implemented to further improve student success. This approach will allow coverage of a topic that has been pushed into the second course, but appears on the First Term exam.

Grayson County College
Documentation of Improvement Plan
Implemented Spring 2012

Course[s] (e.g. ENGL 2301)	Summary of improvement plan implemented in Spring 2012 (What did you do?)	Did it show measurable improvement?	Improvement plan repeated or changed
COSC1336	Spent additional in-class time on programming example, placed additional emphasis on importance of turning in assignments.	yes	Repeated
COSC1301	Presented additional lecture period on use of software package as applied to lab instructions.	yes	Repeated

*

**Grayson College--Economics
Documentation of Improvement Fall 2013—Spring 2014**

<p>Improvement identified in (1) Instruction</p>	<p>Narrative of Actual improvement implemented in the Fall of 2013:</p> <p>Adopted a new edition of the text; revised Blackboard course shell to improve navigation; added discussion questions to facilitate interaction between students.</p>
	<p>Enter the results of the improvement plan here:</p> <p>Performance improved from 78% to 90% for PLO 1. Performance improved from 63% to 90% for PLO 2.</p>

Grayson College
Documentation of Improvement Implemented 2013-2014
Based upon Assessments Fall 2012-Spring 2013

<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 2013 and results if applicable</p>
<p>An assignment will be created and added to the portfolio in EDUC2301 where students will create 5 strategies for each population. Detailed instructions for wiki development will be created.</p>	<p>The video created for EDUC1301 was used in 2301 to help students create the portfolio wiki. An evaluation was done of course load and assignments in the course and it was determined that less and more developed assignments were needed. The strategies list was not used as an assignment. However in the final examination, four essay questions are posted using the different special populations where students discuss the population and strategies for helping each group. Two of the 4 are randomly chosen for each student and graded. Fall 13 grades: 5 A's, 5 B's, 3 C's, 2 D's, 3 F's and 4 did not take Spring 14 grades: 5 A's, 3 B's, 2 C's, 1 D's, 1 F (she only answered one essay) and 8 did not take.</p>

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2012-Spring 2013

<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>We examined our program review conducted by the assessment committee. We learned that we were <i>not</i> properly assessing at the program level. We adjusted our (4) assessment to examine the new core curriculum in light of our future requirements for meeting the general education core. We realized that new textbooks with publishers' alignments to these State requirements would be useful. We also recognized the need to alter assignments in the common syllabus to reflect reporting on SLOs tied to Communication ILOs for visual and oral communication.</p>
<p><i>(Enter the improvement plan here)</i></p>	<p><i>We selected an English 1301 textbook with the publisher's alignments and distributed them at a departmental meeting including our adjunct faculty on 4/7/2014. We chose an English 1302 textbook with additional strategies for teaching visual and oral communication since this work must be assigned and assessed in a consistent manner by all faculty members teaching both courses.</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2013-Spring 2013

<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 2013 and results if applicable</p>
<p>Prior to all assignments the instructor will provide the students with no less than ten (10) examples of the assignment and break down each work according to the elements and principles of design that students will focus on in developing 2-D and 3-assignments.</p>	<p>This was implemented in Design I and II studio classes. Students received a project assignment sheet for each project. Included on the sheet was an explanation of the project; definitions if necessary, elements & principles to be explored, five to six examples. When it was time to do the project additional examples were given, most often in the form of an "idea book". The instructor encountered fewer questions on what and how and was able to work with the students on problem solving in order to help the student create the project from their ideas and sketches. Students found this to be extremely useful and their projects exhibited greater critical thinking and exploration of the problems inherent in each project.</p>
<p>Continue working with students on developing their resume to assure accuracy and relevancy.</p>	<p>The resumes from the spring semester were found to be overall lacking in visual appeal and specific information required in a professional resume. The instructors in the studio classes will cover resume writing at the beginning of the Fall 2014 and Spring 2015 semesters with submission to be evaluated at mid-term and graded as part of their portfolio review at finals.</p>

Instructors will develop a survey for students who do not respond to essay or brief discussion questions to inquire the reason for not entering responses to these types of questions. Instructors will collect and assess these documents to attempt to develop plans to offset this issue.

This was not implemented this year. However it was noted that fewer students were submitting tests without answers to essay questions although this has not been substantiated by an analysis of like courses in different years. This should and will be followed up in 2014-2015.

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2012-Spring 2013

<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>Curriculum</p>	<p>The Earth Science lecture and labs were revamped in order to improve student to student interaction, add group exercises and increase student success. A new textbook was introduced and lab handouts were updated to include new content and to align lab exercises with material being presented during lecture in order to reinforce student learning and improve student success.</p>

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2012-Spring 2013

<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 2013 and results if applicable</p>
<p>The Math Department will identify examples and problems for 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>	<p>For the Fall 2013 semester, 8 out of 13 students (61.5%) performed at or above the 75% proficiency level. For the Spring 2014 semester, 7 out of 9 students (77.7%) performed at or above the 75% proficiency level. Combining these results, 68.2% of the students performed at or above the 75% proficiency level.</p>

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2013-Spring 2013

<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 2013 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 fact that ear training courses are in a class setting the curriculum still should to be based on the overall needs of the class. For entering Freshman the pretest was so unfamiliar to them that many were not able to attempt actual answers. The sophomore class shows the level of improvement from the final of the previous year.</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</p>	<p>A focus needs to be shifted to the needs of the individual student because each student showed different strengths and weaknesses.</p>

**Grayson College
Documentation of Improvement
Fall 2012**

<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 2012 and results if applicable</p>
<p>PHYS 1301/1101</p>	<p>Compared to Fall 2011. New questions were written relating more every day topics to the concepts being studied. More examples incorporating more modern scenarios were discussed, and exercises were worked. There was only a slight improvement observed in each area except in the area of mechanical energy and its conservation (increased 21.8%).</p>
<p>PHYS 2325/2125</p>	<p>Compared to Fall 2011. New questions were written relating more every day topics to the concepts being studied. More examples incorporating more modern scenarios were discussed, and exercises were worked. There was a 4 to 8 percent improvement observed in each area.</p>
<p>PHYS 1303/1103</p>	<p>Compared to Fall 2011. Modern and additional computer simulations were acquired and used in laboratory experiments. Additional questions were written to reinforce the concepts covered. There was a 5 to 8 percent improvement observed in each area.</p>

**Grayson College
Documentation of Improvement
Spring 2013**

<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 spring of 2011 and results if applicable</p>
<p>PHYS 1315/1115</p>	<p>Compared to Spring 2012. More questions related to specific applications were used to better prepare the students for questions and problems. Several problem solving techniques were introduced to work problems. An 8 to 14 percent increase in the student's correct responses was observed.</p>
<p>PHYS 1302/1102</p>	<p>Compared to Spring 2012. More questions and discussion topics were introduced using more and more modern situations to better understand principles taught in the course. No increase or decrease in the student's scores was observed with the exception of the topic of current electricity (an increase of 25%).</p>
<p>PHYS 2326/2126</p>	<p>Compared to Spring 2012. More questions and discussion topics were introduced using more and more modern situations to better understand principles taught in the course. Only a slight 1- 4 percent increase in the student's scores was observed.</p>
<p>PHYS 1304/1104</p>	<p>Compared to Spring 2012. More discussions and activities were used relating to jovian and terrestrial planets. A focus on theories for the evolution of the solar system was also used. Only a slight 1.4- 6.7 percent increase in the student's scores was observed.</p>

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2013-Spring 2013

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
We will continue to conduct this assessment as a graded exercise to maintain our proficiency level of >70%	Proficiency 95%

Grayson College
Documentation of Improvement Implemented Fall 2013
Based upon Assessments Fall 2013-Spring 2014

<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>(Changed the Program Learning Outcomes to the Core ILOs for program review. Assessment now examines the new core curriculum in light of our future requirements for meeting the general education core. New charts were created for each course to align course SLOs to the Core ILOs. Beginner Spanish courses fall under Component Option Area and Intermediate courses fall under Lang. Philosophy and Culture.)</i></p>
<p><i>Beginner courses:</i></p> <p><i>Assessment:</i> Give the survey earlier in the semester to capture students' awareness of time needed for class preparation. More explicit reminders needed restating how the course material relates and achieves the SLOs.</p>	<p><i>Improvement plan will be implemented fall 2014 -15.</i></p>
<p><i>Intermediate courses:</i></p> <p><i>Continue the final presentation of the group newscast with a mandatory visual component.</i></p>	<p><i>CS2 – oral communication task and outcome proved successful.</i></p>

Grayson College
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<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 2013 and results if applicable</p>
<p><i>Institute twice weekly study hall. Mandatory for theatre majors.</i></p>	<p><i>Monday evening and Thursday afternoon study halls implemented. 2 hours each. Monitored by faculty in Mac lab. Only one incoming freshman had a failing grade. Made the decision not to have study hall in the spring and will compare grades of same students fall to spring semester.</i></p>



Office of Planning, Research, Assessment and Accreditation
Dr. Debbie Smarr, Director

Academic Studies Assessment Report Addendum

Grayson College

August 19, 2014

Assessment of Program Learning Outcomes
2013-2014 Academic Year

ENGINEERING

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will demonstrate the ability to apply formal knowledge in a problem solving environment.	Questions from a MATH 2414 Final Exam	For the Fall 2013 semester, 7 out of 13 students (53.8%) performed at or above the 75% proficiency level. For the Spring 2014 semester, 6 out of 9 (66.7%) performed at or above the 75% proficiency level. Combining these results, 59.1% of the students performed at or above the 75% proficiency level.	The Math Department will identify examples and problems for 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.			

Grayson College
Documentation of Improvement Implemented Fall 2013
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<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 2013 and results if applicable</p>
<p>The Math Department will identify examples and problems for 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>	<p>For the Fall 2013 semester, 8 out of 13 students (61.5%) performed at or above the 75% proficiency level. For the Spring 2014 semester, 7 out of 9 students (77.7%) performed at or above the 75% proficiency level. Combining these results, 68.2% of the students performed at or above the 75% proficiency level.</p>

Percentage of correct responses

Final exam	90-100%	80-89%	70-79%	60-69%	59% below	Students
2013	9	11	2	4	1	27
2014	4	2	0	1	3	10

