



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

# **2013-2014 Annual Assessment Report Grayson College**

August 20, 2014

## Executive Summary

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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.







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

**Workforce Education Assessment  
Results 2013-2014  
Business and Computer**

**Grayson College**

July 1, 2015

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Accounting AAS Degree***

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
Use computerized accounting software to record business transactions and create financial statements.	Complete the Comprehensive Problem in ACNT1313 with at least 80% accuracy.	Out of 20 students who completed the course, 11 completed the comprehensive problem with at least 80% accuracy. 4 completed it with 70 – 80% accuracy and 5 were below 70%.	Next year I will provide a review for the trouble areas students faced on this problem. They will be required to complete this review before beginning the problem.			

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

***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
Describe the functions of, and be able to remove, test, and replace all major internal computer components	Physically Label and describe computer components and demonstrate ability to deconstruct and rebuild entire computer system	CPMT 2345 (Capstone Course) Class average was 90.5%	Successfully labeled and described all components		Deconstructed and rebuilt computer in lab environment	Tested comprehensive knowledge of all computer components via final exam



Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Office and Computer Technology***

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
Demonstrate effective written business communication skills.	POFT 2312 Write a minimum of five business letters with at least 70% accuracy.	100% of students who submitted their work had above 70% accuracy. Out of 21 students, 7 did not submit their work.	Will require students to perform peer review before turning in final letter.	No improvement needed.	No improvement needed.	No improvement needed.



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

**Workforce Education Assessment  
Results 2013-2014  
Career Services**

**Grayson College**

July 1, 2015

## Child Development PLO's 2013-2014

### NAEYC Standards

#### Standard 1. Promoting Child Development and Learning

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

#### Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

**3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

**3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child

#### 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

#### Standard 5. Using Content Knowledge to Build Meaningful Curriculum

**5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

### c.1) EVIDENCE CHART

#### Key Assessment 1

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

CDEC1356 Emergent Literacy for Early Childhood. ELLCO Assignment. Students complete the Early Language and Literacy Classroom Observation on a PK classroom. Student completes an assessment of the quality of the room and recommendations for improvement in the classroom in curriculum, interactions, and/or environment for the diverse children in the classroom. Students explain the reasons for their recommendations

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	STD2	STD3	STD4	STD5	STD6	SS1	SS2	SS3	SS4	SS5
C		B, C	A	C					X	

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain why.

Prior to the self-study, no rubric had been created and grading was done on the requirements for the assignment. In both semester, the students fell into two categories, exceeds or meets expectations and does not meet expectations. The students who exceeded or met expectations had good examples of evidence and completed all completes of the assessment. Students wrote summaries that evaluated the classroom and offered suggestions for increasing the literacy and language in the classroom. Improvements needed to be made in the demographics of the children in the classroom. Students who did not meet expectations do not submit the assignment.

In Fall 13, the new key assessment was used. Three students of nine failed to turn in the assignment. For most of the standards measures, students met or almost met expectations. The one area where over half the students did not meet expectations was on standard 5. In the rubric students are to tie the theory and class materials to make recommendations to improve literacy in the classroom.

In Spring 14, this is our 2<sup>nd</sup> semester with the new key assessment. Five out of 18 students failed to turn in the assignment. Three students did not turn in all components of the key assessment. The rises in the does not meets expectations reflects this lack of submission. Components of the assignment improved overall. Slight more connections to learning in the class and theory was provided. Students critical eye for assessment is improving

Describe how data from this key assessment are being used to improve teaching and learning. In Fall 2012, after reviewing the data, it was realized written instructions were brief and given in person. In Spring 2013, more written directions were given and a video explanation was used in the online section. For the Fall 2013, explicit written instructions are written with a rubric to help student understand the assignment. This will better separate the standards and skills for evaluation for students to demonstrate mastery.

A specific video will be created to explain the assignment, and examples of how to write recommendations will be given and an opportunity to practice this skill in an early module.

The video seemed to improve the results. An example was not provided in the Spring 14 semester but will be incorporated in the Fall 14 semester. More explicit feedback will be given in the assignments to practice writing improvement plans.

Standards		Meets or Exceeds Expectation	Almost Meets Expectations	Does not meet expectation	Did not complete
Standard 1. Promoting Child Development and Learning	<b>1c:</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Fall 13 N=6 33% Spr14 N= 13 50%	Fall 13 N=6 67% Spr14 N= 13 27%	Fall 13 N=6 0% Spr14 N=13 23%	Fall 13, 3 out of 9  Spring 14, 5 of 18 did not complete
Standard 3. Observing, Documenting , and Assessing to Support Young Children and Families	<b>3b:</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Fall 13 N=9 100% Spr14 N= 13 92%	Fall 13 N=9 0% Spr14 N= 13 0%	Fall 13 N=9 0% Spr14 N= 13 8%	
	<b>3c:</b> Understanding and practicing responsible assessment to promote positive outcomes for each	Fall 13 N=9 50% Spr14 N= 13 38%	Fall 13 N=9 50% Spr14 N= 13 31%	Fall 13 N=9 0% Spr14 N= 13 31%	

	child						
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	<b>4a:</b> Understanding positive relationships and supportive interactions as the foundation of their work with children	Fall 13 N=9 67%	Spr14 N=13 35%	Fall 13 N=9 33%	Spr14 N=13 46%	Fall 13 N=9 0%	Spr14 N=13 19%
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	<b>5c:</b> Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Fall 13 N=9 17%	Spr14 N= 13 23%	Fall 13 N=9 50%	Spr14 N= 13 54%	Fall 13 N=9 33%	Spr14 N= 13 23%
<b>Supportive Skills</b>							
<b>Supportive Skill 4:</b> Making connections between prior knowledge/ experience and new learning		Fall 13 N=9 50%	Spr14 N=13 15%	Fall 13 N=9 33%	Spr14 N= 13 46%	Fall 13 N=9 17%	Spr14 N= 13 38%

Assessment of Program Learning Outcomes  
2014-2015 Academic Year

***Cosmetology***

<b>Program Learning Outcome Measured</b>	<b>Assessment Method</b>	<b>Summary of Results</b>	<b>Use of results to improve in one or more of these areas</b>			
Instructor	Increase overall enrollment by 3% for 2014-2015	Work with Marketing Department to create Unified Marketing Plan	Work with different classes within the cosmetology program	(2) curriculum	Blackboard	(4) assessment
Cosmetology	20% Retention in Freshman class	Determine increase in courses	Plan and schedule marketing to increase students	Adopt the credit hour program offered by TDLR		
Nail tech  Estheticians	Determine mandatory attendance reporting process and guidelines  Increase awareness of the College in the Community with strategic marketing	Develop effective faculty advising process to enhance efficiency  Reach the public in knowledge of the estheticians program	Faculty implement engagement actives in classroom to enhance learning	Adopt the credit hour program offered by TDLR		Increase student engagement  State test

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Criminal Justice***

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
2. Assess, plan, implement and evaluate job related tasks in the profession of law enforcement	Performance	Capstone exam has shown 100% of those students who took the capstone exam demonstrated proficiency in this PLO.	CRIJ 2328			

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Culinary 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
Seek opportunities for continual learning in pursuit of mastery in the culinary field.	Completion of program work study and capstone exam with a 75% average.	All students receiving degrees or certificates completed a 144 hour program of work study through at an approved work study site through their "practicum". The average of graduating students on a comprehensive program capstone exam was 88% with a pass rate of 100% of students that took the exam.		Find additional channels for students to gain experiential learning in the culinary field. Research the possibility of adding a service learning aspect to capstone course.		





Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Hospitality 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
<b>Comprehend and understand the legal atmosphere that the hospitality industry functions with an emphasis on conduct, ethics, and risk management.</b>	Completion of a Code of Ethics Project and 80% on comprehensive final.	All students are required to take HAMG1340 (Hospitality Legal Issues). In this course, students are required to complete a Code of Ethics Project, which all completed. The final was restructured and became more difficult with an average of 54.8 and only 2 students reaching the 80% mark that we established.	We will continue to improve our quality of instruction through professional development seminars and continuing education for our instructors.	We are relooking at the final and pinpointing the criteria of what needs to be tested as the final was more comprehensive than what is needed. Dr. Dubin at UNT is assisting on the creation of the new final.		We will continue to strive for high pass rates on comprehensive final exam.

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

Police Academy

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
Licensing test results	First attempt on State test	142 of 144 endorsed passed test on first attempt	Additional instructors			Topic test reviews

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Welding Technologies***

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>#4. Each student will test for AWS Certification at each level of the program. Rewritten to say:</p> <p>Students will demonstrate proficiency in welding processes According to AWS D1.1-10 code standards.</p>	<p>90% of students will complete and pass with a 70% or better, certification testing on plate and pipe for SMAW and FCAW welding processes (Plates and pipe will have coupons removed from assembly to be bent according to AWS D1.1-10 codes. The number of discontinuities will calculate into a grade percentage, but cannot exceed code limits.)</p>	<p>Rewritten and implemented Fall 2013. PLO #4 Will be assessed Fall 2014- Spring 2015.</p>			<p>To improve on pass rate, students struggling will be placed on virtual welding machines to evaluate and improve necessary motor skills.</p>	



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

**Workforce Education Assessment  
Results 2013-2014  
Health Sciences**

**Grayson College**

July 1, 2015

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

**ASSOCIATE DEGREE NURSING**

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>Demonstrate ability to explain, apply and integrate the theoretical evidence based knowledge necessary in the provision of nursing care.</p>	<p>Formative and summative clinical evaluation tool.</p> <p>Regularly scheduled unit exams.</p>	<p>Using formative and summative evaluation tools in the clinical setting, the following percentage of students demonstrated proficiency greater than 75% of the time in criteria related to use of theoretical knowledge in the provision of care. Fall 2013 - 99% Spring 2014 - 100%</p> <p>Implemented use of Exam Soft in the fall of 2013 in Nursing 1 &amp; TE. Completed implementation in the Spring of 2014 by extending use of this totally computerized testing method to all levels of the nursing program.</p> <p>The percentage of students listed below passed the theoretical component of Nursing 1,2,3,4 and TE by demonstrating 75% or higher proficiency on regularly scheduled unit exams. For Fall of 2013 - 94 % For Spring of 2014 - 95 % Fall 2013 - 44 % of students made &gt; 900 on the <b>mid-curricular exam</b>.</p> <p>Fall 2013 - 59 % of students made &gt; 900 on the <b>exit exam</b>.</p>	<p>When areas of weakness are identified in the formative evaluation, the student is sent for remediation in the skills lab.</p> <p>Following statistical analysis, topics with poor statistics are re-enforced or re-taught in the next class session.</p>		<p>Use of ExamSoft allows for increased experience in use of technology. Additionally, this allows for four semesters of practice of the alternate format questions currently on the NCLEX-RN exam. Previously use ParScore system did not allow for practice of alternate format question.</p>	<p>Statistical analysis of all questions on all exams is utilized to assess adequacy of instruction.</p>

	<p>Externally developed mid curricular and exit exams are utilized to measure theoretical based knowledge midway through the program and again as a capstone assessment.</p> <p>NCLEX-RN licensure pass rates, as compared to ADN and BSN rates (state and national)</p>	<p>Spring 2014 - 54 % of students made &gt; 900 on the <b>mid-curricular exam</b>.</p> <p>Spring 2014 - 59 % of students made &gt; 900 on the <b>exit exam</b>.</p> <p>NCLEX-RN pass rate:  Grayson:  ADN Programs in Texas:  BSN Programs in Texas:  Texas Average:  National Average:</p> <p>Fall - 13: Students enrolled in the Professional Review Course reviewed the most recent NCLEX-RN detailed test blueprint for comparison of content in the curriculum. Faculty also completed a review of the blueprint for curricular content</p>		<p>Only a few topics were found to be not adequately address in the current ADN curriculum. Instructional team members reviewed these topics and made decisions on how to ensure their</p>	<p>The NCSBN test blueprint is reviewed by faculty for changes in use of technology in the clinical setting.</p>	<p>Research suggests that a HESI score of 900 or higher is strongly associated with passing NCLEX. Students with below 900 on the mid curricular are required to take a professional licensure review course in Nursing 3. Students with below 900 on the Exit Exam are required to take an external NCLEX-RN prep course prior to completing graduation requirements.</p> <p>Pass rates are reviewed annually and compared to the Texas and National averages. A yearly goal of the program is to maintain pass rates higher than the Texas and National average.</p>
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				inclusion in the curriculum.		
Demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature.	<p>Use of formative and summative clinical evaluation tool.</p> <p>Evaluation of clinical proficiency during a two day simulation rotation each semester in Nursing 2,3,4 &amp; TE.</p> <p>Regular review of the literature for current best practice standards.</p>	<p>Using formative and summative evaluation tools in the clinical setting, 99.5 % of students in Nursing 1,2,3,&amp; 4 demonstrated proficiency &gt; 75% of the time in clinical skills identified as “critical” to completion of the program objectives.</p> <p>Faculty review and update skills requirements yearly according to best practice standards found in current literature.</p> <p>Faculty expressed concern over</p>			<p>Use of high fidelity simulation as a tool to ensure proficiency in clinical skills, especially those not frequently performed in the acute care setting. (Ex: vaginal deliver, mega code; acute psychiatric situations)</p> <p>Budgeted for 2 flip video cameras and tripods in the 2014/15 budget to continue this process.</p>	Formative and summative evaluation tools are utilized to document assessment of skills proficiency.



		<p>how outdated resources are related to skills demonstration, especially videos used for demonstration of procedures. In the fall of 2013, faculty voted to delete the currently used skills DVD and produce their own videos utilizing best practice standards. Student evaluations revealed that the faculty produced videos were more easy to follow; did not include unnecessary steps; and students were able to access them over and over for review and reinforcement of content.</p>				
<p>Communicate and manage information using technology to include current educational methodologies, and to improve patient care.</p>	<p>Monitor number of students utilizing e-books versus paper textbooks.</p> <p>Utilization of new technologies that impact education and / or patient care. Faculty are currently seeking funds to purchase I-Pads for student use in the classroom and for testing purposes. Faculty are also currently investigating</p>	<p>Bookstore representatives report that approx. 80% of nursing students purchase a combination of paper textbooks and e-books. Approximately 20% purchase totally online access to books.</p> <p>The first week of class faculty and publisher representatives offer an orientation on the use of e-books, online case studies and other online resources.</p> <p>Faculty adopted the use of ExamSoft for all testing in the nursing program during the 2013/14 year.</p> <p>Students serve on various nursing committees; including the technology committee. Regular evaluation of students requests information on the use of technologies.</p>	<p>Faculty consider resources when planning instructional assignments.</p>		<p>Ensures that all students know how to utilize the various educational resources.</p>	<p>Use of ExamSoft provides for more accurate assessment of knowledge through a variety of alternate format testing.</p>

	<p>software to implement instruction on Electronic Medical Records.</p> <p>Gather input from students.</p>	<p>A change in the way paperwork was submitted online was implemented following input from a student representative on the curriculum committee.</p>			<p>This policy change made it easier for students to submit online paperwork, and to access input from the instructor in a more timely manner.</p>	
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Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***DRUG AND ALCOHOL ABUSE COUNSELING***

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
2. Demonstrate independent clinical decision making skills to provide safe, effective care for clients and families	Completion of practicum	100% completed practicum and are now employed.	Require students to participate in Field Learning Plan; Resume Building; Professional Interviewing learning activities.	Use of syllabus to advise students of pre-requisite immunizations and procurement of practice sites.	Use of online catalog to describe process and prerequisites; use of blackboard to encourage communication among classmates outside the classroom.	Evaluate the students Practicum Field Learning Plan.

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***Dental Assisting Program***

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 Dental Software Program specific for Office Management	Skills Assessments/ Tests	Skill assessments from students show that 80% of students passes with a 90-100, 10% of students passed with an 80 to 89 and 10% of students passed with a 75 to 79.	Increase amount of time for lecture and software usage for students.		Require students to utilize time given in labs.	Review assessment to see if changes need to be made. Investigate if study time is needed.

Assessment of Program Learning Outcomes  
2013-2014 Academic Year

***AAS of Radiologic Technology***

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
1. Master skills needed to practice as an ARRT certified radiographer.	Sophomore Exit Exams & ARRT Registry Exams	Goal: 90% of students will score a 75% or above on the sophomore exit exams.  <b>100% passed</b>  90% of students will score a 75% or above the ARRT Registry Exams.  <b>81% passed for class of '13</b>	Will utilize the new registry review program in various classes to reinforce the education the students are provided.		Implemented a new online registry review program to be able to better prepare the students for success with ARRT registry.	Will use the new registry review program to monitor the student's advancement and provide tutoring for those with additional needs.



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

# **Workforce Education Documentation of Improvements Based on 2012-2013 Assessment Results**

## **Business and Computer**

### **Grayson College**

July 1, 2015

**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>Improvement in the assessment:          Separate one of the PLOs into two outcomes: one to produce the financial statements and another to communicate the findings.</p>	<p>Submitted a new list of PLOs for the accounting AAS degree. Separated the first PLO into two different PLOs in order to accurately measure each of the outcomes.          When these PLOs are assessed, I will be able to accurately measure each of them.</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*

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
Instruction	New Program Director. Did not implement previous results
Curriculum	New Program Director. Did not implement previous results
Technology	New Program Director. Did not implement previous results
Assessment	New Program Director. Did not implement previous results

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

**Office & Computer 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 2013 or Spring of 2014 and results if applicable
Improvement plan was to rewrite program learning outcomes.	Program Learning Outcomes were rewritten and implemented in Fall 2013 and Spring 2014.



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

# **Workforce Education Documentation of Improvements Based on 2012-2013 Assessment Results**

## **Career Services**

## **Grayson College**

July 1, 2015

## Child Development A.A.S. Program Assessment Timeline

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
<b>The student will be able to summarize principles of growth and development in the physical, cognitive, emotional, and social domains.</b>	CDEC1313, CDEC 1319, CDEC 1323, CDEC 1359, CDEC 2264, CDEC2304, CDEC 2326, CDEC 2328, CDEC2336, TECA 1303, TECA 1311, TECA 1318, TECA 1354	TECA 1354-Child Observation Project  NAEYC Accreditation process	Rubric of self-assessment and instructor assessment on a semester long project of naturalistic observation of a child with a final report which can be given to parents	3 years	2010-2011 2013-2014	85%
<b>The student will be able to create developmentally appropriate environments for the optimal development for children.</b>	CDEC 1313, CDEC 1319, CDEC 1323, CDEC 1359, CDEC 2264, CDEC2304, CDEC 2326, CDEC2328, CDEC2336, TECA 1311, TECA 1318, TECA 1354	TECA 1311-Classroom design Project TECA 1318-Field Experience 3  NAEYC Accreditation process	Evaluation of written assignments of indoor design, schedule and evaluation of outdoor space	3 years	2011-2012 2014-2015	85%
<b>The student will have an understanding of the impact of biological, environmental, and cultural influences on the development of a child.</b>	CDEC1313, CDEC 1319, CDEC 1323, CDEC 1359, CDEC 2264, CDEC2304, CDEC 2326, CDEC 2328, CDEC2336, TECA 1303, TECA 1311, TECA 1318, TECA	TECA 1354-Child Observation Project  NAEYC Accreditation process	Rubric of self-assessment and instructor assessment on a semester long project of naturalistic observation of a child with a final	3 years	2012-2013 2015-2016	85%

	1354		report which can be given to parents			
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**Assessment Results 2011-2012**

**Data** – Child Observation Project-Assignment was divided into 4 parts over the course of the semester with varying success. Rubric of self-assessment and instructor assessment on a semester long project of naturalistic observation of a child with a final report which can be given to parents The data gathered showed competency below 85 % for performance

**Evaluation of Data** – Data shows improved from the fall to spring semester. Failure to submit assignment was the number one problem for students in data collection. Submitted assignments seemed unclear of what exactly to observe and report with one rubric spanning the whole project.

**Implications for Program Improvement** – concise explanation and reorganization of the assignment with examples of work

**Actions** – the assignment was redesigned and the rubric will be broken down into 4 parts to clarify what is required of the students. Examples of work will be posted in the course for student review.

**Assessment Results 2012-2013**

**Data** – PLO1 is being assessed. Child Observation Project- Over the summer, the program began aligning itself with the NAEYC’s best practices for community college programs. After review, the Child Observation Project was deemed a poor fit and a new assignment took its place, a PTA presentation. Students could pick the age they plan on teaching and create a presentation about the age’s current development, future development and ways parents could work on skills. During the Fall 11 semester, 2 sections were offered and 9 of the 30 students failed to complete the assignment and there were 5 A’s, 4 B’s, 6 C’s, and 5 D’s and 5 F’s. In the spring 2013 semester, There were 9 students who did not submit this assignment out of 25 students. There was 2 A’s, 0 B’s, 5 C’s, 4 D’s, 3 F’s.

**Evaluation of Data** – part of the problem lies in the directions. They were inconsistent. In the assignment document and the instructions posted in the course, the directions about including activities was unclear and there was no rubric to grade. The rubric was created Fall 12 and revised Spring 13. The students that made below an A all lost points on the activities portion for each domain. Several students did not even put any activities. A couple of students lost points for no references and a couple for not clearly identifying next stage of development.

**Implications for Program Improvement** – create more explicit directions and have the rubric available while having examples of student work.

**Actions** – redesign the rubric to align with NAEYC standards and have explicit directions and rubric. The second PLO will also be addressed in the 2013-2014 year.

**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>Instructors (1) (4)</i></p>	<p><i>Improved instruction  Resource was not able to attend due to illness</i></p>
<p>Cosmo (1) (3)</p> <p>Estheticians (1) (3)</p> <p>Nail tech (1) (3)</p>	<p>Students were more persistent  All professors use blackboard</p> <p>Practical remained 100% pass rate/ Written dropped 30%</p> <p>Student success  Blackboard was used for testing and instructions</p>

**Grayson College**  
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*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 Improvement was needed in Assessment. New program learning outcomes were written for the Criminal Justice program.</p>
<p><i>(Enter the improvement plan here)</i></p>	<p><i>(Enter the results of the improvement plan here)</i></p>



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

***Culinary Arts***

<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 or Spring of 2014 and results if applicable</p>
<p>Assessment:  Act in a professional manner in order to support the needs of your employer.</p>	<p><i>Conducted brigade line-up at the beginning of every class. Added professionalism as a measured aspect of student grade in kitchen classes. Did not meet our goal of a 90% or better "Professional Grade" average in every CHEF course, however, we did see noted improvement in student attendance, punctuality, and adherence to dress code.</i></p>

**Grayson County College**  
**Documentation of Improvement**  
**2013-2014 Learning Outcomes**  
**HART Associate of Applied Science**

Improvement identified in: (4) Assessment	Assessment not specific enough. Need to rewrite more specific guidelines to measure outcome.
More defined assessment.	Rewritten to show that all students enrolled in the class should be able to make a passing grade on the project with 80% of the students making an 80 or better.

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

***Hospitality Management***

Gain practical industry experience prior to graduation through an internship and other work experience	Narrative of actual improvement implemented in the Fall of 2013 or Spring of 2014 and results if applicable
Instruction	<i>Met with all professors teaching an HAMG course and guided them to increase their public speaking abilities.</i>
Assessment	<i>We met the goal of a 86% pass rate of internship students getting rated as average or above average satisfaction on their evaluation forms. We met the goal of 80% of students in capstone course finishing an internship with an industry partner.</i>
Curriculum	<i>We included in our capstone course multiple lectures on personal presentation, professional communication, job searching, resume writing, and interviewing. We focused this course more on the internship and also gaining employment post-graduation. We met with industry partners during our advisory board meeting to address issues they had with employees to better understand their needs and their assessment of our students.</i>

**Grayson College**  
**Documentation of Improvement Implemented Fall 2013 or Spring 2014**  
*Based upon Assessments 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 2013 or Spring of 2014 and results if applicable
1 Director will monitor adjunct instructors in class	Additional instructors being used now
4 Results on first attempt of State licensing test	142 of 144 endorsed first attempt passing

**Grayson College**  
**Documentation of Improvement Implemented Fall 2013 or Spring 2014**  
*Based upon Assessments Fall 2012-Spring 2013*  
**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><i>Technology</i></p>	<p>Five of the instructors attended training on the use of virtual welding. With upgrades purchased with virtual welding machines due to arrive in the summer 2014, the students that need additional welding training with; 1 contact to work distance. 2 Travel speed. 3. Work angle. 4. Travel angle, can be placed on a machine for documentation of improvement and repetition.</p>



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

# **Workforce Education Documentation of Improvements Based on 2012-2013 Assessment Results**

## **Health Sciences**

## **Grayson College**

July 1, 2015

**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>Improvement in (3) Technology</p>	<p>Implementation of ExamSoft (totally computerized testing software) to allow for increased experience in use of technology. Allows for four semesters of practice of the alternate format questions currently on the NCLEX-RN. ParScore system did not allow for practice of alternate format questions. Implemented in the fall of 2013 in Nursing 1 and TE only. Fully implemented in all levels of the program in Spring 2014. Has improved students confidence when utilizing alternate technologies.</p>
<p>Improvement in (3) Technology</p>	<p>Purchased Pyxis Medication Administration system in Fall 2012. Implemented use of the system in the skills lab and simulation lab during the Spring of 2013. Faculty have noted increased confidence and improvement of skills performance in the hospital setting since starting to use the equipment prior to their clinical rotation.</p>
<p>Improvement in (1) Instruction</p>	<p>Instructional Teams reviewed the newly updated NCLEX-RN detailed test blueprint in the Spring of 2013. Students in the "Professional Nursing Licensure Review" course also reviewed every item in the detailed test blueprint to determine if all areas are adequately covered in the curriculum. Areas identified as inadequate were included in the curriculum beginning in the fall of 2013.</p>
<p>Improvement in (1) instruction</p>	<p>Faculty reviewed the curriculum for inclusion of the "National Hospital Safety Goals." Acted to ensure that these goals were adequately reflected in the curriculum and on the clinical evaluation tool.</p>





**Grayson College**  
**Documentation of Improvement Implemented Fall 2013 or Spring 2014**  
*Based upon Assessments Fall 2012-Spring 2013*  
**DRUG AND ALCOHOL ABUSE COUNSELING**

<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 or Spring of 2014 and results if applicable</p>
<p><b>(4) Assessment: Demonstrate independent clinical decision making skills to provide safe, effective care for clients and families</b></p>	<ol style="list-style-type: none"> <li>1. Concise instruction given to students on how to complete Practicum Learning Plan</li> <li>2. Followed course syllabus plan consistently</li> <li>3. Used technology to promote completion of Practicum Learning Plan</li> <li>4. Consistent monitoring of DAAC instructors, DAAC students and Practicum Site Supervisors in the task of completing the Practicum Learning Plan Objectives and Goals</li> </ol>

**Grayson College**  
**Documentation of Improvement Implemented Fall 2013 or Spring 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 or Spring of 2014 and results if applicable</p>
<p>Technology</p>	<p>Dental Software specific to office management was utilized during office management labs. Students were taught how to schedule patients, file insurance claims, send statements, develop treatment plans and register payments to patient's accounts. Clinical sites and students both stated this skill helped within their clinical settings in our area.</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>Implemented a new online registry review program for our students. This program is more consistent with their actual registry and is available for them to utilize in and outside of the classroom. It allows the instructors to identify areas of concern with the students and provide them with additional tutoring to increase the chances of student success.</p>
<p><i>Technology</i></p>	<p><i>100% Pass Rate of Sophomore Exit Exams Spring '14</i></p> <p><i>ARRT registry results unavailable until after student graduation and registry completion this spring.</i></p>