



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

2018-2019
Annual Assessment Report
Grayson College

July 23, 2019

Summary

The Office of Planning and Institutional Effectiveness has worked with academic, workforce and health science faculty and administrators report program learning outcomes and provide a repository for all program learning outcomes assessment reports and documentation of improvement reports for each program in Academic Studies, Health Sciences 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, discipline lead, the department chairs (responsible for program oversight), the deans, and the Vice President for Instruction.

The annual assessment reporting forms allow faculty to link their program learning outcomes Institutional Learning Outcomes (ILO's) and the disaggregation of assessment results to include a breakdown of results for all modes and locations of delivery.

Program learning outcomes assessment activities for the 2018-2019 for the Academic Studies, Health Sciences, and Workforce Education divisions have been completed with 90% of Academic Studies Programs, 90% of Health Sciences Programs and 20% of Workforce Education Programs reporting their results and use of results. All assessment reports, documentations of improvement reports, and revised curriculum maps with PLO's will be provided to the Instructional Services Assessment Committee (ISAC) for review and recommendations for improvement during the spring 2020 semester.

Attached to this executive summary is an Annual Assessment Report, which includes an assessment audit for each division (2010-present), a report of 2018-2019 assessment results for each division, and a report of 2017- 2018 Documentation of Improvements for each division.

**2018-2019
Academic Studies
Annual Assessment Report**

July 23, 2019



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

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AS in Biological and Physical Sciences

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>Science education should provide students with the tools to solve problems. Students should be able to define problems clearly, analyze data, and draw appropriate conclusions. Students should use appropriate laboratory techniques to solve problems and understand sources of error.</p>	<p>CT2, CT3, EQS2</p>	<p>What are your desired Results? Students will complete the assessment with a 75% or higher average.</p> <p>How will you collect the data? Data is collected based on grades for specific assignments or tests designed to measure the learning outcome.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Various assignments are used during the semesters to measurement this learning outcome.</p>	<p>There is no historical data for this PLO at this time. This is the first year this PLO was measured.</p>	<p>CHEM 1311/1111 Disaggregated Results: Face-to-face: From 92 data points= Average-78.6% High-97.8% Low-13.5% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>CHEM1312/1112 Disaggregated Results: Face-to-face: From 14 data points= Average-73.9% High-94% Low-15.6% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>BIOL1306/1106 Disaggregated Results: Face-to-face: From 97 data points= Average-75.3% High-100% Low-23.2% Online: From 82 data points= Average-82.1% High-100% Low-9% Hybrid: NA Off-site Locations (HS Dual Credit): From 36 data points=Average-82.5% High-100% Low-69.6%</p> <p>BIOL1307/1107 Disaggregated Results: Face-to-face: From 9 data points= Average-78.4% High-91.4% Low-66.6% Online: From 30 data points= Average-78.7% High-97% Low-9% Hybrid: NA Off-site Locations: (HS Dual Credit) From 39 data points= Average-91.4% High-98.8% Low-70.2%</p>	<p>This is the first semester data have been collected for this PLO. The Science Department updated the department wide PLOs in 2016.</p> <p>The overall averages indicate that we are exceeding our target of 75%. Additional data will continue to be collected in the future to augment our current data for future comparison.</p>

GEOL1303/1103

Disaggregated Results:

Face-to-face: From 11 data points=Average-77.4% High-90.9% Low-32.6%

Online: NA

Hybrid: From 18 data points=Average-69.0% High-85.6% Low-31.0%

Off-site Locations: NA

GEOL1304/1104

Disaggregated Results:

Face-to-face: NA

Online: NA

Hybrid: From 13 data points=Average-85.4% High-95.3% Low-70.8%

Off-site Locations: NA

PHYS2325/2125

Disaggregated Results:

Face-to-face: From 24 data points= Average-80.9% High-99.8% Low-60.8%

Online: NA

Hybrid: NA

Off-site Locations: NA

PHYS2326/2126

Disaggregated Results:

Face-to-face: From 12 data points= Average-89.5% High-98.4% Low-75%

Online: NA

Hybrid: NA

Off-site Locations: NA

Aggregated Results Summary:

CHEM 1311/1111 From 92 data points= Average-78.6% High-97.8% Low-13.5%

CHEM1312/1112 From 14 data points= Average-73.9% High-94% Low-15.6%

BIOL1306/1106 From 215 data points= Average-79.1% High-100% Low-9%

BIOL1307/1107 From 76 data points= Average-85.2% High-98.8% Low-9%

GEOL1303/1103 From 31 data points= Average-72.6% High-90.9% Low-31.0%

GEOL1304/1104 From 13 data points=Average-85.4% High-95.3% Low-70.8%

PHYS2325/2125 From 24 data points= Average-80.9% High-99.8% Low-60.8%

PHYS2326/2126 From 12 data points= Average-89.5% High-98.4% Low-75%

Overall Departmental Average: 83.0%

**Assessment of Program Learning Outcomes
2017-2018 Academic Year**

AAS Child Development

On which standard will the program report its two most recent applications of data? (Programs are encouraged to select a different standard for each Annual Report.) Please choose one:

Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

Which Key Assessments are used to measure this standard? (Please choose as many as are indicated on the chart as aligning with the selected standard.)

Key Assessment 1 Key Assessment 2 Key Assessment 3 Key Assessment 4 Key Assessment 5 Key Assessment 6

Please do not attach the actual key assessments unless you indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments. For those programs only, please attach the instructions to candidates and the rubrics for the key assessments checked above.

Looking ***collectively across all key assessments associated with the standard the program chose***, include two applications of candidate performance data for this standard. If a key element is measured in more than one Key Assessment, programs are not required to combine data from the two assessments if that would impede a useful analysis of the data. If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. All data charts must clearly distinguish between how many candidates met or did not meet stand

Program name (for institutions submitting multiple programs within one Annual Report): AAS in Child Development			
Date(s) of Application 1: Key Assessment X and date; Key Assessment X and date; Fall 16			
Date(s) of Application 2: Key Assessment X and date; Key Assessment X and date; Fall 17			
Key Elements of Standard x	Not Met	Met	Exceeds
Key Element (a)	Application 1 N = 6 % = 67	Application 1 N = 6 % = 33	Application 1 N = 6 % = 0
	Application 2 N = 9 % = 56	Application 2 N = 9 % = 22	Application 2 N = 9 % = 22
Key Element (b)	Application 1 N = 6 % = 33	Application 1 N = 6 % = 67	Application 1 N = 6 % = 0
	Application 2 N = 9 % = 89	Application 2 N = 9 % = 11	Application 2 N = 9 % = 0
Key Element (c)	Application 1 N = 6 % = 50	Application 1 N = 6 % = 50	Application 1 N = 6 % = 0
	Application 2 N = 9 % = 56	Application 2 N = 9 % = 44	Application 2 N = 9 % = 0

Data Analysis Questions

After reviewing the data reported above, answer the following questions:

1. **How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen? (600 word limit)**

A: Candidates were able to identify family and community characteristics looking at family structure, family of origin, SES and cultural factors. Some students had a difficult time taking the family and applying the Bronfenbrenner model to the family.

B: Candidates can see areas of strength and and to see the relationships that exist

C: All were able to able to identify areas where areas of encouragement are needed and able to think of strategies and resources to support the family in education and from the community. Half of the students were at exceeds expectations

2. How is the program using the data from the standard to improve teaching and learning related to the standard? (600 word limit)

(Instruction) Students need additional help with theory application after gathering information, with video clips explanations/lectures and more practice in assignments/discussions find ways to apply theory into family. A SoftChalk lecture will be considered as well as a discussion board where they can apply theory and evaluate others ideas as well.

(Curriculum) The focus of the standard has focused mainly on family and a stronger look at community and its impact and resources available to them. More curriculum in this class where it is master and other classes where it is introduced and reinforced will be reviewed to all for more opportunities to view what is in the community and how to develop respectful and reciprocal relationships the community to support ECE, families and become more involved in the local community.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AS in Engineering

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students will develop convincing arguments in the area of engineering.	CT 3. Students will analyze, evaluate, and synthesize information.	<p>What are your desired Results? We desire for at least 70% of students to perform at or above the 75% proficiency level.</p> <p>How will you collect the data? We will gather points earned on specific questions of the ENGR 2302 – Dynamics Final Exam.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Questions from a ENGR 2302 – Dynamics Final Exam</p>	<p>Disaggregated Results: Face-to-face: 100% of the students performed at or above the 75% proficiency level Online: N/A Hybrid:.N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary: Only one section of Dynamics was offered in the Spring 2018 semester, and only two students were enrolled and completed the course. The section was only offered as a face-to-face course, therefore no data was available for online, hybrid, or off-site locations.</p> <p>No data was available for Fall 2017 as the course was not offered, but in Spring 2017, 2 out of 2 students (100%) performed at or above the 75% proficiency level.</p>	<p>Disaggregated Results: Face-to-face: 100% of the students performed at or above the 75% proficiency level Online: N/A Hybrid:.N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary: Only one section of Dynamics was offered in the Fall 2018 semester, and only two students were enrolled and completed the course. An independent section with 1 student was offered in the Spring 2019 semester. The section was only offered as a face-to-face course, therefore no data was available for online, hybrid, or off-site locations.</p> <p>In Fall 2018, 2 out of 2 students (100%) performed at or above the 75% proficiency level, and in Spring 2019, 1 out of 1 students (100%) performed at or above the 75% proficiency level.</p>	Based on these results, we will improve the (2) Curriculum area by aiming consult with surrounding universities to align our curriculum for smoother transfer and recruit more students into the program.

Note: Due to the Engineering Program still working on growth, very few students completed the upper-level Engineering courses, and therefore no meaningful data was available.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

A.S. Kinesiology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Analyze the cultural differences related to physical activity, fitness, and public health.	CT1 CT3 TW1 SR3 PR1	<p>What are your desired Results?70% of students will achieve outcome.</p> <p>How will you collect the data? End of course exams/ SA/ multiple choice.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct assessment</p> <p>Describe the assessment method: Exam questions</p>	1 st time assessing this PLO. No historical results available.	<p>Disaggregated Results: Face-to-face: Online:81% were able to score above 70% for the class Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary: 81% were able to score above 70% for the class</p>	This course will be offered in a Hybrid format to try to increase the percentage of successful students.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AS in Mathematics

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students will develop convincing mathematical arguments.	CT 3. Students will analyze, evaluate, and synthesize information.	<p>What are your desired Results? We desire for at least 70% of students to perform at or above the 75% proficiency level.</p> <p>How will you collect the data? We will gather points earned on specific questions of the MATH 2414 – Calculus 2 Final Exam for all students that competed the course in the 2018-2019 academic year.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Questions from a MATH 2414 – Calculus 2 Final Exam</p>	<p>Disaggregated Results: Face-to-face: 60.7% of the students performed at or above the 75% proficiency level. Online: N/A Hybrid: N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary: Only one section of Calculus 2 was offered in each semester of the 2017 – 2018 Academic Year. The section was offered as a face-to-face course, therefore there was no data for online, hybrid, or off-site locations.</p> <p>In Fall 2017, 10 out of 12 (83%) performed at or above the 75% proficiency level. For the Spring 2018 semester, 7 out of 16 (44%) performed at or above the 75% proficiency level.</p> <p>As stated in the results above, combining these results, 61% of the students performed at or above the 75% proficiency level, which increased overall from the previous year.</p>	<p>Disaggregated Results: Face-to-face: 54% of the students performed at or above the 75% proficiency level. Online: N/A Hybrid: N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary: Only one section of Calculus 2 was offered in each semester of the 2018 – 2019 Academic Year. The section was offered as a face-to-face course, therefore there was no data for online, hybrid, or off-site locations.</p> <p>In Fall 2018, 10 out of 17 (59%) performed at or above the 75% proficiency level. For the Spring 2019 semester, 3 out of 7 (43%) performed at or above the 75% proficiency level.</p> <p>As stated in the results above, combining these results, 54% of the students performed at or above the 75% proficiency level, which decreased overall from the previous year.</p>	<p>Based on these results, we will improve the (1) <i>Instruction</i> area by continuing with the previous year's plan.</p> <p>"The Math Department will identify examples and problems for the MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."</p>

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AA in Music

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will synthesize skills in the area of rhythm and pitch to understand the music they hear.	CT 3. Students will analyze, evaluate, and synthesize information.	Homework, Quiz, sight singing, dictation & Test Grades	<p>Disaggregated Results: Face-to-face: Only offered face-to-face.</p> <p>Aggregated Results Summary: The Freshman class was able to complete three chapters and work through part of the fourth chapter of the <i>Music Literacy for Singers</i> by Patti DeWitt. This is as far as the previous year. They were also able to complete <i>Reading Syncopation & Beyond</i> by Joel Rothman.</p> <p>The Sophomore class was able to complete 10 chapters of <i>Music for Sight Singing</i> by Robert Ottman. This is two chapter shorter than the previous year. <i>Reading Syncopation & Beyond</i> by Joel Rothman was completed in the previous year, however they advanced in a new text-Modern Reading in 4/4 for All Instruments. They also showed marked improvement in melodic, rhythmic and harmonic dictation.</p>	(2) Curriculum: Continue to use the <i>Music Literacy for Singings, Reading Syncopation & Beyond</i> , and <i>Music for Ear Training</i> for the Freshman class. Continue to use the <i>Music for Sight Singing</i> and <i>Music for Ear Training</i> for the Sophomore class and add Modern Reading in 4/4 for All Instruments. The overall goal for 2019-2020 is to continue advancement in the ear training and Sight Singing course by at least one chapter in each method book.

				<p>ALL Sections: 56 out of 70 students submitted the IEP assignments Fall 2018-Spring 2019</p> <p>A-33 B-9 C-3 D-5 F-6 64% success rate of C or better on this assignment in this section 80% success rate of C or better on this assignment of the students that submitted it</p>	
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Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAT Education

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
The students will develop reflection skills and demonstrate professionalism in the college and public school classrooms.	CT 1 CT 2 CS 1	<p>What are your desired Results? 75% or better on designated</p> <p>How will you collect the data? Data collected at end of semester because this is one of the last assignments in the course.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: 2301 IEP assignment</p>	<p>Fall 14-8 out of 12 students completed the IEP in the F2F course. 4 A's, 4 B's, 1 D and 1 F. More community resources needed to be identified.</p> <p>INT-11 out of 17 completed the assignment. 11-A's</p> <p>Spring 15- 8 out of 13 did not attempt in the F2F course. 5 A's, 2 B's, 1 and 1 C.</p> <p>INT-13 out of 16 completed the IEP. 10</p>	<p>Disaggregated Results:</p> <p>Fall 2018</p> <p>Online C01NT Section: 14 out of 19 students submitted the IEP assignment in this section A-7 B-4 C-0 D-2 F-1 58% success rate of C or better on this assignment in this section 79% success rate of C or better on this assignment of the 14 students that submitted it</p> <p>C02NT Section: 11 out of 13 students submitted the IEP assignment in this section A-7 B-2 C-1 D-0 F-1 77% success rate of C or better on this assignment in this section 91% success rate of C or better on this assignment of the 11 students that submitted it</p> <p>Hybrid: C01HY Section: 9 out of 13 students submitted the IEP assignment in this section A-6 B-0 C-1 D-0 F-2</p>	<p>A rubric will be created to allow for consistency in grading with different instructors teaching sections of this course.</p> <p>Increase value of this assignment from 80 points to 100 in the course in an effort to encourage students to complete it because of its point value in the overall course.</p>

			<p>A's, 2 B's and 1-F There are not standardized instructions or requirements. Students</p>	<p>54 % success rate of C or better on this assignment in this section 78% success rate of C or better on this assignment of the 9 students that submitted it</p> <p>Spring 2019 Online: C01NT Section: 11 out of 12 students submitted the IEP assignment in this section A-6 B-2 C-1 D-0 F-2 67% success rate of C or better on this assignment in this section 72% success rate of C or better on this assignment of the 11 students that submitted it</p> <p>Hybrid: C01HY Section: 11 out of 13 students submitted the IEP assignment in this section A-7 B-1 C-0 D-2 F-1 62% success rate of C or better on this assignment in this section 73% success rate of C or better on this assignment of the 11 students that submitted it</p> <p>Aggregated Results Summary: Online Sections: 35 out of 44 students submitted the IEP assignments in online sections A-20 B-8 C-2 D-3 F-3 68% success rate of C or better on this assignment in this section 86% success rate of C or better on this assignment of the students that submitted it</p> <p>HYB Section: 20 out of 26 students submitted the IEP assignments in HYB sections A-13 B-1 C-1 D-2 F-3 58% success rate of C or better on this assignment in this section 75% success rate of C or better on this assignment of the students that submitted it</p>	
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				<p>ALL Sections: 56 out of 70 students submitted the IEP assignments Fall 2018-Spring 2019</p> <p>A-33 B-9 C-3 D-5 F-6</p> <p>64% success rate of C or better on this assignment in this section 80% success rate of C or better on this assignment of the students that submitted it</p>	
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Assessment of Program Learning Outcomes
2018-2019 Academic Year

AA THEATRE

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Demonstrate competency with basic audition techniques.	CT1 CT3 CS2 CS3	<p>What are your desired Results? To improve student audition skills specifically with regard to slate (introduction), Time Limits, Vocal Projection & Dynamics, Expression, Believability</p> <p>How will you collect the data? Students will be required to develop audition monologues as assignments in DRAM 1351. All majors are required to audition for all GC productions.</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: Students will develop a rubric to help self and peer critique audition pieces in class. Students will give oral peer critiques of audition</p>	<p>1. Instruction – Again, students came to GC with very little prior knowledge of how to give a balanced criticism of a work. Further, they understood the word critique or criticism to be a negative judgement rather than something that is a descriptive observation and a tool for improvement in acting. Students also had no real prior knowledge of how a rubric works or how to create one and implement it.</p> <p>2. Curriculum – We still need to provide/require more opportunities within the framework of the course for students to critique works in all of the arts.</p> <p>4. Assessment – Empowering students to create the audition performance rubric was very successful and helped them to find the language needed for an oral critique. Students developed their ability to provide balanced critiques of their peers. They became more comfortable with using proper theatre terminology during oral critiques. They</p>	<p>DRAM 1351 – Students were introduced to basic audition skills. They primarily worked to develop their slate (introduction of self at audition). This is often the single most challenging aspect of the audition. Students learned poise and developed their professional persona. This is the single moment in the audition the actor can convey that they are a hireable professional. All students accomplished this skill.</p> <p>Production Auditions- All theatre majors were required to audition for all GC productions whether or not they wish to be selected as an actor in the production or not.</p>	<p>1. Instruction – Every fall, students come to GC with very little prior knowledge of how to give a balanced criticism of a work. Students understand the word critique or criticism to be a negative judgement rather than something that is a descriptive observation and a tool for improvement in acting. Further, students often demonstrate difficulties in separating their personal selves from the role or character they are portraying.</p> <p>Students also had no real prior knowledge of how a rubric works or how to create one and implement it.</p> <p>2. Curriculum – We still need to provide/require more opportunities within the framework of the course for students to critique non-mediated works. In addition, we need to require more script reading and analysis assignments because students have very little knowledge of plays scripts as a whole and they are not electing to read the canon on their own.</p>

		performances and submit rubric. Professor will provide oral critiques of audition performances in class and engage students in healthy discussion. Audition pieces will be critiqued and then students will be given the opportunity to work with professor and/or classmates on implementing improvements and develop skills.	learned to recognize and to understand the differences between a descriptive observation of a specific performance and a personal judgement of the actor/student.		4. Assessment – Empowering students to create the audition performance rubric was very successful and helped them to find the language needed for an oral critique. Students developed their ability to provide balanced critiques of their peers. They became more comfortable with using proper theatre terminology during oral critiques. They learned to recognize and to understand the differences between a descriptive observation of a specific performance and a personal judgement of the actor/student.
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**2017-2018
Academic Studies
Documentation of Improvement Report**

July 23, 2019



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

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AS Biological and Physical Sciences

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 2018 and results if applicable
Assessment	We are now collecting data for both fall and spring semesters to provide a more detailed picture of student performance related to core assessment. As we cycle through department PLOs we can become more focused on specific topics students struggle with.

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AS Engineering

<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 2018 and results if applicable</p>
<p>Based on these results, we will improve the (2) Curriculum area by aiming to employ a consistent faculty to all Engineering courses and consult with surrounding universities to align our curriculum for smoother transfer.</p>	<p>In Fall 2018, 2 out of 2 students (100%) performed at or above the 75% proficiency level, which was consistent from the previous year.</p> <p>In Spring 2019, 1 out of 1 students (100%) performed at or above the 75% proficiency level, which was consistent from the previous year.</p>

Note: Due to the Engineering Program still working on growth, very few students completed the upper-level Engineering courses, and therefore no meaningful data was available.

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AS Mathematics

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable</p>
<p>Based on the results from the 2018 – 2019 Academic Year, the Math Department will address the following:</p> <p>“The Math Department will identify examples and problems for MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills that are necessary for students to achieve 75% proficiency level and ensure they are included in the</p>	<p>In Fall 2018, 10 out of 17 students (59%) performed at or above the 75% proficiency level.</p> <p>In Spring 2019, 3 out of 7 (43%) performed at or above the 75% proficiency level.</p> <p>Combining the results, 54% of the students performed at or above the 75% proficiency level, which is a decrease from the previous year.</p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AA Music

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

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2018-Spring 2019

AAT Education

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2018 and results if applicable</p>
<p>1)Instruction: <i>Create rubrics to be used across all sections of the EDUC courses on the journal assignments.</i></p>	<p>Rubric added to EDUC 2301 course and will be implemented Fall 2019 to grade journal assignments.</p>
<p>1)Instruction: Expanded use of embedded learning activities in all education courses.</p>	<p>More video lectures added to online and hybrid course sections. Some instructions on assignments have been created into videos using screen-capture software tools.</p>
<p>1)Instruction: Create rubric for the journals to be used in all sections of TECA 1354 courses.</p>	<p>Rubrics created and used on the journal discussions for myvirtualchild posts. This helped to create consistent grading across all sections of this course.</p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AA in Theatre

<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 2018 and results if applicable.</p> <p>2. The Fine Arts Department discussed specific curriculum goals relating to the appreciation core courses (Art, Drama, Music). We agreed that each course would require students to attend a live performance in the discipline of the course also attend an event outside of the discipline of the course. For example, a student enrolled on DRAM 1310 would be required to attend a live play performance and in addition, they were required to attend either a music concert or an art exhibition. We implemented this in the Fall 2017 semester as well as in the Spring 2018 semester when all courses were 16 weeks long. These courses moved from being 16 week courses to an 8 week courses beginning Fall 2018.</p> <p>Students still benefited from attending live performances while taking DRAM 1310. The big challenges were a) trying to produce a live performance within each 8-week period for students to attend and b) students only having 7 weeks to attend performances.</p> <p>It was determined that even with anticipating needed adjustments and difficulties moving to an 8-week course in Fall 2018 and Spring 2019 that we still must make further adjustments for Fall 2019. Students cannot have a true understanding of the art form if you do not witness the art form first hand. Student do benefit from attending live performance so we are working with scheduling, timing, and additional offerings as we fine tune this required assignment for fall 2019</p>
<p>Exhibit the discipline, work ethic and attitude of a theatre professional.</p>	<p>We implemented the Grayson College Theatre Standards beginning in Fall 2018 as a guideline of best theatre practices based on industry standards.</p>

**2018-2019
Health Sciences
Annual Assessment Report**

July 23, 2019



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

HEALTH SCIENCES

PROGRAM	DEGREE OR CERTIFICATE	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016	ASSESS 2016-2017	DOI 2016-2017	ASSESS 2017-2018	DOI 2017-2018	ASSESS 2018-2019	DOI 2018-2019
Associate Degree Nursing	AAS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dental Assisting	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paramedicine (EMS)*	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	*	*			
Radiologic Tech	AAS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Licensed Vocational Nursing (*Reported after Summer Capstone Course)	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	New Program Director		Y	Y	Y	Y	Y	Y	Y	Change of Direction			Y	
Medical Lab Technician	AAS	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

*Reports are completed in August after the summer capstone course is completed. The fall 2016 report will be used for the annual assessment report.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Associate Degree Nursing Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You must include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>Students will act as a provider of patient-centered care and perform skills safely and correctly in the provision of patient care.</p>	<p>Critical Thinking</p> <p>CT2: students will gather and assess information relevant to a question</p> <p>CT3: students will analyze, evaluation, and synthesize information</p> <p>Personal Responsibility</p> <p>PR 1: students will evaluate choices and actions, and relate consequences to decision making</p>	<p>What are your desired Results?</p> <p>1) Students will demonstrate a 74.5% success rate on exam items associated with the provider of patient-centered care outcome.</p> <p>2) Students will demonstrate a 3.0 success rate on the clinical evaluation tool in the area of skill competency.</p> <p>How will you collect the data?</p> <p>Through statistical data offered in exams in clinical courses and evaluations of students in the clinical facilities</p> <p>What type of assessment measure will you use: direct, indirect or both?</p> <p>Direct</p>	<p>Not applicable</p>	<p>Disaggregated Results:</p> <p>1) Fall 2018</p> <p>Face-to-face:</p> <p>RNSG1423: Exam average = 80.01%</p> <p>RNSG2404: Exam average = 79.29%</p> <p>RNSG2414: Exam average = 77.43%</p> <p>RNSG2435: Exam average = 80.97%</p> <p>Hybrid:</p> <p>RNSG1227: Exam average = 85.09%</p> <p>RNSG1413: Exam average = 78.14%</p> <p>1) Spring 2019</p> <p>Face-to-face:</p> <p>RNSG1423: Exam average = 80.49%</p> <p>RNSG2404: Exam average = 81.92%</p> <p>RNSG2414: Exam average = 79.13%</p> <p>RNSG2435: Exam average = 79.04%</p> <p>Hybrid:</p> <p>RNSG1227: Exam average = 81.57%</p> <p>RNSG1413: Exam average = 76.06%</p>	<p>(3) Technology</p> <p>In order to help students learn how to safely use IV pumps in the clinical setting, the program will explore purchase of IV pumps for the simulation and skills laboratory experiences.</p> <p>(2) Curriculum</p> <p>The program will discuss the work of the skills check-off committee formed during the 2018-2019 academic year to ensure that the ADN curriculum supports the latest safety guidelines and evidence-based practices regarding nursing skills.</p>

		<p>Describe the assessment method: All exam questions and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed and clinical evaluations will be reviewed.</p>		<p>2) Fall 2018 Face-to-face: RNSG1360: Clinical average = 3.00 RNSG1461: Clinical average = 3.02 RNSG2462: Clinical average = 3.01 RNSG2463: Clinical average = 3.00</p> <p>2) Spring 2019 Face-to-face: RNSG1360: Clinical average = 3.00 RNSG1461: Clinical average = 3.01 RNSG2462: Clinical average = 3.04 RNSG2463: Clinical average = 3.00</p> <p>Aggregated Results Summary:</p> <p>1) All courses yielded a 74.5% success rate on exam items associated with provider of patient-centered care during the Fall 2018 and Spring 2019 semesters.</p> <p>2) All clinical courses had an average of 3.0 on the course outcome related to skill competency during the Fall 2018 and Spring 2019 semesters.</p>	
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Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS of Dental Assisting

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>Students will perform chairside dental assisting procedures including, but not limited to, general dentistry, specialized procedures, and expanded functions legally delegated to dental assistants in the State of Texas.</p>	<p>CT 3. Students will analyze, evaluate, and synthesize information.</p>	<p>What are your desired Results? 100% pass rate on all skill check-offs, clinical courses, and positive feedback from clinical facilities.</p> <p>How will you collect the data? Formative and summative clinical evaluation tools.</p> <p>What type of assessment measure will you use: direct, indirect or both? Both direct and indirect assessment method are used.</p> <p>Describe the assessment method: Evaluation of student’s skills performance during skills practice sessions. Skill check-offs results, faculty and clinical facility evaluations of the student for DNTA 1460 and DNTA 2260.</p>	<p>This PLO has not been assessed according to records ranging from present back to 2010.</p>	<p>Disaggregated Results: Face-to-face: All DNTA courses are face-to-face with the exception of one online course and two clinical courses. Online: DNTA 1347 Advanced Dental Science is taught online. Hybrid: N/A Off-site Locations: Students attend clinical at off-site clinical facilities for DNTA 1460 & DNTA 2260.</p> <p>Aggregated Results Summary:</p> <p>DNTA 1315 Chairside Assistant: 19 eligible students in the course had formative and summative evaluations, all students met the criteria with a score of 74.5% or better.</p> <p>DNTA 1460 Clinical I: 19 eligible students in the course had formative and summative evaluations, only 1 student did was unsuccessful of meeting the criteria with a score of 74.5% or better.</p> <p>DNTA 2260 Clinical I: 18 eligible students in the course had formative and summative evaluations, only 1 student did was unsuccessful of meeting the criteria with a score of 74.5% or better</p>	<p>(1) Instruction Chairside lab will be restructured to include more one-on-one simulated training to help students engage, and practice chairside assisting skills.</p> <p>(2) Curriculum Comparison of the skill-check-off evaluations will continue to be evaluated. Curriculum and instruction will be adapted as needed.</p> <p>(3) Technology New and improved visual aids will be purchased for classroom instruction and simulation.</p>

<p>Students will act as a member of the healthcare team and function as a member of the interdisciplinary healthcare team.</p>	<p>Critical Thinking</p> <p>CT1: students will generate and communicate ideas by combining, changing, or reapplying existing information</p> <p>Communication Skills</p> <p>CS2: students will develop, interpret, and express ideas through oral communication</p> <p>Teamwork</p> <p>TW 1: students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p> <p>Social Responsibility</p> <p>SR 3: students will demonstrate the ability to effectively engage in regional, national, and global communities</p>	<p>What are your desired Results?</p> <p>1) Students will demonstrate a 74.5% success rate on exam items associated with the provider of patient-centered care outcome.</p> <p>2) Students will demonstrate a 3.0 success rate on the clinical evaluation tool in the area of collaboration and coordination.</p> <p>How will you collect the data?</p> <p>Through statistical data offered in exams in clinical courses and evaluations of students in the clinical facilities</p> <p>What type of assessment measure will you use: direct, indirect or both?</p> <p>Direct</p> <p>Describe the assessment method:</p> <p>All exam questions and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed and clinical evaluations will be reviewed.</p>	<p>Not applicable</p>	<p>Disaggregated Results:</p> <p>1) Fall 2018</p> <p>Face-to-face:</p> <p>RNSG1423: Exam average = 84.50%</p> <p>RNSG2404: Exam average = 78.93%</p> <p>RNSG2414: Exam average = 81.15%</p> <p>RNSG2435: Exam average = 83.58%</p> <p>Hybrid:</p> <p>RNSG1227: Exam average = 84.01%</p> <p>RNSG1413: Exam average = 81.97%</p> <p>1) Spring 2019</p> <p>Face-to-face:</p> <p>RNSG1423: Exam average = 83.67%</p> <p>RNSG2404: Exam average = 80.86%</p> <p>RNSG2414: Exam average = 79.65%</p> <p>RNSG2435: Exam average = 84.04%</p> <p>Hybrid:</p> <p>RNSG1227: Exam average = 80.28%</p> <p>RNSG1413: Exam average = 76.71%</p> <p>2) Fall 2018</p> <p>Face-to-face:</p> <p>RNSG1360: Clinical average = 3.00</p> <p>RNSG1461: Clinical average = 3.00</p> <p>RNSG2462: Clinical average = 3.00</p> <p>RNSG2463: Clinical average = 3.00</p> <p>2) Spring 2019</p> <p>Face-to-face:</p> <p>RNSG1360: Clinical average = 3.00</p> <p>RNSG1461: Clinical average = 3.01</p> <p>RNSG2462: Clinical average = 3.03</p> <p>RNSG2463: Clinical average = 3.01</p> <p>Aggregated Results Summary:</p> <p>1) All courses yielded a 74.5% success rate on exam items associated with the member of the healthcare team during the Fall 2018 and Spring 2019 semesters.</p> <p>2) All clinical courses had an average of 3.0 on the course outcome related to collaboration and coordination during the Fall 2018 and Spring 2019 semesters.</p>	<p>(1) Instruction</p> <p>Develop collaborative assignments during theoretical and clinical courses to enhance teamwork and collaboration.</p> <p>(1) Instruction</p> <p>Explore adding additional paramedic collaboration on maternal-pediatric simulation scenarios to promote interdisciplinary teamwork.</p>
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Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS Radiology Technology Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
To produce graduates who are able to meet the needs of the medical imaging community	<p>CT1: Students will generate and communicate ideas by combining, changing or reapplying existing information.</p> <p>TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p> <p>PR1: Students will evaluate choices and actions, and relate consequences to decision making.</p>	<p>What are your desired Results? Exit Exams will have 100% pass rate, ARRT Pass Rate of 100%, Lab Competency Evaluations will score 90% or better, Clinical grades will be 75% or better</p> <p>How will you collect the data? Sophomore Exit and ARRT Registry Exam, Clinical and Lab Evaluations</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: ARRT required clinical competencies completed, Exit Exam results, ARRT registry results, Radiology Procedure Lab Competency Test Scores, Clinical Evaluation</p>	<p>'17 Graduates had a 100% Exit Exam Pass Rate, 71% ARRT Pass Rate (Pass Rate not 100% complete, one applicant still hasn't taken registry)</p> <p>'18 Graduates had a 100% Exit Exam Pass Rate, At this time, ARRT Pass Rate is 87%</p> <p>'19 Graduates had a 100% Exit Exam Pass Rate, At this time, ARRT Pass Rate is 100% (7 of 9 have taken and passed their registry)</p>	<p>Aggregated Results Summary:</p> <p>'17 Graduates –</p> <ul style="list-style-type: none"> • Exit Exams – 100% Pass Rate • ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester • ARRT Registry – Accurate Pass Rate unavailable until all 18 graduates have taken registry, Incomplete Pass Rate is 71% • Lab Competencies - 100% of 18 graduates performed each procedural evaluation with a 90% or better result <p>'18 Graduates –</p> <ul style="list-style-type: none"> • Exit Exams – 100% Pass Rate • ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester • ARRT Registry – Pass Rate 87% • Lab Competencies – 100% of 20 graduates performed each procedural evaluation with a 90% or better result <p>'19 Graduates –</p> <ul style="list-style-type: none"> • Exit Exams – 100% Pass Rate • ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester • ARRT Registry – Incomplete pass rate presently at 100% Pass Rate (7 of 9 graduates have taken registry, will update upon completion) • Lab Competencies – 100% of 9 graduates performed each procedural evaluation with a 90% or better result 	<p>(Instruction – Implemented voluntary tutorials in lab and classroom to assist students to succeed last year. This past year we added mandatory tutorials for students who were struggling, but not taking advantage of all their available resources to improve.</p> <p>Curriculum – Utilized prior classes lab evaluation scores to find areas students commonly have more difficulty comprehending. Invested extra time within the radiology lab completing more simulations and hands on instruction of these areas.</p> <p>Technology – Utilizing Rad Review Easy to assist students to prepare for ARRT registry within the class and on an individual basis.</p> <p>Assessment – Utilizing exam, competency, and registry results instructors will identify areas of concern for each student and implement study plans as needed.</p>

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Licensed Vocational Nursing Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	<p style="text-align: center;">Use of results to improve in one or more of these areas:</p> <p style="text-align: center;">(1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment</p>
(A)	(B)	(C)	(D)	(E)	(F)
<p>Students will implement measures to promote quality and a safe environment for patients, self, and others.</p>	<p>Critical Thinking</p> <p>CT2: students will gather and assess information relevant to a question</p> <p>CT3: students will analyze, evaluation, and synthesize information</p>	<p>What are your desired results?</p> <p>1) Students will demonstrate a 70% success rate on ATI PN Comprehensive Predictor exam items associated with safety and infection control.</p> <p>How will you collect the data?</p> <p>Through yearly evaluation of class performance on the ATI PN Comprehensive Predictor exam.</p> <p>What type of assessment measure will you use: direct, indirect or both?</p> <p>Direct</p> <p>Describe the assessment method:</p> <p>Upon completion of the ATN PN Comprehensive predictor exam, class results will be analyzed in categories associated with program learning outcomes.</p>	<p>Not applicable</p>	<p>Disaggregated Results:</p> <p>Not applicable</p> <p>Aggregated Results Summary:</p> <p>1) Students who completed the LVN program for 2018-2019 scored a 72.8% in the content area of safety and infection control on the ATI PN Comprehensive Predictor Exam administered on 7/23/2018.</p>	<p>(1) Instruction</p> <p>The program will implement the use of high-fidelity simulation to improve student exposure in creating a safe environment.</p>

<p>Students will communicate and collaborate with patient, their families, and the interdisciplinary healthcare team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.</p>	<p>Critical Thinking</p> <p>CT1: students will generate and communicate ideas by combining, changing, or reapplying existing information</p> <p>Communication Skills</p> <p>CS2: students will develop, interpret, and express ideas through oral communication</p> <p>Teamwork</p> <p>TW 1: students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p>	<p>What are your desired Results?</p> <p>1) Students will demonstrate a 70% success rate on ATI PN Comprehensive Predictor exam items associated with coordinated care.</p> <p>How will you collect the data?</p> <p>Through yearly evaluation of class performance on the ATI PN Comprehensive Predictor exam.</p> <p>What type of assessment measure will you use: direct, indirect or both?</p> <p>Direct</p> <p>Describe the assessment method:</p> <p>Upon completion of the ATN PN Comprehensive predictor exam, class results will be analyzed in categories associated with program learning outcomes.</p>	<p>Not applicable</p>	<p>Disaggregated Results: Not applicable</p> <p>Aggregated Results Summary:</p> <p>1) Students who completed the LVN program for 2018-2019 scored a 70.6% in the content area of coordinate care on the ATI PN Comprehensive Predictor Exam administered on 7/23/2018.</p>	<p>(1) Instruction</p> <p>The program will implement the use of high-fidelity simulation to allow for students to experience the collaborative care of a complex patient.</p>
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Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS Medical Lab Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You must include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>80% success of the MLT program criteria: 70% or better on total exam averages showing knowledge of all three phases of medical testing (pre-analytical, analytical, post-analytical) within the course curriculum. *Different courses are selected each year for this outcome measure.</p>	<p>CT 1/3, CS 1/2/3, TW1 / PR1</p>	<p>MLAB 1315 - 70% or better average of all exam scores.</p> <hr/> <p>PLAB 1223 - 70% or better average of all exam scores.</p> <hr/> <p>MLAB 2238 - 70% or better average of all exam scores</p>	<p>Spring 2018 Face-to-Face: 15 of 21 (71%) students obtained an average exam score of 70% or better. Note 2 students were incomplete in finishing the course.</p> <hr/> <p>Spring 2018 Hybrid: 9 of 11 (81%) students obtained an average exam score of 70% or better. 3 of 14 (21%) drop rate.</p> <p>Fall 2018 Hybrid: 8 of 10 (80%) students obtained an average exam score of 70% or better. 4 of 14 (29%) drop rate.</p> <hr/> <p>Spring 2017 Hybrid: 7 of 12 students (58%) students obtained an average exam score of 70% or better</p> <p>Fall 2018</p>	<p>Spring 2019 Face-to-Face: 18 of 18 (100%) students obtained an average exam score of 70% or better. Three (3) students from the previous year successfully completed the course this year. Note 0 students were seen as incomplete. One student did fail due to a lack of laboratory skills seen on the final check-off (critical criteria).</p> <hr/> <p>Spring 2019 Hybrid: 13 of 14 (93%) students obtained an average exam score of 70% or better. 0 of 0 (0%) drop rate.</p> <hr/> <p>Spring 2019 Hybrid : 8 of 12 students (67%) students obtained an average exam score of 70% or better</p>	<p>1- Instruction – The students performed better this year due to more review sessions; though one student struggled with the laboratory skills. That student is now required to take the course over again. Members of the MLT advisory committee advised that the program invite local laboratorians to assist larger classes with fundamental skill labs. These preceptors will be invited to labs next year.</p> <hr/> <p>3- Technology – In previous semesters, the Phlebotomy courses (PLAB) for Grayson College showed many students dropping at the beginning of the semester due to lack of immunizations and required documentation for clinical placement. With the switch to all documents stored on a third party vendor (Verified Credentials), students enrolled can now start collecting and uploading required information earlier at home. This practice will continue and success tracked for continued improvement.</p> <hr/> <p>1- Instruction – A possible reason for the improvement of student success in the MLAB 2238 course for Spring 2019 is the collaboration seen with students. An example of this is study groups, as well as instructor led simulation group practice. Next year, instructors will schedule more optional study group sessions.</p>

			Hybrid: 6 of 11 students (55%) students obtained an average exam score of 70% or better		
3. Three years consecutive results of graduate certification rates demonstrating an average of at least 75% pass rate on the ASCP-BOC, AMT, NHA, or NCCT examinations.	CT 1, CT2, CT3, EQS1, EQS2	Board of Certification pass rates reported to the program director via the program report by (ASCP) – American Society of Clinical Pathologists NAACLS Benchmark is 75% over a three year average	<p>Previous Three Year Average:</p> <p>2014-2015 (7 of 7 pass) 2015-2016 (9 of 12 pass) 2016-2017 (6 of 7 pass)</p> <p>Average: 85%</p>	<p>Three year average:</p> <p>2015-2016 (9 of 12 pass) 2016-2017 (6 of 7 pass) 2017-2018 (6 of 8 pass)</p> <p>Average: 78%</p>	<p>Current student are offered access to simulator exams purchased by the MLT program. This was something provided starting in Spring 2018. The graduates from that class showed 100% pass rate (4 of 4). This learning outcome will be measured for next year as well in order to show if the success of these graduates is not random.</p> <p>As graduated they are welcome to continue to utilize this software if the graduate has registered to take the BOC exam.</p>

Note: The accrediting organization for the Medical Laboratory Technology (MLT) Program requires the following program outcomes/benchmarks to be reported yearly; therefore, most often one of those will be carried over to the Grayson College annual program assessment.

1. Graduation Rates: Three years consecutive results of graduation rates demonstrating an average of at least 70% of students who have begun the final half of the program.
2. Board Passing Rates: Three years consecutive results of graduate certification rates demonstrating an average of at least 75% pass rate on the ASCP-BOC, AMT, NHA, or NCCT examinations.
3. Job Placement Rates: Three year consecutive results of graduate placement rates demonstrating that an average of at least 75% of respondent graduates either find employment in the field or a closely related field (for those who seek employment), or continue their education within one year of graduation as calculated by the most recent three year period." The program director should always consider the WECM benchmark, which is higher at 85%. The program is always at almost 100% for this outcome measure; therefore, won't currently be used for these program assessment reports.

		<p>Describe the assessment method: All exam questions and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed and clinical evaluations will be reviewed.</p>		<p>2) Fall 2018 Face-to-face: RNSG1360: Clinical average = 3.00 RNSG1461: Clinical average = 3.02 RNSG2462: Clinical average = 3.01 RNSG2463: Clinical average = 3.00</p> <p>2) Spring 2019 Face-to-face: RNSG1360: Clinical average = 3.00 RNSG1461: Clinical average = 3.01 RNSG2462: Clinical average = 3.04 RNSG2463: Clinical average = 3.00</p> <p>Aggregated Results Summary:</p> <p>1) All courses yielded a 74.5% success rate on exam items associated with provider of patient-centered care during the Fall 2018 and Spring 2019 semesters.</p> <p>2) All clinical courses had an average of 3.0 on the course outcome related to skill competency during the Fall 2018 and Spring 2019 semesters.</p>	
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**2018-2019
Health Sciences
Documentation of Improvement Report**

July 23, 2019



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

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Associate Degree Nursing

<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 2018 and results if applicable</p>
<p>Students and graduates will be a provider of patient-centered care and implement measures to promote a safe environment for patients, self, and others.</p> <p>(1) Instruction:</p> <p>Will increase the utilization of a standardized patient program to assist students with clinical decision making to promote a safe environment for patients, self, and others.</p>	<p>Standardized patients were utilized throughout clinical courses in the ADN program. RNSG1360 incorporated standardized patients in a pediatric assessment day to allow students to complete physical assessments on pediatric patients of various ages. In RNSG1461, standardized patients were used for adult health and maternal health scenarios, whereas, in RNSG2462, a standardized patient was used in a mental health simulation scenario. Students gained further adult health experience through using standardized patients in their simulation rotation in RNSG2463, and at the end-of-semester simulation fair in RNSG2435. Small increases were seen with standardized patient use by expanding the simulation fair to twice a year from once a year during the previous academic year. Budgetary considerations prevented the expansion of standardized patient use further.</p>

<p>Students and graduates will be a member of the healthcare team and collaborate with patients, families, and healthcare team members to promote quality care.</p> <p>(4) Assessment</p> <p>Will evaluate number of exam items related to member of the healthcare team in all courses in the ADN Program and evaluate performance on each exam.</p>	<p>ADN Program faculty worked to evaluate assessment items and performance on items associated with the member of a healthcare team in a variety of ways. All faculty categorized exam questions, and labeled questions associated with being a member of the healthcare team. All exam questions are subject to review analysis prior to exam administration and at the conclusion of the exams, at which time student performance is assessed. The Testing Committee from within the ADN program collected data throughout the year associated with exam categories, nullification of exam questions, alternate format exam items, along with data associated with the validity and reliability of the exams. Exams are also evaluated in relationship to the percentage of questions associated with the NCLEX-RN test blueprint to ensure adequate representation of categories (e.g. member of the healthcare team) are present on all course exams throughout the program.</p>
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Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2018-Spring 2019

AAS DENTAL ASSISTING

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 2018 and results if applicable
(1) Instruction:	Lectures have been restricted to include more student engagement. A flip classroom is utilized, games such as Kahoot-it are used, and lectures hands on activities are used during lectures.
(2) Curriculum:	All Clinical skill check-off forms have been updated and were utilized as an assessment method for the 2018-2019 academic/program year. Tray-set-ups were improved to allow students more hands on study.
(3) Technology:	A new intraoral camera has been purchased in order to help students practice the technology of an intraoral camera prior to a clinical setting.

<p><i>Instruction</i></p>	<p><i>Implemented tutorial class and lab days for students. Students have the opportunity to schedule one on one tutorial time with an instructor for course assistance. In addition, students are able to schedule practice lab time with their partner and an instructor to help solidify comprehension of procedures and positioning better. Clinical sites were encouraged to notify instructors of any concerns about student's not meeting their educational standards. Any individuals with clinical needs identified were then set up with mandatory lab tutorials as needed. Instructors have begun to schedule mandatory class or lab tutorial or creating individual study plans if a student needs assistance but is not taking advantage of available resources. We have continued having sophomore students create study plans through our online registry prep tool. This tool sends weekly progress reports to the students to update them on topics or areas of concern and to show them areas they are improving on and areas to help us focus on more.</i></p> <p>'17 Graduates – <i>100% of '17 graduates met ARRT competency requirements and were registry eligible. Pass Rate 71%, but incomplete because one applicant still hasn't taken registry yet.</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '17.</i></p> <p>'18 Graduates- <i>100% of '18 graduates met ARRT competency requirements and were registry eligible. Pass Rate 87%</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '18</i></p> <p>'19 Graduates- <i>100% of '19 graduates met ARRT competency requirements and were registry eligible. Pass Rate at this time is incomplete due to graduates still needing to take registry. At this time, it is at 100% with 7 of 9 that have taken registry.</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '18</i></p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Radiology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
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Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Medical Lab 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 2017 and results if applicable
<p>(1) Instruction – More mock quizzes. Students are encouraged to utilize the practices quizzes offered via the textbook publisher “Elsevier”</p>	<p>Student success was improved after more quizzes and instructor led exam simulation was provided. for the Spring 2019, 8 of 12 (69%) students successfully completed the course. Many students commented that the extra study time and exam practice helped their testing ability. Of the 8 students that were successful, 6 attended the extra study sessions.</p>
<p>(4) Program director will collect data to show that student success rate after two failed attempts at MLAB 2238 drops significantly. This assessment, if proven, will be enough data to implement a rule of “2 attempt” limit for MLAB courses. The goal of this improvement would to eliminate the non-successful repeaters of the course.</p>	<p>Collected Data:</p> <p style="padding-left: 40px;">Spring 2018: Success Rate of 1st/2nd attempt = 60% / Success Rate of 3rd attempt = 0% Spring 2019: Success Rate of 1st/2nd attempt = 80% / Success Rate of 3rd attempt = 33%</p> <p>improvement of MLAB 2238 (Advanced Topics) will increase overall when students only take the course one or two times. Program implemented a limit of three years within the program, and this will in turn, limit a student’s ability to take the MLAB 2238 course multiple times. Students are now able to see these statistics, which shows that much study time is required for success.</p>
<p>(2) The MLAB 2331 (Immunohematology) course will begin to have a dual laboratory exercise with participated A&P classes. The first of this took place April 24th of the Spring 2018 semester. It was well received by both Howe schools and Grayson college students. The goal is to increase the interest of the science students in local communities of the program’s opportunities</p>	<p>One student from the Spring 2018 Howe High School A&P class enrolled into the program.</p> <p>Also, the science teacher and program MLT program director was able to collaborate once again to repeat dual lab In Spring 2019. The high school science teacher also participated in the MLT advisory committee. That educator has advised the MLT program to become even more involved with specific A&P and biology teachers within the local area schools.</p>

(3) Current student are offered access to simulator exams purchased by the MLT program. As graduated they are welcome to continue to utilize this software if the graduate has registered to take the BOC exam.

Students whom received access to the online exam accrediting board simulator purchased through the MLT program have provided positive feedback to the program. Many believe the practice greatly improved their testing ability for the board of registry.

Statistics have showed that since the simulator was offered to the MLT clinical (fourth semester) students, and access to the simulator was carried over to post-graduation months. Those students (beginning with the graduates from Spring 2018) showed a (6 of 6) 100% pass rate.

2018-2019
Workforce Education
Annual Assessment Report

July 23, 2018



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

BUSINESS TECHNOLOGY AND EDUCATION

PROGRAM	ASSESS SP 2010	DOI SP 2010	SP FA 2010	ASSESS DOI FA 2010	ASSESS DOI SP 2011	ASSESS DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016	ASSESS 2016-2017	DOI 2016-2017	ASSESS 2017-2018	DOI 2017-2018	ASSESS 2018-2019	DOI 2018-2019
Accounting	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
BUSINESS ADMIN & BUSINESS MANAGEMENT	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Cyber Security	New Program Fall 2017																							
Computer Maint & Tech	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
COMPUTER SCIENCE/CIS	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Computer Software & Sys	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Program Discontinued													
ECONOMICS	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Microcomputer Apps	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Program Discontinued													
Office & Comp Tech	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Web Based Small Business Development	New Program Fall 2015																	Y	Y	Y	Y	Y	Y	
Small Business Audio Engineering	New Program Fall 2018																							

CAREER & HUMAN SERVICES

PROGRAM	ASSESS SP 2010	DOI SP 2010	SP FA 2010	ASSESS DOI FA 2010	ASSESS DOI SP 2011	ASSESS DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016	ASSESS 2016-2017	DOI 2016-2017	ASSESS 2017-2018	DOI 2017-2018	ASSESS 2018-2019	DOI 2018-2019
Cosmetology	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Criminal Justice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Culinary Arts	New Program Fall 2011																							
Catering and Special Events	New Program Fall 2017																				No mastery level classes offered		Y	
Drug and Alcohol Abuse	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Hospitality Mgmt	New Program Fall 2011							Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Police Academy/Law Enforcement Level 1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	No Report Change of director mid year	
Viticulture	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012			Y	Y	Y	Y	Program Director left and did not share assessment reports		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Enology	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012			Y	Y	Y	Y	Program Director left and did not share assessment reports		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

ADVANCED MANUFACTURING

PROGRAM	ASSESS SP 2010	DOI SP 2010	SP FA 2010	ASSESS DOI FA 2010	ASSESS DOI SP 2011	ASSESS DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015	DOI 2014-2015	ASSESS 2015-2016	DOI 2015-2016	ASSESS 2016-2017	DOI 2016-2017	ASSESS 2017-2018	DOI 2017-2018	ASSESS 2018-2019	DOI 2018-2019
Advanced Manufacturing	New Program Fall 2017																				Y	Y	Y	Y
Computer Aided Drafting	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y*	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Collision Repair	Program Director had health issues and did not complete assessments was replaced Fall 2010				PLO's were not measureable will be rewritten Spring 2011 and implemented and assessed Fall 2011-Spring 2012			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Electrical Technology	Change in Director No Report																	Director Left No Report						
Heating, Air Conditioning and Refrigeration Tech	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mechatronics	No Students Enrolled in Certificate Program			Y	Y	Y	ment being implemented Spring 2013 no students enrolled fall 2011/Spr	No Students Enrolled in Certificate Program	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Classes not offered with zero graduates		
Welding	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Combination Welder Small Business Management	New program Fall 2018																							

Assessment of Program Learning Outcomes
2018-19 Academic Year

AAS Accounting

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You must include an analysis of your results and include a breakdown of results for all modes and locations of delivery. .	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>Demonstrate job search-interviewing skills in order to become successfully employed in the accounting field.</p>	<p>CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information CT 3. Students will analyze, evaluate, and synthesize information CS1: Students will develop, interpret, and express ideas through written communication.</p>	<p>What are your desired Results? Students will understand the job search process and be prepared for it. How will you collect the data? Students in ACNT2302, Accounting Capstone, will write a report after researching the subject and interviewing GC job placement director. What type of assessment measure will you use: direct, indirect or both? The assessment is direct. Describe the assessment method: The report the students submit to me must receive a grade of 90% or higher.</p>	<p>This PLO was assessed in 2014-15, and 100% of students received a grade of 90% or higher on the report.</p>	<p>Disaggregated Results: Face-to-face: Online: All sections of ACNT2302 are online sections Hybrid:. Off-site Locations: Aggregated Results Summary: Fall 2018—100% of students completed this assessment with at least 90% accuracy Spring 2019—100% of students completed this assessment with at least 90% accuracy Goal of 90% was achieved in both fall and spring.</p>	<p>I will continue this learning outcome assessment, and try to continue this success rate to 90% by: 1. Emphasizing the importance of the job search process to students; 2. Teaming with our job placement person to ensure he/she is aware of my requirements.</p>

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS Business and Management

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You must include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
At the completion of this program the student will be able to Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs	CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.	<p>What are your desired Results? Increase student completion by providing additional avenues for embedded learning engagement activities in Canvas.</p> <p>How will you collect the data? Data will be collected through evaluation of student performance on exams and the case study.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: 1. Course embedded assessment. 2. Student work samples (case study).</p>	There has been an increase in student success in courses with SCORM modules. These results will continue to be studied to determine if this is a direct result of the use of SCORM material or simply a good student cohort.	<p>Disaggregated Results: Face-to-face: None. Online: BUSG 2305 Business Law is only offered online. In Fall 2016 SCORM enabled SoftChalk crossword puzzles were re-worked to increase their effectiveness as graded activities in this course. These puzzles were also used in Fall 2017, Fall 2018, Spring 2018, Spring 2019, and Summer 2019. Over the five semesters 84% of students enrolled used legal terms correctly and demonstrated mastery of course content. This is a slight increase from 83% usage and mastery before this change was implemented (NOTE: The extremely low success rate of students in the Spring 2018 16-week course and the Summer 2018 8-week course impacted this score which would be significantly higher if removed. This low success rate was due to factors beyond the scope of the course.) Additionally, publisher material was deep linked into the course modules to make it easier for students to navigate. Quality Matters instructional design concepts were added in Spring and Fall 2017 to further enhance the student experience. However, further study is required since both Fall 2018 and Spring 2019 sections had ongoing enhancements occurring during the semester. Additionally, the decision to move this course to the 8-week model will have to be studied in greater depth. Summer courses in the 8-week format were implemented in Summer 2018 and again in Summer 2019 so additional data can be obtained as to the better delivery method (8-week or 16-week) for this course. The results of these enhancements will be developed and studied in 2019-20 so an informed decision can be made vis a vis the 8-week or 16-week instructional model for this course. Hybrid: None. Off-site Locations: None. Aggregated Results Summary: This course is only offered online. Please see comments above.</p>	<p>1. Instruction: Due to the conversion to the 8-week course format and the resulting challenges surrounding this conversion, the development and expanded use of SCORM modules in BUSG 2305 has been reduced. With that said, the new SCORM modules added to the ones developed in previous years are working well and students are responding favorably.</p> <p>These items will be evaluated along with the evaluation of which delivery method works best for this course – the 8-week model or the 16-week model. Additional study is needed on this item.</p>

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS - Computer Maintenance and Networking

Program Learning Outcome Measured	Institutional Learning Outcome Mapping (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	Assessment Method (Measure)	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Understand, illustrate and utilize proper methods and etiquette regarding help desk support and management	TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.	CPMT1349 Group project only had 67% participation in Fall 2016. Results were better as of fall of 2017, but group of students was unusually bright. Need to reassess same outcome to ensure continued success. Since the group project counts for 10% of the overall grade, this one assignment causes many students to fail or lose a whole letter grade in the class	<p>Disaggregated Results: Face-to-face: Online: CPMT1349 ← *Only mode of delivery Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>Split large group project into 3 phases to help monitor students who procrastinate and allow intervention before they fall behind.</p> <p>Achieved 100% participation in group project for Spring 2016 and all students will pass the class!</p> <p>Plan to follow up on same class again for another year to ensure results hold</p> <p>2018-2019 Success Rate Update: (* Note: In Fall 2018, this course was changed to be offered in 8-week terms vs. 16-week semesters, but this apparently did not affect the success rates to any extent.)</p> <p>2018 Fall – All students received a “B” or better = 100.0% Success rate 2019 Spring – 8 of 9 students received a “C” or better = 88.9% Success rate The student who did not pass dropped out of the class during the 3rd week</p>	<ol style="list-style-type: none"> 1) Instruction – Improve communications regarding project parameters 2) Curriculum – Split Single large project into 3 smaller phases 4) Assessment – Monitor grades for large group project in class

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AS Computer Science/ Computer Information Systems

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Recognize and solve computational problems using programming skills and computational analysis.	CT3	<p>What are your desired Results? Student should be able to assess a problem statement and create a program solution</p> <p>How will you collect the data? Student will submit lab programs</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Lab Assignment</p>	PLO for this course (COSC2425) was 100%	<p>Disaggregated Results: Face-to-face: 79% of students completed assignment with 'C' or better</p> <p>Aggregated Results Summary: 79% of students completed assignment with 'C' or better</p>	1,2 Continue with additional lab assignment. Spend additional class time in program solution review.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AA Office & Computer Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>Demonstrate ability to assign correct CPT and ICD-10 codes to medical procedures. HITT 1341-Spring 2019 HITT 2346-Summer 2018</p>	<p>CT1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT2. Students will gather and assess information relevant to a question. CT3. Students will analyze, evaluate, and synthesize information.</p>	<p>What are your desired Results? Students will understand and interpret doctors' charting information and apply appropriate medical codes for reimbursement.</p> <p>How will you collect the data? Simulation exercises from all textbook chapters.</p> <p>What type of assessment measure will you use: direct, indirect or both? The assessment is direct.</p> <p>Describe the assessment method: Students in HITT 1341 and HITT 2346 will complete simulation exercises. 70% of students will complete with at least 80% accuracy.</p>	<p>This PLO was assessed in 2014-2015 with only 35% success.</p> <p>This PLO was assessed 2017-2018 with 75% success in HITT 1341 and 75% in HITT 2346.</p>	<p>Disaggregated Results: Face-to-face: Online: Hybrid: Both of these classes are online. Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>Spring 2019 (HITT 1341) – 83% of students completed with at least 80% accuracy.</p> <p>Summer 2018 (HITT 2346) – 100% of students completed with at least 80% accuracy.</p> <p>Goal of 70% of students was achieved in both spring and summer.</p>	<p>I will continue this learning outcome assessment, and try to improve the success rate to 85% by:</p> <ol style="list-style-type: none"> 1. Continuing to offer face-to-face tutoring. 2. Providing additional information regarding body systems. 3. Reviewing medical terminology. 4. Making more videos. 5. Continue to use Cengage MindTap resources.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS Web Based Small Business

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	<p style="text-align: center;">Use of results to improve in one or more of these areas:</p> <p style="text-align: center;">(1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment</p>
(A)	(B)	(C)	(D)	(E)	(F)
Students will present project results in online formats.	CT1, CT3, CS1, CS3	<p>What are your desired Results? 75% of students pass with 'C' or better</p> <p>How will you collect the data? Presentation of project results</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: Assignment</p>	Assessed in Fall 2018, and 100% of students received a grade of 90% or higher on their web project.	<p>Disaggregated Results: Face-to-face: Online: The only section of IMED2313 is online. Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary: Fall 2018—100% of students completed this assessment with a grade of at least 90%.</p>	Fall 2018 was the first time this course has been offered in the current format, which is the semester-long creation of a web site for a small business. (1) Modify the course based on comments solicited from students.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Cosmetology Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students will generate and communicate ideas by combining, changing, evaluation of information through mind tap.	Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experiences	<p>What are your desire? 100% proficiency</p> <p>How will you collect the data? the grades will be collected through exams.</p>	There has been an increase in exams and testing scores.	<p>Disaggregated Results: Face-to-face: Online:</p> <p>Aggregated Results Summary: This is waiting approval of TDLR TDLR our distance learning and this will demonstrate the ability to improve grades.</p>	Students will take a state board exam with more confidence.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS Criminal Justice

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Developed a written plan to fight corruption in a criminal justice agency.	CS1, CT1	<p>What are your desired Results? 100% proficiency</p> <p>How will you collect the data? Students will be given an exam</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Each graduating student is given a capstone exam</p>	100% of the students taking the criminal justice capstone exam demonstrated proficiency.	<p>Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>This summary reflects the number of students taking the capstone exam and in which mode their course was presented. The results represent the findings from 10 different criminal justice courses. 11 people took the capstone exam in the Spring of 2019. Course break down follows: CRIJ 1301-face to face 0, Online 4, hybrid 3. CRIJ 1306-face to face 0, Online 3, hybrid 0 , did not take this course 0 CRIJ 1307-face to face 0, Online 1, hybrid 2 , did not take this course 0 CRIJ 1310-face to face 0, Online 2, hybrid 3, did not take this course 0 CRIJ 1313-face to face 0, Online 0, hybrid 3 , did not take this course 4 CRIJ 2301-face to face 0, Online 3 , hybrid 2, did not take this course 1 CRIJ 2313-face to face 0, Online 2, hybrid 3, did not take this course 0 CRIJ 2314-face to face 0, Online 2, hybrid 1, did not take this course 1 CRIJ 2323-face to face 0, Online 3, hybrid 0, did not take this course 0 CRIJ 2328-face to face 0 , Online 0, hybrid 5 , did not take this course 1 CISA 2334-face to face 0, Online 7, hybrid , did not take this course 1</p> <p>Aggregated Results Summary: 100% of the students taking the capstone exam demonstrated proficiency in this PLO</p>	We rewrote this PLO to make it more measurable. We are meeting the standard for this PLO.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Catering and Event Planning Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	<p style="text-align: center;">Use of results to improve in one or more of these areas:</p> <p style="text-align: center;">(1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment</p>
(A)	(B)	(C)	(D)	(E)	(F)
<p>Demonstrate industry standard knowledge and skills regarding sanitation, food safety, nutrition and supervision in the hospitality industry.</p>	<p>CT1, CS2, TW1</p>	<p>What are your desired Results? Students to complete RSTO 2307 by being the lead in a catering event showing the skills needed to accomplish the task</p> <p>How will you collect the data? Students will plan, coordinate and lead an event while being observed for competencies.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct – The event the student is in charge of.</p> <p>Describe the assessment method: The observation from the professor(s) during the event will be used to measure and make sure the students understand the standard.</p>	<p>No historical data as it is a new program.</p>	<p>Disaggregated Results: Face-to-face:100% Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>All students that were in the RSTO2307 class passed the course and the assignment of the event that they did.</p>	<p>1. Instruction, after teaching the class for the first time, we discovered that we will need to work on our rubric for the event assignment to capture more of the CLO that we want, and we will rework the assignment where the directions were lacking.</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

Enology Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<p>Describe the processes of red and white wine production and justify the use of each in detail.</p>	<p>CT3 CS2</p>	<p>What are your desired Results? Use verbal communication to describe the processes with 90% accuracy.</p> <p>How will you collect the data? Utilize rubric to evaluate student performance.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Rubric completion.</p>	<p>This will be the baseline year.</p>	<p>Disaggregated Results: Face-to-face: 100% Online: na Hybrid: na Off-site Locations: na</p> <p>Aggregated Results Summary:</p> <p>Students demonstrated proficiency in describing processes of production with 90% accuracy.</p>	<p>Consider increasing completion percentage to 95%.</p>

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Viticulture Certificate

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

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Cosmetology Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students will generate and communicate ideas by combining, changing, evaluation of information through mind tap.	Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experiences	<p>What are your desire? 100% proficiency</p> <p>How will you collect the data? the grades will be collected through exams.</p>	There has been an increase in exams and testing scores.	<p>Disaggregated Results: Face-to-face: Online:</p> <p>Aggregated Results Summary: This is waiting approval of TDLR TDLR our distance learning and this will demonstrate the ability to improve grades.</p>	Students will take a state board exam with more confidence.

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Cosmetology Instructor Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students will generate and communicate ideas by combining, changing, evaluation of information through mind tap.	Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experiences	<p>What are your desire? 100% proficiency</p> <p>How will you collect the data? the grades will be collected through exams.</p>	There has been an increase in exams and testing scores.	<p>Disaggregated Results: Face-to-face: Online:</p> <p>Aggregated Results Summary: This is waiting approval of TDLR TDLR our distance learning and this will demonstrate the ability to improve grades.</p>	Students will take a state board exam with more confidence.

Assessment of Program Learning Outcomes
2018 -2019 Academic Year

Esthetician Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
communicate appropriately in both computer and clients	· PR 1: Students will evaluate choices and actions, and relate consequences to decision making.	<p>This will help student retention due to credit for hours work at home.</p> <p>The hours will be collected through mine tap.</p> <p>Increases of student attendance</p> <p>Hours received will be sent to TDLR.</p>	The students are showing a better study habit plan and hours are getting better.	<p>Disaggregated Results: Face-to-face: Online: Off-site Locations:</p> <p>Aggregated Results Summary: This is awaiting approval of TDLR: We were approved by TDLR and students like this. Their grades are improving due to more studying time</p>	(3) technology skills are improving

Assessment of Program Learning Outcomes
2018-2019 Academic Year

Nail Tech Certificate

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	<p style="text-align: center;">Use of results to improve in one or more of these areas:</p> <p style="text-align: center;">(1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment</p>
(A)	(B)	(C)	(D)	(E)	(F)
Students will develop the skill of listening to clients and express ideas through visual communications	<p>Intended to create prestige rather than immediate results</p>	clients will fill out an evaluation card on students work and communication skills	the students ability to effectively engage cooperatively work with their peers and leaders by using insights from multiple perspectives	<p>Disaggregated Results: Face-to-face: Online:</p> <p>Aggregated Results Summary: This is awaiting approval of TDLR TDLR has approved distance learning.</p>	<p>(1) Students will work cooperatively with their clients and leaders to achieve total results.</p>

Assessment of Program Learning Outcomes
2018-2019 Academic Year

AAS in Heating, Air Conditioning and Refrigeration

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	<p style="text-align: center;">Summary of Results:</p> <p style="text-align: center;">You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i></p>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Demonstrate safe practices while working with mechanical components	CT2: Critical Thinking: Students will gather and assess information relevant to question.	<p>What are your desired Results?</p> <p>80% of the students making an 80 or better on the exams.</p> <p>How will you collect the data?</p> <p>What type of assessment measure will you use: direct, indirect or both?</p> <p>Direct</p> <p>Describe the assessment method:</p> <p>Course embedded exam & Practicum</p>		<p>Disaggregated Results:</p> <p>Face-to-face: Only offered Face to Face</p> <p>Online:</p> <p>Hybrid:</p> <p>Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>HART CAPSTONE 2018-2019 Program learning outcomes are still ongoing. Compared to 2017-2018 capstone results, improvement in scores with a grade of "B" or better had improved slightly but has not met the intended results of 80% of the students making an 80 or better on the exams.</p>	Additional changes within the method of delivery to ensure both instructors are delivery required material and students are cognitively understanding base skill levels is ongoing. Continued evaluation to support the changes is needed.

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Web Based Small Business Development

<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 2018 and results if applicable</p>
<p>This is the first semester that students were actually enrolled since major curriculum changes in the program were implemented.</p>	<p>IMED2313 is the Capstone class for WBSB. This is the first semester that students were actually enrolled since major curriculum changes in the program were implemented. Current material will be supplemented by incorporating more information on current trends in project design and implementing approaches.</p>

**2018-2019
Workforce Education
Documentation of Improvement Report**

July 23, 2018



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

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS—Accounting

<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 2018 and results if applicable</p>
<p><i>(1) Analyze financial statements and communicate a company's financial position.</i></p>	<p>Tutored and sent to tutoring students who were struggling with Chapter 17. I also emphasized the importance of financial statement analysis. In Fall 2018, only 85% of students completed this lab with 80% accuracy. In Spring, 2019 80% of students completed this lab with 80% accuracy. I will continue working on improving this percentage.</p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS—Accounting

<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 2018 and results if applicable</p>
<p><i>(1) Analyze financial statements and communicate a company's financial position.</i></p>	<p>Tutored and sent to tutoring students who were struggling with Chapter 17. I also emphasized the importance of financial statement analysis. In Fall 2018, only 85% of students completed this lab with 80% accuracy. In Spring, 2019 80% of students completed this lab with 80% accuracy. I will continue working on improving this percentage.</p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2018-Spring 2019
AAS Business and Management

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 2018 and results if applicable
Continue to study impact of crossword puzzles on student learning in BUSG 2305.	During Spring 2017 the SoftChalk crossword puzzles were re-designed to work on cell phones as well as desktop and laptop computers since it was discovered the average of use of cell phones to complete some course assignments had risen from 44% of students in Spring 2016 to 56% in Spring 2017. The increasing use of the Canvas app on cell phones to complete course work when students have 5 to 15 minutes to spare during lunch hours or sitting in waiting rooms is a definite trend. Students reported use of cell phones and iPads to complete course assignments continues to increase. In Fall 2018 65% of students reported using mobile devices to complete assignments. In Spring 2019, 68% of students completed assignments on mobile devices. In all instances students indicated the use of the crossword puzzles helped them with vocabulary terms. Test scores continue to verify this as well. This study will be expanded to include the new Cengage Unlimited program in student success during the 2019-20 cycle.
Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled videos created in Camtasia as graded activities to additional business and management courses.	Vocabulary-based crossword puzzles were added to three additional business and management classes to encourage students to learn the vocabulary in other subjects. Test score results continue to indicate students are learning and retaining vocabulary terms and that this is possibly a trend rather than a momentary increase. Success data from Fall 2018 and Spring 2019 indicate the anomaly from the previous year is simply that – an anomaly. However, additional study is needed to determine if this is truly a trend.

<p>Implement additional Quality Matters instructional design concepts so students will be able to more easily navigate the course material.</p>	<p>During Spring 2017 several quality matters workshops were completed by Dr. Wade Graves and he immediately implemented changes from lessons learned in the workshops. The feedback from students about the course structure is very favorable. Additionally, the QM design concepts were adapted to an 8-week format for testing during Summer 2018 and again in Summer 2019 with hopes of rolling BUSG 2305 into the 8-week format. Results are mixed and additional study is needed before a final decision can be made regarding whether the 8-week format is the best format for this course.</p>
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1. Continue to study impact of crossword puzzles and the Cengage Unlimited study material on student learning in BUSG 2305. 2. Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled videos created in Camtasia as graded activities to additional business and management courses. 3. Implement additional Quality Matters instructional design concepts so students will be able to more easily navigate the course material. 4. Continue to study the 8-week format versus the 16-week format for BUSG 2305 to see which format has the higher success rate.

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Cyber Security Administration

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2018 and results if applicable</p>
<p>CPMT 1349 Group Project counts for 10% of class grade. Had 67% pass rate. Goal is 80% pass rate for this project.</p>	<p>In Fall 2017, ALL students passed for this project, but it was an usually bright group of students overall. I plan to monitor this same project for another year to ensure the success rate is repeated.</p> <p><u>Fall 2018 (and Spring 2019) UPDATE:</u></p> <p>(* Note: In Fall 2018, this course was changed to be offered in 8-week terms vs. 16-week semesters, but this apparently did not affect the success rates to any extent.)</p> <p>2018 Fall – All students received a “B” or better = 100.0% Success rate</p> <p>2019 Spring – 8 of 9 students received a “C” or better = 88.9% Success rate The one student who did not pass dropped out of the class in the 3rd week</p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Computer Maintenance, Networking Technology

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2018 and results if applicable</p>
<p>CPMT 1349 Group Project counts for 10% of class grade. Had 67% pass rate. Goal is 80% pass rate for this project.</p>	<p>In Fall 2017, ALL students passed for this project, but it was an usually bright group of students overall. I plan to monitor this same project for another year to ensure the success rate is repeated.</p> <p><u>Fall 2018 (and Spring 2019) UPDATE:</u></p> <p>(* Note: In Fall 2018, this course was changed to be offered in 8-week terms vs. 16-week semesters, but this apparently did not affect the success rates to any extent.)</p> <p>2018 Fall – All students received a “B” or better = 100.0% Success rate</p> <p>2019 Spring – 8 of 9 students received a “C” or better = 88.9% Success rate The one student who did not pass dropped out of the class in the 3rd week</p>

Grayson College
Documentation of Improvement Implemented Fall 2018

AS Computer Science /Computer Information Systems
Based upon Assessments Fall 2017-Spring 2018

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
1,2 Added one additional programming lab assignment to course.	One additional 'bridge' topic lab was added to assignments. Success rate dropped from 100% to 79%.

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AA 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 2018 and results if applicable
Continue to offer tutoring and provide additional real life scenarios from the medical office.	The two coding classes are offered in spring and summer as online. I offered face-to-face tutoring and students who attended saw an increase in performance. Creating additional lecture notes for each body system received positive feedback. I will continue to supplement textbook material. Students are using Cengage MindTap resources with positive results.

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

AAS Web Based Small Business Development

<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 2018 and results if applicable</p>
<p>This is the first semester that students were actually enrolled since major curriculum changes in the program were implemented.</p>	<p>IMED2313 is the Capstone class for WBSB. This is the first semester that students were actually enrolled since major curriculum changes in the program were implemented. Current material will be supplemented by incorporating more information on current trends in project design and implementing approaches.</p>

Grayson College
Documentation of Improvement Implemented Fall 2018
Based upon Assessments Fall 2017-Spring 2018

Cosmetology Certificate

<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 2017 and results if applicable</p>
<p><i>ESTHETICIANS: The adding of distance learning was a big advantage for our students</i></p>	<p>TDLR approved all of our distance learning for all classes this help in student retention.</p>
<p>Nail tech <i>The adding of distance learning was a big advantage for our students nail tech's</i></p>	<p>Grades were higher due to the studying that was done off sight.</p>
<p><i>Cosmetology: The adding of distance learning was a big advantage for our students</i></p>	<p>Saw better grades on exams at state level.</p>
<p>Instructors: <i>The adding of distance learning was a big advantage for our students</i></p>	<p>Gave the working hairdressers that enrolled for instructor's school a boost on education and hours.</p>

Grayson College
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AAS Culinary Arts

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
1 and 2. We are going to come up with a much more defined and objective rubric for all lab instructors to follow for the student's daily grade. We will then asses their grades on this new rubric. 4. The new rubric will make it so that instructors can better asses the student's professionalism without having to make subjective calls.	We put the rubric in place for all of our instructors so that the students had clarity on the expectations. We noticed with the new rubric that all of the students visually appeared better and performed better on tasks as it seemed that they had more pride. The instructors also experienced less pushback from students as all classes had the same requirements.

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AAS Hospitality Management

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
<p>2. With the students doing so well on these performance appraisals, I feel that we need to talk with our industry partners to make sure that they are scoring the students correctly. We also started to add in a list of items that the students should be learning to try to assist them on getting better scores.</p>	<p>We did two things using the information that we had. First, we have a meeting with the site managers at the beginning of the experience to better define the job performance appraisal. We discuss that this is a tool to help the student be successful and to fill it out more like an employee. We also let them know that this tool should be taken seriously and that they should not be nicer to the students because they are students. We also made it a requirement for students to start submitting a paper about what they learned during the experience, to include good and bad, and we compare this to the evaluation. This is going to be an ongoing process to continue improving this process.</p>

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Police Academy Certificate

<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 2018 and results if applicable</p>
<p>(3) We put in place several assessments into the canvas shell to make assist students in taking the digital TCOL test.</p>	<p>We once again had a 100% pass rate for the TCOL exam, but we saw an average increase in scores, thus we fill that the addition of the 5 300 question exams did have a positive impact, but will continue to monitor.</p>

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Viticulture Certificate

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p>Continue to utilize verbal rubric to measure outcome.</p>	<p><i>Implemented change detailed. Found little difference. Will continue to monitor changes to see if greater improvement can be attained.</i></p>

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Enology Certificate

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Consider increasing completion to 95%.	<i>Students were able to describe steps of production with 100% accuracy through repetition.</i>

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AAS Computer Aided Drafting and Design

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of <u>2018</u> and results if applicable</p>
<p><i>Assignment 8 from DFTG 1445</i> Demonstrate the attitudes, abilities & skills required to adapt to rapidly changing technologies and the ability to pursue life-long learning.</p>	<p>Average score for assignment was 74%, all students completed the assignment (compared to 75% previous assessment). Average score raised by 9%, since last assessment.</p>

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AAS Heating, Air Conditioning and Refrigeration

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable</p>
<p><i>HART Gas & Electrical (Instructional) Improve student cognitive recall of Gas heating systems related to real World experiences</i></p>	<p><i>Results of implementation first year: Hands on, repeated instructional coaching, with use of diagrams Resulted in separation of "Mastering the course" and "Average" understanding and practical implementation. Previous years most students scored "A's from doing the work and cognitive recall for testing. New results are indicating true "Mastering" the material and implementation and coming Into line with national level concerns</i></p>