2021-2022

Annual Assessment Report & Documentation of Improvement

GRAYSON COLLEGE

Executive Summary

GRAYSON COLLEGE

2021-2022 Annual Assessment Report

Executive Summary

The Office of Planning and Institutional Effectiveness continues to work with faculty and instructional leadership to gather annual program learning outcome assessment results and documentation of improvements from the previous year's assessment use of results. For the 2021-2022 academic year, the assessment audits reveal all but two programs reported their program learning outcomes, resulting in 99% reporting across both divisions. Program learning outcome reports for the two programs which have not reported are due to a change in leadership for the programs prior to the reporting cycle.

Improvements made to assessment reporting for the 2021-2022 academic year include a change from paper reporting via email to a Smartsheet, designed to allow faculty to submit their results electronically and for all levels of program oversight to review and approve the assessment report prior to submission to the Institutional Effectiveness Coordinator for compilation. The Smartsheet also houses the most recent program curriculum map for each program.

The SACSCOC Off-site Committee provided five recommendations for the college to address prior to its on-site visit. These recommendations included:

> The institution uses assessment reporting forms which show departments identifying appropriate ways to measure expected outcomes, identifying results for those outcomes, providing analysis of the results, and plans for using those results to improve in one of four areas (Instruction, Curriculum, Technology, or Assessment).
>
> Recommendation1: These reports, however, do not address all expected student learning outcomes within each program learning outcome.
>
> Recommendation 2: The curriculum map provided by the institution shows multiple program learning outcomes per program. In some instances, multiple student learning outcomes are rolled in to one multi-faceted program outcome. Some of the program learning outcomes stated on the annual assessment report did not match any of the outcomes for the program listed in the curriculum map.
>
> Recommendation 3: The annual assessment reports show one program learning outcome per program each year.
>
> Recommendation 4: No evidence was found indicating the other program learning outcomes are being assessed.
>
> Recommendation 5: Some of the assessment reports provided a matrix showing when programs had started or ended. According to those matrices, some programs were still active but not included in the assessment report for particular years.

To address these recommendations from the off-site reviewers, Grayson College did the following:

1. Grayson College has reviewed all curriculum maps on file in the Planning and Institutional Effectiveness (PIE) office and found the most up-to date maps had not been submitted to the assessment repository. Held a faculty training on assessment.

2. The office of Planning and Institutional Effectiveness (PIE) completed a review and audit of all curriculum maps and assessment reports. Feedback was provided to each program director for consideration. Program directors have reviewed and resubmitted their curriculum maps for the repository in the PIE office.
3. A full review of all curriculum maps and annual program learning outcome assessment reports has been completed and a program assessment audit for each program was completed Each audit shows when each PLO was assessed.
4. Grayson College reviewed all curriculum maps on file in the Planning and Institutional Effectiveness office and found the most up-to date maps had not been submitted to the assessment repository. Each program director reviewed their curriculum map and the repository has been updated. In addition, the program assessment audit also reflects changes and/or updates to either the curriculum map or program learning outcome assessment reports to align the program learning outcome and the curriculum map verbiage in many programs. Two cycles of assessment audits were shared with on-site reviewers in the focused report.
5. All assessment reporting matrices have been updated with programs that are no longer active moved to an inactive assessment audit report for historical purposes. All current program assessment audits have been organized by pathway and updated accordingly to ensure all active programs have complete assessment reports for each reporting year. A copy of the updated assessment audits were provided.

The SACSCOC On-site Evaluators, reviewed these updates and interviewed staff and faculty while on campus, leading to a finding of compliance for standard 8.2b.

To assess the College's institutional learning outcomes for the Core Curriculum, the College began assessing these outcomes via Canvas in fall 2018. To assess these outcomes, Core Curriculum faculty map their course assignments for assessment of the institutional learning outcomes to a common institutional learning outcome rubric in their Canvas courses. Some disciplines have standardized and mapped their assessment of the Core Curriculum in a master course shell and automatically pushed to each section of the course for ease and consistency providing more assessment results across the course sections. An annual export of outcomes for the fall, spring and summer extracts the results for analysis.

The analysis of institutional learning outcome assessment reports has been expanded in 2021-2022 with a more detailed analysis at the course, section, and institutional learning outcome level being provided. This new level of analysis will allow the core curriculum faculty to review which courses and sections are not mapped to an institutional leaning outcome and are not assessing these outcomes. In addition, all program learning outcomes continue to be mapped to institutional learning outcomes for additional evaluation of program graduate achievement of the Institutional Learning Outcomes.

The results of this annual assessment report will be used by the Instructional Services Assessment Council to evaluate the results and identify improvements for the 2022-2023 assessment cycle.

Reflection and Response to Assessment Reports

Learning takes place in and out of the classroom

In review of the reports, holistically, three things become clear: Faculty have a better idea of how assessment and instruction work in tandem towards the larger institutional goals, Covid -19 had a large impact on faculty (in negative and positive ways), and the weight of importance of communication is felt across campus even if the reverberations are not documented in the data and does not show conclusively in the steps taken when moving forward.

ILO's help educators to think deeply about the student experience

The outcomes within this report clearly indicate that faculty recognize the need to continue in improving their assessment practices. Not only is assessment meaningful at the course level, but is valuable at the program and institutional levels and throughout the entire academic experience. Although they were not required to all departments focused on multiple institutional outcomes.

While Covid- 19 had a negative impact on completing assessment plans, it clearly had a positive impact on faculty and staff growth. There were several reports that noted that the plan they had set out to do the fall had to be altered for the spring. It is clear that faculty learned a lot this past year and that their learning will have a positive impact on students in years to come.

ILO's remain relevant and aligned

Lastly, the value of communication in the form of a deeper dive into the review process of assessment processes within each Pathway. It is clear that faculty and staff agree that accountability is important in this process. Time spent on assessment should be value added and interwoven into the daily practices of each Institutional, departmental and course level assessment. While none of the three points extracted necessarily point to a need for some sort of cross departmental change of policy or strategy, what they do point to is the value of a process and cycle of assessment which leads to continued self-reflection and change.

Recommendations for future Reporting:

Consider assessing multiple ILO's in a reporting period. These processes will strengthen the evidence-based documentation and will allow for more accurate analysis of data. We should also use the PLO reports that are tied to ILO's to evaluate achievement of ILO's in the future. Tying these two practicies together may yield rich data analysis and conversations between general education faculty and academic/workforce program directors.

2021-2022

Academic & Workforce Assessment Audit

GRAYSON COLLEGE

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PATHWAY ASSESSMENT AUDIT REPORT

ARTS & HUMANITIES		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	DEGREE CERTIFICATE	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI
FINE ARTS	AA	✓	COVID	✓	✓						
MUSIC	AA	✓		✓	✓						
THEATRE	AA	✓		✓	✓						
GENERAL STUDIES | LIBERAL ARTS | NURSING UNIV TRANSF	AA, AS	See Core Curriculum Assessment									

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

BUSINESS & ENTREPRENEURPSHIP		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	**DEGREE CERTIFICATE**	**ASSESSMENT**	**DOI**	**ASSESSMENT**	**DOI**	**ASSESSMENT**	**DOI**	**ASSESSMENT**	**DOI**	**ASSESSMENT**	**DOI**
ACCOUNTING	AAS, CERTIFICATE	✓	COVID	✓	✓						
BUSINESS ADMINISTRATION	AS	✓		✓	✓						
BUSINESS MANAGEMENT	AS, AAS & CERT	✓		✓	✓						
CULINARY ARTS	AAS, CERTIFICATE	✓		✓	✓						
HOSPITALITY MGMT	AAS, CERTIFICATE	✓		✓	✓						
MEDICAL BILLING & CODING	CERTIFICATE	✓		✓	✓						
OFFICE & COMPUTER TECHNOLOGY	AAS, CERTIFICATE	✓		✓	✓						
COSMETOLOGY	CERTIFICATE	✓	COVID	✓	✓						
COSMETOLOGY INSTRUCTOR	CERTIFICATE	✓		✓	✓						
NAIL TECHNICIAN	CERTIFICATE	✓		✓	✓						
SKIN CARE SPEC AESTHETICIAN/ESTHETICIAN	CERTIFICATE	✓		✓	✓						
COSMETOLOGY TO BARBER	CERTIFICATE	New Fall 2023									

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PATHWAY ASSESSMENT AUDIT REPORT

INDUSTRIAL TECHNOLOGY		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	DEGREE CERTIFICATE	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI
ADVANCED MANUFACTURING	AAS, CERTIFICATE	✓	COVID	✓	✓						
COMPUTER AIDED DRAFTING	AAS, CERTIFICATE	✓		✓	✓						
COLLISSION REPAIR	AAS, CERTIFICATE	✓		✓	✓						
ELECTRICAL TECHNOLOGY	AAS, CERTIFICATE	✓		✓	✓						
HEATING A/C REFRIGERATION TECH (HVAC)	AAS, CERTIFICATE	✓		✓	✓						
WELDING	AAS, CERTIFICATE	✓		✓	✓						

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PATHWAY ASSESSMENT AUDIT REPORT

MATHEMATICS, ENGINEERING & TECHNOLOGY		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	DEGREE CERTIFICATE	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI
COMPUTER MAINTENANCE & NETWORKING TECH	AAS	✓	COVID	✓	✓						
COMPUTER SCIENCE/COMPUTER INFO SYSTEMS	AS	✓		✓	✓						
CYBER SECURITY ADMIN	AAS	✓		✓	✓						
ENGINEERING	AS	✓		✓	✓						
MATHEMATICS	AS	✓		✓	✓						
CLOUD COMPUTING	AAS	New Fall 2022									

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

PUBLIC SERVICE		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	DEGREE CERTIFICATE	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI
CRIMINAL JUSTICE	AAS, CERTIFICATE	✓	COVID	✓	✓						
POLICE ACADEMY/ LAW ENF L1	CERTIFICATE	✓		✓	✓						
CHILD DEVELOPMENT	AAS	✓		✓	✓						
EDUCATION *	AAT	✓		✓	✓						

* Includes 4-8 Certification; EC-12, 8-12 Certification; EC-12 and EC-6 Certification

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

SCIENCES		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	DEGREE CERTIFICATE	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI
AGRICULTURAL SCIENCES	AS	✓	COVID	✓	✓						
BIOLOGICAL & PHYSICAL SCIENCES	AS	✓		✓	✓						
DISTILLATION SCIENCES	AAS	NEW		✓	✓						
VITICULTURE & ENOLOGY	AAS	✓		✓	✓						

ARTS & HUMANITIES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment

ARTS & HUMANITIES: FINE ARTS – AA

Program Learning Outcomes (PLO) & Document of Improvement (DOI)

PLO Measured
PLO1: The student will be able to design and create a variety of two-dimensional and three-dimensional compositions that demonstrate an understanding of the visual elements and principles of design.

Core Curriculum Component
CT 1 Generate ideas through collaboration.

Desired Results
Student final project demonstrates a robust understanding of visual elements and design principles.

Collection Method Data
Graded assignments from ARTS1312 Design 2 Spring 2022

Assessment Measure	Assessment Method
DIRECT	Points awarded for assignments

Historical Aggregated Course Result
Percentage of students who averaged 70 or better on the assignment: 100% (8 students)

Disaggregated Instructional Method/Locations	FACE-TO-FACE
ARTS 1312 only offered face-to-face	

Current Aggregated Result
Percentage of students who averaged 70 or better on the assignment: 83% (5 of 6 students)

Improvement Plan 2021-2022 Results
<u>Curriculum</u> Create an assignment designed to expressly measure a student's understanding of the visual elements and principles of design.
<u>Documentation of Improvement Prior Year</u> The revised rubric is a tool that gives a better understanding of student success with respect to the student's understanding of the visual elements/principles of design (Course SLO).

Document of Improvement Plan 2020-2021
Develop instruction to model and reinforce the use of the “language of art” in critiques.

ARTS & HUMANITIES: FINE ARTS – AA

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	The student will be able to design and create a variety of two-dimensional and three-dimensional compositions that demonstrate an understanding of the visual elements and principles of design.	Students will be able to verbally present their work, to use the language of art, and to describe the decision made in the process of creating it.	Students will be able to develop a portfolio which includes a resume, artist statement, and 2 CD's of their body of work.	The student will be able to develop and demonstrate a visual memory capable of identifying and knowing works of art, acquiring a knowledge of basic historic data, learning and appropriating use of terminology of the field, and comprehending historic continuities.
ARTS 1301	I,P			
ARTS 1303	I,P			
ARTS 1311	I,P	I,P		I,P
ARTS 1312	I,P	I,P		I,P
ARTS 1316	I,P	I,P		I,P
ARTS 2323	P,R	P,R	P,R	P,R
ARTS 23XX ART ELECTIVE	P,R	P,R	P,R	P,R
ARTS 23XX ART ELECTIVE	P,R	P,R	P,R	P,R

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

ARTS & HUMANITIES: MUSIC – AA

PLO Measured
Students will identify the music they hear using appropriate terminolgy.

Core Curriculum Component
CT 3 Analyze, evaluate and synthesize info.

Desired Results
We desire for at least 70% of students to perform at or above the 75% proficiency level

Collection Method Data
We will gather points earned on questions of the final exam for Music 2312 - Music Theory IV

Assessment Measure	Assessment Method
DIRECT	Questions from a MUSI 2312 - Music Theory IV final exam

Historical Aggregated Course Result
NA

Disaggregated Instructional Method/Locations	FACE-TO-FACE
In Spring of 2022, 2 or 2 students (100%) performed at or above the 75% proficiency level	

Current Aggregated Result
One section of Music Theory IV was offered in the Spring of 2022 with 2 students enrolled and completed the course. This course is only offered face-to-face. All students (100%) performed at the 75% proficiency level

Improvement Plan 2021-2022 Results
Curriculum Based on the results, we will improve the curriculum area by consulting with surrounding universities to align our curriculum for smoother transfers and recruit more students into the program.
Documentation of Improvement Prior Year In the previous improvement plan, we committed to assessing a different PLO for the future as the previous years' plans were assessing the same PLO. As seen in this assessment, we focused on a different PLO. As we continue, we will assess different PLOs each year.

Document of Improvement Plan 2020-2021
Curriculum Based on the results, we will improve the curriculum area by consulting with surrounding universities to align our curriculum for smoother transfers and recruit more students into the program.

ARTS & HUMANITIES: MUSIC – AA

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Students will demonstrate an understanding of music theory.	Students will synthesize skills in the ability to understand the music they hear.	Student will be able to demonstrate a knowledge of the historical and social contexts of music.	Students will be able to demonstrate growth and progress in their ability to play an instrument or sing.	Students will be able to apply the wisdom gained from the experience of performing and rehearsing with others in an ensemble setting.
MUAP 12XX				R, P	
MUEN 11XX				R, P	
MUEN 11XX				I, R, P	I, R, P
MUEN 21XX				I, R, P	I, R, P
MUEN 21XX				R,P	R,P,M
MUSI 1116	I, R, P	I, R, P		R,P	R,P,M
MUSI 1117	R, P	R, P			
MUSI 1181*	I, R, P				
MUSI 1182*	R, P			I, R, P	
MUSI 1307			I, R, P	R,P	
MUSI 1311	I, R, P	I, R, P			
MUSI 1312	R, P	R, P			
MUSI 2116	P	P			
MUSI 2117	P, M	P,M			
MUSI 2181		R			
MUSI 2311	R, P	R			
MUSI 2312	P, M				

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

ARTS & HUMANITIES: THEATRE – AA

PLO MEASURED
Students will demonstrate mastery of industry vocabulary. Students will work effectively in a production team environment.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
70% of students will perform at or above the 75% proficiency level.

COLLECTION METHOD DATA
DRAM 1351 Fall 2021 Vocabulary Quiz/Test for CS1 DRAM 1330 Fall 2021 Stair Construction for TW1

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Vocabulary Quiz/Test for CS1 in DRAM 1351 Using available materials student groups will plan, and construct functional freestanding structurally sound stair steps for TW1 in DRAM 1330

HISTORICAL AGGREGATED COURSE RESULT
none

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE, HYBRID

FACE-TO-FACE
DRAM 1330 for TW1
One section of DRAM 1330 was offered for Fall 2021.
- 5 students were enrolled and all completed the course.
- 5 of the 5 students performed above the 75% proficiency level.
- 100% met.

HYBRID
DRAM 1351 for CS1
One section of DRAM 1351 was offered for Fall 2021.
- 5 students were enrolled and all completed the course.
- 5 of the 5 students performed above the 75% proficiency level.
- 100% met.

Current Aggregated Result

DRAM 1351 - for CS1
One section of DRAM 1351 was offered for Fall 2021.
- 5 students were enrolled and all completed the course.
- 5 of the 5 students performed above the 75% proficiency level.
- 100% met.

DRAM 1330 for TW1
One section of DRAM 1330 was offered for Fall 2021.
- 5 students were enrolled and all completed the course.
- 5 of the 5 students performed above the 75% proficiency level.
- 100% met.

Combined Aggregated Results for CS1 & TW1 were met at 100%.

Improvement Plan 2021-2022 Results

Instruction

All students performed above the 75% assessment goal in DRAM 1351 for CS1 in the Fall 2021 semester. The assessment tool mastered was a vocabulary quiz, however, the students actual day-to-day usage of theatre terminology did not increase noticeably as a result.
Retention and usage of theatre terminology should be a focus for Fall 2022 in addition to a vocabulary quiz/test. Interactive in class activities will be added to encourage proper usage and application of new theatre terminology.
An assignment/project will be added to DRAM 1351 for Fall 2022 that measures the students ability to apply learned vocabulary in context.

Assessment

All students performed above the 75% assessment goal in DRAM 1351 for CS1 in the Fall 2021 semester. The assessment tool mastered was a vocabulary quiz, however, the students actual day-to-day usage of theatre terminology did not increase noticeably as a result.
Retention and usage of theatre terminology should be a focus for Fall 2022 in addition to a vocabulary quiz/test. Interactive in class activities will be added to encourage proper usage and application of new theatre terminology.
An assignment/project will be added to DRAM 1351 for Fall 2022 that measures the students ability to apply learned vocabulary in context.

Documentation of Improvement Prior Year

1. All students performed above the 75% assessment goal in DRAM 1351 for CS1 in the Fall 2021 semester. The assessment tool mastered was a vocabulary quiz, however, the students actual day-to-day usage of theatre terminology did not increase noticeably as a result.

   Retention and usage of theatre terminology should be a focus for Fall 2022 in addition to a vocabulary quiz/test. Interactive in class activities will be added to encourage proper usage and application of new theatre terminology.

   An assignment/project will be added to DRAM 1351 for Fall 2022 that measures the students ability to apply learned vocabulary in context. Therefore, we will continue with further assessment of the same Program and Institutional Outcomes for Fall 2022.

2. All students performed above the 75% assessment goal for DRAM 1330 (TW1) in the Fall 2021 semester. We will move on to another program learning and Institutional learning outcome for FAll 2022.

Document of Improvement Plan 2020-2021

Instruction

Improve the desired results for DRAM 1352 will ad the Charactre Analysis Wringten Assignment in the form of essay questions to DRAM 1351 course to Fall 2020. This assignment will be in addition to the Character Analysis Quiz (multiple choice).

ARTS & HUMANITIES: THEATRE – AA

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Adhere to theatre safety guidelines.	Exhibit the discipline, work ethic and attitude of a theatre professional.	Work effectively in a team, having developed collaboration and teamwork skills through class exercises, assignments and performances.	Demonstrate mastery of industry vocabulary and a working knowledge regarding the different technical and creative jobs related to theatre and theatre production.	Demonstrate competency with basic audition techniques.
DRAM 1121	R, P	R,P	I,P	P,R	P,R
DRAM 1310		I,		I,R	
DRAM 1330)	I,R	I,R	I,P	I,R	
DRAM 1341	I,R,P	I,R	I,P	I,R	
DRAM 1351	I,R,P	I,R,P	I,P	I,R	I,P,R,M
DRAM 1352/ 2351	R, P	R,P,M	I,P,R	P,R	P,R,M
DRAM 2120	P,M	R,P,M	P,R,M	R,P,M	
DRAM 2121	P,M	R,P,M	P,R,M	R,P,M	P,R,M
DRAM 2331)	R, P	R,P,M	R,P	R,P,M	

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

BUSINESS & ENTREPRENEURSHIP

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: ACCOUNTING – AAS & CERTIFICATE

PLO Measured
#2. Use computerized accounting software to record business transactions and prepare financial statements ACNT1313

Core Curriculum Component
CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information.

Desired Results
In ACNT1313 Students are able to successfully complete the mid-term and final computerized accounting projects.

Collection Method Data
Grades on these projects.

Assessment Measure	Assessment Method
DIRECT	Evaluate the grades on the Mid-term and Final Computerized projects.

Historical Aggregated Course Result
On the mid-term project 85% of the students successfully completed the project with a score of 70% or higher. On the final-term project 77% of the students successfully completed the project with a score of 70% or higher.

Disaggregated Instructional Method/Locations	ONLINE
There was one online section of this course offered. No other delivery mode was offered.	

Current Aggregated Result
Face to face 0 sections offered Hybrid 0 sections offered Online 1 section offered

Improvement Plan 2021-2022 Results
<u>Technology</u> Software change from Quickbooks desktop version to Quickbooks online version. This change is being made because the publisher will no longer be offering the desktop version. The online version will be free to the students.
<u>Assessment</u> Assessment change from using the results from the mid-term project and the final exam project to using the final grades from the course. New assessment: Students will complete the course with at least 70% receiving successful scores.
<u>Documentation of Improvement Prior Year</u> By providing more instruction, which better prepared students for the mid-term and final projects, the students were able to successfully complete these projects.

Document of Improvement Plan 2020-2021
<u>Technology</u> The Chapter 4 Lab requires combining many pages of data from the Cengage environment. Students sometimes give up because they are overwhelmed by the number of pages involved. Will spend more class time illustrating how to maneuver through the assignment successfully.

BUSINESS & ENTREPRENEURSHIP: ACCOUNTING – AAS & CERTIFICATE

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Use critical thinking skills to produce accurate financial statements for a company.	Use computerized accounting software to record business transactions and financial statements.	Analyze financial statements and communicate a company's financial position.	Demonstrate job search/interviewing skills in order to become successfully employed in the accounting field.	Apply accounting skills to solve real-life situations.
ACNT 1303	I				I
ACNT 1304	R		I		R
ACCT 2401	I, R		I, R		I, R
ACCT 2402	M		M		
ACNT 1313		I, R, M			
ACNT 1329					R
ACNT 1331	R	R		I, R, M	M
ACNT 2302	R	R		I, R, M	M
ACNT 2309			R		R

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: BUSINESS ADMINISTRATION – AS

PLO Measured
4. Apply necessary reasoning skills to perform financial statement analysis

Core Curriculum Component
EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

Desired Results
In ACCT 2302 students are able to successfully complete the final accounting project.

Collection Method Data
Grades on the project

Assessment Measure	Assessment Method
DIRECT	Evaluate the grades on the final accounting project.

Historical Aggregated Course Result
On the final accounting project an average of 90% of the students successfully completed the project with a score of 70% or higher.

Disaggregated Instructional Method/Locations	HYBRID / ONLINE
There were two online sections of this course. In the Fall 2021 semester, 89% of the students completed the final accounting project with a grade of 70% or higher. In the Spring 2022 online section, 91% of the students completed the final accounting project with a grade of 70% or higher. There were two hybrid sections of this course. In the Fall 2021 semester, 85% of the students completed the final accounting project with a grade of 70% or higher. In the Spring 2022 semester, 95% of the students completed the final accounting project with a grade of 70% or higher.	

Current Aggregated Result
Fall 2021 Online = 89% Hybrid = 85% Spring 2022 Online = 91% Hybrid = 95% Average = 90%

Improvement Plan 2021-2022 Results
Instruction
An instructional video for the final accounting project will be developed for all Canvas course shells for Fall 2022.
Documentation of Improvement Prior Year
By providing a video that can be watched as many times as necessary, the students were able to improve their overall scores in ACCT 2302.

Document of Improvement Plan 2020-2021
Instruction
Additional instructional videos will be created to aid in student learning of material.
Curriculum
Rework the student lab assignments in this unit. Since BUSI 2305 (business statistics) is not fully implemented in the field of study during the evaluation period, we will evaluate this learning outcome again in 2021-2022.

BUSINESS & ENTREPRENEURSHIP: BUSINESS ADMINISTRATION – AS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Assess accounting system designs and setup a specific system.	Recognize and interpret the diversity of human behaviors and cultures as they relate to individual development and group interaction.	Demonstrate an understanding and appropriate application of computer technology.	Apply computer skills to business problems.	Explain the liberal arts and their relationship to the business world.
ENGL 1301					I
MATH 1324/2413	I				
BUSI 1301	I	I	I	I	
ENGL 1301					R
MATH 1325/2414	R				
COMP OPT 1	I				
ACCT 2301	R		I		
ECON 2301	I	R			
ARTS CORE					R
BCIS 1305	I	R	M	M	
ACCT 2302	M		R	R	
GOVT 2306		M			
SPEECH 1321		R			M
HUMANITIES		M			

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: BUSINESS MANAGEMENT – AAS & CERTIFICATE

PLO Measured
PLO #3. At the completion of this program, the student will be able to recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interactions.

Core Curriculum Component
CS2: Students will develop, interpret, and express ideas through oral communication. CT 2. Students will gather and assess information relevant to a question.

Desired Results
Prepare students to work in a culturally diverse work environment both individually and as a part of a team.

Collection Method Data
Data will be collected through evaluation of student performance in discussion board posts, group projects, and self-assessments.

Assessment Measure	Assessment Method
DIRECT	1. Course discussions. 2. Student work samples (group project). 3. Self Assessment exercise

Historical Aggregated Course Result
Discussion—In 2018-19, 82% of the students demonstrated awareness of cultural differences after discussing a series of videos which was up from 80% previously. Group project – In 2018-19, 85% of students participated in the group project and demonstrated the ability to work as a member of a team. This was an increase from 77% previously. Self Assessment – In 2018-19, 94% of students rated themselves as "somewhat", "usually", or "almost always" aware of cultural differences. This was up from 93 % previously.

Disaggregated Instructional Method/Locations	ONLINE
Discussion – 88% of students in Fall 2021 and Spring 2022 demonstrated awareness of cultural differences after discussing the video series. Group project – 90% of students participated in the group project in Fall 2021 and 95% in Spring 2022 and demonstrated the ability to work as a member of a team. Self Assessment – 92% of students in Fall 2021 rated themselves as "somewhat", "usually", or "almost always" aware of cultural differences on the self assessment. In Spring 2022, 94% of students rated themselves as "somewhat", "usually", or "almost always" aware of cultural differences.	

Current Aggregated Result
This course is only offered online. Please see the comments above.

Improvement Plan 2021-2022 Results
Instruction
Consider re-writing the self-assessment using gender-neutral verbiage.
Technology
Evaluate the effectiveness of the use of Zoom for the Group Project.
Documentation of Improvement Prior Year
PLO #2: Instruction – Creation of original source documents was improved through the upgrade in Microsoft Office 2019/365. Additional modules need to be added to fully develop the concepts. Additional modules were created for BCIS 1305 and implemented in Fall 2021 to fully develop and reinforce the concept of linked documents. The effectiveness of these modules were evaluated in Fall 2021 and Spring 2022. Overall, students found the additional modules to be effective and concepts were clearer after completing these modules.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
INSTRUCTION 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. Evaluate the use of “Easter Eggs” on overall student performance in BUSG 2305. Creation of original source documents was improved through the upgrade in Microsoft Office 2019/365. Additional modules need to be added to fully develop the concepts.
CURRICULUM 16 week format vs. 8-week format for BUSG 2305

BUSINESS & ENTREPRENEURSHIP: BUSINESS MANAGEMENT – AAS & CERTIFICATE

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	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.	At the completion of this program the student will be able to apply company skills to business problems and demonstrate an understanding and appropriate application of computer technology.	At the completion of this program the student will be able to recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interactions.
ACNT 1303		I	
BUSI 1301	I		I
BUSG 1304	I		
BMGT 2309			R
BMGT 1327	I		I
ECON 2301	R	R	
BMGT 2370	M	M	M
COSC 1102	R	R	
BUSG 2305	M		
MRKG 1302 / 1311	R		
HRPO 2301			R
BUSG 2309	R		

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: CULINARY ARTS – AAS

PLO Measured

Demonstrate industry-standard knowledge and skills regarding sanitation, food safety, nutrition and supervision in the hospitality industry

Core Curriculum Component

CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.

Desired Results

We want students to be able to pass the Sersafe Food Manager Certification at a 80% pass rate the first time that they take the exam.

Collection Method Data

Students will be administered the test and then it will be graded by the national restaurant association education foundation. Those results will then be shared with the professor.

Assessment Measure	Assessment Method
DIRECT	The nationally industry recognized Servsafe Food Manager Examination

Historical Aggregated Course Result

We have maintained around an 88% pass rate on first attempt of this exam.

Disaggregated Instructional Method/Locations	FACE-TO-FACE

During this year the two classes that were taught only had a 62% pass rate on first time taking the exam.

Current Aggregated Result

During this year the two classes that were taught only had a 62% pass rate on first time taking the exam.

Improvement Plan 2021-2022 Results

Instruction

This year the provider of information of Servsafe went from Pearson Higher Ed to Servsafe. This created a discrepancy in information that could be provided to the students. First, the coursework that was to reinforce learning was removed as it was not available anymore. Second, the exam started to include updates that had not been communicated out to instructors. For the 2022/23 academic year, we will be able to adopt the new coursebook and the instructor has reworked quizes, powerpoints and exams to reflect this new information.

Curriculum

We have adopted the 8th edition of the Servsafe Food Mangers coursebook for the 22/23 year.

Documentation of Improvement Prior Year

We implemented customer feedback in the RSTO1304 lab setting which provided the results that we expected. The students are still able t create exceptional quality food for our patrons. We also decided that we can use the results of customer feedback on Tableagent, our reservation system, to also get positive results for our food production.

Document of Improvement Plan 2020-2021

Assessment

We are planning to implement customer feedback as a complimentary means to assess student food consistency and quality.

BUSINESS & ENTREPRENEURSHIP: CULINARY ARTS – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Assess labor and food costs in order to operate an economically sustainable establishment.	Apply basic techniques and culinary skills needed in order to create professional food.	Demonstrate industry- standard knowledge and skills regarding sanitation, food safety, nutrition and supervision in the hospitality industry.	Demonstrate professionalism in order to support the needs of your employer.	Evaluate opportunities for continual learning in pursuit of mastery in the culinary field.
CHEF 1205			I		
HAMG 1221				I	
HAMG 1340			I	R	
IFWA 1210	I		I		
CHEF 1301	I	I	R	R	
HAMG 1319				I	
HAMG 1324	R		I	R	
CHEF 1302	R	R	R	R	
CHEF 2302	R	R	R	R	R
CHEF 2231	R	R	R	R	I
HAMG 2301	M			R	
PSTR 1301	R	R	R	R	R
RSTO 1304	M		M	M	M
CHEF 1345	R	M	R	R	R
CHEF 1310	R	R	R	R	R
CHEF 1314	M	M	M	M	M
CHEF 1164	M	M	M	M	M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: HOSPITALITY MANAGEMENT – AAS

PLO Measured

Demonstrate professional demeanor, attitude, and leadership needed for entry level and managerial positions in the hospitality industry.

Core Curriculum Component

PR 1: Students will evaluate choices and actions, and relate consequences to decision making.

Desired Results

The desired result was for all students registered in the Hospitality Management Practicum Class get all 7 or above on the employee evaluation at the end of work experience.

Collection Method Data

The data was collected by having employers complete a one page work survey (employee review) on each student that they had.

Assessment Measure	Assessment Method
BOTH DIRECT & INDIRECT	We talked with employers before students were allowed to begin their work experience explaining what the employers requirements were. At the end of the required 160 hours of work, the employer had to do an employee evaluation where they were ranked on a 1-10 Lickert scale. These evaluations were then turned into the professor to be reviewed and scored. The Professor also did spot checks at the location during the semester to talk with the employers about the students performance.

Historical Aggregated Course Result

Historically, we have had very good results, almost 100%, for students that completed the course and work experience.

Disaggregated Instructional Method/Locations | OFF-SITE LOCATIONS

For the 2021/2022 academic year, we had a 100% of the students get a 7 or above on all fields of their employee evaluation.

Current Aggregated Result

For the 2021/2022 academic year, we had a 100% of the students get a 7 or above on all fields of their employee evaluation.

Improvement Plan 2021-2022 Results

Instruction

After reviewing the employee evaluations and comparing to notes taken, we are developing a more informative description as to what we are looking for from the employers as we feel that their may be some leniency or bias as the employers do not want to negatively affect the students grade.

Documentation of Improvement Prior Year

After implementing a clearer definition of what we expect of the students in HAMG2167, we had a positive turn around and had 75% complete the paperwork on time and complete their degree.

Document of Improvement Plan 2020-2021

Instruction

After looking at the results and knowing what occurred to the one student who did not complete the course, I feel that the improvement needs to come in instruction in what is expected out of the students while working in the industry. This will include more conversation about expectations clearly defined in classes before the student gets into the practicum course. This conversation would be best put into the human resource class.

BUSINESS & ENTREPRENEURSHIP: HOSPITALITY MANAGEMENT – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Demonstrate professional demeanor, attitude, and leadership needed for entry level and managerial positions in the hospitality industry.	Identify various microorganisms, and parasites, fungi and other food born illnesses and instruct students on how to prevent these illnesses and teach employees proper sanitation and safety techniques.	Develop practical industry experience prior to graduation through an internship and other work experience.	Evaluate the legal atmosphere that the hospitality industry functions with an emphasis on conduct, ethics, and risk management.	Develop the necessary skills in computer technology, management, cost controls, purchasing, and communications to be successful in the hospitality industry.
CHEF 1205		I			
HAMG 1221	I		I		I
HAMG 1340	I		R	I	R
CHEF 1301		R			
HAMG 1319					I
HAMG 1324	R			R	R
HAMG 1213	R			R	R
CHEF 2231		R			
HAMG 2301	R	R			R
HAMG 2307	R				R
HAMG 2305	M		R	R	M
HAMG 2332	R				R
HAMG 2337					R
RSTO 1304	R		R	R	M
HAMG 2167	M	M	M	M	M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: OFFICE & COMPUTER TECHNOLOGY – AAS

PLO Measured
POFT 1313. At the completion of this program, the student will be able to demonstrate the ability to develop and deliver an oral presentation.

Core Curriculum Component
CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.

Desired Results
Increase student completion by providing opportunities to prepare and deliver oral presentations.

Collection Method Data
Data will be collected through evaluation of student performance on exams and case studies.

Assessment Measure	Assessment Method
DIRECT	Oral presentations

Historical Aggregated Course Result
Fall 2019: 67% completed with 70% accuracy. Spring 2020: 100% completed with 70% accuracy. Fall 2020: 100% completed with 70% accuracy. Spring 2021: Course not taught.

Disaggregated Instructional Method/Locations	ONLINE
POFT 1313 is 100% online.	

Current Aggregated Result
Fall 2021: 100% completed with 90% accuracy. Spring 2022: 4 students completed with 70% accuracy. 1 student received incomplete with 7-1-22 due date of completion.

Improvement Plan 2021-2022 Results
Instruction Instructor provides more instruction via video.
Technology Students are required to use technology to record videos for assignments.
Assessment Students are provided with detailed assessment instructions.
Documentation of Improvement Prior Year Students are required to present a minimum of five oral presentations in POFT 1313. Since this is an online class, students use videos to record. The same grading criteria is used for videos as face-to-face presentations.

Document of Improvement Plan 2020-2021
Curriculum Changing textbooks has been helpful. Creating additional lecture notes for each body system has received positive feedback. I will continue to supplement textbook material. Students have enjoyed medical trivia. Adding a review of medical terminology has helped with locating correct codes. Students are using Cengage MindTap resources with positive results.

BUSINESS & ENTREPRENEURSHIP: OFFICE & COMPUTER TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Demonstrate effective written business communication skills.	Demonstrate ability to develop and deliver an oral presentation.	Demonstrate proficiency in using software applications (MS Word, Excel, Access, PowerPoint).	Develop professional resume, cover letter, and follow-up letter.	Demonstrate ability to meet or exceed typing speed and accuracy in the industry.
POFI 1301			I		
ITSW 1304			I,R		
ITSW 1307			I,R		
ITSC 2321			R,M		
POFI 2301			I,R		
POFT 1301	I,R				
POFT 2312	I,R	I		I	
POFT 2303					I,R,M
POFT 2331	R				
POFT 1313	M	R,M	R,M	R,M	

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

INDUSTRIAL TECHNOLOGIES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: ADVANCED MANUFACTURING TECHNOLOGY – AAS

PLO MEASURED
Since all of the students minus one will have been in their second semester, students are building on their foundation of advanced manufacturing. To date they have been introduced safety, accountability, and basic machine shop practices and procedures. Each year is a progression on what they have been taught the previous year with the capstone course being the Manufacturing Skills Standards Council, which will show their mastery of all the components of the program.

CORE CURRICULUM COMPONENT
CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
Desired results consisted of students taking over their projects after being shown the proper set up and or methodologies. The end goal is for the student to take control of a given scenario or project and not only lead it but grow in their understanding

COLLECTION METHOD DATA
Students were required to test out of their sections via canvas and participate in a hands-on lab for each of their perspective sections as well. Grades were based on completion, understanding, and leadership. Collection was done with one-on-one instruction and observation and through our online LMS via canvas or cengage.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Assessment method was via online testing through canvas or Cengage. Labs were assessed by instructor observation and project outcomes.

HISTORICAL AGGREGATED COURSE RESULT
Since the adoption of the new curriculum, we have taken away the maintenance function of the course and focused more on the manufacturing concept. Historically the aim was to teach a function of maintenance, however based on industry we determined that the courses being taught were not in the demand requirements of local industry and brought on hazards associated with such courses. While the end result is the same, we have sequenced courses, so mastery of the individual courses is more evident and easier for the students to grasp.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
We developed and open lab concept allowing students to come any time of the day from 9am-5pm at their convenience. This approach opened up the availability to secure more traditional students due to time constraints as well as dual credit students competing for time availability that were previously allotted for sports.	

Current Aggregated Result

Overall, we find that students within our hybrid model strive in the face-to-face instruction. We have also determined that dual credit students must be held to a higher standard of accountability, as they struggle with reading their assigned content as well as completing the online assessments. Twenty five percent of the dual credit students receive grades above a B while the other 75% maintain low C's due to their failure to complete the online assessments at all or on time. When looking at the results of traditional students this number is flipped from 75% completing the course work at a high B to A and the other 25% failing due to outside influences.

Improvement Plan 2021-2022 Results

Instruction

Instruction improvement will be to take away the largest hinderance to the majority of the class, thus far that has been students on their phones.

Curriculum

Curriculum will be shortened as we found that students still in high school have much less exposure the basic machine shop tools and practices and as such we must start at a much more elementary approach.

Technology

We plan on incorporating more visual training methods into our program, barring we have the funding to add such improvements. We are also planning on purchasing more up-to-date equipment as grant funds are available.

Documentation of Improvement Prior Year

With the hybrid platform and the open lab concept, we have found that we have picked up more dual credit students by not competing with sports. We have also picked up 2-3 traditional students per semester and even one dual credit by allowing the onboarding process at any time of the year.

Document of Improvement Plan 2020-2021

Curriculum

Continuous process. Curriculum will be reviewed bi-annually and changes will be may by the consent of the Curriculum Committee.

Assessment

Assessments will be made on a continuous basis, while action plans for the outcomes will be implemented on an ongoing basis as well.

New on-line software with interaction capabilities will be added to the curriculum.

INDUSTRIAL TECHNOLOGY: ADVANCED MANUFACTURING TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	100% all AMP students will score 70% or better on calculation using whole numbers, fractions and decimals	100% of all AMP students will score 70% or better reading mechanical and assembly drawings.	100% of all AMP students will score 70% or better on the basics of electrical theory.	100% of all AMP students will score 70% or better in the care and use of various precision measuring tools.	100% of all AMP students will score 70% or better in the competencies of safety, quality, and measurement practices in manufacturing processes.
TECM 1303	M	R	R	R	R
MCHN 1302	R	M	R	R	R
ELPT 1311	R	R	M		
MCHN 1320	I	R	I	M	R
MCHN 1371	I	I		I	M
QCTC 1343	R	R		R	R
MCHN 1438	R	R	I	R	I
ELPT 2319	I	I	R		
MCHN 1326	R	I	I	I	R
ELPT 1441	I	I	R		

COURSE	6TH GOAL	7TH GOAL	8TH GOAL	9TH GOAL	10TH GOAL
	100% of all AMP students will score 70% or better on the principles and applications of quality insurance.	100% of all AMP students will score 70% or better on the functions, application and safe operation of machine shop equipment.	100% of all AMP students will score 70% or better in the theory and practice associated with PLC's.	100% of all AMP students will score 70% or better in the use of (CAM) software used to develop applications in manufacturing	100% of AMP students will score 70% or better on the principles of operating solid - state and conventional controls and their application
TECM 1303		I	I	R	R
MCHN 1302	R	R		R	
ELPT 1311			R		R
MCHN 1320	R	R		I	
MCHN 1371	I	R		R	
QCTC 1343	M	R		I	I
MCHN 1438	R	M			
ELPT 2319			M		R
MCHN 1326		R	I	M	I
ELPT 1441			R		M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: COMPUTER AIDED DRAFTING – AAS

PLO MEASURED
Students progressed throughout the terms in both Fall and Spring semesters. They became familiar with various software's along the way. Students that did graduate or gained a certificate will be able to walk into a workplace and begin work on day one. The background information that they have received will open up doors to many of the various disciplines/jobs that are available out in the workforce.

CORE CURRICULUM COMPONENT
CS3: Students will develop, interpret, and express ideas through visual communication. CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information. EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
For students to learn and utilize the tools of certain software to effectively communicate through pictures, drawings, renderings and construction documents

COLLECTION METHOD DATA
Physical drawings, computerized files, and written documentation

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Capstone project - overview of all things learned over the time spent within the degree Portfolio Examination - Compilation of "Best Examples" of work performed throughout the student's time in the degree program including but not limiting to work performed in class, student is also able to submit works performed outside of the curriculum Power Point Presentations - Project drawings, compiled and assembled into a presentation form. Teaching the importance of visual storytelling and being able to communicate within a group type setting.

HISTORICAL AGGREGATED COURSE RESULT
Students became competent in software usage. Also gaining real world knowledge of scenarios within the workplace.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
one on one interaction, lab time Utilized video presentations Students did have the ability to work ahead on some assignments as well as research online ways to complete assignments invited students to visit some of the "model homes" in the area. Make assessments of the work performed and include their own opinions on various tasks being performed on site	

Current Aggregated Result

Most of the classes are hybrid model situations. All classes do require students to attend in person. Some of the work is migrating to where someone could take the class all on-line. I still think that students coming to class in person is essential to the learning process. Questions can be answered, and it takes the guesswork out of the equation. Depending on how the student can adapt to an all-online class, is the only hesitation from some of the courses going that route. Off-site locations should and can be implemented as well. Job-site visits, meeting with various professionals in the workforce at their offices, could also be better utilized to benefit the student.

Improvement Plan 2021-2022 Results

Instruction

New and improved ways of teaching. More interaction and student participation, rather than being lectured to for hours. More "hands on" approach to the teaching style, rather than here is the assignment and get it done. Also, bringing in the workplace scenarios, seemed to really get the students attention.

Curriculum

Seeing what has previously been taught, there are some things moving forward that will need to be updated regarding curriculum. Including new and updated releases of software and programming. Industry standards are changing and what the workforce is wanting from our students needs to be in line. All of these issues are currently being worked on and in process within the department.

Documentation of Improvement Prior Year

This is a work in progress, but after seeing the progression of students throughout the year, it seems to be heading in the right direction. Plans are to continue updating and staying on top of all "local" industries that utilize our students and making them a bigger part of the whole picture, so we are helping each other reach a common goal. More students and better trained employees for the workforce.

Document of Improvement Plan 2020-2021

Assessment

Add “learning modules” to enhance “troubleshooting/problem solving/diagnostic skills”.

Demonstrate ability to create computer generated technical drawings.

Gain knowledge of architectural and civil drafting.

INDUSTRIAL TECHNOLOGY: COMPUTER AIDED DRAFTING – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	Demonstrate the attitudes, abilities & skills required to adapt to rapidly changing technologies and the ability to pursue life-long learning.	Create detail & assembly drawings, using American National Standards (ANSI) and/or International Standards Organization (ISO) specifications.	Create drawings, while applying the fundamentals of design for mechanical, architectural and civil industries utilizing industry standard 2D / 3D and feature - based parametric design software.	Create a complete set of Residential Architectural documents that meet industry standards, utilizing current CADD software.
DFTG 1309	I		I	
DFTG 1405		I		
DFTG 1317				I
DFTG 2330			R	R
DFTG 2319	R		R	
DFTG 1433		R		
DFTG 2417		R		R
DFTG 2402		R	R	
DFTG 2331	R		R	
DFTG 2432			R	
DFTG 2350		R		
INMT 1443	R		R	
DFTG 1445			R	
DFTG 2338				

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: COLLISION REPAIR TECHNOLOGY – AAS

PLO MEASURED
Upon completion of the Helpers Certificate, 90% of students will be able to tape for primer.

CORE CURRICULUM COMPONENT
CS2: Students will develop, interpret, and express ideas through oral communication. CS3: Students will develop, interpret, and express ideas through visual communication. CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
90% or more students would be able to successfully tape off a vehicle for primer.

COLLECTION METHOD DATA
Instructor observation in the shop.

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Observation in the Collision Repair Shop. Hands on application. Students were graded on their ability to tape off the vehicle and prime the vehicle with no overspray.

HISTORICAL AGGREGATED COURSE RESULT
In the past 90% or more of all students in ABDR 1453 have successfully taped their vehicle and applied primer with no overspray.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
Students were given a demonstration by the instructor and were given step by step instruction throughout the entire process.	

CURRENT AGGREGATED RESULT
96% of all students in ABDR 1453 successfully taped their vehicle and applied primer with no overspray.

IMPROVEMENT PLAN 2021-2022 RESULTS
TECHNOLOGY Starting Fall 2022, we will be moving to a new textbook from Cengage and we will be using the Cengage LMS, MindTap. More content will be delivered online to accommodate of campus learning and allow more hands training in the lab.
DOCUMENTATION OF IMPROVEMENT PRIOR YEAR In addition to shop observation, assessment measurements from MindTap quizzes will be utilized.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
TECHNOLOGY Upon competition of 1558, 95% of students will be able to adjust spray gun and adequately cover surface with paint. No improvement needed as the benchmark of 90% was met.

INDUSTRIAL TECHNOLOGY: COLLISION REPAIR TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Demonstrate Competency in Mechanical and Electrical Systems	Demonstrate Competency in Fiberglass and Plastic Repair	Demonstrate Competency in Estimate Writing on Collision Damage	Demonstrate Competency in Metal Repair and Paint Refinishing	Demonstrate Professional Work Habits and Technical Skills Necessary for Success in The Collision Repair Industry
ABDR 1519	I	I	I	I	I
ABDR 1431	I	I	I	I	I
ABDR 1555	R	R	R	R, M	R
ABDR 1558	R	R	R	R	R
ABDR 1411	R	R	R	R	R
ABDR 2502	M	R	R	R	R
ABDR 1453	R	M	R	R	R
ABDR 2355	R	R	M	R	M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: ELECTRICAL TECHNOLOGY - AAS

PLO MEASURED
Student ability to identify, formulate, and solve basic residential and commercial electrical wiring by way of blueprint reading and creation.

CORE CURRICULUM COMPONENT
CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
100% Success Rate

COLLECTION METHOD DATA
Continuous observation, student feedback, and student demonstration.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Both written and student performances.

HISTORICAL AGGREGATED COURSE RESULT
Unknown. Last PLO Spring 2017

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE / HYBRID

CURRENT AGGREGATED RESULT
Student ability to cognitive recall studied material via assessments 86% ability to meet goal. 3% were able to demonstrate wiring techniques even on the basic level. Far less than goal expectations.

IMPROVEMENT PLAN 2021-2022 RESULTS
INSTRUCTION Retention of students within each course providing them with the Cognitive tools to perform each basic electrical task for entry level
CURRICULUM Review and bring current curriculum to meet Face-to Face methods of instruction.
TECHNOLOGY improve instructional material and lab functionality to provide students the ability to demonstrate wiring techniques based on current NEC ruling, and to reinforce learned curriculum.
DOCUMENTATION OF IMPROVEMENT PRIOR YEAR Retention of students within each course is paramount in the success of the program. If students remain in selected courses their success rate is very high. With the ever-changing rules and codes in the electrical field, it is important to modify curriculum to stay in line with those changes. Instructors must continue to stay up to date of new NEC requirements and modify their method of delivery accordingly.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
ASSESSMENT Need to raise level if percentage is too low.

INDUSTRIAL TECHNOLOGY: ELECTRICAL TECHNOLOGY - AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	Demonstrate entry level skills in Residential, Commercial and Industrial electrical installation and maintenance	Work with others and apply good safety practices.	Interpret and comply with the National Electrical Code NFPA 70 book and local codes	Think critically, do research, calculate minimum requirements, and solve problems
ELPT 1221	I	I,R,M		I
ELPT 1215				I,R,M
ELPT 1311	I	I,R	I	I,R
ELPT 1325	I,R	R	I,R,M	R
ELPT 1329	R,M	R,M	R	R
ELPT 2305	R	R	R	R
ELTN 1391	R	M	R	R
CNBT 1300	I,R	R	R	R
ELPT 1341	R	R	R	R
ELPT 2164	R	R,M	R	R
ELPT 1357	R,M	R,M	R	R
ELTN 1343	R,M	R,M	R	R,M
ELPT 2319	R,M	R,M	R	R,M
ELPT 2343	R,M	R,M	R	R
IEIR 1312	R,M	R,M	R	R
ELPT 2165	R	R,M	R	R

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: HEATING A/C REFRIGERATION TECH (HVAC) – AAS

PLO MEASURED
Student learning/communication increased by 15% in labs between instructor/student based on increased lab assignment minimums requiring student cognitive recall.

CORE CURRICULUM COMPONENT
CS 2 Develop, interpret and express ideas via oral communication. CT 1 Generate ideas through collaboration. CT 2 Gather and assess info relevant to a question. CT 3 Analyze, evaluate and synthesize info. TW 1 Work with peers and leaders to more effective

DESIRED RESULTS
Increase by 10% student cognitive recall during labs.

COLLECTION METHOD DATA
Collection method used: observation, oral, hands on

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Written and oral assessments were used during student labs

HISTORICAL AGGREGATED COURSE RESULT
Higher student recall and interest compared to previous year (s)

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE

CURRENT AGGREGATED RESULT
80% Face-to-Face method of learning with 20% online studies and exams

IMPROVEMENT PLAN 2021-2022 RESULTS
INSTRUCTION
Increase in instructor/student involvement during labs by 5%
CURRICULUM
Module format online learning requiring student's involvement in use of labs and instructor/student interaction
DOCUMENTATION OF IMPROVEMENT PRIOR YEAR
Increase in AAS degree desire by students and student confidence increased

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
ASSESSMENT
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.

INDUSTRIAL TECHNOLOGY: HEATING A/C REFRIGERATION TECH (HVAC) – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Demonstrate knowledge of principles of electricity.	Demonstrate understanding of concepts of HVAC systems.	Apply safety rules and regulations when working with HVAC components.	Apply systematic methods of servicing and troubleshooting HVAC systems.	Analyze load calculations for an HVAC system of a residential structure.
HART 1401	I		I	I	
HART 1407		I	I	I	
HART 1441	R	R	R	R	
HART 1445	R	R	R	R	
HART 2436	M	M	M	M	
HART 2442	M	M	M	M	
HART 2445		R			I,R,M
HART 2449	M	M	M	M	

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: WELDING TECHNOLOGY – AAS

PLO Measured

100% of students in WLDG 2406 will score 70% or better on the master welding symbol test.

Core Curriculum Component

CS1: Students will develop, interpret, and express ideas through written communication.
CS3: Students will develop, interpret, and express ideas through visual communication.
CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.
CT 2. Students will gather and assess information relevant to a question.
CT 3. Students will analyze, evaluate, and synthesize information.

Desired Results

A 100% pass rate

Collection Method Data

Written classroom exam.

Assessment Measure	Assessment Method
BOTH DIRECT & INDIRECT	Students were given a master weld symbol hand out in week 2 of the semester. 3 lectures were given over the Spring Semester. The test was given in class at the end of week 12.

Historical Aggregated Course Result

In the past our industry partners indicated that while our students understood the basic weld symbols, they struggled with the more complicated symbols found on a metal fabrication shop blueprint.

Disaggregated Instructional Method/Locations | FACE-TO-FACE

Classroom lecture and face to face lab time.
Cengage MinTap, Welding Principles and Applications, Chapter 22

Current Aggregated Result

The pass rate was 100%. The specialized attention to this subject was successful. The change that was introduced in the 2021-2022 academic year was adding the classroom face to face lectures instead of deploying the content for weld symbols 100% online.

Improvement Plan 2021-2022 Results

Instruction

Our improvement will be to deploy this weld symbol training model to our intro classes, specifically 1421 and/or 1430. and reenforce it in 1457 and master in 2406 or 2451.

Technology

None. we are actually backing off the online aspects for this particular subject and doing more face-to-face instruction.

Documentation of Improvement Prior Year

We met our 2020-2021 benchmark and therefore had no improvement plan.

Document of Improvement Plan 2020-2021

Assessment

Prior assessment benchmarks were met therefore began a intro level course to introduce this concepts earlier in the program.

INDUSTRIAL TECHNOLOGY: WELDING TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	100% of welding students in WLDG 2406 will score a 70% or better on the master welding symbol test.	WLDG 2451 will score a 70% or better on the visual acceptance criteria exam pertaining to welds per AWS D1.1 Structural Welding Code.	All students exiting WLDG 2447 will score a 70% or better on an applied test (observed by the instructor) on "machine troubleshooting".	Eighty percent of students in WLDG 1457 will be able to achieve a 70% or better on assignments requiring the use of equipment to prepare plate and pipe weld tests.
WLDG 1421	I	I		I
WLDG 1428	I	I		I
WLDG 1430	I	I	I	I
WLDG 1457	R	R		M
WLDG 1434	I	I		I
WLDG 2447			M	
WLDG 2451		M		
WLDG 2406	M			

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

MATHMATICS ENGINEERING & TECHNOLOGY

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATHEMATICS, ENGINEERING & TECHNOLOGY: COMPUTER MAINTENANCE & NETWORKING – AAS

PLO Measured
Convert CPMT 1345 from a face to face course to a hybrid course, doing only lab work in class. All chapter quizzes, midterm, and final moved online via Canvas.

Core Curriculum Component
TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

Desired Results
Achieve same student success rates in new hybrid courses as those of prior face to face courses offerings while emphasizing hands on skills learned in the lab environment

Collection Method Data
Extracted course success rates from Canvas grade books for all courses in the specified time frames.

Assessment Measure	Assessment Method
DIRECT	Direct course by course comparison of overall course grades for each timeframe.

Historical Aggregated Course Result
CPMT 1345 2020-2021 Success Rate (C or better) over 2 face to face course sections = 100.0 %

Disaggregated Instructional Method/Locations	FACE-TO-FACE, HYBRID
Fall 2020: CPMT 1345 C01 8/8 success rate	Spring 2021: CPMT 1345 B01 5/5 success rate
Fall 2021: CPMT 1345 C01HY 10/10 success rate	Spring 2022: CPMT 1345 B01HY 10/10 success rate

Current Aggregated Result
CPMT 1345: 2021-2022 Success Rate (C or better) over 2 hybrid course sections = 100.0 %

Improvement Plan 2021-2022 Results
Instruction
Greater emphasis on hands-on lab work reinforces practical skills needed to succeed later in the student's career. This was accomplished while also maintaining equivalent student success rates thru all course sections.
Documentation of Improvement Prior Year
Will continue to teach CPMT 1345 as a hybrid course moving forward.

Document of Improvement Plan 2020-2021
Instruction
Improve communications regarding project parameters.
Curriculum
Split single large project into three smaller pieces
Assessment
Monitor grades for large group project in class.

COMPUTER MAINTENANCE & NETWORKING – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	Demonstrate and employ proven methodologies for supporting computer hardware and operating systems	Understand and operate test equipment and software to analyze and resolve computer network problems	Describe the functions of, and be able to remove, test, and replace all major internal computer components	Understand and illustrate and utilize proper methods and etiquette regarding help desk support and management
CPMT 1303 or COSC1301	I	I	I	I
ITNW1325	R	R		
CPMT1311	R	R	R	R
ITNW 1354	I	I		
CPMT 2350	R		R	R
CPMT 1345	R			
ITSY 1300	R	R		R
ITNW 1351		R	R	
CPMT 2345	M	M	M	R
CPMT 1349	R	R	R	R
ITSC 1316	R	R		

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATH, ENGINEER & TECHNOLOGY:
COMPUTER SCIENCE/COMPUTER INFO SYSTEM – AS

PLO MEASURED
Present, orally and visually, project results.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CS3: Students will develop, interpret, and express ideas through visual communication. 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.

DESIRED RESULTS
Student should be able to assess a problem statement and create a program solution using current programming standards, with emphasis on user interface

COLLECTION METHOD DATA
Student should be able to assess a problem statement and create a program solution using current programming standards, with emphasis on user interface

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Lab Assignment (4)

HISTORICAL AGGREGATED COURSE RESULT
42% of students completed with a 'C' or better.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
60% of students completed with a 'C' or better.	

CURRENT AGGREGATED RESULT
60% of students completed with a 'C' or better.

IMPROVEMENT PLAN 2021-2022 RESULTS
<u>INSTRUCTION</u> More emphasis was put on output expectations. Continue to improve by providing output examples for each lab.
<u>DOCUMENTATION OF IMPROVEMENT PRIOR YEAR</u> Add one additional programming lab assignment to course

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
<u>INSTRUCTION & CURRICULUM</u> Additional lecture and lab time devoted to polymorphism. Success rate dropped from 83% to 55%.

COMPUTER SCIENCE/COMPUTER INFO SYSTEM – AS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL	6TH GOAL
	Construct and assess algorithms and programs in light of computational standards	Recognize and solve computational problems using programming skills and computational analysis.	Demonstrate and value the ethical conduct expected of a computing professional.	Integrate learned skills into group problem solving work.	Present, orally and visually, project results.	Value the development and use of state-of-the-art software and systems in order to continue to learn the new advances in computer technology.
COSC1336	I	I	I	I		I, R
COSC1437	R	R	R			R
COSC2436	R, M	M	R	M	R, M	R
COSC2425	R, M	R,M	M			M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATHEMATICS, ENGINEERING & TECHNOLOGY:
CYBER SECURITY ADMIN – AAS

PLO Measured
Convert ITNW 2355 from a face to face course to a hybrid course, doing only lab work in class. All chapter quizzes, midterm, and final moved online via Canvas.

Core Curriculum Component
TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

Desired Results
Achieve same student success rates in new hybrid courses as those of prior face to face courses offerings while emphasizing hands on skills learned in the lab environment

Collection Method Data
Extracted course success rates from Canvas grade books for all courses in the specified time frames.

Assessment Measure	Assessment Method
DIRECT	Direct course by course comparison of overall course grades for each timeframe.

Historical Aggregated Course Result
ITNW 2355 2020-2021 Success Rate (C or better) over 2 face to face course sections = 100.0 %

Disaggregated Instructional Method/Locations	FACE-TO-FACE, HYBRID
Fall 2020 ITNW 2355 B01 10/10 Spring 2021 ITNW B01 2355 10/10 Fall 2021 ITNW 2355 B01HY - Cancelled due to low enrollment Spring 2022 ITNW 2355 B01HY 8/8	

Current Aggregated Result
ITNW 2355 2021-2022 Success Rate (C or better) over 2 hybrid course sections = 100.0 %

Improvement Plan 2021-2022 Results
Instruction Greater emphasis on hands-on lab work reinforces practical skills needed to succeed later in the student's career. This was accomplished while also maintaining equivalent student success rates thru all course sections.
Documentation of Improvement Prior Year Will continue to teach ITNW 2355 as a hybrid course moving forward.

Document of Improvement Plan 2020-2021
Instruction Based on student performance adjust instructional materials to eliminate any “gaps in learning” Technology Use of tools and skills to accomplish task.

MATHEMATICS, ENGINEERING & TECHNOLOGY:
CYBER SECURITY ADMIN – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	Demonstrate ability to create and use command line functions to implement and manage network and security settings	Understand and operate test equipment and software to analyze and resolve computer network problems	Properly and securely configure and administer servers in a network environment	Outline best practices for information security; define security terminology; identify procedures for risk management.
ITNW1354	I		I	I
ITNW1325	I	I	R	I
ITSC1342 or ITSE2317	R	R		
CPMT2350		R		R
CPMT1345	R	I		
ITSC1316	I			
ITSY1300	R	R	R	M
ITSY2317		R		R
ITNW2305 or ITNW1351	R	R	R	
ITNW2355			M	R
CPMT1349		M	R	R
ITSC2325	M		M	R

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATHEMATICS, ENGINEERING & TECHNOLOGY: ENGINEERING – AS

PLO MEASURED
Students will develop convincing arguments in the area of engineering.

CORE CURRICULUM COMPONENT
CT 3. Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
We desire for at least 70% of students to perform at or above the 75% proficiency level.

COLLECTION METHOD DATA
We will gather points earned on specific questions of the ENGR 2302 – Dynamics Final Exam.

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Questions from a ENGR 2302 – Dynamics Final Exam

HISTORICAL AGGREGATED COURSE RESULT
No data was available for Fall 2020 as the course was not offered. Only one section of Dynamics was offered in the Spring 2021 semester, and only two students were enrolled and completed the course. The section was only offered as an online course; therefore no data was available for face-to-face, hybrid, or off site locations. As stated in the results above, 100% (2 out of 2) of the students performed at or above the 75% proficiency level.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE, ONLINE
Face-to-face: 100% (1 out of 1) of the students performed at or above the 75% proficiency level. Online: 100% (1 out of 1) of the students performed at or above the 75% proficiency level.	

CURRENT AGGREGATED RESULT
Only one section of Dynamics was offered in the Fall 2021 semester, and only one student was enrolled and completed the course. The section was only offered as an online course; therefore no data was available for face-to-face, hybrid, or off-site locations

IMPROVEMENT PLAN 2021-2022 RESULTS
CURRICULUM 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.
DOCUMENTATION OF IMPROVEMENT PRIOR YEAR In Fall 2021, 1 out of 1 students (100%) performed at or above the 75% proficiency level, which was consistent from the previous year. In Spring 2022, 1 out of 1 students (100%) performed at or above the 75% proficiency level, which was consistent from the previous year.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
CURRICULUM 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.

MATHEMATICS, ENGINEERING & TECHNOLOGY: ENGINEERING – AS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Using information technology, students will be able to understand and evaluate source material and be able to communicate information in both oral and written format.	Students will be able to work with others as part of a team to analyze and evaluate data to solve scientific problems.	Students will be able to demonstrate awareness of multiple perspectives critical to the formulation of ethics and values.
PHYS 2325/2125 or MATH 2320	R	R	R
ENGL 1301	I	I	I
ENGL 1302	I	I	I
ENGR 2301	R	R	R
ENGR 2302	M	M	M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
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MATHEMATICS, ENGINEERING & TECHNOLOGY:
MATHEMATICS – AS

PLO MEASURED
Students will develop convincing mathematical arguments.

CORE CURRICULUM COMPONENT
CT 3. Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
We desire for at least 70% of students to perform at or above the 75% proficiency level.

COLLECTION METHOD DATA
We will gather points earned on specific questions of the MATH 2414 – Calculus 2 Final Exam for all students that completed the course in the 2021-2022 academic year.

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Questions from a MATH 2414 – Calculus 2 Final Exam.

HISTORICAL AGGREGATED COURSE RESULT
In Fall 2020, only one section of Calculus 2 was offered. This section was offered as a face-to-face course; therefore there was no data for online, hybrid, or off-site locations. 0 out of 3 (0%) performed at or above the 75% proficiency level. In Spring 2021, two sections of Calculus 2 were offered. One section was an independent study off-site dual-credit course that was offered online with 1 student enrolled. 1 out of 1 (100%) performed at or above the 75% proficiency level. The other section was a face-to-face course, with 5 out of 10 (50%) performing at or above the 75% proficiency level. There was no data for hybrid locations. Combining the face-to-face results, 38% performed at or above the 75% proficiency level, which decreased overall from the previous year. Combining all results for both semesters, 43% performed at or above the 75% proficiency level, which decreased overall from the previous year.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
Face-to-face: 80% of the students performed at or above the 75% proficiency level.	

CURRENT AGGREGATED RESULT
In Fall 2021, only one section of Calculus 2 was offered. This section was offered as a face-to-face course; therefore, there was no data for online, hybrid, or off-site locations. 5 out of 6 (83%) performed at or above the 75% proficiency level. In Spring 2022, only one section of Calculus 2 was offered. This section was offered as a face-to-face course; therefore, there was no data for online, hybrid, or off-site locations. 7 out of 9 (78%) performed at or above the 75% proficiency level. Combining all results for both semesters, 80% performed at or above the 75% proficiency level, which increased overall from the previous year.

IMPROVEMENT PLAN 2021-2022 RESULTS
<u>INSTRUCTION</u> Based on these results, we will improve the (1) Instruction area by continuing with the previous year's plan. "The Math Department will identify examples and problems for the MATH 1314, 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."
<u>DOCUMENTATION OF IMPROVEMENT PRIOR YEAR</u> In Fall 2021, 5 out of 6 students (83%) performed at or above the 75% proficiency level. In Spring 2022, 7 out of 9 (78%) performed at or above the 75% proficiency level. Combining the results, 80% of the students performed at or above the 75% proficiency level, which is an increase of 86% from the previous year.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
CURRICULUM The Math Department will identify examples and problems SLO #1 in MATH 1314 that develop the skills necessary for students to achieve 70% proficiency level and ensure they are included in the curriculum.

MATHEMATICS, ENGINEERING & TECHNOLOGY:
MATHEMATICS – AS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Students will solve diverse application problems from a wide range of real world topics.	Students will determine the reasonableness of their solutions.	Students will develop convincing mathematical arguments.
MATH 2312	P,R	P,R	I
MATH 2320	I,P,R,M	P,R	P,R,M
MATH 2413	P,R	P,R	I,P
MATH 2414	P,R,M	P,R	P,R
MATH 2415	P,R	P,R	P,R

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

PUBLIC SERVICES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

PUBLIC SERVICE: 4-8, 8-12 & EC-6 CERTIFICATION – AAT

PLO Measured

Because of Covid, students were having issues during the first 8 weeks getting access to classrooms in public schools. Public schools were not allowing student observers in the classrooms. The observations were changed to be back online this made this assignment impossible to do since it involved a teacher evaluation of the student.

For assessment of this PLO, the students will be writing a paper connecting pedagogical practices and how they would apply it in using current curriculum, research theory, philosophy, and special education.

Core Curriculum Component

CT 2. Students will gather and assess information relevant to a question.
CT 3. Students will analyze, evaluate, and synthesize information.

Desired Results

75%

Collection Method Data

Because of Covid, students were having issues during the first 8 weeks getting access to classrooms in public schools. Public schools were not allowing student observers in the classrooms. The observations were changed to be back online this made this assignment impossible to do since it involved a teacher evaluation of the student.

Assessment Measure	Assessment Method
DIRECT	There was a rubric that would have been used to assess this form that students observing in public schools would have turned in at the end of the semester.

Historical Aggregated Course Result

Online: 32 students in course, 23 attempted reflection, 68% success rate on reflection

Disaggregated Instructional Method/Locations	HYBRID, ONLINE

Current Aggregated Result

N/A

Improvement Plan 2021-2022 Results

Instruction

Students will go back into the classrooms to observe, when possible, because of Covid. Fall 2021 schools were still very strict about who could come onto campus and into classrooms due to Covid.

Documentation of Improvement Prior Year

The students were encouraged to go back in the classroom for observations. There were no other changes needed at this time based on the assessment of this program learning outcome. Will reexamine when PLO is addressed in future.

Document of Improvement Plan 2020-2021

PUBLIC SERVICE: 4-8, 8-12 & EC-6 CERTIFICATION – AAT

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL
	Describe the current educational landscape including student diversity, laws, current trends, issues, and reforms	The student will be able to explain the diversity and unique instructional needs of students in the classroom including academic diversity, SES, language, gender, ethnicity, exceptionalities and equity and factors that facilitate learning.	The student will design and assess curriculum and lesson plans including differentiated instruction and strategies to engage all learners including special populations	The students investigate and apply pedagogical practices by learning theories, philosophies, special education and current curriculum.	The students will develop reflection skills and demonstrate professionalism in the college and public school classrooms.
Electives*		R	R		
EDUC 1301	I	I	I	I	I
EDUC 1325	R	R	R	R	R
EDUC 2301	M	M	M	M	M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

PUBLIC SERVICE: CHILD DEVELOPMENT – AAS

PLO Measured

Current standards for program (Standard 6):

a. Identifying and involving oneself with the early childhood field
b. Knowing about and upholding ethical standards and other professional guidelines
c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
d. Integrating knowledgeable, reflective, and critical perspectives on early education
e. Engaging in informed advocacy for young children and the early childhood profession

Core Curriculum Component

CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.
CT 2. Students will gather and assess information relevant to a question.
CT 3. Students will analyze, evaluate, and synthesize information.

Desired Results

Ideally, at least 85% of the students will meet or exceed the expectations for each key element.

Collection Method Data

Evaluation of student performance and exams.

Assessment Measure	Assessment Method
DIRECT	Essay of experiences and document of attendance. Rubric for student and instructor feedback to gauge the adaptations and accommodations of students to student-developed lesson plan.

Historical Aggregated Course Result

Disaggregated Instructional Method/Locations

HYBRID / FACE-TO-FACE / ONLINE

			Exceeds/Mets	Almost Met	Not Met	No Attempt
Learning	KA2 1354	B01HY	67%	16.5%	0%	16.5%
Learning	KA2 1354	01NT	31%	21%	16%	31%
Advocacy	KA2 1354	B01HY	16.5%	67%	0%	16.5%
Advocacy	KA2 1354	01NT	33%	31%	5%	31%

Current Aggregated Result

			Exceeds/Mets	Almost Met	Not Met	No Attempt
Involve	KA3 1303	Fall 2021	100%	0%	0%	0%
Ethics	KA4 1311	Spring 2022	10%	55%	5%	30%
Knowledge	KA4 1311	Spring 2022	60%	10%	0%	30%
Learning	KA2 1354	Fall 2021	26%	19%	22%	33%
Advocacy	KA2 1354	Fall 2021	31.5%	31.5%	4%	33%
Learning	KA2 1354	Spring 2022	45%	24%	5%	26%
Advocacy	KA2 1354	Spring 2022	32%	37%	5%	26%

Improvement Plan 2021-2022 Results

Instructional

In online and hybrid classes, in looking at the data between the two instructional methods, 67% of the students in the hybrid class met or exceeded expectations and 31% of the students in the online classes met or exceeded expectations for key learning; 16.5% of the students in the hybrid class and 33% of the online classes met or exceeded the expectations for key advocacy element.

Technology

In TECA 1354, there were a total of 92 students across fall and spring. Of those 92 students, 34% met or exceeded expectations for key learning element (Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource) and 32% met or exceeded expectations for key element 6e (Engaging in informed advocacy for young children and the early childhood profession).

Documentation of Improvement Prior Year

There are three levels and the AAS at Grayson College will need to meet the expectations at level 2, which also includes the expectation of level 1 as the levels are meant to build off the mastery of the previous level. Because of these changes to the accrediting body, the Child Development program have new/updated PLOs starting Fall 2022 with new/updated Key Assessments. It is my intent to have an orientation (face to face and via zoom) with the child development students this summer to discuss the expectations of the program. The NAEYC standards and competencies will be updated in each class canvas and syllabus.

Document of Improvement Plan 2020-2021

Instructional

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.

PUBLIC SERVICE: CHILD DEVELOPMENT – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	The student will be able to summarize principles of growth and development in the physical, cognitive, emotional, and social domains.	The student will be able to create developmentally appropriate environments for the optimal development for children.	The student will have an understanding of the impact of biological, environmental, and cultural influences on the development of a child.
CDEC 1319	P	R	P
CDEC 1313	P	P	R
CDEC 1323	P	R	R
CDEC 1359	R	P	P
CDEC 2264	P	P	P
CDEC 2304	P	R	P
CDEC 2326	R	P	R
CDEC 2328	R	P	R
CDEC 2336	R	P	R
TECA 1303	R		P
TECA 1311	R	I	R
TECA 1318	P	P	P
TECA 1354	I	R	I

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

PUBLIC SERVICE: CRIMINAL JUSTICE TECHNOLOGY – AAS

PLO Measured
Assess, plan, implement and evaluate job related tasks

Core Curriculum Component
CS 1: Students will develop, interpret, and express ideas through written communication. CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.

Desired Results
100% proficiency

Collection Method Data
Students will be provided with the capstone assignment exam

Assessment Measure	Assessment Method
DIRECT	Each graduating student is given a capstone exam

Historical Aggregated Course Result
100% of the students taking the criminal justice capstone exam demonstrated proficiency.

Disaggregated Instructional Method/Locations	HYBRID, ONLINE
HYBRID: 4 ONLINE: 22	

Current Aggregated Result
100% of the students taking the capstone exam demonstrated proficiency in this PLO

Improvement Plan 2021-2022 Results
Instruction We rewrote this PLO to make it more measurable.
Documentation of Improvement Prior Year We are meeting the stardard for this PLO.

Document of Improvement Plan 2020-2021
Assessment Rewrote PLO to make more measurable.

PUBLIC SERVICE: CRIMINAL JUSTICE TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Communicate appropriately, in both verbal and computer- generated written formats, with and outside of the criminal justice system.	Assess, plan, implement and evaluate job related tasks in the profession of law enforcement.	Demonstrate professional, ethical, respectful conduct to those of diverse cultures, customs and beliefs in stressful situations.
CRIJ 1301	I	I	I
CRIJ 1306	I	I	I
CRIJ 1307	I	I	I
CRIJ 1310	I	I	I
CRIJ 1313	I	I	I
CRIJ 2301	R	R	R
CRIJ 2313	R	R	R
CRIJ 2314	M	M	M
CRIJ 2328	M	M	M
CJSA 2334	M	M	

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

SCIENCES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

SCIENCES: AGRICULTURAL SCIENCES – AS

PLO Measured

Students should be able to present information in a clear and organized manner, create visual representations of complex data sets, write well organized and concise scientific reports, cite sources properly, and use appropriate technology.

Core Curriculum Component

CS1: Students will develop, interpret, and express ideas through written communication.
CT 2. Students will gather and assess information relevant to a question.
CT 3. Students will analyze, evaluate, and synthesize information.
EQS1: Students will unders

Desired Results

Students will complete the assessment with a 75% or higher average.

Collection Method Data

Data is collected based on grades for specific assignments or tests designed to measure the learning outcome.

Assessment Measure	Assessment Method
BOTH DIRECT & INDIRECT	Various assignments are used during the semesters to measurement this learning outcome.

Historical Aggregated Course Result

None

Disaggregated Instructional Method/Locations	HYBRID, ONLINE

AGRI1115/1315, Spring, 2022
Hybrid (16 week): From 5 data points: Average-89.4% High-104% Low-72%
AGRI1119/1319 Fall, 2021
Online: From 21 data points= Average-76.5% High-99% Low-44%

Current Aggregated Result

Online: From 21 data points= Average-76.5% High-99% Low-44%
Hybrid: From 5 data points: Average-89.4% High-104% Low-72%
Students are meeting our 75% goal in the classes currently being taught.

Improvement Plan 2021-2022 Results

Instruction, Curriculum

A full time professor has been hired for this program and they we be revamping the materials for all of the classes.

Documentation of Improvement Prior Year

This is a program that is new and all classes were being taught be adjunct. Therefore, there was no improvement plan implemented in Fall, 2021.

Document of Improvement Plan 2020-2021

Assessment

The results are this course are not meeting our expectations. A new adjunct has been hired to teach the courses in this program and is reaching new teaching methods to improve student success.

SCIENCES: AGRICULTURAL SCIENCES – AS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Agricultural 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.	Students should be able to present information in a clear and organized manner, create visual representations of complex data sets, write well organized and concise scientific reports, cite sources properly, and use appropriate technology.	Solving problems often involves working in teams. Students should be able to work effectively in groups to solve problems and interact productively with a diverse group of peers.
AGRI1115/1315	I, R	I, R	I, R
AGRI1119/1319	I, R	I, R	I, R
AGRI1309	I, R	I, R	I, R
AGRI1329	I, R	I, R	I, R
AGRI2317	R, M	R, M	R, M
AGRI2321	R, M	R, M	R, M
AGRI2330	R, M	R, M	R, M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

SCIENCES: BIOLOGICAL & PHYSICAL SCIENCES – AS

PLO MEASURED
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.

CORE CURRICULUM COMPONENT
CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information. EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

DESIRED RESULTS
Students will complete the assessment with a 75% or higher average.

COLLECTION METHOD DATA
Data is collected based on grades for specific assignments or tests designed to measure the learning outcome.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Various assignments are used during the semesters to measurement this learning outcome.

HISTORICAL AGGREGATED COURSE RESULT			
CHEM 1311/1111 92 Data Points Avg 78.6% High 97.8% Low 13.5% CHEM 1312/1112 14 Data Points Avg 73.9% High 94% Low 15.6%	BIOL 1306/1106 215 Data Points Avg 79.1% High 100% Low-9% BIOL 1307/1107 76 Data Points Avg 85.2% High 98.8% Low 9%	GEOL 1303/1103 31 Data Points Avg 72.6% High 90.9% Low 31.0% GEOL 1304/1104 13 Data Points Avg 85.4% High 95.3% Low 70.8%	PHYS 2325/2125 24 Data Points Avg 80.9% High 99.8% Low 60.8% PHYS 2326/2126 12 Data Points Avg 89.5% High 98.4% Low 75%

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS				
FACE-TO-FACE		HYBRID	ONLINE	OFF-SITE LOCATIONS
CHEM 1311/1111 53 Data Points Avg 76.9% High-95.2% Low-27.6% CHEM 1312/1112 12 Data Points Avg 85.9% High 94.3% Low 64.2% BIOL 1306/1106 22 Data Points Avg 77.1% High 100% Low 54.9%	GEOL 1303/1103 3 Data Points Avg 72.1% High 87.5% Low 53.2% PHYS 2325/2125 10 Data Points Avg 69% High 95% Low-32.6% PHYS 2326/2126 13 Data Points Avg 72.7% High 99.2% Low-31.3%	BIOL 1306/1106 34 Data Points Avg 77.6% High 93.5% Low 38.1% BIOL 1307/1107 11 Data Points Avg 79.4% High 94.1% Low 63% GEOL 1303/1103 12 Data Points Avg 71.1% High 85.5% Low 50.9%	BIOL 1306/1106 110 Data Points Avg 73.7% High 100% Low 1.2% Dual Credit 101 Data Points Avg 88.5% High 100% Low 46.2% BIOL 1307/1107 65 Data Points Avg 78.4% High 97.9% Low 9.2% Dual Credit 88 Data Points Avg 90.1% High 99.7% Low 58.1%	BIOL 1306/1106 HS Dual Credit 30 Data Points Avg 79.7% High-97.9% Low-65.7% BIOL 1307/1107 HS Dual Credit 11 Data Points Avg 81.5% High 95.8% Low 62.2%

Current Aggregated Result

CHEM 1311/1111	BIOL 1306/1106	GEOL 1303/1103	PHYS 2325/2125
53 Data Points	297 Data Points	15 Data Points	10 Data Points
Avg 76.9%	Avg 80%	Avg 71.3%	Avg 69%
High 95.2%	High 100%	High 87.5%	High 95%
Low 27.6%	Low 1.2%	Low 50.9%	Low 32.6%
CHEM 1312/1112	**BIOL 1307/1107**	**GEOL 1304/1104**	**PHYS 2326/2126**
12 Data Points	174 Data Points	N/A	13 Data Points
Avg 85.9%	Avg 85%		Avg 72.7%
High 94.3%	High 99.7%		High 99.2%
Low 64.2%	Low 9.2%		Low 31.3%

The overall aggregated results indicate that we are exceeding our target of 75%.

Improvement Plan 2021-2022 Results

Curriculum

Many changes have been made since this PLO was last evaluated. New online course modules, textbooks and technology have been implemented and will continue to be evaluated in the future.

Documentation of Improvement Prior Year

Most classes have seen an improvement compared to the last time this PLO was evaluated. The department will continue to monitor all classes in this program to ensure continued student success.

Document of Improvement Plan 2020-2021

Assessment

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.

SCIENCES: BIOLOGICAL & PHYSICAL SCIENCES – AS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Problem-Solving Skills. 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.	Communication skills. Students should be able to present information in a clear and organized manner, create visual representations of complex data sets, write well organized and concise scientific reports, cite sources properly, and use appropriate technology.	Team Skills. Solving problems often involves working in teams. Students should be able to work effectively in groups to solve problems and interact productively with a diverse group of peers.
BIOL 1306	I	I	I
BIOL 1307	R, M	R, M	R, M
CHEM 1311	I	I	I
CHEM 1312	R, M	R, M	R, M
CHEM 2323	R	R	R
CHEM 2325	R	R	R
GEOL 1303	I	I	I
GEOL 1304	R, M	R, M	R, M
PHYS 2325	I	I	I
PHYS 2326	R, M	R, M	R, M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

SCIENCES: DISTILLATION SCIENCES – AAS

PLO Measured
Problem-Solving Skills: Distillation 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 distilling.

Core Curriculum Component
CS1: Students will develop, interpret, and express ideas through written communication. CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information. EQS2: Students will describe, explain, and predict natural phenomena using the scientific method.

Desired Results
Students would complete the assignment with 75% or higher average.

Collection Method Data
Observation of students during the distilling process as they made appropriate distilling decisions.

Assessment Measure	Assessment Method
DIRECT	Various distilling assignments were graded as to their appropriate choice of distilling techniques during distillation.

Historical Aggregated Course Result
Students achieved 85% accuracy in their decision making as it pertained to running the still during the distillation process.

Disaggregated Instructional Method/Locations	FACE-TO-FACE

Current Aggregated Result
During 100% face to face evaluation the students were able to achieve 85% accuracy in their decision making in relationship to distilling.

Improvement Plan 2021-2022 Results
Instruction, Curriculum, Technology, Assessment
First time to access this PLO
Documentation of Improvement Prior Year
First time to access this PLO

Document of Improvement Plan 2020-2021
Assessment
Program started Fall 2020. Not prior academic data.

SCIENCES: DISTILLATION SCIENCES – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Problem-Solving Skills: Distillation 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 distilling techniques to solve problems and understand sources of error.	Communication Skills: Students should be able to present information in a clear and organized manner. Students should be able to use appropriate technology to communicate distillation data.	Team Skills: Solving problems often involves working in teams. Students should be able to work effectively in groups to solve problems and interact productively with a diverse group of peers.
FDST1271	I	I	I
FDST1272	R, M	R, M	R, M
FDST1273	R, M	R, M	R, M
FDST2374	R, M	R, M	R, M
FDST2372	R, M	R, M	R, M
FDST2373	R, M	R, M	R, M
FDST2375	R, M	R, M	R, M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

SCIENCES: VITICULTURE & ENOLOGY – AAS

PLO Measured
Students should complete the assessment with a 75% or higher average

Core Curriculum Component
CS1: Students will develop, interpret, and express ideas through written communication. CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information. EQS2: Students will describe, explain, and predict natural phenomena using the scientific method.

Desired Results
Problem solving competency at 75% or above.

Collection Method Data
Observed students as they pruned the vineyard.

Assessment Measure	Assessment Method
DIRECT	Observed students as they pruned the vineyard and recorded findings.

Historical Aggregated Course Result
Students were able to complete the pruning tasks with 100% accuracy.

Disaggregated Instructional Method/Locations	FACE-TO-FACE

Current Aggregated Result
100% face-to-face observation and recording of the task of pruning with 100% accuracy results.

Improvement Plan 2021-2022 Results
Instruction, Curriculum, Technology, Assessment, Document N/A
Documentation of Improvement Prior Year Continue to model pruning demonstration in the vineyard.

Document of Improvement Plan 2020-2021
Assessment Develop additional instructional materials to augment current instruction.

SCIENCES: VITICULTURE & ENOLOGY – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Understand grapevine physiology and its effect on decision making in the vineyard.	Develop a holistic sense of grape and wine production, including its environmental and global impacts.	Produce, analyze, and evaluate wines.
FDST 1323	I	I	
FDST 2319			R
FDST 2330			R
MRKG 1191			
AGMG 1291	M	M	M
FDST 1370	R	R	
FDST 2371			
FDST 2433			R
FDST 2320	R	R	
FDST 1320			I

COURSE	4TH GOAL	5TH GOAL	6TH GOAL
	Develop a business/marketing plan to establish and operate a vineyard or winery.	Describe the processes of red and white wine production and justify the use of each in detail.	Students will be able to conduct basic chemical analysis and calculate chemical components of grape juice/wine.
FDST 1323			
FDST 2319	I	R	R
FDST 2330			
MRKG 1191	R, M		
AGMG 1291		M	
FDST 1370			
FDST 2371			M
FDST 2433			R
FDST 2320			
FDST 1320			

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021-2022

Health Sciences Assessment Audit

GRAYSON COLLEGE

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

HEALTH SCIENCES		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
PROGRAM	DEGREE CERTIFICATE	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI	ASSESSMENT	DOI
DENTAL ASSISTING	AS, AAS, CERTIFICATE	✓	COVID	✓	✓						
MEDICAL LAB TECHNICIAN	AAS, CERTIFICATE	✓		✓	✓						
PARAMEDICINE (EMS)*	AAS, CERTIFICATE	✓		✓	✓						
RADIOLOGIC TECHNOLOGY	AAS, CERTIFICATE	✓		✓	✓						
LIC VOCATIONAL NURSING *	CERTIFICATE	✓		✓	✓						
NURSING ASSOCIATE DEGREE	AAS, CERTIFICATE	✓		✓	✓						
RN TO BSN	BACHELOR	✓		✓	✓						
NURSING UNIVERSITY TRANSFER	AAS, CERTIFICATE	NEW PROGRAM		✓	✓						
ATHLETIC TRAINING	AAS, CERTIFICATE	✓	COVID								
KINESIOLOGY	AAS, CERTIFICATE	✓									

*Reports are completed in August after the summer campstone course is completed.

HEALTH SCIENCES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: DENTAL ASSISTING – AAS

PLO MEASURED
PLO #6: Students will successfully complete the dental assistant program competencies to be prepared to meet the employment needs of the dental community and the ADA standards.

CORE CURRICULUM COMPONENT
CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspe

DESIRED RESULTS
80% or higher pass rate on DNTA 1301 Dental Materials, DNTA 1305 Dental Radiology, and DNTA 1315 Chairside Assisting skills competencies on the 1st attempt, and 100% overall pass rate. 80% or higher yes responses from clinical partners when evaluating

COLLECTION METHOD DATA
Formative and summative clinical evaluation tools. Skill Competencies: Data was collected from the results of each course skill competency and the evaluation of the students overall skill competency scores weighted at 40% of their overall course grade.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Students are evaluated throughout the year by passing Commission on Dental Accreditation (CODA) required skill competencies. Emphasis is placed on DNTA 1301 Dental Materials, DNTA 1305 Dental Radiology, and DNTA 1315 Chairside Assisting courses in the Fall to meet and or exceed (CODA) standards 2-14, 2-15, 2-16, 2-17, & 2-18 prior to clinical placement in the spring. Mastery of skill competency in preparation of employment is assessed based on three criteria. (1) DNTA 1301 Dental Materials, DNTA 1305 Dental Radiology, and DNTA 1315 Chairside Assisting skill competency scores/ pass rate. (2) DNTA 1460 Clinical I and DNTA 2260 Clinical II Clinical evaluation form employable results completed by clinical partners.

HISTORICAL AGGREGATED COURSE RESULT
Records indicate this PLO has not been assessed in the previous 5 years. Data from the previous 3 years will be used to assess and establish historical results. <u>Skill Competencies</u>: 2019-2020 Overall pass rate for all: 100% DNTA 1301 1st attempt: 85% DNTA 1305 1st attempt: 88% DNTA 1315 1st attempt: 93% 2020-2021 Overall pass rate for all: 100% DNTA 1301 1st attempt: 80% DNTA 1305 1st attempt: 100% DNTA 1315 1st attempt: 90% 2021-2022 Overall pass rate for all: 100% DNTA 1301 1st attempt: 75% DNTA 1305 1st attempt: 88% DNTA 1315 1st attempt: 87% <u>DNTA 1460 and DNTA 2260 Clinical Partner Employable Rating</u>: 2019-2020 DNTA 1460: 82% employable DNTA 2260: 96% employable 2020-2021 DNTA 1460: 80% employable DNTA 2260: 95% employable 2021-2022 DNTA 1460: 83% employable DNTA 2260: Not collected yet course completion date 6/2/22

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE, OFF-SITE LOCATIONS, ONLINE

All dental Assisting courses are taught Face-To-Face with the exception of DNTA 1347 Dental Science course taught on-line.
DNTA 1347 Dental Science course is an on-line course. To meet CODA Distance Education Standard, students must take all tests and final exams on campus.
No Hybrid courses are offered at this time.
Offered through extramural clinical sites for courses DNTA 1460 Clinical I and DNTA 2260 Clinical II.

CURRENT AGGREGATED RESULT

We began the Fall 2021 with 20 students. We lost one student due to a violation of program/HS policies, and 1 student to a change of major. The overall 2021-2022 Student Success Program Success Rate is 90%. Skill competence ratings on the 1st attempt ov

IMPROVEMENT PLAN 2021-2022 RESULTS

INSTRUCTION

Improvements have been made in both lecture and lab. Lecture materials have been improved and built upon, and labs have been restructured to include additional simulation of procedures. Improvements in both lectures and labs will be continued to add additional resources.

CURRICULUM

Monitoring of curriculum alignment with CODA standards will continue, along with improvements to curriculum will take place as needed.

TECHNOLOGY

The DA classroom will be receiving updated technologies such as screens and projector. Dr. Utley, Dean of Health Science purchased iPads with interactive apps for all HS instructors. 10 of the 13 DA Canvas course shells are being upgraded and redesigned through iDesign.

ASSESSMENT

Skill assessments will be restructured to improve the grading methods. Demonstration videos will be recorded and placed into the student's Canvas for each skill/ course.

DOCUMENTATION OF IMPROVEMENT PRIOR YEAR

Instruction: The improvement plan to increase student engagement by increasing simulation in the lab and incorporating hands-on activities for lecture proved positive. Student engagement in the lab increased overall. Lecture times when hands-on activities were included in the lectures improved student engagement. There was a decline in student engagement during lectures (not using hands-on activities).

Curriculum: No changes were made to the Curriculum for the Fall 2021.

Technology: New technology purchases for the 2021-2022: 2 teaching manikins, 24 sealant typodonts, 12 free standing lab station typodonts, and 3 improved DXTTR manikins for use in Radiology.

Assessment: All Skill Competency sheets were edited and revised for improvement. As a result, we were able to combine some skill competencies to help reduce the total number of assessments to improve student success.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021

INSTRUCTION

Lectures have been restructured in order to keep students engaged. Designated tutoring times were added for students to practice weak skills, and reminders will be given more often so that students will take advantage of this offering.

CURRICULUM

We are restructuring all of our clinical skills check-offs and working to build up and enhance our Labs in order to simulate and practice more dental procedures as well as tray set-ups.

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.

HEALTH SCIENCES: DENTAL ASSISTING – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL	6TH GOAL
	Students will demonstrate mastery in the knowledge, technical skills, attitudes, and workplace skills necessary for successful employment in the dental assisting profession.	Students will demonstrate mastery of current methods, materials, supplies and equipment to meet occupational requirements and needs.	Students will be able to identify and meet the standards of performance expected of them in the dental field.	Students will participate in extramural clinical experiences in a variety of offices throughout the dental community to gain practical experience and assist in job placement.	Students will evaluate factors that can be used to promote patient/ client adherence to disease prevention and/or health maintenance.	Students will successfully complete the dental assistant program competencies to be prepared to meet the employment needs of the dental community and the ADA standards.
DNTA 1345					I	I
DNTA 1315	I	I	I		I	I
DNTA 1305	I	I	I			I
DNTA 1301	I	I	I			I
DNTA 1311	I		I			I
DNTA 1241	R	R	R			R
DNTA 1251	I		R			R
DNTA 1213			R		R	R
DNTA 1349	R	R	R			R
DNTA 1353	R	R	R			R
DNTA 1460	M	M	M	I	M	M
DNTA 2360	M	M	M	M	M	M
DNTA 2130	R		R	R	R	R

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: EMERGENCY MEDICAL SERVICES PARAMEDIC – AAS

PLO MEASURED
Explain, apply, and integrate the theoretical knowledge necessary in the provision of safe and effective emergency medical care.

CORE CURRICULUM COMPONENT
CT 3. Students will analyze, evaluate, and synthesize information. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
Maintain a 100% pass rate on the National Registry psychomotor examination.

COLLECTION METHOD DATA
Data is collected and made available to educational programs via the National Registry of EMTs.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	We will use quantitative data from the National Registry of EMTs and qualitative data from completed evaluations.

HISTORICAL AGGREGATED COURSE RESULT
The EMS program began tracking this data in 2017 when the National Registry of EMTs Portfolio Project was introduced with the following results for the psychomotor testing conducted at Grayson College: Year: (Number of students who required retesting of 1 or more skills) 2017: 06 2018: 04 2019: 09 2020: 02 2021: 03 Employer surveys were evaluated for references to any psychomotor skill needing improvement with the following results: 2017: 19% said trauma skills need improvement 2018: 26% said patient assessment skills need improvement 2019: 38% said trauma skills need improvement 2020: 20% said trauma skills and 20% said operations skills need improvement 2021: Data collection in progress

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
All psychomotor skills testing is conducted face to face at Grayson College and is managed by a representative from the National Registry of EMTs in a highly controlled testing environment.	

CURRENT AGGREGATED RESULT
The data shows that there is still a need for continued development and implementation of high fidelity simulation to reinforce the cognitive domain and psychomotor skills required to pass the National Registry psychomotor examination at a 100% pass rate.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
INSTRUCTION
The results will be used to help identify weaknesses in specific subject areas. Surveys have shown that trauma is a recurring weakness and we have increased the trauma course by one credit hour, beginning in Fall 2022, to address the weakness and improve instruction.
CURRICULUM
Increased the Trauma course by 1 credit hour to increase the time spent on this content.
TECHNOLOGY
The college has recently purchased a high-fidelity manikin which can be used for trauma and patient assessment scenarios. Using this manikin along with high-quality scenarios will reinforce the cognitive learning in these subject areas.

DOCUMENTATION OF IMPROVEMENT PRIOR YEAR

National Registry psychomotor skills testing was conducted in April 2022 for two cohorts that began in Fall 2021 with a 100% pass rate. There are two additional cohorts who will be participating in the psychomotor testing which is scheduled for July 2022 and the results will be compared to determine if there has been a consistent 100% pass rate.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021

INSTRUCTION & TECHNOLOGY

Changes to instruction and technology will be implemented. The class size for the paramedic program has historically been large (>30). This creates difficulty maintaining recommended faculty to student ratios in simulation lab.The program is taking steps to reduce that ratio by creating multiple sections of the course.

Technology use will be improved by the budgeting and acquisition of more high-fidelity simulation in order to meet national standards for an EMS educational program.

HEALTH SCIENCES: EMERGENCY MEDICAL SERVICES PARAMEDIC – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	(Cognitive) 100% of graduates will integrate comprehensive knowledge to improve the health of EMS personnel, patients, and the community by passing the NREMT cognitive certification examination on the first attempt.	(Psychomotor) 100% of graduates will safely and effectively perform all psychmotor skills within the national and state scope of practice for the paramedic by passing the NREMT psychomotor skills verification on the first attempt.	(Affective) 100% of graduates will model exemplary professional behavior including integrity, empathy, self-motivation, appearance/ personal hygiene, self-confidence communications, time-management, teamwork/ diplomacy, respect, patient.
EMSP 1371	I	n/a - no psychomotor objectives	I
EMSP 1501	I	I	I
EMSP 1160	R	R	R
EMSP 1338	I	R	R
EMSP 1356	I	R	R
EMSP 1355	I	R	R
EMSP 2248	R	R	R
EMSP 2137	R	I	R
EMSP 1149	R	R	R
EMSP 1161	R	R	R
EMSP 2444	I	R	R
EMSP 2434	I	R	R
EMSP 2330	I	R	R
EMSP 2237	R	I	R
EMSP 1147	R	R	R
EMSP 2135	R	R	R
EMSP 2162	R	R	R
EMSP 2563	R	R	M
EMSP 2143	M	M	n/a - no additional assessment

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: MEDICAL LABORATORY TECH – AAS

PLO Measured

PLO #4 - Understand and have a good knowledge of laboratory accreditation.

Core Curriculum Component

CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.
PR 1: Students will evaluate choices and actions, and relate consequences to decision making.
SR2: Identify civic responsibility

Desired Results

High student success rate for MLAB 1201 (Intro to Clinical Laboratory Science) which offers knowledge in the area of overall quality assurance and the quality assurance role for accreditation).
High student success rate for MLAB 2660/1 (MLT Clinical Rot

Collection Method Data

Course success rates for MLAB 1201 and MLAB 2660/1 via Zogotech.
Documentation and grading of MLAB 2660/1 clinical student performance appraisals.

Assessment Measure	Assessment Method
DIRECT	Zogotech - Student success rates. Clinical student performance appraisals, which are submitted after completion of each clinical department rotation. This will be a total of five appraisals for each student.

Historical Aggregated Course Result

MLAB 1201 Success Rates: Fall 2019 (16 of 19) = 84% Fall 2020 (17 of 17) = 100%
MLAB 2660 Success Rates: Fall 2020 - 100% Spring 2021 - 100% Fall 2021 - 100%

Disaggregated Instructional Method/Locations

FACE-TO-FACE, HYBRID, OFF-SITE LOCATIONS

MLAB 2660/1 Face-to-Face, Clinical Course: 100% pass rate
MLAB 1201 Hybrid Intro Course: 94% pass rate (15 of 16)
MLAB 2660/1 Face-to-Face/Off-Site Locations, Clinical Course: 100% pass rate

Current Aggregated Result

MLAB 2660/1 Face-to-Face/Off-Site Locations, Clinical Course:
2 of 15 students (13%) received concerned comments by preceptors in regards to attendance. This is a concern as to how some students understand and make accreditation a priority by work ethic, accountability and compassion.

Document of Improvement Plan 2020-2021

Curriculum

MLAB 2660/1 Students will be required to submit a report on accreditation and how compassion and work ethic can improve accreditation status and overall quality assurance of a clinical laboratory.

Assessment

A mock interview by current laboratory management from an affiliate lab will be invited to help build student presentations for best hiring. Scripted questions to be asked students included will cover work ethic and laboratory accreditation.

Clinical instructors will calculate students who appropriately answer topic questions.

Documentation of Improvement Prior Year

Improvement implemented for Fall 2021 was to switch out daily clinical log requirements for clinical students to daily logging of work on exam simulator for Board of Certification (BOC) practice.

Students will receive a grade based on 200 questions answered every week. These questions are to be answered on the MediaLab BOC exam simulator. These logs can be accessed by clinical instructors.

The goal for this improvement plan is to increase BOC pass rates; therefore, students who graduated in May of 2022 won't be able to statistically be reported until students have taken their exams. Three students who graduated in December of 2021 have taken their BOC exam. All three graduates have passed showing 100% pass rate thus far. This is an improvement from the current three-year of 80%.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021

INSTRUCTION

More mock quizzes. Students are encouraged to utilize the practices quizzes offered via the textbook publisher "Elsevier"

ASSESSMENT

Collecting data to show that student success rate after two failed attempts at MLAB 2238 drop 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

HEALTH SCIENCES: MEDICAL LABORATORY TECH – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL
	Demonstrate entry level knowledge and skills in all three phases of medical testing (pre-analytical, analytical, and post-analytical medical testing).	Work with others and apply good safety practices.	Interpret medical testing correctly and demonstrate proficiency in troubleshooting/ resolving problems	Understand and have good knowledge of laboratory accreditation
MLAB 1201	I	I	I	I
MLAB 1335	R	R	R	R
MLAB 1291	R	R	R	R
MLAB 2434	R, M	R, M	R, M	R, M
MLAB 2401	R, M	R, M	R, M	R, M
MLAB 1231	R	R	R	R
MLAB 2331	R, M	R, M	R, M	R, M
MLAB 1315	R, M	R, M	R, M	R, M
MLAB 1127	R	R	R	R
MLAB 1311	R, M	R, M	R, M	R, M
MLAB 2238	M	M	M	M
MLAB 2260/2261	M	M	M	M
PLAB 1223	I	I	I	I
PLAB 1260/1160	M	M		M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: NURSING ASSOCIATE DEGREE – AAS

PLO MEASURED
Students and graduates will act as a provider of patient-centered care and manage resources in the provision of safe, effective care for patients and families

CORE CURRICULUM COMPONENT
CT 2. Students will gather and assess information relevant to a question. CT 3. Students will analyze, evaluate, and synthesize information. PR 1: Students will evaluate choices and actions, and relate consequences to decision making.

DESIRED RESULTS
1) Students will demonstrate a 74.5% success rate on exam items associated with the Provider of Patient Centered Care. 2) Students will demonstrate a 3.0 success rate on the clinical evaluation tool in the area of advocacy. 3) A score of 850 or greater

COLLECTION METHOD DATA
Through statistical data offered in exams in theoretical courses and evaluations of students in the clinical setting

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	All exam questions, Exit HESI categories, and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed and clinical evaluations will be reviewed.

HISTORICAL AGGREGATED COURSE RESULT
N/A

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE

Disaggregated Results:

<u>Fall 2021</u>

RNSG 1423: Exam Avg = 82.4% RNSG 2404: Exam Avg = 81.4% RNSG 2414: Exam Avg = 81.8%
RNSG 2435: Exam Avg = 80.6%

<u>Spring 2022</u>

RNSG 1423: Exam Avg = 78.6% RNSG 2404: Exam Avg = 80.6% RNSG 2414: Exam Avg = 80.4%
RNSG 2435: Exam Avg = 81.8%

<u>Fall 2021</u>

RNSG 1360 Clinical Avg = 3.01 RNSG 1461 Clinical Avg = 3.02 RNSG 2462 Clinical Avg = 3.01
RNSG 2463 Clinical Avg = 3.07

<u>Spring 2022</u>

RNSG 1360 Clinical Avg = 3.01 RNSG 1461 Clinical Avg = 3.04 RNSG 2462 Clinical Avg = 3.00
RNSG 2463 Clinical Avg = 3.07

<u>Fall 2021</u>	<u>Spring 2022</u>
Exit HESI Score = 824	Exit HESI Score = 927

CURRENT AGGREGATED RESULT
Aggregated Results Summary: 1) All course yielded a 74.5% success rate on exam items associated with provider of patient centered care during the Fall 2021 and Spring 2022 semesters. 2) For the Fall and Spring semesters, students scored above the desir

DOCUMENT OF IMPROVEMENT PLAN 2020-2021

INSTRUCTION

Will work to increase the utilization of standardized patients to assist students with clinical judgment to promote safe, effective care.

CURRICULUM

The program will discuss the work of the skills check-off committee to ensure that the ADN curriculum supports the latest safety guidelines and evidences-based practices regarding the teaching and practice of nursing skills.

TECHNOLOGY

Virtual simulation, high-fidelity simulation, and the increased use of wearable tech will be introduced into the skills lab and theory courses to improve skill dexterity and student confidence regarding safe, effective nursing practices.

ASSESSMENT

Faculty will monitor clinical evaluation scores in the component of patient-centered care.

DOCUMENTATION OF IMPROVEMENT PRIOR YEAR

Technology: Faculty will continue to use simulation as a way to prepare students for clinical situations requiring advocacy for the patients, families, self, and profession.

The use of simulation was increased across all levels of ADN nursing, adding extra simulation time and complexity of cases. The added simulation time allows student immersion in experiential learning.

Assessment: Faculty will monitor clinical evaluation scores in the component area of advocacy.

The Evaluation committee is currently revising the entire clinical evaluation tool to ensure it is accurately measuring the end of program student learning outcomes against the Differentiated Essential Competencies (DECs) from the Texas Board of Nursing. The revised evaluation tool will begin use in Fall 2022.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021

CURRICULUM

Faculty to review associated scores on ATI in comparison with content taught in courses associated with safety and infection control.

ASSESSMENT

Ensure that exam questions contain correct labeling in order college data associated with the end-of-program outcomes.

HEALTH SCIENCES: NURSING ASSOCIATE DEGREE – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	Demonstrate ability to explain, apply, and integrate theoretical evidence-based knowledge necessary in the provision of nursing care.	Demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature	Communicate and manage information using technology to include current educational methodologies, and to improve patient care.
RNSG 1523	I	I	I
RNSG 1119	I	I, M	I
RNSG 1460	I	I, M	I
RNSG 2504	R, M	R, M	R, M
RNSG 1144	I, R	I, R, M	I, R, M
RNSG 1461	R, M	R, M	R, M
RNSG 2514	I, R, M	I, R, M	I, R, M
RNSG 2561	R, M	R, M	R, M
RNSG 2435	I, R	I, R, M	I, R, M
RNSG 2563	R, M	R, M	R, M
RNSG 1227	R	R, M	R, M
RNSG 2404	R		R, M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: NURSING RN TO BSN – BACHELOR

PLO MEASURED
Patient Safety Advocate: Design measures to promote a quality and safe environment for patients, self, families, communities, and populations.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CT 3. Students will analyze, evaluate, and synthesize information. PR 1: Students will evaluate choices and actions, and relate consequences to decision making.

DESIRED RESULTS
80% of students in the NURS 4454 course will demonstrate through a portfolio assignment a score of 3.0 or higher on the written narrative for the associated end-of-program student learning outcome.

COLLECTION METHOD DATA
Collect and analyze the written narrative scores for each end-of-program student learning outcome

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Each end-of-program student learning outcome is mapped to course objectives and assignments. Through a portfolio project students must demonstrate how the end-of-program outcome was met through a written narrative and using examples from course assignments. A grading rubric for the written narrative has been established and is used when scoring students. These written narrative scores will then be analyzed to determine the percentage of students who met the intended result.

HISTORICAL AGGREGATED COURSE RESULT
Not applicable

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
<u>Fall 2021</u> 100% of students scored a 3.0 or higher on the written narrative associated with this end-of-program student learning outcome <u>Spring 2022</u> 96.43% of students scored a 3.0 or higher on the written narrative associated with this end-of-program student learning outcome <u>Summer 2022</u> In progress	

CURRENT AGGREGATED RESULT
All but one student throughout the 2021-2022 academic year scored a 3.0 or higher on the written narrative associated with this end-of-program student learning outcomes.

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
<u>ASSESSMENT</u> Evaluate scoring criteria of written narrative for portfolio project to ensure alignment with meeting end-of-program student learning outcomes
<u>DOCUMENTATION OF IMPROVEMENT PRIOR YEAR</u> Students overwhelmingly recognize how the program links end-of-program student learning outcomes to coursework throughout the RN-BSN program.

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: NURSING UNIVERSITY TRANSFER – AAS

PLO MEASURED
75% of students enrolled in Nursing University Transfer degree plan will transition to nursing programs at Grayson College

CORE CURRICULUM COMPONENT
Students enrolled in Nursing University Transfer will transition to another nursing program or complete the Nursing University Transfer degree.

DESIRED RESULTS
Students enrolled in Nursing University Transfer will transition to another nursing program or complete the Nursing University Transfer degree.

COLLECTION METHOD DATA
Through student records

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Review Zogotech data to determine the number of students in degree plan in comparison with transition to nursing programs at Grayson College.

HISTORICAL AGGREGATED COURSE RESULT
N/A

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE | HYBRID | OFF-SITE LOCATIONS | ONLINE

CURRENT AGGREGATED RESULT
Will be completed when results are determined.

IMPROVEMENT
INSTRUCTION N/A
CURRICULUM N/A
TECHNOLOGY N/A
ASSESSMENT N/A
DOCUMENT OF IMPROVEMENT PRIOR YEAR Continue academic advising for Nursing University Transfer students.

2021 – 2022 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: RADIOLOGIC TECH – AAS

PLO MEASURED
PLO #2 Students will demonstrate mastery of current methods, materials, supplies, and equipment to meet occupational requirements and needs.

CORE CURRICULUM COMPONENT
CT 3. Students will analyze, evaluate, and synthesize information. EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience. TW1: Students will work cooperatively with their peer

DESIRED RESULTS
ARRT Pass Rate of 100%.

COLLECTION METHOD DATA
Final semester Capstone ARRT testing preparation and official ARRT through ARRT Program Director Portal results.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Rigorous bi-weekly testing in Capstone course in preparation for the ARRT exam. Students acquired 90% of ARRT-required competencies and overall ARRT registry results.

HISTORICAL AGGREGATED COURSE RESULT
The class of 2021 had 16 students with a 65% pass rate (first attempt) and 100% (second attempt) in the ARRT Capstone Exit Exam. The ARRT pass rate was 75% (12 out of 16). The class of 2022 had 12 students with a 100% pass rate (first attempt) in the ARRT Capstone Exit Exam. The ARRT pass rate was 91% (11 out of 12).

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE, OFF-SITE LOCATIONS

<u>2021 Graduates</u>
Exit Exam – 65% pass rate in the ARRT Capstone Exit Exam
Lab Competencies – 100% of 16 graduates performed each procedure with 95% or better
ARRT Registry – At this time 12 of 16 have taken their first attempt with a 75% pass rate.

<u>2022 Graduates</u>
Exit Exam – 100% pass rate in the ARRT Capstone Exit Exam
Lab Competencies – 100% of 12 graduates performed each procedure with 95% or better
ARRT Registry – 11 of 12 students passed on first attempt - 91%

CURRENT AGGREGATED RESULT
Face-to-face: 65% Off-site Locations: 35% (clinical sites)

DOCUMENT OF IMPROVEMENT PLAN 2020-2021
<u>INSTRUCTION</u> The core curriculum will be reviewed to ensure it aligns with ARRT content specifications. This will allow instructors to refine teaching methods and topics.
<u>ASSESSMENT</u> Students will be assessed on a more rigorous schedule. Instructors will use multiple exam options and ARRT content specifications to identify areas of concern for each student and implement study plans as needed. This proved beneficial last cycle, so the goal is to improve this process.

Documentation of Improvement Prior Year

Plan of improvement Fall 2021 - Technology:
The Rad Review Easy study tool will be replaced with Rad Tech Boot Camp (RTBC) to assist students in preparation for ARRT registry within the class and on an individual basis. This has proven on a trial basis to improve scores by 20%.

DOI: Utilizing RTBC improved the ARRT pass rate by 16% from the previous year.

Plan of Improvement Fall 2021 - Assessment:
Students will be assessed on a more rigorous schedule. Instructors will use multiple exam options and ARRT content specifications to identify areas of concern for each student and implement study plans as needed.

DOI: This was implemented, but was difficult to measure for results other than the ARRT pass rate increasing by 16%

Document of Improvement Plan 2020-2021

Instruction

Implemented voluntary tutorials in lab and classroom to assist students to succeed last year. This year we added mandatory tutorials for students who were struggling, but not taking advantage of all their available resources to improve.

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.

Technology

Utilizing Rad Review Easy to assist students to prepare for ARRT registry within the class and on an individual basis.

Assessment

Utilizing exam, competency, and registry results instructors will identify areas of concern for each student and implement study plans as needed.

HEALTH SCIENCES: RADIOLOGIC TECH – AAS

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL	4TH GOAL	5TH GOAL	6TH GOAL
	Students will demonstrate mastery in the knowledge, technical skills, attitudes, and workplace skills necessary for successful employment in the radiologic technology profession.	Students will demonstrate mastery of current methods, materials, supplies and equipment to meet occupational requirements and needs.	Students will be able to identify and meet the standards of performance expected of them in the radiology field.	Students will participate in clinical experiences in a variety of facilities throughout the radiology community to gain practical experience and assist in job placement.	Students will evaluate factors that can be used to promote patient/client adherence to disease prevention and/or health maintenance.	Students will successfully complete the radiologic technology program competencies to be prepared to meet the employment needs of the radiology community and ARRT standards.
RADR 1301	I		I		I	
RADR 1303	I	I	I		I	
RADR 1311	I	I	I	I	I	I
RADR 1160	I, R	I, R	I, R	I, R		I, R
RADR 1213	I, R	I, R	I, R		I, R	
RADR 2401	R, M	R, M	R, M	R, M	R, M	R, M
RADR 2313			R	R	R	
RADR 1361	R	R	R	R		R
RADR 1262	R, M	R, M	R, M	R, M		R, M
RADR 2217					R, M	
RADR 2305	R, M	R, M	R, M		R, M	
RADR 2309	R, M	R, M			R, M	
RADR 2463	R	R	R	R		R
RADR 2235	R, M	R, M	R, M			
RADR 2431	M	M	M	M		M
RADR 2233	R, M	R, M	R, M		R, M	
RADR 2367	M	M	M	M	M	M

CYCLE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ONE	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
TWO	2023-2024	2024-2025			

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2021-2022

Institutional Learning Outcomes Annual Assessment Report

Institutional Learning Outcome

General Studies

Curriculum Map

GRAYSON COLLEGE

AS GENERAL STUDIES CURRICULUM MAP

COURSE	CS 1	CS 2	CS 3	PR 1	CT 1	CT 2	CT 3	EQS 1	EQS 2	SR 1	SR 2	SR 3	TW 1
	Students will develop, interpret, and express ideas through written communication	Students will develop, interpret, and express ideas through oral communication	Students will develop, interpret, and express ideas through Visual communication	Students will evaluate choices and actions, and relate consequences to decision making	Students will generate and communicate ideas by combining, changing, or reapplying existing information.	Students will gather and assess information relevant to a question.	Students will analyze, evaluate, and synthesize information.	Students will undeerstand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.	Students will describe, explain, and predict natural phenomena using scientific method.	Students will identify intercultural competence.	Identify civic responsibility.	Students will demonstrate the ability to effectively engage in regional, national, and global communities.	Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.
ARTS 1301	I				R					R			R
ARTS 1303	I				R					R			R
ARTS 1304	I				R					R			R
BIOL 1406	I					I	I		I				I
BIOL 1407	R					R, M	R, M		R, M				R, M
BIOL 1408	I					I	I		I				I
BIOL 1409	R					R	R		R				R
BIOL 1414	I					I	I		I				I
BIOL 2401	I					I	I		I				I
BIOL 2402	R					R	R		R				R
BIOL 2404	I					I	I		I				I
BIOL 2420	R					R, M	R, M		R, M				R, M
BIOL 2421	R					R	R		R				R
CHEM 1406	I					I	I		I				I
CHEM 1411	I					I	I		I				I
CHEM 1412	R					R, M	R, M		R, M				R, M
COSC 1301	I		I	R	I	I	I	I	I		I	I	I
COSC 1336	R			I	I	I	I	I	I		I		I
CRIJ 1307	R	R		R	R	R	R	R	I	I	R	I	
DRAM 1310	R	I, R			I					R			R
ECON 2301	I				I, R			I, R			I, R		
ECON 2302	I				I, R			I, R				I, R	
EDUC/PSYC 1300	I	I		R							I		
ENGL 1301	I	I	I	I	I	I	I						I
ENGL 1302	M	R	R	R	R	R	R						R
ENGL 2307	M				I								I
ENGL 2311	M	I, R	R	M	R	R	R						R
ENGL 2322	M	I, R		M	R					R			
ENGL 2323	M	I, R		M	R					R			
ENGL 2327	M	I, R		M	R					R			
ENGL 2328	M	I, R		M	R					R			
ENGL 2332	M	I, R		M	R					R			
ENGL 2333	M	I, R		M	R					R			
ENGL 2351	M	I, R		M	R					R			
GEOG 1303	I					I	I		I				I
GEOL 1401	I					I	I		I				I
GEOL 1403	I					I, R	I, R		I, R				I, R
GEOL 1404	I					R, M	R, M		R, M				R, M
GEOL 1405	I					I, R	I, R		I, R				I, R

AS GENERAL STUDIES CURRICULUM MAP

COURSE	CS 1	CS 2	CS 3	PR 1	CT 1	CT 2	CT 3	EQS 1	EQS 2	SR 1	SR 2	SR 3	TW 1
	Students will develop, interpret, and express ideas through written communication	Students will develop, interpret, and express ideas through oral communication	Students will develop, interpret, and express ideas through Visual communication	Students will evaluate choices and actions, and relate consequences to decision making	Students will generate and communicate ideas by combining, changing, or reapplying existing information.	Students will gather and assess information relevant to a question.	Students will analyze, evaluate, and synthesize information.	Students will undeerstand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.	Students will describe, explain, and predict natural phenomena using scientific method.	Students will identify intercultural competence.	Identify civic responsibility.	Students will demonstrate the ability to effectively engage in regional, national, and global communities.	Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.
GOVT 2305	I			R, M		R, M	R				I, R	I, R	
GOVT 2306	I			R, M		R, M	R				I, R	I, R	
HIST 1301	I			R, M		I	I				I		
HIST 1302	I			R, M		R	R				R		
HIST 2301	I			R, M	R	M	R				R		
HIST 2321	R	I		R, M	M					M			
HIST 2322	R	I		R, M	M					M			
HIST 2327	I			R, M		R	R				R		
HIST 2328	I			R, M	R	R	R				R		
HUMA 1301	I, R	I		R	I, R					I			
HUMA 1302	I, R	I		R	I, R					I			
MATH 1314	I, R					I, R	I, R	I, R					
MATH 1316	I, R					I, R	I, R	I, R					
MATH 1324	R					I, R	I, R	I, R					
MATH 1332	I, R					I, R	I, R	I, R					
MATH 1342	I, R					I, R	I, R	I, R					
MATH 2312	R, M					R, M	R, M	R, M					
MATH 2413	R, M					R, M	R, M	R, M					
MUSI 1306	I				I					I			I
MUSI 1307	I, R				I, R					I, R			I, R
PHIL 1301	I	I		R	I					I			
PHIL 1304	I	I		R	I					I			
PHIL 2306	R	I		R, M	I					I			
PHIL 2321	I	I		R	I					I			
PHYS 1401	I					I	I		I				I
PHYS 1402	R					R, M	R, M		R, M				R, M
PHYS 1403	I					I	I		I				I
PHYS 1404	I					I, R	I, R		I, R				I, R
PHYS 1415	I					I	I		I				I
PHYS 2425	I					I, R	I, R		I, R				I, R
PHYS 2426	R					R, M	R, M		R, M				R, M
PSYC 2301	I				I				I			I	
PSYC 2314	R				M				M			M	
SOCI 1301	I				I			I				I	
SOCI 1306	R				R			R				M	
SPAN 1411	I	I		I	I					I			
SPAN 1412	I	R		R	R					R			
SPAN 2311	M	R		M	R					R			
SPAN 2312	M	R		M	M					M			

AS GENERAL STUDIES CURRICULUM MAP

COURSE	CS 1	CS 2	CS 3	PR 1	CT 1	CT 2	CT 3	EQS 1	EQS 2	SR 1	SR 2	SR 3	TW 1
	Students will develop, interpret, and express ideas through written communication	Students will develop, interpret, and express ideas through oral communication	Students will develop, interpret, and express ideas through Visual communication	Students will evaluate choices and actions, and relate consequences to decision making	Students will generate and communicate ideas by combining, changing, or reapplying existing information.	Students will gather and assess information relevant to a question.	Students will analyze, evaluate, and synthesize information.	Students will undeerstand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.	Students will describe, explain, and predict natural phenomena using scientific method.	Students will identify intercultural competence.	Identify civic responsibility.	Students will demonstrate the ability to effectively engage in regional, national, and global communities.	Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.
SPCH 1311	I, R	I, R, M	I, R	I, R	M	R	R						M
SPCH 1315	I, R	I, R, M	I, R	I, R	M	R	R						M
SPCH 1321	I, R, M	I, R, M	I, R, M	I, R	M	R	R						M
TECA 1354	R		I,R	I,R	I	I	I		I	I			
PHED 1164	I		I,R	I,R	I	I	I						

I = Introduced

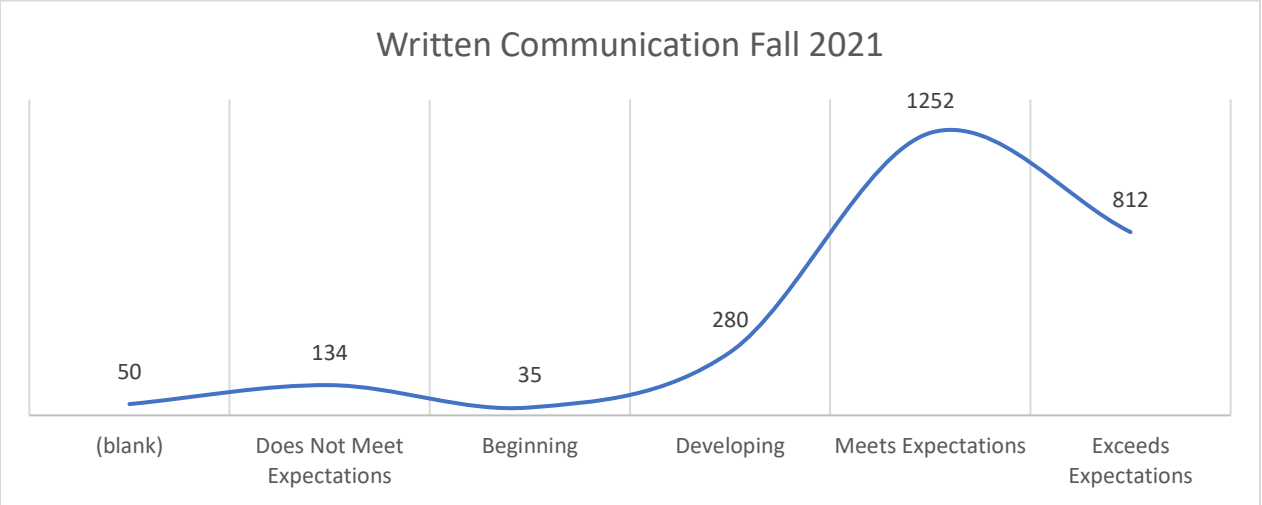
R = Reinforced

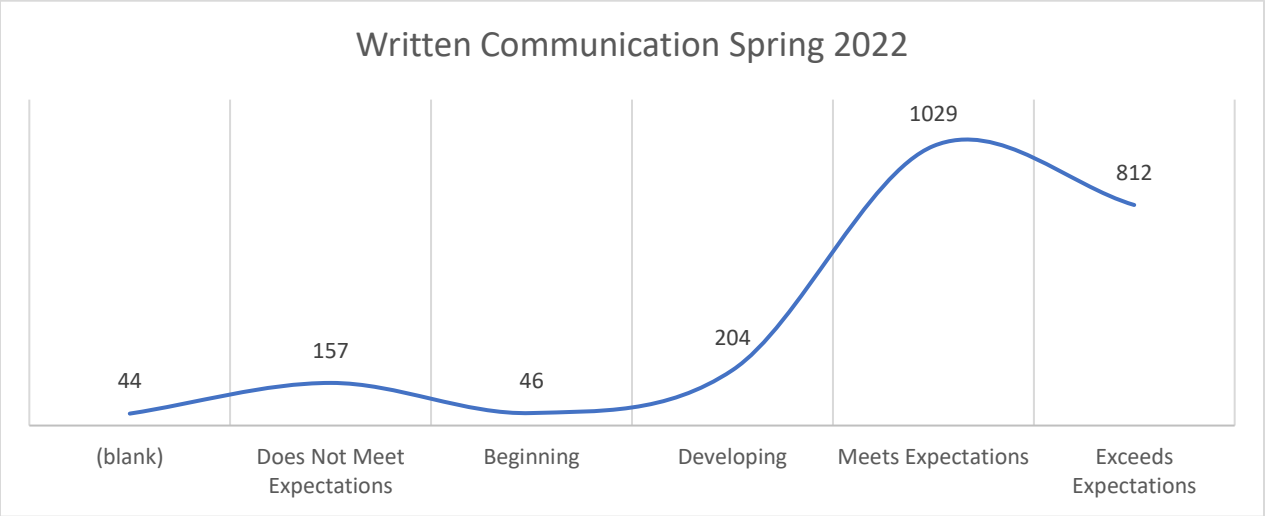
M=Mastered

Assessment Results

GRAYSON COLLEGE

Analysis of Assessment Reports





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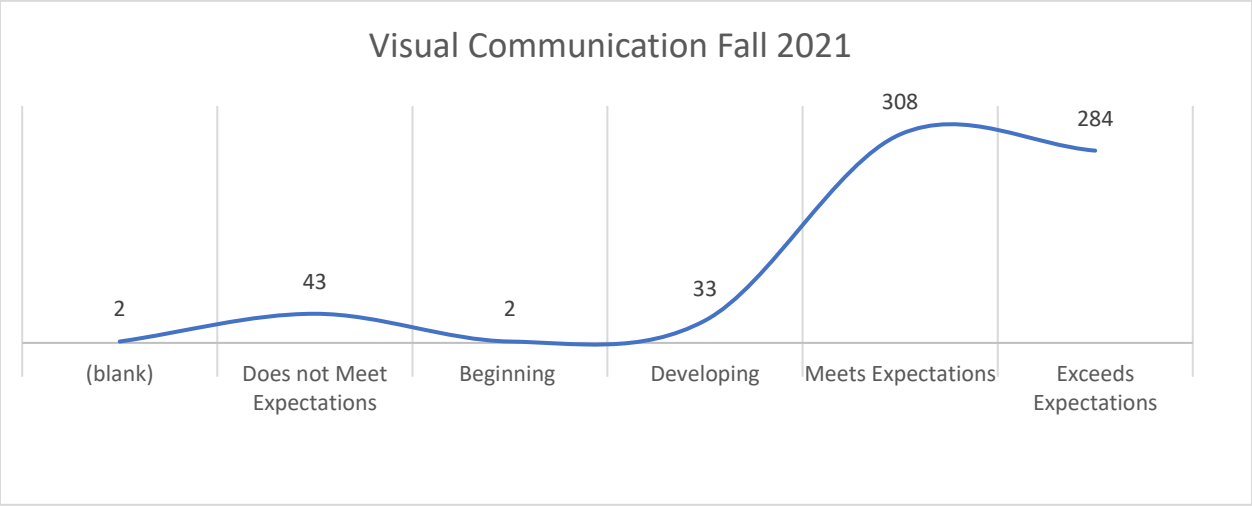

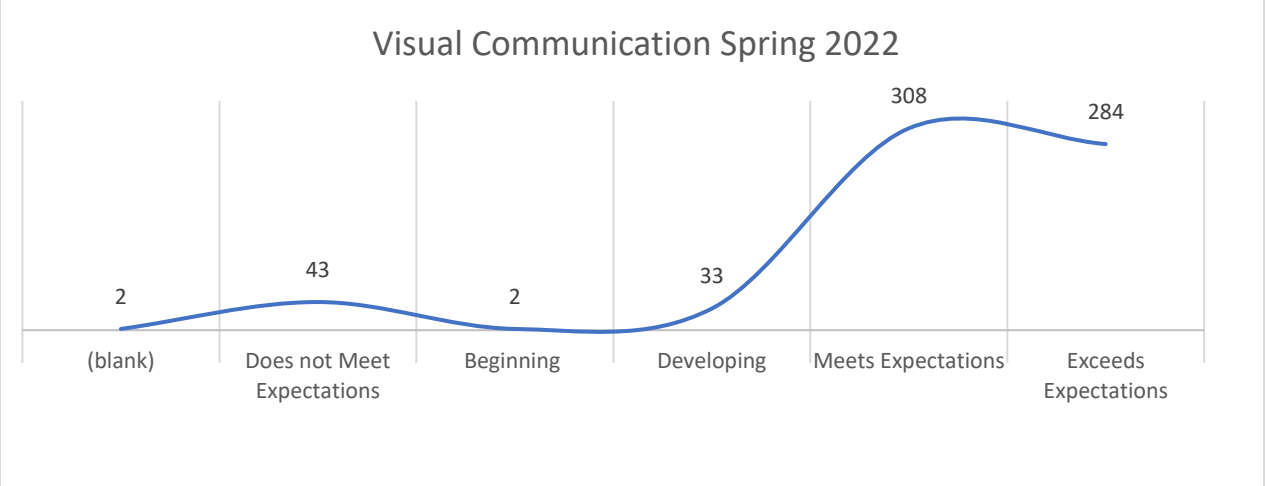

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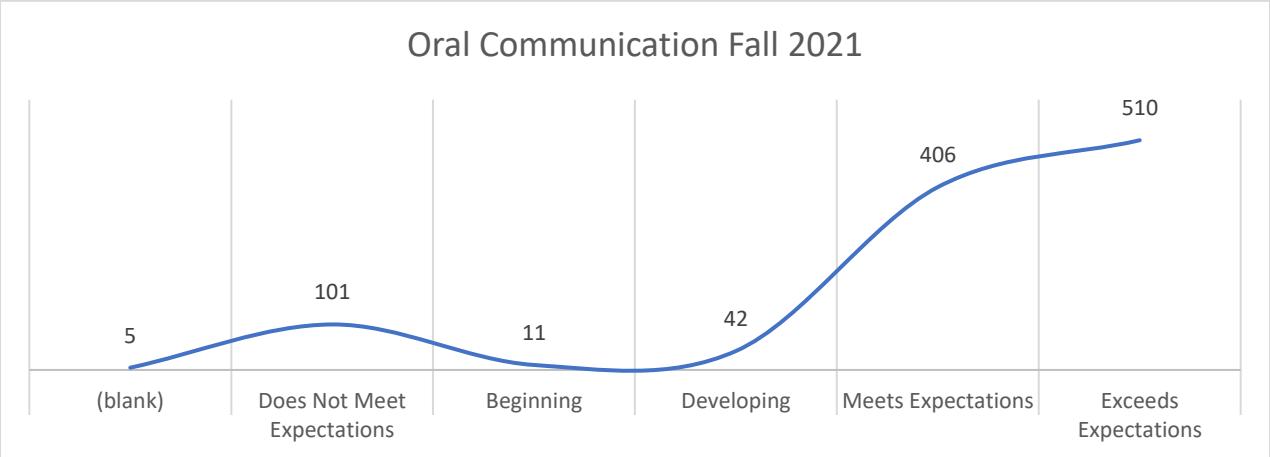

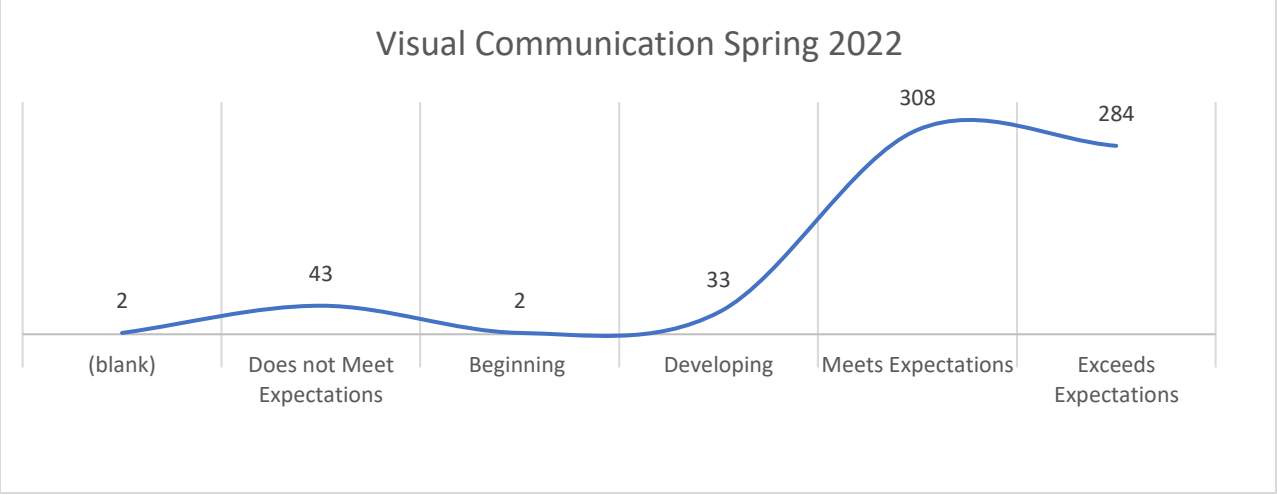

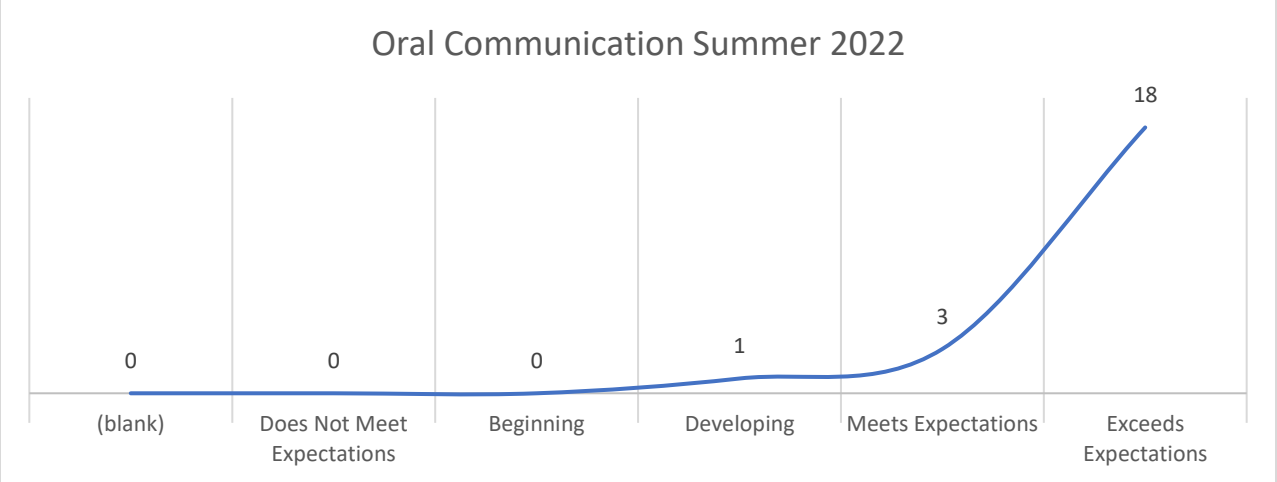
Oral Communication Summer 2022
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1
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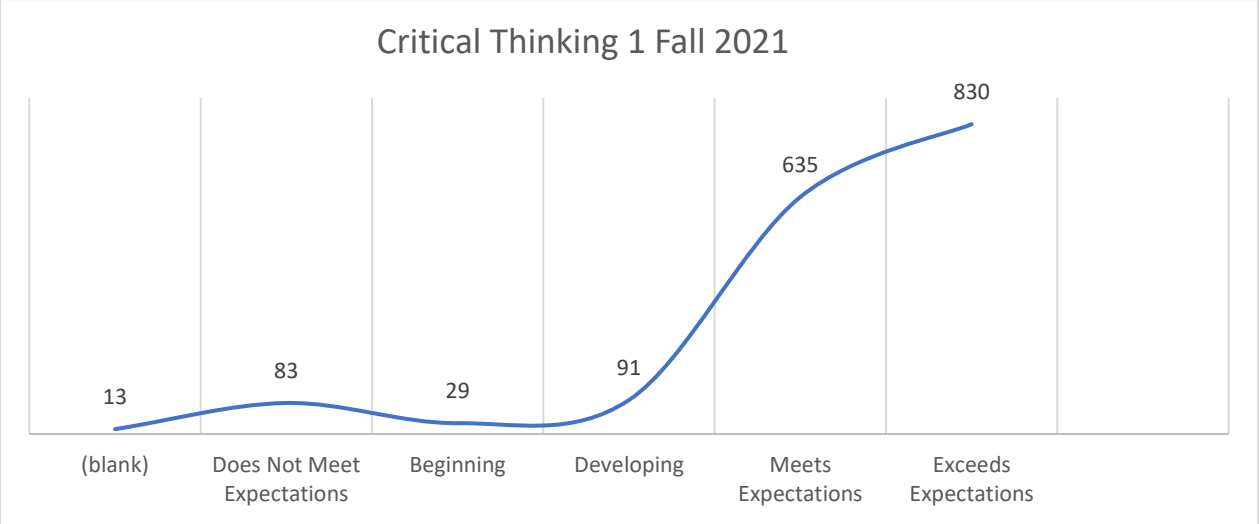
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations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83
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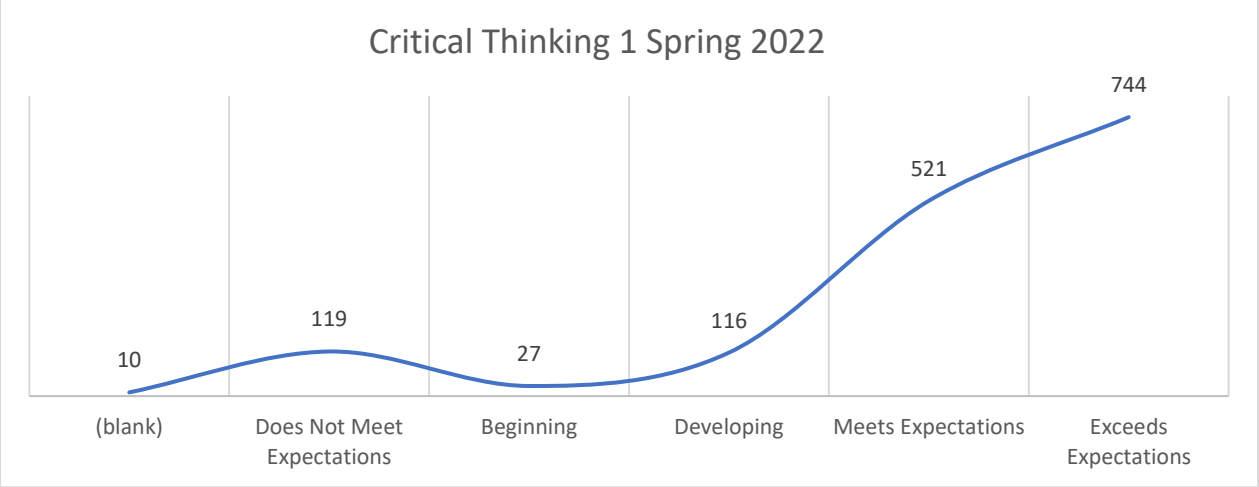
Beginning
Developing
Meets Expectations
Exceeds Expectations


Critical Thinking 1 Spring 2022
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119
27
116
521
744
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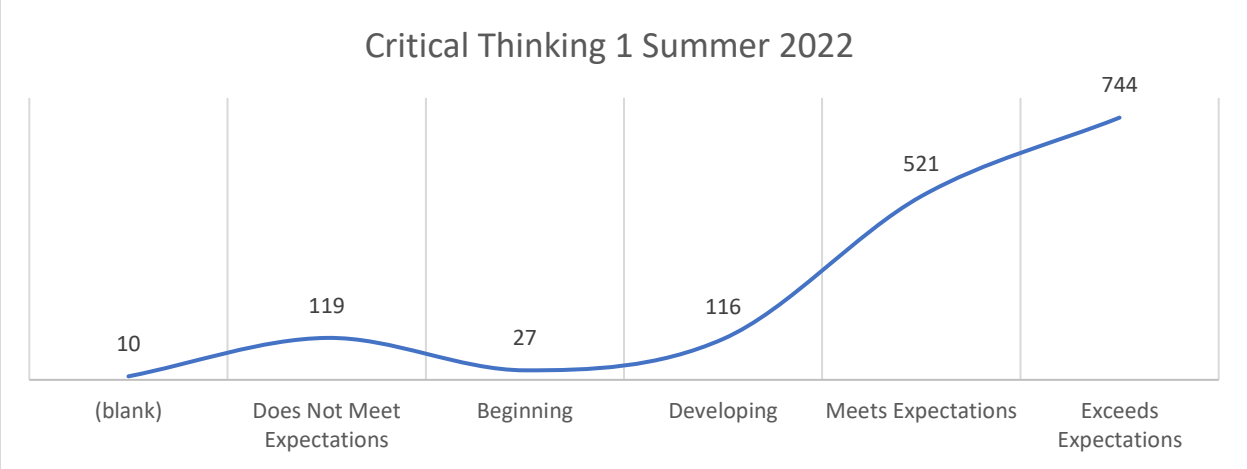
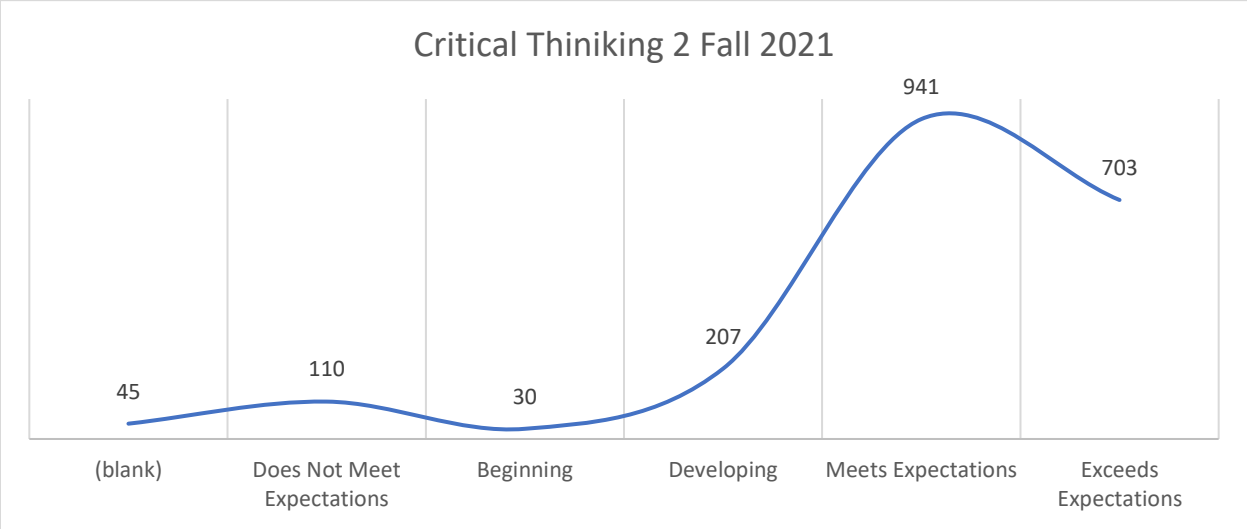
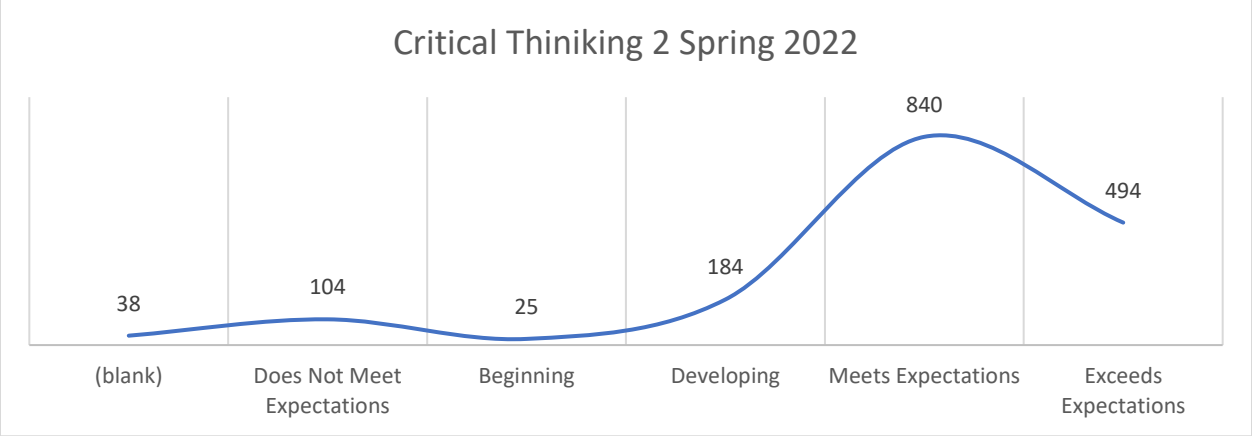
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations







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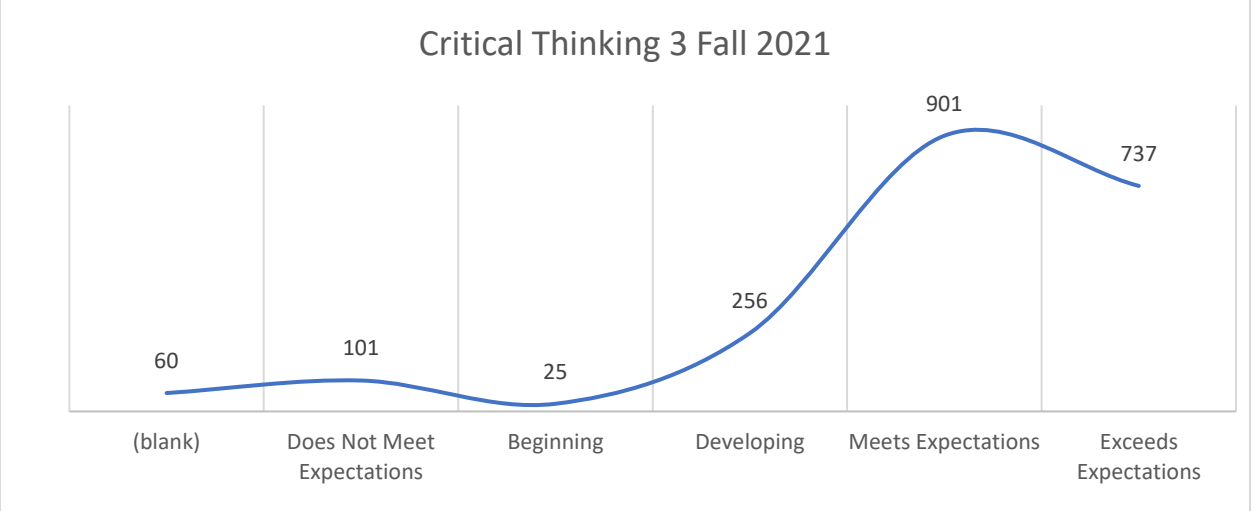

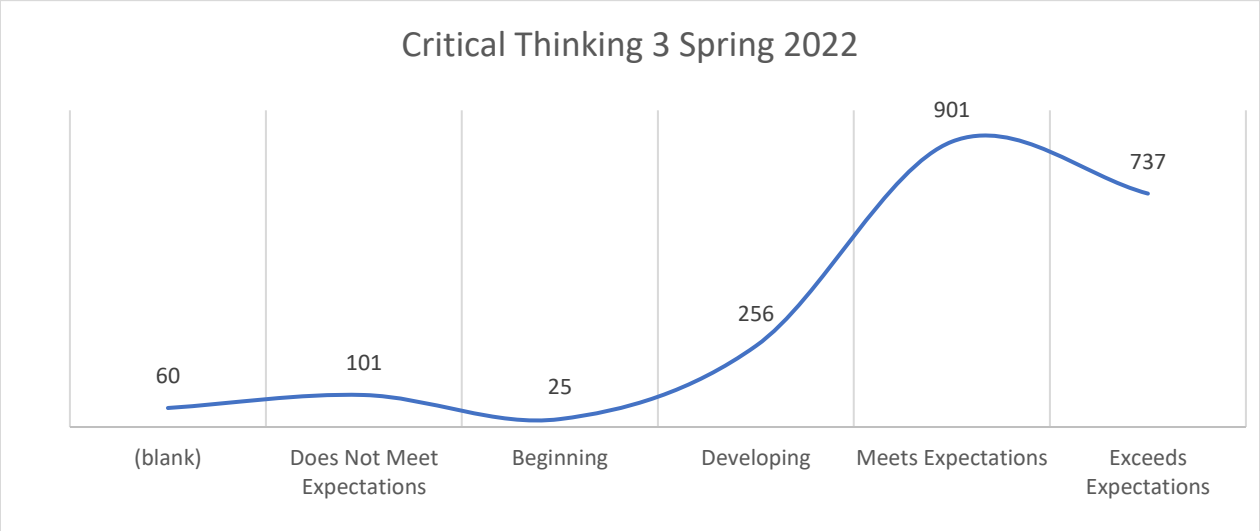

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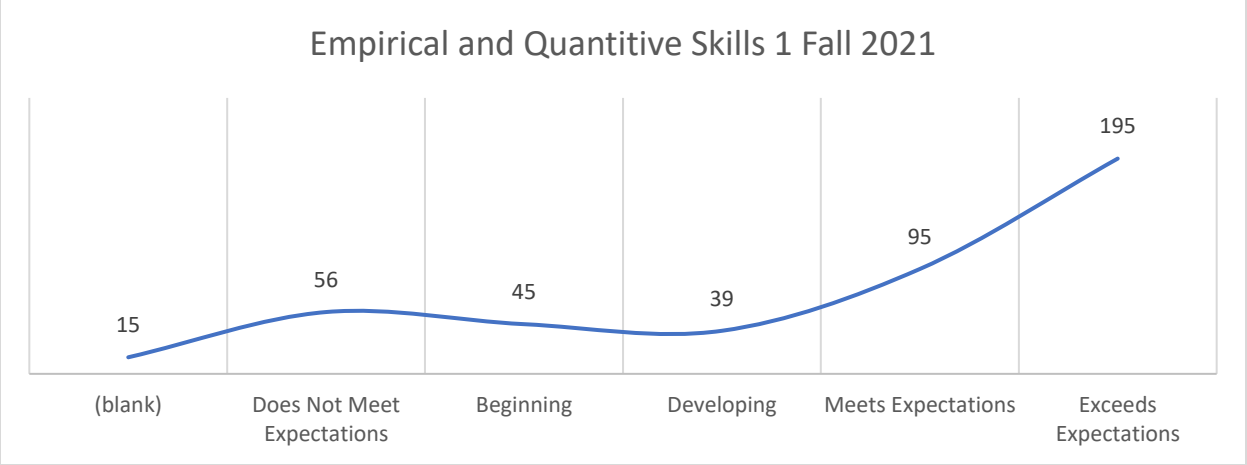

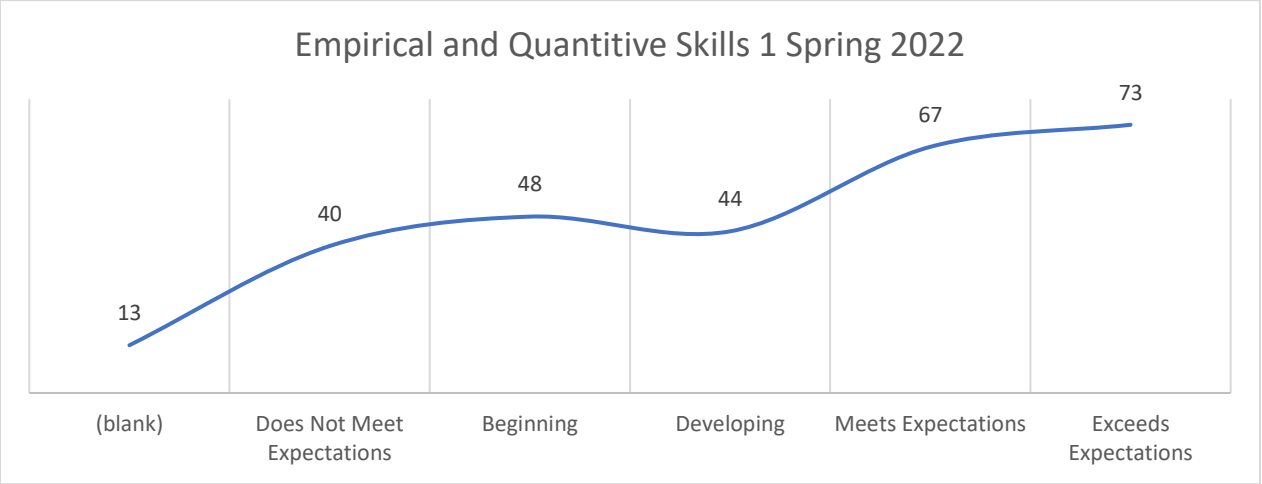

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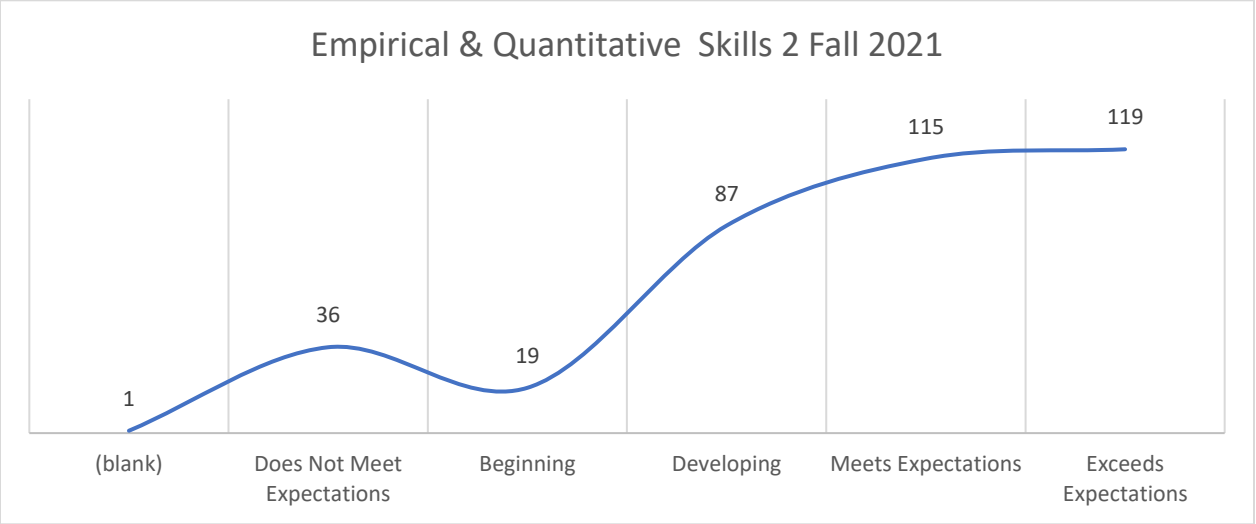

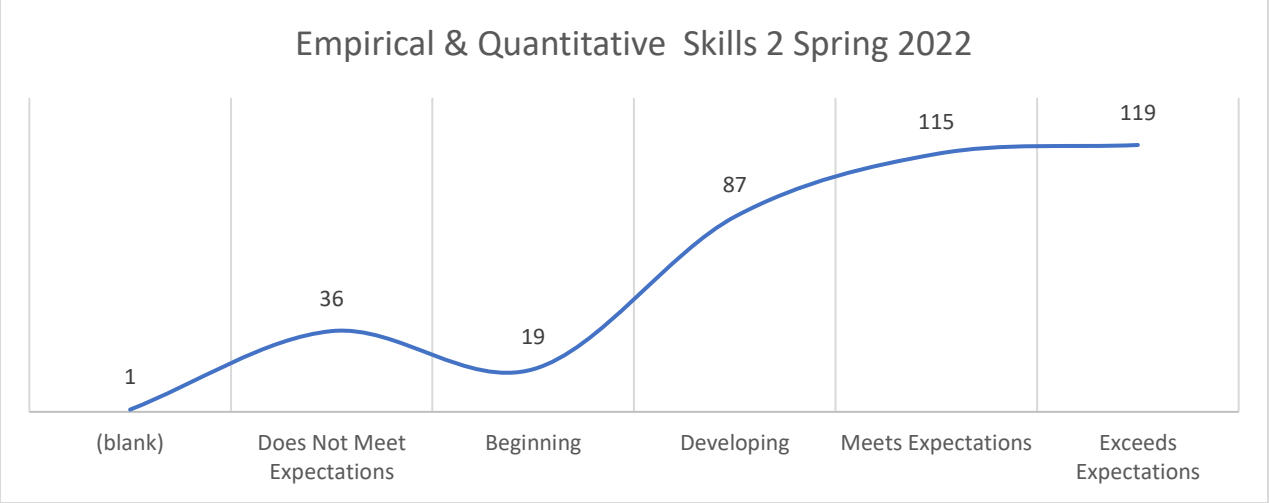

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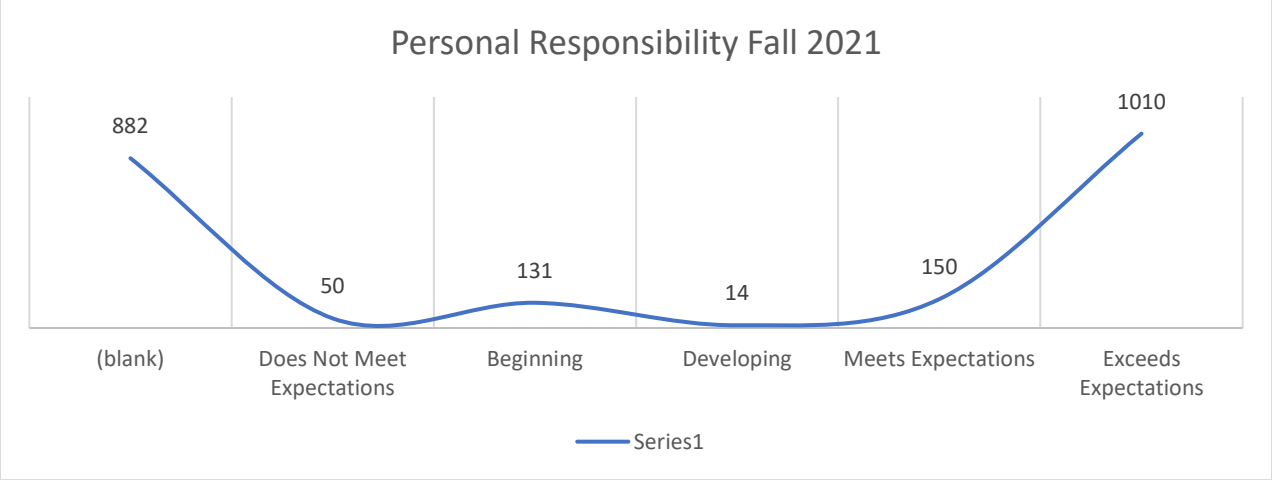

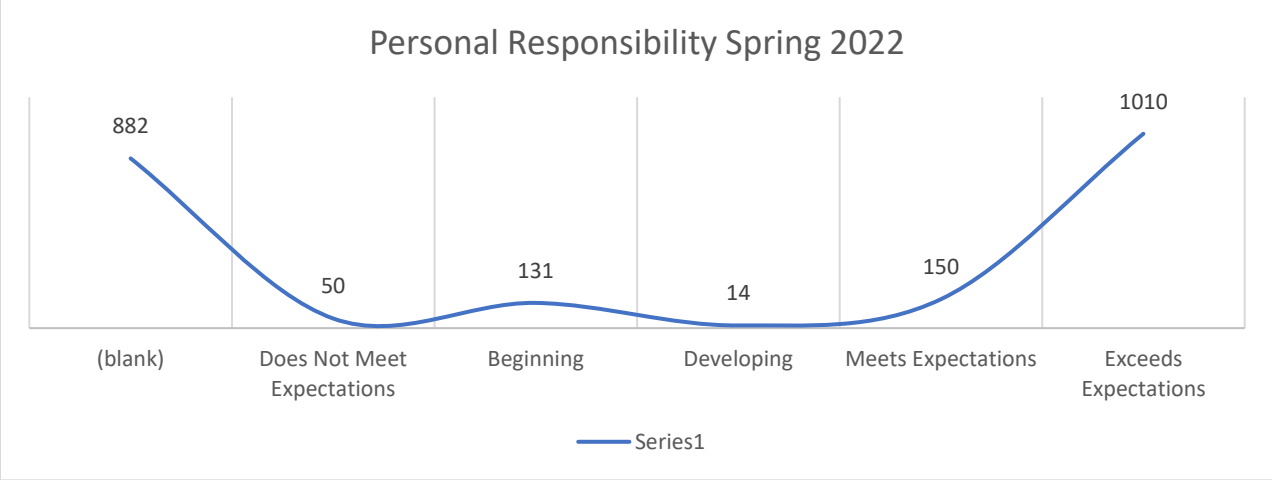

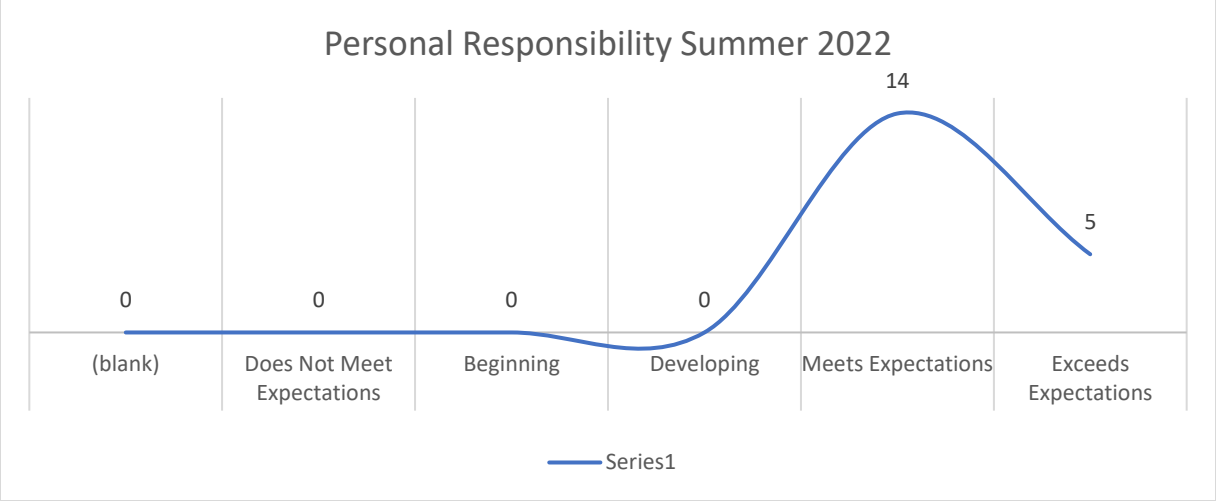
Personal Responsibility Summer 2022
14
5
0
0
0
0
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Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations
Series1


Social Responsibility 1 Fall 2021
343
192
65
31
6
5
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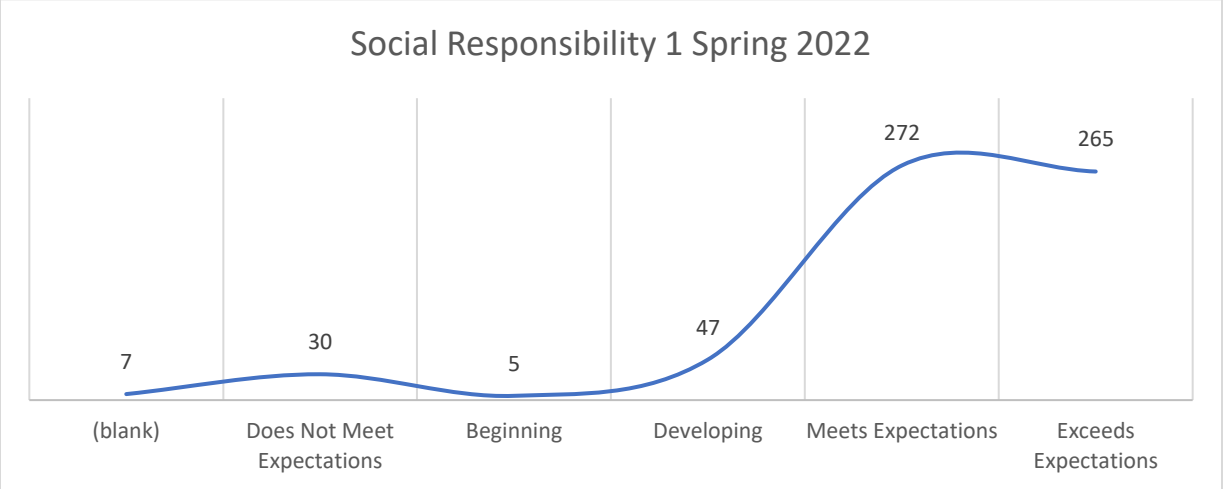
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Social Responsibility 1 Spring 2022
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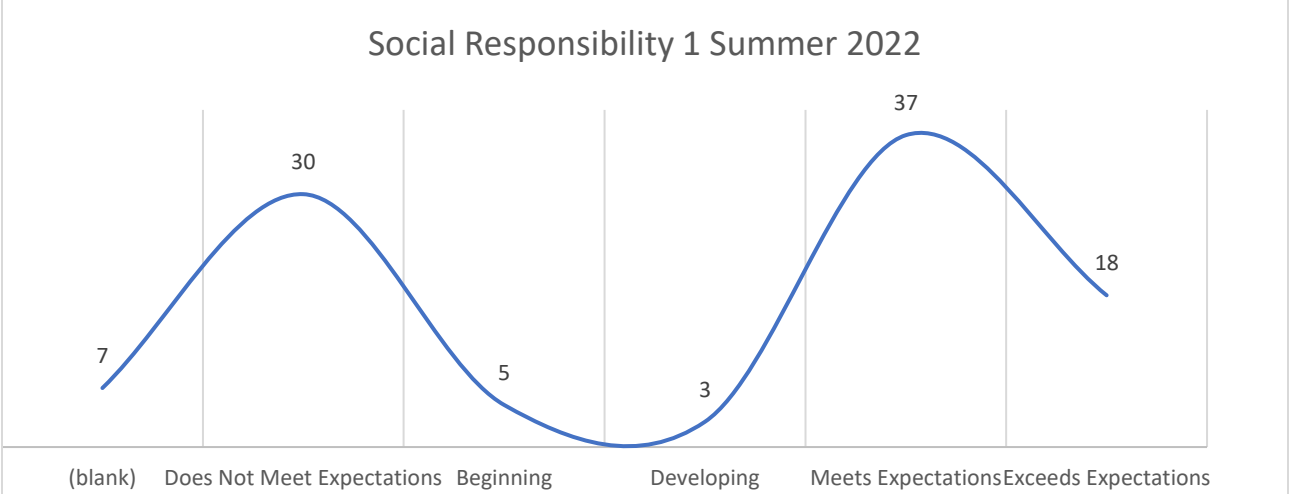
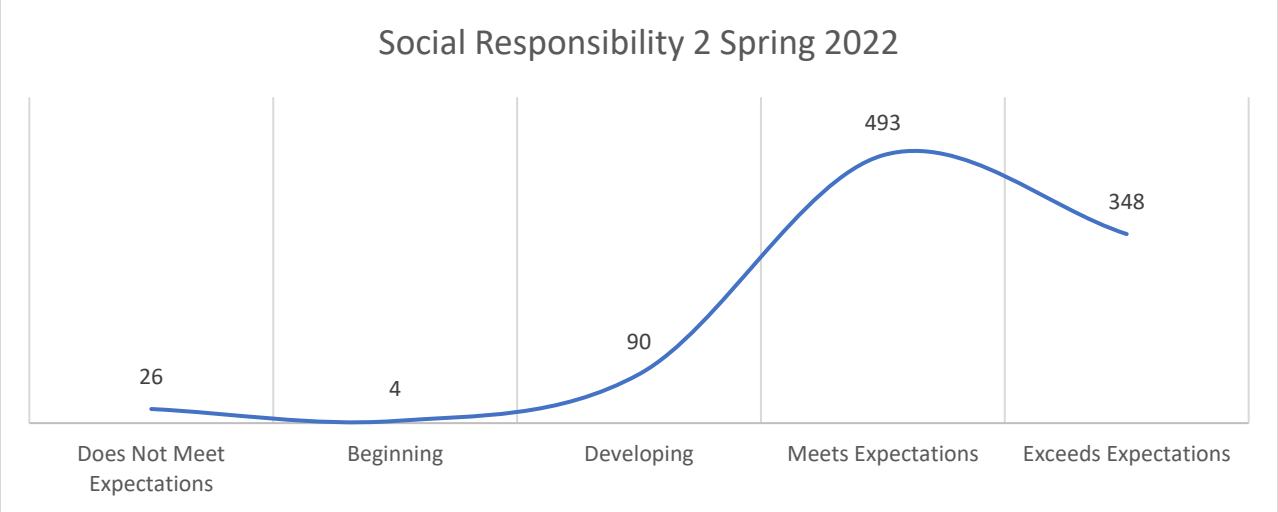
265
47
30
7
5
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations





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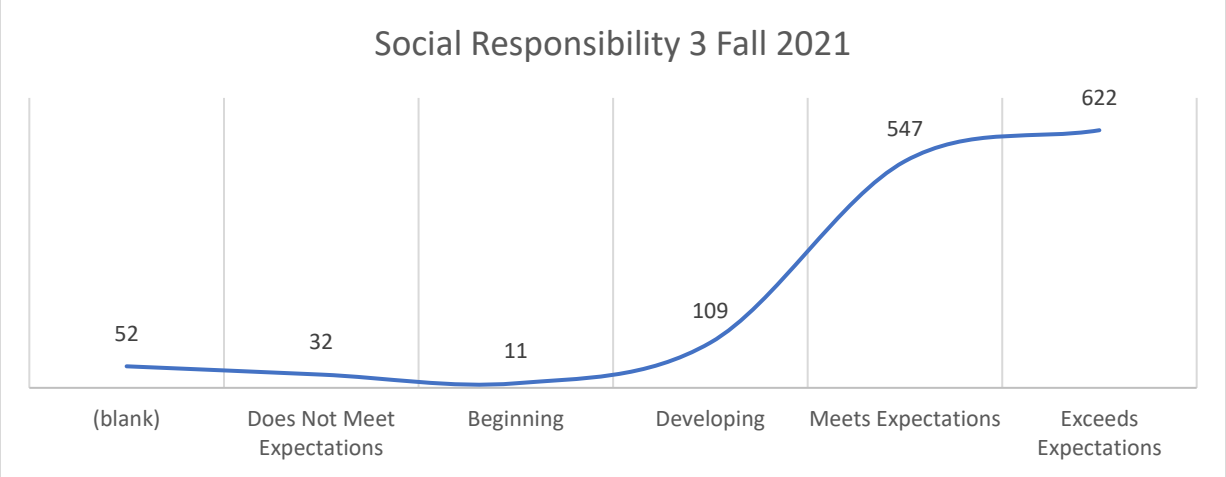

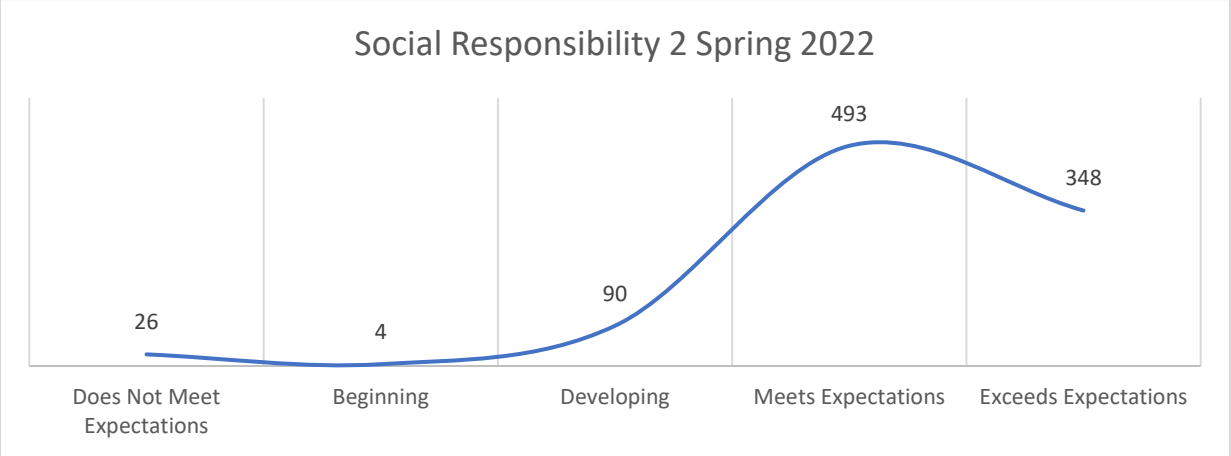

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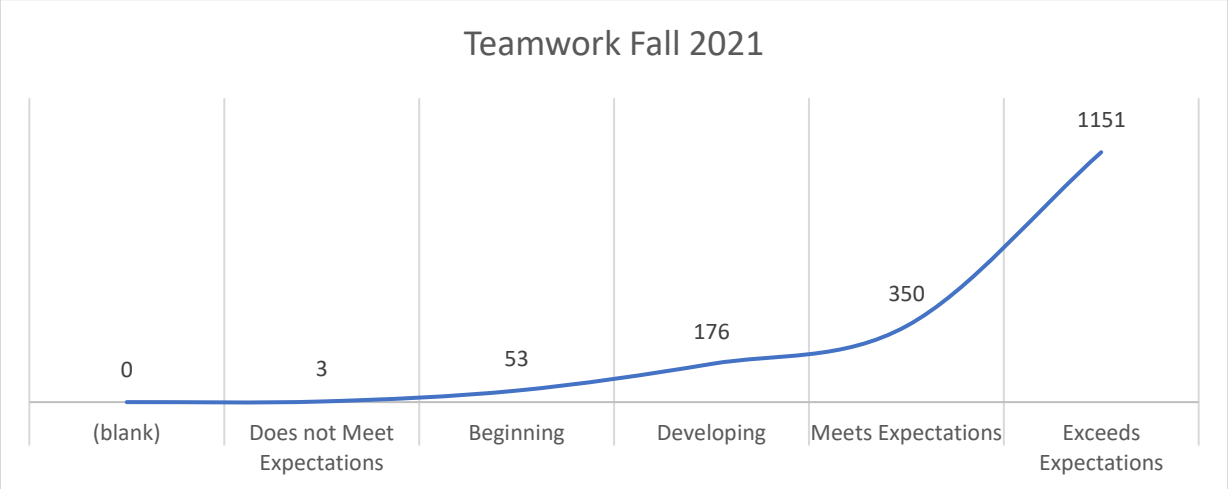

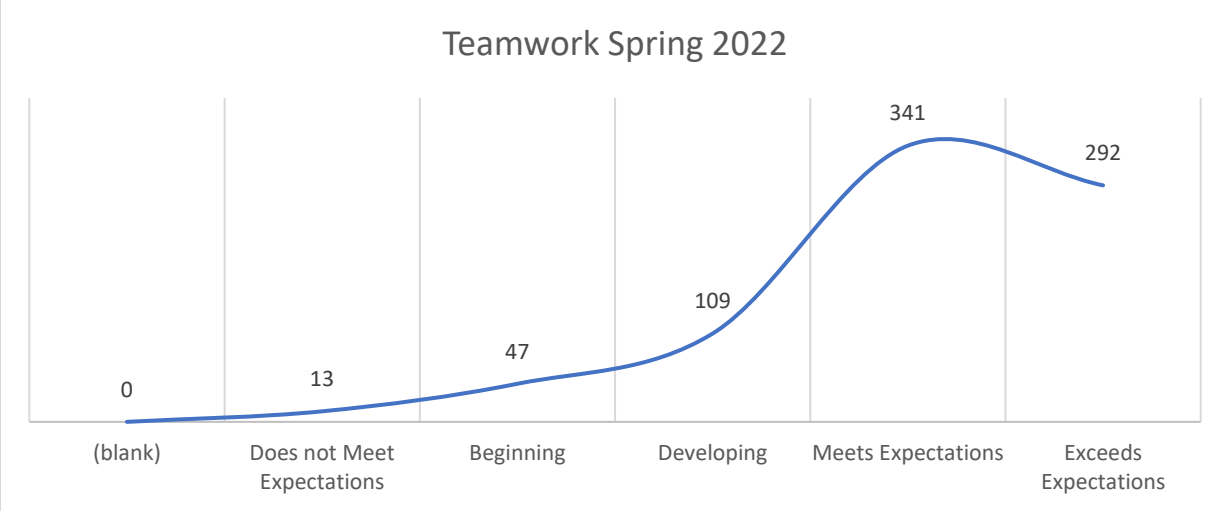
Teamwork Spring 2022
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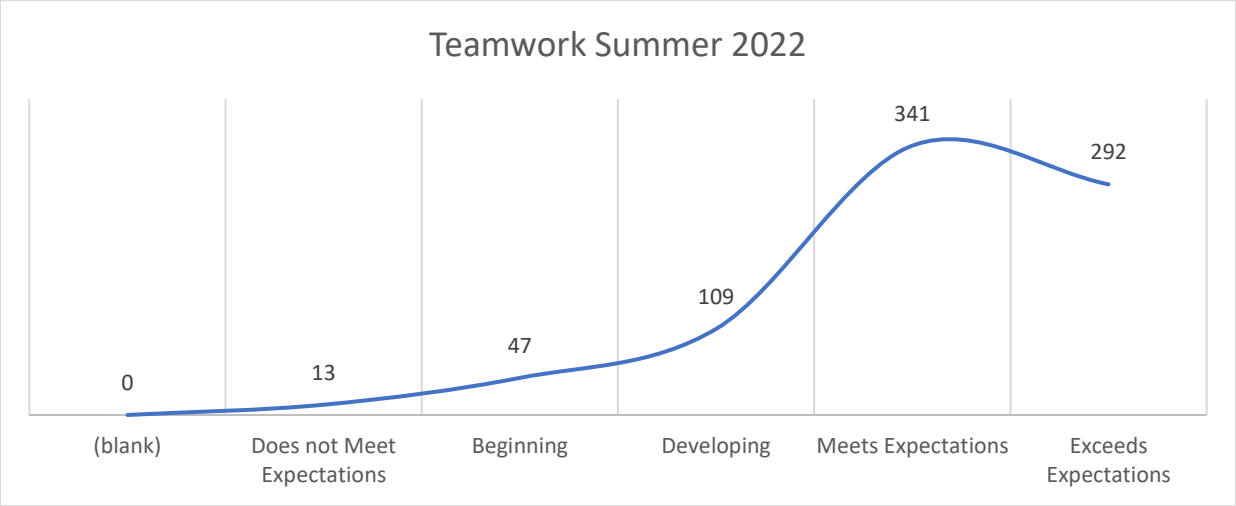
Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Teamwork Summer 2022
0
13
47
109
341
292
(blank)
Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

2021-2022

Analysis By Institutional Learning Outcome

Fall 2021

GRAYSON COLLEGE

Assessment Fall 2021 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO CS 1 Written	AGRI 1119	23	96%
	ARTS 1301	105	77%
	BIOL 1106	97	97%
	BIOL 2101	82	83%
	BIOL 2102	69	84%
	BIOL 2404	11	55%
	COSC 1301	17	100%
	COSC 1336	11	91%
	DRAM 1310	38	84%
	ECON 2301	125	98%
	ECON 2302	20	100%
	ENGL 1301	373	87%
	ENGL 1302	73	85%
	ENGL 2327	14	100%
	GEOG 1303	10	90%
	GOVT 2305	317	74%
	GOVT 2306	191	74%
	HIST 1301	292	86%
	HIST 1302	169	85%
	HUMA 1301	127	77%
	MUSI 1306	115	87%
	MUSI 1307	6	67%
	PHIL 1301	67	76%
	PHIL 2306	20	90%
	PSYC 2301	76	79%
	SPCH 1321	17	88%
ILO CS 1 Written Total		**2465**	
ILO CS 2 Oral	EDUC 1300	93	76%
	ENGL 1301	257	91%
	ENGL 1302	84	87%
	ENGL 2327	14	100%
	HUMA 1301	127	74%
	PHIL 1301	67	85%
	PHIL 2306	20	90%
	SPCH 1311	170	85%
	SPCH 1315	23	96%
	SPCH 1321	41	90%
ILO CS 2 Oral Total		**896**	

Assessment Fall 2021 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO CS 3 Visual	COSC 1301	17	100%
	EDUC 1300	93	76%
	ENGL 1301	227	87%
	ENGL 1302	84	87%
	SPCH 1311	170	85%
	SPCH 1315	23	96%
	SPCH 1321	41	90%
ILO CS 3 Visual Total		**655**	
ILO CT 1	ARTS 1301	105	77%
	COSC 1301	17	100%
	COSC 1336	46	78%
	DRAM 1310	38	84%
	ECON 2301	125	98%
	ECON 2302	20	100%
	EDUC 1300	93	76%
	ENGL 1301	373	88%
	ENGL 1302	73	85%
	ENGL 2327	14	100%
	HUMA 1301	127	87%
	PHIL 1301	67	76%
	PHIL 2306	20	90%
	PSYC 2301	76	79%
	SPCH 1311	170	85%
	SPCH 1315	23	96%
	SPCH 1321	41	88%
ILO CT 1 Total		**1428**	
ILO CT 2	AGRI 1119	23	96%
	BIOL 1106	159	95%
	BIOL 2101	97	81%
	BIOL 2102	58	86%
	BIOL 2404	11	55%
	COSC 1301	17	100%
	COSC 1336	46	78%
	ENGL 1301	323	86%
	ENGL 1302	73	85%
	GEOG 1303	10	90%
	GOVT 2305	317	74%
	GOVT 2306	191	74%
	HIST 1301	292	86%
	HIST 1302	169	85%
	SPCH 1311	170	85%
	SPCH 1315	23	96%
	SPCH 1321	41	88%
ILO CT 2 Total		**2020**	

Assessment Fall 2021 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO CT 3	AGRI 1119	23	91%
	BIOL 1106	76	91%
	BIOL 2101	52	77%
	BIOL 2102	15	87%
	COSC 1301	17	100%
	COSC 1336	46	78%
	ENGL 1301	373	87%
	ENGL 1302	73	85%
	GOVT 2305	317	74%
	GOVT 2306	191	74%
	HIST 1301	292	86%
	HIST 1302	169	85%
	MATH 2312	17	65%
	MATH 2413	13	92%
	MUSI 1306	115	87%
	MUSI 1307	6	67%
	SPCH 1311	170	85%
	SPCH 1315	23	96%
	SPCH 1321	41	88%
ILO CT 3 Total		**2029**	
ILO EQS 1	COSC 1301	17	100%
	COSC 1336	46	78%
	EDUC 1300	93	76%
	MATH 1314	319	64%
	MATH 1332	35	69%
	MATH 1342	28	61%
ILO EQS 1 Total		**538**	
ILO EQS 2	AGRI 1119	23	96%
	BIOL 1106	159	95%
	BIOL 2101	97	81%
	BIOL 2102	58	86%
	BIOL 2404	11	55%
	GEOG 1303	10	90%
	PSYC 2301	76	79%
ILO EQS 2 Total		**434**	

Assessment Fall 2021 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO PR 1	COSC 1301	17	100%
	COSC 1336	46	78%
	ENGL 1301	373	88%
	ENGL 1302	95	79%
	ENGL 2327	14	100%
	GOVT 2305	317	74%
	GOVT 2306	191	74%
	HIST 1301	292	86%
	HIST 1302	169	85%
	HUMA 1301	127	81%
	PHIL 1301	67	76%
	PHIL 2306	20	90%
	SPCH 1311	144	90%
ILO PR 1 Total		**1872**	
ILO SR 1	ARTS 1301	105	77%
	COSC 1301	17	100%
	DRAM 1310	38	95%
	ENGL 2327	14	100%
	HUMA 1301	127	85%
	MUSI 1306	115	87%
	MUSI 1307	6	67%
	PHIL 1301	67	76%
	PHIL 2306	20	90%
ILO SR 1 Total		**509**	
ILO SR 2	GOVT 2305	317	74%
	GOVT 2306	191	74%
	HIST 1301	292	86%
	HIST 1302	169	85%
ILO SR 2 Total		**969**	
ILO SR 3	COSC 1301	17	100%
	ECON 2301	125	98%
	ECON 2302	20	100%
	EDUC 1300	93	76%
	GEOG 1303	10	80%
	GOVT 2305	317	74%
	GOVT 2306	191	74%
	HIST 1301	292	86%
	HIST 1302	169	85%
	PSYC 2301	76	71%
ILO SR 3 Total		**1310**	

Assessment Fall 2021 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO TW 1	AGRI 1119	23	96%
	ARTS 1301	105	77%
	BIOL 1106	159	95%
	BIOL 2101	83	80%
	BIOL 2102	32	88%
	BIOL 2404	11	55%
	COSC 1301	17	100%
	COSC 1336	46	78%
	DRAM 1310	38	95%
	ENGL 1301	291	90%
	ENGL 1302	38	97%
	MUSI 1306	33	85%
	SPCH 1311	170	88%
	SPCH 1321	41	90%
ILO TW 1 Total		**1087**	

Spring 2022

GRAYSON COLLEGE

Assessment Spring 2022 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO CS 1 Written	ARTS 1301	92	75%
	BIOL 1106	9	89%
	BIOL 2101	32	81%
	BIOL 2102	79	90%
	COSC 1301	13	100%
	DRAM 1310	49	69%
	ECON 2301	178	96%
	ENGL 1301	107	78%
	ENGL 1302	324	92%
	ENGL 2311	12	92%
	ENGL 2322	9	89%
	GOVT 2305	321	82%
	GOVT 2306	158	78%
	HIST 1301	159	69%
	HIST 1302	342	86%
	HUMA 1301	92	82%
	MUSI 1306	132	89%
	PHIL 1301	97	86%
	PHIL 2306	32	84%
ILO CS 1 Written Total		2237	
ILO CS 2 Oral	EDUC 1300	75	76%
ILO CS 2 Oral Total		75	
ILO CT 1	ARTS 1301	92	75%
	COSC 1336	18	83%
ILO CT 1 Total		110	
ILO CT 2	BIOL 2404	29	93%
ILO CT 2 Total		29	
ILO CT 3	MATH 2312	15	93%
	MATH 2413	8	75%
ILO CT 3 Total		23	
ILO EQS 1	MATH 1314	47	79%
	MATH 1332	25	76%
	MATH 1342	179	62%
ILO EQS 1 Total		251	
ILO SR 1	ARTS 1301	92	75%
ILO SR 1 Total		92	
ILO TW 1	ARTS 1301	92	75%
ILO TW 1 Total		92	

Summer 2022

GRAYSON COLLEGE

Assessment Summer 2022 Anlaysis by ILO

ILO NAME	COURSE	# STUDENTS	% STUDENTS ASSESSED
ILO CS 2 Oral	HUMA 1301	26	85%
ILO CS 2 Oral Total		**26**	
ILO CT 1	HUMA 1301	26	88%
ILO CT 1 Total		**26**	
ILO PR 1	HUMA 1301	26	73%
ILO PR 1 Total		**26**	
ILO SR 1	HUMA 1301	26	85%
ILO SR 1 Total		**26**	
ILO TW 1	SPCH 1311	53	98%
ILO TW 1 Total		**53**	

2021-2022

Analysis By Course & Section

GRAYSON COLLEGE

Fall 2021

GRAYSON COLLEGE

ILO Assessment 2021 to 2022 Academic Year by Section

SEMESTER	DEPARTMENT	COURSE ID	Count of SECTION	Sum of # STUDENTS	Sum of # STUDENTS ASSESSED
FALL 2021	AGRI	1119	1	23	22
	AGRI	1319	1	23	0
	ARTS	1301	5	105	90
	BIOL	1106	8	258	151
	BIOL	1107	1	34	0
	BIOL	1306	8	258	0
	BIOL	1307	1	34	0
	BIOL	2101	13	196	79
	BIOL	2102	7	85	59
	BIOL	2120	5	43	0
	BIOL	2301	13	196	0
	BIOL	2302	7	85	0
	BIOL	2320	4	43	0
	BIOL	2404	1	11	6
	CHEM	1111	3	33	0
	CHEM	1311	3	33	0
	COSC	1301	3	33	17
	COSC	1336	3	46	36
	CRIJ	1301	4	41	0
	CRIJ	1307	2	37	0
	DRAM	1310	2	38	36
	ECON	2301	7	197	123
	ECON	2302	2	39	20
	EDUC	1300	9	164	71
	ENGL	1301	44	825	354
	ENGL	1302	9	171	75
	ENGL	2322	1	12	0
	ENGL	2327	2	37	14
	ENGL	2328	1	2	0
	ENGL	2332	1	8	0
	GEOG	1302	1	3	0
	GEOG	1303	1	10	9
	GEOL	1101	7	137	0
	GEOL	1103	2	8	0
	GEOL	1301	7	136	0
	GEOL	1303	2	8	0
	GOVT	2305	14	438	234
	GOVT	2306	8	266	141
	HIST	1301	24	664	252
	HIST	1302	8	199	143
	HUMA	1301	6	237	111
	MATH	1314	31	587	203
	MATH	1324	1	4	0
	MATH	1332	4	35	24
	MATH	1342	10	100	17
	MATH	2312	2	17	11
	MATH	2413	3	17	12
	MUSI	1306	4	115	106
	MUSI	1307	1	6	4
	PHED	1164	4	136	0
	PHIL	1301	2	67	63
	PHIL	1304	2	54	0

ILO Assessment 2021 to 2022 Academic Year by Section

SEMESTER	DEPARTMENT	COURSE ID	Count of SECTION	Sum of # STUDENTS	Sum of # STUDENTS ASSESSED
FALL 2021	PHIL	2306	1	20	18
	PHYS	1101	2	19	0
	PHYS	1103	1	8	0
	PHYS	1301	2	19	0
	PHYS	1303	1	8	0
	PHYS	2125	2	13	0
	PHYS	2325	2	13	0
	PSYC	2301	14	369	67
	PSYC	2314	3	115	0
	SOCI	1301	4	160	0
	SOCI	1306	1	18	0
	SPAN	1412	1	4	0
	SPAN	2311	1	19	0
	SPCH	1311	8	170	156
	SPCH	1315	1	23	22
	SPCH	1321	2	41	37
	TECA	1354	3	55	0
FALL 2021 Total			**364**	**7428**	**2783**

Spring 2022

GRAYSON COLLEGE

ILO Assessment 2021 to 2022 Academic Year by Section

SEMESTER	DEPARTMENT	COURSE ID	Count of SECTION	Sum of # STUDENTS	Sum of # STUDENTS ASSESSED
SPRING 2022	AGRI	1115	1	6	0
	AGRI	1315	1	6	0
	ARTS	1301	4	92	75
	BIOL	1106	4	96	8
	BIOL	1107	5	166	0
	BIOL	1306	4	96	0
	BIOL	1307	5	166	0
	BIOL	2101	10	139	34
	BIOL	2102	10	114	71
	BIOL	2120	5	58	0
	BIOL	2301	10	139	0
	BIOL	2302	10	114	0
	BIOL	2320	4	58	0
	BIOL	2404	1	29	27
	CHEM	1111	2	27	0
	CHEM	1112	2	14	0
	CHEM	1311	2	27	0
	CHEM	1312	2	14	0
	COSC	1301	4	48	13
	COSC	1336	2	28	15
	CRIJ	1301	2	38	0
	CRIJ	1307	2	28	0
	DRAM	1310	3	54	34
	ECON	2301	11	338	171
	ECON	2302	2	58	0
	EDUC	1300	6	91	57
	ENGL	1301	18	218	99
	ENGL	1302	28	511	328
	ENGL	2311	1	12	11
	ENGL	2322	1	9	8
	ENGL	2323	1	12	0
	ENGL	2327	1	13	0
	ENGL	2328	1	24	0
	GEOG	1302	1	5	0
	GEOG	1303	1	10	0
	GEOL	1101	5	108	0
	GEOL	1103	1	8	0
	GEOL	1301	5	108	0
	GEOL	1303	1	8	0
	GOVT	2305	11	321	264
	GOVT	2306	6	238	124
	HIST	1301	9	217	110
	HIST	1302	21	561	293
	HUMA	1301	7	186	82
	MATH	1314	14	193	37
	MATH	1332	3	25	19
	MATH	1342	22	260	111
	MATH	2312	3	43	14
	MATH	2413	2	8	6
	MUSI	1306	5	132	122
	PHED	1164	4	91	0

ILO Assessment 2021 to 2022 Academic Year by Section

SEMESTER	DEPARTMENT	COURSE ID	Count of SECTION	Sum of # STUDENTS	Sum of # STUDENTS ASSESSED
SPRING 2022	PHIL	1301	5	97	94
	PHIL	1304	2	60	0
	PHIL	2306	1	32	27
	PHYS	1102	1	2	0
	PHYS	1104	1	3	0
	PHYS	1115	1	47	0
	PHYS	1302	1	2	0
	PHYS	1304	1	3	0
	PHYS	1315	1	47	0
	PHYS	2126	2	14	0
	PHYS	2326	1	14	0
	PSYC	2301	9	236	0
	PSYC	2314	4	112	0
	SOCI	1301	6	178	0
	SOCI	1306	1	21	0
	SPAN	1411	1	16	0
	SPAN	2312	1	4	0
	SPCH	1311	6	128	114
	SPCH	1315	1	28	26
	SPCH	1321	3	42	39
	TECA	1354	3	40	0
SPRING 2022 Total			**338**	**6491**	**2433**

Summer 2022

GRAYSON COLLEGE

ILO Assessment 2021 to 2022 Academic Year by Section

SEMESTER	DEPARTMENT	COURSE ID	Count of SECTION	Sum of # STUDENTS	Sum of # STUDENTS ASSESSED
SUMMER 2022	ARTS	1301	2	106	22
	BIOL	1106	2	69	0
	BIOL	1107	1	29	0
	BIOL	1306	2	69	0
	BIOL	1307	1	29	0
	BIOL	2101	1	15	0
	BIOL	2102	1	10	0
	BIOL	2120	1	11	0
	BIOL	2301	1	15	0
	BIOL	2302	1	10	0
	BIOL	2320	1	11	0
	BIOL	2404	1	28	0
	COSC	1301	1	7	0
	CRIJ	1301	1	7	0
	CRIJ	1307	1	11	0
	ECON	2301	2	54	0
	ECON	2302	2	25	0
	EDUC	1300	2	32	0
	ENGL	1301	4	70	0
	ENGL	1302	2	42	0
	ENGL	2332	1	13	0
	GEOG	1303	1	2	0
	GEOL	1101	1	63	0
	GEOL	1301	1	64	0
	GOVT	2305	4	106	0
	GOVT	2306	5	129	0
	HIST	1301	3	87	0
	HIST	1302	3	69	0
	HUMA	1301	3	104	24
	MATH	1314	5	53	0
	MATH	1342	3	35	0
	MATH	2312	1	8	0
	PHED	1164	2	28	0
	PHIL	1304	1	30	0
	PSYC	2301	2	91	0
	PSYC	2314	2	65	0
	SOCI	1301	2	73	0
	SOCI	1306	1	16	0
	SPAN	1411	1	10	0
	SPAN	1412	1	6	0
	SPCH	1311	1	53	52
	SPCH	1321	1	36	0
	TECA	1354	1	21	0
SUMMER 2022 Total			**76**	**1812**	**98**

SEMESTER	DEPARTMENT	COURSE ID	Count of SECTION	Sum of # STUDENTS	Sum of # STUDENTS ASSESSED
Annual Total			**778**	**15731**	**5314**

2021-2022

Instructional Learning Outcome
Course Level Analysis

Fall 2021

GRAYSON COLLEGE

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
FALL 2021	**AGRI 1119**	ILO CS 1 Written	**23**	96%
		ILO CT 2	**23**	96%
		ILO CT 3	**23**	91%
		ILO EQS 2	**23**	96%
		ILO TW 1	**23**	96%
	ARTS 1301	ILO CS 1 Written	**105**	77%
		ILO CT 1	**105**	77%
		ILO SR 1	**105**	77%
		ILO TW 1	**105**	77%
	BIOL 1106	ILO CS 1 Written	**97**	97%
		ILO CT 2	**159**	95%
		ILO CT 3	**76**	91%
		ILO EQS 2	**159**	95%
		ILO TW 1	**159**	95%
	BIOL 2101	ILO CS 1 Written	**82**	83%
		ILO CT 2	**97**	81%
		ILO CT 3	**52**	77%
		ILO EQS 2	**97**	81%
		ILO TW 1	**83**	80%
	BIOL 2102	ILO CS 1 Written	**69**	84%
		ILO CT 2	**58**	86%
		ILO CT 3	**15**	87%
		ILO EQS 2	**58**	86%
		ILO TW 1	**32**	88%
	BIOL 2404	ILO CS 1 Written	**11**	55%
		ILO CT 2	**11**	55%
		ILO EQS 2	**11**	55%
		ILO TW 1	**11**	55%
	COSC 1301	ILO CS 1 Written	**17**	100%
		ILO CS 3 Visual	**17**	100%
		ILO CT 1	**17**	100%
		ILO CT 2	**17**	100%
		ILO CT 3	**17**	100%
		ILO EQS 1	**17**	100%
		ILO PR 1	**17**	100%
		ILO SR 1	**17**	100%
		ILO SR 3	**17**	100%
		ILO TW 1	**17**	100%
	COSC 1336	ILO CS 1 Written	**11**	91%
		ILO CT 1	**46**	78%
		ILO CT 2	**46**	78%
		ILO CT 3	**46**	78%
		ILO EQS 1	**46**	78%
		ILO PR 1	**46**	78%
		ILO TW 1	**46**	78%

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
FALL 2021	**DRAM 1310**	ILO CS 1 Written	**38**	84%
		ILO CT 1	**38**	84%
		ILO SR 1	**38**	95%
		ILO TW 1	**38**	95%
	ECON 2301	ILO CS 1 Written	**125**	98%
		ILO CT 1	**125**	98%
		ILO SR 3	**125**	98%
	ECON 2302	ILO CS 1 Written	**20**	100%
		ILO CT 1	**20**	100%
		ILO SR 3	**20**	100%
	EDUC 1300	ILO CS 2 Oral	**93**	76%
		ILO CS 3 Visual	**93**	76%
		ILO CT 1	**93**	76%
		ILO EQS 1	**93**	76%
		ILO SR 3	**93**	76%
	ENGL 1301	ILO CS 1 Written	**373**	87%
		ILO CS 2 Oral	**257**	91%
		ILO CS 3 Visual	**227**	87%
		ILO CT 1	**373**	88%
		ILO CT 2	**323**	86%
		ILO CT 3	**373**	87%
		ILO PR 1	**373**	88%
		ILO TW 1	**291**	90%
	ENGL 1302	ILO CS 1 Written	**73**	85%
		ILO CS 2 Oral	**84**	87%
		ILO CS 3 Visual	**84**	87%
		ILO CT 1	**73**	85%
		ILO CT 2	**73**	85%
		ILO CT 3	**73**	85%
		ILO PR 1	**95**	79%
		ILO TW 1	**38**	97%
	ENGL 2327	ILO CS 1 Written	**14**	100%
		ILO CS 2 Oral	**14**	100%
		ILO CT 1	**14**	100%
		ILO PR 1	**14**	100%
		ILO SR 1	**14**	100%
	GEOG 1303	ILO CS 1 Written	**10**	90%
		ILO CT 2	**10**	90%
		ILO EQS 2	**10**	90%
		ILO SR 3	**10**	80%

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
FALL 2021	**GOVT 2305**	ILO CS 1 Written	**317**	74%
		ILO CT 2	**317**	74%
		ILO CT 3	**317**	74%
		ILO PR 1	**317**	74%
		ILO SR 2	**317**	74%
		ILO SR 3	**317**	74%
	GOVT 2306	ILO CS 1 Written	**191**	74%
		ILO CT 2	**191**	74%
		ILO CT 3	**191**	74%
		ILO PR 1	**191**	74%
		ILO SR 2	**191**	74%
		ILO SR 3	**191**	74%
	HIST 1301	ILO CS 1 Written	**292**	86%
		ILO CT 2	**292**	86%
		ILO CT 3	**292**	86%
		ILO PR 1	**292**	86%
		ILO SR 2	**292**	86%
		ILO SR 3	**292**	86%
	HIST 1302	ILO CS 1 Written	**169**	85%
		ILO CT 2	**169**	85%
		ILO CT 3	**169**	85%
		ILO PR 1	**169**	85%
		ILO SR 2	**169**	85%
		ILO SR 3	**169**	85%
	HUMA 1301	ILO CS 1 Written	**127**	77%
		ILO CS 2 Oral	**127**	74%
		ILO CT 1	**127**	87%
		ILO PR 1	**127**	81%
		ILO SR 1	**127**	85%
	MATH 1314	ILO EQS 1	**319**	64%
	MATH 1332	ILO EQS 1	**35**	69%
	MATH 1342	ILO EQS 1	**28**	61%
	MATH 2312	ILO CT 3	**17**	65%
	MATH 2413	ILO CT 3	**13**	92%
	MUSI 1306	ILO CS 1 Written	**115**	87%
		ILO CT 3	**115**	87%
		ILO SR 1	**115**	87%
		ILO TW 1	**33**	85%
	MUSI 1307	ILO CS 1 Written	**6**	67%
		ILO CT 3	**6**	67%
		ILO SR 1	**6**	67%

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
FALL 2021	**PHIL 1301**	ILO CS 1 Written	**67**	76%
		ILO CS 2 Oral	**67**	85%
		ILO CT 1	**67**	76%
		ILO PR 1	**67**	76%
		ILO SR 1	**67**	76%
	PHIL 2306	ILO CS 1 Written	**20**	90%
		ILO CS 2 Oral	**20**	90%
		ILO CT 1	**20**	90%
		ILO PR 1	**20**	90%
		ILO SR 1	**20**	90%
	PSYC 2301	ILO CS 1 Written	**76**	79%
		ILO CT 1	**76**	79%
		ILO EQS 2	**76**	79%
		ILO SR 3	**76**	71%
	SPCH 1311	ILO CS 2 Oral	**170**	85%
		ILO CS 3 Visual	**170**	85%
		ILO CT 1	**170**	85%
		ILO CT 2	**170**	85%
		ILO CT 3	**170**	85%
		ILO PR 1	**144**	90%
		ILO TW 1	**170**	88%
	SPCH 1315	ILO CS 2 Oral	**23**	96%
		ILO CS 3 Visual	**23**	96%
		ILO CT 1	**23**	96%
		ILO CT 2	**23**	96%
		ILO CT 3	**23**	96%
	SPCH 1321	ILO CS 1 Written	**17**	88%
		ILO CS 2 Oral	**41**	90%
		ILO CS 3 Visual	**41**	90%
		ILO CT 1	**41**	88%
		ILO CT 2	**41**	88%
		ILO CT 3	**41**	88%
		ILO TW 1	**41**	90%

Spring 2022

GRAYSON COLLEGE

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
SPRING 2022	**ARTS 1301**	ILO CS 1 Written	**92**	75%
		ILO CT 1	**92**	75%
		ILO SR 1	**92**	75%
		ILO TW 1	**92**	75%
	BIOL 1106	ILO CS 1 Written	**9**	89%
		ILO CT 2	**9**	89%
		ILO CT 3	**9**	89%
		ILO EQS 2	**9**	89%
		ILO TW 1	**9**	89%
	BIOL 2101	ILO CS 1 Written	**32**	81%
		ILO CT 2	**32**	81%
		ILO CT 3	**15**	93%
		ILO EQS 2	**32**	81%
		ILO TW 1	**43**	77%
	BIOL 2102	ILO CS 1 Written	**79**	90%
		ILO CT 2	**79**	90%
		ILO CT 3	**30**	93%
		ILO EQS 2	**79**	90%
		ILO TW 1	**45**	93%
	BIOL 2404	ILO CT 2	**29**	93%
		ILO EQS 2	**29**	93%
		ILO TW 1	**29**	93%
	COSC 1301	ILO CS 1 Written	**13**	100%
		ILO CS 3 Visual	**13**	100%
		ILO CT 1	**13**	100%
		ILO CT 2	**13**	100%
		ILO CT 3	**13**	100%
		ILO EQS 1	**13**	100%
		ILO PR 1	**13**	100%
		ILO SR 1	**13**	100%
		ILO SR 3	**13**	100%
		ILO TW 1	**13**	100%
	COSC 1336	ILO CT 1	**18**	83%
		ILO CT 2	**18**	83%
		ILO CT 3	**18**	83%
		ILO EQS 1	**18**	83%
		ILO PR 1	**18**	56%
		ILO TW 1	**18**	83%
	DRAM 1310	ILO CS 1 Written	**49**	69%
		ILO CT 1	**49**	69%
		ILO SR 1	**49**	67%
		ILO TW 1	**49**	67%
	ECON 2301	ILO CS 1 Written	**178**	96%
		ILO CT 1	**178**	96%
		ILO SR 3	**178**	96%

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
SPRING 2022	**EDUC 1300**	ILO CS 2 Oral	**75**	76%
		ILO CS 3 Visual	**75**	76%
		ILO CT 1	**75**	76%
		ILO EQS 1	**75**	76%
		ILO SR 3	**75**	76%
	ENGL 1301	ILO CS 1 Written	**107**	78%
		ILO CS 2 Oral	**106**	83%
		ILO CS 3 Visual	**106**	83%
		ILO CT 1	**107**	78%
		ILO CT 2	**107**	78%
		ILO CT 3	**107**	78%
		ILO PR 1	**116**	84%
		ILO TW 1	**106**	86%
	ENGL 1302	ILO CS 1 Written	**324**	92%
		ILO CS 2 Oral	**269**	93%
		ILO CS 3 Visual	**269**	93%
		ILO CT 1	**324**	92%
		ILO CT 2	**324**	92%
		ILO CT 3	**324**	92%
		ILO PR 1	**354**	93%
		ILO TW 1	**230**	95%
	ENGL 2311	ILO CS 1 Written	**12**	92%
		ILO CS 2 Oral	**12**	92%
		ILO CS 3 Visual	**12**	92%
		ILO CT 1	**12**	92%
		ILO CT 2	**12**	92%
		ILO CT 3	**12**	92%
		ILO PR 1	**12**	92%
		ILO TW 1	**12**	92%
	ENGL 2322	ILO CS 1 Written	**9**	89%
		ILO CS 2 Oral	**9**	89%
		ILO CT 1	**9**	89%
		ILO PR 1	**9**	89%
		ILO SR 1	**9**	89%
	GOVT 2305	ILO CS 1 Written	**321**	82%
		ILO CT 2	**321**	82%
		ILO CT 3	**321**	82%
		ILO PR 1	**321**	82%
		ILO SR 2	**321**	82%
		ILO SR 3	**321**	82%

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
SPRING 2022	**GOVT 2306**	ILO CS 1 Written	**158**	78%
		ILO CT 2	**158**	78%
		ILO CT 3	**158**	78%
		ILO PR 1	**158**	78%
		ILO SR 2	**158**	78%
		ILO SR 3	**158**	78%
	HIST 1301	ILO CS 1 Written	**159**	69%
		ILO CT 2	**159**	69%
		ILO CT 3	**159**	69%
		ILO PR 1	**159**	69%
		ILO SR 2	**159**	69%
		ILO SR 3	**159**	69%
	HIST 1302	ILO CS 1 Written	**342**	86%
		ILO CT 2	**342**	86%
		ILO CT 3	**342**	86%
		ILO PR 1	**342**	86%
		ILO SR 2	**342**	86%
		ILO SR 3	**342**	86%
	HUMA 1301	ILO CS 1 Written	**92**	82%
		ILO CS 2 Oral	**92**	82%
		ILO CT 1	**92**	85%
		ILO PR 1	**92**	79%
		ILO SR 1	**92**	89%
	MATH 1314	ILO EQS 1	**47**	79%
	MATH 1332	ILO EQS 1	**25**	76%
	MATH 1342	ILO EQS 1	**179**	62%
	MATH 2312	ILO CT 3	**15**	93%
	MATH 2413	ILO CT 3	**8**	75%
	MUSI 1306	ILO CS 1 Written	**132**	89%
		ILO CT 3	**132**	89%
		ILO SR 1	**132**	89%
		ILO TW 1	**48**	96%
	PHIL 1301	ILO CS 1 Written	**97**	86%
		ILO CS 2 Oral	**97**	91%
		ILO CT 1	**97**	86%
		ILO PR 1	**97**	86%
		ILO SR 1	**97**	86%
	PHIL 2306	ILO CS 1 Written	**32**	84%
		ILO CS 2 Oral	**32**	84%
		ILO CT 1	**32**	84%
		ILO PR 1	**32**	84%
		ILO SR 1	**32**	84%

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
SPRING 2022	**SPCH 1311**	ILO CS 2 Oral	**121**	88%
		ILO CS 3 Visual	**121**	88%
		ILO CT 1	**121**	88%
		ILO CT 2	**121**	88%
		ILO CT 3	**121**	88%
		ILO PR 1	**65**	89%
		ILO TW 1	**121**	88%
	SPCH 1315	ILO CS 2 Oral	**28**	93%
		ILO CS 3 Visual	**28**	93%
		ILO CT 1	**28**	93%
		ILO CT 2	**28**	93%
		ILO CT 3	**28**	93%
	SPCH 1321	ILO CS 2 Oral	**42**	90%
		ILO CS 3 Visual	**42**	90%
		ILO CT 1	**42**	90%
		ILO CT 2	**42**	90%
		ILO CT 3	**42**	90%
		ILO TW 1	**42**	90%

Summer 2022

GRAYSON COLLEGE

Assessment 2021 to 2022 Academic Year Course & ILO

SEMESTER	COURSE	ILO NAME	# STUDENTS	% STUDENTS ASSESSED
SUMMER 2022	**HUMA 1301**	ILO CS 2 Oral	**26**	85%
		ILO CT 1	**26**	88%
		ILO PR 1	**26**	73%
		ILO SR 1	**26**	85%
	SPCH 1311	ILO TW 1	**53**	98%