2016-2017 Annual Assessment Report

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

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AS in Biological and Physical Sciences

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Students 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.	CS1, CT2, CT3, EQS2	**What are your desired Results?** Students will complete the assessment with a 75% or higher average. **How will you collect the data?** Data is collected based on grades for specific assignments or tests designed to measure the learning outcome. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Various assignments are used during the semesters to measurement this learning outcome.	There is no historical data for this SLO at this time. This is the first year this SLO was measured.	CHEM 1311/1111 Disaggregated Results: Face-to-face: From 28 data points= Average-74.5% High-97.7% Low-5.8% Online: NA Hybrid: NA Off-site Locations: NA CHEM1312/1112 Disaggregated Results: Face-to-face: From 19 data points= Average-82% High-100% Low-69.8% Online: NA Hybrid: NA Off-site Locations: NA BIOL1306/1106 Disaggregated Results: Face-to-face: From 48 data points= Average-68.6% High-97% Low-23% Online: From 42 data points= Average-70.5% High-100% Low-7.9% Hybrid: NA Off-site Locations: NA BIOL1307/1107 Disaggregated Results: Face-to-face: From 25 data points= Average-71.9% High-97.2% Low-19.7% Online: From 25 data points= Average-84.4% High-97.9% Low-15.8% Hybrid: NA Off-site Locations: (HS Dual Credit) From 93 data points= Average-90.7% High-100% Low-70.7%	This is the first semester data have been collected for this SLO. The Science Department created new department wide SLOs in 2015. The overall averages indicate that we are meeting our target of 75%. Additional data will continue to be collected in Fall, 2017 and Spring, 2018 to augment our current data for future comparison.

				GEOL1303/1103 Disaggregated Results: Face-to-face: From 6 data points=Average-80.3% High-92.3% Low-70.2% Online: NA Hybrid: From 7 data points=Average-83% High-93.1% Low-68.9% Off-site Locations: NA GEOL1304/1104 Disaggregated Results: Face-to-face: NA Online: NA Hybrid: From 16 data points= Average-79.6% High-96.5% Low-15.8% Off-site Locations: NA PHYS2326/2126 Disaggregated Results: Face-to-face: From 11 data points= Average-81% High-94.8% Low-41.5% Online: NA Hybrid: NA Off-site Locations: NA Aggregated Results Summary: CHEM 1311/1111 From 28 data points= Average-74.5% High-97.7% Low-5.8% CHEM1312/1112 Face-to-face: From 19 data points= Average-82% High-100% Low-69.8% BIOL1306/1106 From 90 data points= Average-69.6% High-100% Low-7.9% BIOL1307/1107 From 143 data points= Average-82.3% High-100% Low-19.7% GEOL1303/1103 From 13 data points= Average-81.7% High-91.3% Low-68.9% GEOL1304/1104 From 19 data points= From 16 data points= Average-79.6% High-96.5% Low-15.8% PHYS2326/2126 From 11 data points= Average-81% High-94.8% Low-41.5% Overall Departmental Average: 78.7%	

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AS in Engineering

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping** (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	**Assessment Method (Measure)**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If your course is only offered via one mode and at one location, please note that in your results narrative.*	**Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**
Students will develop convincing arguments in the area of engineering.	CT 3. Students will analyze, evaluate, and synthesize information.	Questions from a ENGR 2302 – Dynamics Final Exam	**Disaggregated Results:** Face-to-face: N/A Online: N/A Hybrid: 100% of the students performed at or above the 75% proficiency level. Off-site Locations: N/A **Aggregated Results Summary:** Only one section of Dynamics was offered in the Spring 2017 semester, and only three students were enrolled and completed the course. The section was offered as a hybrid course, therefore no data was available for face-to-face, online, or off-site locations. No data was available for Fall 2016 as the course was not offered, but in Spring 2017, 3 out of 3 students (100%) performed at or above the 75% proficiency level.	Based on these results, we will improve the (2) Curriculum area by aiming to employ a consistent faculty to all Engineering courses and consult with surrounding universities to align our curriculum for smoother transfer.

Note: Due to the Engineering Program just now starting back up, very few students completed the upper-level Engineering courses, and therefore no meaning data was available.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AS in Kinesiology

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Apply contemporary knowledge principles, and research related to appropriate biophysical, social and behavioral correlates of physical activity, fitness, and public health.	CT1 CT2 CT3 CS1 CS2 CS3 PR1 TW1	**What are your desired Results?** For all Students to score over 90% in the class. **How will you collect the data?** End of class total % **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Percentage of total points scored in the class.	N/A	**Disaggregated Results:** Face-to-face: Online: 40% achieving Hybrid: Off-site Locations: **Aggregated Results Summary: 40% achieving 90% total points**	I will use these results to promote the importance of mastering care and prevention of athletic injuries to all instructors. The need to master this course as a future educator that will have to monitor injuries.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AS in Mathematics

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping** (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	**Assessment Method (Measure)**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If your course is only offered via one mode and at one location, please note that in your results narrative.*	**Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**
Students will develop convincing mathematical arguments.	CT 3. Students will analyze, evaluate, and synthesize information.	Questions from a MATH 2414 – Calculus 2 Final Exam	**Disaggregated Results:** Face-to-face: 52.6% of the students performed at or above the 75% proficiency level. Online: N/A Hybrid: N/A Off-site Locations: N/A **Aggregated Results Summary:** Only one section of Calculus 2 was offered in each semester of the 2016 – 2017 Academic Year. The section was offered as a face-to-face course, therefore there was no data for online, hybrid, or off-site locations. In Fall 2016, 4 out of 7 (57%) performed at or above the 75% proficiency level. For the Spring 2017 semester, 6 out of 12 (50%) performed at or above the 75% proficiency level. As stated in the results above, combining these results, 53% of the students performed at or above the 75% proficiency level, which decreased a bit from prior years.	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 1316, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AA Music

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping** (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	**Assessment Method (Measure)**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If your course is only offered via one mode and at one location, please note that in your results narrative.*	**Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**
Students will synthesize skills in the area of rhythm and pitch to understand the music they hear.	**CT 3**. Students will analyze, evaluate, and synthesize information.	Homework, Quiz, sight singing, dictation & Test Grades	**Disaggregated Results:** Face-to-face: Only offered face-to-face. **Aggregated Results Summary:** The Freshman class was able to complete three chapters of the *Music Literacy for Singers* by Patti DeWitt. This is as far as the previous year. They were also able to complete *Reading Syncopation & Beyond* by Joel Rothman. The Sophomore class was able to complete 12 chapters of *Music for Sight Singing* by Robert Ottman. This is the same place as than the previous year. *Reading Syncopation & Beyond* by Joel Rothman was completed in the previous year, however periodic checks show retention of the rhythmic skills. Reached Unit 7 of *Music for Ear Training* by Michael Horvit, one unit further than the previous year.	(2) Curriculum: Continue to use the *Music Literacy for Singings*, *Reading Syncopation & Beyond*, and *Music for Ear Training* for the Freshman class. Continue to use the *Music for Sight Singing* and *Music for Ear Training* for the Sophomore class. The overall goal for 2017-2018 is to continue advancement in the ear training and Sight Singing course by at least one chapter in each method book.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AS THEATRE

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Demonstrate competency with basic audition techniques.	CT1 CT3 CS2 CS3	**What are your desired Results?** To improve student audition skills specifically with regard to slate (introduction), Time Limits, Vocal Projection & Dynamics, Expression, Believability **How will you collect the data?** Students will be required to develop audition monologues as assignments in both DRAM 1351 and DRAM 1352. All majors are required to audition for all GC productions. **What type of assessment measure will you use: direct, indirect or both?** Both **Describe the assessment method:** Students will develop a rubric to help self and peer critique audition pieces in class. Students will give oral peer critiques of audition performances and submit rubric. Professor will give oral critiques of audition performances in class and engage students in healthy discussion. Audition pieces will be critiques and then students will be given the opportunity to work with professor and classmates on implementing improvements and develop skills.	This is the first year for gathering historical results.	**North Texas Drama Auditions November 17 & 18, 2016 –** This a regional audition. Universities and colleges from across the U.S.A attended the audition for recruitment. There was total of 350 actors at the NTD auditions. Actors were to perform two contrasting monologues within a total time limit of 90 seconds. Two-year colleges were permitted to send up to five acting students to the audition. We sent five sophomores. All five actors received multiply callbacks from universities who were interested in them as transfer students. Three of the five were recruited by University of Texas – Arlington Theatre Department and will transfer in the fall of 2017. One of the five accepted an out-of-state offer in technical theatre. One did not successfully complete their AS in Theatre and could not accept any transfer offers from universities. **DRAM 1351 –** Students were introduced to basic audition skills. They primarily worked to develop their slate (introduction of self at audition). This is often the single most challenging aspect of the audition. Students learned poise and developed their professional persona. This is the single moment in the audition the actor can convey that they are a hirable professional. All students accomplished this skill. **DRAM 1352 –** Students continued to build upon basic audition skills. Having mastered the "slate" in DRAM 1351 they focused more on time limits, vocal projection & dynamics, expression, believability. The ultimate goal of the audition monologue program is for the actor to embody two contrasting characters within a period of under five minutes. All students were successful in finding contrasting monologues for their audition program. Students created an Audition Monologue Notebook that included categories of monologues that were well suited for them as individuals. All student performed their monologue programs with mastery at the end of the semester. **Production Auditions-** All theatre majors were required to audition for all GC productions whether or not they wish to be selected as an actor in the production or not.	1. Instruction – I learned very quickly that students came to GC with very little prior knowledge of how to give a balanced criticism of a work. I also learned that students had no real prior knowledge of how a rubric works or how to create one and implement it. 2. Curriculum - We need to provide/require more opportunities for students to critique works in all of the arts. 3. N/A 4. Assessment - Empowering students to create the audition performance rubric was very successful and helped them to find the language needed for an oral critique.

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

AAS-Paramedicine

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

***Reports are a year behind due to the capstone course being offered each summer and assessment of PLO's come from this course. For the purposes of annual reporting of assessment results, the LVN and EMT Assessment reports will be from the previous year.**

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

AAS Radiologic Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
Instruction	*Implemented tutorial class and lab days for students. Last year, students began to schedule a blocked time for them and their partner to have one on one lab instruction as needed with the lab instructor. Clinical sites were encouraged to notify instructors of any concerns about student's not meeting their educational standards. Any individuals with clinical needs identified were then set up with mandatory lab tutorials as needed. This year, instructors have begun to schedule mandatory class or lab tutorial or creating individual study plans if a student needs assistance but is not taking advantage of available resources.* ***'16 Graduates –*** *100% of '16 graduates met ARRT competency requirements and were registry eligible. Pass Rate of 80% achieved.* *100% Pass Rate of Sophomore Exit Exam Spring '16.* ***'17 Graduates –*** *100% of '17 graduates met ARRT competency requirements and were registry eligible. Pass Rate unavailable at this time because some graduates have not completed their registry yet.* *100% Pass Rate of Sophomore Exit Exam Spring '17.*

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

AAS Dental Assisting

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(1) Instruction	Minor changes were made to lectures to help engage the students. The desk in the classroom were rearranged into groups, and during lectures we encouraged the students to interact within their group to discuss the topic that was being lectured. Minor changes were also made to our lab's to help organize the labs, and to keep the students busy moving and practicing skills.
No changes were made to (2) Curriculum, (3) Technology, or (4) Assessment.	Clinical evaluation of students tended to show a satisfactory level of proficiency in working as a member of the dental healthcare team.

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

AAS Associate Degree Nursing

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment.	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
Program Learning Outcome (2015-2016): ADN Students will demonstrate ability to explain, apply, and integrate the theoretical evidence based knowledge necessary in the provision of nursing care (1) Instruction • The transitional entry program will be re-constructed to promote better organization of content.	RNSG 1227 and 1413 was reorganized to ensure content aligned with first semester and second semester nursing courses. Students utilized online resources and in-class lectures to achieve course outcomes, as both courses are considered hybrid courses. Online resources and electronic resources mimicked material from first and second semester courses. Course syllabi and course calendar were consistent and easily accessible for students.
Program Learning Outcome (2015-2016): ADN Students will demonstrate ability to explain, apply, and integrate the theoretical evidence based knowledge necessary in the provision of nursing care (2) Curriculum • Comparison of the NCLEX test plan and practice analysis will continue to be evaluated in comparison to current ADN curriculum and curriculum will be adapted as needed. • Results of mid-curricular and exit HESI exams will be compared to current ADN curriculum and curriculum will be adapted ad needed.	ADN curriculum committee met on 11/09/2016 and reviewed the current NCLEX blueprint and compared this data with our current curriculum. All members of the committee reviewed the blueprint and compared data to content in their own courses to ensure compliance. Results were then provided to full ADN faculty. Results of mid-curricular HESI exam and exit HESI exam are reviewed by nursing 2 and nursing 4 instructional teams respectively. Results have demonstrated similar trends to previous years in regards to content. The Fall 2016 results showed an average score of 905 on the exit exam, above the national average of 845, and an average score of 857 on the mid-curricular exam. For the Spring 2017 the exit exam had an average score of 908, above the national average of 845, and the mid-curricular average was 830. Results will be provided to faculty at the Fall 2017 initial faculty meeting for further analysis and comparison.

Program Learning Outcome (2015-2016): ADN students will demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature. (1) Instruction • Simulation instructors will utilize a recognized debriefing model for simulation debriefing to ensure consistency among the instructional teams and enhance the simulation experiences.	A simulation committee was formed for the ADN program, and was chaired by Program Coordinator and Simulation Coordinator, Lori Hoover. The committee consisted of all simulation instructors and lab coordinator. A debriefing model was selected, the GRASP model, and was implemented by all simulation instructors.
Program Learning Outcome (2015-2016): ADN students will demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature. (2) Curriculum • Simulation will continue to be increased in first semester nursing through the use of high-fidelity simulation mannequins and through simulated assessment and medication administration scenarios.	Students in the RNSG 1360 first semester nursing clinical course completed 18 hours of simulation in the Fall 2016 and Spring 2017 semesters. Students were exposed to high-fidelity patient scenarios, along with scenarios involving physical assessment and medication administration.

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

2015-2016
South Campus
Annual Assessment Report
Grayson College

November 10, 2016

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS - Medical Laboratory Technology

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

Assessment of Program Learning Outcomes
2015-2016 Academic Year

Vocational Nursing Program

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

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Certificate Mechatronics

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

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS CADD Technology

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Create detail & assembly drawings, using American National Standards (ANSI) and/or International Standards Organization (ISO) specifications	CT1, CT2, CT3	**What are your desired Results?** Increase knowledge of ANSI/ISO standards and how to access/locate/use them. **How will you collect the data?** Assignments scores that specifically assess their knowledge of subject **What type of assessment measure will you use: direct, indirect or both?** Both **Describe the assessment method:** Midterm grades from 1433. This test assesses the standards being taught in this course.	(Please enter the results from the last time you assessed this PLO)	**Disaggregated Results:** Face-to-face: Average score for the midterm exam for Spring 2016 was 65 Online: Hybrid: Off-site Locations: **Aggregated Results Summary:**	Curriculum, add more assignments that cover topics so students get more hands on learning. Instruction add additional practice quiz/assignments to re-enforce understanding of standards

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Collision Repair Technologies

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
3. Upon competition of 1558, 95% of students will be able to adjust spray gun and adequately cover surface with paint.	CT3	**What are your desired Results?** To have 95% of students properly apply paint to a surface **How will you collect the data?** By lab observation. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Observation in spray both as student is applying paint.	This is the first time we have measured this PLO as it is new. The new PLO satisfies last year's Documentation of improvement, which was to "write a new and more challenging PLO.	**Disaggregated Results:** Face-to-face: 95% Online: n/a Hybrid: n/a Off-site Locations: n/a **Aggregated Results Summary:** We met the benchmark. 95% were successful. The 5% that were not successful simply lacked the hand/eye coordination to complete the task to acceptable standards.	The benchmark was met. No improvement plan is necessary.

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(A)	**(B)**	**(C)**	**(D)**	**(E)**
Demonstrate safe practices while working with mechanical components.	CT2: Critical Thinking: Students will gather and assess information relevant to a question.	Course imbedded exam	**Disaggregated Results:** Face-to-face: Only offered via Face-to-Face Online: Hybrid: Off-site Locations: **Aggregated Results Summary:** HART CAPSTONE 2015-2016 Program learning outcomes are still ongoing. Compared to 2014-2015 capstone results, only four out of 18 students fail below the increased desired passing rate 80% or better on the exam. When compared to previous years when the passing score requirement was a grade of 70 or better a better result in student employment is being noted.	Additional changes within the method of delivery and holding students more accountable is still being developed to meet the needs of both the student and local workforce.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

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(A)	**(B)**	**(C)**	**(D)**	**(E)**
Demonstrate safe practices while working with mechanical components.	CT2: Critical Thinking: Students will gather and assess information relevant to a question.	Course imbedded exam	**Disaggregated Results:** Face-to-face: Only offered via Face-to-Face Online: Hybrid: Off-site Locations: **Aggregated Results Summary:** HART CAPSTONE 2015-2016 Program learning outcomes are still ongoing. Compared to 2014-2015 capstone results, only four out of 18 students fail below the increased desired passing rate 80% or better on the exam. When compared to previous years when the passing score requirement was a grade of 70 or better a better result in student employment is being noted.	Additional changes within the method of delivery and holding students more accountable is still being developed to meet the needs of both the student and local workforce.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS Welding Technologies

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping** (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	**Assessment Method (Measure)**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If your course is only offered via one mode and at one location, please note that in your results narrative.*	**Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**
4. 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.	CT2 and CT3	Applied Test	**Disaggregated Results:** Face-to-face: 100% Online: n/a Hybrid: n/a Off-site Locations: 100% **Aggregated Results Summary:** All Students (100%) in this course mastered this exercise within the first 3 weeks of the semester. Training for this exercise actually begins in WLDG 1428, so the students caught on quickly in 1457.	No improvement plan needed as the benchmark was met easily met. We will reassess this PLO once more and replace it with a new PLO if the benchmark is met so easily again.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS Accounting

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Use critical thinking skills to produce accurate financial statements for a company.	**CT1**: 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.	**What are your desired Results?** 95% of students will complete with at least 80% accuracy. **How will you collect the data?** Group Project **What type of assessment measure will you use: direct, indirect or both?** Both—rubric for grading group project and evaluation of group members by students. **Describe the assessment method:** Students will complete a group project in ACCT2301 in which they will complete the accounting cycle. This ends with students completing an Income Statement, Balance, Sheet, and Statement of Owner's Equity. Groups submit one completed project, and they each evaluate their team members.	In 2012-2013, 83% of students had 80% or above on this assessment.	**Disaggregated Results:** Hybrid: All students in this class are in hybrid sections. **Aggregated Results Summary:** Spring 2017 semester: 90% of students completed with at least 80% accuracy (18 out of 20 students). One student quit coming and did not complete the project. Fall 2016 semester: 91% of students completed with at least 80% accuracy (52 out of 57 students). Out of the three sections from fall, 3 students quit coming and did not complete the project.	This is an important PLO. Although the goal of 95% was not met, I don't feel it was because of instruction or the assessment. Of the students who completed the assessment measure, 96% completed with 80% accuracy (74 out of 77). So the issue is students who were not present to complete the assignment. I will try to improve on motivating students to attend class and complete the project.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS Business and Management

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping** (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	**Assessment Method (Measure)**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If your course is only offered via one mode and at one location, please note that in your results narrative.*	**Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**
At the completion of this program the student will be able to Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs.	**CT 1**. Students will generate and communicate ideas by combining, changing, or reapplying existing information.	1. Course embedded assessment. 2. Student work samples (case study).	**Disaggregated Results:** Face-to-face: **None**. Online: BUSG 2305 Business Law is only offered online. In Fall 2016 SCORM enabled SoftChalk crossword puzzles were re-worked to increase their effectiveness as graded activities in this course. These puzzles were also used in Spring 2017. Over the two semesters 88% of students enrolled used legal terms correctly and demonstrated mastery of course content. This is a significant increase from 83% usage and mastery before this change was implemented. Additionally, publisher material was deep linked into the course modules to make it easier for students to navigate. Quality Matters instructional design concepts were added in Spring 2017 to further enhance the student experience. However, further study is required since both Fall and Spring sections had ongoing enhancements occurring during the semester. The results of these enhancements will be studied in 2017-18. Hybrid: **None**. Off-site Locations: **None**. **Aggregated Results Summary:** This course is only offered online. Please see comments above.	**Instruction** – 1. Continue to study impact of crossword puzzles on student learning in BUSG 2305. 2. Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled videos created in Camtasia as graded activities to additional business and management courses. 3. Implement additional Quality Matters instructional design concepts so students will be able to more easily navigate the course material.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Child Development

*this is the first time to reporting by Standards instead of Key Assessments. This does better align NAEYC and Grayson College reporting

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

_x_ Standard 1 __ Standard 2 __ Standard 3 __ Standard 4 __ Standard 5 __ Standard 6

Which Institutional Learning Outcome(s) is this standard related to? CT1

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

_x_Key Assessment 1 _x_Key Assessment 2 _x_Key Assessment 3 __Key Assessment 4 __Key Assessment 5 __Key Assessment 6

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

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

Key Elements of Standard x	**Not Met**	**Met**	**Exceeds**
Key Element (a)	Application 1 (Fall 16) N = 1 % = 6	Application 1 N = 12 % = 46.5	Application 1 N = 18 % = 47.5

	Application 2 (Spr 17) N = 0 % =0	Application 2 N = 7 % = 25	Application 2 N = 25 % =75
Key Element (b)	Application 1 (spr 16) N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 9 % = 100
	Application 2 (fall 16) N = 1 % =12	Application 2 N = 2 % =38	Application 2 N = 3 % =50
Key Element (c)	Application 1 (Fall 16) N = 0 % = 0	Application 1 N = 2 % = 33	Application 1 N = 4 % = 67
	Application 2(Spr 17) N = 0 % =0	Application 2 N = 3 % =50	Application 2 N = 3 % =50

Data Analysis Questions

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

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

Overall for Standard 1 Promoting Child Development and Learning, the candidates are doing well in regards to the key elements. For A, B, and C the program has 88% or higher of the candidates demonstrating competency at met or exceeds expectation. The largest "does not meet" was 1B on multiple influences over development in the 2nd assessment cycle. While working on 1B, we will be striving to move the needed from met expectations to exceeds expectation.

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

In this standard, 3 key assessment are used and with 2 of the assessments the teachers they tend to teach the same courses. TECA 1354 is the only one taught by multiple faculty. The faculty do need to sit down and norm our grading and expectations for all parts of the standard. This will allow us to see if the discrepancy of hybrid and online are instructor or mode related. This will allow for us to graduate the same quality of mastery of this standards among our candidates. (Assessment)

We will also look into creating video explanations of the assignments and checking in with the students along the semester to check on progress. We will also look into more short video “lectures” that allow students to discuss with the instructor and others these key elements as well as practice these in the courses. For example with Bronfenbrenner.(Instruction)

Standard 1. Promoting Child Development and Learning	1a: Knowing and understanding young children’s characteristics and needs	TECA1354	ALL-47.5% HYB-25% C01NT-70%	ALL-46.5% HYB-63% C01NT-30%	ALL-6% HYB-12% C01NT-0%	ALL-75% HYB-57% B01NT-83% C01NT-84%	ALL-25% HYB-43% B01NT-17% C01NT-16%	ALL-0% HYB-0% B01NT-0% C01NT-0%
		TECA1303		N=6 did not attempt=0		did not teach		
	1b: Knowing and understanding the multiple influences on development and learning		50%	38%	12%			
		CDEC1356					Spring 17--N=65 did not attempt	
	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments		67%	33%	0	50%	50%	0

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS - Computer Maintenance and Networking

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

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS Computer Science/Computer Information Systems

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Student will be able to correctly identify computer hardware and functions of the CPU and associated devices	CT2	**What are your desired Results?** 75% of students succeed with 'C' or better **How will you collect the data?** Analysis of testing materials **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Testing	No prior results	**Disaggregated Results:** Face-to-face: only method offered **Aggregated Results Summary:** 100% of students passed with grade of 'C' or better	(1) Continue using visual graphic presentations to deliver material

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAT in Education

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
(Enter the PLO statement here) Students will develop reflection skills and demonstrate professionalism in the college and public school classrooms.	(Enter the Institutional Learning Outcome(s) your PLO is linked to. See the list below) **PR 1:** Students will evaluate choices and actions, and relate consequences to decision making.	**What are your desired Results?** Desired results were 75% success rate or better on reflection. **How will you collect the data?** Data collected at end of semester because this is one of the last assignments in the course. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:**	(Please enter the results from the last time you assessed this PLO) Not assessed before	**Disaggregated Results:** Face-to-face: Not taught Online: 68% completed reflection in INT Hybrid: 61% completed reflection in HYB Off-site Locations: Not taught **Aggregated Results Summary:** Online: 32 students in course, 23 attempted reflection, 68% success rate on reflection Hybrid: 22 students in course, 14 completed reflection, 61% success rate on reflection	(Please indicate how you will use these results for improvement of your program) 1-look at instructions to ensure the instructions are clear & use intrusive communication strategies (creating reminders via announcements and email to remind students to complete assignment as due date approaches) 2-making sure this assignment is worth 100 points to ensure students see value in it

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Office & Computer Technology

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Develop professional resume, cover letter, and follow-up letter.	CT1-3 CS1, CS3	**What are your desired Results?** Create and present resume, cover letter, and follow-up letter with 100% accuracy. **How will you collect the data?** Students will submit these documents. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Proofread for grammar, spelling, and content.	Students are required to work on this project until 100% accuracy is achieved.	**Disaggregated Results:** Face-to-face: Online:Spring 2017 Hybrid: Fall 2016 Off-site Locations:None **Aggregated Results Summary:** This project must continue to be submitted until 100% accuracy is achieved. No grade is assigned until that goal is reached.	Students are encouraged to have another professional review their resume. I will require this review along with reviewer's comments and suggestions for Fall 2017 and Spring 2018.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Web Based Small Business

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Students will present, orally and visually, project results.	CT1, CT3, CS1, CS2, CS3	**What are your desired Results?** 75% of students pass with 'C' or better **How will you collect the data?** Presentation of project results **What type of assessment measure will you use: direct, indirect or both?** Both **Describe the assessment method:** Assignment	No prior history	**Disaggregated Results:** Face-to-face: Online: Hybrid: Off-site Locations: **Aggregated Results Summary: Course not offered this year**	Course not offered this year

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Criminal Justice AAS

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Communicate appropriately, in both verbal and computer generated written formats, within and outside of the criminal justice system.	CS1	**What are your desired Results?** 100% proficiency **How will you collect the data?** Students will be given an exam **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Each graduating student is given a capstone exam	PLO was rewritten in 2016	Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: This summary reflects the number of students taking the capstone exam and in which mode their course was presented. The results represent the findings from 10 different criminal justice courses. 15 people took the capstone exam in the Spring of 2017. Course break down follows: CRIJ 1301-face to face 9, Online 4, hybrid 0, did not take this course 1. CRIJ 1306-face to face 6, Online 4, hybrid 4 , did not take this course 0 CRIJ 1307-face to face 6, Online 3, hybrid 2 , did not take this course 1 CRIJ 1310-face to face 12, Online 2, hybrid 0, did not take this course 0 CRIJ 1313-face to face 7, Online 0, hybrid 1 , did not take this course 4 CRIJ 2301-face to face 5, Online 6 , hybrid 2, did not take this course 1 CRIJ 2313-face to face 6, Online 2, hybrid 3, did not take this course 0 CRIJ 2314-face to face 8, Online 2, hybrid 1, did not take this course 1 CRIJ 2323-face to face 10, Online 4, hybrid 0, did not take this course 0 CRIJ 2328-face to face 4 , Online 0, hybrid 10 , did not take this course 1 CJSA 2334-face to face 2, Online 10, hybrid 0, did not take this course 1 Aggregated Results Summary: 100% of the students taking the capstone exam demonstrated proficiency in this PLO	100% passed this part of the capstone exam

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Culinary Arts

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
(Enter the PLO statement here)	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.	**What are your desired Results?** Our ultimate desired results are to have 100% pass rate, but would like to see this rate go to 95% **How will you collect the data?** We will administer the Servsafe exam and collect the scores from this exam. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Servsafe exam	We have had unreliable results in the past, Including a pass rate of 35 out of 44, which is approximately 80%, in the 15/16 academic year.	**Disaggregated Results:** Face-to-face: The only way this course is taught Online: Hybrid: Off-site Locations: **Aggregated Results Summary: We have had a pass rate of 80% with 35 out of 44 pass it in the CHEF1305 class, which has been taught only at the main campus. In the Spring of 2017, It was also taught at Van Alystine High School with a 100% pass rate.**	1. We are going to add in more in class quizzes which helped in the past but we got away from when we added the online servsafe lab portion to the class. 2. We will also be making it a requirement that all students must pass an exam in class before being allowed to take the servsafe exam to make sure the students are properly prepared to take the exam.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Enology

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
3. Produce, analyze, and evaluate wines.	CT3	**What are your desired Results?** Use standard fermentation equipment to produce quality wines with 90% accuracy. **How will you collect the data?** Observation of students demonstrating equipment use. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Rubric completion.	This will be the baseline year.	**Disaggregated Results:** Face-to-face: 100% Online: na Hybrid: na Off-site Locations: na **Aggregated Results Summary:** **Students demonstrated equipment use efficiency with 100% accuracy.**	Continue to utilize enology equipment to produce quality wine.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Hospitality Management

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Identify various microorganisms, parasites, fungi and other food borne illnesses and instruct students on how to prevent these illnesses and teach employees proper sanitation and safety techniques.	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.	**What are your desired Results?** To have a 100% pass rate of the servsafe exam in graduating students. **How will you collect the data?** Test results from the certification exam **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Servsafe exam	After re-administering the exam to students who had failed, we got a 100% pass rate, and we reworded the assessment to 100% in graduating Students	**Disaggregated Results:** Face-to-face: Only face to face Online: Hybrid: Off-site Locations: **Aggregated Results Summary**: We have had a pass rate of 80% with 35 out of 44 pass it in the CHEF1305 class, which has been taught only at the main campus. We have re-administered the test to students and have had a 100% pass rate for graduating students. In the Spring of 2017, It was also taught at Van Alystine High School with a 100% pass rate.	1. Instruction. We are adding in more quizzes into the course to expose the students to the material more times. We also will start to offer students who did not pass the test on the first attempt a review session to get them prepared to take the test again. 4. We will be giving the students a pre-test that must be passed to be able to take the servesafe test.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Viticulture

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
3. Understand grapevine physiology and its effect on decision making in the vineyard.	CT3	**What are your desired Results?** Students should be able to correctly identify diseases with 100% accuracy. **How will you collect the data?** Test via notecards. **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** Objective testing.	This will be the baseline year.	**Disaggregated Results:** Face-to-face: 100% Online: na Hybrid: na Off-site Locations: na **Aggregated Results Summary:** **Students were able to identify various grapevine diseases with 100% accuracy.**	Continue to utilize UC Davis notecards for disease recognition.

Assessment of Program Learning Outcomes
2016-2017 Academic Instructor

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Students will learn to convert the expertise into a learning environment instead of a salon environment.	Students will develop communication skill through written, oral and visual.	The results with pass rate is good. Data us collected thought the TDLR web base I compare the pass rate with the historical pass rate. The students feed back and the TDLR results	Our enrollment has been low	**Disaggregated Results:** Face-to-face: our classes are face to face Online: Hybrid: Off-site Locations: **Aggregated Results Summary: Student have been able to express themselves through the communication skills**	Listing to students on the comments and clients comments.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Cosmetology

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
The students would use inquire the use of online learning tools	Students will be able to express ideas through visual communication.	**What are your desired Results our cosmetology students had a better pass rate.** **Our data is collected through the TDLR web site.** **The type of assessment measure we use, is our students pass rate and their ability to please clients** The pass rate is increased.	There has not been an increase in students.	Face-to-face: Our courses are face-to-face Online: There or some of the learning tools online Hybrid: Off-site Locations: **Aggregated Results Summary; we achieved our results with our online learning tools our pass rate improved to 100%.**	Client's feedback.

Assessment of Program Learning Outcomes
2016-2017 Academic Year
Estheticians

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Students will continue to learn from others by web base learning.)	Students will express their ideas through oral communication	**These students have maintained their pass rate on their state test.** **Data is collected from TDLR web base** I use the TDLR web base and the input of the clients to measure the improvements	Students will continue to work with their peers on effective problem solving among themselves.	**Disaggregated Results:** Face-to-face: we do face to face and some online tools as well. Online: Hybrid: Off-site Locations: **Aggregated Results Summary: Through hard work and the extra online tools students have maintained 100%**	Keep using the online study guide.

Assessment of Program Learning Outcomes
2016-2017 Academic Year
Nail tech

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Increases students in program	Csme 1430,csme 1431, csme 1443, csme 1441	Would like to increases our student enrollment **How will you collect the data?** (Insert answer here) **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** TDLR Licensure Exam	Student enrollment has been very low.	**Disaggregated Results:** Face-to-face: this has been a face to face class Online: Hybrid: Off-site Locations: **Aggregated Results Summary: Our pass rate is at 100%**	By using the online learning tools in the other class, we are going to place this in the nail tech program

COLLEGE INSTITUTIONAL LEARNING OUTCOMES

Aligned with State Core Objectives

Critical Thinking

THECB Description: to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information

- **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.

Communication Skills

THECB Description: to include effective development, interpretation and expression of ideas through written, oral and visual communication

- **CS1:** Students will develop, interpret, and express ideas through written communication.
- **CS2**: Students will develop, interpret, and express ideas through oral communication.
- **CS3**: Students will develop, interpret, and express ideas through visual communication.

Empirical and Quantitative Skills

THECB Description: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

- **EQS1:** Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.
- **EQS2:** Students will describe, explain, and predict natural phenomena using the scientific method.

Teamwork

THECB Description: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

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

Social Responsibility

THECB Description: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

- **SR1:** Students will identify intercultural competence.
- **SR2:** Identify civic responsibility
- **SR3:** Students will demonstrate the ability to effectively engage in regional, national, and global communities

Personal Responsibility

THECB Description: to include the ability to connect choices, actions and consequences to ethical decision-making

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

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Police Academy Certificate

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Increase passing rate on licensing test	CT1, CT2 and CT3	**What are your desired Results?** 5% **How will you collect the data?** Results from licensing test **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** State Licensure Exam	Last data was 214 of 219	**Disaggregated Results:** Face-to-face: Only offered face-to-face **Aggregated Results Summary:** 249 of 254 endorsed passed State test on first attempt.	(1) Monitoring class room instruction and participating in practical performance areas; and (3) Additional use of Simulator for performance topics

2015-2016
Annual Documentation of Improvement Report

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

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

AS Biological and Physical Science

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
Assessment	The Science Department created new SLOs in 2015 in order to align our SLOs with the state core assessment. Various assignments were implemented in our core classes for the core assessment and our SLOs and we are now collecting data using the new assessments. Data has only been collected in the spring semesters but we will begin collecting data for both fall and spring so we will have more complete assessment data.

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

AS Engineering

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
	No data is available as the Engineering Program is just now starting back up, and no students have completed the required courses for assessment in Fall 2015 - 2016.

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

AS Mathematics

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
Based on the results from the 2016 – 2017 Academic Year, the Math Department will address the following: "The Math Department will identify examples and problems for MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills that are necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum.	In Fall 2016, 4 out of 7 student (57%) performed at or above the 75% proficiency level. In Spring 2017, 6 out of 12 (50%) performed at or above the 75% proficiency level. Combining the results, 52.6% of the students performed at or above the 75% proficiency level, which is a decrease from previous years.

Grayson College
Documentation of Improvement Implemented Fall 2016
Based upon Assessments Fall 2016-Spring 2017

AA Music

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

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

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Exhibit the discipline, work ethic and attitude of a theatre professional.	*There was a change of theatre director/professor as of Fall 2016. No data was tracked.*

Assessment of Program Learning Outcomes
2015-2016 Academic Year

AAS-Paramedicine

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping** (Enter the Institutional Learning Outcome your PLO is linked to See the list below)	**Assessment Method (Measure)**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If your course is only offered via one mode and at one location, please note that in your results narrative.*	**Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**
Cognitive – Students will achieve pass rates on National Registry that exceed state and national averages.	Critical Thinking CT3 – Students will analyze, evaluate, and synthesize information.	The National Registry of EMTs provides data concerning the pass/fail for all candidates testing, and also provides topic area breakdown for analysis.	**Disaggregated Results:** The paramedic course is a face-to-face delivery conducted on a shift based schedule (every third day). The results for the August 2016 graduates show they did not meet the goal of exceeding the state and national averages for cognitive exam pass rates. Data acquisition and analysis was conducted from September 2016 to date. Analysis indicates weakness in two areas: 1. Trauma was a subscale of the cognitive exam that over 50% of the graduates failed. 2. Internship sites were an indicating factor whether a student was successful or not.	Trauma curriculum was reviewed by the program Medical Director and by a regional trauma center coordinator for accuracy, current trends, and adequate content. Changes to curriculum were implemented Fall 2016. Internship sites and individual preceptors are identified for strengths and weaknesses. Formal preceptor training will be conducted in Spring 2017. Ongoing continuing education will be provided to the internship sites that are accepting students, to ensure current practice is conducted at the provider level, thus reinforcing student learning.

***Reports are a year behind due to the capstone course being offered each summer and assessment of PLO's come from this course. For the purposes of annual reporting of assessment results, the LVN and EMT Assessment reports will be from the previous year.**

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Radiologic Technology Program

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
6. To produce graduates who are able to meet the needs of the medical imaging community	CT1: 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. PR1: Students will evaluate choices and actions, and relate consequences to decision making.	**What are your desired Results?** Exit Exams will have 100% pass rate, ARRT Pass Rate of 100%, Lab Competency Evaluations will score 90% or better, Clinical grades will be 75% or better **How will you collect the data?** Sophomore Exit and ARRT Registry Exam, Clinical and Lab Evaluations **What type of assessment measure will you use: direct, indirect or both?** Both **Describe the assessment method:** ARRT required clinical competencies completed, Exit Exam results, ARRT registry results, Radiology Procedure Lab Competency Test Scores, Clinical Evaluation	’16 Graduates had a 100% Exit Exam Pass Rate, 80% ARRT Pass Rate ’15 Graduates had a 100% Exit Exam Pass Rate, 75% ARRT Pass Rate	**Aggregated Results Summary:** ’16 Graduates – • Exit Exams – 100% Pass Rate • ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester • ARRT Registry – 80% Pass Rate • Lab Competencies – 100% of 20 graduates performed each procedural evaluation with a 90% or better result ’17 Graduates – • Exit Exams – 100% Pass Rate • ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester • ARRT Registry – Pass Rate unavailable until all 18 graduates have taken registry • Lab Competencies - 100% of 18 graduates performed each procedural evaluation with a 90% or better result	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.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

Associate Degree Nursing Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Students and graduates will be a provider of patient-centered care, using clinical decision making skills to provide safe, effective care for patients and families.	**Critical Thinking** **CT3**: students will analyze, evaluate, and synthesize information	**What are your desired Results?** Students demonstrate 75% success rate on exams and in clinical performance in this end of program student learning outcome. **How will you collect the data?** Through statistical data offered in exams in clinical courses and evaluations of students in the clinical facilities **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** All exam questions and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed	Not applicable	**Disaggregated Results:** **Face-to-face: Provider of Patient Centered Care** Nursing 1: Fall 2016 = 50 students Spring 2017 = 49 students RNSG 1423: Fall 2016 = 6 exams, students averaged 79.4% on items mapped to this outcome; Spring 2017 = 6 exams, students averaged 77.55% on items mapped to this outcome RNSG 1119: no student failures for Fall 2016 or Spring 2017 RNSG 1360: no student failures for Fall 2016; 1 student failure in Spring 2017, however, not related to this program outcome Nursing 2: Fall 2016 = 42 students Spring 2017 = 48 students RNSG 2404: Fall 2016 = 5 exams, students averaged 80.31% on items mapped to this outcome; Spring 2017 = 5 exams, students averaged 80.15% on items mapped to this outcome RNSG 1144: no student failures for Fall 2016 or Spring 2017 RNSG 1461: no student failures for Fall 2016 or Spring 2017 Nursing 3: Fall 2016 = 63 students Spring 2017 = 66 students RNSG 2414: Fall 2016 = 6 exams, students averaged 78.46% on items mapped to this outcome; Spring 2017 = 6 exams, students averaged 76.91% on items mapped to this outcome RNSG 2462: no student failures for Fall 2016 or Spring 2017 Nursing 4: Fall 2016 = 58 students Spring 2017 = 57 students RNSG 2435: Fall 2016 = 5 exams, students averaged 77.05% on items mapped to this outcome; Spring 2017 = 5 exams, students averaged 80.23% on items mapped to this outcome RNSG 2463: 1 student failure for Fall 2016 that was related to this program outcome; no failures during Spring 2017 **Hybrid: Provider of Patient Centered Care** TE courses: Fall 2016 = 28 students Spring 2017 = 24 students RNSG 1227: Fall 2016 = 4 exams, students averaged 80.88% on items mapped to this outcome; Spring 2017 = 4 exams, students averaged 79.14% on items mapped to this outcome	(4) Assessment A quantitative tool will be implemented for clinical evaluations to allow better tracking and assessment related to end of program student learning outcomes.

		and clinical evaluations will be reviewed.		RNSG 1413: Fall 2016 = 3 exams, students averaged 78.84% on items mapped to this outcome; Spring 2017 = 3 exams, students averaged 72.89% on items mapped to this outcome **Aggregated Results Summary:** All but two of the RNSG courses were successful in meeting the goal of 75% achievement by students regarding this program outcome in the Fall 2016 and Spring 2017 semesters. The only student failures below 75% was in RNSG 2463, the 4th semester clinical course, and the class average for the Spring 2017 class in RNSG 1413 was 72.89% for the program outcome.	
Students and graduates will be a member of the healthcare team, initiating and facilitating communication to meet with needs of patients and families	**Communication Skills** **CS1:** Students will develop, interpret, and express ideas through written communication. **CS2**: Students will develop, interpret, and express ideas through oral communication. **CS3**: Students will develop, interpret, and express ideas through visual communication.	**What are your desired Results?** Students demonstrate 75% success rate on exams and in clinical performance in this end of program student learning outcome. **How will you collect the data?** Through statistical data offered in exams in clinical courses and evaluations of students in the clinical facilities **What type of assessment measure will you use: direct, indirect or both?** Direct **Describe the assessment method:** All exam questions and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed and clinical evaluations will be reviewed.	Not applicable	**Disaggregated Results:** **Face-to-Face: Member of the healthcare team** Nursing 1: Fall 2016 = 50 students Spring 2017 = 49 students RNSG 1423: Fall 2016 = 6 exams, students averaged 87.96 % on items mapped to this outcome; Spring 2017 = 4 exams, students averaged 75.11% on items mapped to this outcome RNSG 1119: no student failures for Fall 2016 or Spring 2017 RNSG 1360: no student failures for Fall 2016 or Spring 2017 Nursing 2: Fall 2016 = 42 students Spring 2017 = 48 students RNSG 2404: Fall 2016 = 5 exams, students averaged 88.11% on items mapped to this outcome; Spring 2017 = 4 exams, students averaged 76.24% on items mapped to this outcome RNSG 1144: no student failures for Fall 2016 or Spring 2017 RNSG 1461: no student failures for Fall 2016 or Spring 2017 Nursing 3: Fall 2016 = 63 students Spring 2017 = 66 students RNSG 2414: Fall 2016 = 6 exams, students averaged 78.22% on items mapped to this outcome; Spring 2017 = 6 exams, students averaged 78.23% on items mapped to this outcome RNSG 2462: no student failures for Fall 2016 or Spring 2017 Nursing 4: Fall 2016 = 58 students Spring 2017 = 57 students RNSG 2435: Fall 2016 = 5 exams, students averaged 79.19% on items mapped to this outcome; Spring 2017 = 5 exams, students averaged 79.06% on items mapped to this outcome RNSG 2463: no student failures for Fall 2016 or Spring 2017 **Hybrid: Member of the healthcare team** TE courses: Fall 2016 = 28 students Spring 2017 = 24 students RNSG 1227: Fall 2016 = 4 exams, students averaged 78.81% on items mapped to this outcome; Spring 2017 = 4 exams, students averaged 84.75% on items mapped to this outcome RNSG 1413: Fall 2016 = 3 exams, students averaged 77.54% on items mapped to this outcome; Spring 2017 = 3 exams, students averaged 88.39% on items mapped to this outcome **Aggregated Results Summary:** All RNSG courses demonstrated achievement of 75% success for this program outcome for the Fall 2016 and Spring 2017 semesters.	(3) Technology Virtual simulations will be introduced in some of the clinical courses along with increasing high-fidelity simulations. The virtual simulations can work to improve patient communication by allowing students to practice communicating with patients and documentation, while providing feedback at the end of the scenarios (4) Assessment A quantitative tool will be implemented for clinical evaluations to allow better tracking and assessment related to end of program student learning outcomes.

Assessment of Program Learning Outcomes
2016-2017 Academic Year

AAS of Dental Assisting

Program Learning Outcome Measured	**Institutional Learning Outcome Mapping**	**Assessment Method (Measure)**	**Historical Results**	**Summary of Results:** You ***must*** include an analysis of your results and include a breakdown of results for all modes and locations of delivery. *If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.*	**Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment**
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**
Students will demonstrate mastery in the knowledge, technical skills, attitudes, and workplace skills necessary for successful employment in the dental assisting profession.	CT 3- Students will analyze, evaluate, and synthesize information.	**What are your desired Results?** 100% program pass rate, and 100% Registered Dental Assisting (RDA) and Nitrous Oxide/ Oxygen Inhalation Sedation Monitoring Exam pass rate. **How will you collect the data?** Formative and summative clinical evaluation tools. **What type of assessment measure will you use: direct, indirect or both?** Both direct and indirect assessment methods are used. **Describe the assessment method:** Clinical Readiness Assessment given to the students in January prior to beginning their first clinical rotation, CODA Required clinical competencies throughout the program year, Individual student feedback from clinical sites, and RDA Licensing Exam.	This PLO has not been assessed according to records ranging from present back to 2010.	**Disaggregated Results:** Face-to-face: All DNTA courses are face-to-face with the exception of one online course and two clinical courses. Online: DNTA 1347 Advanced Dental Science is taught online. Hybrid: No Hybrid Courses offered in our program. Off-site Locations: Offered thru extramural clinical sites for courses DNTA 1460 & DNTA 2260 **Aggregated Results Summary:** We began the Fall of 16 with 22 students enrolled. We lost 3 students due to various reasons. Leaving 19 students enrolled at the end of the Spring of 17 semester. All 19 students took their spring course finals, but only 18 students were successful in passing all courses. Leaving us one short of our 100% program pass rate. We did however, have a 100% pass rate for our RDA Licensing Exam, and our Nitrous Oxide/ Oxygen Inhalation Sedation Monitoring Licensing Exam.	Due to pass rate of 2016-2017 students (1) Instruction: Lectures have been restructured in order to keep students engaged. Designated tutoring times have been added to the 17-18 student handbook as well as posted outside of the classroom for students to see. (2) Curriculum: Curriculum has been re-structured in an effort to bridge the gap of didactic learning and technical skills. DNTA 1202 will be implemented in the Fall of 17 curriculum in order to improve communication skills. Longer lab times have been added to some labs to allow more time for skills practice. (3) Technology: More Kahoot-It and Quizlet games will be added.

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

Certificate – Licensed Vocational Nursing

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

***Reports are a year behind due to the capstone course being offered each summer and assessment of PLO's come from this course. For the purposes of annual reporting of assessment results, the LVN and EMT Assessment reports will be from the previous year.**

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

AAS Medical Lab Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
MLAB 2238 – Instruction Review course to have new PowerPoints for chemistry review outlining critical points. This was a change from previous broad topics that were generalized.	*Success rate of students rose from 44% (Fall 2016) to 58% (Spring 2017)*
MLAB 2238 – Technology Review course to utilize canvas in order to generate mock quizzes for student practice.	*Success rate of students rose from 44% (Fall 2016) to 58% (Spring 2017)*
MLAB 2238 – Assessment Syllabus was modified after Fall 2016 to state that all students obtaining an 80% or better on the first exam would be able to select a clinical site.	*Success rate of students rose from 44% (Fall 2016) to 58% (Spring 2017)*

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

AAS Computer Aided Drafting and Design

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Test *Midterm 2402 class*	*The class average increased by 4.5%, just under the goal of 5%.*

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

AAS Collision Repair Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	
3. 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 95% was met.*

	GRAYSON COLLEGE
	DOCUMENTATION OF IMPROVEMENT IMPLENTED FALL 2016
	BASED UPON ASSESSMENTS FALL 2015- SPRING 2016
	HART TECHNICIAN CERTIFICATE

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

Grayson College
Documentation of Improvement Implemented Fall 2016
Based upon Assessments Fall 201-Spring 2015

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AAS Welding Technologies

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	All 2447 students who successfully completed 2447were tested. 100% received at least a 70%. The average score program wide was 87.3.
No improvement is recommended as the benchmark was met and exceed	*Will rewrite this PLO or replace it with more challenging PLO with higher benchmarks* *6/13/2017:* We measured this PLO again in the Fall 2016 semester and got the same result. So rather than write a new PLO, we are changing this benchmark to 90% on the curriculum map. We will measure again in 4 semesters.

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

AAS Accounting

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
(1) Instruction needs to be improved to review the knowledge needed to successfully complete these group projects. Provide practice on the skills before assigning the projects.	*In Module 3, created a self-assessment on Internal Controls required prior to completing the Group Project 1. Students completed successfully this project with 95% accuracy.* *In Module 5, created a self-assessment on Cost Behavior required prior to completing Group Project 2. Students completed successfully this project with 83% accuracy. This was lower than anticipated because one student did his work on his own rather than participate in the group.*

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

AAS Business and Management

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Continue to study impact of crossword puzzles on student learning in BUSG 2305.	*Crossword puzzles were evaluated, refined, and re-designed to work on cell phones as well as desktop and laptop computers since it was discovered an average of 44% of students are using the Canvas app on their cell phones to complete course work when they have 5 to 15 minutes to spare during lunch hours or sitting in waiting rooms.*
Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled SoftChalk Crossword puzzles as graded activities to additional business and management courses.	Vocabulary-based crossword puzzles were added to five additional business and management classes to encourage students to learn the vocabulary in other subjects. Preliminary test score results indicate students are learning and retaining vocabulary terms. However, additional study is needed to determine if this is a trend or simply a momentary increase.

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

AAS Child Development

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(Instruction) Contacting certain schools with ECE models like Montessori Academy of North Texas and arranging for students to observe at in order to facilitate ease of the observation.	We have located a couple of Texas Rising Star facilities. One is Montessori and one is a Reggio Emilia (influenced) center and they are willing to allow students to come and observe.
(Curriculum/Technology) We are locating video clips of different ECE models for students to observe in order to watch in order to complete the assignment.	We were able to find videos for students to watch so they only had to attend one center.
	The course was only taught Spring 17 to a class of 10. Seven students completed the assignment. 6b which was our lowest is not at 100%.

			spring 17 N=7, 3 did not attempt	
		Meets or Exceeds Expectation	Almost Meets Expectations	Does not meet expectation
Standard 1. Promoting Child Development and Learning	1a: Knowing and understanding young children's characteristics and needs	86%	14%	0%
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	100%	0%	0%
	4b: Knowing and understanding effective strategies and tools for early education	71%	29%	0%
Standard 6. Becoming a Professional	6b: Knowing about and upholding ethical standards and other professional guidelines	100%	0%	0%
	6d: Integrating knowledgeable, reflective,	86%	14%	0%

	and critical perspectives on early education			
Supportive Skill 3: Written and verbal skills		86%	14%	0%

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

AAS Computer Maintenance and Networking Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
CPMT 1349 Group Project counts for 10% of class grade. Had 67% pass rate. Goal is 80% pass rate for this project.	Divided larger project into 3 discrete sections. Helped students complete each smaller section as needed. Achieved 100% pass rate for entire project and also about a 90% success rate for the class

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

AAS Computer Science/Computer Information Systems

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(1) Instruction: Modify the scope of the exercise to focus more on polymorphism.	*Simplified assignment to focus more on polymorphism and less on extraneous material. Prior result: 83% of students passed with 'D' or better. Current result: 91% of students passed with 'D' or bette.*

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

AAT Education All Levels

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
1-instruction *To add diversity assignment as Field Experience #2*	Diversity assign Implementation of the identified improvement plan did not show an increase to student success. Will reexamine when PLO is addressed in future.

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

AAS Office and Computer Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
(1) Instruction – Capstone students met with Gretchen Huff individually to video practice interview followed by constructive critique.	Feedback from students was positive.
(1) Instruction – Provide more detailed instructions in the use of SAM for computer classes.	I provided screenshots of step-by-step instructions in addition to videos provided by publisher.
(1) Instruction – Special emphasis was placed on communication encouraging students to communicate via Discussion Board in Canvas with each other for problem solving.	Students seem reluctant to ask for help, but leaders emerge when they offer their help at the beginning of the semester.

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

AAS Web Based Small Business Development

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Course not offered	

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

AAS Criminal Justice

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
Improvement in our assessment was needed.	*Program learning outcomes were rewritten to be more clear and measurable.*

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

AAS Culinary Arts

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(1) Instruction We continued to work with the instructors in place and coach them on how to try and assist those students that had special needs	*The chef instructors continued to work with students and actually saw an increase in the student completion rate in the course.*
(2) Curriculum We improved the course through the year and added in more items to take what they learned and expand it while maintaining the core learning objectives of the course	The students on the end of the year surveys increased the score on the course and were more engaged in the course work. The absenteeism rate decreased from previous years which helps in student success.
(4) Assessment We maintained the practical test but gave students more opportunity to practice. The assessment was good as we can see the skills that the students are supposed to have mastered in the course	The practical test remained the same and we had similar results as the previous years. All of the students that were eligible to take the test passed except for one again. This student had significant learning disabilities so we do not feel that the test should be modified to accommodate this student.

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

AAS Enology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(1) We will assign and require additional out of class wine tasting to ensure students get enough practice evaluating the wines.	*Students reported to have tasted 10 different varieties of wines outside of class. Their descriptions of the additional wines improved their ability to more accurately describe in-class wine evaluations.*

Grayson College

Documentation of Improvement Implemented Fall 2016

Based upon Assessments Fall 2015-Spring 2016

AAS Hospitality Management

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(2) Curriculum We added in a peer evaluation to see how they worked as a team	With the addition of the peer evaluation, we saw a average score of 98% for all students in the restaurant class, which we fill is due to an issue with the peer evaluation. Even though we recognized issues between students, those issues were never brought up in the reviews. For this reason I feel that the students were giving each other good reviews so that they would receive good reviews. This needs to be revisited to see how we can get a better set of reviews from the students.
(4) Assessment We collected information on Peer Evaluations and modified the customer surveys	The assessment tool on the peer evaluations needs to be changed as the new assessment was not executed well. The surveys for the customers came back at a 98% approval, but discussions with the guests did not reflect that approval rating. Although I feel that the handout guest surveys are good in the industry world, I feel that they may need to be discontinued in our RSTO1304 lab as our guest state “they do not want to hurt the students grade”

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

AAS Viticulture

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2015 and results if applicable
(3) Will utilize mechanical pruners in upcoming courses that require pruning lessons.	*Demonstrated mechanical pruners during Viticulture II class which enabled students to understand the efficiency of mechanization.*

Grayson County College
Documentation of Improvement
Implemented Fall 2014
Based upon PLO Assessed Fall 2016-Spring 2017 (Results)

Certificate Esthetician

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	
Estheticians/ increase awareness of the estheticians program	Faculty and students engagement actives in classroom to enhance program

Grayson College
Documentation of Improvement Implemented Fall 2015
Based upon Assessments Fall 2016-Spring 2017

Certificate Police Academy

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2016 and results if applicable
1 – additional instructors for specific topics	Implementation 90% completed. Results maintaining current and past standard.

Grayson County College
Documentation of Improvement
Implemented Fall 2014
Based upon PLO Assessed Fall 2016-Spring 2017 (Results)

Certificate Cosmetology Instructor

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	
Cosmetology instructor *Work in different fields*	*Students did work on floor/ labs and taught a theory class.*

Grayson County College
Documentation of Improvement
Implemented Fall 2014
Based upon PLO Assessed Fall 2016-Spring 2017 (Results)

Certificate Cosmetology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	
Cosmetology/ retention of students	Work our attendance to help increases retention of students.

Grayson County College
Documentation of Improvement
Implemented Fall 2014
Based upon PLO Assessed Fall 2016-Spring 2017 (Results)

Certificate Nail Technician

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	
Nail Tech/attendance reporting and process and guidelines.	Faculty implemented student engagement