



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

2017-2018
Annual Assessment Report
Grayson College

November 15, 2018

Executive Summary

The Office of Planning and Institutional Effectiveness has worked with academic, workforce and health science faculty and administrators report program learning outcomes and provide a repository for all program learning outcomes assessment reports and documentation of improvement reports for each program in Academic Studies, Health Sciences and Workforce Education. All assessment artifacts for each program are available through a Google drive with access to and the ability to upload new documents by each program director, discipline lead, the department chairs (responsible for program oversight), the deans, and the Vice President for Instruction.

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

Program learning outcomes assessment activities for the 2017-2018 for the Academic Studies, Health Sciences, and Workforce Education divisions have been completed with 100% of programs reporting their results and use of results. All assessment reports, documentations of improvement reports, and revised curriculum maps with PLO's will be provided to the Instructional Services Assessment Committee (ISAC) for review and recommendations for improvement during the spring 2019 semester.

Attached to this executive summary is an Annual Assessment Report, which includes an assessment audit for each division (2010-present), a report of 2017-2018 assessment results for each division, and a report of 2016-2017 Documentation of Improvements for each division.

2017-2018 Academic Studies Annual Assessment Report

November 15, 2018



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

Academic Studies Assessment Audit

	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 11- 12	DOI 11- 12	ISAC REVIEW	ISAC Use of Results (Curriculu m Map and Revised PLO's)	ASSESS 12- 13	DOI 12-13	ASSESS 13- 14	DOI 13- 14	ASSESS 14- 15	DOI 14-15	Program Deactivat ed Fall 2015	ASSESS 15- 16	DOI 15-16	ASSESS 16- 17	DOI 16-17	Assess 17- 18	DOI 17-18
Biological and Physical Scieinces	New Program Fall 2015																	X	X	X	X	X	
Child Development	New Program Fall 2011																	N	X	X	X	X	
ENGINEERING	X	X	X	See Below^	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	X	X	X	X	
Liberal Arts and General Studies/University Transfer	See Core Assessment																						
Kinesiology	New program Fall 2016																						
MATH	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	X	X	X	X	
MUSIC	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	X	X	X	X	
SECONDARY EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	X	X	X	X	X	
THEATRE	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	N	X	X	X	X	X	

Assessment of Program Learning Outcomes
2017-2018 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 <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Solving problems often involves working in teams. Students should be able to work effectively in groups to solve problems and interact productively with a diverse group of peers.	TW1	<p>What are your desired Results? Students will complete the assessment with a 75% or higher average.</p> <p>How will you collect the data? Data is collected based on grades for specific assignments or tests designed to measure the learning outcome.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Various assignments are used during the semesters to measurement this learning outcome.</p>	There is no historical data for this PLO at this time. This is the first year this PLO was measured.	<p>CHEM 1311/1111 Disaggregated Results: Face-to-face: From 91 data points= Average-76.6% High-100% Low-1.7% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>CHEM1312/1112 Disaggregated Results: Face-to-face: From 16 data points= Average-81.3% High-100% Low-65.4% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>BIOL1306/1106 Disaggregated Results: Face-to-face: From 84 data points= Average-73.4% High-95.1% Low-19.6% Online: From 106 data points= Average-79.9% High-100% Low-7% Hybrid: NA Off-site Locations (HS Dual Credit): From 48 data points=Average-88.8% High-98.5% Low-81%</p> <p>BIOL1307/1107 Disaggregated Results: Face-to-face: From 32 data points= Average-75.4% High-94.4% Low-17.4% Online: From 38 data points= Average-82.5% High-99.4% Low-37.2% Hybrid: NA Off-site Locations: (HS Dual Credit) From 67 data points= Average-89.3% High-100% Low-71.4%</p>	<p>This is the first semester data have been collected for this PLO. The Science Department created new department wide PLOs in 2015.</p> <p>The overall averages indicate that we are exceeding our target of 75%. Additional data will continue to be collected in the future to augment our current data for future comparison.</p>

				<p>GEOL1303/1103 Disaggregated Results: Face-to-face: From 12 data points=Average-76.8% High-96.0% Low-44.7% Online: NA Hybrid: From 6 data points=Average-73.9% High-92.1% Low-49.9% Off-site Locations: NA</p> <p>GEOL1304/1104 Disaggregated Results: Face-to-face: NA Online: NA Hybrid: From 5 data points=Average-83% High-95.1% Low-70% Off-site Locations: NA</p> <p>PHYS2325/2125 Disaggregated Results: Face-to-face: From 16 data points= Average-80.4% High-100% Low-39.4% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>PHYS2326/2126 Disaggregated Results: Face-to-face: From 13 data points= Average-84.3% High-96.7% Low-69.5% Online: NA Hybrid: NA Off-site Locations: NA</p> <p>Aggregated Results Summary: CHEM 1311/1111 From 91 data points= Average-76.6% High-100% Low-1.7%</p> <p>CHEM1312/1112 From 16 data points= Average-81.3% High-100% Low-65.4%</p> <p>BIOL1306/1106 From 238 data points= Average-80.7% High-100% Low-7.%</p> <p>BIOL1307/1107 From 137 data points= Average-82.4% High-100% Low-17.4%</p> <p>GEOL1303/1103 From 18 data points= Average-75.4% High-96.0% Low-49.9%</p> <p>GEOL1304/1104 From 5 data points=Average-83% High-95.1% Low-70%</p> <p>PHYS2325/2125 From 16 data points= Average-80.4% High-100% Low-39.4%</p> <p>PHYS2326/2126 From 13 data points= Average-84.3% High-96.7% Low-69.5%</p> <p>Overall Departmental Average: 80.5%</p>	
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Assessment of Program Learning Outcomes 2017-2018 Academic Year

Child Development

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

☐ Standard 1 ☒ Standard 2 ☐ Standard 3 ☐ Standard 4 ☐ Standard 5 ☐ Standard 6

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

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

Key elements of Standard 2

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

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

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

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

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

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

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

Program name (for institutions submitting multiple programs within one Annual Report): AAS in Child Development			
Date(s) of Application 1: Key Assessment X and date; Key Assessment X and date; Fall 16			
Date(s) of Application 2: Key Assessment X and date; Key Assessment X and date; Fall 17			
Key Elements of	Not Met	Met	Exceeds

Standard x			
Key Element (a)	Application 1 N = 6 % = 67	Application 1 N = 6 % = 33	Application 1 N = 6 % = 0
	Application 2 N = 9 % = 56	Application 2 N = 9 % = 22	Application 2 N = 9 % = 22
Key Element (b)	Application 1 N = 6 % = 33	Application 1 N = 6 % = 67	Application 1 N = 6 % = 0
	Application 2 N = 9 % = 89	Application 2 N = 9 % = 11	Application 2 N = 9 % = 0
Key Element (c)	Application 1 N = 6 % = 50	Application 1 N = 6 % = 50	Application 1 N = 6 % = 0
	Application 2 N = 9 % = 56	Application 2 N = 9 % = 44	Application 2 N = 9 % = 0

Data Analysis Questions

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

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

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

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

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

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

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

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

Assessment of Program Learning Outcomes 2017-2018 Academic Year

AAT in Education

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
The student will be able to explain the diversity and unique instructional needs of students in the classroom including academic diversity, SES, language, gender, ethnicity, exceptionalities and equity and factors that facilitate learning.	CT2, CS1	<p>What are your desired Results? Desired results were 75% success rate or better on diversity the 5 journals based on the student's field observations.</p> <p>How will you collect the data? Data collected at end of semester because this is one of the last assignments in the course.</p> <p>What type of assessment measure will you use: direct, indirect or both? direct</p> <p>Describe the assessment method: Proofread for grammar, spelling, and content.</p>	PLO's were redesigned two years ago. This is the first time this PLO has been assessed.	<p>Disaggregated Results: Face-to-face: NONE Online: 28.5/30 Hybrid: 27.5/30 Off-site Locations: NONE</p> <p>Aggregated Results Summary:</p> <p>HYB Special Education journal results: 28/30 English Language Learners journal results:30/30 Race Journal results: 28/30 Socioeconomic state journal results: 25/30 Gender/Gender Identity/Sexual Orientation Journal: 28 /30</p> <p>INT Special Education journal results: 29/30 English Language Learners journal results: 28/30 Race Journal results: 29.5/30 Socioeconomic state journal results: 28/30 Gender/Gender Identity/Sexual Orientation Journal: 28/30</p>	<p>1-create rubrics to be used across all sections of this course on the journal assignments. 2-expand use of embedded learning activities in all education course sections</p> <p>4-create rubric for the journals to be used by all sections of TECA 1354 for continuity in grading</p>

Assessment of Program Learning Outcomes 2017-2018 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 <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will 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	<p>Disaggregated Results: Face-to-face: 100% of the students performed at or above the 75% proficiency level Online: N/A Hybrid:.N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary:</p> <p>Only one section of Dynamics was offered in the Spring 2018 semester, and only two students were enrolled and completed the course. The section was only offered as a face-to-face course, therefore no data was available for online, hybrid, or off-site locations.</p> <p>No data was available for Fall 2017 as the course was not offered, but in Spring 2017, 2 out of 2 students (100%) performed at or above the 75% proficiency level.</p>	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 still working on growth, very few students completed the upper-level Engineering courses, and therefore no meaningful data was available.

Assessment of Program Learning Outcomes 2017-2018 Academic Year

AS in Kinesiology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
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	<p>What are your desired Results? For all Students to score over 90% in the class.</p> <p>How will you collect the data? End of class total %</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Percentage of total points scored in the class.</p>	N/A	<p>Disaggregated Results: Face-to-face: Online: 40% achieving Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary: 40% achieving 90% total points</p>	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 2017-2018 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 <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Students will develop convincing mathematical arguments.	CT 3. Students will analyze, evaluate, and synthesize information.	Questions from a MATH 2414 – Calculus 2 Final Exam	<p>Disaggregated Results: Face-to-face: 60.7% of the students performed at or above the 75% proficiency level. Online: N/A Hybrid: N/A Off-site Locations: N/A</p> <p>Aggregated Results Summary:</p> <p>Only one section of Calculus 2 was offered in each semester of the 2017 – 2018 Academic Year. The section was offered as a face-to-face course, therefore there was no data for online, hybrid, or off-site locations.</p> <p>In Fall 2017, 10 out of 12 (83%) performed at or above the 75% proficiency level. For the Spring 2018 semester, 7 out of 16 (44%) performed at or above the 75% proficiency level.</p> <p>As stated in the results above, combining these results, 61% of the students performed at or above the 75% proficiency level, which increased overall from the previous year.</p>	<p>Based on these results, we will improve the (1) <i>Instruction</i> area by continuing with the previous year's plan.</p> <p>"The Math Department will identify examples and problems for the MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AA in Music

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
1) Apply a method of sight singing to diatonic melodies in various clefs, and oral demonstration of simple and compound rhythms. 2) Transcribe more complex aural rhythms and diatonic melodies.	CT 3. Students will analyze, evaluate, and synthesize information.	<p>What are your desired Results? Increase the overall musicianship skills of our students</p> <p>How will you collect the data? Collect scores throughout the four semester of sight singing and Ear training courses.</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: Dictation and sight singing test</p>		<p>Disaggregated Results: Face-to-face: Only offered face-to-face.</p> <p>Aggregated Results Summary: The Freshman class was able to complete three chapters and were a few lessons short of completing the fourth and final chapter of the <i>Music Literacy for Singers</i> by Patti DeWitt. This is further than previous years. They were also able to complete <i>Reading Syncopation & Beyond</i> by Joel Rothman.</p> <p>The Sophomore class was able to work in chapter 15 of <i>Music for Sight Singing</i> by Robert Ottman. This is further than the previous years. <i>Reading Syncopation & Beyond</i> by Joel Rothman was completed in the previous year, however periodic checks show retention of the rhythmic skills.</p>	(2) Curriculum: Continue to use the <i>Music Literacy for Singings, Reading Syncopation & Beyond</i> . No longer use the <i>Music for Ear Training</i> . Continue to use the <i>Music for Sight Singing</i> and <i>Music for Ear Training</i> for the Sophomore class. The overall goal for 2018-2019 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
2017-2018 Academic Year
AA THEATRE

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Demonstrate competency with basic audition techniques.	CT1 CT3 CS2 CS3	<p>What are your desired Results? To improve student audition skills specifically with regard to slate (introduction), Time Limits, Vocal Projection & Dynamics, Expression, Believability</p> <p>How will you collect the data? Students will be required to develop audition monologues as assignments in DRAM 1351. All majors are required to audition for all GC productions.</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: Students will develop a rubric to help self and peer critique audition pieces in class. Students will give oral peer critiques of audition performances and submit rubric. Professor will provide oral critiques of audition performances in class and engage students in healthy discussion. Audition pieces will be critiqued and</p>		<p>DRAM 1351 – Students were introduced to basic audition skills. They primarily worked to develop their slate (introduction of self at audition). This is often the single most challenging aspect of the audition. Students learned poise and developed their professional persona. This is the single moment in the audition the actor can convey that they are a hireable professional. All students accomplished this skill.</p> <p>Production Auditions- All theatre majors were required to audition for all GC productions whether or not they wish to be selected as an actor in the production or not.</p> <p>NOTE: Both DRAM 1351 and DRAM 1330 are required courses for all theatre majors. These are both 100% face- to-face courses. DRAM 1351 addresses the performance side of theatre and DRAM 1330 addresses the fundamentals of the technical side of theatre. By assessing both courses, we will have a broader and more balanced assessment of the theatre program learning outcomes. Due to a change in faculty DRAM 1330 was not included in this assessment. A future goal is to include DRAM 1330 as part the PLO Assessment beginning in the Fall semester of 2019.</p>	<p>1. Instruction – Again, students came to GC with very little prior knowledge of how to give a balanced criticism of a work. Further, they understood the word critique or criticism to be a negative judgement rather than something that is a descriptive observation and a tool for improvement in acting. Students also had no real prior knowledge of how a rubric works or how to create one and implement it.</p> <p>2. Curriculum – We still need to provide/require more opportunities within the framework of the course for students to critique works in all of the arts.</p> <p>4. Assessment – Empowering students to create the audition performance rubric was very successful and helped them to find the language needed for an oral critique. Students developed their ability to provide balanced critiques of their peers. They became more comfortable with using proper theatre terminology during oral critiques. They learned to recognize and to understand the differences between a descriptive observation of a specific performance and a personal judgement of the actor/student.</p>

		then students will be given the opportunity to work with professor and/or classmates on implementing improvements and develop skills.			
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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.

2017-2018 Health Sciences Annual Assessment Report

November 15, 2018



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

HEALTH SCIENCES

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

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

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS of Dental Assisting

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students will participate in extramural clinical experiences in a variety of offices throughout the dental community to gain practical experience and assist in job placement.	<p>CT 1- Students will generate and communicate ideas by combining, changing, or reapplying existing information.</p> <p>TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p>	<p>What are your desired Results?</p> <p>How will you collect the data? Formative and summative clinical evaluation tools.</p> <p>What type of assessment measure will you use: direct, indirect or both? Both direct and indirect assessment methods are used.</p> <p>Describe the assessment method: Faculty clinical evaluations are performed at each clinical site, and clinical sites are sent student evaluations in order to assess how the students are doing in the clinical setting.</p>	<p>This PLO has not been assessed according to records ranging from present back to 2010.</p>	<p>Disaggregated Results: Face-to-face: All DNTA courses are face-to-face with the exception of one online course and two clinical courses. Online: DNTA 1347 Advanced Dental Science is taught online. Hybrid: No Hybrid Courses offered in our program. Off-site Locations: Offered thru extramural clinical sites for courses DNTA 1460 & DNTA 2260</p> <p>Aggregated Results Summary: We began the Fall of 17 with 23 students enrolled. We lost 2 students due to various reasons. Leaving 21 students enrolled at the end of the Spring of 18 semester. All 21 students took their spring course finals, and all 21 students were successful in passing all courses. We had a 100% pass rate for our RDA Licensing Exam, and our Nitrous Oxide/ Oxygen Inhalation Sedation Monitoring Licensing Exam. Of the 21 students that are eligible for employment we currently have had 19 of the students accept job offers, and 2 others offered positions. We have 1 student that will be working toward applying to dental school, and 1 working toward applying to hygiene school. The remaining students will be looking for employment as dental assistants.</p>	<p>(1) Instruction: Lectures have been restructured in order to keep students engaged. Designated tutoring times were added for students to practice weak skills, and reminders will be given more often so that students will take advantage of this offering.</p> <p>(2) Curriculum: We are restructuring all of our clinical skills check-offs and working to build up and enhance our Labs in order to simulate and practice more dental procedures as well as tray set-ups.</p> <p>(3) Technology: A new intraoral camera has been purchased in order to help students practice the technology of an intraoral camera prior to a clinical setting.</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS Medical Lab Technology Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
80% success of the MLT program criteria: 70% or better on total exam averages showing knowledge of all three phases of medical testing (pre-analytical, analytical, post-analytical) within the course curriculum. *Different courses are selected each year for this outcome measure.	CT 3, CS 1	MLAB 1315 - 70% or better average of all exam scores. MLAB 1335 - 70% or better average of all exam scores. MLAB 2238 - 70% or better average of all exam scores MLAB 2238 - 70% or better average of all exam scores	Face-to-Face: 15 of 21 (71%) students obtained an average exam score of 70% or better. Face-to-Face: 15 of 22 (68%) students obtained an average exam score of 70% or better. Spring 2017: Hybrid – 7 of 12 students (58%) students obtained an average exam score of 70% or better	Face-to-Face: 18 of 24 (75%) students obtained an average exam score of 70% or better. Note 2 students were incomplete in finishing the course. Face-to-Face: 17 of 19 (89%) students obtained an average exam score of 70% or better. Fall 2017: Hybrid – 6 of 11 students (55%) students obtained an average exam score of 70% or better. Fall 2018: Hybrid - Unknown	(1) Instruction – More mock quizzes. Students are encouraged to utilize the practices quizzes offered via the textbook publisher “Elsevier” (4) Aimee Flynn is collecting data to show that student success rate after two failed attempts at MLAB 2238 drop significantly. This assessment, if proven, will be enough data to implement a rule of “2 attempt” limit for MLAB courses. The goal of this improvement, would to eliminate the non-successful repeaters of the course.

Increase total students enrolled in program to 60	SR1, SR2	Tally number of enrolled students per semester by program director	Approximately 50 students have been enrolled in the MLT program for past school years.	There was a slight decrease in enrollment to the program for Fall 2017. 10 student enrolled into the program at the beginning of the year. It should be noted that the students enrolled at the time, though low in numbers, were excellent learners and very engaged. This actually will show in an increase in graduation rate for Spring 2019.	(2) The MLAB 2331 (Immunohematology) course will begin to have a dual laboratory exercise with participated A&P classes. The first of this took place April 24 th of the Spring 2018 semester. It was well received by both Howe schools and Grayson college students. The goal is to increase the interest of the science students in local communities of the program's opportunities.
Increase Board of Certification pass rates	CT 1, CT2, CT3, EQS1, EQS2	Board of Certification pass rates reported to the program director via the program report by (ASCP) – American Society of Clinical Pathologists NAACLS Benchmark is 75% over a three year average	Past three year average of the Grayson College MLT Program was 80%.	Current three year average is 81%. This is a running average calculated by program director as graduates apply and take the exam.	(3) Current student are offered access to simulator exams purchased by the MLT program. As graduated they are welcome to continue to utilize this software if the graduate has registered to take the BOC exam.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

Associate Degree Nursing Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Students and graduates will be a provider of patient-centered care and implement measures to promote a safe environment for patients, self, and others.	<p>Critical Thinking</p> <p>CT3: students will analyze, evaluate, and synthesize information.</p> <p>Personal Responsibility</p> <p>PR1: students will evaluate choices and actions, and relate consequences to decision making.</p>	<p>What are your desired Results? 1) Students will demonstrate a 74.5% success rate on exam items associated with the provider of patient-centered care outcome.</p> <p>2) Students will demonstrate a 3.0 success rate on the clinical evaluation tool in the area of “implement measures to promote a safe environment for patients, self, and others.”</p> <p>How will you collect the data? Through statistical data offered in exams in clinical courses and evaluations of students in the clinical facilities</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method:</p>	Not applicable	<p>Disaggregated Results:</p> <p>1) Face-to-face: RNSG1423: Exam average = 81.45% RNSG2404: Exam average = 79.74% RNSG2414: Exam average = 76.88% RNSG2435: Exam average = 81.41%</p> <p>Hybrid: RNSG1227: Exam average = 80.56% RNSG1413: Exam average = 75.81%</p> <p>2) Face-to-face: RNSG1360: Clinical average = 3.01 RNSG1461: Clinical average = 3.03 RNSG2462: Clinical average = 3.00 RNSG2463: Clinical average = 3.00</p> <p>Aggregated Results Summary:</p> <p>1) All courses accomplished at least a 74.5% success rate on exam items associated with the provider of patient-centered care outcome.</p> <p>2) All clinical courses had an average of 3.0 on the course outcome related to promoting a safe environment.</p>	<p>(1) Instruction:</p> <p>Will increase the utilization of a standardized patient program to assist students with clinical decision making to promote a safe environment for patients, self, and others.</p>

		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.			
Students and graduates will be a member of the healthcare team and collaborate with patients, families, and healthcare team members to promote quality care.	Teamwork 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? 1) Students will demonstrate a 74.5% success rate on exam items associated with the member of healthcare team outcome 2) Students will demonstrate a 3.0 success rate on the clinical evaluation tool in the area of “collaborate with patients, families, and healthcare team members to promote quality care.” 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: 1) Face-to-face: RNSG1423: Exam average = 81.91% RNSG2404: Exam average = 82.21% RNSG2414: Exam average = 76.48% RNSG2435: Exam average = 75.10% Hybrid: RNSG1227: Exam average = 77.34% RNSG1413: Exam average = 68.50% 2) Face-to-face: RNSG1360: Clinical average = 3.01 RNSG1461: Clinical average = 3.03 RNSG2462: Clinical average = 3.00 RNSG2463: Clinical average = 3.00 Aggregated Results Summary: 1) All courses accomplished a 74.5% success rate on exam items associated with the member of the healthcare team outcome except for one hybrid course, RNSG1413. 2) All clinical courses had an average of 3.0 on the course outcome related to collaboration to promote quality care.	(4) Assessment Will evaluate number of exam items related to member of the healthcare team in all courses in the ADN Program and evaluate performance on each exam.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS Radiologic Technology Program

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
6. To produce graduates who are able to meet the needs of the medical imaging community	<p>CT1: Students will generate and communicate ideas by combining, changing or reapplying existing information.</p> <p>TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p> <p>PR1: Students will evaluate choices and actions, and relate consequences to decision making.</p>	<p>What are your desired Results? Exit Exams will have 100% pass rate, ARRT Pass Rate of 100%, Lab Competency Evaluations will score 90% or better, Clinical grades will be 75% or better</p> <p>How will you collect the data? Sophomore Exit and ARRT Registry Exam, Clinical and Lab Evaluations</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: ARRT required clinical competencies completed, Exit Exam results, ARRT registry results, Radiology Procedure Lab Competency Test Scores, Clinical Evaluation</p>	<p>'16 Graduates had a 100% Exit Exam Pass Rate, 80% ARRT Pass Rate</p> <p>'17 Graduates had a 100% Exit Exam Pass Rate, 71% ARRT Pass Rate (Pass Rate not 100% complete, one applicant still hasn't taken registry)</p> <p>'18 Graduates had a 100% Exit Exam Pass Rate, At this time, ARRT Pass Rate is 100% (11 out of 15 have taken and passed their registry)</p>	<p>Aggregated Results Summary:</p> <p>'16 Graduates –</p> <ul style="list-style-type: none"> Exit Exams – 100% Pass Rate ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester ARRT Registry – 80% Pass Rate Lab Competencies – 100% of 20 graduates performed each procedural evaluation with a 90% or better result <p>'17 Graduates –</p> <ul style="list-style-type: none"> Exit Exams – 100% Pass Rate ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester ARRT Registry – Accurate Pass Rate unavailable until all 18 graduates have taken registry, Incomplete Pass Rate is 71% Lab Competencies - 100% of 18 graduates performed each procedural evaluation with a 90% or better result <p>'18 Graduates –</p> <ul style="list-style-type: none"> Exit Exams – 100% Pass Rate ARRT Required Clinical Competencies – 100% Completion prior to end of 5th semester ARRT Registry – Incomplete Pass Rate until all graduates take registry, presently at 100% (11 of 15 have taken registry) Lab Competencies – 100% of 20 graduates performed each procedural evaluation with a 90% or better result 	<p>Instruction – Implemented voluntary tutorials in lab and classroom to assist students to succeed last year. This year we added mandatory tutorials for students who were struggling, but not taking advantage of all their available resources to improve.</p> <p>Curriculum – Utilized prior classes lab evaluation scores to find areas students commonly have more difficulty comprehending. Invested extra time within the radiology lab completing more simulations and hands on instruction of these areas.</p> <p>Technology – Utilizing Rad Review Easy to assist students to prepare for ARRT registry within the class and on an individual basis.</p> <p>Assessment – Utilizing exam, competency, and registry results instructors will identify areas of concern for each student and implement study plans as needed.</p>

2017-2018 Workforce Education Annual Assessment Report

November 15, 2018



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

BUSINESS TECHNOLOGY AND EDUCATION

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

CAREER & HUMAN SERVICES

PROGRAM	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011- 2012	DOI 2011- 2012	ISAC Review 2013	Review Use of Results (Curriculu m Map and Asses	ASSES S 2012- 2013	DOI 2012- 2013	ASSES S 2013- 2014	DOI 2013- 2014	ASSESS 2014- 2015	DOI 2014- 2015	ASSESS 2015- 2016	DOI 2015- 2016	ASSESS 2016- 2017	DOI 2016- 2017	ASSESS 2017- 2018	DOI 2017- 2018
Cosmetology	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Criminal Justice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Culinary Arts	New Program Fall 2011						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
																					No mastery level classes offered	
Catering and Special Events	New Program Fall 2017																					
Drug and Alcohol Abuse	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Program Discontinued					
Hospitality Mgmt	New Program Fall 2011						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Police Academy/Law	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Viticulture	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012			Rewritte n see Fall 2012- 2013	Y		Program Director left and did not share assessment reports			Y	Y	Y	Y	Y	Y	Y	Y	
Enology	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012		Y	Rewritte n see Fall 2012- 2013	Y		Program Director left and did not share assessment reports			Y	Y	Y	Y	Y	Y	Y	Y	

ADVANCED MANUFACTURING

[illegible]

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in Advanced Manufacturing Technology

Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>
(C)	(D)	(E)
<p>What are your desired Results? All students graduate or receive two certificates from the program.</p> <p>How will you collect the data? Through student class scores</p> <p>What type of assessment measure will you use: direct, indirect or both? direct method will be used on an ongoing basis</p> <p>Describe the assessment method: Students will be given three reviews during the semester to insure their focus is obtained.</p>	<p>Six students entered the program and all six students scored 80% or higher in their classes.</p>	<p>Disaggregated Results: Face-to-face: 60% Online: Hybrid: 40% Off-site Locations:</p> <p>Aggregated Results Summary:</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in Accounting

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Analyze financial statements and communicate a company's financial position.	<p>CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information</p> <p>CT 3. Students will analyze, evaluate, and synthesize information</p> <p>EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience</p>	<p>What are your desired Results? Students will understand how financial statement analysis is done, and how to interpret the numbers.</p> <p>How will you collect the data? Data from Chapter 17 Lab in ACCT2302 will be used to assess this outcome.</p> <p>What type of assessment measure will you use: direct, indirect or both? The assessment is direct.</p> <p>Describe the assessment method: Students in ACCT2302 will complete the Chapter 17 Lab problem. 85% of students will complete with at least 80% accuracy.</p>	This PLO was assessed in 2012-2013 with 100% success.	<p>Disaggregated Results: Face-to-face: Online: Hybrid: All sections of ACCT2302 are hybrid sections. Off-site Locations:</p> <p>Aggregated Results Summary: Fall 2017—88% of students completed this assessment with at least 80% accuracy</p> <p>Spring 2018—86% of students completed this assessment with at least 80% accuracy</p> <p>Goal of 85% was achieved in both fall and spring.</p>	<p>I will continue this learning outcome assessment, and try to improve this success rate to 90% by:</p> <ol style="list-style-type: none"> 1. Emphasizing the importance of financial statement analysis to students; 2. Tutoring students who need help with the concept of financial statement analysis.S

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in Business and Management and AS in Business Administration

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
At the completion of this program the student will be able to Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs	CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.	<p>What are your desired Results? Increase student completion by providing additional avenues for embedded learning engagement activities in Canvas.</p> <p>How will you collect the data? Data will be collected through evaluation of student performance on exams and the case study.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: 1. Course embedded assessment. 2. Student work samples (case study).</p>	There has been an increase in student success in courses with SCORM modules. These results will continue to be studied to determine if this is a direct result of the use of SCORM material or simply a good student cohort.	<p>Disaggregated Results: Face-to-face: <u>None</u>. Online: BUSG 2305 Business Law is only offered online. In Fall 2016 SCORM enabled SoftChalk crossword puzzles were re-worked to increase their effectiveness as graded activities in this course. These puzzles were also used in Fall 2017 and Spring 2018. 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 and Fall 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. Unfortunately, the decision to move instruction to the 8-week model and the required reorganizational items required for this move took up all of the time that would have been devoted to the development of new SCORM modules. The results of these enhancements will be developed and studied in 2018-19. Hybrid: <u>None</u>. Off-site Locations: <u>None</u>. Aggregated Results Summary: This course is only offered online. Please see comments above.</p>	1. Instruction: Due to the conversion to the 8-week course format and the resulting challenges surrounding this conversion, the development and expanded use of SCORM modules in BUSG 2305 has been delayed. With that said, the SCORM modules currently in place are working well and students are responding favorably.

Assessment of Program Learning Outcomes 2017-2018 Academic Year

Collision Repair Technologies

Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>
(C)	(D)	(E)
<p>What are your desired Results? To have 90% of students properly tape of a car for primer coat</p> <p>How will you collect the data? By lab observation.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Observation in shop as student is applying tape for paint.</p>	<p>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.</p>	<p>Disaggregated Results: Face-to-face: 90% Online: n/a Hybrid: n/a Off-site Locations: n/a</p> <p>Aggregated Results Summary: We met the benchmark. 100% were successful.</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in CADD Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Demonstrate the attitudes, abilities & skills required to adapt to rapidly changing technologies and the ability to pursue life-long learning.	CT1, CS3	What are your desired Results? Improvement in ability to use previous skills and apply them to new concepts. How will you collect the data? Assignment grade What type of assessment measure will you use: direct, indirect or both? Both Describe the assessment method: Improvement in Lesson 8 Homework assignment and in assignment completion	(Please enter the results from the last time you assessed this PLO)	Disaggregated Results: Face-to-face: Online: Hybrid: Average score for the completed assignment was 65% 25% Off-site Locations: Aggregated Results Summary: Average score was 47% for all students, but 25% did not complete the assignment	Instruction, add reminders and lab time to help all students complete assignments. Add small assignments that help students learn how to utilize/understand different technology

Assessment of Program Learning Outcomes 2017-2018 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 <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Understand, illustrate and utilize proper methods and etiquette regarding help desk support and management	TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.	CPMT1349 Group project only had 67% participation in Fall 2016. Results were better as of fall of 2017, but group of students was unusually bright. Need to reassess same outcome to ensure continued success. Since the group project counts for 10% of the overall grade, this one assignment causes many students to fail or lose a whole letter grade in the class	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	<ol style="list-style-type: none"> 1) Instruction – Improve communications regarding project parameters 2) Curriculum – Split Single large project into 3 smaller phases 4) Assessment – Monitor grades for large group project in class

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AS in Computer Science

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Recognize and solve computational problems using programming skills and computational analysis.	CT3	<p>What are your desired Results? Student should be able to assess a problem statement and create a program solution</p> <p>How will you collect the data? Student will submit lab programs</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Lab Assignment</p>	PLO for this course (COSC2325) not previously reported	<p>Disaggregated Results: Face-to-face: 100% of students completed assignment with ‘C’ or better</p> <p>Aggregated Results Summary: 100% of students completed assignment with ‘C’ or better</p>	1,2 Add one additional programming lab assignment to course.

Assessment of Program Learning Outcomes 2017-2018 Academic Year

Certificate in Cosmetology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Adding distance learning	<ul style="list-style-type: none"> PR 1: Students will evaluate choices and actions, and relate consequences to decision making. 	<p>This will help student retention due to credit for hours work at home.</p> <p>The hours will be collected through mine tap.</p> <p>Increases of student attendance</p> <p>Hours received will be sent to TDLR.</p>	There have been an increase in students	<p>Disaggregated Results: Face-to-face: Online: Off-site Locations:</p> <p>Aggregated Results Summary: This is waiting approval of TDLR</p>	Distant learning will help students to get their hours on days they have to miss.

Assessment of Program Learning Outcomes 2017-2018 Academic Year

Certificate in Cosmetology Instructor

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Adding distance learning	<ul style="list-style-type: none"> PR 1: Students will evaluate choices and actions, and relate consequences to decision making. 	<p>This will help student retention due to credit for hours work at home.</p> <p>The hours will be collected through mine tap.</p> <p>Increases of student attendance</p> <p>Hours received will be sent to TDLR.</p>	There have been an increase in students	<p>Disaggregated Results: Face-to-face: Online: Off-site Locations:</p> <p>Aggregated Results Summary: This is waiting approval of TDLR</p>	Distant learning will help students to get their hours on days they have to miss.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

Certificate in Skin Care and Esthetician

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Adding distance learning	<ul style="list-style-type: none">PR 1: Students will evaluate choices and actions, and relate consequences to decision making.	<p>This will help student retention due to credit for hours work at home.</p> <p>The hours will be collected through mine tap.</p> <p>Increases of student attendance</p> <p>Hours received will be sent to TDLR.</p>	There have been an increase in students	<p>Disaggregated Results: Face-to-face: Online: Off-site Locations:</p> <p>Aggregated Results Summary: This is awaiting approval of TDLR</p>	Distant learning will help students to get their hours on days they have to miss.

Assessment of Program Learning Outcomes 2017-2018 Academic Year

Certificate in Cosmetology Nail Tech

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Adding distance learning	<ul style="list-style-type: none"> PR 1: Students will evaluate choices and actions, and relate consequences to decision making. 	<p>This will help student retention due to credit for hours work at home.</p> <p>The hours will be collected through mine tap.</p> <p>Increases of student attendance</p> <p>Hours received will be sent to TDLR.</p>	There have been an increase in students	<p>Disaggregated Results: Face-to-face: Online: Off-site Locations:</p> <p>Aggregated Results Summary: This is awaiting approval of TDLR</p>	Distant learning will help students to get their hours on days they have to miss.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

Criminal Justice AAS

Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>
(C)	(D)	(E)
<p>What are your desired Results? 100% proficiency</p> <p>How will you collect the data? Students will be given an exam</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Each graduating student is given a capstone exam</p>	<p>100% of the students taking the criminal justice capstone exam demonstrated proficiency.</p>	<p>Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>This summary reflects the number of students taking the capstone exam and in which mode their course was presented. The results represent the findings from 10 different criminal justice courses. 15 people took the capstone exam in the Spring of 2017. Course break down follows: CRIJ 1301-face to face 4, Online 4, hybrid 0. CRIJ 1306-face to face 4, Online 3, hybrid 1 , did not take this course 0 CRIJ 1307-face to face 5, Online 1, hybrid 2 , did not take this course 0 CRIJ 1310-face to face 6, Online 2, hybrid 0, did not take this course 0 CRIJ 1313-face to face 3, Online 0, hybrid 1 , did not take this course 4 CRIJ 2301-face to face 2, Online 3 , hybrid 2, did not take this course 1 CRIJ 2313-face to face 3, Online 2, hybrid 3, did not take this course 0 CRIJ 2314-face to face 4, Online 2, hybrid 1, did not take this course 1 CRIJ 2323-face to face 5, Online 3, hybrid 0, did not take this course 0 CRIJ 2328-face to face 0 , Online 0, hybrid 7 , did not take this course 1 CJSA 2334-face to face 0, Online 7, hybrid 0, did not take this course 1 Aggregated Results Summary: 88% of the students taking the capstone exam demonstrated proficiency in this PLO</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in Culinary Arts

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Act in a professional manner in order to support the needs of your employer.	PR 1: Students will evaluate choices and actions, and relate consequences to decision making.	<p>What are your desired Results? To have students understand proper dress, communication, and demonstrated safety in dress</p> <p>How will you collect the data? Students will line up and will be graded daily by instructors using a rubric.</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct, daily rubric.</p> <p>Describe the assessment method: A rubric listing the items important to professional dress.</p>	Conducted brigade line-up at the beginning of every class. Added professionalism as a measured aspect of student grade in kitchen classes. Did not meet our goal of a 90% or better “Professional Grade” average in every CHEF course, however, we did see noted improvement in student attendance, punctuality, and adherence to dress code.	<p>Disaggregated Results: Face-to-face: Only face to face Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary: Our students have had increases in the appearance, as noted by the ACF site inspectors. We have also seen a great deal of improvement in the students personal cleanliness and them taking charge of their team to make sure everyone was following the correct professionalism required in our industry. We had an excellent pass rate when dealing with uniform, but some students found the rubric to be too vague.</p>	1 and 2. We are going to come up with a much more defined and objective rubric for all lab instructors to follow for the student’s daily grade. We will then asses their grades on this new rubric. 4. The new rubric will make it so that instructors can better asses the students professionalism without having to make subjective calls.

Assessment of Program Learning Outcomes 2017-2018 Academic Year

AAS – Cyber Security

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 <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If your course is only offered via one mode and at one location, please note that in your results narrative.</i>	Use of results to improve in one or more of these areas: Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)
Understand, illustrate and utilize proper methods and etiquette regarding help desk support and management	TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.	CPMT1349 Group project only had 67% participation in Fall 2016. Results were better as of fall of 2017, but group of students was unusually bright. Need to reassess same outcome to ensure continued success. Since the group project counts for 10% of the overall grade, this one assignment causes many students to fail or lose a whole letter grade in the class	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	<ol style="list-style-type: none"> 1) Instruction – Improve communications regarding project parameters 2) Curriculum – Split Single large project into 3 smaller phases 4) Assessment – Monitor grades for large group project in class

Assessment of Program Learning Outcomes 2017-2018 Academic Year

Enology

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

Assessment of Program Learning Outcomes 2017-2018 Academic Year

AAS in Heating, Air Conditioning and Refrigeration Technology

	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>
	(C)	(D)	(E)
ts	<p>What are your desired Results? 100% Student Safety</p> <p>How will you collect the data? Observation and course embedded exam.</p> <p>What type of assessment measure will you use: direct, indirect or both? Both</p> <p>Describe the assessment method: Observation and multiple-choice</p>	<p>No injury to students past three years.</p>	<p>Disaggregated Results: Face-to-face: Only offered via Face-to-Face Online: Hybrid: Off-site Locations:</p> <p>Aggregated Results Summary:</p> <p>There has been no slips, falls, or electrical injuries since the enforcement of student safety both through lecture, observation, cognitive recall during lab procedures, or exams.</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in Hospitality Management

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Gain practical industry experience prior to graduation through an internship and other work experience.	<p>CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.</p> <p>TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.</p>	<p>What are your desired Results? Students to have a good work experience in the field and get an 80% satisfactory results on the work performed by an in industry partner.</p> <p>How will you collect the data? We will get a job performance evaluation from the employer of the students</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct, the survey</p> <p>Describe the assessment method: A survey using a 5 point scale.</p>	<p><i>We met the goal of a 86% pass rate of internship students getting rated as average or above average satisfaction on their evaluation forms. We met the goal of 80% of students in capstone course finishing an internship with an industry partner.</i></p>	<p>Disaggregated Results: Face-to-face: Online: Hybrid: Off-site Locations: In industry partners</p> <p>Aggregated Results Summary: Our students continue to do well having a 92% pass rate of internships with an average or above average score.</p>	<p>2. With the students doing so well on these performance appraisals, I feel that we need to talk with our industry partners to make sure that they are scoring the students correctly. We also started to add in a list of items that the students should be learning to try to assist them on getting better scores.</p>

Assessment of Program Learning Outcomes
2017-2018 Academic Year

Office & Computer Technology

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Demonstrate ability to assign correct CPT and ICD-10 codes to medical procedures. HITT 1341-Spring 2017 HITT 2346-Summer 2017	CT1. Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT2. Students will gather and assess information relevant to a question. CT3. Students will analyze, evaluate, and synthesize information.	What are your desired Results? Students will understand and interpret doctors' charting information and apply appropriate medical codes for reimbursement. How will you collect the data? Simulation exercises from all textbook chapters. What type of assessment measure will you use: direct, indirect or both? The assessment is direct. Describe the assessment method: Students in HITT 1341 and HITT 2346 will complete simulation exercises. 70% of students will complete with at least 80% accuracy.	This PLO was assessed in 2014-2015 with only 35% success.	Disaggregated Results: Face-to-face: Online: Hybrid: Both of these classes are online. Off-site Locations: Aggregated Results Summary: Spring 2017 (HITT 1341) – 75% of students completed with at least 80% accuracy. Summer 2017 (HITT 2346) – 75% of students completed with at least 80% accuracy. Goal of 70% of students was achieved in both spring and summer.	I will continue this learning outcome assessment, and try to improve the success rate to 80% by: 1. Continuing to offer face-to-face tutoring. 2. Providing additional information regarding body systems. 3. Reviewing medical terminology. 4. Making more videos.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

Police Academy

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <u>must</u> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Maintain passing rate on licensing test	PR 1: Students will evaluate choices and actions, and relate consequences to decision making.	TCOLE Licensing test	36 endorsed and took test; 36 passed on first attempt	All Basic Peace Officer Courses are required to be face-to-face instruction.	4 – maintain reviews to meet standards for State certification.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS in Viticulture

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
<i>Develop a holistic sense of grape and wine production, including its environmental and global impacts.</i>	SR3 CS2 CT1	What are your desired Results? 90% of the class will be able to describe the environmental and global impacts of grape production. How will you collect the data? Oral presentation. What type of assessment measure will you use: direct, indirect or both? Direct Describe the assessment method: Utilize rubric.	This will be the baseline year.	Disaggregated Results: Face-to-face: 90% Online: na Hybrid: na Off-site Locations: na Aggregated Results Summary: Students were able to identify describe environmental and global impacts.	Continue to utilize verbal rubric to measure outcome.

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS Web Based Small Business Development

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
Present, orally and visually, project results	CT3	<p>What are your desired Results? Student has completed analysis and design of a web project</p> <p>How will you collect the data? Student will be assessed on final presentation of project</p> <p>What type of assessment measure will you use: direct, indirect or both? Direct</p> <p>Describe the assessment method: Assessment of final project presentation</p>	Course has not been offered	<p>Disaggregated Results: N/A</p> <p>Aggregated Results Summary: Course not offered</p>	N/A

Assessment of Program Learning Outcomes
2017-2018 Academic Year

AAS Welding

Program Learning Outcome Measured	Institutional Learning Outcome Mapping	Assessment Method (Measure)	Historical Results	Summary of Results: You <i>must</i> include an analysis of your results and include a breakdown of results for all modes and locations of delivery. <i>If you have students completing their program 100% on-line, 100% face-to-face or via a hybrid model, or at various locations please disaggregate the results according to mode of delivery and location of delivery.</i>	Use of results to improve in one or more of these areas: (1) Instruction, (2) Curriculum, (3) Technology, (4) Assessment
(A)	(B)	(C)	(D)	(E)	(F)
100% of students in WLDG 2451 will score a 70% or better on the visual acceptance criteria exam pertaining to welds per AWS D1.1 Structural Welding Code.	Information Literacy, Reading	<p>What are your desired Results? That each student will be capable of visually examining a weld to identify defects.</p> <p>How will you collect the data? In class with applied tests of weekly labs.</p> <p>What type of assessment measure will you use: direct, indirect or both? (Insert answer here)</p> <p>Describe the assessment method: Students were tested weekly as a part of the grading of the applied weld assignment. The final assessment came with the final assignment. All student performed the assignment to a minimum of 70% efficiency</p>	This is the first time the PLO has been assessed	<p>Disaggregated Results: Face-to-face: 100% Online: n/a Hybrid: n/a Off-site Locations: n/a</p> <p>Aggregated Results Summary:</p> <p>All welding courses are offered face to face</p>	No improvements are needed as the benchmark was met. Starting next Fall this PLO will be moved an intro level course to introduce this concept earlier in the program.

2017-2018 Academic Studies Documentation of Improvement Report

November 15, 2018



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

Grayson College
Documentation of Improvement Implemented Fall 2017

Based upon Assessments Fall 2016-Spring 2017

AS in Biological and Physical Sciences

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
Assessment	The Science Department created new PLOs in 2015 in order to align our PLOs with the state core assessment. Various assignments were implemented in our core classes for the core assessment and our PLOs and we are now collecting data using the new assessments. We were only collecting data in the spring semester but began collecting data for fall and spring starting with the fall, 2017 semester. This will provide us with a clearer picture of student's understanding of material related to our new PLOs. We have data for three years (one year for each PLO) to begin year to year comparisons.

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

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
(Assessment)The faculty 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.	This is still an improvement that we need to continue to work on. A meeting is set for June for the 2 full-time professors to norm their grading on the one assessment that both instructors teach. We will also set dates to norm all the other key assessments. This will be a goal to carry on into 2018-19.
(Instruction) 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.	For the courses that were taught in child development this year, short videos were made. All 5 key assessments have explanation videos. For CDEC1356, TECA1354, CDEC2315 each had video lectures, both found from other sources and professor made in order to help explain single concepts. More videos will be made in the future.

Grayson College
Documentation of Improvement Implemented Fall 2017

Based upon Assessments Fall 2016-Spring 2017

AAT in Education

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
The student will design and assess curriculum and lesson plans including differentiated instruction and strategies to engage all learners including special populations	The results did not show improved overall success rates in the courses. The results did reflect high quality work in the lesson plans. Will reexamine when PLO is addressed in future.

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

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
Based on these results, we will improve the (2) Curriculum area by aiming to employ a consistent faculty to all Engineering courses and consult with surrounding universities to align our curriculum for smoother transfer.	<p>In Fall 2017, MATH 2302 – Dynamics was not offered.</p> <p>In Spring 2018, 2 out of 2 students (100%) performed at or above the 75% proficiency level, which was consistent from the previous year.</p>

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

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

AS in Kinesiology

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
	<i>No mastery course offered 2016-2017. No report for improvement available.</i>

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

AS in 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 2017 and results if applicable
Based on the results from the 2017 – 2018 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.	<p>In Fall 2017, 10 out of 12 students (83%) performed at or above the 75% proficiency level.</p> <p>In Spring 2018, 7 out of 16 (44%) performed at or above the 75% proficiency level.</p> <p>Combining the results, 60.7% of the students performed at or above the 75% proficiency level, which is an increase from the previous year.</p>

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

AA in 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 2017 and results if applicable
(2)Based on the strengths and weaknesses of the students enrolled, the course curriculum can address the weakest skills demonstrated by the class.	The fact that ear training courses are in a class setting the curriculum still should to be based on the overall needs of the class. For entering Freshman the pretest was so unfamiliar to them that many were not able to attempt actual answers. The sophomore class shows the level of improvement from the final of the previous year.
(4)Students will be given an individual assessment at the beginning of the semester to assess the student's level in the areas of sight singing, rhythmic, melodic and harmonic dictation. By the end of the semester the student should demonstrate a higher level of ability.	A focus needs to be shifted to the needs of the individual student because each student showed different strengths and weaknesses. However, the overall ability to sing is better in the freshman class but they still struggle with rhythm. Therefore more rhythmic exercises will be needed in the following year.

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

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable</p> <p>2. The Fine Arts Department discussed specific curriculum goals relating to the appreciation core courses (Art, Drama, Music). We agreed that each course would require students to attend a live performance in the discipline of the course also attend an event outside of the discipline of the course. For example, a student enrolled on DRAM 1310 would be required to attend a live play performance and in addition, they were required to attend either a music concert or an art exhibition. We implemented this in the fall semester as well as in the spring semesters keeping in mind that these courses would move from being 16 week courses to an 8 week courses beginning on Fall 2018.</p> <p>We determined that further adjustments would be needed for the assignment moving to the 8 week course in Fall 2018 but that students benefitted from attending two different forms of art during the course.</p>
<p><i>Exhibit the discipline, work ethic and attitude of a theatre professional.</i></p>	<p><i>There was a change of theatre director/professor as of Fall 2017. No data was tracked.</i></p>

2017-2018 Health Sciences Documentation of Improvement Report

November 15, 2018



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

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

AAS in 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 2017 and results if applicable
(1) Instruction & (2) Curriculum	We revamped all of our courses in order to focus on areas of instruction that were really needed. We enhanced, improved, and brought in new ways to teach students. We utilized tools such as games, guest speakers, and even separated students into smaller more interactive groups. We left out areas of our curriculum that was not needed nor required by CODA for us to teach.

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

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
<p><i>Improvement Identified – An increase of testing performance: 80% success of program students passing the criteria of 70% or better on total exam averages showing knowledge of all three phases of medical testing (pre-analytical, analytical, post-analytical) within the course curriculum.</i></p> <ul style="list-style-type: none"> <i>(1) New powerpoints for chemistry review outlining critical points.</i> <i>(3) Utilized Canvas to generate mock quizzes for student practice.</i> <i>(4) Syllabus was modified to state that all students obtaining an 80% or better on the first exam would be able to select a clinical site.</i> <i>(2) Aimee Flynn began requiring all failed exams to be reviewed by instructor with student.</i> 	<p><i>The MLT program has the benchmark of a 70% or better on exam score averages for each program course, or the student will retake the entire course.</i></p> <p><i>Some students struggle with these exams, while others excel. Over the 2017-2018 school year the program concentrated on many ways to improve ways for struggling students to perform better.</i></p> <p><i>The average of students passing their exams are as follows:</i></p> <p><i>MLAB 1335 – 17 of 19 students received 70% or better on exam scores (89%)</i> <i>MLAB 1201 – 18 of 20 students received 70% or better on exam scores (90%)</i> <i>MLAB 1127 – 15 of 15 students received 70% or better on exam scores (100%)</i> <i>MLAB 1315 – 18 of 24 students received 70% or better on exam scores (75%) Note 2 students were incomplete in finishing the course.</i> <i>MLAB 2331 – 17 of 18 students received 70% or better on exam scores (94 %)</i> <i>MLAB 1291 – 8 of 10 students received 70% or better on exam scores (80%)</i> <i>MLAB 2238 (Fall 17) – 6 of 11 students received 70% or better on exam scores (55%)</i> <i>MLAB 2238 (Fall 18) – Unknown</i></p> <p><i>Slight improvement in exam performance. Same difficult courses have lower scores. Program director possibly making more requirements for “gateway” courses in 2019 so same students don’t carry through and continue to be unsuccessful.</i></p>
<p>Increase Laboratory Safety training and knowledge.</p>	<p>Aimee Flynn implemented the use of three additional media lab (web-based) instruction of safety via YouTube. All students received 100% on the quiz in the Fall of 2017. All student then continued to receive 100% in the Spring of 2018. This is always a requirement for new students, but the quiz is an excellent refresher course to be given at the beginning of every semester.</p>
<p><i>90% passing rate of 90% of all students who took the MLAB 2331 (immunohematology) critical criteria exam.</i></p>	<p><i>Aimee Flynn to update once grades are finalized.</i></p>

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

<p>Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each</p>	<p>Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable</p>
<p>Program Learning Outcome: 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.</p> <p>Improvement: (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.</p>	<p>In the Fall of 2017 all clinical courses in the ADN program (RNSG1360, RNSG1461, RNSG2462, and RNSG2463) converted to a quantitative tool designed to evaluate student performance in relation to end-of-program student learning outcomes. This tool allowed for quantifiable data to be obtained in clinical courses across the curriculum, and allowed each end-of-program student learning outcome to be assessed, including the PLO noted here. Faculty discussions were held regarding the data and student performance and this data has assisted in program decision-making. The quantitative tool started on Fall 2017 and was continued in Spring 2018.</p>

<p>Program Learning Outcome: Students and graduates will be a member of the healthcare team, initiating and facilitating communication to meet with needs of patients and families</p> <p>Improvement: (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</p> <p>(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.</p>	<p>Virtual simulations were started through a product called ShadowHealth beginning in Fall 2017 with students in first and second semester nursing courses. These simulations were focused on the area of pharmacology and allowed for students to prepare for safe medication administration, while learning effective communication skills. High-fidelity simulations continue to play an integral part of the ADN program with the complexity increasing across the clinical semesters. The simulations not only allow for students to improve in skill competence and clinical reasoning, but also allow for practice in communication with patients and members of the healthcare team.</p> <p>In the Fall of 2017 all clinical courses in the ADN program (RNSG1360, RNSG1461, RNSG2462, and RNSG2463) converted to a quantitative tool designed to evaluate student performance in relation to end-of-program student learning outcomes. This tool allowed for quantifiable data to be obtained in clinical courses across the curriculum, and allowed each end-of-program student learning outcome to be assessed, including the PLO noted here. Faculty discussions were held regarding the data and student performance and this data has assisted in program decision-making. The quantitative tool started on Fall 2017 and was continued in Spring 2018.</p>
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Grayson College
Documentation of Improvement Implemented Fall 2017
Based upon Assessments Fall 2016-Spring 2017
Radiologic Technology Program

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
<i>Instruction</i>	<p><i>Implemented tutorial class and lab days for students. In '16, 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. 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. This year, we began having students create study plans through our online registry prep tool. This tool sends weekly progress reports to the students to update them on topics or areas of concern and to show them areas they are improving on.</i></p> <p>'16 Graduates – <i>100% of '16 graduates met ARRT competency requirements and were registry eligible. Pass Rate of 80% achieved.</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '16.</i></p> <p>'17 Graduates – <i>100% of '17 graduates met ARRT competency requirements and were registry eligible. Pass Rate 71%, but incomplete because one applicant still hasn't taken registry yet.</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '17.</i></p> <p>'18 Graduates- <i>100% of '18 graduates met ARRT competency requirements and were registry eligible. Pass Rate at this time is incomplete due to graduates still needing to take registry. At this time, it is at 100% with 11 of 15 that have taken registry.</i></p> <p><i>100% Pass Rate of Sophomore Exit Exam Spring '18</i></p>

2017-2018 Workforce Education Documentation of Improvement Report

November 15, 2018



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

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

AAS in 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 2017 and results if applicable
<i>Improve on my motivation of students to attend class and complete the group project.</i>	In Fall 2017, I gave students in these sections two class days to work on the group project. After these class days, I gave them another two weeks to complete the project. I also sent reminders via email and reminded them often in class to complete the project. Results were: Out of three sections (56 students) 51 completed with at least 80% accuracy, which is 91% Goal of 95% still not met. Will continue to motivate students on this project.

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

AAS in Advanced Manufacturing 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
<i>This program's curriculum was not launched till Fall of 2017</i>	No improvement plan to report.

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

AAS Business and Management and AS in Business Administration

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
Continue to study impact of crossword puzzles on student learning in BUSG 2305.	<i>During Spring 2017 the SoftChalk crossword puzzles were re-designed to work on cell phones as well as desktop and laptop computers since it was discovered the average of use of cell phones to complete some course assignments had risen from 44% of students in Spring 2016 to 56% in Spring 2017. The increasing use of the Canvas app on cell phones to complete course work when students have 5 to 15 minutes to spare during lunch hours or sitting in waiting rooms is a definite trend.</i>
Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled videos created in Camtasia as graded activities to additional business and management courses.	Vocabulary-based crossword puzzles were added to 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.
Implement additional Quality Matters instructional design concepts so students will be able to more easily navigate the course material.	During Spring 2017 several quality matters workshops were completed by Dr. Wade Graves and he immediately implemented changes from lessons learned in the workshops. The full impact of these changes will not be known for another year but preliminary feedback from students indicates a favorable response.

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.

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

AAS in Collision Repair 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	.
<i>No improvements are needed as the benchmark for this PLO was met and exceeded.</i>	N/A

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

AAS in 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 2016 and results if applicable
<i>Midterm Grades from DFTG 1433</i>	<i>The average grade in Spring 2016 was 65% for the test. The average grade for Spring 2017 was 84%. An increase of 19%.</i>

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

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 2017 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.	In Fall 2017, ALL students passed for this project, but it was an usually bright group of students overall. I plan to monitor this same project for another year to ensure the success rate is repeated.

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

AS in Computer 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 2017 and results if applicable
1,2 Additional emphasis placed on Polymorphism.	Additional lecture and lab time devoted to polymorphism. Success rate dropped from 83% to 55%.

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

Certificates in 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	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
<i>Increases students program</i>	<i>There has been an increase of students enrolled in the summer in cosmetology. There is an increase in the nail tech program for Fall. Added mine tap to nail tech and this will improve instruction and curriculum.</i>
	<i>Added mine tap to nail tech and this will improve instruction and curriculum.</i>

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

AAS in 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 2017 and results if applicable
We had 100% of our graduates demonstrate proficiency in written communications skills. Our goal was to duplicate this level of proficiency.	We had 8 students take the capstone exam consisting of two essay questions related to criminal justice. One student did not show proficiency in written communications as demonstrated in the capstone exam. This student has a low GPA and did not do well in English courses. We dropped from 100% proficiency to 88%.

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

AAS in 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 2017 and results if applicable
1. We changed the course to an 8-week course to see if we could increase our pass rate.	The last class exam had 4 of 6 students pass (1 student completely failed to attend class and failed; the other student was sick but took the exam and failed). That was for the Spring of 2018. The Fall of 18 had 14 of 18 on the class pass. Our goal was 95%, but we had 18 of 24 pass, or a 75% pass rate. This was actually a 5 % decrease over what we had done the year before. The change in the 8-week course and needing to make adjustments had a huge impact on this.
2. Curriculum – We changed to an 8 week course format	We changed the course to an 8-week format and had to overhaul the course. The instructor had difficulty making the change the first semester but did better the second semester. The course instruction is at a much faster pace and the content has been streamlined. This is going to be an ongoing improvement plan, as the change of the whole program to 8 weeks should continue to assist in the completion and pass rate for the standardized knowledge that is required for the industry.

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

AAS Cyber Security

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
CPMT 1349 Group Project counts for 10% of class grade. Had 67% pass rate. Goal is 80% pass rate for this project.	In Fall 2017, ALL students passed for this project, but it was an usually bright group of students overall. I plan to monitor this same project for another year to ensure the success rate is repeated.

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

AAS in 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 2017 and results if applicable
Continue to utilize enology equipment to produce quality wine.	<i>Continue utilization of enology equipment.</i>

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

AAS in Heating, Air Conditioning and Refrigeration Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
4: Assessment	<i>Student cognitive recall was challenged through two measurements in the HART Gas & Electric course. First through student/professor interaction during lab performances, which required the student to recall verbally the operation and parts of the gas and electric furnace. Results of the performance based measurement indicated student lack of preparation resulting in less than optimal results. Mean score was 80 out of a possible 100. A score of 100 would indicate that the student's knowledge and ability to troubleshoot would save cost to businesses and homeowners, as well as safety. Secondly, a written cognitive recall was conducted which did show improvement over the lab performance by 5%. Exam was given two weeks after the lab performance, which indicated that students may have prepared themselves a little better. Ongoing evaluation is needed on future assessments.</i>

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

AAS in 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 2017 and results if applicable
1. We changed the course to an 8 week course to see if we could increase our pass rate.	The last class exam had 2 of 2 students pass (1 student completely failed to attend class and failed, the other student was sick but took the exam and failed). That was for the Spring of 2018. The Fall of 18 had 7 of 7 on the class pass. Our goal was 100%, which we reached. The change to the 8 week course and adjustments made by the students had a huge impact on this result. Although the culinary art students struggled with the change, the hospitality management students seemed to thrive in the change.
2. Curriculum – We changed to an 8 week course format	We changed the course to an 8 week format and had to overhaul the course. The instructor had difficulty making the change the first semester but did better the second semester. The course instruction is at a much faster pace and the content has been streamlined. This is going to be an ongoing improvement plan, as the change of the whole program to 8 weeks should continue to assist in the completion and pass rate for the standardized knowledge that is required for the industry.
3. We will be giving the students a pre-test that must be passed to be able to take the servesafe test.	We gave the students the pre-test and they were successful on the test, but it did not make a difference on the actual exam. They NRA did change the exam this year, which we are now changing the pre-test to better reflect the exam.

<p>1. 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.</p>	<p>Do to the change made to an 8 week course, we did not add in the quizzes as there seemed to not be the time available with the change to administer the in class quizzes. As the instructors get more use to teaching 8 week courses, they are going to try and add back in the quizzes.</p>
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Grayson College
Documentation of Improvement Implemented Fall 2017
Based upon Assessments Fall 2016-Spring 2017

AAS in 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 2017 and results if applicable
Continue to offer tutoring and provide additional real life scenarios from the medical office.	The two coding classes are offered in spring and summer as online. I offered face-to-face tutoring and students who attended saw an increase in performance. Creating additional lecture notes for each body system received positive feedback. I will continue to supplement textbook material.

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

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2017 and results if applicable
4	Passing rate on State Licensing test 36 students endorsed; 36 passed. Current assessment set by State, standards are being met.

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

AAS in 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 2017 and results if applicable
Continue to utilize UC Davis notecards for disease recognition.	<i>Students continue to utilize the UC Davis notecards appropriately.</i>

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

AAS in 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 2017 and results if applicable
Not assessed	N/A

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

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	
<i>No improvements are needed as the benchmark for this PLO was met and exceeded.</i>	The benchmark for this PLO was met. No improvement was needed.