GRAYSON
C O L L E G E

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

2014-2015
Annual Assessment Report
Grayson College

October 27, 2015

Executive Summary

Over the past four years, the Office of Planning, Research, Assessment and Accreditation has provided oversight of a process for reporting program learning outcomes and provided a repository for all program learning outcomes assessment reports and documentation of improvement reports for each program in Academic Studies and Workforce Education. All assessment artifacts for each program are available through a Google drive with access to and the ability to upload new documents by each program director, the department chairs (responsible for program oversight), the deans, and the Vice President and Associate Vice President for Student and Academic Affairs.

Program learning outcomes assessment activities for the 2014-2015 for the Academic Studies, Health Sciences, South Campus, and Workforce Education divisions have been completed. Each program was asked to provide their annual assessment of program learning outcomes results to the Office of Planning, Research, Assessment and Accreditation no later than May 22, 2015. However, due to the reorganization of the college and its academic and workforce programs, not all assessment reports were completed by this date. As of October 27, 2015, we have 99% reporting for 2014-2015 and 100% of all prior year reporting is now complete.

All Assessment artifacts have been gathered in a shared google drive and will be uploaded to the college website. These results along with all assessment reports, documentations of improvement, and revised curriculum maps with PLO's will be provided to the Instructional Services Assessment Committee for review and recommendations for improvement during the spring 2016 semester. Below is a summary of assessment reporting for 2014-2015.

Division	Academic Studies (13 Programs)	% Reporting	Workforce Education (25 Programs/Certs)	% Reporting	Health Sceinces	% Reporting	South Campus Programs	% Reporting
# Programs Reporting DOI for 2011-2012	13	100%	25	100%	4	100%	2	100%
# Programs Reporting Results for 2012-2013	13	100%	25	100%	4	100%	2	100%
# Programs Reporting DOI for 2012-2013	13	100%	25	100%	4	100%	2	100%
# Programs with Curriculum Maps/PLO's Revised Based on ISAC Review 2013	12	92%	25	100%	4	100%	2	100%
# Programs Reporting Assessment Results for 2013-2014	13	100%	25	100%	4	100%	2	100%
# Programs Reporting DOI for 2013-2014	13	100%	25	100%	4	100%	3	100%
# Programs Reporting Assessment Results for 2014-2015	13	100%	25	100%	4	100%	3	100%

Attached to this executive summary is an Annual Assessment Report which includes an assessment audit for each division (2010-present), a report of 2014-2015 assessment results for each division, and a report of 2013-2014 Documentation of Improvements for each division.

ASSOCIATE OF SCIENCE

	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 Rsults (CurriculumMap and Revised PLO's)	ASSESS 12-13	DOI 12-13	ASSESS 13-14	DOI 13-14	ASSESS 14-15	Program Deactivated Fall 2015
FINE ARTS	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	Y
BIOLOGY	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	Y
CHEMISTRY	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	Y
ENGINEERING	X	X	X	See Below^	X	X	X	X	X		X	X	X	X	X	Y
ENGLISH	X	X	X	X	X	X	X	X	X		X	X	X	X	X	Y
FORENSIC SCIENCE	X	X	X	X	X	X	X	PROGRAM DISCONTINUED								
GENERAL STUDIES*/UNIV TRANSFER**	See Core Assessment															
GEOLOGY	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	Y
MATH	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	
MUSIC	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	
PHYSICAL EDUCATION	X	X	X	See Below ****	X	See Below****			X	Y	X	X	X	X	X	Y
PHYSICS	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	Y
PSYCHOLOGY	X	X	X	See Below***	X	Below**	X	X	X	Y	X	X	X	X	X	Y
SOCIOLOGY	X	X	X	X	X	X	X	X	X	Y	X	X	X*	X	X	Y
SPANISH	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	Y
THEATRE	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	

X* Submitted after original due date

* General Studies AS degree plan includes all but four hours of elective credit from the Core Curriculum.

** University Transfer is assessed by using the Core assessment and each program. Degree is made up of the core and 18 hours from any AS degree program a student chooses

*** Program Director retired May 2012 and did not leave any assessment documents on file. We will doucment the results of the Improvement plans identified in upcoming assessment cylces for 2012-2013 and

**** No assessments due to departure of PT faculty (coaches) who taught courses when athletic teams were eliminated and assessment materials were not gathererd from faculty before they left the college

***** Classes were not offered due to course rotation and student demand

^ classes not offered due to low student demand see Spring 2011 assessments

HEALTH SCIENCES

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and Revised PLO's)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015
Associate Degree Nursing	AAS	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
Paramedicine (EMS)	AAS & Cert	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

South Campus

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and Revised PLO's)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015
Licensed Vocational Nursing (Reported after Summer Capstone Course)	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	New Program Director		Y	Y
Medical Lab Technician	AAS	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Electrical Technology	AAS and Certs	New Program Fall 2014															Y

BUSINESS AND COMPUTER

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and Revised PLO's)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015
Accounting	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
BUSINESS ADMIN	AS	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
Business and Mgmt	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
Child Development	AAS & Cert	Y	New Program Fall 2011						Y	Y	X	Y	Y	Y	Y	Y	Y
Computer Maint & Tech	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
COMPUTER SCIENCE/CIS	AS	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
Computer Software & Sys	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Program Discontinued					
ECONOMICS	AS	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
Microcomputer Apps	AAS & Cert	Y	Y	Y	Program Discontinued												
Office & Comp Tech	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y
SECONDARY EDUCATION	AAT	Y	X	X	Y	Y	Y	Y	Y	Y	X	Y	Y	Y	Y	Y	Y

CAREER & HUMAN SERVICES

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and Revised PLO's)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015
Cosmetology	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Criminal Justice	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	y
Culinary Arts	AAS & Cert	Y	New Program Fall 2011						Y	Y	Y	Y	Y	Y	Y	Y	y
Drug and Alcohol Abuse Counseling	AAS & Cert	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hospitality Mgmt	AAS & Certs	Y	New Program Fall 2011						Y	Y	Y	Y	Y	Y	Y	Y	Y
Police Academy/Law Enforcement Level	Certificate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Viticulture	AAS & Certs	Y	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012		Y	Rewritten see Fall 2012-2013	Y	Y	Program Director left and did not share assessment reports			Y	Y
Enology	AAS & Certs	Y	New Program Director Spring 2011				PLO'S REWRITTEN Spring 2012 ASSESSMENT BEGAN FALL 2012		Y	Rewritten see Fall 2012-2013	Y	Y	Program Director left and did not share assessment reports			Y	Y

ADVANCED MANUFACTURING

PROGRAM	DEGREE OR CERTIFICATE	PLO'S	ASSESS SP 2010	DOI SP 2010	ASSESS FA 2010	DOI FA 2010	ASSESS SP 2011	DOI SP 2011	ASSESS 2011-2012	DOI 2011-2012	ISAC Review 2013	ISAC Review Use of Results (Curriculum Map and Revised PLO's)	ASSESS 2012-2013	DOI 2012-2013	ASSESS 2013-2014	DOI 2013-2014	ASSESS 2014-2015
Computer Aided Drafting	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y	Y	Y*	Y*	Y	Y
Collision Repair	AAS & Cert	Y	Program Director had health issues and did not complete assessments was replaced Fall 2010		Y	PLO's were not measureable will be rewritten Spring 2011 and implemented and assessed Fall 2011-Spring 2012			Y	Y	Y	Y	Y	Y	Y	Y	Y
Heating, Air Conditioning and Refrigeration Tech	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	y	Y	Y	Y	Y	Y	Y
Mechatronics	Certificate		No Students Enrolled in Certificate Program		Y	Y	y	Improvement being implemented Spring 2013 no students enrolled fall 2011/Spring 2012	No Students Enrolled in Certificate Program		y	Y	Y	Y	Y	Y	Y
Welding	AAS & Certs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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2014-2015
Academic Studies
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Assessment of Program Learning Outcomes
2014-2015 Academic Year

AS - Biology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will analyze the interactions between organisms and their environments and describe the consequences of these to a population, community or ecosystem.	Multiple choice exam	The weighted average among sampled sections was 75% Our goal was 75%	Ecology is the last topic covered during the semester; therefore, we are sometimes rushed to get through all the material. Next year, we will cover the (relatively-easy) material on Test 1 faster, in order to leave more time for ecology.			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

CHEMISTRY

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas (1) instruction (2) curriculum (3) technology (4) assessment
3. Students will be able to understand and evaluate source material and be able to communicate information in both oral and written formats.	CHEM 2423/2425 Students were required to read articles from the primary literature and write a synopsis of the article. Synopsis needed to include a comparison to what they had studied in class	1. Students scored an average of 70 % on the assignment in both the fall and spring semesters. Despite revised guidelines for the assignment between semesters, no improvement in grades was observed 2. Students scored best (80 %) on communicating basic procedural information 3. Students scored poorly (50 %) on applying what they had learned in class (mechanisms) to the new material	(2) Instruction 1. Additional emphasis need to be placed on organic reaction mechanisms. Students are struggling with applying the basic concepts taught in class to novel systems. 2. To assist students with mechanisms, the instructor will make a series of short videos (one for each mechanistic type) and place these in a youtube account so that students may view the videos more often as needed. (4) Assessment Between semesters, the assignment was clarified for students to stress the type and nature of the source material they were to evaluate. Stricter guidelines were put in place to ensure students looked at the right type of articles from the primary literature. This adjustment proved sufficient.

Assessment of Program Learning Outcomes
2014-2015 Academic Year

AS – Engineering

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
		No upper level Engineering courses have been offered due to low enrollment and lack of available qualified adjunct – No Results for 2014-2015 to report.				

Assessment of Program Learning Outcomes
2014-2015 Academic Year

English

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
			All assessments in the English major are conducted in the core curriculum courses. See Core Curriculum for 2014-2015 assessments. Effective Fall 2015 the AS in English has been deactivated.			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

ARTS

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	**(B)**	**(C)**	**(1) instruction**	**(2) curriculum**	**(3) technology**	**(4) assessment**
The student will be able to design and create a variety of two-dimensional and three-dimensional compositions that demonstrate an understanding of the visual elements and principles of design.	Presentations, critiques, and portfolio production that evaluates the level at which a student can plan, create, and execute conceptually strong and technically proficient projects or a body of work.	76.92% of the Design II students earned a B or higher in their assessment of portfolio production; oral critiques, and the ability to defend selected works. Although an increase of 6.92% over the Spring 2014 semester it is still below the target performance of 85%.	ARTS currently falls under the Liberal Arts degree and not as a program.			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Geology A.S. Program

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will demonstrate knowledge of environmental and geological events and their impact on the human populace.	Multiple Choice	Questions related were correctly answered 58.3 to 100% with an approximate average of 90%. This is an improvement since the last evaluation of this PLO (2011-2012) and our target goal is being exceeded.	Hybrid classes are not performing as well as traditional classes. More class time will be utilized to reinforce topics for the students in an effort to improve understanding and success in hybrid classes.			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

MATHEMATICS

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
"Students will develop convincing mathematical arguments"	Questions from a MATH 2414 Final Exam	"In Fall 2014, 6 out of 10 students (60%) performed at or above the 75% proficiency level. For the Spring 2015 semester, 5 out of 7 students (71.4%) performed at or above the 75% proficiency level. Combining these results, 64.7% of the students performed at or above the 75% proficiency level."	Based on these results, we want to improve on the "(1) instruction" area by continuing with our same plan: "The Math Department will identify examples and problems for MATH 1314, MATH 1316, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Grayson College Music Department

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
Students will synthesize skills in the ability to understand the music they hear.	Homework, Quiz, sight singing, dictation & Test Grades	Over the course of the 2014-2015 Academic year both Freshman and Sophomore music student showed improvement in all levels ear training.		For the 2015-2016 Academic year the Sight Singing and Ear Training classes will change lab time into class/lecture time.		Make an individual file for each student to track their progress.

Assessment of Program Learning Outcomes 2014-2015 Academic Year

AS – Physical Education

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Create new PLO's to accurately reflect the measures of the program.						new PLOs to be assessed
Explain the importance of nutrition, a healthy lifestyle, and staying physically active in preventing premature disease and promoting wellness.				Research paper		

Assessment of Student Learning Outcomes
2014-2015
AS - Physics

Course	Number	Section	Outcome Measure	ILO Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
							Instruction	**Curriculum**	**Technology**	**Assessment**
PHYS	1404	All	Students will demonstrate knowledge of past and present theories concerning the solar system and its motions, knowledge of terrestrial and jovian planets including their similarities and differences, and knowledge of the current theories concerning the evolution of the solar system.	Critical Thinking	Multiple Choice Exam	Students tended to show a moderate level of proficiency in understanding the differences between past and present theories concerning the motion of celestial bodies in the Solar System (class average was 77.8%). Students tended to show a moderate level of proficiency in understanding the similarities and differences with jovian and terrestrial planets (class average was 77.8%). Students tended to show a high level of proficiency in understanding the current theory and details concerning the evolution of the Solar System (class average was 88.9%).	I will incorporate more discussions and activities related to the properties of jovian and terrestrial planets and focus more discussions on current theories concerning the evolution of our Solar System to ensure that students receive more information and applications of material for which they are being tested.			
PHYS	1402	All	Students will	Critical Thinking	Multiple Choice	Students tended to				I will include more

| | | | demonstrate knowledge of static charges and their effects on electrostatic force and fields, knowledge of current electricity and its relationship to resistance and voltage, and knowledge of magnetic fields and their effects on static and moving charges. | | Exam | show a moderate level of proficiency in understanding static charge and their effects on electrostatic forces/fields (class average was 75.0%).

Students tended to show a high level of proficiency in current electricity and its relationships with resistance and voltage (class average was 83.3%).

Students tended to show a moderate level of proficiency in understanding magnetic fields and their effects on charged particles. (class average was 75.0%). | | | | questions related to specific applications of the topics to better determine if the students can apply the concepts to real world situations. These questions will be used to see if there is an increase in the % increases. |
|---|---|---|---|---|---|---|---|---|---|---|
| PHYS | 1415 | All | Students will demonstrate knowledge of the scientific principle including applications, Newton's laws of motion including examples of each, and atom including properties and the | Critical Thinking | Multiple Choice Exam | Students tended to show a moderate level of proficiency in understanding and applying the scientific method (class average was 75.0%).

Students tended to show a moderate level of proficiency in identifying Newton's 3 Laws of motion and a low level in being able to solve related problems | More lab time will be utilized to instruct students on problem solving techniques and more applications relating it back to lecture will be incorporated, focusing on the scientific method, its meaning, and how it is used. | | | I will include more questions related to specific applications of the topics to better prepare and expose the students to problems solving skills. These questions will also serve as a guide to determine what mathematical skills need the most attention. |

Subject	Number	Section	Outcome	Measure	Method	Results				Action
			periodic table.			mathematically (class average was 75.0%). Students tended to show a moderate level of proficiency in understanding the atom and properties of the periodic table including applications (class average was 75.0%).	These techniques and applications will serve to prepare the students better for the material for which they are being tested.			
PHYS	2426	All	Students will demonstrate knowledge of static charges and their effects on electrostatic force and fields, knowledge of current electricity and its relationship to resistance and voltage, and knowledge of magnetic fields and their effects on static and moving charges.	Critical Thinking	Multiple Choice Exam	Students tended to show a moderate level of proficiency in understanding static charge and their effects on electrostatic forces/fields (class average was 73.3%). Students tended to show a high level of proficiency in current electricity and its relationships with resistance and voltage (class average was 86.7%). Students tended to show a moderate level of proficiency in understanding magnetic fields and their effects on charged particles. (class average was 75.0%).				I will include more questions related to specific applications of the topics to better determine if the students can apply the concepts to real world situations. These questions will be used to see if there is an increase in the % increases.

Assessment of Program Learning Outcomes
2014-2015 Academic Year

AS Psychology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
Psychology The student will be able to synthesize the importance of ethical standards to the field of Psychology.	Eight (8) multiple choice test quiz	Data from the assessment reveals that 89% of all students tests scored at the >70% proficiency level. PSYC 2301 n = 133 >70% 111 (83%) <70% 22 (17%) PSYC 2314 n = 167 >70% 155 (93%) <70% 12 (7%)				

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Sociology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	**(B)**	**(C)**	**(1) instruction**	**(2) curriculum**	**(3) technology**	**(4) assessment**
Measured core objectives in Critical thinking, Communication and social responsibility	One Essay exam with a short answer question that addresses each of the core assessments.	Developed one essay test with questions specifically designed to address each of the assessments.				

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Spanish

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Program for Spanish discontinued as of spring 2015	Will assess Core Objectives to meet Gen Ed Core.					

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Theatre

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	**(B)**	**(C)**	**(1) instruction**	**(2) curriculum**	**(3) technology**	**(4) assessment**
Exhibit the discipline, work ethic and attitude of a theatre professional.	1. Log all late arrivers in rehearsal reports. 2. Number of students successfully completing one or more production assignment. 3. Raise number of students offered summer theatre work.	1. On time to rehearsal was 94%. 2. 29 students were given 87 opportunities to perform or crew four different productions. 3. 13 of 24 theatre majors were offered employment for the summer.	Attend auditions/interviews for students nearing graduation.		Have acting students develop a reel for auditions as part of practicum process. Have technicians develop a professional website in addition to their professional Facebook page.	Have reels and technician websites be reviewed as part of practicum grading. Make applying for summer work mandatory for practicum.

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2014-2015
Health Sciences
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Assessment of Program Learning Outcome
2014-2015 Academic Year

Dental Assisting Program

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
PLO # 2 Students will demonstrate mastery of current methods, materials, supplies and equipment to meet occupational requirements and needs.	Assessment methods included exams, quizzes and direct observation of skills and skills check-offs.	Students were observed 3 times for each skill demonstrated. 11 students met the criteria of 100% with 90 or better, 6 students met the criteria of 80% with difficulty 50-75 % of the time and 1 student failed wit 0% criteria met (100% difficulty).	The assessments required the action of "hands on" and not a lecture/ didactic component.	Results indicated a need for "hands on" procedural 20% of class.	Not a part of the component	20% of students were remediated in the dental clinic and lab with program faculty.

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Paramedicine

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
(Psychomotor) 100% of graduates will safely and effectively perform all psychmotor skills within the national and state scope of practice for the paramedic by passing the NREMT psychomotor skills verification on the first attempt.	National Registry Psychomotor Exam	15 students took the exam with 15 passing first attempt 100% passing rate on first attempt	Continue to monitor			Continue to monitor

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Associate Degree Nursing

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate ability to explain, apply and integrate the theoretical evidence based knowledge necessary in the provision of nursing care.	Formative and summative clinical evaluation tool.	To ensure fair and equitable evaluation of students in the clinical setting, inter-rater reliability scenarios were completed during faculty meetings in Fall 2014 and Spring 2015 semesters.	All faculty completed a 1 hour webinar on "Assessing and Promoting Student's Clinical Performance" in the Spring 2015 semester. In the Fall of 2015, faculty will be required to complete a 1 hr. webinar on "Documentation of Clinical Deficiency."			Inter-rater Reliability scenarios will continue at least once / semester until faculty demonstrate a high rate of similarity in completion of formative and summative evaluation.
	Regularly scheduled unit exams.	The percentage of students listed below passed the theoretical component of Nursing 1, 2, 3, 4 and TE by demonstrating 75% or higher proficiency on regularly scheduled unit exams. Fall 2013 - 94% Spring 2014 - 95% Fall 2014 - 87% Spring 2015 - 80%	Two on-site sessions were held by an outside item writing specialist for faculty who wanted to improve item writing skills. Following statistical analysis, topics with poor statistics are re-enforced or re-			Statistical analysis of all questions on all exams is utilized to assess adequacy of instruction.

	Externally developed mid-curricular and exit exams are utilized to measure theoretical based knowledge midway through the program and again as a capstone assessment.

Two new versions of the HESI mid-curricular exam were developed and implemented in the Spring 2015 semester. | **HESI Results:**

Fall 2013 - 44% of students made >900 on the mid-curricular exam.
59% made > 900 on the exit exam.

Spring 2014 - 54% of students made > 900 on the mid-curricular exam.
59% made > 900 on the exit exam.

Fall 2014 - 25% of students made > 900 on the mid-curricular exam.
25% made > 900 on the exit exam.

Spring 2015 - ___% of students made > 900 on the mid-curricular exam.
___ % made > 900 on the exit exam. | taught in the next class session.

Faculty will continue to investigate possible causes for the decrease in HESI scores. | | Research suggests that a HESI score of 900 or higher is strongly associated with passing NCLEX. Students with below 900 on the Exit exam are required to take an external NCLEX-RN prep course prior to completing graduation requirements. |
| | NCLEX-RN licensure pass rates, as compared | **2013 - 2014 NCLEX-RN Pass Rates:**

Grayson College - 78.8 %
Texas ADN Programs - 76.8 %
Texas BSN Programs - 85.9%
Texas Average - 81%
National Average - 81.7% | Completed Self Study and submitted results to Tx. BON and ACEN. No | | |

	to ADN and BSN rates (Texas and National)		identifiable issues in instruction, curriculum, technology, or assessment that could have contributed to decrease in NCLEX-pass rate.			
Demonstrate proficiency in clinical skills utilizing best practice standards as identified in current nursing literature.	Use of formative and summative clinical evaluation tool.	**Fall 2014 & Spring 2015:** Using formative and summative evaluation tools in the clinical setting, 98% of students in Nursing 1,2,3,& 4 demonstrated proficiency > 75% of the time in clinical skills identified as "critical" to completion of the program objectives.				Formative and summative evaluation tools are utilized to document assessment of skills proficiency.
	Evaluation of clinical proficiency during simulation rotations each semester in Nursing 2,3,4 & TE	Applied for and received a $150,000. grant from the THECB to increase simulation in the program. An additional two bed simulation and debriefing area was completed utilizing Grant funds. Also purchased two additional simulation mannequins. Continued non-favorable satisfaction of faculty and students with required case			Adaptive quizzing offers student access to approx. 10,000 NCLEX type questions that adapt to the level at which the student is testing and is available to the student for a period of 3 yrs from purchase.	Simulation will be started in Nursing 1 (previously not offered.) Increase from 1 day to 2 days in Nursing 2.

Communicate and manage information technology to include current educational methodologies, and to improve patient care.	Monitor faculty and student satisfaction with texts and e-technology.	studies. Voted to delete case students and implement Elsevier Adaptive Quizzing in Fall 2015.				

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS of Radiologic Technology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
6. Students will successfully complete the radiologic technology program competencies to be prepared to meet the employment needs of the radiology community and ARRT standards.	Competency forms completed by technologists and clinical instructors at clinical sites. Clinical coordinator or program director to review each awarded competency with student in clinical site to verify exam performance and understanding. Lab competencies in Radiographic Procedures courses completed with a 90% grade or better.	Goal: Eligible graduates will have completed all 66 ARRT requested exams successfully prior to graduation to be competent and confident to enter workforce. 100% of students met ARRT & program requirements for graduation.	Will increase film evaluations, lab practice scenarios with students on campus to help with accuracy and efficiency of exam competence. Will continue to work diligently with clinical site instructors to keep technologists update to date on changing exam criteria and student needs.		Once upgraded to digital equipment, will increase student's technological understanding of each exam's evaluation.	Will continue to utilize reports at various stages of student's courses to ensure assigned to clinical sites to meet competency needs.

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

2014-2015
South Campus
Annual Assessment Report
Grayson College

October 27, 2015

Assessment of Program Learning Outcomes
2014 2015 Academic Year

Vocational Nursing

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Communicate effectively with patients/clients, significant others, and members of the health-care team	Summative Clinical Evaluation Tool for Final(3rd) Semester, VNSG 1362 Summer 2014

The clinical evaluation tool provides a detailed report on all aspects of nursing care including all VNSG theory courses and clinical courses. It includes competencies identified by the Texas Board of Nursing.

The grading tool uses the following scale:
8: Behavior for outcome demonstrated excellence and strengths that are above average. Exceeds expectations.

7: Behavior for outcome is met. Student consistently performed professionally and | There were 61 students enrolled in and successfully completed VNSG 1362.
2 students were unsuccessful in co-requisite course VNSG 1510 and did not graduate from the VN Program. 59 students graduated from the VN program, Summer 2015.

There were 61 Summative Clinical evaluations completed by 7 faculty members.

Ratings were as follows:
8 – 21%
7 – 79%
6 – 0
5 – 0

Evaluation demonstrates that 100% of third level students were able to communicate effectively with patients/clients, significant others, and members of the health-care team.

The evaluation demonstrates that the program learning outcome has been met. | Faculty will encourage students to communicate with all members of the health care team and patients and significant others in the clinical setting during VNSG 1360, VNSG 1361, and VNSG 1362. | Curriculum presentation in all VNSG courses will incorporate effective communication. | | Faculty will evaluate and assess student communication with health care team members and patients and significant others in the clinical setting in VNSG 1360, VNSG 1361 and VNSG 1362 |

	met the objective. Meets expectations. 6: Behavior for outcome is weak. Student had periods of inconsistency and lacked direction, knowledge and/or motivation. Does not meet expectations. 5: Behavior for outcome was consistently not met. Student was inconsistent and did not demonstrate the expected level.				

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Electrical Technology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
1. Apply electrical mathematics in calculating resistance, voltage, and amperes in AC/DC series, parallel, and series parallel circuits as evidenced by a 70 % passing rate by 100% of students on in ELPT 1311 Basic Electrical Theory	*EXAM #1 Chapter 1 Electrical Fundamentals Units 1-6* *EXAM #2 Chapter 2 Basic Electricity Units 7 and 9* *EXAM #3 Chapter 3 Basic Electrical Circuits Units 10-13* *FINAL EXAM # 4 Chapters 1, 2, 3, 5, 6*	*All students* **Fall 2014** *6 of 6 (100%) students obtained a score of 70% or better.* **Spring 2015** *10 of 10 (100%) students obtained a score of 70% or better.*				Need to raise level if percentage is to low

10-15-2015

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Medical Laboratory Technology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Apply entry level clinical laboratory knowledge and theory necessary to function in a health care setting as evidenced by 100% of students receiving a 70% on the MLAB 2660/2661 clinical evaluation tools.	Clinical evaluation tool (Performance Appraisal, Exit Exam, and Clinical Evaluation Form)	10 of 10 students received 70% or better on all of their Clinical evaluation tools Total: _100%__				No changes at this time – continue to monitor

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

2014-2015
Workforce Education
Annual Assessment Report
Grayson College

October 27, 2015

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Collision Repair – Auto Body

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas **IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!**			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
2. Upon completion of 1558, 90% of students will be able to tape a car the car for color paint application.	Lab Exercises observed and critiqued by instructor,	91.6% of 1558 students passed in Fall 2014. 91.3% passed in Spring 2015.	We will use a charting system in the future to better track when and which students have painted a car.			

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – CADD Technology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Create a complete set of Residential Architectural documents that meet industry standards, utilizing current CADD software.	Assignment, Sheet Sets in DFTG 2331 class. Create a completed set of documents for Advanced Residential Architecture class. All Students to Receive a 90 or better for the assignment.	Average grade for all students was an 85. Lowest grade was an 83. The ability to reference to/from sheet to sheet needs improvement to increase the overall understanding of sheet sets for students.		Add additional instructions / assignments into 1317 class to increase knowledge of Sheet Sets.		

Assessment of Program Learning Outcomes
HART 2014-2015

Cert or Degree	Outcome Measure	ILO(s) Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
					(1) instruction	(2) curriculum	(3) technology	(4) assessment
Heating, Air Conditioning and Refrigeration Technology AAS	Demonstrate knowledge of principles of electricity.	Critical Thinking	Course imbedded exam	Of the 18 students that took the final exam in the Fall of 2014, 5 students made an "A" on the final exam and 6 students made a "B" on the final exam. This is a total of 61.1%	Need to find a way to make sure the students understand the material before the end of the semester to improve final exam scores.			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Certificate in Mechatronics

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas IF YOUR PROGRAM WILL NOT BE OFFERED AS A PROGRAM IN THE FALL 2015 DO NOT COMPLETE SECTION 1-4 BELOW!			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
4. Apply refrigeration principles and practices to air conditioning systems.	Lab assignment. See attached documentation.	2 Students graduated with a mechatronics certificate in the 2014/2015 academic year. Both received a perfect score on the lab assignment.	No recommended changes are identified as both students scored perfect. More will be known as the sampling increases.	No recommended changes are identified as both students scored perfect. More will be known as the sampling increases.	No recommended changes are identified as both students scored perfect. More will be known as the sampling increases.	No recommended changes are identified as both students scored perfect. More will be known as the sampling increases.

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Welding Technologies

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
#4. Each student will test for AWS Certification at each level of the program. Rewritten to say: 90% of students will complete and pass with a 70% or better, certification testing on plate and pipe for SMAW and FCAW welding processes	Plates and pipe will have coupons removed from assembly to be bent according to AWS D1.1-10 codes. The number of discontinuities will calculate into a grade percentage, but cannot exceed code limits.	96% of students that completed WLDG 1457 passed the AWS D1.1 Structural Test on 3/8 inch or 1 inch steel. This PLO has been completed and will no longer be assessed. No improvement plan is needed. The Welding Curriculum Map will be re written this year to produce measurable learning outcomes as the remaining 3 PLOs are not measurable.				Rewrite PLOs/Curriculum map to produce measurable outcomes.

Child Development PLO's 2013-2014

NAEYC Standards

Standard 1. Promoting Child Development and Learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

Standard 5. Using Content Knowledge to Build Meaningful Curriculum
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

c.1) EVIDENCE CHART

Key Assessment 1

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

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

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity STD = standards 1-6, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	STD6	SS1	SS2	SS3	SS4	SS5
C		*B, C*	*A*	*C*					*X*	

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

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

In Fall 13, the new key assessment was used. Three students of nine failed to turn in the assignment. For most of the standards measures, students met or almost met expectations. The one area where over half the students did not meet expectations was on standard 5. In the rubric

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

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Describe how data from this key assessment are being used to improve teaching and learning.

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

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

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

Standards		Meets or Exceeds Expectation	Almost Meets Expectations	Does not meet expectation	Did not complete
Standard 1. Promoting Child Development and Learning	**1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Fall 13 Spr14 N=6 N= 13 33% 50%	Fall 13 Spr14 N=6 N= 13 67% 27%	Fall 13 Spr14 N=6 N=13 0% 23%	Fall 13, 3 out of 9 Spring 14, 5 of 18 did not complete
Standard 3. Observing, Documenting , and Assessing to Support Young Children and Families	**3b:** Knowing about and using observation, docu-mentation, and other appropriate assessment tools and approaches	Fall 13 Spr14 N=9 N= 13 100% 92%	Fall 13 Spr14 N=9 N= 13 0% 0%	Fall 13 Spr14 N=9 N= 13 0% 8%	
	3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	Fall 13 Spr14 N=9 N= 13 50% 38%	Fall 13 Spr14 N=9 N= 13 50% 31%	Fall 13 Spr14 N=9 N= 13 0% 31%	
Standard 4. Using Developmentally Effective Approaches	**4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children	Fall 13 Spr14 N=9 N=13 67% 35%	Fall 13 Spr14 N=9 N=13 33% 46%	Fall 13 Spr14 N=9 N=13 0% 19%	

to Connect with Children and Families				
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	**5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Fall 13 Spr14 N=9 N= 13 17% 23%	Fall 13 Spr14 N=9 N= 13 50% 54%	Fall 13 Spr14 N=9 N= 13 33% 23%	
Supportive Skills					
Supportive Skill 4: Making connections between prior knowledge/ experience and new learning		Fall 13 Spr14 N=9 N=13 50% 15%	Fall 13 Spr14 N=9 N= 13 33% 46%	Fall 13 Spr14 N=9 N= 13 17% 38%	

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Accounting

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate job search/interviewing skills in order to become successfully employed in the accounting field.	(ACNT2302) Write a report based on interview with GC Job Placement person that outlines skills learned. Write a resume and have it approved by GC Job Placement director.	100% of the students in ACNT2302 completed this assessment, and they each did a good job. I did find that about 25% of the students did not include everything in the report that I would have wanted.				I will still require that interview and report based on the interview (as well as the resume), but I will make the rubric that I use to grade the assessment available to the students before they write the report so they will know exactly what their grade will be based upon.

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Business and Management

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
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.	1. Course embedded assessment. 2. Student work samples.	Students were able to effectively analyze, question, discuss, and evaluate various scenarios presented using SCORM modules using SoftChalk Cloud items embedded in Blackboard and Canvas LMS modules.				Expand use of embedded learning engagement activities in Canvas LMS by adding these graded activities to additional courses.

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Computer Maintenance and Networking

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
Demonstrate and employ proven methodologies for supporting computer hardware and operating systems	Overall GPA for class (and student drop rates)	Spent more time enhancing ITSC1416 as it was originally one of the most challenging classes, and had a traditionally low class GPA with the highest student drop rate of any CMNT class.	(1) instruction Spent more time with students in lab	(2) curriculum Enhanced assignment instructions and broke skills being taught into smaller modules	(3) technology Added new labs to improve overall skills learned in class	(4) assessment Class GPA rose from ~80% GPA with ~50% drop rate in Spring 2014 to Class GPA of 88% and NO drops in Spring 2015

Assessment of Program Learning Outcomes
2014-2015 Academic Year
Associates of Arts in Teaching

Program Learning Outcome Measured	*Assessment Method*	*Summary of Results*	*Use of results to improve in one or more of these areas*			
(A)	*(B)*	*(C)*	*(1) instruction*	*(2) curriculum*	*(3) technology*	*(4) assessment*
The student will design and assess curriculum and lesson plans including differentiated instruction and strategies to engage all learners including special populations	2301 IEP assignment	*Fall 14*-8 out of 12 students completed the IEP in the F2F course. 4 A's, 4 B's, 1 D and 1 F. More community resources needed to be identified. INT-11 out of 17 completed the assignment. 11-A's *Spring 15*- 8 out of 13 did not attempt in the F2F course. 5 A's, 2 B's, 1 and 1 C. INT-13 out of 16 completed the IEP. 10 A's, 2 B's and 1-F There are not standardized instructions or requirements.	videos will be created to explain the assignment. Video will contain screen shots as well.		provide websites with examples of IEPs and goal banks and community resources	create a rubric so students can see specific requirements for the assignment and we can assess more specifically where help is needed and a uniformed assignment will be completed.

Assessment of Student Learning Outcomes
Spring 2015

AS Computer Science/Computer Information System

Course	Number	Section	Outcome Measure	ILO Supported	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
							Instruction	Curriculum	Technology	Assessment
COSC	**1336**		Students will be able to create, compile, and execute structured computer programs using C++	Critical Thinking	Course Assignments	100% of students showed competency with a passing grade of 'D' or better. Previous measure was at 100%.	Used class period for 'preassignment' instruction			
COSC	**2330**		Students will be able to create, compile, and execute structured computer programs using C++ with functions and arrays	Critical Thinking	Course Assignments	62% of students showed competency with a passing grade of 'D' or better	Assign additional lab using arrays so students can get more hands-on practice			

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Economics

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
PLO 1: The student will be able to apply concepts related to the economizing problem.	Multiple-Choice Test	None—the course was canceled.				
PLO 2: The student will be able to interpret the impact of macroeconomic, microeconomic, and trade policies.	Multiple-Choice Test	None—the course was canceled.				

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Office & Computer Technology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate ability to assign correct CPT codes to medical procedures.	HITT 1341 Course embedded tests and worksheets.	Grade Analysis: A – 0 B – 6 C – 4 D – 4 F – 3 Students with Bs and Cs attended tutoring.	I will continue to offer on-campus tutoring to students. Current year reference manuals are available to students for use on campus. I will continue to use additional resources to provide students with real life scenarios.			

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Criminal Justice

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate professional, ethical, respectful conduct to those of diverse cultures, customs and beliefs in stressful situations.	Capstone Exam	We have taught this material in 2328 starting in Fall 2015 we are going to teach this material in an additional course 1301.		This material will be taught in 1301 and 2328.		

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Culinary Arts

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Anticipate and manage labor and food costs in order to operate an economically sustainable establishment	Written test " Final " with a pass rate of 80% from the class	We had a total of 17 students take the test and all 17 students passed the final with a 100% pass rate. The average test grade on the final exam was 81%. High was 96% and the low was 72%. There are fewer students in the middle of the results with more at either end of the curve.		We re-evaluated the final to make sure that it had all aspects that we felt were important for the students to know, and we checked the final again to verify all items needed were covered. We will now look at the test questions to ensure test validity in student knowledge.		Continue to assess students in this course to make sure that they are gaining the skills to operate a sustainable establishment

Assessment of Program Learning Outcome
2014-2015 Academic Year
AAS – Drug and Alcohol Abuse Counseling

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate independent clinical decision making skills to provide safe, effective care for clients and families.	Completion of practicum	100% Completion of practicum	Require student participation in DAAC Practicum Orientation prior to clinical semester, Resume Building and Professional Identity skill building utilizing the LCDC code of ethics.	Use of syllabus, DAAC handbook and DAAC Practicum Orientation to advise students of the pre requisite immunizations, background checks and procurement of practice sites prior to clinical semester.	Use of online catalog and Practicum success orientation online package to describe process and prerequisites.	Evaluate the Students Learning Plan for Practicum

Assessment of Program Learning Outcomes
2014-2015 Academic Year

ENOLOGY

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
Produce, analyze, and evaluate wines.	Crush grapes, ferment wine and perform sensory evaluation. Visual evaluation of student performing these tasks. Verbal communication of sensory determination.	90% of students correctly crush and ferment wines being made. 80% of students correctly master the sensory components of wine .		Will incorporate and reinforce sensory components of wine over other enology courses.		

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Hospitality Management

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Provide students with the necessary skills in computer technology, management, cost controls, purchasing, and communications to be successful in the Hospitality Industry	Pass the capstone test with a 80 % score	Using our capstone exam that is administered with HAMG2167, which is a last semester course, the students in this class all passed the exam with at least a 80% score.		We are changing the HAMG2167 into a capstone course instead of administering the capstone test.		We are going to use the employer responses on student performance as the new assessment tool to see if the student's gained the skills needed from the program.

Assessment of Program Learning Outcomes
2014-2015 Academic Year

VITICULTURE

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
3. Understand grapevine physiology and its effect on decision making in the vineyard.	Visual assessment of student evaluation of the grapevine.	100% of students properly evaluated the components of the grapevine.				Will evaluate the assessment tool to ensure rigidity of the evaluation process.

Assessment of Program Learning Outcomes
2014-2015 Academic Year

Police Academy

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
(A)	(B)	(C)	(1) instruction	(2) curriculum	(3) technology	(4) assessment
Increase passing rate on licensing test	Results from licensing test	174 students of 179 endorsed passed State licensing test on first attempt. Two additional students passed on second attempt.	Continued use of younger and more recently trained officers, additionally more use of area civilian agencies advocates	No change, controlled by State	Dropped use of online video subscription for classroom lecture, replaced with available network videos that are more contemporary	Continues to be external State licensing test

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS - Cosmetology

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
DIFFERENTIATE BETWEEN SANATATION AND DIFECTION	Assessment will be done by professor according to state board rules and regulations	Students will be able to perform all sanitation and defection task	Students will be shown all task.	Students will read the rules and regulation booklet on satiation, and defection		Students will be grated on mock state board testing

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Estheticians & Skin Care Specialist

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Retention of clients and see a improvement of their skin	Skin analyses will be performed by students and professor	Students will be able see an improvement of clients skin and in the process retaining client loyalty	Students will be shown practical application	We will follow the curriculum set by the state	Using the latest technology recommend to complete this task	

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS – Cosmetology Instructor

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate the hand on application of various methods of cosmetology	Students will be able to perform various methods of cosmetology	WILL BE ABLE TO PRESENT VERIOUS METHODS OF COSMETOLGY	STUDENTS WILL BE SHOW PARTICIAL APPLICATION	Curriculum will remain the same		Rubric will be used on grading of the student instructor.

Assessment of Program Learning Outcome
2014-2015 Academic Year

AAS –Nail Tech

Program Learning Outcome Measured	Assessment Method	Summary of Results	Use of results to improve in one or more of these areas			
			(1) instruction	(2) curriculum	(3) technology	(4) assessment
Demonstrate the application of artificial nail enhancements	Performance of practical application	Demonstrate and perform the nail enhancements on clients	Professionalism will be used when work on clients		The use of technology to learn different types of application of nail enhancements	State board licensing

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

2013-2014
Academic Studies
Annual Documentation of Improvement Report
Grayson College

October 27, 2015

BIOLOGY
Grayson College
Documentation of Improvement Implemented Fall 2014
Based upon Assessments Fall 2013-Spring 2014

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 2014 and results if applicable
(Enter the improvement plan here)	*(Enter the results of the improvement plan here)*
(1) Some sections trialed changing the order that evolution topics are covered. In the past, some instructors have covered evidence of evolution (the pattern) before covering natural selection (the process). Some of these instructors reversed the order and covered natural selection first, just as Charles Darwin did in the *Origin of Species*. We hoped this change would make both evolution and natural selection easier to understand, as evinced by higher grades.	RESULTS: To make comparisons more meaningful, we present the data from one instructor: The average score for the test on Evolution was 72.7% (n=71 students) in Fall 2013 and 74.5% for Fall 2014 (n=52). It appears there may have been a slight improvement since changing the sequence of topics. However, we caution that year-to-year variation in student population can be significant, so prudence is warranted when interpreting these results.

Grayson College
Documentation of Improvement Fall 2014
Chemistry

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 2014 and results if applicable
(1) Instruction and (3) Technology	In order to address absentee needs, class lectures in CHEM 1411 and 1412 were recorded using an iPad and Swivl system. Videos were not edited, but uploaded "as is" to an unlisted YouTube account. Students who missed class with excused absences were sent the link to the video. Results: 1. Several students who were present in class requested access to the videos so that they could watch them and better understand the class material. This access proved very beneficial to several non-traditional students who were less comfortable with the material in the class. These students reported watching the videos multiple times as part of their study process. 2. The videos proved invaluable during the bad weather days during the spring semester. Since the YouTube channel was previously set up, the instructor was able to record entire lectures, post the link to Blackboard and continue class without loss of instruction time. 3. The science department has purchased 2 iPads to continue implementation of this improvement

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

AS English

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	The faculty in English continued to focus on curricular issues in selecting assignments to provide evidence that course learning outcomes supported core objectives. Our previous assessment work involved confusion about having an English degree plan without any courses for English majors (since all English courses are core courses assessing majors and non-majors similarly).
Collaborative work among faculty to link course outcomes with core objectives in English 1301 and 1302.	*Common assignments, one in English 1301 and one in 1302, will be used to measure all 3 communication core objectives, the personal responsibility objective, the team work objective, and the 3 critical thinking core objectives. All faculty, full and part-time, participated in professional development aimed at improving retention from 1301 to 1302 with better sequencing of assignments.*

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

AS – Fine Arts

(1) Instruction: Develop benchmarks throughout the semester in portfolio production; oral critiques; and the ability to defend selected works.	The success rate of of students in studio classes in the Fall 2014 fell 8% from Fall 2013 with seventy-two percent (72%) scoring B or better. 77% of the Fall 2013 students score scored B or Better. The target performance was 85%. An evaluation of students failing studio class in the Fall 2014 semester revealed that those failing classes missed an average of 14.75 classes each with a median of 17 absences. This is an improved from Fall 2013 studio classes in which failing students missed an average of 18 classes with a median of 21. The improvement may be the result of hiring a new studio painting instructor. In order for improvement in overall success rate of students in studio classes the instructors over the summer of 2015 will work on strategies for improving attendance.
(4) Assessment: Establish a tier system within each studio to ensure that students are evaluated more stringently at each level, increasing their verbal and nonverbal skills, classroom discussions and critiques, and the ability to defend selected works.	Tier system of evaluation was not introduced in the Fall 2014 semester but was implemented in the Spring 2015 Design II class. This system of increasing assignment assessment weights as the semester progresses and the expectation for increased performance will be developed and implemented in all studio class for 2014-2015.

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

AS - Geology

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 2014 and results if applicable
Curriculum	We are moving to a model of more integration between lecture and lab to reinforce student's understanding of key concepts. This should allow continued success with student's understanding of the material and help them to apply that knowledge to different circumstances. This plan also includes increased interactive classroom activities to provide better understanding. Success rates in Physical Geology increased to 82.6% in Fall, 2014 from 73.3% in Fall, 2013. Environmental Geology success rate improved to 93.8% in Fall, 2014 compared to 90.5% in Fall, 2013.

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

AS - Mathematics

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2014 and results if applicable
Based results from 2014-15 Academic year, the math dept. 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 necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."	"In Fall 2014, 6 out of 10 students (60%) performed at or above the 75% proficiency level. For the Spring 2015 semester, 5 out of 7 students (71.4%) performed at or above the 75% proficiency level. Combining these results, 64.7% of the students performed at or above the 75% proficiency level."

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

AS 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 2013 and results if applicable
(2)Based on the strengths and weaknesses of the pretest, the course curriculum can address the weakest skills demonstrated by the class.	The 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 a pretest at the beginning of the semester to assess the student's level in the areas of sight singing, rhythmic, melodic and harmonic dictation. The same test is given at the end of the semester and a comparison of the two tests will measure the student's growth.	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

Spring 2012-2015 Documentation of Improvement

AS – Physical Education

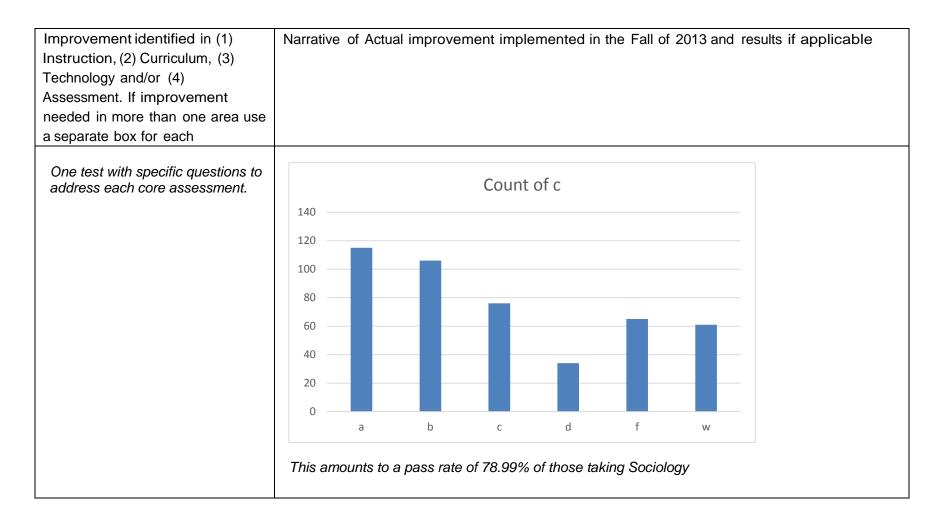| Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	**Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable**
2014	Reported Spring 2015
1) Hiring qualified adjuncts to teach online in needed.	The assistant softball coach was hired and trained to teach online. She had one on one training with the department chair regularly to ensure the online courses were taught using best practices for online instruction. The course was approved the e-lac approval process. Adjunct add for hire on college website. A new hire was completed Spring 2015 to begin Fall 2015. One qualified application was received from the add during the Spring 2015 semester. That will give the department 3 instructors qualified to teach online.
2) Instruction: Spring 2014 only 9 out of 21 (42%) students completed the PPT presentation. It was determined that students need to choose their topic early in the semester and to see a sample of the PPT to help guide them.	After the first semester of the online class, it was identified that clearer instructions are needed for the PPT presentation that is required of students in this class. An example was created to help support them on their creation of their PPT. Students picked their topic early in the semester based on the competency for the course. This helped the students to have better time management skills for this assignment. An example was uploaded for them to see what the expectations are for the PPT. Past semesters, students did not either do the PPT or the PPTs were not appropriate (long sentences on them, no pictures, no theme-just white slides with black print). This semester 94% of the students completed the PPT presentation. There were 4-C's, 4-B's and 14-A's.

Grayson College
Documentation of Improvement Implemented Spring 2015
Based upon Assessments Fall 2013-Spring 2014

AS - Physics

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 Spring of 2015 and results if applicable
PHYS 1415	Compared to Spring 2014. We used more time in lab to instruct students on various types of problem solving techniques and related these techniques back to lecture examples as well as practical everyday examples. Exam questions, written assignments, and experiment questions were changed to emphasize more focus on problem solving techniques. The student averages for the questions were increased on average 8% for each of the 3 areas where problem solving was assessed.
PHYS 1402	Compared to Spring 2014. We used more real world examples when covering stactic and current electricity and magnetism. Focus was on relating common everyday experiences with the related physical quantities. The student averages for the questions were increased on average 10% for questions related to current electricity. Student averages for the other two areas remained unchanged.
PHYS 2425	Compared to Spring 2014. We used more real world examples when covering stactic and current electricity and magnetism. Focus was on relating common everyday experiences with the related physical quantities. The student averages for the questions were increased on average 6% for questions related to static electricity. The student averages for the questions were increased on average 7% for questions related to conservation of magnetism. Student averages for current electricity.
PHYS 1403	Compared to Spring 2014. Additional computer simulations were introduced in both lab and lecture to to better reinforce the evolution of the solary system, different planet types and related scientific laws. The student averages for the questions were increased on average 7% for questions related to the evolution of the Solar System. Student averages for the other two areas increased from 7 – 10 %.

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

Psychology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
Assessment: *We will continue to conduct this assessment as a graded exercise to maintain our proficiency level of >70%*	Data from the assessment reveals that 89% of all students tests scored at the >70% proficiency level. This was due to increased instruction time of the concept as well as a curriculum change in which the concept was addressed in real-life applications.

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

AS - Sociology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
One test with specific questions to address each core assessment.	 Count of c *This amounts to a pass rate of 78.99% of those taking Sociology*

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

AS Theatre

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
Develop creative proficiency in designing sets, costumes, lights or sound for productions.	For the four show season a total of 13 students were given the opportunity to design. (4-Lighting, 4 -Sound, 2-Scenic, 3-Costume) Formal Post-Mortems were conducted with each design team and critiqued by all Theatre faculty. Each student documented both their process and production using a professional Facebook page.
Strengthen proficiency in operating audio and lighting equipment.	16 students ran lights or sound for various events and productions. 3 new Elation Platinum 5rPro intelligent lights were added to the inventory of Cruce Stark. A DRAM 2331 project was added that have each student program one minute of music using 12 intelligent lights and 42 conventional instruments. Subsequently, 12 students were hired for professional theatre internships, apprenticeships or staff positions at summer theatres, the highest number ever.

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

AS Spanish

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	
Changed the Program Learning Outcomes to the Core ILOs for program review. Assessment now examines the new core curriculum in light of our future requirements for meeting the general education core. New charts were created for each course to align course SLOs to the Core ILOs. Beginner Spanish courses fall under Component Option Area and Intermediate courses fall under Lang. Philosophy and Culture.)	*Work on aligning the assignments in Beginner and Intermediate Spanish courses to better meet the criteria in the rubrics for Core Assessment.*

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

2013-2014
Health Sciences
Annual Documentation of Improvement Report
Grayson College

October 27, 2015

Grayson County College
Documentation of Improvement
Implemented Fall 201
AAS-Dental Assisting
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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 2014 and results if applicable
Instruction	Procedural skills in clinic and lab were set up using manikins, typodonts and other materials needed. Students were given one on one instruction until all skills were mastered.
Assessment	After remediation each student was required to complete individual skill assessments on each procedure. The students were able to complete with 100% pass rate after remediation.

Grayson County College
Documentation of Improvement
Implemented Fall 2014
AAS-Paramedicine
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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	In Fall 2014 the program implemented a stand-alone lab for EMSP classes. A lab coordinator was identified and given the role of coordination of psychomotor skill sessions. This allowed 6 hours per week to be dedicated to skills, which in turn also allowed for 6 more hours per week to be spent in the didactic courses concentrating on cognitive material.
Improvement in instruction	*The cohort graduating August 2015 achieved 100% passing rate on the National Registry psychomotor exam (first attempt) and a 93% passing rate on the National Registry Cognitive Exam (first attempt).*

Grayson County College
Documentation of Improvement
Implemented Fall 2014
AAS-Registered Nursing
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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 2014 and results if applicable
Implement use of ExamSoft to allow for increased experience in use of technology as a means to prepare for alternate format questions currently utilized on the NCLEX-RN exam.	Fall 2014, purchased 50 I-pads with Perkins funds and implemented testing with ExamSoft. Results on NCLEX exam unable to be evaluated until results are available in October of 2015. However, overall scores on unit exams have decreased since implementation of ExamSoft testing. Will continue to monitor since pass rates on external exams has also decreased significantly.

Grayson County College
Documentation of Improvement
Implemented Fall 2014
AAS Radiologic Technology Program
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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 2014 and results if applicable Incorporated Rad Review Easy (online registry review) into more courses to help students have the technology available to be more successful in their courses and passing the ARRT registry. The use of the online registry provided instructors with data to help identify areas of concerns for students that may have been struggling but hadn't approached instructors for assistance. This data allowed instructors to provide more in depth assistance to those students to help them fully comprehend their lessons.
Instruction	*100% Pass Rate of Sophomore Exit Exam Spring '15* *ARRT registry results unavailable until after Class of '15 completes their exams.*

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

2013-2014
South Campus
Annual Documentation of Improvement Report
Grayson College

October 27, 2015

Grayson County College
Documentation of Improvement
Based upon PLO Assessed Fall 2013-Spring 2014

AAS- Medical Laboratory Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of actual improvement implemented in the Fall of 2013 and results if applicable
Use critical thinking skills to properly operate laboratory instrumentation, interpret patient testing results, and evaluate the validity of the results as evidenced by 100% of students earning at least 70% on their MLAB 2660/2661 Performance Appraisal Form	*No changes needed – will continue to monitor.*

Grayson College
Documentation of Improvement Fall 2013
Vocational Nursing 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 2014 and results if applicable Outcome for 2015:
Faculty will provide opportunities for students to engage in utilization of the nursing process and critical thinking in the clinical setting during VNSG 1360, VNSG 1361, and VNSG 1362	Faculty encouraged use of critical thinking in actual patient care in clinical settings by asking questions regarding patient condition, assessments, and possible outcomes with problem situations. Students were able to critically think through the situation and verbalize possible complications, assessment and evaluations needed.
Curriculum presentation in all VNSG courses will incorporate the nursing process and critical thinking approach.	All VNSG courses incorporated the nursing process and critical thinking approach. Exams in all VNSG courses are based on the nursing process. Students were able to critically think through situations presented on exams to correctly identify steps of the nursing process.
Implement mandatory practice assessments and tutorials that reinforce nursing process and critical thinking which are available to students through computer assisted learning with Assessment Technologies Institute (ATI).	Mandatory practice assessments and tutorials were implemented through computer assisted learning with Assessment Technologies Institute (ATI) for all applicable units of study. Students were required to take ATI post-tests on units of study with minimum passing grade of 75% and submit to faculty.

GRAYSON
C O L L E G E

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

2013-2014
Workforce Education
Annual Documentation of Improvement Report
Grayson College

October 27, 2015

Grayson County College

Documentation of Improvement

2013-2014 Learning Outcomes

HART Associate of Applied Science

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

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

Auto Body

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
N/A	*The recommended improvement has been implemented. A chart is now in place to record when a student meets this requirement as they may meet it in a number of different courses multiple times. The benchmark for this PLO has been met. A new PLO will be written to replace this one.*

Grayson College
Documentation of Improvement Implemented Fall 2014 or Spring 2015
Based upon Assessments Fall 2012-Spring 2013

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	Five of the instructors attended training on the use of virtual welding. With upgrades purchased with virtual welding machines due to arrive in the summer 2014, the students that need additional welding training with; 1 contact to work distance. 2 Travel speed. 3. Work angle. 4. Travel angle, can be placed on a machine for documentation of improvement and repetition.
Technology: Lincoln VRTEX Virtual Welder	*All welded program students were trained using the virtual welders. The success rate was 96%. Each of these students passed the AWS D1.1 structural test on either 3/8" or 1" mild steel. This PLO has been successfully assessed, measured and improved. It will be replaced.*

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

Mechatronics

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 2014 and results if applicable
Curriculum and Assessment	*The Capstone exam is being reviewed by the new Chair of Advanced Manufacturing. The exam will be updated by the end of the Fall 2015 semester. The welding and drafting components of the exam require an update..*

Grayson College
Documentation of Improvement
Implemented 2014-2015
AAS-CADD Technology
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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	Added Deg/Min/Sec bearing and Azimuth reading exercises to improve the understanding of the mapping/ plot plan boundary lines. Add additional Drawing assignment to require the students to complete a full layout / plan from scratch. Added a lecture material containing the importance of plot layout and required information.
Final Drawing requirements in DFTG 2330 class contains all the necessary properties for a complete and accurate civil Plot Plan. The average grade for the Spring 2014 class was 82.5%	*Final drawing for the DFTG 2330 class in Spring of 2015 grade improved from an average of 82.5% to 89.1%, just shy of the expected outcome of 90%*

Child Development PLO's 2013-2014

NAEYC Standards

Standard 1. Promoting Child Development and Learning

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

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

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

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

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

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

c.1) EVIDENCE CHART

Key Assessment 1

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

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

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity STD = standards 1-6, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	STD6	SS1	SS2	SS3	SS4	SS5
C		*B, C*	*A*	*C*					*X*	

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

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

In Fall 13, the new key assessment was used. Three students of nine failed to turn in the assignment. For most of the standards measures, students met or almost met expectations. The one area where over half the students did not meet expectations was on standard 5. In the rubric

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

Describe how data from this key assessment are being used to improve teaching and learning.

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

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

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

Standards		Meets or Exceeds Expectation	Almost Meets Expectations	Does not meet expectation	Did not complete
Standard 1. Promoting Child Development and Learning	**1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Fall 13 Spr14 N=6 N= 13 33% 50%	Fall 13 Spr14 N=6 N= 13 67% 27%	Fall 13 Spr14 N=6 N=13 0% 23%	Fall 13, 3 out of 9 Spring 14, 5 of 18 did not complete
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	**3b:** Knowing about and using observation, docu-mentation, and other appropriate assessment tools and approaches	Fall 13 Spr14 N=9 N= 13 100% 92%	Fall 13 Spr14 N=9 N= 13 0% 0%	Fall 13 Spr14 N=9 N= 13 0% 8%	
	3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	Fall 13 Spr14 N=9 N= 13 50% 38%	Fall 13 Spr14 N=9 N= 13 50% 31%	Fall 13 Spr14 N=9 N= 13 0% 31%	
Standard 4. Using Developmentally Effective Approaches	**4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children	Fall 13 Spr14 N=9 N=13 67% 35%	Fall 13 Spr14 N=9 N=13 33% 46%	Fall 13 Spr14 N=9 N=13 0% 19%	

to Connect with Children and Families				
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	**5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Fall 13 Spr14 N=9 N= 13 17% 23%	Fall 13 Spr14 N=9 N= 13 50% 54%	Fall 13 Spr14 N=9 N= 13 33% 23%	
Supportive Skills					
Supportive Skill 4: Making connections between prior knowledge/ experience and new learning		Fall 13 Spr14 N=9 N=13 50% 15%	Fall 13 Spr14 N=9 N= 13 33% 46%	Fall 13 Spr14 N=9 N= 13 17% 38%	

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 2014 and results if applicable
(1) Instruction: Next year I will provide a review for the trouble areas students faced on this problem. They will be required to complete this review before beginning the problem.	*After completing the review that was required prior to beginning this problem, 100% of the students completing the problem made 80 or above. The review made a real difference in the success students had on this comprehensive problem.*

Grayson County College
Documentation of Improvement
Implemented Fall 2014
AAS-Business and Management (Program)
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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 2014 and results if applicable
Make exam available for 7 days next semester to compensate for Blackboard issues.	Students were able to take exam over a week period in each Internet course in Blackboard. Student success rates increased from 79% to 88%. Student success rates in Canvas were 90% for those students who persevered.
Create SCORM multimedia projects to help illustrate financial statement analysis	Used SoftChalk Cloud to deliver SCORM modules in Blackboard and Canvas. Student vocabulary knowledge increased from 53% before use of SCORM modules to 85% after these items were embedded for a grade in LMS systems.

Grayson County College
Documentation of Improvement
Implemented Fall 2014
AAS-Computer Maintenance & Networking
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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 2014 and results if applicable
(Enter the improvement plan here) (This can be found at this link: Workforce Education Assessment Reports*)*	*(Enter the results of the improvement plan here)*
Demonstrate and employ proven methodologies for supporting computer hardware and operating systems	Spent time enhancing material and lab assignments specifically for ITSC 1416 Linux course where grades were very low last year. Provided better assignment instructions, and further breakdown of skills covered in each learning module (lab assignment). Overall course grades improved from roughly 80% class average (after ~50% student drop rate in Fall 2014), to Spring 2015 class average of 88% (and NO students dropped the course!)

Grayson College
Documentation of Improvement Implemented 2014-2015
Based upon Assessments Fall 2013-Spring 2014

AAT - 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 2013 and results if applicable
An assignment will be created and added to the portfolio in EDUC2301 where students will create 5 strategies for each population. Detailed instructions for wiki development will be created.	The video created for EDUC1301 was used in 2301 to help students create the portfolio wiki. An evaluation was done of course load and assignments in the course and it was determined that less and more developed assignments were needed. The strategies list was not used as an assignment. However in the final examination, four essay questions are posted using the different special populations where students discuss the population and strategies for helping each group. Two of the 4 are randomly chosen for each student and graded. Fall 13 grades: 5 A's, 5 B's, 3 C's, 2 D's, 3 F's and 4 did not take Spring 14 grades: 5 A's, 3 B's, 2 C's, 1 D's, 1 F (she only answered one essay) and 8 did not take.

Grayson County College

Documentation of Improvement Plan

Implemented Spring 2014

AS Computer Science/Computer Information Systems

Course[s] (e.g. ENGL 2301)	Summary of improvement plan implemented in Spring 2014 (What did you do?)	Did it show measurable improvement?	Improvement plan repeated or changed
COSC1336	Used class period for 'pre-assignment' instruction and in-class practice.	No – results are the same	Repeated

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Grayson College--Economics
Documentation of Improvement Fall 2014—Spring 2015

Improvement identified in (1) Instruction	Narrative of Actual improvement implemented in the Fall of 2014: Change the course from internet to hybrid format based on student recommendations.
	Enter the results of the improvement plan here: The improvement was not implemented because the course was canceled.

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

Office & Computer Technology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2014 and results if applicable
POFT 2312 Required students to perform peer review before submitting final letter for grade.	**(1) Instruction** Students initially voiced resentment about doing more work, but soon admitted to becoming a better proofreader as a result of peer review. Students seemed to gain more confidence by providing constructive criticism to each other.

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 2014 and results if applicable In the spring of 2014 we identified improvement in instruction of our PLO #2 Assess, plan, implement and evaluate job related tasks in the law enforcement profession. Our evaluation if this PLO indicated that 100% of the students tested passed this learning outcome.
(Enter the improvement plan here) *(This can be found at this link:* *Workforce Education Assessment Reports)*	*We moved to our next PLO #3* Demonstrate professional, ethical, respectful conduct to those of diverse cultures, customs and beliefs in stressful situations.

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 2014 and results if applicable	
2. Curriculum, Find additional channels for students to gain experiential learning in the culinary field. Research the possibility of adding a service learning aspect to capstone course. (This can be found at this link: Workforce Education Assessment Reports)	We gained new industry partners that assisted us in the practicum course, including the Hilton Garden Inn. We also made it a graded requirement for students in a course with a lab to participate in 4 to 6 hours of service learning. Students that participated in the Service learning had improvements in both overall course grades, but also had improvements in the professionalism grade. Service Learning Partners included PEVS, Willowood ranch, Denison and Sherman Service Leagues, the VA, Grayson County Soup Kitchen, and several others.	

Grayson County College
Documentation of Improvement
Implemented Fall 2014
DAAC AAS & Certificate (Program)
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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	Information on Practicum 2366 students was gathered through an evaluation of field performance completed by faculty field liaisons and based on evaluations completed by agency-based field instructors. Field evaluations rate student performance in area related to specific program objectives.
Instruction	DAAC 2366 introduced Student Learning Plan for Practicum /Clinical capstone class. The learning plan is help student develop a professional identity. Learning plan is to ensure student has the capacity to use a strengths based orientation in practice, apply conceptualized frameworks to practice, engage client systems, and work with vulnerable and at risk populations
Assessment	Site supervisors were provided a grading rubric for their use. Each site supervisor applied the grading criteria and assigned each student a grade. Instructor input reflected student attendance and class participation. Learning plans worked well allowing the student have specific input as to the areas the areas of substance abuse counseling they wish to specialize in. Online student graduate survey recommended.
	These changes affected both the DAAC AAS and Certificate Programs.

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

AAS - Enology

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
	Change of Directorship (1 Sept 2014) No Report

Grayson County College
Documentation of Improvement
Implemented Fall 2014
AAS-Hospitality Management
Based upon PLO Assessed Fall 2013-Spring 2014 (Results)

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 2014 and results if applicable
(1) instruction - We will continue to improve our quality of instruction through professional development seminars and continuing education for our instructors.	Both fulltime instructors went to conferences to improve their knowledge. This included Rusty Weatherly going to the 2014 ICHRIE conference in which he attended sections on current hospitality legal issues and sections on improving instruction on professionalism, which included management and risk management.
(2) curriculum - We are relooking at the final and pinpointing the criteria of what needs to be tested as the final was more comprehensive then what is needed. Dr. Dubin at UNT is assisting on the creation of the new final.	We reworked the final and got it to a point where the core course learning outcomes were more directly demonstrated on the final.
(4) assessment - We will continue to strive for high pass rates on comprehensive final exam.	With the final testing on the information that the students need to know, we were able to concentrate more efficiently on these concepts, thus allowing the students to study a more realistic amount of material to learn and master.

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

AAS Viticulture

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
	Change of Directorship (1 Sept 2014) No Report

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

Police Academy

Improvement identified in (1) Instruction, (2) Curriculum, (3) Technology and/or (4) Assessment. If improvement needed in more than one area use a separate box for each	Narrative of Actual improvement implemented in the Fall of 2013 and results if applicable
1 - Additional instructors for specific topics	Received improved student evaluations, smoother transitions between instructors, more local agencies performing background checks for hiring processes