2022-2023

Annual Assessment Report & Documentation of Improvement

GRAYSON COLLEGE

Executive Summary

GRAYSON COLLEGE

2022-2023

Academic & Workforce Assessment Audit

GRAYSON COLLEGE

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

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

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

ARTS & HUMANITIES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

ARTS & HUMANITIES: FINE ARTS – AA

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

Core Curriculum Component
CS3: Students will develop, interpret, and express ideas through visual communication.

Desired Results
Increase student awareness of visual elements/design principles with respect to visual communication. 100% of students with a C or better.

Collection Method Data
Assignment

Assessment Measure	Assessment Method
DIRECT	Rubric scored students on visual elements/design principles

Historical Aggregated Course Result
100% of students achieved a "C" or better.

Disaggregated Instructional Method/Locations	FACE-TO-FACE

Current Aggregated Result
Only one mode of delivery. Student success indicates the assignment achieved the program learning outcome.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
Instruction
Revise lecture/assignments for ARTS1303 and ARTS1304 to improve student outcomes and evaluate PLO4 (The student will develop and demonstrate a visual memory, will be capable of identifying and understanding works of art, and will acquire a knowledge of basic art history periods/movements while comprehending historic continuities).
Document of Improvement Prior Year
Develop instruction to model and reinforce the use of the “language of art” in critiques.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 Cycle Two PLO 1
Lecture and assignment focus more specifically on learning objectives: visual elements and design principles.

ARTS & HUMANITIES: FINE ARTS – AA

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

ARTS & HUMANITIES: MUSIC – AA

PLO Measured
Student will be able to demonstrate a knowledge of the historical and social contexts of music

Core Curriculum Component
CS1: Students will develop, interpret, and express ideas through written communication. SR1: Students will identify intercultural competence.

Desired Results
75% completion of capstone project.

Collection Method Data
Through an assignment in the course.

Assessment Measure	Assessment Method
DIRECT	Written essays that require students to explain the cultural significance certain pieces of music.

Historical Aggregated Course Result
100% completion with passing grade.

Disaggregated Instructional Method/Locations	FACE-TO-FACE

Current Aggregated Result
100% Face to Face

Improvement Plan 2022-2023 Results PLO Cycle One PLO 2 & 3
Instruction Continue to address the cultural significance through lectures of certain pieces of music.
Document of Improvement Prior Year PLO Curriculum Based on the results, we will improve the curriculum area by consulting with surrounding universities to align our curriculum for smoother transfers and recruit more students into the program.

Document of Improvement Plan 2023-2024 Cycle One PLO 4 Cycle Two PLO 1
Curriculum For this academic year, we assess a different PLO to continue to improve the program.

ARTS & HUMANITIES: MUSIC – AA

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

ARTS & HUMANITIES: THEATRE – AA

PLO MEASURED
Students will demonstrate mastery of industry vocabulary. Students will exhibit the discipline, work ethic and attitude of a theatre professional

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CS2: Students will develop, interpret, and express ideas through oral communication. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

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

COLLECTION METHOD DATA
Vocabulary Quiz/Test for CS1 in DRAM 1351 Demonstration of vocabulary usage in DRAM 1351 CS2 Using available materials student groups, assigned in theatre standard leadership positions, will plan, and construct functional and structurally sound scenic elements for TW1 in DRAM1330

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Vocabulary Quiz/Test for CS1 in DRAM 1351 Demonstration of vocabulary usage in DRAM 1351 CS2 Using available materials student groups, assigned in theatre standard leadership positions, will plan, and construct functional and structurally sound scenic elements for TW1 in DRAM1330

HISTORICAL AGGREGATED COURSE RESULT
Desired results 2021-2022 & 2022-2023 - 70% of students will perform at or above the 75% proficiency level 100% met both years

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE / HYBRID
FACE-TO-FACE: DRAM 1330 for TW1 One section of DRAM 1330 was offered for Fall 2022. • 6 students were enrolled and all completed the course. • 6 of the 6 students performed above the 75% proficiency level. • 100% met.	
HYBRID: DRAM 1351 for CS1 & CS2 One section of DRAM 1351 was offered for Fall 2022. • 7 students were enrolled and all completed the course. • 7 of the 7 students performed above the 75% proficiency level. • 100% met.	

Current Aggregated Result

FACE-TO-FACE: DRAM 1330 for TW1

One section of DRAM 1330 was offered for Fall 2022.

- 6 students were enrolled and all completed the course.
- 6 of the 6 students performed above the 75% proficiency level.
- 100% met.

HYBRID: DRAM 1351 for CS1 & CS2

One section of DRAM 1351 was offered for Fall 2022.

- 7 students were enrolled and all completed the course.
- 7 of the 7 students performed above the 75% proficiency level.
- 100% met.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

Combined Aggregated Results for CS1, CS2, & TW1 were met at 100% for 2022.

For 2023 more focused leadership assignments will be made following week 1 evaluations to align with students in DRAM 1330.

Assessment

Combined Aggregated Results for CS1, CS2, & TW1 were met at 100% for 2022.

For 2023 more focused leadership assignments will be made following week 1 evaluations to align with students in DRAM 1330.

Document of Improvement Prior Year

Instruction

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

Document of Improvement Plan 2023-2024 Cycle One PLO 4 Cylce Two PLO 1

1. All students performed above the 75% assessment goal in DRAM 1351 for CS1 & CS2 in the Fall 2022 semester. The assessment tool mastered was a vocabulary quiz. As recommended in the DOI last year an additional assignments/projects should be added for Fall 2022 to support retention and usage of theatre vocabulary. Therefore, interactive in class activities were added to encourage proper usage and application of new theatre terminology. We will move on to another Program Learning and Institutional Learning outcome for FAll 2023.
2. All students performed above the 75% assessment goal for DRAM 1330 (TW1) in the Fall 2022 semester. We will move on to another Program Learning and Institutional Learning outcome for FAll 2023.

ARTS & HUMANITIES: THEATRE – AA

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

BUSINESS & ENTREPRENEURSHIP

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: ACCOUNTING – AAS

PLO MEASURED
PLO #2 – Use computerized accounting software to record business transactions and financial statements. PLO #3 – Analyze financial statements and communicate a company's financial position.

CORE CURRICULUM COMPONENT
CT3: Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
PLO #2 -- 70% of the ACNT1313 students will successfully use computerized accounting software to record business transactions and financial statements. PLO #3 -- 70% of the ACCT2302 students will successfully analyze financial statements and communicate a company's financial position.

COLLECTION METHOD DATA
PLO #2 – Final course grade in ACNT1313. PLO #3 – ACCT2302 Lab assignment

ASSESSMENT MEASURE	ASSESSMENT METHOD
INDIRECT	PLO #2 – Final course grade in ACNT1313. PLO #3 – In ACCT2302 there is a financial statement analysis lab assignment where students analyze financial statements and communicate a company's financial position.

HISTORICAL AGGREGATED COURSE RESULT
PLO#2 -- In Spring 2021 69% of ACNT1313 students successfully completed the course. In Spring 2022 93% of ACNT1313 students successfully completed the course. Course not offered during fall semester PLO#3 -- In Fall 2021, 69% hybrid and 87% internet ACCT2302 students successfully completed the lab assignment with a grade of 70% or higher. In Spring 2022, 75% hybrid and 66% internet ACCT2302 students successfully completed the lab assignment with a grade of 70% or higher.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	ONLINE / HYBRID
ONLINE: PLO #2 -- 95.85% ACNT1313 students were successful in completing the course during spring 2023. This course was not offered during the fall 2022 semester. PLO #3--Fall 2022 ACCT2302 77% of students scored 70% or higher on the lab assignment. Spring 2023 ACCT2302 1st 8 week term 87% and 2nd 8 week term 74% of students scored 70% or higher on the lab assignment.	
HYBRID: PLO #3--Fall 2022 ACCT2302 75% of students scored 70% or higher on the lab assignment. Spring 2023 ACCT2302 2nd 8 week term 88% of students scored 70% or higher on the lab assignment.	

Current Aggregated Result

PLO #2 -- 95.85% ACNT1313 students were successful in completing the course during spring 2023. This course was not offered during the fall 2022 semester.

PLO #3 -- 80% of ACCT2302 students successfully completed the financial statement analysis lab ass

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

PLO #3 -- Instructional videos will be revised for clarity.

Technology

PLO #2 -- Changed software to QuickBooks online for computer platform neutrality

Document of Improvement Prior Year

Technology

The Chapter 4 Lab requires combining many pages of data from the Cengage environment. Students sometimes give up because they are overwhelmed by the number of pages involved. Will spend more class time illustrating how to maneuver through the assignment successfully.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

95.8% of ACNT1313 students successfully completed the course with a 70% or above.

BUSINESS & ENTREPRENEURSHIP: ACCOUNTING – AAS & CERTIFICATE

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: BUSINESS & MANAGEMENT – AS

PLO MEASURED
PLO 2—Apply Company Skills to Business Problems and demonstrate an understanding and appropriate application of computer technology. PLO 3—Recognize and Appreciate the diversity of human behaviors and cultures as they relate to individual development and group interactions.

CORE CURRICULUM COMPONENT
CT3: Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
PLO 2 -- 80% (or higher) of business students will be able to Apply Company Skills to Business Problems and demonstrate an understanding and appropriate application of computer technology. PLO 3-- 80% (or higher) of business students will be able to Recognize and Appreciate the diversity of human behaviors and cultures as they relate to individual development and group interactions.

COLLECTION METHOD DATA
PLO 2-- Semester Project PLO 3-- Written Assignments

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	PLO 2-- Semester Project, in BUSI 1301 students complete a semester project (that includes a detailed written portion) focusing on Applying Company Skills to Business Problems of a previously selected failed business (i.e Sears, Pan Am) and demonstrate an understanding and appropriate application of computer technology through presentations. PLO 3-- Written Assignments in BMGT 1341 students complete three case studies focusing on recognizing and appreciating diversity of human behaviors and cultures as they relate to individual development and group interactions.

HISTORICAL AGGREGATED COURSE RESULT
PLO 2-- 82% of students were able to Apply Company Skills to Business Problems and demonstrate an understanding and appropriate application of computer technology. PLO 3-- 96% of students were able to Recognize and Appreciate the diversity of human behaviors and cultures as they relate to individual development and group interactions.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID / ONLINE

HYBRID:

PLO 2-- In Fall of 2022, 95% of Business Students successfully applied Company Skills to Business Problems and demonstrated an understanding and appropriate application of computer technology. In Spring of 2023, 95% of Business Students successfully applied Company Skills to Business Problems and demonstrated an understanding and appropriate application of computer technology.

PLO #3-- N/A

ONLINE:

PLO 2-- In Fall of 2022, 78% of Business Students successfully applied Company Skills to Business Problems and demonstrated an understanding and appropriate application of computer technology. In Spring of 2023, 80% of Business Students successfully applied Company Skills to Business Problems and demonstrated an understanding and appropriate application of computer technology.

PLO 3-- In Fall of 2022, 90% of Business Students successfully Recognized and Appreciated the diversity of human behaviors and cultures as they relate to individual development and group interactions. In Spring of 2023, 100% of Business Students Recognized and Appreciated the diversity of human behaviors and cultures as they relate to individual development and group interactions.

CURRENT AGGREGATED RESULT

PLO 2-- In 2022-23, 86% of Business Students successfully Applied Company Skills to Business Problems and demonstrate an understanding and appropriate application of computer technology.

PLO 3-- In 2022-23, 95% of Business Students successfully Recognize

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3

INSTRUCTION

PLO 2—Upon review of the fall 2022 data, questions in the semester project were clarified with revised verbiage.

PLO 3 – Additional videos were created and assigned for students to review

CURRICULUM

Implement IDesign format for the Semester Project for Fall 2023

DOCUMENT OF IMPROVEMENT PRIOR YEAR

INSTRUCTION

Expand use of embedded learning engagement activities in Canvas LMS by adding SCORM enabled videos created in Camtasia as graded activities to additional business and management courses.

Evaluate the use of "Easter Eggs" on overall student performance in BUSG 2305.

Creation of original source documents was improved through the upgrade in Microsoft Office 2019/365. Additional modules need to be added to fully develop the concepts. Curriculum: 16 week format vs. 8-week format for BUSG 2305

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1

1. Self-assessments were rewritten using gender neutral verbiage
2. Zoom was evaluated for use in the group project. Zoom, while effective, was deemed to be superfluous.

BUSINESS & ENTREPRENEURSHIP: BUSINESS MANAGEMENT – AAS & CERTIFICATE

Program Learning Outcome Curriculum Map

COURSE	1ST GOAL	2ND GOAL	3RD GOAL
	At the completion of this program the student will be able to competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs.	At the completion of this program the student will be able to apply company skills to business problems and demonstrate an understanding and appropriate application of computer technology.	At the completion of this program the student will be able to recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interactions.
ACNT 1303		I	
BUSI 1301	I		I
BUSG 1304	I		
BMGT 2309			R
BMGT 1327	I		I
ECON 2301	R	R	
BMGT 2370	M	M	M
COSC 1102	R	R	
BUSG 2305	M		
MRKG 1302 / 1311	R		
HRPO 2301			R
BUSG 2309	R		

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: BUSINESS ADMINISTRATION – AS

PLO MEASURED
PLO #3 -- Analyze financial statements and communicate a company's financial position. PLO #4 -- Demonstrate job search/interviewing skills in order to become successfully employed in the business field.

CORE CURRICULUM COMPONENT
CT2: Students will gather and assess information relevant to a question.

DESIRED RESULTS
PLO #3 -- 80% of students will be able to analyze and communicate a company's financial position. PLO #4 -- 80% of students will demonstrate job search/interviewing skills in order to become employed in the business field.

COLLECTION METHOD DATA
PLO #3 -- Project submissions. PLO #4 -- Lab assignment

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	PLO #3 -- Project submissions. In BUSI 2305 Business Statistics students are required to submit an analysis of a company's financial position and draw statistical inferences from the data. PLO#4 -- Project/video submissions. In BCIS 1305 Business Computer Information Systems there is a lab assignment where students demonstrate job search/interviewing skills.

HISTORICAL AGGREGATED COURSE RESULT
PLO #3 -- 78% of students successfully analyzed a company's financial position and drew statistical inferences from the data. PLO #4 -- 84% of students successfully demonstrated job search/interviewing skills.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	ONLINE
PLO #3 -- In Fall 2022, 90% of students successfully analyzed a company's financial position and drew statistical inferences from the data. In Spring 2023, 88% of students successfully analyzed a company's financial position and drew statistical inferences from the data. PLO #4 -- In Fall 2022, 86% of BCIS 1305 students successfully demonstrated job search/interviewing skills. In Spring 2023, 86% of BCIS 1305 students successfully demonstrated job search/interviewing skills.	

CURRENT AGGREGATED RESULT
PLO #3 -- In 2022-23, 89% of students in BUSI 2305 successfully analyzed a company's financial position and drew statistical inferences from the data. PLO #4 -- In 2022-23, 86% of BCIS 1305 students successfully demonstrated job search/interviewing skill

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

PLO #3 -- A video to refresh students on how to read and calculate financial documents will be added to the assignment for additional clarity.

Assessment

PLO #4 -- The grading rubric will be tweaked to include additional clarity and detailed verbiage to guide students as they develop their job search criteria.

Document of Improvement Prior Year

Instruction

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

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

An instructional video for the final accounting project was developed for all Canvas course shells for Fall 2022. This video was tweaked and redeployed for Spring 2023.

BUSINESS & ENTREPRENEURSHIP: BUSINESS ADMINISTRATION – AS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: COSMETOLOGY – CERTIFICATION

PLO Measured
PLO #1 Evaluate the hair, skin and nail care needs of clients and recommend possible solutions and products. PLO #2 Define cosmetology and salon terminology.

Core Curriculum Component
CT2: Students will gather and assess information relevant to a question.

Desired Results
PLO #1 80% Evaluate the hair, skin and nail care needs of clients and recommend possible solutions and products. PLO # 2 80% Define cosmetology and salon terminology.

Collection Method Data
PLO #1 Students a quota sheet. PLO #2 Students job duty sheet.

Assessment Measure	Assessment Method
DIRECT	PLO #1 Students are required to successfully complete a quota sheet. PLO #2 Students are required to successfully complete a job duty sheet.

Historical Aggregated Course Result
PLO #1 85% of Students successfully complete a quota sheet. PLO #2 85% of Students complete a job duty sheet.

Disaggregated Instructional Method/Locations	FACE-TO-FACE
PLO #1 Fall-22 85% Spring-23 85% PLO #2 Fall-22 85% Spring-23 85%	

Current Aggregated Result
PLO # 1 85% of students evaluate the hair, skin and nail care needs of clients and recommend possible solutions and products. PLO # 2 85% of students define cosmetology and salon terminology.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
<u>Instruction</u> PLO # 1 The quota sheet will be reviewed and compared to current TDLR requirements. PLO # 2 The job duties sheet will be reviewed and compared to TDLR requirements.
<u>Document of Improvement Prior Year</u> <u>Instruction</u> The students will work cooperatively with any clients and employees to achieve total results. There work will be assessed by employees.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
PLO #6 Mind tap modules seem to improve and reinforce key concepts. We will continue to monitor students' performance in the future.

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: CULINARY ARTS – AAS

PLO Measured
PLO #2 Apply and use the understanding of basic techniques and culinary skills needed in order to create professional food. PLO #3 Demonstrate industry- standard knowledge and skills regarding sanitation, food safety, nutrition and supervision in the hospitality industry.

Core Curriculum Component
CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

Desired Results
PLO #2 Zero non-compliances with the American Culinary Federation Education Foundation 5-Year Site Visit. PLO#3 Students successfully completing CHEF1314 and RSTO1304 with a “B” or higher at 80% or higher rate. Six Ninety One Restaurant at Grayson College receive an average customer feedback score of “8” or higher. Zero non-compliances with the American Culinary Federation Education Foundation 5-Year Site Visit.

Collection Method Data
PLO#2 Receive our accreditation report from the ACFEF showing zero non-compliances. PLO#3 Compile and analyze students completing CHEF 1314 and RSTO1304 grades. The current rate of “B” or higher in CHEF1314 and RSTO1304 is 100%. Receive our accreditation report from the ACFEF showing zero non-compliances. Our current customer feedback is a 9.8/10 and can be found at tableagent.com.

Assessment Measure	Assessment Method
INDIRECT	PLO#2 ACFEF Site Evaluation Visit PLO3 ACFEF Site Evaluation, Grades on performance in Chef 1314 and RSTO 1304, and customer evaluations from Tableagent.com.

Historical Aggregated Course Result
PLO#2 On our previous ACFEF site evaluation, we had one non compliance and several suggestions from them. PLO#3 Students completing CHEF1314 and RSTO1304have historically been at a 90% or higher completion with a "b" or higher. We have also maintained a 9.6 or higher on our Table Agent.com guest surveys.

Disaggregated Instructional Method/Locations	FACE-TO-FACE

PLO#2
Not Applicable since it is measured by ACFEF site evaluation and not via instruction.

PLO#3 Fall 2022
Chef 1314 had 100% completion of a "B" or higher
RSTO1304 had 100% completion of a "B" or higher

Spring 2023
Chef 1314 had 100% completion of a "B" or higher
RSTO1304 had 100% completion of a "B" or higher

Current Aggregated Result

PLO#2
Not Applicable since it is measured by ACFEF site evaluation and not via instruction.

PLO#3
Chef 1314 had 100% completion of a "B" or higher
RSTO1304 had 100% completion of a "B" or higher

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction
PLO#2 and #3
Introduced iPads in lab instructional kitchens that allow instructors to grade using a daily lab rubric while in the kitchen. These iPads are linked to instructor Canvas shells.

Curriculum
PLO#2- We have continued to improve our curriculum rubrics due to a previous non-compliance by ACFEF site visit in 2018. This resulted in zero non-compliances and the site evaluators claiming that they were exemplary .

Technology
PLO#3- Purchased a Dry Ager to teach new trend in industry and remain up-to-date with the current industry expectations.

Document of Improvement Prior Year
Assessment
We are planning to implement customer feedback as a complimentary means to assess student food consistency and quality.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

We were able to get the new course books into the students' hands and updated PowerPoints with the new information from the update that was rolled. The instructor also added new question formats that assisted in the instruction and preparation of the test to the students. The measurable results from this work is that our pass rate of the ServSafe exam for the 22/23 academic year was 87%.

BUSINESS & ENTREPRENEURSHIP: CULINARY ARTS – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

BUSINESS & ENTREPRENEURSHIP: CULINARY ARTS – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: DISTILLATION SCIENCES – AAS

PLO Measured
PLO 1: Small still protocol. PLO 2: Gin botanical assessment

Core Curriculum Component
CS2: Students will develop, interpret, and express ideas through oral communication. CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. EQS2: Students will describe, explain, and predict natural phenomena using the scientific method.

Desired Results
PLO 1: 80% of students could explain the small still protocol. PLO 2: 80% of students coould determine Gin botanical assessment

Collection Method Data
Observation and documentation with scorecard.

Assessment Measure	Assessment Method
DIRECT	Used scoring rubric to collect data

Historical Aggregated Course Result
PPLO 1: 80% of students could correctly identify the steps in the small still protocol. PLO 2: 80% of students could correctly identify the botanicals used in a gin recipe

Disaggregated Instructional Method/Locations	FACE-TO-FACE
PLO 1:80% accuracy in intentifying steps in small still protocol PLO 2:80% accuracy in intentifying botanical in gin recipe	

Current Aggregated Result
PLO 1:80% face-to-face assessment of protocol. PLO 2: 80% identification of gin botanicals

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
<u>Instruction</u> Used results to tweak delivery of the protocol and improve the instruction.
<u>Assessment</u> PLO 1: instruction will be enhanced by tweaking rubric for grading PLO 2: more botanicals will be ordered for recipe enhancement.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
Rubrics for both PLO's will be tweaked for improvement.

BUSINESS & ENTREPRENEURSHIP: DISTILLATION SCIENCES – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: HOSPITALITY MANAGEMENT – AAS

PLO MEASURED
PLO #2 Identify various microorganisms, and parasites, fungi and other food born illnesses and instruct students on how to prevent these illnesses and teach employees proper sanitation and safety techniques. PLO#3 Gain practical industry experience prior to graduation through an internship and other work experience.

CORE CURRICULUM COMPONENT
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
PLO#2 We want students to be able to pass the SerSafe Food Manager Certification at a 80% pass rate the first time that they take the exam. PLO#3 The program wants to see students engaged in their practicum work and obtain 8 or above ratings on all questions concerning work performance.

COLLECTION METHOD DATA
PLO#2 Students will be administered the test and then it will be graded by the national restaurant association education foundation. Those results will then be shared with the professor. PLO#3 Data is collected with the employers completing all of the students practicum paperwork

ASSESSMENT MEASURE	ASSESSMENT METHOD
INDIRECT	PLO#2 The nationally industry recognized ServSafe Food Manager Examination PLO#3 Student Employee evaluation.

HISTORICAL AGGREGATED COURSE RESULT
PLO#2 We have maintained around an 88% pass rate on first attempt of this exam. PLO#3 Students completing the course have had a 100% rating of 8 or above.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
PLO#2 During this year the two classes that were taught had a 87% pass rate on first time taking the exam. PLO#3 During this academic year, all students that completed the course HAMG2167 got results of 8 or higher on their practicum paperwork.	

CURRENT AGGREGATED RESULT
PLO#2 During this year the two classes that were taught had a 87% pass rate on first time taking the exam. PLO#3 During this academic year, all students that completed the course HAMG2167 got results of 8 or higher on their practicum paperwork.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

PLO#2 We are continuing to include the updates from ServSafe that are not included in the textbook from the National Restaurant Association and the Food and Drug Administration. This is allowing us to reinforce the students learning through multiple avenues. Second, the exam that has started to include updates that had not been communicated out to instructors is now able to be covered in class with this new information. For the 2023/24 academic year, we will be able to continue reworking quizzes, PowerPoints and exams to reflect this new information from the FDA.

Curriculum

PLO#2 We have adopted the 8th edition of the ServSafe Food Mangers course book and added the new FDA food code updates for the 23/24 year.

PLO#3 As we have seen the ratings so high on the student evaluation forms, we are going to make it so that the eval

Document of Improvement Prior Year

Instruction

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

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

We decided that the better solution was to have a sit down and talk with the managers that were in charge of completing the practicum paperwork. We still saw excellent scores on the practicum paperwork. We also have 100% of students with employment upon graduation.

BUSINESS & ENTREPRENEURSHIP: HOSPITALITY MANAGEMENT – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: MEDICAL BILLING AND CODING – CERTIFICATION

PLO Measured
PLO #2: Demonstrate proficiency in using Microsoft Word for office communications.

Core Curriculum Component
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information.

Desired Results
PLO #2: 80% of students will demonstrate the ability to use Microsoft Word efficiently.

Collection Method Data
PLO #2: Lab assignments

Assessment Measure	Assessment Method
INDIRECT	PLO #2: Lab assignments include creating professional letters and other documents required in a medical environment. The final lab assignment involves integrating Word and Excel.

Historical Aggregated Course Result
PLO #2: (Spring 2023) 69% of students completed with 72% plus accuracy.

Disaggregated Instructional Method/Locations	ONLINE
PLO #2: The course was not offered in Fall 2022. In Spring 2023, 69% of students completed with 72% plus accuracy.	

Current Aggregated Result
PLO #2: POFI 2301 is only taught online. It was not offered in Fall 2022. In Spring 2023, 69% of students completed with 72% plus accuracy.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
<u>Instruction</u> PLO #2: Publisher provides training videos. Students can review these videos as often as desired. Instructor created videos to refresh skills where grades did not reflect positively.
<u>Assessment</u> PLO #2: The grading rubric will be revised to include additional information to help students improve POFT 2301 grades.
<u>Document of Improvement Prior Year</u> Students express positive feedback about becoming familiar with all aspects of the administrative part of the medical office--scheduling, billing, accounts payable and receivable, posting lab reports, and creating correspondence per doctor's orders. Students experience patients from beginning to end.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
PLO #2: The grading rubric will be revised to include additional information to help students improve POFT 2301 grades.

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: NAIL TECHNICIAN – CERTIFICATION

PLO Measured
PLO #1 Demonstrate understanding and application of infection control and anatomy and physiology of the hands, arms and feet. PLO # 2 Demonstrate understanding and application of general nail care, including manicuring, pedicuring, and nail enhancements

Core Curriculum Component
CT2: Students will gather and assess information relevant to a question.

Desired Results
PLO #1 80% Demonstrate understanding and application of infection control and anatomy and physiology of the hands, arms and feet. PLO #2 80% Demonstrate understanding and application of general nail care, including manicuring, pedicuring, and nail enhancements

Collection Method Data
PLO #1 Students complete a quota sheet. PLO #2 Students complete a job duty sheet

Assessment Measure	Assessment Method
DIRECT	PLO #1 Students are required to successfully complete a quota sheet. PLO #2 Students are required to successfully complete a job duty sheet

Historical Aggregated Course Result
PLO #1 85% Students are required to successfully complete a quota sheet. PLO #2 85% Students are required to successfully complete a job duty sheet

Disaggregated Instructional Method/Locations	FACE-TO-FACE
PLO #1 Fall-22 85% Spring-23 85% PLO #2 Fall-22 85% Spring-23 85%	

Current Aggregated Result
PLO #1 85% Demonstrate understanding and application of infection control and anatomy and physiology of the hands, arms and feet. PLO #2 85% Demonstrate understanding and application of general nail care, including manicuring, pedicuring, and nail enhanc

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
Instruction PLO #1 Quota sheet will be reviewed and compared to current TDLR requirements. PLO #2 The job duties sheet will be reviewed and compared to TDLR requirements.
Document of Improvement Prior Year The additional emphasis for student grooming, dress and deportment were well received by students. We decided to continue with the same level of additional emphasis for future semesters.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
PLO #4 Emphasis on students grooming and dress was well received we will continue the same level of emphasis for future semesters.

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: OFFICE & COMPUTER TECHNOLOGY – AAS

PLO MEASURED
PLO #2: Demonstrate ability to develop and deliver an oral presentation. PLO #3: Demonstrate proficiency using software applications (MS Word, Excel, Access, PowerPoint).

CORE CURRICULUM COMPONENT
CS2: Students will develop, interpret, and express ideas through oral communication. CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information.

DESIRED RESULTS
PLO #2: 80% of students would develop and deliver professional oral presentations. PLO #3: 80% of students would demonstrate proficiency using Microsoft Office.

COLLECTION METHOD DATA
PLO #2: View oral presentations via video PLO #3: Lab assignments

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	PLO #2: Students are required to submit five videos. These videos are graded the same as face-to-face videos. PLO #3: Lab Assignments. Four to five lab assignments are required each week.

HISTORICAL AGGREGATED COURSE RESULT
PLO #2: (Spring 2023) 100% of students successfully submitted five videos. PLO #3: (Spring 2023) 80% of students successfully submitted Microsoft Office projects.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	ONLINE
PLO #2: Course was not offered in Fall 2022. In Spring 2023, 69% of students completed with 72% plus accuracy.	

CURRENT AGGREGATED RESULT
POFT 1313 is only taught online. Fall 2020 - 2 enrolled, 100% success rate Spring 2021, course not taught Fall 2021, 6 enrolled, 100% success rate Spring 2022, 5 enrolled, 80% success rate Fall 2022, 6 enrolled, 100% success rate Spring 2023, 6 enrolled,

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

PLO #2: The grading rubric will be revised to include additional information to help students improve POFT 1313 grades.

Assessment

PLO #3: Instructor will provide additional videos to complement Microsoft lab assignments.

Document of Improvement Prior Year

Curriculum

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

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

The short videos made by the instructor helped students comprehend difficult concepts.

BUSINESS & ENTREPRENEURSHIP: OFFICE & COMPUTER TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: SKIN CARE SPEC AESTHETICIAN/ESTHETICIAN – CERTIFICATION

PLO MEASURED
PLO #1Perform a variety of specialized body and skin treatments following correct procedures and precautions and supporting client needs. PLO #6Explain the differences between sanitation, disinfection, sterilization, and the universal precautions that are the responsibility of a salon professional.

CORE CURRICULUM COMPONENT
CT2: Students will gather and assess information relevant to a question.

DESIRED RESULTS
PLO #1 80% Students are required to successfully complete a quota sheet. PLO #6 80% Students are required to successfully complete a job duty sheet.

COLLECTION METHOD DATA
PLO #1 Students are required to successfully complete a quota sheet. PLO #6 Students are required to successfully complete a job duty sheet.

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	PLO #1 Students are required to successfully complete a quota sheet. PLO #6 Students are required to successfully complete a job duty sheet.

HISTORICAL AGGREGATED COURSE RESULT
PLO #1 85% Students are required to successfully complete a quota sheet. PLO #6 85% Students are required to successfully complete a job duty sheet.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
PLO #1 Fall 22 100% Spring 23 100% PLO #6 Fall 22 100% Spring 23 100%	

CURRENT AGGREGATED RESULT
PLO #1 100% Perform a variety of specialized body and skin treatments following correct procedures and precautions and supporting client needs. PLO #6 100% Explain the differences between sanitation, disinfection, sterilization, and the universal precaut

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3
INSTRUCTION PLO #1 Quota sheet will be reviewed and compared to current TDLR requirements PLO #6 The job duties sheet will be reviewed and compared to TDLR requirements.
DOCUMENT OF IMPROVEMENT PRIOR YEAR INSTRUCTION Additional instruction and evaluation of customer service strategies using the role playing scenarios developed during the 2021/2022 school year will be utilized to assist students to prepare for their first client experience.

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1
PLO # 5 Customers service role play scenarios where improved as we continue to run them in classes.

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

BUSINESS & ENTREPRENEURSHIP: VITICULTURE – AAS

PLO Measured
PLO: Identify parts of the grapevine.

Core Curriculum Component
CS2: Students will develop, interpret, and express ideas through oral communication. CT2: Students will gather and assess information relevant to a question.

Desired Results
80% of students will be able to correctly name the parts of the grapevine.

Collection Method Data
Observation

Assessment Measure	Assessment Method
BOTH DIRECT & INDIRECT	Scoresheet used to grade verbal responses.

Historical Aggregated Course Result
100% of stuents successfully identified grapevine parts.

Disaggregated Instructional Method/Locations	FACE-TO-FACE
100% of stuents successfully identified grapevine parts. 100% of students participated in online quizzes.	

Current Aggregated Result
100% on-line 100% face-to-face

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
<u>Instruction</u> Instruction Improvement: used instructional training to improve the course.
<u>Assessment</u> Grading rubric was tweaked to include more data points.
<u>Document of Improvement Prior Year</u>

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
100% face-to-face observation and recording of the task of pruning with 100% accuracy results.

BUSINESS & ENTREPRENEURSHIP: VITICULTURE – AAS

Program Learning Outcome Curriculum Map

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

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

INDUSTRIAL TECHNOLOGIES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: ADVANCED MANUFACTURING TECHNOLOGY – AAS

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

CORE CURRICULUM COMPONENT
PR1: Students will evaluate choices and actions, and relate consequences to decision making.

DESIRED RESULTS
We are attempting to create a desire for students to engage in the program, and engage their interest in the field rather than having a singular focus. We installed lockers to minimize outside influences of phones and incorporated a stiff disciplinary method for those found on their phone while in the lab. This reduced overall phone usage in the lab. Work, school, and life balance is one of the largest hinderance to high school students engaged in multiple activities at school and who are actively working.

COLLECTION METHOD DATA
Our collection of interest will be based off of our mentoring program, to connect with students and their occupational goals going forward. As manufacturing in not just a machinist-based program our desire is to model the needs of the community to the desires of the students.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Assessment was based on asking students questions and showing them how the skills gained would help them in the future.

HISTORICAL AGGREGATED COURSE RESULT
Historically students were unengaged in the program because of the online course work, by allowing them more shop time if work was completed a majority of the students worked ahead in their online assignment and spent more time in the shop. By enforcing strict phone policies and providing lockers we increased lab time and had more lab participation.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
Students with jobs outside of high school mainly those who are dual credit are less likely to achieve a higher-grade point average do to lost time in the program because of scheduling conflicts. Students need to understand why they are doing any particular lab or situation, by showing them the reasoning or uses of any particular lab you get far more engagement from the students. Working with workforce solutions to set up site visits for just the students in the program and to meet with industry leaders.	

Current Aggregated Result

Online students failure rate is 50%, mostly attributed to the student not doing their assignment or completing it past the due date. 95% hybrid models passed, minus those who had poor attendance or failed to complete their labs in a timely manner.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

Instruction improvement will be based on adding hard cutt-off dates for students falling behind. Reduce the overall time spent online.

Curriculum

Curriculum improvement will come from adjusting number of course assignments based on the number of hours students are allowed in class each week, so each task is obtainable.

Technology

Advanced manufacturing will apply for the Perkins grant in order to update its CNC machines along with obtaining a Coordinate measuring machine which is used extensively in industry today.

Document of Improvement Prior Year

Curriculum

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

Assessment

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

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

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

Dual credit students grades when from a C average to B respectively by the majority of the students, who had good attendance. Those who attendance was poor excelled in the lab portions when participating but struggled in their online work.

INDUSTRIAL TECHNOLOGY: ADVANCED MANUFACTURING TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

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

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: CADD – AAS

PLO MEASURED
Create detail and assembly drawings, using American National Standards (ANSI) and/or International Standards Organization (ISO) specifications

CORE CURRICULUM COMPONENT
CS3: Students will develop, interpret, and express ideas through visual communication. CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information.

DESIRED RESULTS
That students would understand that although each person may use a different way to achieve the same results (i.e. different drawings, ways to draw, different programs). As a whole we must utilize a "Standard" across the board so that everyone is able to communicate with each other. These principles are learned both in the classroom and in the workplace. Each firm may have their own list of "Standard Practices" but it revolves around the "Universal or International Standards" that are put in place across the world. My hope is that each student left with an understanding that we do things for a reason, and that we communicate with each other using the same language (as draftsman, drawing is our language). Everyone has to be able to communicate on the same page.

COLLECTION METHOD DATA
By giving various assignments requiring the students to show the basics of Computer Aided Drafting and Design based upon the industry standards. Assessing each students progress and involving each student in different stages of an interview process.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	I have utilized both Formative and Summative methods of assessment. During the semester I can change a part of the assignments if a certain group of students are just not getting the concepts, just by seeing the grades on tests and homework assignments. Also we have a end of term test to see the knowledge that was retained throughout the semester.

HISTORICAL AGGREGATED COURSE RESULT
In the past, the coursework seem to be outdated due to current workplace requirements. Each semester I am changing bits and pieces of the curriculum to accommodate these industry changes. Results have been good and students are leaving with jobs working in the fields taught in this program.

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

FACE-TO-FACE

Lecture in classroom, seems to be even with different groups of people, older students seem to be ontime coming to lectures and younger students seem to be late or would rather utilize their time on the computer

HYBRID

Students have online links to help guide them through the course work. Younger students seem to benefit more from the hybrid situation

OFF-SITE LOCATIONS

Optional site visits, older students/working students seem to have more hands on experience, also seem to be quicker at picking things up on their own and learning by doing it themselves

Current Aggregated Result

Overall it takes all ways of delivery to complete this degree. Each piece has its own benefits. Face to Face has is benefits to people who like to communicate and get a hands on approach. Off-site locations help working people. I try to balance with a goo

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

Curriculum, is an ongoing and ever-changing thing, I am continually changing some of the assignments to better engage the students and keep them interested with the new things that are being built

Curriculum

Adding new classes to next semester,

Technology

Improve computers in our lab, ability to use different programs more efficiently

Assessment

Improve on tracking the results throughout the semester of the students and how they are progressing throughout the program. Involve the students and ask for more feedback from them as individuals on where they would like to improve on a pers

Document of Improvement Prior Year

Assessment

Add “learning modules” to enhance “troubleshooting/problem solving/diagnostic skills”.
Demonstrate ability to create computer generated technical drawings.
Gain knowledge of architectural and civil drafting.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

Results of the previous year to current year are improving. It is changing each year and we are staying on top of the industry changes and modifications. Technology is continuing to get better as a whole and people are coming back to college to keep up with it. Companies are sending employees to stay abreast of the changes and new/better ways to get their jobs done.

INDUSTRIAL TECHNOLOGY: COMPUTER AIDED DRAFTING – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: COLLISION REPAIR TECHNOLOGY – AAS

PLO Measured
Upon completion of ABDR 1558, 90% of the students will be able to tape the car for color paint application.

Core Curriculum Component
CT3: Students will analyze, evaluate, and synthesize information. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

Desired Results
To teach the students to properly prepare a car for paint.

Collection Method Data
Applied application observed in the shop.

Assessment Measure	Assessment Method
DIRECT	Each student has a project car that they must repair, prime and paint by the end of the academic year. They are assessed by the instructor by the finished product.

Historical Aggregated Course Result
96% + of the ABDR students have mastered this PLO by the time they graduate the program.

Disaggregated Instructional Method/Locations	FACE-TO-FACE
100% of instruction is face to face.	

Current Aggregated Result
100% of instruction is delivered f2f on the main campus. There are no other locations in the 2022/2023 academic year 96% of completers mastered this PLO

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
<u>Instruction</u> Instruction: Create demo for taping process.
<u>Document of Improvement Prior Year</u> <u>Technology</u> Upon competition of 1558, 95% of students will be able to adjust spray gun and adequately cover surface with paint. No improvement needed as the benchmark of 90% was met.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
The new textbook and online curriculum was implemented with success. Having the theory delivered online accomodated off site learning, thus freeing up more time for hands on leasrning on campus.

INDUSTRIAL TECHNOLOGY: COLLISION REPAIR TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: ELECTRICAL TECHNOLOGY – AAS

PLO Measured
Student hands on outcome increase by 100% during face-to-face meetings. Students performed task to create working labs.

Core Curriculum Component
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information.

Desired Results
Increase student demonstrate and actual hands-on techniques by 100%.

Collection Method Data
Oral cognitive recall, student demonstration of wiring techniques.

Assessment Measure	Assessment Method
BOTH DIRECT & INDIRECT	Oral and hands-on, written exams along with online exams

Historical Aggregated Course Result
2019-2022 students were challenged in many different aspects due to false national illnesses shutting down face-to-face meetings with students causing online learning with less than appropriate hands-on learning. No true measurement historically would be accurately measureable.

Disaggregated Instructional Method/Locations	HYBRID
Hybrid learning for this program did not meet instructor or student learning to it's fullest capability. What face-to-face learning approach did occur increased cognitive and technical learning 100% over prior years.	

Current Aggregated Result
50% online and 50% face-to-face.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
Instruction
All courses for the ELPT/ELNT Program was moved back to Face-To-Face for Fall 2023. Removal of the HY approach for the Spring 2023 was attempted during November 2022 with no success. More Labs and more Face-to-Face was added for the Spring 2023 with student agreement. Learning outcomes were better, but students took on day work preventing them from fully accessing the requested Face-to-face learning approach.
Curriculum
Curriculum for fall 2023 from Spring 2023 has been updated to reflect course objects.
Assessment
Assessment will include student demonstrations based on learned objectives.
Document of Improvement Prior Year
Assessment
Need to raise level if percentage is too low.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
80% improvement of student cognitive and hands-on learning. 20% decrease in student face-to-face learning due to hybrid learning and taking on jobs during the day.

INDUSTRIAL TECHNOLOGY: ELECTRICAL TECHNOLOGY - AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: HVAC – AAS

PLO MEASURED
HART 1401 increase in cognitive retention of tools used in the HVAC electrical field.

CORE CURRICULUM COMPONENT
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information.

DESIRED RESULTS
35% increase in student cognitive retention

COLLECTION METHOD DATA
Online exams as well as written. Written as a pre-measurement and end written exam.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Written, oral, and hands-on

HISTORICAL AGGREGATED COURSE RESULT
Better results over all.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
Class room lecture, demonstration, and hands-on. Use of written cognitive recalling.	

CURRENT AGGREGATED RESULT
Cengage E-book with assignments 30% Face-to-Face 70%

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3
<u>INSTRUCTION</u> Increase hands-on learning with use of tools and oral recall and parts being checked by student. Professor/Student interaction.
<u>CURRICULUM</u> Design labs to a more specific approach in learning.
<u>DOCUMENT OF IMPROVEMENT PRIOR YEAR</u> <u>ASSESSMENT</u> Additional changes within the method of delivery to ensure both instructors are delivery required material and students are cognitively understanding base skill levels is ongoing. Continued evaluation to support the changes is needed.

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1
Increase by 30%

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

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

INDUSTRIAL TECHNOLOGY: WELDING TECHNOLOGY – AAS

PLO MEASURED
At the completion of this program the student will be able to operate metal fabrication equipment.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CS2: Students will develop, interpret, and express ideas through oral communication. CT3: Students will analyze, evaluate, and synthesize information. EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

DESIRED RESULTS
The advanced level students will develop skills necessary for advanced fabrication.

COLLECTION METHOD DATA
Observation in the lab. Inspection of the final product (in this case a custom built smoker)

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Daily observation in the shop. Students who participated on the project were graded on their work in the shop as opposed to the regularly scheduled assignments.

HISTORICAL AGGREGATED COURSE RESULT
The project was raffled off for scholarship money. The project raised $10K. The students learned how use multiple pieces of fab equipment.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
Students were engaged daily in the shop by welding staff.	

CURRENT AGGREGATED RESULT
All advanced students (100%) were required to participate on at least one component of the project.

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3
<u>CURRICULUM</u> Prints for each component will be created and loaded into Canvas as an assignment for each student at the start of the semester.
<u>DOCUMENT OF IMPROVEMENT PRIOR YEAR</u> <u>ASSESSMENT</u> Prior assessment benchmarks were met therefore began a intro level course to introduce this concepts earlier in the program.

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1
Students were given applied opportunities on the project via prints that included weld symbols. 100% were able to read and apply basic symbols.

INDUSTRIAL TECHNOLOGY: WELDING TECHNOLOGY – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

MATHMATICS ENGINEERING & TECHNOLOGY

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATH, ENGINEER & TECHNOLOGY: CLOUD COMPUTING – AAS

PLO Measured
Add new Fundamentals of Cloud Computing course using Amazon Web Services (AWS) online certification materials as our material.

Core Curriculum Component
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information.

Desired Results
Improve quality of learning for students by offering industry standard course materials as they pursue their Cloud Computing degree.

Collection Method Data
Conducted student surveys at the end of the course in addition to calculated course success data (student grades).

Assessment Measure	Assessment Method
BOTH DIRECT & INDIRECT	Analyze student surveys at the end of the course in addition to calculated course success data (student grades).

Historical Aggregated Course Result
New PLO so no historical data.

Disaggregated Instructional Method/Locations	ONLINE
Course is only conducted in online format	

Current Aggregated Result
100% online course (ITNW1309). Surveys indicate students enjoyed the course especially the presentation format that AWS material uses. Course success data = 100% of students passed with a "C" or better

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
<u>Curriculum</u> Will continue to use AWS course material for Fall 2023 and keep monitoring student satisfaction and success rates.
<u>Document of Improvement Prior Year</u>

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
Student surveys indicate high satisfaction with course material and delivery. Course success data = 100% of students passed with a "C" or better.

MATHEMATICS, ENGINEERING & TECHNOLOGY:
CLOUD COMPUTING – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)
MATH, ENGINEER & TECHNOLOGY: COMPUTER MAINTENANCE & NETWORKING – AAS

PLO MEASURED
Convert CPMT2345 to project only course, wherein faculty provides limited assistance to students during lab work. This helps ensure independent student mastery of computer repair concepts without them relying heavily on faculty assistance.

CORE CURRICULUM COMPONENT
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT2: Students will gather and assess information relevant to a question.

DESIRED RESULTS
Verify mastery of learning for students by placing them in independent learning situations instead of being overly helpful when they need assistance.

COLLECTION METHOD DATA
Examined student activities during labs and also verified course success data at the end of the course.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Monitored lab work in class room including how well students performed without faculty assistance. Also direct assessment using student lab scores and overall grade score for the class.

HISTORICAL AGGREGATED COURSE RESULT
New PLO so no historical data.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
Only conducted in hybrid course format on main campus	

CURRENT AGGREGATED RESULT
100% Hybrid course (CPMT2345). Students functioned without assistance for the most part, only receiving help when they were really stuck on a problem. Course success data = 100% of students passed with a "C" or better.

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3
INSTRUCTION Will continue using current course format and monitor both lab work and course success data to ensure results remain positive.
DOCUMENT OF IMPROVEMENT PRIOR YEAR INSTRUCTION Improve communications regarding project parameters. CURRICULUM Split single large project into three smaller pieces ASSESSMENT Monitor grades for large group project in class.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
Student lab work went very well. Student accomplished tasks with little to no assistance. Course success data = 100% of students passed with a "C" or better.

COMPUTER MAINTENANCE & NETWORKING – AAS

Program Learning Outcome Curriculum Map

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

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

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RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

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

PLO MEASURED
Demonstrate and value the ethical conduct expected of a computing professional.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
Students should be able to assess a problem statement and create a program solution using current programming standards.

COLLECTION METHOD DATA
Student will submit lab programs (pseudocode and code)

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Lab Assignment

HISTORICAL AGGREGATED COURSE RESULT
In Fall 2021, CT1, CT2, CT3 were assessed with Lab Assignment #3. 4 of 5 (80%) of students completed the PLO assessment with a C or better. CS1 was assessed with Lab Assignment #4. 4 of 5 (80%) of students completed the PLO assessment with a C or better. In Spring 2022, CT1, CT2, CT3 were assessed with Lab Assignment #3. 4 of 4 (100%) of students completed the PLO assessment with a C or better. CS1 was assessed with Lab Assignment #4. 2 of 4 (50%) of students completed the PLO assessment with a C or better. Overall, 8 of 9 (89%) of students completed CT1, CT2, CT3 assessment with a C or better. 6 of 9 (67%) of students completed CS1 assessment with a C or better.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
11 of 13 (85%) of students completed CT1, CT2, CT3 assessment with a C or better. 10 of 13 (77%) of students completed CS1 assessment with a C or better.	

CURRENT AGGREGATED RESULT
In Fall 2022, CT1, CT2, CT3 were assessed with Lab Assignment #3. 7 of 7 (100%) of students completed the PLO assessment with a C or better. CS1 was assessed with Lab Assignment #4. 7 of 7 (100%) of students completed the PLO assessment with a C or bett

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Curriculum

Based on these results, we will improve the (2) Curriculum area by continuing with the previous year's plan. More emphasis was put on output expectations. Continue to improve by providing output examples for each lab.

Document of Improvement Prior Year

Instruction & Curriculum

Additional lecture and lab time devoted to polymorphism. Success rate dropped from 83% to 55%.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

Based on these results, we will improve the (2) Curriculum area by continuing with the previous year's plan. More emphasis was put on output expectations. Continue to improve by providing output examples for each lab.

COMPUTER SCIENCE/COMPUTER INFO SYSTEM – AS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATH, ENGINEER & TECHNOLOGY: CYBER SECURITY ADMIN – AAS

PLO MEASURED
Hire new lab assistant to help respond to student questions and assist them with their lab work.

CORE CURRICULUM COMPONENT
CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT3: Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
Faster response time to student questions about their lab work will help them stay focused on concepts being covered and promote a better quality of learning.

COLLECTION METHOD DATA
Monitored student work during lab exercises as well as calculating overall course success rates.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Visual monitoring of lab interaction between students and lab assistant. Also, direct course by course comparison of overall course success rates of current method with previous methods.

HISTORICAL AGGREGATED COURSE RESULT
New PLO so no historical data.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID
N/A	

CURRENT AGGREGATED RESULT
100% hybrid course (ITNW2325). Verbal surveys indicate students enjoyed the extra assistance with their work. Labs were completed in less time, and students felt they understood the concepts better because they could remain more focused on their work. Course success data = 100% of students passed with a "C" or better.

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3
INSTRUCTION Added salary for a lab assistant to next years budget. Will retain same assistant thru 2023 Fall and continue to monitor lab activities to ensure positive results continue.
DOCUMENT OF IMPROVEMENT PRIOR YEAR INSTRUCTION Based on student performance adjust instructional materials to eliminate any “gaps in learning” TECHNOLOGY Use of tools and skills to accomplish task.

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1
Overall the improvement was a great success. Labs ran smoother. Students stayed engaged and accomplished more in less time. Students grasped concepts easier because they were able to remain more focused. Verbal surveys and course success data were 100% positive toward the change.

MATHEMATICS, ENGINEERING & TECHNOLOGY:
CYBER SECURITY ADMIN – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATH, ENGINEER & TECHNOLOGY: ENGINEERING – AS

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

CORE CURRICULUM COMPONENT
CT3: Students will analyze, evaluate, and synthesize information.

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

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

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

HISTORICAL AGGREGATED COURSE RESULT
Only one section of Dynamics was offered in the Fall 2021 semester, and only one student was enrolled and completed the course. The section was only offered as an online course; therefore, no data was available for face-to-face, hybrid, or off-site locations. Only one section of Dynamics was offered in the Spring 2022 semester, and only one student was enrolled and completed the course. The section was only offered as a face-to-face course; therefore, no data was available for online, hybrid, or off-site locations. As stated in the results above, 100% (2 out of 2) of the students performed at or above the 75% proficiency level.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	ONLINE
50% (1 out of 2) of the students performed at or above the 75% proficiency level	

CURRENT AGGREGATED RESULT
Only one section of Dynamics was offered in the Fall 2022 semester, and only one student was enrolled and completed the course. The section was only offered as an online course; therefore, no data was available for face-to-face, hybrid, or off-site locat

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3
INSTRUCTION None
CURRICULUM Based on these results, we will improve the (2) Curriculum area by aiming to consult with surrounding universities to align our curriculum for smoother transfer and recruit more students into the program.
DOCUMENT OF IMPROVEMENT PRIOR YEAR CURRICULUM Based on these results, we will improve the (2) Curriculum area by aiming consult with surrounding universities to align our curriculum for smoother transfer and recruit more students into the program.

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1
Based on these results, we will improve the (2) Curriculum area by aiming to consult with surrounding universities to align our curriculum for smoother transfer and recruit more students into the program.

MATHEMATICS, ENGINEERING & TECHNOLOGY: ENGINEERING – AS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

MATH, ENGINEER & TECHNOLOGY: MATHEMATICS – AS

PLO Measured
Students will develop convincing mathematical arguments.

Core Curriculum Component
CT3: Students will analyze, evaluate, and synthesize information.

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

Collection Method Data
We will gather points earned on specific questions of the MATH 2414 – Calculus 2 Final Exam for all students that completed the course in the 2022-2023 academic year.

Assessment Measure	Assessment Method
DIRECT	Questions from a MATH 2414 – Calculus 2 Final Exam

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

Disaggregated Instructional Method/Locations	FACE-TO-FACE
Face-to-face: 9 out of 17 (53%) of the students performed at or above the 75% proficiency level, which is a decrease of 33.75% from the previous year. 15 out of 17 (88%) performed at or above the 70% proficiency level.	

Current Aggregated Result
In Fall 2022, only one section of Calculus 2 was offered. This section was offered as a face-to-face course; therefore there was no data for online, hybrid, or off-site locations. 0 out of 4 students (0%) performed at or above the 75% proficiency level.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3
Instruction Based on these results, we will improve the (1) Instruction area by continuing with the previous year's plan.
Curriculum "The Math Department will identify examples and problems for the MATH 1314, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."
Document of Improvement Prior Year Curriculum The Math Department will identify examples and problems SLO #1 in MATH 1314 that develop the skills necessary for students to achieve 70% proficiency level and ensure they are included in the curriculum.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1
Based on these results, we will improve the (1) Instruction area by continuing with the previous year's plan. "The Math Department will identify examples and problems for the MATH 1314, MATH 2312 and MATH 2413 that develop the skills necessary for students to achieve 75% proficiency level and ensure they are included in the curriculum."

MATHEMATICS, ENGINEERING & TECHNOLOGY:
MATHEMATICS – AS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

PUBLIC SERVICES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

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

PLO MEASURED
The students investigate and apply pedagogical practices by learning learning theories, philosophies, special education and current curriculum.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS

COLLECTION METHOD DATA
Went section by section to gather data results on the assignment.

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	This is assessed with an assignment in EDUC 1301, Differentiated Instruction. Instructions; with the provided lesson plan create 5 modifications to tailor instruction to children with different learning needs. Each strategy must tell the name of the population, the strategy and how it benefits that type of learner. Made modifications/strategy for one multiple intelligence, one learning style one exceptionality, one ESL (English as a Second Language) Your choice of another one 1-4

HISTORICAL AGGREGATED COURSE RESULT
FALL 2021 73% Success Rates in EDUC 1301 Spring 2022 82% Success Rates in EDUC 1301 In 2020-2021, this assignment could not be offered because the students were not all doing face-to-face observations in public schools because of Covid restrictions.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	ONLINE
Fall 2021 EUDC1301.B01NT, 34 students enrolled. 22 = 100%, 2 = 83%, 1 = 90% 9 = DNA (did not attempt the assignment) Overall course success rate 73% 19 A, 5 B, 1 C, 9 F This course was not offered during 2nd 8 weeks of Fall.	Spring 2022 EDUC 1301.B01NT, 28 students enrolled 18 = 100%, 1 = 90%, 1 = 83% 8 = DNA (did not attempt the assignment) Overall course success rate 82% 11 A, 8 B, 4 C, 1 D, 4 F

Current Aggregated Result

Only the online sections for EDUC 1301 made Fall 2021 and Spring 2022. The students that completed the assignment showed no significant different in their overall success in the course, other than any students who quit doing all work in the course before

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Assessment

Fall 2023 assessment: create a rubric for this assignment to ensure consistency with different instructors and to help with student expectations of the assignment.

Document of Improvement Prior Year

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

100% of all students are back observing face-to-face in public schools for all EDUC courses which require 16 hours of observation in the classroom observing a certified teacher.

Assessment of Program Learning Outcomes
2022-2023 Academic Year

Child Development

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

_X_ Standard 1 ___ Standard 2 __ Standard 3 __ Standard 4 __ Standard 5 __ Standard 6

Standard 1 Child Development and Learning in Context

Standard 1: Child Development and Learning in Context	Key Assessment					
	1	2	3	4	5	6
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.				X		
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices			X			
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities			X			
1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts— to make evidence-based decisions that support each child.	X					

Application 1						
			Meets	**Working Towards**	**Does Not Meet**	**No Attempt**
1a.	KA4 - 1311	N/A	N/A	N/A	N/A	N/A
1b.	KA 3 - 1303	Fall 22 n=14	36% n=5	36% n=5	29% n=4	% n=0
1c.	KA 3 - 1303	Fall 22 n=14	21% n=3	43% n=6	29% n=4	7% n=1
1d.	KA1 - 1356	N/A	N/A	N/A	N/A	N/A

Application 2				
	Meets	**Working Towards**	**Does not Meet**	**No Attempt**
Spring 23 n=15	27% n=4	20% n=3	27% n=4	27% n=4
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
Spring 23 n=12	50% n=6	25% n=3	8% n=1	17% n=2

Disaggregated Instructional Method						
			Meets	**Working Towards**	**Does Not Meet**	**No Attempt**

All classes are 100% online and only offered once a year, so there is no disaggregated data.

Data Reporting and Analysis Questions

After reviewing the data reported, answer the following questions:

1. How are candidates performing in regard to the key elements of Standard 1? Briefly describe each program's data results across all key assessments designed to measure Standard 1. (800 word limit)

   Overall, candidates' performance across all key assessments related to standard 1 are below what is expected. Ideally, at least 85% of the students will meet the expectations for each key competency within Standard 1.

   For Key Assessment 3 that is in TECA 1303, five out of 14 students (36%) met the expectation of key competency 1b (Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices) and three out of 14 students (21%) met the expectation of key competency 1c (Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities). Because this class was only taught in the fall semester, there is no second application to compare. This class is only taught online so there is no data to disaggregate to compare online with hybrid/face to face. Because we are a small program there is no way to offer this class more than once a year.

   For Key Assessment 4 that is in TECA 1311, four out of 15 students (27%) met the expectations for key competency 1a (Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.) Because this class is only taught in the spring semester, there is no second application to compare. This class is only taught online so there is no data to disaggregate to compare online with hybrid/face to face. Because we are a small program there is no way to offer this class more than once a year.

   For Key Assessment 1 that is in CDEC 1356, there were a total of 12 students. Of those 12 students, six (50%) met the expectation for key competency 1d (Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts— to make evidence-based decisions that support each child.) This class is only taught online so there is no data to disaggregate to compare online with hybrid/face to face. Because we are a small program there is no way to offer this class more than once a year.

It should be noted that there were students "who did not attempt" certain areas of the Key Assessments or they did not do the assignment at all. It is uncertain as to whether or not they would have met the expectations.

2. How is the program using (or how does the program intend to use) the data from Standard 1 to improve teaching and learning **related to the standard**? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (800-word limit).

   This data is being used to improve learning opportunities not just in these classes but all the classes with Key Assessments as well as all the classes offered in child development. My goal is to have meaningful learning opportunities that are directly related to the key competencies and thus related to the NAEYC Program Standards that are also our Program Learning Outcomes in all of the classes that are Child Development core classes.

   In classes that have Key Assessments, I will divide the key assessments up into several assignments to ensure students complete them for a grade of complete/incomplete. To assess the student's mastery of the key competencies, all parts of the Key Assessment will be turned in in its entirety to be assessed for mastery and a grade. I believe breaking the Key Assessments down in to several assignments will make it not so overwhelming and the students will not rush to complete them in the week they are due and will hopefully put more thought into the assignments, will complete all aspects of the assignment, and will overall be able to meet the expectations expected.

   In addition, all classes that have a Key Assessment have a Key Assessment module that explains the importance of the Key Assessment and what it assesses.

   There is also regular communication between myself (Vivian) and the Public Services success coach to advice students to not take Key Assessment classes their first year of college. This will ensure students are not being expected to know, comprehend and demonstrate knowledge and abilities they are only beginning to learn. I have created a working Google spreadsheet of all of the child development students tracking their progress in the program. This spreadsheet has been shared with the success coach to help with advising. I update this spreadsheet several times a semester to add students when they start the program. This helps me to identify when they should be taking classes, again to ensure new students are not taking Key Assessment classes their first year in the program.

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

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

PUBLIC SERVICE: POLICE ACADEMY – CERTIFICATION

PLO MEASURED
Increase overall passing rates on the TCOLE State Licensure Exam from 91% to 100% through the use of additional exams and reviews to reinforce the content presented throughout the academy. Develop study guides for the cadets, as well as encouraging the use of TEEX to prepare for the state licensure exam.

CORE CURRICULUM COMPONENT
CT3: Students will analyze, evaluate, and synthesize information.

DESIRED RESULTS
Increase the overall passing rates on the TCOLE State Licensure Exam.

COLLECTION METHOD DATA
TCOLE State Licensure Exam results

ASSESSMENT MEASURE	ASSESSMENT METHOD
DIRECT	Cadets completed the TCOLE State Licensure Exam upon successful completion of the academy. Of the 50 who took the TCOLE exam, 46 passed or 92% overall.

HISTORICAL AGGREGATED COURSE RESULT
TCOLE State Licensure Exam scores overall have increased, as has the numbers of cadets passing on the first attempt. Exam scores have also continued to increase through the use of study sessions, handouts and reviews.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
Lecture, TRPA Classroom Grayson County Firearms Range (Weapons Qualifications) and Frisco PD Driving Track (Professional Police Driving).	

CURRENT AGGREGATED RESULT
100% of the cadets passed firearms qualifications and police driving exercises.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

Hired additional subject matter experts for areas such as firearms, SFST and subject specific areas such as Code of Criminal Procedure, Asset Forfeiture and Courtroom Demeanor.

Curriculum

Updated curriculum based upon changes in Texas Law, as well as providing additional handouts to provide a clearer understanding of the information that was presented.

Assessment

Updated question banks and provided additional study materials to prepare cadets for the state licensure exam (TCOLE).

Document of Improvement Prior Year

Instruction

Will improve instruction by hiring additional academy instructors with specialized training certified in areas such as Standardized Field Sobriety Test (SFST) Instructor and Firearms, as well as subject matter experts from community agencies.

Curriculum

Updated all lesson plans and power point presentations to reflect TCOLE required curriculum for the Basic Peace Officer Course 1000696. Provided all instructors and cadets with the updated curriculum. ASSESSMENT Updated all question banks for assessments to reflect changes in the curriculum and changes in the laws that passed in 2021. Updates for new laws beginning September 1, 2021 were completed as well.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

Better instruction with specialized instructors, higher exam scores and overall class averages.

SCIENCES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

SCIENCES: AGRICULTURAL SCIENCES – AS

PLO Measured
Solving problems often involves working in teams. Students should be able to work effectively in groups to solve problems and interact productively with a diverse group of peers. (PLO3) Students should be able to present information in a clear and organized manner, create visual representations of complex data sets, write well-organized and concise scientific reports, cite sources properly, and use appropriate technology (PLO2)

Core Curriculum Component
CS1: Students will develop, interpret, and express ideas through written communication. CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information. EQS2: Students will describe, explain, and predict natural phenomena using the scientific method. TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

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

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

Assessment Measure	Assessment Method
DIRECT	Various assignments are used during the semesters to measure this learning outcome.

Historical Aggregated Course Result		
AGRI1119/1319 Fall, 2021 Disaggregated Results: Face-to-face: NA Online: From 21 data points= Average-76.5% High-99% Low-44% Hybrid: NA Off-site Locations: NA	AGRI1115/1315, Spring, 2022 Disaggregated Results: Face-to-face: No Data Online: No Data Hybrid (16 week): From 5 data points: Average-89.4% High-104% Low-72% Hybrid (8 week): No Data Off-site Locations (HS Dual Credit): No Data Off-site Locations (HS Dual Credit-Online): No Data	Aggregated Results Summary: Face-to-face: NA Online: From 21 data points= Average-76.5% High-99% Low-44% Hybrid: From 5 data points: Average-89.4% High-104% Low-72% Off-site Locations: NA

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

Face-to-Face
AGRI1119/1319 Fall, 2022
Disaggregated Results:
Face-to-face: From 4 data points= Average-70.04% High-98.75% Low-4.02%

Instructional Online
AGRI1115/1315, Spring, 2023
Disaggregated Results:
Face-to-face: From 3 data points= Average-87.67% High-92% Low-81%

Off-Site Location
AGRI1119/1319 Fall, 2022
Disaggregated Results:Off-site Locations: (dual credit online and f2f) From 21 data points = Average-87% High -101.3% Low-3.5%

CURRENT AGGREGATED RESULT

Face-to-face: From 7 data points Average-77.6% High-98.75% Low-4.02%
Off-site Locations: From 21 data points = Average-87% High -101.3% Low-3.5%

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3

INSTRUCTION

A full time instructor has been hired and is in the process of developing the courses and program. This is really year 0 in a sense and we have little data to rely on due to small classes.
The instructor is offering new opportunities for exploration through community partners.

DOCUMENT OF IMPROVEMENT PRIOR YEAR

ASSESSMENT

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

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1

We have limited data points for comparison. However, the overall success rate of the courses are acceptable.

SCIENCES: AGRICULTURAL SCIENCES – AS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

SCIENCES: BIOLOGICAL & PHYSICAL SCIENCES – AS

PLO Measured

Solving problems often involves working in teams. Students should be able to work effectively in groups to solve problems and interact productively with a diverse group of peers. (PLO3)
Students should be able to present information in a clear and organized manner, create visual representations of complex data sets, write well-organized and concise scientific reports, cite sources properly, and use appropriate technology (PLO2)

Core Curriculum Component

CS1: Students will develop, interpret, and express ideas through written communication.
CT2: Students will gather and assess information relevant to a question.
CT3: Students will analyze, evaluate, and synthesize information.
EQS2: Students will describe, explain, and predict natural phenomena using the scientific method.
TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

Desired Results

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

Collection Method Data

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

Assessment Measure	Assessment Method
DIRECT	Various assignments are used during the semesters to measure these learning outcomes.

Historical Aggregated Course Result

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

DISAGGREGATED INSTRUCTIONAL				
FACE-TO-FACE		HYBRID	ONLINE	OFF-SITE LOCATIONS
CHEM 1311/1111 39 Data Points Avg 82.74% High 95.19% Low 62.24% CHEM 1312/1112 16 Data Points Avg 76.02% High 93.96% Low 33.9% BIOL 1306/1106 48 Data Points Avg 72.53% High 98.46% Low 11.54% BIOL 1307/1107 20 Data Points Avg 85% High 99.8% Low 62.18%	GEOL 1303/1103 10 Data Points Avg 81.75% High 92.3% Low 72.2% PHYS 2325/2125 11 Data Points Avg 81.45% High 99.82% Low 59.03% PHYS 2326/2126 10 Data Points Avg 85.62% High 95.55% Low 73.22%	BIOL 1306/1106 53 Data Points Avg 79.56% High 99.42% Low 48.62% BIOL 1307/1107 14 Data Points Avg 81.92% High 97.26% Low 33.34% GEOL 1303/1103 14 Data Points Avg 79.3% High 99.77% Low 60% GEOL 1304/1104 6 Data Points Avg 81.45% High 99.82% Low 59.03%	BIOL 1306/1106 91 Data Points Avg 75.74% High 101.1% Low 10.8% BIOL 1307/1107 42 Data Points Avg 68.21% High 98.97% Low 4.18%	BIOL 1306/1106 HS Dual Credit 142 Data Points Avg 89.05% High 101.1% Low 22.58% BIOL 1307/1107 HS Dual Credit 90 Data Points Avg 90.33% High 102.25% Low 48.3%

CURRENT AGGREGATED RESULT

CHEM 1311/1111 From 39 data points = Average-82.74% High-95.19% Low-62.24%
CHEM1312/1112 From 16 data points = Average-76.02% High-93.96% Low-33.9%
BIOL1306/1106 From 334 data points = Average-81.54% High-101.1% Low-10.8%
BIOL1307/1107 From 166 data points = Average-83.38% High-102.25% Low-4.18%
GEOL1303/1103 From 24 data points = Average-80.32% High-99.77% Low-60%
GEOL1304/1104 From 6 data points = Average-81.45% High-99.82% Low-59.03%
PHYS2325/2125 From 11 data points = Average-81.45% High-99.82% Low-59.03%
PHYS2326/2126 From 10 data points = Average-85.62% High-95.55% Low-73.22%
Overall Departmental Average: 82%

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3

INSTRUCTION

We will be offering a hybrid Chemistry course in the Fall and tracking its success.
We will be working over the next couple of semesters to improve the presentation of materials in the Biology courses. More cooperation of instructors and sharing of ideas.

CURRICULUM

None are anticipated

TECHNOLOGY

We are looking to implement software for our Biological Science courses starting this Fall to improve student engagement and knowledge retention.
We will be using new engagement techniques in the Geological Sciences.
Chemistry courses will be utilizing.

ASSESSMENT

This will be determined by the use of the software product, Visible Body. But overall this is not the focus of this plan.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3 Continued

Document of Improvement Prior Year

Assessment

The overall averages indicate that we are exceeding our target of 75%. Additional data will continue to be collected in the future to augment our current data for future comparison.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

The overall averages indicate that we are exceeding our target of 75%. Additional data will continue to be collected in the future to augment our current data for future comparison.

There were no other specifics for an improvement plan as provided by former chair.

SCIENCES: BIOLOGICAL & PHYSICAL SCIENCES – AS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022-2023

Health Sciences Assessment Audit

GRAYSON COLLEGE

PATHWAY ASSESSMENT AUDIT REPORT

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

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

HEALTH SCIENCES

PATHWAY

PROGRAM LEARNING OUTCOME

DOCUMENT OF IMPROVEMENT

CURRICULUM MAP

GRAYSON COLLEGE

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: DENTAL ASSISTING – AAS

PLO MEASURED
PLO #4 Students will participate in extramural clinical experiences in a variety of offices throughout the dental community to gain practical experience and assist in job placement.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CS2: Students will develop, interpret, and express ideas through oral communication. CS3: Students will develop, interpret, and express ideas through visual communication. CT1: Students will generate and communicate ideas by combining, changing, or reapplying existing information. PR1: Students will evaluate choices and actions, and relate consequences to decision making.

DESIRED RESULTS
90% or higher return of clinical partners based on student performance in clinical. 90 % or higher clinical partners respond with "yes" responses from clinical partners when evaluating students on being employable for DNTA 1460 Clinical I and DNTA 2260 Clinical II. Add 4-5 new clinical partners for students to participate new clinical experiences including additional specialty offices.

COLLECTION METHOD DATA
Formative and summative clinical evaluation tools.

ASSESSMENT MEASURE	ASSESSMENT METHOD
BOTH DIRECT & INDIRECT	Data was collected from the results of each course skill competency, faculty and clinical site evaluation of the student, and student evaluation of the clinical site. Evaluations are weighted at 35-40% of the students overall grade. Clinical Affiliation Agreements are kept up to date and closely monitored .

HISTORICAL AGGREGATED COURSE RESULT
Historically students performed well in the clinical setting. Clinical partners are pleased with the students skills performance. A decline in skills competency, student initiative, and employment rating was noticed in the 2021-2022 student evaluations.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE OFF-SITE LOCATIONS
All dental assisting courses are taught Face-To-Face with the exception of the DNTA 1347 Dental Science course taught on-line. DNTA 1347 Dental Science course is an on-line course. To meet CODA Distance Education Standard, students must take all tests and final exams on campus through a proctored source. No Hybrid courses are offered at this time. Offered through extramural clinical sites for courses DNTA 1460 Clinical I and DNTA 2260 Clinical II.	

CURRENT AGGREGATED RESULT
We began the Fall of 2022 with 17 students. At the beginning of the Spring semester we lost one student due to residency status being revoked. We had one student from last year return to complete the spring semester. Therefore, we are ending the 2022-20

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

Student feedback on adding in hands on activities in lecture and increased practice in lab has been positive, therefore improvements will continue to be made in both lectures and lab. Increased hands on activities will be added to lectures. Additional requirements of added practice will be required in lab to complete/practice skills learned prior to skill competencies.

Curriculum

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

Technology

The DA classroom upgrades were delayed due to equipment back orders. The updated technologies such as screens and projector are scheduled to be installed within the 1-2 weeks. 10 of the 13 DA Canvas course shells have been redesigned and upgraded by iDes

Assessment

Changes made to the grading methods and revised skill competency evaluations were positive. The new methods aided instructors in identifying students weak areas as well as their strengths. The new method required the students to practice more and have a

Document of Improvement Prior Year

Instruction

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

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

TECHNOLOGY: A new intraoral camera has been purchased in order to help students practice the technology of an intraoral camera prior to a clinical setting.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

The results for the 2022-2023 program are pending the completion of the DNTA 2260 Clinical II (capstone) course on June 1st. The results based on the DNTA 1460 Clinical I course indicate an up tick in the students performance. Students eligible for employment based on their performance increased by 10%.

HEALTH SCIENCES: DENTAL ASSISTING – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: MEDICAL LABORATORY TECH – AAS

PLO Measured

PLO #2: Work with others and apply good safety practices
PLO #4: Understand and have good knowledge of laboratory accreditation.
Both PLO #2 and PLO #4 information is introduced in MLAB 1201 (Introduction to CLS). Safety and accreditation is then built upon throughout the MLT program courses. These topic questions, along with the laboratory mathematics is categorized in the Laboratory Operations, or LO, section of the Board of Certification, BOC, exam. The test scores in this particular section have decreased over the last two years.

Core Curriculum Component

CT2: Students will gather and assess information relevant to a question.
EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

Desired Results

MLT program wants their graduates to have increased testing scores which represent knowledge of safety, accreditation and laboratory statistics.

Collection Method Data

Certification Pass Rates:
Three years consecutive results of of graduate certification rates demonstration an average of at least 75% pass rate on the ASCP-BOC examinations, for those who take the exam within the first year of graduation. These program performance reports (PPRs) can be broken down to specific subjects. The following are those:

Blood bank	UA
Chemistry	Hematology
Immunology	Microbiology

Lab Operations - Lab operations is course within the Grayson College MLT program as well as section of the Board of Certification (BOC) exam. It is a section that incorporates questions concerning safety, accreditation, laboratory statistics and technology.

Assessment Measure	Assessment Method
DIRECT	The program director will gather data by using the BOC program performance report accessible only to registered program directors of accredited programs. The Lab Operations section can be pulled and assessed.

Historical Aggregated Course Result

The current, three-year average from the ASCP BOC certification pass rated of graduates from the following years:
7/1/19 - 6/30/20 (87.5%)
7/1/20 - 6/30/21 (66.7%)
7/1/21 - 6/30/22 (91.6%)
*Three year average is 79.0%
A total of 400 points in the section is required to considered passing. For the year of 1/1/21 - 5/8/22, the LO average was 517. For the year of 1/1/22 - 5/8/23, the LO average dropped to 478.

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID

Six students out of seventeen students (35%) of graduates did not pass this section from 1/1/22 to 5/8/23. The program average for this section is 478. Where the national average is higher at 499.

CURRENT AGGREGATED RESULT

All of our program courses, with the exception of clinical courses, are taught in the hybrid format.
In order to increase the pass rate of the Laboratory operation, the 2023 summer will be utilized to make certain all information from the LO sections of

IMPROVEMENT PLAN 2022-2023 RESULTS CYCLE ONE PLO 2 & 3

CURRICULUM

Work on MLAB 1201 curriculum over the summer of 23 to include more knowledge of safety and accreditation that would correlate to the Laboratory Operations (LO) section of the BOC exam.

TECHNOLOGY

The knowledge of laboratory technology is also part of the LO section of the BOC exam. Through e 22-23 Perkins Grant, the MLT program was able to acquire two miniPCR and electrophoresis simulators. This will help students better learn curriculum of molecu

ASSESSMENT

The program director will continue to monitor the BOC exam and LO section to statistically show an increase in knowledge.
These scores can be assessed through the exam simulator usage as well.

DOCUMENT OF IMPROVEMENT PRIOR YEAR

INSTRUCTION

INSTRUCTION: More mock quizzes. Students are encouraged to utilize the practices quizzes offered via the textbook publisher “Elsevier”
ASSESSMENT: Collecting data to show that student success rate after two failed attempts at MLAB 2238 drop significantly. This assessment, if proven, will be enough data to implement a rule of “2 attempt” limit for MLAB courses. The goal of this improvement, would to eliminate the non-successful repeaters of the course

DOCUMENTATION OF IMPROVEMENT PLAN 2023-2024 CYCLE ONE PLO 4 & CYCLE TWO PLO 1

The improvement plan implemented in the Fall of 2022 included the introduction of a mock interview by a current laboratory director. The laboratory director from Allied Health of Durant, Mr. Justin Bassett, volunteered his time to do this. He thoroughly interviewed seven student in the Fall and nine students in the Spring. He spent twenty minutes with each student.
He provided excellent feedback to each student, and the interviews were well received.
These soft skills were also developed by a job fair that required students to present resumes and visit with healthcare facilities.
Student placement is currently 100% for MLT program graduates.

HEALTH SCIENCES: MEDICAL LABORATORY TECH – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: NURSING ASSOCIATE DEGREE – AAS

PLO MEASURED
Students and graduates will act as a patient safety advocate and implement measures to promote a safe environment for patients, self, and others.

CORE CURRICULUM COMPONENT
CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information. PR1: Students will evaluate choices and actions, and relate consequences to decision making.

DESIRED RESULTS
1) Students will demonstrate a 74.5% success rate on exam items associated with the Patient Safety Advocate. 2) Students will demonstrate an appropriate level success rate on the clinical evaluation tool in the area of patient safety. 3) A score of 850 or greater on the Exit HESI exam in the NCLEX categories associated with: Management of Care, Safety & Infection Control, Health Promotion & Maintenance, Psychosocial Integrity, Basic Care & Comfort, Pharmacological & Parenteral Therapies Reduction of Risk Potential, and Physiological Adaptation

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

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

HISTORICAL AGGREGATED COURSE RESULT
Not applicable

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	FACE-TO-FACE
2022-2023	ATI Class Average = in progress 2021-2022 ATI Class Average = 55.40%
Fall 2022	VNSG 1226 = 84.02% VNSG 1304 = 91.86% VNSG 1502 = 84.55%
Spring 2023	VNSG 1509 = 85.88% VNSG 1230 = 87.15% VNSG 1238 = n/a VNSG 1219 = n/a
Summer 2023	VNSG 2510 = in progress VNSG 1334 = in progress
Fall 2022	VNSG 1360 = 100%
Spring 2023	VNSG 1361 = 93.90% VNSG 1162 = 100%
Summer 2023	VNSG 1262 = in progress

Current Aggregated Result

All course yielded a 74.5% success rate on exam items associated with Patient Safety Advocate during the Fall 2022 and Spring 2023 semesters.

For the Fall and Spring semesters, all students scored achieved the desired results in all clinical cours

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

INSTRUCTION

Will implement clinical judgment model in theoretical and clinical courses

Document of Improvement Prior Year

Curriculum

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

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

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

CURRICULUM:

Standardized skills check-off requirements across all course to ensure alignment with latest safety guidelines and evidence-based practices.

TECHNOLOGY:

Increased the use of wearable simulation devices in simulation to help with skill dexterity and student confidence

HEALTH SCIENCES: NURSING ASSOCIATE DEGREE – AAS

Program Learning Outcome Curriculum Map

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

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

☐ Check here if all PLO's assessed annually.

RECOMMENDATIONS FROM INTUITIONAL EFFECTIVENESS COORDINATOR – CAMILLE WILSON

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: NURSING RN TO BSN – BSN

PLO MEASURED
Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

CORE CURRICULUM COMPONENT
CS1: Students will develop, interpret, and express ideas through written communication. CS2: Students will develop, interpret, and express ideas through oral communication. CS3: Students will develop, interpret, and express ideas through visual communication. PR1: Students will evaluate choices and actions, and relate consequences to decision making.

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

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

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

HISTORICAL AGGREGATED COURSE RESULT
N/A

DISAGGREGATED INSTRUCTIONAL METHOD/LOCATIONS	HYBRID

Hybrid:
Fall 2022 = 100% of students scored a 3.0 or higher on the written narrative associated with this end-of-program student learning outcome

Spring 2023 = 100% of students scored a 3.0 or higher on the written narrative associated with this end-of-program student learning outcome

Summer 2023 = in progress

CURRENT AGGREGATED RESULT
All students scored a 3.0 or higher on the written narrative associated with this end-of-program student learning outcomes during the Fall 2022 and Spring 2023 semesters; Summer 2023 is pending.

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Assessment

ASSESSMENT:

Evaluate scoring criteria of written narrative for portfolio project to ensure alignment with meeting end-of-program student learning outcomes in the are of Member of the Profession

Document of Improvement Prior Year

Assessment

Evaluate scoring criteria of written narrative for portfolio project to ensure alignment with meeting end-of-program student learning outcomes

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

ASSESSMENT:

Scoring criteria for written narrative of the portfolio project was evaluated in the area of Patient Safety Advocate to ensure alignment with end-of-program student learning outcomes

Recommendations from Intuitional Effectiveness Coordinator – Camille Wilson

2022 – 2023 Academic Year Assessment
Program Learning Outcomes (PLO) & Document of Improvement (DOI)

HEALTH SCIENCES: VOCATIONAL NURSING – CERTIFICATION

PLO Measured
Will act as a Patient Safety Advocate and assist in the formation of goals and outcomes to reduce patient risks

Core Curriculum Component
CT2: Students will gather and assess information relevant to a question. CT3: Students will analyze, evaluate, and synthesize information. PR1: Students will evaluate choices and actions, and relate consequences to decision making.

Desired Results
1. Students will demonstrate a 70% success rate on ATI PN Comprehensive Predictor exam items associated with Reduction of Risk Potential 2. Students will score 74.5% or greater on exam items associated with acting as a Patient Safety Advocate 3. 75% of students will successfully pass their clinical courses

Collection Method Data
1. Through yearly evaluation of class performance on the ATI PN Comprehensive Predictor exam. 2. Through a review of unit and final exam scores and performance on exam items associated with being a Provider of Patient-Centered Care 3. Through completion rates and clinical evaluation of students in the clinical setting

Assessment Measure	Assessment Method
DIRECT	All exam questions, ATI exam categories, and clinical evaluations are mapped to end of program student learning outcomes. Exam analytics will be performed and clinical evaluations will be reviewed.

Historical Aggregated Course Result
N/A

Disaggregated Instructional Method/Locations	FACE-TO-FACE

1. 2022-2023 ATI Class Average = in progress
   2021-2022 ATI Class Average = 55.40%

2.

Fall 2022	Spring 2023	Summer 2023
VNSG 1226 = 84.02%	VNSG 1509 = 85.88%	VNSG 2510 = in progress
VNSG 1304 = 91.86%	VNSG 1230 = 87.15%	VNSG 1334 = in progress
VNSG 1502 = 84.55%	VNSG 1238 = n/a	
	VNSG 1219 = n/a	

3.

Fall 2022	Spring 2023	Summer 2023
VNSG 1360 = 100%	VNSG 1361 = 93.90%	VNSG 1262 = in progress
	VNSG 1162 = 100%	

Current Aggregated Result

1. Goal was not met for the scores on the ATI exam which was administered during the Summer 2022 semester; results are pending for Summer 2023 semester.

2. Goal was partially met; however, data was not fully available for in-progress courses during the Summer 2023 and two courses did not evaluate Patient Safety Advocate on exams.

3. Goals was met for all semesters during the Fall and Spring semesters; summer is pending

Improvement Plan 2022-2023 Results Cycle One PLO 2 & 3

Instruction

Implement clinical judgment model in theory, clinical, and lab courses.

Assessment

Ensure Patient Safety Advocate category is included on all exams and in all courses.

Document of Improvement Prior Year

Instruction

Will increase the use of active learning to assist student with clinical judgement and promote a safe, effective care environment.

Assessment

Will evaluate the number and types of exam items related to patient-centered care in the VN Program and evaluate performance on each item.

Documentation of Improvement Plan 2023-2024 Cycle One PLO 4 & Cycle Two PLO 1

Instruction

Theoretical courses began to implement active learning days, occurring once before each exam

Assessment

Patient-centered care exam items were added and evaluated on all exams

2022-2023

Institutional Learning Outcomes Annual Assessment Report

Institutional Learning Outcome

General Studies

Curriculum Map

GRAYSON COLLEGE

AS GENERAL STUDIES CURRICULUM MAP

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

AS GENERAL STUDIES CURRICULUM MAP

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

AS GENERAL STUDIES CURRICULUM MAP

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

I = Introduced

R = Reinforced

M=Mastered

2022-2023

Analysis By Institutional Learning Outcome

2022-2023

Instructional Learning Outcome
Course Level Analysis

GRAYSON COLLEGE

Spring 2023

GRAYSON COLLEGE

ILO Course Assessment Spring 2023 by Course

COURSE	ILO NAME	# OF STUDENTS	% STUDENTS ASSESSED
ARTS 1301	CS 1 Written Communication	114	68.42%
	CT 1 Critical Thinking - Communication	114	68.42%
	SR 1 Social Responsibility - Intercultural	114	68.42%
	TW 1 Teamwork	114	68.42%
BIOL 2101	CS 1 Written Communication	13	69.23%
	CT 2 Critical Thinking - Assess	32	71.88%
	CT 3 Critical Thinking - Analyze	13	69.23%
	EQS 2 Empirical & Quantitative Skills - Describe	32	71.88%
	TW 1 Teamwork	13	69.23%
BIOL 2102	CT 2 Critical Thinking - Assess	14	85.71%
	EQS 2 Empirical & Quantitative Skills - Describe	14	85.71%
BIOL 2302	CS 1 Written Communication	15	93.33%
	CT 2 Critical Thinking - Assess	15	93.33%
	CT 3 Critical Thinking - Analyze	15	93.33%
	EQS 2 Empirical & Quantitative Skills - Describe	15	93.33%
	TW 1 Teamwork	15	93.33%
COSC 1301	CT 1 Critical Thinking - Communication	50	88.00%
	CT 2 Critical Thinking - Assess	50	88.00%
	CT 3 Critical Thinking - Analyze	50	88.00%
COSC 1336	CS 1 Written Communication	11	9.09%
DRAM 1310	CS 1 Written Communication	46	71.74%
	CT 1 Critical Thinking - Communication	46	71.74%
	SR 1 Social Responsibility - Intercultural	46	82.61%
	TW 1 Teamwork	46	82.61%
ECON 2301	CS 1 Written Communication	134	96.27%
	CT 1 Critical Thinking - Communication	134	96.27%
	SR 3 Social Responsibility - Ability	134	96.27%
ECON 2302	CS 1 Written Communication	31	83.87%
	CT 1 Critical Thinking - Communication	31	83.87%
	SR 3 Social Responsibility - Ability	31	83.87%
EDUC 1300	CS 2 Oral Communication	125	74.40%
	CS 3 Visial Communication	125	74.40%
	CT 1 Critical Thinking - Communication	125	74.40%
	EQS 1 Empirical & Quantitative - Understand	125	74.40%
	SR 3 Social Responsibility - Ability	125	74.40%
ENGL 1301	CS 1 Written Communication	61	73.77%
	CS 2 Oral Communication	125	57.60%
	CS 3 Visial Communication	125	57.60%
	CT 1 Critical Thinking - Communication	61	73.77%
	CT 2 Critical Thinking - Assess	61	73.77%
	CT 3 Critical Thinking - Analyze	61	73.77%
	PR 1 Personal Responsibility	128	64.84%
	TW 1 Teamwork	58	68.97%

ILO Course Assessment Spring 2023 by Course

COURSE	ILO NAME	# OF STUDENTS	% STUDENTS ASSESSED
ENGL 1302	CS 1 Written Communication	389	88.43%
	CS 2 Oral Communication	301	88.04%
	CS 3 Visial Communication	301	88.04%
	CT 1 Critical Thinking - Communication	389	88.43%
	CT 2 Critical Thinking - Assess	389	88.43%
	CT 3 Critical Thinking - Analyze	389	88.43%
	PR 1 Personal Responsibility	379	90.77%
	TW 1 Teamwork	138	94.20%
GOVT 2305	CS 1 Written Communication	296	79.39%
	CT 2 Critical Thinking - Assess	296	79.39%
	CT 3 Critical Thinking - Analyze	296	79.39%
	PR 1 Personal Responsibility	296	79.39%
	SR 2 Social Responsibility - Civic Responsibility	296	79.39%
	SR 3 Social Responsibility - Ability	296	79.39%
GOVT 2306	CS 1 Written Communication	163	73.62%
	CT 2 Critical Thinking - Assess	163	73.62%
	CT 3 Critical Thinking - Analyze	163	73.62%
	PR 1 Personal Responsibility	163	73.62%
	SR 2 Social Responsibility - Civic Responsibility	163	73.62%
	SR 3 Social Responsibility - Ability	163	73.62%
HIST 1301	CS 1 Written Communication	93	72.04%
	CT 2 Critical Thinking - Assess	93	72.04%
	CT 3 Critical Thinking - Analyze	93	72.04%
	PR 1 Personal Responsibility	93	72.04%
	SR 2 Social Responsibility - Civic Responsibility	93	72.04%
	SR 3 Social Responsibility - Ability	93	72.04%
HIST 1302	CS 1 Written Communication	332	86.75%
	CT 2 Critical Thinking - Assess	332	86.75%
	CT 3 Critical Thinking - Analyze	332	86.75%
	PR 1 Personal Responsibility	332	86.75%
	SR 2 Social Responsibility - Civic Responsibility	332	86.75%
	SR 3 Social Responsibility - Ability	332	86.75%
HUMA 1301	CS 2 Oral Communication	187	81.82%
	CT 1 Critical Thinking - Communication	187	83.42%
	PR 1 Personal Responsibility	187	77.54%
	SR 1 Social Responsibility - Intercultural	187	85.56%
MATH 1314	EQS 1 Empirical & Quantitative - Understand	92	70.65%
MATH 1342	EQS 1 Empirical & Quantitative - Understand	91	65.93%
MATH 2312	CT 3 Critical Thinking - Analyze	42	80.95%
MUSI 1306	CS 1 Written Communication	160	78.75%
	CT 3 Critical Thinking - Analyze	160	78.75%
	SR 1 Social Responsibility - Intercultural	160	78.75%
	TW 1 Teamwork	93	78.49%

ILO Course Assessment Spring 2023 by Course

COURSE	ILO NAME	# OF STUDENTS	% STUDENTS ASSESSED
PHIL 1301	CS 1 Written Communication	68	91.18%
	CS 2 Oral Communication	68	88.24%
	CT 1 Critical Thinking - Communication	68	91.18%
	PR 1 Personal Responsibility	68	91.18%
	SR 1 Social Responsibility - Intercultural	68	91.18%
PHIL 2306	CS 1 Written Communication	23	86.96%
	CS 2 Oral Communication	23	86.96%
	CT 1 Critical Thinking - Communication	23	86.96%
	PR 1 Personal Responsibility	23	86.96%
	SR 1 Social Responsibility - Intercultural	23	86.96%
PSYC 2301	CS 1 Written Communication	20	95.00%
	CT 3 Critical Thinking - Analyze	20	95.00%
	EQS 2 Empirical & Quantitative Skills - Describe	20	95.00%
SOCI 1301	CS 1 Written Communication	96	88.54%
	CT 1 Critical Thinking - Communication	96	88.54%
	EQS 1 Empirical & Quantitative - Understand	96	88.54%
	SR 3 Social Responsibility - Ability	96	88.54%
SPCH 1311	CS 2 Oral Communication	158	82.91%
	CS 3 Visial Communication	158	82.91%
	CT 1 Critical Thinking - Communication	158	82.91%
	CT 2 Critical Thinking - Assess	158	82.91%
	CT 3 Critical Thinking - Analyze	158	82.91%
	PR 1 Personal Responsibility	88	81.82%
	TW 1 Teamwork	141	85.11%
TECA 1354	CS 1 Written Communication	56	73.21%
	CT 1 Critical Thinking - Communication	56	73.21%
	EQS 2 Empirical & Quantitative Skills - Describe	56	73.21%
	SR 3 Social Responsibility - Ability	56	73.21%

ILO Course Assessment Spring 2023 by ILO

ILO NAME	COURSE	# OF STUDENTS	% STUDENTS ASSESSED
CS 1 Written Communication	ARTS 1301	114	68.42%
	BIOL 2101	13	69.23%
	BIOL 2302	15	93.33%
	COSC 1336	11	9.09%
	DRAM 1310	46	71.74%
	ECON 2301	134	96.27%
	ECON 2302	31	83.87%
	ENGL 1301	61	73.77%
	ENGL 1302	389	88.43%
	GOVT 2305	296	79.39%
	GOVT 2306	163	73.62%
	HIST 1301	93	72.04%
	HIST 1302	332	86.75%
	MUSI 1306	160	78.75%
	PHIL 1301	68	91.18%
	PHIL 2306	23	86.96%
	PSYC 2301	20	95.00%
	SOCI 1301	96	88.54%
	TECA 1354	56	73.21%
CS 2 Oral Communication	EDUC 1300	125	74.40%
	ENGL 1301	125	57.60%
	ENGL 1302	301	88.04%
	HUMA 1301	187	81.82%
	PHIL 1301	68	88.24%
	PHIL 2306	23	86.96%
	SPCH 1311	158	82.91%
CS 3 Visial Communication	EDUC 1300	125	74.40%
	ENGL 1301	125	57.60%
	ENGL 1302	301	88.04%
	SPCH 1311	158	82.91%
CT 1 Critical Thinking - Communication	ARTS 1301	114	68.42%
	COSC 1301	50	88.00%
	DRAM 1310	46	71.74%
	ECON 2301	134	96.27%
	ECON 2302	31	83.87%
	EDUC 1300	125	74.40%
	ENGL 1301	61	73.77%
	ENGL 1302	389	88.43%
	HUMA 1301	187	83.42%
	PHIL 1301	68	91.18%
	PHIL 2306	23	86.96%
	SOCI 1301	96	88.54%
	SPCH 1311	158	82.91%
	TECA 1354	56	73.21%

ILO Course Assessment Spring 2023 by ILO

ILO NAME	COURSE	# OF STUDENTS	% STUDENTS ASSESSED
CT 2 Critical Thinking - Assess	BIOL 2101	32	71.88%
	BIOL 2102	14	85.71%
	BIOL 2302	15	93.33%
	COSC 1301	50	88.00%
	ENGL 1301	61	73.77%
	ENGL 1302	389	88.43%
	GOVT 2305	296	79.39%
	GOVT 2306	163	73.62%
	HIST 1301	93	72.04%
	HIST 1302	332	86.75%
	SPCH 1311	158	82.91%
CT 3 Critical Thinking - Analyze	BIOL 2101	13	69.23%
	BIOL 2302	15	93.33%
	COSC 1301	50	88.00%
	ENGL 1301	61	73.77%
	ENGL 1302	389	88.43%
	GOVT 2305	296	79.39%
	GOVT 2306	163	73.62%
	HIST 1301	93	72.04%
	HIST 1302	332	86.75%
	MATH 2312	42	80.95%
	MUSI 1306	160	78.75%
	PSYC 2301	20	95.00%
	SPCH 1311	158	82.91%
EQS 1 Empirical & Quantitative - Understand	EDUC 1300	125	74.40%
	MATH 1314	92	70.65%
	MATH 1342	91	65.93%
	SOCI 1301	96	88.54%
EQS 2 Empirical & Quantitative Skills - Describe	BIOL 2101	32	71.88%
	BIOL 2102	14	85.71%
	BIOL 2302	15	93.33%
	PSYC 2301	20	95.00%
	TECA 1354	56	73.21%
PR 1 Personal Responsibility	ENGL 1301	128	64.84%
	ENGL 1302	379	90.77%
	GOVT 2305	296	79.39%
	GOVT 2306	163	73.62%
	HIST 1301	93	72.04%
	HIST 1302	332	86.75%
	HUMA 1301	187	77.54%
	PHIL 1301	68	91.18%
	PHIL 2306	23	86.96%
	SPCH 1311	88	81.82%

ILO Course Assessment Spring 2023 by ILO

ILO NAME	COURSE	# OF STUDENTS	% STUDENTS ASSESSED
SR 1 Social Responsibility - Intercultural	ARTS 1301	114	68.42%
	DRAM 1310	46	82.61%
	HUMA 1301	187	85.56%
	MUSI 1306	160	78.75%
	PHIL 1301	68	91.18%
	PHIL 2306	23	86.96%
SR 2 Social Responsibility - Civic Responsibility	GOVT 2305	296	79.39%
	GOVT 2306	163	73.62%
	HIST 1301	93	72.04%
	HIST 1302	332	86.75%
SR 3 Social Responsibility - Ability	ECON 2301	134	96.27%
	ECON 2302	31	83.87%
	EDUC 1300	125	74.40%
	GOVT 2305	296	79.39%
	GOVT 2306	163	73.62%
	HIST 1301	93	72.04%
	HIST 1302	332	86.75%
	SOCI 1301	96	88.54%
	TECA 1354	56	73.21%
TW 1 Teamwork	ARTS 1301	114	68.42%
	BIOL 2101	13	69.23%
	BIOL 2302	15	93.33%
	DRAM 1310	46	82.61%
	ENGL 1301	58	68.97%
	ENGL 1302	138	94.20%
	MUSI 1306	93	78.49%
	SPCH 1311	141	85.11%

Summer 2023

GRAYSON COLLEGE

ILO Course Assessment Summer 2023 by Course

COURSE	ILO NAME	# OF STUDENTS	% STUDENTS ASSESSED
ARTS 1301	CS 1 Written Communication	59	52.54%
	CT 1 Critical Thinking - Communication	59	52.54%
	SR 1 Social Responsibility - Intercultural	59	52.54%
	TW 1 Teamwork	59	52.54%
ENGL 1301	CS 1 Written Communication	32	93.75%
	CS 2 Oral Communication	51	74.51%
	CS 3 Visual Communication	51	74.51%
	CT 1 Critical Thinking - Communication	32	93.75%
	CT 2 Critical Thinking - Communication Assess	32	93.75%
	CT 3 Critical Thinking - Analyze	32	93.75%
	PR 1 Personal Responsibility	51	80.39%
	TW 1 Teamwork	32	90.62%
GOVT 2305	CS 1 Written Communication	61	80.33%
	CT 2 Critical Thinking - Communication Assess	61	80.33%
	CT 3 Critical Thinking - Analyze	61	80.33%
	PR 1 Personal Responsibility	61	80.33%
	SR 2 Social Responsibility - Civic Responsibility	61	80.33%
	SR 3 Social Responsibility - Ability	61	80.33%
GOVT 2306	CS 1 Written Communication	43	72.09%
	CT 2 Critical Thinking - Communication Assess	43	72.09%
	CT 3 Critical Thinking - Analyze	43	72.09%
	PR 1 Personal Responsibility	43	72.09%
	SR 2 Social Responsibility - Civic Responsibility	43	72.09%
	SR 3 Social Responsibility - Ability	43	72.09%
HIST 1301	CS 1 Written Communication	31	61.29%
	CT 2 Critical Thinking - Communication Assess	31	61.29%
	CT 3 Critical Thinking - Analyze	31	61.29%
	PR 1 Personal Responsibility	31	61.29%
	SR 2 Social Responsibility - Civic Responsibility	31	61.29%
	SR 3 Social Responsibility - Ability	31	61.29%
HIST 1302	CS 1 Written Communication	29	68.97%
	CT 2 Critical Thinking - Communication Assess	29	68.97%
	CT 3 Critical Thinking - Analyze	29	68.97%
	PR 1 Personal Responsibility	29	68.97%
	SR 2 Social Responsibility - Civic Responsibility	29	68.97%
	SR 3 Social Responsibility - Ability	29	68.97%
HUMA 1301	CS 2 Oral Communication	110	80.91%
	CT 1 Critical Thinking - Communication	110	82.73%
	PR 1 Personal Responsibility	110	79.09%
	SR 2 Social Responsibility - Civic	110	84.55%
MATH 1342	EQS 1 Empirical & Quantitative - Understand	16	93.75%

ILO Course Assessment Summer 2023 by Course

COURSE	ILO NAME	# OF STUDENTS	% STUDENTS ASSESSED
MUSI 1306	CS 1 Written Communication	32	81.25%
	CT 3 Critical Thinking - Analyze	32	81.25%
	SR 2 Social Responsibility - Civic	32	81.25%
	TW 1 Teamwork	32	81.25%
PHIL 1301	CS 1 Written Communication	30	93.33%
	CS 2 Oral Communication	30	93.33%
	CT 1 Critical Thinking - Communication	30	93.33%
	PR 1 Personal Responsibility	30	93.33%
	SR 2 Social Responsibility - Civic	30	93.33%
SOCI 1301	CS 1 Written Communication	26	88.46%
	CT 1 Critical Thinking - Communication	26	88.46%
	EQS 1 Empirical & Quantitative - Understand	26	88.46%
	SR 3 Social Responsibility - Ability	26	88.46%
SPCH 1311	CS 2 Oral Communication	95	77.89%
	CS 3 Visual Communication	95	77.89%
	CT 1 Critical Thinking - Communication	95	77.89%
	CT 2 Critical Thinking - Communication Assess	95	77.89%
	CT 3 Critical Thinking - Analyze	95	77.89%
	PR 1 Personal Responsibility	47	89.36%
	TW 1 Teamwork	47	87.23%

ILO Course Assessment Summer 2023 by ILO

ILO NAME	COURSE	# OF STUDENTS	% STUDENTS ASSESSED
CS 1 Written Communication	ENGL 1301	32	93.75%
	HIST 1301	31	61.29%
	PHIL 1301	30	93.33%
	HIST 1302	29	68.97%
	MUSI 1306	32	81.25%
	GOVT 2305	61	80.33%
	GOVT 2306	43	72.09%
	ARTS 1301	59	52.54%
	SOCI 1301	26	88.46%
CS 2 Oral Communication	ENGL 1301	51	74.51%
	HUMA 1301	110	80.91%
	PHIL 1301	30	93.33%
	SPCH 1311	95	77.89%
CS 3 Visual Communication	ENGL 1301	51	74.51%
	SPCH 1311	95	77.89%
CT 1 Critical Thinking - Communication	ARTS 1301	59	52.54%
	ENGL 1301	32	93.75%
	HUMA 1301	110	82.73%
	PHIL 1301	30	93.33%
	SOCI 1301	26	88.46%
	SPCH 1311	95	77.89%
CT 2 Critical Thinking - Assess	ENGL 1301	32	93.75%
	HIST 1301	31	61.29%
	HIST 1302	29	68.97%
	SPCH 1311	95	77.89%
	GOVT 2305	61	80.33%
	GOVT 2306	43	72.09%
CT 3 Critical Thinking - Analyze	ENGL 1301	32	93.75%
	HIST 1301	31	61.29%
	HIST 1302	29	68.97%
	MUSI 1306	32	81.25%
	SPCH 1311	95	77.89%
	GOVT 2305	61	80.33%
	GOVT 2306	43	72.09%
EQS 1 Empirical & Quantitative - Understand	SOCI 1301	26	88.46%
	MATH 1342	16	93.75%

ILO Course Assessment Summer 2023 by ILO

ILO NAME	COURSE	# OF STUDENTS	% STUDENTS ASSESSED
PR 1 Personal Responsibility	ENGL 1301	51	80.39%
	HIST 1301	31	61.29%
	HUMA 1301	110	79.09%
	PHIL 1301	30	93.33%
	HIST 1302	29	68.97%
	SPCH 1311	47	89.36%
	GOVT 2305	61	80.33%
	GOVT 2306	43	72.09%
SR 1 Social Responsibility - Intercultural	ARTS 1301	59	52.54%
	HUMA 1301	110	84.55%
	PHIL 1301	30	93.33%
	MUSI 1306	32	81.25%
SR 2 Social Responsibility - Civic Responsibility	HIST 1301	31	61.29%
	HIST 1302	29	68.97%
	GOVT 2305	61	80.33%
	GOVT 2306	43	72.09%
SR 3 Social Responsibility - Ability	HIST 1301	31	61.29%
	SOCI 1301	26	88.46%
	HIST 1302	29	68.97%
	GOVT 2305	61	80.33%
	GOVT 2306	43	72.09%
TW 1 Teamwork	ARTS 1301	59	52.54%
	ENGL 1301	32	90.62%
	MUSI 1306	32	81.25%
	SPCH 1311	47	87.23%

2022-2023

Instructional Learning Outcome

GRAYSON COLLEGE

FALL 2022

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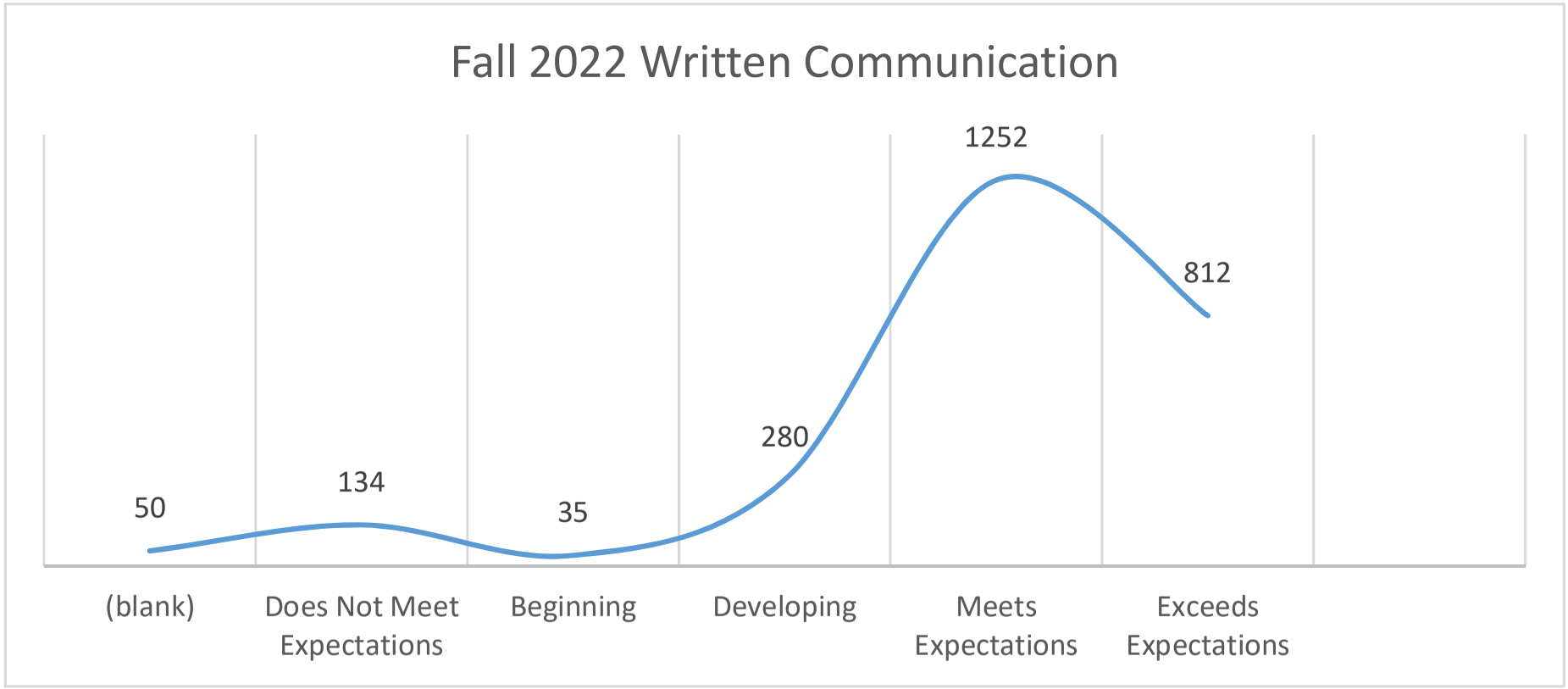
Fall 2022 Written Communication
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134
35
280
1252
812
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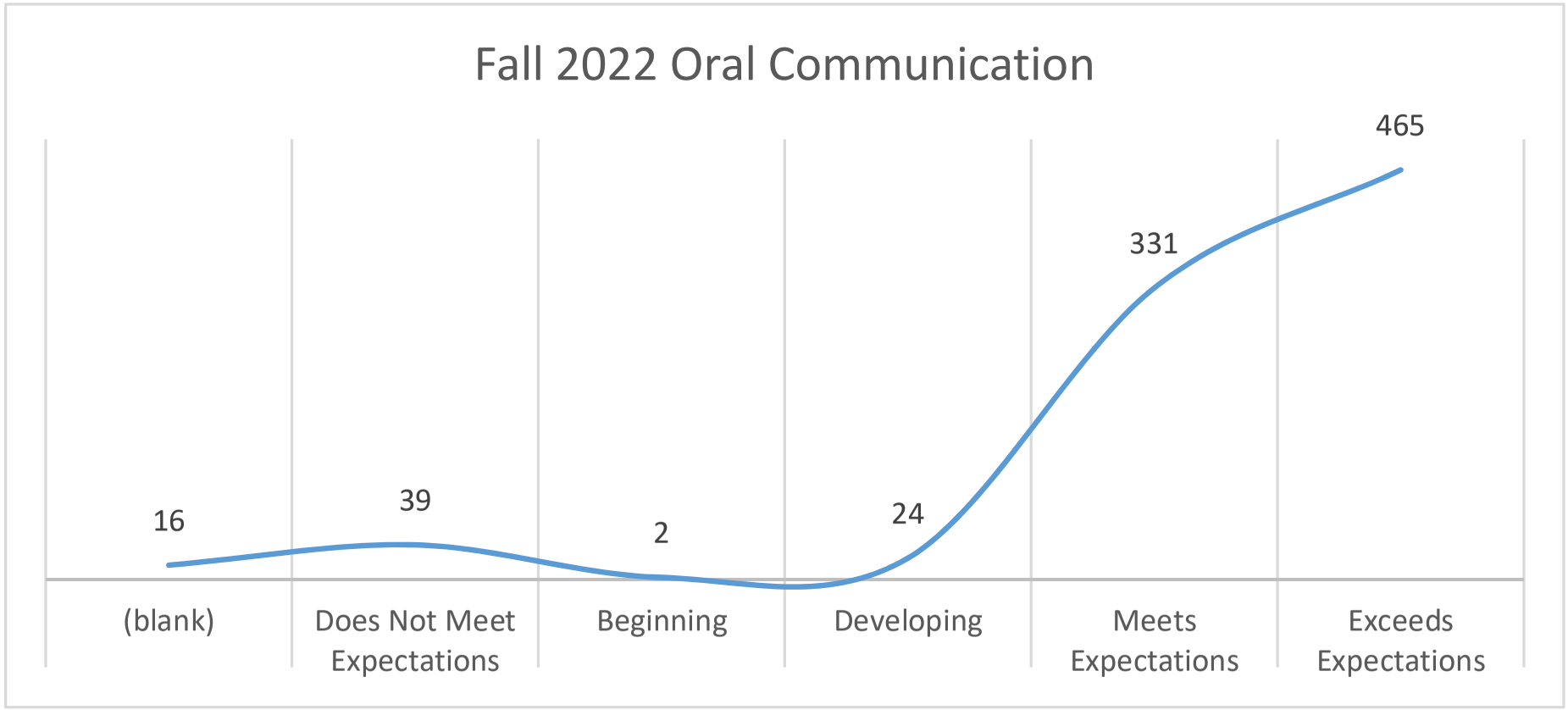
Beginning
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Oral Communication
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39
2
24
331
465
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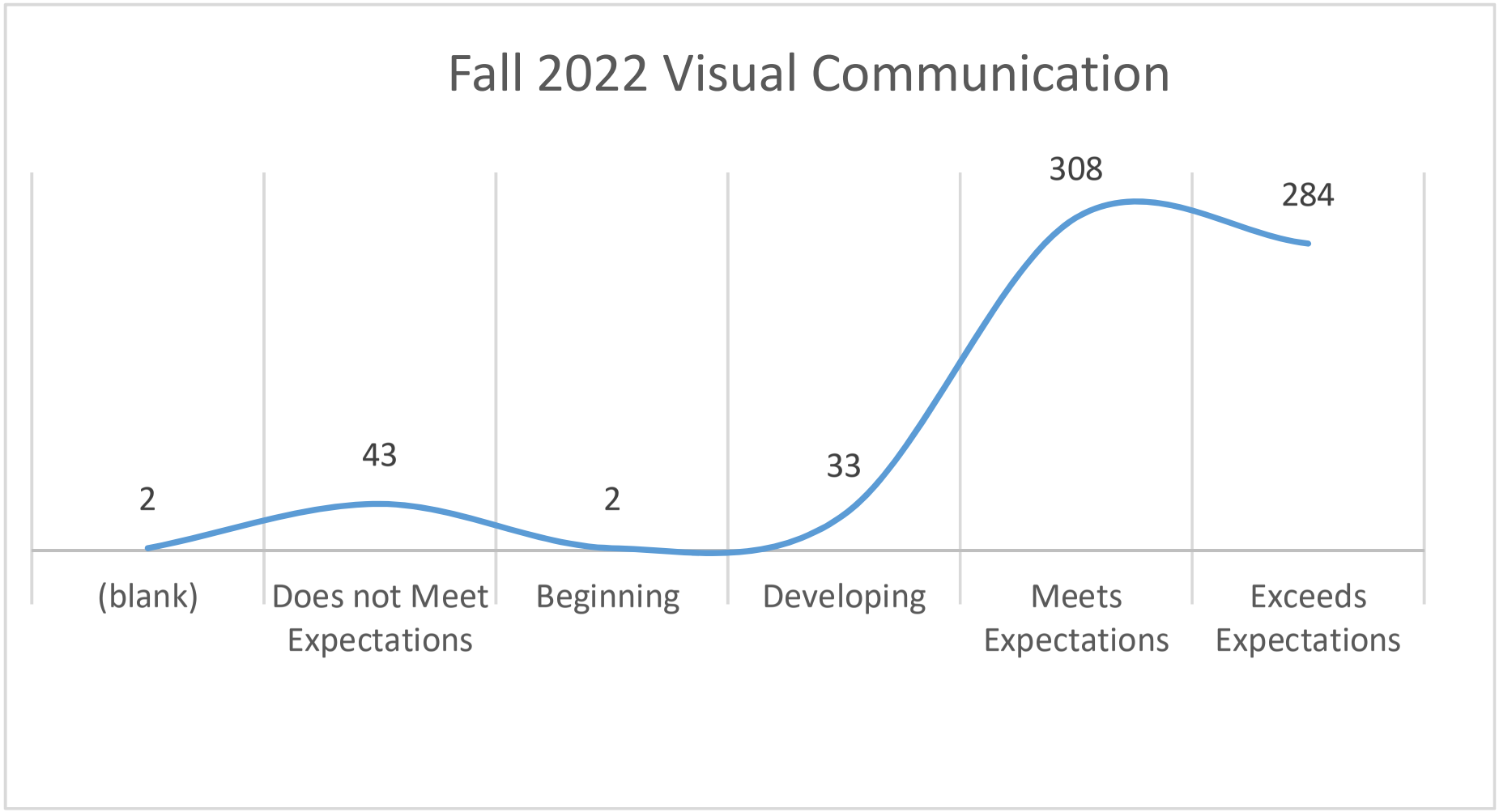
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Visual Communication
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43
2
33
308
284
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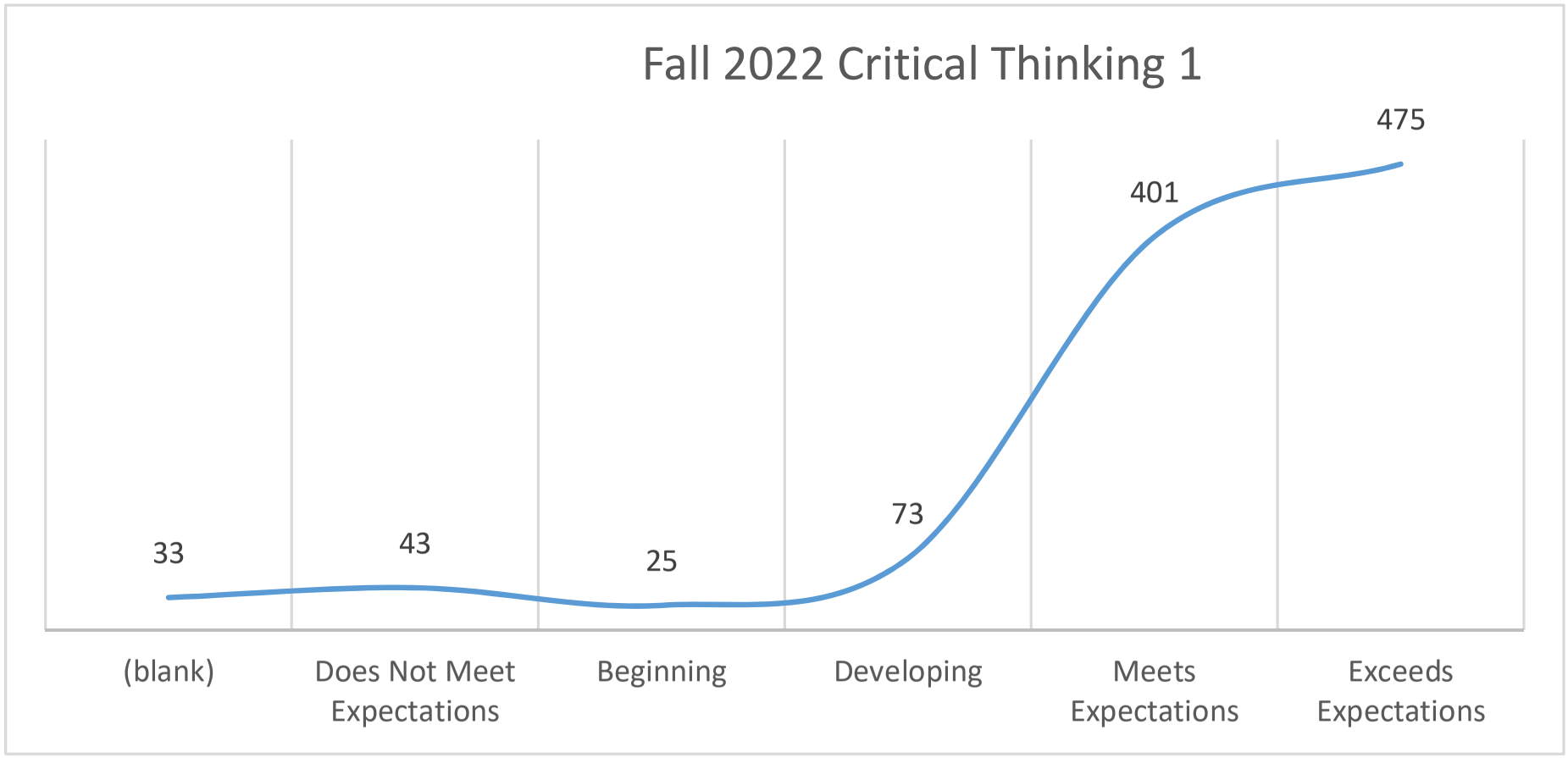
Beginning
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Critical Thinking 1
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43
25
73
401
475
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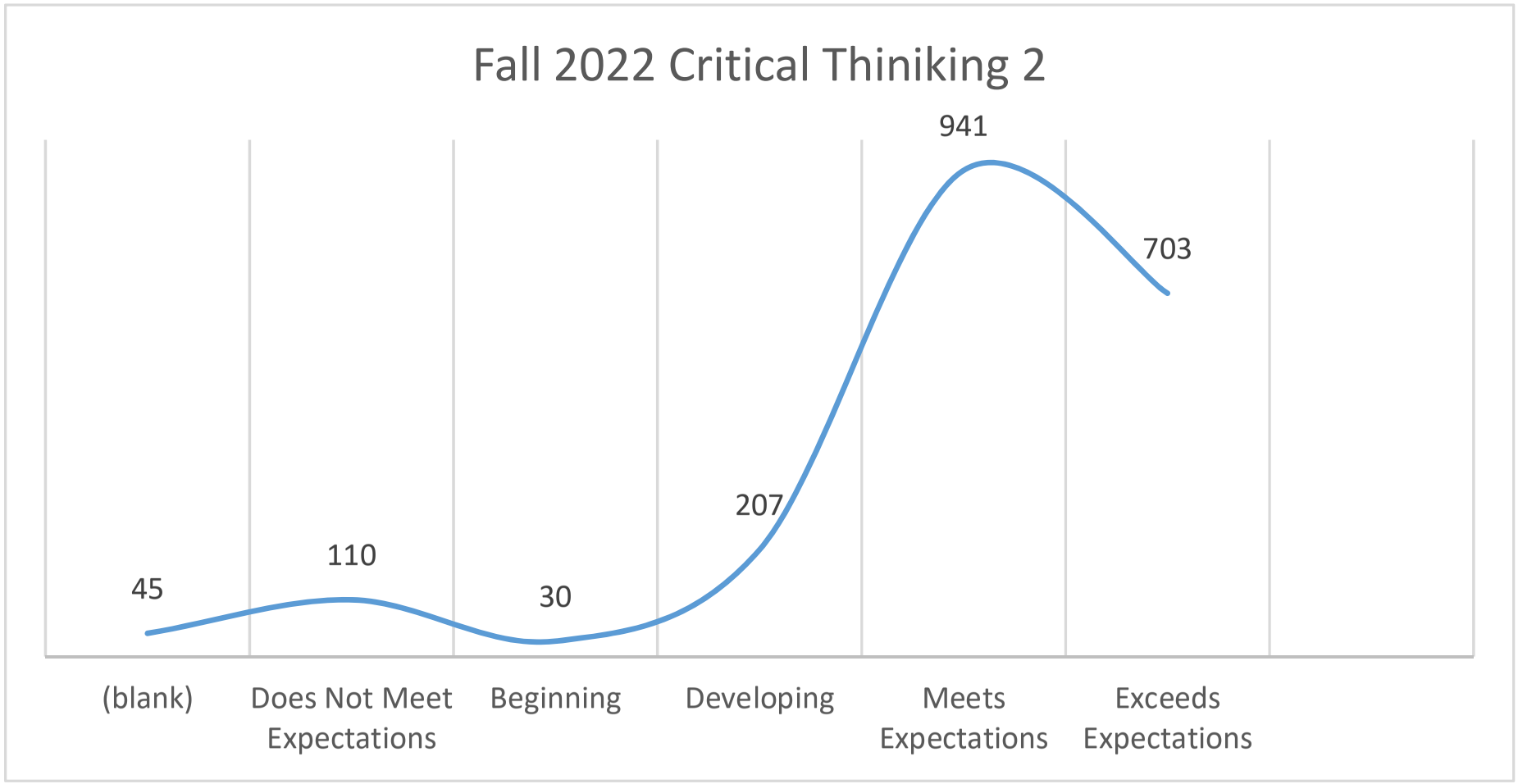
Beginning
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Critical Thiniking 2
45
110
30
207
941
703
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Fall 2022 Critical Thinking 3
60
101
25
256
901
737
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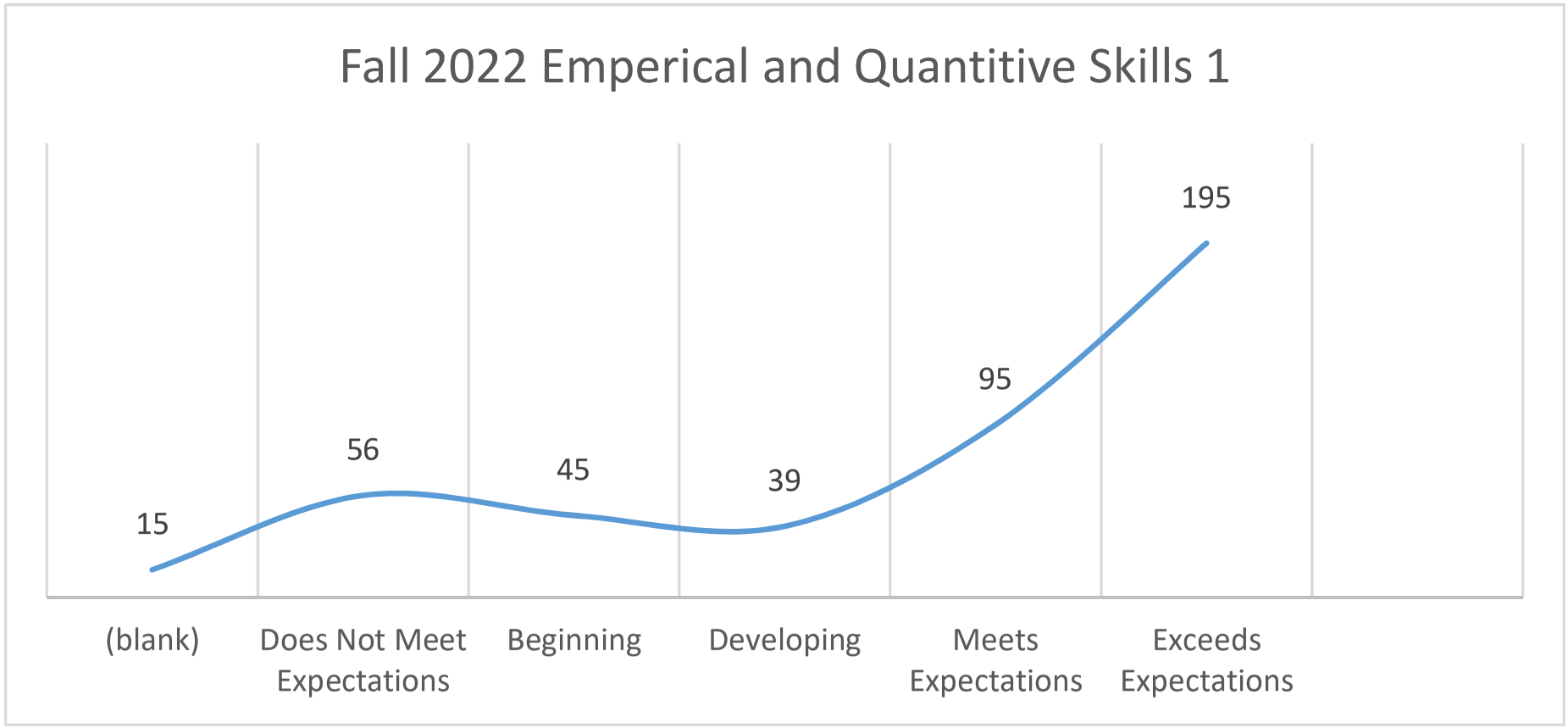
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Emperical and Quantitive Skills 1
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56
45
39
95
195
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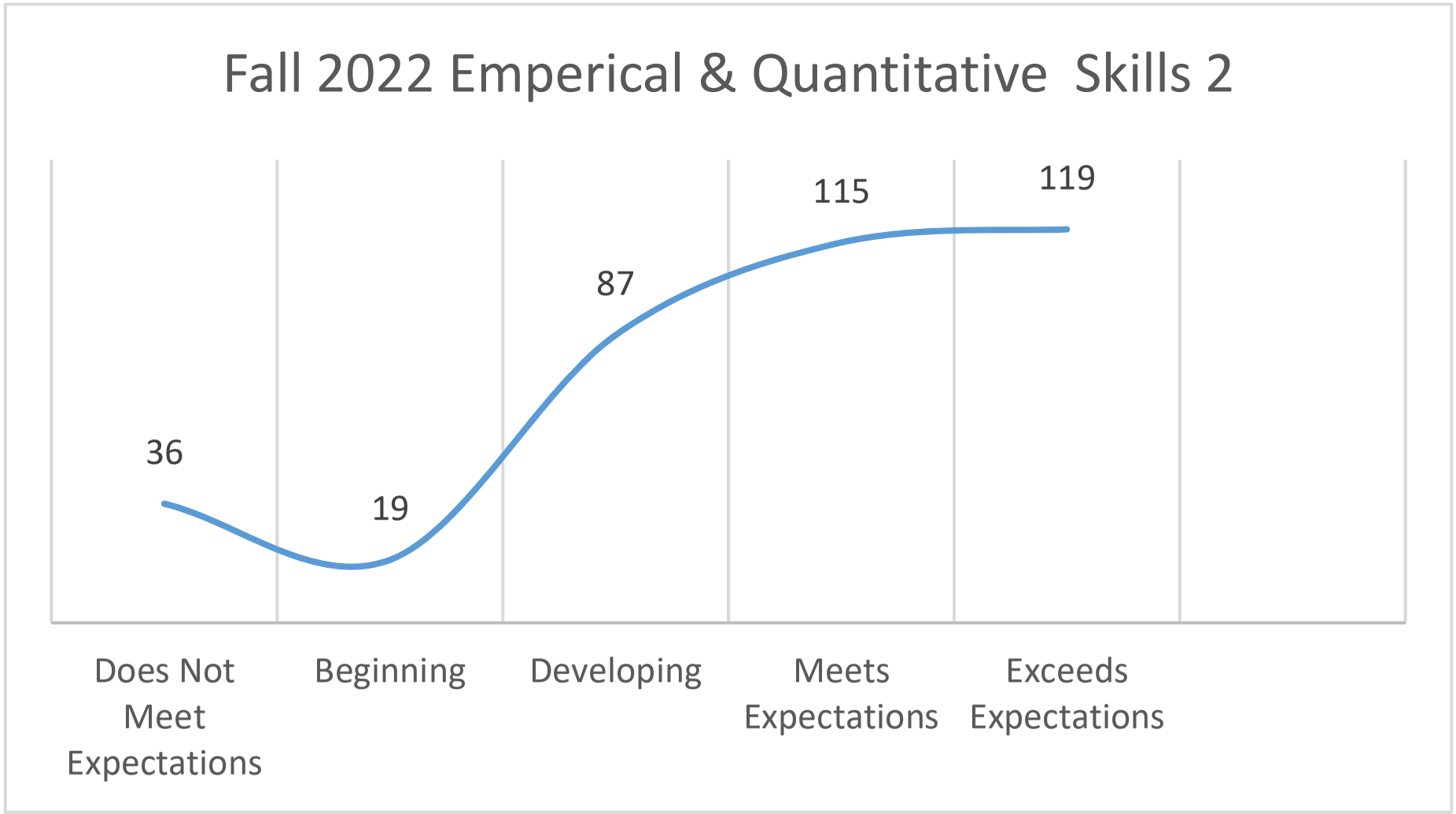
Beginning
Developing
Meets Expectations
Exceeds Expectations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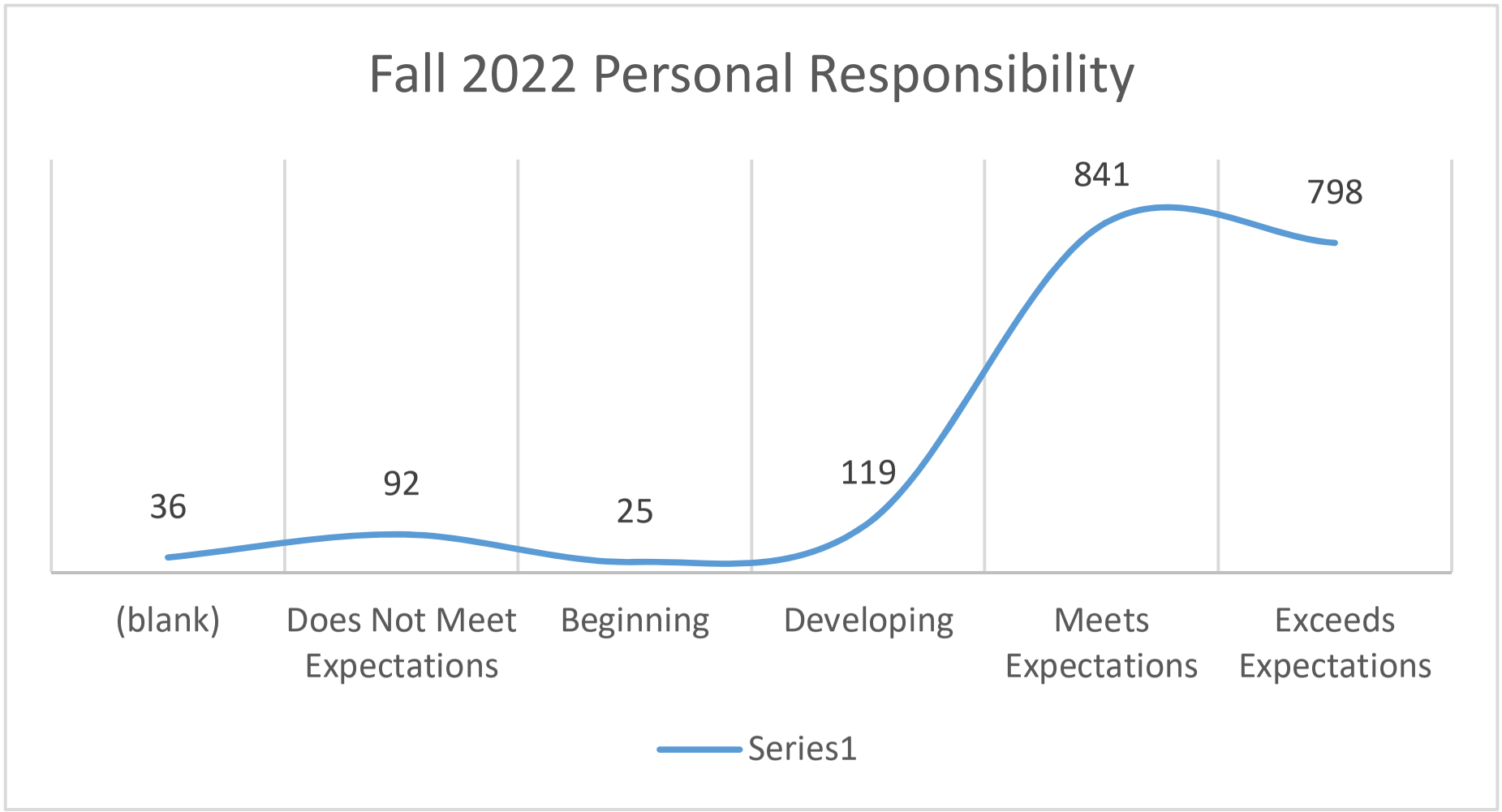
36
19
87
115
119
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Personal Responsibility
36
92
25
119
841
798
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Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations
Series1

Fall 2022 Social Responsibility 1
0
18
16
57
158
186
(blank)
0
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Fall 2022 Social Responsibility 2
26
4
90
493
348
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Fall 2022 Social Responsibility 3
52
32
11
109
547
622
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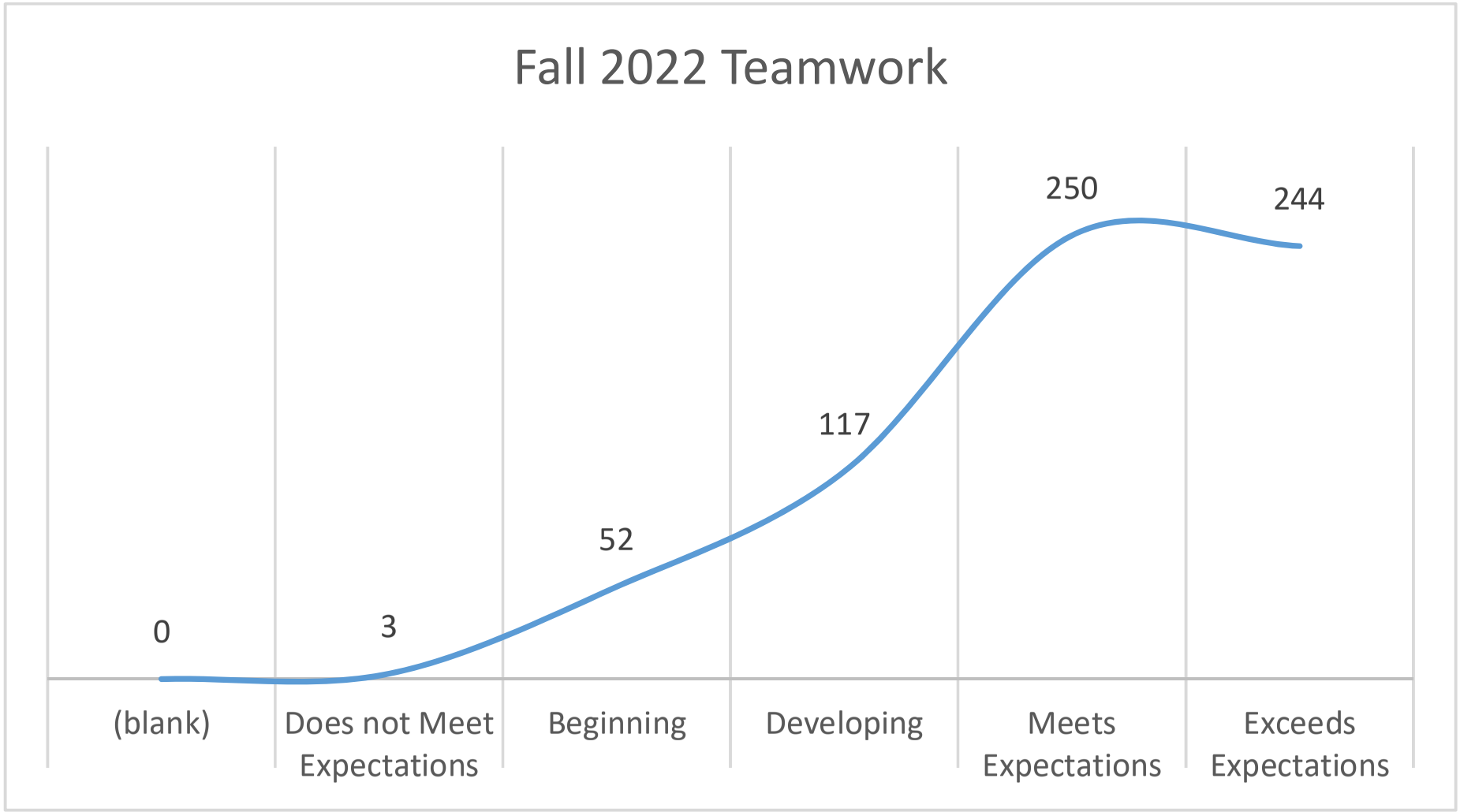
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Fall 2022 Teamwork
0
3
52
117
250
244
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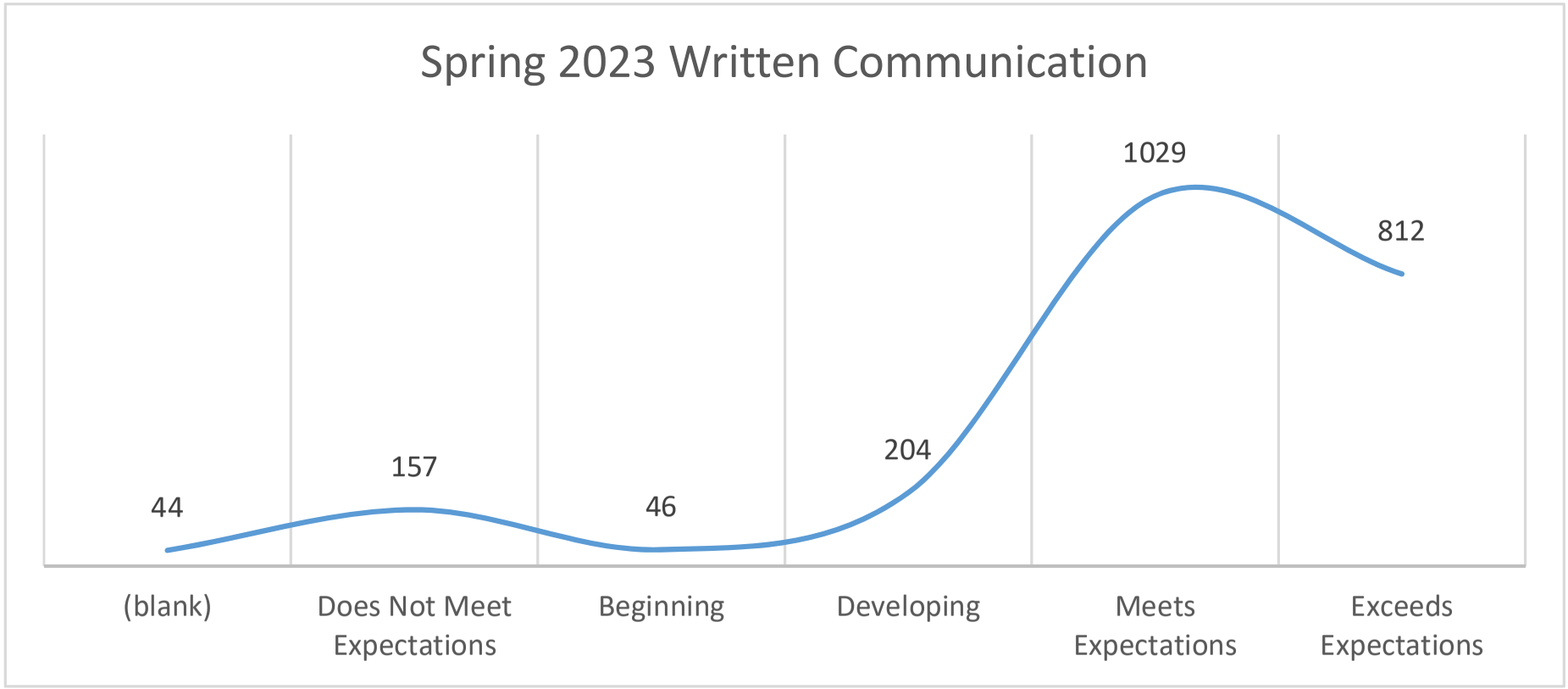
Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Spring 2023

GRAYSON COLLEGE


Spring 2023 Written Communication
44
157
46
204
1029
812
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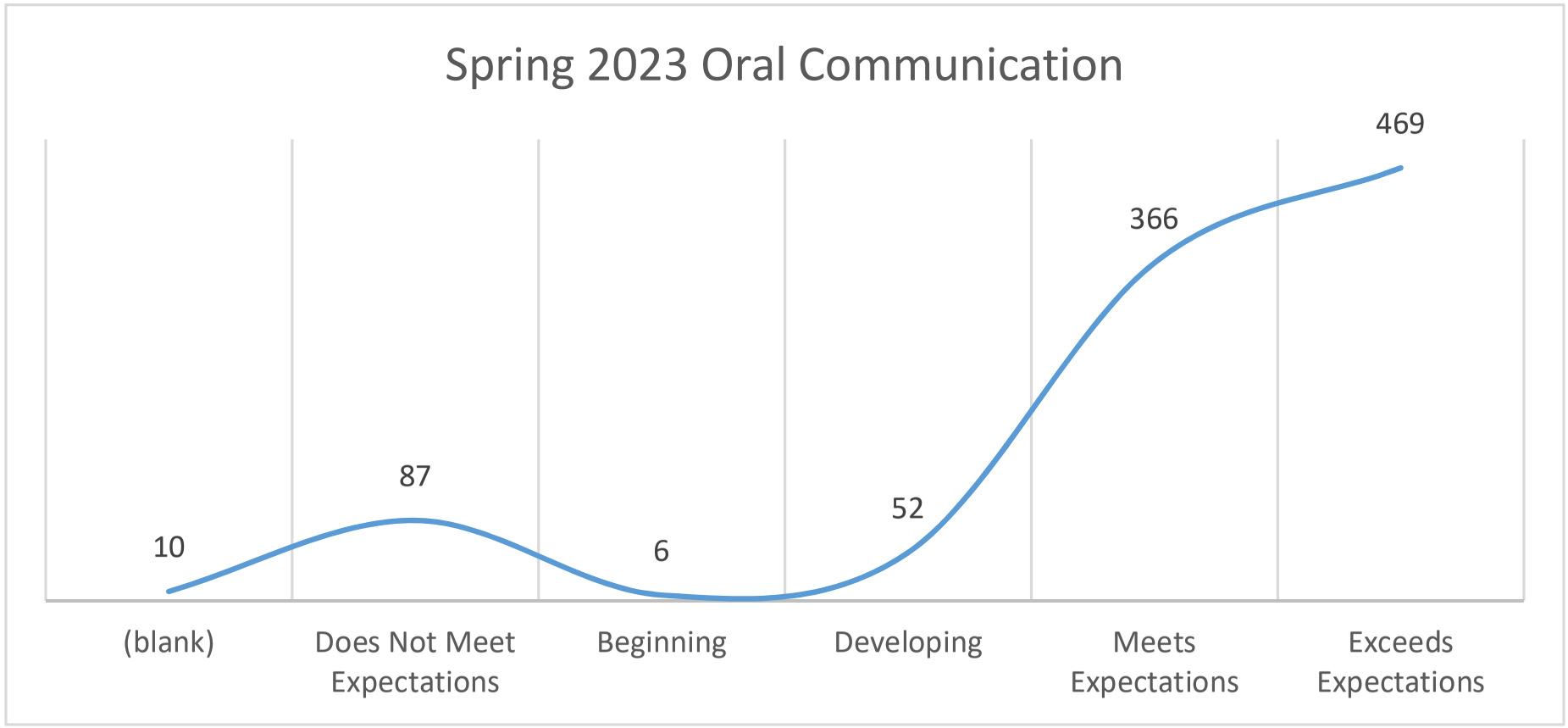
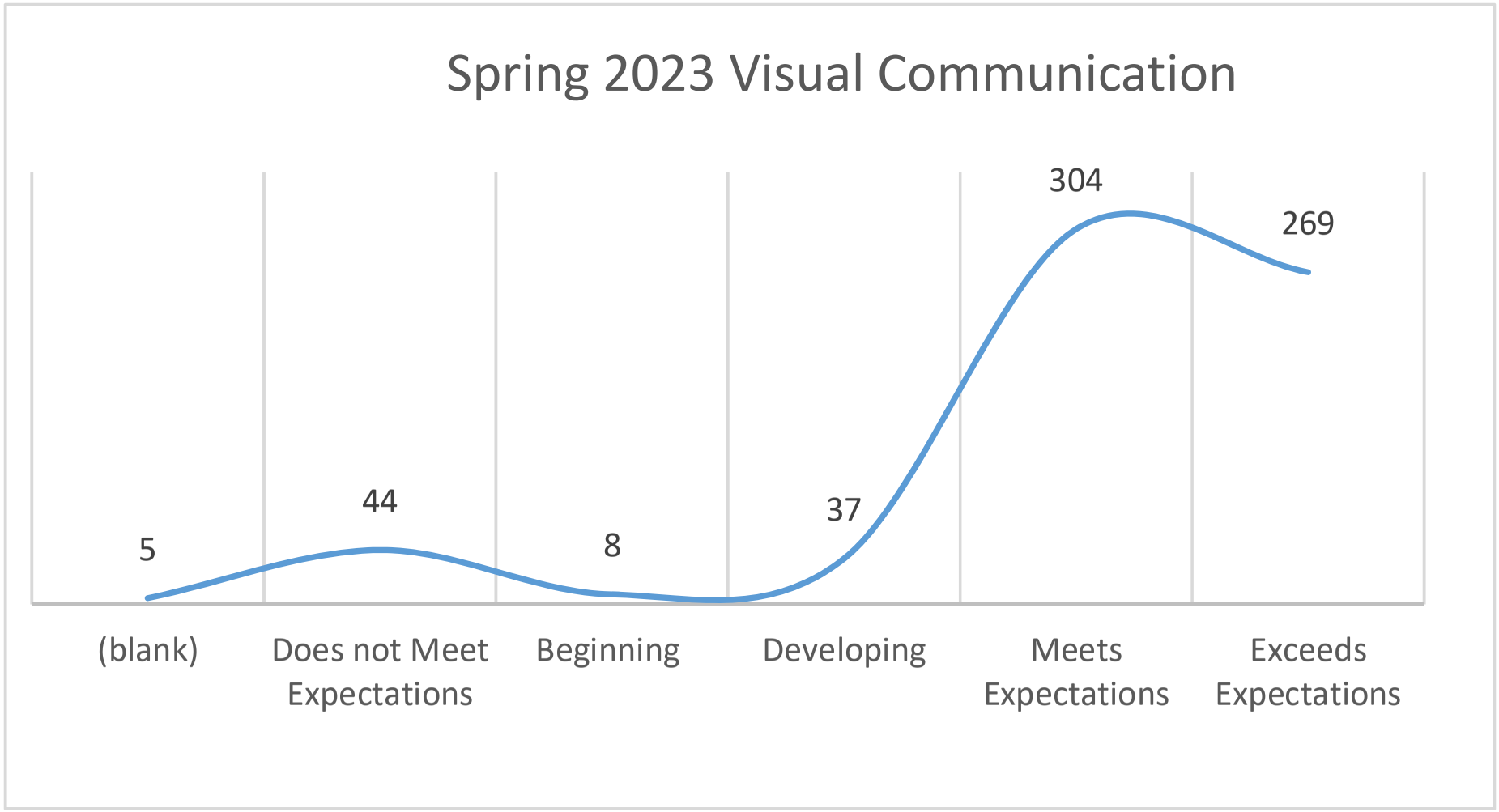
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Oral Communication
10
87
6
52
366
469
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Visual Communication
5
44
8
37
304
269
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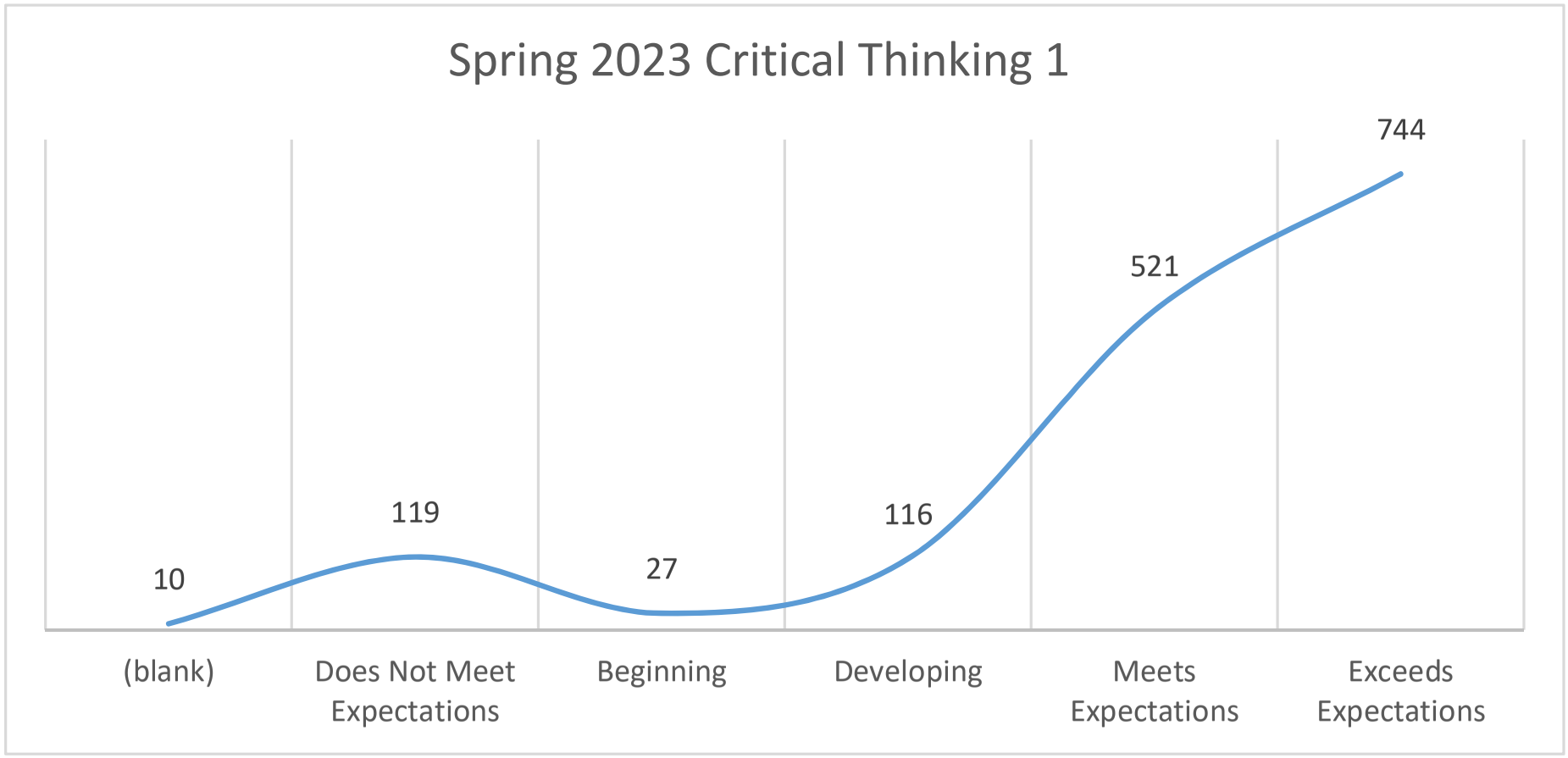
Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Critical Thinking 1
10
119
27
116
521
744
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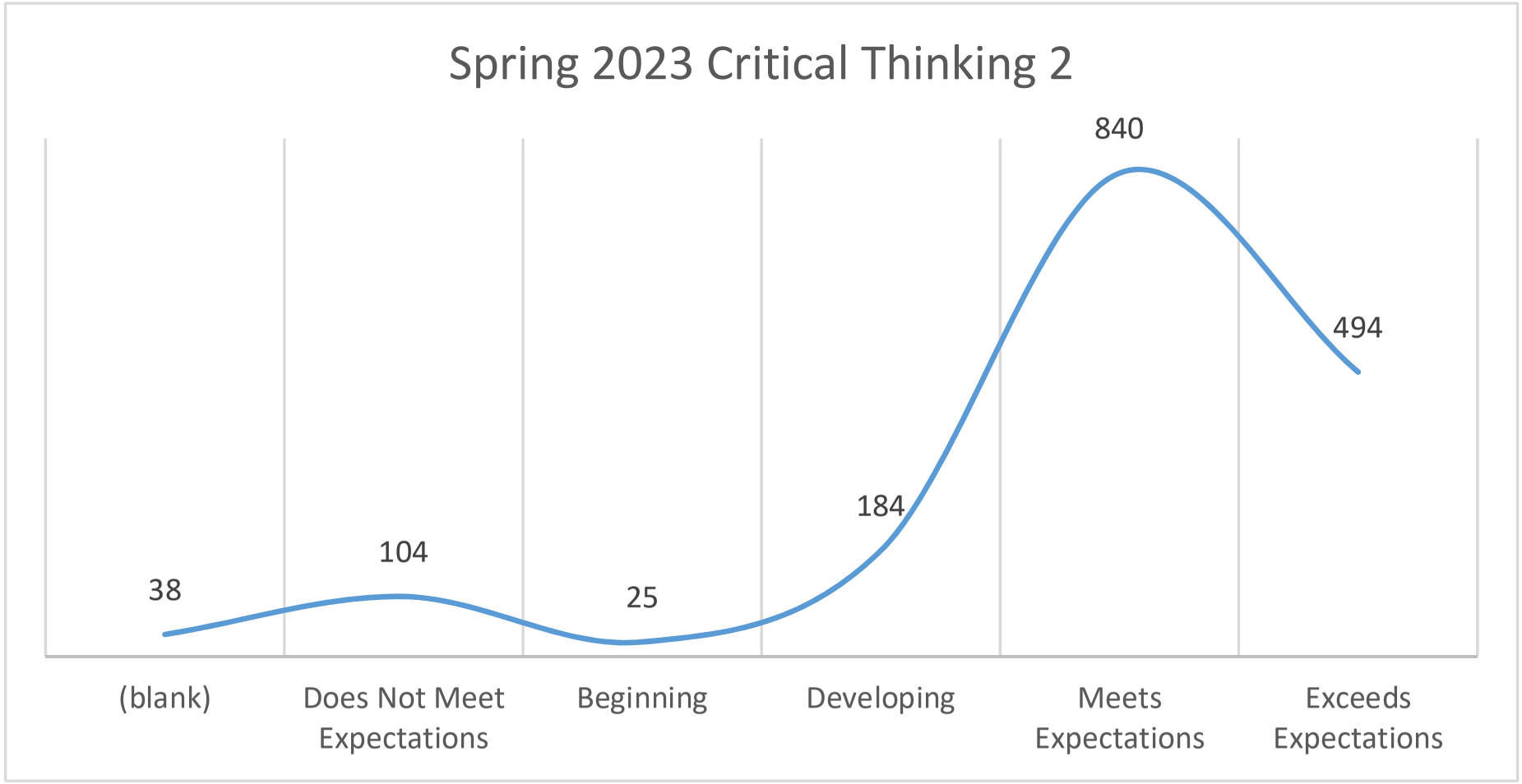
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Critical Thinking 2
38
104
25
184
840
494
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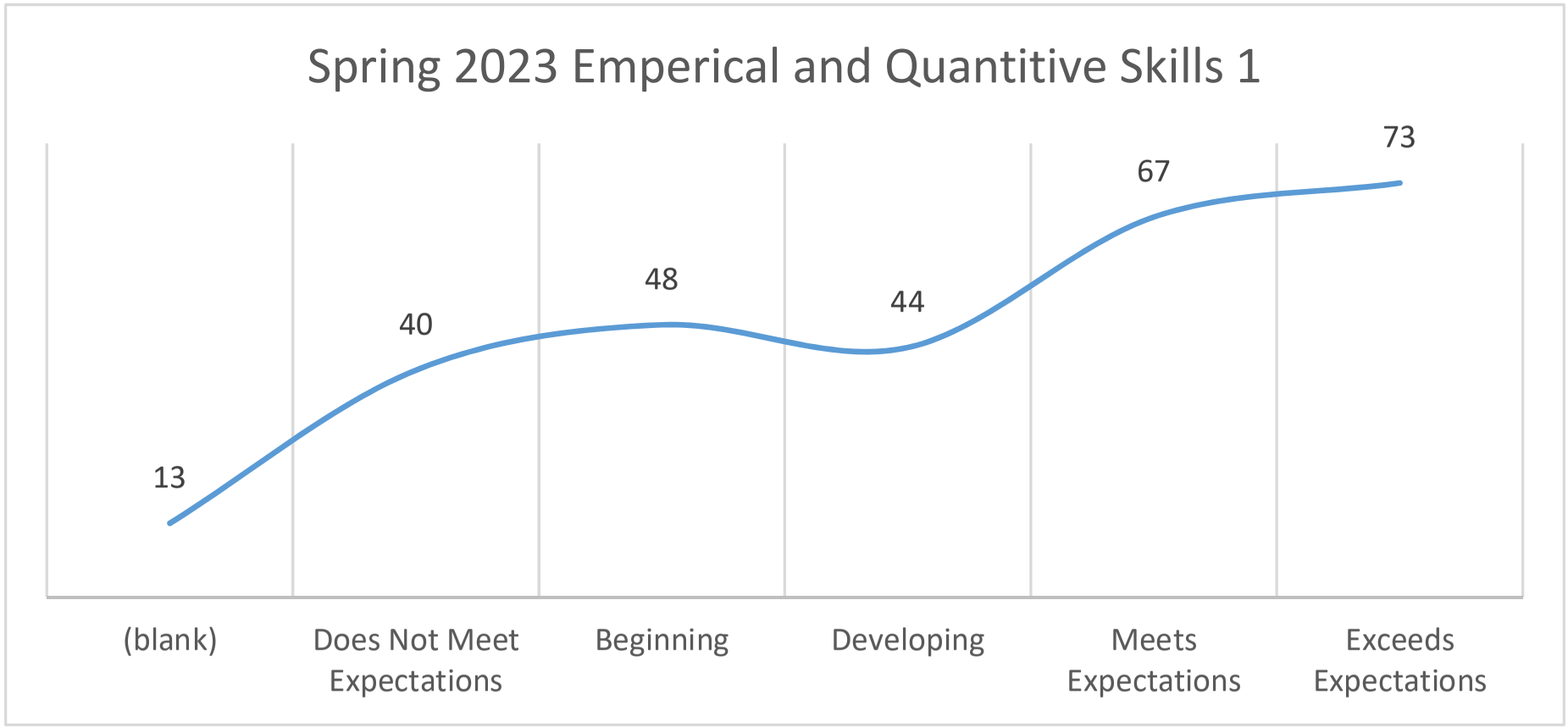
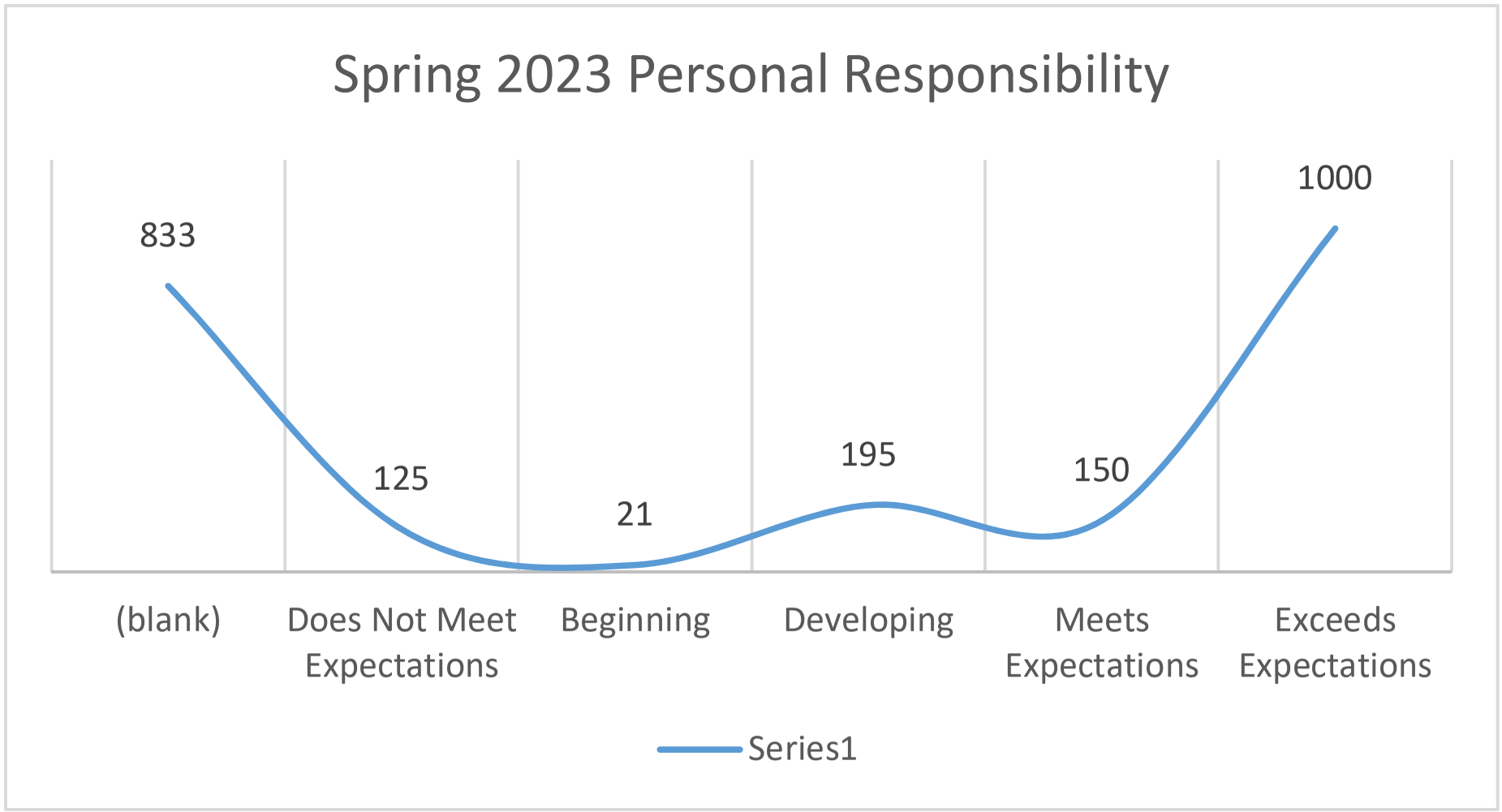
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Spring 2023 Critical Thinking 3
44
116
29
260
806
500
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Emperical and Quantitive Skills 1
13
40
48
44
67
73
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Spring 2023 Emperical & Quantitative Skills 2
0
11
7
35
45
34
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Personal Responsibility
833
125
21
195
150
1000
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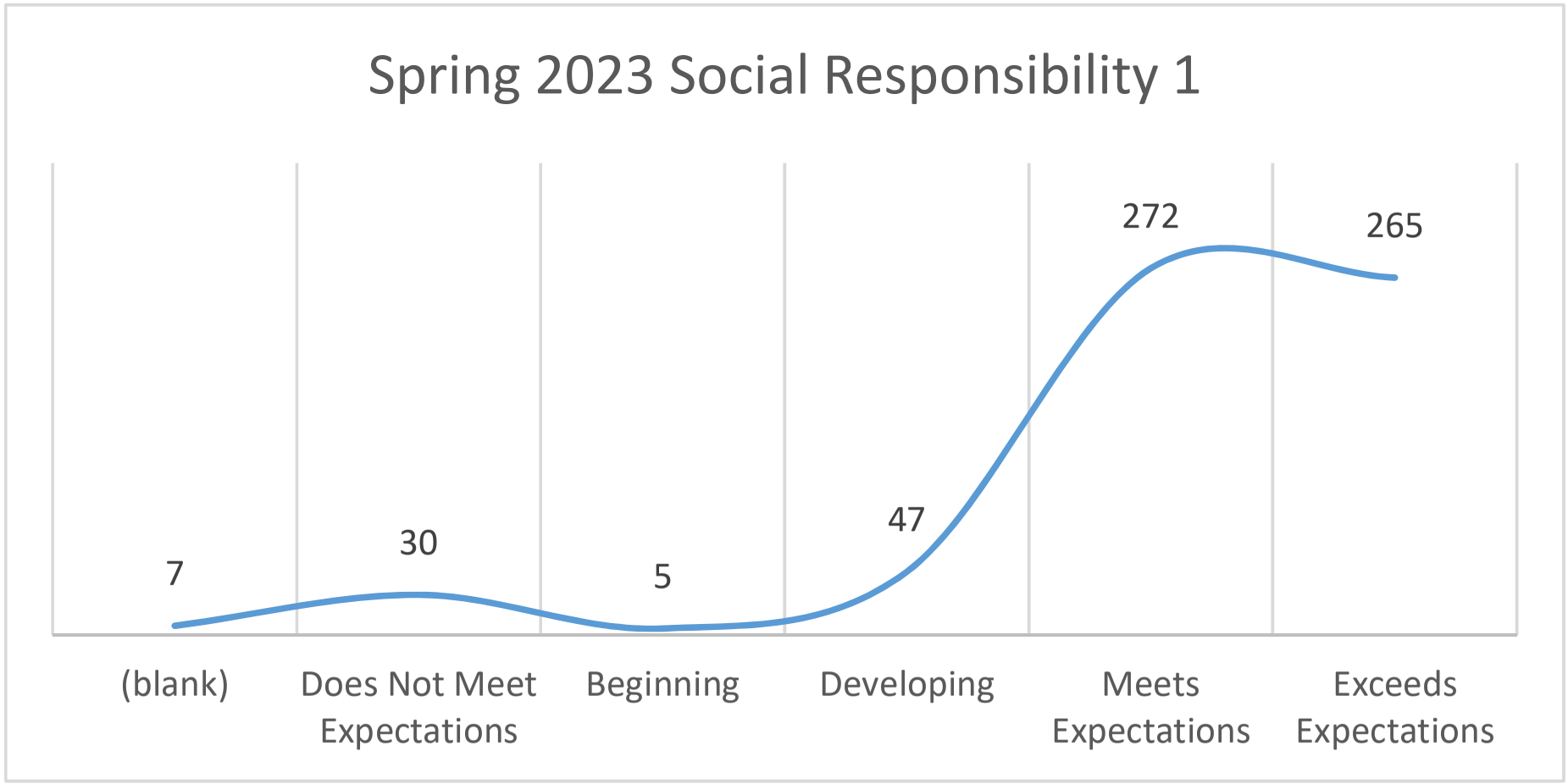
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations
Series1


Spring 2023 Social Responsibility 1
7
30
5
47
272
265
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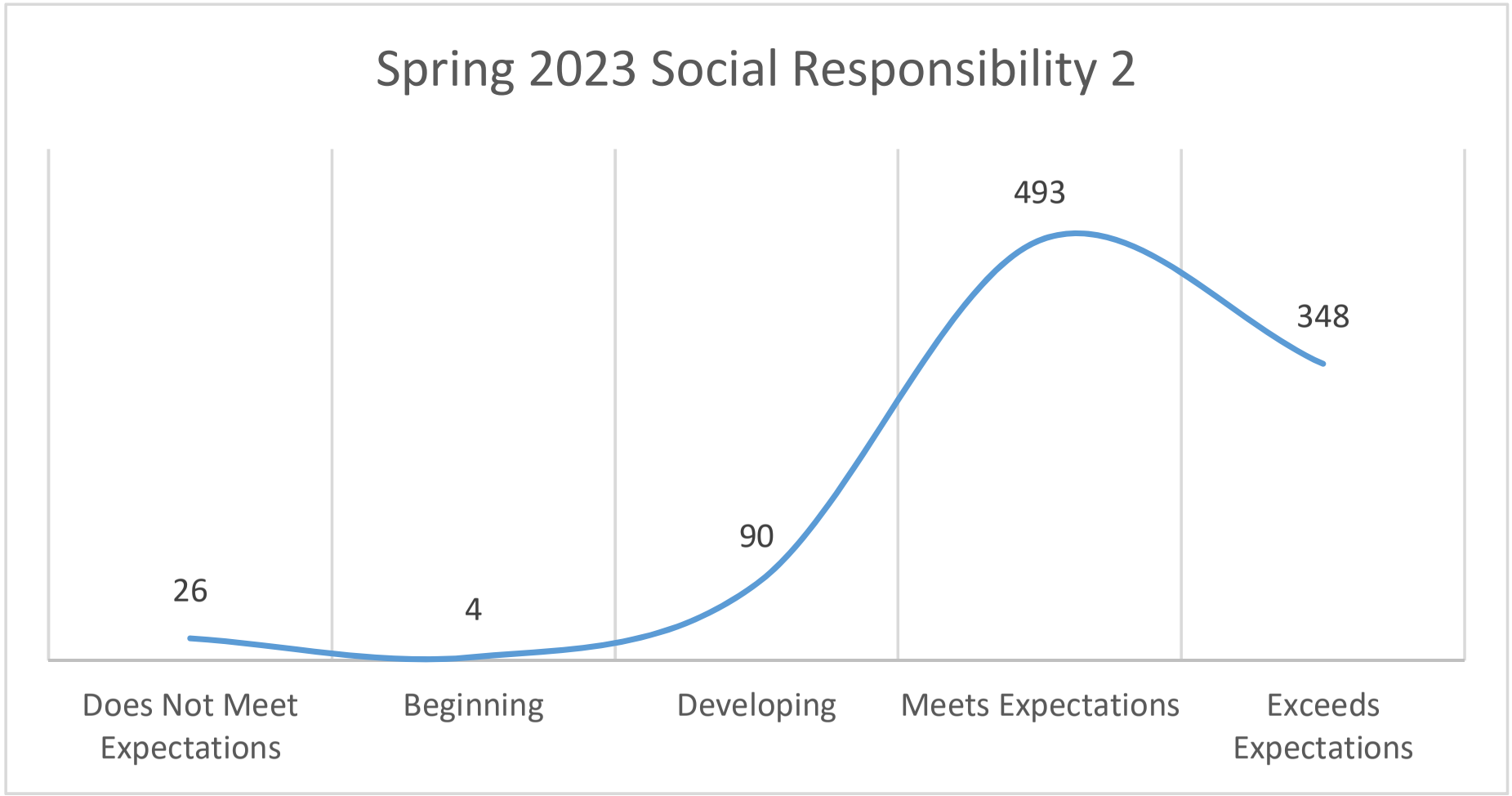
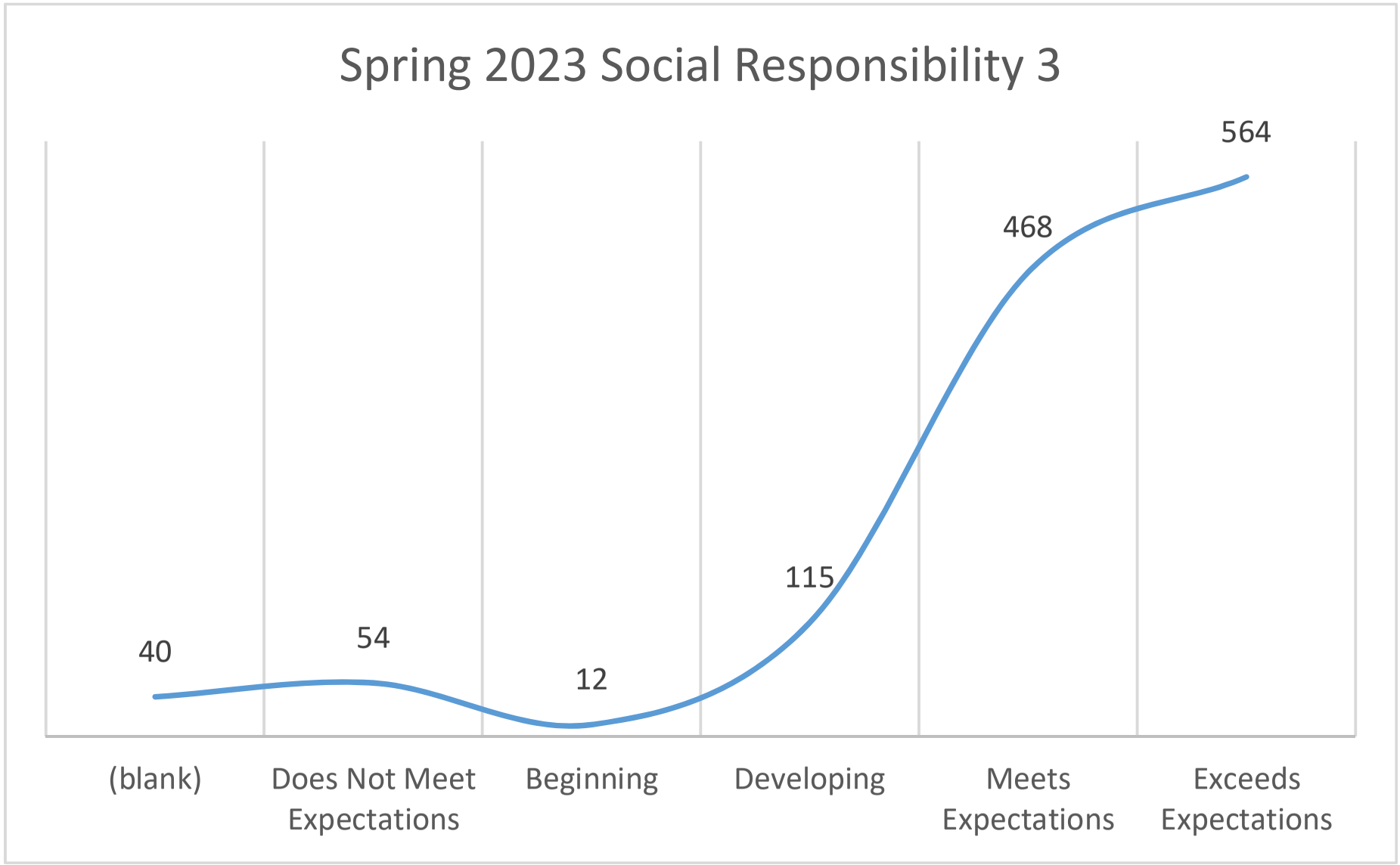
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Social Responsibility 2
26
4
90
493
348
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Social Responsibility 3
40
54
12
115
468
564
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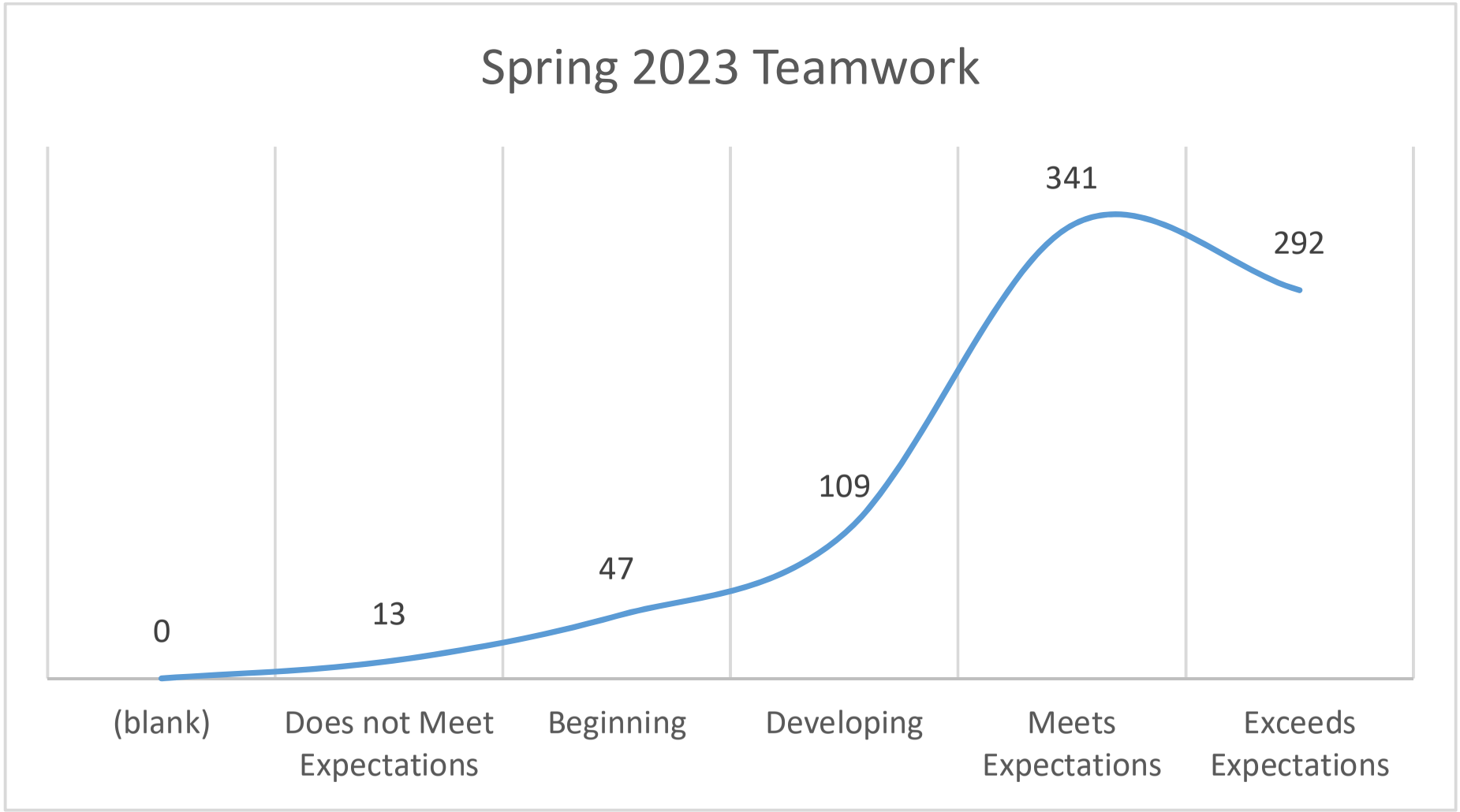
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Spring 2023 Teamwork
0
13
47
109
341
292
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Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Summer 2023

GRAYSON COLLEGE

Summer 2023 Written Communication
44
157
46
204
1029
812
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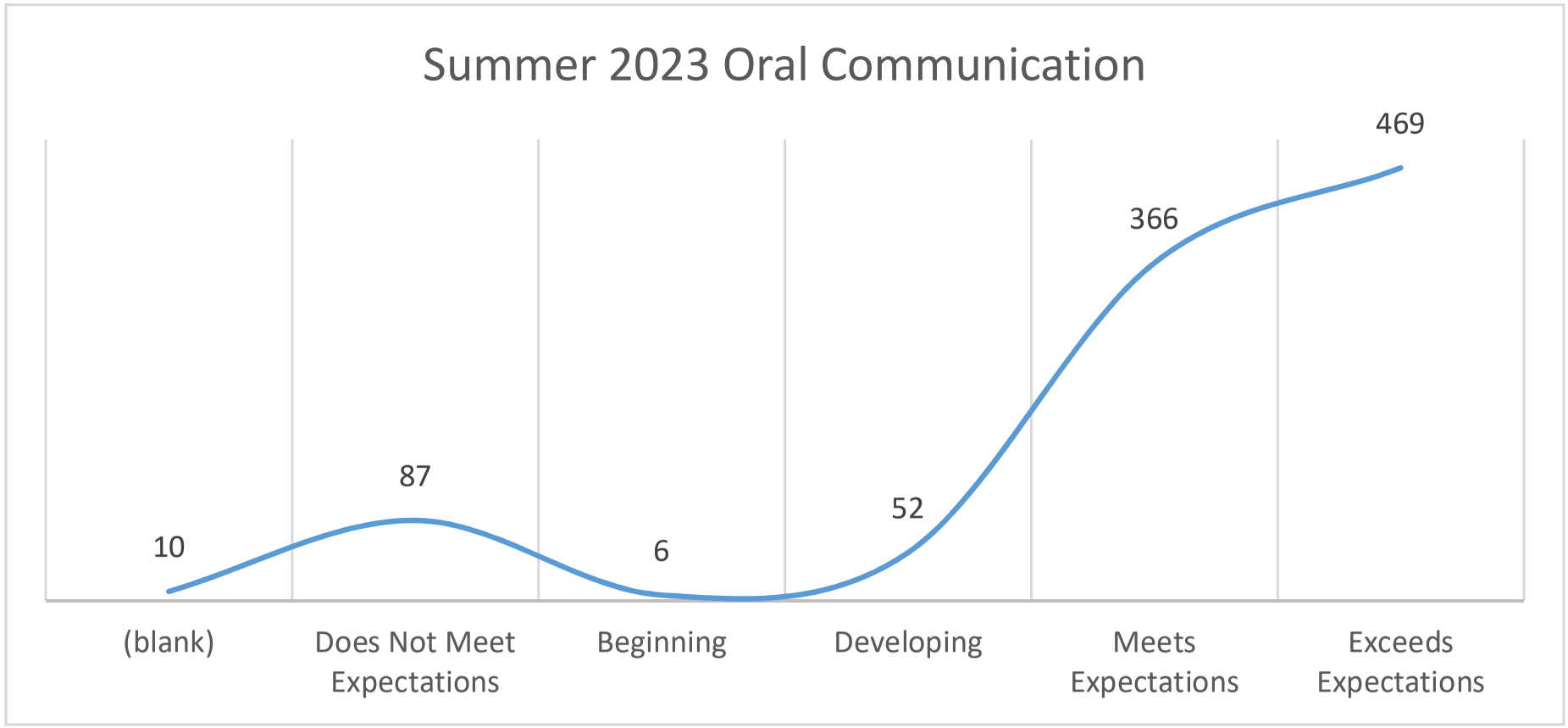
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Oral Communication
469
366
87
52
10
6
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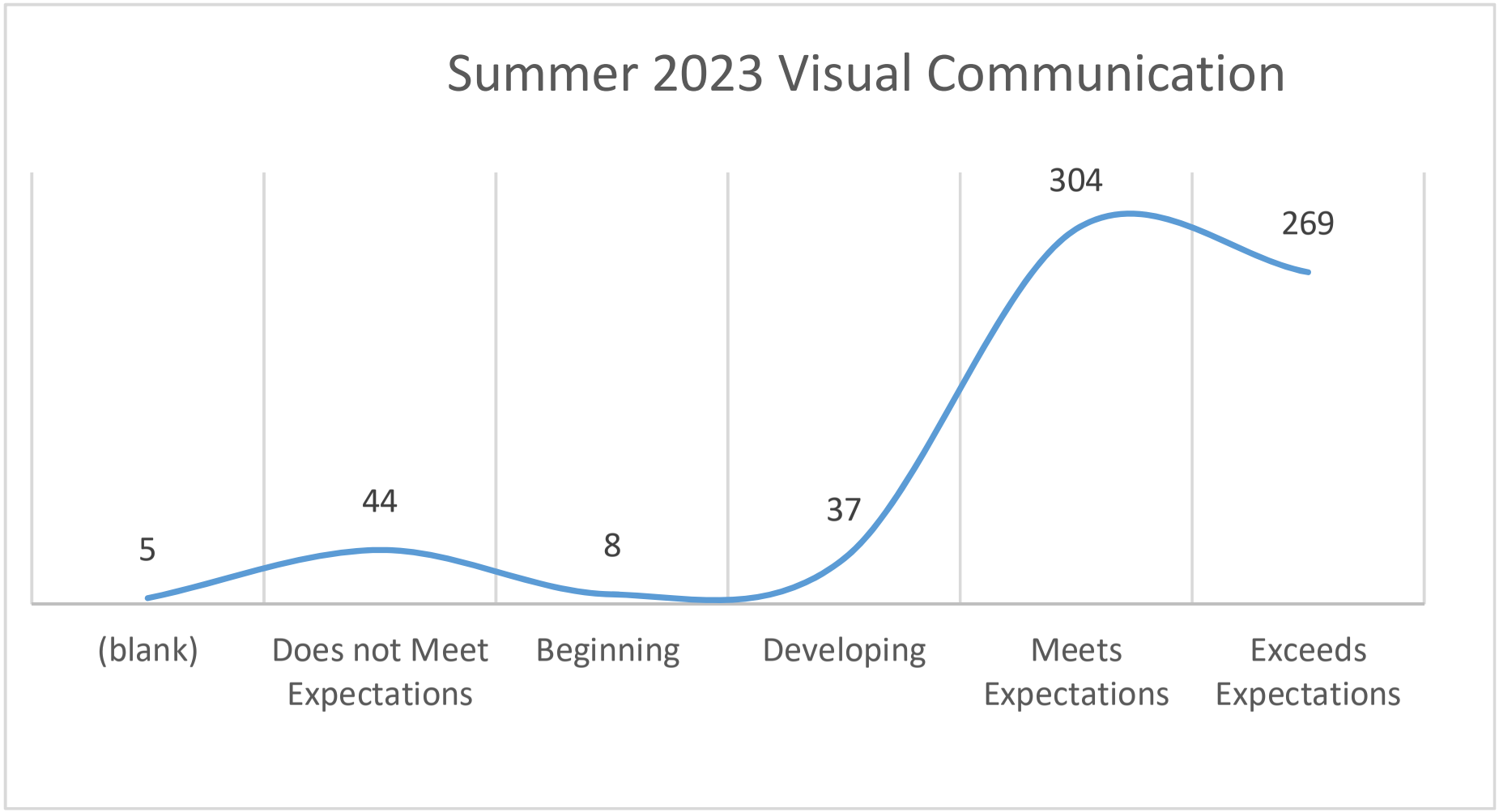
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Visual Communication
5
44
8
37
304
269
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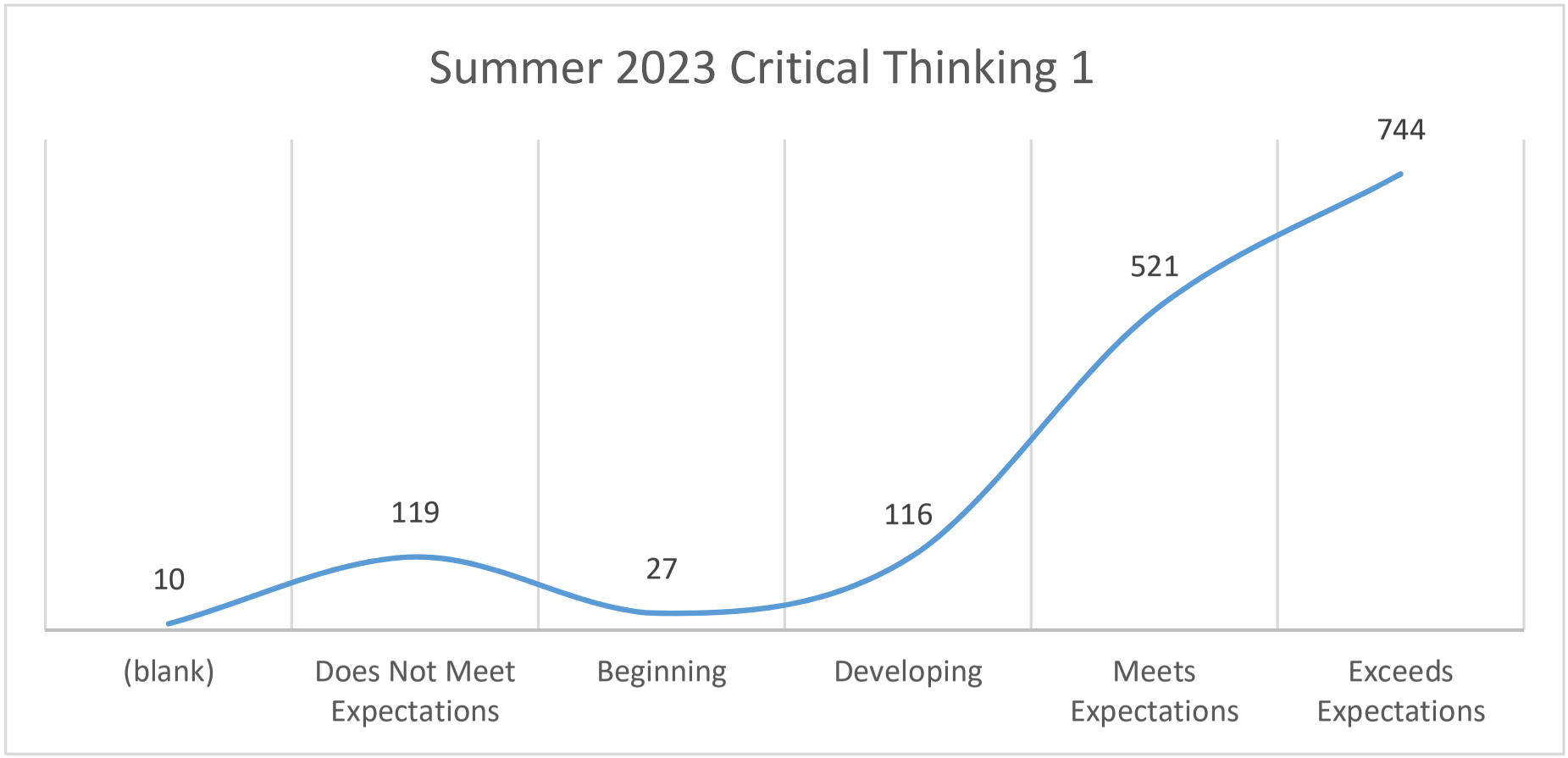
Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Critical Thinking 1
10
119
27
116
521
744
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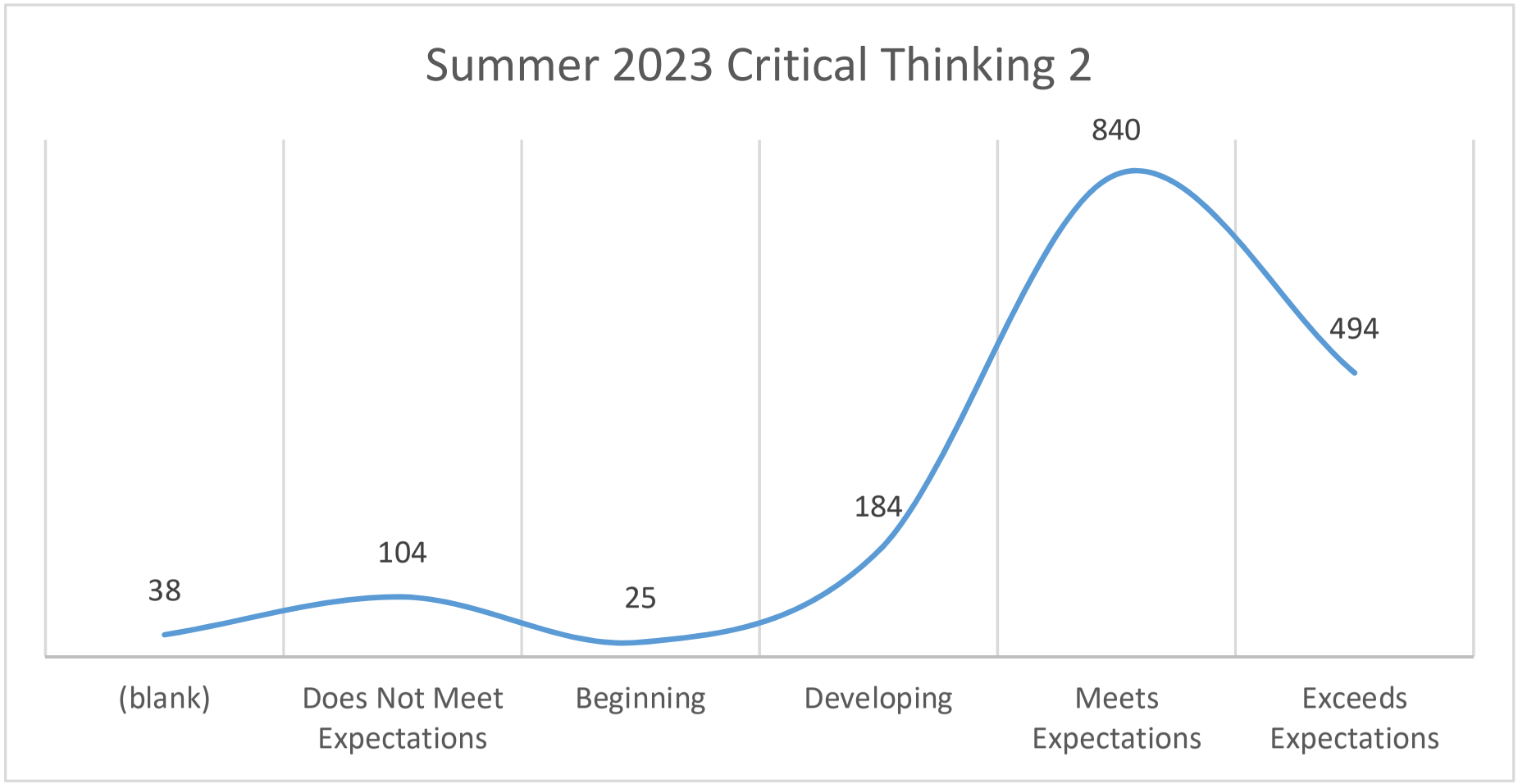
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Critical Thinking 2
38
104
25
184
840
494
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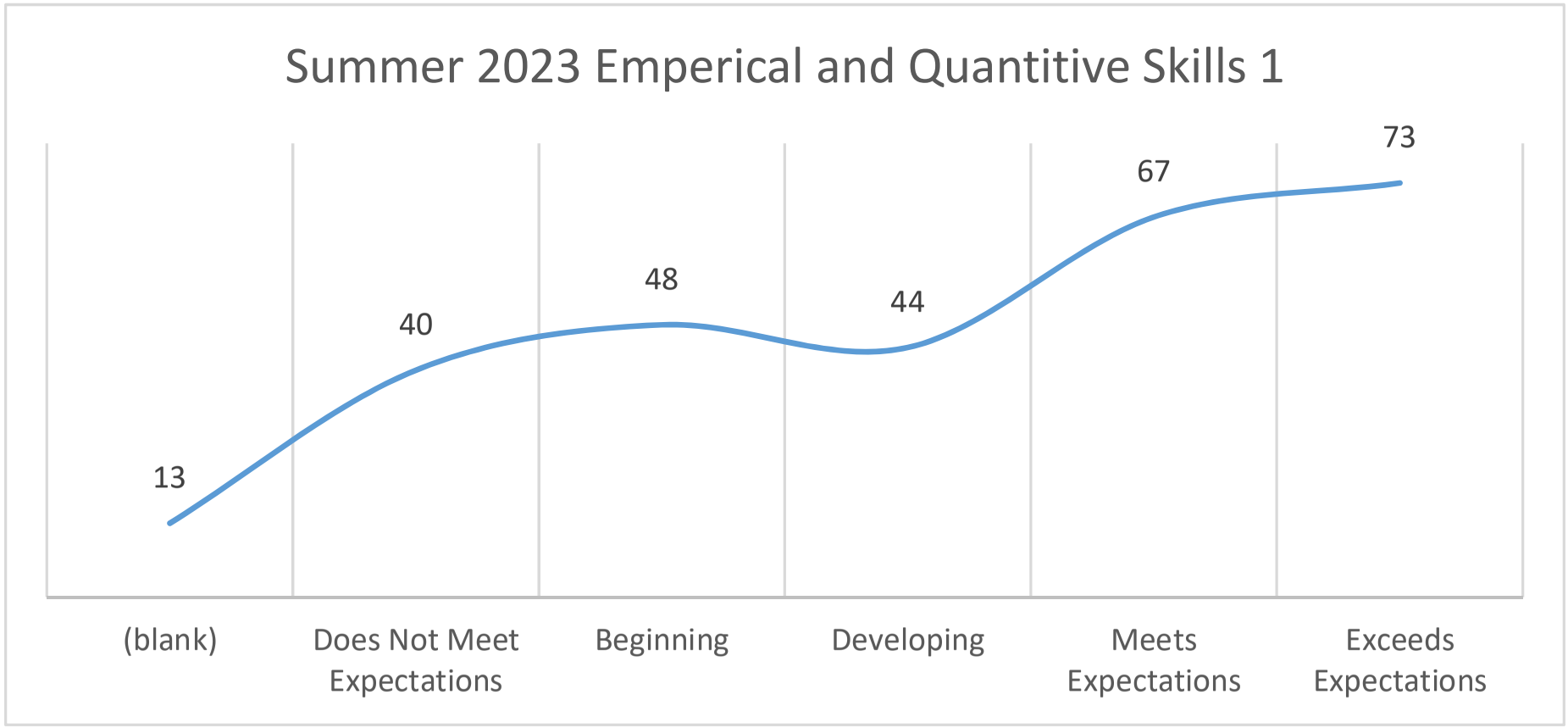
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Summer 2023 Critical Thinking 3
806
500
260
116
44
29
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Emperical and Quantitive Skills 1
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40
48
44
67
73
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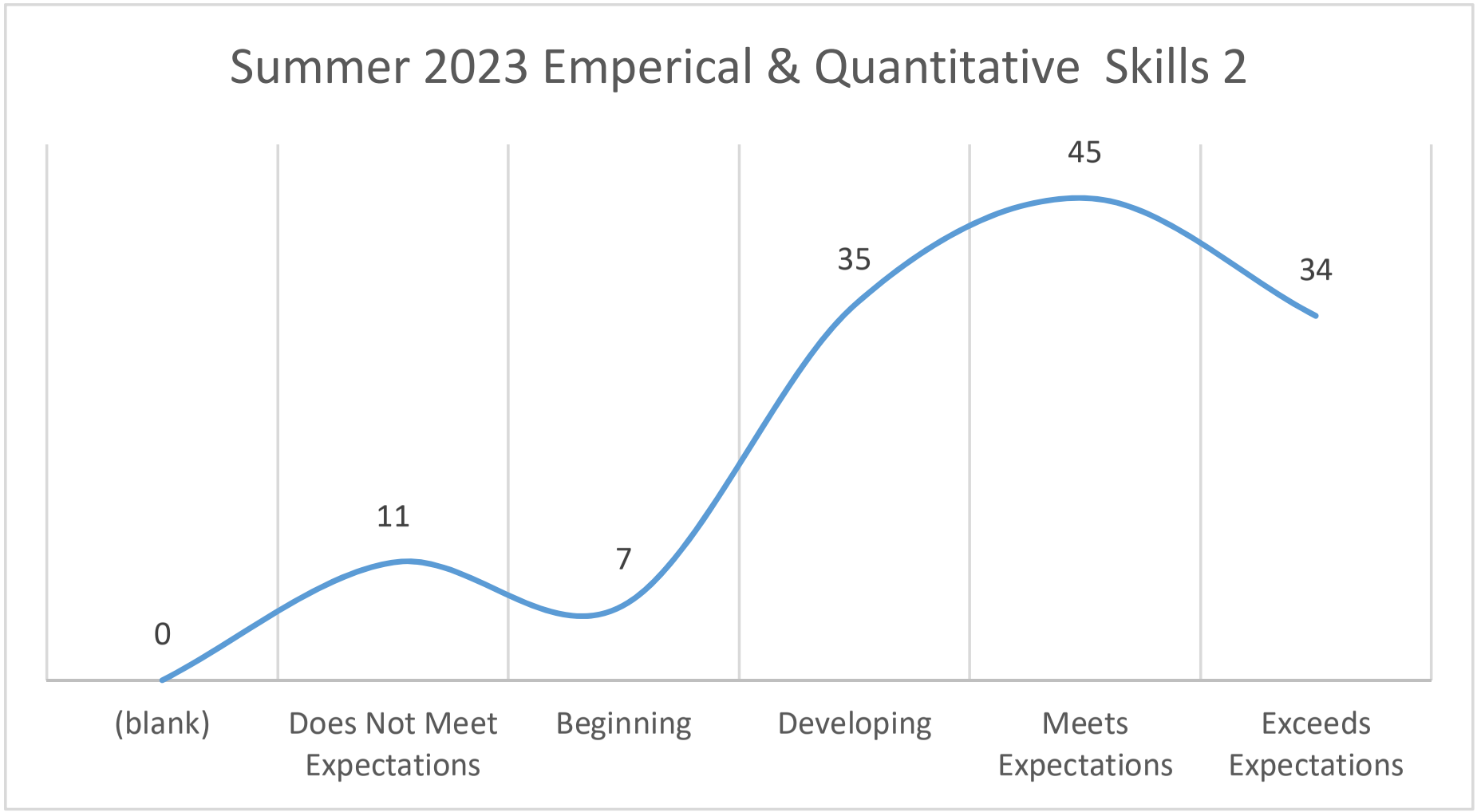
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Emperical & Quantitative Skills 2
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11
7
35
45
34
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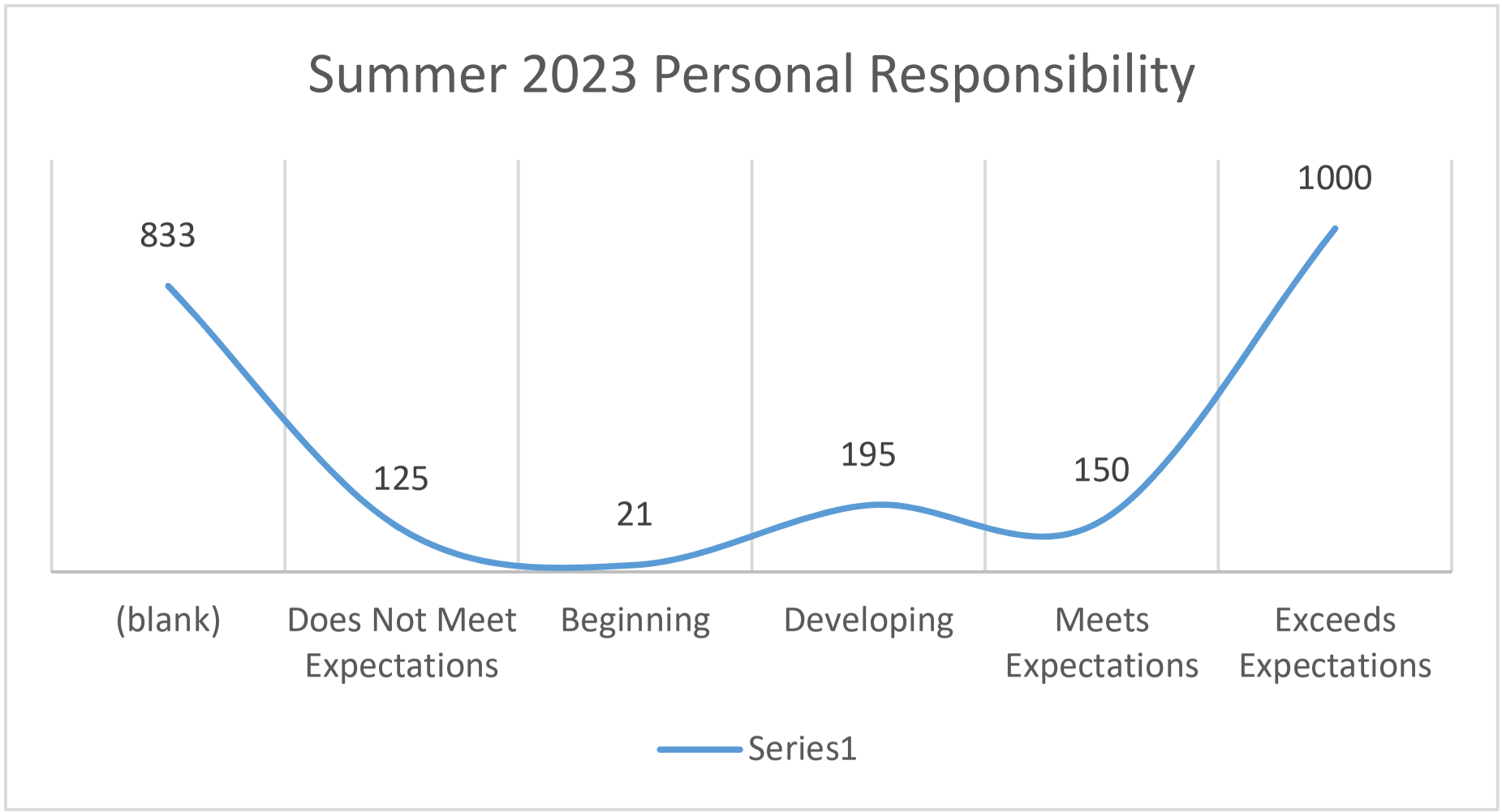
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Personal Responsibility
833
125
21
195
150
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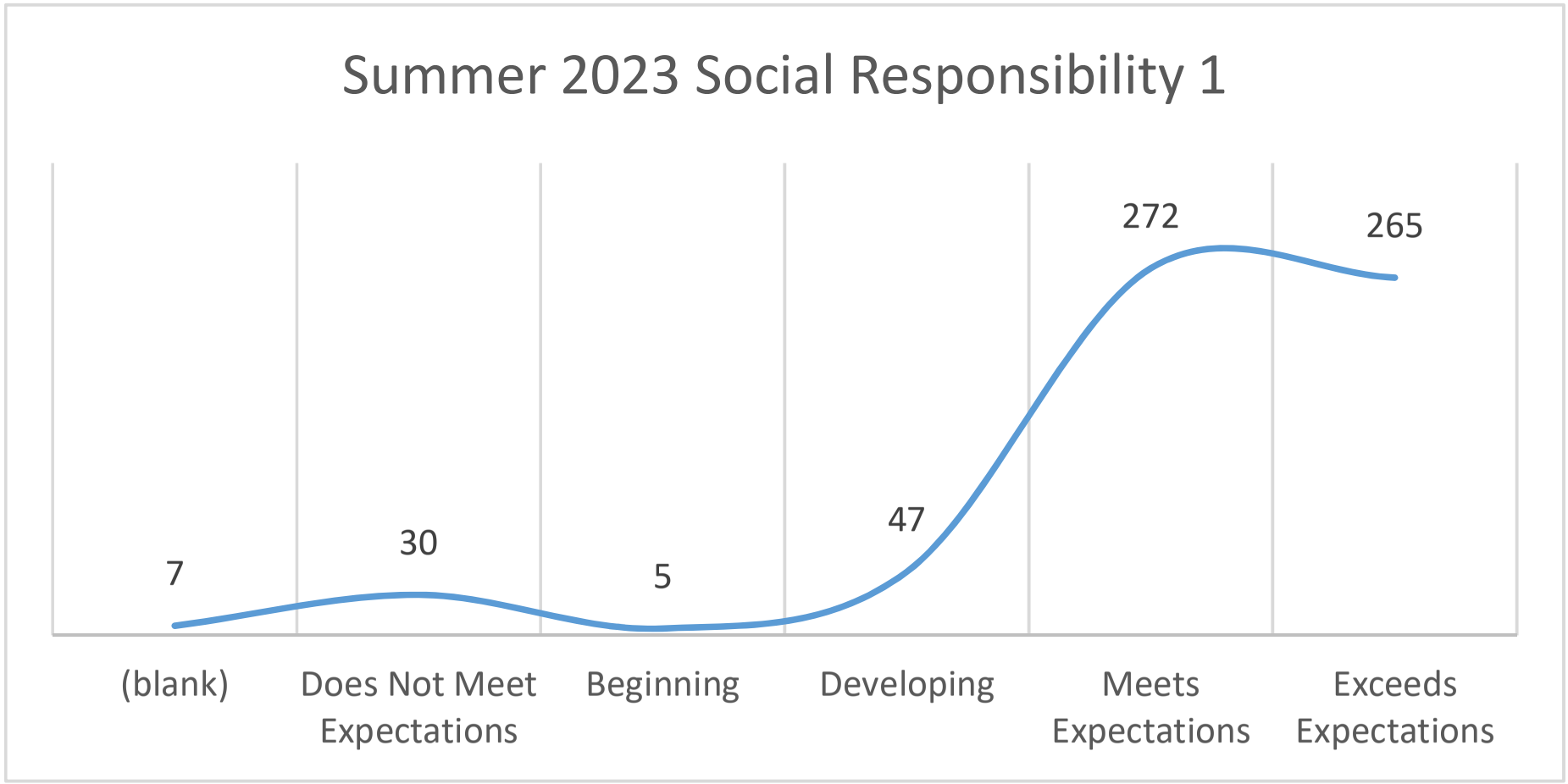
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations
Series1


Summer 2023 Social Responsibility 1
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265
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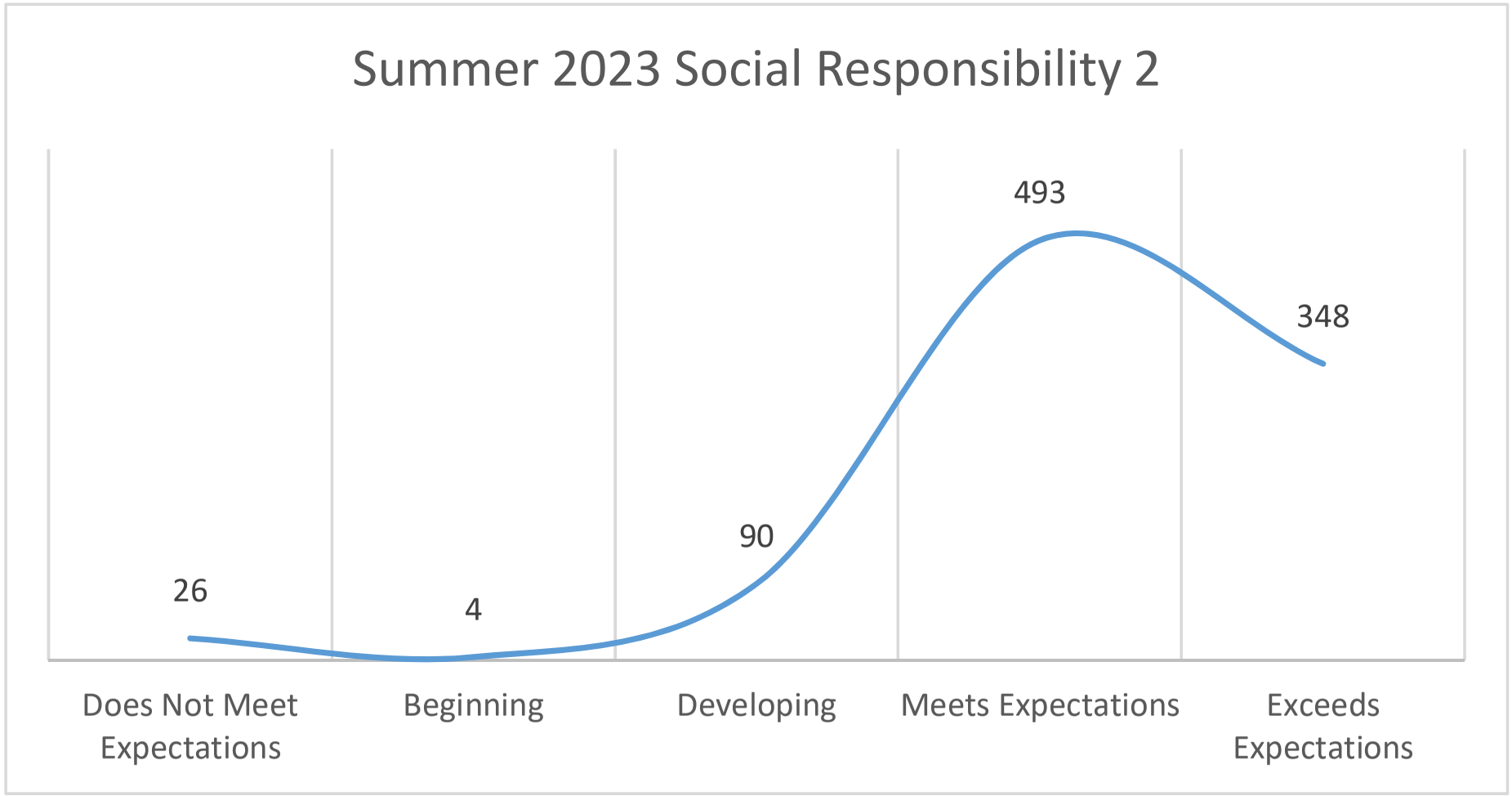
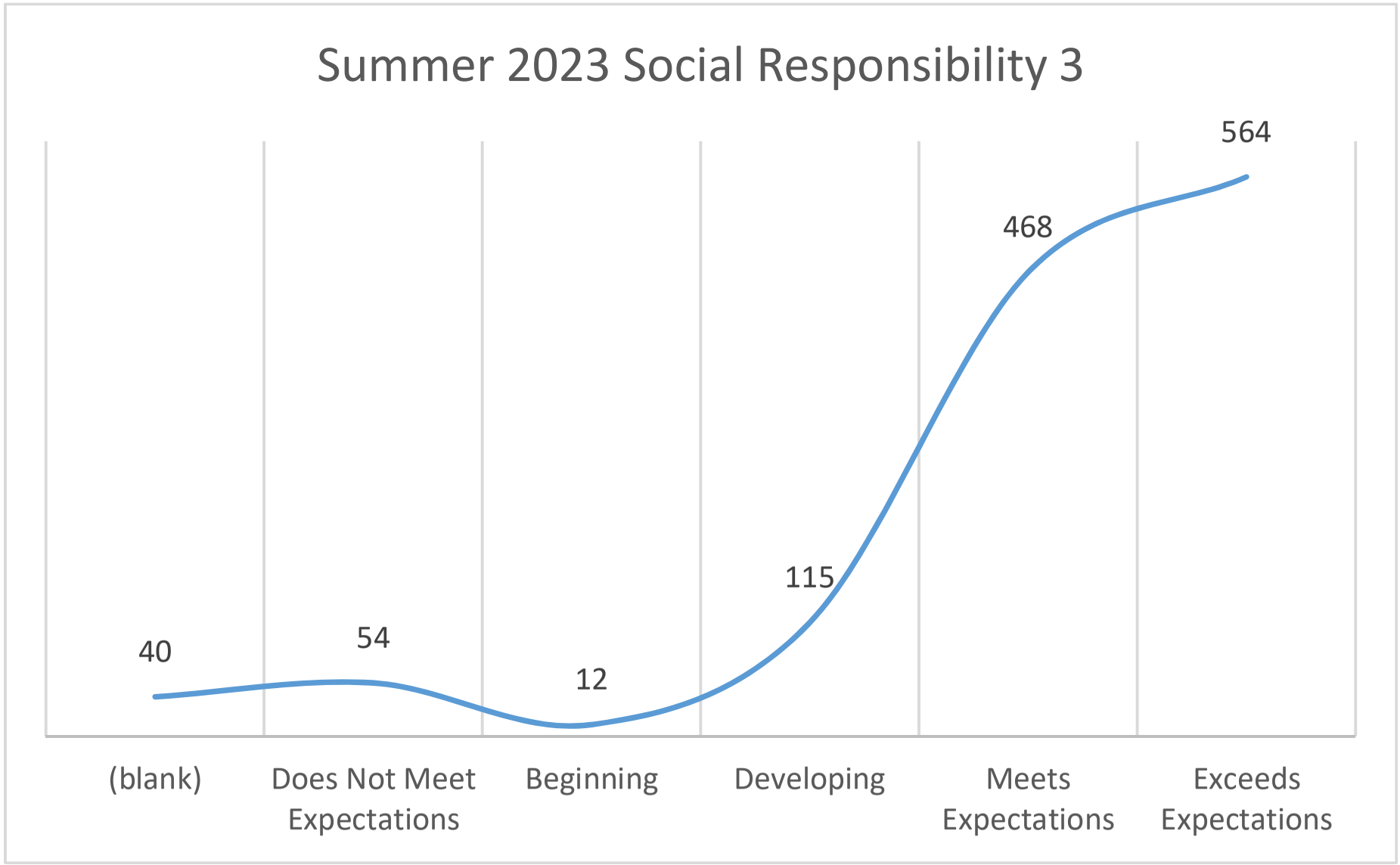
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Social Responsibility 2
26
4
90
493
348
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations


Summer 2023 Social Responsibility 3
564
468
115
54
40
12
(blank)
Does Not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations

Summer 2023 Teamwork
0
13
47
109
341
292
(blank)
Does not Meet Expectations
Beginning
Developing
Meets Expectations
Exceeds Expectations