DMACC ANNUAL ASSESSMENT REPORT
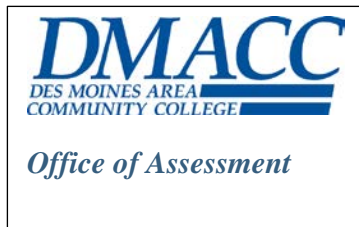
Institutional Course Assessment Evaluation

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

What makes assessment for learning effective is how well the information is used.

This report contains information concerning assessment activities at DMACC including the number of assessments activities for all courses and sections. This information is displayed in a variety of tables including: the total number of courses and sections assessed for 2010-2014, the number of courses and sections assessed by campus, college, career and technical courses compared with liberal arts, courses and sections assessed by District Chair, and assessment by delivery method.

DMACC
DES MOINES AREA
COMMUNITY COLLEGE

Office of Assessment

DMACC Annual Assessment Report

INSTITUTIONAL COURSE ASSESSMENT EVALUATION

Introduction

Assessment of student learning at Des Moines Area Community College (DMACC) began in the 1990s and has matured to cover course, program, and institutional assessment of student learning. Faculty drives this process and draws on their expertise and best practices in their field to use assessment data to improve instruction and learning. Chairs and or faculty are asked to implement an assessment tool in at least one course in their program that measures course competencies. A variety of methods are used to assess student learning to include: testing, samples of student work, and several types of class and program projects. Faculty are asked to assess each course approximately 4 semesters in a row. The first administration will establish a baseline; the second will verify the responses, the third assessment will include changes to the instrument, competencies, or program, and the fourth will be used to verify the changes were successful. At this point faculty can decide to continue the assessment if changes are still necessary or if satisfied with the results may move on to another course within their program.

Each year the Assessment Office is tasked to provide an update on the status of assessment at DMACC. The intent of this report is to let the reader know both course participation and proficiency levels of the assessment of student learning for the 2013-2014 academic year and identify strengths, opportunities and priorities within the district.

Process

Data in this report covers participation in course level assessment activities and self-evaluation of proficiency in completing DMACC's assessment model. Any course participating in data collection or other assessment activities for at least a single term are considered active for that academic year. Participation percentages are calculated with the number of active courses as the numerator and the total number of course or sections as the denominator. Percentages for collecting data are calculated with the number of courses or sections collecting data as the numerator and the number of Active courses as the denominator. This report contains information concerning participation, proficiency, program level assessment, and special assessments.

Participation results will be aggregated by courses and by sections for the overall college, by each campus and Academic Dean, career/ vocational and liberal arts courses, program or district chair, delivery method including online and career advantage, and by subject area. For the purposes of assessment and this report, each subject area or acronym is only assigned to a single program or district chair. A course is defined as a discrete subject and course number combination such as ENG 105 or MAT 141. Sections are the actual classes that student register in and are identified with a unique course registration number (CRN).

During the 2013-2014 academic years, several changes have taken place in the way assessment data is collected and processed. In the past, data could be turned in to the office is a variety of ways, some was downloaded from

blackboard, some was turned in on Scantron's, and some was reported on our Institutional Data Report. Because of the complexity of these processes we have worked to simplify our methods and currently process data turned in using Scantron's or the Institutional Data Report. Blackboard data is currently turned in on the Institutional Data Report.

Course Level Assessment Results

This report is designed to show cumulative effects over multiple years. Ideally, participation percentages should increase in future years as it measures the cumulative efforts over multiple years. Proficiency ratings should also improve as we become better at course level assessment.

> *In 2013 a total of 1,123 courses were offered, of those courses District and Program Chairs indicated that 73 or 7% would be assessed. Of those 73 courses 67 or 66% actually turned in data. When looking at sections 7,121 were offered, 747 or 10% were actively being assessed with 497 or 67% collected data. In 2014 for both courses and sections more chairs indicated they would be assessing; however not all turned in assessment lowering the percentage of those collecting data.*

Table 1- FY10-FY14 Comparison of Number Courses and Sections Active in Course Assessment
Source: DMACC, Assessment Database
Note: Career Advantage Excluded

			136	13%	101	74%		1,518	21%	492	32%
			106	10%	88	83%		1,046	14%	639	61%
			97	9%	72	74%		1,110	14%	712	64%

Campus

> *In 2013 88% of the courses actively assessing turned in data on Ankeny campus, 79% from Boone, 63% from Carroll, 67% from Newton, 71% from Urban and 74% from West. Again the percentages were lower in 2014 primarily because more Program or District Chairs indicated they would be assessing than actually participated in assessment.*

Table 2- *Number of Sections Active in FY10- FY14 Course Assessment by Campus*
Source: DMACC, Assessment Database
Note: Career Advantage Excluded

		Courses				Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Ankeny	2010	941	125	13%	91	73%	3,699	746	20%	332	45%
	2011	961	96	10%	79	82%	3,948	534	14%	383	72%
	2012	989	89	9%	65	73%	4,160	548	13%	380	69%
	2013	981	66	7%	58	88%	3,869	375	10%	277	74%
	2014	967	86	9%	57	66%	3,649	460	13%	262	57%
Boone	2010	251	42	17%	18	43%	996	239	24%	41	17%
	2011	254	32	13%	22	69%	1,029	146	14%	60	41%
	2012	242	32	13%	19	59%	1,027	164	16%	81	49%
	2013	236	24	10%	19	79%	823	89	11%	50	56%
	2014	229	36	16%	20	56%	758	124	16%	54	44%
Carroll	2010	142	28	20%	8	29%	311	59	19%	11	19%
	2011	139	21	15%	15	71%	305	41	13%	25	61%
	2012	143	23	16%	9	39%	298	41	14%	21	51%
	2013	137	19	14%	12	63%	263	24	9%	14	58%
	2014	127	21	17%	12	57%	250	31	12%	16	52%
Newton	2010	161	28	17%	7	25%	364	68	19%	8	12%
	2011	143	20	14%	9	45%	347	34	10%	14	41%
	2012	153	24	16%	15	63%	374	39	10%	19	49%
	2013	140	15	11%	10	67%	360	26	7%	13	50%
	2014	113	22	19%	11	50%	292	44	15%	20	45%
Urban	2010	285	48	17%	27	56%	1,299	253	19%	64	25%
	2011	301	35	12%	28	80%	1,442	204	14%	102	50%
	2012	298	41	14%	30	73%	1,470	215	15%	145	67%
	2013	308	35	11%	25	71%	1,387	155	11%	97	63%
	2014	287	42	15%	30	71%	1,153	188	16%	111	59%
West	2010	104	31	30%	14	45%	458	153	33%	36	24%
	2011	115	21	18%	17	81%	464	87	19%	55	63%
	2012	125	25	20%	20	80%	473	103	22%	66	64%
	2013	112	23	21%	17	74%	418	78	19%	46	59%
	2014	101	28	28%	13	46%	369	86	23%	37	43%

Academic Dean

Academic Deans are responsible for the academic rigor and standards associated with most courses offered at DMACC. Course assessment responsibilities are shared between these Deans and the Provosts for each campus.

> *In 2014 the College of Arts and Sciences collected data in 67% of those courses actively participating in assessment with 47% of the 559 sections turning in data. The College of Business Management and Information Technology turned in data for 82% of the courses actively participating in assessment with 67% of the 239 sections turning in data. The college of Health and Public Services turned in data for 65% of the courses actively participating in assessment with 59% of the 66 sections turning in data. The College of Industry and Technology turned in data for 70% of the courses actively participating in assessment with 58% of the 53 sections turning in data.*

Table 3 FY10-FY14 Comparison of Number Courses and Sections Active in Course Assessment by Dean/Provost/Department
Source: DMACC, Assessment Database
Note: Career Advantage Excluded

		Courses				Sections				
	Total	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**	**Total**	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**
Arts and Sciences 2010	272	33	12%	23	70%	4,124	928	23%	158	17%
2011	276	27	10%	22	81%	4,315	584	14%	270	46%
2012	264	25	9%	21	84%	4,422	607	14%	360	59%
2013	267	20	7%	18	90%	3,912	375	10%	229	61%
2014	259	27	10%	18	67%	3,524	559	16%	265	47%
Business Management and Information Technology 2010	242	24	10%	17	71%	1,504	406	27%	235	58%
2011	240	16	7%	16	100%	1,557	343	22%	283	83%
2012	244	18	7%	16	89%	1,598	354	22%	285	81%
2013	235	17	7%	15	88%	1,438	278	19%	200	72%
2014	245	17	7%	14	82%	1,275	239	19%	160	67%
Health and Public Services 2010	174	10	6%	5	50%	631	38	6%	11	29%
2011	198	8	4%	6	75%	702	23	3%	13	57%
2012	203	12	6%	7	58%	695	42	6%	13	31%
2013	201	13	6%	11	85%	681	37	5%	31	84%
2014	198	20	10%	13	65%	647	66	10%	39	59%
Industry and Technology 2010	301	59	20%	47	80%	722	127	18%	74	58%
2011	297	46	15%	35	76%	809	83	10%	61	73%
2012	328	36	11%	22	61%	922	100	11%	47	47%
2013	327	19	6%	17	89%	931	52	6%	34	65%
2014	326	27	8%	19	70%	887	53	6%	31	58%

Career-Vocational and Liberal Arts

In 2014, 74 (9%) of the 852 career and technical courses indicated they were participating in assessment with 18 or 67% actively collecting data. There were 2,948 sections available and 374 (13%) were considered active with 235 (63%) collecting data. There were 259 Liberal Arts courses offered with 27 or 10% actively collecting data .There were 3,524 sections available, 559 (16%) actively participating and 265 (47%) collecting data.

Table 4- FY10-FY14 Comparison of Number of Courses and Sections Active in Course Assessment by Lib Arts or Career/Tech
Source: DMACC, Assessment Database
Note: Career Advantage Excluded

			103	13%	78	76%		590	20%	334	57%
			79	10%	66	84%		462	14%	369	80%
			72	8%	51	71%		503	15%	352	70%
			33	12%	23	70%		928	23%	158	17%
			27	10%	22	81%		584	14%	270	46%
			25	9%	21	84%		607	14%	360	59%

Delivery Method

In 2014 there were a total of 255 courses available to career advantage students, of those 29 or (11%) Program and District Chairs indicated they were actively participating in assessment with 17 or (59%) collecting data. There were a total of 1,970 sections available, 471 or (23%) actively assessing, of those 185 (39%) were collecting data.

Of the 708 courses available face to face in 2014, 62 were active, with 42 (68%) collecting data. There were a total of 3,060 sections available, 393 actively assessing, with 227 (58%) collecting data.

In 2014 there were a total of 262 courses available online, of those 31 or (12%) indicated they were actively participating in assessment with 18 or (58%) collecting data. There were a total of 1,155 sections available, 161 or (14%) actively assessing, of those 61 (38%) were collecting data.

Table 5- FY10-FY14 Comparison of Number of Courses and Sections Active in Course Assessment by Delivery Method
Source: DMACC, Assessment Database
Note: Includes Career Advantage data

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Career Advantage	2010	231	41	18%	22	54%	1,571	460	29%	203	44%
	2011	234	31	13%	24	77%	1,683	373	22%	228	61%
	2012	255	30	12%	19	63%	1,849	389	21%	247	63%
	2013	258	28	11%	18	64%	1,776	287	16%	185	64%
	2014	255	29	11%	17	59%	1,970	471	24%	185	39%
Face-to-face	2010	739	96	13%	74	77%	3,999	899	22%	338	38%
	2011	747	74	10%	63	85%	4,049	621	15%	401	65%
	2012	771	67	9%	49	73%	4,244	642	15%	448	70%
	2013	738	50	7%	44	88%	3,526	390	11%	280	72%
	2014	708	62	9%	42	68%	3,060	393	13%	227	58%
Online	2010	214	35	16%	9	26%	1,101	195	18%	40	21%
	2011	235	21	9%	9	43%	1,194	122	10%	42	34%
	2012	248	28	11%	16	57%	1,270	128	10%	59	46%
	2013	263	25	10%	19	76%	1,182	128	11%	53	41%
	2014	262	31	12%	18	58%	1,155	161	14%	61	38%
Other	2010	20	4	20%	2	50%	74	11	15%	7	64%
	2011	20	3	15%	1	33%	76	8	11%	3	38%
	2012	19	2	11%	1	50%	72	4	6%	3	75%
	2013	16	1	6%	1	100%	56	2	4%	2	100%
	2014	16	2	13%	2	100%	56	6	11%	6	100%
Part Online	2010	166	34	20%	18	53%	384	84	22%	25	30%
	2011	161	26	16%	22	85%	364	45	12%	37	82%
	2012	186	30	16%	23	77%	419	55	13%	35	64%
	2013	190	25	13%	14	56%	415	47	11%	27	57%
	2014	181	27	15%	14	52%	401	81	20%	49	60%
Web Enhanced	2010	427	70	16%	40	57%	1,569	329	21%	82	25%
	2011	469	51	11%	41	80%	1,852	250	13%	156	62%
	2012	458	51	11%	36	71%	1,797	281	16%	167	59%
	2013	477	40	8%	33	83%	1,942	180	9%	135	75%
	2014	455	56	12%	35	63%	1,800	292	16%	157	54%

Program/District Chair

A faculty Program or District Chair is responsible for assessment of student learning for each course at DMACC, Table 6 below shows the incumbent Program or District Chair at the time of the writing of this report. Please note that this person was not necessarily the person overseeing assessment during FY14.

As shown in blue on the above tables you will see several areas have implemented or improved their assessment efforts during FY13-14. In 2014 both Nursing programs have collected and turned in assessment data in both the fall and spring semesters.

2014 the Commercial Horticulture program began assessing AGH 146.

Significant efforts have been made with implementing and collecting assessment in Computer Information Systems, Computer Security, Information Technology, and Management Information Systems.

The Dental Hygiene, Early Childhood Education, ESL, Ford ASSET, Graphic Design, Graphic Technology, Health Information Technology, Interpretation and Translation, Medical Assistant, Pharmacy Technician, Social and Behavioral Science, and Vet Technology Programs have all made significant changes or improvements to their assessment programs.

Table 6- Rating Level and Number of Courses and Sections Active in 2010-2014 Course Assessment by Program/District Area

Source: DMACC, Assessment Database
Note: Career Advantage Excluded
Note: Current District or Program Chair is in parentheses. This person may or may not have been the chair for the time period covered in this report.

		Courses				Sections			
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Accounting (Bond, William)	**2010**	17	3	18%	3	100%	129	60	47%	33	55%
	2011	17	2	12%	2	100%	178	82	46%	56	68%
	2012	17	2	12%	2	100%	191	92	48%	71	77%
	2013	17	2	12%	2	100%	164	82	50%	61	74%
	2014	17	2	12%	2	100%	155	72	46%	47	65%

		Courses					Sections			
		Total	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**	**Total**	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**
Administrative Assistant (Zimmerman, Kathleen)	**2010**	26	3	12%	3	100%	219	27	12%	17	63%
	2011	26	2	8%	2	100%	216	45	21%	36	80%
	2012	26	3	12%	3	100%	242	67	28%	58	87%
	2013	26	3	12%	3	100%	216	20	9%	16	80%
	2014	26	2	8%	2	100%	169	24	14%	16	67%
Aging Services (Stull, Patricia, J)	**2010**	24	2	8%	2	100%	38	3	8%	3	100%
	2011	25	0	0%	0	0%	39	0	0%	0	0%
	2012	26	0	0%	0	0%	41	0	0%	0	0%
	2013	25	1	4%	0	0%	40	1	3%	0	0%
	2014	25	1	4%	1	100%	43	1	2%	1	100%
Agriculture (McEnany, Craig A.)	**2010**	15	2	13%	0	0%	34	7	21%	0	0%
	2011	15	0	0%	0	0%	39	0	0%	0	0%
	2012	19	2	11%	0	0%	44	4	9%	0	0%
	2013	19	0	0%	0	0%	47	0	0%	0	0%
	2014	19	3	16%	0	0%	53	6	11%	0	0%
Architectural Millwork (Granseth, George J.)	**2010**	10	0	0%	0	0%	10	0	0%	0	0%
	2011	10	1	10%	0	0%	10	1	10%	0	0%
	2012	10	0	0%	0	0%	10	0	0%	0	0%
	2013	10	0	0%	0	0%	10	0	0%	0	0%
	2014	10	2	20%	0	0%	10	2	20%	0	0%
Architecture (Gatzke, Michael L.)	**2010**	10	3	30%	3	100%	11	3	27%	3	100%
	2011	10	3	30%	3	100%	12	3	25%	3	100%
	2012	10	3	30%	2	67%	10	3	30%	2	67%
	2013	10	1	10%	1	100%	11	1	9%	1	100%
	2014	10	3	30%	2	67%	11	3	27%	2	67%
Nursing (ADN) (Ericson, Kendra)	**2010**	7	1	14%	0	0%	80	7	9%	0	0%
	2011	7	0	0%	0	0%	80	0	0%	0	0%
	2012	6	1	17%	0	0%	85	8	9%	0	0%
	2013	6	0	0%	0	0%	89	0	0%	0	0%
	2014	6	1	17%	1	100%	82	11	13%	6	55%
Practical Nursing (Ericson, Kendra) (PNN)	**2010**	6	1	17%	0	0%	78	13	17%	0	0%
	2011	6	0	0%	0	0%	82	0	0%	0	0%
	2012	6	1	17%	0	0%	87	7	8%	0	0%
	2013	6	0	0%	0	0%	79	0	0%	0	0%
	2014	6	1	17%	1	100%	77	9	12%	6	67%

		Courses					Sections			
		Total	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**	**Total**	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**
Automotive (Burns, Jerald L.)	**2010**	34	12	35%	8	67%	80	26	33%	15	58%
	2011	34	10	29%	10	100%	90	24	27%	19	79%
	2012	33	7	21%	6	86%	88	21	24%	15	71%
	2013	33	8	24%	8	100%	92	26	28%	17	65%
	2014	33	6	18%	6	100%	85	20	24%	12	60%
Automotive Collision (Sanger, Gary L.)	**2010**	11	2	18%	2	100%	28	4	14%	3	75%
	2011	11	2	18%	2	100%	28	3	11%	3	100%
	2012	11	3	27%	0	0%	28	6	21%	0	0%
	2013	11	2	18%	1	50%	29	5	17%	1	20%
	2014	11	2	18%	2	100%	28	4	14%	2	50%
Automotive/CAP (Russell, John D.)	**2010**	10	3	30%	3	100%	11	3	27%	3	100%
	2011	13	3	23%	2	67%	14	3	21%	2	67%
	2012	9	1	11%	0	0%	9	1	11%	0	0%
	2013	2	0	0%	0	0%	3	0	0%	0	0%
	2014	6	0	0%	0	0%	6	0	0%	0	0%
Automotive/Ford ASSET (Pieper, Albert E.)	**2010**	17	2	12%	2	100%	18	2	11%	2	100%
	2011	12	0	0%	0	0%	12	0	0%	0	0%
	2012	12	0	0%	0	0%	12	0	0%	0	0%
	2013	13	0	0%	0	0%	14	0	0%	0	0%
	2014	**13**	**1**	**8%**	**1**	**100%**	**13**	**1**	**8%**	**1**	**100%**
Business Administration (Mitchell, Susan J.)	**2010**	20	4	20%	4	100%	415	173	42%	150	87%
	2011	20	4	20%	4	100%	424	179	42%	155	87%
	2012	20	5	25%	5	100%	428	180	42%	146	81%
	2013	20	5	25%	5	100%	378	164	43%	114	70%
	2014	19	4	21%	4	100%	314	79	25%	65	82%
Caterpillar Tech (Gorman, William G.)	**2010**	6	0	0%	0	0%	6	0	0%	0	0%
	2011	6	0	0%	0	0%	8	0	0%	0	0%
	2012	6	0	0%	0	0%	6	0	0%	0	0%
	2013	6	0	0%	0	0%	7	0	0%	0	0%
	2014	6	0	0%	0	0%	6	0	0%	0	0%
Diesel Tech (Gorman, William G.)	**2010**	14	8	57%	8	100%	33	18	55%	14	78%
	2011	14	8	57%	6	75%	33	15	45%	11	73%
	2012	14	3	21%	3	100%	32	7	22%	7	100%
	2013	13	2	15%	2	100%	31	6	19%	4	67%
	2014	13	3	23%	3	100%	31	5	16%	5	100%

		Courses					Sections				
		Total	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**	**Total**	**Active N**	**Active %**	**Collecting Data N**	**Collecting Data %**
Civil Engineering Tech (White, Carol R.)	**2010**	17	1	6%	1	100%	24	2	8%	2	100%
	2011	17	1	6%	1	100%	23	1	4%	1	100%
	2012	17	0	0%	0	0%	20	0	0%	0	0%
	2013	15	1	7%	1	100%	17	1	6%	1	100%
	2014	16	2	13%	1	50%	17	3	18%	1	33%
Commercial Horticulture (Vos, Randall)	**2010**	24	4	17%	3	75%	34	7	21%	4	57%
	2011	26	2	8%	0	0%	35	3	9%	0	0%
	2012	26	0	0%	0	0%	41	0	0%	0	0%
	2013	24	0	0%	0	0%	37	0	0%	0	0%
	2014	**26**	**1**	**4%**	**1**	**100%**	**39**	**1**	**3%**	**1**	**100%**
Communications (Baker-Brodersen, Beth)	**2010**	22	4	18%	0	0%	874	303	35%	0	0%
	2011	21	2	10%	2	100%	915	113	12%	77	68%
	2012	22	2	9%	2	100%	928	172	19%	172	100%
	2013	**23**	**1**	**4%**	**1**	**100%**	**759**	**20**	**3%**	**20**	**100%**
	2014	**25**	**3**	**12%**	**2**	**67%**	**679**	**204**	**30%**	**129**	**63%**
Computer Aided Design (Leetch, John M.)	**2010**	18	2	11%	1	50%	42	3	7%	1	33%
	2011	19	0	0%	0	0%	40	0	0%	0	0%
	2012	19	0	0%	0	0%	41	0	0%	0	0%
	2013	19	0	0%	0	0%	38	0	0%	0	0%
	2014	19	0	0%	0	0%	31	0	0%	0	0%
Computer Information Systems (Gardner, Marv)	**2010**	26	1	4%	0	0%	79	1	1%	0	0%
	2011	26	0	0%	0	0%	88	0	0%	0	0%
	2012	25	1	4%	0	0%	84	1	1%	0	0%
	2013	**25**	**1**	**4%**	**1**	**100%**	**79**	**1**	**1%**	**1**	**100%**
	2014	**26**	**1**	**4%**	**1**	**100%**	**77**	**2**	**3%**	**2**	**100%**
Computer Security (Gardner, Marv)	**2010**	28	0	0%	0	0%	70	0	0%	0	0%
	2011	28	0	0%	0	0%	71	0	0%	0	0%
	2012	28	0	0%	0	0%	84	0	0%	0	0%
	2013	27	0	0%	0	0%	78	0	0%	0	0%
	2014	**26**	**1**	**4%**	**1**	**100%**	**81**	**2**	**2%**	**2**	**100%**
IT (Gardner, Marv)	**2010**	1	1	100%	0	0%	116	93	80%	0	0%
	2011	1	0	0%	0	0%	113	0	0%	0	0%
	2012	2	0	0%	0	0%	117	0	0%	0	0%
	2013	2	0	0%	0	0%	89	0	0%	0	0%
	2014	**2**	**1**	**50%**	**1**	**100%**	**62**	**50**	**81%**	**24**	**48%**

		Courses				Sections			
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Mgt Info Systems/Informatics (Gardner, Marv)	2011	2	0	0%	0	0%	3	0	0%	0	0%
	2012	6	0	0%	0	0%	12	0	0%	0	0%
	2013	6	1	17%	1	100%	13	1	8%	1	100%
	2014	6	1	17%	1	100%	8	2	25%	2	100%
Construction Trades (Rasmussen, Ned L.)	2010	11	2	18%	0	0%	23	3	13%	0	0%
	2011	11	2	18%	1	50%	23	4	17%	1	25%
	2012	11	0	0%	0	0%	21	0	0%	0	0%
	2013	11	1	9%	0	0%	27	1	4%	0	0%
	2014	11	0	0%	0	0%	23	0	0%	0	0%
Criminal Justice (Hoffman, Buzz J.)	2010	19	3	16%	2	67%	139	30	22%	14	47%
	2011	20	2	10%	2	100%	165	39	24%	25	64%
	2012	28	2	7%	2	100%	184	42	23%	35	83%
	2013	27	2	7%	2	100%	150	32	21%	15	47%
	2014	26	2	8%	2	100%	127	27	21%	13	48%
Culinary (Anderson, Robert L.)	2010	26	2	8%	2	100%	126	9	7%	8	89%
	2011	27	2	7%	2	100%	130	6	5%	6	100%
	2012	27	1	4%	1	100%	128	2	2%	2	100%
	2013	26	2	8%	2	100%	123	4	3%	4	100%
	2014	27	2	7%	0	0%	116	6	5%	0	0%
Dental Assistant (Deal, Terri L.)	2010	12	1	8%	0	0%	24	5	21%	0	0%
	2011	12	1	8%	0	0%	25	5	20%	0	0%
	2012	12	1	8%	1	100%	25	4	16%	4	100%
	2013	12	1	8%	1	100%	25	4	16%	4	100%
	2014	12	2	17%	1	50%	24	7	29%	4	57%
Dental Hygiene (Penney, Deborah A.)	2010	24	1	4%	0	0%	33	1	3%	0	0%
	2011	24	1	4%	1	100%	33	1	3%	1	100%
	2012	24	2	8%	1	50%	33	2	6%	1	50%
	2013	24	0	0%	0	0%	33	0	0%	0	0%
	2014	22	1	5%	0	0%	29	1	3%	0	0%
Dietary (Barton, Bette)	2010	13	0	0%	0	0%	13	0	0%	0	0%
	2011	13	0	0%	0	0%	13	0	0%	0	0%
	2012	13	0	0%	0	0%	13	0	0%	0	0%
	2013	13	0	0%	0	0%	13	0	0%	0	0%
	2014	13	0	0%	0	0%	16	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Early Childhood (Hade, Delora J.)	**2010**	14	0	0%	0	0%	77	0	0%	0	0%
	2011	15	1	7%	0	0%	98	5	5%	0	0%
	2012	14	1	7%	0	0%	86	10	12%	0	0%
	2013	**14**	**1**	**7%**	**1**	**100%**	**87**	**11**	**13%**	**11**	**100%**
	2014	**14**	**1**	**7%**	**1**	**100%**	**80**	**11**	**14%**	**10**	**91%**
Education (Steffen, Patsy E.)	**2010**	3	1	33%	1	100%	33	22	67%	5	23%
	2011	3	1	33%	1	100%	34	20	59%	10	50%
	2012	3	2	67%	1	50%	33	18	55%	2	11%
	2013	3	1	33%	0	0%	27	9	33%	0	0%
	2014	3	1	33%	0	0%	24	7	29%	0	0%
Electronics Tech (Bailey, Greg A.)	**2010**	46	0	0%	0	0%	95	0	0%	0	0%
	2011	42	0	0%	0	0%	83	0	0%	0	0%
	2012	45	1	2%	1	100%	84	1	1%	1	100%
	2013	35	0	0%	0	0%	81	0	0%	0	0%
	2014	39	1	3%	0	0%	82	3	4%	0	0%
English as a Second Language (Aginsky, Vera)	**2010**	8	1	13%	1	100%	60	9	15%	9	100%
	2011	8	1	13%	1	100%	63	10	16%	9	90%
	2012	8	1	13%	1	100%	60	5	8%	4	80%
	2013	**8**	**1**	**13%**	**1**	**100%**	**48**	**2**	**4%**	**2**	**100%**
	2014	**8**	**1**	**13%**	**1**	**100%**	**44**	**4**	**9%**	**3**	**75%**
Environmental Science (Sadeghpour, Melanie)	**2010**	5	0	0%	0	0%	101	0	0%	0	0%
	2011	4	0	0%	0	0%	111	0	0%	0	0%
	2012	4	0	0%	0	0%	132	0	0%	0	0%
	2013	5	0	0%	0	0%	113	0	0%	0	0%
	2014	4	1	25%	0	0%	108	26	24%	0	0%
Fire Science (Dunn, Eric N.)	**2010**	9	3	33%	2	67%	14	3	21%	2	67%
	2011	9	2	22%	2	100%	14	2	14%	2	100%
	2012	9	1	11%	1	100%	12	1	8%	1	100%
	2013	9	0	0%	0	0%	12	0	0%	0	0%
	2014	10	2	20%	1	50%	10	2	20%	1	50%
Fitness and Sports Management (Spry-Knutson, Jennifer)	**2010**	20	2	10%	2	100%	52	6	12%	4	67%
	2011	21	2	10%	2	100%	53	4	8%	3	75%
	2012	26	0	0%	0	0%	65	0	0%	0	0%
	2013	27	0	0%	0	0%	57	0	0%	0	0%
	2014	24	1	4%	0	0%	56	2	4%	0	0%

		Courses					Sections			
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Graphic Design (Ballard, Monte L./Rarick, Melissa)	2010	21	4	19%	2	50%	70	12	17%	4	33%
	2011	20	1	5%	1	100%	85	2	2%	2	100%
	2012	20	2	10%	0	0%	89	8	9%	0	0%
	2013	23	0	0%	0	0%	90	0	0%	0	0%
	2014	24	1	4%	1	100%	88	3	3%	2	67%
Graphic Technology (Beltrame, David)	2010	15	3	20%	3	100%	29	10	34%	10	100%
	2011	8	1	13%	1	100%	20	6	30%	6	100%
	2012	8	4	50%	3	75%	21	15	71%	10	67%
	2013	9	2	22%	2	100%	20	9	45%	8	89%
	2014	9	2	22%	2	100%	19	4	21%	4	100%
HVAC (Anderson, Ronald D.)	2010	13	6	46%	5	83%	13	6	46%	5	83%
	2011	13	5	38%	2	40%	13	5	38%	2	40%
	2012	13	0	0%	0	0%	13	0	0%	0	0%
	2013	13	0	0%	0	0%	13	0	0%	0	0%
	2014	13	0	0%	0	0%	13	0	0%	0	0%
Health Information Technology (Origer, Patty)	2011	7	0	0%	0	0%	8	0	0%	0	0%
	2012	13	1	8%	1	100%	15	1	7%	1	100%
	2013	13	2	15%	2	100%	14	2	14%	2	100%
	2014	13	2	15%	2	100%	15	2	13%	2	100%
Human Services (Young-Dunn, Ilima M.)	2010	13	0	0%	0	0%	65	0	0%	0	0%
	2011	14	0	0%	0	0%	92	0	0%	0	0%
	2012	14	0	0%	0	0%	99	0	0%	0	0%
	2013	13	1	8%	1	100%	84	5	6%	3	60%
	2014	13	1	8%	1	100%	73	5	7%	1	20%
Humanities (Hutchison, Alan)	2010	53	7	13%	5	71%	616	140	23%	24	17%
	2011	56	8	14%	5	63%	640	132	21%	48	36%
	2012	56	7	13%	4	57%	661	102	15%	36	35%
	2013	57	3	5%	2	67%	548	40	7%	30	75%
	2014	57	2	4%	2	100%	507	35	7%	28	80%
Interp & Translation (Piper, Michael)	2010	12	0	0%	0	0%	16	0	0%	0	0%
	2011	15	0	0%	0	0%	15	0	0%	0	0%
	2012	14	0	0%	0	0%	20	0	0%	0	0%
	2013	21	0	0%	0	0%	21	0	0%	0	0%
	2014	11	1	9%	1	100%	11	1	9%	1	100%

		Courses				Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Legal Assistant (Ray, Randi S.)	2010	15	1	7%	0	0%	31	1	3%	0	0%
	2011	15	0	0%	0	0%	32	0	0%	0	0%
	2012	15	0	0%	0	0%	33	0	0%	0	0%
	2013	15	0	0%	0	0%	34	0	0%	0	0%
	2014	16	1	6%	1	100%	32	2	6%	2	100%
Manufacturing Tech (Hoffmann, Dean R.)	2010	10	0	0%	0	0%	22	0	0%	0	0%
	2011	14	1	7%	0	0%	36	1	3%	0	0%
	2012	14	1	7%	0	0%	40	4	10%	0	0%
	2013	14	0	0%	0	0%	35	0	0%	0	0%
	2014	14	0	0%	0	0%	28	0	0%	0	0%
Marketing/Management (Moorehead, Russ)	2010	34	2	6%	2	100%	191	12	6%	9	75%
	2011	32	2	6%	2	100%	190	5	3%	5	100%
	2012	33	2	6%	1	50%	190	6	3%	2	33%
	2013	32	2	6%	2	100%	173	5	3%	5	100%
	2014	33	3	9%	1	33%	150	6	4%	1	17%
Math (Smith, Randall R.)	2010	26	3	12%	3	100%	598	118	20%	25	21%
	2011	27	3	11%	3	100%	641	116	18%	28	24%
	2012	28	3	11%	3	100%	650	120	18%	32	27%
	2013	27	3	11%	3	100%	562	86	15%	28	33%
	2014	26	4	15%	4	100%	506	89	18%	20	22%
Med Lab Tech (Campbell, Karen J.)	2010	12	3	25%	2	67%	25	5	20%	4	80%
	2011	12	2	17%	2	100%	28	6	21%	6	100%
	2012	12	2	17%	2	100%	28	5	18%	5	100%
	2013	12	4	33%	3	75%	27	8	30%	5	63%
	2014	12	4	33%	2	50%	27	8	30%	3	38%
Medical Assistance (Odgarrd, Deb)	2010	19	1	5%	1	100%	56	4	7%	4	100%
	2011	19	1	5%	1	100%	58	4	7%	4	100%
	2012	19	0	0%	0	0%	58	0	0%	0	0%
	2013	19	1	5%	1	100%	56	4	7%	4	100%
	2014	19	1	5%	1	100%	57	4	7%	4	100%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Optometric Technology (Holstad, Marcia)	2010	5	0	0%	0	0%	5	0	0%	0	0%
	2011	9	0	0%	0	0%	17	0	0%	0	0%
	2012	9	1	11%	0	0%	18	3	17%	0	0%
	2013	9	0	0%	0	0%	16	0	0%	0	0%
	2014	9	1	11%	0	0%	15	2	13%	0	0%
Paramedic (Anderson, D. Eric)	2010	2	0	0%	0	0%	10	0	0%	0	0%
	2011	10	0	0%	0	0%	14	0	0%	0	0%
	2012	10	0	0%	0	0%	14	0	0%	0	0%
	2013	10	0	0%	0	0%	15	0	0%	0	0%
	2014	10	1	10%	0	0%	17	1	6%	0	0%
Pharmacy Tech (Guerra, Anthony)	2010	7	0	0%	0	0%	7	0	0%	0	0%
	2011	9	2	22%	2	100%	9	2	22%	2	100%
	2012	9	2	22%	2	100%	9	2	22%	2	100%
	2013	9	2	22%	2	100%	9	2	22%	2	100%
	2014	9	2	22%	2	100%	10	2	20%	2	100%
Respiratory Therapy (George, Kerry E.)	2010	14	0	0%	0	0%	32	0	0%	0	0%
	2011	14	0	0%	0	0%	31	0	0%	0	0%
	2012	14	0	0%	0	0%	32	0	0%	0	0%
	2013	14	0	0%	0	0%	34	0	0%	0	0%
	2014	14	1	7%	0	0%	31	2	6%	0	0%
Science (Roberts, Richard)	2010	33	2	6%	1	50%	375	10	3%	5	50%
	2011	34	2	6%	2	100%	387	25	6%	17	68%
	2012	35	2	6%	2	100%	420	22	5%	13	59%
	2013	35	1	3%	1	100%	411	16	4%	6	38%
	2014	34	3	9%	2	67%	376	25	7%	8	32%
Social and Behavioral Sciences (Dowdell-Hommerding, Katherine)	2010	42	7	17%	5	71%	1,030	185	18%	25	14%
	2011	45	0	0%	0	0%	1,057	0	0%	0	0%
	2012	44	5	11%	5	100%	1,075	124	12%	64	52%
	2013	45	6	13%	6	100%	855	166	19%	124	75%
	2014	43	7	16%	4	57%	759	135	18%	63	47%
Student Development (Course Specific)	2010	8	3	38%	3	100%	183	133	73%	60	45%
	2011	9	3	33%	3	100%	200	144	72%	72	50%
	2012	7	0	0%	0	0%	175	0	0%	0	0%
	2013	6	0	0%	0	0%	305	0	0%	0	0%
	2014	6	0	0%	0	0%	267	0	0%	0	0%

		Courses				Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Surgical Technology (Baker, Betty J.)	2010	8	4	50%	4	100%	10	6	60%	6	100%
	2011	8	4	50%	4	100%	10	6	60%	6	100%
	2012	8	4	50%	4	100%	9	5	56%	5	100%
	2013	8	1	13%	0	0%	10	2	20%	0	0%
	2014	8	3	38%	1	33%	10	4	40%	2	50%
Telecommunications (Nickelson, Jay E.)	2010	8	2	25%	2	100%	15	4	27%	2	50%
	2011	9	2	22%	2	100%	14	2	14%	2	100%
	2012	10	2	20%	2	100%	11	2	18%	2	100%
	2013	9	2	22%	2	100%	13	2	15%	2	100%
	2014	9	2	22%	0	0%	10	2	20%	0	0%
Tool and Die (Neumayer, John F.)	2010	32	3	9%	3	100%	79	5	6%	3	60%
	2011	29	3	10%	3	100%	69	4	6%	3	75%
	2012	30	2	7%	2	100%	83	4	5%	2	50%
	2013	30	3	10%	3	100%	82	4	5%	3	75%
	2014	30	0	0%	0	0%	84	0	0%	0	0%
Veterinary Tech (Cerfogli, Frank M.)	2010	21	2	10%	2	100%	38	4	11%	4	100%
	2011	23	4	17%	4	100%	45	9	20%	9	100%
	2012	26	5	19%	5	100%	50	10	20%	10	100%
	2013	26	0	0%	0	0%	48	0	0%	0	0%
	2014	**25**	**1**	**4%**	**1**	**100%**	**52**	**2**	**4%**	**2**	**100%**
Viticulture (Stick, Jim)	2010	10	3	30%	3	100%	19	8	42%	4	50%
	2011	9	4	44%	2	50%	13	4	31%	2	50%
	2012	6	0	0%	0	0%	6	0	0%	0	0%
	2013	4	0	0%	0	0%	4	0	0%	0	0%
Water Environmental Technology (Simms, Mark G.)	2012	3	0	0%	0	0%	3	0	0%	0	0%
	2013	5	0	0%	0	0%	10	0	0%	0	0%
	2014	8	2	25%	0	0%	14	2	14%	0	0%
Web Development (Gullion, Jeff)	2012	9	0	0%	0	0%	19	0	0%	0	0%
	2013	14	0	0%	0	0%	27	0	0%	0	0%
	2014	14	0	0%	0	0%	29	0	0%	0	0%
Welding (Rahn, Steve M.)	2010	13	0	0%	0	0%	128	0	0%	0	0%
	2011	13	0	0%	0	0%	181	0	0%	0	0%
	2012	24	2	8%	0	0%	244	16	7%	0	0%
	2013	24	0	0%	0	0%	239	0	0%	0	0%
	2014	16	0	0%	0	0%	215	0	0%	0	0%

Program Level Assessment

During the past two years a great deal of discussion has taken place concerning program level assessment for career and technical programs. Many of these programs participate in external accreditation and often course level assessment adds additional work when assessment is already conducted at the program level. In the interest of aligning accreditation and DMACC assessment, programs may develop, plan, and map program competencies to the courses within the program.

Mortuary Science is the first program to adopt and implement program level assessment. Licensure pass rates are used as the instrument to determine compliance with program competencies. The results from the Licensure exam and turned in on "The Institutional Data Report" and processed using SAS. The Data Report and competency map can be seen below.

	DMACC Assessment Report					
Term	201402	*				
Chair	Kevin Patterson	*				
Faculty	Kevin Patterson	*				
Course Acronym	Program	*				
Course Number	Assessment	*				
CRN	99999	*				

Indicates Required fields *

If your discipline or department is processing your own assessment data, the Assessment Office will need the information below **PLEASE USE ONLY WHOLE NUMBERS IN THE TABLE BELOW, DO NOT USE DOTS, DASHES, ETC.**

Question or Item #	* Course Competency	Sub Competency	Program Competency	* # Assessed	* # Correct	% Correct
			A.1	41	35	85%
			A.2	41	26	63%
			A.3	41	32	78%
			A.4	41	21	51%
			A.5	41	34	83%
			S.1	42	36	86%
			S.2	42	22	52%
			S.3	42	32	76%
			S.4	42	17	40%

Form / Sheet1

Program: Mortuary Science Advance Standing				Program Course Acronyms										Updated 2010-01								

Program Competencies (List program competencies below, the program courses across and place an "X" in the column under the corresponding course acronym that applies to the program competency.)	ACC 131	ACC 111	BUS 185	MOR 305	MOR 310	MOR 315	MOR 320	MOR 325	MOR 330	MOR 335	MOR 336	MOR 340	MOR 341	MOR 345	MOR 346	MOR 354	MOR 355	MOR 360	MOR 365	MOR 941	BIO 733
Describe the historical aspects of funeral service and the transition into current attitudes.				X																	
Describe and apply contemporary trends in funeral service, including personalization.								X													
Describe the basic structure and function of the human body.					X					X	X										X
Identify legal relationships, rights, duties and liabilities between the funeral director, the dead body, and the consumer.							X													X	
List the requirements of the Federal Trade Commission pertaining to the funeral profession.							X	X													
Describe current attitudes toward death and the factors which have lessened familiarity with it.				X																X	
Recognize the pre-need, at-need, and post-funeral counseling opportunities in the community.								X	X												
Be capable of transferring human remains from the place of death to the funeral home using generally accepted procedures and equipment.																X				X	
Organize and conduct mock funerals which values both religious and non-religious belief systems.									X												
Identify the procedure for filing the death certificate at the proper agency and obtaining related permits if required.																	X			X	
Identify the procedure for properly receiving those who make a visitation to the funeral home.																	X			X	
Expertly and safely perform all the duties related to the embalming procedure.												X	X					X	X	X	
Conduct the embalming procedure without undue damage to the remains.												X	X							X	
Perform those restorative arts needed to prepare the human body for public viewing and eventual interment.														X	X					X	
Describe funeral merchandise which is currently offered to families.									X												

Special Assessments

In fall of 2014 The English department implemented a three part assessment plan designed to measure competency 2.6 in ENG 105. The first semester a sample of work was taken from full-time faculty teaching ENG 105, the next semester adjunct faculty would be added to the collection of data, and the next semester career-advantage faculty would participate as well.

During the first semester a sample of work was taken from 278 students and read by a group of readers using an agreed upon scoring rubric. The results of this indicated that 76 or 27% met or exceeded performance standards. In the spring semester 201 samples were taken from both full-time and adjunct faculty with 64 or 32% meeting standards. Although the results of this assessment are fairly low, improvements to the process have been made and progress should be seen next semester. After looking at the results from the previous assessments it became clear that many faculty were turning in papers that did not meet the requirements of the competency. During the summer many changes were made to the communication to faculty participating in the project and an email was sent to all English faculty before the beginning of the fall semester. With communication a key to a successful assessment program it is hoped this improvement will enhance the quality of artifacts received, and assessment of the student's abilities will proceed.

Proficiency

All Program and District Chairs need to make sure that all courses actively involved with assessment complete an annual summary informing the assessment office of their efforts and self-evaluation. Established areas with a proficiency level of zero that have no courses actively assessing in a year did not comply with assessment requirements of the institution in FY14.

Proficiency is rated in four areas by course faculty according to a 4-point scale: 0- new to assessment, 2- novice, 3- intermediate, and 4- expert. The four areas evaluated are competencies, instrumentation, data collection, and validation/ improvement of teaching and learning. These process areas were identified as being critical to course level assessment.

Annual Course Assessment Summary

Date: 9-20-2013	Course: ADM-221		Academic Year: 2013-01,02,03
District/Program Chair: Kathleen Zimmerman		Submitted by: Kathleen Zimmerman	

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. [X]
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. [X]
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis [X]
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. [X]

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

☐ **Preparation (reviewing competencies, creating instrument, etc.)**

☐ **Collecting data**

☐ **Analyzing the data to validate/improve instruction**

☒ **Other (please describe)** | Retiring the assessment for ADM-221 |

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
	In 2013-01, the last semester in which assessment occurred, all competencies were in the 86% to 97% range. This assessment is now discontinued.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

SDV-153 (Pre-Employment Strategies) is replaced by ADM-221 (Career Development Skills). It is a two-credit class which covers all aspects of professional job placement procedures including career goal setting, developing prospective employer lists, resume writing, job application forms, employment tests, personal appearance, interviewing, and follow-up. ADM-221 has no pre-requisites.

All students enrolled in ADM-221 were assessed throughout the course using a set of five rubrics that emphasize the five competencies: Cover Letters, Resumes, Employment Applications, Mock Interview Evaluation, and Thank-You Notes. The original rubrics were taken from the accompanying disk to the course's textbook *Getting the Job You Really Want: a Step-by-Step Guide to finding a Good Job in Less Time* (6th ed.) by Michael Farr.

For this 2012-2013 year, rubrics revised in the previous year were re-used.

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
  In 2013-03 faculty agreed that rubrics could be simplified even further. See similar question, below.

- **What was accomplished this past year?**
  In 2013-03, a trainer was hired to instruct ADM-221 teachers in how to set up a LinkedIn account and the implications of which settings means what. Settings in Facebook were also discussed. Settings determine which information displays and who is able to view the information. A discussion among faculty debated whether to require students to use an electronic portfolio. Because some students are not computer literate, it was determined to let students choose whether they will use a paper or electronic portfolio, or both.

- **What have we learned to date about learning and teaching in this course?**
  We have learned the majority of students still need instruction in career building skills. Some may believe they are adequately prepared but evaluation often proves otherwise. We have learned that in-class discussion is as valuable as textbook information because discussions which bring into play student background knowledge and experience often exposes student weakness that they may not have known they had.

- **What have we learned about our assessment instrument?**
  We have learned that the assessment instrument could be streamlined even more to make it easier to identify at what level students are actually performing. The new categories are essentially Unsatisfactory, Satisfactory, Exceeds Expectations.

- **What changes have we made (if any) to the course as a result of our assessment process?**
  No changes have been made to the course as a direct result of the assessment process. However, assessment activities may have led to increased discussion among faculty teaching the course which in turn often leads to idea exchange.

- **What is going to happen next year**
  Nothing. The ADM-221 assessment is ending at the end of 201303.

- **What challenges did we encounter?**
  No challenges were encountered.

Annual Course Assessment Summary

Date: 1/29/14   **Course**:   AGV133   **Academic Year**: Fall 2013

District/Program Chair:Dr. Frank Cerfogli   **Submitted by**: DeeDee Schumacher

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

If you have questions about this form, please contact Lisa Carlson at 965-7347. Once completed, please email

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. [X]	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made.
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument [X] changes.
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms. [X]	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected. [X]	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

       Preparation (reviewing competencies, creating instrument, etc)

       <mark>**Collecting data**</mark>

       Analyzing the data to validate/improve instruction

       Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1.1 Establish appropriate procedure for collecting samples in a veterinary laboratory.	1.2 Process samples utilizing current technologies and safety procedures
1.3 Dispose of samples according to established procedures and current laws.	2.2 Describe treatments for appropriate control of parasites.
2.1 Identify common parasites associated with each selected species	3.1 Discuss enzyme immunoassays
2.3 Develop a prevention plan to control parasite life cycles	3.2 Evaluate test results and discuss variables.
2.4 Review life cycles of parasites for owners	

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**

- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

This course covers parasite identification and testing, and various sample collection, procedures, and interpretation for common diagnostic testing performed in the veterinary laboratory.

All students enrolled in AGV 133 were assessed. The assessment questions were a part of their final examination. This is the first clinical pathology course students take as a part of the veterinary technician medical program. The results of the Fall 2013 assessment are attached. This is the second year this class has been assessed.

The students that take this course come in with varying degrees of experience with the use of a microscope. A majority of the work we do in the laboratory involves a microscope. It appears that the students have a good understanding of how to collect and prepare laboratory specimens and how to use a microscope to identify parasites. They also seem to be comfortable with helping to prevent zoonotic diseases in their clients.

The students seem to struggle with treating, preventing and controlling parasitic infections. These competencies are often difficult for students to master because they don't lend themselves to hands on work in the laboratories. Knowing and understanding the lifecycles of the parasites is also more of a memorization task than putting it into practice in the lab task.

This information gathered during this second assessment demonstrates that I need to spend more time discussing how to treat and control parasites.

Annual Course Assessment Summary

Date: 10/21/13   **Course**: ANT - 100   **Academic Year**:2012-13

District/Program Chair: Katherine Dowdell   **Submitted by**: Dennis Kellogg

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. x
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. x
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis x
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun. x	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

f limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> **Preparation (reviewing competencies, creating instrument, etc)**
>
> **Collecting data**
>
> **Analyzing the data to validate/improve instruction**
>
> **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..		Students struggle the most to learn these course competencies…….
1.1 – 89%	11.3 – 74%	2.1- 9%
1.2 – 80%	11.2 – 84%	8.3 – 23%
3.0- 88 %	11.3 – 74 %	10.3 – 5%
3.2 – 84%	12.1 – 79%	9.3 – 37%
4.0 -77%	12.3-95%	
4.1 – 91%	13.0 – 72%	
5.0 - 86 %	13.4 – 65%	
6.0 – 95%	14.0 60%	
7.0 – 95%	14.2 – 84%	
7.1 – 80%	15.1 – 88%	
8.1 – 74%	15.2 – 63%	
8.2 – 93%	15.3 – 88%	
8.4 – 65%		
9.1 – 79%		
10.2 – 88%		
11.1 – 65%		
11.2 – 84%		

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**

- **What is going to happen next year?**
- **What challenges did we encounter? Scheduling meetings of those administering the exam and agreeing on the questions to be used.**
- **What was accomplished this past year? Monitoring and assessing exam results.**
- What have we learned to date about learning and teaching this course ? Need for constant updating of materials and data.
- What have we learned about our assessment tool? Needs modifying
- What changes have we made (if any) to the course as a result of our assessment tool? None at this time but it will be modified and updated.
- What is going to happen next year? A new course (ANT – 105) will be assessed and this assessment tool will be reviewed and modified.
-

Annual Course Assessment Summary

Date 9/20/2013	Course: BCA-212	Academic Year: 2013-01 -02 -03
District/Program Chair: Kathleen Zimmerman		Submitted by: Kathleen Zimmerman

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. **X**
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. **X**
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms. **X**	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun. **X**	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

        Preparation (reviewing competencies, creating instrument, etc.)

☒ **Collecting data**

☒ **Analyzing the data to validate/improve instruction**

      Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
10.2 Q1 Create a table using Access 82% 10.2 Q2 Enter data accurately into a table 80% 10.3 Q5 Design a simple select query 83%	10.4 Q16 Create validation text in table design 48% 10.4 Q15 Use comparison operators in a query 51% 10.3 Q9 Query for aggregate field total 56% 10.3 Q7 Sort descending in query design 59% 10.3 Q6 Use compound criteria including comparison operator 62% 10.5 Q18 Enforce referential integrity 63% 10.3 Q3 Create a split form 67%

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

Please provide on subsequent pages a narrative which describes the assessment process for this course.

Each instructor was provided with a zipped file, via e-mail, containing the files necessary for conducting the assessment: instructions to teacher, instructions to student, student data files, grading template.

The test only covers MS Access.* It is a "closed book" assessment. Students have one hour in which to complete the assessment which is "hands-on" using MS Access. Students are provided with a file which they must open and then edit. The editing requirements are numbered (e.g., listed) on hard-copy hand-outs.

Completed files are collected by the instructor for grading. It takes approximately 5 minutes to grade each student's assessment. A rubric (paper or electronic) is used on which to record which steps were completed successfully in their entirety.

*The original assessment in 2010-2012 covered all of the course competencies. It was a 2-hour assessment. The results were similar each semester—students did well on most competencies but there was a definite void in competency using MS Access. It was decided to narrow the scope of the assessment to just MS Access. The administrative advantage of narrowing the scope is that it was less burdensome to dual-credit teachers to administer the assessment for these reasons: (1) it took much less time to correct the assessment and record results, and (2) the test could be administered within a typical 50-minute high school class period.

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**

  In 2012-03 the MS Access test was tweaked by two Ankeny instructors. In 2013-01 the MS Access test was piloted at the Ankeny campus.

  In 2013-02 the assessment was tweaked and distributed to all BCA-212 sections throughout the district including dual-credit instructors in participating high schools.

- **What was accomplished this past year?**
  Data was collected and analyzed for most sections of the course (including dual credit sections).

- **What have we learned to date about learning and teaching in this course?**
  We have confirmed what we would have guessed—of all the office productivity software applications, students are least familiar with a relational database environment. Most have had zero exposure; thus, there is a steep learning curve.

- **What have we learned about our assessment instrument?**
  Overall, the assessment instrument is adequate. However, students scored surprisingly poorly on two competencies. For Q16, we believe the student did not read to the end of the question to understand all parts of the question. For Q6 there were two skills being assessed within one question. Therefore, the questions need to be redesigned so that each measureable skill is isolated into its own question. The two questions to be redesigned are:

  10.4 Q16 Create validation text in table design 48%
  10.3 Q6   Use compound criteria including comparison operator 62%

- **What changes have we made (if any) to the course as a result of our assessment process?**
  On an individual basis, teachers are likely to have changed their teaching strategy for competencies on which students in their section(s) did particularly poorly.

- **What is going to happen next year?**
  Following the 2014-01 assessment, we will convene a forum of MS Access instructors to brainstorm strategies for raising the lowest competencies. We will implement those strategies in 2014-02 so that hopefully 2014-02 assessment results show improvement.

- **What challenges did we encounter?**
  Probably the biggest challenge is consistency in how the test is administered. The intent is that the assessment be offered in its entirety as a closed-book, end-of-term assessment to be accomplished within a 1-hour time frame.

  On-campus sections include the MS Access test as part of the final comprehensive exam. The MS Access results are then isolated for assessment reporting purposes.

  Sometimes secondary students are allowed to use their textbooks. Additionally, it is likely that the MS Access assessment is given to secondary students while the material is still "fresh" at the conclusion of the Access units in the textbook. Results among the reporting secondary sections ranged from 13% to 45% igher than the results from the on-campus sections. Without exception, on every single question, the secondary aggregate results scored better than the on-campus aggregate results.

Annual Course Assessment Summary

Date: 11/12/2013   **Course**: BIO 733   **Academic Year**: 2014_____

District/Program Chair:____Richard Roberts   **Submitted by**:__Richard Roberts_____

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. [x]	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made.
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen changes. [x]
3. Data Collection	No data is being collected. [x]	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis. [x]	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

 X **Preparation (reviewing competencies, creating instrument, etc)**

 Collecting data

 Analyzing the data to validate/improve instruction

 Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
At the start of testing, students should be able to do better on the post test.	

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

Assessment will be conducted in face-to-face and web-blended sections. We would like to keep the data from these two groups separate from one another.

Annual Course Assessment Summary

Date: 11/14/2013   **Course**:   BUS 102   **Academic Year**: 2013-2014

District/Program Chair: Susan Mitchell   **Submitted by**: Reggie Sinha

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. x
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. x
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis. x
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. x

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

       X **Preparation (reviewing competencies, creating instrument, etc)**

       X **Collecting data**

        X **Analyzing the data to validate/improve instruction**

       Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
Competencies 1, 2, 5, 6	Competencies 3, 6, 8, 13

Please provide on subsequent pages a narrative which describes the assessment process for this course.   **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**

Intra-Campus BSAD faculty meet twice a year to review BUS 102 in areas of 1) textbook, review of End-of-Semester Assessment tests and feedback sent back by DMACC institutional effectiveness department. Competencies for various questions are reviewed at every meeting.

- **What was accomplished this past year?**

The BUS 102 faculty decided that the data collected and reviewed over the past few years was sufficient to validate the learning and teaching process. Since the BUS 102 has met all the parameters of Expert 3 category, it was decided to discontinue assessing BUS 102 for at least the next couple of years.

- **What have we learned to date about learning and teaching in this course?**

a) The BUS 102 faculty decided to use a common textbook for all campuses. b) the textbook continues to be considered the most relevant for students and faculty in terms of the broad range of topics covered, the supplemental material provided with the textbook, and the close support offered by the publisher of the textbook.

- **What have we learned about our assessment instrument?**

The assessment instrument covers adequately the competencies required to test students' abilities in understanding business.

- **What changes have we made (if any) to the course as a result of our assessment process?**

Emphasize competency areas where students scored low.

- **What is going to happen next year?**

Stop the end of the semester assessment for BUS 102.

- **What challenges did we encounter?**

Each faculty has the choice of selecting different chapters from the textbook to suit their preferences. This may create a challenge in terms of meeting core competency expectations.

Annual Course Assessment Summary

Date: 11/14/2013   **Course**:   BUS 102   **Academic Year**: 2013-2014

District/Program Chair: Susan Mitchell   **Submitted by**: Reggie Sinha

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. **x**
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. **x**
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis **x**
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. **x**

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

      X **Preparation (reviewing competencies, creating instrument, etc)**

      X **Collecting data**

       X **Analyzing the data to validate/improve instruction**

      Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
Competencies 1, 2, 5, 6	Competencies 3, 6, 8, 13

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**

Intra-Campus BSAD faculty meet twice a year to review BUS 102 in areas of 1) textbook, review of End-of-Semester Assessment tests and feedback sent back by DMACC institutional effectiveness department. Competencies for various questions are reviewed at every meeting.

- **What was accomplished this past year?**

The BUS 102 faculty decided that the data collected and reviewed over the past few years was sufficient to validate the learning and teaching process. Since the BUS 102 has met all the parameters of Expert 3 category, it was decided to discontinue assessing BUS 102 for at least the next couple of years.

- **What have we learned to date about learning and teaching in this course?**

b) The BUS 102 faculty decided to use a common textbook for all campuses. b) the textbook continues to be considered the most relevant for students and faculty in terms of the broad range of topics covered, the supplemental material provided with the textbook, and the close support offered by the publisher of the textbook.

- **What have we learned about our assessment instrument?**

The assessment instrument covers adequately the competencies required to test students' abilities in understanding business.

- **What changes have we made (if any) to the course as a result of our assessment process?**

Emphasize competency areas where students scored low.

- **What is going to happen next year?**

Stop the end of the semester assessment for BUS 102.

- **What challenges did we encounter?**

Each faculty has the choice of selecting different chapters from the textbook to suit their preferences. This may create a challenge in terms of meeting core competency expectations.

Annual Course Assessment Summary

Date: 11/10/2013   **Course**: CHM 165   **Academic Year**: 2014

District/Program Chair: Richard Roberts   **Submitted by**: Richard Roberts

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. ☒
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. ☒
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis ☒
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have ☒

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

Preparation (reviewing competencies, creating instrument, etc)

Collecting data

Analyzing the data to validate/improve instruction

X **Other (please describe)** Performing final analysis before moving on to new course.

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
3) Relating numbers of particles and mass through the concept of formula ratios and the mole. 7) Demonstrate and understanding of ionic compounds. 9) Analyze chemical reactions based on similar patterns. 10) Distinguish properties associated with gases.	2) Investigate various classifications and properties of matter. 5) Predict quantities involved in chemical changes. 6) Describe the composition and structure of atoms and isotopes. 8) Demonstrate and understanding of covalent bonding. 11) Relate thermodynamics to chemical processes.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
  During president's day meetings, assessment results have been discussed, competencies reviewed, and future assessment activities have been planned.

- **What was accomplished this past year?**

The final round of assessment was conducted for CHM 165.

Course competencies have been finalized for CHM 175.

Work has begun on selecting an assessment tool for CHM 175.

- **What have we learned to date about learning and teaching in this course?**
It appears that students struggle most with several topics including: properties of matter, stoichiometry, atomic/ionic structure, covalent bonding, and thermodynamics.

  It appears that students do very well with the topics of chemical formulas (competency 3) and ionic compounds (competency 7).

- **What have we learned about our assessment instrument?**
There is some difficulty mapping some questions directly to a single competency. So, there may be difficulty discerning whether the assigned competency is the point of misunderstanding among students. It would be helpful to have an analysis of numbers/percentages of students selecting individual answers to find out why students are getting a problem wrong.

- **What changes have we made (if any) to the course as a result of our assessment process?**
Instruction can be adjusted to target topics with which students have difficulty.

- **What is going to happen next year?**
We will move on to assessing the second semester of general chemistry (CHM 175).

- **What challenges did we encounter?**
As noted above, it is difficult to map individual questions to competencies and discern the reasons for lack of student success on some competencies.

Annual Course Assessment Summary

Date: 11/10/2013   **Course**: CHM 165   **Academic Year**: 2014

District/Program Chair: Richard Roberts   **Submitted by**: Richard Roberts

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. **x**
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument **x** changes.
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis **x**
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. **x**

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> **Preparation (reviewing competencies, creating instrument, etc)**
>
> **Collecting data**
>
> **Analyzing the data to validate/improve instruction**
>
> X **Other (please describe)** Performing final analysis before moving on to new course.

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
3) Relating numbers of particles and mass through the concept of formula ratios and the mole. 7) Demonstrate and understanding of ionic compounds. 9) Analyze chemical reactions based on similar patterns. 10) Distinguish properties associated with gases.	2) Investigate various classifications and properties of matter. 5) Predict quantities involved in chemical changes. 6) Describe the composition and structure of atoms and isotopes. 8) Demonstrate and understanding of covalent bonding. 11) Relate thermodynamics to chemical processes.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
  During president's day meetings, assessment results have been discussed, competencies reviewed, and future assessment activities have been planned.

- **What was accomplished this past year?**

The final round of assessment was conducted for CHM 165.

Course competencies have been finalized for CHM 175.

Work has begun on selecting an assessment tool for CHM 175.

- **What have we learned to date about learning and teaching in this course?**
  It appears that students struggle most with several topics including: properties of matter, stoichiometry, atomic/ionic structure, covalent bonding, and thermodynamics.

  It appears that students do very well with the topics of chemical formulas (competency 3) and ionic compounds (competency 7).

- **What have we learned about our assessment instrument?**
  There is some difficulty mapping some questions directly to a single competency. So, there may be difficulty discerning whether the assigned competency is the point of misunderstanding among students. It would be helpful to have an analysis of numbers/percentages of students selecting individual answers to find out why students are getting a problem wrong.

- **What changes have we made (if any) to the course as a result of our assessment process?**
  Instruction can be adjusted to target topics with which students have difficulty.

- **What is going to happen next year?**
  We will move on to assessing the second semester of general chemistry (CHM 175).

- **What challenges did we encounter?**
  As noted above, it is difficult to map individual questions to competencies and discern the reasons for lack of student success on some competencies.

Annual Course Assessment Summary

Date: __11/12/2013__   **Course**: ENV 115   **Academic Year**:2014

District/Program Chair:____Richard Roberts____   **Submitted by**:_____Richard Roberts_____

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. ☐	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. ☐	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. ☒	Data analysis supports competencies as currently written or indicates changes that need to be made. ☐
2. Instrumentation	No significant work has been done to develop and assessment instrument. ☐	Significant work has begun on creating an assessment instrument. ☐	An assessment instrument has been created and is ready to be used to collect data. ☒	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen changes. ☐
3. Data Collection	No data is being collected. ☒	Data has been collected on a pilot basis only. ☐	Data is currently being collected, but needs to be repeated for more terms. ☐	Data has been collected for enough terms to make it valuable for analysis ☐
4. Validation/ Improvement of Learning and Teaching	No analysis. ☒	Preliminary analysis has been conducted while data is being collected. ☐	Analysis of data and process has begun. ☐	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. ☐

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> XPreparation (reviewing competencies, creating instrument, etc)
>
> **Collecting data**
>
> **Analyzing the data to validate/improve instruction**
>
> **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1.2 Demonstrate competence in basic scientific literacy	2. Describe environmental policy and assess its societal context
4.2 Outline the processes of natural selection and biological evolution	
6. Summarize key issues related to our use of energy	
8. Investigate environmental issues relating to modern agriculture	
10. Analyze issues related to global climate change	

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

Annual Course Assessment Summary

Date: 11/14/2013   **Course**: BUS 220   **Academic Year**: 2013-2014

District/Program Chair: Susan Mitchell   **Submitted by**: Reggie Sinha

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. ☒
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. ☒
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms. ☒	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun. ☒	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

       X **Preparation (reviewing competencies, creating instrument, etc)**

       X **Collecting data**

        X **Analyzing the data to validate/improve instruction**

       Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
Competencies 1, 2, 3, 5, 8	Competencies 4, 7

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**

Intra-Campus BSAD faculty meet twice a year to review BUS 220 in areas of 1) textbook, review of End-of-Semester Assessment tests and the Test Item Statistics Report feedback sent back by DMACC institutional effectiveness department. Competencies for various questions are reviewed at every meeting.

- **What was accomplished this past year?**

The BUS 220 faculty decided that the data collected and reviewed over the past few years was on course and should be continued for at next the next academic year.

- **What have we learned to date about learning and teaching in this course?**

Students continue to understand the nuances of various terminologies and text material from various chapters. However, it was felt that a few chapters, specially covering finance (chapters 9 and 10) were somewhat difficult to grasp. This, according to faculty, had more to do with the degree of difficulty in comprehending the two chapters. Also, as students continue to understand the basic text, it was felt that practical hands-on IB simulation might help better supplement the text material in the classroom.

- **What have we learned about our assessment instrument?**

The assessment instrument covers adequately the competencies required to test students' abilities in understanding international business.

- **What changes have we made (if any) to the course as a result of our assessment process?**

Emphasize competency areas where students scored low. For the Fall 2013 End-of-Semester Assessment, the following questions have been rephrased: Q. 5 covering competency # 4 and Q. 12 on competency 7.

- **What is going to happen next year?**

The End-of-Semester Assessment will continue for at least another year. Also, faculty will reemphasize more conceptual knowledge of BUS 220 in the classroom.

- **What challenges did we encounter?**

Most students take the course since it is a requirement. It would be necessary to emphasize the importance of opening their minds to the challenges of globalization, and how we might be able to benefit from this change.

Annual Course Assessment Summary

Date: 11-10-13   **Course**: CET169, Survey II   **Academic Year**:2012/2013

District/Program Chair: Renee White   **Submitted by**:   Renee White

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. **x**
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen **x** changes.
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis **x**
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. **x**

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> **Preparation (reviewing competencies, creating instrument, etc)**
>
> **Collecting data**
>
> X**Analyzing the data to validate/improve instruction**
>
> **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1. Topographic Surveying 2. Global Positioning System 4. Construction Surveying	3.6, 3.7, 3.9 related to GIS 7. horizontal curves 8 Vertical curves

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

1. Students in Survey II were given the assessment exam at the end of the semester. The civil engineering technology department than assessed the 3 years of accumulated data.
2. We accomplished our final assessment, giving us enough information to make informed choices. We also restructured the sequence of courses for the program. Students were struggling with horizontal and vertical curves in survey II, so we moved Highway Design I to the same semester as Survey II. In highway design we talk a lot of horizontal and vertical curves, so students are now learning the same concepts in two classes.

3. We have learned that some of the competencies were not being handled in depth, and we have learned which concepts the students have the most trouble with. Survey instructors met many times to find new ways to cover the topics, and ensure that students were learning.
4. Our assessment instrument did not change over the 3 years of assessing this course, we feel the instrument was valid.
5. The course competencies will be altered this academic year, to reflect changes in the course to improve teaching and learning.
6. This class is done being assessed for now. The department will be assessing a new course.
7. There were not any challenges.

Annual Course Assessment Summary

Date: 02/28/2013   **Course**: EMS 473   **Academic Year**: 201302

District/Program Chair: Eric Anderson   **Submitted by**: Eric Anderson

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. [x]	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. [ ]	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. [ ]	Data analysis supports competencies as currently written or indicates changes that need to be made. [ ]
2. Instrumentation	No significant work has been done to develop and assessment instrument. [x]	Significant work has begun on creating an assessment instrument. [ ]	An assessment instrument has been created and is ready to be used to collect data. [ ]	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. [ ]
3. Data Collection	No data is being collected. [x]	Data has been collected on a pilot basis only. [ ]	Data is currently being collected, but needs to be repeated for more terms. [ ]	Data has been collected for enough terms to make it valuable for analysis. [ ]
4. Validation/ Improvement of Learning and Teaching	No analysis. [x]	Preliminary analysis has been conducted while data is being collected. [ ]	Analysis of data and process has begun. [ ]	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. [ ]

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

     ☒ **Preparation (reviewing competencies, creating instrument, etc)**

     Collecting data

        Analyzing the data to validate/improve instruction

     Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
8.1 Identify the structure and course of the cardiac conduction system. 8.2 Assess how the heart's pacemaking control, rate and rhythm are determined. 8.3 Differentiate the primary mechanisms responsible for producing cardiac dysrhythmias. 9. Explain the purpose of EKG monitoring. 9.1 Identify the limitations of the EKG. 9.2 Relate the cardiac areas represented by the EKG leads. 9.3 Learn the correct anatomic placement of the chest leads. 9.4 Identify how heart rhythms are determined by EKG recordings. 9.7 Explain the concept of defibrillation. 9.8 Explain the concept of external pacing. 9.9 Explain the concept of synchronized cardioversion.	8.4 Differentiate between various cardiac rhythms. 9.6 Interpret various cardiac dysrhythmias and disturbances.

Please provide on subsequent pages a narrative which describes the assessment process for this course. An example of this type of report can be found at:

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

EMS 473 (Medical Emergencies) is taught during the second semester of the EMT-Paramedic program. Included in this course is how to interpret both basic and 12 lead EKG's. The Spring 2013 was the first time that this course was considered for future assessment. The students were able to understand the basic anatomy and physiology of the heart, but they struggled to grasp interpretation of cardiac rhythms as quickly as I had hoped. Interpretation of EKG's is an important part of what paramedics do in their job. Because this concept is so important, between now and the time that the class is taught again in the Spring 2014 semester, I plan on doing the following:

1. Review the course description in order to determine if any other competencies need added to the EKG portion.
2. Spend more time on EKG interpretation in both the classroom setting and during skills review.
3. Review the textbooks that I have the students using to study EKG interpretation and determine if different texts would be more useful.
4. Develop a rubric to assess student's competencies in EKG interpretation.

Annual Course Assessment Summary

Date: 11/19/13   **Course**: ESL 093   **Academic Year**: 2012-2013

District/Program Chair: Vera Aginsky   **Submitted by**: Vera Aginsky

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. ☐	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. ☐	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. ☒	Data analysis supports competencies as currently written or indicates changes that need to be made. ☐
2. Instrumentation	No significant work has been done to develop and assessment instrument. ☐	Significant work has begun on creating an assessment instrument. ☐	An assessment instrument has been created and is ready to be used to collect data. ☒	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen changes. ☐
3. Data Collection	No data is being collected. ☐	Data has been collected on a pilot basis only. ☐	Data is currently being collected, but needs to be repeated for more terms. ☒	Data has been collected for enough terms to make it valuable for analysis ☐
4. Validation/ Improvement of Learning and Teaching	No analysis. ☐	Preliminary analysis has been conducted while data is being collected. ☐	Analysis of data and process has begun. ☒	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. ☐

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> **Preparation (reviewing competencies, creating instrument, etc)**
>
> **Collecting data**
>
> **Analyzing the data to validate/improve instruction**
>
> **Other (please describe)**   Collecting data and analyzing it

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1.1, 1.2, 1.3, 1.5, 1.6 2.1, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	1.4, 2.2, 3.4

Please provide on subsequent pages a narrative which describes the assessment process for this course.   **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

Spring 2013 was the first semester ESL 093, High-Intermediate Listening and Conversation, was assessed. I had several meetings with instructors to discuss the changes of the competencies I proposed and the tools of assessment. We used a test from the book that has listening, comprehension, and vocabulary components. I also came up with a rubric to evaluate the oral presentation of the students; the competencies were of course considered while creating the rubric. I think the results of assessment were quite good. We are going to use the same assessment tools this fall

and get a better picture after the second assessment. So far, no changes of competencies are planned for this semester; a lot depends on how the assessment of this fall goes. We may need to change the competencies, or tools of assessment, or both of them.

Annual Course Assessment Summary

Date: 11/14/13   **Course**: GRD 421   **Academic Year**: 201401

District/Program Chair: Melissa Rarick   **Submitted by**: Melissa Rarick

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. [X]
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument [X] changes.
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms. [X]	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis. [X]	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

      Preparation (reviewing competencies, creating instrument, etc)

X **Collecting data**

     Analyzing the data to validate/improve instruction

     Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
Competency 5: Compose a professional quality resume to secure internship interviews. Competency 7: Demonstrate interview skills.	Competency 6: Write an appropriate cover letter to accompany resume. Competency 9: Compose an interview follow-up letter. Competency 10: Present an interview quality portfolio of printed samples that represents their best work and highlights their skills.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?** Students demonstrate basic written communication skills at a very low level. Written work is turned in with several spelling, punctuation, capitalization, grammar and sentence structure errors. It shows that they are not even using the computer Spell Check feature or proofreading it before turning it in for grading. Written samples of the projects are provided for students to review prior to starting the project. I have recommended students utilize the Academic Achievement Center for help and the DMACC Career Center. I even had Sara Moore, a Career Center Specialist come to class as a guest speaker to explain what services the Career Center offers students. No students have taken advantage of this help.

- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?** There will not be a portfolio review.
- **What is going to happen next year?** Competency 10 will be removed. I was told at the Fall Advisory Board meeting that there would not be a portfolio evaluation during the fall semester. It will be moved to Spring semester so students have more finished projects to include in their portfolios.
- **What challenges did we encounter?** Students' writing skills are at a very low level. It is challenging to grade and make so many corrections to their work. I don't think they are really learning how to write any better. Most students are just copying down the changes I mark up. Some students won't even make the changes I mark up.

Annual Course Assessment Summary

Date: 4/22/14   **Course**: GRT 400   **Academic Year**: 201401

District/Program Chair: Dave Beltrame   **Submitted by**: Dave Beltrame

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. ☐	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. ☐	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. ☐	Data analysis supports competencies as currently written or indicates changes that need to be made. ☒
2. Instrumentation	No significant work has been done to develop and assessment instrument. ☐	Significant work has begun on creating an assessment instrument. ☐	An assessment instrument has been created and is ready to be used to collect data. ☐	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen ☒ changes.
3. Data Collection	No data is being collected. ☐	Data has been collected on a pilot basis only. ☐	Data is currently being collected, but needs to be repeated for more terms. ☒	Data has been collected for enough terms to make it valuable for analysis ☐
4. Validation/ Improvement of Learning and Teaching	No analysis. ☐	Preliminary analysis has been conducted while data is being collected. ☐	Analysis of data and process has begun. ☐	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made ☒

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

>   **Preparation (reviewing competencies, creating instrument, etc)**
>
>   **Collecting data**
>
> X **Analyzing the data to validate/improve instruction**
>
>   **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
All competencies were good except two. All competencies will be reviewed so that student learning is achieving the max.	Sub-competency 4.2: Will continue to be monitored to the fullest. Some times this one is not scored well, however it has also received 100% too in the past. I will make this a focal point on any future assessments. Sub-competency 11.7: This particular question also slipped. It has many, many times done extremely well, but not this time. I will continue to cover this information better and student learning should show improvement.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

When I hand out and discuss the Study Guide for the Final Test (Assessment) we do cover all areas of the test. I cover all of the material that will be tested and emphasis the questions that have presented problems in the past. These questions we do spend extra time on. In the future I will discuss these in more depth and also a lot more often (with more repetition). The results should be greatly improved.

Annual Course Assessment Summary

Date: 7/17/13   **Course**: GRT 400   **Academic Year**: 201302

District/Program Chair: Dave Beltrame   **Submitted by**: Dave Beltrame

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. [X]
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. [X]
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms. [X]	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. [X]

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> **Preparation (reviewing competencies, creating instrument, etc)**
>
> **Collecting data**
>
> **Analyzing the data to validate/improve instruction**
>
> **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
All but one competency was very solid. The competency that wasn't I will rewrite the test question so that the question might be more easily understood. All of the other test questions will be monitored so that we can watch student progress.	Sub-competency 4.2: Actually was rewritten but I will rewrite it again. I will explain this question again even more precisely and try to get the students to have a better handle on it.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

I do have a Study Guide that I discuss with the students (actually I do this with all of the Chapters in the textbook also). I have rewritten the same question on it too.

The biggest challenge that we have is trying to interest the students in the Graphic Technologies Program as opposed to the Graphic Design Program. The Graphic Design Program is a more widely known name but the jobs in the Graphic Technologies field are very gratifying and possible more plentiful.

Annual Course Assessment Summary

Date: 12/2/13 **Course**:   HIS 150   **Academic Year**:   2012-2012

District/Program Chair: Katherine Dowdell   **Submitted by**: Joseph Danielson

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. [x]
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen [x] changes.
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms. [x]	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. [x]

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

        X **Preparation (reviewing competencies, creating instrument, etc)**

        X **Collecting data**

        X **Analyzing the data to validate/improve instruction**

        X **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1.1, 1.2, 2.2, 3.3, 3.4, 3.5, 3.6, 4.5, 4.6, 6.2, 6.9 8.2, 8.3, 9.1	4.1, 4.3, 4.4, 5.2, 5.4, 5.5, 5.6, 6.3, 7.3, 8.5, 9.4, 9.5

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

Fulltime history faculty has addressed the HIS 150 course competencies during all recent departmental meetings and on occasion, outside of these meetings. Data shows that there are a number of competencies that are consistently being met (some with consistent scores in the high 80s) In the past year, we revised underperforming questions again to see if an improvement would be reflected in the assessment. The data suggests that improvement

has been made (some moving from a 50-60% success rate to mid-70s and above). However, a few more need to be revised again. Even with the previous revisions, these competencies still show a success rate of around 60% and below). The competencies were previous written by Paul Byrd and Joseph Danielson, with approval by other fulltime history faculty. Byrd and Danielson will likely take the lead in revising these questions again. An effort will also be made to reach out to history faculty (fulltime and adjunct) as to why certain competencies are not being represented will in the assessment.

One of the biggest challenges HIS faculty has encountered is whether or not to have the assessment be given as an extra credit opportunity or as a graded assignment. Not all students take an extra credit opportunity seriously and might not be motivated to try while taking the assessment. The fulltime instructors of HIS 150 have agreed to make it a graded exam, but word has not gotten out to all adjuncts that this should be a graded assignment to promote the importance of the assessment. Until we have uniformity in how HIS faculty offer the assessment, we will likely not have the most accurate data from the assessment.

Annual Course Assessment Summary

Date: _____4/1/14_____   **Course**: HIT360_____   **Academic Year**: 2013/2014

District/Program Chair: Patty Origer **Submitted by**:__Patty Origer_____

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. ☐	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. ☐	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. ☐	Data analysis supports competencies as currently written or indicates changes that need to be made. ☒
2. Instrumentation	No significant work has been done to develop and assessment instrument. ☐	Significant work has begun on creating an assessment instrument. ☐	An assessment instrument has been created and is ready to be used to collect data. ☐	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen ☒ changes.
3. Data Collection	No data is being collected. ☐	Data has been collected on a pilot basis only. ☐	Data is currently being collected, but needs to be repeated for more terms. ☒	Data has been collected for enough terms to make it valuable for analysis ☐
4. Validation/ Improvement of Learning and Teaching	No analysis. ☐	Preliminary analysis has been conducted while data is being collected. ☐	Analysis of data and process has begun. ☒	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. ☐

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

      X**Preparation (reviewing competencies, creating instrument, etc)**

      X **Collecting data**

      X**Analyzing the data to validate/improve instruction**

      X**Other (please describe)**   We had some difficulty getting data out of Blackboard because of formatting on questions with HTML code in the individual questions.

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
The following main competencies did not have any sub competencies that fell below the 70% threshold. 1. Understand the current healthcare environment 6. Understand system selection, implementation, support & maintenance 7. Define system testing and evaluation 8. Understand systems privacy and security 9. Explain the role of administration leadership/management in health IT	Specific sub competencies that fell below the 70% threshold were: 2.02 Describe the stakeholders: providers/payers, vendors, government, consumers 2.9 Describe recognized e-health professional associations, such as HIMSS and AHIMA 3.05 Discuss the supporting roles of health information management professionals 4.2 Explain the current state HIE grants program 4.8 Identify governance models for HIEs 5.8 Explain systems compliance.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

This course lays the foundation for basic concepts related to health information technology. It introduces the concepts and components for some of the other program course work.

There were 12 students in the course. The midterm and final examination questions used in Blackboard were mapped to the competencies of the course and this was the basis of the assessment tool that was used. There were some issues regarding the HTML code in individual questions that caused some issues that Joe Raineri was able to help resolve. There are two competencies (2.12 and 4.12 that could not be assessed using this instrument and the competencies are met by evaluating student written reports. We were able to get accurate data down to the sub competency level with the instrument.

Prior to this class being taught in the fall semester a new text book was chosen and the competencies were updated based on feedback from the HIT Advisory Board. The new textbook did include chapter review questions which were a request by students in the course and a recommended improvement from our assessment last year. The sub competencies that were below the 70% threshold included two at 69.6% and two at 61.1% and one at 56.5%. So a couple of them were very close to the threshold.

The challenge of this course is that the field of health information technology is changing at a rapid pace and keeping a current textbook and resources for the course can be difficult. Also since this is an introduction course, it is a broad topic where a lot of information in several areas of HIT is being introduced/taught to the students. Additional opportunities for mastering of some of the individual sub competencies in this course, is provided to students in future course work.

Changes to the course for the future will include: further research by the instructor on current information on the subject matter to supplement the textbook information; additional assignments and graphs organizing the material being covered for an additional study tool will be provided to students.

Annual Course Assessment Summary

Date: 01/31/2014   **Course**: MLT 120   **Academic Year**: 201401

District/Program Chair: Karen Campbell   **Submitted by**: Karen Campbell

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. [ ]	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. [x]	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. [x]	Data analysis supports competencies as currently written or indicates changes that need to be made. [ ]
2. Instrumentation	No significant work has been done to develop and assessment instrument. [ ]	Significant work has begun on creating an assessment instrument. [x]	An assessment instrument has been created and is ready to be used to collect data. [x]	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. [ ]
3. Data Collection	No data is being collected. [ ]	Data has been collected on a pilot basis only. [x]	Data is currently being collected, but needs to be repeated for more terms. [ ]	Data has been collected for enough terms to make it valuable for analysis. [ ]
4. Validation/ Improvement of Learning and Teaching	No analysis. [ ]	Preliminary analysis has been conducted while data is being collected. [x]	Analysis of data and process has begun. [x]	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. [ ]

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

☒ **Preparation (reviewing competencies, creating instrument, etc)**

☒ **Collecting data**

    Analyzing the data to validate/improve instruction

   Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
• 6. – Describe the physical urinalysis. • 7.3 - Correlate chemical results with physical and microscopic results, as well as with the presence of absence of disease. • 8 – Describe the microscopic urinalysis.	• 7.2 – Discuss the <u>principle</u> of each of the ten chemical analyses performed on urine specimens. • 9.3 – Recognize when to do and successfully perform confirmatory testing based on results of chemical analysis. • 9.5 – Correctly identify and quantitate urinary sediment • 9.6 – Correctly identify artifacts and recognize why they may be present in urine. • ** <u>Overall Competency #9, which is what we would like to assess using the final practical exam.</u>

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

MLT120 – Urinalysis is a course taught to students in the 1ˢᵗ year (1ˢᵗ semester) of the Medical Laboratory Technology program. The Fall 2012 semester was the first time this course was <u>considered</u> for future assessment. The table below shows the goals and what was completed between Fall 2012 and Fall 2013.

GOAL	WORK TO DATE
1. Rewrite the course description to include an overview of the study of bodily fluids	**Done and submitted.** Must go to the Curriculum Commission to be in the catalog.
2. Review, then rewrite competencies	**Done and submitted.**
a. Add competencies relevant to the study of bodily fluids	**Done and submitted.**
b. Include correlating findings in a routine urinalysis with disease association (possibly in Competency 8)	**Done and submitted. Added as Sub-competency 8.4.**
3. Develop (an) assessment tool(s)	
a. Final UA exam	Chose to not do for first few assessment – will add after assessment using final UA lab practical.
b. Final UA exam AND Body Fluid exam	Chose to not do at all
c. Final UA practical – will most likely require a rubric	**In process.**
d. Maybe look at <u>both</u> cognitive and psychomotor competencies to assess students in both lecture and lab sections of the class.	May do in future assessments of this course. To do this, we will need to create an assessment tool for the final UA exam AND use a rubric for assessing the final UA lab practical.

A rubric to assess the final UA lab practical is partially developed. One was used to grade the final UA lab practical this past Fall; however, some changes will be made to it to address Competency 9 and all its sub-competencies. For this reason, NO DATA is attached for the Fall 2013 semester.

MLT faculty believe it would be beneficial to assess the final written exam as we have in other MLT courses. This is actually an easier assessment tool and could be done right away using the final UA exam; however, since this is the first class taken by MLT students – many of whom enter this program because it is "hands-on" as well as academic – it was decided to look at the students' psychomotor skills rather than cognitive abilities.

When submitting data for future classes, only one competency may end up being assessed. MLT faculty are aware of this, but agree that assessing lab skills specific to this class will be helpful to both MLT students and teachers. This type of assessment may also possibly predict student success (or lack thereof) in this program, and may indicate how the MLT teachers can better help students having difficulty.

Annual Course Assessment Summary

Date: 1/31/14 **Course**: OPT 130   **Academic Year**:   2013-14

District/Program Chair: Holstad   **Submitted by**: Marcia Holstad

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

If you have questions about this form, please contact Chelli Gentry @ 964-6530. Once completed, please email the completed summary to mail to: crgentry@dmacc.edu

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. [X]	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made.
2. Instrumentation	No significant work has been done to develop and assessment instrument. [X]	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen changes.
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only. [X]	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis
4. Validation/ Improvement of Learning and Teaching	No analysis. [X]	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

      X **Preparation (reviewing competencies, creating instrument, etc)**

      Collecting data

      Analyzing the data to validate/improve instruction

      Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
Competency 1: Analyze eyewear components. Competency 3: Insert and remove lenses from eyewear.	Competency 4: Identify and use adjustment tools. Competency 5: Manipulate frames to demonstrate eyewear alignment procedures.

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

This course covers frame definition, parts and types of frames, measurement of frames and lenses, alignment of frames, inserting and removing lenses and an introduction to dispensing of eyewear and frame repairs.

I've started this process by reviewing the competencies along with the updated competencies from our accreditation body. So far our competencies are still in line with what they want taught in the course, although we have made some additions to the second class in the sequence (OPT 132) as a result of their updates. The next step will be to review these competencies with the program's advisory committee in our May 2014 meeting to see if they recommend any changes or additions.

There are several challenges with both teaching and assessing this course. It is a very hands-on course and should be mainly assessed in a hands-on manner versus written assessments since written success isn't a good indicator of success in these skills.

The biggest challenge I've encountered is giving the students enough practice making the eyewear adjustments and troubleshooting the problems to determine how to fix them. While the students will get the majority of their dispensing experiences during their summer clinicals, it's been difficult to adequately prepare them for this experience. I have adjusted frames incorrectly and have the students fix the problems. However, this is extremely time-consuming to do multiple adjustments on multiple pairs of glasses for up to 24 students! The best way to troubleshoot eyeglass problems comes with actual patient interactions. I have tried having "open dispensary" times during lab for students, faculty and staff to come in and have students adjust and fix their eyeglasses. This has been great experience, however, many times few or no patients showed up and by the end of the semester, each student is lucky to get 1 or 2 worthwhile interactions. I have approached our local Lion's Club to see if our students can help adjust, clean and repair their donated glasses for them. I've found out that this is state based, not local and is based in Pella. It hasn't seemed that there was a need or want for our help at this time, but I am still exploring the option. I think this has the potential not only to be a great learning experience, but to also give a sense of purpose as well as instilling a sense of civic participation that will last after completion of the program.

My plan of action is:

1. advisory committee competency recommendations in May
2. further exploration into Lion's Club collaboration
3. modify the open dispensary times – perhaps do on-site adjustments in bldg. 5 during lunch hours versus holding them in our classroom

Annual Course Assessment Summary

Date: 11/12/2013   **Course**: PHY 160   **Academic Year**: 2014

District/Program Chair: Richard Roberts   **Submitted by**: Richard Roberts

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. ☐	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. ☐	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. ☒	Data analysis supports competencies as currently written or indicates changes that need to be made. ☐
2. Instrumentation	No significant work has been done to develop and assessment instrument. ☐	Significant work has begun on creating an assessment instrument. ☒	An assessment instrument has been created and is ready to be used to collect data. ☐	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrumen changes. ☐
3. Data Collection	No data is being collected. ☒	Data has been collected on a pilot basis only. ☐	Data is currently being collected, but needs to be repeated for more terms. ☐	Data has been collected for enough terms to make it valuable for analysis ☐
4. Validation/ Improvement of Learning and Teaching	No analysis. ☒	Preliminary analysis has been conducted while data is being collected. ☐	Analysis of data and process has begun. ☐	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. ☐

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

     X   **Preparation (reviewing competencies, creating instrument, etc)**

        Collecting data

     Analyzing the data to validate/improve instruction

     Other (please describe)   _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1. Define speed and velocity 2. Define acceleration 3. Define the physical meaning of work	4. Solve problems in projectile motion 5. Solve problems requiring the first and second condition of equilibrium

Please provide on subsequent pages a narrative which describes the assessment process for this course.   **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

During the past year there has been discussion on creating assessment instrument. The main topic of discussion during the meeting was since there were so many sub competencies for an one hour exam to have a question over each sub competency. The proposal was to do a first phase of assessment that covers the first 7 or 9 competencies. After reviewing the students success rates on those sub competencies, we could then implement phase two and cover the remaining competencies. We are presently working on the assessment tool. By next year we hopefully will have a pool of questions to test. We are also reviewing the competencies

What we have learnt so far is that since exam questions are wide and cover multiple concepts / sub competencies at the same time, the questions need to be very narrow to clearly look at one sub competency at a time.

We are currently developing the assessment instrument. By next year we might be able to class test the assessment tool.

As a result of the assessment process, we removed/ changed the course competency

Our plan for next year is to have the assessment tool ready

We faced the following challenges in reviewing the competency

1. Since there are so many sub competency the challenge was to keep the competency or let it go or modify
2. Create questions that very narrowly measures the sub competency

Annual Course Assessment Summary

Date: 05/19/14   **Course**:   PHR 124/24177   **Academic Year**: 2014

District/Program Chair: Anthony Guerra   **Submitted by**: Anthony Guerra

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Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment.	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment.	Data analysis supports competencies as currently written or indicates changes that need to be made. **x**
2. Instrumentation	No significant work has been done to develop and assessment instrument.	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. **x**
3. Data Collection	No data is being collected.	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis **x**
4. Validation/ Improvement of Learning and Teaching	No analysis.	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun. **x**	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. **x**

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

        x **Preparation (reviewing competencies, creating instrument, etc)**

        x **Collecting data**

        x **Analyzing the data to validate/improve instruction**

        Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
1.5 State the brand and generic names of prescription and nonprescription medications commonly used to treat diseases of the cardiovascular system. 3.3 Explain the therapeutic effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases of the gastrointestinal system. 4.3 Explain the therapeutic effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases of the renal system	1.4 Describe the adverse effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases of the cardiovascular system. 4.2 Explain the basic physiology of the renal system. 5.1 Describe the basic anatomy of the nervous system. . 5.3 State the brand and generic names of prescription and nonprescription medications commonly used to treat diseases of the renal system

Please provide on subsequent pages a narrative which describes the assessment process for this course. **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**

- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

This fifth year of assessment has seen another leveling off where the students continue to get good grades, pass the courses at a very high percentage (only 1 withdraw during term, 1 drop before term for personal reasons). While the students are very busy inside and outside of the classroom, the WebBlend nature of the course seems to be effective. Students have a cohort (same students each class period) with which to make academic peers. Often students group themselves by age, by gender, by international experience, or simply because they have other classes together. In having taught this course for five years, I began to assess something more basic which is the spelling of the individual medications and found that students who could spell better, did better thought I have not formally assessed this aspect of the course. After five years, I think it is time to change the assessment instrument to determine how well students can spell the medications because it is much more than just good spelling equals good grades. Rather, medications such as penicillin, when spelled correctly, provide a clue as to function by knowing the stem "cillin." The same is true for the "cef" in ceftriaxone, "sulfa" in sulfamethoxazole, and "prazole" in omeprazole. Also, I have personally learned basic Perl (a programming language) and will create activities on the computer that focus on both learning basic programming and creating some gaming pedagogy that will help students with their spelling and ultimately, better know the "Top 200" an across the board assessment of how well students do. The challenges will be to introduce programming to a group who may have little experience with computers, but an honors student this summer will be piloting the experience, and this will help us determine both the feasibility and relevance of this new pedagogy.

Annual Course Assessment Summary

Date: November 19, 2013   **Course**: PSY 241   **Academic Year**: 2013 - 2014

District/Program Chair: Katherine Dowdell **Submitted by**: Tiffany Thomas

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction. ☐	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. ☐	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. ☐	Data analysis supports competencies as currently written or indicates changes that need to be made. X
2. Instrumentation	No significant work has been done to develop and assessment instrument. ☐	Significant work has begun on creating an assessment instrument. ☐	An assessment instrument has been created and is ready to be used to collect data. ☐	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. X
3. Data Collection	No data is being collected. X Fall 2013	Data has been collected on a pilot basis only. ☐	Data is currently being collected, but needs to be repeated for more terms. ☐	Data has been collected for enough terms to make it valuable for analysis. X
4. Validation/ Improvement of Learning and Teaching	No analysis. Fall 2013 X	Preliminary analysis has been conducted while data is being collected. ☐	Analysis of data and process has begun. ☐	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. X

Fall 2013 Assessment instrument is being revised due to publication of DSM-5. See narrative p. 3.

If limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

      X **Preparation (reviewing competencies, creating instrument, etc)**

      Collecting data

      X **Analyzing the data to validate/improve instruction**

      Other (please describe) _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
9.1 Anxiety Disorders 9.11 Schizophrenia/psychotic disorders 9.4 Mood Disorders 9.6 Eating Disorders	9.8 Substance-related Disorders 9.12 Developmental Disorders

Please provide on subsequent pages a narrative which describes the assessment process for this course. Please include the following:

During the Fall 2011 semester, the Psychology department determined which PSY 241 competencies to assess by surveying all faculty regarding the competencies considered <u>most</u> essential in an Abnormal Psychology course. Competency # 9 (Differentiate the clinical descriptions/characteristics, etiology and treatment of the following psychological disorders) was assessed for the following sub-competencies:

      9.1 Anxiety disorders

      9.4 Mood disorders

      9.6 Eating disorders

      9.8 Substance related disorders

      9.10 Personality disorders

      9.11 Schizophrenia & psychotic disorders

      9.12 Developmental disorders

A 50 multiple choice item assessment instrument was constructed by full time PSY 241 faculty. Questions selected for the exam did not reference any text-specific information, but were directly related to the concepts and theories described in the course competencies. The assessment instrument was administered district-wide at the end (last

week of class or during the final exam period) of the Spring 2012 semester in all (face-to-face and online) PSY 241 Abnormal Psychology courses. All students were given one hour to complete the exam. Students were not given any study guides or materials directly related to the questions on the assessment exam to ensure test validity. Instructors were given the option to use the exam as part of the course grade, as extra credit, or as an option to replace a lower test grade in the course.

Two competencies appeared to be receiving less thorough coverage. However, these competencies were still achieved at a near competent level (68%).

In the 2012-2013 academic year, we continued to administer the assessment in all PSY 241 sections. The data gather was intended be examined in order to determine any needed changes in the assessment instrument.

However, in May of 2013 an updated Diagnostic and Statistical Manual of Mental Disorders (the DSM-5) was published. The DSM-5 included significant changes in both diagnostic categories and well as diagnostic criteria for specific disorders. This has resulted in changes in knowledge and practice in the field, as well as in course content. Therefore, we are now in the process of revising the course competencies to match the new DSM-5. Once the course competencies are revised, we will construct a new assessment instrument to reflect these competencies, and begin gathering data. We hope to merely modify the previous assessment instrument rather than construct an entirely new instrument. We hope to have the new competencies completed and a new assessment instrument for use by the end of the Spring 2014 semester.

Annual Course Assessment Summary

Date: 10/23/13   **Course**: SOC110/SOC115   **Academic Year**:2013-2014

District/Program Chair: Dowdell-Hommerding, Katherine   **Submitted by**: Gary Titchener

Below is the rubric DMACC uses to measure each course's progression from novice to expert in learning assessment. Please type an "X" in the small box in the lower right corner for the square that best describes the status of your course in each of the four assessment steps. Once a course has achieved at Level 3 for each step, this course is ready to be put on hiatus in lieu of another course being assessed in your area.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
1. Competencies	Have not been recently reviewed. It is unknown to what extent they reflect course instruction.	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. **X**	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. **X**	Data analysis supports competencies as currently written or indicates changes that need to be made.
2. Instrumentation	No significant work has been done to develop and assessment instrument. **X**	Significant work has begun on creating an assessment instrument.	An assessment instrument has been created and is ready to be used to collect data.	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. **X**
3. Data Collection	No data is being collected. **X**	Data has been collected on a pilot basis only.	Data is currently being collected, but needs to be repeated for more terms.	Data has been collected for enough terms to make it valuable for analysis **X**
4. Validation/ Improvement of Learning and Teaching	No analysis. **X**	Preliminary analysis has been conducted while data is being collected.	Analysis of data and process has begun.	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. **X**

f limited to the words below, which ones would best summarize this course's assessment activities for this year? (Check all that apply)

> X **Preparation (reviewing competencies, creating instrument, etc)**
>
> X **Collecting data**
>
> X **Analyzing the data to validate/improve instruction**
>
> **Other (please describe)** _____

Regardless of what step you are at in the assessment process, please indicate those competencies in which students are being very successful, and those competencies that students struggle with the most. Use all of the data you have collected to this point to help with this list. If you are not far enough along in the process to have data, please use your faculty's collective experience in this discipline to make predictions. **You do not need to include all of your competencies. Many may fall in the middle-of-the-road and do not need to be included.**

Students are being very successful in learning these course competencies…..	Students struggle the most to learn these course competencies…….
Competency 2.3 - Identify the significance of language, cultural variation and cultural change. Competency 2.6 - Identify the key agents of socialization. Competency 3.11 - Identify patterns of sexism in social structure and ideology.	Competency 3.4 - Describe the American class system. Competency 4.2 - Identify the various sociological approaches to religion. Competency 5.2 - Differentiate major theories of collective behavior and social movements.

Please provide on subsequent pages a narrative which describes the assessment process for this course.   **An example of this type of report can be found at:**

http://go.dmacc.edu/assessment/Documents/AnnlCourseAssessmentsample.pdf

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
- **What was accomplished this past year?**
- **What have we learned to date about learning and teaching in this course?**
- **What have we learned about our assessment instrument?**
- **What changes have we made (if any) to the course as a result of our assessment process?**
- **What is going to happen next year?**
- **What challenges did we encounter?**

This course involves the study of human interaction, groups and society. Topics included are culture, socialization, organizations, deviance, inequality, institutions, health, population, ecology, social change, and research methods.

The assessment tool was given to all students in the Introduction to Sociology course, both by all regular and adjunct faculty. The measurement consisted of fifty multiple choice items, designed to assess each of the major competency areas. The assessment was simplified in the fall semester of 2011 from 100 multiple choice questions to 50 multiple choice questions. The new, 50 multiple choice exam was implemented first in the spring semester of 2012. At the time of this report, the fall semester 2013 assessment has not yet been implemented.

Regular faculty met twice in the spring 2013 semester and twice in fall 2013. After the spring 2013 assessment was implemented, a review of the data showed students scoring low on three question items in particular. It was determined these low scores were most likely due to validity issues with the three items, rather than a problem with information delivery or the difficulty of the concepts in question, as the items in this exam tend to vary depending on the text used by the instructor. The items where students scored unusually low seemed to be related to the wording of the question items, again, varying due to different wording in different texts. At the first fall 2013 faculty meeting, we discussed working toward an assessment tool that would better represent the variability across texts. At the second fall 2013 meeting, we agreed we would discontinue the assessment after Fall 2013 so changes could be made to the assessment tool, as well as to begin working on the updating of competencies for SOC115 (Social Problems).

Fall 2013 will involve data collection and evaluation of the effectiveness of teaching style and method, and appraisal of the manner in which changes in teaching can better increase understanding and retention of concepts relating to competencies for this course.

Our plans for spring 2014 involve discontinuing SOC110 assessment so as to redress the issues with the instrument, and to develop a rough draft of proposed competency changes for SOC115. We are hoping to finalize the SOC115 competencies by the end of spring semester, so we may submit the new competencies in the fall semester of 2014. Also, for fall 2014, we hope to have addressed issues with the SOC110 instrument and begin working on a new instrument that better measures those competencies, and to begin development of an instrument for SOC115.