DMACC ANNUAL ASSESSMENT REPORT

2011-2012

Institutional Course Assessment Evaluation

Office of Assessment

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The purpose of assessment is to affirm current educational practices or create change when necessary by using data to make informed decisions. All programs; regardless of type require change from time to time. This pertains to assessment as well. Based on data collected over the past few years DMACC is expanding the focus to concentrate on the quality of assessment as well as maintaining high participation rates and effectively using the information to create change. The purpose of this report is to take a closer look and use the data we have collected to determine how well we assess student learning.

DMACC Annual Assessment Report

INSTITUTIONAL COURSE ASSESSMENT EVALUATION

Introduction

College-wide 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. Assessment at DMACC is a faculty driven 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 members 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 2011-2012 academic year and identify strengths, opportunities and priorities within the district.

Process

Data in this report covers participation in course level assessment activities and the 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 or sections as the numerator and the total number of course or sections as the denominator. Though course level assessment is not appropriate for all courses (i.e. independent study, OJT, internships, etc.), using the total number of courses or sections as the denominator allows for better comparisons between groups and over time.

Participation results will be aggregated by courses and 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).

Results

 This report is designed to the show cumulative effects over multiple years. Ideally, participation percentages should increase in future years or at least indicate each program is participating in DMACC's assessment program as it measures the cumulative efforts over multiple years. Proficiency ratings should also improve as we become better at course level assessment. This report contains three consecutive years of data.

Participation

Table 1- FY11-FY12 Comparison of Number of Subjects, Courses and Sections Active in Course Assessment
Source: DMACC, Assessment Database
Note: Career Advantage Excluded

		1,065	135	13%	100	9%	7,127	1,516	21%	490	7%
		1,128	95	8%	70	6%	7,802	1,108	14%	706	9%

> Table 1 indicates a decrease in the number of courses assessed from 2010 to 2012; however the number of sections collecting data has increased each year.

Campus

Table 2- FY11-FY12 Comparison of Number of Subjects, Courses and Sections Active in Course Assessment by Campus
Source: DMACC, Assessment Database
Note: Career Advantage Excluded
Note: Courses may be duplicated at other campuses and the totals will not match Table 1

Table 2		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Ankeny	2010	941	124	13%	90	10%	3,699	745	20%	331	9%
	2011	961	96	10%	79	8%	3,948	534	14%	383	10%
	2012	989	88	9%	64	6%	4,160	545	13%	376	9%
Boone	2010	251	42	17%	18	7%	996	239	24%	41	4%
	2011	254	32	13%	22	9%	1,029	146	14%	60	6%
	2012	242	33	14%	19	8%	1,027	165	16%	80	8%
Carroll	2010	142	28	20%	8	6%	311	59	19%	11	4%
	2011	139	21	15%	15	11%	305	41	13%	25	8%
	2012	143	23	16%	9	6%	298	41	14%	21	7%
Newton	2010	161	28	17%	7	4%	364	68	19%	8	2%
	2011	143	20	14%	9	6%	347	34	10%	14	4%

Table 2		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
	2012	153	24	16%	15	10%	374	39	10%	19	5%
Urban	2010	285	47	16%	26	9%	1,299	252	19%	63	5%
	2011	301	35	12%	28	9%	1,442	204	14%	102	7%
	2012	298	40	13%	30	10%	1,470	215	15%	145	10%
West	2010	104	31	30%	14	13%	458	153	33%	36	8%
	2011	115	21	18%	17	15%	464	87	19%	55	12%
	2012	125	25	20%	19	15%	473	103	22%	65	14%

Table 2 shows participation data for each campus. West campus had the highest active participation rate for sections for FY11 and FY12; however most campuses showed an increase in the number of sections assessed from the previous year.

Academic Deans

Table 3: FY11-FY12 Comparison of Number of Subjects, Courses and Sections Active in Course Assessment by Dean/Provost/Department
Source: DMACC, Assessment Database
Note: Career Advantage Excluded
Note: Courses only include those assigned to an Academic Dean and the totals will not match Table 1

Table 3		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Arts and Sciences	2010	272	33	12%	23	8%	4,124	928	23%	158	4%
	2011	276	27	10%	22	8%	4,315	584	14%	270	6%
	2012	264	25	9%	21	8%	4,422	610	14%	359	8%
Business Management and Information Technology	2010	258	24	9%	17	7%	1,527	406	27%	235	15%
	2011	256	17	7%	17	7%	1,579	344	22%	284	18%
	2012	260	17	7%	16	6%	1,622	353	22%	285	18%
Health and Public Services	2010	174	10	6%	5	3%	631	38	6%	11	2%
	2011	198	8	4%	6	3%	702	23	3%	13	2%
	2012	203	11	5%	6	3%	695	38	5%	9	1%
Industry and Technology	2010	301	59	20%	47	16%	722	127	18%	74	10%
	2011	297	46	15%	35	12%	809	83	10%	61	8%
	2012	328	36	11%	22	7%	922	100	11%	47	5%

Table 3: 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. The college of Business Management and Information Technology has the highest number of sections collecting data.

Career-Vocational and Liberal Arts

Table 4: FY11-FY12 Comparison of Number of Subjects, Courses and Sections Active in
Course Assessment by Lib Arts or Career/Tech
Source: DMACC, Assessment Database
Note: Career Advantage Excluded
Note: Courses only include those assigned to an Academic Dean and the totals will not match Table 1

Table 4		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Career/Technical	2010	793	102	13%	77	10%	3,003	588	20%	332	11%
	2011	817	79	10%	66	8%	3,220	462	14%	369	11%
	2012	864	70	8%	49	6%	3,380	498	15%	347	10%
Liberal Arts	2010	272	33	12%	23	8%	4,124	928	23%	158	4%
	2011	276	27	10%	22	8%	4,315	584	14%	270	6%
	2012	264	25	9%	21	8%	4,422	610	14%	359	8%

Table 4: displays participation results by course type; career/vocational or liberal arts. Career and Technical programs had more sections participating in assessment activities in FY10 and FY11; however there was an increase in participation in Liberal Arts sections in 2012.

Delivery Method

Table 5: FY11-FY12 Comparison of Number of Subjects, Courses and Sections Active in
Course Assessment by Delivery Method
Source: DMACC, Assessment Database
Note: Includes Career Advantage data
Note: Courses are duplicated when offered by multiple delivery methods and will not match Table 1

Table 5		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Career Advantage	2010	231	41	18%	22	10%	1,571	460	29%	203	13%
	2011	234	31	13%	24	10%	1,683	373	22%	228	14%
	2012	255	31	12%	20	8%	1,849	418	23%	274	15%
Face-to-face	2010	739	95	13%	73	10%	3,999	898	22%	337	8%
	2011	747	74	10%	63	8%	4,049	621	15%	401	10%
	2012	771	66	9%	48	6%	4,244	640	15%	444	10%
Online	2010	214	35	16%	9	4%	1,101	195	18%	40	4%
	2011	235	21	9%	9	4%	1,194	122	10%	42	4%
	2012	248	27	11%	16	6%	1,270	127	10%	59	5%
Other	2010	20	4	20%	2	10%	74	11	15%	7	9%

Table 5		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
	2011	20	3	15%	1	5%	76	8	11%	3	4%
	2012	19	2	11%	1	5%	72	4	6%	3	4%
Part Online	2010	166	34	20%	18	11%	384	84	22%	25	7%
	2011	161	26	16%	22	14%	364	45	12%	37	10%
	2012	186	30	16%	22	12%	419	55	13%	33	8%
Web Enhanced	2010	427	69	16%	39	9%	1,569	328	21%	81	5%
	2011	469	51	11%	41	9%	1,852	250	13%	156	8%
	2012	458	52	11%	36	8%	1,797	282	16%	167	9%

Table 5: indicates the percentages of career advantage sections are participating at a higher rate than other delivery methods.

Program/District Chair

A 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 FY10, 11 and 12. Some of the areas participating in a higher percentage of courses and sections in FY10, 11 and 12 include: Accounting, Administrative Assistant, Architecture, Automotive, Business Administration, Communication, Education, Graphic Technology, Student Development, Surgery Technology, and Viticulture.

Table 6- FY11-FY12 Comparison of Number of Subjects, Courses and Sections Active in 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.

Table 6		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Accounting (McCall, Cynthia)	2010	17	2	12%	2	12%	129	58	45%	31	24%
	2011	17	2	12%	2	12%	178	82	46%	56	31%
	2012	17	2	12%	2	12%	191	92	48%	71	37%
Administrative Assistant (Zimmerman, Kathleen)	2010	26	3	12%	3	12%	219	27	12%	17	8%
	2011	26	2	8%	2	8%	216	45	21%	36	17%
	2012	26	3	12%	3	12%	242	67	28%	58	24%

Table 6		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Aging Services (Sorenson, Shirley K.)	2010	24	2	8%	2	8%	38	3	8%	3	8%
	2011	25	0	0%	0	0%	39	0	0%	0	0%
	2012	26	0	0%	0	0%	41	0	0%	0	0%
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%
American Sign Language (Unassigned)	2010	4	0	0%	0	0%	14	0	0%	0	0%
	2011	5	0	0%	0	0%	10	0	0%	0	0%
		No Data Available									
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%
Architecture (Gatzke, Michael L.)	2010	10	3	30%	3	30%	11	3	27%	3	27%
	2011	10	3	30%	3	30%	12	3	25%	3	25%
	2012	10	3	30%	2	20%	10	3	30%	2	20%
Assoc. Deg. Nursing (Barth, Vickie R.)	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%
Automotive (Burns, Jerald L.)	2010	34	12	35%	8	24%	80	26	33%	15	19%
	2011	34	10	29%	10	29%	90	24	27%	19	21%
	2012	33	7	21%	6	18%	88	21	24%	15	17%
Automotive Collision (Sanger, Gary L.)	2010	11	2	18%	2	18%	28	4	14%	3	11%
	2011	11	2	18%	2	18%	28	3	11%	3	11%
	2012	11	3	27%	0	0%	28	6	21%	0	0%
Automotive/CAP (Russell, John D.)	2010	10	3	30%	3	30%	11	3	27%	3	27%
	2011	13	3	23%	2	15%	14	3	21%	2	14%
	2012	9	1	11%	0	0%	9	1	11%	0	0%
Automotive/Ford ASSET (Pieper, Albert E.)	2010	17	2	12%	2	12%	18	2	11%	2	11%
	2011	12	0	0%	0	0%	12	0	0%	0	0%
	2012	12	0	0%	0	0%	12	0	0%	0	0%
Business Administration (Mitchell, Susan J.)	2010	20	4	20%	4	20%	415	173	42%	150	36%
	2011	20	4	20%	4	20%	424	179	42%	155	37%
	2012	20	5	25%	5	25%	428	180	42%	146	34%

Table 6		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
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%
Civil Engineering Tech (White, Carol R.)	2010	17	1	6%	1	6%	24	2	8%	2	8%
	2011	17	1	6%	1	6%	23	1	4%	1	4%
	2012	17	0	0%	0	0%	20	0	0%	0	0%
Commercial Horticulture (Vos, Randall)	2010	24	4	17%	3	13%	34	7	21%	4	12%
	2011	26	2	8%	0	0%	35	3	9%	0	0%
	2012	26	0	0%	0	0%	41	0	0%	0	0%
Communications (Baker-Brodersen, Beth)	2010	22	4	18%	0	0%	874	303	35%	0	0%
	2011	21	2	10%	2	10%	915	113	12%	77	8%
	2012	22	2	9%	2	9%	928	172	19%	172	19%
Computer Aided Design (Leetch, John M.)	2010	18	2	11%	1	6%	42	3	7%	1	2%
	2011	19	0	0%	0	0%	40	0	0%	0	0%
	2012	19	0	0%	0	0%	41	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	0	0%	0	0%	84	0	0%	0	0%
Construction Trades (Rasmussen, Ned L.)	2010	11	2	18%	0	0%	23	3	13%	0	0%
	2011	11	2	18%	1	9%	23	4	17%	1	4%
	2012	11	0	0%	0	0%	21	0	0%	0	0%
Criminal Justice (Hoffman, Buzz J.)	2010	19	3	16%	2	11%	139	30	22%	14	10%
	2011	20	2	10%	2	10%	165	39	24%	25	15%
	2012	28	2	7%	2	7%	184	42	23%	35	19%
Culinary (Anderson, Robert L.)	2010	26	2	8%	2	8%	126	9	7%	8	6%
	2011	27	2	7%	2	7%	130	6	5%	6	5%
	2012	27	1	4%	1	4%	128	2	2%	2	2%
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	0	0%	0	0%	25	0	0%	0	0%
Dental Hygiene (Penney, Deborah A.)	2010	24	1	4%	0	0%	33	1	3%	0	0%
	2011	24	1	4%	1	4%	33	1	3%	1	3%
	2012	24	2	8%	1	4%	33	2	6%	1	3%
Diesel Tech (Gorman, William G.)	2010	14	8	57%	8	57%	33	18	55%	14	42%
	2011	14	8	57%	6	43%	33	15	45%	11	33%
	2012	14	3	21%	3	21%	32	7	22%	7	22%

Table 6		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Dietary (Barton, Bette A.)	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%
ESST/ERA (Trickey, Ernest A.)	2010	45	0	0%	0	0%	90	0	0%	0	0%
	2011	41	0	0%	0	0%	78	0	0%	0	0%
	2012	44	1	2%	1	2%	81	1	1%	1	1%
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%
Education (Steffen, Patsy E.)	2010	3	1	33%	1	33%	33	22	67%	5	15%
	2011	3	1	33%	1	33%	34	20	59%	10	29%
	2012	3	2	67%	1	33%	33	18	55%	2	6%
Electronics Tech (Bailey, Greg A.)	2010	1	0	0%	0	0%	5	0	0%	0	0%
	2011	1	0	0%	0	0%	5	0	0%	0	0%
	2012	1	0	0%	0	0%	3	0	0%	0	0%
English as a Second Language (Pratt, Ewa J.)	2010	8	1	13%	1	13%	60	9	15%	9	15%
	2011	8	1	13%	1	13%	63	10	16%	9	14%
	2012	8	1	13%	1	13%	60	5	8%	4	7%
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%
Fire Science (Dunn, Eric N.)	2010	9	3	33%	2	22%	14	3	21%	2	14%
	2011	9	2	22%	2	22%	14	2	14%	2	14%
	2012	9	1	11%	1	11%	12	1	8%	1	8%
Fitness and Sports Management (Spry-Knutson, Jennifer)	2010	20	2	10%	2	10%	52	6	12%	4	8%
	2011	21	2	10%	2	10%	53	4	8%	3	6%
	2012	26	0	0%	0	0%	65	0	0%	0	0%
Graphic Design (Ballard, Monte L./Rarick, Melissa)	2010	21	4	19%	2	10%	70	12	17%	4	6%
	2011	20	1	5%	1	5%	85	2	2%	2	2%
	2012	20	2	10%	0	0%	89	8	9%	0	0%
Graphic Technology (Beltrame, David)	2010	15	3	20%	3	20%	29	10	34%	10	34%
	2011	8	1	13%	1	13%	20	6	30%	6	30%
	2012	8	4	50%	3	38%	21	15	71%	10	48%
HVAC (Anderson, Ronald D.)	2010	13	6	46%	5	38%	13	6	46%	5	38%
	2011	13	5	38%	2	15%	13	5	38%	2	15%
	2012	13	0	0%	0	0%	13	0	0%	0	0%

Table 6		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Health Information Technology (Origer, Patty)	2010					No Data Available					
	2011	7	0	0%	0	0%	8	0	0%	0	0%
	2012	13	1	8%	1	8%	15	1	7%	1	7%
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%
Humanities (Hutchison, Alan)	2010	53	7	13%	5	9%	616	140	23%	24	4%
	2011	54	8	15%	5	9%	638	132	21%	48	8%
	2012	54	7	13%	4	7%	659	105	16%	35	5%
IT (Gocken, Drew)	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%
ITNA (Trickey, Ernest A.)	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%
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%
Land Surveying Tech (White, Carol R.)	2010	8	0	0%	0	0%	8	0	0%	0	0%
	2011	7	0	0%	0	0%	7	0	0%	0	0%
	2012					No Data Available					
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%
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%
Marketing/Management (Heuer, Karen K.)	2010	34	2	6%	2	6%	191	12	6%	9	5%
	2011	32	2	6%	2	6%	190	5	3%	5	3%
	2012	33	2	6%	1	3%	190	6	3%	2	1%
Math (Smith, Randall R.)	2010	26	3	12%	3	12%	598	118	20%	25	4%
	2011	27	3	11%	3	11%	641	116	18%	28	4%
	2012	28	3	11%	3	11%	650	120	18%	32	5%
Med Lab Tech (Campbell, Karen J.)	2010	12	3	25%	2	17%	25	5	20%	4	16%
	2011	12	2	17%	2	17%	28	6	21%	6	21%
	2012	12	2	17%	2	17%	28	5	18%	5	18%

Table 6		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Medical Assistance (Odgaard, Deb)	2010	19	1	5%	1	5%	56	4	7%	4	7%
	2011	19	1	5%	1	5%	58	4	7%	4	7%
	2012	19	0	0%	0	0%	58	0	0%	0	0%
Mgt. Info Systems/Informatics (Gardner, Marv)	2010					No Data Available					
	2011	2	0	0%	0	0%	3	0	0%	0	0%
	2012	6	0	0%	0	0%	12	0	0%	0	0%
Mortuary Science (Patterson, Kevin E.)	2010	17	5	29%	2	12%	69	12	17%	6	9%
	2011	17	3	18%	3	18%	65	5	8%	5	8%
	2012	17	4	24%	4	24%	69	7	10%	7	10%
Nursing (Barth, Vickie R.)	2010	8	0	0%	0	0%	143	0	0%	0	0%
	2011	9	0	0%	0	0%	138	0	0%	0	0%
	2012	8	0	0%	0	0%	122	0	0%	0	0%
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%
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%
Pharmacy Tech (Guerra, Anthony)	2010	7	0	0%	0	0%	7	0	0%	0	0%
	2011	9	2	22%	2	22%	9	2	22%	2	22%
	2012	9	2	22%	2	22%	9	2	22%	2	22%
Practical Nursing (Barth, Vickie R.)	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%
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%
Science (Eckerman, Curtis)	2010	33	2	6%	1	3%	375	10	3%	5	1%
	2011	34	2	6%	2	6%	387	25	6%	17	4%
	2012	35	2	6%	2	6%	420	22	5%	13	3%
Social and Behavioral Sciences (Dowdell-Hommerding, Katherine)	2010	42	7	17%	5	12%	1,030	185	18%	25	2%
	2011	45	0	0%	0	0%	1,057	0	0%	0	0%
	2012	44	5	11%	5	11%	1,075	124	12%	64	6%
Student Development (Course Specific)	2010	8	3	38%	3	38%	183	133	73%	60	33%
	2011	9	3	33%	3	33%	200	144	72%	72	36%
	2012	7	0	0%	0	0%	175	0	0%	0	0%

Table 6		Courses					Sections				
		Total	Active #	Active %	Collecting Data #	Collecting Data %	Total	Active #	Active %	Collecting Data #	Collecting Data %
Surgical Technology (Baker, Betty J.)	2010	8	4	50%	4	50%	10	6	60%	6	60%
	2011	8	4	50%	4	50%	10	6	60%	6	60%
	2012	8	4	50%	4	50%	9	5	56%	5	56%
Telecommunications (Nickelson, Jay E.)	2010	8	2	25%	2	25%	15	4	27%	2	13%
	2011	9	2	22%	2	22%	14	2	14%	2	14%
	2012	10	2	20%	1	10%	11	2	18%	1	9%
Tool and Die (Neumayer, John F.)	2010	32	3	9%	3	9%	79	5	6%	3	4%
	2011	29	3	10%	3	10%	69	4	6%	3	4%
	2012	30	2	7%	2	7%	83	4	5%	2	2%
Unassigned (Unassigned)	2010	2	0	0%	0	0%	4	0	0%	0	0%
	2011	3	0	0%	0	0%	8	0	0%	0	0%
	2012	3	0	0%	0	0%	4	0	0%	0	0%
Veterinary Tech (Cerfogli, Frank M.)	2010	21	2	10%	2	10%	38	4	11%	4	11%
	2011	23	4	17%	4	17%	45	9	20%	9	20%
	2012	26	5	19%	5	19%	50	10	20%	10	20%
Viticulture (Stick, Jim)	2010	10	3	30%	3	30%	19	8	42%	4	21%
	2011	9	4	44%	2	22%	13	4	31%	2	15%
	2012	6	0	0%	0	0%	6	0	0%	0	0%
Water Environmental Technology (Simms, Mark G.)	2010										
	2011				New Program in 2012						
	2012	3	0	0%	0	0%	3	0	0%	0	0%
Web Development (Gullion, Jeff)	2010										
	2011				New Program in 2012						
	2012	9	0	0%	0	0%	19	0	0%	0	0%
Welding (Rahn, Steve M.)	2010	13	0	0%	0	0%	128	0	0%	0	0%
	2011				No Data Available						
	2012				No Data Available						

The DMACC assessment cycle is completed each year when faculty members in each discipline are asked to complete an annual summary for each course. 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. Process areas were identified as being critical to course level assessment. When the score of 3 is achieved in all areas it could be time to begin the assessment process in a new course

This rubric along with a series of questions is designed as a tool to help faculty walk through the assessment cycle. Courses in the first stages of the assessment cycle are not expected to have high scores in all categories within the program.

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. ☐

During FY 2012 52, Annual Summaries were turned into the Office of Assessment. The scores for each rubric were averaged and are shown below by college.

Table 7- Annual Assessment Summaries Displayed By College FY12
Source: DMACC, Assessment Database
Business Management & Information Technology

College	Course	Competencies	Instrumentation	Data Collection	Validation	Average Score
Business Management & Information Technology	BUS102	3	3	3	3	3
	BUS 185	3	3	3	3	3
	BUS 220	3	3	2	2	2.5
	ECN120	3	3	2	2	2.5
	ECN130	3	3	2	2	2.5
	ACC 131/132	3	3	3	2	2.8
	ADM 157	3	3	2	2	2.5
	ADM 221	3	3	2	2	2.5
	MGT 805	3	3	3	3	3
Total	_	3	3	2.4	2.3	2.7

Table 7: As shown in this table all courses rated their assessment activities as 3 in the areas of Competencies and Instrumentation. Rating in Data Collection and Validation vary between 2 and 3 depending on the course.

Table 8- Annual Assessment Summaries Displayed By College FY12
Source: DMACC, Assessment Database
Health & Public Services

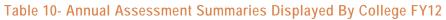| College	Course	Competencies	Instrumentation	Data Collection	Validation	Average Score
Health and Public Services	PHR 124	1	1	2	1	1.25
	DHY181	Received Summary without Ratings on Rubric				
	EDU245	3	3	3	3	3
	HIT450	3	3	2	2	2.5
	MLT242	1	3	3	3	2.5
	MLT 251	1	3	3	3	2.5
	PHR 123	1	1	1	1	1
	SUR 140	2	2	2	2	2
	SUR 200	2	1	2	1	1.5
	SUR130	2	2	2	2	2
Total	_	1.6	1.9	2.0	1.8	2.0

Table 8: The majority of the courses assessed in Health & Public Service indicated these courses are in the beginning stages of assessment.

Table 9- Annual Assessment Summaries Displayed By College FY12
Source: DMACC, Assessment Database
Industry & Technology

College	Course	Competencies	Instrumentation	Data Collection	Validation	Average Score
Industry & Technology	ARC128	3	3	3	3	3
	ARC181	2	3	3	3	2.75
	ATG 320	2	2	2	1	1.75
	ATG 322	2	2	2	1	1.75
	ATG327	2	2	2	2	2
	AUT114	2	2	2	2	2
	AUT163	2	2	2	2	2
	AUT615	2	2	2	2	2
	AUT704	2	2	2	2	2
	CON 480	1	1	0	0	0.5
	GRT400	3	3	2	3	2.75
	AGV 165	1	1	2	1	1.25
	DSL 145	3	3	3	3	3
	DSL 555	1	2	1	0	1
	DSL 733	2	3	2	2	2.25
	GRT 403	3	3	2	3	2.75
Total		2.1	2.3	2.0	1.9	2.0

Table 10- Annual Assessment Summaries Displayed By College FY12
Source: DMACC, Assessment Database
Arts & Science

College	Course	Competencies	Instrumentation	Data Collection	Validation	Average Score
		3	3	2	2	2.5
		3	3	2	2	2.5
	BIO 168	3	3	3	3	3
	CHM 165	2	3	2	1	2
	CRJ 137	3	3	3	3	3
		3	3	3	3	3
		3	3	3	3	3
	GEO 111	2	3	2	2	2.2
	HIS 150	2	2	2	2	2
	MAT 141	3	3	3	3	3
	MAT 157	3	3	3	3	3
	MAT 211	3	3	3	2	2.7
	POL111	2	2	1	1	1.5
	PSY 241	2	2	2	2	2
	SOC 110	2	3	2	1	2
	SPC 101	3	3	3	3	3
	ASM 261	2	2	2	2	2
Total		2.6	2.8	2.4	2.2	2.5

Table 10: Courses in the College of Arts & Science affect a great deal of students taking core courses. These account for the largest number of courses in the district. Assessment summaries indicate the courses assessed and the state of the activities.

Conclusion

The assessment program at DMACC is one that continues to grow and change over the years. The focus of the program is on data collection, reporting, and using the results to make change. Currently many of the programs do a great job in these areas; however it is also evident that as an institution we need to continue to support assessment in all areas.

With the number of campuses and programs and the large student population, assessment takes a great deal of effort and support from many different areas. Communication is one of the greatest barriers to assessment; however it is also the key to a successful assessment program.

By focusing on communicating assessment information across DMACC we hope to draw attention to the assessment of student learning and continue to build on the successful program already in place. Below are some of the goals for 2013, which are designed to focus assessment activities throughout the year.

Assessment goals for 2013

- Increase participation in areas not currently taking part in assessment activities.
- Focus assessment on gateway courses that have the highest student enrollment.
- Rotate assessment away from over assessed courses to new courses within a program.
- Continued incorporation of rubrics and performance based learning assessment.
- Automate assessment data processing to improve access for faculty, and data security.
- Create new methods for communicating assessment data to faculty, administrators, and students.