

DMACC ANNUAL ASSESSMENT REPORT



2014-2015

Institutional Course Assessment
Evaluation



When a teacher teaches, no matter how well they design a lesson, what a student learns is unpredictable. Students do not always learn what we teach. That is why assessment does not just happen at the end of learning – it happens during the learning, when there is still time to do something with the information. 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 assessment 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 2010-2015, the number of courses and sections assessed by campus, college, career and technical courses and liberal arts, courses and sections assessed by District Chair and Program chairs, and assessment by delivery method.

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 drive 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, several types of class and program projects, as well as internships and practicums. Faculty are asked to assess each course for approximately four semesters. 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 2014-2015 academic years and identify strengths, opportunities for improvement and identify 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 courses or sections as the denominator. This report contains information concerning participation, proficiency, assessment self evaluations, 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 course, 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).

Course Level Assessment Results

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

In 2015 a total of 1,138 courses were offered, of those courses District and Program Chairs indicated that 88 or 8% would be assessed. Of those 88 courses 50 or 57% actually turned in data. When looking at sections 6,436 were offered, 889 or 14% were actively being assessed with 410 or 46% collecting data. In 2015 District and Program Chairs indicated they would be assessing 33 course that were not assessed which dropped the percentage for both courses and sections.

The chart below shows a decrease from previous years in the amount of assessment data turned in.

Table 1- FY10-FY15 Comparison of Number Courses and Sections Active in Course Assessment
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 %
DMACC	2010	1,065	135	13%	100	74%	7,121	1,516	21%	490	32%
	2011	1,093	106	10%	88	83%	7,535	1,046	14%	639	61%
	2012	1,128	97	9%	72	74%	7,802	1,110	14%	712	64%
	2013	1,123	74	7%	65	88%	7,121	748	11%	498	67%
	2014	1,111	101	9%	69	68%	6,472	911	14%	569	62%
	2015	1,138	88	8%	50	57%	6,436	889	14%	410	46%

Campus

In 2015, a total of 984 courses were offered on Ankeny campus 78 or 8% were marked for assessment of those 44 or 56% turned in data, of the total courses there were 3,681 sections available, 464 or 13% marked for assessment, and 240 or 52% actually turned in data. A total of 231 courses were offered on Boone campus of those courses 28 or 12% were marked for assessment of those 12 or 43% turned in data, of the total courses there were 738 sections available with 111 or 15% marked for assessment, and 35 or 32% actually turned in data. A total of 119 courses were offered on Carroll campus of those courses 17 or 14% were marked for assessment of those 5 or 29% turned in data, of the total courses there were 232 sections available, 28 or 12% were marked for assessment, and 10 or 36% actually turned in data. A total of 138 courses were offered on Newton campus of those courses 15 or 11% were marked for assessment of those 5 or 33% turned in data, of the total courses there were 309 sections available, 33 or 11% were marked for assessment, and 12 or 36% actually turned in data. A total of 282 courses were offered on Urban campus of those courses 39 or 14% were marked for assessment of those 18 or 46% turned in data, of the total courses there were 1,101 sections available, 175 or 16% were marked for assessment, and 73 or 42% actually turned in data. A total of 105 courses were offered on West campus of those courses 20 or 19% were marked for assessment of those 10 or 50% turned in data, of the total courses there were 369 sections available, 77 or 21% were marked for assessment, and 40 or 52% actually turned in data.

Table 2- Number of Sections Active in FY10- FY15 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	940	124	13%	90	73%	3,697	745	20%	331	44%
	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	67	7%	59	88%	3,869	376	10%	278	74%
	2014	967	86	9%	58	67%	3,649	452	12%	301	67%
	2015	984	78	8%	44	56%	3,681	464	13%	240	52%
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%	21	58%	758	117	15%	62	53%
	2015	231	28	12%	12	43%	738	111	15%	35	32%
Carroll	2010	142	28	20%	8	29%	310	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%	18	58%
	2015	119	17	14%	5	29%	232	28	12%	10	36%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%	22	50%
	2015	138	15	11%	5	33%	309	33	11%	12	36%
Urban	2010	285	47	16%	26	55%	1,296	252	19%	63	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	184	16%	123	67%
	2015	282	39	14%	18	46%	1,101	175	16%	73	42%
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	83	22%	43	52%
	2015	105	20	19%	10	50%	369	77	21%	40	52%

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 2015 A total of 265 courses were offered in the College of Arts and Sciences of those courses 22 or 8% were marked for assessment of those 10 or 45% turned in data, of the total courses there were 3,510 sections available, 504 or 14% were marked for assessment, and 227 or 45% actually turned in data. A total of 241 courses were offered in the College of Business Management and Information Technology of those courses 21 or 9% were marked for assessment of those 11 or 52% turned in data, of the total courses there were 1,189 sections available, 263 or 22% were marked for assessment, and 130 or 49% actually turned in data. A total of 195 courses were offered in the College of Health and Public Services of those courses 13 or 7% were marked for assessment of those 8 or 62% turned in data, of the total courses there were 649 sections available, 50 or 8% were marked for assessment, and 15 or 30% actually turned in data. A total of 341 courses were offered in the College of Industry and Technology of those courses 27 or 8% were marked for assessment of those 18 or 67% turned in data, of the total courses there were 924 sections available, 65 or 7% marked for assessment, and 35 or 54% actually turned in data.

Table 3 FY10-FY15 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	543	15%	330	61%
	2015	265	22	8%	10	45%	3,510	504	14%	227	45%
Business Management and Information Technology	2010	242	23	10%	16	70%	1,500	404	27%	233	58%
	2011	240	16	7%	16	100%	1,557	343	22%	283	83%
	2012	242	18	7%	16	89%	1,588	354	22%	285	81%
	2013	233	17	7%	15	88%	1,425	278	20%	200	72%
	2014	243	17	7%	14	82%	1,263	239	19%	160	67%
	2015	241	21	9%	11	52%	1,189	263	22%	130	49%
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%

	Courses						Sections				
	Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %	
	2013	201	14	7%	12	86%	681	38	6%	32	84%
	2014	198	20	10%	14	70%	647	65	10%	41	62%
	2015	195	13	7%	8	62%	649	50	8%	15	30%
Industry and Technology	2010	299	59	20%	47	80%	718	127	18%	74	58%
	2011	295	46	16%	35	76%	807	83	10%	61	73%
	2012	324	35	11%	21	60%	918	99	11%	46	46%
	2013	323	19	6%	17	89%	923	52	6%	34	65%
	2014	322	27	8%	19	70%	883	50	6%	31	62%
	2015	341	27	8%	18	67%	924	65	7%	35	54%

Career-Vocational and Liberal Arts

In 2015, 66 (8%) of the 873 career and technical courses indicated they were participating in assessment with 40 or 61% actively collecting data. There were 2,926 sections available and 385 (13%) were considered active with 183 (48%) collecting data. In 2015, 22 (8%) of the 265 liberal Arts courses indicated they were participating in assessment with 10 or 45% actively collecting data. There were 3,510 sections available and 504 (14%) were considered active with 227 (45%) collecting data.

Table 4 FY10-FY15 Comparison of Number Courses and Sections Active in Course Assessment by Career and Technical Courses and Liberal Arts Courses

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 %
Career/Technical	2010	793	102	13%	77	75%	2,997	588	20%	332	56%
	2011	817	79	10%	66	84%	3,220	462	14%	369	80%
	2012	864	72	8%	51	71%	3,380	503	15%	352	70%
	2013	856	54	6%	47	87%	3,209	373	12%	269	72%
	2014	852	74	9%	51	69%	2,948	368	12%	239	65%
	2015	873	66	8%	40	61%	2,926	385	13%	183	48%
Liberal Arts	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	543	15%	330	61%
	2015	265	22	8%	10	45%	3,510	504	14%	227	45%

Delivery Method

In 2015 there were a total of 245 courses available to career advantage students, of those 27 or (11%) Program and District Chairs indicated they were actively participating in assessment with 16 or (59%) collecting data. There were a total of 1,948 sections available, 470 or (24%) actively assessing, of those 293 (64%) were collecting data.

Of the 692 courses available face to face in 2015, 56 were active, with 29 (52%) collecting data. There were a total of 2,780 sections available, 354 (13%) actively assessing, with 174 (49%) collecting data.

In 2015 there were a total of 280 courses available online, of those 31 or (11%) indicated they were actively participating in assessment with 10 or (32%) collecting data. There were a total of 1,177 sections available, 165 or (14%) actively assessing, of those 65 (39%) were collecting data.

Table 5- FY10-FY15 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	470	24%	186	40%
	2015	245	27	11%	16	59%	1,948	460	24%	293	64%
Face-to-face	2010	739	95	13%	73	77%	3,995	898	22%	337	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%	43	69%	3,060	388	13%	250	64%
	2015	692	56	8%	29	52%	2,780	354	13%	174	49%
Online	2010	214	35	16%	9	26%	1,100	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	155	13%	76	49%
	2015	280	31	11%	10	32%	1,177	165	14%	65	39%
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%

	Courses						Sections				
	Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %	
	2013	190	25	13%	14	56%	415	47	11%	27	57%
	2014	181	27	15%	14	52%	401	77	19%	50	65%
	2015	217	29	13%	10	34%	482	79	16%	20	25%
Web Enhanced	2010	427	69	16%	39	57%	1,568	328	21%	81	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	41	9%	34	83%	1,942	181	9%	136	75%
	2014	455	56	12%	36	64%	1,800	285	16%	187	66%
	2015	477	45	9%	27	60%	1,927	286	15%	149	52%

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 FY15.

In 2015 Accounting increased the number of sections that turned in data from 65% in 2014 to 79%.

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.

In 2015 District and Program Chairs indicated they would be assessing 33 course that were not assessed which dropped the percentage for both courses and sections.

Table 6-Number and Percentages of Courses and Sections Active in 2010-2015 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	2	12%	2	100%	123	58	47%	31	53%
	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%
	2015	17	2	12%	2	100%	144	61	42%	48	79%
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%
	2015	27	1	4%	1	100%	155	6	4%	1	17%
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%
	2015	25	0	0%	0	0%	45	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%
	2013	19	0	0%	0	0%	47	0	0%	0	0%
	2014	19	3	16%	0	0%	53	6	11%	0	0%
	2015	19	1	5%	0	0%	56	2	4%	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%
	2015	10	0	0%	0	0%	10	0	0%	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%
	2015	7	2	29%	0	0%	8	2	25%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Assoc Deg Nursing (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%
	2015	6	1	17%	1	100%	82	11	13%	2	18%
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%
	2015	33	5	15%	5	100%	85	19	22%	14	74%
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%
	2015	11	1	9%	0	0%	28	2	7%	0	0%
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%
	2015	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%
	2015	13	2	15%	1	50%	14	2	14%	1	50%
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%
	2015	19	5	26%	4	80%	319	120	38%	72	60%

		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%
	2015	15	0	0%	0	0%	17	0	0%	0	0%
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%
	2015	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%	194	95%
	2015	27	2	7%	1	50%	682	257	38%	174	68%
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%
	2015	19	0	0%	0	0%	30	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%
	2015	26	1	4%	0	0%	71	2	3%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%
	2015	26	1	4%	1	100%	71	2	3%	1	50%
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%
	2015	11	0	0%	0	0%	22	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%
	2015	28	3	11%	0	0%	142	14	10%	0	0%
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%
	2015	25	1	4%	0	0%	126	2	2%	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%
	2015	12	0	0%	0	0%	23	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	100%	33	1	3%	1	100%
	2012	24	2	8%	1	50%	33	2	6%	1	50%
	2013	24	1	4%	1	100%	33	1	3%	1	100%
	2014	22	1	5%	1	100%	29	1	3%	1	100%
	2015	22	1	5%	0	0%	28	1	4%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%
	2015	13	2	15%	2	100%	30	6	20%	4	67%
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%
	2015	13	0	0%	0	0%	13	0	0%	0	0%
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%
	2015	13	1	8%	0	0%	89	10	11%	0	0%
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%
	2015	3	0	0%	0	0%	26	0	0%	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%
	2015	36	1	3%	0	0%	68	1	1%	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%
	2015	8	2	25%	0	0%	47	6	13%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%
	2015	10	4	40%	0	0%	11	5	45%	0	0%
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%	1	100%	56	2	4%	2	100%
	2015	24	1	4%	1	100%	54	1	2%	1	100%
Graphic Design (Ballard, Monte L)	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%
	2015	26	3	12%	3	100%	83	12	14%	5	42%
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%
	2015	8	1	13%	1	100%	18	5	28%	5	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%
	2015	13	1	8%	1	100%	13	1	8%	1	100%
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%
	2015	13	2	15%	2	100%	14	2	14%	2	100%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%	2	40%
	2015	11	1	9%	1	100%	75	5	7%	1	20%
Humanities (Neuendorf, Andrew)	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%
	2015	58	1	2%	1	100%	528	2	0%	1	50%
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%
	2015	2	1	50%	0	0%	56	41	73%	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%
	2013	21	0	0%	0	0%	21	0	0%	0	0%
	2014	11	1	9%	1	100%	11	1	9%	1	100%
	2015	11	0	0%	0	0%	11	0	0%	0	0%
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%
	2015	15	1	7%	1	100%	32	2	6%	1	50%
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%
	2015	14	0	0%	0	0%	27	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%
	2015	32	2	6%	1	50%	146	9	6%	3	33%
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%
	2015	29	4	14%	4	100%	431	74	17%	17	23%
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%
	2015	12	3	25%	1	33%	28	6	21%	3	50%
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%
	2015	19	1	5%	1	100%	55	4	7%	4	100%
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%
	2015	6	1	17%	1	100%	8	2	25%	2	100%
Moble Development Technology (Gardner, Marv)	2012	2	0	0%	0	0%	2	0	0%	0	0%
	2013	2	0	0%	0	0%	2	0	0%	0	0%
	2014	2	0	0%	0	0%	2	0	0%	0	0%
	2015	6	1	17%	1	100%	12	3	25%	3	100%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
Mortuary Science (Patterson, Kevin E.)	2010	17	5	29%	2	40%	69	12	17%	6	50%
	2011	17	3	18%	3	100%	65	5	8%	5	100%
	2012	17	4	24%	4	100%	69	7	10%	7	100%
	2013	17	3	18%	1	33%	83	5	6%	2	40%
	2014	22	0	0%	0	0%	100	0	0%	0	0%
	2015	20	1	5%	0	0%	90	1	1%	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%
	2013	9	0	0%	0	0%	16	0	0%	0	0%
	2014	9	1	11%	0	0%	15	2	13%	0	0%
	2015	9	0	0%	0	0%	14	0	0%	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%
	2015	10	0	0%	0	0%	17	0	0%	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%
	2015	9	2	22%	1	50%	15	3	20%	1	33%
Practical Nursing (Ericson, Kendra)	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%
	2015	6	1	17%	1	100%	83	8	10%	2	25%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%
	2015	14	0	0%	0	0%	32	0	0%	0	0%
Science (Roberts, Richard)	2010	38	2	5%	1	50%	476	10	2%	5	50%
	2011	38	2	5%	2	100%	498	25	5%	17	68%
	2012	39	2	5%	2	100%	552	22	4%	13	59%
	2013	40	1	3%	1	100%	524	16	3%	6	38%
	2014	38	4	11%	2	50%	484	46	10%	8	17%
	2015	38	5	13%	4	80%	487	63	13%	30	48%
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	124	16%	63	45%
	2015	45	5	11%	2	40%	771	88	11%	6	7%
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	3	30%	2	67%
	2015	8	1	13%	1	100%	10	1	10%	1	100%
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	1	10%	0	0%
	2015	9	1	11%	0	0%	15	2	13%	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%
	2015	29	3	10%	2	67%	81	5	6%	2	40%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
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%
	2015	25	0	0%	0	0%	57	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	1	7%	0	0%
	2015	9	4	44%	1	25%	20	6	30%	1	17%
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%
	2015	14	0	0%	0	0%	30	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%
Welding (Rahn, Steve M.)	2014	16	0	0%	0	0%	215	0	0%	0	0%
	2015	17	0	0%	0	0%	211	0	0%	0	0%

FY10-FY15 Comparison of Number of Subjects, Courses and Sections Active in Course Assessment by Subject

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 %
ACC	2010	17	2	12%	2	100%	123	58	47%	31	53%
	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%
	2015	17	2	12%	2	100%	144	61	42%	48	79%
ADM	2010	12	3	25%	3	100%	109	27	25%	17	63%
	2011	12	1	8%	1	100%	107	18	17%	16	89%
	2012	12	2	17%	2	100%	132	39	30%	33	85%
	2013	12	2	17%	2	100%	120	13	11%	11	85%
	2014	12	1	8%	1	100%	94	16	17%	14	88%
	2015	14	0	0%	0	0%	89	0	0%	0	0%
ADN	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%
	2015	6	1	17%	1	100%	82	11	13%	2	18%
AGA	2010	7	2	29%	0	0%	20	7	35%	0	0%
	2011	7	0	0%	0	0%	24	0	0%	0	0%
	2012	8	0	0%	0	0%	23	0	0%	0	0%
	2013	8	0	0%	0	0%	24	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2014	8	1	13%	0	0%	27	3	11%	0	0%
	2015	8	0	0%	0	0%	31	0	0%	0	0%
AGB	2010	6	0	0%	0	0%	11	0	0%	0	0%
	2011	6	0	0%	0	0%	12	0	0%	0	0%
	2012	7	2	29%	0	0%	14	4	29%	0	0%
	2013	7	0	0%	0	0%	14	0	0%	0	0%
	2014	7	2	29%	0	0%	17	3	18%	0	0%
	2015	7	1	14%	0	0%	15	2	13%	0	0%
AGC	2012	2	0	0%	0	0%	4	0	0%	0	0%
	2013	2	0	0%	0	0%	4	0	0%	0	0%
	2014	2	0	0%	0	0%	4	0	0%	0	0%
	2015	2	0	0%	0	0%	5	0	0%	0	0%
AGH	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%
	2015	28	1	4%	1	100%	41	1	2%	1	100%
AGM	2010	1	0	0%	0	0%	1	0	0%	0	0%
	2011	1	0	0%	0	0%	1	0	0%	0	0%
	2012	1	0	0%	0	0%	1	0	0%	0	0%
	2013	1	0	0%	0	0%	2	0	0%	0	0%
	2014	1	0	0%	0	0%	1	0	0%	0	0%
	2015	1	0	0%	0	0%	1	0	0%	0	0%
AGP	2010	1	0	0%	0	0%	2	0	0%	0	0%
	2011	1	0	0%	0	0%	2	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2012	1	0	0%	0	0%	2	0	0%	0	0%
	2013	1	0	0%	0	0%	3	0	0%	0	0%
	2014	1	0	0%	0	0%	4	0	0%	0	0%
	2015	1	0	0%	0	0%	4	0	0%	0	0%
AGS	2010	7	0	0%	0	0%	14	0	0%	0	0%
	2011	7	0	0%	0	0%	17	0	0%	0	0%
	2012	7	0	0%	0	0%	18	0	0%	0	0%
	2013	8	0	0%	0	0%	18	0	0%	0	0%
	2014	7	0	0%	0	0%	21	0	0%	0	0%
	2015	7	0	0%	0	0%	25	0	0%	0	0%
AGT	2012	1	0	0%	0	0%	4	0	0%	0	0%
	2013	1	0	0%	0	0%	4	0	0%	0	0%
	2014	1	0	0%	0	0%	4	0	0%	0	0%
	2015	1	0	0%	0	0%	4	0	0%	0	0%
AGV	2010	14	2	14%	2	100%	24	4	17%	4	100%
	2011	16	4	25%	4	100%	28	9	32%	9	100%
	2012	19	5	26%	5	100%	32	10	31%	10	100%
	2013	18	0	0%	0	0%	30	0	0%	0	0%
	2014	18	1	6%	1	100%	31	2	6%	2	100%
	2015	18	0	0%	0	0%	32	0	0%	0	0%
ANT	2010	3	2	67%	2	100%	33	26	79%	7	27%
	2011	3	0	0%	0	0%	34	0	0%	0	0%
	2012	3	1	33%	1	100%	38	20	53%	6	30%
	2013	2	1	50%	1	100%	29	15	52%	10	67%
	2014	3	1	33%	1	100%	28	9	32%	6	67%

		Courses					Sections					
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %	
APP	2015	4	1	25%	1	100%	32	9	28%	4	44%	
	2010	8	0	0%	0	0%	15	0	0%	0	0%	
	2011	7	0	0%	0	0%	13	0	0%	0	0%	
	2012	8	0	0%	0	0%	13	0	0%	0	0%	
	2013	7	0	0%	0	0%	12	0	0%	0	0%	
	2014	8	0	0%	0	0%	13	0	0%	0	0%	
ARC	2015	7	0	0%	0	0%	13	0	0%	0	0%	
	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%	
ART	2015	7	2	29%	0	0%	8	2	25%	0	0%	
	2010	13	2	15%	2	100%	85	16	19%	3	19%	
	2011	13	0	0%	0	0%	93	0	0%	0	0%	
	2012	14	0	0%	0	0%	94	0	0%	0	0%	
	2013	14	0	0%	0	0%	78	0	0%	0	0%	
	2014	15	0	0%	0	0%	69	0	0%	0	0%	
ASL	2015	15	1	7%	1	100%	80	2	3%	1	50%	
	2010	4	0	0%	0	0%	14	0	0%	0	0%	
	2011	5	0	0%	0	0%	10	0	0%	0	0%	
	ASM	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%	

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2015	25	0	0%	0	0%	45	0	0%	0	0%
ATC	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%
	2015	6	0	0%	0	0%	6	0	0%	0	0%
ATF	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%
	2015	13	2	15%	1	50%	14	2	14%	1	50%
ATG	2010	17	5	29%	3	60%	17	5	29%	3	60%
	2011	17	6	35%	6	100%	17	6	35%	6	100%
	2012	16	3	19%	3	100%	16	3	19%	3	100%
	2013	16	3	19%	3	100%	17	3	18%	3	100%
	2014	16	3	19%	3	100%	16	3	19%	3	100%
	2015	16	2	13%	2	100%	16	2	13%	2	100%
AUT	2010	17	7	41%	5	71%	63	21	33%	12	57%
	2011	17	4	24%	4	100%	73	18	25%	13	72%
	2012	17	4	24%	3	75%	72	18	25%	12	67%
	2013	17	5	29%	5	100%	75	23	31%	14	61%
	2014	17	3	18%	3	100%	69	17	25%	9	53%
	2015	17	3	18%	3	100%	69	17	25%	12	71%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
AVI	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%
	2013	3	0	0%	0	0%	6	0	0%	0	0%
	2014	1	0	0%	0	0%	1	0	0%	0	0%
	2015	2	0	0%	0	0%	3	0	0%	0	0%
BCA	2010	11	0	0%	0	0%	102	0	0%	0	0%
	2011	11	1	9%	1	100%	101	27	27%	20	74%
	2012	11	1	9%	1	100%	101	28	28%	25	89%
	2013	11	1	9%	1	100%	88	7	8%	5	71%
	2014	11	1	9%	1	100%	66	8	12%	2	25%
	2015	11	1	9%	1	100%	60	6	10%	1	17%
BIO	2010	19	2	11%	1	50%	243	10	4%	5	50%
	2011	19	1	5%	1	100%	249	13	5%	8	62%
	2012	20	1	5%	1	100%	277	8	3%	6	75%
	2013	20	0	0%	0	0%	271	0	0%	0	0%
	2014	19	1	5%	1	100%	246	19	8%	7	37%
	2015	19	1	5%	1	100%	245	23	9%	3	13%
BMA	2010	4	0	0%	0	0%	8	0	0%	0	0%
	2011	4	0	0%	0	0%	7	0	0%	0	0%
	2012	4	0	0%	0	0%	7	0	0%	0	0%
	2013	4	0	0%	0	0%	8	0	0%	0	0%
	2014	4	0	0%	0	0%	8	0	0%	0	0%
	2015	4	0	0%	0	0%	6	0	0%	0	0%
BUS	2010	15	2	13%	2	100%	268	88	33%	76	86%
	2011	15	2	13%	2	100%	275	89	32%	77	87%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2012	15	3	20%	3	100%	283	88	31%	71	81%
	2013	15	3	20%	3	100%	245	81	33%	47	58%
	2014	14	2	14%	2	100%	190	39	21%	28	72%
	2015	14	3	21%	2	67%	194	42	22%	17	40%
CAD	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%
	2015	19	0	0%	0	0%	30	0	0%	0	0%
CAT	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%
	2015	6	0	0%	0	0%	6	0	0%	0	0%
CET	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%
	2015	15	0	0%	0	0%	17	0	0%	0	0%
CHM	2010	7	0	0%	0	0%	74	0	0%	0	0%
	2011	7	1	14%	1	100%	74	12	16%	9	75%
	2012	7	1	14%	1	100%	75	14	19%	7	50%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2013	7	1	14%	1	100%	79	16	20%	6	38%
	2014	7	0	0%	0	0%	71	0	0%	0	0%
	2015	7	1	14%	1	100%	76	5	7%	2	40%
CIS	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%
	2015	26	1	4%	0	0%	71	2	3%	0	0%
COM	2010	1	0	0%	0	0%	37	0	0%	0	0%
	2011	1	0	0%	0	0%	43	0	0%	0	0%
	2012	1	0	0%	0	0%	49	0	0%	0	0%
	2013	1	0	0%	0	0%	37	0	0%	0	0%
	2014	2	0	0%	0	0%	35	0	0%	0	0%
	2015	3	0	0%	0	0%	38	0	0%	0	0%
CON	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%
	2015	11	0	0%	0	0%	22	0	0%	0	0%
CRC	2015	8	0	0%	0	0%	8	0	0%	0	0%
CRJ	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%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2014	26	2	8%	2	100%	127	27	21%	13	48%
	2015	29	3	10%	0	0%	143	14	10%	0	0%
CRR	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%
	2015	11	1	9%	0	0%	28	2	7%	0	0%
CSC	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%
	2015	2	1	50%	0	0%	56	41	73%	0	0%
DEA	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%
	2015	12	0	0%	0	0%	23	0	0%	0	0%
DHY	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	1	4%	1	100%	33	1	3%	1	100%
	2014	22	1	5%	1	100%	29	1	3%	1	100%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
DRA	2015	22	1	5%	0	0%	28	1	4%	0	0%
	2010	2	0	0%	0	0%	13	0	0%	0	0%
	2011	2	0	0%	0	0%	13	0	0%	0	0%
	2012	2	0	0%	0	0%	15	0	0%	0	0%
	2013	2	0	0%	0	0%	15	0	0%	0	0%
	2014	2	0	0%	0	0%	12	0	0%	0	0%
DSL	2015	2	0	0%	0	0%	14	0	0%	0	0%
	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%
DTM	2015	13	2	15%	2	100%	30	6	20%	4	67%
	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%
ECE	2015	13	0	0%	0	0%	13	0	0%	0	0%
	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%
ECN	2015	13	1	8%	0	0%	89	10	11%	0	0%
	2010	2	2	100%	2	100%	112	85	76%	74	87%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2011	2	2	100%	2	100%	117	90	77%	78	87%
	2012	2	2	100%	2	100%	117	92	79%	75	82%
	2013	2	2	100%	2	100%	103	83	81%	67	81%
	2014	2	2	100%	2	100%	96	40	42%	37	93%
	2015	2	2	100%	2	100%	97	78	80%	55	71%
EDU	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%
	2015	3	0	0%	0	0%	26	0	0%	0	0%
EGR	2010	4	0	0%	0	0%	9	0	0%	0	0%
	2011	6	0	0%	0	0%	16	0	0%	0	0%
	2012	7	0	0%	0	0%	20	0	0%	0	0%
	2013	6	0	0%	0	0%	19	0	0%	0	0%
	2014	5	0	0%	0	0%	17	0	0%	0	0%
	2015	6	0	0%	0	0%	19	0	0%	0	0%
ELE	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%
ELT	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	100%	81	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%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
EMS	2015	38	1	3%	0	0%	70	1	1%	0	0%
	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%
ENG	2015	10	0	0%	0	0%	17	0	0%	0	0%
	2010	10	2	20%	0	0%	533	171	32%	0	0%
	2011	10	0	0%	0	0%	551	0	0%	0	0%
	2012	10	0	0%	0	0%	561	0	0%	0	0%
	2013	10	0	0%	0	0%	472	0	0%	0	0%
	2014	10	2	20%	1	50%	430	180	42%	174	97%
ENV	2015	10	1	10%	1	100%	434	174	40%	174	100%
	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%
ESL	2015	4	1	25%	1	100%	108	27	25%	22	81%
	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%
FIN	2015	8	2	25%	0	0%	47	6	13%	0	0%
	2010	3	0	0%	0	0%	35	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2011	3	0	0%	0	0%	32	0	0%	0	0%
	2012	3	0	0%	0	0%	28	0	0%	0	0%
	2013	3	0	0%	0	0%	30	0	0%	0	0%
	2014	3	0	0%	0	0%	28	0	0%	0	0%
	2015	3	0	0%	0	0%	28	0	0%	0	0%
FIR	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%
	2015	10	4	40%	0	0%	11	5	45%	0	0%
FLC	2011	2	0	0%	0	0%	2	0	0%	0	0%
	2012	2	0	0%	0	0%	2	0	0%	0	0%
	2013	2	0	0%	0	0%	2	0	0%	0	0%
	2014	2	0	0%	0	0%	2	0	0%	0	0%
	2015	2	0	0%	0	0%	2	0	0%	0	0%
FLF	2010	4	0	0%	0	0%	33	0	0%	0	0%
	2011	4	1	25%	0	0%	36	4	11%	0	0%
	2012	4	0	0%	0	0%	28	0	0%	0	0%
	2013	4	0	0%	0	0%	26	0	0%	0	0%
	2014	4	0	0%	0	0%	27	0	0%	0	0%
	2015	4	0	0%	0	0%	24	0	0%	0	0%
FLS	2010	5	2	40%	1	50%	75	37	49%	11	30%
	2011	6	3	50%	2	67%	75	52	69%	36	69%
	2012	6	3	50%	2	67%	74	49	66%	33	67%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2013	5	3	60%	2	67%	59	40	68%	30	75%
	2014	4	2	50%	2	100%	55	35	64%	28	80%
	2015	5	0	0%	0	0%	60	0	0%	0	0%
GEO	2010	3	0	0%	0	0%	36	0	0%	0	0%
	2011	3	0	0%	0	0%	32	0	0%	0	0%
	2012	3	1	33%	1	100%	33	8	24%	4	50%
	2013	3	1	33%	1	100%	31	18	58%	17	94%
	2014	3	1	33%	1	100%	26	8	31%	7	88%
	2015	3	0	0%	0	0%	30	0	0%	0	0%
GLS	2010	4	0	0%	0	0%	18	0	0%	0	0%
	2011	5	0	0%	0	0%	18	0	0%	0	0%
	2012	5	0	0%	0	0%	17	0	0%	0	0%
	2013	5	0	0%	0	0%	11	0	0%	0	0%
	2014	3	0	0%	0	0%	6	0	0%	0	0%
	2015	4	0	0%	0	0%	10	0	0%	0	0%
GRD	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%
	2015	33	3	9%	3	100%	91	12	13%	5	42%
GRT	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%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
HCM	2015	8	1	13%	1	100%	18	5	28%	5	100%
	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%
HCR	2015	25	1	4%	0	0%	126	2	2%	0	0%
	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%
HIS	2015	13	1	8%	1	100%	13	1	8%	1	100%
	2010	7	3	43%	2	67%	182	81	45%	15	19%
	2011	9	0	0%	0	0%	195	0	0%	0	0%
	2012	8	1	13%	1	100%	193	28	15%	10	36%
	2013	9	1	11%	1	100%	164	27	16%	18	67%
	2014	9	1	11%	1	100%	144	21	15%	14	67%
HIT	2015	9	1	11%	0	0%	146	14	10%	0	0%
	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%
HON	2015	13	2	15%	2	100%	14	2	14%	2	100%
	2013	4	0	0%	0	0%	37	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
HSC	2014	4	0	0%	0	0%	36	0	0%	0	0%
	2015	4	0	0%	0	0%	37	0	0%	0	0%
	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%
	2013	8	0	0%	0	0%	118	0	0%	0	0%
HSV	2014	7	0	0%	0	0%	98	0	0%	0	0%
	2015	6	1	17%	0	0%	76	11	14%	0	0%
	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%
HUM	2014	13	1	8%	1	100%	73	4	5%	2	50%
	2015	11	1	9%	1	100%	75	5	7%	1	20%
	2010	3	0	0%	0	0%	47	0	0%	0	0%
	2011	4	0	0%	0	0%	48	0	0%	0	0%
	2012	3	0	0%	0	0%	46	0	0%	0	0%
	2013	4	0	0%	0	0%	46	0	0%	0	0%
IND	2014	4	0	0%	0	0%	43	0	0%	0	0%
	2015	4	0	0%	0	0%	44	0	0%	0	0%
	2010	2	0	0%	0	0%	6	0	0%	0	0%
	2011	3	0	0%	0	0%	6	0	0%	0	0%
	2012	3	0	0%	0	0%	7	0	0%	0	0%
	2013	3	0	0%	0	0%	6	0	0%	0	0%
	2014	3	0	0%	0	0%	6	0	0%	0	0%
	2015	3	0	0%	0	0%	4	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
INF	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%
	2015	6	1	17%	1	100%	8	2	25%	2	100%
INT	2010	2	0	0%	0	0%	4	0	0%	0	0%
	2011	2	0	0%	0	0%	4	0	0%	0	0%
	2012	2	0	0%	0	0%	4	0	0%	0	0%
	2013	2	0	0%	0	0%	4	0	0%	0	0%
	2014	2	0	0%	0	0%	4	0	0%	0	0%
	2015	2	0	0%	0	0%	3	0	0%	0	0%
ITP	2010	7	0	0%	0	0%	7	0	0%	0	0%
	2011	4	0	0%	0	0%	4	0	0%	0	0%
ITR	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%
	2015	11	0	0%	0	0%	11	0	0%	0	0%
JOU	2010	4	0	0%	0	0%	25	0	0%	0	0%
	2011	4	0	0%	0	0%	30	0	0%	0	0%
	2012	4	0	0%	0	0%	27	0	0%	0	0%
	2013	5	0	0%	0	0%	25	0	0%	0	0%
	2014	6	0	0%	0	0%	25	0	0%	0	0%
	2015	7	0	0%	0	0%	25	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
LIT	2010	12	1	8%	0	0%	130	20	15%	0	0%
	2011	12	1	8%	0	0%	128	21	16%	0	0%
	2012	12	1	8%	0	0%	128	21	16%	0	0%
	2013	12	0	0%	0	0%	99	0	0%	0	0%
	2014	11	0	0%	0	0%	83	0	0%	0	0%
	2015	11	0	0%	0	0%	84	0	0%	0	0%
MAP	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%
	2015	19	1	5%	1	100%	55	4	7%	4	100%
MAT	2010	22	3	14%	3	100%	589	118	20%	25	21%
	2011	21	3	14%	3	100%	625	116	19%	28	24%
	2012	21	3	14%	3	100%	630	120	19%	32	27%
	2013	21	3	14%	3	100%	543	86	16%	28	33%
	2014	21	4	19%	4	100%	489	89	18%	20	22%
	2015	23	4	17%	4	100%	412	74	18%	17	23%
MDT	2012	2	0	0%	0	0%	2	0	0%	0	0%
	2013	2	0	0%	0	0%	2	0	0%	0	0%
	2014	2	0	0%	0	0%	2	0	0%	0	0%
	2015	7	1	14%	1	100%	13	3	23%	3	100%
MFG	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%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2014	30	0	0%	0	0%	84	0	0%	0	0%
	2015	29	3	10%	2	67%	81	5	6%	2	40%
MGT	2010	14	1	7%	1	100%	116	2	2%	2	100%
	2011	14	2	14%	2	100%	120	5	4%	5	100%
	2012	14	1	7%	1	100%	117	2	2%	2	100%
	2013	14	1	7%	1	100%	105	2	2%	2	100%
	2014	14	2	14%	0	0%	91	3	3%	0	0%
	2015	13	0	0%	0	0%	83	0	0%	0	0%
MKT	2010	10	1	10%	1	100%	56	10	18%	7	70%
	2011	9	0	0%	0	0%	53	0	0%	0	0%
	2012	9	1	11%	0	0%	56	4	7%	0	0%
	2013	9	1	11%	1	100%	52	3	6%	3	100%
	2014	9	1	11%	1	100%	42	3	7%	1	33%
	2015	10	2	20%	1	50%	47	9	19%	3	33%
MLT	2010	10	3	30%	2	67%	20	5	25%	4	80%
	2011	10	2	20%	2	100%	22	6	27%	6	100%
	2012	10	2	20%	2	100%	22	5	23%	5	100%
	2013	10	4	40%	3	75%	21	8	38%	5	63%
	2014	10	4	40%	2	50%	21	8	38%	3	38%
	2015	10	3	30%	1	33%	22	6	27%	3	50%
MLW	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	0	0%	0	0%	10	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2015	10	0	0%	0	0%	10	0	0%	0	0%
MOR	2010	17	5	29%	2	40%	69	12	17%	6	50%
	2011	17	3	18%	3	100%	65	5	8%	5	100%
	2012	17	4	24%	4	100%	69	7	10%	7	100%
	2013	17	3	18%	1	33%	83	5	6%	2	40%
	2014	22	0	0%	0	0%	100	0	0%	0	0%
	2015	20	1	5%	0	0%	90	1	1%	0	0%
MTR	2010	3	0	0%	0	0%	8	0	0%	0	0%
	2011	3	0	0%	0	0%	8	0	0%	0	0%
	2012	3	0	0%	0	0%	9	0	0%	0	0%
	2013	3	0	0%	0	0%	8	0	0%	0	0%
	2014	3	0	0%	0	0%	9	0	0%	0	0%
	2015	3	0	0%	0	0%	7	0	0%	0	0%
MUA	2010	3	0	0%	0	0%	31	0	0%	0	0%
	2011	3	0	0%	0	0%	35	0	0%	0	0%
	2012	3	0	0%	0	0%	38	0	0%	0	0%
	2013	3	0	0%	0	0%	34	0	0%	0	0%
	2014	3	0	0%	0	0%	34	0	0%	0	0%
	2015	3	0	0%	0	0%	35	0	0%	0	0%
MUS	2010	7	0	0%	0	0%	45	0	0%	0	0%
	2011	6	1	17%	1	100%	47	1	2%	1	100%
	2012	6	2	33%	1	50%	52	4	8%	1	25%
	2013	7	0	0%	0	0%	44	0	0%	0	0%
	2014	8	0	0%	0	0%	44	0	0%	0	0%
	2015	8	0	0%	0	0%	48	0	0%	0	0%
NET	2010	28	0	0%	0	0%	70	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	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%
	2015	28	1	4%	1	100%	76	2	3%	1	50%
OPT	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%
	2015	9	0	0%	0	0%	14	0	0%	0	0%
PEA	2010	2	0	0%	0	0%	6	0	0%	0	0%
	2011	3	0	0%	0	0%	7	0	0%	0	0%
	2012	3	0	0%	0	0%	8	0	0%	0	0%
	2013	4	0	0%	0	0%	8	0	0%	0	0%
	2014	3	1	33%	1	100%	7	2	29%	2	100%
	2015	3	1	33%	1	100%	6	1	17%	1	100%
PEC	2010	2	0	0%	0	0%	10	0	0%	0	0%
	2011	2	0	0%	0	0%	9	0	0%	0	0%
	2012	6	0	0%	0	0%	18	0	0%	0	0%
	2013	5	0	0%	0	0%	12	0	0%	0	0%
	2014	4	0	0%	0	0%	10	0	0%	0	0%
	2015	4	0	0%	0	0%	10	0	0%	0	0%
PEH	2010	9	1	11%	1	100%	22	2	9%	2	100%
	2011	9	1	11%	1	100%	22	1	5%	1	100%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2012	9	0	0%	0	0%	23	0	0%	0	0%
	2013	9	0	0%	0	0%	22	0	0%	0	0%
	2014	9	0	0%	0	0%	23	0	0%	0	0%
	2015	9	0	0%	0	0%	24	0	0%	0	0%
PET	2010	1	1	100%	1	100%	4	4	100%	2	50%
	2011	1	1	100%	1	100%	4	3	75%	2	67%
	2012	1	0	0%	0	0%	4	0	0%	0	0%
	2013	1	0	0%	0	0%	2	0	0%	0	0%
	2014	1	0	0%	0	0%	4	0	0%	0	0%
	2015	1	0	0%	0	0%	2	0	0%	0	0%
PEV	2010	6	0	0%	0	0%	10	0	0%	0	0%
	2011	6	0	0%	0	0%	11	0	0%	0	0%
	2012	7	0	0%	0	0%	12	0	0%	0	0%
	2013	8	0	0%	0	0%	13	0	0%	0	0%
	2014	7	0	0%	0	0%	12	0	0%	0	0%
	2015	7	0	0%	0	0%	12	0	0%	0	0%
PHB	2010	2	0	0%	0	0%	5	0	0%	0	0%
	2011	2	0	0%	0	0%	6	0	0%	0	0%
	2012	2	0	0%	0	0%	6	0	0%	0	0%
	2013	2	0	0%	0	0%	6	0	0%	0	0%
	2014	2	0	0%	0	0%	6	0	0%	0	0%
	2015	2	0	0%	0	0%	6	0	0%	0	0%
PHI	2010	3	2	67%	2	100%	115	67	58%	10	15%
	2011	3	2	67%	2	100%	115	54	47%	11	20%
	2012	3	1	33%	1	100%	127	28	22%	2	7%
	2013	3	0	0%	0	0%	100	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2014	3	0	0%	0	0%	92	0	0%	0	0%
	2015	3	0	0%	0	0%	91	0	0%	0	0%
PHR	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%
	2015	9	2	22%	1	50%	15	3	20%	1	33%
PHS	2010	1	0	0%	0	0%	10	0	0%	0	0%
	2011	2	0	0%	0	0%	15	0	0%	0	0%
	2012	2	0	0%	0	0%	17	0	0%	0	0%
	2013	2	0	0%	0	0%	15	0	0%	0	0%
	2014	2	0	0%	0	0%	14	0	0%	0	0%
	2015	2	0	0%	0	0%	16	0	0%	0	0%
PHY	2010	6	0	0%	0	0%	48	0	0%	0	0%
	2011	6	0	0%	0	0%	49	0	0%	0	0%
	2012	6	0	0%	0	0%	51	0	0%	0	0%
	2013	6	0	0%	0	0%	46	0	0%	0	0%
	2014	6	1	17%	1	100%	45	1	2%	1	100%
	2015	6	2	33%	1	50%	42	8	19%	3	38%
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 %
	2015	6	1	17%	1	100%	83	8	10%	2	25%
POL	2010	6	1	17%	1	100%	86	32	37%	3	9%
	2011	6	0	0%	0	0%	85	0	0%	0	0%
	2012	6	0	0%	0	0%	83	0	0%	0	0%
	2013	7	1	14%	1	100%	56	26	46%	15	58%
	2014	6	1	17%	0	0%	47	12	26%	0	0%
	2015	6	1	17%	1	100%	52	12	23%	2	17%
PRL	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%
	2015	15	1	7%	1	100%	32	2	6%	1	50%
PSY	2010	10	0	0%	0	0%	417	0	0%	0	0%
	2011	10	0	0%	0	0%	428	0	0%	0	0%
	2012	10	1	10%	1	100%	434	20	5%	11	55%
	2013	10	1	10%	1	100%	348	32	9%	21	66%
	2014	10	1	10%	0	0%	323	31	10%	0	0%
	2015	10	1	10%	0	0%	316	30	9%	0	0%
RCP	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%
	2015	14	0	0%	0	0%	32	0	0%	0	0%
RDG	2010	3	0	0%	0	0%	62	0	0%	0	0%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2011	3	0	0%	0	0%	68	0	0%	0	0%
	2012	3	0	0%	0	0%	66	0	0%	0	0%
	2013	3	0	0%	0	0%	54	0	0%	0	0%
	2014	3	0	0%	0	0%	36	0	0%	0	0%
	2015	4	0	0%	0	0%	28	0	0%	0	0%
REL	2010	1	0	0%	0	0%	42	0	0%	0	0%
	2011	1	0	0%	0	0%	48	0	0%	0	0%
	2012	1	0	0%	0	0%	57	0	0%	0	0%
	2013	1	0	0%	0	0%	45	0	0%	0	0%
	2014	1	0	0%	0	0%	46	0	0%	0	0%
	2015	1	0	0%	0	0%	46	0	0%	0	0%
SDV	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%
	2015	6	0	0%	0	0%	268	0	0%	0	0%
SOC	2010	9	1	11%	0	0%	258	46	18%	0	0%
	2011	9	0	0%	0	0%	265	0	0%	0	0%
	2012	9	1	11%	1	100%	277	48	17%	33	69%
	2013	9	1	11%	1	100%	216	48	22%	43	90%
	2014	9	1	11%	1	100%	185	43	23%	36	84%
	2015	9	1	11%	0	0%	185	23	12%	0	0%
SPC	2010	4	2	50%	0	0%	217	132	61%	0	0%
	2011	3	2	67%	2	100%	223	113	51%	77	68%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
	2012	4	2	50%	2	100%	225	172	76%	172	100%
	2013	4	1	25%	1	100%	171	20	12%	20	100%
	2014	4	1	25%	1	100%	153	24	16%	20	83%
	2015	3	1	33%	0	0%	157	83	53%	0	0%
SRV	2010	8	0	0%	0	0%	8	0	0%	0	0%
	2011	7	0	0%	0	0%	7	0	0%	0	0%
SUR	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	2	25%	1	50%	10	3	30%	2	67%
	2015	8	1	13%	1	100%	10	1	10%	1	100%
TEL	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	1	11%	0	0%	10	1	10%	0	0%
	2015	9	1	11%	0	0%	15	2	13%	0	0%
VIN	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%
WAT	2012	3	0	0%	0	0%	3	0	0%	0	0%
	2013	5	0	0%	0	0%	10	0	0%	0	0%
	2014	8	1	13%	0	0%	14	1	7%	0	0%
	2015	11	4	36%	1	25%	23	6	26%	1	17%

		Courses					Sections				
		Total	Active N	Active %	Collecting Data N	Collecting Data %	Total	Active N	Active %	Collecting Data N	Collecting Data %
WDV	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%
	2015	14	0	0%	0	0%	30	0	0%	0	0%
WEL	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%
	2015	17	0	0%	0	0%	211	0	0%	0	0%
WTT	2010	4	0	0%	0	0%	8	0	0%	0	0%
	2011	7	1	14%	0	0%	23	1	4%	0	0%
	2012	7	1	14%	0	0%	26	4	15%	0	0%
	2013	7	0	0%	0	0%	21	0	0%	0	0%
	2014	7	0	0%	0	0%	14	0	0%	0	0%
	2015	7	0	0%	0	0%	17	0	0%	0	0%

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. In fall 2015, 296 students were assessed from full-time, adjunct faculty, and high-school faculty with 110 or 37% meeting the standards. In spring of 2015, 350 students were assessed with 134 or 38% meeting the standards.

Although the results of this assessment are fairly low, improvements to the process have been made and progress was seen the following semesters.

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 FY15.

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: 6/22/15 Course: BUS148 Academic Year: Spring 2015

District/Program Chair: Program Chair Submitted by: Vada Grantham

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.

Once completed, please email the completed summary 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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/> Fall 2013	Data has been collected on a pilot basis only. <input type="checkbox"/> 2011-1013	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/ Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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) Reevaluating competencies and assessment

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.....
<ul style="list-style-type: none"> - I. Explain the nature of small business - II. List the characteristics of success. - III. List the characteristics of failure. - IV. Explain the different alternatives and legal forms of ownership - V. Explain the business plan process - VIII. Explain the marketing plan. - IX. Describe the personnel plan - XI. Describe the elements of the financial plan. - XII. Discuss the sources of capital for small business. 	<ul style="list-style-type: none"> - VI. Develop a specific business plan outline for a business - VII. List questions that should be addressed in each part of the business plan. - X. Develop a working relationship with cash flow projections. - XIII. Discuss the record keeping needs for a small business.

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? Small group activities and individual assessment with quizzes and exams.**
- **What was accomplished this past year? Students participated in assessments of all 13 Competencies in the form of a test during the Fall & Spring terms.**
- **What have we learned to date about learning and teaching in this course? That there are certain topics that are consistent and prevalent in each of the semesters that needs additional clarity.**
- **What have we learned about our assessment instrument? That the assessment instrument needs to be adjusted for various levels of learning styles.**
- **What changes have we made (if any) to the course as a result of our assessment process? Decreased the number of multiple choice options where several answers are too similar and as a result could be confusing. The goal is not to trick them but to ensure they comprehend the competencies**
- **What is going to happen next year? Conduct additional assessments as a basis to ensure quantifiable measurable results**
- **What challenges did we encounter? The testing scores are a little lower than expected in some areas.**

Annual Course Assessment Summary

Date: 1/16/15 Course: DHY-281 Academic Year: 2014

District/Program Chair: Deborah Penney Submitted by: Marilyn Hibbs

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 the completed summary 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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/ Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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.....
Overall, students are being very successful, with a couple of individual instances, in learning competencies 1,2,3,4,5,6,7, 10.	Students are high achievers who demand perfection of themselves, so test results run high. No specific areas of struggle, except for a couple of specific questions that should be evaluated for context and determined if they are valid tools of assessment.

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 represents the intermediate stage of this overall DHY program. The students are still focused on learning increasingly advanced procedures and are just really beginning to apply that newly acquired skill to real world patient treatment. Those students with previous dental background expect to surpass their counterparts who are learning and experiencing dental hygiene from an outside position; for the most part they do at this stage of their education.

Our department was particularly focused on compiling material for a 7 year accreditation site visit. While I was not primarily responsible for this undertaking, a great deal of additional effort and time was required of all faculty. Therefore this report is running right down to the deadline.

This is the second year that the assessment tool has been used for this class. It follows the same form as before; an extra long final, aimed at covering most of the course competencies over the course of the entire semester. My expectations are that this cumulative test will verify their long term learning.

My dilemma this year surrounds the restructuring of the competencies for accreditation. I accomplished that late in 2013. However, for an accurate comparison, I feel I must structure the analysis of this assessment based on the original competencies. Otherwise, the comparison doesn't seem valid. I still feel that the original course competencies and the subcompetencies are too specific and limiting. Assigning each exam question to an appropriate subcompetency feels counterproductive. This coming year, I intend to reanalyze the competencies to allow for broader competencies that better match current instruction.

As stated last year, I'm fortunate to have a group of students who are high achievers, preparing themselves for a very difficult national board, so repetition and review are paramount. We strive for 75% or better performance as that is the minimal standard for national testing. The multiple exposures to the same knowledge via various vehicles of review is still a part of my overall strategy.

I'm not convinced that my daily iclicker improved testing outcomes, even though it added a "new" element to the classroom atmosphere and seemed to be well received. Upon review of results, I had a couple more low scoring questions than I expected. But it doesn't appear to hurt their overall average much, although I haven't calculated the average per year. I will be reviewing those individual questions to validate their context and worthiness.

If you noticed the questions this year that have zeros following them, that indicates that they were omitted from the second year of testing, so I have no data to compare those specific questions. Something that

sometimes happens from one year to the next...some of the resources for content change a little bit, so a few questions are not appropriate from one year to the next. But with the number of questions, I'm expecting that will be enough

This coming year, I'm planning to create a flipped classroom to create learning in a more energized environment. I'm just beginning to work with it this spring so hope to expand it to DY281 this summer. Again, I also intend to continue to refine the written competencies for this course.

Annual Course Assessment Summary

Date: 1/19/16

Course: DHY-281

Academic Year: 2015

District/Program Chair: Deborah Penney/Lori Brown

Submitted by: Marilyn Hibbs

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 the completed summary 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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input checked="" type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input checked="" type="checkbox"/>

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.....
<p>In keeping with results from last year, students are being very successful, with a couple of individual instances, in learning competencies 1,2,3,4,5,6,7, 10.</p>	<p>Students are high achievers who demand perfection of themselves, so test results run high. No specific areas of struggle, except for a couple of specific questions that should be evaluated for context and determined if they are valid tools of assessment.</p>

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.dmac.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 is the third and final year that the assessment tool has been used for DHY281. It follows the same form as before; an extra long final, aimed at covering most of the course competencies over the course of the entire semester. My expectations are that this cumulative test will verify their long term learning. The students have ample opportunity to regularly review the basic concepts for which they are liable per the stated competencies. Since adequate professional care of a patient in our clinic depends on the mastery of these competencies, we take this seriously.

I had the same dilemma this year as to the restructuring of the competencies last year which took place in 2013 for accreditation. For an accurate comparison of student performance/improvement, I again structured the analysis of this assessment based on the original competencies. Otherwise, the comparison doesn't seem valid. I still feel that the original course competencies and the subcompetencies are too specific and limiting, stated more as learning objectives than competencies. Assigning each exam question to an appropriate subcompetency feels counterproductive. The next time we analyze the competencies in this course, the broader competencies that were created in 2013 should better reflect current instruction. As a lesson from this, I will be interested to see how the competencies play out when I start analyzing DHY 291 in the fall of 2016.

As stated each year, I'm fortunate to have a group of students who are high achievers, preparing themselves for a very difficult national board, so repetition and review are paramount. We strive for 75% or better performance as that is the minimal standard for national testing. The multiple exposures to the same knowledge via various vehicles of review remains an integral part of my overall strategy.

My regular implementation of the iclicker system may have improved testing outcomes somewhat, but not dramatically. It does seem to be well received by the students, but it doesn't work well if the students come ill prepared. In fact, it feels wasteful. To remedy this, I will start to register the iclickers in order to monitor individual participation in the process. In keeping with this, I plan to form randomly chosen teams to foster a sense of friendly competition and intragroup accountability.

I also am preparing more and more online Blackboard quizzes over assigned reading material that must be completed before coming to the classroom. They already follow this procedure for some outside articles through the CREST website and this process seems very beneficial. This allows me spend more time in meaningful discussion/case studies rather than lecturing.

A few isolated low scoring questions mirrored the performance of last year. While it doesn't appear to hurt their overall average much, these individual questions need to be reviewed to validate their context and worthiness.

Those questions that have zeros following them indicates that they were omitted from the third year of testing, same as last year, so I have no data to compare those specific questions to the very first year. As stated in my summary last year, if the resources for content change a little bit, then a few questions are not appropriate from one year to the next. There were at least two err messages that I noted because the grading key was mismarked and those questions had to be thrown out.

Since I inadvertently used the older version of the xls spreadsheet last year and had no problem with percentage calculations, I'm puzzled that my first 10 questions did not calculate the percentages in the newer xls version. I'm not sure what to attribute that to or how to remedy it.

I'm still working on creating more of a flipped classroom but it is time consuming and proceeding at a more moderate pace. While the students are a little reluctant to embrace this new learning environment because it takes them out of their comfort zone, I am determined to completely convert to this tactic over the next year or two. I firmly believe that we need this strategy to take them out of the lower levels of learning (memorization of knowledge) and elevate them to the higher levels of learning (synthesis and analysis). This is important to move them in this direction as it is more reflective of their future decision-making role as practicing hygienists upon graduation.

Again, I also intend to continue to refine the written competencies for this course over time.

Annual Course Assessment Summary

Date: 4/28/15 Course: HIT360 Academic Year: 2014/2015

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.

If you have questions about this form, please contact Janet Emmerson@964-6476. Once completed, please email the completed summary to jeemerson@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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/ Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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.....
<p>The following main competencies did not have <u>any</u> sub competencies that fell below the 70% threshold.</p> <ol style="list-style-type: none"> 1. Understand the current healthcare environment 7. Define system testing and evaluation <p>The following main competencies only had one or two sub competencies that fell below the 70% threshold.</p> <ol style="list-style-type: none"> 2. Discuss the health care technology environment (1) 3. Understand basic principles of systems analysis and design (2) 	<p>Specific main competencies that fell below the 70% threshold were:</p> <ol style="list-style-type: none"> 3. Explain the current emphasis on EHRs (69%) 4. Learn about electronic health information exchange (69%) 9. Explain the role of administration leadership/management in health IT (65%) <p>** On sub competencies 2.12 and 4.12 that were assessed by written reports. Those average scores were 2.12 (90%) and 4.12 (82%)</p>

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.dmac.edu/assessment/Documents/Ann1CourseAssessmentsample.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 only 7 students in the course during this semester. 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 are two competencies (2.2 and 4.12 that could not be assessed using this instrument and the competencies are met by evaluating student written reports—see above).

Since this is an introduction course, it covers many topics where a lot information in several areas of HIT is being introduced/taught to the students. Also the field of health information technology is changing at a rapid pace and keeping the textbook and resources up to date and current is a challenge.

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 and that supplemental information will be provided to students ahead of class vs waiting until lecture time.
- Review the competencies with the HIT advisory board members to make sure they are current.
- Add additional learning activities/assignments for the subject matter with supplemental materials as textbook information is not up to date. (competency 3, 4 and 9)

Annual Course Assessment Summary

Date: 8/28/15 Course: HIT450 Academic Year: 201502

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.

If you have questions about this form, please contact Janet Emmerson@964-6476. Once completed, please email the completed summary to jemmerson@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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/ Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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.....
<p>The following main competencies did not fall below the 70% threshold:</p> <p>Competency 1: Review basic statistical data elements</p> <p>Competency 2: Distinguish levels of care and determine proper data collection methods based on care setting.</p> <p>Competency 4: Define and calculate percentage of occupancy</p> <p>Competency 5: Define and calculate different types of health care statistical rates.</p> <p>Competency 7: Understand vital statistics data and rates</p>	<p>The competencies that were below the 70% threshold:</p> <p>Competency 3: Define and calculate different types of census rates (64%)</p> <p>Competency 6: Understand frequency distributions and tables (68.5%)</p>

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.dmac.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 introduces the student to concepts of a variety of health statistics that are calculated in health care organizations.

All students enrolled in HIT450 were assessed at midterm and at the completion of the course. There were only 5 students in the course this semester. 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. This year was a transition to a new text book which included adding a new competency. And one of the competencies was moved to course HIT315.

In evaluation of the sub competencies, several of them that were lower than the 70% rate were those with a small amount of questions. So that is why it was also evaluated on the main competency level. But by looking at the subcompetencies with lower rates, specific text questions were looked at for formatting errors and additional/clarifying of formulas on formula sheet used during assessments.

A challenge to this course this year were significant errors in the textbook and an errata was provided to students from the book publisher. Also formatting of the questions on the midterm and final was not always correct when text banks uploaded from the book publisher to Blackboard. Also this year the midterm and final were split into definitions and calculations exams. And students were provided a formula sheet during the calculations exam, as it was decided in the real world the students would have the formulas available as a resource and we needed to assess they knew how to do the calculations not memorize the formulas. The definitions portion of the exam assesses that they have an understanding of the formulas and definitions.

Changes for the course to improve learning opportunities for the students and assessment tools include the following:

1. The book publisher plans to have a new interactive online resource available for student use next year.
2. The formatting of questions was evaluated on midterm/final exam and corrected/clarified.
3. Additional study guide sheet for the newer competency 6 to clarify terms/definitions will be provided students.
4. Evaluate and update the formula sheet for the calculations exam to make sure clear for the students use.

Because of the changes that occurred this year and the low number of students in the course, I plan to continue to assess this course next year.

Annual Course Assessment Summary

Date: November 24, 2015 Course: INF110 Academic Year: 2015

District/Program Chair: Marv Gardner Submitted by: Kelli Kleindorfer

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.

Once completed, please email the completed summary 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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. Fall 2013 <input type="checkbox"/>	Data has been collected on a pilot basis only. 2011-1013 <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input checked="" type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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) Reevaluating competencies and assessment

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.....
<p>Competency 4: Develop a plan for selecting computer hardware to meet the evolving needs of the organization and its supporting information systems</p> <p>Competency 5: Explain why systems and application software are critical in helping individuals and organizations achieve their goals</p> <p>Competency 6: Identify several key software issues and trends that have an impact on organizations and individuals</p>	<p>Competency 10.1: Identify the key components of technology infrastructure that must be in place for e-commerce and m-commerce to work</p> <p>Competency 13.2: Discuss the use of computer-aided software engineering (CASE) tools and the object-oriented approach to systems development.</p> <p>Competency 13.6: Describe the systems review process</p>

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 is an introduction to the area of Informatics. It provides students with an overview of the Information Systems field and the many business and industries the field touches. The course serves as a jumping point for the student to apply technology to their career interests. Many topics are introduced and described that are applicable to information technology careers.

Students in INF110 were assessed as they completed the topics of the course throughout the term. Each course competency is matched with a learning component in the course. Students have the opportunity for practice and mastery of the competency before the competency is scored.

In prior years, the three highest achieved competencies mentioned above were reported as the competencies students struggled with the most. As a result, the course enhanced the material about developing plans for selecting computer hardware to meet an organization's need. Additional case studies from successful businesses were brought into the course. Students also participated in a round table brainstorming session on a wiki where they provide different ideas for potential selection criteria. As a result of these changes to the course, we have 100% success rate with these competencies.

Students in previous years struggled with the characteristics and basic components of an expert systems. Students were provided with more examples and commentary on the characteristics and components prior to completing the assessment activity. Additionally, a graphic outlining the components in an expert system was constructed and it appears that these additional components assisted in increasing success rate.

It appears that competencies regarding the key participants in the systems development process proved to be problematic for students in the course. Most students in the course have no business experience and discussion on the roles are limited due to the lack of experience. The course material needs to be adjusted to add in more resources to help students understand the different tools that can be used in system development and the different roles.

A textbook edition update occurred between 2014 and 2015. It appears that competency success rate has went down slightly with the textbook update. The new textbook does not cover the competencies in as great of detail as the previous edition. It appears more supplemental material is needed to bridge the gap.

As a result of the assessment activities conducted for INF110, several changes will be implemented for 2016 to improve student success:

- Additional case studies, examples, and visual evidence will be provided in the course to explain and demonstrate the systems development process and the players involved in the process.
- Students will be provided with an opportunity to brainstorm and share ideas on the key technology components for e-commerce and m-commerce.

Annual Course Assessment Summary

Date: November 24, 2015 Course: MDT101 Academic Year: 2015

District/Program Chair: Marv Gardner Submitted by: Kelli Kleindorfer

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.

Once completed, please email the completed summary 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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input checked="" type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input checked="" type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input type="checkbox"/>
3. Data Collection	No data is being collected. Fall 2013 <input type="checkbox"/>	Data has been collected on a pilot basis only. 2011-1013 <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input checked="" type="checkbox"/>	Analysis of data and process has begun. <input type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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

X Analyzing the data to validate/improve instruction

X Other (please describe) Reevaluating competencies and assessment

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.....
<p>Competency 1.2: Identify various current mobile devices and their most common uses and capabilities</p> <p>Competency 2.3: Utilize current mobile applications</p> <p>Competency 3.3: Determine the purpose of mobile search applications</p>	<p>Competency 7: Identify ingredients that impact the success of mobile applications</p> <p>Competency 8.3: Identify distribution techniques used by mobile application developers</p> <p>Competency 8.5: Describe the life cycles of apps</p>

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.dmac.edu/assessment/Documents/Ann1CourseAssessmentsample.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?**

MDT101 has completed its first year of being offered in the curriculum. In this first round of teaching the course, in addition to providing students with up to date information on the mobile technology field, we had the pleasure of working with a blank slate. The course did not have any changes of competencies or assessment instrument to implement or adjust in the pilot courses. In essence, we were starting from scratch, which allowed the assessment components to lead the way in the course development procedure.

In the past year, an appropriate assessment approach for the survey course was determined and assessment pieces were created and deployed for each competency. Each course competency is matched with a learning component in the course. Students have the opportunity for practice and mastery of the competency before the competency is scored.

In an attempt to engage all instructors who teach the course, a meeting will be scheduled in December 2015 to review competency achievement rates and identify those competencies that we need to improve instruction on. The intention of the meeting is to brainstorm on methodologies we can employ to better provide an opportunity for mastery of the competencies, as well as identify content related updates for the newest generation of devices and mobile technologies. As a faculty group, we need to review the competencies and determine if there needs to be any revisions, clarifications or additions of the existing competencies.

The competencies that students are struggling with (as listed above) are research and experience based competencies. Therefore, we need to provide more opportunity to research and apply the learning experience before measuring the outcome on the competency.

As a result of the assessment activities conducted for MDT101, several changes will be implemented for 2016 to improve student success:

- Additional case studies, examples, and evidence will be provided in the course to explain and draw out the successful ingredients of an application. A method for students to share ideas on successful and unsuccessful apps will be created to help students recognize the components that go into successful apps.
- A peer review session will be added for students to comment and critique on the projects, with an opportunity for revision, to address shortcomings in identifying successful ingredients.
- Visual & auditory instruction will be introduced to demonstrate the lifecycle of application development. At this time, the instruction is primarily text based and incorporating different learning styles may help improve competency achievement rates.

Annual Course Assessment Summary

Date: 8/10/2015 **Course:** mfg 270 **Academic Year:** 2014-2015

District/Program Chair: Mark Rosenberry **Submitted by:** Mark Rosenberry

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 the completed summary to lcarlson1@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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input checked="" type="checkbox"/>
4. Validation/ Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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.....
<p>2.0 Identify operating controls for manual and hydraulic surface grinders.</p> <p>4.0 Select an appropriate wheel for a given workpiece.</p> <p>4.2 Pick out which type of bond is well suited for a given workpiece.</p> <p>4.3 Make a choice concerning which wheel shape to use.</p>	<p>3.0 Analyze workpiece.</p> <p>3.2 Describe work-holding techniques.</p> <p>4.1 Choose an abrasive for a specific workpiece.</p>

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.dmac.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 for this class consists of a written test given at the end of the semester.

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
Individual assessment work
- **What was accomplished this past year?**
Tried different methods of delivery
- **What have we learned to date about learning and teaching in this course?**
Daily quizzes helped focused attention on the more difficult competencies
- **What have we learned about our assessment instrument?**
Needs some work before next year
- **What changes have we made (if any) to the course as a result of our assessment process?**
Reviewed more throughout class to help students retain information
- **What is going to happen next year?**
Continue to collect data/ evaluate assessment tool
- **What challenges did we encounter?**
Time

Annual Course Assessment Summary

Date: 8/7/2015 Course: mfg 271 Academic Year: 2014-2015

District/Program Chair: Mark Rosenberry Submitted by: Mark Rosenberry

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 the completed summary to lcarlson1@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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input checked="" type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input checked="" type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input checked="" type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input checked="" type="checkbox"/>	Analysis of data and process has begun. <input type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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.....
1.0 Operate a manual surface grinder 1.1 Demonstrate a safe grinding setup. 1.2 Demonstrate proper technique for operation. 1.3 Grind circular workpiece with surface grinder (spindex)	2.0 Operate hydraulic surface grinder. 2.1 Setup surface grinder for operation

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.dmac.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 for this class consists of a written test given at the end of the semester.

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?**
Individual assessment work
- **What was accomplished this past year?**
Started looking if comps matched content
- **What have we learned to date about learning and teaching in this course?**
need to alter projects to match comps
- **What have we learned about our assessment instrument?**
Needs to be extended to cover additional comps
- **What changes have we made (if any) to the course as a result of our assessment process?**
Tried to encourage students to use the hydraulic grinders more
- **What is going to happen next year?**
Continue to collect data/ evaluate assessment tool
- **What challenges did we encounter?**
Time

Annual Course Assessment Summary

Date: 12/11/2014 Course: MLT 120

Academic Year: 201501

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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input checked="" type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input checked="" type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input checked="" type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input checked="" type="checkbox"/>	Analysis of data and process has begun. <input type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input checked="" type="checkbox"/>

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.....
9.1 – Perform physical testing of urine. 9.2 – Perform chemical testing of urine. 9.3 – Recognize when to do and successfully perform confirmatory testing based on results of chemical analysis. PORTIONS of 9.5 (RBCs, epi cells, casts)	9.5 – Correctly identify and quantitate urinary sediment (WBCs, crystals, certain crystals) 9.6 – Correctly identify artifacts and recognize why they may be present in urine. ** Overall Competency #9, which is what we would like to assess using the final lab practical.

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?**

History/Future impacts of this assessment:

- Fall 2012 – course was considered for future assessment.
- Fall 2013 – decision to assess Lab (hands-on/psychomotor) rather than Lecture (cognitive).
- Competencies were reviewed and re-written to include (1) body fluids and (2) correlation of routine UA results with diseases.
- Fall 2014 – Assessment tool developed and used for first time.
- Spring 2015 – Load revised competencies into Curricunet
- Fall 2016-17 – Repeat assessment
- For Fall 2016 – officially revise course description and present to Curriculum Commission

MLT120 – Urinalysis is a course taught to students in the 1st year (1st semester) of the Medical Laboratory Technology (MLT) program. Since this is the first program-specific course taken by MLT students – many of whom enter this program because it involves “hands-on” learning – it was decided to look at the students’ psychomotor skills rather than cognitive abilities in the final week of the UA section.

This data reflects MOSTLY Competency 9, and its sub-competencies. MLT faculty are aware that this assessment tool focuses on mainly one competency; however, this is the one that targets application of skills learned in the lab. Faculty felt assessing students on one of the last UA lab practicals would 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 early in the program.

Students were assess on 18 items – 12 lab (psychomotor) skills and 6 short-answer questions pertaining to disease correlations and “next step” to take when performing a routine UA. There are three main parts to a routine UA: physical, chemical, and microscopic. Overall, students did well with the physical and chemical analyses, including performing necessary confirmatory tests.

Nine (9) of the lab skills related to Competency 9.5, the microscopic UA exam. Overall, students did the best identifying and quantifying RBCs, epithelial cells, and casts. Only eleven (11) students (38%) correctly identified AND quantified WBCs, a common finding, correctly. (The biggest issue with those students who had points deducted was in quantifying, NOT identifying WBCs.) Only eight (8) students (28%) correctly identified ALL of the crystals present. Twenty-one (21) students missed seeing triple phosphate, a common and normal crystal. The other worrisome results were in reporting bacteria and yeast, again, both common findings. As with the WBCs, the main problem was not in identifying what was present, but how much. MLTs are required to semi-quantify UA results quickly, so this is a issue.

It is difficult to know what faculty can do differently or better in the future to try to increase the number of students reporting everything correctly. This year, labs were structured differently than in the past. Labs meet four days per week, so the first three days were “practice” in which students performed routine UA’s, and the fourth day was a practical. The practical included the same microorganisms that the students had previously seen that week. The same thing was done on Week 5 – the time of this practical exam. Future labs will need to stress (1) recognizing WBCs and crystals

especially, as well as all microscopics, and (2) quantifying all microscopics, especially WBCs, bacteria, and yeast. MLT faculty will reach out to the Advisory Committee to make sure the DMACC Lab class is consistent with reporting as it is done in our clinical sites. Perhaps the use of some computerized lab software might help allow students to practice identification and quantification on their own. These programs exist for Hematology – do they exist for UA? If so, this would allow for additional practice outside of lab.

The only short-answer question that was answered correctly by less than 70% of the students was about performing a Gram stain on urine samples. Most of the WB students answered this correctly as we had just gone over this information right before they took this practical exam. This information is something students are taught in class; however, it should become more ingrained as they do their clinical rotations as this is really something that comes with practical experience in the real clinical lab.

The future assessment plan is to repeat this next year using the same practical and tasks.

Annual Course Assessment Summary

Date: 06/23/2015 (Z-term/ended 06/19/2015)

Course: MLT 282

Academic Year: 201502

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.

If you have questions about this form, please contact Lisa Carlson at 965-7347. Once completed, please email the completed summary to lcarlson1@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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input checked="" type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input checked="" type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input checked="" type="checkbox"/>
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3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input checked="" type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input checked="" type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input checked="" type="checkbox"/>

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.....
<ul style="list-style-type: none"> • All students (100%) have met expectations for ALL competencies being evaluated to date. The competencies selected to evaluate were performance-based and were <u>timed</u>. Students performed these in the final clinical rotation of the MLT program and were evaluated by their Teaching Techs at the end of their rotation areas. 	<ul style="list-style-type: none"> • None.

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.dmac.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?**

MLT282 – Clinical Practicum II is the final course of the 5-term Medical Laboratory Technology (MLT) program. The Spring 2015 semester was the second time this class was actually assessed.

For this assessment, students were evaluated on eight (8) timed performance-based technical tasks. One or two tasks were selected from each of the six main areas of the clinical lab. During their entire rotation, students are evaluated on their performance of over 100 different tasks. In the Spring 2013 semester, the MLT program added the **timed** tasks at the request of the clinical sites and Advisory Committee members. It is one thing for students to be able to perform both basic and complex procedures in the lab; it is another thing to make sure these tests are performed at a level expected AND in an expected time limit of an entry-level MLT, which is what these students will be at the end of the rotation. Therefore, these times tasks were the ones chosen for the purpose of this evaluation.

Students were evaluated at the end of each rotation area by Teaching Techs, Medical Laboratory Technologists, and Medical Laboratory Technicians who trained the students on the “bench work” during the students’ clinical rotation. Students were required to score a 3 or higher (80%) on every technical task or skill listed on all six (6) *Task Performance Evaluation* forms (one form for each main area of the Lab: Blood Bank, Clinical Chemistry, Hematology/Coagulation, Immunology/Serology, Clinical Microbiology, and Urinalysis/Body Fluids).

This rating scale works well for determining a student’s competency in the lab and grade; however, how these ratings can be used for course and program assessment led to some questions:

- Would the ratings be different if DMACC faculty were doing the direct evaluation?
- Would the ratings be different if all students were assessed on the EXACT same patient samples? For example, in Hematology and Microbiology, what if all students were given the exact same slides to observe and report?
- Is the timed assessment really valuable if there are multiple ways to perform a procedure? Or, should the time limits differ for the different labs? For example, in Blood Bank for the Type & Screen and Type & Cross procedures, some labs use the tube method, others use the gel system, and still others use an automated system.
- Is it realistic to create and/or use an evaluation tool that is specific to each hospital lab at which students do their rotations? The 15 MLT students assessed were at 11 different clinical sites. That would potentially be 11 different evaluation forms. (Last year, it was 26!) At this time, this does NOT seem realistic.

In preparation for MLT282 in the Spring 2016 semester, MLT faculty plan to do the following:

1. Rewrite the competencies to include timed evaluations; and, add these to Curricunet.
2. Revise some of the tasks listed on the *Task Performance Evaluation* forms. See changes in **RED** on the table.
3. Further develop this assessment tool in an effort to evaluate all students in as similar a way as possible. Examples are on the next page.

4. Determine if some of these timed evaluations can be done electronically; and, if so, create the samples to be used for such an evaluation.

# for Assessment	Timed Task	Evaluation Ideas
1-BB	BB – Type and Screen – once specimen is received and centrifuged, perform routine Type & Screen in 35 ± 5 minutes; or, in a time consistent with the site’s testing method (tube, gel, or automation).	DMACC will provide students with a “patient” sample and have all students complete the procedure using their clinical site’s testing method.
2-BB	BB – Type and Crossmatch – once specimen is received and centrifuged, perform routine Type & Crossmatch in 45 ± 5 minutes; or, in a time consistent with the site’s testing method (tube, gel, or automation).	DMACC will provide students with a “patient” sample and have all students complete the procedure using their clinical site’s testing method.
3-CHM	CHEM – Specimen Processing – Centrifuge STAT tubes as soon as they arrive and centrifuge clot tubes after at least 20 minutes of clotting or as per lab policy.	?? Documentation of a set number of samples. Direct observation done by Clinical Site Coordinators/Preceptors.
4-CHM	CHEM – TAT – Report troponin results within 30 minutes of draw, STATS within 60 minutes or draw time, and routine tests within 90 minutes of draw time; or, per lab policy.	?? Documentation of a set number of <u>troponin</u> samples. Direct observation done by Clinical Site Coordinators/Preceptors.
5-HEME	HEME – Manual Differential – perform abnormal diffs in 20 ± 5 minutes.	Give all students the SAME slide/slide set (10?) to read for a differential, manually or electronically. One of the MLT faculty members will create electronic versions of slides this summer that can be viewed by all students so that everyone is looking at the same thing.
6-I/S	IMM/SERO – Kits – Performs manual testing kit procedures by following the SOP and/or product insert, rather than by asking the Teaching Tech. Completes testing in a timely manner.	Have all students complete the same Immunology test kit.
7-MICRO	MICRO – Gram Stains – read Gram stains in 5 minutes	Give all students the SAME slide/slide set (10-20?) to read for Grams stains. The issue here will be how to create electronic versions of slides that can be viewed by all students so that everyone is looking at the same thing.
8-UA	UA – Microscopic Urinalyses – perform microscopic urinalyses in 5 minutes	?? This may (will) be the most difficult assessment since the sample for this procedure is in the living state. Ideally, students would all use the same samples; however, there is no practical way to do this at the clinical sites. Maybe students will have to do the testing at DMACC...??? Not sure yet...

Annual Course Assessment Summary

Date: Nov 11, 2015

Course: MOR 390

Academic Year: 2015-2016

District/Program Chair: Kevin E. Patterson **Submitted by:** Kevin E. Patterson

Below is the rubric DMAACC 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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input checked="" type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input type="checkbox"/>
2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input checked="" type="checkbox"/>
3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input checked="" type="checkbox"/> 2015	Data is currently being collected, but needs to be repeated for more terms. <input type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>

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.
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please email the completed summary to crgentry@dmacc.edu.

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) Reevaluating competencies and assessment

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.....
2, 3, 4, 5	1, 6

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?**

The three full-time faculty members in the Mortuary Science Program meet regularly (usually biweekly) to discuss Program improvements including competencies, assessment initiatives, classroom activities, and online improvements.

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

We developed an assessment instrument for the program as a whole and utilize this course to administer the assessment.

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

Since this course is a summary of all the material to date, it is difficult to keep current and pinpoint an exact area. At the same time, it provides much needed input into which specific courses need to be looked at for improvement.

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

We have only administered it during two semesters (about 30 students), so we are still analyzing the instrument to see how it is performing.

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

It is still too early to make changes to the course.

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

Analyze the data from the courses and in February 2016 identify courses / material for improvement.

- **What challenges did we encounter?**

We are a small faculty which means we find it difficult to find the time to move quickly on the improvements.

Annual Course Assessment Summary

Date: 10/31/15 Course: OPT 130 Academic Year: 2014-15

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](mailto: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. <input type="checkbox"/>	Competencies are in the process of being reviewed to assure alignment with instruction. No data to support alignment. <input type="checkbox"/>	Competencies have been reviewed and modified if necessary to align with course instruction. No data to support alignment. <input checked="" type="checkbox"/>	Data analysis supports competencies as currently written or indicates changes that need to be made. <input type="checkbox"/>
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3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input checked="" type="checkbox"/>	Analysis of data and process has begun. <input type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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.....
<p>Competency 1: Analyze eyewear components.</p> <p>Competency 3: Insert and remove lenses from eyewear.</p> <p>Competency 6: Identify and explain frame styling techniques.</p>	<p>Competency 4: Identify and use adjustment tools.</p> <p>Competency 5: Manipulate frames to demonstrate eyewear alignment procedures.</p>

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/Ann1CourseAssessmentsample.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.

At our program advisory meeting 12/5/14 the competencies were reviewed. So far our competencies are still in line with what they want taught in the course, and it was deemed that no changes were needed to the course.

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. We started doing on-site adjustments in high traffic areas (student center) and that has really helped the students with troubleshooting eyeglass issues during adjusting. This has been a great improvement over holding open dispensary times in our classroom. Much more traffic and each student gets to work on several pairs of glasses daily. We will continue doing this during first and second semesters of the course.

Unfortunately the Lion's Club collaboration has not become a reality for several reasons. 1) Since it is state-based, not local and is based in Pella so the commute is not a good option for students. 2) Many of the mission trips where people are fitted with glasses now use new glasses versus recycled so the entire process has declined in numbers significantly.

My plan of action is:

1. Continue with on-site adjustments in student center areas. Next year will be able to continue to do this in bldg. 5 after it is completed. I also hope to be able to be in the higher traffic YMCA areas of the building.
2. Continue collecting and analyze data

Annual Course Assessment Summary

Date: 01/16/2015
201501

Course: SUR 140

Academic Year:

District/Program Chair: Betty Baker

Submitted by: Betty Baker

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
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If you have questions about this form, please contact Lisa Carlson at 965-7347. Once completed, please email the completed summary to lcarlson1@dmacc.edu.

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.....

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.dmac.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: 01/16/2015
201501

Course: SUR 140

Academic Year:

District/Program Chair: Betty Baker

Submitted by: Betty Baker

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
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3. Data Collection	No data is being collected. <input type="checkbox"/>	Data has been collected on a pilot basis only. <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
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Preparation (reviewing competencies, creating instrument, etc)

Collecting data

Analyzing the data to validate/improve instruction

Other (please describe) _____

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Students are being very successful in learning these course competencies.....	Students struggle the most to learn these course competencies.....

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.dmac.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: May 6, 2015 Course: SUR 420 Academic Year: 2015

District/Program Chair: Betty Baker Submitted by: Betty Baker

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.

Once completed, please email the completed summary to crgentry@dmacc.edu.

Assessment Steps/Level	0 New	1 Novice	2 Intermediate	3 Expert
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2. Instrumentation	No significant work has been done to develop and assessment instrument. <input type="checkbox"/>	Significant work has begun on creating an assessment instrument. <input type="checkbox"/>	An assessment instrument has been created and is ready to be used to collect data. <input checked="" type="checkbox"/>	An assessment instrument has been used to collect data and has suggested curricular improvements and/or necessary instrument changes. <input type="checkbox"/>
3. Data Collection	No data is being collected. Fall 2013 <input type="checkbox"/>	Data has been collected on a pilot basis only. 2011-1013 <input type="checkbox"/>	Data is currently being collected, but needs to be repeated for more terms. <input checked="" type="checkbox"/>	Data has been collected for enough terms to make it valuable for analysis. <input type="checkbox"/>
4. Validation/Improvement of Learning and Teaching	No analysis. <input type="checkbox"/>	Preliminary analysis has been conducted while data is being collected. <input type="checkbox"/>	Analysis of data and process has begun. <input checked="" type="checkbox"/>	Analysis of data has been conducted and final conclusions regarding learning and teaching have been made. <input type="checkbox"/>

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) Reevaluating competencies and assessment

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.....
<p>4.1 Identify the terminology, purpose, action, administration, routes & proper handling of antibiotics, diagnostic agents, diuretics, hormones, medication that affect coagulation, ophthalmic agents.</p> <p>Because this covers many medications, I feel that the students had quite a bit of success on understanding medications. This is only 9 questions out of 200 questions.</p>	<p>4.1 Identify the terminology, purpose, action, administration, routes & proper handling of antibiotics, diagnostic agents, diuretics, hormones, medication that affect coagulation, ophthalmic agents.</p> <p>As you can see this covers many medications. There are a lot to remember and I feel this is the most successful & difficult area for the students.</p>

Please include the following:

- **What assessment activities (meetings, small group and individual assessment work) have occurred this past year?** Since we have started using the team-based learning concept, which present the information to the student on blackboard prior to arrival to class, breaks the chapters down into smaller sections, the students then turn around and take the test as a team and are able to discuss each question to come up with the correct team answer. This seems to have enhanced learning & retention of the information for the students.
- **What was accomplished this past year?** Video enhanced power points all on blackboard, all student assignments, syllabus, etc., to allow student access 24/7.
- **What have we learned to date about learning and teaching in this course?** This course is an extremely tough course for students. There are many medications that are used on the surgical field, they have a lot of information to learn. For this examination period there were only 16

questions out of 200 that fell below the 50% mark. The average for the class was in the 80 percentile with 85% being the highest and 72.5% being the lowest.

- **What have we learned about our assessment instrument?** The reason our assessment is such a long assessment, is because we are trying to simulate the national certification examination that they will take at the end of summer term.
- **What changes have we made (if any) to the course as a result of our assessment process?** Because of the team-based concept we are able to use class time to assist the students in critical thinking assessment skills, instead of lecturing the entire class.
- **What is going to happen next year?** We will continue with the use of this assessment until we have completed all of our data collection.
- **What challenges did we encounter?** Many students have a lot of difficulty with this course, but once they arrive in the clinical setting a lot of the medications are being on the surgical field, which also helps them remember the medications.