

**DMACC  
Assessment  
Activity  
Report**

**2008-09**

---

Assessment Office – Ankeny Campus, Building 5-27

## Table of Contents

<b>Liberal Arts &amp; Sciences</b> .....	<b>3</b>
Annual Activity Reports.....	6
<b>Business &amp; Industry</b> .....	<b>27</b>
Annual Activity Reports.....	29
<b>Health &amp; Public Services</b> .....	<b>65</b>
Annual Activity Reports.....	67
<b>Industry &amp; Technology</b> .....	<b>88</b>
Annual Activity Reports.....	91

# Liberal Arts & Sciences

## Academic Dean:

Stick, James

## District/Program Chairs:

Anderson, Robert  
 Dowdell, Katherine  
 Dyke, Bradley  
 Gonzalez, Julie  
 Gospodarczyk, Paul  
 Hoffman, Robert  
 Hutchison, Alan  
 Jedele, Randy  
 Loos, James  
 Piper, Michael

Pratt, Ewa  
 Sadeghpour, Melanie  
 Smith, Randy  
 Spry-Knutson, Jenny  
 Steffen, Patsy  
 Vanderlinden, David  
 Vos, Randall  
 Wolter, Krista  
 Young, Steve

## Program Campuses & Provosts:

Ankeny	Linduska, Kim
Boone	Lee, Tom
Carroll	Schulz, Steve
Newton	Entz, Mary
Urban	Douglas, Laura
West	Paustian, Tony

## Institutional Data Log -Updated July 31, 2009

Identified Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
<b>ANT 100</b>										X		X	X	
<b>ANT 105</b>						X				X		X	X	
<b>ART 184*</b>													X	
<b>BIO 112</b>						X	X		X			X		
<b>BIO 251</b>														
<b>CHM 122</b>						X	X		X			X		
<b>CRJ 100</b>							X			X		X	X	
<b>CRJ 137</b>													X	
<b>EDU 213*</b>													X	
<b>ENG 105*</b>						X	X		X	X		X		
<b>ENG 106*</b>									X	X		X		
<b>ESL 097</b>						X	X		X	X		X	X	
<b>FLS 151</b>										X	X	X	X	
<b>FLS 242*</b>												X		
<b>HIS 112*</b>										X		X	X	

Identified Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
<b>HIS 113*</b>							X			X			X	
<b>MAT 141*</b>				X		X			X				X	
<b>MAT 157*</b>													X	
<b>MAT 211*</b>													X	
<b>MUS 100*</b>									X		X	X	X	
<b>PEH 141</b>												X	X	
<b>PET 110</b>													X	
<b>PHI 110</b>									X	X			X	
<b>PHY 106*</b>				X		X	X		X			X	X	
<b>POL 111*</b>												X	X	
<b>PSY 111</b>	X	X	X	X	X									
<b>PSY 121</b>									X	X				
<b>SDV 108*</b>												X	X	
<b>SDV 115*</b>												X	X	
<b>SOC110</b>						X	X		X	X		X		
<b>SPC 101*</b>			X				X		X	X		X	X	
<b>SPC 126</b>			X			X	X		X	X				
<b>VIN 101</b>													X	
<b>VIN 102</b>													X	

### Non Active Acronyms:

ASL American Sign Language  
 COM Communication  
 DRA Drama  
 EGT Engineering Tech  
 ENV Environmental Science  
 FLF Foreign Language French  
 FLA Foreign Language Arabic  
 FLC Foreign Language Chinese  
 FLG Foreign Language German  
 FLI Foreign Language Italian  
 FLJ Foreign Language Japanese  
 GEO Geography

GLS Global Studies  
 HCM Hospitality, Culinary & Management  
 HUM Humanities  
 ITP Interpreting  
 ITR Interpretation & Translation  
 JOU Journalism  
 LIT Literature  
 MUA Applied Music  
 PEA Physical Education Activities  
 PEC (2) Coaching Officiating  
 PEV Intercollegiate Physical Education

## Annual Assessment Narratives:

Bittner, Sharon	SDV 108, SDV 115
Dowdell, Katherine	SOC 110, PSY 121
Dyke, Bradley	ANT 100, ANT 105, HIS 112, HIS 113, HIS 150, POL 111,
Gonzalez, Julie	BIO 251
Gospodarczyk, Paul/Vos, Randall	<b>VIN 101*, VIN 102*</b>
Hoffman, Buzz	<b>CRJ 100*, CRJ 137*</b>
Hutchison, Alan	ENG 060, ENG 061, ENG 105, ENG 106, JOU 121, JOU 125, SPC 101, SPC 126
Jedele, Randy	<b>FLS 151*, FLS 242*, LIT 101*, MUS 100*, PHI 105*, PHI 110*</b>
Pratt, Ewa	<b>ESL 097*</b>
Smith, Randy	MAT 063, MAT 141, MAT 157, MAT 211
Spry-Knutson, Jenny	PEH 141, PET 110
Steffen, Patsy	<b>EDU 213*</b>
Vanderlinden, David	BIO 112, CHM 122, <b>PHY 106*</b>

**\*Assessment narratives provided as of July 31, 2009 are included in the following pages.**

**Assessment Report - FY 07, 08, 09**

**Date:** 2009

**Discipline:** Criminal Justice

**Course:** CRJ100 – Introduction to Criminal Justice

**District/Program Chair:** Larry L. Naber/Buzz Hoffman

**Dean:** James Stick

**Institutional Data Reported to Date:** 200702, 200802, 200901, 200902 **\*\*RETIRED\*\***

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

**FY07** Introduction to Criminal Justice was the class selected to conduct an assessment. A 61 question test was developed covering items outlined in the course competencies.

**FY08:** Introduction to Criminal Justice text book has changed to the 4<sup>th</sup> Edition. This required updating of the test. In addition, it was decided to give both a pre and a post test to all students taking this course.

**FY09:** We gave the pre and the post test to the majority of students taking this class. The faculty has updated this class based upon the results. The decision has been made to discontinue assessing this class and assess another class.

**Scope** *(Provide campuses involved):*

**FY07** Because we do not have a district chair, the only campus involved was Ankeny. On-line classes were not included because on-line classes are administered by the Boone Campus, Sociology Department. This issue needs to be corrected.

**FY08:** Criminal justice now has a district chair and Introduction to Criminal Justice will be assessed district wide. This includes the online classes.

**FY09:** We discovered there is no way to retrieve the assessment information from the online classes without doing it manually.

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

**FY07** Last semester was the first semester involved. Each instructor gave the test and the results have been forwarded to Frank Trumphy for correlation. We have not seen the results

**12/07 Update:** *How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** We discovered not requiring students to put their name on the tests invalidated the results. We learned we need to do a pre and a post test to determine the change in the outcome of student knowledge.

**FY09:** We implemented the recommendations above and are very satisfied with the results.

**Current Findings** *(Findings to-date):*

**FY07** We have looked at the results and we have identified areas we need to emphasize in order to meet our goals.

**12/07 Update:** *What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** The assessment process has helped instructors cover the course competencies both in the face-to-face and the online classes.

**FY09:** We have looked at the results and know we are successfully teaching all of the competencies.

**Impact** *(What is the current impact relative to the current findings?):*

**FY07** It is about what we anticipated

**12/07 Update:** *If there is any interim impact identified, please update us.*

**FY08:** None

**FY09:** None

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY07** Shows we may need to update the class competencies

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** We completely revised the online class as a result of this assessment.

**FY09:** We are retiring the assessing of CRJ100 and moving to CRJ137.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07** Refine the Introduction to Criminal Justice competencies and select another class for assessment.

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:** The assessment initiative will run for another year. Instructor Steve Udelhofen is beginning to develop and assessment for Constitutional Law. We want to determine the difference between pre and post testing, and online versus face-to-face classes.

**FY09:** Assessing CRJ137, Juvenile Law.

**Assessment Report – FY09**

**Date:** 2009

**Discipline:** Criminal Justice

**Course:** CRJ 137

**District/Program Chair:** Larry L. Naber/Buzz Hoffman

**Dean:** James Stick

**Institutional Data Reported to Date:** 200902

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

**FY09:** New assessment this term

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

**FY09:** New this term

**Current Findings** *(Findings to-date):*

**FY09:** None yet

**Impact** *(What is the current impact relative to the current findings?):*

**FY09:**

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY09:** We are retiring the assessing of CRJ100 and moving to CRJ137.

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

**FY09:** Assessing CRJ137, Juvenile Law.



## Assessment Report – FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Humanities

**Course:** Spanish (FLS) 151

**District Chair:** Randy Jedele

**Reporting Faculty:** Carrie Mulvihill

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200802, 200803, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Competencies were revised for all four levels of Spanish. The Spanish department is interested in assessing FLS 141 in the fall of 07. They adopted a new textbook for FLS 141 and 142 and wanted to use this year to work with the new text and its ancillaries. (Note: FLS 141 and 142 have become FLS 151 and 152.)

*12/07 Update: Please note what has changed. What stage is the initiative in now?*

**FY08:** Our assessment of FLS 151 will be completed in Spring 08. We will then have data to analyze for these courses. We have also begun an assessment for FLS 242, which consists of a pre-test and a post-test. Pre-tests have already been completed and the post-tests will be completed near the end of this semester.

**FY09:**

Assessment was repeated in Summer 08 and Fall 09. We are still gathering data from term to term. A report was created to show percentages correct of our items and enable comparison from term to term.

**Scope** (*Provide campuses involved*):

**FY07:** A pilot of FLS 141 will be introduced on the Ankeny, Boone, and Urban campuses in the fall of 2007.

*12/07 Update: Are all the identified campuses participating? Are any others active?*

**FY08:** In addition to the three full-time Spanish faculty, we have added all adjunct Spanish faculty throughout the district.

**FY09:**

We received data from 10 different faculty members district wide. We'll be working this semester to get 100% participation from faculty. We have coordinated with Career Advantage, and this rubric will be given in our high school programs as well.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:**

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** We will reanalyze competencies once data has been collected from the assessments in FLS 151 and FLS 142.

**FY09:** We will continue full assessment this year and begin to analyze the results, reviewing data from term to term. We are concerned about reliability and want to emphasize use of our rubric in order to ensure appropriate assessment across the district and in all courses.

**Current Findings** (*Findings to-date*):

**FY07:**

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:**

**FY09:** The assessment has been mapped to the course competencies and also to the general education competencies. The general education competencies that are mapped are under the first competency—“Understanding and demonstrating effective communication.” Items C, D, and E are the best match, though under item C, “English” needs to be understood as “language” or “Spanish”. We'll continue the FLS 151

assessment. Other competencies are a good match for other aspects of the course, but are not present in the assessment. Our courses are not a traditional fit to these general education competencies.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:**

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:**

**FY09:** We are reviewing which questions, and therefore what material, is most problematic and attempting to identify any parallels from term to term. We also want to ensure reliability by emphasizing use of the rubric. Results are much higher in summer terms. This may or may not be accurate.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*12/07 Update: Has the additional demographic information provided you with modifications as a result of the initiative?*

**FY08:**

**FY09:** No. We have clarified some wording in the assessment instrument so that the tasks are clearer to the instructor and students.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** After the pilot has been introduced, the scope will be broadened to all FLS 141 throughout the district. Once assessment of FLS 141 is up and running, an assessment for FLS 142 will be introduced.

*12/07 Update: Please provide insight into your next step. Has anything changed in your steps? Is this assessment initiative being retired?*

**FY08:** Once the assessment for FLS 151 is complete, the department intends to conduct an assessment for FLS 152.

**FY09:** We will be formulating an instrument for FLS 152 as we continue to assess FLS 151.

## Assessment Report – FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Humanities

**Course:** Spanish (FLS) 242

**District Chair:** Randy Jedele

**Reporting Faculty:** Carrie Mulvihill

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200901

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Competencies were revised for all four levels of Spanish. The Spanish department is interested in assessing FLS 141 in the fall of 07. They adopted a new textbook for FLS 141 and 142 and wanted to use this year to work with the new text and its ancillaries. (Note: FLS 141 and 142 have become FLS 151 and 152.)

*12/07 Update: Please note what has changed. What stage is the initiative in now?*

**FY08:** Our assessment of FLS 151 will be completed in Spring 08. We will then have data to analyze for these courses. We have also begun an assessment for FLS 242, which consists of a pre-test and a post-test. Pre-tests have already been completed and the post-tests will be completed near the end of this semester.

**FY09:** We are still implementing the FLS 242 assessment, pre-test and post-test. It is done when we offer the course, which is not always every term.

**Scope** (*Provide campuses involved*):

**FY07:** A pilot of FLS 141 will be introduced on the Ankeny, Boone, and Urban campuses in the fall of 2007.

*12/07 Update: Are all the identified campuses participating? Are any others active?*

**FY08:** In addition to the three full-time Spanish faculty, we have added all adjunct Spanish faculty throughout the district.

**FY09:**

Currently, the course is only offered at Urban, Boone, and Ankeny. If this changes, we will work with the instructor to give the assessment on their campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:**

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** We will reanalyze competencies once data has been collected from the assessments in FLS 151 and FLS 142.

**FY09:** The competencies have not been mapped to the general education competencies. This assessment tests one large concept for the course rather than getting a global read on evaluation of course competencies.

**Current Findings** (*Findings to-date*):

**FY07:**

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY09:** We will continue to assess. The results are being used more by the individual instructor to determine student knowledge of the concepts assessed.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:**

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:**

**FY09:** Impact varies depending on instructor and results.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

*12/07 Update: Has the additional demographic information provided you with modifications as a result of the initiative?*

**FY08:**

**FY09:** We have worked more on organizing the concept for students and reviewing it regularly. As students learn more about the concept, we contrast multiple parts of the concept.

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

**FY07:**

*12/07 Update: Please provide insight into your next step. Has anything changed in your steps? Is this assessment initiative being retired?*

**FY08:**

**FY09:** We will continue to assess in our FLS 242 courses.

## Assessment Report - FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Humanities

**Course:** Literature LIT 101—Introduction to Literature

**District Chair:** Randy Jedele

**Dean:** Jim Stick

**Institutional Data Provided to Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

During the spring of 2006, the competencies for LIT 101 were revised and updated. This fall semester of 2006, an assessment tool is being designed for this course. It is hoped that this tool can be piloted during the spring of 2007.

*12/07 Update: Please note what has changed.*

**FY08:** We are behind on this assessment project. Although we met and discussed possibilities for assessing literature, the committee could not come to an agreement. (There was a disagreement about the method of assessment. Some believe writing is the best method, while others support a multiple choice assessment.) A new group of faculty has agreed to create an assessment that should be ready to pilot in the Spring of 09. The faculty who are opposed to a multiple choice method will still be required to administer the assessment for the department. However, they have the choice as to whether or not to use the assessment as a part of the course grade.

**FY09:**

**Scope** (*Provide campuses involved*):

Initially, the assessment tool will be piloted with the sections of LIT 101 that are taught during the spring semester 2007. After the pilot has been conducted and the assessment tool modified if necessary, the assessment will be used on all campuses that teach LIT 101.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:**

**FY09:** Throughout the fall semester of 2008, the Literature 101 Assessment Committee created an assessment tool that is currently being offered this spring semester of 2009.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:**

**FY09:** Per RJ assessment not active for spring 2009 – deferring to fall 2009.

**Current Findings** (*Findings to-date*):

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:**

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:**

**FY09:**

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:**

**FY09:**

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:**

**FY09:**

## Assessment Narrative Report - FY 09

**Date:** June 11, 2009

**Discipline/Program:** Humanities/Music

**Course:** MUS 100, Music Appreciation

**District/Program Chair:** Randy Jedele/Jim Loos

**Reporting Faculty:** Jim Loos

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200801, 200803, 200901, 200902 **\*RETIRED\***

---

**Initiative** (*Include the assessment protocol: structure of the assessment, processes and timelines*):

The assessment is to gather data regarding prior knowledge of the topics covered in MUS 100 and to assess the same knowledge at the end of the semester.

**Scope** (*Provide campuses involved*): Ankeny, Boone, and Urban

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

The assessment has been implemented several semesters and the results have been observed. We did not administer the assessment tool at the end of semester 200902 as the result of my schedule demands.

**Current Findings** (*Findings to-date*):

As we suspected, nearly 100% of the students who enroll in MUS 100 have little prior knowledge of the major information the course covers. The post-test results show that the area in which the students remain the weakest is that of identifying composers by their major composition types.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

Nothing organized, yet, because I want to try an assessment tool that covers just the composers and the major composition types that is in a different format to find out what, if any, difference it will make in student responses.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Create the revised assessment I mentioned in the previous topic. I expect to have it ready for use at the start of semester 20100. Update: It is my opinion that we have learned all the information that is of value to us regarding students' knowledge of the major topics that are taught in MUS 100, Music Appreciation, by using the current assessment tool. Therefore, I am going to take this semester to create a new tool that will measure the students' accomplishment in the area on the current assessment tool on which they did least well. Specifically, that area is knowledge of composers and what their importance in the overall scheme of things is. To that end, I am going to assign specific composers to each adjunct music instructor and have them write questions about the composers whose names I have given to them. The deadline for doing that will be by Mid-Term so there will be time to put together and publish a tool for use at the start of Spring Semester 2010.

## Assessment Narrative Report - FY 09

**Date:** 2009

**Discipline/Program:**

**Course:** PHI 105

**District/Program Chair:** Jedele, Randy

**Reporting Faculty:** David Hauser

**Dean:** Jim Stick

**Institutional Data Provided to Date:** none

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Developing an assessment instrument. Project piloting in Fall 2009.

**FY09:** An assessment instrument for PHI105 is being developed in Summer 2009

David Hauser

**Scope** (*Provide campuses involved*):

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY09:**

**Current Findings** (*Findings to-date*):

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY09:**



## Assessment Report - FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Humanities

**Course:** Philosophy (PHI) 110—Introduction to Logic

**District Chair:** Randy Jedele

**Reporting Faculty:** David Hauser

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200801, 200802, 200902

---

**Initiative:** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

Fall 2006—beginning to Assess course competencies in PHI 110

*12/07 Update: Please note what has changed.*

**FY08:** Students are completing exercises falling under specified course competencies to determine what percentage of exercises is correctly completed. The course competencies are being met if students correctly perform the competencies at a satisfactory level.

**FY09:** Data is being collected in the same format as earlier semesters.

David Hauser

**Scope** *(Provide campuses involved):*

Currently, two sections of PHI 110 are being assessed during the course of the semester. Because the instructor does not give a comprehensive final, he has selected various questions for each exam that focus on particular competencies. He is recording the percentage of correct and incorrect answers and will use these percentages to compare with future classes.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All face-to-face sections of PHI 110 are offered at the Ankeny campus.

**FY09:**

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

The instructor will use the two classes to track comparisons for this semester, but the true comparison begins when he compares from semester to semester to be able to determine which competencies are adequately covered in the class, and which ones may need additional instruction.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** Data has been collected for Fall Semester 2007, and data will continue to be accumulated for a minimum of eight consecutive semesters. This assessment has not been mapped to the general education competencies.

**FY09:**

**Current Findings** (*Findings to-date*):

No findings as of this date in the fall semester.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** Students have completed specific exercises attached to various competencies. Listed below are the competencies and the percentage of successful responses for the fall semester:

Competency	Percentage
3.4	60
3.5	55
4.2	58
5.1	74
5.2	49
5.4	72
6.1	66
6.2 (CP)	47
6.2 (RAA)	66

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** More course time will be devoted to competencies where students have performed exercises at a less than satisfactory level.

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

The instructor may evaluate the findings from the two sections taught this semester to see if material or test questions need to be modified before testing next semester.

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** See "Impact" above.

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

After four semesters of testing the results will be analyzed to evaluate how specific material is presented to the students. Also, beginning the third year, the assessment tool will be used for all PHI 110 classes being taught at the college.

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:** Tabulate percent of correct answers on exercises falling under specified competencies for Spring 08, to be followed by parallel calculations for semester through and including Spring 2011.

**FY09:**

## Assessment Report - FY 07, 08, 09

**Date:** 01/29/09

**Discipline:** ESL

**Course:** ESL 097 Intro to Writing Skills-ESL

**District/Program Chair:** Ewa Pratt

**Reporting Faculty:** Ewa Pratt

**Dean:** Laura Douglas

**Institutional Data Provided to Date:** 200701, 200702, 200801, 200802, 200901, 200902 **RETIRED**

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

The ESL assessment project will include 3 sections of ESL 097. CASAS Writing assessment will be administered as a pre and post instrument over the period of 3-4 semesters. The data will be collected, analyzed and interpreted in order to provide summative information for tracking and making decisions relevant to student learning.

**FY07** The ESL assessment project for the Fall semester of 2006 included 3 sections of ESL 097 – one on the Ankeny Campus and two at Urban. CASAS Writing assessment was administered as a pre and post instrument. The instrument consisted of an assessment rubric and holistic scoring ranging from 0 to 5 was used. The score of 3 will represent acceptable performance and will be considered the benchmark.

*12/07 Update: Please note what has changed.*

**FY08:** For district-wide assessment, we decided to use only the results of the post instrument.

**FY09:** We continued to use the results of the post instrument.

**Scope** (*Provide campuses involved*):

**FY07** This writing assessment helps to measure the students' general writing level and provides diagnostic information about which writing skills a learner needs to target (content, organization, word choice, grammar and sentence structure, as well as punctuation, spelling and capitalization). Writing samples were scored analytically using detailed rubrics and annotated anchors. The scoring was done by a certified reader.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All of the campuses that offer ESL 097 are participating. These campuses have included Urban, Ankeny and Boone. Fall semester of 07 was the first time the Boone Campus participated.

**FY09:** All campuses that offer ESL 097 are participating.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07** 3 sections of ESL 097 were pre-tested and post-tested last semester (Fall 06). The students' essays were scored by a certified reader. The same students were post-tested at the end of the semester.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** 2 sections of ESL 097 were also assessed in the Spring 07 and 4 sections in the Fall 07. Course competencies have been mapped to the general education competency 1a. When the results from Fall 07 are in, we will have them correlated. ESL 097 assessment is now district-wide, and we plan to continue it to gather information and track trends.

**FY09:** We have assessed ESL 097 for two years. The initiative has been a continuing process for each semester with very good participation from both the instructors and the students. Since competencies have been revised and will be effective for the Fall 09 semester, **Spring 09 will be the last semester of assessment for ESL 097.**

**Current Findings** (*Findings to-date*):

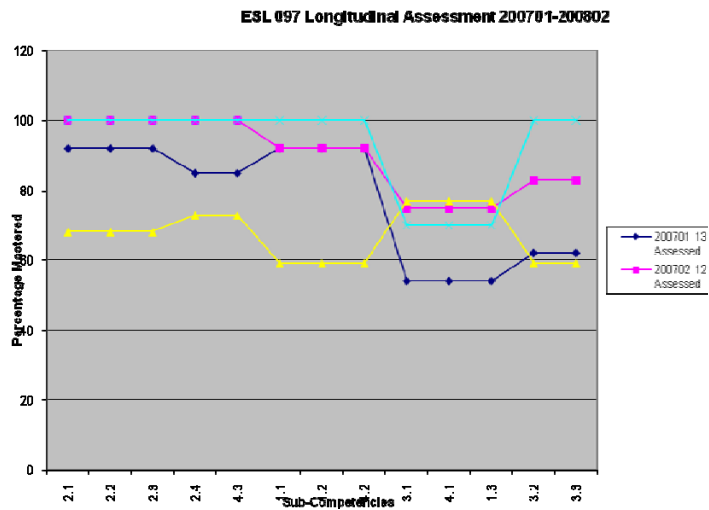
**FY07** N/A

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** We have preliminarily looked at the results and decided to rewrite competencies for the Communicative Grammar for ESL (ESL 095). The new competencies were submitted in the fall of 07. Also, we are in the process

of revising competencies for ESL 097. The only challenge has been the difficulty of finding the certified readers willing to go to the other campuses to administer the assessment.

**FY09:** 200801 term date is a reverse of 200701, 200702 and 200802. We identified the weakest competencies. Those competencies were: 3.1 (53.85%-77.27% met the benchmark), 4.1 (53.85%-77.27%), 1.3 (53.85%-70%).



**Impact** (What is the current impact relative to the current findings?):

**FY07** N/A

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** After four semesters of CASAS testing, the results will be analyzed to identify the impact.

**FY09:** Competencies for ESL 097 have been updated to enhance the student learning and improve the course. In addition, ES 4205 procedure – Assessment of Students whose First Language is not English - was in effect beginning with Fall 09 term. This procedure requires all new non-native English speaking students to take ESL Test in COMPASS and ensures proper placement of ESL students in courses such as ESL 097.

**Modifications** (What changes have been implemented/initiated as a result of the findings?):

**FY07** N/A

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** Two new courses: Advanced Academic ESL Grammar (ESL 103) and Advanced Academic ESL Writing were added to the ESL curriculum. Designed for advanced ESL students, these courses count towards graduation requirements as electives.

**FY09:** A new course, ESL Multicultural Literature (ESL 160) has been added to the ESL program. This course counts toward graduation requirements as an elective.

**Next Step** (What is your next step? If you are completed with this course, what course is next?):

Map the course competencies that tie to related gen ed competencies, assess student learning at semester end and provide tracking information.

**FY07** A selected group of instructors (including the program chair) will participate in the CASAS Writing training on Jan.23<sup>rd</sup> to become Pre-Stage I classroom readers. Once trained in administration of this assessment, they will be able to read and score writing samples. This training will also provide better background information on the rubric categories and allow us to map to the course competencies that tie to related gen ed competencies. In February, the mapping will be completed and the data will be submitted to provide tracking information.

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** The next two courses selected for assessment are: ESL 103 and ESL 104.

**FY09:** This will be the last semester of assessment for ESL 097. The revised competencies for this course will be in place for the Fall 2009 semester. We decided that the next ESL course to be considered for assessment will be Communicative Grammar for ESL – ESL 095. ESL 103 and ESL 104 are new courses that have been in place for two semesters, and are being offered only at Urban, so they are not best suited for assessment at this time.

## Assessment Narrative Report - FY 09

**Date:** 6/09/09

**Discipline/Program:** Education

**Course:** EDU 213

**District/Program Chair:** Patsy Steffen

**Reporting Faculty:** Patsy Steffen

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200902

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

**FY09:** The assessment instrument consisted of 25 multiple choice questions. This instrument was a pilot assessment presented in the EDU213: Introduction to Education DMACC courses. There were 46 students assessed with post scores being provided to the DMACC assessment team.

**Scope** *(Provide campuses involved):*

**FY09:** There were 46 DMACC students assessed on the DMACC Ankeny and Newton Campuses.

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

**FY09:** The assessment provided spring 2009 was a pilot and implementation of the assessment tool for additional campuses will be included in the fall of 2009. This instrument will assist in providing information to improve instruction and consistency of competencies taught on all DMACC campuses.

**Current Findings** *(Findings to-date):*

**FY09:** At this time there are no findings.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY09:** When findings are shared then modifications to instruction and assessment will be discussed.

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

**FY09:** In the fall of 2009 the assessment tool will be used at all DMACC campuses and Teacher Academies instructing the EDU213: Introduction to Education courses.

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Sciences

**Course:** PHY 106

**District/Program Chair:** David Vanderlinden

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200602, 200701, 200702, 200801, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07** Post pilot in fall 2004 a new assessment test was developed by faculty. A multiple choice test will be conducted during final week district-wide. The test will be administered as a post test in fall and spring for 3 years.

*12/07 Update: Please note what has changed.*

**FY08:** In fall '07 the PHY 106 faculty completed their third semester of using the same exam, and made plans for spring as a semester to examine the data, determine areas where student learning is lower than expected, and make plans for how to improve student learning in these areas.

**FY09:** The Physics faculty decided to end taking data in Fall '09. It was also decided to start preparing the assessment tool for PHY 160. Khaled volunteered to collect sample questions. The questions would then be reviewed by the Physics faculty in August '09. Khaled would then prepare a draft of the assessment tool that would be reviewed in January '10. The final approved version would be given to the students starting in Fall '10.

**Scope** (*Provide campuses involved*):

**FY07** District-wide

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All campuses are currently participating, including dual enrollment classes at the high schools.

**FY09:** All campuses

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07** The new test was administered for the first time in fall 2006.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** All course competencies best fit with the general education competency that relates to science.

The exam will be administered again in Fall'08 to see if any improvements in student learning are measurable.

**FY09:** The collection of data for PHY 106 will end with Fall '09. The final review will be completed in Spring '10. Preparation will start for the assessment instrument for PHY 160 starting Fall '09, with implementation of the tool starting in Fall '10.

**Current Findings** (*Findings to-date*):

**FY07** Data will be distributed to individual faculty throughout the project for use in instructional improvement and discipline dialogues.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** We have learned that having a multi-semester, longitudinal analysis of the data best allows us to locate assessment questions where students consistently score lower. Then having an item analysis of the students' responses to all items on the exam allows us to identify what misconceptions the students have about these concepts, so that we can plan to address these misconceptions in our instruction. In addition, some errors in the exam and the key were found by PHY faculty and will be corrected.

**FY09:** Questions 17 and 71 were found to have the incorrect entry on the answer key. Khaled was assigned to track down the cause. Concentration was then placed on examining question covering the topics of stress-competencies 5 and 7. Question 38- could be made clearer by the addition of the words "to ice". Question 39-

instructors need to stress better the concepts of latent heat of fusion and vaporization. Question 40- instructors need to cover the term evaporation. Questions 50 and 51- instructors need to cover pressure, Pascal's principle, and Bernoulli's principle.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07** Not applicable at this time

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** PHY faculty are using the newly accumulated data (longitudinal analysis and item analysis) to identify areas in need of additional instruction.

**FY09:** Instructors need to continue stress the concepts covered in Thermodynamics and fluids.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07** Not applicable at this time

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** PHY faculty are using the newly accumulated data (longitudinal analysis and item analysis) to identify areas in need of additional instruction. Needed corrections to the exam and key are being made.

**FY09:** Areas of stress as indicated above need to continue. Correct the answer key.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07** Need to map to the General Education competencies.

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** PHY faculty are using the newly accumulated data (longitudinal analysis and item analysis) to identify areas in need of additional instruction.

**FY09:** Finish acquiring data in Fall '09 for PHY 106. Start work on the PHY 160 assessment tool. Discuss at next meeting, communication with adjunct instructors.



## Assessment Narrative Report - FY 09

**Date:** June 25, 2009

**Discipline/Program:**

**Course:** VIN 101

**District/Program Chair:**

**Reporting Faculty:** Randall Vos

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200902

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

**FY09:** 8 point essay test using a 4 point rubric. Students had to score a 3 or 4 in order to assume understanding of the competency.

**Scope** *(Provide campuses involved):*

**FY09:** Ankeny

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

**FY09:** Pilot year, was optional for students this semester.

**Current Findings** *(Findings to-date):*

**FY09:** First year, will revue when data available for 2 semesters. Possibly need to work on competencies 4, 11, & 12.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY09:** First year, will revue when data available for 2 semesters.

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

**FY09:** Continue with assessment in following semesters.

## Assessment Narrative Report - FY 09

**Date:** June 25, 2009

**Discipline/Program:**

**Course:** VIN 102

**District/Program Chair:**

**Reporting Faculty:** Randall Vos

**Dean:** Jim Stick

**Institutional Data Provided to Date:** 200902

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

**FY09:** 10 point essay test using a 4 point rubric. Students had to score a 3 or 4 in order to assume understanding of the competency.

**Scope** *(Provide campuses involved):*

**FY09:** Ankeny

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

**FY09:** Pilot year, was optional for students this semester

**Current Findings** *(Findings to-date):*

**FY09:** First year, will revue when data available for 2 semesters. Possibly need to work on competency 9.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY09:** First year, will revue when data available for 2 semesters.

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

**FY09:** Continue with assessment in following semesters.

# Business Management & Information Technology

## Academic Dean:

Gocken, R. Drew

## District/Program Chairs:

Burkhart, Bryan  
 Cherry, Mike  
 Gardner, Marv  
 Grantham, Vada  
 Gullion, Jeff  
 Knorr, LouAnn  
 Heuer, Karen  
 Leetch, John

McCall, Cyndie  
 Mitchell, Susan  
 Nickelson, Jay  
 Patterson, Kevin  
 Ray, Randi  
 Trickey, Ernest Al  
 Zimmerman, Kathleen

## Program Campuses & Provosts:

Ankeny	Linduska, Kim
Boone	Lee, Tom
Urban	Douglas, Laura
West	Paustian, Tony

## Institutional Data Log -Updated July 31, 2009

Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
<b>ACC 131</b>									X	X	X	X	X	
<b>ACC 132</b>						X	X		X	X	X	X	X	
<b>ADM 154</b>				X	X	X	X	X	X	X	X	X	X	
<b>ADM 157</b>												X	X	
<b>ADM 259</b>						X	X		X	X		X	X	
<b>BUS102</b>				X		X	X		X	X		X	X	
<b>BUS 185</b>				X		X	X		X	X		X	X	
<b>CIS 152</b>													X	
<b>ECN 120</b>				X		X			X	X		X	X	
<b>ECN 130</b>				X		X	X		X	X		X	X	
<b>FIR 124</b>							X		X	X				
<b>FIR 138</b>											X			
<b>FIR 152</b>							X			X	X			
<b>FIR 182</b>							X		X					
<b>FIR 200</b>											X			
<b>FIR 212</b>							X		X					
<b>FIR 220</b>							X		X		X			
<b>FIR 230</b>							X		X	X				
<b>FIR 232</b>							X			X			X	
<b>MKT 140*</b>										X		X	X	

Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
<b>MOR 325</b>							X			X			X	
<b>MOR 335</b>							X			X				
<b>MOR 340</b>							X			X				
<b>MOR 345</b>							X			X				
<b>TEL 220</b>													X	

### Non Active Acronyms:

APP Apparel Merchandising  
 BCA Business Computer Application  
 CAD Computer Aided Design  
 ELT Electronics  
 FIN Finance  
 INT Interior Design  
 MGT Management  
 MTR Medical Transcription  
 PRL Paralegal

### Annual Assessment Narratives:

Cherry, Mike                    **FIR 124\*, FIR 138\*, FIR 152\*, FIR 182\*, FIR 200\*, FIR 212\*, FIR 220\*, FIR 230\*, FIR 232\***  
 Gardner, Marv                CIS 152  
 Gullion, Jeff                 CIS 125, CSC 110  
 Heuer, Karen                 MKT 140  
 Knorr, LouAnn               **ADM 154\*, ADM 157\*, ADM 259\*, HSC 120\***  
 Mitchell, Susan              **BUS 102\*, BUS 185\*, ECN 120\*, ECN 130\***  
 McCall, Cyndie              ACC 131, ACC 132  
 Nickelson, Jay               **TEL 210\*, TEL 220\***  
 Patterson, Kevin             MOR 325\*, MOR 340\*, MOR 345\*  
 Trickey, Ernest Al            ELT 108

**\*Assessment narratives provided as of July 31, 2009 are included in the following pages.**

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/2009

**Discipline:** Fire Science

**Course:** FIR124 Building Construction

**District/Program Chair:** Mike Cherry

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200801, 200802

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Course changed after first assessment due to textbook revision. Need to run two to three more times.

**FY09:** Will run once a year in the future.

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Went really well. Mapped and reported.

**FY09:** Went really well. Mapped and reported.

**Current Findings** (*Findings to-date*):

None yet. This is the first offering.

**FY08:** Results were outstanding.

**FY09:** Results were outstanding.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** Will continue two more times.

**FY09:** Will run once a year in the future.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

None at this time.

**FY08:** Course is tweaked each time it is delivered.

**FY09:** Course needs less tweaking each time it is delivered.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Will assess two more times. Course is being revised each delivery due to new text book.

**FY09:** Will assess once a year in the future.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR138 Principle of Fire Prevention

**District/Program Chair:** Mike Cherry

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200803

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Course only offered once. Second textbook has been added to course. Course needs 2 more assessments. Will be offered fall & summer from now on.

**FY09:** Assessed three times. Will continue assessment on an annual basis.

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Went very well. Mapped and reported.

**FY09:** Went very well. Mapped and reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Results were very good.

**FY09:** Results were very good.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** None at this time. Need two more assessments.

**FY09:** None at this time.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** Second textbook added to the course.

**FY09:** None at this time.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Will assess two more times.

**FY09:** Will continue assessment on an annual basis.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR152 Fire Protection Systems

**District/Program Chair:** Mike Cherry

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200802, 200803

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Will run one more time. Text was revised between assessments but results were respectable.

**FY09:** Will assess annually or as needed.

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Results were very good. Mapped and reported.

**FY09:** Results were very good. Mapped and reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Results were very good.

**FY09:** Results were very good.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** None at this time.

**FY09:** None at this time.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** None at this time.

**FY09:** None at this time.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Will run assessment one more time.

**FY09:** Will run annual assessments.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR182 Hazardous Materials

**District/Program Chair:** Mike Cherry

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200801

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Course is only offered fall semesters. One assessment done to date.

**FY09:** Second assessment completed. One more at least will be performed.

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Went well. Have been mapped. Data provided.

**FY09:** Results not as good as first time. Have been mapped. Data provided.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Course was revised to utilize a computer lab in order to reference websites.

**FY09:** Computer lab will be utilized for all future deliveries. Students seem to have trouble adjusting to computer discipline.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** Too early to tell.

**FY09:** Too early to tell.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** None yet.

**FY09:** None yet.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Two more assessments at least are needed.

**FY09:** Two more assessments at least are needed.



## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Fire Science

**Course:** FIR200 Occupational Safety & Health in the Emergency Services

**District/Program Chair:** Mike Cherry

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200803

---

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

12/07 Update: Please note if anything has changed.

**FY08:** Course is only offered summer semester. One assessment to date.

**FY09:** Second assessment completed.

**Scope** (Provide campuses involved):

**FY07:** Running the assessment across all course offerings for spring semester.

12/07 Update: What campuses is this assessment initiative being offered on?

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

**FY07:** Will implement spring semester, 2007

12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? Has data been provided to Assessment? Do you need our help?

**FY08:** Went OK. Have been mapped. Reported.

**FY09:** Went better. Have been mapped. Reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

12/07 Update: You've now completed one complete assessment initiative. While it's too early to make any major decisions/modifications to the course or instruction (we recommend 3 cycles) is there any current finding in this process that has caused an impact?

**FY08:** New course that needs more deliveries.

**FY09:** Will continue to assess.

**Impact** (What is the current impact relative to the current findings?):

**FY07:** N/A at this time.

12/07 Update: If there is any interim impact identified, please update us.

**FY08:** Needs additional course deliveries and adjustment to course content delivery.

**FY09:** Improved.

**Modifications** (What changes have been implemented/initiated as a result of the findings?):

**FY07:** None at this time.

12/07 Update: Likewise, are there any interim modifications that have been implemented as a result of the initiative?

**FY08:** Several are being considered.

**FY09:** Course has been modified and adjusted for second delivery.

**Next Step** (What is your next step? If you are completed with this course, what course is next?):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

12/07 Update: Now that you have completed one assessment please provide insight into your next step

**FY08:** More assessments are needed.

**FY09:** At least one more assessment will be performed.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR212 Emergency Scene Management

**District/Program Chair:** Mike Cherry

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200801

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Course is offered fall semesters only. One assessment to date.

**FY09:** Course is offered fall semesters only. Will run one more assessment.

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Went fair. Competencies have been mapped. Reported.

**FY09:** Went very well. Competencies have been mapped. Reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Too early to tell.

**FY09:** Much improved.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** Need more assessments.

**FY09:** Will continue to assess.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** None.

**FY09:** None

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Need two more assessments at least.

**FY09:** One more assessment at least.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR220 Planning for Fire Protection

**District/Program Chair:** Mike Cherry

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200801, 200803

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Will run one more time.

**FY09:** Has run three times

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Results not as good as hoped. Mapped and reported.

**FY09:** Results were good. Mapped and reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Results not as good as should be.

**FY09:** Results were good.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** Have added weekly assignments to encourage students to read the text.

**FY09:** Have continued weekly assignments to encourage students to read the text.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** Weekly reading assignments questions.

**FY09:** Weekly reading assignments questions.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** One more assessment and then will decide on next step.

**FY09:** Will assess once per year or as needed in the future.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR230 Fire Behavior and Investigation

**District/Program Chair:** Mike Cherry

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200801, 200802

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Will run one more time.

**FY09:** Have run three times.

**Scope** (*Provide campuses involved*):

Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Went well. Mapped and reported.

**FY09:** Went well. Mapped and reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Results were good.

**FY09:** Results were very good.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** None at this time.

**FY09:** None at this time.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** None at this time.

**FY09:** None at this time.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Will run one more time.

**FY09:** Will run once per year or as needed in the future.

## Assessment Report - FY 07, 08, 09

**Date:** 2/3/09

**Discipline:** Fire Science

**Course:** FIR232 Property Insurance/Fraud Investigation

**District/Program Chair:** Mike Cherry

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200802

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Developed a pre/post assessment of 5 questions for the course and mapped to the competencies looking to assess. Will run for 3 terms.

**FY08:** Course is only offered spring semesters. One assessment done to date.

**FY09:** Course is only offered spring semesters. Two assessments done to date.

**Scope** (*Provide campuses involved*):

**FY07:** Running the assessment across all course offerings for spring semester.

**FY08:** Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Will implement spring semester, 2007

**FY08:** Went very well. Have been mapped. Reported.

**FY09:** Went very well. Have been mapped. Reported.

**Current Findings** (*Findings to-date*):

**FY07:** None yet. This is the first offering.

**FY08:** Results were outstanding.

**FY09:** Results were outstanding.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** N/A at this time.

**FY08:** Will continue two more times.

**FY09:** Will assess this semester.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** None.

**FY09:** None.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Gen Ed competencies mapped. Implement in spring 2007.

**FY08:** Will assess two more times.

**FY09:** Will assess one more time.

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Business & Technology

**Course:** ADM 154 Business Communication

**District Chair:** Lou Ann Knorr, Carroll Campus

**Reporting Faculty:**

**Assigned Dean:** Steven Schultz, Provost, Carroll Campus

R. Drew Gocken, Ankeny Campus, Dean of Business, Management and Information Technologies

**Institutional Data Provided to Date:** 200602, 200603, 200701, 200702, 200703, 200801, 200802, 200803, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY06:** To create an appropriate assessment tool for ADM 154 Business Communication.

**FY07:** To collect assessment information from the assessment tool (50-point true/false and multiple-choice exam along with a letter-writing task) for ADM 154 Business Communication.

**FY08:** Continue to use the same 50-point exam and letter-writing task that is graded with the use of a rubric. No changes—continue to use the same approach

*01/09 Update: Please note what has changed.*

**FY09:** Nothing changed.

**Scope** (*Provide campuses involved*):

**FY06:** The following faculty members worked together to create a written final exam and a final writing exercise with rubric.

- Suzanne Markow, Ankeny Campus
- Linda Plueger, Boone Campus
- Lou Ann Knorr, Carroll Campus

**FY07:** For 2007-01 ADM 154 Business Communication was offered only at Ankeny Campus as a face-to-face course.

For 2007-02 ADM 154 is offered as a face-to-face course at Ankeny and offered as an ICN course delivery from Boone and receiving site Carroll.

For 2007-03 ADM 154 is expect to be offered as a web course only.

**FY08:** For 2008-01 ADM 154 Business Communication was offered only at Ankeny Campus as a face-to-face course. For 2008-01 ADM 154 is offered as a face-to-face course at Ankeny and Carroll; it is offered as an ICN course delivery from Boone and receiving sites are Ankeny and Urban. For 2008-02 offered as face-to-face. For 2008-03 offered as a web course only.

*01/09 Update: Are all campuses participating? Has anything changed from last year?*

**FY09:** For 2009-01 offered as face-to-face only at Ankeny.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY06:** This final exam has been used for 2006-02 and 2006-03. It will be used 2007-01. ADM 154 Bus. Comm. Competency Mapping Workbook has the statistical data from 2006-02 and 2006-03 terms.

**FY07:** This final exam has been used for 2006-02, 2006-03, and 2007-01. It will be used for 2007-02 and 2007-03. ADM 154 Bus. Comm. Competency Mapping Workbook has the statistical data from 2006-02, 2006-03, 2007-01, 2007-02, and 2007-03.

**FY08:** This final exam was used for 2008-01, 2008-02, and 2008-03. Yes, course competencies have been mapped to the general education competencies. This assessment initiative will continue. I continue to share the cumulative results with the faculty.

*01/09 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY09:** This final exam was used for 2009-01 and cumulative results have been shared with the faculty.

**Current Findings** (*Findings to-date*):

**FY06:** During 2006-02 the instructors interpreted the rubric differently. It was retooled and used 2006-03. This assessment has now been used in a face-to-face classroom, ICN (one delivery and two receiving sites), and as a web offering.

**FY07:** During 2006-02 the instructors interpreted the rubric differently. It was retooled and used 2006-03. This assessment has now been used in a face-to-face classroom, ICN (one delivery and two receiving sites), and as a web offering. This retooled rubric was used for 2007-01, 2007-02, and 2007-03.

**FY08:** In 2008-01 the instructor did not count questions 29, 31, and 32 as incorrect for any of the students. Faculty wanted to know if there is a correlation of a student's ADM 157 grade (Business English is a prerequisite) and ADM 154 grades. A line chart was created comparing individual student course grades from 2006-03 to 2008-01.

- First, out of the 63 students earning C or better for Business Communication 13 students had earned C- or lower for Business English grade.
- Second, out of the 27 students earning C- or less for Business Communication 9 students had earned C- or lower for Business English grade.

In 2008-02 faculty felt questions 5, 6, 16, 20, 27, 32, 33, 36, and 43 needed to be revised. These revised questions continued to measure the same course, program, and general education competencies.

In 2008-03 the faculty member revised the rubric. The rubric was adjusted to measure the same competencies.

*01/09 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY09:** In 2009-01 the revised assessment was used.

**Impact** (*What is the current impact relative to the current findings?*):

**FY06** None at this time.

**FY07** None at this time.

**FY08:** Instructors received an assessment data report. This report presented the breakdown of each term and a summary of the data from all terms. Along with questions 29, 31, and 32 several other questions are cited as "poor" questions (2, 5, 6, 20, 27, 30, 33, 36, and 43). Faculty members continue to include a grammar review at the beginning of the Business Communication course. In 200802 and 200803, the revised assessment test continued to be used.

*01/09 Update: If there is any interim impact identified, please update us.*

**FY09:** Data from 2008-02, 2008-03, and 2009-01 indicated students continue to have difficulty with assessment questions 16, 20, 27, 33, 336, and 43. Longitudinal data (from 2006-02, 2007-02, and 2007-03) provided by DMACC Assessment Office shows a decline of percentage correct for competencies 8, 9, and 10.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY06:** None to the assessment tool as this time (final exam true/false and multiple-choice questions along with a final writing exercise).

**FY07:** None to the assessment tool at this time (final exam true/false and multiple-choice questions). The rubric for the letter-writing task has been refined.

**FY08:** No changes have been made as of January 31, 2008. Several test questions are being reviewed. At the conclusion of this review, it could be determined:

- Questions need to be rewritten.
- Questions need to be replaced with new questions since they are no longer relevant with the new textbook edition.
- Course competencies need to be reviewed; updates and revisions might be necessary after this review.
- Instructional emphases need to be improved or added for specific objectives (i.e., specific topics or chapters).



2008-02 nine questions, which had a high frequency of error over six terms, were revised; however, the questions continued to measure the same course competency and general education competency. This modification was used in 200802 and 200803.

*01/09 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY09:** From 2006-03 through 2009-01 competency 10 averaged 58 percent. Teaching methods and preparation for related assignments will be explored in February.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY06:** Continued.

**FY07:** Continued.

**FY08:** Continued. Faculty members suggest revisiting the rubric for evaluating the writing portion of the assessment tool. It was revised in 2008-03.

*01/09 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY09:** In February faculty will have the opportunity to meet and discuss the reported data, course competencies, textbook, teaching methods, and other course variables.

## Assessment Narrative Report - FY 09

**Date:** January 26, 2009

**Discipline:** Business & Technology

**Course:** ADM 157 Business English

**District Chair:** Lou Ann Knorr, Carroll Campus

**Dean:** Steven Schultz, Provost, Carroll Campus

R. Drew Gocken, Ankeny Campus, Academic Dean

**Institutional Data Provided to Date:** 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY09:** To use Dr. Guffey's "Language Skills Diagnostic Test" as a pretest and posttest for ADM 157 Business English.

**Scope** (*Provide campuses involved*):

**FY09** Ankeny, Boone, Carroll, and Urban campuses will participate in the assessment.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY09** Only even questions of Guffey's language test are part of the assessment. Instructors include both full-time and adjunct faculty. All are face-to-face course offerings.

**Current Findings** (*Findings to-date*):

**FY09** After the 200901 assessment, it was learned that the assessment process had numerous variables.

- How the pretest and/or posttest assessment was administered (given in class or assigned as homework).
- How the pretest and/or posttest was corrected (corrected by faculty, work study, or by the test taker as a self-correct test).
- Unknown if either the pretest and/or posttest assessment had grade implications (assessment score used toward student's final course grade).
- Unknown if use of reference manual was allowed for either the pretest and/or posttest assessment.

**Impact** (*What is the current impact relative to the current findings?*):

**FY09** After the 200901 assessment, five out of 14 language areas were identified as the weakest:

- Possessive Nouns
- Pronouns
- Adjectives and Adverbs
- Commas and Semicolons
- Other punctuation

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY09** Findings were not yet known before the administration of the spring term (200902) pretest assessment. No modifications have been made for 200902.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY09** Assessment data from 200901 will be shared with spring term faculty. In February faculty will have the opportunity to (1) discuss the assessment process and data, (2) teaching methods begin used, and (3) course materials and textbooks being used.

## Assessment Report – FY 07, 08, 09

**Date:** 1/26/09

**Discipline:** Business & Technology

**Course:** ADM 259 Professional Development

**District Chair:** Lou Ann Knorr, Carroll Campus

**Reporting Faculty:**

**Dean:** Steven Schultz, Provost, Carroll Campus

R. Drew Gocken, Ankeny Campus, Dean of Business, Management and Information Technologies

**Institutional Data Reported to Date:** 200701, 200702, 200801, 200802, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY06:** To create an appropriate assessment tool for ADM 259 Professional Development.

**FY07:** To implement the assessment tool (50-point presentation rubric) for ADM 259 Professional Development.

**FY08:** Continue to use the same 50-point presentation rubric as the assessment tool for ADM 259 Professional Development.

*01/09 Update: Please note what has changed.*

**FY09:** Nothing changed.

**Scope** (*Provide campuses involved*):

**FY06:** The following faculty members are working together to create an appropriate assessment tool for this course:

- Tasha Mullihan, Ankeny Campus
- Linda Plueger, Boone Campus
- Paula Hansen, Carroll Campus
- Dan Hilgers, Urban Campus

**FY07:** For 2007-01 ADM 154 Professional Development was offered at Ankeny and Urban Campuses as face-to-face courses. This was the first use of the assessment tool.

For 2007-02 ADM 154 was offered as a face-to-face course at Ankeny, Boone, and Carroll Campuses.

For 2007-03 ADM 154 is usually not offered.

**FY08:** For 2008-01 and 2008-02 there were three face-to-face courses (one at Ankeny, one at Carroll, and one at Urban). All campuses are participating.

*01/09 Update: Are all campuses participating? Has anything changed from last year?*

**FY09:** : For 2009-01 there were three face-to-face courses (one at Ankeny, one at Carroll, and one at Urban). All campuses are participating.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY06:** E-mails and conference calls continue as an assessment tool is being developed. Efforts are to have this tool in use end of November or first of December 2006.

**FY07:** This assessment tool has been used for the first time 200701.

ADM 259 Professional Development Competency Mapping Workbook has the statistical data from 200701 and 200702.

All of the 200702 data has been collected and recorded.

**FY08:** All of the 2008-01 and 2008-02 data has been collected and shared with the individual course instructors. Yes, course competencies have been mapped to the general education competencies.

*01/09 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY09:** All of the 2009-01 data has been collected and shared with the individual course instructors. Yes, course competencies have been mapped to the general education competencies.

**Current Findings** (*Findings to-date*):

**FY06:** None at this time.

**FY07:** None at this time.

**FY08:** In 2007-01 two items scored below 72 percent. In 2007-02 three items scored below 72 percent. In 2008-01 no items scored below 72 percent. Item #10 has a cumulative 66 percent score. Faculty may want to review the content of this item. In 2008-02 item 6 scored 50 percent. Faculty may want to review the content of this item.

*01/09 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY09:** In 2009-01 no item scored below 65 percent.

**Impact** (*What is the current impact relative to the current findings?*):

**FY06:** None at this time.

**FY07:** None at this time.

**FY08:** Instructors are more familiar and perhaps better prepared to explain the presentation task and the grading rubric. Therefore, students are better able to understand what is expected of them and to be better prepared. Item #10 had 81 percent score for 2008-02; the content of this item appears to have been understood/practiced by the students.

*01/09 Update: If there is any interim impact identified, please update us.*

**FY09:** Longitudinal data (from 2007-02) provided by DMACC Assessment Office shows a low 53 percent for course competency #3. Over the next terms, improvement has been made; presently course competency #3 now averages at 69 percent correct.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY06:** None at this time.

**FY07:** None at this time.

**FY08:** Overall, students are presenting better and more professional presentations. None have been made at this time.

*01/09 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY09:** None at this time.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY06:** Continued.

**FY07:** Continued.

**FY08:** None at this time. This initiative will continue during FY09 (fall and spring terms; course is not taught summer term).

*01/09 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY09:** Continued.

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Business & Technology

**Course:** HSC 120 Medical Terminology I

**District Chair:** Lou Ann Knorr

**Dean:** Steve Schultz, Carroll Campus, Provost

R. Drew Gocken, Ankeny Campus, Dean of Business, Management and Information Technologies

**Institutional Data Reported to Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** To create an appropriate assessment tool for HSC 120 Medical Terminology.

**FY08:** Assessment will be completed by end of 2008 Spring semester.

*01/09 Update: Please note what has changed.*

**FY09:** Nothing has been done.

**Scope** (*Provide campuses involved*):

**FY07:** The following faculty members are working together to create an appropriate assessment tool for this course:

- Connie Sanderson, Ankeny Campus (full-time & chair of Medical Administrative Assistant Diploma/Degree program)
- Justine Wyma, On-line instructor
- Chassidy Wunschel, Urban adjunct faculty
- Sue Toomsen, ICN Web Blended (Boone delivery site & Carroll receiving site)

**FY08:** Urban is currently using a different text from Ankeny. They will not be included in Spring assessment but we anticipate that they will be using the same book in Summer.

*01/09 Update: Are all campuses participating? Has anything changed from last year?*

**FY09:** Nothing has been done.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** E-mails and conference calls continue as an assessment tool is being developed. Efforts are to have this tool in use end of April or first of May 2007.

**FY08:** There were many distractions because of a number of curriculum changes needed to the program. Connie has mapped the competencies. Final for the new text must be written and approved by faculty.

*01/09 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY09:** Nothing has been done.

**Current Findings** (*Findings to-date*):

**FY07:** None at this time.

**FY08:** We will discuss findings at the end of Spring semester.

*01/09 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY09:** Nothing has been done.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** None at this time.

**FY08:** None at this time.

*01/09 Update: If there is any interim impact identified, please update us.*

**FY09:** Nothing has been done.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None at this time.

**FY08:** None

**FY09:**

**FY09:** Nothing has been done.

*01/09 Update: Has the additional information provided you with modifications as a result of this initiative?*

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Continued.

**FY08:** We will complete by Spring of 2008

*01/09 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY09:** Nothing has been done.

## Assessment Report - FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Business Administration Management

**Course:** BUS 102 Introduction to Business

**District Chair:** Susan Mitchell

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200602, 200701, 200702, 200801, 200802, 200901, 200902

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY07:** District-wide assessment of Business Administration Program by reviewing key courses. Those courses include: BUS 102 -Introduction to Business, BUS 185 -Business Law I, ECN 120 -Principles of Macroeconomics, and ECN 130 -Principles of Microeconomics.

*12/07 Update: Please note what has changed. Please focus on BUS 102.*

**FY08:** We are ready to look at the data and hoped to do this at our March 7<sup>th</sup> meeting but we were not able to get all data together by then. Frank Trumpy just finished fall 2007.

**FY09:** The assessment is emailed to all faculty listed on Banner on all campuses. We do not assess in the summer and we have included online sections. In 200901 we used Assessment "A". At the end of 200902, we will have used each version of the assessment twice.

200701 – "C"

200702 – "A"

200801 – "B"

200802 – "C"

200901 – "A"

**Scope** (Provide campuses involved):

**FY07:** District-wide post-test assessment in every section of the above mentioned courses, every semester. Each semester a faculty member (within the discipline) prepares the assessment using the textbook test bank. The faculty member chooses 2 multiple choice questions per main competency.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All campuses are participating.

3 assessment tests have been developed for BUS 102 and we are rotating between the 3 versions.

**FY09:** All campuses are participating. We have added high school students in the Business Academy on the Ankeny campus. If in the future, this course is taught in the high schools for dual credit we will assess those classes too.

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

**FY07:** We started with Introduction to Business. We will have 3 semesters of data after this fall semester. BUS 185, ECN 120 and ECN 130 all started in Spring 2006.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** The course competencies have been mapped to the general education competencies in these four courses. A faculty member for BUS 102 is looking at all three versions of the assessment and identifying the test questions in each separate assessment for each competency.

**FY09:** We will continue assessing this course in the fall and spring. One more semester and we will have 2 semesters of data for each exam version.

**Current Findings** (Findings to-date):

**FY07:** We will look at the data for Intro to Business this spring.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** I hope we can look at the data this summer. It will depend on how quickly Frank Trumpy can turn around the assessments from this spring.

**FY09:** We will meet on Feb. 27. Here are the questions to discuss: Should we continue with 3 versions of the assessment instrument? Do the competencies need to be rewritten? What are the outliers to remediate?

**Impact** (*What is the current impact relative to the current findings?*):

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** It has generated discussion and conversation regarding the best practices, teaching games, websites.

**FY09:** No information at this time.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** On the in-service day in January, 2008, all adjuncts were invited. We divided into small groups for BUS 102. I asked all faculty to answer several discussion questions about their teaching methods. I have attached the questions. Everyone agreed that this was a valuable opportunity to talk about the issues in the course.

**FY09:** 200901 - We decided to make the exam open book for 45 minutes. Open book/timed administration will be on par with online students who are not proctored when taking the assessment.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:** We had several issues this past fall with getting the assessments in the hands of the faculty in these four courses. Some faculty never did get the assessments. We plan to email the assessments and to ask faculty to make their own copies. The difficult issue will be making sure all faculty use the same scantron sheet and correctly label the results when sending them back to me.

**FY09:** Continue to collect data, make recommendations, and reassess.



## Assessment Report - FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Business Administration Management

**Course:** BUS 185 Business Law I

**District Chair:** Susan Mitchell

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200602, 200701, 200702, 200801, 200802, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** District-wide assessment of Business Administration Program by reviewing key courses. Those courses include: BUS 102 -Introduction to Business, BUS 185 -Business Law I, ECN 120 -Principles of Macroeconomics, and ECN 130 -Principles of Microeconomics.

*12/07 Update: Please note what has changed. Please focus on BUS 185.*

**FY08:** We are still collecting data. We are ready to look at the data and hoped to do this at our March 7<sup>th</sup> meeting but we were not able to get all data together by then. Frank Trumpy just finished 2007.

**FY09:** We have continued to administer one assessment instrument for Bus 185. The assessment is emailed to all faculty district-wide listed on banner. We do not assess during the summer. We have included online sections.

**Scope** (*Provide campuses involved*):

**FY07:** District-wide post-test assessment in every section of the above mentioned courses, every semester. Each semester a faculty member (within the discipline) prepares the assessment using the textbook test bank. The faculty member chooses 2 multiple choice questions per main competency.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All campuses are participating.

Faculty for BUS 185 decided to use one test each semester. We have given the one test 3 times but we do not have the results from Frank Trumpy yet.

**FY09:** All campuses are participating. We will include the Business Academy high school students on the Ankeny campus - 200902.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** We started with Introduction to Business. We will have 3 semesters of data after this fall semester. BUS 185, ECN 120 and ECN 130 all started in Spring 2006.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** The course competencies have been mapped to the general education competencies in these four courses.

**FY09:** We are continuing to gather data while making slight modifications to the assessment tool and administration of the assessment.

**Current Findings** (*Findings to-date*):

**FY07:** We will look at the data for Intro to Business this spring.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** I hope we can look at the data this summer. It will depend on how quickly Frank Trumpy can turn around the assessments from this spring.

**FY09:** The composite average of the last four semesters is 61%. This seems low and ideally we would like to see the average at 75%. Much more than that would probably reflect watered down questions.

**Impact** (What is the current impact relative to the current findings?):

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** It has generated discussion and conversation regarding the best practices, teaching games, websites. A my.dmacc page has been created so business law faculty can have discussions, post articles, etc.

**FY09:** We have reviewed the competencies and for now, determined that they are worded appropriately. We are preparing case problems for the two consistently lowest scoring competencies. We are tweaking certain assessment questions to see if that improves scores. We are using only one assessment instrument. Beginning semester 200901 we decided to change the administration of the assessment to open book testing to be on par with online students who are not proctored when taking this assessment.

**Modifications** (What changes have been implemented/initiated as a result of the findings?):

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** On the in-service day in January, 2008, all adjuncts were invited. We divided into small groups for ECN. I asked all faculty to answer several discussion questions about their teaching methods. I have attached the questions. Everyone agreed that this was a valuable opportunity to talk about the issues in the course.

**FY09:** We are preparing case problems for the two consistently lowest scoring competencies. We are tweaking certain assessment questions to see if that improves scores. We are using only one assessment instrument. Beginning semester 200901 we decided to change the administration of the assessment to open book testing to be on par with online students who are not proctored when taking this assessment.

**Next Step** (What is your next step? If you are completed with this course, what course is next?):

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:** We had several issues this past fall with getting the assessments in the hands of the faculty in these four courses. Some faculty never did get the assessments. We plan to email the assessments and to ask faculty to make their own copies. The difficult issue will be making sure all faculty use the same scantron sheet and correctly label the results when sending them back to me.

**FY09:** We are preparing case problems for the two consistently lowest scoring competencies. We are tweaking certain assessment questions to see if that improves scores. We are using only one assessment instrument. Beginning semester 200901 we decided to change the administration of the assessment to open book testing to be on par with online students who are not proctored when taking this assessment.

## Assessment Report - FY 06, 07, 08, 09

**Date:** **Discipline:** Business Administration Management

**Course:** ECN 120 Principles of Macroeconomics

**District Chair:** Susan Mitchell

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200602, 200701, 200801, 200802, 200901, 200902

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY07:** District-wide assessment of Business Administration Program by reviewing key courses. Those courses include: BUS 102 -Introduction to Business, BUS 185 -Business Law I, ECN 120 -Principles of Macroeconomics, and ECN 130 -Principles of Microeconomics.

*12/07 Update: Please note what has changed. Please focus on ECN 120.*

**FY08:** We are still collecting data. Lead instructors for ECN did update the ECN 120 competencies and it is in the process of being approved by all econ faculty. We are ready to look at the data and hoped to do this at our March 7<sup>th</sup> meeting but we were not able to get all data together by then. Frank Trumpy just finished 2007.

**FY09:** We are continuing to administer an assessment in ECN 120 consisting of 2 questions for each competency. We include all sections district-wide and will also include the high school students in the Business Academy at the Ankeny campus.

**Scope** (Provide campuses involved):

**FY07:** District-wide post-test assessment in every section of the above mentioned courses, every semester. Each semester a faculty member (within the discipline) prepares the assessment using the textbook test bank. The faculty member chooses 2 multiple choice questions per main competency.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All campuses are participating. ECN 120 faculty want to rotate between 3 assessments. One more test needs to be created now that the competencies have been changed.

**FY09:** All campuses are participating. We will also include the high school students in the Business Academy at the Ankeny campus. We are now using only one assessment instrument. Beginning semester 200901 we decided to change the administration of the assessment to open book testing to be on par with online students who are not proctored when taking this assessment.

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

We started with Introduction to Business. We will have 3 semesters of data after this fall semester. BUS 185, ECN 120 and ECN 130 all started in Spring 2006.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** The course competencies have been mapped to the general education competencies in these four courses. A faculty member for ECN 120 is looking at all three versions of the assessment and identifying the test questions for in each separate assessment for each competency.

**FY09:** We are in the evaluation stage but we are continuing to collect data. 200901 was the first semester we used the new instrument and went to open book administration. The assessment exam was modified to be more appropriate for open book testing.

**Current Findings** (Findings to-date):

**FY07:** We will look at the data for Intro to Business this spring.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** I hope we can look at the data this summer. It will depend on how quickly Frank Trumpy can turn around the assessments from this spring.

**FY09:** We want one exam rather than 3 versions. The assessment exam was modified to be more appropriate for open book testing.

**Impact** (*What is the current impact relative to the current findings?*):

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** So far redoing the competencies for econ.

It has generated discussion and conversation regarding the best practices, teaching games, websites. A my.dmac page has been created so econ faculty can have discussions, post articles, etc.

**FY09:** We will continue to collect data with the new version of the assessment and with the open book administration.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** On the in-service day in January, 2008, all adjuncts were invited. We divided into small groups for ECN. I asked all faculty to answer several discussion questions about their teaching methods. I have attached the questions. Everyone agreed that this was a valuable opportunity to talk about the issues in the course.

**FY09:**

We created a new instrument for ECN 120 to use beginning 200901. It combined the previous 3 versions. We determined that teaching to the one exam was not an issue and the ease of administering one exam vs. three exams outweighed the negative concerns.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:** We had several issues this past fall with getting the assessments in the hands of the faculty in these four courses. Some faculty never did get the assessments. We plan to email the assessments and to ask faculty to make their own copies. The difficult issue will be making sure all faculty use the same scantron sheet and correctly label the results when sending them back to me.

**FY09:** We are still having issues with distribution and collecting the exams. We plan to have a check-off list and prepared envelopes for the various sections and instructors.

## Assessment Report - FY 06, 07, 08, 09

**Date:** 2009

**Discipline:** Business Administration Management

**Course:** ECN 130 Principle of Microeconomics

**District Chair:** Susan Mitchell

**Reporting Faculty:**

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200602, 200701, 200702, 200801, 200802, 200901, 200902

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY07:** District-wide assessment of Business Administration Program by reviewing key courses. Those courses include: BUS 102 -Introduction to Business, BUS 185 -Business Law I, ECN 120 -Principles of Macroeconomics, and ECN 130 -Principles of Microeconomics.

*12/07 Update: Please note what has changed. Please focus on ECN 130.*

**FY08:** We are still collecting data. Lead instructors for ECN did update the ECN 130 competencies and it is in the process of being approved by all econ faculty. We are ready to look at the data and hoped to do this at our March 7<sup>th</sup> meeting but we were not able to get all data together by then. Frank Trumpy just finished 2007.

**FY09:** We are continuing to administer an assessment in ECN 130 consisting of 2 questions for each competency. We include all sections district-wide and will also include the high school students in the Business Academy at the Ankeny campus.

**Scope** (Provide campuses involved):

**FY07:** District-wide post-test assessment in every section of the above mentioned courses, every semester. Each semester a faculty member (within the discipline) prepares the assessment using the textbook test bank. The faculty member chooses 2 multiple choice questions per main competency.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** All campuses are participating.

ECN 120 faculty want to rotate between 3 assessments. One more test needs to be created now that the competencies have been changed

**FY09:** All campuses are participating. We will also include the high school students in the Business Academy at the Ankeny campus. We are now using only one assessment instrument. Beginning semester 200901 we decided to change the administration of the assessment to open book testing to be on par with online students who are not proctored when taking this assessment.

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

**FY07:** We started with Introduction to Business. We will have 3 semesters of data after this fall semester. BUS 185, ECN 120 and ECN 130 all started in Spring 2006.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** The course competencies have been mapped to the general education competencies in these four courses. A faculty member for ECN 130 is looking at all three versions of the assessment and identifying the test questions for in each separate assessment for each competency.

**FY09:** We are in the evaluation stage but we are continuing to collect data. 200901 was the first semester we used the new instrument and went to open book administration. The assessment exam was modified to be more appropriate for open book testing.

**Current Findings** (Findings to-date):

**FY07:** We will look at the data for Intro to Business this spring.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** I hope we can look at the data this summer. It will depend on how quickly Frank Trumpy can turn around the assessments from this spring.

**FY09:** We want one exam rather than 3 versions. The assessment exam was modified to be more appropriate for open book testing.

**Impact** (*What is the current impact relative to the current findings?*):

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** So far redoing the competencies for econ. It has generated discussion and conversation regarding the best practices, teaching games, websites. A my.dmacc page has been created so econ faculty can have discussions, post articles, etc.

**FY09:** We will continue to collect data with the new version of the assessment and with the open book administration.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** On the in-service day in January, 2008, all adjuncts were invited. We divided into small groups for ECN. I asked all faculty to answer several discussion questions about their teaching methods. I have attached the questions. Everyone agreed that this was a valuable opportunity to talk about the issues in the course.

**FY09:** We created a new instrument for ECN 130 to use beginning 200901. It combined the previous 3 versions. We determined that teaching to the one exam was not an issue and the ease of administering one exam vs. three exams outweighed the negative concerns.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions? Is this assessment initiative being retired?*

**FY08:** We had several issues this past fall with getting the assessments in the hands of the faculty in these four courses. Some faculty never did get the assessments. We plan to email the assessments and to ask faculty to make their own copies. The difficult issue will be making sure all faculty use the same scantron sheet and correctly label the results when sending them back to me.

**FY09:**

We are still having issues with distribution and collecting the exams. We plan to have a check-off list and prepared envelopes for the various sections and instructors.

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Telecommunications

**Course:** TEL 210

**District/Program Chair:** Jay Nickelson

**Reporting Faculty:** Jay Nickelson

**Dean:** Dr. Tony Paustian

**Institutional Data Provided to Date:** None **\*\*RETIRED\*\***

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** We will use a new pre-test/post-test format following the mapped competencies to the CCNT exam. CCNT has taken place of our old exam, CTP as a more holistic, entry level exam for new telecommunications students. The CCNT path will allow greater student use of the training curriculum and will allow us to map its 6 core exams to our core courses. This will be nice for a course by course assessment and also for an overall program. CCNT exams are also being mapped to our TEL courses and pre-post exams will be used on those also. The CCNT is delivered online, through our training software that the students purchase similar to a regular textbook.

**FY09:**

**Scope** (*Provide campuses involved*):

**FY08:** West Campus only program

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** Our first class to go through the process will start AUG 25<sup>th</sup> and we will track their progress.

**FY09:**

**Current Findings** (*Findings to-date*):

**FY08:** Too soon

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** None yet

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** None yet

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Implement the assessment

**FY09:**

## Assessment Report - FY 07, 08, 09

**Date:** JAN 16, 2009

**Discipline:** Telecommunications

**Course:** TEL 220

**District/Program Chair:** Jay Nickelson

**Reporting Faculty:** Jay Nickelson

**Dean:** Dr. Tony Paustian

**Institutional Data Provided to Date:** 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Telecom Industry Certification courseware and exams (CCNT)

Assessment Instrument – Pre-test/Post-test

**FY08:** We will use a new pre-test/post-test format following the mapped competencies to the CCNT exam. CCNT has taken place of our old exam, CTP as a more holistic, entry level exam for new telecommunications students. The CCNT path will allow greater student use of the training curriculum and will allow us to map its 6 core exams to our core courses. This will be nice for a course by course assessment and also for an overall program. CCNT exams are also being mapped to our TEL courses and pre-post exams will be used on those also. The CCNT is delivered online, through our training software that the students purchase similar to a regular textbook.

**FY09:** Same as above. CCNT will be used with pre-test/post-test scores recorded. Data from 08 in below sections.

**Scope** (*Provide campuses involved*):

**FY08:** West Campus only program

**FY09:** West Campus only program

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** Our first class to go through the process will start AUG 25<sup>th</sup> and we will track their progress.

**FY09:**

\*\*\*Note – Due to the CCNT exams being held by an industry agency (TIA-Telecommunications Industry Association), we are unable at this time to map competencies on a question by question basis. Mapping has occurred by course.

UPDATE: Able to map to competencies. Submitted WebCT information to assessment office.

**Current Findings** (*Findings to-date*):

**FY08:** Too soon

**FY09:** CCNT maps to the Telecom course as follows:

The students are seeing a higher “pass” rate as CCNT is designed for entry level. (as opposed to our first trial with CTP certification testing) The competencies per course are being achieved and student success is high for the first CCNT exams. CCNT is administered in 6, separate exams and our first class has achieved 100% pass rate. CCNT allows 3 attempts per exam and we use the first exam as a pretest and the last exam as the post-test.

Fall term- TEL210 – CCNT Basic Telecommunications Module/Exam

Spring term- TEL220 – CCNT CTI Module/Exam (current term)

Spring- TEL232—CCNT Basic Data Communications Module/Exam (current term)

Summer- TEL230—CCNT Broadband Technologies Module/Exam

CCNT LAN Essentials Module/Exam

Fall term- TEL240—CCNT VoIP Essentials Module/Exam



CCNT\_Basic\_Telecom  
First Term class

60% is passing...all scores in %  
Fall\_2008

	pretest	2nd_test	3rd(if needed)	
Student 1	45	83		PASS
Student 2	27	77		PASS
Student 3	31	79		PASS
Student 4	37	76		PASS
Student 5	27	75		PASS
Student 6	44	90		PASS
Student 7	31	74		PASS
Student 8	29	84		PASS
Student 9	40	85		PASS
Student 10	37	79		PASS
Student 11	38	81		PASS
Student 12	37	75		PASS
Student 13	34	79		PASS
Student 14	42	87		PASS
Student 15	55		75	FAIL
Student 16	31	74		PASS
Student 17	45			
Student 18	35	74		PASS

100% passed the CCNT first certification exam, and are now certified "Telecom Program Specialist" ...Upon passing all 6 CCNT exams they will earn CCNT certification.

\*\*all scores in percent...60%is passing\*\*

CCNT\_CTI\_computer/telephony fundamentals

Second Term

Spring\_2009

	pretest	2nd_test	3rd(if needed)	
Student 1	33			
Student 2	49			
Student 3	41			
Student 4	41			
Student 5	41			
Student 6	29			
Student 7	40			
Student 8	54			
Student 9	46			
Student 10	34			
Student 11	55			
Student 12	50			
Student 13	64			

Student 14	48			
Student 15	36			
Student 16	41			

**Impact** *(What is the current impact relative to the current findings?):*

**FY08:** None yet

**FY09:** Pass rates, currently are 100% for first CCNT industry exam/certification.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY08:** None yet

**FY09:** None

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

**FY08:** Implement the assessment

**FY09:** Currently working with the vendor to “break apart” the question database to map each competency to each exam question. Current “mapping” is by CCNT module and DMACC class (TEL class)

## Assessment Report - FY 07, 08, 09

**Date:** March 3, 2009

**Discipline:** Mortuary Science

**Course:** MOR 325 – Funeral Directing

**District/Program Chair:** Kevin Patterson

**Reporting Faculty:** Kevin Patterson

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

*Update: Please note what has changed.*

**FY07:** To assess the learning of students in Funeral Directing courses by giving a short exam during the next 3 semesters offered. This course is being assessed because it is vital to student success on the National Board Examination and in the internship to follow.

**FY08:** We will continue to offer the assessment of this course this year. This course is only offered in the spring and summer semester, so it will require at least another semester to get the 3 year data collected.

**FY09:** We will continue to offer the assessment of this course this year.

**Scope** (*Provide campuses involved*):

*Update: Are all campuses participating? Has anything changed from last year?*

**FY07:** Ankeny campus is the only campus involved.

**FY08:** Still Ankeny campus only.

**FY09:** Still Ankeny campus only.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

*Update: How did it go? Have the course competencies been mapped to the general education competencies?*

*What is your projection for continuation of this initiative?*

**FY07:** Kevin Patterson is writing the exam, to be administered near the end of the spring 2007 semester.

**FY08:** The program offered the assessment during the spring 2007 semester, and will offer the assessment again this spring, since the course was not offered in the fall and the summer course did not have the time to meet to offer the assessment. The Program will be revising this course in the next year and will attempt to map all the general education competencies by the end of the year. Since this course is one of the core courses on the licensing exam, we will continue to offer this assessment in future years.

**FY09:** The program has collected and analyzed data from 2 semesters. In previous years, the Assessment instrument was administered a week before finals, with no point value or impetus for students to perform at their peak. This semester, we will be utilizing the final exam to administer the assessment instrument. We will then determine if there is a difference in performance.

**Current Findings** (*Findings to-date*):

*Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY07:** None

**FY08:** None, we will complete a 2<sup>nd</sup> semester of the assessment this spring.

**FY09:** The data from the first two years, show student performance ranges from 32% to 91% on the 7 competencies.

**Impact** (*What is the current impact relative to the current findings?*):

*Update: If there is any interim impact identified, please update us.*

**FY07:** N / A

**FY08:** None to date

**FY09:** Due to the wide range of competency rates, we are changing the way in which the assessment instrument is administered.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY07:** N / A

**FY08:** None to date

**FY09:** The only modification at this time is to the administration of the instrument.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

*Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY07:** We will be doing 3 courses initially in Mortuary Science. Each year we will then be adding 1 course to provide us with continual improvement.

**FY08:** We will continue to offer the assessments on the three courses chosen initially, and hope to add another course in fall 2008 to be identified based upon the National Board Exam results coming out in the spring of 2008.

**FY09:** We will continue to offer the assessment, but now as part of a points-based assignment (final exam), and will analyze the data to see if there is a change in student performance.

## Assessment Report - FY 07, 08, 09

**Date:** March 3, 2009

**Discipline:** Mortuary Science

**Course:** MOR 340 – Embalming II

**Program Chair:** Kevin Patterson

**Reporting Faculty:** Kevin Patterson

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200802

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

*Update: Please note what has changed.*

**FY07:** To assess the learning of students in Embalming courses by giving a short exam during the next 3 semesters offered. This course is being assessed because it is vital to student success on the National Board Examination and in the internship to follow.

**FY08:** We will continue to offer the assessment of this course this year. This course is only offered in the spring and summer semester, so it will require at least another semester to get the 3 year data collected.

**FY09:** We will continue to offer the assessment of this course this year.

**Scope** (*Provide campuses involved*):

*Update: Are all campuses participating? Has anything changed from last year?*

**FY07:** Ankeny campus is the only campus involved.

**FY08:** Still Ankeny campus only.

**FY09:** Still Ankeny campus only.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

*Update: How did it go? Have the course competencies been mapped to the general education competencies?*

*What is your projection for continuation of this initiative?*

**FY07:** Kevin Patterson is writing the exam, to be administered near the end of the spring 2007 semester.

**FY08:** The program offered the assessment during the spring 2007 semester, and will offer the assessment again this spring, since the course was not offered in the fall and the summer course did not have the time to meet to offer the assessment. The Program will be revising this course in the next year and will attempt to map all the general education competencies by the end of the year. Since this course is one of the core courses on the licensing exam, we will continue to offer this assessment in future years.

**FY09:** The program has collected and analyzed data from 2 semesters. In previous years, the Assessment instrument was administered a week before finals, with no point value or impetus for students to perform at their peak. This semester, we will be utilizing the final exam to administer the assessment instrument. We will then determine if there is a difference in performance.

**Current Findings** (*Findings to-date*):

*Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY07:** None

**FY08:** None, we will complete a 2<sup>nd</sup> semester of the assessment this spring.

**FY09:** The data from the first two years, show student performance ranges from 29% to 74% on the 8 competencies.

**Impact** (*What is the current impact relative to the current findings?*):

*Update: If there is any interim impact identified, please update us.*

**FY07:** None Available

**FY08:** None to date

**FY09:** Due to the low competency rates, we are changing the way in which the assessment instrument is administered.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY07:** N / A

**FY08:** None to date

**FY09:** The only modification at this time is to the administration of the instrument.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

*Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY07:** We will be doing 3 courses initially in Mortuary Science. Each year we will then be adding 1 course to provide us with continual improvement.

**FY08:** We will continue to offer the assessments on the three courses chosen initially, and hope to add another course in fall 2008 to be identified based upon the National Board Exam results coming out in the spring of 2008.

**FY09:** We will continue to offer the assessment, but now as part of a points-based assignment (final exam), and will analyze the data to see if there is a change in student performance.

## Assessment Report - FY 07, 08, 09

**Date:** March 3, 2009

**Discipline:** Mortuary Science

**Course:** MOR 345 – Restorative Art

**District/Program Chair:** Kevin Patterson

**Reporting Faculty:** Kevin Patterson

**Dean:** Drew Gocken

**Institutional Data Provided to Date:** 200702, 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

*Update: Please note what has changed.*

**FY07:** To assess the learning of students in Restorative Art courses by giving a short exam during the next 3 semesters offered. This course is being assessed because it is vital to student success on the National Board Examination and in the internship to follow. In addition, this course was chosen because between 2005 and 2006, the Restorative Art section of our National Board Exam had an 8 % drop with respect to the National average.

**FY08:** We will continue to offer the assessment of this course this year. This course is only offered in the spring and summer semester, so it will require at least another semester to get the 3 year data collected.

**FY09:** We will continue to offer the assessment of this course this year.

**Scope** (*Provide campuses involved*):

*Update: Are all campuses participating? Has anything changed from last year?*

**FY07:** Ankeny campus is the only campus involved.

**FY08:** Still Ankeny campus only.

**FY09:** Still Ankeny campus only.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

*Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY07:** Kevin Patterson is writing the exam, to be administered near the end of the spring 2007 semester.

**FY08:** The program offered the assessment during the spring 2007 semester, and will offer the assessment again this spring, since the course was not offered in the fall and the summer course did not have the time to meet to offer the assessment. The Program will be revising this course in the next year and will attempt to map all the general education competencies by the end of the year. Since this course is one of the core courses on the licensing exam, we will continue to offer this assessment in future years.

**FY09:** The program has collected and analyzed data from 2 semesters. In previous years, the Assessment instrument was administered a week before finals, with no point value or impetus for students to perform at their peak. This semester, we will be utilizing the final exam to administer the assessment instrument. We will then determine if there is a difference in performance.

**Current Findings** (*Findings to-date*):

*Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY07:** None

**FY08:** None, we will complete a 2<sup>nd</sup> semester of the assessment this spring.

**FY09:** The data from the first two years show student performance ranges from 57% to 95% on the 9 competencies.

**Impact** (*What is the current impact relative to the current findings?*):

*Update: If there is any interim impact identified, please update us.*

**FY07:** N / A

**FY08:** None to date

**FY09:** To maintain consistency in the assessment within the Program, we are changing the way in which the assessment instrument is administered.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

*Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY07:** N / A

**FY08:** None to date

**FY09:** The only modification at this time is to the administration of the instrument.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

*Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY07:** We will be doing 3 courses initially in Mortuary Science. Each year we will then be adding 1 course to provide us with continual improvement.

**FY08:** We will continue to offer the assessments on the three courses chosen initially, and hope to add another course in fall 2008 to be identified based upon the National Board Exam results coming out in the spring of 2008.

**FY09:** We will continue to offer the assessment, but now as part of a points-based assignment (final exam), and will analyze the data to see if there is a change in student performance.



# Health & Public Services

## Academic Dean:

Schroeder, Sally

## District/Program Chairs:

Baker, Betty  
 Barth, Vickie  
 Campbell, Karen  
 Deal, Terri  
 George, Kerry  
 Hade, Delora  
 Penney, Deb  
 Sorenson, Shirley  
 Stull, Trish  
 VanderPloeg, Diane  
 Young-Dunn, Ilima

## Program Campuses & Provosts:

Ankeny	Linduska, Kim
Boone	Lee, Tom
Carroll	Schulz, Steve
Newton	Entz, Mary
Urban	Douglas, Laura

## Institutional Data Log – Updated July 31, 2009

Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
<b>ASM 282</b>							X			X			X	
<b>DEA 321</b>										X				
<b>DEA 615</b>										X			X	
<b>DHY 170</b>						X			X			X		
<b>ECE 173</b>						X	X			X		X		
<b>HSV 109</b>									X	X	X			
<b>MAP 225</b>												X		
<b>MAP 423</b>							X		X					
<b>MLT 232</b>							X			X				
<b>PNN 152</b>										X		X	X	
<b>RCP 250</b>						X			X					
<b>SUR 200</b>													X	
<b>SUR 420</b>													X	

## **Non Active Acronyms:**

ADN Associate Degree Nursing  
DTM Dietary  
HSC Health Safety  
PHB(1) Phlebotomy

## **Annual Assessment Narratives:**

Baker, Betty	SUR 200, SUR 420
Barth, Vickie	<b>PNN 152*</b>
Campbell, Karen	<b>MLT 232*</b>
Deal, Teri	<b>DEA 615*</b>
George, Kerry	RCP 250
Hade, Delora	<b>ECE 173*</b>
Penney, Deb	<b>DHY 170*</b>
Sorenson, Shirley/Stull, Trish	<b>ASM 282*</b>
VanderPloeg, Diane	<b>MAP 225*, MAP423*</b>
Young-Dunn, Ilima	<b>HSV 109*</b>

**\*Assessment narratives provided as of July 31, 2009 are included in the following pages.**

## Assessment Report - FY 07, 08, 09

**Date:** February 25, 2009

**Discipline:** Human Service Program

**Course:** Introduction to Human Service – HSV109 & Survey of Mental Health – HSV220

**District/Program Chair:** Ilima Young-Dunn

**Reporting Faculty:** Ilima Young-Dunn

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200801, 200802, 200803

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07** To assess the course and general education competencies for this course.

*12/07 Update: Please note what has changed.*

**FY08:** To assess the course and general education competencies for this course.

**FY09:** To assess the course and general education competencies for HSV109 and HSV220.

**Scope** (*Provide campuses involved*):

**FY07** We will be assessing HSV109 on both the Urban and Ankeny campus during Spring semester.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** Currently the Ankeny and Urban faculty and adjunct staff are participating in the assessment of the course Introduction to Human Services. Newton faculty have been contacted, but have not responded.

**FY09:** We will be revising the HSV109 assessment and reassessing students in the fall. We will also send copies of the new assessment to Mary Entz in Newton to have adjunct staff conduct with HSV109 students. We will be developing an assessment tool for HSV255 and assessing students on all three campuses (Ankeny, Urban, and Newton) in the fall.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07** During the Fall semester I met with four of the adjunct instructors who teach Intro to Human Services and had them develop some test questions related to the course competencies and general ed. competencies. I only received responses from two adjuncts and they didn't have much to give me. So, I have chosen to develop a test bank of questions for Intro to Human Services on my own. I planned on having the adjuncts who are teaching this course Spring semester give the assessment at the end of the semester in order to see what students have learned.

It has been challenging to get adjuncts to buy in on doing projects outside of teaching. Knowing that they all have full-time jobs and aren't getting paid any extra money to work on this I understand the lack of motivation. At best if they all give the assessment at the end of the semester as part of the final or as an extra project I will be happy with that I guess.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** During the spring 07 semester assessments were conducted by adjuncts teaching the Intro to Human Service course. Unfortunately, there was a mix-up with the assessments that were given by each instructor and therefore it was decided to start fresh with the Fall 07 semester.

In Fall of 2007 two instructors conducted the assessment of Intro to Human Services on the Urban campus and two instructors conducted the assessment on the Ankeny campus. Results were sent to Program Development and results have not been received yet.

The course competencies have been mapped to the general education competencies when the assessment was developed. We plan to conduct the assessment again in the Spring of 08 and Summer of 08 semesters before evaluating the results and deciding what changes need to be made.

**FY09:** Three semesters of HSV109 were assessed on the Ankeny and Urban campuses. We evaluated the results and decided that the assessment didn't actually measure what we felt were important items for students to learn from the course. We have met and discussed the assessment and will work on developing a new

assessment with a possible grading rubric to start in the fall semester. We also have added a section of this course on-line and will need to include in the assessment. Newton adjuncts will be included as well.

We chose to start assessing our second class of Survey of Mental Health since it is taught on all 3 campuses and has both day and evening courses. We met and discussed ideas for this assessment and will work on developing it with the goal of administering in the Fall.

**Current Findings** (*Findings to-date*):

**FY07** N/A

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:** We are waiting to assess the course for three semesters before implementing any changes.

**FY09:** Findings from the 3 semesters of assessment with HSV109 showed that for many of the competencies students in the summer tested higher than fall or spring semester of that year.

Students each semester scored low on the same questions. When we looked at those questions on the assessment we were in agreement that they were difficult questions that if worded differently students would probably have no trouble answering. Hence the need to work on revising the assessment and reassessing.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07** N/A

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** N/A

**FY09:** The current impact is that we are going to go back to the drawing board and try to develop a more encompassing assessment to administer with HSV109 students. We have learned that students are learning the majority of the information, but that the questions that we initially had might be tricky and hard to understand. We have also discussed the possible need for a pre and post test to get a clearer picture of what students are learning from class versus what they already knew before entering class.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07** N/A

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** N/A

**FY09:** Currently we plan to change the assessment tool and not the class competencies yet.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07** Develop assessment and have adjunct instructors administer at the end of the Spring semester.

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** The current plan is to conduct the assessment in the Spring of 08 and Summer 08 semesters before reviewing the results for modifications.

**FY09:** We have met and discussed the assessment and will work on developing a new assessment with a possible grading rubric to start in the fall semester. We also have added a section of this course on-line and will need to include in the assessment. Newton adjuncts will be included as well.

We chose to start assessing our second class of Survey of Mental Health since it is taught on all 3 campuses and has both day and evening courses. We met and discussed ideas for this assessment and will work on developing it with the goal of administering in the Fall.

## Assessment Narrative Report - FY08, FY09

**Date:** May 19, 2009

**Discipline/Program:** Nursing

**Course:** PNN 152

**District/Program Chair:** Vickie Barth

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200802, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** All items in all test banks for both PN and ADN were categorized by course competency and sub-competency.

**FY08:** PNN 152 Nursing Practice I was selected to determine student achievement of each of the 5 course competencies.

**FY09:** The 5 course competencies for PNN 152 were evaluated by percentage of student success on test questions relevant to these competencies.

**Scope** (*Provide campuses involved*):

PNN 152 was taught on Ankeny, Boone Carroll and Newton campuses during 200801 and 200802. PNN 152 was taught on Ankeny campus only for 200802. All data were collected in aggregate for the entire academic year.

**FY09:** PNN 152 was taught on Ankeny, Boone Carroll and Newton campuses during 200901. PNN 152 was taught on Ankeny campus only for 200902. All data were collected in aggregate for the entire academic year.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

This initiative was implemented across the district in the fall term (200801). We have just completed our first year of a three year assessment project.

**FY09:** Second year of three year assessment project completed.

**Current Findings** (*Findings to-date*):

Based on the initial determination of student achievement (see data sheet), course competency 1 and 2 have been identified as weak. with the lowest student achievement – 67.7% and since assessment skills are essential as a foundation it is an area of concern. This is a first semester program course and student attrition is high in the first semester. Data will be collected over 3 years to establish trends.

**FY09:** Competency 1 and 2 have improved during this reporting period – at 94.25% and 95.5% respectfully.

**Impact** (*What is the current impact relative to the current findings?*):

Too soon to determine. We are looking at competency 1 and 2 as areas of weakness and implementing the MEDS software, but it is too early to make definitive modifications to the course. We are currently addressing retention issues by implementing program changes of incorporating the MEDS software support into studies as well as a scientific aptitude assessment requirement for program entry in the fall of 2008. Both are geared towards student retention.

**FY09:** It appears that the methods we are using are working but will continue to monitor for sustained improvement.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

Beginning Fall 2009, the MEDS software program will be required to be purchased by students in order to enhance their knowledge and provide additional practice. The MEDS program is an additional curriculum support for students and provides immediate feedback. While it is a software program that will support students through their whole course of study, it is hoped that by incorporating it into in the first semester, it will provide additional support and help lower the attrition levels for the term.

**FY09:** No further modifications at this time.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Gather end-of-year data in Spring 2009 and evaluate student achievement of the course competencies. While there is only 1 aggregate data collection so far it does encompass 2 semesters and so preliminary faculty conversations will be held over the next academic year on the first 2 competencies.

**FY09:** Continue with monitoring and faculty awareness.

## Assessment Report - FY 07, 08, 09

**Date:** 1-26-09

**Discipline:** Dental Hygiene

**Course:** DHY 170

**District/Program Chair:** Deb Penney, RDH, MS

**Reporting Faculty:** Lori Brown, RDH, BS

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200701, 200801, 200901

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Post summative assessment multiple choice with questions chosen at random from a test bank.

**FY08:** In the fall of 2006, questions were chosen because they addressed specific competencies. In the fall of 2007, the same test questions assessed were monitored. This assessment involves Pre-Clinical Dental Hygiene students who began their coursework in the fall semester.

**FY09:** No changes to the instrument were made from FY08.

**Scope** (*Provide campuses involved*):

**FY07** Ankeny campus is the only campus that the program is currently offered on.

**FY08:** No changes... Ankeny campus is still the only campus that offers this course/program.

**FY09:** No changes... Only the Ankeny campus is involved.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** All test bank questions have been mapped to the course competencies as well as the general education competencies. The test was initially offered in fall 2006 and will be offered again next fall and the following. The questions will continue to be pulled from the test bank at random but will assess the same competencies for all three assessments.

**FY08:** Twenty course competencies were matched to the program competencies and DMACC's general education competencies. Test questions that were previously mapped were tracked and data has been compiled from Fall 2006 and Fall 2007.

**FY09:** Data has been compiled from Fall 2008 using the same process of matching test questions to competencies.

**Current Findings** (*Findings to-date*):

**FY07:** Too early to assess.

**FY08:** This is the second year of the assessment for this course and student performance seems to be fairly equal to that of last year's class. On 90% of the items tested, (18/20), >90% of the students achieved the competency.

**FY09:** This is the third year of the assessment for this course. Student performance on the selected questions changed slightly. However, the percentage of competency achievement remains consistent with previous years: on 90% of the items tested, (18/20), > 90% of the students achieved the competency.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** Too early to assess.

**FY08:** Students are prepared to continue in the Dental Hygiene program with a solid groundwork of preclinical skills.

**FY09:** Students are prepared for clinical coursework.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** NA

**FY08:** Enhance learning activities for course competencies 2, 10, and 11

**FY09:** Competencies 2, 10, and 11 were achieved with very high success. Enhance learning activities for course competencies 16 and 22.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Next assessment will be Fall 2007

**FY08:** The next assessment of this course will be Fall of 2008.

**FY09:** The next stage of the assessment will advance to the first Clinical Course, DHY 181.



## Assessment Report - FY 07, 08, 09

**Date:** January 27, 2009

**Discipline:** Medical Laboratory Technology

**Course:** MLT232 Advanced Hematology & Coagulation – **SPRING SEMESTERS ONLY**

**District/Program Chair:** Karen Campbell

**Dean:** Sally Schroeder

**Institutional Data Provided To Date:** 200702, 200802

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY07:** The first 30 tests questions of the 100-question comprehensive final exam will relate directly to the chosen competencies (which in turn will be correlated on the *Assessment Data Report Form* to program and general competencies). Includes course competencies 5, 6, 8, 9, 10 in cognitive evaluations (written exams) in the lecture part of the course.

**FY08:** No changes are planned to the assessment, which will be completed during finals week of the Spring 2008 semester.

**FY09:** No changes were made to the assessment that was completed during finals week of the Spring 2008 semester. Since competencies were revised and will be effective for the 200902 class, that class will be assessed on competencies 5, 6, 8, 9, 11 and 17 in cognitive evaluations (written exams) in the lecture part of the course. Note that the assessment questions and/or question content will not change – just the course competency numbers.

**Scope** (Provide campuses involved):

**FY07:** All students (12 on-site and 3 Web-blended) were assessed at the completion of this course. Thirty (30) test questions of the 100-question comprehensive final exam related directly to the chosen competencies.

**FY08:** Students taking MLT232 on site at the Ankeny campus, as well as those taking this course in the Web-blended format will be assessed.

**FY09:** In Spring 2008 fifteen (15) students taking MLT232 on site at the Ankeny campus, as well as five (5) students taking this course in the Web-blended format were assessed at the completion of this course.

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

Performed for the first time in the Spring 2007 semester. Second assessment will take place in the Spring 2008 semester.

**FY08:** Performing and analyzing the assessment of MLT232 was not difficult; and, we will continue to use this assessment again in 200802 and 200902. The course competencies were mapped to the general education competencies on the *Assessment Data Report Form* completed in May, 2007. This data was given to Assessment also in May, 2007.

**FY09:** The MLT faculty members feel that MLT232 was good course to begin assessing students. The method of assessment was not difficult; and, we will continue to use this again for the third time in 200902.

**Current Findings** (Findings to-date):

**FY07:** Of the 30 items used for assessment, there were 9 items that were answered correctly by <70% of the students. The remaining 21 items were answered correctly by at least 80% of the students, including 11 items that 100% of the students answered correctly.

**FY08:** As stated on the *Assessment Report* for 200702 that was completed in May 2007, of the 30 items used for assessment, there were 9 items that were answered correctly by <70% of the students. The remaining 21 items were answered correctly by at least 80% of the students, including 11 items that 100% of the students answered correctly.

The biggest thing shown to date is that the course competencies should be updated to include statements about making correlations between cell identification and disease states, as well as correlations

between cell identification and “follow-up” tests (or “the next step” toward helping diagnose a patient based on clinical lab tests).

Since MLT232 is affected by a curriculum change starting 200901, course competencies were revised to include such statements.

**FY09:** A *Data Report* for the students assessed in 200802 was completed and is on file with the MLT Program Chair. Of the 30 items used for assessment, there were only 5 items that were answered correctly by <70% of the students. The remaining 25 items were answered correctly by at least 80% of the students, including 10 items that 95% of the students answered correctly and 5 items that 100% of the students answered correctly.

Data was compared between the two years assessed to date. Students improved their scores on the questions assessed in 200802; however, of the five questions missed most often by the students in 200802, three of these were the same questions missed most often in the 200702 assessment. The MLT program, including this course, made a curriculum change starting in 200901. The course competencies for MLT232 will affect the Spring 2009 class. The course competencies were revised to include statements about making correlations between cell identification and disease states, as well as correlations between cell identification and “follow-up” tests (or “the next step” toward helping diagnose a patient based on clinical lab tests). Faculty in the program discussed these changes and developed ways in which they can be applied to lecture and lab material. More focus will be placed on areas in which <70% of students correctly answered questions on the final exam.

**Impact** (*What is the current impact relative to the current findings?*):

This assessment showed that the course competencies should be updated to include statements about making correlations between cell identification and disease states, as well as correlations between cell identification and “follow-up” tests (or “the next step” toward helping diagnose a patient based on clinical lab tests).

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** Again, since MLT232 is affected by a curriculum change starting 200901, the course competencies were revised to include statements about making correlations between cell identification and disease states, as well as correlations between cell identification and “follow-up” tests (or “the next step” toward helping diagnose a patient based on clinical lab tests). If further revisions to competencies are found based on assessments completed in 200802 and 200902, they will be done at that/those time(s).

**FY09:** As previously state, MLT232 course competencies were revised during the curriculum change to include statements about making correlations between cell identification and disease states, as well as correlations between cell identification and “follow-up” tests (or “the next step” toward helping diagnose a patient based on clinical lab tests). Currently the 200902 class is following these competencies. That class will be assessed in May, 2009.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** Competency #16 was added to the list to reflect analysis of written lab test results. The final exam will be rewritten in such a way to facilitate assessment (i.e., rather than 30 random question, use the first 30 questions of the exam).

**FY08:** Competency #16 was added to the list to reflect analysis of written lab test results. The final exam will be rewritten in such a way to facilitate assessment (i.e., rather than 30 random question, use the first 30 questions of the exam). This was also stated on the *Assessment Report* for 200702 that was completed in May, 2007.

**FY09:** No changes from what has already been mentioned.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Questions and content relating to the 9 questions that were only answered correctly by <70 students will be reviewed for re-teaching and/or re-writing purposes.

Course competencies will be updated to reflect information about the correlation of cells and diseases, as well as the correlation of cells and the “next course of action” as often required in the clinical lab.

**FY08:** The next assessment will take place in 200802 during final exam week – the final week of April, 2008. As mentioned above, the course competencies were revised and will be “officially” effective in 200902; so, until

that time, questions and content relating to the 9 questions that were only answered correctly by <70 students will be reviewed for re-teaching and/or re-writing purposes.

**FY09:** The next assessment will take place in 200902 during final exam week (May, 2009). As previously mentioned, the course competencies were revised and are currently in effect. The questions and content relating to questions that were answered correctly by <70 students have been reviewed for re-teaching and/or re-writing purposes.

## Assessment Narrative Report - FY 09

**Date:** June 25, 2009

**Discipline/Program:** Dental Assisting

**Course:** DEA 615: Clinical Dental Assisting

**District/Program Chair:** Terri Deal

**Reporting Faculty:** Tisha Kirby

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Post test assessed at end of semester. The post test included 20 questions which were cumulative from the semester. 7 of the questions were true/false; 1 question was multiple choice; the remaining questions were Fill in the Blank/ Short answer.

The assessed students were in the Fall Start program.

**FY09:** Semester terms: Instrument model: Dental Clinical Final Exam and Evaluations of Clinical Evaluations. Assessment data reported on the data Report form provided.

**Scope** (*Provide campuses involved*):

**FY08:** Ankeny Campus

**FY09:** This is for the Dental Assisting Program in Building 9 on the Ankeny Campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** Full Assessment

**FY09:** This is a full assessment of Course objectives and Competencies.

**Current Findings** (*Findings to-date*):

**FY08:** The post test results confirmed that the students need refreshment in classifying dental caries. This is proven by only 17% of the students answering the questions correctly. Students were average to very strong in the legalities of Dental Assistants Registered in the state of Iowa.

**FY09:** I have found that we need to update our competencies that are outlined in our course objectives as many of them do not pertain to the course material. I have found that they would fit better in other courses we mandate in the program. I also have taken note of the weaker areas of the final in hopes to recreate a lesson plan to emphasize the areas not being understood as strongly.

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** Some questions will be changed in the future to better assess the competencies.

**FY09:** I will be taking measures to eliminate unnecessary material and incorporate new material that will help build a stronger understanding in the areas of Periodontics which seem to be a weaker spot in the assessment.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** Some questions will be changed in the future to better assess the competencies. Black's classification of dental caries will be referred to more often through out the semester.

**FY09:** Along with the above notes, I will also be rewriting the final to follow the competencies more closely as I found a lot of them were not in the final that had been used in prior years.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** This course will be repeated again summer semester. A pre and post test will now be implemented to help further track the assessment.

**FY09:** Continue assessing course.

**Assessment Report - FY 07, 08, 09**

**Date:** 2009

**Discipline:** Early Childhood Education

**Course:** ECE 173

**District/Program Chair:** Lori Schonhorst/Delora Jespersen Hade

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200701, 200702, 200802, 200901

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

**FY07** To assess student mastery of course competency 3 of the course ECE 173. Course competency 3 is “compare and contrast the major child development theories.”

*12/07 Update: Please note what has changed.*

**FY08:** The assessment being used has not changed and no additional competencies have been added at this point.

*12/08 Update: Please note any changes to the initiative.*

**FY09:** The assessment being used changed slightly to reflect the theorists presented in the new text book.

**Scope** *(Provide campuses involved):*

**FY07** This assessment was implemented in the two sections of ECE 173 at Ankeny campus fall semester, 2006. *12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** In the spring of 2007, the course was taught as an ICN course and there were campuses added. The assessment was implemented in Boone, Urban, Ankeny, Newton, and Carroll. In the fall of 2007, the assessment was administered in two sections of traditional Ankeny classes and one section of an Urban traditional class. *12/08 Update: Are all campuses still participating? Has anything changed from last year?*

**FY09:** In the spring of 2008 the course was taught as an ICN course at Ankeny, Boone, Carroll, Newton and Urban conferences with the original assessment. In the fall of 2009 the course was taught in two sections at Ankeny, one section at Urban, and one section at West, all face-to-face courses. All campuses still participate, although it seems to be harder for adjuncts to remember, even with reminders!

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

**FY07** We are in the first year of this assessment. We chose one competency for one course to focus on for the initial step in this assessment process. *12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** Adding the additional campuses and incorporating an ICN class into the data collection allowed us to make comparisons of data between courses. The competency being assessed was already mapped to general education competency three. *12/08 Update: What is your projection for continuation of this initiative? Is focusing on one competency in one course useful to you?*

**FY09:** The comparisons between semesters and campuses continue to be of interest. At this point, focusing on a competency that we feel also reflects how students might succeed in their program is useful. At some point after the program revision is complete and stabilized adding additional competencies may provide other useful information. We will continue to focus on this one competency for the time being.

**Current Findings** *(Findings to-date):*

**FY07** An 11 point pre and post quiz was administered to assess student understanding of the identified competency. Average score on the quiz for Section A of the course increased from 3 to 7.17. Average score on the quiz for Section B of the course increased from 4.23 to 8.15.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08: Spring 2007:** We continued to use the 11 point pre and post quiz to assess student understanding of the competency. Average score for the ICN course on the pre-test was 6.5 and average score on the post-test for the ICN course was 10.2. Pre and Post Quiz scores for the 5 sections of the course were as follows: AAI 5.5/9.8, BAI 7.8/10.6, CAI 11/11, NAI 7.2/9.8, UAI 5/10.5.

**Fall 2007:** The average score on the pre-test for Section A at Ankeny increased from 3.5 to 8.4. The average score for Section B increased from 4.74 to 8.1. The average score for the Urban section increased from 2.44 to 5.88.

*12/07 Update: What additional questions have the current findings in this process created? As you are assessing competency 3 with a pre/post model what are you finding? Using the data in aggregate focusing on the learning are there any trends in competency 3 that you are seeing? Are students coming into the class with a consistent benchmark of knowledge? Over the 1<sup>st</sup> half of the semester when you post test are they consistently and satisfactorily achieving the competency? Does this raise any targets for change in the course, instructional method or materials?*

**FY09:** The average score increased from pre-test to post test for all sections of the course. For the sections at Ankeny and West, pre-test item correct percentages ranged from 4 – 67%, post test item correct percentages ranged from 67 - 98%. For the Urban section, pre-test item correct percentages ranged from 5 – 33%, post test item correct percentages ranged from 11 – 77%. It is not unusual for both pre and post-test scores to be lower in the Urban section. The pre and post-tests typically occur prior to the chapter will the detailed explanation of theories, and immediately after that chapter is complete, when student’s retention is probably highest.

**Impact** *(What is the current impact relative to the current findings?):*

**FY07** There has been minimal impact of the assessment at this point. Additional competencies will need to be assessed to create a more comprehensive view of course effectiveness.

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** There is a significant difference in the pre and post scores between the various sections assessed. The pre-scores range from 2.2 (at the Urban campus) to 6.5 (ICN section) and the post scores range from 5.88 (at the Urban campus) to 10.2 (ICN course). We will continue to look for trends that indicate the level of understanding that students begin the course with and how this impacts student success and retention in the course.

*12/08 Update: I would suggest that you look at the aggregate pre/post and see what the data provides. Your focus on the assessment is at the course level. Is this competency the most troublesome competency in the course? Would you get more insight from assessing all the main course competencies to see what areas students consistently are struggling with?*

**FY09:** We are seeing the same trend this year, with scores from the Urban section being a bit lower at both pre and post-test. Many of the Urban students are non-traditional students and working adults who have been out of school for some time, while most of the Ankeny students are traditional students coming to college after high school. The course exam that includes the theories has traditionally been an exam that students score lower on, indicating that remembering the information about the theorists and being able to apply it is probably one of the biggest challenges for students in the course. At this point, I don’t believe assessing all of the main course competencies with tools other than the exams would give us additional information.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

**FY07** Initially, we planned to assess four sections of ECE 173 and were only able to implement the quiz in two sections because of the timeframe.

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** We have identified a need to put the assessment on Web CT so that we can obtain more data more easily, especially from the other campuses.

*12/08 Update: Has the longitudinal data caused you to make any modifications to the course as a result of this initiative?*

**FY09:** We have developed a version of the test that can be used with scantron machines or on WebCT. This should make it somewhat easier to interpret the data, and less time consuming to record. We also had to

change the assessment to reflect the theories in the new text. Based on our understanding of what motivated student learning, we did select a new text for the course.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07** The same assessment will be used for spring 2007. After this semester, the program chairs will determine how to extend the assessment to gather additional information on course competencies for ECE 173.  
*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** A possible next step will be to track individual scores and compare the scores to successful completion of the course.

*12/08 Update: Has the process answered any questions or created any new directions that you'd like to explore? Does assessment of a single competency provide you with sufficient information to know that the course is providing students what you intend the course to provide?*

**FY09:** The assessment of a single competency is limited, but because it maps to a gen ed competency the information is still useful. I believe the compilation of scores from the course exams, in-class activities and written project in the course probably provides us with a more complete picture of the student's understanding at this point.

## Assessment Report - FY 07, 08, 09

**Date:** 2-16-07, 2-07-08, 1-26-09

**Discipline:** Dental Hygiene

**Course:** DHY 170

**District/Program Chair:** Deb Penney, RDH, MS

**Reporting Faculty:** Lori Brown, RDH, BS

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200701, 200801, 200901

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Post summative assessment multiple choice with questions chosen at random from a test bank.

*12/07 Update: Please note what has changed.*

**FY08:** In the fall of 2006, questions were chosen because they addressed specific competencies. In the fall of 2007, the same test questions assessed were monitored. This assessment involves Pre-Clinical Dental Hygiene students who began their coursework in the fall semester.

**FY09:** No changes to the instrument were made from FY08.

**Scope** (*Provide campuses involved*):

**FY07** Ankeny campus is the only campus that the program is currently offered on.

*12/07 Update: Has anything changed from last year?*

**FY08:** No changes... Ankeny campus is still the only campus that offers this course/program.

**FY09:** No changes...Only the Ankeny campus is involved.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07** All test bank questions have been mapped to the course competencies as well as the general education competencies. The test was initially offered in fall 2006 and will be offered again next fall and the following. The questions will continue to be pulled from the test bank at random but will assess the same competencies for all three assessments.

*12/07 Update: How did it go? Can you identify individual course competencies through this mapping process? Have you accumulated data by any individual course yet?*

**FY08:** Twenty course competencies were matched to the program competencies and DMACC's general education competencies. Test questions that were previously mapped were tracked and data has been compiled from Fall 2006 and Fall 2007.

**FY09:** Data has been compiled from Fall 2008 using the same process of matching test questions to competencies.

**Current Findings** (*Findings to-date*):

**FY07:** Too early to assess.

*12/07 Update: What additional questions have the current findings in this process created? Any changes or challenges to the implementation? Are you tracking courses over time? Do the data demonstrate that some courses are working better than others?*

**FY08:** This is the second year of the assessment for this course and student performance seems to be fairly equal to that of last year's class. On 90% of the items tested, (18/20), >90% of the students achieved the competency.

**FY09:** This is the third year of the assessment for this course. Student performance on the selected questions changed slightly. However, the percentage of competency achievement remains consistent with previous years: on 90% of the items tested, (18/20), > 90% of the students achieved the competency.

**Impact** (*What is the current impact relative to the current findings?*):



**FY07:** Too early to assess.

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** Students are prepared to continue in the Dental Hygiene program with a solid groundwork of preclinical skills.

**FY09:** Students are prepared for clinical coursework.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

FY07 NA

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** Enhance learning activities for course competencies 2, 10, and 11

**FY09:** Competencies 2, 10, and 11 were achieved with very high success. Enhance learning activities for course competencies 16 and 22.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07** Next assessment will be Fall 2007

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** The next assessment of this course will be Fall of 2008.

**FY09:** The next stage of the assessment will advance to the first Clinical Course, DHY 181.

## Assessment Narrative Report - FY 08, 09

**Date:** 2009

**Discipline/Program:** Aging Services Management

**Course:** ASM 282 Aging Services in the Continuum of Care

**District/Program Chair:** Shirley Sorenson

**Dean:** Sally Schroeder

**Institutional Data Provided to Date:** 200702, 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Post test this semester. Will implement pre & post test Spring 2008

*12/07 Update: Please note if anything has changed.*

**FY08:** 1/11/08 administered the pre-test at the beginning of the first class period.

**FY09:** Post-test was given on May 1<sup>st</sup>.

**Scope** (*Provide campuses involved*):

Ankeny Campus

*12/07 Update: What other campuses is this assessment initiative being offered on?*

**FY08** 1/08 ASM282 is only offered on the Ankeny Campus

**FY09:** 200902 ASM282 is only offered on the Ankeny Campus

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

This is the beginning of a 3 year assessment

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? Has data been provided to Assessment? Do you need our help?*

**FY08:** 1/08 The results of the pre-test have been inputted into the DMACC Assessment Date Report

**FY09:** The results of the post-test have been prepared

**Current Findings** (*Findings to-date*):

Need to assess questions #10 and #20

*12/07 Update: Is there any current finding in this process that has caused concern? Expand on what you mean by need to assess questions #10 and #20. What happened in the initial assessment that causes you to want to assess those questions?*

**FY08:** Review the results of the pre-test t question #10 may need to be re-phrased. Will address this after the post-test. Question #20 is a medical term and after reviewing the results of the post-test this will indicate if the area of medical terminology was adequately covered.

**FY09:** Question #20 is a medical term which students should be familiar with as it relates to the aging population.

**Impact** (*What is the current impact relative to the current findings?*):

Overall student did well on the post-test

*12/07 Update: If there is any interim impact identified, please update us. What areas of competency were identified as weak? What if anything was a eureka moment for you or is it too soon?*

**FY08:** At this time it is to early draw conclusions.

**FY09:** Students did well on the post exam.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

Will implement a pre-post test in Spring 2008 and compare with Spring 2007 to determine if assessment tool needs changes

*12/07 Update: Likewise, are there any interim modifications that have been implemented as a result of the initiative?*

**FY08:** Modifications will be addressed after the post-test

**FY09:** At this time I don't believe any changes are needed.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Implementation of the pre test and post test during Spring of 2008

*12/07 Update: Now that you have completed one post-assessment and one pre-assessment please provide insight into your next step/s*

**FY08:** Post test will be administered at the end of the semester.

**FY09:** Administer the post-test in the spring of 10 to complete the 4 year assessment process.

## Assessment Report - FY 09

**Date:** January 30, 2009

**Discipline:** Medical Assistant

**Course:** MAP 225

**District/Program Chair:** VanderPloeg

**Reporting Faculty:**

**Dean:** Sally Schroeder

**Institutional Data Reported to Date:** 200901

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY09: 200901** – Assess student competency achievement in Medical Laboratory Procedures I (MAP 225). This is a first semester course that has both a lecture and a laboratory component. I am assessing the lecture portion of the course which includes a knowledge base in ethics, OSHA and CLIA regulations, introductory microbiology, urinalysis, and quality control concepts. This course is only offered in the fall semester. Students enrolled in MAP 225 are required to take another course (MAP 347) as a co-requisite. These courses are the core clinical skills courses that we offer students during the first semester of the program.

**Scope** (*Provide campuses involved*):

**FY09:** All students enrolled in MAP 225 were assessed at the completion of the course. The first 24 items on the final examination for the course were designed and mapped for assessment purposes. The Medical Assistant Program is only offered on the Ankeny Campus

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY09:** This is the initial stage in the assessment of MAP 225. The assessment process will continue for at least 2 more semesters.

**Current Findings** (*Findings to-date*):

**FY09:** The findings on this initial assessment were as follows:

On 7 items – 100% of the students achieved competency

On 6 items - 94% of the students achieved competency

On 5 items – 88% of the students achieved competency

On 2 items – 82% of the students achieved competency

On 2 items - 76% of the students achieved competency

On 1 item - 71% of the students achieved competency

On 1 item - 60% of the students achieved competency

Summary: On 83% of the items tested (20/24), > 80% of the students achieved the competency

**Impact** (*What is the current impact relative to the current findings?*):

**FY09:** Students did best on the test items that had a strong correlation with “hands on” application in the lab. If it was a topic that was both lectured over and practiced, the students did extremely well.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY09:** Enhance learning opportunities for the competencies where <80% of students achieved competency.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY09:** Assess students during the fall semester 2010 01.

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Medical Assistant

**Course:** Professional Development I – MAP 423

**District/Program Chair:** VanderPloeg

**Dean:** Sally Schroeder

**Institutional Data Reported to Date:** 200702, 200801, **\*RETIRING\***

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07** Assess student competency achievement in Professional Development I (MAP 423). This is a first semester course that covers fundamental information needed for entry into medical assisting including professionalism, communication, ethics, law, medical specialties and first aid.

*12/07 Update: Please note what has changed.*

**FY08:** There have been no significant changes in the competencies for this course or the method of assessment.

**FY09:**

**Scope** (*Provide campuses involved*):

**FY07** All students enrolled in MAP 423 were assessed at the completion of the course. The first 25 items on the final examination for the course were designed and mapped for assessment purposes.

*12/07 Update: Are all campuses participating? Has anything changed from last year?*

**FY08:** The Medical Assistant Program is only offered on the Ankeny Campus.

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07** First phase completed 12/12/06. Assessment will be conducted again in the summer of 2007 and the fall of 2007.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? What is your projection for continuation of this initiative?*

**FY08:** The results of fall 2007 are attached. The course competencies have been mapped to the general education competencies as reflected on the Report form

**FY09:**

**Current Findings** (*Findings to-date*):

**FY07** Student achievement:

25 items assessed:

2 items – 64% of students achieved competency

2 items – 70% of students achieved competency

1 item - 76% of students achieved competency

4 items – 82% of students achieved competency

2 items – 88% of students achieved competency

6 items - 94% of students achieved competency

8 items – 100% of students achieved competency

On 80% of the items tested, (20/25), >80% of the students achieved the competency.

*12/07 Update: What were the competencies? There were 2 items that had 64% of student achievement. Was it the question items or competencies that were the problem? Can you provide us with competency data? What additional questions have the current findings in this process created? Any changes or challenges to the implementation?*

**FY08:**

25 Items assessed:

2 items – 60% of students achieved competency  
2 items – 70% of students achieved competency  
4 items – 80% of students achieved competency  
6 items – 90% of students achieved competency  
11 items – 100% of students achieved competency

It appears that the competencies were the problem on the items where students achieved in the 60% area. The difficult competencies came under first aid procedures related to shock and stroke. Students can take this course prior to admission to the program, and students not in the program frequently find questions related to human pathology more difficult than students who are taking concurrent medical assisting courses. The students are learning new medical terms at the same time they are learning new concepts, but are not getting the reinforcement of other program classes that are teaching similar medical concepts. We use lecture, media, and class discussions to teach these competencies. These concepts are reviewed again in other courses in the program as the entire picture becomes more clear to the student.

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

**FY07** Students are leaving the program prepared to understand the professional requirements, communication needs, ethical & legal requirements, and first aid knowledge to work in a medical clinic.

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** Interim impacts of MAP 429 are important as they relate to student success in other MAP courses. This course lays the foundation for basic concepts related to confidentiality, team work, communication skills, and first aid. All concepts are components of other program course work.

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07** Enhance learning activities for course competencies 1,3, & 7.

*12/07 Update: Has the additional information provided you with modifications as a result of this initiative?*

**FY08:** The data obtained has allowed me to modify how information is delivered to the students. Students are given web-enhanced assignments particularly related to obtaining information from the American Medical Association and the American Association of Medical Assistants and applying this information to the knowledge base needed for the course. Students work in collaborating situations to learn communication skills and present reports on current news in the public domain related to legal and ethical issues.

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07** Assess students during the summer semester

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** Students were assessed in the Fall 08, but low numbers in the summer section (6 students) prevented assessment. The results of the assessment have been enlightening, particularly as they related to the difference in how students perform when they are taking concurrent classes to give reinforcement to learning. It helps me to guide students coming into the program to take this class in conjunction with medical terminology to help them to be successful. A new direction for me will now be to assess student achievement in a “clinical skills” class. (MAP 225). This will be designed in the summer semester for application in the fall 2008 (2009-01).

**FY09:** After 3 semesters, I am retiring the assessment initiative for MAP 423. As a result of assessment activities conducted for MAP 423, I have made the following changes to help the Medical Assistant Students to be more successful:

1. Counseling recommendations: Recommend that part – time students taking MAP 423 also enroll in MAP 129 (medical terminology) whenever possible. This will give them a stronger background for

success in MAP 423. Students who are taking or have taken medical terminology are much better prepared for the units on medical specialties and first aid where medical conditions are covered.

2. Classroom teaching: Students are now given more collaborative work in the units on law and ethics. This can be a difficult area where students typically have little background. This has helped students improve their knowledge in these areas and requires more critical thinking as they discuss and evaluate current laws and bioethical situations. Post assessment showed a distinct increase in class performance in FY 08-1 over FY 07 – 1. This collaborative interaction helps the students retain the information better and helps them be more connected with fellow students.

My next assessment will involve a “clinical” skills class that has both a lecture and laboratory component. I will begin by assessing the lecture portion of the class. – MAP 225

# Industry & Technology

## Academic Dean:

Ocken, Scott

## District/Program Chairs:

Bailey, Greg  
 Burns, Jerry  
 Calkin, Jeff  
 Cerfogli, Frank  
 Gatzke, Mike  
 Gorman, Bill  
 Granseth, George  
 Hoffmann, Dean  
 McEnany, Craig  
 Murphy, Carin

Neumayer, John  
 Norman, Todd  
 Pieper, Al  
 Rahn, Mike  
 Russell, John  
 Stahr, Curtis  
 VanVeen, Neal/Doud, Tim  
 White, Carol R  
 Rarick, Melissa/Ballard, Monte  
 Rasmussen, Ned

## Program Campuses & Provosts:

Ankeny            Linduska, Kim  
 Boone            Lee, Tom  
 Newton          Entz, Mary  
 Urban            Douglas, Laura

## Institutional Data Log – Updated July 31, 2009

Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
ARC 181							X			X			X	
ART 184*													X	
ATC 354							X			X				
ATC 355							X							
ATF 280													X	
ATG 312				X			X			X			X	
ATG 327											X			
ATG 328				X						X			X	
AUT 109*				X		X	X		X					
AUT 163														X
AUT 603						X	X		X	X			X	
AUT 652						X	X		X	X		X	X	
CAD 139										X				
CAT 435													X	
CET 169													X	
CRR 742*													X	
CRR 841*													X	
DSL 145							X		X			X	X	



Courses	200501	200502	200601	200602	200603	200701	200702	200703	200801	200802	200803	200901	200902	200903
<b>DSL 356</b>							X		X				X	
<b>DSL 366</b>							X		X				X	
<b>DSL 546</b>				X		X	X		X	X		X	X	
<b>DSL 605</b>							X		X	X		X	X	
<b>GRD 462</b>													X	
<b>GRT 400</b>									X			X		
<b>GRT 409</b>							X							
<b>GRT 410</b>							X						X	
<b>GRT 416</b>										X			X	
<b>HCR 290</b>													X	
<b>HCR 440</b>													X	
<b>WEL 111</b>										X			X	

### Non Active Acronyms:

AGA	Agronomy
AGB	Farm Management
AGH	Horticulture
AGM(1)	Ag Mechanics
AGP(1)	Ag Precision
AGS	Animal Science
AGV	Veterinary
AVM	Aviation
BPT	Biomass
BMA	Building Maintenance
CON	Construction
ELE(1)	Electrical Technology
MFG	Manufacturing
SRV	Surveying

## Annual Assessment Narratives:

Anderson, Ron	<b>HCR 253*, HCR 404*</b>
Bailey, Greg	ELT 303
Burns, Jerry	<b>ATG 312*, ATG 316*, ATG 345*</b> , ATG 328
Calkin, Jeff	<b>AUT 109*, AUT 603*, AUT 652*</b>
Cerfogli, Frank	<b>AGV 129*, AGV 139*, AGV PROGRAM-WIDE*</b>
Gatzke, Mike	<b>ARC 181*</b>
Gorman, Bill	<b>DSL 145*, DSL 356*, DSL 366*, DSL 546*</b> , DSL 605
Granseth, George	MLW 444
Murphy, Carin	<b>GRT 400*, GRT 410*, GRT 416*</b> , GRT 421
Neumayer, John	CAD 139, MFG 381
Norman, Todd	CRR 742, CRR 841
Pieper, Al	<b>ATF 280*, ATF 312*, ATF 345*</b>
Rahn, Mike	WEL 111
Rarick, Melissa/Ballard, Monte	<b>GRD 462*</b>
Russell, John	<b>ATC 354*, ATC 355*</b> , ATC 335
Stahr, Curtis	ART 184
VanVeen, Neal/Doud, Tim	<b>AGH 111*</b>
White, Carol R	<b>CET 169*</b>

**\*Assessment narratives provided as of July 31, 2009 are included in the following pages.**

## Assessment Narrative Report - FY 08 – FY09

**Date:** 5/14/09

**Discipline/Program:** HVAC

**Course:** HCR 253

**District/Program Chair:** Ron Anderson

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** None 5/14/09 Per Ron Anderson this assessment is being retired for now. He will focus on HCR 290 and HCR 440. **\*RETIRED\***

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Develop a pretest of all chapters covered in HCR 253 which relate to the competencies pertaining to HCR 253. This information will be graded and retained. A posttest will be given at the end of the course covering all the information and competencies. This information will be recorded and analyzed. This test will be compared to the current CFC certification test that is required of all students to work in the HVAC field by the EPA.

**FY09:** A post test for HCR 253 will be administrated at the conclusion of the spring 2009 semester. This test will cover the basics of four areas of information covered in HCR 253. Gas heat, Electric heat, Oil heat, and Refrigeration as it applies to residential air conditioning. This test will be used as final for this class. We will use the results to evaluate the course competences. A CFC certification test was administrated after the fall 2008 semester. This test is used by HVAC industry to ensure all technicians have a basic knowledge of the fundamentals of refrigeration and EPA guidelines for proper handling of refrigerants.

**Scope** (*Provide campuses involved*):

Ankeny

**FY09: Ankeny**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

Developing a pretest and posttest for HCR 253. CFC certification testing has been given on regular basics during this course as an EPA requirement to work in the HVAC field. All students have to pass with a 70%. This test covers the fundamentals of refrigeration covered in HCR 253 and can be used as an indicator of success in this course.

**FY09:** The posttest for HCR will be administrated for the first time this spring, 2009. A CFC certification test was administrated after the fall 2008 semester. This test is used by HVAC industry to ensure all technicians have a basic knowledge of the fundamentals of refrigeration and EPA guidelines for proper handling of refrigerants. This will sever as our pretest for HCR 253

**Current Findings** (*Findings to-date*): The class starting the fall of 2007 took this test and out of 18 students only two have to take a retest.

**FY09:** CFC certification results were as follows: 17 students took the exam and 14 received a passing grade which entitles them to work in our HVAC industry and handle refrigerant. The remaining 3 will have to retest in March 2009.

**Impact** (*What is the current impact relative to the current findings?*):

The CFC certification test can be used as an assessment of success in the HVAC field as well as the HCR 253 course and compared to the posttest.

**FY09:** The CFC certification test is used a requirement for completion of HCR 253. If the Student does not pass this test, they will not qualify for the intern program in the summer.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

none at this time

**FY09:** The CFC certification test is now being used as the pretest for HCR 253.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Administer a pretest and posttest fall of 2009

**FY09:** Pretest has been given to the HCR 253 students in the fall of 2008 semester. The posttest will be administrated this spring 2009 and results used to reevaluate the course competencies.

## Assessment Narrative Report - FY 08– FY09

**Date:** 2/10/09

**Discipline/Program:** HVAC

**Course:** HCR 404/440

**District/Program Chair:** Ron Anderson

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Improvement of electrical knowledge for students leaving the HACR Program. Both classes are linked together for an overall assessment of the understanding of electrical principles related to the heating and air conditioning field. We have decided to implement a pretest of students as they start HCR404 and a posttest evaluation as they leave HCR440, after we implement the changes noted below.

**FY09:** A posttest provided by HVAC Excellence Student Outcome Assessment/Employment Ready Certification Exam is being used to assess our students after completion of HCR 404/440 These results are being used to enhance and/or change competencies. This is a work in progress

**Scope** (*Provide campuses involved*):

Ankeny

**FY09:** Ankeny

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

We administered an industry standard pretest to the students entering the program in fall 2007. The posttest will be administrated in spring 2008.

**FY09:** A post test was administrated spring semester 2007 the results show improvement was needed in certain areas for all students and students who excelled in class did well in the test. {Passed with 70% or better} The next post test will be administrated spring semester 2009. A pretest was not used for fall semester 2008 as a different test pretest is needed because of the difficulty of the HVAC Excellence exam.

**Current Findings** (*Findings to-date*):

We will have more information after the students take the posttest Spring 2008

**FY09:** We have results from the post test given spring of 2007 and no results from 2008 as a test was not administrated

**Impact** (*What is the current impact relative to the current findings?*):

Reviewing the methods of teaching and evaluating these skills as an ongoing task. We have made lab projects individualized as per each course competences.

**FY09:** More material and resources were obtained to make sure each student would build their own electrical boards and to complete each lab individually as it pertains to each competency.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

I have reviewed the results of the ESCO Core test taken by the first year students covering their electrical knowledge of the material presented in the electrical classes HCR404 and HCR440. The results highlight two areas of concern: Section 4 [Troubleshooting and problem solving] and Section 7 [Knowledge of electrical components]. In an effort to improve scores in these areas as well as the overall score, I can restructure lab projects to be more individual as opposed to team projects. This has been done in the past because of many factors such as space, materials and time. Problem solving on lab equipment can be adjusted to increase individual exposure. Two areas that have shown satisfactory results, Section 1 [Electrical meter usage] and Section 6 [Interpreting Electrical diagrams] I have highlighted throughout the year and required proven proficiency by testing one on one with the student. This can be done on all competencies that are required for HCR404 and HCR440.

**FY09:** Competence's are being updated as part of our 5 year assessment and post test results.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Administrating a posttest to the students this spring 2008 and reviewing the results. This information will be used to assess if improvement has been made and where further improvement is needed.

**FY09:** Administrating a post test for spring 2009 semester. Updating HCR404/440 competencies.

## Assessment Report - FY 08– FY09

**Date:** 2/20/2008

**Discipline:** ASEP

**Course:** ATG 312

**District/Program Chair:** Jerry Burns

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200602, 200702, 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Pre/Post test is being used. It is being used on all current ASEP students

**FY09:** Pre/Post test is being used. It is being used on all current ASEP students

**Scope** (*Provide campuses involved*):

**FY08:** All current ASEP students are taking the pre/post test. The Ankeny campus is where the ASEP program is taught.

**FY09:** All current ASEP students are taking the pre/post test. The Ankeny campus is where the ASEP program is taught.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** The pre/post test has been run for two years so far. This class only runs once a year so it has run two times.

**FY09:** The pre/post test has been run for three years so far. This class only runs once a year so it has run three times.

**Current Findings** (*Findings to-date*):

**FY08:** The pre test results to the post test results have seen an improvement.

**FY09:** The pre test results to the post test results have seen an improvement.

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** Some test questions will be changed to better assess the competencies.

**FY09:** Some test questions will be changed to better assess the competencies.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** Some test questions will be changed to better assess the competencies.

**FY09:** The course competencies are being updated and the test questions that needed modified will be done on the new assessment. The competencies are being changed because the industry standards have changed and we are making these changes to meet current industry standards.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Continue to assess the class and monitor the results.

**FY09:** Modify the assessment to address the course competency changes and address the test questions that needed to be modified to better assess the students.

**Assessment Report - FY 08– FY09**

**Date:** 2/20/2008

**Discipline:** ASEP

**Course:** ATG 316

**District/Program Chair:** Jerry Burns

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Pre/Post test is under development and will possibly be implemented the next time the class is run which will be the fall of the 2008 – 2009 school year.

**FY09:** Pre/Post test has been completed and will be implemented the next time the class is run which will be the fall of the 2009 – 2010 school year.

**Scope** (*Provide campuses involved*):

**FY08:** All current ASEP students will take the pre/post test. The Ankeny campus is where the ASEP program is taught.

**FY09:** All current ASEP students will take the pre/post test. The Ankeny campus is where the ASEP program is taught.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** The pre/post test is under development and will possibly be implemented when the class is run next in 2008. This class is only run once a year.

**FY09:** The pre/post test was scheduled to run the fall of 2008 but some course competencies were changed so the pre/post test assessment will be implemented when the class is run next. The next time the class will run is fall 2009. This class is only run once a year.

**Current Findings** (*Findings to-date*):

**FY08:** "NONE"

**FY09:** "NONE"

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** "NONE"

**FY09:** "NONE"

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** "NONE"

**FY09:** "NONE"

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Developing the pre/post test and have it ready for the fall of 2009.

**FY09:** The pre/post test has been developed and is now ready for implementation in the fall of 2009.



## Assessment Report - FY 08– FY09

**Date:** 2/20/2008

**Discipline:** ASEP

**Course:** ATG 345

**District/Program Chair:** Jerry Burns

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Pre/Post test is under development and possibly will be implemented in the fall of 2008.

**FY09:** Pre/Post test will be implemented in fall of the 2009 – 2010 school year.

**Scope** (*Provide campuses involved*):

**FY08:** All current ASEP students will take the pre/post test. The Ankeny campus

is where the ASEP program is taught.

**FY09:** All current ASEP students will take the pre/post test. The Ankeny campus

is where the ASEP program is taught.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** The pre/post test is under development and may possibly run the fall of 2008.

**FY09:** The pre/post test will be implemented in fall of the 2009 – 2010 school year. This class is only run once a year.

**Current Findings** (*Findings to-date*):

**FY08:** "NONE"

**FY09:** "NONE"

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** "NONE"

**FY09:** "NONE"

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** "NONE"

**FY09:** "NONE"

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Develop the assessment tool for use the next time the class is ran.

**FY09:** Develop the assessment tool for use the next time the class is ran.

## Assessment Narrative Report - FY 08

**Date:** 2/20/09

**Discipline/Program:** Automotive Technology

**Course:** AUT 109

**District/Program Chair:** Jeff Calkin

**Reporting Faculty:** Jerry Burns

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200602, 200701, 200702, 200801

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Pre/Post test is being used. It is being used on all automotive technology students at both the Ankeny and Urban campus.

**FY09:** Pre/Post test is being used. It is being used on all automotive technology students at both the Ankeny and Urban campus.

**Scope** (*Provide campuses involved*):

**FY08:** All automotive technology students are taking the pre/post test at both the Ankeny and Urban campus.

**FY09:** All automotive technology students are taking the pre/post test at both the Ankeny and Urban campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** This pre/post test has been used since fall of 2006 in a full assessment status.

**FY09:** This pre/post test has been used since fall of 2006 in a full assessment status.

**Current Findings** (*Findings to-date*):

**FY08:** The pre test results to the post test results have seen an improvement.

**FY09:** The pre test results to the post test results have seen an improvement.

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** Some questions may be changed to better assess the competencies.

**FY09:** The AUT109 course will no longer be run since this course has been dropped from the program and a new AUT114 course will replace it. Many of the competencies remain the same so some of the assessment tool will still be able to be used for a new assessment tool for the AUT114 course.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** Some questions may be changed to better assess the competencies.

**FY09:** The AUT109 course will no longer be run since this course has been dropped from the program and a new AUT114 course will replace it. Many of the competencies remain the same so some of the assessment tool will still be able to be used for a new assessment tool for the AUT114 course.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Continue to assess the class and monitor the results.

**FY09:** This AUT109 course is deleted from the automotive program and a new course AUT114 will replace this course in the fall of 2009.

## Assessment Narrative Report - FY 08

**Date:** 2009

**Discipline/Program:** Automotive Technology

**Course:** AUT 603

**District/Program Chair:** Jeff Calkin

**Reporting Faculty:**

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200701, 200702, 200801, 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Pre/Post test is being used. It is being used on all automotive technology students at both the Ankeny and Urban campus.

**FY09:** Pre/Post test is being used. It is being used on all automotive technology students at both the Ankeny and Urban campus.

**Scope** (*Provide campuses involved*):

**FY08:** All automotive technology students are taking the pre/post test at both the Ankeny and Urban campus.

**FY09:** All automotive technology students are taking the pre/post test at both the Ankeny and Urban campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** This pre/post test has been used since fall of 2006 in a full assessment status.

**FY09:** This pre/post test has been used since fall of 2006 in a full assessment status.

**Current Findings** (*Findings to-date*):

**FY08:** The pre test results to the post test results have seen an improvement.

**FY09:** The pre test results to the post test results have seen an improvement.

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** Some questions may be changed to better assess the competencies.

**FY09:** Some questions may be changed to better assess the competencies.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** Some questions may be changed to better assess the competencies.

**FY09:** The assessment tool will be modified for the fall of 2009 as we have had some competency changes due to our program standards changing which is set by the automotive repair industry.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Continue to assess the class and monitor the results.

**FY09:** A new assessment tool is developed for use starting this fall of 2009.

## Assessment Narrative Report - FY 08

**Date:** 2/20/09

**Discipline/Program:** Automotive Technology

**Course:** AUT 652

**District/Program Chair:** Jeff Calkin

**Reporting Faculty:**

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200701, 200702, 200801, 200802, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY08:** Pre/Post test is being used. It is being used on all automotive technology students at both the Ankeny and Urban campus.

**FY09:** Pre/Post test is being used. It is being used on all automotive technology students at both the Ankeny and Urban campus.

**Scope** (*Provide campuses involved*):

**FY08:** All automotive technology students are taking the pre/post test at both the Ankeny and Urban campus.

**FY09:** All automotive technology students are taking the pre/post test at both the Ankeny and Urban campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY08:** This pre/post test has been used since fall of 2006 in a full assessment status.

**FY09:** This pre/post test has been used since fall of 2006 in a full assessment status.

**Current Findings** (*Findings to-date*):

**FY08:** The pre test results to the post test results have seen an improvement.

**FY09:** The pre test results to the post test results have seen an improvement.

**Impact** (*What is the current impact relative to the current findings?*):

**FY08:** Some questions may be changed to better assess the competencies.

**FY09:** Some questions may be changed to better assess the competencies.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY08:** Some questions may be changed to better assess the competencies.

**FY09:** The assessment tool will be modified for the fall of 2009 as we have had some competency changes due to our program standards changing which is set by the automotive repair industry.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** Continue to assess the class and monitor the results.

**FY09:** A new assessment tool is developed for use starting this fall of 2009.

## Assessment Narrative Report - FY08, FY09

**Date:** 6 Jan 2009

**Discipline/Program:** Veterinary Technician

**Course:** AGV 129

**District/Program Chair:** Frank Cerfogli

**Reporting Faculty:** Frank Cerfogli

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Pre test and Post test

**FY09:**

**Scope** (*Provide campuses involved*):

Ankeny campus Veterinary Technology Program, Veterinary Physiology

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*): In development

**FY09:** Two classes have taken pretest VT 2009 and VT 2010. Only one has taken post test VT 2009.

**Current Findings** (*Findings to-date*):

**None**

**FY09:** VT 2009 took the pre test with the average score of 60%.

VT 2009 took the post test with the average score of 75%.

**Impact** (*What is the current impact relative to the current findings?*):

**None**

**FY09:** The pre test post test can continue to be used to asses learning.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**None**

**FY09:** None, the pre test post test exam results will be further evaluated.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Continue to administer pre test post test assessment to new class.

**FY09:** Evaluate test results. The questions that had no bearing on assessment (those that where always answered wrong or right, pre and post) will be removed or edited. Furthermore, the competencies that showed no improvement due by test evaluation (those that where answered wrong by all students on the post test) will get evaluated for more appropriate focus in future course content.

Administer Post test to VT 2010.

## Assessment Narrative Report - FY08, FY09

**Date:** 6 Jan 2009

**Discipline/Program:** Veterinary Technician

**Course:** AGV 139

**District/Program Chair:** Frank Cerfogli

**Reporting Faculty:** Frank Cerfogli

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Pre test and Post test

**FY09:**

**Scope** (*Provide campuses involved*):

Ankeny campus Veterinary Technology Program, Introduction to Pharmacology

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*): In development

**FY09:** One class VT 2010 is to take pretest this January and the Post test this May.

**Current Findings** (*Findings to-date*):

**None**

**FY09:** None

**Impact** (*What is the current impact relative to the current findings?*):

**None**

**FY09:** None

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**None**

**FY09:** None

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Finalize Pre test and administer to AGV139, the Class of 2010, Spring of 2009  
for Pilot status

**FY09:** Administer AGV139 Pre test to class VT 2010, Spring of 2009 for initial test.

**Date:** May 7<sup>th</sup> 2009

**Discipline:** Veterinary Technology

**Course:** AGV139

**District/Program Chair:** Frank Cerfogli

**Dean:** Scott Ocken

**Course Competencies:** (Expandable Field – copy paste course competencies in this area).

1. List route of administration of medications.
  - 1.1 Select appropriate equipment in preparation for administration of pharmacological agents.
  - 1.2 Demonstrate according to established criteria the location of appropriate intramuscular and subcutaneous injection sites.
  - 1.3 Demonstrate proper oral administration.
2. Describe basic principles of pharmacokinetics (absorption, distribution, transformation, and excretion.)
  - 2.1 Identify the routes of medication administration.
  - 2.2 Differentiate absorption rates for each of the routes of drug administration.
3. Develop an understanding of the systems of measurement for dosages.
  - 3.1 Calculate, according to established criteria, pharmacologic doses within and between the metric, apothecary, and household systems of measurement using approved conversion tables.
  - 3.2 Calculate according to established criteria, drug dose calculations.
4. Demonstrate proper procedures for administering medicines.
  - 4.1 Identify process used to eliminate contamination of liquid drugs during administration.
  - 4.2 Identify process used to eliminate contamination of solid forms of drugs during administration.

Scope	Assessed Course Competencies	Assessment Criteria	Assessment Results	Course Modifications as a Result of Findings
pilot	all	Short answer Competencies, post test	Determine which competencies where effectively retain by students and which where not. Determine if the appropriate course work was cover for each competency.	All aspects of Pharmacokinetics needs to be covered in more detail or approached with alternative methods of instruction.
pilot	none	Short answer Pharmaceutical, post test	Determine which pharmaceutical topics where effectively understood by student sand	Sought recommendations from Advisory Committee. Pharmaceutical list

			which where not.	shortened 300 to 150
<i>Program</i>	<i>Assessing the 7 domains of VTNE Practice:</i> 1. <i>Pharmacy &amp; Pharmacology</i> 2. <i>Surgical Prep &amp; Assisting</i> 3. <i>Dentistry Procedures</i> 4. <i>Laboratory Procedures</i> 5. <i>Animal Nursing</i> 6. <i>Radiography, Ultrasound, &amp; etc.</i> 7. <i>Anesthesia</i>	<i>Note what your current process and purpose/intent is in assessing the domains</i>  <i>Example: Determine which pharmaceutical topics were effectively understood by student and which where not.</i>	<i>What did you find with the Pharmacy assessment? Students were not getting what concepts? How does that relate to the emphasis of instruction? (Is this what you were basically telling us in the Program evaluation meeting? If I have it wrong please feel free to correct and clarify ☺.) You can also document any data that you have from the domains in this area.</i>	<i>What modifications are you making in instruction, courses, or programming to address this? (Just keep us apprised on an annual basis of what you've done and what you've changed and then let us know when you are ready to really look at the individual course competencies.)</i>



## Assessment Narrative Report - FY 08, 09

**Date:** 5/5/09

**Discipline/Program:** Architectural Technology

**Course:** ARC 181 – Construction Documents Technology

**District/Program Chair:** Mike Gatzke

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** 200702, 200802, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.):*

We are using professional certification testing as the assessment instrument. We are following their pre-established questions and assessment headings. These professional certification examinations are given annually. The questions are changed every year, but the headings for the divisions in the exam remain constant.

**FY09:** The same assessment model was used (see attached PDF). None of the students wished to take the professional certification examination. So, I administered my final exam: basically a previous year's certification exam. I then, manually, compiled the results.

**Scope** (*Provide campuses involved):*

ARC 181 – Construction Documents Technology is only taught on Des Moines Area Community College's Ankeny campus and is only offered as part of the Architectural Technologies Program.

**FY09:** ARC181 is still only offered on the Ankeny campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

Assessment is ongoing. The results from each year's certification exam are input for documentation, but remain for comparison over time. The project continues and the next certification exam will be given next year at the same time. The results of that examination will be entered into the Excel spreadsheet and data collection will continue.

**FY09:** This is our 3<sup>rd</sup> year of assessment of ARC181. Adjustments in the curriculum were made last year, after looking at trends in the results, and more adjustments will be made this year. These adjustments will not be made in revising any material (as it is standard, required curriculum), but will be in time spent on particular subject matter.

**Current Findings** (*Findings to-date):*

There were weaknesses in last year's students that were not expected after modification of material this past year. The curriculum has not been modified but length on various subjects will be adjusted slightly to allow more time in troublesome areas. It will be interesting to see if the same weaknesses continue this year.

**FY09:**

**Impact** (*What is the current impact relative to the current findings?):*

Trends in student assessment results can now be seen and adjustments will be made (see Status, above). Minor will be made, but otherwise, no other changes can be made. This is due to requirements by the Construction Specifications Institute – the governing body over the Construction Documents Technology curriculum.

**FY09:** See Status, above

**Modifications** (*What changes have been implemented/initiated as a result of the findings?):*

See "Impact"

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?):*

See "Status"

**FY09:**

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Diesel Technology/ Caterpillar Technology

**Course:** DSL 145 Basic Electricity

**District/Program Chair:** Bill Gorman

**Reporting Faculty:** Terry Goode

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** 200702, 200801, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY07:** Pre-Test/ Post-Test

**FY08:** No changes

**FY09:** Continuing with Pre-Test, Post-Test

**Scope** (*Provide campuses involved*):

**FY07:**

**FY08:** Ankeny campus only

**FY09:** Ankeny campus only

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY07:** Terry Goode has developed the pre-test, matched the current competencies to each question. The pre-tests were administered at the start of the Spring 2007 semester. Information will be sent to Frank Trumpy

**FY08:** The competencies have been mapped to the general education competencies. Bill Gorman will send a copy 200702 results.

**FY09:** Four cycles have been completed 200702, 200801, 200802, 200901

**Current Findings** (*Findings to-date*):

**FY07:** None at this time

**FY08:** Some students have guessed correctly on pre-test and missed the same post-test question

**FY09:** Post-test scores show improvement. Questions 3, 38, and 48 show lower.

**Impact** (*What is the current impact relative to the current findings?*):

**FY07:** None

**FY08:** None

**FY09:** Trying to emphasize certain areas in the lab

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY07:** None

**FY08:** None

**FY09:** Question #3 will be changed, because more than 1 answer is correct depending on interpretation of question.

Question #38 will be clarified to more accurately represent competency.

Question #48 will be changed for clarity

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY07:** Terry Goode will administer post-test at the end of this class, results will be compared

**FY08:** Continue to assess and form conclusion after cycles are complete

**FY09:** Continue with Pre-Test, Post-Test, change/update as competencies change.

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Diesel Technology/Caterpillar Technology

**Course:** DSL 356 Eng. I / DSL 366 Eng. II

**District/Program Chair:** Bill Gorman

**Reporting Faculty:** Pat Bishop

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** 200701, 200801, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Pre-Test/ Post-Test

**FY08:** No

**FY09:** Same Pre-Test, Post Test

**Scope** (*Provide campuses involved*):

**FY08:** Ankeny campus only

**FY09:** Ankeny campus only

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

Pat Bishop has developed the pre-test matched the current competencies to each question. The pre-test was given to the students at the start of this semester.

All information was sent to Frank Trumpy

**FY08:** General education competencies have been mapped

**FY09:** Continue with Pre-Test, Post-Test through 3<sup>rd</sup> Year

**Current Findings** (*Findings to-date*):

None at this time

**FY08:** We are in 2<sup>nd</sup> cycle. Cycle 1 Pre-test avg 41 % Post-test avg 73%

**FY09:** Students are averaging 40% coming in, and 70% at exit

**Impact** (*What is the current impact relative to the current findings?*):

None

**FY08:** Not at this time

**FY09:** Questions #19, 25, 51, 52 have a low success rate

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

None

**FY08: Institutional** None at this time

**FY09:** Rewrite #19, 25, 51, 52

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Pat Bishop will administer post-test at the end of this semester, results will be compared

**FY08:** Finish cycle 2 in April 08. Cycle 3 in fall semester 09

**FY09:** Consider dropping questions # 19, 25, 51, 52

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Diesel Technology/ Caterpillar Technology

**Course:** DSL 546 Power Trains I

**District/Program Chair:** Bill Gorman

**Reporting Faculty:** Dennis Hanson

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** 200602, 200701, 200702, 200801, 200802, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Pre-Test/ Post-Test

**FY08:** No changes

**FY09:** Per-test/post-test

**Scope** (*Provide campuses involved*):

**FY08:** Ankeny campus only

**FY09:** Ankeny Campus only

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

Dennis Hanson has developed the pre-test, matched the current competencies to each question. The pre-tests and post-tests have been given for Spring semester 2006, and Fall semester 2006. The pre-test was administered for Spring semester 2007.

Information will be sent to Frank Trumpy

**FY08:** The general competencies have not been mapped. Information was given to Frank Trumpy Jan 2008.

Previous information also was given to Frank so he can compile it in the same form as other classes. There possibly was a break down in communication.

**FY09:** Rewriting competencies

**Current Findings** (*Findings to-date*):

None at this time

**FY08:** Some students are guessing correctly then missing the same question later

**FY09:** Old pre-test post-test do not match new competencies

**Impact** (*What is the current impact relative to the current findings?*):

None

**FY08:** None at this time

**FY09:** Students are scoring lower than expectations

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

None

**FY08:** Still collecting data

**FY09:** Competencies have been rewritten

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Dennis Hanson will administer post-test at the end of this class, results will be compared

**FY08:** Still collecting data for the 3 cycles, before decisions are made.

**FY09:** Rewrite competencies match unit tests and lab activities, administer a post-test only 2010

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Diesel Technology/ Caterpillar Technology

**Course:** DSL 605 Hydraulics and Brakes

**District/Program Chair:** Bill Gorman

**Reporting Faculty:** Lon Moffitt

**Dean:** Scott Ocken

**Institutional Data Provided To Date:** 200702, 200801, 200802, 200901, 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Pre-Test/ Post-Test

**FY08:** No changes

**FY09:** No changes Spring 2009

**Scope** (*Provide campuses involved*):

**FY08:** Ankeny campus only

**FY09:** Ankeny campus only

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

Lon Moffitt has developed a pre-test and is in the process of matching the test questions to the course competencies. The pre-test will be given at the start of the class at mid-term.

**FY08:** General competencies have been mapped

**FY09:** Continuing with same test

**Current Findings** (*Findings to-date*):

None at this time

**FY08:** Not at this time, we are wanting to complete all cycles

**FY09:** Students are consistently scoring lower than expectations on the same competencies

**Impact** (*What is the current impact relative to the current findings?*):

None

**FY08:** None

**FY09:** Instructor is not satisfied with current assessment type

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

None

**FY08:** Not at this time

**FY09:** Additional coverage of low score competencies

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

Administer pre-test.

**FY08:** Complete the 3 cycles and then assess data, make changes at that time

**FY09:** Instructor would like to change assessment type for FY 2010. Will investigate other options

## Assessment Narrative Report - FY 08, 09

**Date:** 2/02/09

**Discipline/Program:** Graphic Technology

**Course:** GRT 400

**District/Program Chair:** Carin Murphy

**Reporting Faculty:** David Beltrame

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200801, 200901

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

Written set of questions covering most competencies throughout the semester.

**FY09:** Electronic (Web CT) set of questions covering most competencies throughout the semester.

**Scope** (*Provide campuses involved*):

Ankeny Campus, including all 3 sections.

**FY09:** Ankeny Campus, including all 2 sections.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

2<sup>nd</sup> year of assessment

**FY09:** 3<sup>rd</sup> year of assessment.

**Current Findings** (*Findings to-date*):

Competencies 4.2, 6.3, 8.1, 8.2 and 0 need improvement. However an overall huge improvement from the pretest.

**FY09:** Competencies 1.7, 1.9, 3.2, 12.2, need some improvement. Competencies 3.3, 4.4, and 6.5, will be covered more extensively to increase knowledge base. Overall improvement was very good from the Pre-Test.

**Impact** (*What is the current impact relative to the current findings?*):

The screen printing area needs to be covered more periodically during the semester.

**FY09:** The Screen Printing area was covered more periodically throughout the semester compared to the last semester, and the results were greatly improved.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

Will put more discussion to the areas that need attention and also will continue to provide instruction in all aspects during the next semester.

**FY09:** Will continue to provide instruction in all aspects during the semester, but will focus on areas that need attention. Some questions were updated and changed from previous tests to better test the students.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

This course will be re-evaluated the next time it is offered which will be Fall 2008.

**FY09:** This course will be re-evaluated the next time it is offered which will be Fall 2009.

## Assessment Narrative Report - FY 09

**Date:** 5/8/09

**Discipline/Program:** Graphic Technologies

**Course:** GRT 410

**District/Program Chair:** Carin Murphy

**Reporting Faculty:** Dave Beltrame

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200702, 200902

---

**Initiative** (*Include the assessment protocol: structure of the assessment, processes and timelines*):

**FY09:** Web CT set of questions covering most competencies throughout the semester.

**Scope** (*Provide campuses involved*):

**FY09:** Ankeny Campus, including all 2 sections.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY09:** 1<sup>st</sup> Year (Actually did this assessment 2 years ago, not last year).

**Current Findings** (*Findings to-date*):

**FY09:** Competencies 1.2, 2.1, 3.1, 3.2, 5.3, 7.2, 8.1, 8.2, 9.3, 10.3 need some improvement. This was much improved from the Pre-Test.

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY09:** There will be more explanation on press procedures the next time around.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY09:** The course will be re-evaluated the next time it is offered which will be Spring 2010.

## Assessment Narrative Report - FY 09

**Date:** June 10, 2009

**Discipline/Program:** Graphic Technologies

**Course:** GRT 416 Digital Publishing II

**District/Program Chair:** Carin Murphy

**Reporting Faculty:**

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200802, 200902

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY08:** Students completed a capstone project that covered most of the competencies covered throughout the semester. A grading rubric was used as the assessment instrument. Assessment was based upon the degree in which students successfully completed each main competency.

**FY09:** Students completed a capstone project that covered most of the competencies covered throughout the semester. A grading rubric (see attached) was used as the assessment instrument. Assessment was based upon the degree in which students successfully completed each main competency.

**Scope** (Provide campuses involved):

**FY08:** Ankeny campus, 2 sections.

**FY09:** Ankeny campus, 2 sections.

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

**FY08:** Second year of full assessment and evaluation.

**FY09:** Third year of full assessment and evaluation.

**Current Findings** (Findings to-date):

**FY08:** Upon comparing the 2007 results with the 2008 results, we found a significant increase in the degree of success for document construction competencies (1.1-1.7) and for color builds and use competencies (3.2-3.5). The remaining competencies equated statistically the same with the exception of Paragraph and Character styles competencies (7.1-7.6) which indicated a reduction in degree of success.

**FY09:** Upon comparing the 2008 results with the 2009 results, we found that most students successfully completed the competencies of this course. However, we may want to look closer at competency 7 (text formatting) to see if we can incorporate better instruction.

**Impact:** (What is the current impact relative to the current findings?):

**FY08:** We can see that the added attention and time given to the document construction and color competencies resulted in a better degree of student success in those competencies. We are not sure, at this time, the reasoning for reduction in the Styles competencies. Perhaps this instruction was sacrificed to give extra time given to the other areas.

**FY09:** We can see that the assessment process has enabled us to identify weaknesses in instructional units, and to modify them for future student learning improvement.

**Modifications** (What changes have been implemented/initiated as a result of the findings?):

**FY08:** Additional exercises, handouts, and skill building projects in this area will be incorporated in the following year that the course is offered. We also plan to document the assessment of the sub competencies for main competency 7 so that we can better understand where the weakness occurs. Other instruction will remain as it appears to be successful and we will assess only the main competencies for these areas.

**FY09:** Additional exercises, handouts, and skill building projects in this area will be incorporated in the following year that the course is offered. We also plan to document the assessment of the sub competencies for main competency 7 so that we can better understand where the weakness occurs. Other instruction will remain as it appears to be successful and we will assess only the main competencies for these areas.



**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY08:** This course will be re-evaluated next time if is offered (Spring 2009)

**FY09:** This is the final evaluation for this course.

**Assessment Narrative Report - FY 08, 09**

**Date:** 2009

**Discipline/Program:** Ford ASSET

**Course:** ATF 280

**District/Program Chair:** Al Pieper

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200902

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

In the Spring term of 08 we administered a pre/post evaluation for the first time.

**FY09:** In the Spring of 09 we again administered this assessment. (Feb 08)

**Scope** *(Provide campuses involved):*

Ankeny campus only

**FY09:** Ankeny

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

This is in the assessment stage and will be administered again this Spring (Feb. 08).

**FY09:** Still in the evaluation, has only been given twice.

**Current Findings** *(Findings to-date):*

No conclusive finding after administering once, although it did make me ask some questions. Will need to wait for more results.

**FY09:** The results after administering a second time where vary confusing. After further review we realized that the students didn't take this seriously. Although the students didn't take it seriously, it did show that they knew what to mark wrong verses what was right.

**Impact** *(What is the current impact relative to the current findings?):*

None

**FY09:** Looking at different ways of administering.

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

None

**FY09:** Will administer as a graded paper.

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

To administer a few more times.

**FY09:** Administer again in spring 09. (Feb 09)

## Assessment Report - FY 07, 08, 09

**Date:** 2009

**Discipline:** Ford ASSET

**Course:** ATF 312

**District/Program Chair:** Al Pieper

**Reporting Faculty:**

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** None

**Initiative** (Include assessment instrument model/type, activities, semester terms involved, etc.):

**FY07** To develop an assessment for 1 course each semester.

*12/07 Update: Please note what has changed. Have you created a tool for ATF312? Briefly describe.*

**FY08:** We have gone back and reevaluated the original tool and decided that it was too complicated and would be out-dated too quickly. We are redesigning and hope to have ready by Fall 08 for administering.

**FY09:** In final stages of the redo. Will have complete in March for administration in the Fall. (Sept. 09)

**Scope** (Provide campuses involved):

**FY07**

*12/07 Update: What campuses are participating? Has anything changed from last year?*

**FY08:** Ankeny only

**FY09:** Ankeny only

**Status** (What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):

**FY07** An assessment was developed last summer for ATF 312 which was offered in the fall. Currently working on ATF 280, this is offered later this term.

*12/07 Update: How did it go? Have the course competencies been mapped to the general education competencies? Talk about ATF 312 here. Do you need another narrative for ATF 280?*

**FY08:** Due to the instructor who was working on this course retiring, it set us behind. We hope to get it going by fall 08.

**FY09:** Assessment to start Sept 09

**Current Findings** (Findings to-date):

**FY07** I have no current findings. The instructor who taught last semester has retired and didn't complete the assessment.

*12/07 Update: What additional questions have your findings in this process created? Any changes or challenges to the implementation?*

**FY08:** None

**FY09:** None

**Impact** (What is the current impact relative to the current findings?):

**FY07** None

*12/07 Update: If there is any interim impact identified, please update us.*

**FY08:** None

**FY09:** None

**Modifications** (What changes have been implemented/initiated as a result of the findings?):

**FY07** I am changing the way I come up with the assessment instrument to make it less time consuming.

*12/07 Update: How did that go? Did you make the modifications you identified as a result of this initiative? What did you do? Any new modifications as a result of your changes?*

**FY08:** None

**FY09:** None

**Next Step:**

**FY07:**

*12/07 Update: Now that you have completed this past year please provide insight into your next step. Has anything changed in your steps? Has the process created any new directions or questions?*

**FY08:** Not at this time

**FY09:** Finish redo and administer.

Assessment Narrative Report - FY 08, 09

**Date:** 2009

**Discipline/Program:** Ford ASSET

**Course:** ATF 345

**District/Program Chair:** Al Pieper

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** None

**Initiative** *(Include assessment instrument model/type, activities, semester terms involved, etc.):*

FY09: I have built an assessment for this course and will administer in the summer term (2009-03)

**Scope** *(Provide campuses involved):*

Ankeny campus only

FY09: Ankeny

**Status** *(What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.):*

FY09: Developed

**Current Findings** *(Findings to-date):*

FY09: None

**Impact** *(What is the current impact relative to the current findings?):*

FY09: None

**Modifications** *(What changes have been implemented/initiated as a result of the findings?):*

FY09: None

**Next Step** *(What is your next step? If you are completed with this course, what course is next?):*

FY09: Administer

## Assessment Narrative Report - FY 09

**Date:** 5-6-09

**Discipline/Program:** Graphic Design

**Course:** GRD 462

**District/Program Chair:** Melissa Rarick/Monte Ballard

**Reporting Faculty:** Steve Bendy

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200902

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

**FY09:** Assessment was via a multiple choice written test tied to competencies. The test covered the Spring 2009 semester.

**Scope** (*Provide campuses involved*):

**FY09:** Ankeny Campus.

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

**FY09:** Evaluation.

**Current Findings** (*Findings to-date*):

**FY09:** None.

**Impact** (*What is the current impact relative to the current findings?*):

**FY09:** None

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

**FY09:** We will be using the Adobe Web Design certification curriculum next year. This aligns to our current competencies and prepares students to take the Adobe Certified Associate test. This will allow us to give it a complete run-through before the course changes to Interactive Media I in the Fall.

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

**FY09:** GRD462 Computer graphics II (web design), GRD410 Illustration I

## Assessment Narrative Report - FY 08, 09

**Date:** 2009

**Discipline/Program:** CAP Chrysler

**Course:** ATC 354

**District/Program Chair:** John Russell

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200702, 200802

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*): I am using a pretest post test for this class. I use a multiply choice test questions for each competencies and sub competencies. This is a class that runs only once a year, second half of the spring term.

**FY09:** This class did not run do to low enrollment. I will continue this assessment as is when the class is active.

**Scope** (*Provide campuses involved*):

Cap classes are only offered at the Ankeny campus

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

I started this last year so I only have one class tested.

**FY09:**

**Current Findings** (*Findings to-date*):

The first group tested showed a 15% improvement for the Pre to Post test.

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

I am making some adjustments to the class to better cover some competencies that tested low.

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

I reviewed the test and found some of the questions need rewritten.

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

I have started writing the pretest post test for ATC 335.

**FY09:** I am going to write assessments for the 5 CAP internships this year.

## Assessment Narrative Report - FY 08, 09

**Date:** 2009

**Discipline/Program:** CAP Chrysler

**Course:** ATC 355

**District/Program Chair:** John Russell

**Dean:** Scott Ocken

**Institutional Data Provided to Date:** 200702

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

I am using a pretest post test for this class. I use multiple choice test questions for competencies and sub competencies. This is a class that runs only once a year, second half of the spring term.

**FY09:** This class did not run do to low enrolment. I will continue this assessment as is when the class is active.

**Scope** (*Provide campuses involved*):

Cap classes are only offered at the Ankeny campus

**FY09:**

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

I started this last year so I only have one class tested.

**FY09:**

**Current Findings** (*Findings to-date*):

The first group tested showed a 26% improvement for the Pre to Post test.

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

I am making some adjustments to the class to better cover some competencies that tested low.

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

I reviewed the test and found some of the questions need rewritten.

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

I have started writing the pretest post test for ATC 335.

**FY09:** I am going to write assessments for the 5 CAP internships this year.



## Assessment Narrative Report - FY 08, 09

**Date:** 5/6/09

**Discipline/Program:** Horticulture

**Course:** AGH 111

**District/Program Chair:** Neal VanVeen/Tim Doud

**Reporting Faculty:** Tim Doud

**Dean:** Scott Ocken

**Institutional Data Reported to Date:** None

---

**Initiative** (*Include assessment instrument model/type, activities, semester terms involved, etc.*):

I will be assessing the Introduction to turf grass management course offered on the Ankeny Campus during the Spring Term. The assessment will include a pretest / posttest comparison.

**FY09:** A pretest was given but failed to administer the post after further researching the assessment process and determining I needed to update competencies for the class first.

**Scope** (*Provide campuses involved*):

Introduction to Turf grass Management is offered on the Ankeny Campus during the spring semester

**FY09:** Ankeny campus only

**Status** (*What stage is the initiative in – develop, pilot, full assessment, evaluation, etc.*):

Currently we are finishing the first semester of collecting data.

**FY09:** Currently we are updating competencies.

**Current Findings** (*Findings to-date*): Currently I have decided to approach the pretest and posttest differently than first thought. I thought I would use a multiple-choice test to measure competencies learned but after looking at examples of other assessment forms I would like to create a pretest and posttest that require more high order thinking skills verses recall and recognition. Students need to become problem solvers and I want my assessment to reflect this need.

**FY09:**

**Impact** (*What is the current impact relative to the current findings?*):

Impact of my findings will result in a different format that the pretest and posttest will be developed and completed.

**FY09:**

**Modifications** (*What changes have been implemented/initiated as a result of the findings?*):

Changed the style of test used to evaluate course.

**FY09:**

**Next Step** (*What is your next step? If you are completed with this course, what course is next?*):

My next step is to develop a pretest and posttest more inline with what I want to measure student learning. I plan on using this as a model for future courses that will be assessed.

**FY09:**