Danville Area Community College Report to the Institutional Actions Council Hearing Committee

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Danville Area Community College - IL
HLC ID 1082

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DACC Response to the Institutional Actions Council Hearing Committee

A Higher Learning Commission team chaired by Dr. Jeanne Swarthout has written a final team report on Danville Area Community College and has determined that Core Components 3.A, 4.B, and 5.D have been Met with Concerns. Together with its evaluation and in recommending a Notice sanction, the HLC team devoted a great deal of thought and time to suggesting ways for the College to improve its performance in these key areas. The team has posited that their concerns regarding DACC are "directly or indirectly" related to the College's lack of clear procedures with regard to data management as identified in Core Component 5.D.

DACC will demonstrate how the HLC team's recommendations have been taken to heart at the institution and will lay the groundwork for short- and long-term improvements. Indeed, the peer-review process has afforded DACC President Nacco with the full support of the DACC Board of Trustees to undertake whatever steps are necessary to ensure that all of the HLC team's concerns are immediately addressed and set permanently in place.

Much of what the HLC team has identified for remediation did not come as a surprise to DACC officials. Particularly with regard to assessments of student-learning outcomes, the DACC assessment team discovered patterns of systemic inconsistencies over the several months leading to the submission of DACC's 2019 Assurance Argument. Even before the HLC team's arrival, DACC had already implemented new assessment processes in FY 2019. Samples of these new formats with regard to student-learning outcomes appear in the appendix of this report, but since they were still works-in-progress, they were not yet available for inspection by the HLC team when they visited in March 2019.

By and large, DACC finds that the HLC team came to reasonable conclusions in reviewing the College. The recommendation to put DACC on "notice" is understandable. However, before the HLC team had even arrived, DACC had already charted a course for improvement. Moreover, because of DACC's outstanding record for student success, the College's inestimable value to the community we serve, and DACC's proven ability to be nimble whenever the faculty and staff are called on to effectuate change, DACC is appealing to the Institutional Actions Council to consider recognizing DACC for accreditation without the "notice" sanction. The College can provide full assurance of complete compliance and future progress by virtue of routine monitoring on a Standard pathway.

What follows in this report to the HLC Institutional Actions Council Hearing Committee is the College's reflection on, and response to, each of the recommendations from the HLC team.

Core Component 5.D.

The HLC accreditation team has identified this Core Component—and specifically an inattention to a formalized process of data management—as the underlying source of concern raised in its

report. The first two recommendations regarding 5.D. are inextricably linked and will be addressed together in this response.
The HLC team asked DACC to provide the following:

- A revised, updated schematic more clearly demonstrating the links between all planning processes and the Strategic Matrix.

- The Strategic Matrix and associated planning documents will demonstrate measurable, quantitative outcomes and evidence of annual reports on planning that measure success on outcomes and plans to improve institutional effectiveness in the future.

When President Nacco joined DACC in late 2016, the College had a five-year strategic plan that had expired and not been updated in two years. The College would derive its annual plans from the strategic plan, which had technically already concluded prior to President Nacco's arrival. Even so, for fiscal-year 2017, the annual departmental plans and budgeting were derived from the expired strategic plan, which had been developed exclusively by senior management and approved by the Board.

President Nacco introduced the concept of the strategic planning matrix to DACC based on his prior experience at two New Jersey community colleges. Both were cited—and commended— during the Middle States accreditation process for operationalizing an integrated system of strategic planning that combined long- and short-range planning while engaging all stakeholders in its development and execution.

DACC saw its first matrix during FY 2017, and it was based on the final year of the College's 2012-16 strategic plan. For the strategic plan for FY 2018, a College-wide, collaborative process of matrix development commenced in January 2017 with input from the Board of Trustees. Throughout the remainder of the Spring semester, Matrix development became a College-wide initiative and involved faculty and staff throughout DACC. The process also engaged external constituents, including students as well as community stakeholders.

Concurrently, and in the absence of any individual master plans for academics or student services, the College began to develop a long-range, multi-year Academic Services Master Plan and Student Services Master Plan. In support of these, administrative departments developed master plans for facilities, technology, and marketing. Similar to DACC's prior five-year strategic plan, the Academic Services Master Plan and the Student Services Master Plan would inform annual matrix strategies and would also prioritize budget initiatives and more specific (and typically more empirical and quantifiable) departmental goals. The second matrix-development cycle began in January 2018 for the FY 2019 matrix, which is the strategic plan for the current year.

During its accreditation review, Dr. Swarthout and the HLC team evidently appreciated the value of a collaborative strategic-plan development process as well as the benefit of producing an annual strategic plan that was confined to a single sheet with four columns that represented the four mission-driven pillars of a comprehensive community college: student learning, student success, institutional excellence, and organizational advancement.

Even so, the HLC team astutely discerned that the cyclical process of annual matrix development had failed to deliver on what could arguably be its greatest value to a college, namely the integration of the annual strategic plan with long-range master plans, annual departmental goals, tangible outcomes, assessment, and continuous improvement (i.e., closing the loop).

Prior to President Nacco's arrival, DACC has had a system in place requiring every academic and administrative division to produce a year-end "Departmental Assessment." While these assessments include links to budget, the matrix and the new master plans have yet to be integrated. On the other hand, since the introduction of the matrix two years ago, the Finance Department has ensured that every department include documented references to the matrix and/or master plans with every budget request. Although the linkage between strategic planning, budgeting, and department goals exists, to the objective eyes of DACC's peer reviewers, the integration has been tangential at best.

In President Nacco's prior experience with the matrix at two New Jersey community colleges, the response from the HLC team reminded him that each institution would produce a year-end report that was called the Organizational Review of Goals. His view, and DACC's, is that the recommendations from the HLC team's report would be addressed if DACC were to adopt a similar method of synthesizing the information about the College's annual performance with respect to strategies, goals, assessment, and improvement.

Appendix Item A is the Organizational Review of Goals that DACC President Nacco presented to the DACC Board of Trustees during its annual retreat on June 4, 2019, to discuss short- and long-term strategic planning. Although the ORG in this document is abridged due to space constraints, the full ORG for FY 2019 is 56 pages and appears on the DACC Web site www.dacc.edu under the homepage link titled "About Us" and the "Strategic Planning" page.

The ORG report links each of the annual matrix strategies to master-plan strategies and departmental goals. While much of the information on the ORG is gleaned from the College's department assessments, what is noteworthy about the ORG is its integration of strategic planning and the inclusion of "next steps" for the development of next year's strategic-planning matrix.

Appendix Item B are the Strategic Planning Matrices for 2018-19 and for 2019-20. The DACC Board of Trustees approved the 2019-20 Matrix during its July 18, 2019, meeting.

The HLC team's review of DACC's strategic plans and the team's observation about the College's failure to link planning with outcomes has helped inspire a beneficial change at DACC: the first of what will be an annual year-end Organizational Review of Goals in order to construct a baseline for improving operations and institutional effectiveness. The appropriate repository of the data for the ORG are the Office of Institutional Effectiveness and Strategic Planning, which will also continue to manage and retain departmental assessments.

The second group of HLC team assignments for 5.D. are as follows:

- Document the development process by which the institution has designed a Data Governance policy and related procedures using appropriate personnel and departments/

divisions. The Data Governance policy and related procedures should fit the mission and structure of DACC.

- Evidence of Data Governance policy/procedures which includes minimally data definitions agreed to; data ownership; data reliability, validity and integrity and where authority rests for various datasets; data warehousing; data recovery, and data dissemination including required reports.

- Documented evidence of implementation of Data Governance policies and procedures including evidence the Data Governance Policy has been approved by the Board of Trustees.

The HLC visiting team's discussions and recommendations helped raise the College's awareness about the important distinction between the security of student and employee data and the governance, management, and warehousing of data.

With regard to the former, DACC has had a Board-approved policy on data security for quite some time. However, with respect to a policy to guide the governance of data, this has been a glaring omission at DACC.

In response to the HLC team's recommendation, DACC has developed, vetted, ratified, and implemented **Policy 6034 titled "Data Governance" (See Appendix item C).**

In keeping with the College's governance structure, the policy-development process was altogether collegial, ethical, and collaborative. As for the data identified in the policy, these data are mission-related in that they include student-success metrics and institutional-effectiveness performance indicators.

The policy originated with a governance committee called Colleague Core Team, a group of administrators with expertise in the operations of the Ellucian Colleague enterprise-resource planning and the student-information system.

In early May 2019, the College's Information Security Team—consisting of faculty and staff throughout the College—reviewed a draft of this policy and exchanged drafts with the Colleague Core Team. In late May and June, the draft policy undertook a review process—first to the College leadership team (Administrative Council), then to the Expanded Administrative Council—which includes all division heads. Following a review with the College's two unions—the Faculty Association and the Classified Staff Association—the policy was presented to the DACC Board of Trustees and approved during the July 18 meeting.

The policy addresses data ownership, shared use, management and analysis, and storage. The chief owners of the data are the recently appointed director of assessments, the Colleague Core Team, and the Office of Institutional Effectiveness and Strategic Planning. The Data Team as well as Institutional Effectiveness are the principal users of these data for the purposes of analysis and report dissemination. The assessments team—led by the recently appointed director of

assessments—manages data relative to academic division course and program assessments as well as institutional goal assessments.

Data sharing and analysis is currently conducted through a system of Colleague permissions that the Information Security Team establishes and maintains as a Colleague repository. Over the next year, the Information Security Team will introduce a SharePoint-based system to replace Colleague sharing and storing that will also provide the opportunity for data, documents, and information to be shared College-wide in a collaborative environment with state-of-the-art security. Data definitions will also be housed within the system. Similarly, data security will undergo a change within a year with the introduction of a cloud-based system. Until then, DACC will continue to store and protect data on a Unidata platform in a vault within the Mary Miller Complex.

DACC will ensure adherence to this policy through the Information Security Committee, which meets four times per year, and the Colleague Core Team, which meets monthly.

Core Components 3.A. and 4.B.

Where Dr. Swarthout and the HLC team have made the deepest impact in their work at DACC has been in helping the College recognize and address some serious shortcomings with regard to academic assessment. While the problems in record keeping and especially in assessing student-learning outcomes may not be readily apparent to the public DACC serves, through the HLC team's intervention, DACC faculty and staff are urgently committed to getting this done properly and are well on their way to achieving this.

The public in the City of Danville and Vermilion County regards DACC as a beacon of light in a community that has increasingly faced the challenges of a declining population and mounting poverty. During a meeting last year that included more than 200 community leaders throughout the region, a local organization led a "mind cloud" exercise to ask each of these leaders to identify the single greatest hope for the City's and County's future. The two most prominent words to emerge were "people" and "DACC."
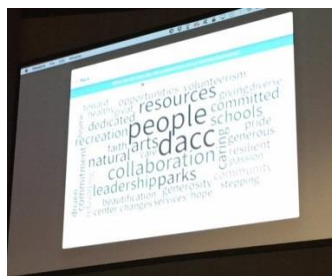
A decade ago, when DACC became an Achieving the Dream college, this distinction became more than merely a badge of honor for DACC and its proud community. DACC was recognized by ATD as a Leader College in 2013 and again in 2016 for improving success rates in the areas of retention, persistence and completion. Faculty, in particular, began keeping records on retention and strove to improve pedagogy as a means of boosting student completion. As a result,

graduation rates rose by more than 15 percent during that period. The graduation rate for the past four years is as follows:

Class of 2016	Class of 2017	Class of 2018	Class of 2019
36%	38%	38%	41%

Ironically, though, in focusing so intently on student success, DACC began to lose track of student-learning outcomes and on the necessity of employing an assessment tool for continuous improvement of course and program quality. That is, for a number of years now, DACC has ostensibly operated under a fundamental misconception about student-learning outcomes. The HLC team's written report as well as their discussion with DACC faculty and administrators during the visit revealed not only that DACC lacked a repository for assessment data, but also demonstrated that the data the College collected was inconsistent or in some cases downright flawed. That is, across three academic divisions, only a fraction of the 65 faculty were reporting accurately and coherently on student-learning outcomes for courses and programs. Most of these data lacked synthesis or coordination. Moreover, while the rubrics are valid, they were not put into use universally, so the data were not used to inform meaningful programmatic change.

As much as Achieving the Dream helped galvanize the faculty in developing student completion and retention strategies, the administration may have inadvertently muddled the message. We should have reminded everyone—as our HLC team has—that student-learning outcomes matter too. In other words, through ATD's highly effective and embedded-coaching model, the vast majority of the College's faculty and staff have thrived in the system for collecting data related to student-success metrics rather than assessments of student learning. Moreover, too many of the College's employees—including senior officials—still consider student success and student learning to be synonymous.

Even before receiving its initial report from the HLC team, and based on conversations with team members, DACC began addressing the disturbing revelations emerging from the peer-review process. Along with the previously discussed absence of a central data repository for academic assessments was the glaring lack of a clear chain of accountability for the assessment data. For several years, each of the three academic divisions have relied on their assessment champion to ensure that faculty were regularly providing data but without relying on a universal rubric.

Assessment champions reported to their respective deans, but invariably the data they gleaned remained in a divisional silo and was not closely scrutinized for their value as student-learning outcomes. The overriding assumption was that an improvement in the graduation of underrepresented groups of students, as well as the steady increase in graduation rates for the first-time, full-time, Fall cohort, was sufficient proof that students were proficient in the competencies that were adumbrated in the curricula. The other serious deficiency that the accreditation process brought to light was the abject lack of systemic quality control with regard to procedures and deliverables in assessments.

What follows is a summary of some of the actions the College has implemented to address these deficiencies in assessment—much of this having taken place before the HLC team visit when the College was gathering evidence to support core components under Criteria 3 and 4:

Appointing a Director of Assessments

During the May 23, 2019, meeting of the DACC Board of Trustees, the College approved the promotion Dr. Abby Hahne to become DACC's first-ever director of assessments. Reporting to the chief academic officer and to the academic deans, Dr. Hahne is responsible for managing all assessment data across all academic and administrative divisions. Most important, she directly coordinates the work of the College's assessment team, which consists of faculty serving as assessment champions for each of the three academic divisions, the three academic deans, and the two assessment champions for non-academic departments.

Dr. Hahne's background is as a lead instructor for chemistry. President Nacco and senior staff selected her for the director of assessments position based on her proven track record as an assessment expert and for the quality of her work in preparing student-learning outcomes for the Math, Sciences, and Health Professions division. To engender faculty trust while the College's system-wide assessment procedures and program improvement undergo a major overhaul, Dr. Hahne will continue to maintain faculty status even as she assumes an administrative role. She will be available to work with the assessment champions, deans, lead instructors and individual faculty members as they develop, implement, analyze and re-assess assessment activities. The job description for this position appears as **Appendix item D.**

Participating in the HLC Assessment Academy

Based on DACC's experience these past dozen years as an Achieving the Dream institution, senior staff at the College has posited that the institution performs better with a "coaching model" than when left to its own devices. Similar to many of our students, DACC faculty and staff have proven far more receptive to the intervention of an external "coach" (or even an HLC team) than they are to internal oversight as typically conducted during semiannual In-Service seminars. The external coach would complement the work of the assessment team. To that end, DACC has committed the funds to sponsor five faculty and staff to participate over the next four years in the Academy. Along with the director of assessments, the team who will enter the Academy include the three assessment champions and an academic dean. DACC has been approved to begin participating in the HLC Assessment Academy in Spring 2020.

Building a College-Wide Assessment Plan

The eight-member assessment team has worked with the Colleague Core Team and the Office of Institutional Effectiveness and Strategic Planning to introduce substantial changes to the way DACC faculty collect and report on student-learning outcomes. The plan has become an outgrowth of the information that the HLC team requested regarding assessments for courses, programs, general education, and learning modalities, expressed as follows:

- Five different faculty-driven academic assessment reports to include course outcome documents, completed and analyzed over a given time period. Show next steps in the improvement process, reflect student learning in terms of gains and/or maintenance at a

specific level. The five courses must be from programs without external, programmatic accreditation.

- Five different program review reports to include assessment data (from the reports in item 1) with specificity about how the gathered assessment information is reflected upon and analyzed within program reviews to document learning gains and/or maintenance that affect program quality. Include two improvement plans updates for each of the five requested program review reports documented during the last two years.

- Three of the general education outcomes measured, analyzed over a given time period. Show next steps in the improvement process, reflect student learning in terms of gains and/or maintenance at a specific level, and report successes and/or needed adaptations.

- Documented alignment of minimal course outcomes across all sections and modalities and comparative, quantitative data on student learning across all delivery modalities. Report will include how these outcomes align with course descriptions in the catalog as well as any course expectations set through transfer agreements. Course outcomes will be objective and measurable.

Under the guidance of the assessment team, DACC faculty and staff have worked collaboratively to complete these four tasks, which proved to be more than merely an exercise in sorting and compiling data. As the HLC team evidently suspected, the process uncovered myriad systemic problems and inconsistencies in the way the DACC College collects and disseminates student-learning data. Further, the team discovered that only a handful of courses and programs have undergone a thorough closing-the-loop process that includes assessment, beneficial change, and reassessment of student-learning outcomes.

Assessment team members enlisted three faculty members from the Liberal Arts division and two faculty members each from the Business and Technology division and the Math, Science, and Health Professions division. The faculty members were assisted by the dean of Liberal Arts and Library Services, the director of assessments, and the executive director of Institutional Effectiveness.

Student-Learning Outcomes for Courses and Programs

The five courses and the related programs the team members chose to review were the following:

BIOL 140 Microbiology	Biological Sciences
ENGL 102 Rhetoric & Composition II	Communications/English
MATH 115 Survey of Statistics	Mathematics
PSYC 100 Introduction to Psychology	Social Sciences/Psychology
BMGT 115 Business Management	Marketing

The documents the team members reviewed included the rubric results for Technology and/or for Social and Cultural Awareness by course and program; each program's assessment report for FY 2018 and FY 2019; Closing the Loop reports from each program for FY 2018 and FY 2019; and the institution-wide rubric results for Critical Thinking, Technology, and Social and Cultural Awareness. The team members also reviewed course outlines for the five courses. The outlines were from all modalities including face-to-face on campus; online; dual enrollment at area high schools; classes taught at the Higher Learning Center in Hoopeston and at the Danville Correctional Center; and classes taught in compressed formats.

These sets of courses and programs appear as **Appendix item E, with designations of Biology as E1, English as E2, Mathematics as E3, Social Science as E4, and Marketing as E5.**

In addition to reviewing the aforementioned documents, the team members reviewed the forms being used to collect assessment information, the processes being followed, and the quality of the data collected. The team members identified strengths of the College's assessment process and areas needing improvement and recommended changes based on what they learned.

General-Education Outcomes

The team recognized that the current assessment program at DACC has some strong points. These include a clearly established General Education Outcomes: namely, Competence in Communication, Competence in Critical Inquiry and Problem Solving, Technological Competence, and Cultural Awareness and Social Skills. The rubrics for these appear under **Appendix item F**, **General Education Rubrics and Outcomes**, with the results for three years of assessment of critical thinking, technology, and cultural awareness/social skills.

In further compliance with the HLC team's request for more detailed investigation into General Education Outcomes, DACC is committed to conducting annual reviews of each of the four competencies by using rubrics developed by faculty across a variety of disciplines. That is, faculty across all programs and divisions are using the rubrics at the course level to assess student learning, as evidenced by the data collected.

Notably, each of the rubrics has been used to assess general education at the course level in a way that can be applied to the program and institutional levels. The rubrics have proven to be applicable to a variety of tasks across all programs and disciplines. For example, the Social and Cultural Awareness rubrics disaggregate data for analyzing cooperation, professional or ethical behavior, personal understand/point of view, and cultural understanding. Most important, the data are collected and made available for faculty members to review and analyze.

Also evident is that the College has a "Closing the Loop" process that allows for faculty to report on changes they have made in their programs and report on the impact those changes have made. This format also allows faculty to reassess the changes they made.

Course Outlines for Learning Across Modalities

As for evidence of acceptable course outlines as they reflect student-learning-outcomes across various modalities, **Appendix item G**, **sample course outlines for ENGL 102** provides

documentation from five faculty in the English Department. They examined the English Program and developed solid program and course outcomes for the courses in the English sequence (ENGL 121, 122, 101 and 102). The five course outlines ENGL 102 represent a variety of modalities.

- ENGL 102 DC (face-to-face, one day a week for three hours, Department of Corrections)
- ENGL 102 E1 (face-to-face, three days a week for one hour each, on campus)
- ENGL 102 HEXN (face-to-face, one night a week for three hours, Hoopeston Higher Learning Center)
- ENGL 102 OK (face-to-face, five days a week for 45 minutes each, Oakwood High School, dual enrollment)
- ENGL 102 WHZ (Online/Hybrid/accelerated format of 12 weeks)

Please note that the course descriptions and student-learning outcomes match—except for the first outcome for the Department of Corrections course. Since students in the Danville Correctional Center are not permitted to use the Internet there, faculty use screen shots and handouts to familiarize the students with how to use it for research.

Recognizing the Shortcomings

While the assessment team was able to find that some of DACC's faculty were assessing student-learning outcomes appropriately, the HLC team's assignments under Criteria 3.A and 4.B. helped expose some significant areas in need of immediate improvement.

Over the past six months, the College has undertaken the process of laying groundwork for what will become a sustainable change in the ways DACC has conducted assessment. Of special concern is the dearth of consistency across all academic divisions with regard to the program for assessing student learning in order to introduce beneficial changes to courses and programs.

Further, for instances in which the College has identified these program- and course-learning outcomes, not all of the course and program outcomes are objective—and the assessment team is reviewing these. In addition, as the HLC team posited, far too many of the assessment reports employ words like "some," "most," or "all," when success percentages would appear to be more objective.

When the team reviewed the rubric results for some of these general-education outcomes, faculty and administrators came to the grim realization that the College is not collecting nearly enough data at the course or sections level. Nor is DACC collecting data from all modalities consistently enough to compare across modalities, such as online, on campus, and off campus. Further, some programs are so small—with five or fewer students per section—that the data have no statistical validity.

Even more discouraging has been the team's recognition that few faculty are using the data to improve student learning. For most of the program assessments, the institution is failing to re-assess changes or improvements with regard to the Nichols Model for "closing the loop." One of several examples is the assessments from the Communications program for FY 2019, which

abjectly fails to recognize the necessity of programmatic change based on poor metrics in student learning.

Still other assessment reports produce programmatic student-learning outcomes but fail to connect with the general-education outcomes. That is, as in the example of Mathematics for FY 2018, the faculty introduced changes in their programs based on assessments but then failed to apply the rubric to include extant data in the process of closing the loop.

Sometimes, too, courses within a specific program are using the rubric to assess the same program outcome but the courses' outcomes are not the same, so a comparison is specious. One example of this contradiction is the relationship between English 101 and Speech 101. Or else different sections of the same course may be assessing the same course outcome but using a completely different activity to measure learning, so the comparison is tangential at best, such as with two different faculty teaching the same Psychology 100 course but not applying the same standards of measurement.

Along with confusing student success with student learning, a significant number of faculty evidently have difficulty distinguishing between program improvement and the assessment of student learning. For example, with the Marketing assessment for FY 2019, the improvements advanced are sound and yet fail to demonstrate a basis in student learning and ostensibly ignore the data produced through course-level assessment.

With regard to general education, the institutional data that the faculty analyzed does demonstrate that students show more competence in the four general education outcome areas based on the number of credit hours they have accumulated. Conspicuously absent, though, is the proof that these students' competency increases as they progress through programs of study. This may be attributed to the College lacking a sufficient volume and range of course-level data to show whether students who complete courses beyond the entry level did score higher than they did in their initial courses. For example, the College would benefit in compiling and assessing data involving students who take an entry-level course like Psychology 100 and then the sequence of advanced psychology courses.

A Pearl Discovered in Biology

Not all of the assessments were limited in scope, though. Under Dr. Wendy Brown—with assistance from the assessment team—the College has discovered a template that would serve well for every academic division, program, and course, including general education.

Appendix item G is Dr. Brown's Biological Science Program-Level Assessment Report for 2019-21. The report clearly states what program outcome is being assessed and what the course level outcome is for each of four biology course being assessed. It states that 243 students were assessed and four faculty members participated in the assessment. Every course used a group-centered lab activity to assess the students' ability to work as a functional team member. Students were assessed using the Competence in Communications Rubric.

The results are compared and analyzed for the four courses and via different modalities, including F2F (face-to-face), and OL (online) for FT (full-time) students. The instructors make the students aware of the criteria on which they are being assessed at the beginning of the semester so they can actively work on performing well in group activities.

The faculty are required to submit a "Closing the Loop" report next year to reassess the results of this year's activity. This is our winning model for moving DACC forward to achieving excellence in assessing and improving student-learning outcomes.

Addressing the Shortcomings

The HLC team has helped DACC come to recognize that all course outcomes and program outcomes must be clearly defined and must be measurable. In February 2019, the DACC assessment team launched a review of course and program outcomes, first to assess the quality of the course outcomes for the five programs reviewed in this report. DACC assessment-team members have also reviewed the course outcomes for the five courses reviewed as part of this process to determine whether they are objective and measureable and that they are the same across all sections of a course. They also examined the course outcomes are in keeping with the course descriptions in the catalog as approved by all appropriate external entities.

However, what they found is that not all are objective and measureable although they appear to be in keeping with all external-entity requirements. Reviewing and revising the program and course outcomes is beyond the scope of the review team, as this requires the input of faculty from the specific disciplines and continues to be a mandate going into FY 2020.

To that end, DACC's assessment-team members have recommended and implemented several changes to the current assessment process, changes that will build upon what the College has that is working well and will address the concerns noted. Most of what follows will be directly supervised, evaluated, and collected by the College assessment team (director of assessments, three deans, three assessment champions for academics, and two assessment champions for non-academic departments) under the authority of the executive vice president/chief academic officer.

- Every course in every program will be assessed annually (or every two years for classes that meet just every other year).
- Every modality of a course will be assessed annually (not necessarily every section but at least one section of each modality). Preferably as many sections as possible will be assessed to provide the richest data.
- Assessment will be completed using the common rubric and based on a common task agreed upon by the full-time faculty in a program with input whenever possible from part-time faculty.
- Career programs will remain the same as before. Transfer programs will be broken down into their individual disciplines. For example, Psychology will now be its own program rather than being part of the Social Science program. This allows for looking at all courses in a program rather than just certain courses. However, data for all programs within the Social Sciences can still be compared.

- To make sure faculty are assessing student learning, the General Education Outcome, Program Outcome, and applicable Course Outcome will be clearly identified each year. The aforementioned form for the Biology Program under **Appendix item H** will be the template for alignment with each of the four general-education outcomes. This format includes a section for faculty to reassess what was assessed previous year, thereby ensuring that the process supports a continuous system of improvement and assessment.
- DACC will revive use of the **Course Level Assessment Report form**, which was required of faculty a number of years ago but discontinued in recent years. A sample for this is from Psychology 100, **Appendix item I**. These reports provide the raw data from which the other reports are generated and need to be collected and stored.
- As discussed previously, the College has implemented short-term data-sharing systems to ensure that assessment data is accessible electronically for key personnel including the director of assessments, the executive director of Institutional Effectiveness, the assessment champions, lead instructors, deans, and the executive VP of instruction and student services. A long term system via SharePoint will be introduced before the end of 2019.
- Also as discussed previously, DACC participation in the HLC Assessment Academy would undoubtedly prove to be transformational. The College has demonstrated through its experience in Achieving the Dream that faculty and staff function extremely well when provided structure, models and coaches.

The catalyst for these changes with regard to course, program, and general-education assessment has been the review of peers on the HLC visiting team. With the wake-up call that DACC received, the assessment team will work closely with faculty to build and maintain a College-wide system for the assessment of student-learning outcomes.

Core Component 4.B., 2: Assessing Co-Curricular Outcomes

Since joining DACC in August 2016, President Nacco has been mystified about the meaning of the term "co-curricular education." Having participated in two successful community-college reaccreditations by the Middle States Commission, he understood "extracurricular" and "co-requisite," but had never encountered any tangible meaning of the term or practical application of assessing student learning for this phenomenon.

Even more disconcerting for President Nacco was that when he joined DACC, his Diogenes-like quest to find someone who understood the meaning of co-curricular programs yielded nobody. Whenever he asked about "co-curricular education," the only ones to respond were crickets.

DACC faculty and staff had considered the College exempt from any assessment of student-learning outcomes based on the (mis)interpretation of the verb "claims" under core component 4.B.2: "The institution assesses achievement of the learning outcomes that it claims for its

curricular and co-curricular programs." That is, in claiming no co-curricular programs in its catalog or anywhere else, DACC saw no necessity for assessing student-learning outcomes.

During the day-and-a-half visit to DACC, though, the HLC team set the record straight to provide a sound working definition that DACC will employ when moving forward in assessing student-learning outcomes for co-curricular programs. The assignments the College received were as follows:

- A completed co-curricular assessment plan including a definition of co-curricular and list of programs/activities related to the definition.

- Three co-curricular goals/assignments completed, analyzed over the given time period, showing next steps in the improvement process. The report will show reflection on student learning gains and/or maintenance at a specific level over the given time period and documented improvement plans for future co-curricular assessments. Include documentation on methodology on how co-curricular assessment is conducted.

- A revised, updated schematic for planning processes at the institution to include co-curricular assessment.

After wrestling with definitions of co-curricular programs, the DACC assessment team explored pilot programs with four potential areas that ostensibly fit the HLC team's concept of co-curricular education. As **Appendix item J** are **Rubrics for Assessing Co-curricular General-education Outcomes** for areas that would seem to fit the definition of co-curricular programs: the Writing Center (tutoring), Math and Science Solutions (tutoring), the federally funded TRIO program for at-risk students, and the DACC Library.

The data yielded for the Library seems to have the least amount of potential, while the Writing Center, MASS, and TRIO data are more promising. With the assessment team including two non-academic champions, the plan is to evaluate the data again next spring as part of a yearly assessment cycle, the assumption being that an institutionalized process would enable DACC to collect information about learning outcomes for individual students. The college will review the list of co-curricular programs annually to initiate assessments as needed. Here again, DACC would benefit in receiving a deeper understanding of co-curricular programs over the next four years when five members of the assessment team participate in the HLC Assessment Academy.

Summary of DACC's Action Plan

DACC benefitted immensely from the peer-review experience as the HLC team has thoughtfully and patiently laid out a blueprint for success to address critical areas of concern. Chief among these were the absence of a central repository for data collection, the failure to demonstrate a clear connection between strategic planning and outcomes, the lack of consistency in assessing student learning, and an agnostic view of the existence of co-curricular programs.

One of the recommendations that the HLC team has brought to DACC and to the Council has been for the College to adopt a Standard Pathway for maintaining its accreditation with the HLC.

Especially given the problems that the HLC peer reviewers uncovered vis-à-vis DACC's inconsistency in assessing student-learning outcomes, DACC's transfer to the Standard Pathway would be a wise decision. The College would undoubtedly benefit from the additional support that interim monitoring would provide.

Despite being a small college with sparse resources, DACC has seen the enormous value of investing in both personnel and technology to address the problems that the HLC team has uncovered. The College is committed to providing key assessment-team faculty and staff with a four-year program of study at the HLC Assessment Academy in order to increase the skills of DACC's core leadership team for assessing student learning.

As for technology, the College has recently established a shared drive for assessment-team members and senior staff to access as a repository for assessment and other key performance data. The College has also made a significant investment in installing SharePoint as a long-term system for ensuring that data are accessible electronically and secure. The College expects the installation to be completed by late 2019.

Apart from the issues that the HLC team memorialized in its report, other noteworthy opportunities for improvement emerged during this year's peer review process. College faculty, staff, and students appreciated meeting with the HLC team and being able to discuss issues of concern. One of these issues surprised the administration when a student taking night classes on the Danville campus expressed a fear for her safety. The College immediately investigated this situation and responded by deploying additional contracted security in parking lots during night-class-dismissal times. A longer-range plan is to consolidate night classes to central buildings in order to ensure that students feel "safety in numbers" rather than attending class in isolated parts of the campus. This initiative is included in the 2020 Matrix (**Appendix item B, under II. Student Success, B.4**.) for the College to "investigate measures to improve security for night classes."

The revelation about night classes led to further conversations with students. What has become a common theme among those who are residents of towns south of the City is that they are generally loath to attend classes in Danville after dark due to their perception that the College is located in an unsafe area. Based on these student discussions, DACC has partnered with a high school in the southern part of the district (Georgetown-Ridge Farm) to begin offering credit classes and high-school equivalency during weekday evenings. This initiative appears in the 2020 Matrix under IV. Organizational Advancement A. 3. "Expand offerings of night classes to build enrollment county-wide."

One other epiphany that the College experienced during the accreditation process involved the Quality Initiative and the account of the College's failure to earn faculty buy-in on student-success initiatives like mentoring and mandatory advisement. By and large, DACC faculty members are committed to their teaching and to ensuring student success, but have long done so in silos. One initiative in the 2020 Matrix that is an attempt to break down the silos is the "success-sharing" plan that appears under II. Student Success A.6. and has been included in the Faculty Association's recently adopted two-year contract.

When the HLC team arrived in March of 2019, President Nacco had been president at DACC for a little more than two years. As a first-time community-college president, he felt overwhelmed in having to grapple with significant financial shortfalls as the State of Illinois entered its second of three years without a budget. As for helping to gear up DACC for reaccreditation in two years, President Nacco was stunned and disturbed to find that the College's strategic plan had been in mothballs for two years. DACC had no academic master plan, no student-services master plan, no technology plan, and no palpable correlations among short- or long-range strategic planning, goal-setting, and budgeting.

With regard to assessment, President Nacco chose to focus on institutional assessment by devoting every monthly meeting of the expanded administrative council to presentations about each of the HLC core components as well as individual departments' "closing the loop" projects. This was intended to gather information for inclusion in the Assurance Argument as well as to gear up the workforce for the March 2019 reaccreditation visit.

President Nacco never imagined that a College that was achieving such outstanding results in improving graduation rates and in producing such stellar assessments in course and program retention and completion would be neglecting to provide commensurate levels of data for assessing student-learning outcomes. The HLC team identified this systemic flaw in the report, as did DACC officials themselves throughout the process of information-gathering to provide evidence for the 2019 Assurance Argument.

As the Council considers its recommendation to the Board, please understand that DACC is like the City of Nineveh in the Book of Jonah. We admit to our sins and appeal for divine mercy. The conclusions drawn by the HLC team did not come as a surprise. Well before the HLC team issued its final report, DACC had already begun implementing steps toward rectifying the problems.

A "notice" sanction is not appropriate in this case. It would misrepresent DACC by failing to recognize the quality of the education that students receive from a faculty committed forever and always to teaching and learning. A "notice" sanction would seem incompatible for an institution that spearheads workforce development and economic revitalization throughout the region. Nor would a "notice" sanction appropriately reflect the status of an institution that ATD recognizes as a "Leader" college given its outstanding outcomes in student success. Most important, a "notice" sanction would unnecessarily tarnish the image of a college that has been the pride and joy of Danville, Illinois, for more than 72 years.

DACC will work hard to address all of the HLC's concerns. Two years from now, during a comprehensive visit, DACC will have gathered sufficient evidence in documented assessments of student-learning outcomes and of "closing the loop" to demonstrate that the College is on the right track. Routine HLC monitoring through a Standard pathway will achieve the outcomes that both the HLC and DACC mutually desire.

Please say "No" to "Notice."

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APPENDICES

Appendix A	Organizational Review of Goals (Abridged)
Appendix B	Strategic Planning Matrices for 2018-19 and for 2019-20
Appendix C	Policy 6034 titled "Data Governance"
Appendix D	Job Description for Director of Assessments
Appendix E	Course and Program Assessments

E1 Biology
E2 English
E3 Mathematics
E4 Social Science
E5 Marketing

Appendix F	General Education Rubrics and Outcomes
Appendix G	Sample course outlines for ENGL 102
Appendix H	Biological Science Program-Level Assessment Report for 2019-21
Appendix I	Course Level Assessment Report
Appendix J	Rubrics for Assessing Co-curricular General-education Outcomes

Appendix A   **Organizational Review of Goals**

(Abridged: Selections from the full 56-page ORG, which is available on the DACC Web site www.dacc.edu under "About Us" and the Strategic Planning page.)

Strategic Planning Matrix 2018-19	Master Plan	Department Goal	2018-19 Outcome	Next Steps
I. A. 1. Implement innovative pedagogy to improve student retention	**Academic MP:** Improve pedagogy and success rate	**Nursing**: Improve NCLEX success rate by requiring A & P I and II as prerequisites, reducing the number of nurses in clinical, and strictly adhering to grade requirements— without exception.	NCLEX pass rate increased from 75 percent in 2017-18 to 88 percent in 2018-19	Analyze attrition based on microbiology and anatomy & physiology pass rates
I. A. 1. Implement innovative pedagogy to improve student retention	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Math:** Review math sequence and placement criteria	Dean began hosting a review with math curriculum team to ensure math sequence and placement data is appropriate.	Review Success/Withdrawal data by comparison to placement data
I. A. 1. Implement innovative pedagogy to improve student retention	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Video Production:** Start utilizing the campus television production studio.	Video production classes are on the schedule for fall 2019. Added equipment needed for the upgrade process into the FY20 budget.	Get students involved by creating a Video Production Club on campus. Will purchase and install equipment for the upgrade.
I. A. 1. Implement innovative pedagogy to	**Academic MP:** Revise curriculum	**Math**: Evaluate processes for Transitional Math	Review student data for sequence course	Review Success Data

improve student retention	to Ensure teaching excellence			
I. A. 1. Implement innovative pedagogy to improve student retention	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Manufacturing**: Become NIMS certified	Instructors trained and certified—teaching during 2019. Student pass rate on NIMS increased by 11 percent.	Expand range of manufacturing certifications for NIMS-qualified graduates.
I. A. 1. Implement innovative pedagogy to improve student retention	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Business & Technology**: Reestablish a sustainable position	Faculty hired; Merged sustainability position with environmental horticulture and DACC Land Lab	Develop a revamped sustainability program for Fall 2019.
I. A. 2. Develop strategies to reengineer low enrollment programs	**Academic MP**: Revise curriculum to Ensure teaching excellence	**Business & Technology:** Revise Office Systems Curriculum	Submit course name changes to ICCB. New BOFF courses submitted and approved by ICCB-Fall 2017.	Assess enrollment during 2019-20
I. A. 2. Develop strategies to reengineer low enrollment programs	**Academic MP**: Revise curriculum to Ensure teaching excellence	**Engineering:** Increase enrollment in engineering majors.	Encourage students to choose engineering by providing waivers for key gateway programs. Those who achieve a B grade or better are eligible for waivers in Physics 106 and Math 130	Assess course and program enrollment during 2019-20
I. A. 2. Develop strategies to reengineer low	**Academic MP:** Revise curriculum	**Horticulture:** Increase enrollment through additional land lab production	Along with vegetable farming, sustainability lab began operating a beekeeping farm and orchard.	Assess enrollment during 2019-20

enrollment programs	to Ensure teaching excellence			
I. A. 2. Develop strategies to reengineer low enrollment programs	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Automotive:** Implement new curriculum based on advisory-board input	Began investigating partnership with Ford Motor Company for providing Ford credentials for certificate completers.	Introduce Ford-based courses in 2020.
I. A. 3. Evaluate recent assessment and outcome updates to programs and courses	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Library Services:** Assess if student usage of library resources correlates with student outcomes in terms of retention, persistence and completion	Data requests have been made to CARLI to identify which students have created library accounts and which students have placed I-Share requests or checked out material so that these can be submitted to Institutional Effectiveness to look for correlation between library usage and retention, persistence and completion. A related process of correlating e-resource use data with student retention, persistence and completion by analyzing EZProxy data is being explored with IT.	As the library moves to Single-Sign-On authentication, the ability to link e-resource users with Key Indicators needs to be included in the discussion.
I. A. 3. Evaluate recent assessment and outcome updates to programs and courses	**Academic MP:** Revise curriculum to Ensure teaching excellence	**Danville Correctional Center:** Ensure integrity of curricula, syllabi, and learning materials for all DCC transfer courses	DCC staff reviewed all programs and revised. New learning materials provided for all instructors. All instructors vetted through Corrections eligibility system.	Looking to open online access or interactive television at the Correctional Center.

Strategic Planning Matrix 2018-19	Master Plan	Department Goal	2018-19 Outcome	Next Steps
II.A.1. Assess and expand student activities to improve retention.	**Student Services MP:** Increase student access, engagement, retention and success through more integrated and comprehensive student services.	**Student Services:** Complete research, select, and implement a mobile application to improve communications with students about events, activities, and to build learning communities.	- A team researched options and narrowed it down to 3 mobile applications. - Team selected a product to move forward with and is submitting a proposal to the Board in April.	- Implement mobile application during Summer 2019. - Roll out new application and its capabilities to faculty and staff. Train as needed. - Roll out new application to students through New Student Orientations, INST 101, website, etc. - Assess student use of app after 1 year (in June 2020).
II.A.1. Assess and expand student activities to improve retention.	**Student Services MP:** Increase student access, engagement, retention and success through more integrated and comprehensive student services.	**Library Services:** Assess how well library instruction prepares incoming students for future research assignments.	Library instruction is integral to Success in College courses. This program was re-vamped in FY19 to address the fact that students may only get instruction in library resources in their Success class and yet be expected to perform research in subsequent courses. As a result, every student got hands-on experience using the library's 1Search tool. Paper assessments conducted in subsequent class sessions indicated that 83% knew they needed to have	The reference librarian will provide instruction to Success in College students.

			their ID to check out material, 58 % knew that they would need to use their DACC user ID/password to access online resources, 64 % remembered all of the search techniques (although disaggregation reveals that percentages who knew about various specific utilities were higher), and 29% understood the full utility of the Minrva app (again disaggregation revealed knowledge of individual utilities was higher). PROPOSED CHANGE: Simplify the 1Search exercise to emphasize fewer skills and revise assessment to one that reinforces the exercise during the session.	
II.A.1. Assess and expand student activities to improve retention	**Student Services MP:** Increase student access, engagement, retention and success through more integrated and comprehensive student services.	**Liberal Arts:** Monitor circulation statistics to correlate with facility usage and student success.	Monitoring of circulation statistics will be ongoing as a means of correlating library use with student success. Reflecting a national trend in dropping physical item circulation as well as a lower campus headcount, the library circulated 1281 items in FY18 compared to 3464 items in FY17. A bright spot, however was popular fiction. Because popular fiction was moved upstairs to encourage use, library staff compared circulation of appropriate call number ranges from its previous location to those in the	Student IDs and the number of times and/or items attached to those IDs were submitted to the Institutional Effectiveness Office to generate student retention, persistence and completion data. Library staff will analyze the data generated and see if there is a correlation between

			new location – an indirect, but comparable set of figures. Usage FY16-17: 294 checkouts. Usage FY18-19: 357.	library usage of these three indicators of student success. Library staff will explore additional ways to connect student usage of library materials with student success measures.
II.A.2. Enhance general campus tutoring.	**Student Services MP:** Increase student access, engagement, retention and success through more integrated and comprehensive student services.	**Testing & Academic Services:** 1. Provide an online, accessible tutoring program that can be linked to Blackboard. 2. Establish a Tutoring Center budget that will allow expansion of services. 3. Expand staff to support a more readily available service to students.	- College introduced ALEKS an intelligent math placement and learning system for students to identify their weaknesses and then receive instruction to strengthen their skills in those areas. MASS Tutoring Center is also using the diagnostic data to help tutor students. - Testing & Academic Services Director taught Math instructors how to retrieve and use the individual diagnostic data prescribed by ALEKS for students. - Introduced Accuplacer Study App to students for placement test prep and instruction. Usage will be monitored in FY20. -Based on feedback from previous tutoring sessions, students have better outcomes with a professional	- Only 1 student had taken advantage of the ALEKS supplemental instruction by April 1, 2019. Several student services offices are now communicating the benefits of ALEKS to students. The number of supplemental instruction learners started to increase. It will be monitored in FY20.

			tutor (vs. peer). This also allows for consistent training. Current tutor -Opened General Tutoring sessions to include walk-in, appointments (day and night).	
II.A.3. Implement researched retention and recruiting methods on underserved groups, including student athletes.	**Student Services MP:** Increase student access, engagement, retention and success through more integrated and comprehensive student services.	**Student Services:** Develop an Enrollment Management Plan with the Strategic Enrollment Management Team.	- A SEM structure has been established utilizing existing teams and staff. Recruitment and retention of underserved groups are part of the SEM goals. - Developed a Recruitment Action Plan that will be part of the SEM. Activities are based on successful strategies from Fall 2018 and Spring 2019 registration periods. - Asst. Dean of Student Services/CDO introduced the College to a series of online seminars titled Black Minds Matter. Series highlighted research and strategies from national leaders. Topics covered can be utilized by faculty, staff, administrators, and community members. - TRIO shared a Supporting Men of Color webinar. Various student services staff attended. Research based strategies will be incorporated into retention strategies for FY20.	- Team is still developing overall concept of SEM on campus. Recruitment & Retention sub-teams are established, but not working to full potential based on progress to date. - Campus reporting mechanisms still need to be developed. - Additional work is required. Timeline will be extended to December 2019. - College will ask teams to review specific seminars and implement appropriate strategies highlighted. Strategies will be assessed. - Follow up with national leaders from

				the Supporting Men of Color webinar will take place in Summer 2019.
II.A.3. Implement researched retention and recruiting methods on underserved groups—including student-athletes	**Academic MP:** Advance a culture of inclusion	**Chief Diversity Officer:** Implement programs to advance diversity in staffing and student recruitment.	Developed and submitted to the President of the college a draft "Duties and Responsibilities" document aligned with initiatives, programs and trainings that address the diversity needs of the college. a. Consulted with 7 faculty on Diversity issues b. Hosted IL Eliminating Poverty Listening tour. c. Trained Student Services division staff on Implicit Bias/MBTI d. Participated in 2 Radio programs discussing Diversity Initiatives e. Initiated M-SWIFT program for retention of African-American male students	Increase community visibility of chief diversity officer in 2020.
II.A.4. Investigate increasing social or entertainment events for students	**Student Services MP:** Increase Enrollment	**College Relations:** Investigate online media to reach non-traditional & traditional students, assist with recruitment, and support retention efforts.	Test response to Facebook Live, YouTube, and short format ad videos; boost with small investment to reach more people.	Based on successful analytics and metrics, investment will increase to $3,000 into social-media marketing in FY 2020.

Strategic Planning Matrix 2018-19	Master Plan	Department Goal	2018-19 Outcome	Next Steps
III.A.1.Maintain essential spending guidelines	**President's Institutional Vision:** Revenue, Relationships, and Reputation	**Business Office:** Evaluate relationship with Collection Agency and explore other options.	To increase amount of money recovered from delinquent accounts, the Business Office changed collection agencies, from CCB to TekCollect effective Spring 2019	Evaluate the success of TedCollect during the 2019-20 FY.
III.A.1.Maintain essential spending guidelines	**President's Institutional Vision:** Revenue, Relationships, and Reputation	**Business Office:** asset management and fiscal accountability	FY17 – Operational deficit of $(1,250,659) – Budgeted deficit of $(1,292,400). Favorable variance due to essential spending, reductions in force and other variables. FY18 – Operational surplus $2,602,152 – Budgeted surplus $2,786,936 (Unfavorable)	Continue essential spending guidelines in 2020 Matrix or until the fund balance of $4,000,000 (pre-2015 balance) is restored.
III.A.1.Maintain essential spending guidelines	**President's Institutional Vision:** Revenue, Relationships, and Reputation	**Business Office**: Evaluate the transfer of service fees on credit card transactions from the College to the consumer	Effective March 9, 2018 fees are charged to the consumer. Will save the College approximately $30,000 annually.	Continue essential spending guidelines in 2020 Matrix or until the fund balance of $4,000,000 (pre-2015 balance) is restored.
III.A.2. Identify and apply for grant opportunities in support of teaching and learning.	**Academic MP:** Improve Access and Affordability	**Executive Assistant/Director of Grants:** Identify and apply for grant opportunities in support of teaching and learning.	In the newly established position, Director reviews and oversees all grant submissions.	Continue to research grant opportunities. Remind the campus community that all grants should be shared with the grants director for reporting purposes and review.

Strategic Planning Matrix 2018-19	Master Plan	Department Goal	2018-19 Outcome	Next Steps
IV.A.1.Research expanded class offerings at Danville Housing	**Academic MP:** Improve Access and Affordability	**Academic Affairs:** Provide on-site classes for 1,500 apartments in Section 8 housing complex	Provided GED/HiSET classes in FY 2019. Classes began with more than 12 students but dwindled to three during the Spring 2019 semester.	Through Equity and Diversity team, will explore other ways of recruiting and retaining Fair Oaks residents
IV.A.2. Prepare for a Foundation fundraising campaign	**Academic MP:** Improve Access and Affordability	**Foundation:** Launch a capital campaign in 2019 to support student scholarships and College operations.	Campaign co-chairs and leadership team established for late 2019 campaign launch. Identified key priorities: support for presidential scholarships, a nursing simulation laboratory, renovation of Jacobs Hall, and other scholarships.	Campaign launch will move from silent phase to open phase for two-to-three years. Target is $3 million.
IV.A.3. Implement an entrepreneurial approach to Community Education	**Academic MP**: Increase Enrollments and Net Revenue	**Exec VP**: Evaluate DHS dual enrollment Fitness Center	Exec VP: Review student data for usage and success rates	Exec VP: Enrollment numbers, mentoring evaluations and student success.
IV.B.1.Assess the "Power of 3" branding	**Academic MP:** Improve Access and Affordability	**College Relations**: Investigate expanding NCMPR membership to institutional level to include Recruiter, webmaster and/or Videographer in order to appeal to a vast audience of prospective students.	Professional development for all aspects of marketing, recruiting, and retention team to enhance team rapport, improve product output, and encourage a team approach to recruitment and retention	Will invest $8,000 in 2020 to hone the skills of recruiters and marketing to focus on attracting a diverse market of students to the College.

Danville Area Community College 2018-19 Strategic Planning Matrix

"Danville Area Community College is committed to providing quality, innovative and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share."

I. Student Learning	II. Student Success	III. Institutional Excellence	V. Organizational Advancement
A. Curriculum	**A. Student Engagement**	**A. Budget**	**A. New Revenue Streams**
1. Implement innovative pedagogy to improve student retention	1. Assess and expand student activities to improve retention	1. Maintain essential spending guidelines	1. Research expanded class offerings at Danville Housing
2. Develop strategies to reengineer low enrollment programs	2. Enhance general campus tutoring	2. Identify and apply for grant opportunities in support of teaching and learning	2. Prepare for a Foundation fundraising campaign
3. Evaluate recent assessment and outcome updates to programs and courses	3. Implement researched retention and recruiting methods on underserved groups*	3. Evaluate space needs for Student Services	3. Implement an entrepreneurial approach to Community Education
4. Implement more eight week courses	4. Investigate increasing social or entertainment events for students	4. Assess recent changes in health insurance	**B. Brand Marketing**
5. Implement cocurricular assessment	5. Continue to reach out to non-traditional students	5. Review Bookstore operations and contract	1. Assess the "Power of 3" branding
6. Explore and prioritize curriculum opportunities for new campus facilities	6. Evaluate current strategies to improve student retention and equity gaps	**B. Infrastructure Renewal and Expansion**	2. Assess 3+1 bachelor program marketing strategies
7. Evaluate open faculty positions based on community and curricular needs	7. Investigate ways to improve online tutoring	1. Establish continuation of operation plans to prepare for short and long term calamities	3. Explore enhanced methods to market the importance of degree completion
8. Explore further use of learning communities	**B. Access and Affordability**	2. Implement upgrades to campus building HVAC units	4. Market to local Indiana counties
9. Investigate increased use of apprenticeship and other work experiences	1. Implement strategies to reduce textbook costs	3. Evaluate the Community Ed mall location	**C. Community Relations**
B. Transfer Programs	2. Assess the effectiveness of textbook inclusion into the student payment plan	4. Evaluate the condition of the college's athletic facilities	1. Improve communication with public officials
1. Evaluate 3+1 bachelor articulation programs	3. Assess the implementation of the online scholarship software and processes	5. Establish systems and spaces that meet the needs of transgender students	2. Evaluate dual credit marketing to K-12 families
2. Explore and implement additional pathway programs with senior institutions	4. Develop lab space for online and 3+1 learners	6. Explore teaching options in the southern part of the district	3. Assist with DACC Alumni Association growth efforts
3. Assess the growth and financial gain of recent dual credit changes	5. Investigate increased dual credit options in Hoopeston	**C. Technological Enhancements**	4. Assist with the implementation of promise scholarships
4. Continue to focus on more education degrees	6. Explore mobile app usage to improve communications	1. Investigate web site redesign	5. Explore increased facility sharing with other education entities
C. Developmental Skills	7. Implement web accessibility contract	2. Implement improvements to the television production studio	**D. Corporate Education/Workforce**
1. Explore alternatives to the current developmental education structure	8. Develop new and improve current partnerships to increase onsite bachelor and graduate courses	3. Implement Active Directory	1. Implement a regionalized workforce development system through AJC and WIOA
D. Career and Technical	**C. Guided Pathways/Career Development**	4. Explore an employee intranet	2. Continue to increase community linkages with Corporate Education
1. Implement and review curriculum offerings for alignment with community needs	1. Implement a scaled up mentoring program	5. Investigate automated document imaging sharing and routing	3. Work with Danville entities to continue to make the downtown attractive to small businesses
2. Explore innovative ways to increase stackable credentials and short term certificates	2. Track, monitor and provide assistance to keep students on track for graduation within three years	6. Review current test center security and monitoring	4. Assess the current value of Corporate and Community Education offerings
3. Implement the Nursing Simulation Lab and investigate further uses of the facilities	3. Create a Veteran one-stop	7. Begin the investigation into other learning management systems for possible implementation	
4. Investigate Perkins grant student tracking	3. Implement Student Planner and market to students	**D. 2019 Accreditation**	
	4. Assess the implementation of the Financial Aid Module of Student Self Service and market it to students	1. Provide additional "closing the loop" examples of assessment	
	5. Develop TRIO program proposal to secure 2020-25 grant funding	2. Increase campus knowledge of plagiarism & copyright policies	
		3. Develop the assurance argument for HLC	
		E. Professional Development	
		1. Develop succession plans	
		2. Scale up embedded advisement	
		3. Continue to recruit and retain a diverse workforce	
		4. Explore the creation of student service generalist positions	

Amended 6-12-18   *including the recruiting of student athletes

Danville Area Community College 2019-20 Strategic Planning Matrix FINAL

"Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences that meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share."

I. Student Learning	II. Student Success	III. Institutional Excellence	IV. Organizational Advancement
A. Curriculum 1. Modify and reassess at least two career and transfer programs in each academic division. 2. Implement and assess an enhanced sustainability program linked to agriculture and horticulture, including certification in precision ag/GPS technologies, hemp cultivation, and hydroponics. 3. Assign an assessment director to oversee academic assessment in concert with faculty assessment champions to ensure that course and program assessments yield improvements in syllabi and curricula. 4. Develop strategies to improve enrollment and retention in academic programs. **B. Transfer Programs** 1. Expand 3+1 bachelor's articulation programs by addressing community need and demand. 2. Develop additional dual-admissions programs with senior institutions for baccalaureate completion. 3. Increase local demand for new transfer programs with the 9 Illinois universities. **C. Developmental Education** 1. Implement and assess multiple measures of college readiness. 2. Assess effectiveness of transitional math in preparing students for credit math 3. Use diagnostic data in mathematics testing for remediation. **D. Career and Technical** 1. Expand students' experiential learning through apprenticeships. 2. Develop new career certificates and stackable credentials based on employer demand. 3. Support College Express initiatives, including participation in Skills USA. 4. Develop plan for educational support for Danville Casino and solar farms. 5. Increase opportunities for combined GED and career-tech training in adult education.	**A. Student Completion and Retention** 1. Increase the graduation rate for first-time, full-time Fall cohorts to 40 percent. 2. Assess and expand student activities to improve retention. 3. Assess expansion of campus tutoring services and infrastructure. 4. Increase "Bonus Class" participation among students. 5. Provide academic tracks for all full-time students. 6. Implement success-sharing for faculty and staff. **B. Access and Affordability** 1. Recruit and retain more students from underrepresented groups. 2. Increase County-wide participation in dual credit. 3. Address the achievement gap for African-American male students 4. Investigate measures to improve security for night classes. 5. Increase student access to Foundation scholarships. 6. Increase open-educational-resource in courses. **C. Student Engagement** 1. Implement and assess effectiveness of new mobile app. 2. Review effectiveness and implement improvements to orientation and Success in College, adding financial literacy and online/Blackboard skills. 3. Expand extracurricular programs, including the development of eSports. 4. Develop a student-friendly library. **D. Workforce Development** 1. Expand corporate education support of local industry by strengthening its linkage with the American Job Center. 2. Increase County-wide outreach of Vermilion County Works. 3. Fully integrate career services, VCW, AJC, and Veterans' services.	**A. Financial Stability** 1. Identify and apply for grant opportunities in support of priority college operations. 2. Investigate and implement new revenue streams. 3. Manage health-care costs while continuing to provide quality service for employees. 4. Study feasibility and savings for in-house armed security and in-house food service. **B. Infrastructure Renewal** 1. Implement maintenance plan from the facilities master plan to ensure at state of good repair. 2. Investigate future expansion of campus facilities. 3. Upgrade the HVAC in the Mary Miller Gym. 4. Implement a plan to acquire the former U.S. Army Reserve. 5. Develop a working plan for renovating Jacobs Hall. 6. Improve athletics facilities, such as by investigating the feasibility of a weight room and an on-campus sports field on East Main Street. **C. Technological Enhancements** 1. Investigate feasibility of Sharepoint to advance toward a paperless College. 2. Begin collegial process to build a more engaging Web site. 3. Improve WiFi coverage throughout the Campus. **D. Accreditation/Compliance** 1. Increase faculty and staff participation in HLC training, including assessment director. **E. Professional Development** 1. Develop a professional-development masterplan that includes division training goals. 2. Investigate cross training among staff employees. 3. Increase faculty and staff engagement in self-determination and key initiatives through collegial governance.	**A. Revenue** 1. Improve marketing of community education through a linkage with College marketing, recruitment division, and video broadcasting. 2. Launch a Foundation fundraising campaign to fully and permanently fund the Presidential Scholars program. 3. Expand offerings of night classes to build enrollment County-wide. 4. Increase use of video and social-media marketing to boost enrollment. 5. Increase enrollment in markets for potential "growth," including southern Vermilion County, Hoopeston, Danville Correctional Center, Indiana, "Second Chance," and online. **B. Relationships** 1. Hire and retain more faculty and staff from underrepresented groups. 2. Increase outreach to community groups in underrepresented populations, especially low-income and disenfranchised residents. 3. Review and refresh all advisory groups for career programs. 4. Strengthen relationships with key elected officials, school superintendents, and business leaders. **C. Reputation** 1. Implement strategies to build a revitalized Alumni Association 2. Continue to improve the quality of the experience for participants and attendees of the NJCAA basketball championship tournament. 3. Build new alliances and strengthen existing alliances with legislative, State-and-local, and community groups. 4. Continue to improve the safety and security of students, employees, and visitors.

Appendix C   Policy 6034 titled "Data Governance"

Danville Area Community College

Board Policies and Procedures Manual

Index | Section 6000 – Business Services

Data Governance   6034

The purpose of a data governance policy is to assign and detail responsibilities for managing DACC student and performance data while following the mission of the College. This policy establishes a framework for standards and guidelines to be followed in creation of data access and usage.

The mission of the data governance policy is to provide oversight to data systems, ensure data integrity, employ best practices in data management, integrity in reporting, information consistency and security access. In addition, systems are in place to identify data and reporting needs related to institutional assessment and planning, serves as a resource for similar department and division needs, assists in the analysis of student or college data for internal and occasional external constituencies.

The Information Security Team will identify, establish and oversee the strategy, objectives and policies intended to ensure the quality of critical data, focusing primarily on those data used for compliance reporting to external agencies.

The Information Security Team and the Colleague Core Team will ensure that the appropriate resources (staff, technical infrastructure, etc.) are dedicated to prioritizing data needs and setting/enforcing policies related to data management and use. Some findings may require approval from both the Administrative Council and the Achieving the Dream Leadership Team.

Procedures

Key and Other College Performance Indicators
The Institutional Effectiveness Department, with input from the DACC Data Team, will create and develop Key and other College Performance Indicators that align with Danville Area Community College success measurement criteria and the Illinois Community College Board state indicators. Continuous evaluation of these measures will facilitate the quality improvements necessary to advance the College's mission and goals.

Data and Reporting Standards

Dissemination of data will be controlled in accordance with the security practices set forth by the Information Security authority. Appropriate use must be considered before sensitive data are accessed and/or distributed. Unauthorized dissemination of data to either internal or external personnel is a violation of the Data Governance Policy (see Board Policy #6032 – Retention of College Records and Board Policy #6033 – Securing and Safeguarding Information).

Security Protocols

Administering and monitoring access and, in collaboration with technical support staff, defining mitigation and recovery procedures; reporting any breaches of College information in a timely manner according to defined procedures; coordinating data protection with the Information Security Office as necessary; ensuring the confidentiality, integrity, and availability of the information (see Information Security Plan and Information Security Procedures).

Reporting Metrics

The Institutional Effectiveness Office and the DACC Data Team will define, develop, and document data metrics, and changes to the metrics, used in external and internal reporting.

Data Definitions

The Institutional Effectiveness Office and the Colleague Core Team will establish and maintain a data definition dictionary and coding standards for the College's critical external compliance and internal operations reporting requirements.

Data Integrity Procedures

Data systems and/or processes that are involved in the creation of institutional reports will incorporate data integrity and validation rules that ensure the highest levels of data integrity are achieved. Validation rules within data systems will include reconciliation routines (checksums, hash totals, record counts) to ensure that software performance meets expected outcomes. Data verification programs such as consistency and reasonableness checks will be implemented to identify data tampering, errors, and omissions.

Technical and operational staff will create a process for identifying data entry errors and correcting the data to match College standards and will report any issues that require larger action on behalf of the College's data governance structure to the MIS Programmer.

Impacting Data Quality

The Institutional Effectiveness Office, in concert with Management Information Systems and the DACC Data Team, will continuously seek out the latest technology available to preserve the integrity and quality of the College's data. Through continuing education, peer conferences, and trade publications, the latest trends and tools will be discovered.

Impacting Data Systems

The College's data management practices and usage policies will be aligned with the latest technology and data collection methodologies to allow for two-way data and information flow across systems and offices, departments and divisions.

Impacting Reporting Needs

Vigilant monitoring of changes to reporting best practices will occur by aligning external compliance reporting instructions, data definitions, and requirements to the data entry, aggregation, and coding of the College's data.

Adopted:

_____

Danville Area Community College

Position Description

Date:	July 1, 2019	**Position:**	**Director of Assessments**
Written By:	David L. Kietzmann	**Incumbent:**	**Abby Hahne**
Approved By:	Jill Cranmore	**Reports To:**	**Division Deans**
			David L. Kietzmann

Accountability Objective:

The Director of Assessments will work with the faculty, staff and administrators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. The Director of Assessments will provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders.

Nature and Scope:

The Director of Assessments will report to all Division Deans and the Executive Vice President.

Required Qualifications: Master's Degree in appropriate field or a Professional Degree in an appropriate field.

Knowledge of Accreditation standards

Student learning outcomes

Assessment practices and methods

Learning theory – practice and study of learning

In-depth knowledge of subject matter to be taught.

Commitment to excellence in teaching.

Desirable Qualifications: Ph.D. in the appropriate field.

College level teaching experience.

Demonstrated participation in committees and institutional building activities.

Director of Assessments, Continued:

Essential Job Functions:

1. Collaborate with Division Deans, Assessment Champions, administration, and faculty to develop assessment plans and closing the loop tools.

2. Promote assessment and continuous quality improvement across the institution through regular presentation of assessment data and ideas, working individually with divisions and staff/faculty for assessment plan development/improvement and committee work.

3. Co-chair Assessment Team.

4. Assist the IE Office in preparing institutional assessment reports.

5. Maintain assessment-related documentation and provide necessary information for external reporting.

6. Assist the IE office in evaluating campus assessment surveys for program improvement.

7. Recommend measures to faculty for setting targets, tracking effectiveness and comparing results with benchmark institutions for program and course outcomes.

8. Attend HLC and assessment-related conferences and perform assessment –related research to maintain knowledge of current practices and requirements of assessment.

9. Perform other duties as assigned related to assessment.

July 1, 2019
G://Director of Assessments

Appendix E1 Biology

Program-Level Assessment Report

Program: Biological Science   **Year:** 2018

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least every five years. Some programs, with Dean's approval, will not assess any program goals a given year in lieu of a major improvement project involving all program faculty.

A1. What program outcomes/competencies were assessed? Report on each assessment separately.
Students will demonstrate the ability to use and maintain scientific/course specific equipment

A2. Which courses/students were assessed?
Biology 136 (Anatomy and Physiology I) and Biology 140 (Microbiology)

A3. Approximately how many students were assessed? 135
A4. Which faculty members did the assessing? Wendy Brown, Carol Dunn, and Amanda Poffinbarger
A5. What were the results?
The majority of the students were found to be competent in the use of discipline specific technology, the microscope, in a lab setting.

A6. What was learned from the assessment? Is change being considered? Explain (if attached to multiple outcomes explain what was learned about each outcome separately).
We discovered that there is still room for improvement in how we offer students opportunity to use microscopes. As a result, we are developing a plan to allow more open lab time so that students have greater opportunity to practice their microscope skills. Dr. Wendy Brown is investigating creating a YouTube video which demonstrates the specific techniques necessary to successfully use a microscope in the microbiology lab which will give students constant access to a demonstration of how to master the technology.

A7. If the program could have institutional support including funds, personnel, or other resources, to improve learning and teaching, based on your assessment results, what would be asked for? Why?
No additional institutional support or funding will be needed to carry out the suggested improvements

---

If the program is currently involved in or recently completed significant changes, complete the following four questions.

B1. What improvement activity or project is ongoing or recently completed?
Enter Activity Here

B2. Why was this activity chosen? To what program outcomes/competencies did it relate?
Enter Reasoning Here

B3. What is/was the timeline for this activity, by semester or year?
Enter Timeline Here.

B4. For recently completed activities describe the result, including student assessment results.

"Closing the Loop" Assessment Report

Program: Biological Science

Courses Involved: BIO136/137 Anatomy & Physiology I & II

Faculty Involved: Amanda Poffinbarger & Carol Dunn

Dates of initial assessment: Spring 2017

Dates of loop assessment: 12/11/2017

What was your initial program assessment?
Carol and I realized that some students were taking A&P elsewhere without using the cadaver, which makes the class unusable at DACC. However, when looking at the course syllabi the other institution's course was usually comparable otherwise. We implemented a "cadaver tutorial" to allow the students to make-up the cadaver portion of the course instead of having to repeat a 4 credit class. We were hoping to save our students time and money.

What assessment tool did you use and what data did you collected from your initial program assessment?
We graded them based on a pass/fail system

Explain the results of your initial assessment:
Initially 2 students (1 in 136 & 1 in 137) were successful in completing the tutorial which means a successful transfer of credit from another school that was lacking cadaver training

What change did you make to your program due to the initial assessment?
We are offering the cadaver tutorial

What new data did you collect based on those changes (loop assessment)?
We counted the number of successful completers

Explain your results of the loop assessment:
Students had to get a 70% or better on the cadaver lab practical to pass

What are your conclusions based on these results?
The cadaver tutorial has been a wonderful addition to our program. It saves students that are transferring in a year of their time and a lot of money.

What are your next actions?

Program: Biology.

Courses Involved:Biol 136 and Biol 140.

Faculty Involved:Amanda Poffinbarger, Carol Dunn, Wendy Brown.

Dates of initial assessment:Fall 2017 and Fall 2018

Dates of loop assessment: Spring 2019.

What was your initial program assessment?
Demonstrate the ability to use and maintain scientific/course specific equipment -- Microscope use.

The instructors examined how successful students were at using the compound light microscope by the end of the semester. Students were required to demonstrate the ability to focus the microscope on specific components on slides and required to define different components of the microscope and their functions.

		Course	
		BIOL 136	BIOL 140
Uses as Taught in Class	Needs Improvement		
	Developing	1	3
	Competent	8	16
	Exceptional	107	
	% at least Competent	99%	84%
Completes Tasks as Assigned	Needs Improvement		
	Developing	3	3
	Competent	12	16
	Exceptional	101	
	% at least Competent	97%	84%
	Needs Improvement		2

Program-Level Assessment Report

Program: Biological Sciences
Year: 2018/19

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least once every five years.

A1. What program outcomes/competencies were assessed this year? Report on each assessment separately.
Participate as a member of a functional group

A2. Which courses were assessed? Which course outcomes were assessed?
Biology 102 – Exhibit the skills necessary to work effectively as part of a lab group to complete an experiment
Biology 136 & 137 – Apply anatomy and physiological principles to explain human health and disease while working cooperatively in group activities with other students to improve learning
Biology 140 – Demonstrate competency in laboratory skills and techniques

A3. Which sections where the assessment occurred were taught ...
   web based? None
   by part time instructors? None
   at a high school? None
   as part of College Express? None
   at the Department of Corrections? None
   at other extension locations? None

A4. Approximately how many students were assessed? 243
A5. Which faculty members did the assessing?
 Wendy Brown, Burcu Carlon, Stephanie Loveless, Amanda Poffinbarger

A6. Describe the assessment activity/activities.
Each course used a group centered lab activity to assess the students ability to work as a functional team member. In Biology 102 the students had to work closely together to carry out an experiment to explore how enzymes functioned in different environments; in Biology 136 the students worked in groups to complete an activity designed to increase their understanding of muscles; in Biology 137 the students worked in groups to measure each other's respiratory health; and in Biology 140 the students worked together to complete an experiment and write up their lab activities.

A7. Why did you select these program and course outcome(s) and activity/activities?
These specific lab activities were chosen because they require a high level of group cooperation in order to complete the activity with a high degree of success.

Social and Cultural Awareness Rubrics, 2018 Fall

Biological Sciences

Cooperation

	Course						Student Cum. Credits				Program
	BIOL 100	BIOL 107	BIOL 116	BIOL 117	BIOL 140	BIOL 150	0-9 cred	10-23 cred	24-35 cred	36+ cred	
Low Awareness		1	1	2	4		1	1	2	3	7
Awareness	9	7	1	2	2		8	4	4	5	21
Understanding	12	30	3	1	2	3	70	13	13	5	51
Using/Benefiting from	17	18	96	33	9	8	30	45	44	53	181
% at least Understanding	76%	87%	98%	80%	65%	100%	87%	92%	90%	88%	89%

Professional or Ethical Behavior

	BIOL 100	BIOL 107	BIOL 116	BIOL 117	BIOL 140	BIOL 150	0-9 cred	10-23 cred	24-35 cred	36+ cred	Program
Low Awareness			1	1						1	1
Awareness	5	1			4		3	4	1	2	10
Understanding	11	3	9		4	7	7	7	11	9	34
Using/benefiting from	22	51	92	37	9	4	58	52	51	54	215
% at least Understanding	87%	98%	100%	97%	76%	100%	96%	94%	98%	95%	96%

Personal Understanding/Point of View

	BIOL 100	BIOL 107	BIOL 116	BIOL 117	BIOL 140	BIOL 150	0-9 cred	10-23 cred	24-35 cred	36+ cred	Program
Low Awareness	10		1	1				1		1	2
Awareness	18	3		2	3	4	5	5	6	6	22
Understanding	10	46	4	1	5	6	35	22	10	13	80
Using/Benefiting from		6	96	36	9	1	28	35	47	66	156
% at least Understanding	74%	95%	99%	92%	82%	64%	93%	90%	90%	89%	91%

Cultural Understanding

	BIOL 100	BIOL 107	BIOL 116	BIOL 117	BIOL 140	BIOL 150	0-9 cred	10-23 cred	24-35 cred	36+ cred	Program
Low Awareness										1	1
Awareness						5	2		2		5
Understanding			3			5	1	1	1	6	8
Using/benefiting from			98	37		1	26	34	36	40	135
% at least Understanding			100%	97%		55%	93%	97%	95%	98%	96%

Technology Rubrics 2017 Fall

Biological Sciences

		Course		Student Cum. Credits					Program
		BIOL 116	BIOL 140	0-12 cred	13-22 cred	23-33 cred	34+ cred		
Uses as Taught in Class	Needs Improvement							0	0
	Developing	1	3	2		1	1	0	4
	Competent	8	16	2	7	9	6	0	24
	Exceptional	107		31	27	23	26	0	107
	% at least Competent	99%	84%	94%	100%	97%	97%		87%
Completes Tasks as Assigned	Needs Improvement							0	0
	Developing	3	3	2	1	2	1	0	6
	Competent	12	16	3	7	9	9	0	28
	Exceptional	101		30	26	22	23	0	101
	% at least Competent	97%	84%	94%	97%	94%	97%		95%
Independently Uses the Technology	Needs Improvement		2	1	1	1	2	0	2
	Developing		6	1	5	2	6	0	6
	Competent	12	9	3	7	7	6	0	21
	Exceptional	104	2	30	28	23	25	0	106
	% at least Competent	100%	58%	94%	97%	91%	94%		94%
Exhibits Innovation	No							0	0
	Yes							0	0
	% Yes								

41

Appendix E2 English

Program-Level Assessment Report

Program: Communications
Year: Spring 2018

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least every five years. Some programs, with Dean's approval, will not assess any program goals a given year in lieu of a major improvement project involving all program faculty.

A1. What program outcomes/competencies were assessed? Report on each assessment separately.
Student use of technology was assessed. Is the technology used new to the students or is the work a new application of tech. already known? Do students use tech. resources and functionality appropriately? Do they complete tasks utilizing tech. resources and functionality? Are they able to use the technology independently?

A2. Which courses/students were assessed?
Students in English 122, English 102, and Speech 101 were assessed.

A3. Approximately how many students were assessed? 48 students were assessed.
A4. Which faculty members did the assessing? Profs. Wyckoff, Jarmer, and Gallagher
A5. What were the results?
In a Speech class, the communication etiquette in an online forum was assessed. This was a new task in a known technology for these students. 87% performed at least competently as taught. In English 102, students learned a new technology and attempted to use it – academic research databases and blogging software. 64% were competent or better. In English 122, students used a technology they were familiar with for new tasks – designing documents appropriately for technical readers. 64% were at least competent. Tasks were completed successfully by an average of 82% of students in each of the assessed classes. On average, 79% in each class exhibited increased independence in using the technology.

A6. What was learned from the assessment? Is change being considered? Explain (if attached to multiple outcomes explain what was learned about each outcome separately).
Successful outcomes were consistently higher in Speech, perhaps due to the fact that the technology was not new to the students. In English 122, there was a wide array of familiarity with the technology. Some were high end users already. Some were very basic users. The results reflected that disparity. And in English 102, the students were using a new technology and the results were more mixed. This would seem appropriate. After introducing the technology to students, Prof. Jarmer believes she will ask students in the future to develop work in a class blog of their own design. Prof. Gallagher knows that the class in question, English 122, very often exhibits the range of students with differing levels of tech. savvy and that class work must address that divide. Prof. Wyckoff says that Blackboard has proven to be a powerful tool to address online communication etiquette.

A7. If the program could have institutional support including funds, personnel, or other resources, to improve learning and teaching, based on your assessment results, what would be asked for? Why?

That we are assessing technology as the college wide, division wide, program wide, and at individual class levels is testament to how deeply technological knowledge and sophistication is permeating the current and future lives of our students. The more our students are asked to use and master technology in directed, meaningful ways, the more they will be ready to face their futures. More networked classrooms are needed. More assignments that demand students encounter and use technology. At this point, no student should be able to "hide" from an absence of tech. knowledge.

Faculty need more time to meet to discuss their individual assessments and to draw possible program wide changes/adaptations based on their individual results.

If the program is currently involved in or recently completed significant changes, complete the following four questions.

B1. What improvement activity or project is ongoing or recently completed?
Nothing applies here.

B2. Why was this activity chosen? To what program outcomes/competencies did it relate?
Enter Reasoning Here

B3. What is/was the timeline for this activity, by semester or year?
Enter Timeline Here.

B4. For recently completed activities describe the result, including student assessment results.
Enter Results Here

C1. Program Assessment Report Prepared by: Professor Edward Gallagher
C2. Date: 5/18/2018

Technology Rubric 2017 Fall

Communications

		Course			Student Cum. Credits			Program
		ENGL 102	ENGL 122	SPCH 101 D	0-19 cred	20-42 cred	43+ cred	Program
Uses as Taught in Class	Needs Improvement	2			1	1	1	2
	Developing	2	5	3	4	1	1	10
	Competent	6	6	16	10	9	9	28
	Exceptional	1	3	4	1	5	2	8
	% at least Competent	64%	64%	87%	69%	93%	65%	75%
Completes Tasks as Assigned	Needs Improvement	1						1
	Developing	1	3	3	4	2	1	7
	Competent	9	6	17	11	9	12	32
	Exceptional		5	3	1	4	3	8
	% at least Competent	82%	79%	87%	75%	87%	88%	83%
Independently Uses the Technology	Needs Improvement	1					1	1
	Developing	3	2	3	5	1	2	8
	Competent	3	7	18	9	9	10	28
	Exceptional	4	5	2	2	5	4	11
	% at least Competent	64%	86%	87%	69%	93%	82%	81%
Exhibits Innovation	No			21	11	4	6	21
	Yes			2		2		2
	% Yes			9%	0%	33%	0%	9%

Technology Rubrics 2017 Fall

Communications

		Course			Student Cum. Credits			Program
		ENGL 102	ENGL 122	SPCH 101	0-19 cred	20-42 cred	43+ cred	
Uses as Taught in Class	Needs Improvement	2			1		1	2
	Developing	2	5	3	4	1	5	10
	Competent	6	6	16	10	9	9	28
	Exceptional	1	3	4	1	5	2	8
	% at least Competent	64%	64%	87%	69%	93%	65%	75%
Completes Tasks as Assigned	Needs Improvement	1					1	1
	Developing	1	3	3	4	2	1	7
	Competent	9	6	17	11	9	12	32
	Exceptional	1	5	3	1	4	3	8
	% at least Competent	82%	79%	87%	75%	87%	88%	83%
Independently Uses the Technology	Needs Improvement	1					1	1
	Developing	3	2	3	5	1	2	8
	Competent	3	7	18	9	9	10	28
	Exceptional	4	5	2	2	5	4	11
	% at least Competent	64%	86%	87%	69%	93%	82%	81%
Exhibits Innovation	No			21	11	4	6	21
	Yes			2		2		2
	% Yes			9%	0%	33%	0%	9%

Students will be able to navigate and utilize online tools and computer based resources and current technologies. (Gen Ed Technology)

Students will be able to navigate and utilize online tools, computer based resources and current technologies to generate topics, support material and evidence using ethical standards and proper citation. (Gen Ed and Program Outcome Technology)

Students will be able to prepare and use visual aids to promote clarity and interest. (Gen Ed and Program Outcome Technology)

"Closing the Loop" Assessment Report

Program: Communications

Courses Involved: ENGL 102

Faculty Involved: Jarmer

Dates of initial assessment: 12/1/2016

Dates of loop assessment: 12/1/2017

What was your initial program assessment?
(for my classes) Evaluating student's information literacy and ability to critically analyze and evaluate source materials and determine whether or not they are suitable for a research-based paper in an academic setting. We used materials prepared by the DACC Library staff for evaluating sources and Dr. Ruth Lindemann gave a presentation to the class on using the DACC databases and on how to evaluate source materials for what was suitable for academic purposes.

What assessment tool did you use and what data did you collected from your initial program assessment?
I used the critical thinking assessment rubric provided by the college.

Explain the results of your initial assessment:
While students were able to articulate the criteria they should be using in order to determine whether or not a source was one that should be used, based on the sources they included and how they used them in their papers, it didn't appear as though they could apply these criteria to their own work.

What change did you make to your program due to the initial assessment?
For my class, I had students view a video from Moraine Valley Community College which talked about how fake news works and why we fall for it. The video discussed psychological, biological, and cultural theories and how they come into play when we encounter new information, why we might be resistant to it, and how being aware of those things can help us overcome or correct for them so that we can evaluate information from a more objective viewpoint. Students then had to to research one of the theories discussed using the DACC library database and write a blog post for the DACC Writing Center blog. The purpose of their posts was to help other students at DACC understand the theory they were discussing, how it could potentially impede their progress or neagtively impact their grades related to a research project in their classes at DACC, and offer concrete steps other students can take to avoid the problems associated with this theory and hopefully, then, to do better on their research projects. They did this as a prepatory assignment for their independent research projects. Dr. Lindemann gave the classes this semester the same presentation as she did the classes in the previous year.

What new data did you collect based on those changes (loop assessment)?

Most students were better able to understand why people have issues trying to evaluate information objectively. They were able to apply the theories they were learning about to practical research situations that DACC students face, offer others advice, and then apply this to evaluating source materials for their independent research papers. The papers they submitted demonstrated an understanding in what would generally constitute an academic vs. non-academic source and that they were able to use sources both from the databases and the open web which were reliable and credible. In one-on-one conferences and the reflective oral portion of the final, they were able to share with me and their peers examples of encountering evidence that they ultimately dismissed and explain why, their struggles with applying more objective criteria to resources when evaluating them and how their process of understanding new concepts or of research to complete a paper had changed as a result of this, and how they thought this would help them be more open to new ideas presented in other classes or in which they encountered in the real world--especially when it came to ideas that might not align with what they already thought to be true. They were also generally able to articulate how they thought this would help them in their further studies at DACC and in the careers they had chosen to pursue after DACC. (Their independent projects were tied to their career asparations.) A couple of students were able to do the writing and research tasks asked of them to a competent level but were not as able to be reflective or articulate the critical thinking that went into the processes of completing those tasks. Four students who started the semester weren't able to do either the writing/research tasks or the critical thinking assignments assoicated with them (because they failed to complete the basic writing/research tasks). These students were all ones with sporadic attendance, and ended up dropping the class.

Explain your results of the loop assessment:
I think I already covered this in the section above.

What are your conclusions based on these results?
The video and the related assignments were helpful in providing students with at least some of the scaffolding needed in order to make critical thinking decisions which they will need to be able to do in order to complete research based projects for other classes at DACC and elsewhere.

What are your next actions?
I will teach this class again in the F 2018 semester. At this point, I plan on using this assignment again and on researching other resources that could be used to augment student learning in this area. I also plan on looking at my ENGL 101 and 121 classes and creating projects suitable for those classes which will help provide the scaffolding that students need in order to enhance their critical thinking skills as well. That should help them do better within those classes, in ENGL 102 if they take that class, and in their other coursework.

Program-Level Assessment Report

FY 2019

Program: Communication   **Year:** 2019

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least once every five years.

A1. What program outcomes/competencies were assessed this year? Report on each assessment separately.
Cultural Awareness/Social Skills. Program Outcome #8

A2. Which courses were assessed? Which course outcomes were assessed?
English 101 (4 sections), Speech 101 (1 section), Speech 102 (1 section). Cultural Awareness/Social Skills.

A3. Which sections where the assessment occurred were taught ...
    web based? Enter Sections Here
    by part time instructors? Enter Sections Here
    at a high school? Enter Sections Here
    as part of College Express? Enter Sections Here
    at the Department of Corrections? Speech 102DC
    at other extension locations? Enter Sections Here
      All other sections DACC faculty in classroom sections
A4. Approximately how many students were assessed? 140
A5. Which faculty members did the assessing?
Stephanie Davis, Jaime Berthel, Ryan Wyckoff, Dan Reed (DCC)

A6. Describe the assessment activity/activities.
Students were assessed via a cultural awareness rubric that assessed Cooperation(A), Ethical Behavior(B), Personal Understanding(C), and Cultural Understanding(4). These 4 categories were assessed at the four levels of Low Awareness(1), Awareness(2), Understanding(3), Using/Benefitting From(4).

A7. Why did you select these program and course outcome(s) and activity/activities?
The program outcome was mandated by the college. The course outcome selected matched the mandated program outcome to be assessed.

A8. What were the results? Be sure to (1) compare results from different section types mentioned in A3, and (2) include numerical data to quantify your assessment results

71% of English 101 students were assessed at levels 3 or 4 for category A. 76% of Speech 101 students matched that. 100% of Speech hit 3 or 4 on a.
56% of ENGL 101 students, in category B, scored at least a 3, 92% of SPCH 101, and 100% of SPCH 102
48% of ENGL 101 students, in category C, scored at least a 3, 96% of SPCH 101, and 100% of SPCH 102
44% ENGL 101, category D 3 or 4; 92% SPCH 101, 100% SPCH 102

A9. How do the current results compare to previous results?

No previous results available for comparison.

A10. What was learned as you analyzed these assessment results? (Include you analysis) What change is being considered? (if attached to multiple outcomes explain what was learned about each outcome separately).
Enter Results Here

A11. Based on these student assessment results, is there additional institutional support including funds, personnel, or other resources, that are needed for your program? Explain.
Based on this new Program Outcome Report, the Communications Program will need significant time (at the next in-service?) to generate the kind of program wide assessment tool this new Program Report seems to require. Heretofore individual instructors had freer rein to choose the courses they assessed and the methods of assessment.

B1. What other program changes/improvements have occurred in the last year? (curriculum, course sequencing, student support, etc.)
Enter Changes Here

B2. Why were those changes made? (student assessment, low student success/retention, enrollment concerns, advisory input, IAI, job market changes, etc.)
Enter Reason Here

C1. Do you foresee any program changes that will be made in the next three years? If so, what changes, and what is driving that change?
Enter Changes Here

D1. Program Assessment Report Prepared by: Prof. Edward Gallagher
D2. Date: 5/13/2019
Forward to Assessment Champion by May 1

D3. Champion comments and sign off
Enter Comments Here
Forward to Dean by May 15

D4. Dean input
Enter Input Here
Forward to Institutional Effectiveness by August 1

ALSO REMEMBER TO SUBMIT AT LEAST ONE CLOSING THE LOOP ALONG WITH THIS REPORT

Social and Cultural Awareness Rubrics, 2018 Fall

Communications

		Course			Student Cum. Credits				Program
		ENGL 101	SPCH 101	SPCH 102	0 cred	1-11 cred	12-23 cred	24+ cred	
Cooperation	Low Awareness	2			1				2
	Awareness	3	6		3	2	3	1	9
	Understanding	6	13	6	5	8	5	2	20
	Using/Benefiting from	6	6	29	3	6	9	23	41
	% at least Understanding	71%	76%	100%	67%	88%	78%	96%	85%
Professional or Ethical Behavior	Low Awareness	19			7	4	4	4	19
	Awareness	18	2		14	3	3		20
	Understanding	30	17	5	11	18	15	8	52
	Using/Benefiting from	18	6	25	7	9	11	22	49
	% at least Understanding	56%	92%	100%	46%	79%	79%	88%	72%
Personal Understanding/ Point of View	Low Awareness	15			6	2	4	3	15
	Awareness	30	1		12	11	5	3	31
	Understanding	28	19	15	17	16	16	13	62
	Using/Benefiting from	13	5	15	5	5	8	15	33
	% at least Understanding	48%	96%	100%	55%	62%	73%	82%	67%
Cultural Understanding	Low Awareness	21			8	4	6	3	21
	Awareness	27	2		15	6	3	5	29
	Understanding	20	18		11	16	10	1	38
	Using/Benefiting from	18	5	6	6	6	9	8	29
	% at least Understanding	44%	92%	100%	43%	69%	68%	53%	57%

Program
Outline

SPCH 101 and SPCH 102

Course
Name

Students will be able to recognize different belief systems and perspectives and construct written and oral texts that demonstrate audience awareness. (Gen Ed Social and Cultural Awareness)

Students will understand the impact culture has on oral language (Gen Ed and Program Outcomes Social and Cultural Awareness)

Students will be able to analyze audiences and adapt messages to their needs. (Gen Ed and Program

50

"Closing the Loop" Assessment Report

Program: Communications

Courses Involved: English 102

Faculty Involved: Dr. Stefanie Davis

Dates of initial assessment: 7/11/2018

Dates of loop assessment: 9/26/2018

What was your initial program assessment?
Since Spring 2016, I have been restructuring my English 102 course to focus on digital, news, and information literacies, largely due to formative and summative assessments that showed that my students struggled with navigating online and selecting the best sources for their topics. During the Summer 2018 semester, I integrated one formative assessment that I use during the first unit to see if students can successfully assess common websites in terms of their credibility.

What assessment tool did you use and what data did you collected from your initial program assessment?
For our Unit One research paper, we study global warming disinformation, focusing specifically on the strategies for spreading disinformation. One of the sources that we use is a Stanford study on digital and information literacy. I utilize one of the tasks from this project that asks students to assess a number of texts from Slate.com
(https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf).

Explain the results of your initial assessment:
Of the 9 students who were assessed, 5 were able to successfully complete the task and to explain the thinking behind their assessments. Because of the simple nature of the task and because we had been discussing digital and information literacy for several weeks, I expected a better outcome.

What change did you make to your program due to the initial assessment?
As I revised the curriculum for the Fall 2018 semester, I focused my lectures and in-class activities in order to draw students' attention to locations on the web pages that I look to for more information about the source and to ask particular questions about the sources.

What new data did you collect based on those changes (loop assessment)?
After more focused instruction on digital and information literacy, I asked my Fall 2018 students to complete the same task. 44 out of the 63 students successfully completed the task and could explain their decision-making process.

Explain your results of the loop assessment:
I saw a 14% improvement in student performance in the Fall 2018 semester.

What are your conclusions based on these results?

The students benefit from having an experience researcher walk them through how sites are structured and which questions to ask when they first encounter a webpage. Moving forward, I have focused on creating more opportunities for modeling digital and information literacy.

What are your next actions?

I am currently revising my Unit Two and Unit Three lessons to include more instruction on academic sources, focusing specifically on how to identify which sources are academic (which questions to ask) and how to select the best sources.

Social and Cultural Awareness Rubric Class Results

Course: ENGL 01 Section: C2 Term: Fall 2018 Faculty: Stefanie Davis

This sheet, or copies of all student critical thinking rubrics, should be turned in to your Assessment Champion and the Institutional Effectiveness office before the end of the semester.

Student Name or DACC ID	Cooperation	Ethical/Prof.	Point of View	Cultural
1 Kasie J. Anderson	0-Not Applicable	3-Understandin	4-Using/Benefitin	4-Using/Benefitin
2 Jason M. Bollman	0-Not Applicable	1-Low Awareness	3-Understandin	2-Awareness
3 Morgan R. Brady	0-Not Applicable	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
4 Tucker S. Brock	0-Not Applicable	0-Not Applicable	0-Not Applicable	0-Not Applicable
5 Justin E. Davis	0-Not Applicable	1-Low Awareness	3-Understanding	3-Understanding
6 Annabella Falanga	0-Not Applicable	4-Using/Benefitin	3-Understanding	4-Using/Benefitin
7 Tonya C. Faulkner	0-Not Applicable	1-Low Awareness	1-Low Awareness	1-Low Awareness
8 Danielle S. Fultz	0-Not Applicable	3-Understanding	2-Awareness	2-Awareness
9 Oscar O. Grajales	0-Not Applicable	2-Awareness	4-Using/Benefitin	3-Understanding
10 Rachel S. Hallett	0-Not Applicable	3-Understanding	3-Understanding	2-Awareness
11 Loran E. Hickman	0-Not Applicable	2-Awareness	3-Understanding	1-Low Awareness
12 Dylan J. Howard	0-Not Applicable	1-Low Awareness	2-Awareness	1-Low Awareness
13 Tyreion T. Jackson	0-Not Applicable	1-Low Awareness	1-Low Awareness	1-Low Awareness
14 Dawson I. Johns	0-Not Applicable	4-Using/Benefitin	3-Understanding	3-Understanding
15 Harrison J. Lambert	0-Not Applicable	3-Understanding	2-Awareness	1-Low Awareness
16 Ellie Masengale	0-Not Applicable	4-Using/Benefitin	3-Understanding	4-Using/Benefitin
17 Garett S. Morrison	0-Not Applicable	4-Using/Benefitin	3-Understanding	2-Awareness
18 Ethan D. Morts	0-Not Applicable	0-Not Applicable	0-Not Applicable	0-Not Applicable
19 Jillian P. Selander	0-Not Applicable	2-Awareness	2-Awareness	2-Awareness
20 Caleb Z. Smith	0-Not Applicable	4-Using/Benefitin	3-Understanding	2-Awareness
21 Jefty K. Sultzer	0-Not Applicable	3-Understanding	1-Low Awareness	1-Low Awareness
22 Shaelyn M. Turner	0-Not Applicable	1-Low Awareness	1-Low Awareness	1-Low Awareness
23 Rylan M. Wolfe	0-Not Applicable	1-Low Awareness	2-Awareness	4-Using/Benefitin
24				
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Appendix E3 Mathematics

Program-Level Assessment Report

Program: Mathematics   **Year:** 2018

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least every five years. Some programs, with Dean's approval, will not assess any program goals a given year in lieu of a major improvement project involving all program faculty.

A1. What program outcomes/competencies were assessed? Report on each assessment separately.
Proficiency with use of Technology

A2. Which courses/students were assessed?
MA115 course, Survey of Statistics

A3. Approximately how many students were assessed? 80
A4. Which faculty members did the assessing? Professors Don York, Eric Rayburn, and Mark Hardwidge
A5. What were the results?
Students were assessed on their skill level using the course-related technologies, Microsoft Excel and the TI 83/84 calculator, relative to Statistics. The assessment was carried out though the process of observing the completion of a series of assignments focused on these technologies over the course of several weeks. In terms of using the technology as taught, 78% were assessed as competent, while 70% were competent in completion, and 52% were competent in Independence. In all categories, the remaining percents were roughly split evenly between Developing and Needs Improvement.

The Competent percents have risen over the past 3 years (from around (67%) but it is desired to work to move them above 80% next year

A6. What was learned from the assessment? Is change being considered? Explain (if attached to multiple outcomes explain what was learned about each outcome separately).
The competency with technology is increasing, but the rate of increase is slower than expected. The following changes are being looked at for implementation:
1. Creating Instructional worksheets for use in all sections. This has been done to a limited degree, as some instructors have done this for awhile, but others have not

2. Purchasing more TI83/84 calculators for in-class use to make sure all students have access. This is currently being done at a slow rate, as the budget allows

3. Use of document cameras to provide better viewing of the calculator commands and demos. Some instructors are currently doing this

4. Institute a more rigorous review and update process for current instructional handouts in use. Check on clarity of language and illustrations, make sure most current technology is being discussed, include examples that mirror the types of problems being done in class

5. For computer driven programs provide background on computer basics such as opening and saving files, left vs right-clicking, and so on

Program-Level Assessment Report

Program: Math
Year: 2019

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least once every five years.

A1. What program outcomes/competencies were assessed this year? Report on each assessment separately.

Students are expected to be able to clearly demonstrate the logical processes that lead one from an initial question to a correct solution

A2. Which courses were assessed? Which course outcomes were assessed?

MA120, MA161, MA111, MA115. MA115W, MA161wThe Course outcomes were

- Achieve strong critical thinking skills in terms of problem solving. Students are expected to be able to determine from any initial question of any of the following that apply:
    1. the meaning and importance of all given information
    2. the primary unknown for which a solution is desired
    3. any secondary unknowns or relationships that may be required
    4. proper understanding of the techniques required to move toward solution
    5. a proper understanding of the meaning of the solution, and
    6. Ability to interpret and properly explain the solution
- Clearly show work or provide clear explanation as how to setup and generate a solution for application problems

A3. Which sections where the assessment occurred were taught ...

    web based? Enter Sections HerMA115W, MA161We
    by part time instructors? none
    at a high school? none
    as part of College Express? none
    at the Department of Corrections? none
    at other extension locations? MA115 hex

A4. Approximately how many students were assessed? 120
A5. Which faculty members did the assessing?
Don York

A6. Describe the assessment activity/activities.

A set of problems requiring 4 to 6 steps each for a solution was presented to the students for completion. Instruction and format were provided to ensure a step-by-step approach, along with

"Closing the Loop" Assessment Report

Program: Mathematics, Spring 2019

Courses Involved:MA115, MA161, MA111, MA120

Faculty Involved:Don York

Dates of initial assessment:4/12/2018

Dates of loop assessment: 11/15/2018

What was your initial program assessment?
Initially the assessment was done to determine the student success rates in MA115 at or around the time of Midterms, after the 8th week of class. The goal was to begin setting some benchmarks against which change may be measured, and to provide a sense of direction in terms of beneficial changes that could be made. In particular, a planned increase in the size of the tutoring center held the promise for a greater use of those resources

What assessment tool did you use and what data did you collected from your initial program assessment?
In the classes chosen, success was measured at being above a 70% in the course. Students that fell below that mark during the first 8 weeks of the semester were identified, and the number either having withdrawn or failing at midterm noted.

Explain the results of your initial assessment:
Initial assessment in the spring of 2018 showed that in classes studied, at midterm 25% of students (using sample size 60) were either not meeting the styandard of success or had withdrawn from the course

What change did you make to your program due to the initial assessment?
The major reason for looking at this data was the opportunity to create additional rexources for the student. The tutoring center was being moved to a larger area, changing from two small confined rooms. With the additional space and potentially a greater availability of tutors, it afforded the chance to work on more fully developing Required Remediation. Students who had been unsuccessful on a test, or who were currently underperforming in the classroom, would be required to attend attend tutorin for a set number of days and times, over a 2 to 3 week period. It would be expected that the student would use the time to review test and assignments over which they had been unsuccessful, and to work on current assignments and review material under the guidance of a tutor'

The idea is to not only remediate the immediate problem, but to generate a culture of focus and studyfor the student. A secondary piece of data that could be collected is track the number of students that see the value in the tutoring, and continue after the remediation period has ended

Sample form:

Social and Cultural Awareness Rubrics, 2018 Fall

Mathematics

		MATH 107	MATH 108	MATH 111	MATH 114	MATH 115	MATH 120	MATH 125	MATH 140	MATH 161	0-11 cred	12-23 cred	24-40 cred	41+ cred	Program
						Course					**Student Cum. Credits**				
Cooperation	Low Awareness				1	2					1	1		1	3
	Awareness		1	1	4	12	4		3		12	4	4	5	25
	Understanding	7	2	6	5	66	9	3	1	4	32	35	21	15	103
	Using/Benefiting from	2	3	1		44	6	1	1	13	7	10	26	28	71
	% at least Understanding	100%	83%	88%	50%	89%	79%	100%	40%	100%	75%	90%	92%	88%	86%
Professional or Ethical Behavior	Low Awareness				1							1			1
	Awareness			4		14			1	3	9	4	5	4	22
	Understanding			4		18	10		4	11	14	14	11	8	47
	Using/Benefiting from	9	6		9	66	9	4		3	29	29	32	16	106
	% at least Understanding	100%	100%	50%	90%	86%	100%	100%	80%	82%	83%	90%	90%	86%	87%
Personal Understanding/ Point of View	Low Awareness				1							1			1
	Awareness			4	2	20			2		11	5	6	6	28
	Understanding	3	6	4	2	46	13	2	3	13	32	25	26	9	92
	Using/Benefiting from	4			5	58	6	2		4	9	19	19	29	79
	% at least Understanding	100%	100%	50%	70%	84%	100%	100%	60%	100%	79%	88%	88%	88%	86%
Cultural Understanding	Low Awareness					1								1	1
	Awareness			6		16			4		12	4	2	8	26
	Understanding	7		1		10	15		1	17	14	13	18	6	51
	Using/Benefiting from	2		1		5	4				2	6	3	1	12
	% at least Understanding	100%		25%		47%	100%		20%	100%	57%	83%	91%	44%	70%

Technology Rubrics 2017 Fall

Mathematics

		Course MATH 115	Student Cum. Credits				Program
			0-10 cred	11-21 cred	22-30 cred	31+ cred	
Uses as Taught in Class	Needs Improvement	6		2	2	2	6
	Developing	11	4		3	4	11
	Competent	50	12	15	14	9	50
	Exceptional	3	1	1		1	3
	% at least Competent	76%	76%	89%	74%	63%	76%
Completes Tasks as Assigned	Needs Improvement	6		2	2	2	6
	Developing	8	2		2	4	8
	Competent	56	15	16	15	10	56
	Exceptional	0					0
	% at least Competent	80%	88%	89%	79%	63%	80%
Independently Uses the Technology	Needs Improvement	8		2	3	3	8
	Developing	19	5	2	4	8	19
	Competent	31	9	11	8	3	31
	Exceptional	12	3	3	4	2	12
	% at least Competent	61%	71%	78%	63%	31%	61%
Exhibits Innovation	No	16	5	3	7	1	16
	Yes	2	1			1	2
	% Yes	11%	17%	0%	0%	50%	11%

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Appendix E4 Social Science

Program-Level Assessment Report

Program: Social Science   **Year:** 2017-2018

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least every five years. Some programs, with Dean's approval, will not assess any program goals a given year in lieu of a major improvement project involving all program faculty.

A1. What program outcomes/competencies were assessed? Report on each assessment separately.
This year, the college chose to focus upon the area of technology. In Social Science, our program outcomes in technology are:
Technological Competence:
Computer Literacy
A. The student will demonstrate fundamental keyboarding skills to navigate certain aspects of courses in the program. (All assessment included this.)
B. The student will demonstrate the ability to use current information resources, methods, and technology. Students will produce evidence of this orally or in writing according to an established rubric.
C. The student will demonstrate knowledge of the use of search engines and/or online reference tools in completing social science research projects orally or in writing. (Prof. Pate, Prof. Miller,

Assessment Measurement- The program rubric provides demonstrable evidence of student success in computer literacy, including the use of both traditional and electronic resources.

A2. Which courses/students were assessed?
HIST 152 DACC Campus, HIST 151-Dual Enrollment BHS, CECN 103 Online, PSYC 100 DACC Campus, CRIM 100 Campus, POLI 150 Campus.

A3. Approximately how many students were assessed? 120
A4. Which faculty members did the assessing? Prof. Richard Pate, Prof. Emily Crain, Jennifer Herrmann, Prof. Maurice Miller Prof. Rickey Williams Prof. Chuck Hantz
A5. What were the results?
All instructors engaged in some level of specific Internet use, including basic research, using tools we offer here at the college, or course navigation. In each case, some students (Around 10%) demonstrated that they were not ready to use even rudimentary aspects of some of our courses. It was a surprising result. It was certainly eye opening, and it will help us to adjust to better prepare our students.

A6. What was learned from the assessment? Is change being considered? Explain (if attached to multiple outcomes explain what was learned about each outcome separately).
Prof. Pate reports, "Students brought forth some interesting arguments from the material, but had difficulty with paraphrasing and with quotes. Some were also late due to technology issues such as their Wi-Fi shutting down at home. I was also a bit taken aback by the inability of a few students to use the links at first. Most found the sources credible. They were all legitimate sources." He reports the following change: " I decided to extend the time to allow for Internet issues, and to use turnitn.com so they get a strong visual evaluating source use. Since this was their ninth piece of writing, I also expected them to better follow our social science grading rubric."

Program: Social Science   **Year:** 2018-2019

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least once every five years.

1. **A1. What program outcomes/competencies were assessed this year? Report on each assessment separately.**

   Cultural awareness and social skills
   Effective human relations in diverse settings A. The student will demonstrate the application of ethical principles as outlined in course and institutional publications. B. The student will demonstrate an understanding of local, national, and global issues. Students will produce evidence of this orally or in writing according to an established rubric. Assessment Measurement- The program rubric provides demonstrable evidence of student success in cultural awareness and social skills with an emphasis on cultural and global contexts.(The college developed a special campus wide rubric for this assessment.)

1. **A2. Which courses were assessed? Which course outcomes were assessed?**

   HIST 151 and 152-" In accordance with Illinois Articulation Initiative standards, the student will also," incorporate into historical interpretations, in writing, an understanding of historical causation reflecting a) knowledge of important figures and events and their chronological relationship to each other and b) *an awareness of the contingent relationships among social, political, religious, intellectual, and economic variables.*" This will be demonstrated in student essays and exams. **PSYC 100-**"The student will demonstrate awareness of cultural differences, provided in context with the course material and use technology to search for examples. This will be demonstrated in writing." **PSYC 101-**"The student will demonstrate knowledge of both the sequence of child development and the processes that underlie it and an appreciation of the impact of context and culture on child development in writing and through applications after observations." **SOCY 100-**"The student will explore issues related to cultural awareness. The student will demonstrate this in writing." **POLI 150-**"Expand the students' view of who they are and the world they live in by establishing links with other people and cultures. This course intends to broaden the students' horizons and provide them with conceptual lenses to understand a complex world divided by nationality, religion, race, gender, and class."

"Closing the Loop" Assessment Report

Program: Social Science

Courses Involved:CECN103WE

Faculty Involved:Emily Crain

Dates of initial assessment:10/6/2017

Dates of loop assessment: 11/13/2017

What was your initial program assessment?
Technoloy was the general education outcome that was chosen for this online macroeconomics course. The online class uses the platform MyEconLab to complete numerous assignments throughout the semester.

What assessment tool did you use and what data did you collected from your initial program assessment?
I assessed the ability of the students to register on the site, complete a introductory "getting started" assignment, complete a quiz and turn in a chapter summary using the "document sharing" tab on the website.

Explain the results of your initial assessment:
Most students were able to use the written instructions on the course Blackboard shell to navigate through the steps of setting up or recovering their accounts, finding the homework tabs, quiz tabs and uploading and submitting their chapter summaries through the document sharing tab. However, one student in particular was having numerous trouble with her computer, her internet connection, and ultimately working through the steps provided in writing.

What change did you make to your program due to the initial assessment?
I normally presume that students taking an online course have, at the very least, basic internet skills, such as checking and drafting emails, figuring out how to recover usernames and passwords, the ability to work through setting up accounts/services, and the ability to upload documents. In order to better facilite the process for those students who take online courses out of convenience and neccessity, versus comfortability with technology and online work, I decided to provide more detailed instructions for those students who need it. This includes a short video using ScreenCast-O-Matic, which allows me to provide a step-by-step tutorial on how to register, where to find the necessary materials, etc. I also included screen shots of other areas that may cause problems for others.

What new data did you collect based on those changes (loop assessment)?
Once provided on Blackboard, students were better able to access all of the aspects of the online platform, mandatory as well as practice work. Chapter summaries were being uploaded on the site versus emailed to me.

"Closing the Loop" Assessment Report

Program: Social Science

Courses Involved:POLI 150B 5 students

Faculty Involved:Charles Hantz

Dates of initial assessment:8/25/2017

Dates of loop assessment: 11/15/2017

What was your initial program assessment?
Social Sciences assessed technology for Fall 2017. Our prgram assessed if students could demonstrate the ability to keyboard and demonstrate the ability to properly use and evaluate Internet sources.

What assessment tool did you use and what data did you collected from your initial program assessment?
In the assignments for both instnaces of assessment, students were instructed to find their assignment on the Course Homepage, read it thoroughly, then use a designated webpage to search for appropriate resources in order to complete the assignemnts. Students were then responsible for submitting a word processed analytical essay to a plagarism detection site and also to print out a hard copy for instructor evaluation.

Explain the results of your initial assessment:
Some students had initial difficulty in finding appropriate articles to use and understanding the module's requirements. With the instructor's assistance, all students were able to complete the assignment successfully.

What change did you make to your program due to the initial assessment?
This was a difficult assignment since it was the course's first one and because of the nature of the assigment. However, the assignment fulfills several pedagological goals and I would therefore not change anything in regards to the assignment.

What new data did you collect based on those changes (loop assessment)?
In an effort to assist students become independent learners and without changing the actual assignment, I did post additional instructions with this assignment and reviewed the other module assighments and posted additonal instructions were appropriate.

Explain your results of the loop assessment:
Students were able ot gain a better understanding of the process of completing course work and do so more independently and in less time without compromising course content.

"Closing the Loop" Assessment Report

Program: Social Science

Courses Involved:HIST 151 16 students

Faculty Involved:Richard Pate

Dates of initial assessment:8/28/2017

Dates of loop assessment: 9/27/2017

What was your initial program assessment?
We chose technology out of our four basic general education outcomes areas. This was basic controlled internet use.Students enter my class at various skill levels, and some have not completed Rhetoric 101. I gave them three planned links for research. Students had two basic technology outcomes, demonstrate the ability to keyboard and demonstrate the ability to properly use and evaluate Internet sources.

What assessment tool did you use and what data did you collected from your initial program assessment?
The tool was a short paper which had to include quotes and citations, and it had to be produced through word processing. Students were also asked to think about the sources.

Explain the results of your initial assessment:
Students brought forth some interesting arguments from the material, but had difficulty with paraphrasing and with quotes. Some were also late due to technology issues such as their wi-fi shutting down at home. I was also a bit taken aback by the inabilty a few students to use the links at first. Most found the sources credible. They were all legitimate sources.

What change did you make to your program due to the initial assessment?
I decided to extend the time to allow for Internet issues, and to use turnitn.com so they get get a strong visual evaluating source use. Since this was their ninth piece of writing, I also expected them to beter follow our social science grading rubric.

What new data did you collect based on those changes (loop assessment)?
Students did a better job understanding the importance of using their own words and I had no missing papers. The project went very well, and the students gave better presentations during the discussions. Not a single student brought in "fake" materail on our two topics of discussion, Alexander Hamilton and Thomas Jefferson. They stayed with legitimate sources. Only two used sources such as Spark Notes. Class discussion pointed out the issues, and I expect them to avoid such sources on our longer critical book review paper.

Explain your results of the loop assessment:

Social and Cultural Awareness Rubric Results from Social Sciences Sections 2018 Fall

		Course						Student Cum. Credits				Social Science
		HIST 151	HIST 152	POLI 150	PSYC 100	PSYC 101	SOCY 100	0-3 cred	4-21 cred	22-33 cred	34+ cred	2018FA
Cooperation	Low Awareness		1				17	5	8	3	2	18
	Awareness	1	15	10	13	1	2	3	10	10	9	32
	Understanding	8	21	1		10	8	13	13	16	15	57
	Using/Benefiting from		13		8	7	27	8	14	16	18	56
	% at least Understanding	89%	68%	100%	38%	94%	65%	72%	60%	71%	75%	69%
Professional or Ethical Behavior	Low Awareness						17	4	8	3	2	17
	Awareness		1				2	3	6	6	1	16
	Understanding		3	10	13	12	10	4	9	10	12	35
	Using/Benefiting from	9	46	1	8	6	25	18	22	26	29	95
	% at least Understanding	100%	98%	100%	38%	100%	65%	76%	69%	80%	93%	80%
Personal Understanding/ Point of View	Low Awareness	3					17	7	8	3	2	20
	Awareness	5	24				2	13	11	10	10	44
	Understanding	8	9	10	13	11	10	10	12	13	13	48
	Using/Benefiting from	11	17	1	8	7	25	17	14	19	19	69
	% at least Understanding	70%	52%	100%	38%	100%	65%	57%	58%	71%	73%	65%
Cultural Understanding	Low Awareness	5					17	9	8	3	2	22
	Awareness	3	6				3	7	8	6	4	25
	Understanding	9	27	11	13	8	5	15	12	15	18	60
	Using/Benefiting from	10	17	1	8	10	29	16	17	21	20	74
	% at least Understanding	70%	88%	100%	38%	100%	63%	66%	64%	80%	86%	74%

March 11, 2019

Technology Rubric   Social Science

		Course					Student Cum. Credits			Program
		HIST 111	HIST 152	CECN 103	POLI 150	PSYC 100	0-6 cred	7-24 cred	25+ cred	
Uses as Taught in Class	Needs Improvement									0
	Developing			1		3	2	2		4
	Competent	11	19	4	4	5	14	10	19	43
	Exceptional	2			1	1		3	1	4
	% at least Competent	100%	100%	80%	100%	67%	88%	87%	100%	92%
Completes Tasks as Assigned	Needs Improvement		1						1	1
	Developing	1		1		2	2	2		4
	Competent	9	16	4	5	6	12	9	19	40
	Exceptional	3	2			1	2	4		6
	% at least Competent	92%	95%	80%	100%	78%	88%	87%	95%	90%
Independently Uses the Technology	Needs Improvement		2						2	2
	Developing			1		6	4	3		7
	Competent	6	16	4	4	2	10	5	17	32
	Exceptional	7	1		1	1	2	7	1	10
	% at least Competent	100%	89%	80%	100%	33%	75%	80%	90%	82%
Exhibits Innovation	No	7		4		1	5	3	4	12
	Yes	6				8	6	8		14
	% Yes	46%		0%		89%	55%	73%	0%	54%

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Appendix E5 Marketing

Program-Level Assessment Report

Program: A.A.S. Marketing
Year: 2017-2018

The purpose of this form is for reporting program assessments and program improvement ac-
tivities. It is expected that every program outcome/competency be measured and reported at
least every five years. Some programs, with Dean's approval, will not assess any program
goals a given year in lieu of a major improvement project involving all program faculty.

**A1. What program outcomes/competencies were assessed? Report on each assessment
separately.**

Students will understand the impact of technology in the marketing field and how developing
technology is impacting every aspect of business while changing the way we work and com-
municate.   This year, I am writing on the results of a two year project to evaluate level of
digital marketing content across the A.A.S. Marketing Program while gathering data support-
ing the increasing use and relevancy of digital media versus traditional media within the mar-
keting curriculum.

A2. Which courses/students were assessed?

A.A.S. Degree in Marketing

The 2017-18 academic year gave me the opportunity to continue my evaluation of the A.A.S.
Marketing Degree curriculum degree of technological integration of digital marketing strate-
gies, methods, and tools essential for graduate success in a career in Marketing.   **I continued
my research of digital marketing skills used by professionals in the marketing field along
with industry data confirming the continued growth of digital marketing methods and re-
sulting dominance of spending within marketing budgets.**

A3. Approximately how many students were assessed? N/A —- Marketing related courses
were evaluated in the A.A.S. Degree Program.

A4. Which faculty members did the assessing? Viv Dudley
A5. What were the results? See excerpt below:

A.A.S. Marketing Program Evaluation and Update Proposal

Objective - Update A.A.S. Marketing Program and expand Digital Marketing content through-
out the program. The growth of Digital Marketing will continue to escalate in coming years.
Here are supporting facts from Forbes - 2017 and U.S. Bureau of labor

- **US digital marketing spend will near $120 billion by 2021.** Investment in
  paid search, display advertising, social media advertising, online video advertis-
  ing and email marketing will pace to 46% of all advertising in five years. ---

- **Overall, digital marketing is pacing at a healthy 11%** compound annual
  growth rate between now and 2021.

Program-Level Assessment Report

Program: Marketing
Year: 2018-19

The purpose of this form is for reporting program assessments and program improvement activities. It is expected that every program outcome/competency be measured and reported at least once every five years.

A1. What program outcomes/competencies were assessed this year? Report on each assessment separately.

Program Outcome Assessed:

Students will demonstrate knowledge of the role of marketing in business which includes a global perspective and awareness that embrace society and international cultures. Students will possess an understanding of social elements that encompass society.

Supports General Education Outcome --- Cultural Awareness and Social Skills

Program Competencies assessed that support the Program Outcome Assessed

C1 - Students will evaluate and formulate marketing strategies, methods and tools that are effective in global markets with unique cultures.

C2 - Students will identify global, cultural and societal trends and issues that influence business practice and evaluate methods companies can best adapt for future success. t

C3 - Students will explore essential human relations, leadership and workplace skills that are inclusive of the complex global environment we live and hat provide a foundation for a successful career in marketing.

C4 - Students will identify the environmental forces that shape global marketing strategy, steps of entry into a global market, and factors impacting a company's global marketing success.

A2. Which courses were assessed? Which course outcomes were assessed?

BMGT 117 Principles of Marketing

1) Students will be able to identify marketing strategies relevant to global business by application of key business and marketing concepts, tools, and techniques.
Students will be able to identify trends in society that are relevant to marketing professionals in the development of marketing plans, promotions, and communications.

2) Identify growing trends in society that impact the field of marketing including the increasing use of digital tools, apps, web, and mobile methods for communications, product search, product selection and buying.

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"Closing the Loop" Assessment Report

Program: A.A.S. Marketing

Courses Involved: BMGT 117, BMGT 201, BMGT 244, BMGT 118

Faculty Involved: Viv Dudley

Dates of initial assessment: May 2017

Dates of loop assessment: November 2017

What was your initial program assessment?

I chose to assess marketing students level of digital technology knowledge and abilities across social media platforms. Specifically, I was interested in assessing level of student comprehension of the how digital tools can be used across all platforms as a method to increase market reach and engagement through expanding customer / user experience in social media channels.

What assessment tool did you use and what data did you collected from your initial program assessment?
I evaluated student performance and understanding from selected assignments in class. Student scores were collected from targeted assignments.

I learned that students level of understanding varies based on their use of digital tools in their personal life. I learned that students that were more recent high school graduates age demographic favor specific social media tools, but are very capable adapting to other tools. Students with less involvement with social media in their personal time, experienced more challenges understanding how the social media platforms are used as tools for user engagement. Overall, I saw improvement of student understanding and applications throughout the semester.

Explain the results of your initial assessment:

Student comprehension of use of digital tools to increase user engagement across various social media showed an increase in overall comprehensive and understanding of digital tool usage.

What change did you make to your program due to the initial assessment?
I reviewed program curriculum content to determine level of integration and emphasis of digital tool knowledge and skills that are essential for success in marketing. I proposed changes to the A.A.S. Marketing curriculum that emphasized expanding digital course content in marketing classes and developed a proposal for one new course (Social Media and Content Marketing), adding an existing course from another program (Design for Blogging Platforms), and offer a new certificate program — Digital Marketing.

Digital Marketing Certificate - ONLINE

Social and Cultural Awareness Rubrics, 2018 Fall

Marketing

		Course		Student Cum. Credits				Program
		BMGT 117	CBUS 150	0-6 cred	7-30 cred	31-63 cred	64+ cred	
Cooperation	Low Awareness	1		1				1
	Awareness	4	1		2	3		5
	Understanding	16	4	6	3	4	7	20
	Using/Benefiting from	5		1	2	1	1	5
	% at least Understanding	81%	80%	88%	71%	63%	100%	81%
Professional or Ethical Behavior	Low Awareness	1		1				1
	Awareness	6			2	3	1	6
	Understanding	14	1	3	2	4	6	15
	Using/Benefiting from	5	4	4	3	1	1	9
	% at least Understanding	73%	100%	88%	71%	63%	88%	77%
Personal Understanding/ Point of View	Low Awareness	1		1				1
	Awareness	11			2	4	5	11
	Understanding	9	5	6	3	3	2	14
	Using/Benefiting from	5		1	2	1	1	5
	% at least Understanding	54%	100%	88%	71%	50%	38%	61%
Cultural Understanding	Low Awareness	1		1				1
	Awareness	6			1	2	3	6
	Understanding	14	5	6	4	5	4	19
	Using/Benefiting from	5		1	2	1	1	5
	% at least Understanding	73%	100%	88%	86%	75%	63%	77%

Appendix F   General Education Rubrics and Outcomes

DACC Communications Rubric

Student _____
Faculty _____   Course _____   Section _____   Term _____
Assignment _____

	Needs Improvement	Developing	Competent	Exceptional
ORGANIZATION introduction/conclusion logical progression of ideas on topic transitions	no main point or off topic	somewhat off topic; unclear progression	on topic; logical progression of ideas; possibly lacking intro, conclusion, or transitions	all items present
CONTENT main idea supporting ideas vocabulary usage	unclear or unsupported main idea; no supporting detail; no topic related vocabulary	lacking detail; not concise (extremely verbose); lacking topic related vocabulary	main idea; lacking some detail or topic related vocabulary	all items present
MECHANICS grammar, spelling sentence structure paragraph structure	mistakes leading to significant audience confusion	multiple mistakes or mistakes leading to a point or two of audience confusion	few mistakes	no mistakes
PRESENTATION audience appropriate engaging	consistently distracting presentation style* and lack of appropriate language	occasionally distracting presentation style* or lack of appropriate language	audience appropriate presentation style and language	engaging presentation style; audience prior knowledge, interests and level considered

For consistency, all work should be rated at the level expected of a student nearing completion of an associates degree.
*Examples of items causing a distracting presentation: vocalized ahs or uhms, poor visual displays, excessive language, bad page layout or font, minimal eye contact, monotonous voice, lack of expression
2015 Fall

DACC Critical Inquiry Rubric

Student _____   Faculty _____

Course _____   Section _____   Term _____

Assignment _____

	NEEDS IMPROVEMENT	DEVELOPING	COMPETENT	EXCEPTIONAL
UNDERSTANDING OF THE ISSUE OR PROBLEM -provide outline of problem -determine relevent info -define terms -analyze underlying assumptions	did not define or describe issue or problem	stops at defining and describing, showing only a minimal understanding of the issue or problem	understanding shown, but not all relevant information is considered	full understanding shown and clearly stated
USE OF EVIDENCE -apply previous knowledge -collect pertinent info -considers contradictory evidence -question expert viewpoints -consider alternative views -review evidence assumptions -summarize evidence -evaluate/analyze evidence	information taken at face value only	incomplete or weak analysis with gaps in use and /or evaluation of evidence	clear use and evaluation with some missing evidence	the evidence has been evaluated and interpreted to develop a comprehensive analysis
POSITION OR SOLUTION -aligns with evidence provided -aligns with analysis provided -considers opposing viewpoints, complex concerns, or possible limitations to the student's opinions	position or solution not fully articulated	position or solution does not follow from evidence provided	position or solution is incomplete based on provided evidence	reasonable position or solution based on evidence and analysis provided

2016 Fall

For consistency, all work should be rated at the level expected of a student nearing completion of an associates degree.

DACC Cultural Awareness and Social Skills Rubric

Student _____   Faculty _____

Course _____ Section _____ Term _____

Assignment _____

	Low Awareness	Awareness	Understanding	Using/Benefiting from	N/A
Cooperation	Not contributing or a detriment to group work	Under-contributes or monopolizes group work	Contributes and does their fair share in the group	Contributes and motivates others to be part of the group	Not applicable for this assignment
Professional or Ethical Behavior	Fails to demonstrate professional or ethical behavior	Frequent or severe lapses in professional or ethical behavior	Minor lapses in professional or ethical behavior	Demonstrates professional and/or ethical behavior	Not applicable for this assignment
Personal Understanding/ Point of View	Fails to demonstrate an awareness of other points of view	Recognizes personal differences or points of view, but does not apply them	Applies knowledge of others' points of view	Applies and benefits from the knowledge of different points of view	Not applicable for this assignment
Cultural Understanding	Demonstrates little or no cultural understanding	Demonstrates some understanding of cultural differences, but with gaps	Demonstrates an understanding of cultural differences	Demonstrates and benefits from understanding of cultural differences	Not applicable for this assignment

2018 Fall

For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.

Technology General Education Rubric

Student _____   Faculty _____   Term _____

Course/Section _____   Assignment _____

Technology/Tool/Application use being assessed _____

1. Is this new technology, or a new process within familiar technology, for most students?

New-Technology   *New-Process-in-Familiar-Technology*

	NEEDS IMPROVEMENT	DEVELOPING	COMPETENT	EXCEPTIONAL
2. Uses technological resources and functionality appropriately and as taught in class	*does not meet assignment expectations*	*approaches assignment expectations*	*meets assignment expectations*	*exceeds assignment expectations*
3. Completes technologically associated tasks as assigned.	*does not meet assignment expectations*	*approaches assignment expectations*	*meets assignment expectations*	*exceeds assignment expectations*
4. Independently uses the technology	*needs substantial assistance*	*needs some assistance*	*minimal or no assistance needed*	*minimal or no assistance needed, and assisting others*

5. Safely and ethically uses the technology   *No*   *Yes*

6. Exhibits innovation, thinking outside the box, or exceptional resourcefulness   *Not applicable*   *No*   *Yes*

For consistency, all work should be rated at the level expected of a student nearing completion of an associates degree.

2016-2017 General Education Critical Thinking Rubric Results

During the 2017-2018 school year 514 students samples of work related to critical thinking were collected and evaluated using the faculty created critical thinking rubric. The rubric asked faculty to evaluate student work in three categories:

Understanding of the Issue or Problem

Use of Evidence

Position or Solution

The results were then cross checked with the students earned credits while at the college to see if the students were competent and if their abilities were improving during their time at the college. What follows is a summary of the results.

Understanding of the Issue or Problem: provide outline of problem, determine relevant info, define terms, and analyze underlying assumptions

Understanding of the Issue or Problem

| 0-4 cred	5-17 cred	18-32 cred	33-49 cred	50+ cred
3.0	3.1	3.1	3.1	3.3
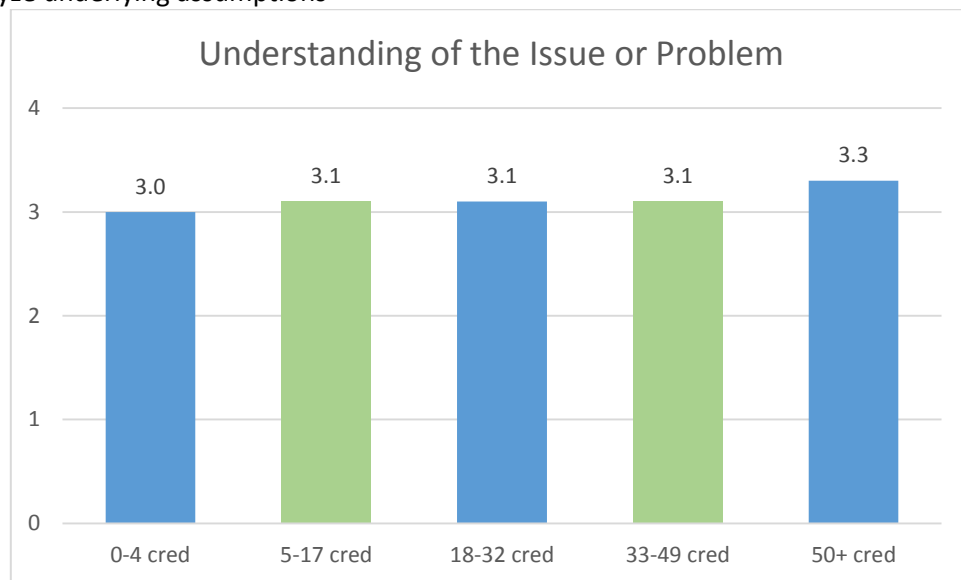
Although with more credits accumulated at the college the students' average score is improving measurably, the improvement appears to be slight. The question arises if this is normal or something to be concerned.

Use of Evidence: apply previous knowledge, collect pertinent info, considers contradictory evidence, question expert viewpoints, consider alternative views, review evidence assumptions, summarize evidence, and evaluate/analyze evidence

Use of Evidence
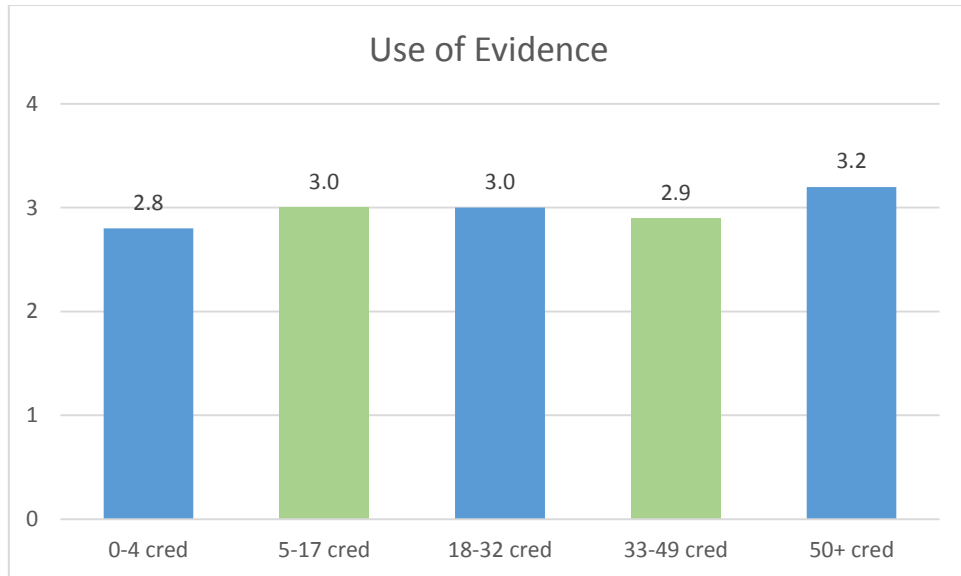
Once again, the results show improvement but only slight.

Position or Solution: aligns with evidence provided, aligns with analysis provided, and considers opposing viewpoints, complex concerns, or possible limitations to the student's opinions
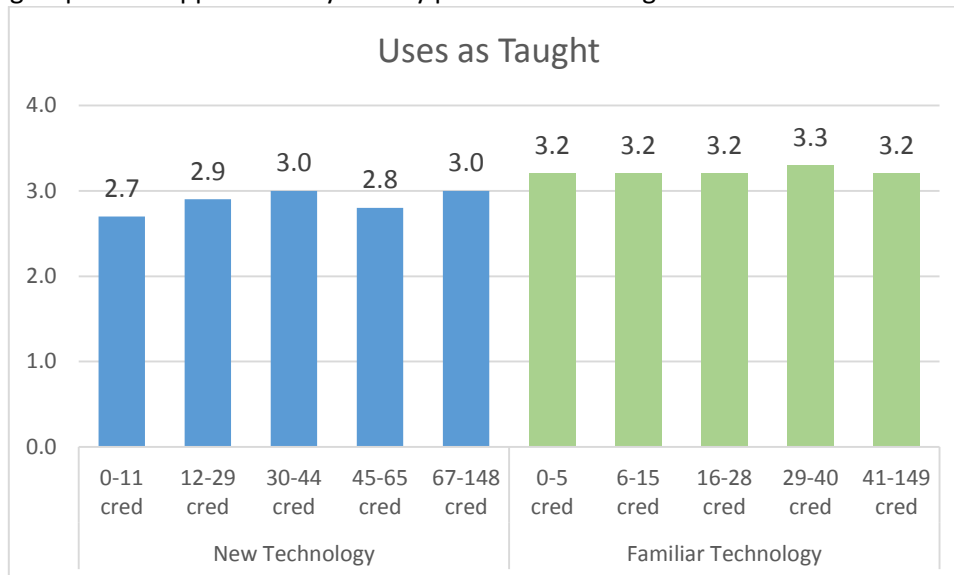
Position or Solution
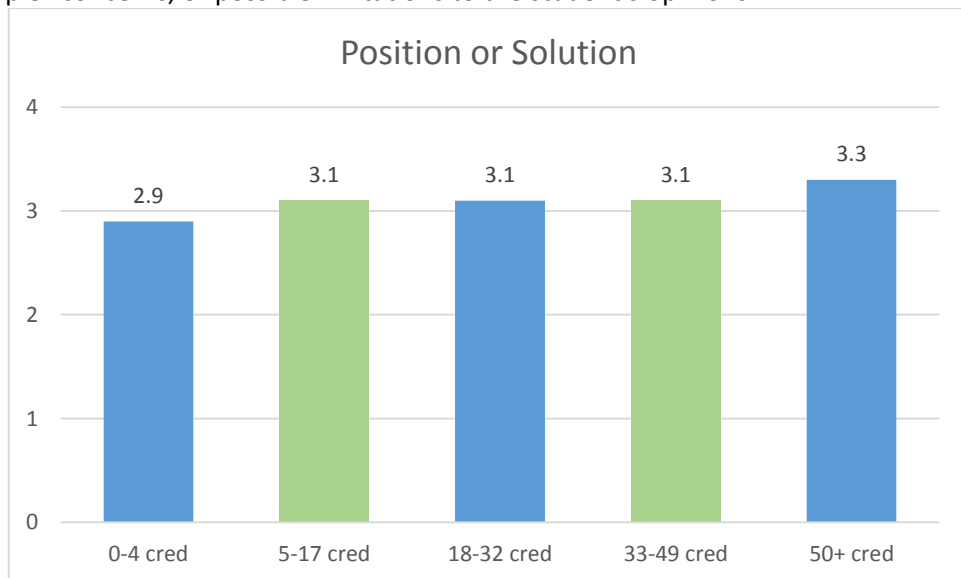
With this question the improvement is more noticeable. Average students abilities appear to be improving with increased time at the college.
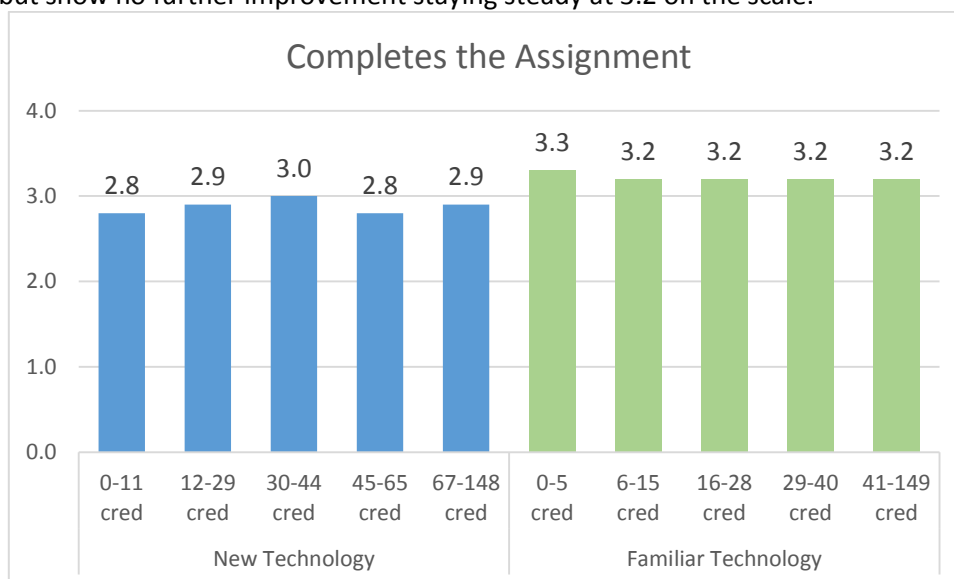
2017 Fall General Education Technology Rubric Results

During 2017 Fall semester the General Education Outcome: Technology rubric was administered to 561 students at Danville Area Community College. The rubric, created by a team of DACC faculty with the assistance of the Director of Institutional Effectiveness, is used as a measure of student competence in the use of technology and to determine if student's abilities are growing during their time at the college.

Of the 561 student work samples 186 were identified as working with new technology while 385 were identified as working with familiar technology, including students taking an advanced course in welding or Microsoft Excel. Those students were broken into five subgroups based on their total accumulated credits at DACC. Those subgroups were approximately twenty percent of the larger new or familiar technology groups.

Uses as Taught

	New Technology					Familiar Technology				
	0-11 cred	12-29 cred	30-44 cred	45-65 cred	67-148 cred	0-5 cred	6-15 cred	16-28 cred	29-40 cred	41-149 cred
	2.7	2.9	3.0	2.8	3.0	3.2	3.2	3.2	3.3	3.2

The first rubric question was asking if the students use the technology as it was taught. As can be seen in the graph above, on a four point scale students were improving with further college credits. Those familiar with the technology start and end at a higher level than students becoming familiar with the technology, in the new group, but show no further improvement staying steady at 3.2 on the scale.

Completes the Assignment

|	New Technology					Familiar Technology				
	0-11 cred	12-29 cred	30-44 cred	45-65 cred	67-148 cred	0-5 cred	6-15 cred	16-28 cred	29-40 cred	41-149 cred
	2.8	2.9	3.0	2.8	2.9	3.3	3.2	3.2	3.2	3.2

The second rubric question asks if the students were able to complete the assignment. As can be seen in the above little progress was made with either group of students as they accumulate credits. This comes as a mild surprise as one would expect first semester freshmen more likely to leave assignments incomplete. This phenomenon did not occur in the sampling and is worth checking if repeated.
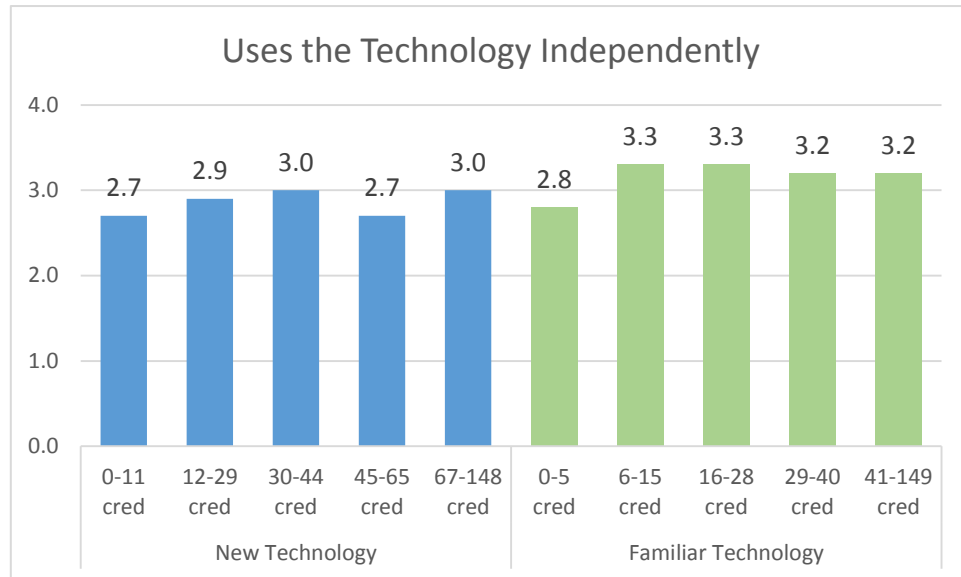
The third rubric question asks if the student was able to work independently. Again using the four point scale with the new technology improvement can be seen, although slight. While, with the exception of new students, little improvement can be seen although higher overall performance is present.

The fourth question asks if the student used the technology safely and/or ethically. This response was either yes (2 points) or no (1 point). There was unanimous response that this was not a problem. The data all rounded to 2.0 on a 2 point scale.
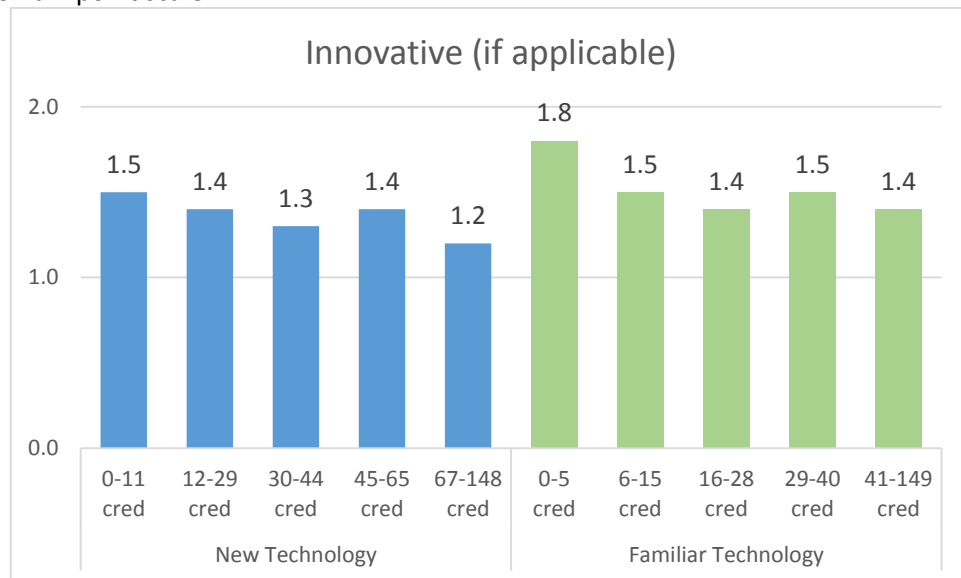
The last question asked if the students were innovative in their thinking. This was also a yes/no question with the option of not applicable given as an alternative (and excluded from analysis). As can be seen in the graph above, students were considered less innovative with more cumulative credits. This was the case with both new and familiar technology.

This information was further broken down into students who were intending on transferring and those in a career/technical program of study. In most cases the gains seen with questions noted above disappeared. The exception being in the case of innovation which the career technical students improved during their time at the college.

Conclusions

First, the Assessment Team concluded that more data needed to be collected to that the data can be looked at for each program rather than only the college as a whole. Second, a look at why the innovation average score was decreasing is something for further investigation. And third, although students' completion of assignments is expected to be at the lowest level for first semester freshmen this did not occur in this sampling. If this occurs again this needs to be investigated.

2018 Fall General Education Cultural Awareness and Social Skills Rubrics Results

During 2018 fall semester the Cultural Awareness and Social Skills rubric was administered to over 1560 samples of student work. This rubric is used to measure student performance on the associated general education outcome. Through analysis, separated in multiple ways, what is clear is that the more time students are at Danville Area Community College, the more they excel in each of the four identified subcomponents of this general education outcome.

As can be seen in each of the following charts for cooperation, professional/ethical behavior, point of view (from personal to universal), and cultural awareness, the percentage of students who are understanding and using/benefiting from the individual component is growing and the percentage who have low awareness or awareness alone is shrinking.

Cooperation: Low awareness - not contributing or a detriment to group work
Awareness – under-contributes or monopolizes group work
Understanding – contributes and does their fair share in the group
Using/Benefiting from – contributes and motivates others to be part of the group
N/A – not applicable for this assignment (not included in the graph)
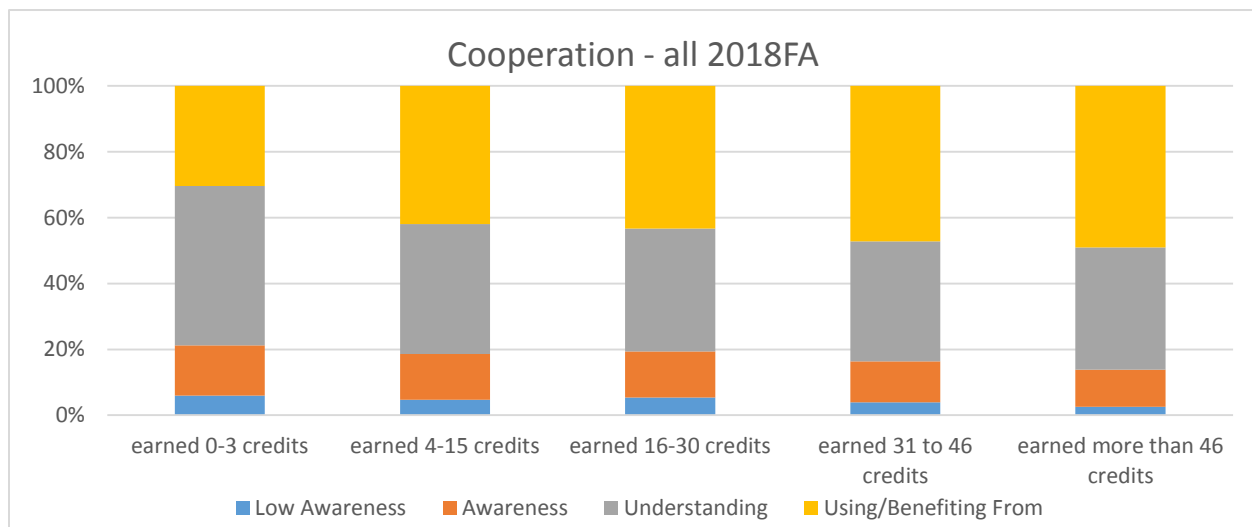

Professional/Ethical Behavior:
Low awareness - fails to demonstrate professional or ethical behavior
Awareness – frequent of sever lapses in professional or ethical behavior
Understanding – minor lapses in professional or ethical behavior
Using/Benefiting from – demonstrates professional and/or ethical behavior
N/A – not applicable for this assignment (not included in the graph)

Ethical/Professional Behavior - all 2018FA

Legend: ■ Low Awareness ■ Awareness ■ Understanding ■ Using/Benefiting From
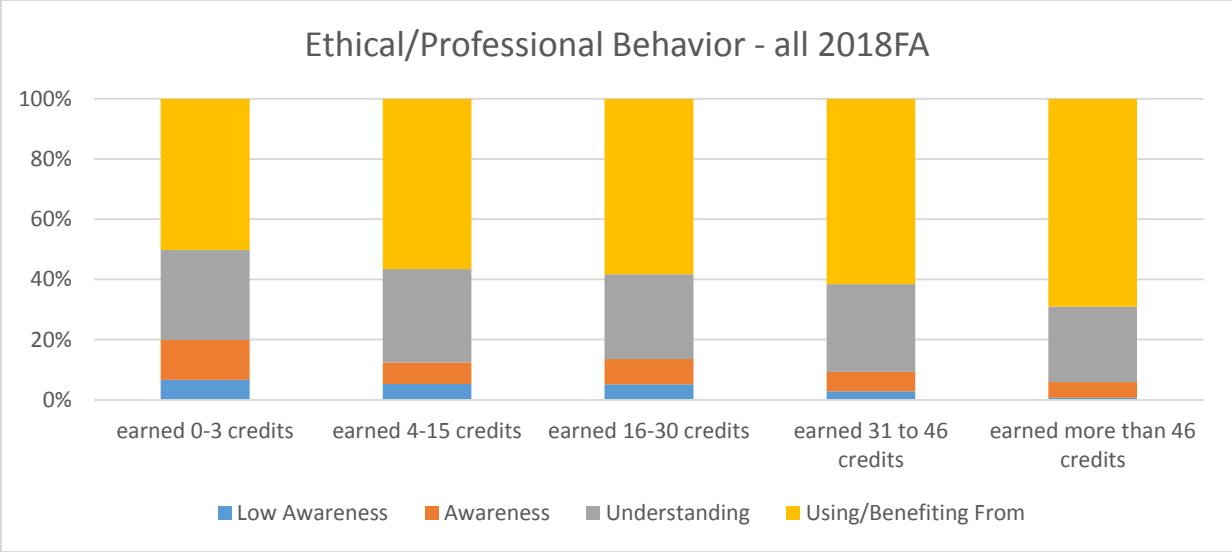
Personal Understanding/Point of View

    Low awareness - fails to demonstrate an awareness of other points of view

    Awareness – recognizes personal differences or points of view, but does not apply them

    Understanding – applies knowledge of others' points of view

    Using/Benefiting from – applies and benefits from the knowledge of different points of view

    N/A – not applicable for this assignment (not included in the graph)

Point of View- all 2018FA

Legend: ■ Low Awareness ■ Awareness ■ Understanding ■ Using/Benefiting From
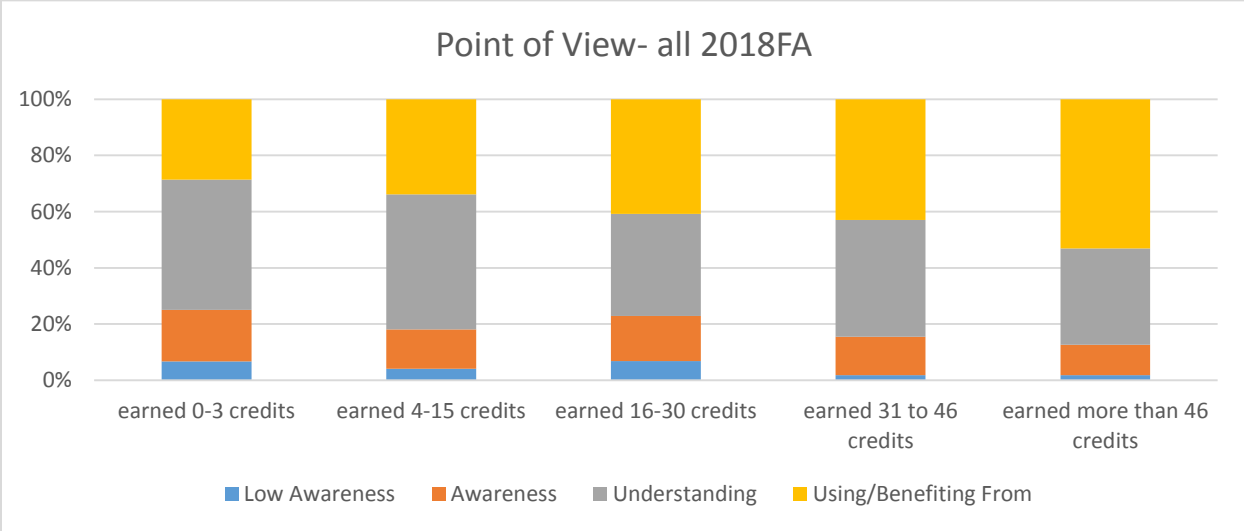
Cultural Understanding

    Low awareness - demonstrates little of no cultural understanding

    Awareness – demonstrates some understanding of cultural differences, but with gaps

    Understanding – demonstrates an understanding of cultural differences

    Using/Benefiting from – demonstrates and benefits from understanding of cultural differences

    N/A – not applicable for this assignment (not included in the graph)

Cultural Awareness - all 2018FA
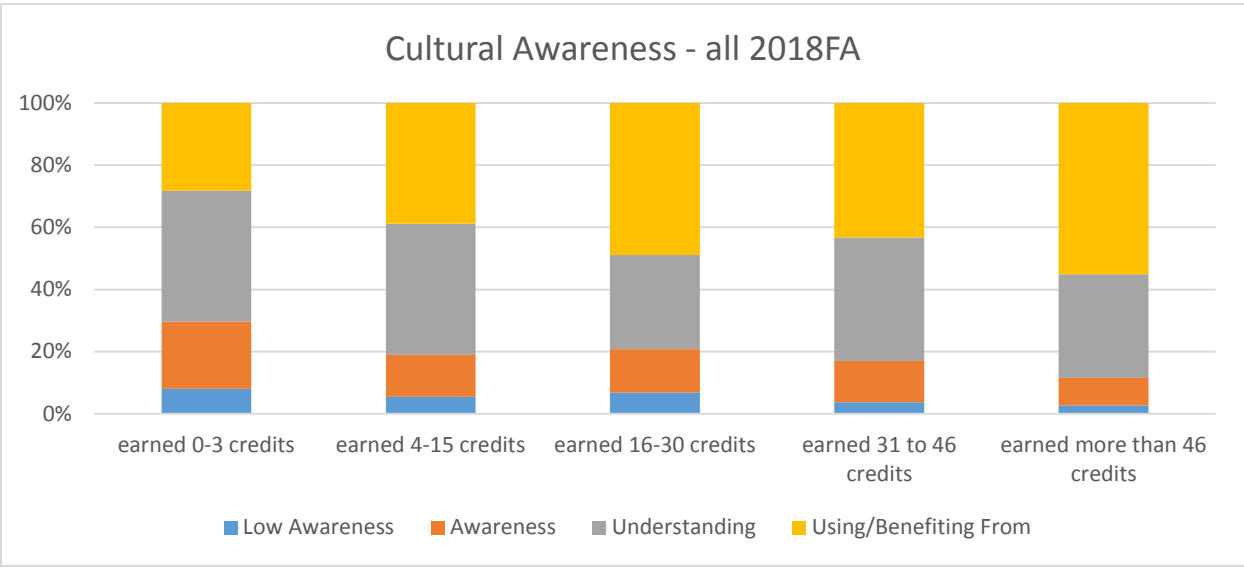
A second way to look at the results is through a linear regression. To do so one would first have to linearize the results by converting as follows: "low awareness" = 1, "awareness" = 2, "understanding" = 3, and "using/benefiting from" = 4 with "not applicable" omitted from analysis. By doing this with smaller subsets of students assigned by student career choice, increases in almost every area can be seen.

In the chart below the increases are measured against one year's completed coursework: 30 credits. For instance a typical transfer student having 30 earned credits would have an average cooperation rating 0.11 above that of a typical new student, and the student that earned 60 credits would have an average cooperation rating of an additional 0.11 above the typical 30 credit student. Only two of the 28 comparisons are negative, and could be looked at further to see why the cooperation scores decreased in each instance.

Student Increase on Each Scale on the Rubric per 30 Credits Hours Completed

	Students (n=)	Cooperation	Ethical/ Professional	Point of View	Cultural
Transfer	595	0.11	0.17	0.14	0.10
General Studies	310	0.02	0.06	0.10	0.10
Career – Medical	133	-0.10	0.01	0.02	0.10
Career – Technical	85	0.35	0.29	0.20	0.24
Career – Lib. Arts & Sci.	55	0.34	0.35	0.40	0.01
Career – Business	54	-0.06	0.22	0.08	0.21
Others, including HS	436	0.16	0.16	0.16	0.22

Appendix G   Sample course outlines for ENGL 102

Danville Area Community College

COURSE OUTLINE

Course Number: ENGL 102
Course Section: DC (Department of Corrections)
Course Title: Rhetoric and Composition II
Semester: Fall 2019
Credit Hours: 3

Course Description: This course provides continued practice in the comprehension and expression of written English with emphasis on the research process. Students will develop competency in critical thinking and reading, in college-level research, and in multi-source writing. Students will conduct research utilizing the Internet and the Library's collections and databases, assess sources, and produce multi-source texts. Students will develop well-reasoned arguments, with careful consideration of counter positions and the writer's audience, and support those arguments with properly cited, credible evidence. Students will research, plan, draft, revise, and edit texts with feedback from peers and the instructor, focusing specifically on both the discourse and sentence-level conventions of academic writing. A "C" or better is required in this course for degree and/or transfer credit to be issued

Prerequisite: ENGL 101 with a grade of C or better.

Instructor: Cody Oakwood
Office: Clock Tower 219
Office Hours: by appointment
Phone: NA
E-Mail: NA
Web Site (if you have one)**:**

Student Learning Outcomes:
Upon completion of this course, students will be able to:

1. be familiar with the Internet and Library resources (including electronic databases) and how they can be used to examine focused research questions;
2. evaluate and select sources that are appropriate for academic discourse;
3. critically read, summarize, and analyze a variety of texts;
4. accurately and fairly represent sources;
5. develop arguments and sufficiently support claims;
6. establish a voice appropriate to the rhetorical situation and topic;
7. properly cite sources, following the MLA and APA guidelines;
8. produce writing evincing good control of the standards of written American English that is also in control of the elements of presentation

Topical Outline:

- Introduction to Academic Discourse
- Writing with Sources
- MLA and APA documentation styles
- Summaries, paraphrases, quotations
- Note Taking
- Developing and Supporting Research-Based Arguments
- Internet Research
- Library Research
- Annotated Bibliographies

Textbook:
- Collection of articles supplied by instructor/Liberal Arts Division

Grading Criteria/Evaluation:
Grades of "A" through "F" or points will be assigned throughout the revision process of the research papers. Final grades will be determined on the basis of at least six papers: a practice/controlled research paper (20%); a summary paper, research paper topic proposal, annotated bibliography, research paper sentence outline/essay (25%); multi-source research paper (40%). The final grade will also be determined by in-class activities and exercises (5%) and a final examination (10%). In order to receive a "D" or better in the course, students must write an acceptable, multi-source research paper.

TYPE AND LENGTH OF MAJOR WRITING ASSIGNMENTS: The major writing assignments are two research papers: both consist of a practice/controlled research paper (at least 2000 words in the final draft). These two assignments make up 60% or more of the final grade. Both assignments will be controlled with basic materials mostly provided by the instructor due to the restriction of research options placed on students by the Department of Corrections.

Grading Scale Tradition 0-100%. 0-59 (F), 60-69 (D), 70-79 (C), 80-89 (B), and 90-100 (A)

Withdrawal policy:
Students may withdraw before the final drop date for the course.

Course Policies:

Attendance: Students may miss no more than 2 days (unexcused absences, including those as a result of disciplinary action) without being dropped from the course. On the third unexcused absence, you will be dropped from the course.

Late work: Point deductions for late work: 1-2 classes late: 10 percent reduction, 4 classes late: 20 percent reduction, 5 classes or later: 30 percent reduction.

Student Conduct Code: Membership in the DACC community brings both rights and responsibility. As a student at DACC, you are expected to exhibit conduct compatible with the educational mission of the College. Academic dishonesty, including but not limited to, cheating and plagiarism, is not tolerated. A DACC student is also required to abide by the acceptable use policies of copyright and peer-to-peer file sharing. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct as contained in the DACC Student Handbook. The Student Handbook is available in the Information Office in Vermilion Hall and online

at:

Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at 217-443-8708 (TTY 217-443-8701) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.

Danville Area Community College

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COURSE OUTLINE

Course Number: ENGL 102
Course Section: WHZ(Online//Hybrid/12 weeks)
Course Title: Rhetoric and Composition II
Semester: Fall 2019
Credit Hours: 3
Course Description: This course provides continued practice in the comprehension and expression of written English with emphasis on the research process. Students will develop competency in critical thinking and reading, in college-level research, and in multi-source writing. Students will conduct research utilizing the Internet and the Library's collections and databases, assess sources, and produce multi-source texts. Students will develop well-reasoned arguments, with careful consideration of counter positions and the writer's audience, and support those arguments with properly cited, credible evidence. Students will research, plan, draft, revise, and edit texts with feedback from peers and the instructor, focusing specifically on both the discourse and sentence-level conventions of academic writing. A "C" or better is required in this course for degree and/or transfer credit to be issued

Prerequisite: ENGL 101 with a grade of C or better.

Instructor: Professor Edward Gallagher
Office: Clock Tower 217A
Office Hours: 1:00-3:00 Tuesday, Wednesday, Thursday
Phone: 1-217-554-1525
E-Mail: egal@dacc.edu
Web Site (if you have one)**:**

Student Learning Outcomes:
Upon completion of this course, students will be able to:

1. use the Internet and Library resources (including electronic databases) to examine focused research questions;
2. evaluate and select sources that are appropriate for academic discourse;
3. critically read, summarize, and analyze a variety of texts;

4. accurately and fairly represent sources;
5. develop arguments and sufficiently support claims;
6. establish a voice appropriate to the rhetorical situation and topic;
7. properly cite sources, following the MLA and APA guidelines;
8. produce writing evincing good control of the standards of written American English that is also in control of the elements of presentation

Topical Outline:

- Introduction to Academic Discourse
- Writing with Sources
- MLA and APA documentation styles
- Summaries, paraphrases, quotations
- Note Taking
- Developing and Supporting Research-Based Arguments
- Internet Research
- Library Research
- Annotated Bibliographies

Textbook:
- No textbook required •
- Supplies: -- A way of making your writing "portable" (available to you in the classroom as well as anywhere else you might work on it). A notebook (for occasional, explicitly directed note taking), a folder for collecting paper handouts, a writing utensil.

Grading Criteria/Evaluation:
The final course letter grade will be based on 9% increments of the total points available in the course. The CRP will carry approx. 200 points in the short papers and quizzes, 100 points for the first draft, and 200 for the revision, for a total of 500 points. The IRP will carry 150 points in the proposal, 200 for the annotated bibliography, 250 for the lead/abstract, and 400 for the full essay, for a total of 1,000 points. Whether it be an individual assignment grade or the cumulative course total, letter grades will always equal 9% increments of the point total. Cumulative point totals may vary, but letter grades will always be 9% increments. For example, if there were a possible 100 points in an assignment, the low A for that assignment would be 91/100. The low B would be 82/100. In this course, the lowest A is always 91%, the lowest B is 82%, the lowest C is 73%, and the lowest D is 64%, regardless of the point total available for the assignment. 91, 82, 73, 64 are the % boundaries between letter grades.

Withdrawal policy:
See the course major dates schedule for refund date and last withdraw date. Attendance verification is done at the tenth day and mid-term, but I reserve the right to withdraw any student at any time for serial absenteeism or non-performance. Also see the major dates schedule for due dates for the CRP draft and revision, and the IRP research proposal, annotated bibliographies, lead/abstract, and full essay.

Course Policies:
Proper paper format: All the papers or portions thereof described above under "Grades" must be word-processed, double spaced, and follow MLA guidelines for formatting of documents.
Turnitin.com: Both the final version of the CRP and the full IRP essay will be submitted to turnitin.com, a plagiarism detection service to which the college subscribes. Failure to do so will result in a zero grade for that

project. Turnitin must analyze papers at no higher than a 20% match.

<u>Late work:</u> No late work will be accepted in this class. All summary/analysis papers must be ready at the beginning of the class period they are due, not at the end of the period. All papers listed on the Major Dates Schedule may come in any time during that class period, but no later than the end of that period. There will be no exceptions to this policy.

Student Conduct Code: Membership in the DACC community brings both rights and responsibility. As a student at DACC, you are expected to exhibit conduct compatible with the educational mission of the College. Academic dishonesty, including but not limited to, cheating and plagiarism, is not tolerated. A DACC student is also required to abide by the acceptable use policies of copyright and peer-to-peer file sharing. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct as contained in the DACC Student Handbook. The Student Handbook is available in the Information Office in Vermilion Hall and online at: https://dacc.edu/student-handbook

Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at 217-443-8708 (TTY 217-443-8701) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.

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COURSE OUTLINE

Course Number: ENGL 102
Course Section: HEXN (Hoopeston Higher Learning Center 6:00-9:00 W)
Course Title: Rhetoric and Composition II
Semester: Fall 2019
Credit Hours: 3

Course Description: This course provides continued practice in the comprehension and expression of written English with emphasis on the research process. Students will develop competency in critical thinking and reading, in college-level research, and in multi-source writing. Students will conduct research utilizing the Internet and the Library's collections and databases, assess sources, and produce multi-source texts. Students will develop well-reasoned arguments, with careful consideration of counter positions and the writer's audience, and support those arguments with properly cited, credible evidence. Students will research, plan, draft, revise, and edit texts with feedback from peers and the instructor, focusing specifically on both the discourse and sentence-level conventions of academic writing. A "C" or better is required in this course for degree and/or transfer credit to be issued

Prerequisite: ENGL 101 with a grade of C or better

Instructor: Mike Pemberton
Office: Hoopeston Higher Learning Center
Office Hours: by appointment
Phone: (217)238-4171
E-Mail: mpemberton@dacc.edu

Web Site (if you have one)**:**

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. use the Internet and Library resources (including electronic databases) to examine focused research questions;
2. evaluate and select sources that are appropriate for academic discourse;
3. critically read, summarize, and analyze a variety of texts;
4. accurately and fairly represent sources;
5. develop arguments and sufficiently support claims;
6. establish a voice appropriate to the rhetorical situation and topic;
7. properly cite sources, following the MLA and APA guidelines;
8. produce writing evincing good control of the standards of written American English that is also in control of the elements of presentation

Topical Outline:

- Introduction to Academic Discourse
- Writing with Sources
- MLA and APA documentation styles
- Summaries, paraphrases, quotations
- Note Taking
- Developing and Supporting Research-Based Arguments
- Internet Research
- Library Research
- Annotated Bibliographies

Textbook and Required Materials:
- Textbook – None required
- Supplies: -- flash drive, notebook and DACC email account

Grading Criteria/Evaluation:

Grades of "A" through "F" or points will be assigned after students have been given an opportunity to revise their research papers. Final grades will be determined on the basis of at least six papers: a practice/controlled research paper (20%); a summary paper, research paper topic proposal, annotated bibliography, research paper sentence outline/essay (25%); multi-source research paper (40%). The final grade will also be determined by in-class activities and exercises (5%) and a final examination (10%). In order to receive a "D" or better in the course, students must write an acceptable, multi-source research paper.

TYPE AND LENGTH OF MAJOR WRITING ASSIGNMENTS: The major writing assignments are two research papers: a practice/controlled research paper (at least 1500 words in the final draft) and a multi-source research paper (3000 words in the final draft). These two assignments make up 60% or more of the final grade.

Attendance: Attendance is necessary to do well in any college level class. Poor attendance may result in a point reduction or the lowering of a grade. I reserve the right to drop a student from the class if the student misses two consecutive papers or more than three class periods. Students should plan to miss not more than one class. That is the equivalent of one full week of daytime class. Since all papers are due in class on an

assigned date and we will have papers written in class, a few zeroes will lower point average approximately 2 letter grades and make it difficult to pass.

Withdrawal Policy: Per DACC deadlines and dates.

Course Policies: All papers are due on the date assigned. I do not accept late papers.

Student Conduct Code: Membership in the DACC community brings both rights and responsibility. As a student at DACC, you are expected to exhibit conduct compatible with the educational mission of the College. Academic dishonesty, including but not limited to, cheating and plagiarism, is not tolerated. A DACC student is also required to abide by the acceptable use policies of copyright and peer-to-peer file sharing. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct as contained in the DACC Student Handbook. The Student Handbook is available in the Information Office in Vermilion Hall and online at: https://dacc.edu/student-handbook

Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at 217-443-8708 (TTY 217-443-8701) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.

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COURSE OUTLINE

Course Number: ENGL 102
Course Section: OK (Oakwood High School/Dual Enrollment)
Course Title: Rhetoric and Composition II
Semester: Fall 2019
Credit Hours: 3

Course Description: This course provides continued practice in the comprehension and expression of written English with emphasis on the research process. Students will develop competency in critical thinking and reading, in college-level research, and in multi-source writing. Students will conduct research utilizing the Internet and the Library's collections and databases, assess sources, and produce multi-source texts. Students will develop well-reasoned arguments, with careful consideration of counter positions and the writer's audience, and support those arguments with properly cited, credible evidence. Students will research, plan, draft, revise, and edit texts with feedback from peers and the instructor, focusing specifically on both the discourse and sentence-level conventions of academic writing. A "C" or better is required in this course for degree and/or transfer credit to be issued

Prerequisite: ENGL 101 with a grade of C or better.

Instructor: Judy Turner
Office: Oakwood High School

Office Hours: Monday through Friday, 3:15-4:00
Phone: 217-474-2407 (cell)
E-Mail: TurnerJ@oakwood76.org
Web Site (if you have one)**:**

Student Learning Outcomes:
Upon completion of this course, students will be able to:

1. use the Internet and Library resources (including electronic databases) to examine focused research questions;
2. evaluate and select sources that are appropriate for academic discourse;
3. critically read, summarize, and analyze a variety of texts;
4. accurately and fairly represent sources;
5. develop arguments and sufficiently support claims;
6. establish a voice appropriate to the rhetorical situation and topic;
7. properly cite sources, following the MLA and APA guidelines;
8. produce writing evincing good control of the standards of written American English that is also in control of the elements of presentation

Topical Outline:

- Introduction to Academic Discourse
- Writing with Sources
- MLA and APA documentation styles
- Summaries, paraphrases, quotations
- Note Taking
- Developing and Supporting Research-Based Arguments
- Internet Research
- Library Research
- Annotated Bibliographies

Textbook:
- No textbook required. Students will need a flash-drive and paper and pencil for class notes.

Grading Criteria/Evaluation:
Papers, at various stages, will be scored to reflect what is needed to finish a paper with an A. Students will be expected to learn about the MLA and the APA format as found on the following website: owl.english.purdue.edu.

Controlled Research Paper: This paper is written on a topic of the teacher's choice. The paper will be 6-8 pages long (assuming 250 words on a double-spaced page) and will follow the MLA formatting style Students must turn in various "parts" of the assignment such as a thesis statement, a first paragraph, a rough draft, and a final draft.

Independent Research Paper: This paper is based on a topic of the student's choice. It will be on a topic on which the student can take a "point of view" and will print out at 10-12 pages.

Students will have to meet various checkpoints throughout the semester. Every assignment must be turned in; zeroes would seriously damage any student's average. Various pieces of the process will be assigned grading points according to the difficulty of the particular piece. Failure on the final copy of the CRP or the IRP will

result in receiving no credit for the course.

Withdrawal policy:
Students must take this course seriously and should make personal decisions about finishing or not finishing the course. I will abide by the college deadlines in order to verify attendance or nonattendance.

Course Policies:
Attendance:
ATTENDANCE IS CRITICAL TO ACHIEVE A SUCCESSFUL GRADE. PLEASE MAKE ATTENDANCE ONE OF YOUR MAIN PRIORITIES.

Late work: In order to keep the "wheels" moving, you must contact me when any problem arises with your work. If you do not, I cannot accept late work. I must be informed about your day-to-day difficulties if they will keep you from completing all the assignments. In general, no late work will be accepted.

Student Conduct Code: Membership in the DACC community brings both rights and responsibility. As a student at DACC, you are expected to exhibit conduct compatible with the educational mission of the College. Academic dishonesty, including but not limited to, cheating and plagiarism, is not tolerated. A DACC student is also required to abide by the acceptable use policies of copyright and peer-to-peer file sharing. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct as contained in the DACC Student Handbook. The Student Handbook is available in the Information Office in Vermilion Hall and online at: https://dacc.edu/student-handbook

   Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at 217-443-8708 (TTY 217-443-8701) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.

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COURSE OUTLINE

Course Number: ENGL 102
Course Section: E1 (MWF 12:00-12:50)
Course Title: Rhetoric and Composition II
Semester: Fall 2019
Credit Hours: 3
Course Description:
This course provides continued practice in the comprehension and expression of written English with emphasis on the research process. Students will develop competency in critical thinking and reading, in college-level research, and in multi-source writing. Students will conduct research utilizing the Internet and the Library's collections and databases, assess sources, and produce multi-source texts. Students will develop well-reasoned arguments, with careful consideration of counter positions and the writer's audience, and support those arguments with properly cited, credible evidence. Students will research, plan, draft, revise, and edit texts with

feedback from peers and the instructor, focusing specifically on both the discourse and sentence-level conventions of academic writing. A "C" or better is required in this course for degree and/or transfer credit to be issued

Prerequisite: ENGL 101 with a grade of C or better

Instructor: Dr. Jamie Berthel
Office: Clock Tower 214
Office Hours: MWF 11:00-12:00; TTH 10:00-11:30
Phone: 217-443-8725
E-Mail: jberthel@dacc.edu

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. use the Internet and Library resources (including electronic databases) to examine focused research questions;
2. evaluate and select sources that are appropriate for academic discourse;
3. critically read, summarize, and analyze a variety of texts;
4. accurately and fairly represent sources;
5. develop arguments and sufficiently support claims;
6. establish a voice appropriate to the rhetorical situation and topic;
7. properly cite sources, following the MLA and APA guidelines;
8. produce writing evincing good control of the standards of written American English that is also in control of the elements of presentation

Topical Outline:

- Introduction to Academic Discourse
- Writing with Sources
- MLA and APA documentation styles
- Summaries, paraphrases, quotations
- Note Taking
- Developing and Supporting Research-Based Arguments
- Internet Research
- Library Research
- Annotated Bibliographies

Textbook and Required Materials:
Professor Pack/Collected Readings: *Life: The Movie/Culture as Text*
MLA Handbook: Eighth Edition ISBN-13:978-1-60329-262-7 (approximately $12, best prices through online merchants)
Any supplemental materials will be provided and/or kept n reserve in the DACC library.

Grading Criteria/Evaluation: 60% - a research element chosen from the following term paper/s, annotated bibliography, academic scavenger hunt/30%- combined average of 3 formal unit examinations/10%- participation and decorum

Attendance**:** It is your responsibility to read and understand DACC's attendance policy as described in the

Student Handbook and to accept the consequences of cumulative tardiness and/or absence from scheduled class meetings. If you miss class, you will not receive credit for in-class work completed that day unless under unusual circumstances. Three excused absences are allowed without penalty. Missing more than three classes may seriously jeopardize your grade, or result in your being dropped, by the professor, from the class. It is your responsibility to drop out if you do not plan to successfully complete the semester. If you quit coming to class and do not drop, you will receive an F for the course. If you fail to complete the final examination or project without a documented excused absence, you will fail the course. Please note again that attendance constitutes a good portion of your final grade.

If you miss a class meeting, you may collect your assignment from me (best way is via email); you are not, however, permitted to approach me with the question, "What happened last time or while I was away?" Class discussions have lives of their own and cannot be replayed, described or accurately repeated out of context. Please ask a classmate for an explanation of what you missed. I do my level best not to waste the in-class hours for which you have paid a premium.

Please do not bring serious illness into the classroom. We are happy to excuse anyone who is sick. This does not, of course, include anything that is not, so to speak, contagious.

Withdrawal policy: See Student Handbook.

Student Conduct Code: Membership in the DACC community brings both rights and responsibility. As a student at DACC, you are expected to exhibit conduct compatible with the educational mission of the College. Academic dishonesty, including but not limited to, cheating and plagiarism, is not tolerated. A DACC student is also required to abide by the acceptable use policies of copyright and peer-to-peer file sharing. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct as contained in the DACC Student Handbook. The Student Handbook is available in the Information Office in Vermilion Hall and online at: https://dacc.edu/student-handbook

Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at 217-443-8708 (TTY 217-443-8701) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.

Appendix H   Biological Science Program-Level Assessment Report for 2019-21

2019-2021 Biology Program Communication Assessment Summary

Program Outcome: *Students will be able to demonstrate the ability to define and utilize discipline-related terminology through the identification and utilization of appropriate terminology; as well as being able to successfully follow written and/or verbal direction.*

Courses Assessed	Course Outcome Assessed: *Students will be able to….*	Modality Assessed	Assessment Activity	Program Established Benchmark	Result (% meeting Benchmark)*
Biol 100	Distinguish between living (biotic) and nonliving (abiotic) things based on defined characteristics and be able to describe the interactions that exist among biotic and abiotic factors	F2F ; FT	To determine if students are capable of communicating with disciple-appropriate terminology, each course will select a set terminology that appropriately aligns with the course objective. These terms will be imbedded within homework assignments and/or exams.	Students will receive an 85% or better on their terminology communication assessment.	F2F:
Biol 101	Apply terminology required for the understanding of biological study	F2F, OL; FT			F2F: OL:
Biol 102	Describe and/or identify the basic intermolecular forces associated with biological systems as used to build macromolecules and stabilize important structures	F2F, OL; FT			F2F: OL:
Biol 103	Compare and contrast physiological, organizational, and structural basics of the different domains/kingdoms/phyla	F2F: FT			F2F: OL:
Biol 104	Identify principles uniting the animal kingdom at a molecular level (cell structure, function, reproduction, etc.), an organismal level, and an evolutionary level	F2F; FT			F2F:
Biol 136	Define anatomical terminology, describe the basic organization, and basic chemical principals of the human body.	F2F; FT			F2F:
Biol 137	Define anatomical and physiological terminology of the human body.	F2F; FT			F2F:
Biol 140	Describe ways microbes affect our lives and identify characteristics which differentiate the different groups of microbes.	F2F, OL; FT			F2F: OL:
				Overall Program Result	

*Attach raw data for each course. ADD SHEETS FOR: (1) **ANALYSIS AND ACTION**; (2) **2020-2021 REASSESSMENT RESULTS**

Appendix I   Course Level Assessment Report

Course-Level Assessment Report
(To be completed by faculty member)

NAME: Jonathon Wade	SEMESTER: Fall 2018
I am: Full time _X__ Adjunct _____	Program: Social Science
Number of students assessed: __25	Course (prefix and number) : Psych 100 F1

Which course objective did you assess? The student will demonstrate awareness of cultural differences.

To which Program Outcome does this assessment apply?

Cultural Awareness and social skills, effective human relations in diverse settings.

Identify which General Education Outcome (GEO) you assessed (Check all that apply):

Critical Thinking __Communications ____Technology ___Social Awareness __X____

Classroom Assessment Type (s)   (Check all that apply this semester)

___ CAT (Classroom Assessment Techniques)	___ Simulation	___ Interviews
___ Capstone Experience	___ Assignments	___ Lab Work
___ Oral Reports	___ Skills Test	___ Portfolio
___ Test Quiz	_X__ Group Work	_X__ Other

Why did you select this particular assessment? What were you trying to measure? What aspects of the instruction/learning were you concerned about or interested in?

Aspect of Instruction: Human sexuality and evaluation of public school based sex-educational programs.

Topics presented:
1. Human Sexuality, "Kinsey Continuum of Human Sexuality", and its role in development and implementation of sex education programs in public high school systems.

Learning Assessed:

Students openly discussed the <u>Kinsey Model of Human Sexuality</u>, and the data surrounding heterosexual and homosexual identity in both adolescents and adulthood. Students then evaluated the Sex ED programs in which they participated in during their high school years. Many of the students were able to openly discuss and describe that the "Sex Education" programs were Heterosexual based education models, and offered little to no information/education for homosexual safe sex practices.

Describe what you learned about student learning after using this classroom assessment?

As the evaluator, I was able to determine that 8 students were able to clearly present and evaluate alternative Sex Ed programs based on Kinsey Model that would be more inclusive and culturally aware, that not all sexuality is Heterosexual.

Students were also able to identify that if sex education were designed for all sexual orientations, that would provide students more clarity and understanding and could potential decrease misunderstanding and bias surrounding sexual orientation which in return would increase social awareness.

Based on your findings using this assessment and discussions you've had with your colleagues, what changes will you make during this semester? What changes will you make next semester?

I will offer more opportunity for open dialogue and student directed conversations.

If you could have institutional support and/or resources, such as funds, personnel or other resources, to improve student learning and teaching, based on your assessment results, what would you ask for? And WHY?

Not at this time.

Course-Level Assessment Report prepared by: _____ Date _____

Social and Cultural Awareness Rubric Class Results

Course Psy 100___ Section _F1____ Term Fall 2018_____ Faculty Jonathon Wade__

This sheet, or copies of all student critical thinking rubrics, should be turned in to your Assessment Champion and the Institutional Effectiveness office before the end of the semester.

	Student Name or DACC ID	Cooperation	Ethical/Prof.	Point of View	Cultural
1	167123	2-Awareness	2-Awareness	2-Awareness	2-Awareness
2	162449	2-Awareness	2-Awareness	2-Awareness	2-Awareness
3	159353	2-Awareness	2-Awareness	2-Awareness	2-Awareness
4	166356	0-Not Applicable	0-Not Applicable	0-Not Applicable	0-Not Applicable
5	165240	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
6	166771	2-Awareness	2-Awareness	2-Awareness	2-Awareness
7	161228	2-Awareness	2-Awareness	2-Awareness	2-Awareness
8	126790	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
9	159331	2-Awareness	2-Awareness	2-Awareness	2-Awareness
10	119018	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
11	156702	2-Awareness	2-Awareness	2-Awareness	2-Awareness
12	119018	2-Awareness	2-Awareness	2-Awareness	2-Awareness
13	156702	2-Awareness	2-Awareness	2-Awareness	2-Awareness
14	162670	2-Awareness	2-Awareness	2-Awareness	2-Awareness
15	162670	2-Awareness	2-Awareness	2-Awareness	2-Awareness
16	160277	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
17	167146	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
18	163144	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
19	116174	2-Awareness	2-Awareness	2-Awareness	2-Awareness
20	164159	2-Awareness	2-Awareness	2-Awareness	2-Awareness
21	159393	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
22	166661	2-Awareness	2-Awareness	2-Awareness	2-Awareness
23	159306	2-Awareness	2-Awareness	2-Awareness	2-Awareness
24	120374	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin	4-Using/Benefitin
25	138885	2-Awareness	2-Awareness	2-Awareness	2-Awareness
26					
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Appendix J   Rubrics for Assessing Co-curricular General-education Outcomes

Writing Center

Cultural Awareness and Social Skills Rubric Fall 2018		all DACC students	Visits			Student Cum. Credits			all Writing Center
			1	2	3+	0-5 cred	6-24 cred	25+ cred	
Cooperation	Low Awareness	41	1	1	2	2	1	1	4
	Awareness	158	11	8	7	7	9	10	26
	Understanding	465	35	25	33	31	30	32	93
	Using/Benefiting from	373	20	10	15	9	18	18	45
	% at least Understanding	81%	82%	80%	84%	82%	83%	82%	82%
Professional or Ethical Behavior	Low Awareness	33	1	1	0	2	0	0	2
	Awareness	99	7	2	3	4	5	3	12
	Understanding	367	27	20	26	26	23	24	73
	Using/Benefiting from	542	33	21	27	17	31	33	81
	% at least Understanding	87%	88%	93%	95%	88%	92%	95%	92%
Personal Understanding/ Point of View	Low Awareness	39	4	0	0	3	1	0	4
	Awareness	181	13	7	10	10	9	11	30
	Understanding	477	30	25	33	28	32	28	88
	Using/Benefiting from	366	22	12	14	9	18	21	48
	% at least Understanding	79%	75%	84%	82%	74%	83%	82%	80%
Cultural Understanding	Low Awareness	40	3	0	1	3	1	0	4
	Awareness	164	14	9	9	13	9	10	32
	Understanding	380	20	17	20	14	22	21	57
	Using/Benefiting from	356	22	14	16	10	20	22	52
	% at least Understanding	78%	71%	78%	78%	60%	81%	81%	75%

Math and Science Solutions

Cultural Awareness and Social Skills Rubric Fall 2018		all DACC students	Touches			Student Cum. Credits			all MASS
			1 or 2	3 to 5	6+	0-16 cred	17-39 cred	40+ cred	
Cooperation	Low Awareness	41	4	1	2	3	3	1	7
	Awareness	158	10	14	11	14	9	12	35
	Understanding	465	65	29	47	43	47	51	141
	Using/Benefiting from	373	30	34	39	27	38	38	103
	% at least Understanding	81%	87%	81%	87%	80%	88%	87%	85%
Professional or Ethical Behavior	Low Awareness	33	5	0	4	6	1	2	9
	Awareness	99	6	4	7	7	5	5	17
	Understanding	367	39	39	42	44	36	40	120
	Using/Benefiting from	542	62	27	49	36	52	50	138
	% at least Understanding	87%	90%	94%	89%	86%	94%	93%	91%
Personal Understanding/ Point of View	Low Awareness	39	3	0	4	4	2	1	7
	Awareness	181	12	12	18	15	14	13	42
	Understanding	477	57	36	49	50	47	45	142
	Using/Benefiting from	366	39	29	31	24	34	41	99
	% at least Understanding	79%	86%	84%	78%	80%	84%	86%	83%
Cultural Understanding	Low Awareness	40	3	0	4	4	1	2	7
	Awareness	164	8	11	13	18	9	5	32
	Understanding	380	39	27	38	27	33	44	104
	Using/Benefiting from	356	52	29	34	33	44	38	115
	% at least Understanding	78%	89%	84%	81%	73%	89%	92%	85%

TRIO

Cultural Awareness and Social Skills Rubric Fall 2018		all DACC students	Touches			Student Cum. Credits			all TRIO
			1 to 8	9 to 24	25+	0-18 cred	20-42 cred	43+ cred	
Cooperation	Low Awareness	41	3	1	1	2	2	1	5
	Awareness	158	5	5	8	6	7	5	18
	Understanding	465	10	12	13	12	10	13	35
	Using/Benefiting from	373	9	9	6	7	9	8	24
	% at least Understanding	81%	70%	78%	68%	70%	68%	78%	72%
Professional or Ethical Behavior	Low Awareness	33	1	2	1	1	2	1	4
	Awareness	99	2	2	5	2	5	2	9
	Understanding	367	11	7	12	10	9	11	30
	Using/Benefiting from	542	13	15	7	9	12	14	35
	% at least Understanding	87%	89%	85%	76%	86%	75%	89%	83%
Personal Understanding/ Point of View	Low Awareness	39	1	1	0	0	1	1	2
	Awareness	181	3	5	14	7	12	3	22
	Understanding	477	16	12	6	17	8	9	34
	Using/Benefiting from	366	8	9	8	4	7	14	25
	% at least Understanding	79%	86%	78%	50%	75%	54%	85%	71%
Cultural Understanding	Low Awareness	40	1	2	0	0	2	1	3
	Awareness	164	2	1	10	5	9	3	13
	Understanding	380	10	8	9	11	5	7	27
	Using/Benefiting from	356	10	12	6	7	8	13	28
	% at least Understanding	78%	87%	87%	60%	78%	54%	83%	77%

Library

Cultural Awareness and Social Skills Rubric
Fall 2018

		all DACC students	all Library	Student Cum. Credits		
				0 cred	1-12 cred	13+ cred
Cooperation	Low Awareness	41	7	3	2	2
	Awareness	158	40	15	13	12
	Understanding	465	79	31	24	22
	Using/Benefiting from	373	55	18	20	17
	% at least Understanding	81%	74%	73%	75%	74%
Professional or Ethical Behavior	Low Awareness	33	6	2	3	1
	Awareness	99	28	16	7	5
	Understanding	367	77	26	31	20
	Using/Benefiting from	542	72	26	20	26
	% at least Understanding	87%	81%	74%	84%	88%
Personal Understanding/ Point of View	Low Awareness	39	7	4	2	1
	Awareness	181	37	18	13	6
	Understanding	477	100	37	37	26
	Using/Benefiting from	366	48	14	14	20
	% at least Understanding	79%	77%	70%	77%	87%
Cultural Understanding	Low Awareness	40	8	4	2	2
	Awareness	164	39	21	12	6
	Understanding	380	68	23	25	20
	Using/Benefiting from	356	51	14	19	18
	% at least Understanding	78%	72%	60%	76%	83%

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