
Danville Area Community College

2015 Institutional Effectiveness Report

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TABLE OF CONTENTS

INTRODUCTION & PURPOSE	2
BACKGROUND	2
OUTCOMES	3
• Student Progression	3
○ Term to Term Retention	
○ Momentum Points	
○ Developmental Course Success	
○ Course Success	
• Completion	6
○ Degree/Certificates Awarded	
○ Degree/Certificates Awarded to At Risk Student	
○ Industry Specific Licenses and Certifications	
• Transfer	9
○ Four- and Two-Year Transfer Rates	
○ Grade Point Averages at Receiving Institution	
○ Articulations	
• Employment	11
• Community Resource	12
○ Business and Industry	
○ Small Business	
○ Community Education	
○ Student Participation	
• Student Support	13
○ Student Satisfaction and Engagement	
○ Special Topic – Admissions and Advising	
OUTCOME CONNECTIONS	16
ASSESSMENT INITIATIVES	17
APPENDIX	19
• Appendix 1: Communications Rubric	19
• Appendix 2: Program-Level Assessment Report	20
• Appendix 3: Office/Department Assessment Report	21

INTRODUCTION & PURPOSE

The Danville Area Community College Report on Institutional Effectiveness serves as a platform for the college's assessment system, strategic planning, and program review processes and indicators of achievement set forth by the college's Mission. The primary purpose of the plan is accountability and continuous quality improvement.

The revised Strategic Plan, the participation of DACC in Achieving the Dream since 2009, the onset of Complete College America, and the introduction of Illinois Community College's Performance Based Funding all play important roles in Danville Area Community College (DACC) Report on Institutional Effectiveness. Built on the premise that data-informed outcomes lead to more efficient and effective institutional practices and increased academic achievement, the Report serves as a data and information repository for planning, decision-making and the overall growth of the college. DACC's Institutional Effectiveness Report is designed around the DACC's Key Performance Indicators for Achieving the Dream, the Core Indicators of Effectiveness for Community Colleges from the American Association of Community Colleges, and customized indicators designed to meet the unique aspects of the college's Mission and Core Values.

The Institutional Effectiveness Report accomplishes the following objectives:

- Provides important information on how key institutional processes are linked at DACC – Strategic Planning, Core Indicators of Effectiveness, Assessment of Student Learning, Departmental Planning, Academic Program Review and Student Satisfaction Measures.
- Documents the achievements of the DACC Assessment Initiative and helps to answer the important question: “Are students learning?”
- Details how measures of Student Satisfaction are used in the planning processes of the College.
- Demonstrates a plan for continuous improvement, using Core Indicators of Effectiveness.
- Outlines a plan for communicating the Core Indicators of Effectiveness and Student Satisfaction Measures to internal and external stakeholders.

BACKGROUND

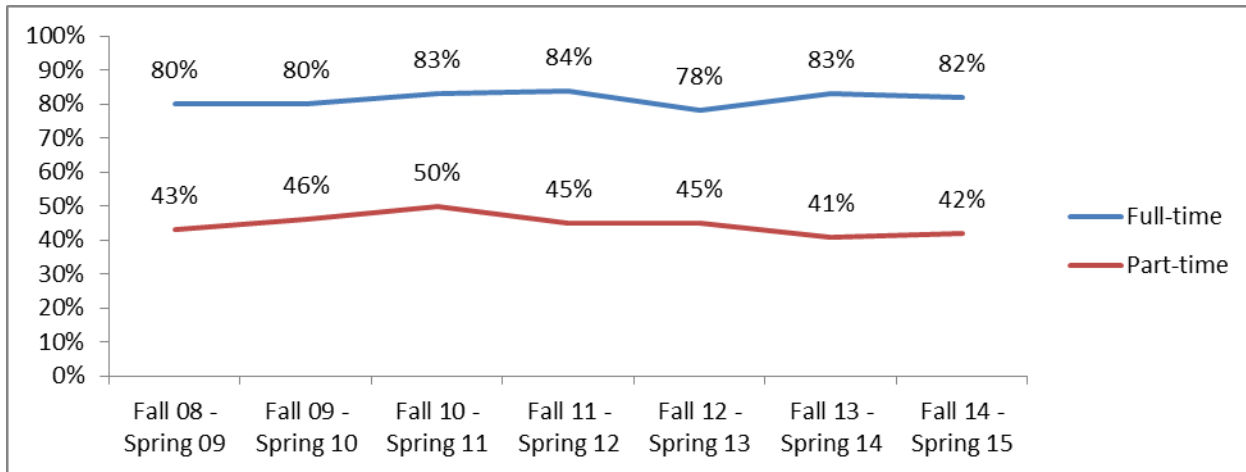
For over a decade, Danville Area Community College has been committed to a culture of assessment and accountability within all departments and divisions of the institution. What started as an infrastructure for student learning has evolved into a data-informed decision-making campus with a strong student success agenda. Assessment is the catalyst for increased student achievement. The assessment initiative at DACC has been supported at all levels of the college, from the participation of faculty and staff to the monetary support of the board of trustees. Measuring the overall effectiveness of the college is important to the success of our students and the vitality of our community.

OUTCOMES

Student Progression: Term to Term Retention

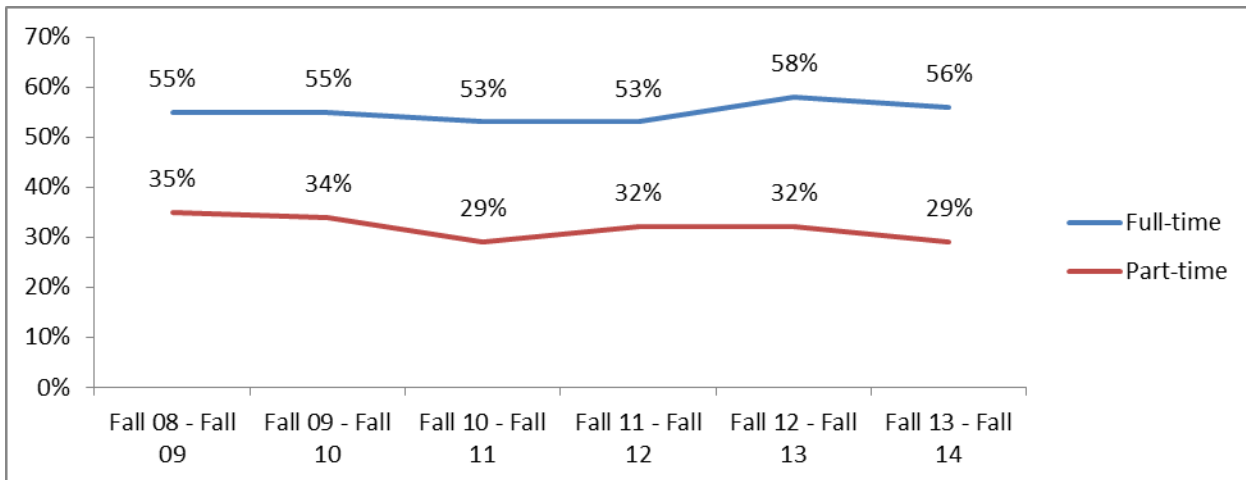
Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to spring tenth day.

Data Source: DACC Institutional Effectiveness



Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to fall tenth day.

Data Source: DACC Institutional Effectiveness



Student Progression: Momentum Points

Measure: The percentage of first-time, full-time students completing 24 credit hours in their first academic year

Data Source: ICCB Performance Funding Measures <http://www.iccb.org/finance.pbf.html>

Information was not made available for this measure due to lack of Performance Funding distribution this year.

Measure: The percentage of first-time, part-time students completing 12 credit hours in their first academic year

Data Source: ICCB Performance Funding Measures <http://www.iccb.org/finance.pbf.html>

Information was not made available for this measure due to lack of Performance Funding distribution this year.

Measure: The number of Adult Education participants who advance to college-level coursework

Data Source: ICCB Adult Education Data from www.iccb.org/aedata

	FY 2009	FY2010	FY2011	FY2012	FY2013
DACC	66	78	76	45	6
Peer Ave.	23	24	26	21	7
Highland	7	20	5	2	5
Kaskaskia	43	55	56	52	14
Kishwaukee	28	27	42	30	8
Rend Lake	21	12	18	10	5
Sauk Valley	16	8	7	9	1

Note: The student count significantly dropped off during the latest reporting period due to the implementation of a new high school equivalency exam (GED) which resulted in lower pass rates.

Measure: The percentage of Adult Education participants who achieved an Educational Functioning Level gain

Data Source: ICCB Performance Funding Measures <http://www.iccb.org/finance.pbf.html> and DACC Adult Education (program’s level completion rate excluding ASE High)

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
DACC	44%	46%	57%	61%	65%	64%
Peer Ave.	45%	34%	39%			
Highland	49%	36%	39%			
Kaskaskia	51%	39%	40%			
Kishwaukee	44%	22%	26%			
Rend Lake	46%	49%	53%			
Sauk Valley	37%	24%	38%			

Student Progression: Developmental Course Success

Measure: The number and percentage of students who successfully complete developmental courses

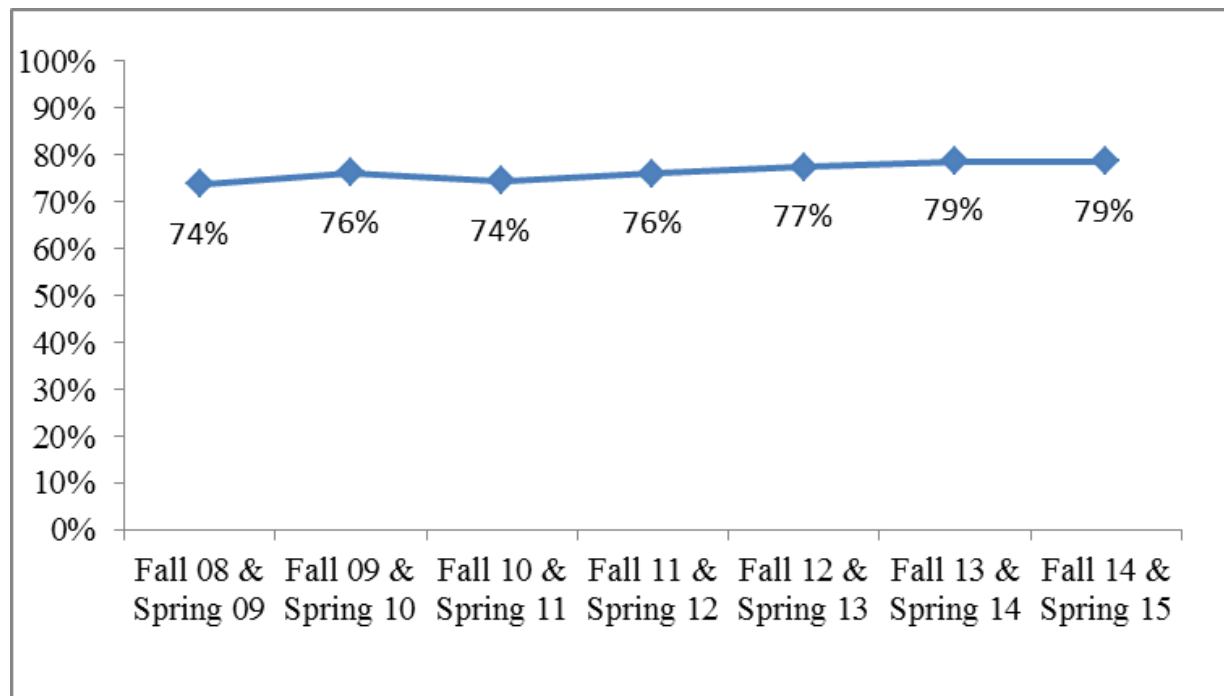
Data Source: DACC Institutional Effectiveness

	Developmental Course Success Rates (DEVE, DEVM, DEVR)				
	Fall 10 - Spring 11	Fall 11 - Spring 12	Fall 12 - Spring 13	Fall 13 - Spring 14	Fall 14 - Spring 15
English	62%	56%	60%	64%	76%
Math	57%	54%	58%	59%	61%
Reading	46%	48%	49%	49%	54%
Total	57%	54%	57%	60%	66%

Student Progression: Course Success

Measure: The percentage of students who complete credit courses with a C-grade or better

Data Source: DACC Institutional Research



Measure: The percentage of all students who complete gatekeeper courses with a C grade or better (BIOL-102, CBUS-150, ENGL-121, ENGL-101, ENGL-102, MATH-105, MATH-115, PSCY 100)

Data Source: DACC Institutional Effectiveness

	Gatekeeper Course Success Rates				
	Fall 10 - Spring 11	Fall 11 - Spring 12	Fall 12 - Spring 13	Fall 13 - Spring 14	Fall 14 - Spring 15
BIOL-102	49%	52%	50%	60%	40%
CBUS-150	51%	53%	70%	72%	69%
ENGL-121	59%	66%	57%	64%	61%
ENGL-101	67%	78%	79%	79%	77%
ENGL-102	67%	67%	74%	76%	78%
MATH-105	49%	49%	51%	46%	44%
MATH-115	58%	53%	59%	64%	62%
<u>PSCY-100</u>	<u>68%</u>	<u>67%</u>	<u>64%</u>	<u>70%</u>	<u>68%</u>
combined	63%	66%	68%	66%	65%

Completion: Degree/Certificates Awarded

Measure: The number of degrees and certificates awarded

Source: ICCB Data and Characteristics Annual Enrollment and Completion Data tables III-7 & III-8

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
DACC	656	662	769	743	669	686
Peer Ave.	856	904	947	989	1014	1002
Highland	336	396	467	495	431	396
Kaskaskia	1014	1137	1222	1351	1627	1584
Kishwaukee	781	860	890	1002	869	929
Rend Lake	1265	1235	1342	1304	1364	1252
Sauk Valley	884	893	814	795	777	849

Measure: The number of degrees and certificates awarded as compared to enrollment and credit hours

Source: ICCB Data and Characteristics Financial Data table IV-3, Annual Enrollment and Completion Data tables III-7 & III-8

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
DACC	1.34	1.23	1.32	1.23	1.17	1.25
Peer Ave.	1.22	1.24	1.25	1.28	1.31	1.36
Highland	0.75	0.85	0.94	0.97	0.89	0.85
Kaskaskia	1.02	1.09	1.15	1.24	1.52	1.48
Kishwaukee	1.05	1.11	1.09	1.15	0.89	1.08
Rend Lake	1.46	1.36	1.47	1.47	1.63	1.56
Sauk Valley	1.82	1.78	1.58	1.56	1.60	1.82

Measure: The number of occupational degrees (A.A.S.) and certificates awarded

Source: ICCB Data and Characteristics Annual Enrollment and Completion Data table III-8

	Degrees (A.A.S.)						Certificates					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
DACC	122	137	142	166	132	164	413	413	491	439	343	344
Peer Ave.	180	175	204	222	211	175	420	435	480	469	516	545
Highland	81	113	139	149	141	110	74	76	126	134	84	92
Kaskaskia	244	252	267	297	257	284	571	610	699	737	1046	977
Kishwaukee	127	142	163	180	176	157	359	366	389	403	367	406
Rend Lake	349	277	339	370	363	204	487	481	640	566	584	694
Sauk Valley	100	89	111	114	120	120	610	640	548	506	499	557

Measure: The percentage of first-time, full-time students who graduate within 150% of normal time
Source: IPEDS Data Center

	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
DACC	23%	24%	26%	31%	29%	39%
Peer Ave.	38%	38%	42%	37%	40%	43%
Highland	32%	31%	34%	28%	37%	28%
Kaskaskia	40%	44%	42%	42%	46%	49%
Kishwaukee	25%	22%	24%	19%	18%	28%
Rend Lake	48%	50%	54%	47%	51%	52%
Sauk Valley	33%	33%	29%	31%	29%	35%

Completion: Degree/Certificates Awarded to At Risk Students

Measure: The percent of degree and certificate graduates who are economically disadvantaged, as defined by Pell eligibility

Source: ICCB Performance Funding Measures <http://www.iccb.org/finance.pbf.html>

Information was not made available for this measure due to lack of Performance Funding distribution this year.

Measure: The percentage of degree or certificate completers who were enrolled in pre-college developmental coursework

Source: ICCB Performance Funding Measures <http://www.iccb.org/finance.pbf.html> and Complete College America Metrics

	2007-08	2008-09	2009-10	2010-11	2011-12
DACC	5.1%	3.4%	5.6%	3.6%	5.7%
Peer Ave.	6.8%	7.2%	7.8%	7.5%	9.1%
Highland	6.8%	5.1%	5.6%	4.7%	6.7%
Kaskaskia	11.0%	13.9%	13.2%	12.3%	15.2%
Kishwaukee	4.5%	7.8%	7.0%	6.7%	7.7%
Rend Lake	3.6%	1.9%	4.0%	3.7%	4.8%
Sauk Valley	8.2%	7.5%	9.2%	10.1%	11.3%

Completion: Industry Specific Licenses and Certifications

Measure: The percentage of nursing students who pass the NCLEX-RN exam

Source: Illinois Department of Financial and Professional Regulation National Council Licensure Examination Summary Data

	2010	2011	2012	2013	2014
DACC	90%	93%	94%	83%	78%
Peer Ave.	90%	87%	90%	85%	81%
Highland	88%	89%	93%	81%	65%
Kaskaskia	88%	83%	89%	88%	79%
Kishwaukee	97%	100%	91%	93%	92%
Rend Lake	83%	77%	89%	75%	85%
Sauk Valley	94%	88%	90%	90%	83%

Measure: The percentage of nursing students who pass the NCLEX-LPN exam

Source: Illinois Department of Financial and Professional Regulation National Council Licensure Examination Summary Data

	2010	2011	2012	2013	2014
DACC	100%	96%	100%	94%	92%
Peer Ave.	93%	92%	96%	98%	96%
Highland	100%	86%	100%	100%	
Kaskaskia	88%	80%	88%	92%	92%
Kishwaukee	100%	100%	100%	100%	
Rend Lake	100%	96%	100%	97%	96%
Sauk Valley	79%	100%	94%	100%	100%

Measure: The percentage of radiologic tech students who pass the licensure exam

Source: DACC Director of Medical Imaging

	2010	2011	2012	2013	2014
DACC	93%	100%	93%	100%	91%
National	91%	92%	92%	93%	90%

Transfer: Four- and Two-Year Transfer Rates

Measure: The percentage of FALL entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions within four years

Source: ICCB measure 5M3 Summary of Transfer Rates by College

	FY2009	FY2010	FY2011	FY2012	FY2013
DACC	31%	32%	33%	34%	26%
Peer Ave.	34%	39%	36%	38%	40%
Highland	36%	39%	41%	46%	43%
Kaskaskia	31%	33%	28%	34%	44%
Kishwaukee	38%	41%	41%	37%	41%
Rend Lake	27%	30%	30%	31%	32%
Sauk Valley	36%	50%	39%	43%	40%

Measure: The number of students who laterally transferred to a two-year institution within four years of entry

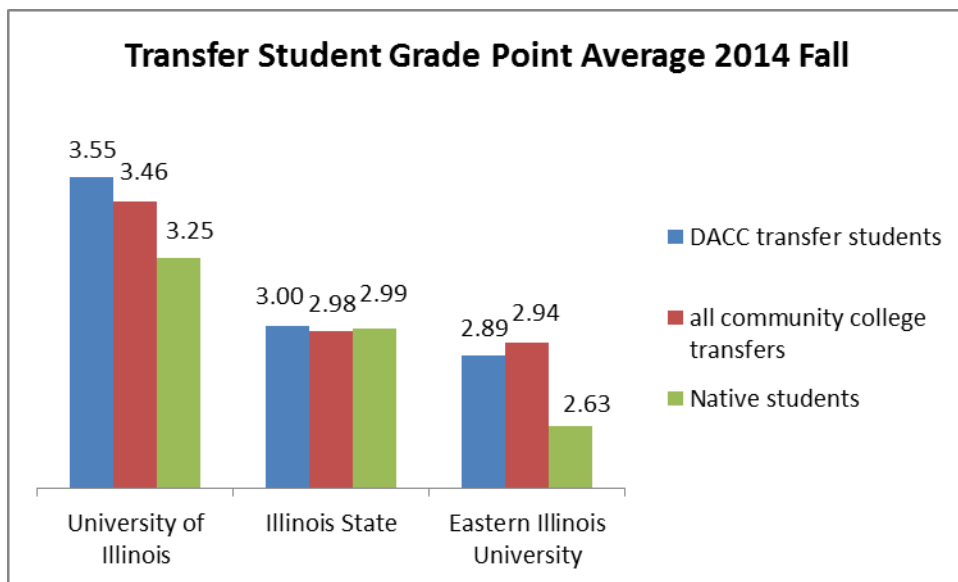
Source: ICCB Performance Funding Measures <http://www.iccb.org/finance.pbf.html>

Information was not made available for this measure due to lack of Performance Funding distribution this year.

Transfer: Grade Point Averages at Receiving Institution

Measure: The mean grade point average of students once they transfer to a four year institution

Source: Transfer institutions



Transfer: Articulation

Measure: The number of general education and major specific courses included in the Illinois Articulation Initiative

Source: DACC Coordinator of Transfer Articulation

2013 Fall	2014 Fall	2015 Fall	
90	87	85	Illinois Articulation Initiative (IAI) general education courses
<u>146</u>	<u>153</u>	<u>160</u>	Major Specific courses transferring to four-year universities
236	240	245	Transfer course total

Employment

Measure: Percentage of occupational degree or certificate completers employed or enrolled in further education within one year of graduation

Source: ICCB Follow-up Study of Career and Technical Education Program Graduates table A-1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
DACC	92.9%	96.4%	64.7%	72.0%	87.5%	86.7%
Peer Ave.	96.2%	91.9%	80.5%	88.1%	80.8%	91.6%
Highland	100.0%	93.8%	77.8%	83.3%	72.2%	94.3%
Kaskaskia	96.2%	88.6%	81.1%	93.2%	88.2%	91.4%
Kishwaukee	92.5%	100.0%	84.6%	84.0%	100.0%	90.5%
Rend Lake	100.0%	91.3%	70.8%	88.9%	57.9%	93.5%
Sauk Valley	92.5%	85.7%	88.2%	91.3%	85.5%	88.1%

Measure: Percentage of occupational degree or certificate completers employed within one year of graduation

Source: ICCB Follow-up Study of Career and Technical Education Program Graduates table A-1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
DACC	89.3%	96.9%	64.7%	72.0%	68.8%	82.3%
Peer Ave.	89.0%	86.1%	69.1%	84.7%	75.0%	81.5%
Highland	100.0%	93.8%	77.8%	83.3%	63.2%	91.4%
Kaskaskia	79.1%	77.8%	67.6%	85.1%	88.2%	80.4%
Kishwaukee	88.1%	92.5%	76.9%	84.0%	100.0%	83.3%
Rend Lake	96.4%	87.0%	58.3%	80.0%	52.6%	75.0%
Sauk Valley	81.4%	79.6%	64.7%	91.3%	70.9%	77.3%

Community Resource: Business and Industry

Measure: Number of Business and Industry Center course/workshops conducted

Source: DACC Director of Corporate and Community Education

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
DACC	883	657	744	828	889	890	997	1016

Community Resource: Small Business

Measure: Number of Small Business Development Clients and Trainees

Source: DACC Director of Small Business Development and Entrepreneurship

	2008	2009	2010	2011	2012	2013	2014
Training Units	4	7	13	24	14	21	20
Training Attendees	55	103	121	116	68	117	142
Clients	64	99	83	73	99	106	182
Client Hours	150	226	370	417	279	396	615
Hours per Client	2.3	2.3	4.5	5.7	2.8	3.7	3.4

Community Resource: Community Education

Measure: The number of programs and participants who enroll in Community Education activities

Source: DACC Director of Corporate and Community Education

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Programs	84	139	145	137	131	91
Participants	843	1356	1416	1316	1207	956
Credit Hours	214.5	78.5	84	48	81	37

Community Resource: Student Participation

Measure: The race/ethnicity breakdown of DACC credit students compared to the surrounding population

Source: IPEDS Data Center 12 Month Enrollment (considered only students of known race/ethnicity), and US Census Bureau Quick Facts

	Danville Area Community College				Vermilion Cty.	Illinois
	2010-11	2011-12	2012-13	2013-14	2014	2014
White, Non-Hispanic	78.5%	78.1%	76.9%	80.6%	83.3%	77.7%
Black, Non-Hispanic	15.4%	15.7%	16.9%	13.0%	13.4%	14.7%
American Indian/Alaskan Native	0.4%	0.3%	0.4%	0.3%	0.3%	0.6%
Asian	1.2%	1.0%	1.3%	1.8%	0.8%	5.1%
Native Hawaiian/Pacific Islander	0.1%	0.3%	0.1%	0.2%	0.0%	0.1%
Two or More Races	0.1%	0.0%	0.0%	0.1%	2.1%	1.8%
Hispanic or Latino	4.3%	4.8%	4.4%	3.9%	4.7%	16.5%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Student Support: Student Satisfaction and Engagement

During 2015 Fall semester, as previously in 2010 Fall and 2001 Fall, over 600 students participated in the Noel Levitz Student Satisfaction Inventory. The survey asks students for their satisfaction and ‘importance to me’ of over 70 items. These 70 items are then looked at for overall satisfaction and gaps between importance and satisfaction. DACC students generally ranked importance and satisfaction for each item lower on the 7 point scale making a direct DACC to nationwide comparison hard to do.

Noel Levitz Scales of Satisfaction, DACC versus National Cohort

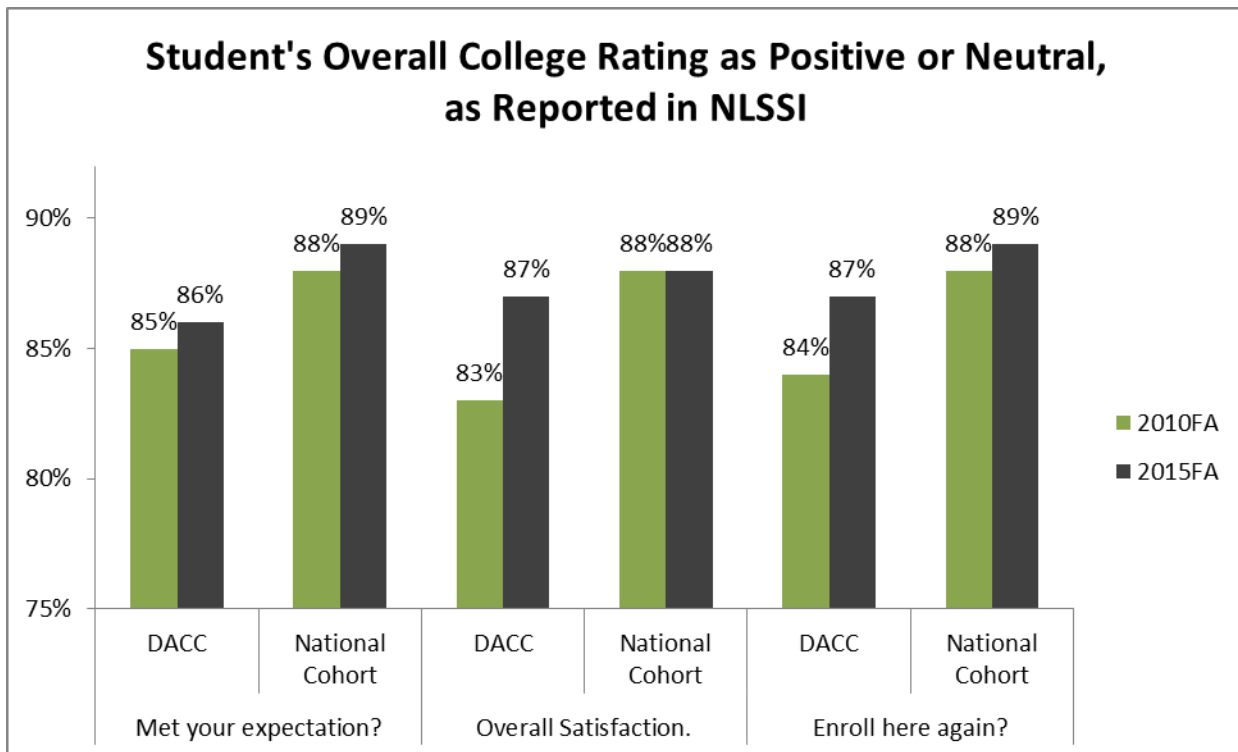
	DACC	DACC	DACC	National
	2001	2010	2015	Cohort
	Fall	Fall	Fall	2015
Student Centeredness	5.42	5.40	5.36	5.51
Instructional Effectiveness	5.39	5.34	5.33	5.54
Responsiveness to Diverse Populations	5.46	5.57	5.50	5.63
Campus Support Services	5.07	5.12	5.10	5.17
Safety and Security	5.08	5.09	4.93	5.30
Academic Advising/Counseling	5.18	5.07	5.13	5.36
Admissions and Financial Aid	5.18	5.28	5.19	5.34
Academic Services	5.47	5.54	5.51	5.67
Registration Effectiveness	5.53	5.46	5.44	5.57
Service Excellence	5.38	5.33	5.25	5.44
Concern for the Individual	5.24	5.16	5.14	5.37
Campus Climate	5.35	5.28	5.27	5.46

Noel Levitz Scales Gap Comparison, DACC versus National Cohort				
	DACC 2001 Fall	DACC 2010 Fall	DACC 2015 Fall	National Cohort 2015
Student Centeredness	0.51	0.67	0.61	0.59
Instructional Effectiveness	0.79	0.96	0.84	0.75
Responsiveness to Diverse Populations	-	-	-	-
Campus Support Services	0.28	0.62	0.47	0.48
Safety and Security	0.89	1.08	1.09	0.84
Academic Advising/Counseling	0.91	1.22	1.03	0.90
Admissions and Financial Aid	0.81	0.93	0.84	0.84
Academic Services	0.53	0.60	0.52	0.49
Registration Effectiveness	0.62	0.85	0.71	0.69
Service Excellence	0.54	0.74	0.70	0.64
Concern for the Individual	0.84	1.01	0.93	0.83
Campus Climate	0.58	0.77	0.69	0.64

Along with the questions making up the scales, students were asked three overarching questions:

- 1) So far, how has the college experience met your expectation?
- 2) Rate your overall satisfaction with your experience here thus far.
- 3) All in all, if you had to do it over, would you enroll here again?

Student responses show overall improvement in all three categories, as can be see in the next chart.



This data will be shared throughout the 2016 spring semester, starting at the January in-service with the overall intent of improving student satisfaction at the college.

Student Support: Special Topic – Admissions and Advising

Surveys were conducted during 2015 spring and fall semesters to determine students' attitudes and experiences with DACC's admissions and advising processes. Sophomore students were the primary respondents in the spring 2015 survey, while new students responded in the fall 2015 survey. For both surveys students participated in 15-25 minute focus groups which took place in their classrooms.

A majority of the responses on questions of orientation and advising solicited largely positive responses for both surveys, having many students say that they like the fact that registration was quick, not difficult, and that advisors and admissions staff were generally helpful. Additionally, some sophomores commented on liking the faculty advisors and many freshmen appreciated getting a tour of the campus during their orientation process.

Some of the negative responses revolved around longer wait times to see counselors and confusion over what would be most appropriate coursework to enroll.

Once the results were compiled for the surveys, results were shared with Student Services administrators as they begin work on the Mandatory Advising Process project.

OUTCOME CONNECTIONS

The aforementioned outcomes are core indicators used to identify college success and needs. These outcomes are connected to the “Core Indicators of Effectiveness for Community College,” as described in an article of the same name by Richard Alfred, Peter Ewell, James Hudgins, and Kay McClenney, the Achieving the Dream goals, as represented by DACC’s Key Performance Indicators, and the college’s Mission, Vision, and Core Values. Ties to the first two are shown in the chart below.

	DACC Key Performance Indicator	Core Indicator of Effectiveness
Student Progression	3: Persistence 4: Developmental Advancement 5: Overall and Gatekeeper Course Completion 6: Momentum Points	2: Persistence (Fall to Fall) 12: Success in Developmental Coursework
Completion	1: Degree and Certificate Completion 2: Degree and Certificate Completion of At-Risk Students	1: Student Goal Attainment 3: Degree Completion Rates 6: Licensure/Certification Pass Rates
Transfer	7: Transfer to a 4-Year Institution 8: Transfer to a Community College	10: Number and Rate Who Transfer
Employment		4: Placement Rate in the Workforce
Community Resource		7: Client Assessment of Programs & Services 13: Participation Rate in Service Area 14: Response to Community Needs
Student Support		7: Client Assessment of Programs & Services

Through structural decision making committees, including Administrative and Expanded Administrative Council, and Office of Instruction, Achieving the Dream teams, and Continuous Quality Improvement teams progress on these and other outcomes are shared so future college directions can be data-informed. These groups of individuals have been presented with a series to questions, prepared by Springfield (MO) Technical Community College, to better analyze the data before them through their own individual lenses. These questions include: Do you see a pattern over time? What is the main point? What story can you tell? What else do you need to know?

So the college can be better connected to the outcomes results, particularly those which are changing quickly or leading to internal change, many have been shared during inservice opportunities. This sharing often has involved looking further into the outcomes so that a deeper understanding can be shared by all. An example of this is a recent Data Brief in which the Success in College course, INST 101, was shown to substantially increase student persistence. In the brief, employees were shown that this increase in retention was fairly uniform over all student demographic subgroups, not leaving the subgroups of most need behind.

ASSESSMENT INITIATIVES

Since early 2000, Danville Area Community College has devoted a considerable amount of time and energy to the Assessment of Student Learning. Three Assessment Champions, Glenda Boling, Wendy Brown, and Viv Dudley, currently provide input and guidance to colleagues in their divisions on student learning outcomes and assessment. In addition, student and administrative service areas complete office/department assessment reports each year to ensure quality services are provided to meet the needs of students. This past year, efforts have been made to make assessment and assessment reporting more meaningful to the assessor and the college. Some of these changes include tying assessment closer to the budget and strategic planning processes.

Seventeen faculty and staff currently serve on the Institutional Effectiveness Committee. A faculty member from Liberal Arts and the director of Institutional Effectiveness serve as the co-facilitators.

Institutional Effectiveness and Assessment of Student Learning Committee:

Glenda Boling, Instructor, Speech and Co-Facilitator
Wendy Brown, Instructor, Sciences
Tammy Clark-Betancourt, Chief Financial Officer
Viv Dudley, Instructor, Marketing
Stacy Ehmen, Director, Admissions & Records
Brian Fink, Instructor, Business
Abby Gaier, Instructor, Sciences
Greg Holden, Instructor, Philosophy
Dave Kietzmann, Vice President, Instruction and Student Services
Stephanie Loveless, Instructor, Sciences
Chris Martin, Instructor, Office Systems
Bob Mattson, Director, Institutional Effectiveness and Co-Facilitator
Ryan Minier, Instructor, Spanish
Penny McConnell, Dean, Liberal Arts
Bruce Rape, Dean, Business and Technology Division
Eric Simonson, Instructor, Music
Kathy R. Sturgeon, Dean, Math/Science/Health Professions

Higher Learning Commission: To stay abreast of the changes recently made in accreditation, several DACC college personnel attend the Annual Meeting of the HLC in Chicago in April each year. DACC has committed to the comprehensive evaluation in the Open Pathway, which is a ten-year accreditation cycle. The Assurance Review and Comprehensive Evaluation will be conducted in 2018-2019. Prior to that date the college is working on the Quality Initiative Proposal centered on mandatory advising. The proposal was accepted by the HLC in March 2015 with work to ensue over the next three years.

Assessment Academy: Many of the enhancements made to recent assessment efforts were a result of information brought back by the academic Deans and Champions from an Assessment Academy sponsored by the Higher Learning Commission. These ideas squarely placed focus on program development, with general education and course goals as crucial parts of this development.

Program-Level and Departmental Assessments: Currently all departments report on improvement efforts each spring. Academic departments have their reports reviewed by Champions and Deans, while offices and other non-academic departments have their reports reviewed by their immediate supervisor. All reports are then sent to Institutional Effectiveness, with the non-academic department reports compiled and sent to parties working with the college budget and strategic planning.

During the 2015 spring semester the academic departments were focusing on reviewing program outcomes, competencies under each outcomes, and tools by which those competencies could be measured. To allow for ample time program level assessments were not collected.

Select reported changes for the office and other non-academic departments are bulleted below.

- **Admissions and Records** – working on Degree Audit for students to track progress towards degree completion
- **Athletics** – reports an increase in athletic GPA partially due to increased use of study tables
- **Computer and Network Services** – expansion of the network is occurring to accommodate additional course based needs
- **Financial Aid** – social media is being used to interact with students on deadlines and file completion (Facebook currently, and text messaging possible in the future)
- **Institutional Effectiveness** – all career and transfer graduates will now be asked to complete a graduate survey approximately six months after graduation
- **Recruitment** – will be investigating methods on how to better service undocumented, underserved and special population students

General Education Assessments: Starting this school year, general education assessment will be conducted in classes determined by each program. Over the next few years rubrics for each of the four general education goals will be developed by faculty driven committees and presented to the faculty. This last spring a DACC Communication Rubric was developed in preparation for being used in classes this school year. During the fall inservice, Dr. Abby Gaier, who served on the rubric creation committee, presented it to the faculty. The next rubric currently in development is for the general education goal of critical thinking and problem solving. This goal will be measured campus wide during 2016-2017.

Student results will be forwarded to Institutional Effectiveness and aggregated data will be analyzed to see if student skills are increasing with the completion of additional college coursework.

APPENDIX

Appendix 1: Communication Rubric

	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

*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

Appendix 2: Program-Level Assessment Report

Program-Level Assessment Report

Program: Enter Program Here

Year: Enter Year Here

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.

Enter Program Assessments Here

A2. Which courses/students were assessed?

Enter Students Assessed Here

A3. Approximately how many students were assessed? Enter Count of Students Assessed Here

A4. Which faculty members did the assessing? Enter Goal Here

A5. What were the results?

Enter Results Here

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).

Enter Results Here

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?

Enter Reasoning Here

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.

Enter Results Here

C1. Program Assessment Report Prepared by: Enter Name Here

C2. Date: Click here to enter a date.

Appendix 3: Office/Department Assessment Report

Office/Department Assessment Report

Report Date: enter month and year here

Report Preparer: enter first and last name here

Department/Office staff: enter names here

Departmental Mission and Goals/Functions (this should remain fairly stable across years):
 enter departmental mission/goals/objectives/functions here

In the assessment chart below, describe departmental improvement activities recently completed, currently ongoing, and in the planning stage. Column heading descriptions are available beneath the assessment chart. Begin by looking back at last year’s departmental assessment chart and continue reporting on all previous tasks that were in progress, on hold, or upcoming. After updating those tasks, add any new tasks in later rows. If additional rows are needed, please append the chart.

Task	Related Goal(s)	Start & End Dates	Progress	Results – for complete or ongoing tasks	Requested Institutional Support

Task – new initiative, procedure, activity, tactic or task the department is or recently was engaged

Related Goal(s) – listing of DACC’s Mission, Vision, or Core Values, Strategic Plan and/or department goals specifically tied to the task

(dacc.edu/about/mission-and-vision dacc.edu/documents/StrategicPlan2013-2016.pdf)

Start & End Dates – approximate time frame, could be multiple years. If more than five years, list as ongoing.

Progress – either (recently) completed, in progress, on hold, or upcoming

Results – for completed tasks, or tasks which are ongoing – in progress, describe what has been learned. Include any assessment results as part of an analysis of whether the task was successful.

Requested Institutional Support – describe what additional institutional support (funds, personnel, space) is being requested for this task.

Email completed reports to Institutional Effectiveness and your supervisor