

Danville Area Community College

2016 Institutional Effectiveness Report

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DASHBOARD INDICATORS

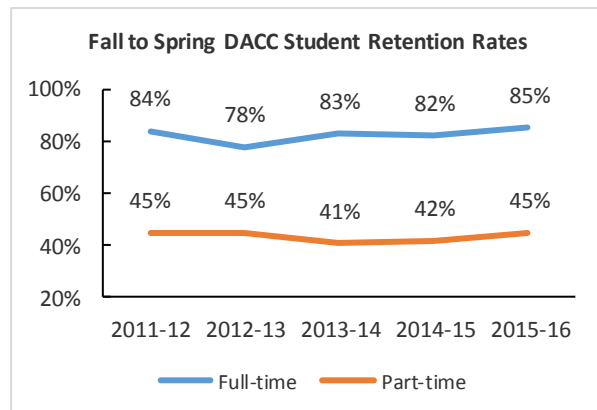
Enrollment

	Credit Students	Credit F.T.E.	Non-Credit Students
FY2010	9229	2603	890
FY2011	9541	2570	818
FY2012	9963	2431	824
FY2013	8857	2238	966
FY2014	9196	2211	1919
FY2015	8222	2059	1903
FY2016	7229	1949	1520

Source: DACC Institutional Effectiveness Office

Since the recession DACC, as other colleges, has experienced a decrease in enrollment. A 25% decline in FTE, full-time equivalent, and 22% decline in credit students can be seen between the 2010 and 2016 fiscal years in the chart.

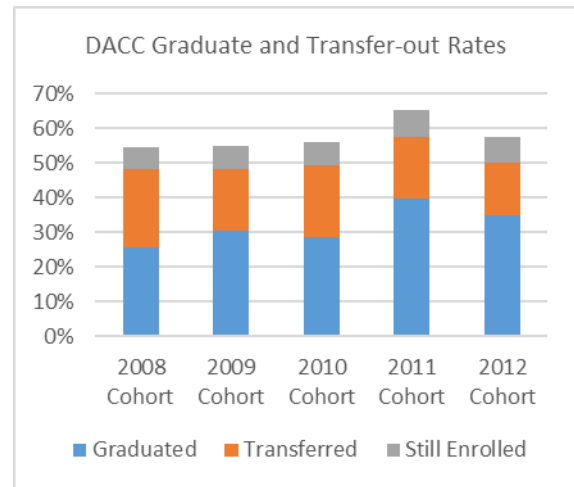
Fall-to-Spring Retention Rates



Source: DACC Institutional Effectiveness Office

In the past five years the fall-to-spring retention rates have been rising, while the fall-to-fall retention rates, not shown here, have been steady for full-time and falling for part-time students.

Graduation and Transfer-out Rates



Source: IPEDS Data Center, Graduation Rates survey

DACC has shown steady improvement in student graduation rates, moving up from 26% to 35% over five years. Looking at all three measures of student success (graduation, transfer or still enrolled) combined the increase is slower but still present from 54% in the 2008 cohort of students to 57% in the 2012 cohort.

Student Loan Default Rates

DACC 3 Year Student Loan Default Rates by Year of Student Exit

2009	2010	2011	2012	2013
17.1%	22.1%	18.2%	16.6%	17.9%

Source: Department of Education

Currently DACC has a student loan default rate slightly above the averages of the college's peer group and all reporting ICCB colleges.

INTRODUCTION

The Danville Area Community College Report on Institutional Effectiveness serves as a platform for the college's assessment system, strategic planning, 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, participation of DACC in Achieving the Dream since 2009, the onset of Complete College America, and introduction of Illinois Community College Board's performance based funding all play important roles in the 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 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.

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.

New this year the college has moved a number of reports to a DACC Data webpage, accessible directly from the college website front page, thus allowing for more public transparency. Additionally, at the front of this report is a dashboard. Data in the dashboard is some of the most publically scrutinized data for most colleges.

NEW: STUDENT SUCCESS COLLEGE GOALS SET

During 2016 DACC set student success goals in retention, persistence and completion. These goals were outlined and shared in a Data Brief distributed at both full-time and part-time August in-services. Members of the Achieve the Dream Data and Leadership Teams were presented with current student achievement rates in all three categories and asked to set three goals for the next three years.

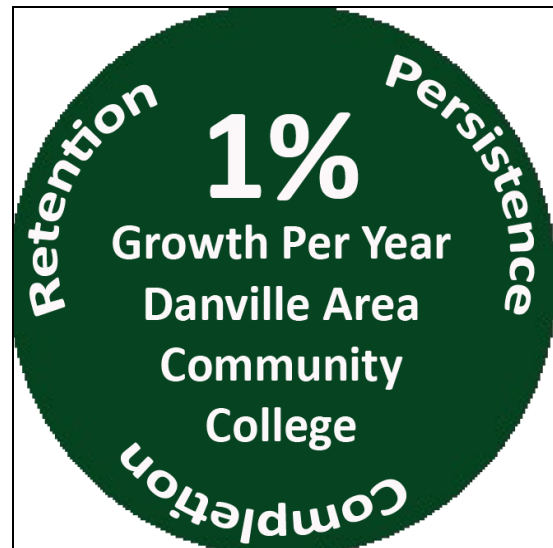
Fall-to-fall retention of degree or certificate seeking students has risen from 41.6% between 2011 and 2012 to 47.3% between 2014 and 2015. As this rate of growth, about 2% per year, is unusual in most college setting situations the groups decided to conservatively set a goal of approximate 1% growth per year, culminating at 50% retention rate between 2017 and 2018.

Persistence, defined as fall entering full-time students earning 24 credits and part-time students earning 12 credits before the following fall semester, had a more convoluted growth pattern in recent years. Each pattern involved more ups and downs with an overall upward trend. The most recent data points, shared last spring, showed that of the new fall 2014 students 46% of the full-time earned 24 credits and 21% of part-time earned 12 credits before fall 2015. The 46% was a large jump from 42% the previous year. Armed with these data points the team agreed that approximate 1% increases would be appropriate goals for each of these measures. Thus the third years goals, for new students in the fall of 2017, would be to have 48% of full-time achieve 24 credits and 25% of part-time achieve 12 credits before fall 2018.

Completion rate was decided to mean the percent of students who obtain any degree or certificate within four years. As with retention, the completion rates at DACC have been growing at an extremely rapid rate, increasing from 24.4% for students who started in 2008 fall semester to 33.7% for those who started in 2011 fall semester. As with the retention goals, those looking at the data used a conservative approach assuming this increase was not sustainable and setting increases of approximately 1% per year culminating with a 35% completion rate goal for student who started in 2014 fall semester.

Even 1% increases in these measure of student achievement are rarely sustained by colleges over time. DACC's growth in recent years is a testament to efforts throughout the college.

To commemorate the college's setting of goals, tape measures with a logo similar to that on the right were distributed to employees. This gimmick also serves as a reminder of what the college is reaching for through ongoing efforts and new initiatives.

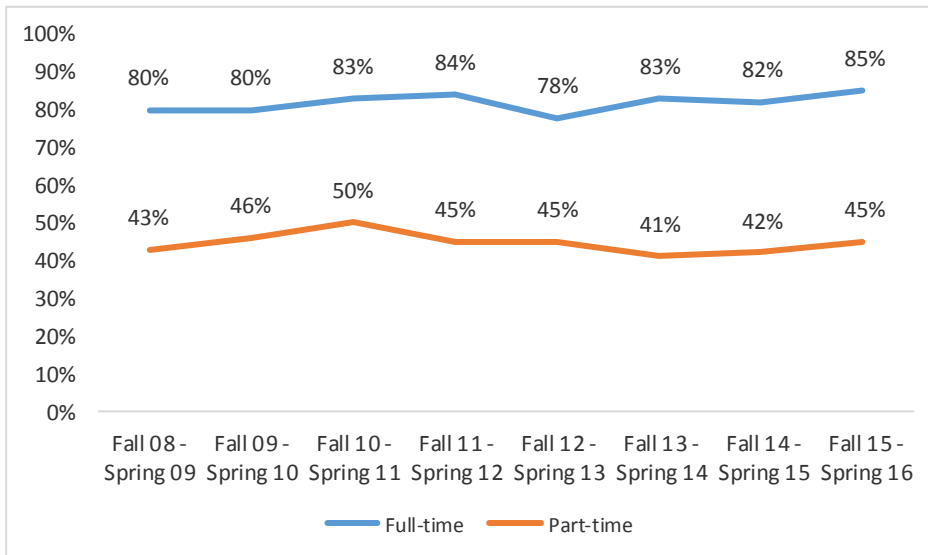


OUTCOMES

Student Progression: Term to Term Retention

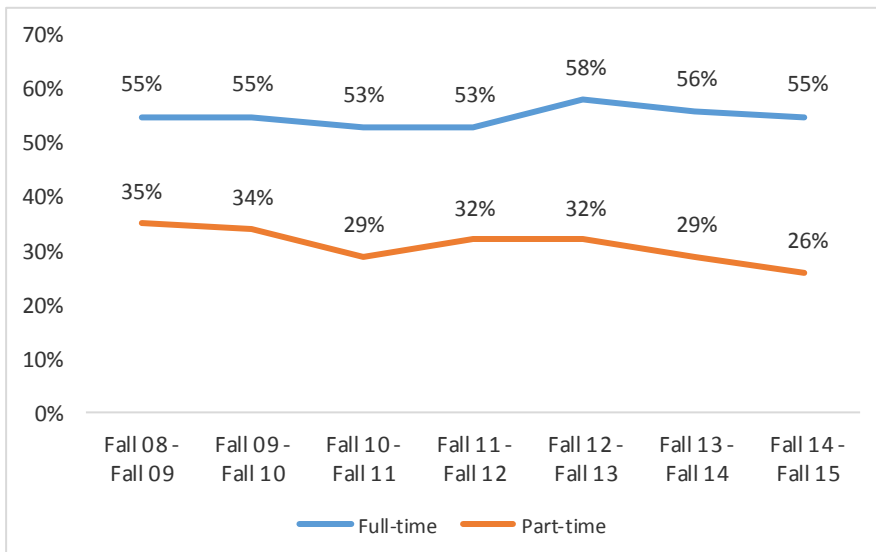
Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to spring tenth day.

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

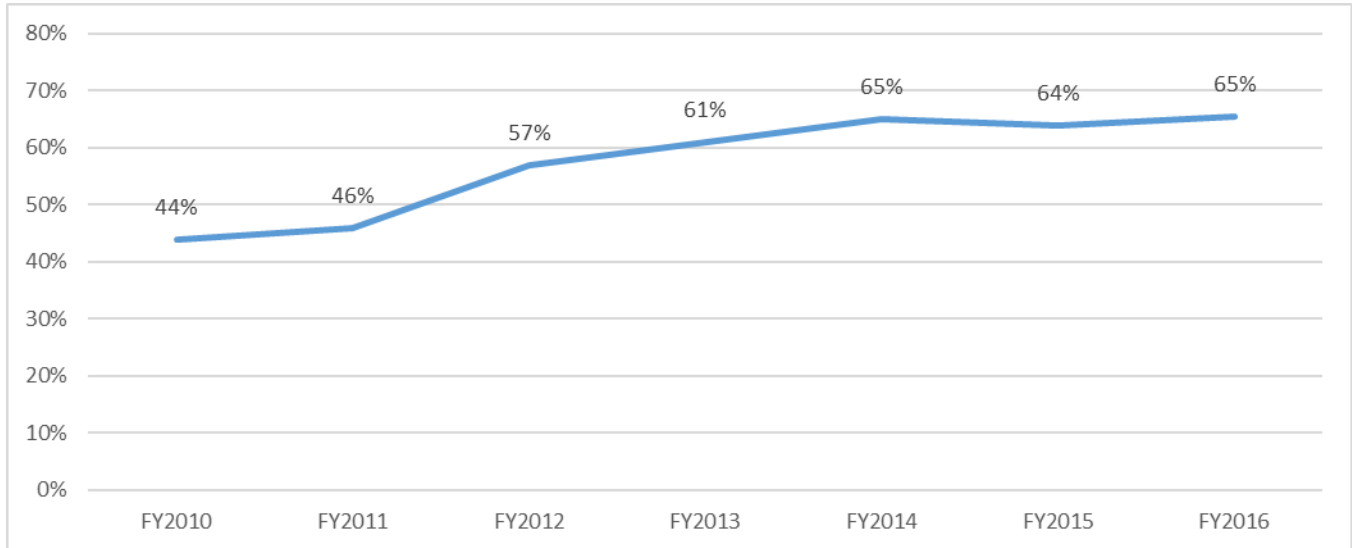


Note: The two graphs seemingly contradict, although student who graduate and transfer are not accounted for in the percentages.

Student Progression: Momentum Points

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

Data Source: DACC Adult Education (program's level completion rate excluding ASE High)



Note: An Educational Functioning Level gain could be thought of as a one to two year grade level increase.

Student Progression: Developmental Course Success

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

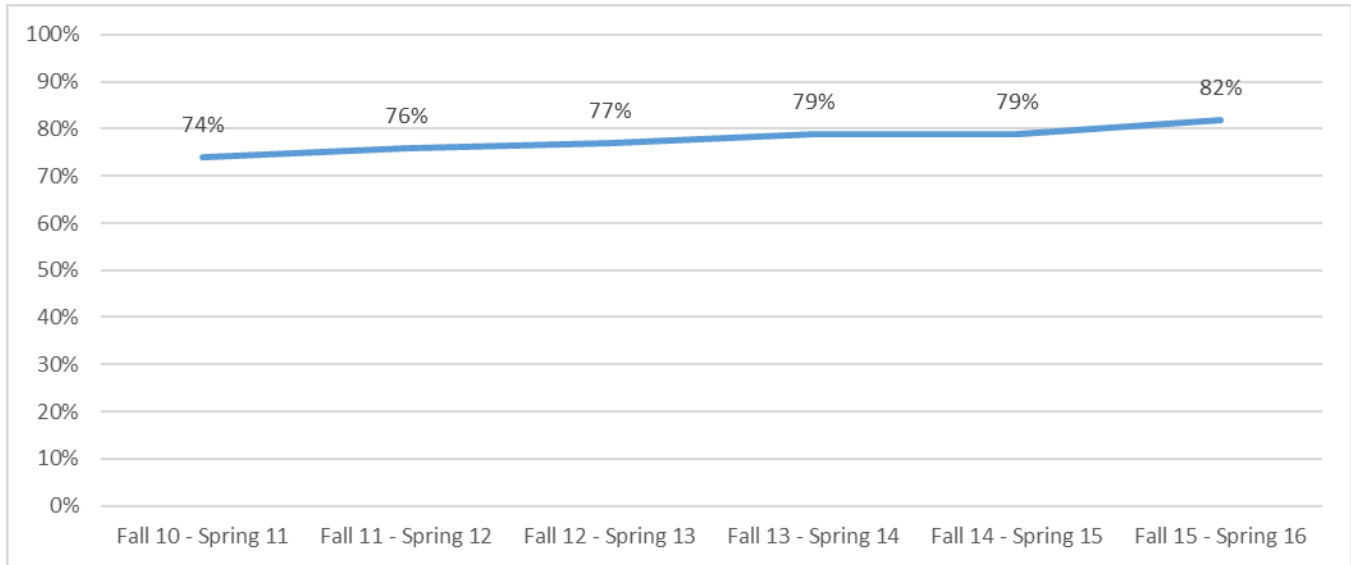
Data Source: DACC Institutional Effectiveness

	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	Fall 15 - Spring 16
English	62%	56%	60%	64%	76%	66%
Math	57%	54%	58%	59%	61%	64%
Reading	46%	48%	49%	49%	54%	54%
Total	57%	54%	57%	60%	66%	63%

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	Fall 15 - Spring 16
BIOL-102	49%	52%	50%	60%	40%	50%
CBUS-150	51%	53%	70%	72%	69%	72%
ENGL-121	59%	66%	57%	64%	61%	69%
ENGL-101	67%	78%	79%	79%	77%	78%
ENGL-102	67%	67%	74%	76%	78%	74%
MATH-105	49%	49%	51%	46%	44%	52%
MATH-115	58%	53%	59%	64%	62%	67%
PSYC-100	<u>68%</u>	<u>67%</u>	<u>64%</u>	<u>70%</u>	<u>68%</u>	<u>72%</u>
combined	63%	66%	68%	66%	65%	70%

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	FY 2015
DACC	656	662	769	743	669	686	616
Peer Ave.	856	904	947	989	1014	1002	1039
Highland	336	396	467	495	431	396	505
Kaskaskia	1014	1137	1222	1351	1627	1584	1711
Kishwaukee	781	860	890	1002	869	929	783
Rend Lake	1265	1235	1342	1304	1364	1252	1390
Sauk Valley	884	893	814	795	777	849	808

Measure: The number of degrees and certificates awarded per 100 credit hours claimed

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	FY 2015
DACC	1.34	1.23	1.32	1.23	1.17	1.25	1.23
Peer Ave.	1.22	1.24	1.25	1.28	1.31	1.36	1.50
Highland	0.75	0.85	0.94	0.97	0.89	0.85	1.20
Kaskaskia	1.02	1.09	1.15	1.24	1.52	1.48	1.68
Kishwaukee	1.05	1.11	1.09	1.15	0.89	1.08	1.02
Rend Lake	1.46	1.36	1.47	1.47	1.63	1.56	1.81
Sauk Valley	1.82	1.78	1.58	1.56	1.60	1.82	1.77

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 2015	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
DACC	122	137	142	166	132	164	130	413	413	491	439	343	344	321
Peer Ave.	180	175	204	222	211	175	182	420	435	480	469	516	545	580
Highland	81	113	139	149	141	110	86	74	76	126	134	84	92	230
Kaskaskia	244	252	267	297	257	284	308	571	610	699	737	1046	977	1102
Kishwaukee	127	142	163	180	176	157	148	359	366	389	403	367	406	332
Rend Lake	349	277	339	370	363	204	251	487	481	640	566	584	694	732
Sauk Valley	100	89	111	114	120	120	117	610	640	548	506	499	557	503

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	2012 Cohort
DACC	23%	24%	26%	31%	29%	39%	35%
Peer Ave.	38%	38%	42%	37%	40%	43%	40%
Highland	32%	31%	34%	28%	37%	28%	33%
Kaskaskia	40%	44%	42%	42%	46%	49%	37%
Kishwaukee	25%	22%	24%	19%	18%	28%	28%
Rend Lake	48%	50%	54%	47%	51%	52%	51%
Sauk Valley	33%	33%	29%	31%	29%	35%	38%

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

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

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	2015
DACC	90%	93%	94%	83%	78%	91%
Peer Ave.	90%	87%	90%	85%	81%	89%
Highland	88%	89%	93%	81%	65%	85%
Kaskaskia	88%	83%	89%	88%	79%	81%
Kishwaukee	97%	100%	91%	93%	92%	96%
Rend Lake	83%	77%	89%	75%	85%	91%
Sauk Valley	94%	88%	90%	90%	83%	90%

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	2015
DACC	100%	96%	100%	94%	92%	93%
Peer Ave.	93%	92%	96%	98%	96%	96%
Highland	100%	86%	100%	100%		
Kaskaskia	88%	80%	88%	92%	92%	93%
Kishwaukee	100%	100%	100%	100%		
Rend Lake	100%	96%	100%	97%	96%	100%
Sauk Valley	79%	100%	94%	100%	100%	95%

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

Source: DACC Director of Medical Imaging

	2011	2012	2013	2014	2015
DACC	93%	100%	90%	100%	36%
National	92%	92%	93%	90%	90%

Note: The 36% appears to be an anomaly. Preliminary data shows the 2016 rate is on track to top 90%.

Transfer: Four-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

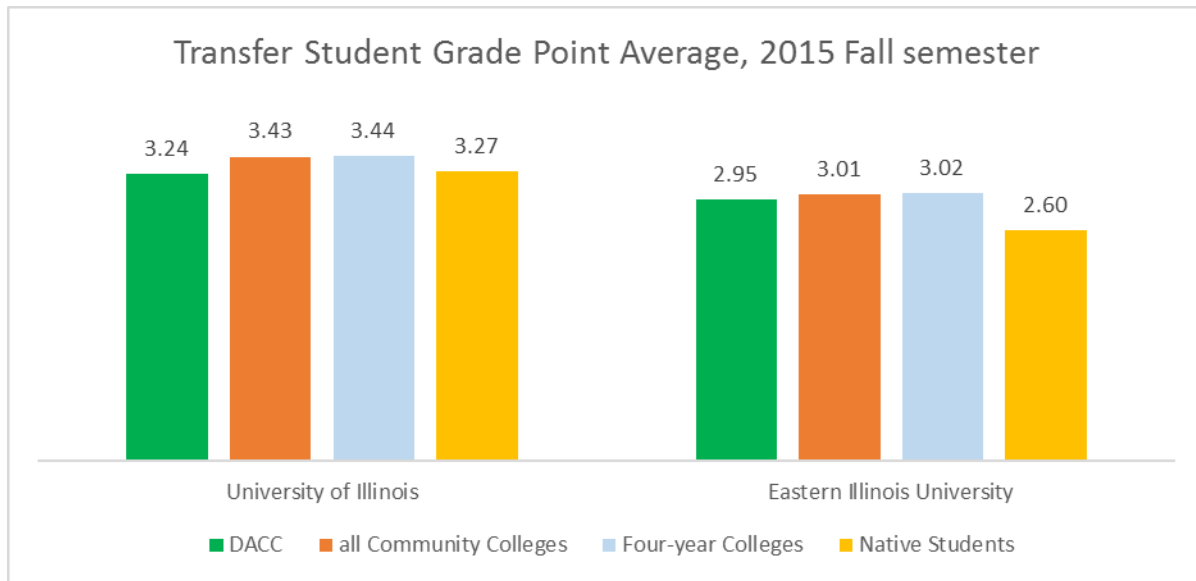
Source: ICCB measure 5M3 Summary of Transfer Rates by College

	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
DACC	31%	32%	33%	34%	26%	29%	23%
Peer Ave.	34%	39%	36%	38%	40%	37%	33%
Highland	36%	39%	41%	46%	43%	41%	38%
Kaskaskia	31%	33%	28%	34%	44%	39%	40%
Kishwaukee	38%	41%	41%	37%	41%	35%	32%
Rend Lake	27%	30%	30%	31%	32%	32%	29%
Sauk Valley	36%	50%	39%	43%	40%	41%	29%

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	2016 Fall	
90	87	85	88	Illinois Articulation Initiative (IAI) general education courses
<u>146</u>	<u>153</u>	<u>160</u>	<u>164</u>	Major Specific courses transferring to four-year universities
236	240	245	252	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	2014-15
DACC	92.9%	96.4%	64.7%	72.0%	87.5%	86.7%	100.0%
Peer Ave.	96.2%	91.9%	80.5%	88.1%	80.8%	91.6%	93.8%
Highland	100.0%	93.8%	77.8%	83.3%	72.2%	94.3%	100.0%
Kaskaskia	96.2%	88.6%	81.1%	93.2%	88.2%	91.4%	97.8%
Kishwaukee	92.5%	100.0%	84.6%	84.0%	100.0%	90.5%	97.7%
Rend Lake	100.0%	91.3%	70.8%	88.9%	57.9%	93.5%	86.2%
Sauk Valley	92.5%	85.7%	88.2%	91.3%	85.5%	88.1%	87.5%

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	2014-15
DACC	89.3%	96.9%	64.7%	72.0%	68.8%	82.3%	84.6%
Peer Ave.	89.0%	86.1%	69.1%	84.7%	75.0%	81.5%	93.4%
Highland	100.0%	93.8%	77.8%	83.3%	63.2%	91.4%	100.0%
Kaskaskia	79.1%	77.8%	67.6%	85.1%	88.2%	80.4%	97.8%
Kishwaukee	88.1%	92.5%	76.9%	84.0%	100.0%	83.3%	97.7%
Rend Lake	96.4%	87.0%	58.3%	80.0%	52.6%	75.0%	83.1%
Sauk Valley	81.4%	79.6%	64.7%	91.3%	70.9%	77.3%	88.2%

Community Resource: Business and Industry

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

Source: DACC Customized Training Coordinator

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
DACC	657	744	828	889	890	997	1016	971

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	2015
Training Units	4	7	13	24	14	21	20	18
Training Attendees	55	103	121	116	68	117	142	141
Clients	64	99	83	73	99	106	182	148
Client Hours	150	226	370	417	279	396	615	650
Hours per Client	2.3	2.3	4.5	5.7	2.8	3.7	3.4	4.4

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	2015-16
Programs	84	139	145	137	131	91	171
Participants	843	1356	1416	1316	1207	956	1787
Credit Hours	214.5	78.5	84	48	81	37	23.5

Community Resource: Student Participation

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

Source: DACC Office of Institutional Effectiveness

	Danville Area Community College				Vermilion Cty.	Illinois
	2012-13	2013-14	2014-15	2015-16	2015	2015
White, Non-Hispanic	76.9%	80.6%	79.5%	77.7%	78.7%	64.2%
Black, Non-Hispanic	16.9%	13.0%	13.7%	14.6%	13.0%	12.2%
American Indian/Alaskan Native	0.4%	0.3%	0.3%	0.3%	0.4%	0.5%
Asian	1.3%	1.8%	1.7%	1.5%	0.9%	4.6%
Native Hawaiian/Pacific Islander	0.1%	0.2%	0.2%	0.1%	0.0%	0.1%
Two or More Races	0.0%	0.1%	0.5%	0.6%	2.2%	1.6%
Hispanic or Latino	4.4%	3.9%	4.2%	5.2%	4.8%	16.9%

Student Support: Student Satisfaction and Engagement

During 2016 spring semester, students participated in the Community College Survey of Student Engagement (CCSSE). The college has chosen to participate in this survey to measure student engagement because studies show that higher levels of student engagement directly impacts all levels of student success, be it course success, retention, or degree/certificate completion. This 20-30 minute survey asks a number of questions which fold into five benchmarks that are nationally normed so that 49.0-51.0 represents an average score. The benchmark scores from this and four previous surveys are listed in the chart below.

	2004	2006	2009	2012	2016
Active and Collaborative Learning	48.6	45.3	50.1	48.3	44.0
Student Effort	52.5	48.3	54.4	46.9	44.6
Academic Challenge	49.4	48.0	51.1	47.9	44.5
Student-Faculty Interaction	55.5	50.8	51.6	53.1	49.2
Support for Learners	52.1	47.6	52.3	53.1	45.1

The most recent results show a sharp downturn from the last survey administration. Due to this downturn, the students will be surveyed this upcoming spring semester to see if the results are true.

Students also reported on their use, satisfaction and importance of eleven student services. They were given a three point scale with the option of not applicable for use and satisfaction. The chart below gives the mean results.

	Use	Satisfaction	Importance
Academic advising/planning	1.81	2.23	2.56
Financial aid advising	1.96	2.32	2.49
Computer lab	2.09	2.52	2.48
Career counseling	1.45	2.09	2.35
Transfer credit assistance	1.55	2.14	2.28
Skill labs (writing, math, etc.)	1.68	2.31	2.20
Peer or other tutoring	1.45	2.20	2.17
Services to students with disabilities	1.28	2.13	2.10
Job placement assistance	1.22	1.85	2.04
Student organizations	1.34	1.99	1.85
Child care	1.18	1.90	1.79

Blue = part time students ratings significantly higher than the national cohort average
 Orange = part time student ratings significantly lower than the national cohort average
 Yellow = all student ratings significantly lower than the national cohort average

Near the surveys end students were asked the overarching question “How would you rate your entire education experience at this college?” The average score of 3.02 was significantly below the national cohort average of 3.12, with 3 representing good and 4 excellent.

Also DACC added more than one dozen local questions. Three of those questions that have more interesting results are below.

“How would you rate the academic quality of this college in general?”

78% good or excellent, 13% neutral, 8% fair or poor

“When did you feel a sense of personal belonging at this college?”

51% by the fifth week, 20% by the end of the semester, 15% after my first semester, 14% not yet

“How safe do you feel on campus at this college?”

43% very safe, 50% mostly safe, 7% mostly or very unsafe

Faculty and staff were presented with the results, as well as particular questions where the college rated high and low, at separate in-services this fall. As a result of knowing these student perceptions reported in the survey some attention is being paid to improvements, be they by individuals or departments.

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, 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 in-service opportunities. This sharing often has involved looking further into the outcomes so that a deeper understanding can be shared by all. For example, this fall both the Community College Survey of Student Engagement and student enrollment/retention figures were shared with faculty and staff. In separate presentations results were shared that were pertinent to members of each employee group.

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.

The Institutional Effectiveness Committee is at the hub of most college assessment activities and initiatives. The committee is comprised of the academic Deans, Assessment Champions, other instructors, the Vice President of Instruction and Student Services, the Director of Institutional Effectiveness, the Dean of Student Services and the Chief Financial Officer.

Higher Learning Commission: To stay abreast of the changes recently made in accreditation, several DACC college personnel attend the HLC annual conference in April of 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, with the college visit scheduled for March 4-5, 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 in 2014. 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 most recent two years faculty have been focusing on outcomes. In-service and other time has been spent ensuring program outcomes and course outcomes are appropriate; that the College's general education outcomes are reflected in program outcomes; and that program outcomes are addressed in sufficient course outcomes.

General Education Assessments: Faculty members have also been involved in a four year effort to create ways of reporting the four college general education outcomes of Communication, Critical

Inquiry/Thinking, Technology and Cultural Awareness from information already being collected in classrooms across campus. At this point campus rubrics have been created for the first two outcomes listed, with a team in place working on creating a method to assess the Technology general education outcome, and a team planned for 2017 to address Cultural Awareness.

Results from faculty assessing student Communication skills have been collected and evaluated. The results were shared with faculty during the August in-service. Critical Inquiry/Thinking assessment of student work is taking place during this fall semester.

With each new campus wide assessment tool, faculty receive training at in-service. This August Dr. Stefanie Davis led a presentation of the Critical Inquiry/Thinking rubric which will be in use this semester. She was one of the eight faculty members on a team that created the rubric. During the process of creating the rubric much time was spent on analyzing rubrics in use around the nation, as well as an analysis of how the rubric would fit student work from different disciplines across the DACC campus.

The general education outcome assessment schedule is outlined as follows:

Outcome	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communications	Create Tool	Faculty Assess	Evaluate Results & Tool			Faculty Assess	
Critical Inquiry/Thinking		Create Tool	Faculty Assess	Evaluate Results & Tool			Faculty Assess
Technology			Create Tool	Faculty Assess	Evaluate Results & Tool		
Cultural Awareness				Create Tool	Faculty Assess	Evaluate Results & Tool	

Results from the offices and other non-academic departments show that improvements are not only happening in the classrooms. As with the academic program assessments, results were previously shared with the DACC Board of Trustees and Administrative Council during this past summer.

In the appendices that follow are the college created communications rubric (appendix 1), the critical inquiry/thinking rubric (appendix 2), the academic program assessment report (appendix 3) and the office/department assessment report (appendix 4).

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: Critical Thinking Rubric

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 relevant 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.				

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 4: 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, and space) is being requested for this task.

Email completed reports to Institutional Effectiveness and your supervisor