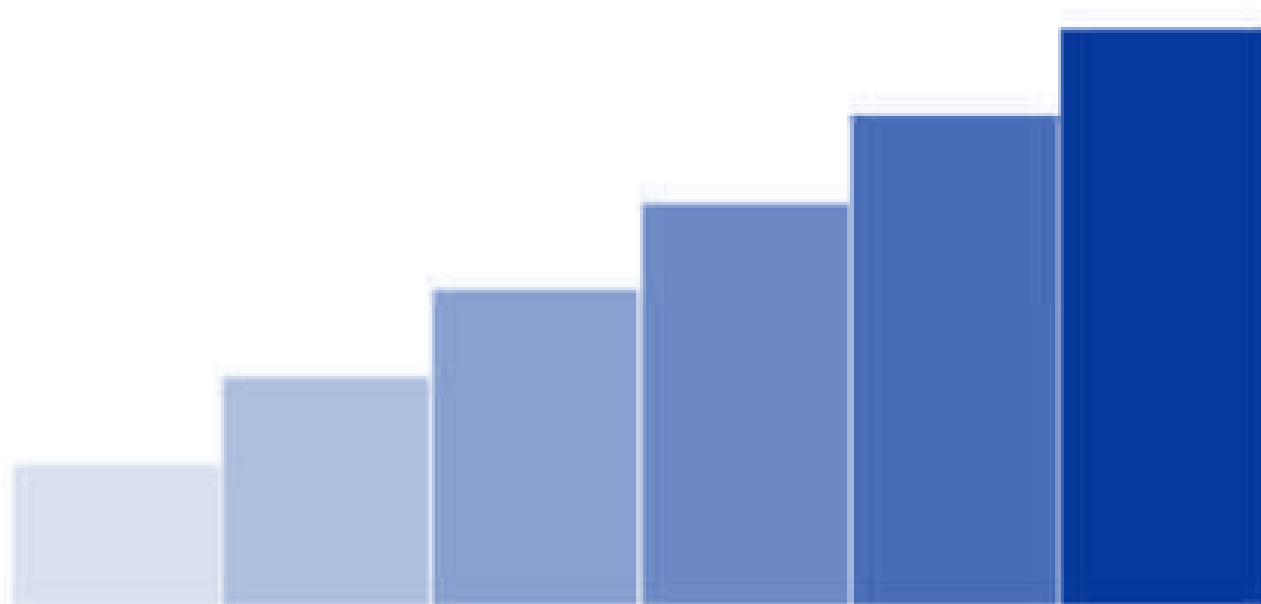


Assessment Commission

Annual Report

2019-2020



DMACC
DES MOINES AREA
COMMUNITY COLLEGE

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DMACC Mission Statement

DMACC provides quality, affordable, student-centered education and training designed to empower all students in their pursuit of life's opportunities and goals.

Assessment Commission Charge

The Assessment Commission serves DMACC students, faculty, staff, and administration through support of college, department, program and course-level assessments. With the goal of continuous improvement, the Assessment Commission will focus on research-based approaches to pedagogy and standardized practices for administering assessment and reporting results.

Assessment Commission Guiding Principles

1. The primary purpose of assessment is to support teaching and learning.
2. Assessment is learner-centered and faculty-driven.
3. Each department and program will engage in district-wide collaboration and communication regarding assessment procedures.
4. Assessment reporting will be meaningful and consistent.
5. The assessment process will respect student and faculty privacy and will not be used for faculty evaluation or comparative judgments of departments or programs.
6. DMACC will support assessment with up-to-date technology.

About the Assessment Commission

The Assessment Commission, formed in August of 2017, is a faculty-led team responsible for promoting best practices, providing reports on student learning outcomes, and recommending improvements to curriculum and instruction. The Commission strives to support assessment and accreditation districtwide with an emphasis on teaching and learning.

Commission Members

Beth Baker-Brodersen,

Professor of English,
West Campus

Jerry Burns,

Program Chair, General Motors-ASEP,
Professor of Automotive Technology,
Ankeny Campus

Paul Byrd,

District Chair of Social Sciences,
Professor of History and Political Science

Amy Christian,

Professor of Business Technology,
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Carolyn Farlow,

Director of Institutional Effectiveness,
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Jenny Foster,

Dean of Industry and Technology,
Ankeny Campus

Miranda Gauthier,

Biology Instructor, Ankeny Campus

Kari Hensen,

Associate Vice President of Academic Affairs for Programs and Services,
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Andrew Neuendorf (Chair),

Director of Assessment,
Professor of English
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Samantha O'Hara,

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Jen Rathje,

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Rich Roberts,

District Chair of Science,
Professor of Chemistry, Ankeny Campus

Lindsay Simpson,

District Chair of Communications,
Professor of English, Ankeny Campus

Stefan Stoianov,

Physics Instructor,
Ankeny Campus

DMACC Strategic Plan Metrics (2017-2020)

The following goals are reported quarterly on DMACC’s Strategic Plan Scorecard:

(Key)

DMACC Strategic Plan Metrics for Assessment	Unacceptable	At Risk	Acceptable
Assess 20% of all courses offered at DMACC	0-7%	8-19%	20%
Assess 50% of all disciplines offered at DMACC	0-19%	20-49%	50%

Three-Year Summary by Academic Year

DMACC Strategic Plan Metrics for Assessment	2017-2018	2018-2019*	2019-2020
1A: Assess 20% of all courses offered at DMACC	17%	23%	23%
1B: Assess 50% of all disciplines offered at DMACC	64%	65%	68%

Summary and Analysis

During the 2019-20120 academic year, the college met its primary Strategic Plan goals of assessing at least 20% of courses and 50% of disciplines offered at DMACC. Participation trends are moving in the right direction. However, the Assessment Commission views participation goals as merely a means to an end. The ultimate goal is for disciplines to use assessment results to engage in continuous improvement of teaching and learning. We have made steps in the right direction here as well, and the Commission has used a required narrative form to collect evidence that assessment results are being connected to modifications in courses and programs.

*The 2018-2019 AY was the first year in the Assessment Commission’s 5-Year Plan for Assessed Courses. All program and district chairs were asked to create a schedule of assessment for courses in their disciplines. The plan positions the college to maintain acceptable levels of assessment participation moving forward.

Updates on Assessment at DMACC

Blackboard and Essential Learning Outcomes

In Spring of 2019, the DMACC Assessment Commission began migrating the process of collecting assessment data onto Blackboard. Full adoption of Blackboard rubrics and exams and Blackboard EAC (a data and reporting tool) begins during the Fall 2020 semester. This software will also facilitate the direct assessment of DMACC's Essential Learning Outcomes (ELOs). The DMACC ELOs are collegewide academic outcomes primarily used to assess the general education program and general education requirements in career and technical degrees. DMACC's Essential Learning Outcomes assessment will be assessed according to the following schedule:

Spring 2019: ELO 2 (pilot) and ELO 3 (pilot)

Fall 2019: ELO 2 and ELO 3

Spring 2020: ELO 1 (pilot) and ELO 4 (pilot)

Fall 2020: ELO 1, ELO 2, ELO 3, ELO 4; ELO 5 (pilot)

Spring 2021: ELO 1, ELO 2, ELO 3, ELO 4, ELO 5

Following the Spring 2021 semester, preliminary results will be reviewed and targeted assessments of ELOs will be scheduled.

Assessment of Program Competencies

Blackboard rubrics and exams, as well as Blackboard EAC, will also support the collecting of program competency data for the ongoing one- and five-year review processes of career and technical programs. Disciplines will align Blackboard exams and rubrics with program competencies to provide a complete picture of direct assessment in courses associated with AAS degrees, certificates, and diplomas.

Cocurricular Assessment

During the Spring 2020 assessment, DMACC began assessing cocurricular program associated with DMACC's commitment to diversity and DMACC's Essential Development Outcome (EDO) 8: Humanitarian and Civic Engagement. The primary focus on this assessment will be to determine the extent to which student learning goals associated with diversity and related to the classroom are supported in co-curricular programming outside the classroom environment.

Narrative Reporting, 2019-2020

DMACC program and district chairs submitted 218 narrative reports during the 2019-2020 academic year. Chairs are asked to review assessment results with their departments and connect the data to possible improvements to instruction and curriculum. At the time of publication, Summer 2020 narratives were still being collected. Narratives were submitted for over 200 (70%) of courses assessed during Fall 2019 and Spring 2020, documenting a range of solutions, including revising assessment tools, enhancing instructional approaches, and requesting new materials and equipment for lab course.

When chairs complete the narrative form, they are asked to address the following areas in a three-part reflective exercise:

WHAT? Explain the details of your assessment project.

SO WHAT? Analyze the results

NOW WHAT? Close the loop: what is your action plan for going forward.

What?

- Describe your assessment and scoring rubric (if applicable)
- Did you assess all sections? Describe selection of sections to assess.
- Why did you choose this assessment as the best measure for identified competencies?
- Who was involved in the review of course assessment data?

So What?

- What was your goal for this assessment
- What were the results of the assessment?
- Did you meet your goal?
- Surprises? Outliers?
- Describe areas of student success and struggle.
- If this assessment has been used multiple times, describe any differences of results.

Now What?

- What are you going to do with the information? Be specific. Change in teaching? Presentation materials?
- Supplies/equipment/tools request that will help students be more successful in the competencies they are struggling with?
- What changes need to be made to the assessment?
- If possible actions are still under consideration, identify the actions under consideration and indicate when a decision about them is expected.
- If not all sections were assessed, what is the plan to include all sections in future assessments?
- Description of dialogue among course or program-level faculty about results.

2020-2021 Assessment Changes

As the 2020-2021 academic year begins, several key changes related to use of Blackboard for assessment will be implemented. Professional development sessions, visits to department meetings, and numerous one-on-one sessions with program and districts chairs were used to provide support for the transition to electronic assignments, including rubrics and exams, as well as data reports compiled by Blackboard EAC software. All courses participating in assessment are expected to use Blackboard assignments, with certain exceptions for off-site exams and employer surveys. During the 2020-2021 year, the Assessment Commission hopes to introduce more faculty chairs to the Blackboard EAC data center and to encourage departments to engage in real-time assessment practices.

Finally, we hope the most beneficial change to the assessment process will be the reduced time to return data. Assessment results from Blackboard EAC can be download as soon as the assignment is scored and returned to the program or district chair. During this academic year, we hope to encourage departments to prioritize analysis of assessment data and incorporate discussions relevant to the narrative reports into department meetings. The goal of assessment should be to foster continuous improvement of instruction and curriculum.

