



Assessment Commission
Annual Report
2018-2019

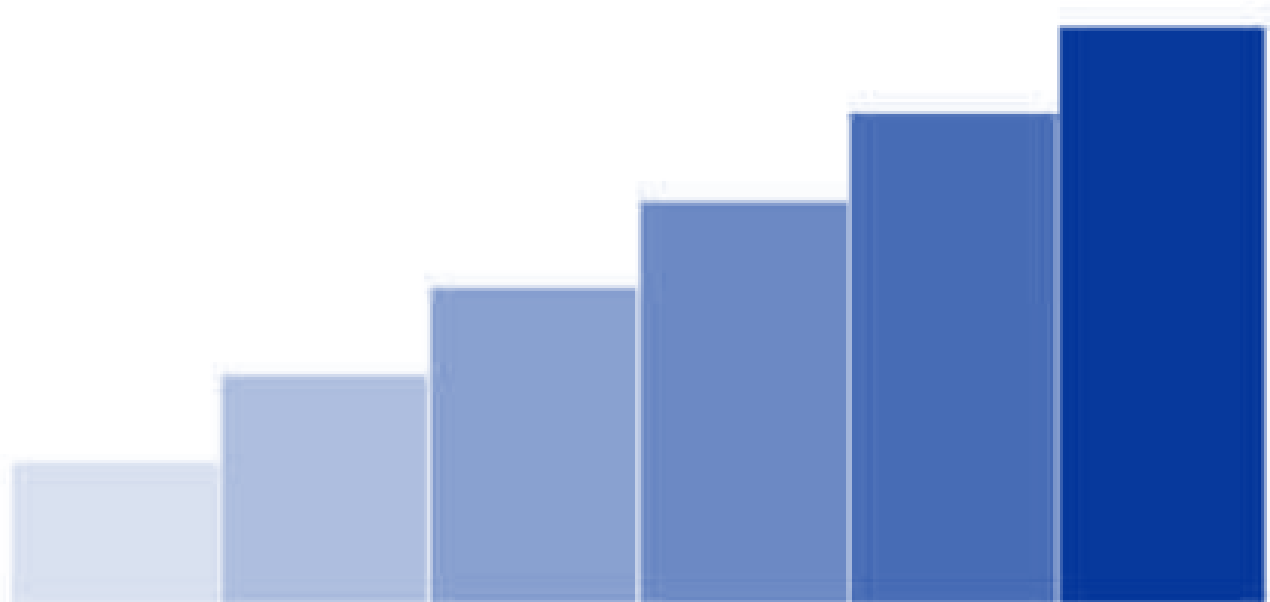


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DMACC Mission Statement

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 meaningful 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,

District Chair of Communications,
Professor of English,
West Campus

Jerry Burns,

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

Amy Christian,

Professor of Business Technology,
Carroll Campus

Carolyn Farlow,

Director of Institutional Effectiveness,
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Jenny Foster,

Dean of Industry and Technology,
Ankeny Campus

Miranda Gauthier,

Biology Instructor

Kari Hensen,

Assistant to the Vice President of Academic
Affairs,
Ankeny Campus

Polly Mumma,

Librarian/Media Specialist, Urban Campus

Andrew Neuendorf (Chair),

Associate Professor of English
and Literature, Ankeny Campus

Samantha O'Hara,

Criminal Justice Instructor

Kevin Patterson,

Program Chair of Mortuary Sciences,
Professor of Mortuary Sciences,
Ankeny Campus

Jen Rathje,

Academic Advisor, Career Advantage,
Ankeny Campus

Stefan Stoianov,

Physics Instructor

Assessment Participation Scorecards (August 2019)

This report focuses on six goals related to participation in assessment. Goals 1A and 1B are reported quarterly on DMACC's Strategic Plan Scorecard. The Assessment Commission has created additional goals first introduced in the 2017-2018 Annual Report that will be updated during the 2019-2020 academic year. The following key applies to all charts below:

(Key)

GOAL 1: Increase Participation in Assessment	Unacceptable	At Risk	Acceptable
1A: Assess 20% of all courses offered at DMACC	0-7%	8-19%	20%
1B: Assess 50% of all disciplines offered at DMACC	0-19%	20-49%	50%
1C: Assess 20% of all sections offered at DMACC	0-7%	8-19%	20%
1D: Collect data on 90% of courses active for assessment	0-65%	66-89%	90%
1E: Collect data on 90% of disciplines active for assessment	0-65%	66-89%	90%
1F: Collect data on 90% of sections active for assessment	0-65%	66-89%	90%

Three-Year Summary

GOAL 1: Increase Participation in Assessment	2016-2017	2017-2018	2018-2019
1A: Assess 20% of all courses offered at DMACC	5%	17%	23%
1B: Assess 50% of all disciplines offered at DMACC	27%	64%	65%
1C: Assess 20% of all sections offered at DMACC	4%	15%	20%
1D: Collect data on 90% of courses active for assessment	57%	97%	84%
1E: Collect data on 90% of disciplines active for assessment	43%	99%	84%
1F: Collect data on 90% of sections active for assessment	30%	82%	82%

Semester-by-Semester Participation

Goal 1	201801	201802	201803	201901	201902	201903
1A: 20% of courses	16%	13%	5%	20%	18%	9%
1B: 50% of disciplines	64%	54%	15%	60%	59%	27%
1C: 20% of sections	17%	16%	2%	23%	22%	6%
1D: 90% active courses	92%	95%	65%	100%	89%	48%
1E: 90% active disciplines	95%	97%	61%	100%	93%	51%
1F: 90% active sections	78%	88%	62%	84%	86%	41%

Summary and Analysis

Participation in assessment has increased sufficiently in respect to DMACC's institutional goals. As you can see above, participation wanes during Summer semesters, but the overall outlook is positive. During the 2018-2019 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. This can be attributed to the creation of a Five-Year Assessment plan and the improvement of districtwide communication as it pertains to assessment.

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.

Future State of Assessment at DMACC

In Spring of 2019, the DMACC Assessment Commission began migrating the process of collecting assessment data onto Blackboard. This process will also involve the wide-scale addition of an artifact-style assessment of DMACC's Essential Learning Outcomes using Blackboard rubrics. Critical Thinking (ELO Outcome #2) and Communication Skills (ELO Outcome #3) will be assessed during the Fall 2019 semester after two successful pilots were completed in Spring 2019.

The following communication from DMACC's Office of Academic Affairs in August of 2019 announcing this change begins a year-long effort by the Commission to support a districtwide effort of process improvement:

DMACC Faculty,

During the Spring 2019 semester, DMACC's Assessment Commission began a pilot program using Blackboard EAC to collect assessment data directly from Blackboard gradebooks. This pilot will be expanded in Fall 2019 to include several hundred sections and thousands of student results from courses in Liberal Arts and Social Sciences. Blackboard's EAC software automatically aggregates data, generates reports, and analyzes results pulled from rubrics and tests.

Starting in August of 2020, all assessment data will be collected by Blackboard EAC. At that time, the Assessment Commission will no longer collect Scanton data; electronic submissions via Microsoft Forms, Excel, or email; or any paper materials. This means that departments should begin preparing at least one Blackboard rubric-scored assignment or test for each course on the 5-year assessment plan (see your Blackboard Community site for this list).

Over the next year, the Assessment Commission will focus on support and guidance for this transition. Please begin working with your departments on this process and look for announcements related to training sessions. Consider universal adoption of a Blackboard assignment already in use by a faculty member in your area.

Moving assessment to Blackboard EAC will result in a more efficient process, better data, more consistency, and (once fully implemented) immediate return of results to faculty. The ultimate goal is to create sustained dialog and continuous improvement focused on teaching and learning. This cannot be achieved without a more streamlined, real-time process for collecting and reporting data.

MD Isley and Scott Ocken

Vice Presidents, Academic Affairs