



## Academic Assessment Manual

The following manual was compiled by Dr. Abby J. Hahne, Director of Assessment and Associate Professor of Chemistry for Danville Area Community College in 2019. Special thanks to Dr. Ruth Lindemann for proof-reading this document.

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## Using Assessment Results to Improve Student Learning

Assessment is “...the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (1)” It is an ongoing process which takes many forms. DACC Assessment takes place in Academic Programs, as well as Co-Curricular groups and Non-Academic departments and is a tool for determining how well we are meeting our goals and outcomes. Assessment data and results are used to inform our decisions on budgeting and continual improvement of student learning at DACC.

## Assessment Basics

### What is assessment?

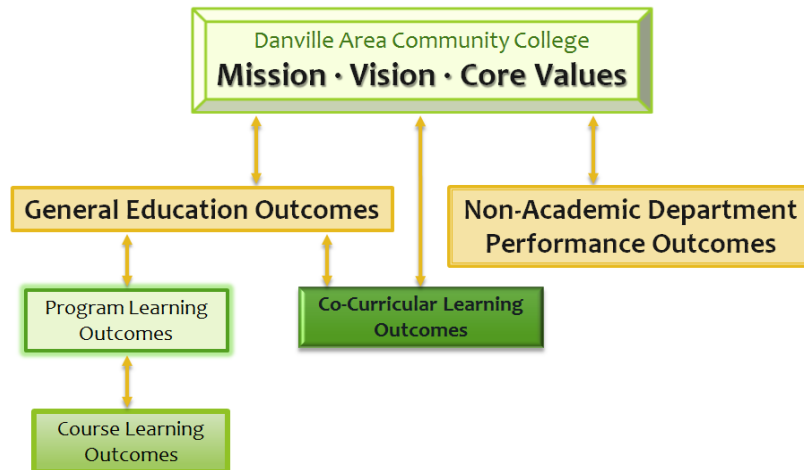
Assessment is “...the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.” (1) It is an ongoing process which takes many forms. Formative assessment is done throughout a course or program to track students’ progress and determine the best use of class time or teaching methods. Summative assessment is done at the end of a unit, benchmark, course or program to determine the overall knowledge and skills gained by a student. (2) Using both formative and summative assessments give instructors and institutions a better overall picture of student learning.

DACC Assessment takes place in Academic Programs, as well as Co-Curricular groups and Non-Academic departments and is a tool for determining how well we are meeting our goals and outcomes. Assessment results are used to inform our decisions on budgeting and continual improvement of student learning at DACC.

### Where does Academic Assessment fit?

Academic Assessment is the assessment of the Course and Program Outcomes. The Program Outcomes come from a combination of the GenEd Outcomes and any outcomes dictated by outside-accrediting bodies. From the Program Outcomes courses are able to design their outcomes. Assessment of the program is based on the information from the students in the program courses.

Academic Assessment fits alongside Co-Curricular and Non-Academic Department Assessment (see graphic below from Stacy Ehmen). The “Big Picture” of DACC comes from these three areas and guide the continual improvement on a campus-wide scale.



### Who does assessment?

Academic assessment is the responsibility of all instructors. Areas of involvement include:

1. Assessing courses on a regular basis.
2. Maintaining course outcomes by revising and updating on the course outlines and master syllabi. It is also necessary for courses taught by multiple instructors to use the same course outcomes as denoted in the course's master syllabus.
3. Working with the other program instructors to develop and review program assessment results.
4. Documenting your assessment process. The Assessment and Champion Committees provide report forms for the assessment process.
5. Serving on the Assessment Committee, as an Assessment Champion or as an assessment leader for your program.

*Without all parties involved, assessment becomes less helpful and meaningful. (3)*

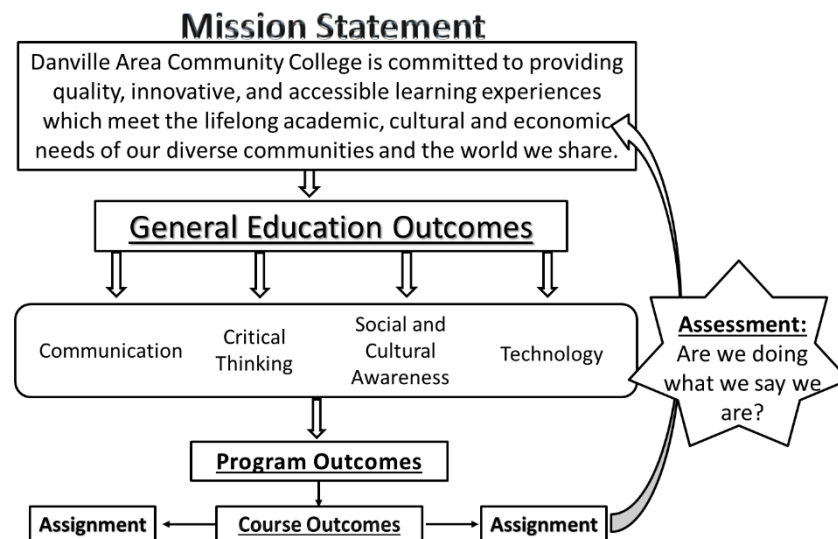
### Why is assessment important?

Assessment is a way to show if and to what extent outcomes are met. From there the information is used in different ways:

- **Course Level:** Assessment gives instructors the ability to improve their courses and monitor student learning. It can be a powerful tool when used regularly.
- **Program Level:** Assessment can show gaps in a program and help maintain consistency across courses taught by multiple instructors or modes (face-to-face, hybrid, online). Program Assessment is also used in the following ways:
  - Maintain accreditation in programs, such as Nursing or HIT.
  - Illinois Community College Board (ICCB) five-year program review which maintains our standing with the state of Illinois.
  - Ensure consistency to help maintain approval for DACC transfer courses by the Illinois Articulation Initiative (IAI) panels.
- **Institutional Level:** Assessment is done in non-academic departments, as well. The assessment of all areas helps support DACC goals and show that we are meeting our institutional outcomes. Institutional Effectiveness collects data for non-academic assessment and works with the

Assessment Committee and Assessment Champions to create the “big picture” of DACC assessment. This is used in our accreditation review by the Higher Learning Commission (HLC).

The overarching idea of assessment is to show we are doing what our course or program or institutional outcomes say we are doing. Below is a diagram (4) that illustrates the relationship between the DACC mission statement and our assessments. (3)



### General Terminology

1. **Assessment:** The process of determining if students are meeting the outcomes of a course or program with the goal of improving student learning.
2. **Closing the Loop:** The process of analyzing the effects of a change made in a course or program based on previous assessment results. Closing the loop involves making a change after an initial assessment, completing an assessment after the change and comparing the results of the first and second assessments.
3. **Co-curricular:** Learning activities, programs and campus organizations that reinforce the College’s mission and complement established undergraduate curriculum.
4. **Course outcome:** Outcomes identifying what students will be able to do after completing a course. Tie into the program outcomes.
5. **Course outline:** An instructor’s syllabus that details the instructor’s policies and the specific schedule for a semester, as well as any information unique to the course necessary for students to understand how to successfully complete the course.
6. **Curriculum Map:** A chart that ties the objectives of a program to the course(s) that teach those objectives. Can indicate the level that the information is taught, such as an introduction, reinforcement or mastery of material.
7. **General Education (GenEd) outcome:** DACC institutional outcomes for all students. The outcomes cover these topics:

- a. Communication
  - b. Technology
  - c. Critical Thinking
  - d. Social Skills and Cultural Awareness
8. **Master syllabus:** The syllabus that contains the necessary content of a course. This document is a contract with the Illinois Community College Board. The master syllabus stays the same between sections of a course, no matter the instructor or mode of teaching.
9. **Objective:** *DACC uses outcome or objective interchangeably.*
10. **Outcome:** A statement describing what students will do to show their knowledge in a course or program. Written with the following format:

The student will (verb)(content)(context).

Verb--a verb that describes what the student does to demonstrate this outcome.

Content—topic or content area

Context—any conditions or tools given to a student to complete the task

*Examples:*

The student will describe the types of matter using proper vocabulary.

The student will apply digital marketing methods to select the best digital and social media tools for the target audience to achieve optimum results.

11. **Performance indicator:** actions completed by a student that shows they have met an outcome.
12. **Program outcome:** Outcomes identifying what students will be able to do after completing courses within a program. These are more general outcomes since they cover multiple courses. Can tie into the General Education Outcomes.

### How is the assessment process designed?

The assessment process is designed by the Assessment Director along with input from the Assessment Team and Assessment Champions. These committees are composed of DACC faculty and staff which helps maintain a consistent process across academic, co-curricular and non-academic departments.

### Assessment Team

The Assessment Team meets at least once a month during the academic year, with updates throughout the summer, as necessary. General members of the Assessment Team include, but are not limited to:

- Assessment Director
- Director of Institutional Effectiveness
- Vice President/President
- Assessment Dean to the President's Cabinet
- Deans/Staff
- Faculty

## Assessment Champions

Assessment Champions are faculty members that serve as division experts and assist in designing the assessment process. Assessment Champions are led by the Assessment director with assistance of the Director of Institutional Effectiveness and the Assessment Dean to the President's Cabinet and meet once a month during the semester. They are compensated for their time with three credit hours.

Duties of an Assessment Champion are:

1. Attend the Assessment Champion meetings.
2. Use at least three hours a week to assist faculty to understand, design and analyze assessments in their courses and programs.
3. Help the Academic Assessment Director designate a faculty member to be a contact for each program or set of courses to lead other faculty in their program through the assessment process.
4. Review faculty assessments, compare to the assessment requirements and offer suggestions for improvement to faculty or outside resources to complete their assessments.
5. Collect assessments from faculty to pass onto the Director of Assessment.
6. Work with the Director of Academic Assessment and other assessment champions to create clear and concise assessment plans and forms.
7. Communicate due dates and assessment information to faculty.
8. Complete other duties as assigned that arise related to assessment as the assessment process evolves.

Please see the Assessment webpage for the current list of Assessment Champions.

## Designing Assessments

Creating an assessment stems from the overall mission of the college. The mission of DACC is

"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." (5)

From this mission statement, DACC devised four General Education Outcomes. The four outcomes are:

1. Competence in Communications.
2. Competence in Technology.
3. Competence in Social and Cultural Awareness.
4. Competence in Critical Inquiry and Problem Solving.

When students graduate from DACC they should be competent in these four areas. Your program and learning outcomes should mostly fall into each of the GenEd Outcomes. (This may not occur for a program that has predetermined outcomes and objectives from outside accrediting bodies or certificates that are required for obtaining a certificate, pass an exam or licensure.)

## Development of Academic Assessment

As the need for a more formalized method of assessment grew, DACC developed the General Education (GenEd) Outcomes which filter down to the Program Outcomes and Course Outcomes. The GenEd



Outcomes (listed below) were developed in 2003 by the Assessment Committee and directly relate to the mission, core values and vision of DACC.

- Competency in Communications
- Competency in Critical Inquiry and Problem Solving
- Competency in Social Skills and Cultural Awareness
- Competency in Technology (3)

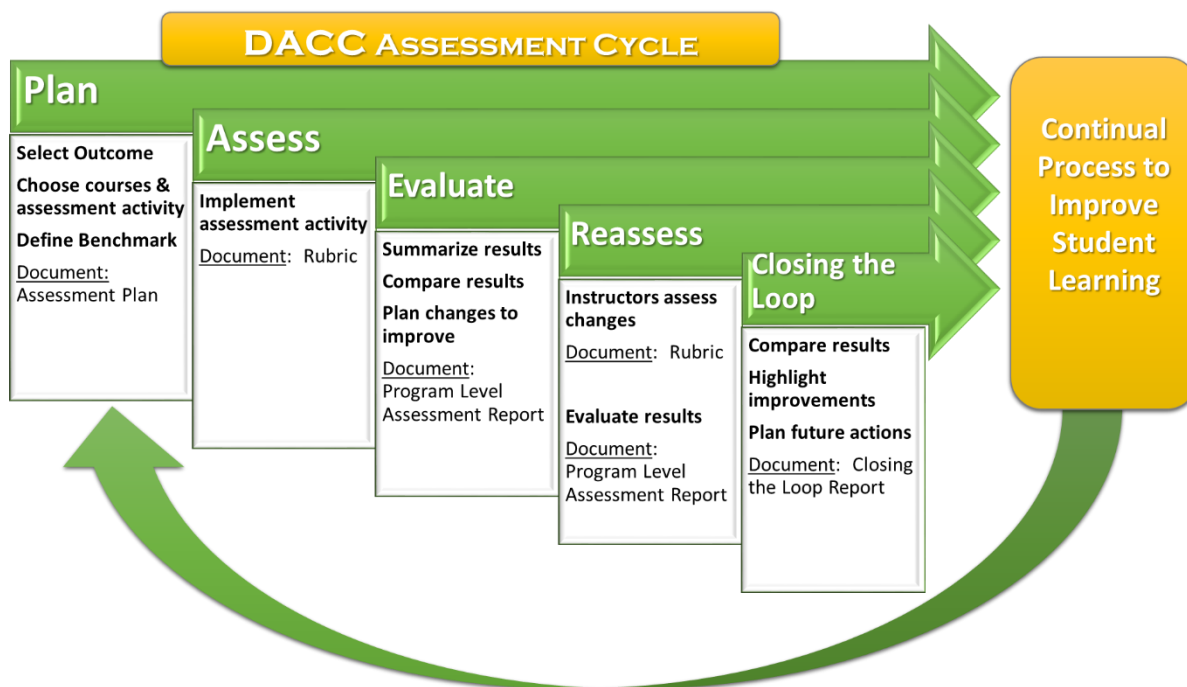
The Assessment Committee continues working with the Assessment Director and Champions to create a culture of assessment at DACC. The Academic Assessment Plan is a working document that is to be revised and refined as the needs of DACC progress and change. Assessment documents and procedures have been and will continue to be piloted and revised as the assessment cycle progresses. The Assessment Committee, Director and Champions strive to assist faculty in meaningful assessment processes for the continued improvement of student learning.

Revision Date: 8/17/2020

## DACC Assessment Process

### Overview and Assessment Schedule

Below is a graphic showing the DACC Assessment Cycle.



### Assessment Plan

The Assessment Plan is completed by the instructors in the program. It details the courses, assessment activity and benchmark of assessment for the General Education Outcome being assessed. General Education Outcomes cycle through approximately every two years.

### Assessment:

Assessing consists of: the assessment tool, evaluation of the results, improvements and then assessment of the improvements.

1. *Assessment Tool: General Education Rubric*
  - a. Each General Education Outcome has a rubric developed by subcommittees of DACC faculty. The rubrics provide consistency between each program's assessment.
  - b. While planning your program's assessment, discuss the categories of the rubric. It is not necessary to evaluate students using every category of the rubric. This is due to the variety of courses and assessment activities.
  - c. The rubric contains a short evaluation of the rubric results and a result summary table.
2. *Evaluation of Results: Program Level Assessment Report*
  - a. The results of the courses in a program are summarized and evaluated in the Program Level Assessment Report.
  - b. All instructors in a program work together to complete this report.
  - c. The information in this report is also used for the ICCB five-year program review.
3. *Improvements:*
  - a. Based on the results from the assessment, program instructors work together to plan changes for improvement.
  - b. These changes will be implemented the next time the courses are offered.
  - c. A second assessment is done using the General Education Rubric and then analyzed in a second program level assessment report.

### Closing the Loop:

Closing the Loop refers to the process of comparing the first and second assessment in an assessment cycle. Plans for the future are discussed for the program. The effectiveness of the assessment itself is also evaluated in this form. (3)

### Part 1: Assessment Planning

1. Start by reviewing your Program and Course Outcomes.
  - a. Outcomes should be measurable. See *"Writing Measurable Objectives" Quick Guide on the Assessment webpage*.
  - b. Make sure that Course Outcomes match the Master Syllabus online.
  - c. Make sure that courses of the same type are using the same Course Outcomes.
2. Plan your assessment activity with your program.
  - a. Assessment activities tie students' coursework to program outcomes.
  - b. Assessment activities should be general enough that they can be applied to each course but specific enough that it is clear how you will conduct the assessment.
  - c. Author L. Dee Fink (6) (p.98-99) frames assessment in this way:
    - i. "What am I trying to prepare students to do?"
    - ii. What is it I am trying to determine that students are ready or not ready to do?
    - iii. As a result of having studied and learned x, is the student ready to do y?"
3. Decide an appropriate benchmark.
  - a. What percentage of students would you expect to "pass" your assessment?
  - b. What level of achievement is expected?

- c. This may be dependent upon outside standards (such as if you are certificate program with an outside body that provides standards for students). (3)

### Assessment Planning Form

Below is the Assessment Planning form. This form is available to download in the Assessment Resources.

#### Step 1: Plan

2020-2022 Type in Program Name Here. [Assessment Plan](#)

General Education Outcome Assessed: [Click to Choose Gen Ed Outcome Being Assessed.](#)

Program Outcome: Type in Program Outcome Here.

Courses & Sections Assessed	Campus	Course Outcome Assessed: <i>Students will be able to....</i>	Modality Assessed	Assessment Activity	Program Established Benchmark
	Choose an item.		Choose an item.	Click or tap here to enter text.	
	Choose an item.		Choose an item.		
	Choose an item.		Choose an item.		
	Choose an item.		Choose an item.		
	Choose an item.	<i>You may add to this table by copying and pasting this row.</i>	Choose an item.		

1. Describe your reasoning for choosing this assessment activity.
2. How was the Program Established Benchmark determined? (Does this relate to an outside body's standards?)

### Assessment Planning Form Instructions

1. Fill in the Program Name, GenEd and Program Outcome at the top of the form.
2. Courses & Sections Assessed: List the courses chosen to be part of the assessment. List the course by its code and section, such as CHEM101B. It may be helpful to consult the Course to Program Curriculum Map to determine which courses are involved in the assessment.
3. Campus: Click in the box next to a course to select its location. The options are:
  - a. DACC
  - b. High school
  - c. DOC
  - d. Hoopeston
  - e. Georgetown
4. Course Outcome Assessed: List the course outcome that is assessed based on the selected GenEd. This outcome should come from the course outcomes listed in the Course Outline and Master Syllabus.
5. Modality Assessed: The modality is the course format. Click in the box to select one of the following from the drop-down menu:
  - a. In-Person
  - b. Online
  - c. Hybrid

6. Assessment Activity: Describe the assessment activity for the program. See above for helpful hints. Remember that the activity should be general enough that multiple courses could use it but specific enough that it is clear what is happening.
  - a. Example Activity 1: 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.
  - b. Example Activity 2: Each course will embed a problem into assignments, quizzes or exams utilizing proper use of symbolic forms and mathematical terminology.
7. Program Established Benchmark: List the benchmark for the program. Make sure that it is specific. If you write "Students will achieve an 80%," does that mean students receive an 80% on the assignment or that 80% of the students pass?
  - a. Example Benchmark 1: Students will receive an 85% or better grade on their terminology communication assessment.
  - b. Example Benchmark 2: 80% of students will achieve in the "Understanding" or higher level based on the Gen Ed Rubric.
8. Answer the questions about your assessment plan.
9. Saving the file: Use the following file name and replace the items in red with the appropriate information.
  - a. AssessPlan\_GenEd\_program\_MM.DD.YYYY
  - b. Gen Ed abbreviations:
    - i. Communications = Comm
    - ii. Technology = Tech
    - iii. Critical Thinking = CT
    - iv. Social Skills and Cultural Awareness = SCA
10. Send the Assessment plan electronically to your Assessment Champion.

## Assessment Planning Examples

### 2020-2022 Biology Program. Assessment Plan

#### General Education Outcome Assessed: Communication

**Program Outcome:** Utilize discipline-related terminology

Courses & Sections Assessed	Campus	Course Outcome Assessed: Students will be able to....	Modality Assessed	Assessment Activity	Program Established Benchmark
BIOL 100	DACC	Use appropriate terminology to communicate biological principles	In-Person DoC	Each course will select a set of terminology that appropriately aligns with the course objectives. These terms will be imbedded within homework assignments, quizzes, and/or exams.	80% of the students will achieve an 80% or better on these outcomes.
BIOL 102	DACC	Describe and/or identify the basic intermolecular forces associated with biological systems as used to build macromolecules and stabilize important structures	In-Person Hybrid		
BIOL 103	DACC	Write using scientific format	In-Person		
BIOL 104	DACC	Discuss the impact humans are having on biodiversity through environmental changes	In-Person		
BIOL 105	DACC	Describe characteristics of different biomes, ecosystems, communities, habitats and niches.	In-Person		
BIOL 136	DACC	Define anatomical and physiological terminology of the human body	In-Person Hybrid		
BIOL 137	DACC	Define anatomical and physiological terminology of the human body	In-person Hybrid		
BIOL 140	DACC	Apply terminology related to microbiology	In-Person hybrid		

#### 1. Describe your reasoning for choosing this assessment activity.

We expect all of our students leaving the Biology program to adequately communicate using basic biological terminology and principles. This is also an important outcome for those students that are going to be progressing into other biological or allied health related courses.

#### 2. How was the Program Established Benchmark determined? (Does this relate to an outside body's standards?)

The Biology Faculty determined that an 80% achievement level is a reasonable goal for students to successfully pass the course and be adequately prepared for the sequential biology or allied health course.

## 2020-2022 Accounting Assessment Plan

General Education Outcome Assessed: Communication

**Program Outcome:** Students will illustrate effective and professional written/oral communication within the business environment.

Courses & Sections Assessed	Campus	Course Outcome Assessed: <i>Students will be able to....</i>	Modality Assessed	Assessment Activity	Program Established Benchmark
BACC100	DACC	Apply accounting terminology necessary to effectively communicate in the business environment.	Hybrid	Each course section will select terminology that aligns with the course objective. These terms will be imbedded within homework assignments, exams, and/or class discussion.	70% of students are at a proficient level
BACC100	DACC	Apply accounting terminology necessary to effectively communicate in the business environment.	Online		
CACC101	DACC	Apply accounting terminology necessary to effectively communicate in the business environment.	In-Person		
CACC101	DACC	Apply accounting terminology necessary to effectively communicate in the business environment.	Online		
CACC101	High School	Apply accounting terminology necessary to effectively communicate in the business environment.	In-Person		

1. Describe your reasoning for choosing this assessment activity.

Understanding terminology is a thread throughout the accounting program.

2. How was the Program Established Benchmark determined? (Does this relate to an outside body's standards?)

Benchmark level was determined through departmental discussion.

## Part 2: Assessment

### Rubrics

In an effort to create a consistent assessment process, rubrics for each of the GenEd Outcomes were developed by DACC faculty. The rubrics are designed to assess students as if they were completing their Associates degree. The rubrics are shown below. The complete rubric file is available on the Assessment webpage. Faculty may choose to use all of the rubric categories or fewer; however, the use of the rubric in a program's assessment should be consistent for that year's assessment. This will give a better overall comparison of the results for the program as a whole, rather than just per course.

## Communication

Communication can be written or oral. Faculty may frame the type of communication based on what is appropriate for their degree. For example (but not an exhaustive list), composition courses may use essays or papers; speech courses may use an oral speech or presentation; or science courses may use lab reports.

### DACC Communications Rubric

Student \_\_\_\_\_  
 Faculty \_\_\_\_\_ Course \_\_\_\_\_ Section \_\_\_\_\_ Term \_\_\_\_\_  
 Assignment \_\_\_\_\_

	Needs Improvement	Developing	Competent	Exceptional
<b>ORGANIZATION</b> 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
<b>CONTENT</b> 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
<b>MECHANICS</b> 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
<b>PRESENTATION</b> 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

## Critical Thinking

Below is the Critical Thinking rubric. Critical Thinking aims to look at three main areas of problem solving: Understanding of the issue, Use of evidence and Position or Solution.

### DACC Critical Thinking Rubric

Student \_\_\_\_\_ Faculty \_\_\_\_\_  
 Course \_\_\_\_\_ Section \_\_\_\_\_ Term \_\_\_\_\_  
 Assignment \_\_\_\_\_

	NEEDS IMPROVEMENT	DEVELOPING	COMPETENT	EXCEPTIONAL
<b>UNDERSTANDING OF THE ISSUE OR PROBLEM</b> -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
<b>USE OF EVIDENCE</b> -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
<b>POSITION OR SOLUTION</b> -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.**



### *Social Skills and Cultural Awareness*

Social Skills and Cultural Awareness can be viewed from a couple of different ways. One way is by looking at how the cultural around us is incorporated in a course/program. For example, a course/program could incorporate current social issues into their curriculum or look at how students use and build relationships in class. Another way to view this outcome is by looking at the expected culture of a career. For example, science labs must follow appropriate safety procedures and documentation processes—so one could assess students' understandings of this culture.

### DACC Cultural Awareness and Social Skills Rubric

Student \_\_\_\_\_

Faculty \_\_\_\_\_

Course \_\_\_\_\_ Section \_\_\_\_\_ Term \_\_\_\_\_

Assignment \_\_\_\_\_

	Low Awareness	Awareness	Understanding	Using/Benefiting from	N/A
<b>Cooperation</b>	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
<b>Professional or Ethical Behavior</b>	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
<b>Personal Understanding/ Point of View</b>	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
<b>Cultural Understanding</b>	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

The assessment of technology should be based on what is used commonly in your courses/programs. Technology encompasses a wide variety of tools used within a course/program. Technology could be use of computers or the internet, equipment or instrumentation, calculators or software (not an exhaustive list).

**DACC Technology 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	<i>does not meet assignment expectations</i>	<i>approaches assignment expectations</i>	<i>meets assignment expectations</i>	<i>exceeds assignment expectations</i>
3. Completes technologically associated tasks as assigned.	<i>does not meet assignment expectations</i>	<i>approaches assignment expectations</i>	<i>meets assignment expectations</i>	<i>exceeds assignment expectations</i>
4. Independently uses the technology	<i>needs substantial assistance</i>	<i>needs some assistance</i>	<i>minimal or no assistance needed</i>	<i>minimal or no assistance needed, and assisting others</i>

5. Safely and ethically uses the technology

☐ No ☐ Yes

☐ No ☐ Yes

☐ **Not Applicable**

6. Exhibits innovation, thinking outside the box, or exceptional resourcefulness

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

## Rubric Instructions

- Download the General Education Rubric** from the DACC Assessment webpage. The rubrics are under the Faculty Forms and Due Dates menu.
- Filling out the rubric.
  - View the rubric in worksheet named "Student Rubric." This gives the level of achievement for each category in the rubric. *Remember that based on your program's assessment plan, you may not use every category of the rubric.*
  - "Class Results" records the ranking for each student.
    - List the student name or ID number.
    - For each category, click the drop-down menu to select the student's level of achievement.
- Record how you ranked the students into each category. For example (using the Navigating Processes rubric above):
  - How did you put a student into the beginning versus Progressing Level for Using Technology?
  - Which categories of the rubric did you use? *While all categories may be used, it is not required to use all rubric categories, just those applicable to your assessment.*

- c. The level of detail you include should be enough for you to come back to the rubric at a later date and complete the assessment again or for a co-worker to complete the assessment as you did.
4. The “Results Summary” worksheet will automatically tally the results from the class results.
5. **Once completed:**
  - a. Save the rubric with the following file name: **GenEdrub1\_course\_instructor\_YYYY**
    - i. Replace the text in red with the appropriate information.
      1. Gen Ed abbreviations:
        - a. Communications = Comm
        - b. Technology = Tech
        - c. Critical Thinking = CT
        - d. Social Skills and Cultural Awareness = SCA
      2. Rubric Number
        - a. Assessment 1: use “rub1”
        - b. Assessment 2 or Reassessment: use “rub2”
      3. Course: use the course code and section
      4. Instructor: Last name of instructor of the course.
      5. YYYY: fill in four-digit year.
    - ii. Ex: Commrub1\_CHEM101B\_Hahne\_2020
  - b. Send to your division’s Assessment Champion.
    - i. Contact Info for Assessment Champions can be found on the DACC Assessment webpage under the Assessment Contacts menu.

### Rubric Examples

Examples are available on the Assessment webpage.

### Part 3: Assessment Review and Implementing Improvements

Once the assessment is completed for all courses in the program’s assessment plan, the results are compiled into the Program Level Assessment Report (PLAR). The PLAR will be used to compare and contrast results, identify patterns in the data and highlight unexpected results. After analyzing the data, the program will plan changes with the aim of improving students’ learning. These changes will be implemented the next time the course is offered. Another assessment, Assessment 2 or Reassessment, will be done to observe the effects of the changes.

## Program Level Assessment Report Form

### Program Level Assessment Report

Work with the instructors in your program to complete this form. Send this form and the rubrics to your champion.

**Program:** Type in Program Here.

**Semester:** ☐ Fall ☐ Spring **Year:** Type in Year (YYYY).

#### General Education Outcome Assessed:

Click in the box next to the General Education Outcome being assessed.

	General Education Outcome
<input type="checkbox"/>	Communications
<input type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	Social & Cultural Awareness
<input type="checkbox"/>	Technology

**Program Outcome:** Type in Program Outcome Here.

*If more than one program outcome is assessed, please include information for each outcome in this form.*

**Faculty Member(s) Preparing Report:** Type in Faculty Members Here.

**Assessment Date(s)/Semester:** Type Date(s)/Semester of Assessment

#### Course Demographics:

Fill in the table with the information about the courses in this assessment.

Courses & Sections Assessed	Campus	Course Outcome Assessed: Students will be able to....	Modality Assessed	Number of Students Assessed
	Choose an item.		Choose an item.	

#### Assessment Activity Information:

Assessment Activity	Program Established Benchmark
Click or tap here to enter text.	
How does the assessment activity show whether students are meeting the program outcome being assessed?	
Click or tap here to enter text.	

#### Assessment Results:

*Copy the data table in the "Result Summary" tab of the Gen Ed Rubric for each course.*

**Course:** Click to enter Course Title.

Insert data table here.

**Course:** Click to enter Course Title.

Insert data table here.

#### Program Assessment Result Evaluation

1. Describe any patterns observed in the data based on the modality, section, campus and/or course level (such as an introductory versus an advanced course). Please use the numerical data from the Assessment results to aid in your description.
2. Do the program's course results meet the benchmark? Why or why not?

## Plan Changes

*Describe the changes will you make to your course(s) based on the results from Assessment 1.*

1. Work with the instructor(s) to determine changes based on the results from Assessment 1.
  - a. It can be acceptable not to make changes if students are reaching the benchmark, but the future assessment should look for consistency.
  - b. Most courses should implement a change. For any course not implementing changes, state that no changes will be made but you will look for consistency in results.
2. Enter this information into the table.

Courses & Sections Assessed	Changes to Assessment Activity for Assessment 2
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.

## General Program Information

3. What other program changes/improvements have occurred in the last year? (curriculum, course sequencing, student support, etc.)  
Click or tap here to enter text.
4. Why were those changes made? (student assessment, low student success/retention, enrollment concerns, advisory input, IAI, job market changes, etc.)  
Click or tap here to enter text.
5. 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?  
Click or tap here to enter text.
6. Based on these student assessment results, is there additional institutional support including funds, personnel, or other resources, that are needed for your program? Explain.  
Enter Reasoning Here

## Champion Comments

Please include any information about:

7. Date the form was initially received: Click or tap to enter a date.
8. Feedback to faculty preparing the form, including revision suggestions. *Share these suggestions with the program.* Click or tap here to enter text.
9. Date revisions were accepted: Click or tap to enter a date.

*Once revisions are complete, Champions upload to appropriate folder in shared drive. Please email your Dean to review the forms and rubrics.*

## Dean Input

10. Click or tap here to enter text.

## Program Level Assessment Report Form Instructions

1. Fill in the general program assessment information at the top of the form. This includes: Program Name, Semester and year, GenEd Outcome, Program Outcome, Faculty preparing the form, and assessment date(s).
2. Course Demographics  
The course demographics give the Courses & Sections Assessed, Campus, Course Outcomes assessed, course modality and the number of students assessed in each course. This part of the form is similar to the Assessment Planning form.

3. Assessment Activity Information: List the assessment activity and program established benchmark from the Assessment Planning form. Relate the assessment activity to the Program Outcome by answering the question: How does the assessment activity show whether students are meeting the program outcome being assessed?
4. Assessment Results:  
List the Assessment Results for *each course* using the data table in the “Result Summary” tab of the Gen Ed Rubric. Copy and paste the data table into the program review form.
5. Program Assessment Result Evaluation:  
This section describes the results by identifying patterns in the data and describing the extent to which the program’s results meet the benchmark. Answer the following questions in this section:
  1. Describe any patterns observed in the data based on the modality, section, campus and/or course level (such as an introductory versus an advanced course). Please use the numerical data from the Assessment results to aid in your description.
  2. Do the program’s course results meet the benchmark? Why or why not?
6. Plan Changes:  
Planning changes is done with the aim to improve students’ learning. Use the assessment results and work with the other instructors in your program to determine how you can change the assignment assessed to further improve. These changes will be recorded and implemented the next time the course is taught. Then a reassessment (Assessment 2) will be done to observe if the changes resulted in an improvement.
  - a. Work with the instructor(s) to determine changes based on the results from Assessment 1.
    - i. It can be acceptable not to make changes if students are reaching the benchmark, but the future assessment should look for consistency.
    - ii. Most courses should implement a change. For any course not implementing changes, state that no changes will be made but you will look for consistency in results.
  - b. Enter this information into the table.

Courses & Sections Assessed	Changes to Assessment Activity for Assessment 2
	Click or tap here to enter text.
	Click or tap here to enter text.

*Examples of a changes:* Improving instructions for an assignment. Adding an assignment or question that more specifically relates to the outcome assessed. Spending more time on a topic in class to help clarify or expand students’ understanding. Using a different teaching technique, experiment or equipment for the assignment assessed.

7. General Program Information:  
Answering the questions in General Program Information section will aid the division Dean in planning the division budget, identifying needs for the programs and preparing the Five-Year ICCB Program Review.
8. Champion Comments:

Champions will look through the program review form and offer suggestions to help programs present their assessments clearly and completely. The champion will record their comments here and then share this information with the program. After revisions are made and accepted, the champion lists the acceptance date. After completing this, champions upload the form into the shared folder and contact the Dean for their review of the form.

Dean Input:

The division dean may include comments for the program or for personal reference.

9. Saving file: Save the course and program forms as follows, changing only what is in red. Use abbreviations for the GenEd given in the Assessment Planning form section.
  - a. General file saving format: PLAR1 or 2\_GenEd\_program\_MM.DD.YYYY  
Gen Ed abbreviations:
    - i. Communications = Comm
    - ii. Technology = Tech
    - iii. Critical Thinking = CT
    - iv. Social Skills and Cultural Awareness = SCA
  - b. Example: PLAR1\_Comm\_PhysicalScience\_2020
10. Submit the form to your Assessment Champion electronically.

#### Part 4: Assessment 2 (Reassessment)

Assessment 2 (or Reassessment) allows the program to observe the effects their changes made after analyzing the results from Assessment 1. This is done using the same assessment technique as Assessment 1 or the initial assessment. The idea is to keep the process of the assessment the same, while implementing the changes outlined in the PLAR.

For example, I decided to add clarifying instructions to the assignment used in my assessment. When I complete Assessment 2, I will assess the updated assignment using the rubric in the same way I did for Assessment 1. *The only thing that the instructor changes in this example is the instructions of the assignment. The assessment using the rubric is the same as it was in Assessment 1. This helps the focus stay on the improvement made and how it affects student learning.*

Assessment 2 can be completed within the same semester or the next time the course is offered, depending on the nature of the assessment. This is what would be decided by the program instructors during the planning phase.

**Once Assessment 2 is completed, the PLAR is completed again. This gives a summary of the results in a clear and concise format.**

#### Part 5: Closing the Loop

Closing the Loop is the process of comparing the results of Assessments 1 and 2 to observe how the changes made after Assessment 1 impact student learning. The data from Assessments 1 and 2 are compared and analyzed. Improvements are proposed and the assessment is analyzed. Instructors and Program directors use the information to continually improve their programs and courses.

## Closing the Loop Form

### 2020-2022 Closing the Loop Report

**General Education Outcome Assessed:** Click to select GenEd.

**Program Outcome:** Click or tap here to enter text.

**Assessment 1 Date:** Click or tap to enter a date. **Assessment 2 Date:** Click or tap to enter a date.

**Instructor(s) Preparing Form:** Click or tap here to enter text.

1. Describe the assessment activity from Assessment 1.  
Click or tap here to enter text.
2. What changes/improvements did you make after Assessment 1?  
Click or tap here to enter text.
3. Compare the results from Assessments 1 and 2.  
Click or tap here to enter text.



4. Complete the table.

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
	Choose an item.				
	Choose an item.				
	Choose an item.				Copy and paste this row to expand the table.

- a. What stands out in your results?  
Click or tap here to enter text.
- b. What are possible explanations for what you observed?  
Click or tap here to enter text.
5. As a result of your assessments, what are the next steps for your courses or program?  
Click or tap here to enter text.
6. How would you rate the effectiveness of your assessment(s)? Did it measure what you thought it would? What are proposed changes for future assessments?  
Click or tap here to enter text.

After completing this form: Send the form electronically along with the Assessment 2 PLAR to the division Assessment Champion.

## Closing the Loop Form Instructions

1. Download the Closing the Loop form from the DACC Assessment website.
2. Complete the form using the assessment results from the courses in the program.
  - a. Remember that this form is comparing the results overall between Assessment 1 and Assessment 2.
  - b. Answer the questions as completely as possible.



- c. Use the data from the table (the percentages meeting the benchmark and the percentage of change) to describe the results. Do not only list the numbers but described *why* these results occurred.
  - d. When identifying next steps and changes refrain from stating “No change”. There are always improvements that can be made. Changes do not have to be monumental, but should aim to improve students’ learning.
  - e. Rating the effectiveness of the assessment is done to improve the overall process of assessment. This is a way to think through the process and look for areas of difficulty. Any comments could be used by your program to improve your assessment strategies or may be used by the Assessment Team and Champions to improve the DACC assessment process.
3. Saving the file:
- Use the following file name to save the Closing the Loop form. Fill in the red text with the appropriate information.
- a. General file name: CTLform\_**GenEd\_program\_YYYY**
- Gen Ed abbreviations:
- i. Communications = Comm
  - ii. Technology = Tech
  - iii. Critical Thinking = CT
  - iv. Social Skills and Cultural Awareness = SCA
- b. Example: CTLform\_CT\_Accounting\_2020
4. Submit to your Assessment Champion along with the Program Level Assessment Report.

#### Closing the Loop Examples

Examples may be found on the Assessment webpage.

## Works Cited

1. **Great Schools Partnership.** Assessment. *The Glossary of Education Reform*. [Online] November 10, 2015. [Cited: July 2, 2019.] <https://www.edglossary.org/assessment/>.
2. **What is the difference between formative and summative assessment?** [Online] 2019. <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>.
3. **Hahne, Abby J.** DACC Academic Assessment Process. *MSHP Faculty Induction Manual*. Danville, IL : DACC, 2020.
4. **Hahne, Abby J.** "Where Does Assessment Fit?". *Improving Student Learning Through Assessment*. [Spring 2020 Faculty & Staff Inservice]. Danville : DACC, January 2020.
5. **Danville Area Community College.** *Danville Area Community College College Catalog 2019-2020*. Danville : Danville Area Community College, 2019.
6. **Fink, Dee L.** *Creating Significant Learning Experiences: An Integrated Approach to Designing College College*. San Francisco : Jossey-Bass, 2013.