Assessment Commission

Annual Report

2017-2018

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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. The team consists of ten faculty, representing Arts and Sciences as well as Career and Technical Education areas; three administrators; and one Career Advantage advisor.

Commission Members

Beth Baker-Brodersen,
District Chair of Communications,
Professor of English,
West Campus

Ryan Binney,
Culinary Instructor, Newton Campus

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

Amy Christian,
Professor of Business Technology,
Carroll Campus

Jessica Cole,
Program and District Chair of Criminal
Justice/Professor of Criminal Justice,
Ankeny Campus

Katherine Dowdell,
District Chair of Behavioral Sciences,
Professor of Psychology,
Ankeny Campus

Carolyn Farlow,
Director of Institutional Effectiveness,
Ankeny Campus

Jenny Foster,
Associate Dean of Industry and Technology,
Ankeny Campus

Kari Hensen,
Associate Dean of Science, Engineering,
Math, and Social Sciences,
Ankeny Campus

Polly Mumma,
Librarian/Media Specialist, Urban Campus

Andrew Neuendorf (Chair),
Associate Professor of English
and Literature, Ankeny Campus

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

Dan Petrak,
Professor of Mathematics,
Faculty Liaison to Distance Learning,
Ankeny Campus

Jen Rathje,
Academic Advisor, Career Advantage,
Ankeny Campus

Assessment Commission Scorecard (August 2018)

This report focuses on four goals (and fourteen total sub-goals) established by the Assessment Commission. Each goal is analyzed separately over the proceeding pages (See Appendix on page 19 for a scorecard key).

GOAL 1: Increase Participation in Assessment	August 2017	August 2018
1A: Assess 20% of all courses	5%	17%
1B: Assess 50% of all disciplines	27%	64%
1C: Assess 20% of all sections	4%	15%
1D: Collect data on 90% of participating courses	57%	97%
1E: Collect data on 90% of participating disciplines	43%	99%
1F: Collect data on 90% of participating sections	30%	82%
GOAL 2: Assess Collegewide Outcomes	**August 2017**	**August 2018**
2A: Report data on Essential Learning Outcomes	N/A	0%
2B: 5-Year evaluations include revised program competency assessment grid	N/A	0%
GOAL 3: Focus on Improvement (i.e. Closing the Loop)	**August 2017**	**August 2018**
3A: Annual report emphasizes improvements to curriculum and instruction	0%	100%
3B: Facilitate on-going training related to assessment	0%	89%
3C: Share best practices and assessment models on Assessment Commission webpage	N/A	0%
GOAL 4: Maintain Faculty-Driven Assessment	**August 2017**	**August 2018**
4A: Commission follows continuous improvement model (Four teams reporting monthly and completing projects based on Goals 1-3)	N/A	50%
4B: Post policies, processes, planning, and key documents on Assessment Commission webpage.	N/A	50%
4C: Implement district/program chair Scantron data processing	N/A	0%

Goal 1 Summary

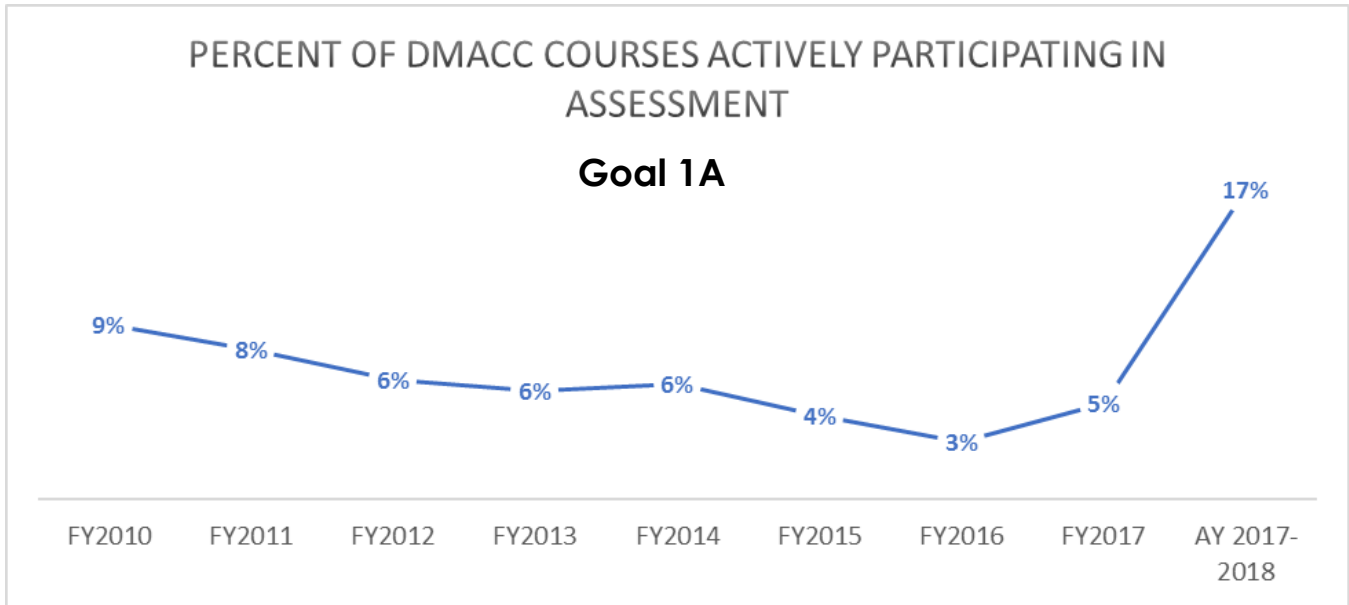| *GOAL 1: Increase Participation in Assessment	August 2017	August 2018
1A: Assess 20% of all courses (**DMACC Strategic Plan Scorecard Goal**)	5%	**17%** **(177 out of 1065)**
1B: Assess 50% of all disciplines (**DMACC Strategic Plan Scorecard Goal**)	27%	**64%** **(71 out of 111)**
1C: Assess 20% of all sections	4%	**15%** **(1305 out of 8805)**
1D: Collect data on 90% of participating courses	57%	**97%** **(177 out of 183)**
1E: Collect data on 90% of participating disciplines	43%	**99%** **(71 out of 72)**
1F: Collect data on 90% of participating sections	30%	**82%** **(1305 out of 1592)**

Summary: The 2017-2018 academic year saw improvement in every aspect of assessment participation. The Assessment Commission attributes this progress to the following:

- A change in communication strategy with faculty and administration

- The creation of a "Program and District Chair Org Chart" and distribution list

- The positioning of faculty on the front lines of assessment work

- The creation and execution of commission-level policies intended to standardize and enforce assessment procedures

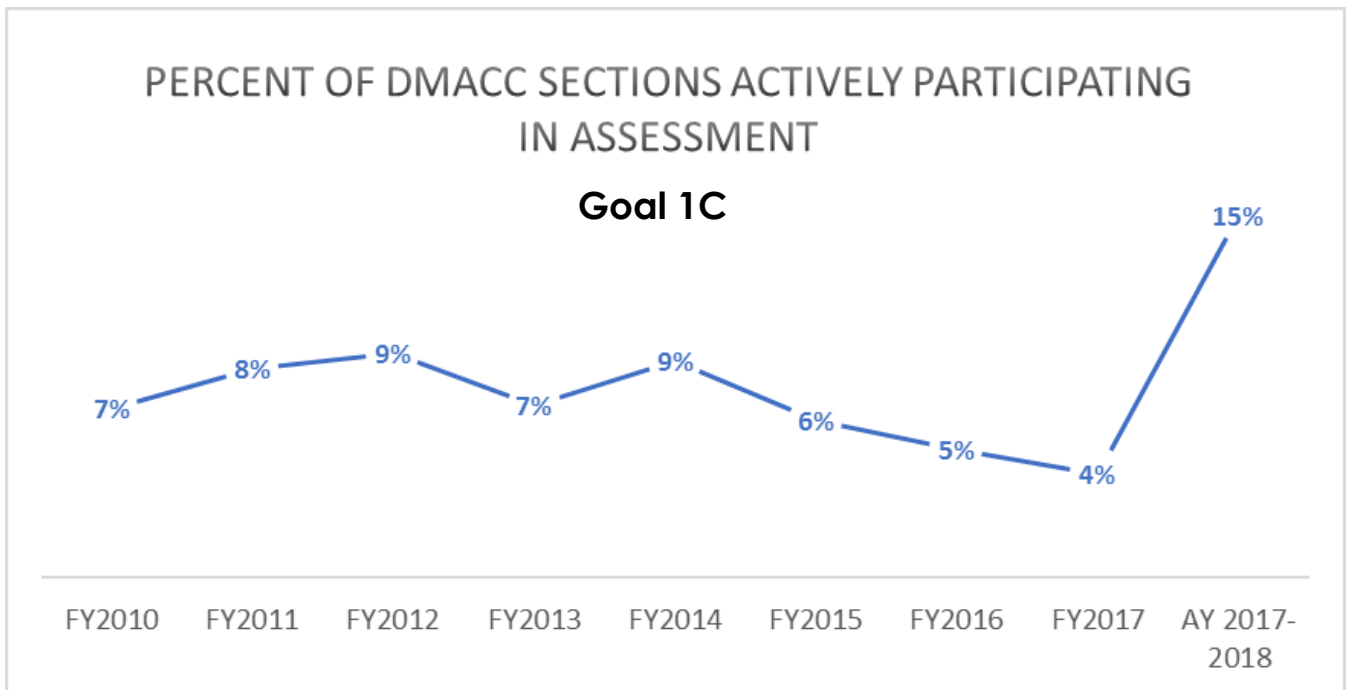- The simplification of the data submission process

The Assessment Commission anticipates moving all six of these metrics into green territory by August 2019 (See "Goal Projections for August 2019" on page 18).

*Goals 1A and 1B are goals connected to DMACC's Strategic Plan Scorecard. Goals 1C-1F were added by the Assessment Commission as important complements to the Scorecard goals. In particular, Goals 1D-1F are vital in supporting Goals 1A-1C, which cannot be achieved without 90% participation from faculty. This was determined by using the 5-year plan to project future levels of participation.

Participation Trends, 2010 to the Present*

PERCENT OF DMACC COURSES ACTIVELY PARTICIPATING IN ASSESSMENT

Goal 1A

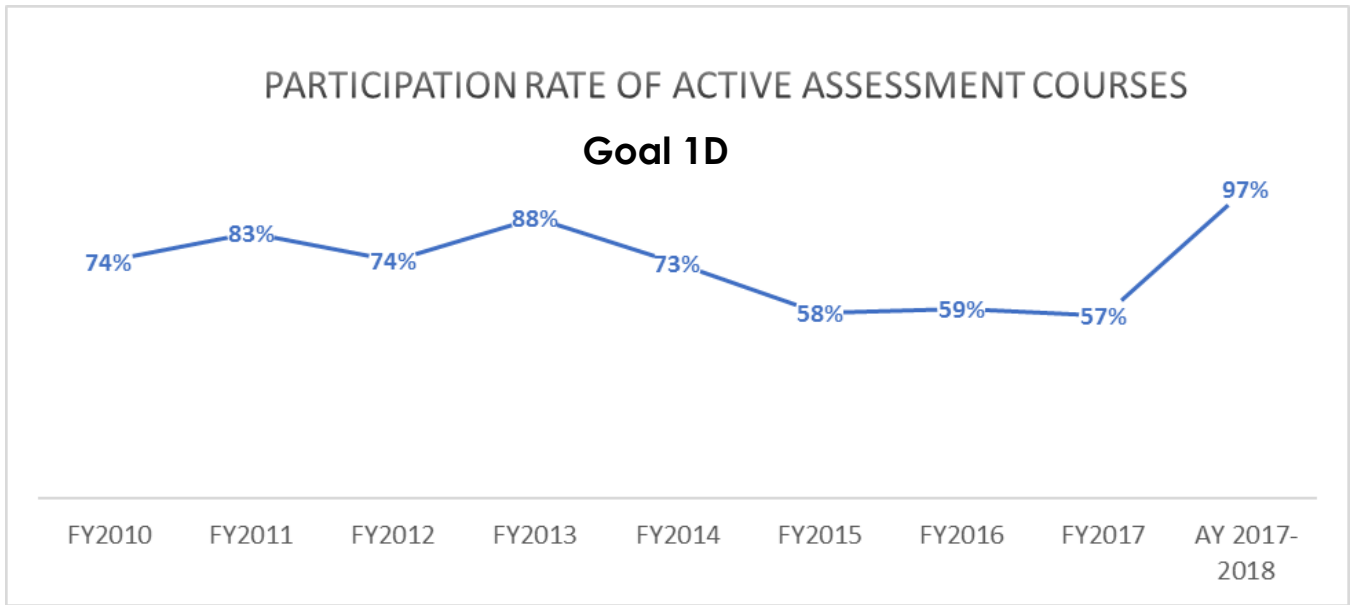| FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	AY 2017-2018
9%	8%	6%	6%	6%	4%	3%	5%	17%

DMACC's Strategic Plan Scorecard determines that 20% of courses should be actively participating in assessment. During the 2017-2018 academic year, 183 distinct courses submitted assessment data, an increase of 83% from FY2017.
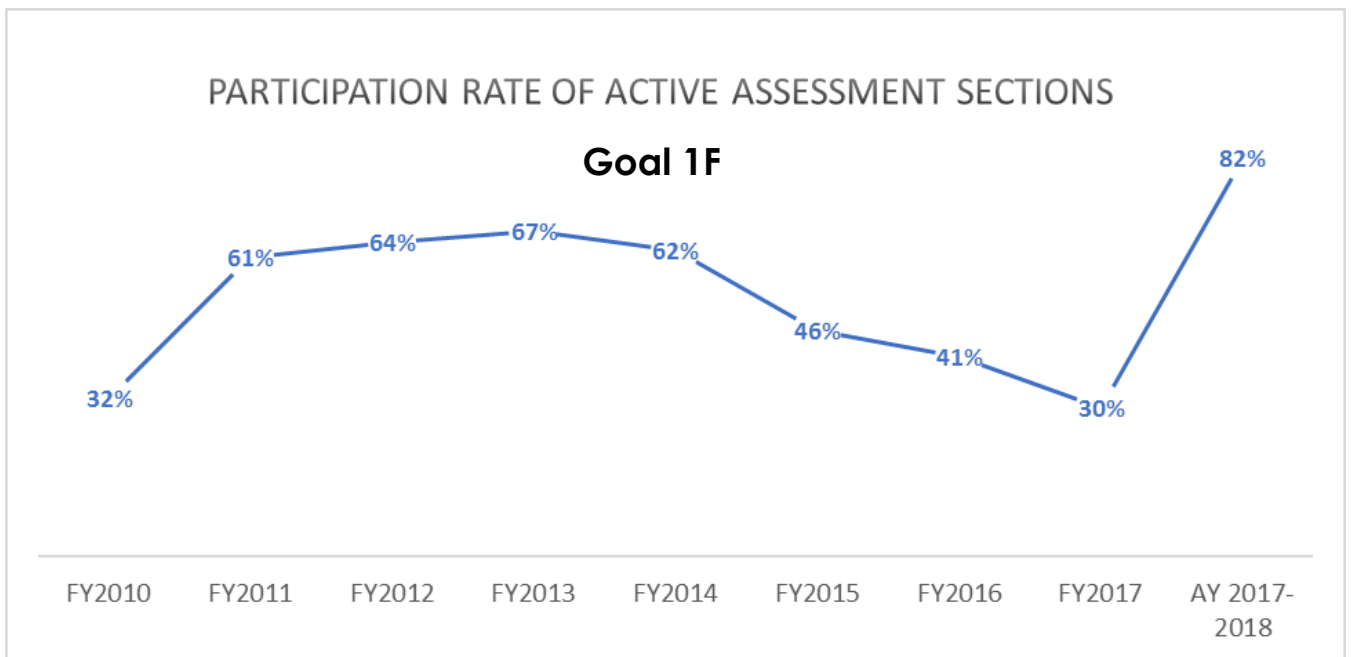
PERCENT OF DMACC SECTIONS ACTIVELY PARTICIPATING IN ASSESSMENT

Goal 1C

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	AY 2017-2018
7%	8%	9%	7%	9%	6%	5%	4%	15%

In FY 2017, only 239 sections submitted data. That number increased to 1,298 for the 2017-2018 academic year.

* The Assessment Commission now reports annually based on academic year, not fiscal year. "AY 2017-2018" refers to Fall 2017, Spring, 2018, and Summer 2018, in that order. Due to this transition, Summer 2017 assessment data is not included in these charts.

Participation Trends, 2010 to the Present, *ctd.*

PARTICIPATION RATE OF ACTIVE ASSESSMENT COURSES
Goal 1D

FY2010: 74%
FY2011: 83%
FY2012: 74%
FY2013: 88%
FY2014: 73%
FY2015: 58%
FY2016: 59%
FY2017: 57%
AY 2017-2018: 97%

During the 2017-2018 academic year, the Assessment Commission collected results from 97% of courses slated for assessment. **NOTE**: A course is distinct from a section. One course (ENG 105, for example) may be offered in multiple sections (Section A, Section B) during a semester. This year, DMACC offered 1065 courses (for credit) and 8,805 sections.

PARTICIPATION RATE OF ACTIVE ASSESSMENT SECTIONS
Goal 1F

FY2010: 32%
FY2011: 61%
FY2012: 64%
FY2013: 67%
FY2014: 62%
FY2015: 46%
FY2016: 41%
FY2017: 30%
AY 2017-2018: 82%

The Assessment Commission collected results from 1,282 (82%) of the 1,592 sections slated for assessment during the 2017-2018 academic year. The goal is 90%.

Goal 2 Summary

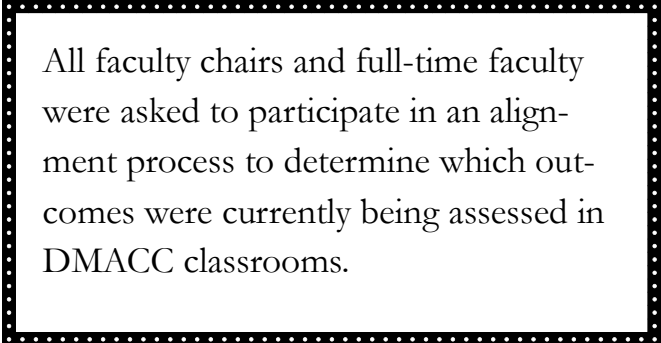| GOAL 2: Assess Collegewide Outcomes	August 2017	August 2018
2A: Report data on Essential Learning Outcomes (ELOs)	N/A	0%
2B: 5-Year evaluations include revised program competency assessment grid	N/A	0%

Summary: Goals 2A and 2B represent new initiatives that will begin during the 2018-2019 academic year. Two separate Assessment Commission subcommittees were devoted to these goals last year and will continue to work on them during the 2018-2019 academic year.

- **Goal 2A:** The Assessment Commission revised and streamlined DMACC's Essential Learning Outcomes (See "Essential Learning Outcomes" on page 10) after eliciting feedback from all full-time faculty. Detailed definitions were added, the ELO's were submitted to deans, provosts, and the academic vice president for approval. Plans are underway to report data on these college-wide outcomes beginning Fall 2018.

- **Goal 2B:** We have asked all program chairs to review and/or revise program competencies by November 2018 in time for submission to the Curriculum Commission should changes be needed. An Assessment Commission subcommittee has started revising the framework for providing assessment data for 5-year program evaluations. The revised program competency assessment grid will require a detailed assignment description for each program competency assessed with a particular course.

DMACC's Essential Learning Outcomes

In 2014, DMACC began the process of replacing its General Education Competencies with collegewide outcomes connected to all degrees, programs, and certificates. A team of faculty representing Arts and Sciences and Career and Technical Education developed eighteen outcomes, approved by the Vice President of Academic Affairs in the Fall of 2015.

Starting in the Fall of 2017, the DMACC Assessment Commission began exploring options for collecting evidence of student learning related to the new Essential Learning Outcomes. All faculty chairs and full-time faculty were asked to participate in an alignment process to determine which outcomes were currently being assessed in DMACC classrooms.

> All faculty chairs and full-time faculty were asked to participate in an alignment process to determine which outcomes were currently being assessed in DMACC classrooms.

After the two-month process concluded in March of 2018, the Commission determined that five of the original eighteen outcomes were pervasive enough to be considered collegewide goals and generally applicable to all DMACC students. These outcomes were **Discipline Knowledge**, **Critical Thinking**, **Communication Skills**, **Problem-Solving**, and **Collaboration**.

Though all disciplines did not report results, the following data were collected:

- 55% of all disciplines aligned their courses to the original outcomes
- 477 courses were aligned to the outcomes (45% of all DMACC courses)
- 381 courses aligned with **Discipline Knowledge** (80% of courses reporting)
- 294 courses aligned with **Critical Thinking** (62%)
- 179 courses aligned with **Communication Skills** (38%)
- 151 courses aligned with **Problem-Solving** (32%)
- 141 courses aligned with **Collaboration** (30%)

The Assessment Commission determined that the remaining outcomes could not be considered "collegewide."

Theses five Essential Learning Outcomes were approved after consultation with district chairs, deans, provosts, and the academic vice president.

Definitions of the Essential Learning Outcomes are found on page 11. More detailed descriptions, as well as suggestions for measurable Bloom's Taxonomy verbs, can be found on the DMACC Assessment Commission webpage.

DMACC's Essential Learning Outcomes, *ctd.*

Outcome 1: Discipline Knowledge

In order for students to excel within a discipline, they must acquire a body of knowledge foundational to the subject matter, one that serves as a prerequisite to success in the field. Such knowledge is established by expertise, reinforced by practice and professional standards, and offered to students as an invitation to enter work in the discipline. Students can be assessed on a segment of discipline knowledge appropriate to study within a single course or an entire program.

Outcome 2: Critical Thinking

Critical thinking is the process of analyzing complex information in order to reach sound, well-supported conclusions. This form of analysis can be applied to readings, data, situations, objects, or interactions with others. Critical thinking is always discipline-specific, and will vary in appearance and application. Instructors and students should ask, "What are the important processes and patterns of thought that a skilled practitioner in this discipline should demonstrate?"

Outcome 3: Communication Skills

Communication skills are highly coveted by employers and vital for a functioning society. Clear, effective, and persuasive communication supports work in all disciplines and facilitates discourse in the public sphere. Students should learn practical skills involving writing, speaking, and communicating through visual media. Though assignments will be discipline-specific, students should be assessed primarily on communication skills for this outcome, not on discipline knowledge.

Outcome 4: Problem-Solving

Problem-solving is the process of defining, identifying, and analyzing an unresolved issue before applying a successful solution. Though critical thinking is involved, problem-solving assessments are often more focused on realized outcomes and finished products.

Outcome 5: Collaboration

Though all five Essential Learning Outcomes are connected and demonstrate significant overlap in practice, collaboration binds them all together and is a critical skill given the collaborative nature of work environments. While collaborative coursework is capable of measuring student work related to critical thinking, problem-solving, and other outcomes, educators can directly assess the skills and attitudes necessary for strong collaborative work.

Goal 3 Summary

GOAL 3: Focus on Improvement (i.e. Closing the Loop)	August 2017	August 2018
3A: Annual report emphasizes improvements to curriculum and instruction	0%	100%
3B: Facilitate on-going training related to assessment	0%	89%
3C: Share best practices and assessment models on Assessment Commission webpage	N/A	0%

Summary: Goal 3 represents the desired outcome of all educational assessment. Goal 3C will be a major focus during the 2018-2019 academic year.

Goal 3A: The Assessment Commission adopted a narrative report form used widely in DMACC's Industry and Technology Department (See "Improvements from Assessment Narratives, 2017-2018 on pages 13-15). There are many exceptional examples of faculty members using assessment results to make positive changes in the classroom. No annual assessment report was published for the 2016-2017 academic year.

Goal 3B: During the 2017-2018 academic year, the Assessment Commission has organized a number of workshops to support assessment and instruction, including at the January 2018 Faculty Development Day, multiple program competency workshops, rubric trainings, a NACEP assessment training, and at the New Faculty Orientation. Plans are in place for monthly open workshops to address rubrics and Essential Learning Outcomes during the 2018-2019 academic year.

Goal 3C: The Assessment Commission will begin using its web space to post best practices and assessment models for faculty. Several examples of best practices have already been highlighted in the 2017-2018 Narrative Reports. (See "Best Practices from Assessment Narratives" on page 16).

Improvements from Assessment Narratives, 2017-2018

The following examples of recommended improvements to curriculum and instruction were taken from the narrative reports completed by district and program chairs during the 2017-2018 academic year:

ADM 105, Intro to Keyboarding: "Instructors will recommend and encourage students in the class to play the game available in the Keyboardingonline.com program. The game encourages students to improve speed and accuracy in a competitive manner that is quick and fun. This would also help students get to know one another in the classroom, which can be beneficial for many students in terms of completing the class and overall retention rate at DMACC."

ART 283, Commercial Photography II:
"Students were asked to photograph a watch for an ad campaign. The assessment determined that students lacked some Photoshop expertise. In the future, we are going to hold a short class on how to raise those software tools to a higher industry standard."

> "In the future, we are going to hold a short class on how to raise those software tools to a higher industry standard."
>
> —Photography Department

ATF 346, Ford Transmission and Transaxle:
"More equipment and components would help give the students more opportunities to work on the task which would help improve the success of the student."

AUT 114, Shop Fundamentals and Minor Service: The department is currently discussing the use of a rubric-based performance evaluation for assessment to replace the current multiple choice exam.

> "The department is currently discussing the use of a rubric-based performance evaluation for assessment to replace the current multiple choice exam."
>
> —Automotive Department

AUT 615, Auto Electricity/Electronics: "It was no surprise that students who displayed good or perfect attendance performed much better on the assessment than students that had poor attendance. For Competencies 2.1 (calculating voltage drop) and 2.4 (calculating power) we plan to spend additional time on calculating both of these as well as add another homework assignment to give students another opportunity to practice these calculations.

CRC 100, Machine Shorthand Theory I: After discovering a connection between performance and the number of hours students work outside of classes, the Court Reporting Program proposed the following: "Another change to support student learning would be to include stronger statements in the Information Session about the number of hours students can/should work."

CRJ 301, Intro to Homeland Security: "We will continue working on bibliography formatting, comfort with presentation programs and delivery, and will continue to provide various resources and motivation (e.g., APA Bibliography Exam) to help students engage the concepts. Students will also continue practicing citations throughout the various critical thinking activities."

DSL 555, Power Trains II: "We have added a new cutaway transmission for classroom use that will help in teaching planetary gearing. A transmission dyno would be helpful for the students to see when shifts occur, do troubleshooting, and to also verify that the lab projects were completed correctly."

DSL 855, Truck Repair: I've been planning on getting a "shop truck" that will stay in the lab for the purpose of dismantling and re-assembling along with several labs that currently don't have a lot of exposure like "Repair kingpins" and "Wheel bearing inspection". I would also be able to make any number of labs to go along with almost every competency for DSL845 and DSL855.

> "All lab staff will be required to complete an authentic planning training (Project Approach) and Practice Based Coaching training to allow high quality coaching experiences by both mentors and instructors."

ECE 262, Early Childhood Field Experience: "We have planned to change the Field Experience course to offer students more opportunities for collaboration with lab based staff to improve student's proficiency in assessing authentic planned experiences for children. All lab staff will be required to complete an authentic planning training (Project Approach) and Practice Based Coaching training to allow high quality coaching experiences by both mentors and instructors."

EDU 210, Foundations of Education: "When looking at the overall results of the assessment it appears, we need to assist student with exam questions that provide higher order thinking and are not just rote memory based answers such as the definition of a term. Students will need this skill set to be successful on their entrance exam into a Teacher Education Program, Praxis I."

> "We need to assist student with exam questions that provide higher order thinking and are not just rote memory based answers."
>
> —Education Department

ESL 103, Advanced Academic ESL Grammar: "The new assessments of all the ESL classes planned for the five years to come are going to be more efficient. The assessment of outcomes will be conducted throughout the semester, not only by a final exam."

Improvements from Assessment Narratives, 2017-2018, *ctd.*

HUM 116, Encounters with Humanities: "In order to raise passing scores in the future, it will be necessary to create a uniform assessment language on the assignment."

"I would like to introduce the portfolio at an earlier stage and add bits of information from the guidelines every week, instead of only three times during the semester."

—Interpretation & Translation Department

ITR 101, Intro Interpretation & Translation: "Students like the idea of having an ePortfolio in the Web for future references. I think it is an authentic assessment because is very personal and help students see their progress. I would like to introduce the portfolio at an earlier stage and add information from the guidelines every week, instead of only three times during the course."

LIT 101, Introduction to Literature: "With 74% able to address analysis, the area that could clearly show the most growth is use of evidence. It should be the mainstay of all future literature assessments because it is a skill that is highly transferrable and applicable to writing in most disciplines. I think the take-away is to decide on a more specific mandatory assignment for all literature courses."

MFG 402, Basic Diemaking Theory: "The majority of students who did well took notes. Students who struggled as a whole did not take notes. We will continue to encourage/incentivize note taking."

MLT 232, Advanced Hematology & Coagulation: "I am going to offer more digital practice of cell identification. This may require more equipment in the future for lab sessions. Optimally, students would benefit from better visualization and clarity with better equipment and time for instructor to present actual pictures of current slides. "

"I am going to offer more digital practice of cell identification. This may require more equipment in the future for lab sessions.

—Medical Laboratory Technology Department

MLT 251, Clinical Microbiology: "Faculty will begin to require weekly practice of streaking plates, making Gram stains, and reading Gram stains separate from "unit" lab exercises and unknowns. This will be especially important for Web-blended students, where only 20% of the class was considered proficient."

MOR 390, Professional Review (Mortuary Sciences): "The faculty has chosen to place more of its emphasis on the Science courses for 2018. We have developed a plan of how to hope to review and revise these courses in hopes of improving education."

Best Practices from Assessment Narratives, 2017-2018

The following three assessment programs are highlighted as best practices due to their embrace of authentic assessment, commonly defined as an assignment that calls for meaningful application of essential, higher-order skills.

CRJ 301: Intro to Homeland Security: Students complete a capstone project that covers almost all of the critical information in the course. A standardized Blackboard rubric is used for all sections. Students must also demonstrate presentation skills and complete a bibliography. Homeland Security faculty have renewed their efforts to coach students in these presentation skills after discovering their lack of experience with such projects. Similar projects are built into CRJ 302 and CRJ 303. DMACC's Homeland Security program represents a model for authentic assessment embedded in the Department's standardized course shells.

ENG 106: Composition II: The English Department employs a juried assessment process to determine students' abilities in critically analyzing texts. Each semester, sample student work is compiled in an online repository, and a team of instructors conducts blind scoring. Each essay is scored twice using a six-level, holistic rubric. Hundreds of sections of ENG 106 have participated in this process, including online and high school sections. The English Department's assessment chair facilitates best practice sessions to address feedback that has emerged from the results. The six semester project will be completed in Spring of 2019.

MLT 120: Urinalysis: The Medical Laboratory Technology program designed their assessment around the following question, "After practicing routine urinalysis for six weeks, could students complete the following?

1. Perform three routine UAs accurately in a specified period of time?
    a. Identify cells correctly?
    b. Identify casts and crystals correctly?
    c. Identify artifacts correctly?
2. Report results using a quantification chart correctly?
3. Determine when they did not need to perform a microscopic UA on a sample, based on chemical results?
4. Determine follow-up testing or re-collection based on overall results?"

This robust, embedded project is a perfect combination of formative and summative assessment. Labs and mini-practicals were conducted each week to guide students toward completion. The assignment assessed 13 psychomotor skills and five short-answer questions with a rubric. Ninety-one percent of students achieved proficiency on the assessment.

Goal 4 Summary

GOAL 4: Maintain Faculty-Driven Assessment	August 2017	August 2018
4A: Commission follows continuous improvement model (Four teams reporting monthly and completing projects based on Goals 1-3)	N/A	50%
4B: Post policies, processes, planning, and key documents on Assessment Commission webpage.	N/A	50%
4C: Implement district/program chair Scantron data processing	N/A	0%

Summary: The 2017-2018 academic year saw the formation of a faculty-led Assessment Commission. The Commission's charter, policies, and functional structure were created starting in August of 2017, and numerous procedural and logistic concerns needed attention before major goals could be addressed. Goals 4 A-C represent this ongoing project.

Goal 4A: The Assessment Commission formed in August of 2017 as a faculty-led team. In addition to bi-monthly meetings during the Fall of 2017 and monthly meetings in the Spring, the Commission collaborated on a range of projects: a faculty chair org chart, revision of Essential Learning Outcomes, Program competency assessment, new data collection processes, a Commission website, assessment materials review, and use of Blackboard for assessment, among others. Two subcommittees were created, one for the Essential Learning Outcomes, and the other for program competency assessment. Starting in Fall of 2018, two more subcommittees will be added and continuous improvement strategies will be employed in order to achieve goals 1-3.

Goal 4B: An Assessment Commission webpage was created during the 2017-2018 academic year, and the Assessment Commission was added as a link on the faculty tab under MyDMACC. The webpage contains the 5-year plan for assessed courses, the Assessment Commission charter and policies, and this annual report. During the 2018-2019 academic year, we plan to use the webpage to share best practices and assessment models for faculty (see Goal 3C).

Goal 4C: An estimated 6,000-8,000 Scantron forms were processed by the Assessment Commission chair during the 2017-2018 academic year. It was determined that program and district chairs, whose official duties include coordinating districtwide assessment, should be processing these forms and utilizing the data generated by Remark software programs. Beginning Fall 2018, the Assessment Commission will direct program and district chairs to process Scantrons in their areas and make use of the data.

Goal Projections for August 2019

The Assessment Commission has set the following goals for the beginning of the 2019-2020 academic year.

GOAL 1: Increase Participation in Assessment	August 2018 (Current State)	August 2019 (Future State)
1A: Assess 20% of all courses	17%	20%
1B: Assess 50% of all disciplines	64%	70%
1C: Assess 20% of all sections	15%	20%
1D: Collect data on 90% of active courses	97%	97%
1E: Collect data on 90% of active disciplines	99%	99%
1F: Collect data on 90% of active sections	82%	90%
GOAL 2: Assess Collegewide Outcomes	**August 2018**	**August 2019**
2A: Report data on Essential Learning Outcomes	0%	40%
2B: 5-Year evaluations include revised program competency assessment grid	0%	50%
GOAL 3: Focus on Improvement (i.e. Closing the Loop)	**August 2018**	**August 2019**
3A: Annual report emphasizes improvements to curriculum and instruction	100%	100%
3B: Facilitate on-going training related to assessment	89%	100%
3C: Share best practices and assessment models on Assessment Commission webpage	0%	50%
GOAL 4: Maintain Faculty-Driven Assessment	**August 2018**	**August 2019**
4A: Commission follows continuous improvement model (4 teams reporting monthly and completing projects based on Goals 1-3)	50%	100%
4B: Post policies, processes, planning, and key documents on Assessment Commission webpage.	50%	100%
4C: Implement district/program chair Scantron data processing	0%	50%

Appendix: Assessment Commission Scorecard Key

GOAL 1: Increase Participation in Assessment	Unacceptable	At Risk	Acceptable
1A: Assess 20% of all courses	0-7%	8-19%	20%
1B: Assess 50% of all disciplines	0-19%	20-49%	50%
1C: Assess 20% of all sections	0-7%	8-19%	20%
1D: Collect data on 90% of active courses	0-65%	66-89%	90%
1E: Collect data on 90% of active disciplines	0-65%	66-89%	90%
1F: Collect data on 90% of active sections	0-65%	66-89%	90%
GOAL 2: Assess Collegewide Outcomes			
2A: Report data on Essential Learning Outcomes	Report data on 0-20% of ELOs	Report data on 40%-80% of ELOs	Report data on 100% of ELOs
2B: 5-Year evaluations include revised program competency assessment grid	0%	All I&T evaluations	90-100% of evaluations apply grid
GOAL 3: Focus on Improvement (i.e. Closing the Loop)			
3A: Annual report emphasizes improvements to curriculum and instruction	No regular annual reporting	Occasional annual reporting	Annual reporting annually
3B: Facilitate on-going training related to assessment	0-3 sessions per year	4-8 sessions per year	9 sessions per year
3C: Share best practices, assessment models on Assessment webpage	No database	In Progress	Published database
GOAL 4: Maintain Faculty-Driven Assessment			
4A: Commission follows continuous improvement model (Four teams reporting monthly and completing projects based on Goals 1-3)	0 teams	1-3 active teams	4 active teams
4B: Post policies, processes, planning, and key documents on Assessment Commission webpage.	0	In Progress	Completed and maintained
4C: Implement district/program chair Scantron data processing	0-2 chairs	3-8 chairs	9 chairs