**DACC Academic Assessment Plan**

**Overview**
The Doña Ana Community College Assessment of Student Learning Plan outlines a systematic approach to evaluating Program Learning Outcomes (PLOs) at the institution. The purpose of the plan is to ensure that graduates demonstrate the knowledge, skills, and competencies required by their academic programs. The assessment will be continuous, data-driven, and aligned with the college's mission and goals. Academic Programs with clearly defined Program Learning Outcomes benefit, as the outcome serve as the foundation for designing, delivering, and assessing educational experiences.

**Program Learning Outcomes**:
PLOs provide clarity and direction for students, as they clearly communicate what students are expected to know (cognitive), be able to do (skills), and value (affective) by the end of their academic program. For faculty, PLOs provide the roadmap for designing courses and instructional strategies that align with the desired outcomes, ensuring aligned and targeted teaching strategies. Defined PLOs allow academic programs to systematically assess whether students are meeting expected competencies and skills, and highlight areas that are strong or need improvement, and enable targeted enhancements to the curriculum, teaching methodologies, or resources. Continuous assessment fosters a culture of evidence-based decision making, support effective teaching and professional development, and maintain consistent standards for student achievement.

**Goals and Objectives**:
The goal of the DACC Academic Assessment Plan is to assess PLOs and improve the effectiveness of an academic program in achieving theirs stated learning outcomes and foster a culture of continuous improvement:
- Ensure alignment between program-level outcomes and course-level outcomes.
- Use assessment results to improve curriculum, teaching, and learning.
- Meet college accreditation requirements.
- Foster a culture of continuous improvement.

**Assessment Framework/Methods:**
- Capstone Projects – comprehensive projects that integrate student learning across courses.
- Portfolios – collection of student works used to demonstrate mastery of PLOs
- Standardized Exams – Tests designed to measure specific learning outcomes.
- Performance Assessments – evaluation of student knowledge by demonstration of skills and abilities by application of knowledge in real-world setting (presentation, performance, simulation, etc.).

**Assessment Plan Submission**:
- Identify the PLO to be assessed for the academic year.
- Determine the assessment methodology (exams, projects, portfolios, etc.).
- Define performance benchmarks and success criteria.
- Submit plan at the beginning of the academic year.

**Data Collection and Analysis**:
- Implement the assessment tool within relevant courses defined by the curriculum map.
- Collect student performance data.
- Analyze results to determine strengths and areas for improvement.

**Reflection and Reporting**:
- Programs and department faculty discuss assessment results.
- Identify strengths and gaps in curriculum, and changes needed improvements.
- Submit an annual reflection report summarizing findings.

**Continuous Improvement Plan**:
- Develop an action plan to address areas that need improvement.
- Implement changes in course curriculum, instructional methods, or assessment tools/process.
- Document and track changes to measure long-term impact.

**Assessment Cycle/Timeline**

Assessments will occur annually with the following proposed timeline:

**Pre-Year 1**:

By **April 4, 2025**, Academic Programs and Department will review and revise PLOs.
- Academic programs and departments collaborate to review PLOs and develop assessment methods for each PLO.

By **May 15, 2025**, Academic Programs and Departments will complete Curriculum Maps
- Academic programs and departments will develop curriculum maps to align PLOs with courses and course learning outcomes.
- Assessment methods will be established for PLOs

**Annual Assessment Process:**

By **September 30**th of each academic year, submit:
- An Assessment Plan for the selected PLO (or multiple PLOs, as determined by the Program).
- A Reflection and Analysis of the assessment findings and process.
- An Action Plan or documentation of curriculum or instructional changes implemented based on prior assessment results.

This annual process promotes a meaningful reflection, data-informed decisions, and an ongoing enhancement of student learning outcomes.

**DACC Academic Assessment Template**

**Department/Program Name**: Name of Program or Department

**Academic Year**: Academic Year Assessment Completed

**Submitted by**: DC/PD and Faculty Collaborators

**Date:** 4/21/2025

1. **Program Learning Outcome (PLO) to be Assessed:**
   Clearly define PLO(s) to be assessed, and why it was selected for assessment.

2. **Assessment Methodology :**
   Assessment tools (exams, projects, rubrics, etc.), course(s) assessed, student population, performance benchmark (expected student performance levels)

3. **Data Collection Plan:**
   Who will collect the data? How will the data be collected? (How will the assessment be implemented, scored, recorded)?

4. **Data Analysis Plan:**
   What is the plan for data analysis (scoring rubric, statistical analysis, qualitative review)? Who will participate? How will the findings be documented and shared?

**DACC Academic Assessment – PLO Reflection Plan**

**Department/Program Name**: Name of Program or Department

**Academic Year**: Year the Assessment was Completed

**PLO Assessed**: Insert the PLO Statement

**Assessment Method**: Summary of the assessment methods and/or tools used

1. **Summary of Assessment Process**:
   Describe how the PLO was assessed (the method(s) used, courses involved, how the data was collected).

2. **Key Findings**:
   What were the overall results? (summarize student performance and if the expected benchmark was met). Successes and Challenges - what did students do well, and where did students struggle? What were the contributing factors?

3. **Analysis and Interpretation**:
   What do the findings indicate about student learning (trends in the data indicating strengths or weaknesses)? What factors influenced student success or difficulties (instructional methods, course sequencing, assessment design, course delivery, etc.)?

4. **Action Plan for Continuous Improvement:**
   What is your plan for continuous improvment (curriculum adjustments, instructional strategies, assessment method improvment, faculty development, etc.)?

5. **Conclusion and Reflection**:
   How will the findings contribute to program development and student success? What are the key takeaways from the assessment?