Highlights from the Outcomes Advisory Council

LETTER FROM THE EDITOR

Happy Spring!

As we continue to move forward in improving student learning, the Outcomes Advisory Council has had a dynamic and engaging semester.

Highlights from the fall semester include:

- Faculty Development and Engagement Website Launch
- College Learning Outcome Pilot
- Assessment Fair

OUTCOMES ADVISORY COUNCIL MISSION

The mission of the Outcomes Advisory Council (OAC) is to guide and support Waubonsee's outcomes assessment process both to continually improve teaching and learning and to help WCC meet accreditation standards. The primary goals of the OAC are to:

- recommend and promote guidelines related to outcomes assessment at the college;

- develop and communicate a culture of continuous improvement through teaching, learning, curriculum and instruction;

- support and provide feedback on training for outcomes assessment activities;

- provide input on the creation of an institutional outcomes assessment plan and encourage the use of high-impact institutional practices; and

- review institutional outcomes assessment data, provide feedback and recommendations for communication and next steps related to the data.
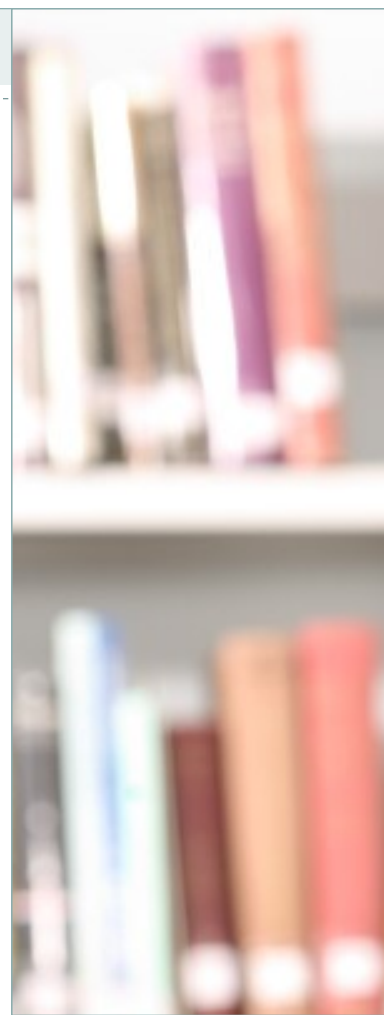
INSIDE THIS ISSUE

FACULTY DEVELOPMENT AND ENGAGEMENT WEBSITE LAUNCH

In collaboration with Faculty Development and Engagement, a website specifically for faculty was developed. This website was launched in fall 2019, and contains resources that focus on development, engagement and instruction. Learning Outcomes, Curriculum and Program Development has created pages on this site that focus on curriculum, new programs and assessment.

Have anything you wish to see on this website? Are there resources you use to develop assignments or rubrics you would like to share with other faculty?

Email mdurava@waubonsee.edu with links to resources to be included on the website.

Visit facultydae.waubonsee.edu for more resources!

Assessment Topics include:
An Introduction to Assessment
Types of Assessment
Learning Outcomes
Creating Rubrics
Creating Assignments and Exams
Collecting and Analyzing Data
Improvements to Curriculum and Instruction
Curriculum Mapping
Waubonsee-specific Materials
AEFIS

Curriculum Topics include:
Curriculum Council Dates
Curriculum Council Procedures Manual
CurricUNET
ICCB Program Review Manual
ICCB System Rules Manual
IAI Procedures Manual
Waubonsee Program Review

Program Development Topics include:
Program Development Process Map
Program Development Status Update
Program Proposal or Modification Form
Additional Resources

COLLEGE LEARNING OUTCOME ASSESSMENT PILOT

In fall 2019, OAC faculty completed a College Learning Outcomes pilot in one course this fall. Twenty-three course sections were assessed by fourteen faculty members. Faculty in OAC selected two or more criteria from the Critical Thinking rubrics.

The focus on the College Learning Outcome pilot was for faculty to have a better understanding of their students' learning. Justin Hoshaw and Mike Moran share what they learned from the pilot on pages 4 and 5.

To the right is the aggregate data per criteria to give context to individual results.

LOOKING AHEAD TO THE SPRING

This semester members of OAC will be meeting with disciplines and programs to discuss a variety of aspects related to assessment:

- Review and update Five-Year Assessment Schedules
- Confirm College Learning Outcome Assessment for Spring

Be on the lookout for a meeting invitation from a member of OAC in the next few weeks.

Explanation of Issues

Issues are stated and described.

78%

Evidence

Student selects and uses information to investigate a point of view.

65%

Influence of Context and Assumptions

Student identifies own and other's assumptions and relevant context when presenting a position or a solution.

71%

Student's Position/Solution

Perspective, thesis/hypothesis

68%

Conclusion and Related Outcomes

Student identifies implications and consequences.

77%

- Learning curve for AEFIS and rubric use; then easy to use

- Liked that rubrics could be used for both scoring and grading

- Immediately see student's scores in individual sections

- Appreciated understanding where students were at in their learning, allowed them to plan for future

HOW TO ACCESS AEFIS

1. wcc.aefis.net

2. mywcc, Faculty Tabs, Quick Links

3. Faculty Development and Engagement Website, AEFIS page

INSIGHTS FROM THE COLLEGE LEARNING OUTCOME PILOT BY JUSTIN HOSHAW

When evaluating critical thinking in my microbiology course, I knew right away I wanted this to focus on their unknown project where students have to identify an unknown bacteria from a flow chart using various lab tests. Although my grading rubric has a number of items, when it came to reporting the College Learning Outcomes data for critical thinking, I chose to specifically evaluate the students' evidence and solution. I was specifically looking to see if students had interpreted the test results correctly and if their identification was correct and all-encompassing based on the available information.

When I looked at my student evidence, I was happy that I didn't have any underprepared students, but I did have 38% at the beginning category. I would like to have fewer students at the beginning category and move at least a few more students from the progressing to the proficient category. When I reviewed student solution results, I again saw no underprepared students and a fairly even spread between the beginning, progressing, and proficient categories. I was happy that my average of proficient and progressing students were higher than the college's pilot average, but I would like to see what I can do to shift my students' learning over to the proficient category.

I plan to help advance students by developing examples to work on in groups during class. By giving students more practice in a group setting identifying results and working to see how those results come together, I think they will be more prepared to handle individual projects. Although I have used rubrics to grade this assignment in the past, by using the College Learning Outcomes, I was able to better reflect on the purpose of the assignment and how this piece fits into the overall assignment, this comparison has lead to insights that will hopefully advance my students' abilities.

Justin Hoshaw,
Assistant Professor of Biology
Outcomes Faculty Liaison

INSIGHTS FROM THE COLLEGE LEARNING OUTCOME PILOT BY MIKE MORAN

The ability to both acquire information relevant to the provision of human services and critically reflect on that information is an essential aspect of becoming a member of the human services profession. As a practitioner, my response or intervention is going to be based on the conclusion I have reached using the available information. As a participant in the pilot test of assessing Critical Thinking as a College Learning Outcome in the Fall 2019 semester, I chose to assess Students Position/Solution and Conclusions and Related Outcomes as evidence of critical thinking.

In the Introduction to Substance Abuse course, students are asked to identify and summarize theories that explain the etiology of substance use disorder and to propose a theory that they believe best responds to the question, "What causes individuals to develop a substance use disorder?" This project, referred to as a Theory Analysis Paper, required the submission of a paper addressing that question. Students had to locate relevant academic articles for the paper, acquire, synthesize and evaluate the articles, and conclude by identifying the theory or theories they perceive to be the most credible in answering the question of causation. While other assignments in the course assessed lesser levels of learning, this assignment focused on the higher levels of learning using Bloom's Learning Taxonomy.

The established target was at least 80% of the students would be assessed as performing at the "Progressing" or "Proficient" category for both outcomes. Using a rubric for evaluation, the results were as follows: 58% of the students were assessed as being at the Progressing or Proficient level for the measure of Student Position/Solution, and 75% of the students were assessed as being at the Progressing or Proficient level for the measure Conclusions and Related Outcomes. As a result, I am looking at how to enhance the content regarding both of these measures with the belief that I need to increase the time I spend preparing students for the assignment in order to help them achieve at the targeted level. Changes will be implemented in the Fall 2020 semester with the results used to evaluate the impact of the changes on student learning. Collecting the data allows for instructor review and revisions to the course that enhance student learning.

Mike Moran,
Assistant Professor of Human Services
Outcomes Faculty Liaison

We will be continuing to pilot the College Learning Outcomes this semester, so be on the lookout for more information.

ILLINOIS COMMUNITY COLLEGE ASSESSMENT FAIR 2020: ASSESSMENT WITH VISION

Five members of the Waubonsee Faculty attended the Annual Illinois Community College Assessment Fair, in Springfield, IL. The event was hosted by Lincoln Land Community College and featured 120 members from community colleges across the state. The day was filled with presentations, networking and raffles!

Save the Date for next year, the 25th Annual Illinois Community College Assessment Fair, to be held on Friday, February 26, 2021 at College of DuPage. The office of Learning Outcomes, Curriculum and Program Development will continue to support faculty interested in attending. We hope to see you there!