

Specific Uses of Data – Outcomes Assessment

The language of the College Learning Outcomes, measurements, and methods are determined by faculty through the Outcomes Advisory Council (OAC) in consultation and cooperation with relevant strategic planning committees and focus groups. Faculty conducting student learning assessment are encouraged to draw on resources provided by the Outcomes Assessment Office. Goals for improvement of curriculum and instruction will take into account results from the assessment process. Faculty are not precluded from using indirect measures; however, direct measurements are needed in order to make informed decisions about improvements. For this reason, direct measures of student learning must be included for purposes of program/discipline reviews and College Learning Outcomes assessment for accrediting and governing agencies such as the Higher Learning Commission (HLC) and the Illinois Community College Board (ICCB).

Individual course section data is not required to be shared with the college, unless additional analysis assistance from the Institutional Effectiveness Office is requested by faculty. For the purposes of outcomes assessment, data should be shared at the course level, in the aggregate, and uploaded to the shared digital repository by December 1 each year. Relevant reports from any standardized testing, surveys and pertinent program/discipline or institutional data will also be uploaded by the Institutional Effectiveness Office to the shared digital repository each year by August 1.

With specific respect to outcomes assessment data, the following guidelines apply:

1. No social security numbers or other sensitive data protected by federal or state law or Waubonsee rules and regulations may be collected.
2. The outcomes assessment process is separate and distinct from the faculty evaluation process, and as such, no student learning outcomes data will be used in the evaluation of faculty.
3. Data and information derived from student outcomes assessment activities shall not be used or required for transcripts, course grades, conditions of enrollment, and decisions on academic probation or student conduct reviews for student participants.
4. In addition, this expectation is in keeping with the Higher Learning Commission Core Component which states: “The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).” All outcomes data collection is confidential and does not include individual student or instructor identifiers. In courses where multiple instructors teach sections of the same course, effective and meaningful assessment includes looking at the trends in the data across sections and modalities which can require disaggregation of the data.
5. If multiple faculty teach sections of the same course, the faculty are responsible for setting mutually understood expectations for the course assessment, understanding how the course fits into a coherent pathway of learning, and using analysis of the evidence to improve teaching and course design.
6. Data and information generated by outcomes assessment activities will be coordinated by a Data Steward designated by the faculty within a department.* The Data Steward may be a single faculty, faculty team designated by department, discipline or division, or program with faculty

initiating the assessment. To ensure program and data continuity, if a faculty member retires or leaves the college, all assessment data must be provided to the Outcomes Assessment Office.

7. Data Stewards are to treat raw data as confidential and protected under Waubonsee board policies and institutional data usage guidelines, as well as federal and state protections. They are to abide by Board Policies 6.200.01 and 6.200.05 governing Ethics and Code of Conduct and Whistleblower and Fraud Reporting Protection.
8. Outcomes data and information will be shared with faculty for instructional and curricular improvement and with the Custodian* (Outcomes Assessment Office, Institutional Effectiveness, and Educational Affairs) for program reporting purposes to accrediting and other governing bodies, and Waubonsee is the Owner* of such information. Format and technology of reporting data will be discussed and determined based on the requirements of institutional reporting bodies (i.e., HLC, ICCB, program accreditors).

*Please refer to the Information Security Glossary Terms generated by the Waubonsee IT Department.

Specific Uses of Student Education Records – Program/Discipline Review

Program/Discipline Reviews, which are required by the ICCB and accrediting bodies (HLC Core Component 4.A. “The institution maintains a practice of regular program reviews”), are conducted by the relevant program or discipline faculty in consultation with the Dean for Learning Outcomes, Curriculum and Program Development, the Institutional Effectiveness Office and Educational Affairs. The purpose of Statewide Program Review is to:

1. support strategic campus-level planning and decision-making related to instructional programming and academic support services;
2. support program improvement;
3. support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois’ community college system.

In general, college program review processes should:

- At a minimum, systematically examine the need, cost, and quality of individual instructional programs;
- Involve faculty and appropriate administrators who are directly responsible for instruction in the area as well as faculty, academic support professionals, and administrators from across the campus as appropriate;
- Employ relevant information such as assessment results appropriate to the unit, as well as comparative data on enrollments, completions, and costs using the most recent audited state-level data;
- Assure that the process is well documented and use the results to inform campus planning initiatives, quality improvement efforts, and budget allocation decisions;
- Report results and actions resulting from reviews to local boards, advisory committees, and other stakeholders as appropriate;
- Implement strategies to address deficiencies discovered during the review process; and,
- Adhere to a minimum review cycle of once every five years for instructional programs.

Source: ICCB Program Review Manual https://www.iccb.org/iccb/wp-content/pdfs/manuals/program_review/ICCB_Program_Review_2017-2021.pdf