

College Level Assessment

The Outcomes Advisory Council Faculty (OAC) dedicated fall 2017 to write descriptions and outcomes for our College Learning Outcomes (CLOs) which encompass our general education curriculum and will eventually be measured across the college. Last year, OAC added two new outcomes aligned to our transformation plan to our CLOs: Global Awareness and Information Literacy. Our current outcomes include: written communications, critical thinking, quantitative literacy and our two new outcomes listed above. Our CLOs are also our General Education Outcomes. We selected a synchronous model because we believe these are the five intellectual skills necessary in both areas to prepare our students for their various roles as citizens, transfer students in addition to preparing for future careers. A student learning framework was created to guide and emphasize our student's core identity based on our WCC College Outcomes in addition to all activities at the college.

The student learning framework and the five outcomes with descriptions are currently in the process of being officially approved for the 2018-2019 academic year.

Waubonsee Community College College Learning Outcomes:

Higher education generates learning that prepares students to deal with a complex, diverse, and changing world while respecting individuals, cultural differences, and alternative views. Waubonsee Community College believes students must gain knowledge, skills, and abilities from the college experience beyond the specific content each class provides. These intellectual skills, called **College Learning Outcomes**, are vital to success in education, careers, and in lifelong learning. Consistent with the institutional mission and vision, the college is committed to offering experiences, both inside and outside of the classroom, that allow students to acquire, develop, and demonstrate growth in these core proficiencies. They are:

CRITICAL THINKING

Critical thinking is a habit of mind characterized by the thorough analysis of issues, ideas, artifacts, information or events to construct an argument or a solution.

Outcome: Analyze information in order to construct an argument or solution.

COMMUNICATION

Communication is the ability to deliver clear, well-organized speeches, presentations, visuals or ideas appropriate to various contexts and audiences; and to write clear, concise communications appropriate to various contexts and audiences.

Outcome: Use clear language to communicate meaning appropriate to various contexts and audiences.

QUANTITATIVE LITERACY

Quantitative Literacy is the ability to acquire, analyze, use and represent mathematical and scientific data and information symbolically, visually, numerically and verbally to recognize and understand problems and trends, to conduct experiments and observations, to develop appropriate solutions and conclusions, and to understand the interrelatedness of quantitative reasoning and other disciplines.

Outcome: Make judgements or draw appropriate conclusions based on the quantitative analysis of data.

GLOBAL AWARENESS

Global Awareness is the ability to integrate diverse perspectives, cultivate compassion, and transcend borders to address complex issues.

Outcome: Describe the interconnectedness of issues, trends or systems using diverse perspectives.

INFORMATION LITERACY

Information literacy is a set of integrated skills encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the ethical use of information in creating new knowledge.

Outcome: Use technology to ethically research, evaluate or create information.

Discipline and Program Assessment

Assessment schedules and plans were created in fall 2017 to prepare for assessment campus wide. We will all be assessing and collecting data in disciplines and programs according to the schedules and plans beginning spring 2018.

This fall, Assessment Thursdays were added to our already existing Assessment Wednesdays to assist faculty with aligning assignments with course and program outcomes and the creation of assessment tools such as rubrics. The liaisons will continue sessions throughout the spring to assist with assessment required for the term.

Join us to create assignments and rubrics that will provide the information you want to know about student learning in your courses. If these times do not work with your schedule please contact us for individual appointments.

Wednesdays and Thursdays
APC290
2:30pm to 4:30pm

ICCB Program Review and our new Annual Update Report

The following CTE programs and Academic disciplines were up for ICCB program review in 2017-2018:

AAS Business Administration	AAS Computer Aided Design and Certificates	AAS Construction Management and Certificate	AAS Fire Science and Certificates
AAS Interpreter Training	Administrative Assistant Certificate	Developmental Math	English
Legal Interpreting Certificate	Management Certificate	Math	Surgical Technology Certificate

During fall 2017, faculty from the above programs and disciplines reviewed program/discipline data and provided responses to ICCB questions. Faculty also shared discipline/program strengths, opportunities for improvement and barriers to success. In addition to annual goal setting, budgetary needs to meet goals were articulated. Completed reports were due on December 1st to assure requests were in alignment with the WCC budgeting process. Deans will review the program review reports later this month. This new reporting process aligns with the recommendations provided to us after our HLC visit. This process will assist us with meeting our HLC requirements in 5.D: the institution works systematically to improve its performance.

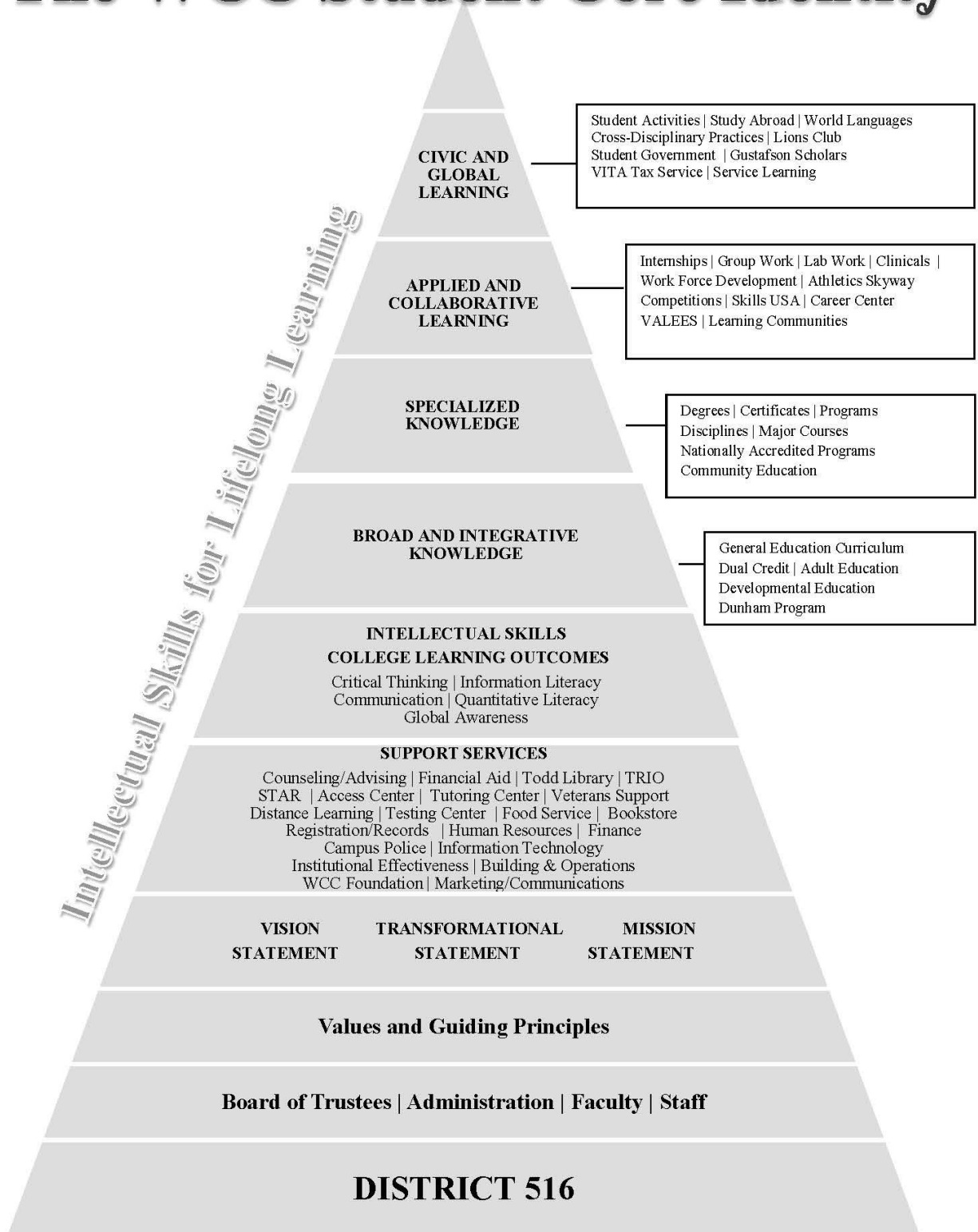
Beginning in fall 2018, all programs and disciplines will be completing an annual report called the Annual Update Report. This report will be completed in the years between the ICCB program review and will address the topics described above. The majority of the Annual Update Report consists of assessment planning, reporting and goal setting. Faculty will receive program and discipline data annually during this systematic process. More information to come during orientation.

The following programs are up for review in 2018-2019:

AAS Accounting and Certificates	AAS Geographic Information Systems and Certificates	AAS Graphic Design and Certificates	AAS HVAC and Certificates
AAS Welding and certificates	Developmental English	Digital Photography Certificate	Kinesiology
Phlebotomy Technician certificate	Physical and Life Sciences		

A full program review schedule through 2021 is available on mywcc on Employee tab, under the Outcomes Assessment section and the Program Review Tab.

The WCC Student Core Identity



Working Together to Support Students

Assessment Academy Goals

Assessment Academy Administration and Faculty: Dr. Kathleen Gorski, Randy Hines, Dr. Heather LaCost, Tracy Limbrunner, Dr. Jeanne McDonald, Tim Moriarty, Dr. Amy Powers, and Dr. Jamal Scott met to set goals for the next two years of our participation in the program. The following goals were discussed.

Spring 2018

- Implement General Education Pilot to determine method to assess general education.
- Share WCC Core Student Identity Triangle with faculty.
- Select the top three vendors for an assessment tool and invite all faculty to participate in webinars.
- Select final vendor at the end of the semester.
- Create a process to review course syllabi for the five college learning outcomes.
- Review and select an assessment report template to be implemented fall 2018.
- Complete an end of semester report.

Fall 2018

- Offer assessment report training for OAC faculty to prepare for OAC assessment of plans and results.
- Create a process to assess assessment plans.
- Pilot assessment tool selection with all OAC faculty and others interested.
- Create a plan to implement the assessment of College /General Education Outcomes across disciplines and programs.
- Complete an end of semester report.

Spring 2019

- Assess the quality of assessment plans and reports to provide feedback to faculty (OAC).
- Implement the assessment of College/General Education Outcomes across disciplines and programs.
- Complete an end of semester report.

Fall 2019

- Create a plan to communicate to share with students why we have CLOs.
- Survey faculty regarding the culture of assessment at Waubonsee.
- Complete an end of semester report.

Spring 2020

- Implement a student communication plan.
- Assess the quality of assessment plans and reports to provide feedback to faculty (OAC).
- Complete an end of semester report.

Fall assessment requirements:

- Begin annual collection of assessment data according to schedule
- Discuss and reflect on results from previous year and report on preliminary impressions and conclusions.
- Develop an action plan with recommendations to address areas for improvement supported by assessment results.
- All assessment documents (plans, schedules and reports) to be turned in December for the Annual Update Report or ICCB Program Review.

Spring assessment requirements:

- Create assessment plan according to schedule for the next academic year.
- Collect data according to assessment plan created the previous fall.
- Begin to work on action plan improvements to be implemented in the upcoming semester.

*Faculty include full and part-time members.

Thank you to the Outcomes Assessment Council members for their commitment to improving learning for our students.

Members:

**Amy Frankel
Janet Gaff
Sharon Garcia
Dr. Kathleen Gorski
Justin Hoshaw
Dr. Heather LaCost
Aaron Lawler
Tracy Limbrunner
Tim Moriarity
Michael Moran
Dr. Jeanne McDonald
Suzette Murray
Dr. Jonathan Paver
Dr. Scott Peska
Dr. Amy Powers
Sarah Quirk
Marjie Schoolfield
Lorrie Stahl**