

# OUTCOMES ASSESSMENT NEWSLETTER

Waubonsee Community College

## LETTER FROM THE EDITOR

WRITTEN BY MOLLY DURAVA

Welcome to the newly redesigned Outcomes Assessment Newsletter. This bi-annual newsletter will be provided at the end of each semester to keep you informed of the progress made in the Outcomes Advisory Council (OAC). In this issue, you will find updates and highlights from the fall 2018 semester.

We began this fall in a newly created department as part of Waubonsee's Reinvention: Learning Outcomes, Curriculum and Program Development (LOCPD). This department unified all areas of the College where outcomes are essential including course outcomes, new program outcomes, and curriculum. My position as Outcomes Assessment Coordinator was created as part of this reinvention.

The OAC team had a productive and transformative semester! We have made a lot of progress and look forward to continued progress in the spring.

Highlights from the fall include:

- Fall Orientation-World Café results
- Initial stages of Implementation with AEFIS assessment management software
- Positive reviews from our HLC Assessment Academy Mentors
- The creation of College Learning Outcomes (CL0) rubrics
- Assessment of student learning results and action plans across courses, departments and programs

We had 100% participation from programs and disciplines with full-time faculty on the Assessment Reports. Thank you for continuing to prioritize student learning at Waubonsee!

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.

## WHAT TO EXPECT AT SPRING FACULTY ORIENTATION

At faculty orientation, a World Café Part 2 session will be held on Friday at 10:00 am. In this session faculty will get the opportunity to use the newly created rubrics with their assignments.

Please gather some existing course assignments that you think align well with one or more of the College Learning Outcomes. Please bring 10 copies of your assignment instructions and a few examples of students' work as a result of completing the assignment for discussion. Student artifacts will help us see if there is an alignment between the assignment and the rubric. Alignment happens when you see evidence of the CLO being met by students in the work they present to you.



We will have one laptop computer available at each table for assignments that cannot be viewed in a printed format.

SPECIAL THANKS TO OUR 18-19 OUTCOMES ADVISORY COMMITTEE FOR ALL OF THEIR COMMITMENT TO IMPROVING LEARNING FOR OUR STUDENTS.

AMY FRANKEL ~ AMY POWERS ~ DAVID BEER ~ ELIOR ISELI ~ HEATHER LACOST  
 ~ JEANNE MCDONALD ~ JONATHAN PAVER ~ JULIE BECHTOLD ~ JUSTIN HOSHAW ~  
 KATHLEEN GORSKI ~ KATHLEEN RANDALL ~ MARJIE SCHOOLFIELD ~ MARK GLOUDEMANN ~  
 MELISSA MORGAN ~ MICHAEL MORAN ~ MICHELLE LINDQUIST ~ MOLLY DURAVA  
 ~ SARAH QUIRK ~ SCOTT PESKA ~ SHAWN BALLEE ~ SUZETTE MURRAY ~ TRACY LIMBRUNNER

INTERESTED IN JOINING? CONTACT

MDURAVA@WAUBONSEE.EDU FOR MORE INFORMATION.

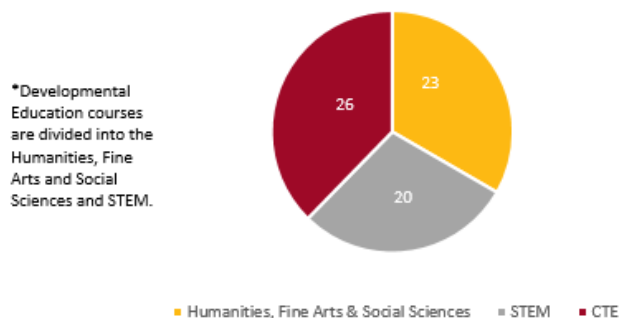
# WORLD CAFE OVERVIEW AND FEEDBACK

During fall orientation we had the opportunity to engage with our College Learning Outcomes (CLOs). The Café began with a presentation of results of the CLO pilot conducted by faculty in spring 2018. The pilot helped us have a better understanding of the ways the CLOs could be assessed across the college.

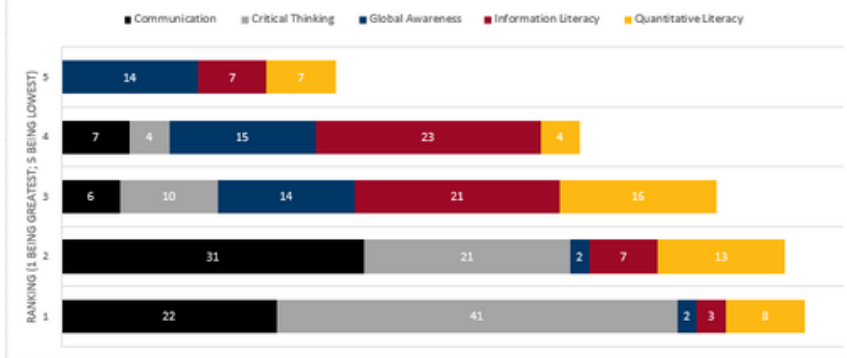
Following this, faculty worked in groups discussing how our CLOs aligned with course offerings. Each group was provided a specific outcome to explore. Each table represented an individual outcome. Faculty had the opportunity to discuss three outcomes they believed to be the most applicable to their courses. The conversations were complimented by desserts from the five countries that represent the five languages Waubonsee offers: Germany, France, Japan, China and Mexico. Following the discussions, data was collected from faculty to determine which outcomes appear to be the most applicable across Waubonsee courses. Here are the results!

74 Surveys were collected from this data. These surveys were distributed following the faculty discussion time at the World Café.

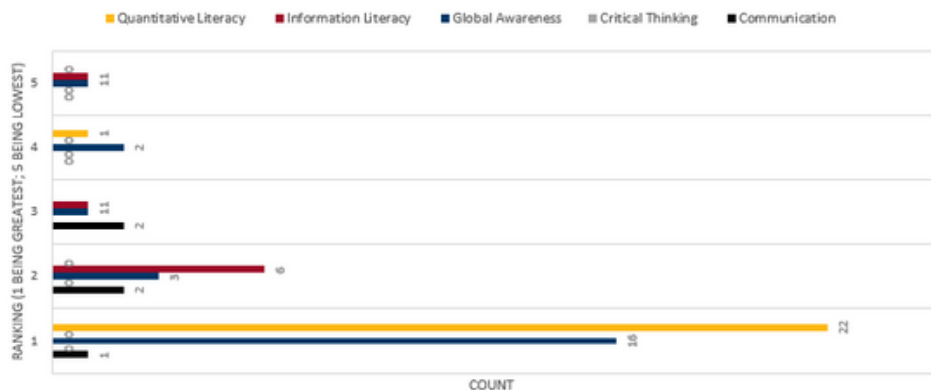
Discipline Represented through Faculty Reflection



CLO'S APPLICABLE TO DISCIPLINE



CLO'S NOT AS APPLICABLE TO DISCIPLINE



Two CLO's emerged as the most prevalent: Communication and Critical Thinking. Global Awareness, Quantitative Literacy and Information Literacy were selected less often.

# WORLD CAFE OVERVIEW AND FEEDBACK (CONT.)

Notes from each table were compiled and entered into the executive summary.

## COMMUNICATION

- Most universally applicable CLO
- Use verbal/non-verbal skills as well as being able to understand their audience
- College Success: Students communicate with pen pals
- HIT: Students are assigned professional emails

## CRITICAL THINKING

- Most frequently cited as the CLO most aligned to their discipline or program
- Most important skill noted in CTE Programs
- Most often used case studies and scenarios to help students develop Critical Thinking skills

## GLOBAL AWARENESS

- Provides opportunities for students to compare and contrast viewpoints from other cultures
- Students bring their own experiences in the classroom
- ABR: Students tracking auto parts across international borders
- ECE: Students participating in community based assignments

## QUANTITATIVE LITERACY

- Evaluate sources for scientific credibility
- Critically evaluating the sources and data they are working with for evidence-based practice
- Assist students in their ability to interpret results and determine the next step

“For some of these students, attending Waubonsee may be their first interaction with those who are not like themselves, opening up the possibility for students to engage with diverse perspectives.” –  
Waubonsee Faculty Member

“Being able to read and analyze numbers, students are able to determine what is normal and not normal, much like being able to read a Bell curve.” – Waubonsee Faculty Member

## INFORMATION LITERACY

- Use an internet search to determine where your sources are coming from
- Biology: Students find an applicable peer-reviewed journal using evidence-based practice

## WORLD CAFE OVERVIEW AND FEEDBACK (CONT.)

Create opportunities to engage with more than one CLO at a time.

Combining CLO's created better learning opportunities for students in and outside of the classroom.

Translate specific skills from CLO into professional workforce.

Each CLO can be applied to the workforce, so creating those opportunities is essential for student's success.

Bring global perspectives and honor student backgrounds

Creating diverse groups for classroom discussions encourages students to be confident in themselves and succeed outside of the classroom.

Use information and data

Creating valid data and understanding where sources are coming from is essential in our professional and social lives.



## AEFIS IMPLEMENTATION- WHERE ARE WE?

In Spring 2018 OAC faculty selected AEFIS (Assessment, Evaluation, Feedback & Intervention System) assessment management software to assist with the assessment of student learning at the college and course level. It was also selected for the additional solutions this tool provides including: curriculum mapping and outcomes alignment, outcomes assessment and evidence collection, outcomes transcripts and competency portfolios for students, self-study and accreditation reporting, strategic planning and data collection, faculty activity and curriculum vitae, course and syllabus management and course evaluation and feedback.

Although we may not use all solutions, we are beginning with the assessment solutions to simplify our assessment processes. If all goes as planned, your assessment Report/Plan and Program Review/Annual Update may be completed in the AEFIS system next fall. The system will allow for easier access away from campus and provide multiple faculty the opportunity to work on one document together.

This fall we began working on the two assessment solutions by organizing and providing our College, program and course learning outcomes to AEFIS. This will assist with curriculum mapping in the future.

Our goal is to begin piloting the system in the spring in the OAC. However, all faculty are welcome to participate and we would love for you to join us. Please reach out to Molly Durava if you are interested at [mdurava@waubonsee.edu](mailto:mdurava@waubonsee.edu); ext. 6912

Prior to the pilot, a lot of training will need to occur. AEFIS follows a train-the-trainer model. The initial team to be trained will include Tracy Limbrunner, Dr. Jeanne McDonald, Molly Durava, Kathleen Gorski as well as Eamon Newman and Hoitung Leung.

## HLC ASSESSMENT ACADEMY UPDATE

We joined the HLC Assessment Academy in 2016. The Academy provides a structured, mentor-facilitated program aimed at advancing and accelerating efforts to assess student learning. The academy is a four year commitment that includes creating projects, implementing strategies, refining and evaluating practices and reflecting on results.

In June 2018, Randy Hines, Tracy Limbrunner, Jeanne McDonald, Amy Powers, and Stacey Randall attended a mid-program round table discussion in Oakbrook, Illinois. There they created a two-year plan which includes many of the highlights in this newsletter. This fall we participated in a touch base meeting which confirmed that we are moving in the right direction.

Participating in this academy also provides us with access to a collaboration network of college assessment practices. In addition to our mentors, the detailed assessment practices have informed our current plans and practice.



## I JUST FINISHED MY PROGRAM REVIEW/ ANNUAL UPDATE- WHAT'S NEXT?

On December 3rd your program or discipline submitted their annual program review or annual update report. Where do we go from here?

### Program Review Reports

The ICCB program reviews for this year include Developmental English, Kinesiology, HVAC, Welding, Photography, Graphic Design, Phlebotomy, Accounting, and all Physical and Life Science disciplines.

Kathleen will be sharing your reports with deans in January for review. Deans will reach out with any questions they may have and it always is helpful to have multiple people review documents prior to submission to the State. Reports will be also reviewed by AVPs, Dr. Nyhammer and Dr. Sobek. All final individual reports will be combined together into one document to be sent to the State by September 1, 2019.

### Annual Update Reports

There are many reasons that we are completing program review and annual update reports. The program review needs to go to the state, but this isn't and shouldn't be the only reason. These reports improve the quality of our programs and improve communication. Programs and disciplines completed these reports and answered several common questions. We will be creating one report using responses from the following areas: strengths, weaknesses, barriers, innovations and budget and resources. Your responses to these questions will assist us in understanding our programs better and making quality improvements. For example, as we look at faculty responses across all programs and disciplines, we may see themes or trends. This provides us information on areas we may need to work on for improvement as a college. We will also see strengths to highlight across the college.

### Tips for Completing your Program Review/Annual Update

- Keep a document that notes interesting aspects of programs, as well as budgetary needs throughout the year to make completing the form easier.
- Start Early - The end of the semester is a busy time with a lot of other deadlines. Reach out to LOCPD anytime for assistance. We are here to help!



## ASSESSING ASSESSMENT REPORTS

As a part of our goals for fall 2018, the OAC enhanced our existing Assessment Plan and Report to include a rubric which provides additional guidance in the completion of the document.

We are working with AEFIS and are hopeful to move to the cloud based form in the fall which will eliminate some of the formatting issues we experienced in the past. The AEFIS system will allow for users to attach files and submit everything all online.

This spring the OAC will be reviewing all of the assessment reports that were submitted December 3rd. Faculty will provide feedback and suggestions on the submitted reports to assist us in the future. We will be reviewing reports in the first few months and plan to provide all faculty a response by March 2019.

This process enhances our culture of learning at Waubonsee.

## RUBRICS FOR COLLEGE LEARNING OUTCOMES

Another goal of the OAC was to create rubrics to assess our College Learning Outcomes (CLOs) across all courses.

Over the course of the fall semester, rubrics were developed using the Association of American College and Universities (AAC&U)\* VALUE Rubrics. The VALUE Rubrics were developed by faculty across the country. For additional information on the rubrics: <https://www.aacu.org/value/rubrics>

The OAC adapted the rubrics to reflect the expected level of learning for an associate's degree student. We used the Degree Qualifications Profile (DQP) created by the Lumina Foundation which is a learning-centered framework for what college graduates should know and be able to do at the associate, bachelor's or master's degree level. For additional information on the DQP: <http://degreeprofile.org/>

In addition to the VALUE rubrics, one-line rubrics were also developed to create a simple and effective way to assess the CLOs. Faculty will have the choice to add the one-liners to their existing rubrics or use the VALUE rubric in their courses.

The rubrics were emailed to faculty in December and will be used at Spring Orientation in our Friday World Café Part 2 Session.

These rubrics will be integrated into AEFIS (and Blackboard) to assess CLOs in fall 2019.

\*Waubonsee is now a member of AAC&U which is a leading national association dedicated to a liberal education with a focus on quality and equity in undergraduate education. We will be able to participate in many of their quality programs and will share these with you via The Department of Faculty Development and Engagement.