



WAUBONSEE  
COMMUNITY COLLEGE

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# Assessing for Student Learning Guide

(What, When, Where, Why and How – All in One Document)

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*Waubonsee Community College is committed to creating and sustaining a culture of learning. Measures of student achievement are continuously collected, analyzed, and shared for the purpose of learning improvement.*

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## The Culture of Assessment at the College

In accordance with Waubonsee Community College's Values, this manual intends to facilitate a culture of assessment that will contribute toward **quality** coursework, emphasize the tangible **value** of learning, reward **innovation** in assessment practice, provide outstanding **service** to our students, and help dismantle the barriers to learning that curtail **accessibility**.

Through collaborative inquiry, outcomes assessment gathers evidence of student learning that informs instruction and curriculum across multiple levels. Changes to curriculum and instruction are implemented based on the evidence, and courses are reassessed on a regular basis to support continuous improvement. Information obtained from the assessment process provides evidence of what students can do with what they know once they have successfully completed a course or program. The assessment of outcomes serves as learning exercises, not just measurement tools.

Creating a culture of assessment is not the responsibility of one job, duty, role or function. It is, instead, the culmination of everyone's individual efforts to continuously improve student learning. As such, we are all contributors to and beneficiaries of our collective assessment endeavors. Leadership of the outcomes process is provided by the Outcomes Advisory Council (OAC).

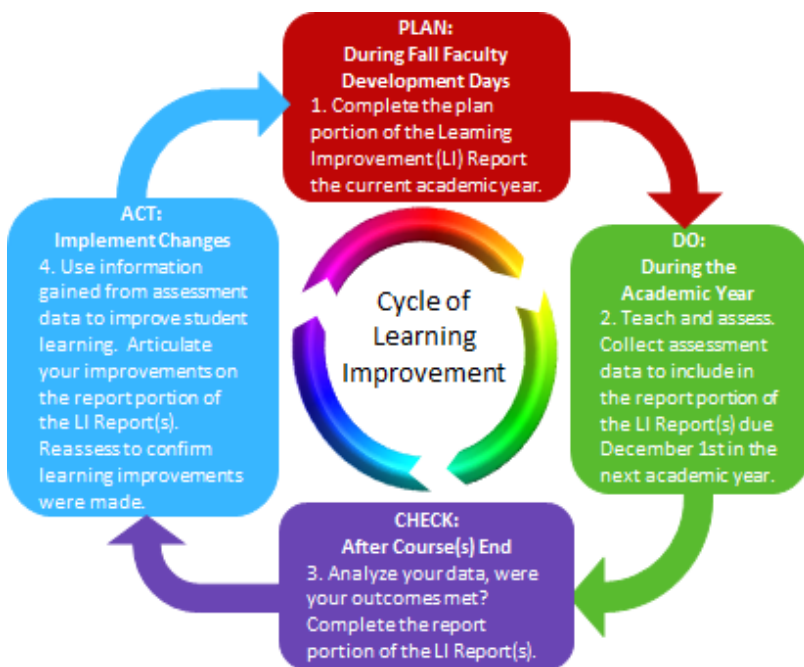
# Annual Assessment Practices

## Assessment Planning and Reporting

Assessment is an on-going process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering and analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the results for information to document, explain, and improve performance. Assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

The American Association for Higher Education (AAHE) Bulletin, 48 (2), November 1995, pp.7-9

At Waubonsee we plan our assessment activities each fall on our [Learning Improvement \(LI\) report](#). During the academic year we collect assessment data, and the following fall we examine data to confirm our results meet expectations. We use information gained from assessment to improve learning.



### Plan: During Fall Faculty Development Days

1. Complete the plan portion of the Learning Improvement (LI) Report for the current academic year.

### DO: During the Academic Year

2. Teach and assess. Collect assessment data to include in the report portion of the LI Report(s) due December 1st in the next academic year.

### **CHECK: After Course(s) End**

3. Analyze your data. Were your outcomes met? Complete the report portion of the LI Report(s).

### **ACT: Implement Changes**

4. Use information gained from assessment data to improve student learning. Articulate your improvement/action plans on the report portion of the LI Report(s). Once changes to curriculum or instruction have been implemented, reassess to confirm learning improvements were made.

### **Example Timeline for One Cycle**

1. Complete the plan portion of the LI report for Biology 120 and turn in during Fall Faculty Development Days.
2. Teach and collect data fall 2020 and spring 2021.
3. Analyze data to confirm outcomes are met. Include this analysis in the report portion for the LI Report.
4. Implement changes discovered from assessment findings.
5. Reassess fall 2021 to confirm better student achievement.

**All year we implement changes to produce better student learning achievement.**

# Annual Assessment Practices

## Annual Update and Program Review

The purpose of program review is to ensure that our quality programs are maintained and continuous improvement is prioritized. This process provides faculty the opportunity to collaborate, assess, evaluate and improve.



Every year, faculty add information to the program’s Annual Update. Every five years, faculty complete the full ICCB Program Review instead of completing the Annual Update. For more information on Program Review visit: <https://facultydae.waubonsee.edu/development/program-review>

## Bringing It All Together

Detailed instructions are available on the Faculty Development and Engagement Website:

<https://facultydae.waubonsee.edu/instruction/assessment>

Documents to be completed every fall semester	Due
<b>1. LI Plan (for current academic year):</b> <a href="#">Step by step instructions, rubrics, example report and checklist</a>	End of Faculty Development Days
<b>2. LI Report (assessment report from data collected last academic year):</b> <a href="#">Step by step instructions, rubrics, example report and checklist</a>	December 1 <sup>st</sup>
<b>3. ICCB Program Review/Waubonsee Annual Update:</b> <a href="#">Step by step instructions, example reports and schedule</a>	December 1 <sup>st</sup>
<b>Throughout the Year:</b> Collect assessment data, make changes identified through the assessment of student learning to curriculum and instruction, and make progress on goals.	

# Annual Assessment Practices

Technology-Assessment Management System (AEFIS)



The **A**ssessment, **E**valuation, **F**eedback & **I**ntervention System – AEFIS is a web-based assessment management system that facilitates the collection and application of real-time assessment data. The platform helps us keep track on our assessment and program review efforts. This system helps us simplify collection and reduce the use of paper and most importantly it is a platform to help us engage in outcomes assessment and continuous improvement.

- All faculty have their own dashboard – the dashboards include a widget for:
  - Course Evaluations
  - Assessments
  - Data Collection Forms - Annual Update and LI Reports
  - Self-Study - 5-year Program Review
- Items to be completed are displayed when you login and located on your [Action Items](#)

#### **We use AEFIS for:**

- Collecting Assessment Data
- LI Reports - Planning and Reporting for Learning Improvement
- Annual Update
- Program Review
- Student Evaluation of Instruction

**For detailed instructions and videos:** <https://facultydae.waubonsee.edu/instruction/technology/aefis>

# Assessment Resources

## Accreditation and Recognition

### The Illinois Community College Board (ICCB)



Waubonsee Community College is a member of the Illinois Community College System representing 48 colleges in 39 districts. ICCB is the governing board of the system of community colleges in Illinois. The Board provides statewide planning for community colleges; coordinates programs, services and activities; sets standards for buildings, curriculum and administration; and approves locally funded capital projects.

#### **Curriculum Approval**

All courses and programs offered at Waubonsee are approved by ICCB. Courses are maintained on our course outline forms. Course Outlines are reviewed through our assessment of student learning process on the Learning Improvement (LI) Reports. Learning Outcomes, as well as assessment methods, are also included on the Course Outline. For more information visit: [Waubonsee Curriculum Council](#)

#### **Program Review**

The Illinois Community College board coordinates the statewide system for program review. The purpose of program review is to support our strategic campus-level planning and decision-making related to instruction, and to demonstrate our accountability in maintaining cost-effective, high quality programs and services that respond to the needs of our district. Each program or non-instructional area is evaluated every five years. Program review is integrated with strategic planning, assessment, and budgetary planning.



# Assessment Resources

## Accreditation and Recognition



*HLC Mission: Advance the common good through quality assurance of higher education as the leader of equitable, transformative and trusted accreditation in the service of students and member intuitions.*

Waubensee Community College is accredited by the Higher Learning Commission, often referred to as HLC. HLC is recognized by the U.S. Department of Education to accredit degree granting institutions. Accreditation validates academic offerings, governance and administrations, mission, finances and resources.

A focus on student learning is one of the guiding values of HLC. HLC regards the teaching mission of an institution as the primary mission.

### [HLC's Guiding Values](#)

Institutions with HLC accreditation are evaluated against its [Criteria for Accreditation](#), a set of Standards that institutions must meet to receive and/or maintain accredited status.

The criteria for accreditation include:

Criterion 1. Mission

Criterion 2. Integrity: Ethical and Responsible Conduct

Criterion 3. Teaching and Learning: Quality, Resources, and Support

Criterion 4. Teaching and Learning: Evaluation and Improvement

Criterion 5. Institutional Effectiveness, Resources and Planning

Assessment for student learning and program review are included in Criterion 3. and 4.

**For more information visit:** <https://www.hlcommission.org/>

# Assessment Resources

## Assessment Associations



### [Association of American Colleges and Universities \(AAC&U\)](https://www.aacu.org/about)

“AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises over 1,200-member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.” <https://www.aacu.org/about>

Waubonsee Community College is a member of AAC&U and was one of only 20 community colleges awarded a grant to be a part of the [Strengthening guided Pathways and Career Success by Ensuring Students are Learning](#) project.



### [Association for the Assessment of Learning in Higher Education \(AALHE\)](#)

The Association for the Assessment of Learning in Higher Education (AALHE) is an organization of practitioners interested in using effective assessment practice to document and improve student learning. As such, it serves the needs of those in higher education for whom assessment is a tool to help them understand learning and develop processes for improving it. AALHE’s mission is to develop and support a community of educators and inform assessment practices in higher education to foster and improve student learning and institutional quality.

AALHE has several publications including [Emerging Dialogues](#) and [Intersection: A Journal at the Intersection of Assessment and Learning](#). See below for articles by Waubonsee faculty and staff members: Kathleen Gorski, Justin Hoshaw, Jeanne McDonald and Sheela Vemu.

[Applying Sports Analogies to Motivate Assessment](#)

[Perspectives on Assessment at Community Colleges](#)

[Assessing Global Awareness in Associate Level Microbiology](#)

[Integrated Planning: The “Difference that Makes a Difference” in Institutional Effectiveness Over Time](#)

# Assessment Resources

## Assessment Associations

### [The Learning Improvement Community \(LIC\)](#)



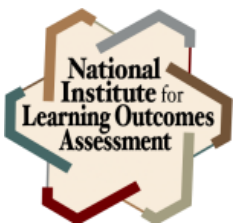
Learning Improvement  
Community

The Learning Improvement Community (LIC) began as a grassroots team of scholars, assessment practitioners and educational developers with an interest in reshaping learning outcomes assessment.

*“As the student learning outcomes assessment movement has evolved in U.S. higher education, a wide range of approaches, methods, frameworks, and practices have emerged. But the core purpose of learning assessment, its reason for being and its most important challenge, is to facilitate the improvement of student learning.”*

LIC continues to collaborate on [Tenets Learning Improvement](#) as well as their [Stories About Learning Improvement](#) project.

Amy Powers, Associate Professor of History, contributed her story about [Improving Students’ Information Literacy Skills in a History Course](#).



[The National Institute for Learning Outcomes Assessment \(NILOA\)](#) is an organization dedicated to researching and developing resources for learning outcomes assessment to improve student learning.

NILOA’s Mission: *NILOA supports institutions in designing learning experiences and assessment approaches that strengthen the experience of diverse learners within a variety of institutional contexts. NILOA works in partnership with a broad range of organizations and provides technical assistance and research support to various projects focused on learning throughout the U.S. and internationally.*

[NILOA Publishes](#) Reports, Occasional Papers, Processes and Practices, Viewpoints, Case Studies, and Books. They also share assignments in their [Assignment Library](#). All assignments were submitted by faculty across the country and went through a three-part review process. Users are invited to search the library for ideas to use.

# Outcomes Assessment Terminology

## Accreditation

According to the U.S. Department of Education: "The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency."

- **HLC - Higher Learning Commission**

The Higher Learning Commission (HLC) oversees the accreditation of higher education institutions in the central United States, which includes degree-granting institutions in nineteen states. The HLC is the institutional accrediting body for Waubensee Community College.

- **ICCB - Illinois Community College Board**

The Illinois Community College Board (ICCB) oversees program review processes for all community colleges in Illinois, including Waubensee Community College. Institutional Effectiveness produces a program review report each year and submits it to the ICCB. All community colleges are required to report on each academic and non-academic area on a five-year cycle.

## Assessment

To assess is to make an appraisal about or evaluation of something. In the teaching and learning context, an assessment is an instrument that an instructor uses to make judgments about the extent to which students have learned the objectives set forth in a given unit or series of units of study.

- **Assessment Tool (Instrument)**

The device or medium used to collect information in the assessment. This can be an embedded course assessment such as an assignment, exam, or term paper. It can also be a portfolio, capstone project, survey, internship or other research method.

- **Achievement Target**

The targeted results of an assessment or expected results of students. For example, 75% of the students taking the assessment will meet or exceed the standard.

- **Performance Criteria Standard**

A specific description of how a student will demonstrate that learning has occurred. This will often delineate levels of student performance (e.g., needs improvement, approaches standard, meets standard, exceeds standard). Can be in the form of a rubric.

- **Rubric**

A rubric is a scoring guide used to evaluate performance, product, or a project. A rubric consists of performance criteria, a rating scale and indicators. A rubric is used to assess student work.

- **Authentic Assessment**

An authentic assessment challenges students to synthesize the knowledge and skills they have acquired to perform a task that closely resembles actual, real-world situations in which those abilities are used. For example, in a contemporary social issues course that seeks to prepare students to educate themselves about issues and make policy position judgments could be given an assessment that asks them to do exactly that.

- **Direct Assessment**

Direct assessment of student learning is tangible, visible, self-explanatory and compelling evidence of exactly what students have and have not learned. Direct assessments may include reports, exams, projects and essays. The strength of direct assessment is they provide reliable and accurate information about student achievement. In

contrast to indirect measures, direct assessment results can be relied upon as being representative of actual student achievement. (See Indirect Assessment)

- **Embedded Assessment**

Embedded assessment is an assessment process that involves using the regular work that students produce in their classes as the material that is assessed or evaluated. The student work may be a final research paper, a set of questions "embedded" in a final exam, a lab project, or anything that the professor would regularly use to evaluate the students in the class. One of the advantages of this type of assessment is that the students do not know that their efforts are being used for assessment and, therefore, do not have any additional pressure or effort required of them. The work they produce is more indicative of their normal work rather than being something produced just for assessment purposes. So, for example, one might assess the general education competencies of students when they reach the junior or senior year and are in the major by selecting specific assignments in specific courses and sending them to a team of faculty to evaluate.

- **Formative assessment**

Formative Assessments are those that are undertaken while student learning is taking place, so that instructors can use the results to improve learning by making changes to classroom activities and assignments and by giving students immediate feedback on their performance. Formative assessment can be seen as assessment for instruction. (See Summative Assessment)

- **Indirect Assessment**

Indirect assessment of student learning consists of proxy signs that students are probably learning. That is, indirect assessments attempt to predict student achievement rather than directly measuring it. As a result, indirect assessment is less clear and less convincing than direct assessment. Indirect assessments may include institutional surveys, course evaluations and focus groups. The strength of indirect assessment is that it can assess certain implicit qualities of student learning, such as values, feelings, perceptions and attitudes, from a variety of perspectives. However, in the absence of direct evidence, assumptions must be made about how well perceptions match the reality of actual student achievement. (See Direct Assessment)

- **Outcomes Assessment**

Outcomes assessment is a collaborative process of inquiry regarding student learning outcomes, followed by analysis, reflection, and action. Outcomes assessment focuses on what students know or can do upon successful completion of a course or a program.

- **Summative Assessment**

Summative assessments are those that are undertaken after student learning has taken place, such as at the end of a unit of study, a course or a program. Instructors use the results to assign grades and to make changes to classroom and assignments for future students. Summative assessment can be seen as assessment of instruction.

## **Outcomes**

Outcomes are an observable, measurable skill or body of knowledge which a student should be able to demonstrate upon successful completion of a course. Each outcome should be specific, measurable, and written using behavioral verbs. Outcomes require higher level thinking which can be observed as a skill or a behavior. Outcomes are assessed to show what the student can do upon completion of the course. Outcomes guide teaching, learning, and assessment.

- **Course Outcomes**

Course outcomes represent what students should be able to do as a result of their learning in the course. In other words, course outcomes represent the synthesis of all of the objectives that students are expected to learn from each lesson, assignment, experience, etc.

- **Institutional Learning Outcomes**

Institutional learning outcomes represent what students will be able to do as a result of their learning and completion of any degree or program at Waubonsee. In other words, institutional learning outcomes represent the

synthesis of all of the course outcomes that represent any program beyond the prefix. They reflect the skills or attributes we want our students to possess upon finishing at the institution.

- **Program Outcomes Assessment**

Program outcomes represent what students should be able to do as a result of their learning in all the courses. In other words, program outcomes represent the synthesis of all of the course outcomes and, therefore, all of the objectives students are expected to learn in each of the program's required courses.

## **Program or Discipline**

A program is a defined series of courses that culminates in the awarding of an academic credential, such as a certificate or a degree. Disciplines at Waubensee are considered programs for the purpose of program review and curriculum mapping.

- **Curriculum Mapping**

Curriculum mapping is a visual tool used to align instruction with desired outcomes. The purpose of a curriculum map is to document the relationship among the components in the curriculum, and ultimately, create a more coherent curriculum.

- **Program Review**

Program review is an analysis of program need, cost effectiveness and quality. The process seeks to support strategic planning and decision-making related to instructional programming and academic support services and demonstrate accountability in maintaining locally responsive, cost-effective, high-quality programs and services.

## Resources

The following resources are available and recommended to support faculty in their assessment endeavors:

### **Association for the Assessment of Learning in Higher Education (AALHE)**

[www.aalhe.org](http://www.aalhe.org)

### **Association of American Colleges & Universities (AAC&U)**

<https://www.aacu.org/>

### **Higher Learning Commission (HLC)**

<https://www.hlcommission.org/>

### **HLC Guiding Values**

<https://www.hlcommission.org/Publications/guiding-values.html>

### **HLC Criteria for Accreditation**

<https://www.hlcommission.org/Policies/criteria-and-core-components.html>

### **Illinois Community College Board (ICCB) Program Review Schedule**

<https://facultydae.waubonsee.edu/development/program-review>

### **Learning Improvement**

<https://www.learning-improvement.org/>

### **National Institute for Learning Outcomes Assessment (NILOA)**

[www.LearningOutcomesAssessment.org](http://www.LearningOutcomesAssessment.org)

### **Waubonsee: FDE Assessment Website**

<https://facultydae.waubonsee.edu/instruction/assessment>

### **Waubonsee: Assessment Checklist**

[https://facultydae-edit.waubonsee.edu/sites/default/files/docs/2021-06/Plan-do-check-act%20checklist\\_0.pdf](https://facultydae-edit.waubonsee.edu/sites/default/files/docs/2021-06/Plan-do-check-act%20checklist_0.pdf)

### **Waubonsee: Assessment Bootcamp**

<https://facultydae.waubonsee.edu/instruction/assessment/assessment-bootcamp>

### **Waubonsee: Outcomes Data Guidelines**

<https://facultydae.waubonsee.edu/media/6767>

### **Waubonsee: Outcomes Advisory Council**

[https://facultydae.waubonsee.edu/sites/default/files/docs/2021-01/OAC%20charter%2012-2-20\\_2.pdf](https://facultydae.waubonsee.edu/sites/default/files/docs/2021-01/OAC%20charter%2012-2-20_2.pdf)

# Support

The following people and offices are here to support faculty in their assessment endeavors:

## **Office of Learning Outcomes, Curriculum and Program Development**

Provides faculty and Educational Affairs administrators with resources and support for all facets of outcomes assessment and program review.

## **Outcome Liaisons**

Leads the Outcomes Advisory Council. Supports faculty in the outcomes assessment process.

## **Outcomes Advisory Committee**

Supports faculty in accessing resources and support for outcomes assessment at the course and program level; participate in faculty-led OAC activities, recommendations, and initiatives.

## **Office of Faculty Development and Engagement**

Collaborates with Faculty Excellence Team (FET) to facilitate meaningful development programming related to assessing for student learning that meets the needs of all faculty. Provides faculty development including the assessment of student learning.

## **Academic Division Deans and Assistant Deans**

Supports faculty with the assessment process.



# Waubonsee Assessment Documents

## Outcomes Advisory Council (OAC) Charter

### Mission

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

- develop a college-wide culture of continuous improvement through teaching, learning, curriculum and instruction;
- provide faculty support, feedback and training on outcomes assessment;
- recommend and promote guidelines related to outcomes assessment;
- support and provide feedback on training for outcomes assessment activities;
- solicit a diverse range of faculty perspectives and input on the creation of an institutional outcomes assessment plan and promote the implementation of high-impact institutional practices; and
- review institutional outcomes assessment data to provide and encourage continuous improvement practices.

### Guiding Principles

The guiding principles for assessing student learning at Waubonsee include:

- Multiple methods of outcomes assessment are utilized, including analysis and interpretation of course, program and institutional data.
- Best practices of outcomes assessment are recognized and valued as the foundation of good practice at Waubonsee.
- Ensure that the process is sustainable by utilizing practices that promote a culture of inquiry, are manageable in terms of time and effort, and have administrative support and resource allocation.
- Outcomes assessment is a mechanism for dialogue and improvement driven through faculty peer-to-peer collaboration and feedback.
- Outcomes data are used to improve learning, curriculum and instruction.
- Outcomes assessment is completed for student learning improvement, not for compliance as required by the Higher Learning Commission (HLC) and programmatic accreditors.
- The outcomes assessment process is separate and distinct from the faculty evaluation process, and no student learning outcomes data will be used in the evaluation of faculty.
- 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.
- Emphasis is on course- and program-based evidence to ensure a direct focus on teaching and learning.

### Membership and Leadership

The co-leaders of this team are the Outcomes Assessment Faculty Liaisons and the Dean for Learning Outcomes,

Curriculum and Program Development. A minimum of two representatives serve on the Council from each academic division, as well as representation from the Office of Learning Outcomes, Curriculum and Program Development, the Assistant Vice President of Student Services or designee, the Assistant Vice President of Education and Workforce Development or designee. The Outcomes Advisory Council (OAC) has a minimum of twelve faculty members and four administrators or designees. Other attendees are ex-officio members.

#### **A. Roles of the Co-Chairs**

- Set goals, objectives and the timeline for project(s) completion.
- Set meeting times and the agenda.
- Conduct all meetings.
- Work closely with sub-committees, as needed.
- Represent the OAC to other college committees and in meetings with the senior leadership team.
- Ensure that the Educational Affairs Team are up-to-date on discussions held at the Council meetings.
- All recommendations from the OAC will be shared with the Vice President of Educational Affairs for feedback, review, approval and to determine the correct course of action for implementation.

#### **B. Role of the Council Representatives**

- Promote course, program and institutional assessment processes and procedures.
- Work with the other OAC representatives in a collegial and respectful way, even when discussing where there is disagreement.
- Share updates from OAC meetings with faculty colleagues informally and in department or division meetings and gather feedback.
- Provide input on and help maintain a systematic and sustainable approach to course, program and institutional assessment.
- Collaborate with the Office of Learning Outcomes, Curriculum and Program Development to design assessment strategies for course and program assessment plans.
- Provide faculty input and guidance on any data tracking software used by the college in support of faculty, division and institutional needs.
- Work collaboratively with the Office of Learning Outcomes, Curriculum and Program Development and the Institutional Effectiveness Data and Analytics Team, if needed, to identify data that is necessary for course and program assessment

#### **Meetings**

Meetings are held bi-monthly during the academic year from 2:30 to 4:00 p.m. on Tuesday afternoons. Each member on the Outcomes Advisory Council (OAC) has one vote on any recommendations that will be put forward to senior leadership. A quorum is comprised of a simple majority of the identified membership. Decisions will be made by vote of the membership in attendance at the meetings – provided there is a quorum.

#### **Reporting**

Meeting minutes will be taken and posted on the [OAC page](#) of the Faculty Development and Engagement Website. The Dean for Learning Outcomes, Curriculum, and Program Development will report monthly to the Vice President of Educational Affairs, and a progress report will be shared with faculty at the end of the fall and spring semesters.

# Waubonsee Assessment Documents

## Outcomes Assessment Liaison

### Assignment Guidelines

The Outcomes Assessment Liaison is a special one to two-year faculty assignment for two full-time faculty. At the end of the first year, an assessment will be made to determine if there will be a second-year appointment. Outcomes Assessment Liaisons will report to the Dean for Learning Outcomes, Curriculum and Program Development.

The assignment begins in fall term with six hours of release time provided for both the fall and spring semesters. Though the release time hours had been reduced to three each semester when an Assessment Coordinator was assisting with our college-wide efforts, most of those duties will be taken up by the two faculty liaisons. (See details below.) A total of 12 hours of release time is provided for two Outcomes Assessment Liaisons annually.

Since this assignment is equivalent to two three-credit hour credit classes in the fall and spring semesters, the expected time devoted to this role should be comparable to that of preparing for and delivering two three-semester hour courses.

Expected time commitment:

6 hours release time: 10-15 hours per week

While the work schedule will be flexible, depending on outcomes assessment planning and needs, the schedule will not necessarily align completely with the time when classes are in session, as some activities and planning will need to occur just prior to the start of the semester or at the end of a semester.

The primary responsibility of this special assignment is to provide faculty leadership for the assessment of student learning. The Outcomes Assessment Liaison will be charged with the responsibility of advancing the college's goals to foster excellence in teaching and learning and to promote student success. The Outcomes Assessment Faculty Liaison will work with faculty and Educational Affairs administrators in advancing the goals and initiatives in the Educational Affairs plan related to the assessment of student learning.

Specific duties of this special assignment will include, but are not limited to, the following:

1. Provide support for the assessment of student learning at the course, program/discipline and college level.
2. Through professional development offerings and one-on-one assistance, provide support to faculty in the design of assessment methods, data collection, analysis and continuous improvement at the course, program/discipline and institutional level.
3. Assist in the implementation of the [AEFIS](#) Assessment Management System.
4. Serve as the co-leader for the [Outcomes Advisory Council](#); set goals and objectives and facilitate all meetings (3.0 hours per month).
5. Meet weekly with the Dean to discuss challenges, develop processes and share ideas for implementing new approaches to assessment for learning. (4.0 hours per month).
6. Work with the Faculty Development and Engagement Team to connect assessment of student learning to faculty professional development.

# Waubonsee Assessment Documents

## Data Guidelines

### 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 Office of Learning Outcomes, Curriculum and Program Development. Goals for improvement of curriculum and instruction will consider 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 Office of Learning Outcomes, Curriculum and Program Development or Institutional Effectiveness 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 Office of Learning Outcomes, Curriculum and Program Development in conjunction with the Office of Institutional Effectiveness 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 consortia 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 Office of Learning Outcomes, Curriculum and Program Development.
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 Fraud Reporting Protection.

8. Outcomes data and information will be shared with faculty for instructional and curricular improvement and with the Custodian\* (Learning Outcomes, Curriculum and Program Development, 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 Reviews**

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; and
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](https://www.iccb.org/iccb/wp-content/pdfs/manuals/program_review/ICCB_Program_Review_2017-2021.pdf)