

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

WSC serves a transfer and a workforce development mission. As such, a significant proportion of students declare their intention to transfer to a North Dakota public or private university. The proposed expansion of the healthcare program offerings will further increase the number of incoming students entering career and technical education programs at the college. Currently, [WSC offers the Associate in Arts, Associate in Science, and 13 Associate in Applied Science degrees, in addition to 10 Certificates.](#) The syllabus of each course includes the associated learning outcomes. Additionally, the program- and course-level learning outcomes are listed on the [college's website](#). Moreover, with the addition of Worldwide Instructional Design System as a curriculum design tool, the syllabi will be uniform across all courses and sections, including an automated upload of the learning outcomes at the program and the course levels. This further highlights to learners how each course fits in the big picture of their growth and development.

Courses that count for general education requirements are grounded in the [General Education Requirements Transfer Agreement \(GERTA\)](#) within the North Dakota University System (NDUS). For a course to be marked within the [GERTA matrix](#), the course must be proposed to a statewide academic discipline group for evaluation, discussion, and

approval; this ensures that students in general education courses meet the same learning outcomes regardless of the NDUS institution or instructor.

Using the ePortfolio tool, the institutional learning outcomes are assessed yearly to ensure that the WSC students are receiving the expected growth and development in all the defined domains. Faculty collate the information and identify gaps and develop strategies to correct them. This approach has helped WSC to maintain the integrity and quality of the general education of students. ePortfolios show the creative, adaptive, and inquiry-driven coursework offered by WSC. Each class is tied to one or several of the four institutional learning outcomes at the college. [WSC Procedure 483: ePortfolio Assignment](#) requires that each course at WSC includes an ePortfolio assignment that asks students to upload one or multiple assessment tasks to their ePortfolio that show that the students have met the institutional learning outcomes assigned to the specific class. After these students have graduated, WSC faculty evaluate the ePortfolio submissions, collate the data collected, and use that data to recommend improvements to the college's operations.

3.B.2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Three frameworks ground the program of general education at WSC: the NDUS, the [General Education Requirement Transfer Agreement \(GERTA\)](#), and WSC's ePortfolio process.

The campuses within the NDUS include academic discipline groups that connect subject-matter experts to one another; academic discipline groups meet annually to discuss important issues relating to their respective areas of study. For example, [the English discipline group recently discussed NDUS Procedure 413.1 to align placement scores throughout the state's higher education institutions](#). As another example, [the Early Childhood Education discipline group created an agreement among NDUS institutions to secure transfer credits from one institution to the next from 2024-2027](#). These groups also provide consistency among the various NDUS institutions.

The NDUS academic discipline groups also established the [GERTA matrix](#). This matrix shows which institutions will accept transfer credits from other NDUS schools. Academic discipline groups meet annually to discuss changes to the GERTA, including adding, amending, or deleting courses from the GERTA matrix. Housing these decisions within the academic discipline groups ensures that students develop the skills and attitudes appropriate for college-educated people.

WSC requires every student to create and maintain an ePortfolio to document their work throughout their course of study. Each course at WSC is linked to one or several of the [institutional learning outcomes \(ILOs\)](#). The documents uploaded by the student for individual courses should reflect how the student has reached the ILOs listed for the given class. By tying these assignments to WSC's ILOs, it reinforces the expectations WSC has for its graduates. For instance, diversity is one of WSC's ILOs, and for those courses that list diversity as the primary ILO, students must provide coursework to show that they have learned about diversity within the course; [students in Abnormal Psychology must include a research paper about a specific psychological pathology and explain why this represents diversity in thought](#), whereas [students in Introduction to Film must include a term paper about a specific director or film and why the director or film is culturally significant](#).

3.B.3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and life-long skills to live and work in a multicultural world.

The education offered at WSC recognizes human and cultural diversity. One of the four [institutional learning outcomes \(ILOs\)](#) is specifically tied to cultural diversity; courses throughout the Arts & Human Sciences Department link to this ILO to ensure introduction to and development of knowledge regarding diversity. The ePortfolio process asks students to document their knowledge of diversity from these courses and provide evidence of meeting the diversity ILO.

Once students have graduated, faculty evaluate the ePortfolios and assess the ILOs. In assessing ILOs in the ePortfolio process, one area of growth regarding diversity is the lack of civic and campus engagement. These concepts are found in the [scoring rubric for the diversity ILO](#).

To grow these areas and engage students with topics of diversity, the college will implement the [Modern Campus](#) platform in Fall 2024. This app-based system tracks student attendance at campus events, including those that feature diversity and, specifically, civic and campus engagement. Modern Campus will “gamify” attendance at

events, and this will also lead to future discussions of badging and micro-credentialing that can follow the student via LinkedIn after they have graduated from WSC. Additionally, WSC plans to use this platform to create a badging program that allows the students to receive training and work-based experiences that grow their interpersonal, cultural, and leadership competence as a “citizens of the world.”

3.B.4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

WSC faculty and students participate in scholarly activities. WSC is a teaching college rather than a research college, so less scholarship is produced in research and publication. Instead, [faculty engage heavily in academic discipline groups within the NDUS](#); faculty and students also participate in state and national academic conferences. Some faculty have chosen to attain higher degrees with dissertation work.

One example of scholarship is the revamping of UNIV 100: Digital and Financial Literacy. In past years, this course was treated as a first-year student orientation; now, this course leverages informational materials provided by the Bank of North Dakota to ensure that incoming students have more resources regarding digital and financial literacy as they begin their college careers. This revamping also reinforces the life-long learning mentioned in the WSC mission statement.

Scholarship is also reflected in the faculty’s creation of open education resources (OERs). These resources are free for students to use, replace expensive textbooks, and provide more accessibility to learning materials. One faculty member began writing an OER as a website hosted through the [Wordpress platform](#). In doing so, students could access the learning materials via laptop, tablet, or phone; this also saved each student enrolled in that instructor’s classes approximately \$150 in textbook costs each semester since 2021. [This project largely came to fruition with a grant awarded by the NDUS](#). Other instructors have also started trying the Wordpress platform to offer OER materials to their students.

Creative work is also highly encouraged at WSC. Music instructors have performed in various community and regional music groups, such as Williston Municipal Band and the Minot Symphony Orchestra; WSC’s current music instructor composes new musical pieces and has work performed both in the community and across the country. The WSC choir, orchestra, and chamber ensemble perform on campus near the end of each semester, such as the choir’s recent performance at WSC’s commencement ceremony in May 2024. Art courses promote creativity in hands-on practice, including drawing, painting, ceramics, two-dimensional, and three-dimensional design. English courses also promote creativity, such as [ENGL 211: Introduction to Creative Writing](#) and [ENGL 238: Children’s Literature](#).

Sources

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- Professor Lund’s Guide to English website
- WSC website, “Unlocking Knowledge: The Power of Open Educational Resources (OER)”
- WSC website, “ENGL 211 Introduction to Creative Writing COG.pdf”
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