

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Currently, WSC has a mature and effective institutional learning outcome (ILO) assessment process through the ePortfolio tool, but we can provide some evidence that it conducts learning outcome assessment across its courses or programs. Currently, [section VI of the program review instrument](#) asks faculty to provide evidence of the learning of students. However, while Course Outcome Guides (COGs) and Program Outcome Guides (POGs) were established, the creation of assessment plans, instruments, and rubrics at the program and course levels are areas of growth. For these reasons, in Spring 2024, the college brought in a consultant to aid faculty in student learning outcome assessment. [We plan to create an assessment plan, identify suitable instruments, and create assessment rubrics. During the Fall 2024 in-service week, faculty will work with a consultant from Worldwide Instructional Design System](#) to examine COGs and POGs as the first step toward a robust learning outcome assessment process.

4.B.2. The institution uses the information gained from assessment to improve student learning.

ILO assessment is a continuing process involving the ePortfolio at WSC. Each course at WSC links to one or several of the ILOs: communication, reasoning, wellness, and diversity. Each student creates an ePortfolio to document coursework that they have

completed. Once the student graduates, faculty evaluate the ePortfolios and their included documents during an in-service day using rubrics specifically tailored to the college's four ILOs; using the ILOs as assessment criteria, the ePortfolio process shows how well students have achieved the competency.

This data informs decisions across WSC's campus to strengthen course offerings and programs. In past ePortfolio assessment, faculty found that students struggled with citations and research, leading the college to purchase TurnItIn and later SafeAssign as add-ons to the Blackboard learning management system; while this gave faculty a stronger tool to detect plagiarism and academic dishonesty, it also allowed students to view areas of poor citation in their essays and revise their written work. Recently, WSC faculty used ePortfolio findings to address concerns about student wellness; this led to the development of the "wellness wheel" assignment in UNIV 100 (College Strategies) and UNIV 101 (College Transitions). This assignment asked students to identify strengths and weaknesses in various aspects of their personal wellness, one of those aspects being financial wellness. Financial wellness is addressed in the new Digital and Financial Literacy class being implemented in Fall 2024. ILO assessment also showed low scores in civic and campus engagement, so a faculty member tied those ideas to classroom discussions in conjunction with lessons about review essays and ethnographic studies. These changes show that WSC is utilizing the data it collects to enhance student learning.

In the Spring 2024 semester, WSC outlined a plan to develop its student learning outcome assessment strategy for the next two years. WSC has been using COGs and POGs for several years, but a plan for assessing COGs and POGs is in the implementation phase with [Worldwide Instructional Design System \(WIDS\)](#). A WIDS consultant provided professional development for faculty in February 2024 regarding student learning outcomes, specifically program learning outcomes (PLOs), in anticipation of future use of WIDS to aid in student learning outcome assessment.

The first step in creating an assessment plan will be in Fall 2024. Faculty will revisit the current COGs and POGs and ensure that they still contain up-to-date, measurable, and relevant outcomes that align with the ILOs. Next, faculty will re-visit the curriculum maps; this will show how each WSC course and its specific outcomes relate to its respective program outcomes. Once course outcomes have been mapped to program outcomes, COGs and POGS will be input into WIDS. The final step will be to identify assessment plans.

WSC's position of Instructional Technologist is currently vacant and in the process of being filled by the end of Summer 2024. This position develops learning materials, records video tutorials, and reserves one-on-one work times with faculty to assist in the input of the data into Blackboard Ultra. When new faculty have never used the LMS, the instructional technologist is expected to walk the person through all the processes to ensure familiarity and competence in the process. For those who don't teach courses online, the level of proficiency in Blackboard is likely minimal, because of the common equivalence between the LMS and online instruction. Thus, WSC will devote resources to support the movement toward an integrated learning outcome assessment driven

institutional decision-making. The intent behind this effort is to enhance student learning and provide quantifiable evidence to use in the prioritization at the institutional level, which augments faculty's ability to enhance student learning and success.

In Spring 2025, faculty will continue assessment plans in WIDS. Within this system, faculty will identify assessment instruments and generate rubrics applicable to WSC's student learning outcome assessment needs. Once the assessment instruments have been identified, these will be input into the Blackboard Ultra learning management system to begin gathering data. Furthermore, WSC is in the process of connecting Blackboard's Analytics for Learn module to the back end of the Blackboard Learn LMS to automate and streamline the data collection and collation for faculty. This endeavor will be seamless to faculty and will not require them to learn any additional skills.

By Fall 2025, the first batch of data should be available to begin student learning outcome assessment. This process will start with course learning outcome (CLO) assessment, but faculty will collate that data at the PLO level.

Spring 2026 will focus on PLO assessment. The data collected on CLO assessment will funnel into PLO assessment, and this data will be included in academic program reviews and academic program updates. The last part of this process will necessitate discussion of budget prioritization once an assessment cycle has been completed.

This semester-to-semester plan identifies areas of growth for the college and for faculty. In each semester, timelines will be created to guide the assessment process; within those timelines, professional development and activities will be included to support faculty.

4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The ePortfolio process reflects good practice on behalf of WSC with significant participation from faculty at all stages of the process. Each course at WSC is tied to one or several of the ILOs; this means that individual faculty must identify which course assessments throughout the semester adequately show that students are meeting the ILOs. Once faculty have identified those assessments, they include an ePortfolio assignment in each course wherein students must upload at least one course assessment to that portfolio. This creates a repository of coursework for each student that can be evaluated later.

Faculty also drive the evaluation process once data is collected. After students graduate from WSC, faculty evaluate the documentation within each student's ePortfolio using the ILOs as guidelines for assessment. For each of the ILOs, faculty create rubrics to evaluate ePortfolios. These rubrics are revised by faculty accordingly when ILO assessment presents outlier scores; revision of assessment rubrics provides the best view of WSC's student learning outcome assessment. When rubrics have been revised, faculty undertake ILO assessment as a group during an in-service day.

After assessment, faculty utilize the data to make informed decisions at all levels of the institution. ILO assessment scores that are below expectations lead faculty to revisit course and PLOs to ensure that outcomes are attainable but also match the rigor of higher education. Faculty also bring their ILO assessment findings to administration with recommendations on enhancing the teaching and learning at WSC.

Technology is an important part of this process, which involves instructional support staff. These staff members aided in the ePortfolio platform changes in Summer 2023. Students used the Blackboard learning management system to create their ePortfolios. However, WSC upgraded to the Blackboard Ultra platform, making it more burdensome for students to create ePortfolios and upload documents to them. This process was streamlined by moving ePortfolio creation and uploading to the OneNote platform.

The implementation of Worldwide Instructional Design System (WIDS) by WSC's instructional support staff in Fall 2024 will also aid faculty in creating a streamlined process to assess student learning. Beginning in Fall 2024, faculty will identify suitable assessments in their courses to show that students are meeting CLOs and PLOs. Over the next two years, faculty will leverage WIDS to conduct CLO and PLO assessment. Blackboard's Analytics for Learn will link to the background of Blackboard Ultra, pull data from students' coursework, and aid faculty in assessment learning outcomes at every level of WSC. At the end of the assessment plan, faculty will bring their findings and recommendations to administration, and administration will prioritize budgets to enhance teaching and learning.

Sources

- Academic Program Review Template 24-25Final.docx
- Townhall 040524.ppt
- Pre-Service Itinerary – Fall 2024 ACADEMIC AFFAIRS_Version Updated 06.06.2024.docx
- Worldwide Instructional Design System website