Assessment of Student Learning Policy

POLICY: Assessment of Student Learning			
POLICY NUMBER:	600.07.01	**CUSTODIAN:**	Academic Dean
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REFERENCES:	HLC		

Part 1. Policy Background and Purpose.

The assessment of student success plays a critical role in WETCC institutional evaluation process and is critical to maintaining accreditation. As acollege with an educational mission, vision, and values, the institution recognizes its responsibility to assess courses and degrees programs and create measurable goals and objectives, student learning outcomes, and departmental/program effectiveness.

Part 2. Definitions

Course-Level Assessment – a cyclical process, fundamental to faculty practice, of identifying and articulating student learning goals, aligning those goals with curriculum, collecting evidence of student learning, interpreting the evidence, and using the evidence to improve student learning

Minnesota Transfer Curriculum (MnTC) are general education outcomes coinciding with Minnesota State Colleges and Universities (MnSCU) to promote transferability of students.

Part 3. Responsibility

Faculty are responsible to design and implement processes to assess and document students' academic understanding and growth in each course

The Curriculum, Instruction, and Assessment (CIA) Committee are responsible to assure adequate assessment practices are planned for each course. The CIA also assures all MnTC courses meet required standards and the WETCC core competencies are addressed. The CIA assigns the student learning outcomes on each course syllabus to the appropriate assessment schedule.

The CIA maintains the assessment schedule and curriculum map.

The Academic Dean is responsible for oversight of the faculty's student learning assessment and to provide feedback to Faculty. The Academic Dean is also responsible to assess overall academic achievement and rigor and to provide this assessment to the President.

The Academic Dean is responsible to present the assessment to the President's Cabinet for review and input. The President is responsible to review the assessment and present it to the Council of Trustees.

Part 4. Policy

WETCC Faculty, under the supervision of the Academic Dean, is responsible for all academic programs. Faculty will design and implement processes that assess the academic achievement of each student in each class taught.

Assessment processes must be grounded in the WETCC mission statement, vision, values, and content areas related to academic course work. The frameworks designed by faculty should illustrate an understanding of the skills, knowledge, and Anishinaabe world view perspectives they expect students to gain in the curricula offered. The modes of teaching and learning utilized, the tools of direct and indirect measurement chosen, and the means by which assessment results are used to improve student learning.

Faculty will utilize established methods, in consultation with the Academic Dean, to document student learning assessments.

Students have a right to know how their academic achievement will be assessed, therefore this information will be clearly described in the course syllabi.

Faculty will create learner outcomes that meet MnTC general education outcomes and WETCC core competencies:

- Okwiinogamigewin nitam (The Community First)
- Aapiji naagadawendan ongow omaa akiing (Holistic in a Way that Honors all Things)
- Mikigaadeg wendjising (Finding Purpose)
- Ogimmawin (Leadership)
- Mino Bimaadiziwin (The Good Life)

Faculty will create measurable learner outcomes that consist of the following components: a specific desired student behavior, assessment method, and criteria for success. Faculty will document the identified direct or indirect assessment methods to evaluate the learner outcomes and provide assessment rubrics to clarify how the learner will be assessed.

The results of the assessment of learning will be documented and used for the following purposes: student feedback and grading, faculty self-reflection, and course continuous improvement, as well as program review analysis and accreditation requirements.