Outcomes Assessment Handbook 2023

SSC This is Success.

SOUTH SUBURBAN COLLEGE

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Our Mission:

The mission of South Suburban College is to Serve our Students and the Community through lifelong learning.
SSC is dedicated to:

- High quality education, training, and services for all individuals who have the ability to benefit from our programs.
- Programs that are accessible and affordable provided to a diverse community of learners.
- Training delivered in collaboration with local businesses.
- A community of staff, faculty, and students that create an environment and resources for learning.
- Up-to-date facilities and technology that help prepare students for transfer to baccalaureate programs or the job market.

Outcomes Assessment Mission Statement

The mission of the Outcomes Assessment Committee at South Suburban College is to promote faculty-produced assessment plans that support dynamic assessment tools, fostering student learning and academic growth.

Outcomes Assessment Vision Statement

Outcomes assessment at SSC is a set of collaborative and data-driven endeavors embraced and supported by all faculty for the benefit of students.

Outcomes Assessment Goals

- To improve instructional and curricular effectiveness in general education and across curricula
- To foster transparency and facilitate continuous improvement of assessment processes that demonstrate accountability to the campus community and stakeholders
- To define general education goals and learning objectives
- To design thoughtful general education assessment and rubrics
- To provide a mechanism for data collection and reporting assessment data
- To support faculty in designing, collecting, and reporting programmatic outcomes assessment
- To guide the institution in collecting data with the goal of advancing student learning through instructional, programmatic, and cocurricular improvement
- To analyze, share, and act on assessment findings

This is Success.

OUTCOMES ASSESSMENT COMMITTEE MEMBERS

OAC Unit Coordinators Summer 2022-Spring 2023

Department or Area	Name	Email
Business & Technology	Dr. Ona Johnson	ojohnson@ssc.edu
Social and Behavioral Sciences & Legal Studies	Dr. Megan Tabag	mtabag@ssc.edu
Math, Physical Sciences & Life Sciences	Dr. Jennifer Medlen	jmedlen@ssc.edu
Nursing & Allied Health	Naomi West	nwest@ssc.edu
English, Communication & Fine Arts	Lakesha Jefferson	ljefferson@ssc.edu
Co-curricular	Millicent Collier	mcollier@ssc.edu
Chair	Becky Walters	bwalters@ssc.edu

A. Overview

OA Steps for Faculty

Step 1: Determine if you are assessing a General Education learning outcome (see list of courses for SP 23) OR a course level learning outcome of your choice.

Step 2: Begin to develop an assessment plan: choose an activity (possibly an assignment) in your class to assess.

Step 3: Explore rubric options and choose a rubric:

- If you are measuring a course outcome, you will create a rubric (or use one that you have previously created).
- If you are measuring a general education outcome, you will choose from the pre-selected rubric options associated with the academic year.

Step 4: When you assess the activity that you have chosen, select the appropriate level of competency for each criteria for each student and select "Publish."   Doing so will automatically report the student learning outcome data in D2L to the D2L OA Data Dashboard. See Appendix A for further instructions.

Step 5: Interpret and evaluate data and create an action plan based on the data.

- Implement that action plan the next time the course is taught.

Repeat the cycle with this new information to enhance your students' learning.

Assessment Cycle

Step 1
Faculty define student learning outcomes
Develop assessment plan

Step 2
Faculty set standards and systematically collect evidence of student learning

Step 3
Faculty deliberatively interpret and evaluate evidence

Step 4
Faculty draw conclusions and report on student learning
Action plans

Step 5
Faculty execute and document improvement actions
Begin reassessment

Sample Assessment Tools

- Oral presentations
- Quizzes
- Written work
- Lab projects
- Portfolios of student work
- Embedded quiz questions or exam questions
- Essays
- Performances
- Art projects
- Score gains, also called pre-post tests
- Capstone projects

C. Instructions for Faculty

Outcomes Assessment Instructions for Spring 2023:

"To Dos" in Summary:
1. <u>Short Term</u>: Complete your Action Plan on the OA D2L Page
   a. It's a Survey under Announcements on the D2L Home Page. <mark>January 17, 2023 at 11:59 PM</mark>
2. <u>Long Term</u>: Submit OA data using one learning outcome from one course – via D2L Rubrics. <mark>Due May 22, 2023 at 11:59 PM</mark>

The details:

Short Term – Action Plan:
1. Go to the Outcomes Assessment D2L Page
2. Under "Announcements" on the Home Page, click the link to the OA Action Plan for SP 23
3. Answer the 7 questions
4. Complete this Action Plan by: January 17, 2023 at 11:59 PM

Stumped? Here are a few examples from other universities:
https://www.calu.edu/inside/faculty-staff/assessment/academic-programs/use-of-results.aspx
 OR Speak with your Unit Coordinator or Becky.

Long Term: Submit OA Data using One Learning Outcome from One Course:
-NOTE: This is exactly the same process as last Spring but this year has different areas of General Education to be assessed: Oral Communication, Multiculturalism, and Critical Thinking

Course-Level Assessment is one of the three levels of Outcomes Assessment required by the Higher Learning Commission (HLC). The other two are Program Assessment and General Education Assessment, which we are also conducting this year. Your participation is required by HLC.

Instructions:
Course- level assessment begins with the course Student Learning Outcomes, which are listed on your syllabus for each of the courses you teach this Spring. You will identify **one** of your Student Learning Outcomes and assess it this academic year. You only need to assess **one.** For this year, choose one from one of your Spring 2023 courses.

How to choose a Course:

Here are some considerations for your choice.

1. **First, take a look at the Courses with a learning outcome tied to Oral Communication, Critical Thinking and/or Multiculturalism. If you have a course this Spring that is listed, you must assess a learning outcome tied to the delineated general education concentration of Oral Communication, Multiculturalism or Critical Thinking – You will be participating in the General Education Outcomes Assessment**
2. **If you do not have a course listed, you may wish to choose the same Spring course and student learning objective that you completed last year.**
    a. If you do this, you can compare results of Spring 2021 and Spring 2022! • After you look and reflect on the Spring 2021 assessment results and notice any trends, you can make changes for this year to improve your teaching
    b. After you look and reflect on the Spring 2021 and/or 2022 assessment results and notice any trends, you can make changes for this year to improve student learning.
    c. OA Unit Coordinators held breakout sessions on this at Fall Faculty Development about making sense and reflecting on your Spring 2021 student results. Let me or the OA Committee know if you would like guidance in looking at your Spring 2021 data.
3. **Or you may wish to choose a different Spring course and student learning objective.**

How to choose a Learning Outcome:
How to choose which Student Learning Outcome you want to assess? Here are some questions to consider, paraphrased from the AAC&U assessment guide (https://www.aacu.org/sites/default/files/files/publications/LevelsOfAssessment.pdf):
• How well does the class collectively achieve this objective?
• How well have subsets of students (such as majors/non-majors, or a historically underserved group) achieved this outcome?
• Have students improved over a term -- from beginning to end -- on their performance about key learning outcomes in the course?
• How consistent are different sections of a course for achieving this outcome?
All of these questions will lead to information that you will use to adjust your teaching, to better serve our students. **This continual improvement is key to outcomes assessment.** And we can use assessment data to close gaps and find funding and academic support for student learning.

To participate in **Course-Level** outcomes assessment, you will upload and use a rubric you create for a course, or you will use one that you have already created. (See Appendix A for further instructions)
To participate in **General Education** (Gen Ed) outcomes assessment, you will use the updated Oral Communication, Critical Thinking, or Multiculturalism rubrics to evaluate your students' work.

To participate, please follow these steps:

1. **General Education**: Find an assignment, and student learning outcome, in your course that assesses that skill (Oral Communication, Critical Thinking, or Multiculturalism). You can use an assignment you have already given if you still have copies of the student work from the assignment.

-OR-

1. **Course-Level:** Choose one student learning outcome from one Spring course you teach. Identify the assignment you use to evaluate that learning outcome. Then, you will create a rubric in that assignment based on criteria for success, using a template provided by the OAC. You can reuse this rubric multiple semesters to gain knowledge of how your course improves with changes that you make.

- For help writing a rubric, see the OAC's Guide to Rubrics: https://d2l.ssc.edu/d2l/le/content/11749/Home?itemIdentifier=D2L.LE.Content.Conten tObject.ModuleCO-50704 or reach out for help. You can use an assignment you have already given if you still have copies of the student work from the assignment.

==Then all faculty follow these steps:==

2. Use your rubric to assess the students' performance. You will do this on D2L and the rubrics are already uploaded into your course. To learn how to do this, follow the steps on the handout prepared by the Teaching and Learning Center (and demonstrated in the earlier session).

3. After you enter the information on how your students performed on the rubric for the assignment, your work is done for OA this year, and we are very grateful! Your deadline for this information is the day that final grades are due: **May 22 at 11:59 PM**

For any questions, please contact your Unit Coordinator listed below, your department chair, Becky, or the TL Center staff.

OA Unit Coordinators Summer 2022-2023:

- Business Tech: Ona Johnson (ojohnson@ssc.edu)

- SBS & Legal Studies: Megan Tabag (mtabag@ssc.edu)

- Math, Physical Sciences & Life Sciences: Jennifer Medlen (jmedlen@ssc.edu)

- Nursing & Allied Health: Naomi West (nwest@ssc.edu)

- English, Communication & Fine Arts: Lakesha Jefferson (ljefferson@ssc.edu)

- Co-curricular: Millicent Collier (mcollier@ssc.edu)

- OA Chair: Becky Walters bwalters@ssc.edu

Deadlines:

Action Plan: January 17, 2023 at 11:59 PM
OA Data from your course: When grades are due: May 22, 2023 by 11:59 PM

General Education Rubrics at SSC

South Suburban College is requesting that instructors associate an assignment in their D2L course with an SSC general education institutional rubric and then grade that assignment (2-step process is shown below). This will allow SSC to gain valuable data to improve student learning.
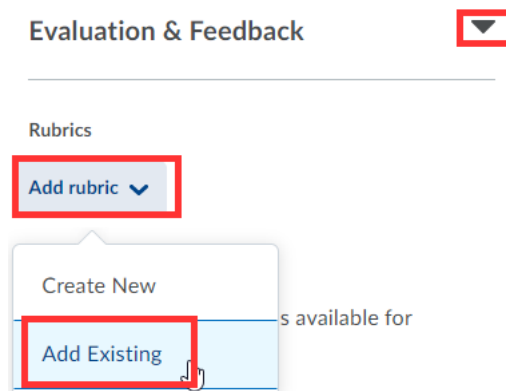
Optional: D2L assignments can have multiple rubrics associated with it. This means instructors can associate a second rubric they created to a D2L assignment, in addition to the SSC general education institutional rubric. Instructor can also view course specific rubric reports to gather information about their assignments.
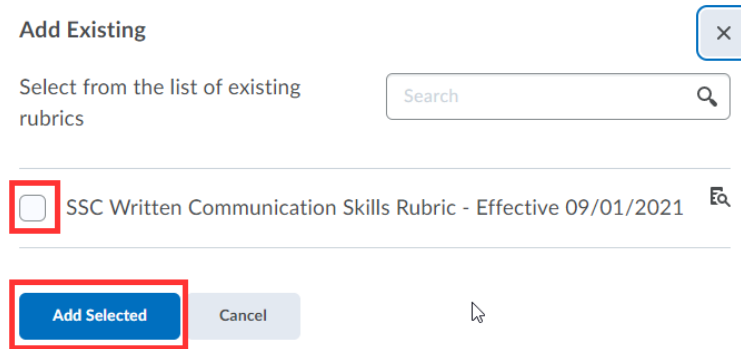
Contents

Step 1: Create an Assignment and Associate a SSC General Education Institutional Rubric
- Select Assignments in the course menu.
- Select New Assignment.
- Provide an Assignment Name.
- Complete all the fields for the assignment, such as score, due date, etc.
- Select Open Evaluation & Feedback.
- Select Add Rubric > Add Existing Rubric.

- Select SSC Written Communication Skills Rubric or SSC Technology Skills Rubric > and Add Selected.
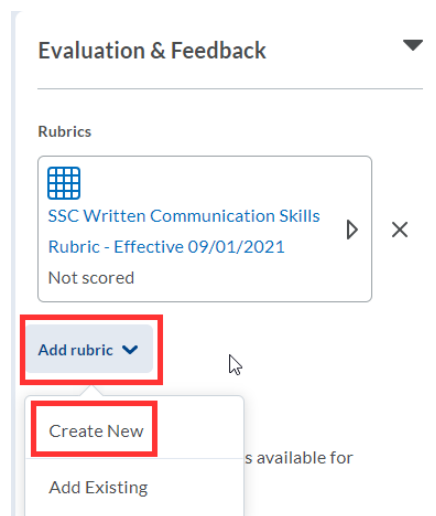
- Save Assignment.
- Rubric is now associated with this assignment.

Optional: Instructor may create their own second rubric for grading
- Many instructors elect to use SSC institutional rubrics alone, as it may meet many grading needs.
- However, instructors do have the option to create their own unique rubric in addition to the institutional rubrics.
- **If using SSC institutional rubrics only, skip directly to Step 2 below.**

To create a second individual rubric:
- Directly below the SSC institutional rubric in the assignment from step 1 above, select Add Rubric > Create New.

- Name the Rubric.
- In each criterion row, select the criterion text box to enter text. If you need more rows, select the + button.

- Within each rating column, select level, point and detailed description to enter text and points.

- Repeat with each criterion.
- When finished, select Attach Rubric.
- Under Default Scoring Rubric, select which rubric should send scores to the course gradebook.
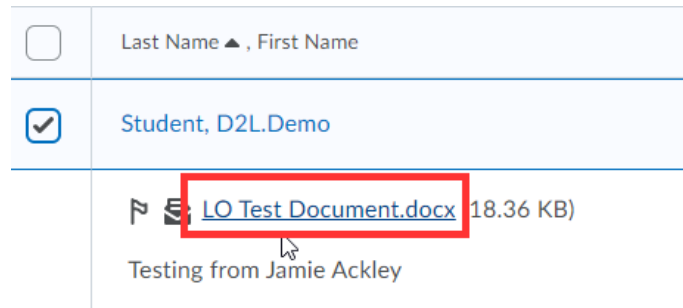

- To manage all rubrics in the course, select Course Tools > Course Admin > Rubrics.
- To learn more about creating course rubrics, see Creating a Rubric in D2L: https://www.youtube.com/watch?v=G5h2qiaN1o8
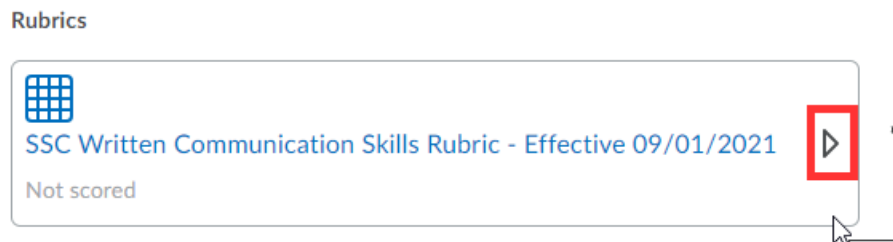
Step 2: Grade the Assignment

- After students have submitted their assignments > select Assignments.
- Select Drop Down next to Assignment and View Submissions.

- Select a Student Submission.

- Open Rubric

- Mouse over each criterion to apply rubric criteria to the student's assignment.

- Select Publish.

Optional: Instructor Rubric Reports

After grading an assignment, general education institutional rubrics data is sent directly to the D2L administration reports. Instructors do not need to do anything else.

However, if instructors would like to view statistic reports on rubrics in their course, there are two ways to view this report.

1) **Assignment specific reports:**

- Once you have completed your grading on an assignment, go back to the assignment and select View Submissions.

- Select Published.

- Select the Chart Icon next to the rubric.

- Select Criteria Statistics or Individual Statistics

- Criteria Statistics show the percentage of students that were graded on each criteria level. This allows an instructor to determine if they need to review content with students or whether students are on the right track.

- Individual Statistics will show the overall scoring for each individual student.

2) Rubric specific reports:

If you used the same rubric on a variety of writing assignments, for example, and you don't want to go to each individual assignment to review the rubrics statistics report, go to the main rubrics tool.

- Go to Course Tools > Course Admin> Rubrics.
- All rubrics associated with the course will appear.
- Select View Statistics next to the rubric.

- Click on Competency Activities.
- This will show all the assignments that used the same rubric.
- Click on the Chart Icon next to each assignment to drill down on the data for that particular assignment.

The rubric data will be sent directly to the D2L administration reports. Instructors do not need to do anything else.

OUTCOMES ASSESSMENT RUBRICS

Faculty can choose to assess the student learning outcome in their course using either one of the General Education rubrics OR create their own Course-Level rubric.

A. General Education Rubrics for Current Year

1. Critical Thinking

Criteria	Exceptional 3 points	Meets the Standards 2 points	Needs Improvement 1 point	Does Not Meet Standards 0 points	Criterion Score
Definition of the Problem	Clearly defines the problem and considers all relevant aspects of the problem.	Adequately defines the problem and considers all relevant aspects of the problem.	Inadequately defines the problem or fails to consider all relevant aspects of the problem.	Unable to define the problem or defines the problem incorrectly.	Score of Definition of the Problem, / 3
Develops a Plan to Solve the Problem	Selects appropriate concepts, procedures and strategies to solve the problem.	Lacks some of the concepts, procedures and strategies to solve the problem.	Lacks the concepts, procedures or strategies to solve the problem.	Selects inappropriate concepts, procedures or strategies to solve the problem.	Score of Develops a Plan to Solve the Problem, / 3

Criteria	Exceptional 3 points	Meets the Standards 2 points	Needs Improvement 1 point	Does Not Meet Standards 0 points	Criterion Score
Collects and Analyzes Appropriate Information	Thoroughly collects reliable, relevant and sufficient information. Accurately and creatively interprets evidence, data and questions.	Collects reliable, relevant and sufficient information. Accurately interprets evidence, data and questions.	Inadequately collects reliable, relevant and sufficient information. Inaccurately interprets information, data and questions.	Collects unreliable, irrelevant and/or insufficient information. Does not interpret evidence, data and questions.	Score of Collects and Analyzes Appropriate Information, / 3
Interprets Findings to Determine Plausible Solutions.	Uses sound reasoning throughout in an accurate and creative manner to reach a valid conclusion.	Uses sound reasoning to accurately reach a valid conclusion.	Some reasoning exists, but student fails to reach a conclusion.	No evidence of reasoning or reasoning does not support conclusion.	Score of Interprets Findings to Determine Plausible Solutions., / 3
Communicates the Results	Conclusions are clearly, effectively and persuasively stated along with strong evidence.	Conclusions are clearly and effectively stated with adequate evidence.	Conclusions are generally correct, but vague or ambiguous. Weak evidence is presented.	No explanation for conclusions or unrelated to problem. Vague, ambiguous data; details absent.	Score of Communicates the Results, / 3

Total
Score of SSC Problem-Solving Skills Rubric (Assessment of Effective Use of Critical Thinking Skills) - Effective 10/12/2022,
/ 15

2. Oral Communication

Criteria	Exceptional 3 points	Meets the Standard 2 points	Needs Improvement 1 point	Does Not Meet Standards 0 points	Criterion Score
Structure	Work has clear and appropriate beginning, development, and conclusion.	Work has adequate beginning, development, and conclusion.	Work has weak beginning, development, and conclusion.	Organizational structure is seriously flawed.	Score of Structure, / 3
Content	The length and breadth of the work provides in-depth coverage of the topic, and statements are clearly supported by evidence that is orally cited.	The length and breadth of the work is sufficient to cover the topic, and at least some examples are supported by evidence that is orally cited.	Work does not do an adequate job of covering the assigned topic and statements are weakly supported by evidence that is orally cited.	Work does not cover the assigned topic and statements are not supported by evidence that is orally cited.	Score of Content, / 3
Vocal Delivery	Delivery has a high level of vocal expression and engages the audience.	Delivery has an adequate level of vocal expression and engages the audience.	Delivery reflects a minimal use of vocal expression and barely engages the audience.	Delivery is vocally ineffective and fails to engage the audience.	Score of Vocal Delivery, / 3
Physical Delivery	Delivery has a high level of physical involvement with strong eye contact.	Delivery has an adequate level of physical involvement with satisfactory eye contact.	Delivery has a minimal level of physical involvement with very little eye contact.	Delivery is physically ineffective with no eye contact.	Score of Physical Delivery, / 3

3. Multiculturalism

MULTICULTURALISM RUBRIC

CRITERIA	SCORE-3 Clearly evident	SCORE-2 Usually evident	SCORE-1 Minimally evident	SCORE-0 Not evident	SCORE
Multicultural AWARENESS	Student is aware of the importance of multiculturalism in society/academia and understands some related terminologies, such as, cultural pluralism, diversity, equity, and inclusion	Student demonstrates an awareness of multiculturalism but may not show clear understandings of related terminologies	Student has a developing awareness of multiculturalism and related terminologies	Student does not demonstrate an awareness of multiculturalism or related terminologies	
ENGAGEMENT with diverse peers & communities	Student enthusiastically engages and collaborates with diverse peers and multicultural communities	Student works well with peers from multicultural backgrounds	Student mostly appears to work with peers who are from similar backgrounds & shows reluctance to work with new people	Student is resistant to working with peers or community members from diverse backgrounds and may have articulated explicit biases toward marginalized groups	
OPENNESS to learning about other cultures	Student is open and eager to learn about new cultures, which may include wanting to learn a foreign language, showing a desire to study abroad, reading about or watching films about other cultures, or seeking friends from different backgrounds	Student is receptive to learning about other cultures, but may not readily show initiative	Student shows reluctance to learning about other cultures but does not appear to demonstrate overt biases	Student is not open to learning about other cultures and may have demonstrated overt biases toward certain groups in society	

APPLICATION of a multicultural lens	Student can fluently apply a multicultural lens to connect class topics to real world examples of social inequalities, conversations about democracy, social movements, or for cross-cultural analyses.	When prompted, student can find connections between multiculturalism and the social world	Student may understand multiculturalism but not adequately connect multiculturalism or related terminology to applied examples	Student does not apply a multicultural lens to connect class topics with the social world.	
				OVERALL SCORE:	
COMMENTS:					

B. Course-Level Rubrics

1. How to create them

Videos on how to create a rubric can also be found on D2L:
https://d2l.ssc.edu/d2l/le/content/11749/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-50704

Blank template:

What is the tool of assessment for the student learning outcome?

Course Level Student Learning Rubric:

Task Description:				
	Scale/ Level 3 (Mastery)	**Scale/ Level 2 (Progressing)**	**Scale/ Level 1 (Emerging)**	**Dimension Score**
Dimension/ Criterion 1	Ideal student performance description	Less than ideal student performance description	Worst student performance description	
Dimension/ Criterion 2	Ideal student performance description	Less than ideal student performance description	Worst student performance description	
Dimension/ Criterion 3	Ideal student performance description	Less than ideal student performance description	Worst student performance description	
Dimension/ Criterion 4	Ideal student performance description	Less than ideal student performance description	Worst student performance description	
	Scale/ Level 3 (Master)	**Scale/ Level 2 (Progressing)**	**Scale/ Level 1 (Emerging)**	

			Individual Total Student Score:	**/**

1. Examples and best practices:

Course Level Outcome Rubric

Instructor: Richard Janicki
Course Number: MUS-141-001
Course Name: Major Percussion
Course Level Student Learning Outcome: Improve musicianship and competency on keyboard percussion instruments using a marimba for instruction.

What is the tool of assessment for the student learning outcome? Marimba Studies

Course Level Student Learning Rubric:

Task Description: Students will integrate their knowledge of percussion performance and prepare various marimba studies.				
	Scale/ Level 3 (Mastery)	Scale/ Level 2 (Progressing)	Scale/ Level 1 (Emerging)	Dimension Score
Proper hand and body orientaion	Consistently moves using hips and keeps hands low and level on the keyboard **without** instructor prompts	Mostly moves using hips and keeps hands low and level on the keyboard **with** instructor prompts	Sometimes moves using hips and keeps hands low and level on the keyboard **with** instructor prompts	
Technical proficiency	Pitchs and dynamics are all/ mostly accurate, rolls are performed with proper length and appropriate attacks/colors	Pitchs and dynamics are mostly accurate, rolls are mostly performed with proper length and appropriate attacks/colors	Pitchs and dynamics are somewhat accurate, rolls are sometimes performed with proper length and appropriate attacks/colors	
Musical proficiency	Tempo is consistent with indications, phrasing is present	Tempo is slower than indicated, phrasing is somewhat present	Tempo varies/ slow, phrasing is lacking	
	Scale/ Level 3 (Master)	Scale/ Level 2 (Progressing)	Scale/ Level 1 (Emerging)	
			Individual Total Student Score:	/

Course Level Outcome Rubric

Course Number: MRI 203
Course Name: MRI Physics II
Course Level Student Learning Outcome: Define factors that affect protocol optimization and analyze parameters that influence MR image weighting.

What is the tool of assessment for the student learning outcome? Exam 2

Course Level Student Learning Rubric:

Task Description: Students will interact with Exam 2 to evaluate their ability to define factors that affect protocol optimization and analyze parameters that influence MR image weighting.				
	Scale/ Level 3 (Mastery)	**Scale/ Level 2 (Progressing)**	**Scale/ Level 1 (Emerging)**	**Dimension Score**
Spatial Resolution (15 Questions) #s 1-15	Student correctly answers at least 12 out of 15 spatial resolution questions	Student correctly answers at least 10 out of 15 spatial resolution questions	Student correctly answers 9 or less out of 15 spatial resolution questions	
Signal to Noise Ratio (15 Questions) #s 16-31	Student correctly answers at least 12 out of 15 signal to noise questions	Student correctly answers at least 10 out of 15 signal to noise questions	Student correctly answers 9 or less out of 15 spatial resolution questions	
Scan Time (5 Questions) # 32-37	Student correctly answers at least 4 out of 5 scan time questions	Student correctly answers at least 3 out of 5 scan time questions	Student correctly answers 2 or less out of 5 scan time questions	
Image Weighting/ Contrast (10 Questions) #s 38-48	Student correctly answers at least 8 out of 10 contrast questions	Student correctly answers at least 7 out of 10 contrast questions	Student correctly answers 6 or less out of 10 contrast questions	

Trade Offs (20 Questions) #s 49-69	Student correctly answers at least 16 out of 20 trade off 5questions	Student correctly answers at least 14 out of 20 contrast questions	Student correctly answers 13 or less out of 20 contrast questions	
MRI Math (5 Questions) #s 70-75	Student correctly answers at least 4 out of 5 MRI math questions	Student correctly answers at least 3 out of 5 MRI math questions	Student correctly answers 2 or less out of 5 MRI math questions	
	Scale/ Level 3 (Master)	**Scale/ Level 2 (Progressing)**	**Scale/ Level 1 (Emerging)**	
	18-14.4	14.3-12.6	12.5-0	
			Individual Total Student Score:	**/18**

Course Level Outcome Rubric

Course Number: MRI 205
Course Name: MRI Clinical Education II
Course Level Student Learning Outcome: Demonstrate knowledge of MRI equipment manipulation and procedure preparation.

What is the tool of assessment for the student learning outcome? Clinical Lab 1

Course Level Student Learning Rubric:

Task Description: Clinical Lab 1: MRI Routine Brain WO Student Instructions
Step 1: Follow the SSC Lab Manual: Clinical Lab 1: Routine Brain WO link in D2L. Interact with the learning material. Follow the links to the anatomical models provided. Read pages 1-13 in your text.
Step 2: Carefully review the patient information, history, and MRI screening forms.
Step 3: If there are no safety contraindications scan the patient using the MRI of the Brain: Routine Brain WO course in CORSMED EduTool.
Step 4: Complete the assignment Clinical Lab 1 and answer the Clinical Lab 1: Questions in D2L
Note: Student clinical will be graded based on the following grading rubric for each pulse

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sequence in the protocol. Please let me know if you have any questions.

Clinical Lab 1: MRI Routine Brain WO Rubric

Clinical Lab 1 Student Learning Outcomes:

- Referencing the SSC MRI Program Lab Manual and the course text, pages 1-13, complete the following tasks
    - Identify common indications for routine MRI brain imaging
    - Understand the general patient position
    - Obtain knowledge of the necessary imaging conditions
    - Critically evaluate the patient history, order, and MRI safety screening form
    - Scan using the provided MRI protocol demonstrating the correct slice alignment and anatomical coverage
    - Demonstrate the usage of correct geometric and contrast parameters
    - Identify the appearance and definition of common MRI brain pathology

	Scale/ Level 3 (Mastery)	Scale/ Level 2 (Progressing)	Scale/ Level 1 (Emerging)	Dimension Score
Slice Selection	Student demonstrates the correct orthogonal and anatomical slice orientation and appropriate anatomical scan coverage	Student demonstrates the correct general orthogonal slice orientation, but the slice is aligned improperly to the anatomy or inappropriate anatomical scan coverage	Student is unable to demonstrate correct orthogonal and anatomical slice orientation	
Geometry Parameters	Student accurately selects the phase and frequency direction, FOV, slice thickness, and image matrix	Student accurately selects some of the geometric paraments (phase and frequency direction, FOV, slice thickness and image matrix)	Student inaccurately selects the phase and frequency direction, FOV, slice thickness, and image matrix	
Image	Student properly	Student properly	Student	

Weighting Parameters	sets the weighting imaging parameters including TR, TE, and flip angle	sets one or two of the weighting imaging parameters including TR, TE, and flip angle	improperly sets the weighting imaging parameters including TR, TE, and flip angle	
Image Weighting/ Contrast (10 Questions)	Student correctly answers at least 8 out of 10 contrast questions	Student correctly answers at least 7 out of 10 contrast questions	Student correctly answers 6 or less out of 10 contrast questions	
	Scale/ Level 3 (Master)	**Scale/ Level 2 (Progressing)**	**Scale/ Level 1 (Emerging)**	
	12-9.6	9.5-8.4	8.3-0	
			Individual Total Student Score:	**/12**

V.   Why Outcomes Assessment Is Important at SSC

    A. Definition of Outcomes Assessment
    B. Course-level OA
    C. General Education OA
    D. Program OA

    A. Definition of Outcomes Assessment

Outcomes Assessment is:
The systematic collection, review, and use of information to improve student learning and educational quality

Purpose of Outcomes Assessment
- Promote course or programmatic improvement
- Improve teaching and learning
- Facilitate accountability
- Identify course or program strengths and weaknesses

Why We Assess
Finding answers to important questions about your course content or program's curriculum or activities is one of the most important reasons to conduct assessment. Questions might include:

- How is the depth of student understanding?
- Should we revise the sequence of courses to enable students to learn more effectively?
- Are we providing the best kind of activities or events?
- How do we use this information to help make data based decisions?

Assessment can help you:
- **Improve your teaching**
- **Improve student learning**
- evaluate effectiveness and alignment of curricula
- improve the course or program and its standing
- inform planning and decision making
- understand the impact of course or program changes
- highlight course or program successes
- provide evidence of need when requesting resources
- advise students with a set of learning outcomes

What is a course or program outcome?

Course or program outcomes specify the measurable knowledge, skill, or behavior you expect students to be able to demonstrate as a result of their participation in the course or program.

Course or program goals are broad, general statements that identify what you want to accomplish at the program level; they may state the course or program purpose. Goals describe a state of being and are not measurable, while outcomes identify results in behavioral terms and are measurable.

Definitions of:

Course Assessment

Course assessment is the assessment of student learning within a particular course. A course should be assessed for whether students are achieving the learning outcomes as stated in the syllabus for that course.

Program Assessment

Program assessment is the assessment of student learning within a particular academic program leading to a degree or certificate. A program should be assessed for whether students are achieving the learning outcomes developed by the department that should be stated in the program approval documents for that program.

General Education Assessment

General Education assessment is the assessment of student learning within the curricular areas meeting SSC's general education requirements for a degree. Because the general education requirement is an institutional requirement that crosses disciplines, assessment occurs on a broader scale than course or program assessment. The general education areas are assessed for whether students are achieving the learning outcomes as stated in the College Catalog for each area.

Rubric:

A rubric is a systematic scoring guideline used to evaluate behaviors, written work, or performance through the use of detailed, written standards.

B. Course-level OA

Why is course-level assessment important at SSC?

- Course-level (CL) assessment allows us to continually improve our teaching. Course-level assessment begins with the course Student Learning Outcomes (SLOs), which are listed on your syllabus for each of the courses you teach.

- And, course-level assessment one of the stated Goals for the college (https://www.ssc.edu/news-events-information/about-ssc/mission-statement/) and it is required by the Higher Learning Commission (HLC) for accreditation.

- Along with data from program-level and general-education assessment, it gives a snapshot of how SSC meets its stated educational goals.

- The rubric framework allows all faculty to list clearly the criteria for student success in each category for their assignments, and further, can be shared with students to help them prepare and succeed.

CL assessment begins with the student learning outcomes (SLOs) for your course), listed on the syllabus.

Example: Student Learning Outcomes for ART 111 (Two-Dimensional Design):

You only need to assess one SLO per course per academic year.

In choosing an SLO, here are some questions to consider:

- How well does the class collectively achieve this objective?
- How well have subsets of students (such as majors/non-majors, or a historically underserved group) achieved this outcome?
- Have students improved over a term -- from beginning to end -- on their performance about key learning outcomes in the course?
- How consistent are different sections of a course for achieving this outcome?

All of these questions will lead to information that you will use to adjust your teaching, to better serve our students. This continual improvement is key to outcomes assessment. And, we can use assessment data to close gaps and find funding and academic support for student learning.

For example, one faculty member identified *Understand the rudiments of music as they apply to the piano playing* for MUS 169.

The next step is to identify an assignment that assesses how students are learning that SLO.

Then, you will create a rubric in that assignment based on criteria for success, using a template provided by the OAC. You can reuse this rubric multiple semesters to gain knowledge of how your course improves with changes that you make. Sharing the rubric with students allows them to check their work and understand the criteria you are looking for. See the OAC's Guide to Rubrics in the OAC D2L shell or OAC members for help!

Example of a rubric based on an assignment:

Course Level Outcome Rubric

Instructor: Richard Janicki
Course Number: MUS-141-001
Course Name: Major Percussion
Course Level Student Learning Outcome: Improve musicianship and competency on keyboard percussion instruments using a marimba for instruction.

What is the tool of assessment for the student learning outcome? Marimba Studies

Course Level Student Learning Rubric:

Task Description: Students will integrate their knowledge of percussion performance and prepare various marimba studies.

	Scale/ Level 3 (Mastery)	Scale/ Level 2 (Progressing)	Scale/ Level 1 (Emerging)	Dimension Score
Proper hand and body orientaion	Consistently moves using hips and keeps hands low and level on the keyboard **without** instructor prompts	Mostly moves using hips and keeps hands low and level on the keyboard **with** instructor prompts	Sometimes moves using hips and keeps hands low and level on the keyboard **with** instructor prompts	
Technical proficiency	Pitchs and dynamics are all/ mostly accurate, rolls are performed with proper length and appropriate attacks/colors	Pitchs and dynamics are mostly accurate, rolls are mostly performed with proper length and appropriate attacks/colors	Pitchs and dynamics are somewhat accurate, rolls are sometimes performed with proper length and appropriate attacks/colors	
Musical proficiency	Tempo is consistent with indications, phrasing is present	Tempo is slower than indicated, phrasing is somewhat present	Tempo varies/ slow, phrasing is lacking	
	Scale/ Level 3 (Master)	Scale/ Level 2 (Progressing)	Scale/ Level 1 (Emerging)	
			Individual Total Student Score:	/

Finally, you will collect student data and score the rubrics accordingly as students turn in the assignments.

C. General Education OA

Why is General Education outcomes assessment important?

- General education outcomes assessment is an assessment of how SSC students are performing on important, institutional skills throughout the General Education class requirements for associates degree programs. The 6 skills that SSC has identified as important are Written Communication, Technology, Oral Communication, Critical Thinking, Multiculturalism, and Research Skills.

- And, general education outcomes assessment is one of the stated Goals for the college (https://www.ssc.edu/news-events-information/about-ssc/mission-statement/) and it is required by the Higher Learning Commission (HLC) for accreditation.

- Along with data from program-level and course-level assessment, it gives a snapshot of how SSC meets its stated educational goals.

- The rubric for each of the six areas is written by the OA Committee in partnership with faculty with subject area expertise. SSC chose rubrics as an assessment framework because 1) historically, the OAC has gathered data using rubrics, and 2) rubrics clearly state the criteria for assessment so that it can be used not just by faculty with subject area expertise, but also by other faculty giving an assignment for that institutional skill.

SSC assesses these 6 skills (Written Communication, Technology, Oral Communication, Critical Thinking, Multiculturalism, and Research Skills) in pairs on a rotating basis. This year (Spring 2023), we are assessing Oral Communication, Critical Thinking, and Multiculturalism.

Faculty department chairs have identified the general education classes in their areas that include the two skills assessed this semester. The result is a list of all courses that will be assessed. This list can be found in Appendix B.

The OAC has a need for more data. Therefore, if you can, choose a gen ed class that has MORE students, assess multiple sections of the same class you teach, or encourage colleagues to join you in assessing 1 large class with many sections.

D. Program OA

Why is Program outcomes assessment important?

Program outcomes stipulate the knowledge, skill, or behavior that students should be able to demonstrate upon program completion.

Program assessment is the assessment of student learning within a particular academic program leading to a degree or certificate. A program should be assessed for whether students are achieving the learning outcomes developed by the department that should be stated in the program approval documents for that program.

Example:

MRI OUTCOMES ASSESSMENT CASE STUDY: https://www.youtube.com/watch?v=JxvI0QJwt7c

• This short video presents the SSC MRI Program Outcomes Plan
• Chronicles programmatic successes and gaps
• Outlines the methodology used to improve individual courses and the program

At SSC, we have tied Program OA cycle to the accreditation schedule:

Name of Program	Responsible Party	Accrediting Agency	Current Accreditation Period	Date (term/year) of Next Site Visit
Coding Specialist	Lisa Campbell	American Health Information Management (AHIMA)	31-Dec-20	TBD
EMS (Emergency Medical Services)	Kim Stotts/Jeff Waddy	COAEMSP	March 20, 2015 - March 31, 2020	December 10-11, 2018
MAS (Medical Assistant)	Adrienne Reaves, Program Coordinator	Commission on Accreditation of Allied Health Education Programs (CAAHEP)/Medical Assistand Education Review Board (MAERB)	Approved by AMT	Annual Approval

OTA (Occupational Therapy Assistant)	La'Taria Overstreet, Program Coordinator	Accreditation Council of Occupational Therapy Education of the American Occupational Therapy Association (ACOTE) and the Illinois Department of Professional Regulations	10 years. Expires: 2022/2023	2022/2023
PHT (Pharmacy Technician)	Ed Coleman, Program Coordinator	American Society of Health System Pharmacists (ASHP)	Expires: October 30, 2020	TBD
PHB (Phlebotomy)	Adrienne Reaves, Program Coordinator	National Accrediting Agency for Clinical Laboratory Services (NAACLS)	Expires: April 30, 2022	TBD
ECG (Echocardiography)	Zubeir Haroun, Program Coordinator Shari McGovern, Department Chair	Commission on Accreditation of Allied Health Education Programs (CAAHEP)/JRC/CVT	Expires:November 30, 2022	*Annual Report due 12/13/2019

Outcomes Assessment Levels
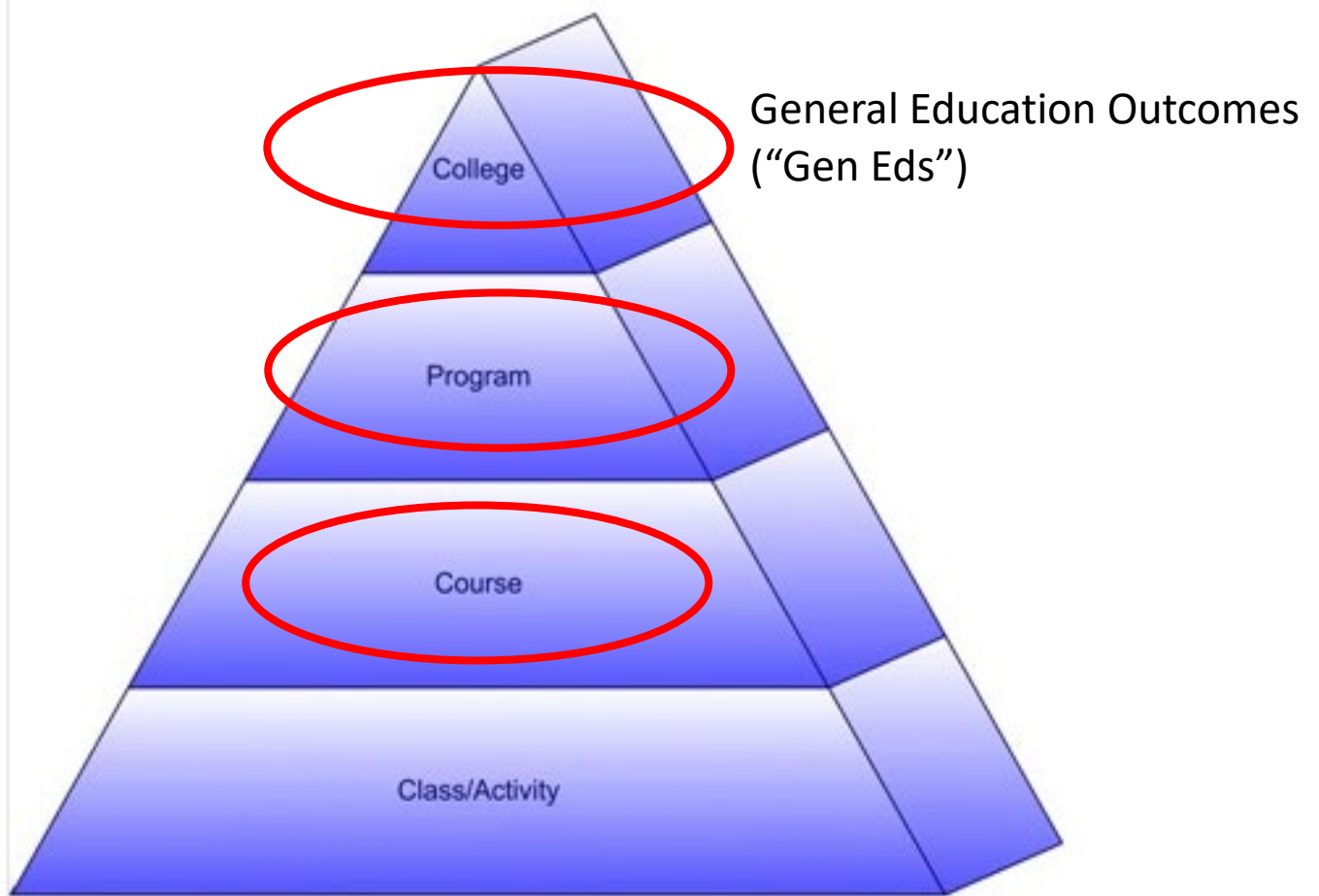
General Education Outcomes ("Gen Eds")

College

Program

Course

Class/Activity

Outcomes Assessment Master Plan
General Education Outcomes Assessment Timeline

- This is a three-year cycle of pairs of Gen Ed areas
- All reports will be sent and stored in **D2L.**
- OAC will provide **templates** for data form, reports, and action plans to faculty.
- Some faculty will only be doing Gen Ed assessment rather than Course-Level assessment as a result of this cycle. (See Course Map and department chairs for identified courses.)

Gen Ed area pairs:

YEAR 1 Written Communication and Technology

YEAR 2 Oral Communication, Critical Thinking, & Multiculturalism

YEAR 3 Research Methodology

Faculty Assesses Outcomes	Faculty Analyzes Outcomes	Faculty Creates Action Plans to Improve Teaching
Fall 2021/Spring 2022	**Fall 2022**	**Spring 2023**
Technology Written Communication Completed SP 2022	Technology Written Communication Completed FA 2022	Technology Written Communication Completed SP 2023
Fall 2022/Spring 2023	**Fall 2023**	**Spring 2024**
Oral Communication Critical Thinking Multiculturalism This year	Oral Communication Multiculturalism Critical Thinking	Oral Communication Multiculturalism Critical Thinking
Fall 2023/Spring 2024	**Fall 2024**	**Spring 2025**
Research Methodology	Research Methodology	Research Methodology
Fall 2024/Spring 2025	**Fall 2025**	**Spring 2026**
Technology Written Communication	Technology Written Communication	Technology Written Communication
Fall 2025/Spring 2026	**Fall 2026**	**Spring 2027**
Oral Communication Critical Thinking	Oral Communication Critical Thinking	Oral Communication Critical Thinking

Appendix A: Institutional Rubrics Handout

General Education Rubrics at SSC

South Suburban College is requesting that instructors associate an assignment in their D2L course with an SSC general education institutional rubric and then grade that assignment (2-step process is shown below). This will allow SSC to gain valuable data to improve student learning.
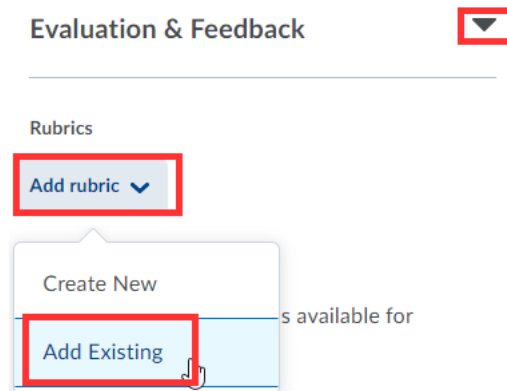
Optional: D2L assignments can have multiple rubrics associated with it. This means instructors can associate a second rubric they created to a D2L assignment (the one for the D2L Gradebook), in addition to the SSC general education institutional rubric. Instructor can also view course specific rubric reports to gather information about their assignments.

Contents

Step 1: Create an Assignment and Associate an SSC General Education Institutional Rubric

- Select Assignments in the course menu.
- Select New Assignment.
- Provide an Assignment Name.
- Complete all the fields for the assignment, such as score, due date, etc.
- Select Open Evaluation & Feedback.
- Select Add Rubric > Add Existing Rubric.

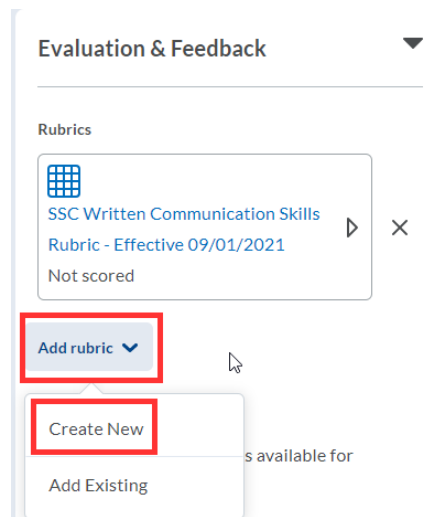- Select SSC Written Communication Skills Rubric or SSC Technology Skills Rubric > and Add Selected.

- Save Assignment.
- Rubric is now associated with this assignment.

Optional: Instructor may create their own second rubric for grading

- Many instructors elect to use SSC institutional rubrics alone, as it may meet many grading needs.
- However, instructors do have the option to create their own unique rubric in addition to the institutional rubrics.
- **If using SSC institutional rubrics only, skip directly to Step 2 below.**

To create a second individual rubric:

- Directly below the SSC institutional rubric in the assignment from step 1 above, select Add Rubric > Create New.

- Name the Rubric.
- In each criterion row, select the criterion text box to enter text. If you need more rows, select the + button.

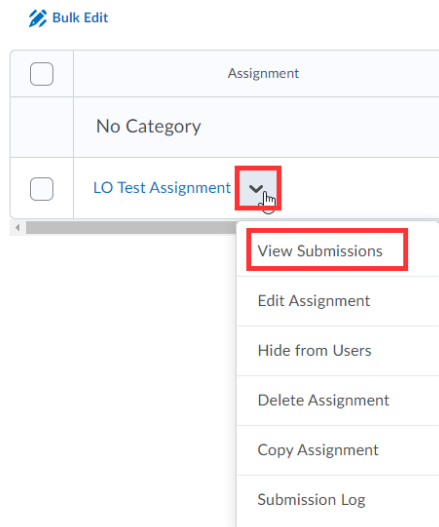- Within each rating column, select level, point and detailed description to enter text and points.

- Repeat with each criterion.
- When finished, select Attach Rubric.
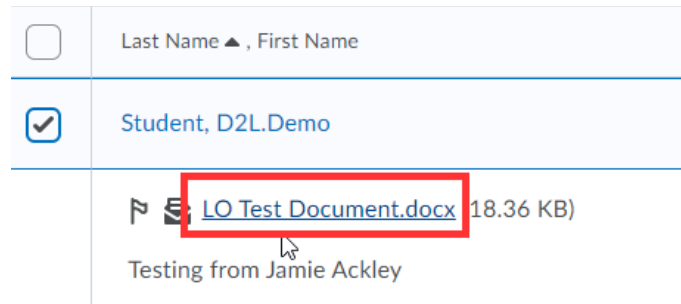- Under Default Scoring Rubric, select which rubric should send scores to the course gradebook.

- To manage all rubrics in the course, select Course Tools > Course Admin > Rubrics.
- To learn more about creating course rubrics, see Creating a Rubric in D2L: https://www.youtube.com/watch?v=G5h2qiaN1o8
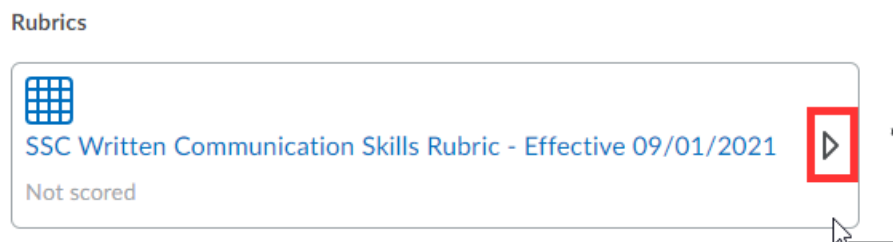
Step 2: Grade the Assignment

- After students have submitted their assignments > select Assignments.
- Select Drop Down next to Assignment and View Submissions.
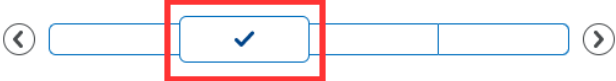

- Select a Student Submission.

- Open Rubric

- Mouse over each criterion to apply rubric criteria to the student's assignment.

- Select Publish.

Optional: Instructor Rubric Reports

After grading an assignment, general education institutional rubrics data is sent directly to the D2L administration reports. Instructors do not need to do anything else.

However, if instructors would like to view statistic reports on rubrics in their course, there are two ways to view this report.

1) **Assignment specific reports:**
- Once you have completed your grading on an assignment, go back to the assignment and select View Submissions.

- Select Published.

- Select the Chart Icon next to the rubric.

Rubrics

SSC Written Communication Skills Rubric - Effective 09/01/2021
10 / 12

Level achieved: Mastery

- Select Criteria Statistics or Individual Statistics

Overall   Criteria Statistics   Individual Statistics

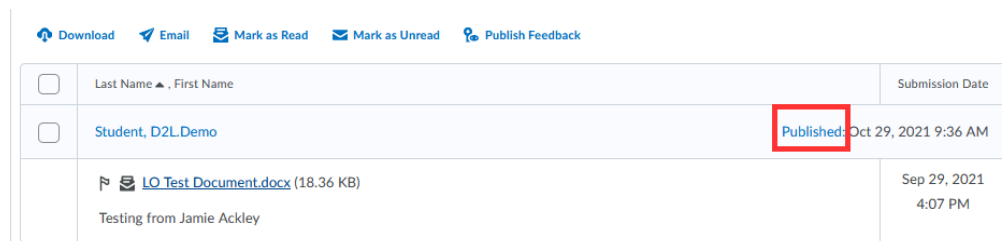- Criteria Statistics show the percentage of students that were graded on each criteria level. This allows an instructor to determine if they need to review content with students or whether students are on the right track.

Criteria	Frequency
Structure	
Mastery	0 %
Approaching Mastery	0 %
Progressing	100 %
Emerging	0 %

- Individual Statistics will show the overall scoring for each individual student.

2) Rubric specific reports:

If you used the same rubric on a variety of writing assignments, for example, and you don't want to go to each individual assignment to review the rubrics statistics report, go to the main rubrics tool.

- Go to Course Tools > Course Admin> Rubrics.
- All rubrics associated with the course will appear.
- Select View Statistics next to the rubric.

- Click on Competency Activities.
- This will show all the assignments that used the same rubric.
- Click on the Chart Icon next to each assignment to drill down on the data for that particular assignment.

Download a Rubric Report within a Course:

- D2L does not include a download button when reviewing rubric results (D2L promises this is coming soon).
- A suggested workaround:
 - Open a new blank word document.
  - When looking at the D2L Rubric Reports, perform a screen capture (copy and paste doesn't always work well in formatting – so screen capture works best).
  - How to perform a screen capture?
    - PC: select windows logo button, shift and the letter "S".
    - Mac: shift, command button and number "3".
  - Go back to the blank word document and select paste.
  - Save your word document when complete.

Using D2L Rubrics in Non-Traditional Ways

There are times when instructors would like to use a rubric in D2L which may not be considered a traditional written assignment and/or a grade may not be given. An example would be a musical performance or a voice lesson.

Instead of creating an assignment, where a student uploads content to be graded, instructors can directly create a D2L Gradebook column and apply a rubric to that gradebook column. The D2L Gradebook is the link to where rubric data is stored and that is the reason a gradebook column must be created. Instructors can hide this gradebook column from student view if so desired.

1) Select Grades, then Manage Grades.
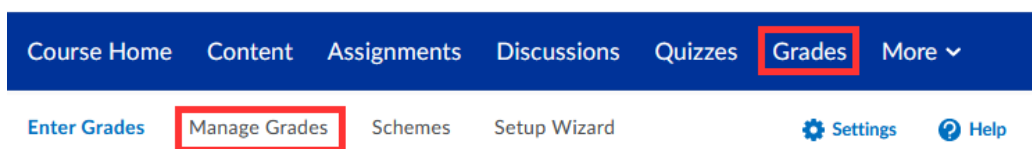
2) Select New and Item (each gradebook column is considered an item).
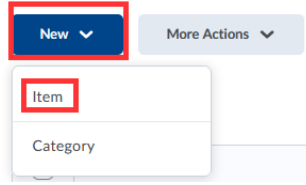
3) Select a Grade Item. If no grade will be given, choose Text.

⊟ **Text**
   Provide comments in the grade book that are not calculated in the final grade.
   E.g. "Course Evaluation Completed"

4) Under the Properties tab, provide a name for the Gradebook column.

General

Type
Text

Name *

Voice Performance
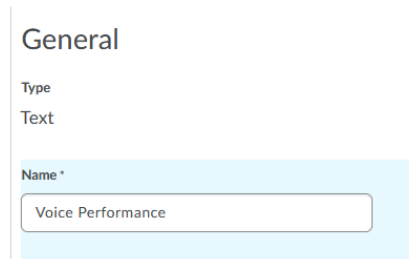
5) Scroll down to the middle of this screen and select Add Rubric.

Grading

Rubrics

Add Rubric

No rubrics selected.

[Create Rubric in New Window]
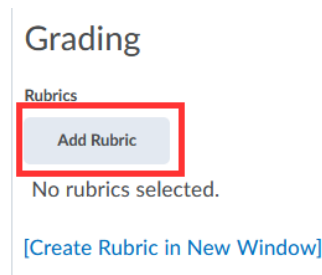
6) Select one of the SSC rubrics created by the Outcomes Assessment Committee and select "Add Selected".

7) Optional: If you would like to hide this column from student view, select the Restrictions tab and select Hide from Users.

| Properties | Restrictions | Objectives |

☐ Hide from Users
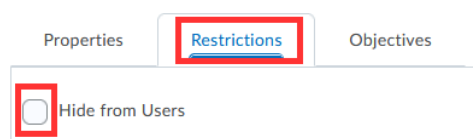
8) Select Save and Close.

9) Returning back to the main D2L Gradebook, a gradebook column has been created. Select the down arrow next to the gradebook column and select Enter Grades.
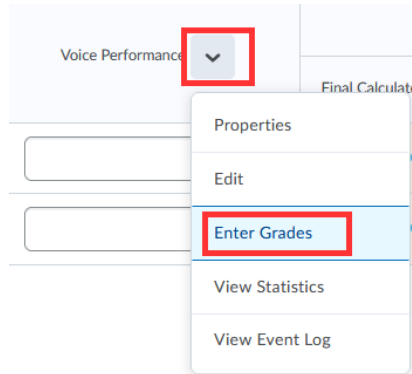
10) Under the Assessment Column, select the Rubric icon for each student.
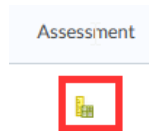
11) Mouse over each criterion to apply rubric, then select Save and Close.

The rubric data will be sent directly to the D2L administration reports. Instructors do not need to do anything else.

Appendix B: Course Map: List of Courses using General Education Rubric SP 2023

Courses with a learning outcome tied to Oral Communication, Critical Thinking and/or Multiculturalism

Course	Oral Comm.	Critical Thinking	Multiculturalism	Offered SP 23?
ACC-120	x	X		x
ACC-121	x	x		x
ACC-130	X	X		x
ANT-101		X	X	X
ART-101		X		x
ART-105		X		X
ART-106		X		X
ART-107		X		x
ART-109		X		X
ART-110		X		x
ART-111		X		x
ART-112		X		X
ART-130		X		x
ART-140		X		X
ART-201		X		X
ART-202		X		X
ART-205		X		X
ART-209		X		X
ART-210		X		X
ART-212		X		X
ART-215		X		X
ART-241		X		X
ART-251		X		X
ART-270		X		X
AST-101		X		X
BIO-101		X	X	X
BIO-102		X	X	X
BIO-103		X		X
BIO-105		X		X
BIO-106		X		X
BIO-115		X		X
BIO-185		X		X
BIO-186		X		X
BIO-224		X		X
BLW-201		X		X
BLW-202		X		X
BUS-105	X	X		X
BUS-108	X	X		X
BUS-203	X	X		x

BUS-206	X	X		X
BUS-210	X	X		X
BUS-220	X	X		X
BUS-245	X	X		X
BUS-253	X	X		X
CHD-104		X	X	X
CHD-106		X	X	X
CHD-108	X	X	X	X
CHD-211	X	X	x	X
CHD-212	X	X	x	X
CHM-111		X		X
CHM-113		X		X
CHW-101		X	X	X
CHW-105		X	X	X
CHW-115		X	X	X
CHW-200		X	X	X
CIS-180	X	X		X
CJS-101			X	X
CJS-105		X	X	X
CJS-213		X		X
COM-106		X	X	X
COM-220	X	X	X	X
COR-100		X		X
COR-103		X		X
COR-108	X	X		X
COR-109		X		X
COR-113		X		X
COR-115		X		X
COR-117		X		X
COR-119		X		X
COR-121		X		X
COR-123		X		X
COR-127		X		X
COR-131		X		X
COR-137		X		X
COR-139		X		X
COR-201		X		X
COR-203		X		X
COR-207		X		X
COR-209		X		X
COR-215		X		X
COR-219		X		X
ECG-101		X		X
ECG-200		X		x
ECG-226	X	X	X	X
ECG-230	X	X	X	X

ELC-105		X		X
ELC-110		X		X
EMS-214		X		X
ENG-098		X		X
ENG-099	X	X		X
ENG-101	X	X		X
ENG-102	X	X		X
ENG-103	X	X	X	X
ENG-208	X	X	X	X
FAD-205		X	X	X
GLG-101		X		X
HFA-203		X	X	X
HIT-107		X		X
HIT-108		X		X
MAS-104	X		X	X
MIS-101	X	X		X
MIS-111	X	X		X
MIS-195	X	X		X
MIS-206	X	X		X
MIS-213	X	X		X
MIS-216	X	X		X
MTH-093		X		X
MTH-095		X		X
MTH-097		X		X
MTH-100		X		X
MTH-103		X		X
MTH-115		X		X
MTH-126		X		X
MTH-165		X		X
MTH-169		X		X
MTH-180		X		X
MTH-190		X		X
MTH-203		X		X
MTH-204		X		X
MUS-117		X		X
MUS-131		X		X
MUS-133		X		X
MUS-135		X		X
MUS-137		X		X
MUS-139		X		X
MUS-141		X		X
MUS-143		X		X
MUS-145		X		X
MUS-146		X		X
MUS-151		X		X
MUS-153		X		X

MUS-155		X		X
MUS-157		X		X
MUS-159		X		X
MUS-161		X		X
MUS-163		X		X
MUS-169		X		X
MUS-171		X		X
MUS-187		X		X
MUS-195		X		X
MUS-197		X		X
MUS-199		X		X
MUS-231		X		X
MUS-233		X		X
MUS-235		X		X
MUS-237		X		X
MUS-239		X		X
MUS-241		X		X
MUS-243		X		X
MUS-245		X		X
MUS-246		X		X
MUS-251		X		X
MUS-253		X		X
MUS-255		X		X
MUS-257		X		X
MUS-259		X		X
MUS-261		X		X
OAT-101		X		X
OAT-104		X		X
OAT-143		X		X
OAT-155	X	X		X
OAT-172	X	X	X	X
OAT-231	X	X	X	X
OTA-101	X	X	X	X
PHB-101	X	X		X
PHB-102	X	X		X
PHL-101	X	X		X
PHL-102	X	X	X	X
PHL-103	X	X	X	X
PHL-105	X	X	X	X
PHS-101		X		X
PHT-100		X		X
PLA-101		X		X
PLA-103	X	X		X
PLA-203		X		X
PLA-204		X		X
PLA-211		X		X

PLA-207		X		X
PSY-101		X	X	X
PSY-103		X	X	X
PSY-204		X	X	X
PSY-206		X	X	X
PSY-211		X	X	X
PSY-212		X	X	X
RDG-081		X		X
RDG-082		X		X
SOC-101		X	X	X
SOC-205		X	X	X
SOC-225		X	X	X
SPE-108	X	X	X	X
SPN-101		X	X	X
SPN-102		X	X	X
SPN-115		X	X	X
Total	43 courses	191 courses	42 courses	

SSC General Education Rubrics

ORAL COMMUNICATION SKILLS RUBRIC

ASSESSMENT OF EFFECTIVE COMMUNICATION AND EXPRESSION

PERFORMANCE AREA	SCORE-3 EXEPTIONAL	SCORE-2 MEETS THE STANDARDS	SCORE-1 NEEDS IMPROVEMENT	SCORE-0 DOES NOT MEET STANDARDS	SCORE
STRUCTURE	Work has clear and appropriate beginning, development, and conclusion.	Work has adequate beginning, development, and conclusion.	Work has weak beginning, development, and conclusion.	Organizational structure is seriously flawed.	
CONTENT	The length and breadth of the work provides in-depth coverage of the topic, and statements are clearly supported by evidence that is orally cited.	The length and breadth of the work is sufficient to cover the topic, and at least some examples are supported by evidence that is orally cited.	Work does not do an adequate job of covering the assigned topic and statements are weakly supported by evidence that is orally cited.	Work does not cover the assigned topic and statements are not supported by evidence that is orally cited.	
VOCAL DELIVERY	Delivery has a high level of vocal expression and engages the audience.	Delivery has an adequate level of vocal expression and engages the audience.	Delivery reflects a minimal use of vocal expression and barely engages the audience.	Delivery is vocally ineffective and fails to engage the audience.	
PHYSICAL DELIVERY	Delivery has a high level of physical involvement with strong eye contact.	Delivery has an adequate level of physical involvement with satisfactory eye contact.	Delivery has a minimal level of physical involvement with very little eye contact.	Delivery is physically ineffective with no eye contact.	
				OVERALL SCORE:	
COMMENTS:					

MULTICULTURALISM RUBRIC

CRITERIA	SCORE-3 Clearly evident	SCORE-2 Usually evident	SCORE-1 Minimally evident	SCORE-0 Not evident	SCORE
DEFINE multiculturalism	Student can define multiculturalism and has an awareness of the meaning of related terminology, such as, cultural pluralism, diversity, equity, and inclusion	Student has a working definition of multiculturalism but may not show clear awareness of related terminology	Student has an awareness of multiculturalism or related terminology, but cannot provide written or verbal definitions	Student cannot define multiculturalism and does not demonstrate an awareness of multiculturalism or related terminology	
ENGAGE collaboratively with diverse peers & communities	Student enthusiastically engages and collaborates with diverse peers and multicultural communities	Student works well with peers from multicultural backgrounds	Student mostly appears to work with peers who are from similar backgrounds & shows reluctance to work with new people	Student is resistant to working with peers or community members from diverse backgrounds and may have articulated explicit biases toward marginalized groups	
OPEN to learning about other cultures	Student is open and eager to learn about new cultures, which may include wanting to learn a foreign language, showing a desire to study abroad, reading about or watching films about other cultures, or seeking friends from different backgrounds	Student is receptive to learning about other cultures, but may not readily show initiative	Student shows reluctance to learning about other cultures but does not appear to demonstrate overt biases	Student is not open to learning about other cultures and may have demonstrated overt biases toward certain groups in society	

APPLY multicultural lens	Student can fluently apply a multicultural lens to connect class topics to real world examples of social inequalities, conversations about democracy, social movements, or for cross-cultural analyses.	When prompted, student can find connections between multiculturalism and the social world	Student may understand multiculturalism but not adequately connect multiculturalism or related terminology to applied examples	Student does not apply a multicultural lens to connect class topics with the social world.	
				OVERALL SCORE:	
COMMENTS:					

Problem-Solving Skills Rubric
Assessment of Effective Use of Critical Thinking Skills

NAME:			COURSE:	DATE:	
Intended Outcome: The student will demonstrate critical thinking through written/oral/skill-based activities.					
Performance Area	*Score = 3*	*Score = 2*	*Score = 1*	*Score = 0*	**Score**
	Exceptional	*Meets the standards*	*Needs Improvement*	**Does not meet standards**	
Definition of the Problem	Clearly defines the problem and considers all relevant aspects of the problem.	Adequately defines the problem and considers all relevant aspects of the problem.	Inadequately defines the problem or fails to consider all relevant aspects of the problem.	Unable to define the problem or defines the problem incorrectly.	
Develops a plan to solve the problem	Selects appropriate concepts, procedures and strategies to solve the problem.	Lacks some of the concepts, procedures and strategies to solve the problem.	Lacks the concepts, procedures or strategies to solve the problem.	Selects inappropriate concepts, procedures or strategies to solve the problem.	
Collects and analyzes appropriate information	Thoroughly collects reliable, relevant and sufficient information. Accurately and creatively interprets evidence, data and questions.	Collects reliable, relevant and sufficient information. Accurately interprets evidence, data and questions.	Inadequately collects reliable, relevant and sufficient information. Inaccurately interprets information, data and questions.	Collects unreliable, irrelevant and/or insufficient information. Does not interpret evidence, data and questions.	
Interprets findings to determine plausible solutions.	Uses sound reasoning throughout in an accurate and creative manner to reach a valid conclusion.	Uses sound reasoning to accurately reach a valid conclusion.	Some reasoning exists, but student fails to reach a conclusion.	No evidence of reasoning or reasoning does not support conclusion.	
Communicates the results	Conclusions are clearly, effectively and persuasively stated along with strong evidence.	Conclusions are clearly and effectively stated with adequate evidence.	Conclusions are generally correct, but vague or ambiguous. Weak evidence is presented.	No explanation for conclusions or unrelated to problem. Vague, ambiguous data; details absent.	
Comments:					

SSC Written Communication Skills Rubric

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Structure	4 points Written work has strong beginning with clear main point. Supporting sentences/paragraphs remain focused on main point and are logically organized. Conclusion offers thoughtful resolution. Smooth transitions glue the work together.	3 points Written work has adequate beginning with overall main point. Supporting sentences/paragraphs remain focused on main point and are organized. Conclusion and transitions are satisfactory.	2 points Written work has weak beginning and lacks coherent main point. Supporting sentences/paragraphs are not focused and organization is unclear. Conclusion and transitions are deficient.	1 point Organizational structure (and paragraphing) have serious and persistent errors.	/ 4

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Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Content	4 points The length and breadth of the written work provides in-depth coverage of the topic, and assertions are fully supported by evidence/examples, conveying the writer's understanding.	3 points The length and breadth of the written work is sufficient to cover the topic, and assertions are adequately supported by evidence/examples.	2 points Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence/examples, conveying a lack of understanding of the subject.	1 point Written work does not cover the assigned topic, and assertions are not supported by evidence/examples.	/ 4
Style & Mechanics	4 points Word selection and sentence structure of work are effortlessly written and clearly communicate and enhance the meaning of the writer's work.	3 points Written work is relatively free of errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization). Meaning is generally clear.	2 points Written work has several major errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization) which may impede meaning.	1 point Written work has serious and persistent errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization). Meaning is unclear.	/ 4

Total	/ 12

SSC Technology Skills
(Assessment of Effective Use of Technology)

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Essential Computer Literacy	3 points Demonstrates mastery in using appropriate technological and Internet skills. Demonstrates an effective ability to identify, open/close appropriate program required for a specific task and efficiently store/retrieve files from multiple storage devices.	2 points Demonstrates skills approaching mastery level using appropriate technological and Internet terminology. Demonstrates the ability to locate, open, and close specific programs but cannot store or retrieve files from external storage devices.	1 point Demonstrates progressing skills in the use of computer/Internet terminology, but with inconsistency. Demonstrates the ability to open/close specific programs, but unable to store/retrieve files.	0 points Does not currently demonstrate an understanding of technological/Internet terminology. Unable to locate or utilize specific programs. Cannot store/retrieve files.	/ 3

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Use of Online/Technological Tools	3 points Effectively uses advanced online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software. Effectively uses email or various technology tools to communicate with others, including the use of the attachments.	2 points Illustrates approaching mastery skills in the use of online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software. Approaching mastery use of email or various technology tools to communicate with others, including the use of the attachments.	1 point Uses email but does not use any other online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software.	0 points Does not currently use any online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software.	/ 3

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Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Use of General Purpose/Discipline Specific Software Application or a Technological Device to Complete Tasks	3 points Demonstrates mastery skills in using technology fluently to independently complete advanced tasks. Completes tasks using innovative technological resources. Uses technology to communicate or illustrate clear and concise ideas. Understands how to effectively maintain and upgrade computing devices.	2 points Skills are approaching mastery level using technology to complete routine tasks, with minimal assistance. Uses familiar resources. Uses technology to communicate or illustrate ideas, with minimal number of errors. Requires limited instructor guidance to complete tasks.	1 point Demonstrates progressing skills in the use of technology for basic tasks, but with assistance. May use technology inefficiently and uses minimum resources. Communicates or illustrates ideas using technology in a limited way and relies heavily on instructor guidance to complete tasks.	0 points Does not currently demonstrate the ability to use technology or appropriate resources effectively or correctly. Does not communicate ideas effectively or clearly.	/ 3

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Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Critical Thinking Skills and the Use of Technological Tools/Devices	3 points Demonstrates mastery utilizing critical thinking skills to choose a suitable mix of appropriate technological tools/devices for analysis of the subject matter.	2 points Demonstrates skills approaching mastery level in utilizing critical thinking skills to choose an adequate mix of appropriate technological tools/devices for analysis of the subject matter.	1 point Skills are progressing in using critical thinking to select a marginally suitable mix of appropriate technological tools/devices for analysis of the subject matter.	0 points Does not currently demonstrate the use of critical thinking skills to choose the appropriate technological tools/devices for analysis of the subject matter.	/ 3

Total	/ 12

Overall Score

Mastery 12 points minimum	**Approaching Mastery** 8 points minimum	**Progressing** 4 points minimum	**Emerging** 0 points minimum

Appendix D: Accessing the OA Data Dashboard in D2L

D2L Rubric Dashboard: Steps to Access Your Data

- From your D2L Home Page go to Data Access
- Then Insights Portal:
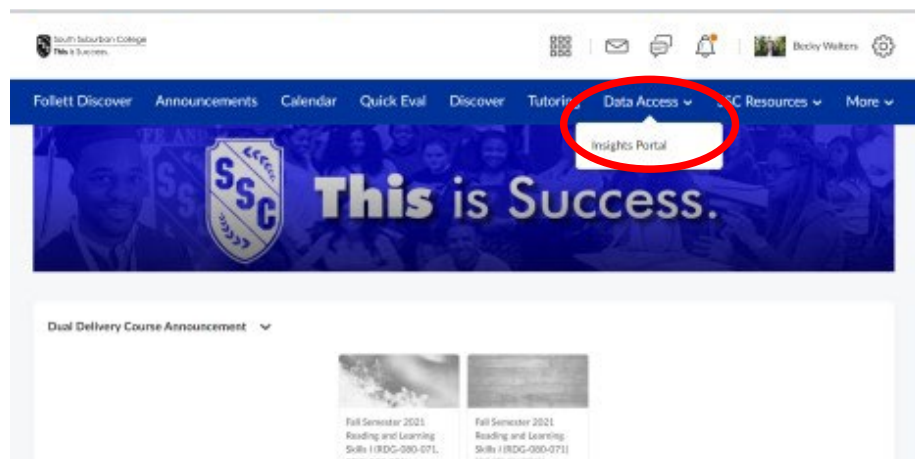
- Once on the "Insights Portal" screen go to "Insights Report Builder" under "Custom Reports":

D2L Rubric Dashboard: **Steps to Access Your Data**

- Scroll over the Three lines on the left side of the screen to get to the menu & select "All Rubric Data"
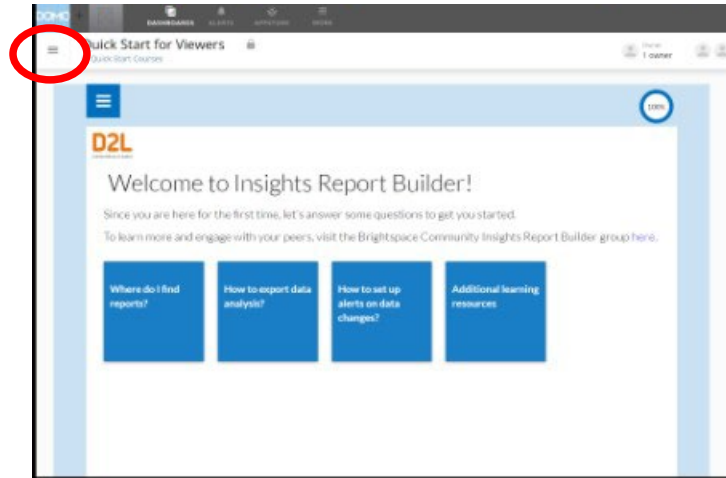
D2L Rubric Dashboard: Steps to Access Your Data

- Congrats! You made it! Now you can use the filters to drill down to the data you want to view:
    - By semester
    - By Rubric
    - By Course
    - By Student!