

Outcomes Assessment



**2015 – 2020
Handbook
(Administrators' Edition)**

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What is Outcome Assessment?



Purpose of Outcomes Assessment

1. Promote course or programmatic improvement
2. Improve teaching and learning
3. Facilitate accountability
4. Identify course or program strengths and weaknesses

What is assessment?

The systematic collection, review, and use of information to improve student learning and educational quality

What do I gain by doing assessment?

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:

- 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.

What is a course or program goal and how does it differ from a course or program outcome?

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.

How do program outcomes differ from course objectives?

Course objectives refer to the content instructors intend to teach students in a particular course. Program outcomes, on the other hand, stipulate the knowledge, skill, or behavior that students should be able to demonstrate upon program completion. Course objectives focus on what the instructor will teach; outcomes focus on what students will be able to do as a result of learning what the instructor teaches.

What is the difference between general education assessments and course/class/program assessment?

- **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 master 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: writing, speech, mathematics, natural science, social and behavioral science, arts and humanities, critical thinking, and computer information literacy. 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 Catalogue for each area.

What is an assessment plan?

Think of your assessment plan like a roadmap that keeps you on course and helps you avoid wasting time by going down the wrong path. It describes what you want to assess and how you're going to measure it. An assessment plan provides a focus for your efforts and establishes priorities for assessment activities. Its contents include, at a minimum: mission, outcomes/objectives, methods, and criteria or standard of performance.

What is a rubric?

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

Assessment Participation: Weigh More Options

All faculty must participate in an outcomes assessment activity by choosing one of the following options:

- 1) Instructors teaching classes with oral communication or research methodology will use those rubrics, continuing the gen. ed. assessment plan in place.
- 2) A departmental or course assessment, possibly through the annual update, will be given using any rubric loaded on Live Text.
- 3) Individuals or departments/programs will develop a class/course assessment using one of the six general education rubrics.

Five Step Process—So, what’s my role?

ALL INSTRUCTORS ARE BEING ASKED TO USE A RUBRIC TO EVALUATE STUDENT PERFORMANCE ON AN ASSIGNMENT IN AT LEAST ONE OF THEIR CLASSES. Check with your program coordinator/department chair to see what you need to do.

SSC’s Outcomes Assessment Strategic Plan for General Education: The Five Steps

1. Choose a class activity to evaluate using a rubric.
2. Fill out Survey Monkey questions 1 – 8 either on the form in this book or through the e-mail request and send it to your dean.

This form is due when midterm grades are due.

NOTE: If your department is conducting an activity as a group, the department chair should submit one form to cover all participating instructors.

3. Assess the activity using the rubric.
4. Enter the rubric data onto Live Text at <http://www.livetext.com>

This data is due when final grades are due.

5. Results: Click on

Fall 2015: <https://www.surveymonkey.com/r/VBX9WNS>

Spring 2016: <https://www.surveymonkey.com/r/VHB3NM5>

NOTE: All instructors must complete the Survey Monkey questions 1 – 12.

This information is due when final grades are due.

OUTCOMES ASSESSMENT QUESTIONS

Jennifer Medlen (STEM) **x2424** | Anna Helwig **x5706**
Riordan **x5715**

LIVE TEXT LOGIN HELP

Zac Hughes **x2225** | Kevin

UNIT COORDINATORS

Eric Tucker **x2300**: art, social sciences, library, and counseling

Robert Calhoon **x2299**: music, business, legal studies, and career programs

Natalie Page **x2294**: English, communications, and humanities

Shari McGovern **x2634**: nursing and allied health

Thank you very much for your consideration, participation, and kindness. The Outcomes Assessment Committee

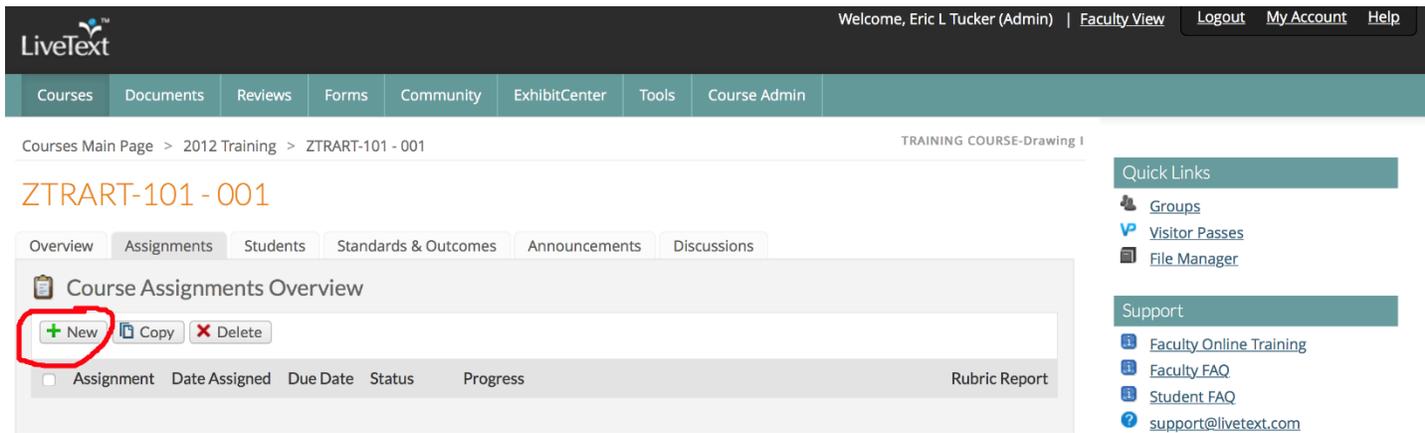
Survey Monkey Survey

- 1) Term/Date
 - 2) First Name
 - 3) Last Name
 - 4) Dean
 - 5) Course & Section Number(s) (XXX-###-###)
 - 6) Assessment Activity
 - 7) Rubric
 - 8) Anticipated Outcome (Ex: 70% of students will receive a score of 10 or higher.)
-
- 9) Write one sentence, using numbers set for the anticipated outcome, to describe the results. (Ex: 40% of students received a score of 10 or higher, with the average score being 6.4.)
 - 10) Did the results of this activity meet the expectations?
 - 11) What can be done to improve the assessment activity? (Ex: Change the 4th question, too vague, and the 5th question, answered correctly by everyone.)
 - 12) What can be done to increase student achievement with respect to the student learning objectives set? (Ex: To increase students' proficiency with exponents, section 5.1 should be covered in 2 days.)

Live Text Instructions

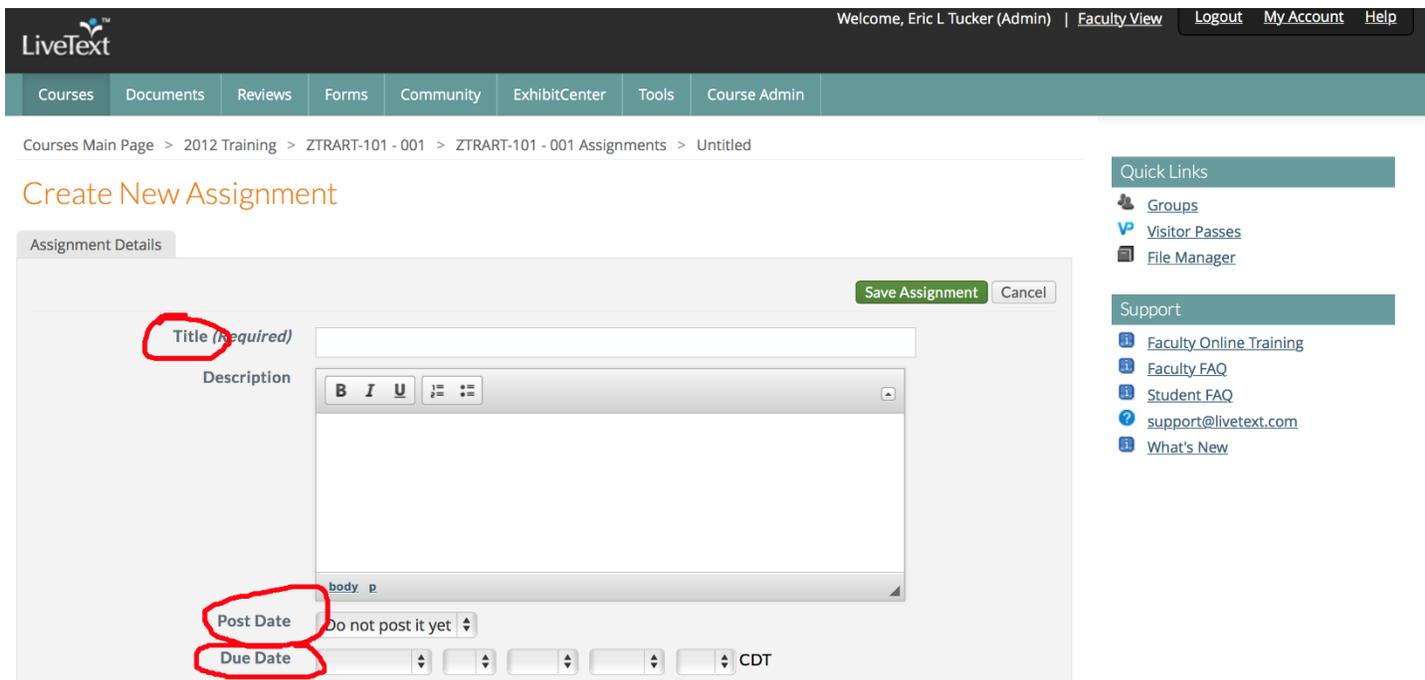
The following are the instructions for creating a new assignment in Live Text:

1. Under the “Assignments” tab, click the “New” button.



The screenshot shows the LiveText interface for a course named 'ZTRART-101 - 001'. The user is logged in as Eric L Tucker (Admin). The navigation menu includes Courses, Documents, Reviews, Forms, Community, ExhibitCenter, Tools, and Course Admin. The current page is 'Course Assignments Overview'. The 'New' button is circled in red. The page also shows a table with columns for Assignment, Date Assigned, Due Date, Status, Progress, and Rubric Report. On the right side, there are sections for Quick Links (Groups, Visitor Passes, File Manager) and Support (Faculty Online Training, Faculty FAQ, Student FAQ, support@livetext.com, What's New).

2. “Assignment Details” window will open. Complete the “Title, Post Date, Due Date” fields.



The screenshot shows the 'Create New Assignment' window in LiveText. The user is logged in as Eric L Tucker (Admin). The navigation menu is the same as in the previous screenshot. The current page is 'Create New Assignment'. The 'Assignment Details' section is visible. The 'Title (Required)' field is circled in red. The 'Post Date' field is set to 'Do not post it yet' and is also circled in red. The 'Due Date' field is circled in red. The window also shows a 'Save Assignment' button and a 'Cancel' button. On the right side, there are sections for Quick Links and Support.

3. Scroll down to “Assessment Method” and click the “Browse” button to insert your assessment rubric.

The screenshot shows the 'Assessment Method' section of a course management system. At the top, there is a navigation bar with tabs for 'Courses', 'Documents', 'Reviews', 'Forms', 'Community', 'ExhibitCenter', 'Tools', and 'Course Admin'. Below this, a message states: 'Students may retract their submissions if due date has not passed and the professor has not yet begun the assessment process.' The 'Assessment Method' section is highlighted with a red underline. Underneath, there is a section titled 'Insert Assessment Rubrics' with a 'Browse' button circled in red. Below the 'Browse' button, there are several settings: 'Assessment Type' set to 'Summative', 'Publish Grades' checked, 'Sync Grades with LMS' unchecked, and 'Assignment URL' set to 'https://c1.livetext.com/misk5/sso/ILSSC1416/assignment/1442171'.

4. Select the appropriate rubric for your assessment activity. Then, click the “Insert Documents” button.

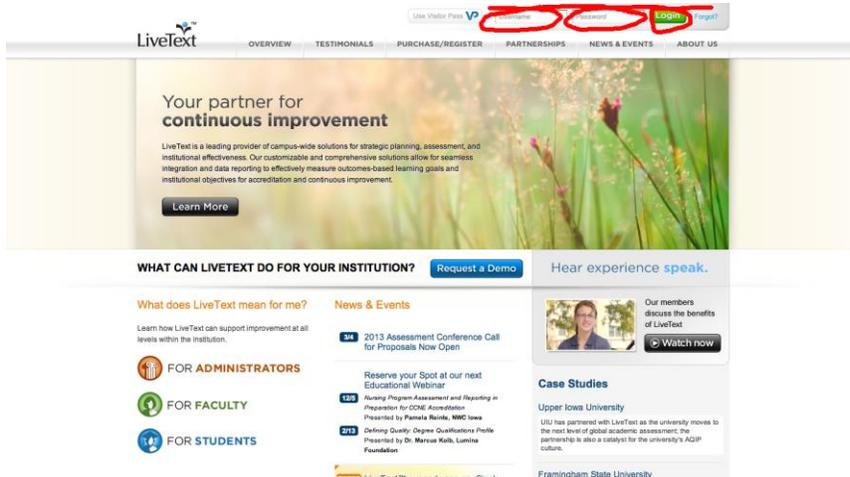
The screenshot shows the 'Insert Assessment Rubrics' section of the course management system. At the top, there is a navigation bar with tabs for 'Courses', 'Documents', 'Reviews', 'Forms', 'Community', 'ExhibitCenter', 'Tools', and 'Course Admin'. Below this, a message states: 'Students may retract their submissions if due date has not passed and the professor has not yet begun the assessment process.' The 'Assessment Method' section is highlighted with a red underline. Underneath, there is a section titled 'Insert Assessment Rubrics' with a 'Showing 1-5 of 11' indicator and a 'Next' button. Below this, there is a table of rubrics. The 'Insert Documents' button is circled in red with an arrow pointing to it. The table has columns for 'Title', 'Type', 'Date Created', and 'Date Modified'. The rubrics listed are:

Title	Type	Date Created	Date Modified
<input type="checkbox"/> SSC Written Communication Rubric-Fall 2010	Assessment	Jun 7, 2010	Dec 29, 2011
<input type="checkbox"/> SSC Effective Research Methods Rubric-Fall 2010	Assessment	Jun 7, 2010	Aug 12, 2010
<input type="checkbox"/> SSC Critical Thinking Rubric-Fall 2010	Assessment	Jun 7, 2010	May 10, 2011
<input type="checkbox"/> SSC Oral Communication Rubric-Fall 2010	Assessment	Jun 11, 2010	Aug 12, 2010
<input type="checkbox"/> SSC Technology Skills Rubric-Fall 2010	Assessment	Jun 11, 2010	Aug 12, 2010

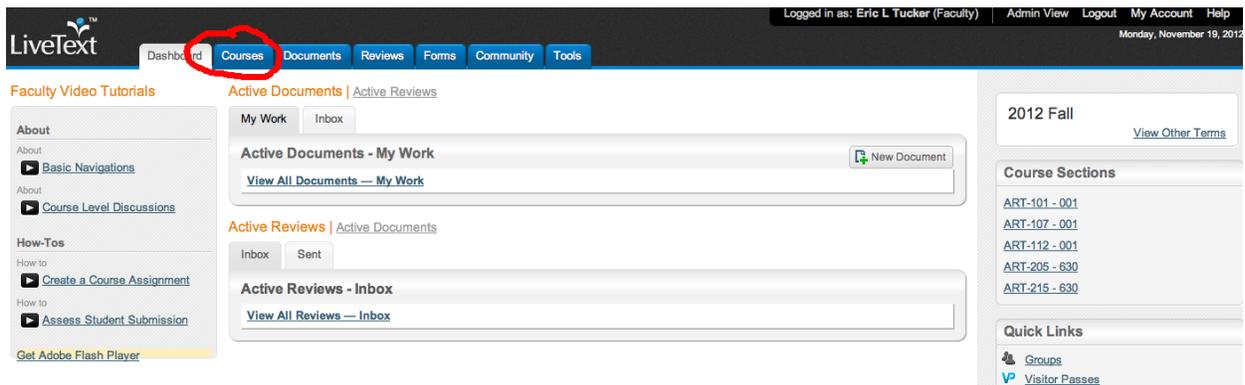
5. Scroll down to the bottom of the page and click “Save Assignment.”

After your students complete a writing assignment of your choice, your outcomes assessment must be completed in Live Text. Remember, you are not assigning another grade to the student, but rather, assessing the student's degree of competency in writing. The assignment and rubric are already in place for you. All you need to do is read the writing samples and evaluate them accordingly. Follow these steps:

1. Go to www.livetext.com and log in with your user name & password. The fields are located at the top of the page.



2. Select the "Courses" tab located at the top of the window.



3. Click on the ART 107 section assigned to you. *Note: that could be ART 107-002, -003.*

The screenshot shows the 'All Courses' page in LiveText. At the top, it says 'Logged in as: Eric L Tucker (Faculty)'. Below the navigation bar, there's a search bar and a table of courses. The table has columns for Term, Course Code, Course Name, and Instructor. The row for '2012 Fall', 'ART-107 - 001', 'Art Appreciation', and 'Eric Tucker' is circled in red.

Term	Course Code	Course Name	Instructor
2012 Fall	ART-101 - 001	Drawing I	Eric Tucker
2012 Fall	ART-107 - 001	Art Appreciation	Eric Tucker
2012 Fall	ART-112 - 001	Design-Three-Dimensional	Eric Tucker
2012 Fall	ART-205 - 630	Sculpture	Eric Tucker
2012 Fall	ART-215 - 630	Sculpture II	Eric Tucker

4. Click the on the “Assignments” tab located under the course number (written in orange).

The screenshot shows the course page for 'ART-107 - 001'. The 'Assignments' tab is circled in red. Below the tabs, there's a 'Course Overview' section with details like Name, Description, Credit Hours (3.00), and Instructor(s) (Eric Tucker). On the right, there's a 'Course Sections' list with links for ART-101 - 001, ART-107 - 001, ART-112 - 001, ART-205 - 630, and ART-215 - 630.

5. Select the “Art 107 Writing Assignment” or “Copy of Art 107 Writing Assignment” by clicking on it. Do not check the box.

The screenshot shows the 'Course Assignments Overview' page. At the top, it says 'Logged in as: Eric L Tucker (Faculty)'. Below the navigation bar, there's a table of assignments. The row for 'Art 107 Writing Assignment' is circled in red. The table has columns for Assignment, Date Assigned, Due Date, Status, Progress, and Rubric Report.

Assignment	Date Assigned	Due Date	Status	Progress	Rubric Report
Art 107 Writing Assignment		Dec 14, 2012	Not Assigned		View
Copy of Art 107 Writing Assignment	Nov 19, 2012	Dec 31, 2012	Not Assigned		View

6. Click on the "Submissions & Grades" tab.

LiveText™
 Logged in as: Eric L. Tucker (Faculty) | Admin View | Logout | My Account | Help
 Monday, November 19, 2012

Dashboard | Courses | Documents | Reviews | Forms | Community | Tools

Courses Main Page > ART-107 - 001 > ART-107 - 001 Assignments

Art 107 Writing Assignment

Assignment Details | **Submissions & Grades**

Copy | Edit | Delete

Assignment Description

Title: Art 107 Writing Assignment
 Description: This is based on a writing assignment of the instructor's choice. Instructors may assess a comparison essay from an exam, a paper from a gallery visit, an artwork analysis, etc. The writing must be evaluated on the Written Communication rubric.
 Date Assigned: Not assigned.
 Due Date: Dec 14, 2012 11:00 PM
 Viewable to Students: No
 Allow student to withdraw submission: No

Assessment Method

Selected Assessment(s): SSC Written Communication Rubric-Fall 2010 - View | Open

Assessment Document Viewable to Students: No
 Assessment Type: Summative
 Publish Grades: Yes
If Yes - Student receives assessment scoring instantly;
 If No - Student receives assessment scoring after all student assessments are completed and published.

2012 Fall [View Other Terms](#)

Course Sections

- ART-101 - 001
- ART-107 - 001
- ART-112 - 001
- ART-205 - 630
- ART-215 - 630

Quick Links

- Groups
- Visitor Passes
- File Manager

Support

- Faculty Online Training
- Faculty FAQ
- Student FAQ
- support@livetext.com

7. Choose a student to assess by clicking on his or her name in the left column (again, no need to check the box).

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 Monday, November 19, 2012

Dashboard | Courses | Documents | Reviews | Forms | Community | Tools

Courses Main Page > ART-107 - 001 > ART-107 - 001 Assignments

Art 107 Writing Assignment

Assignment Details | **Submissions & Grades**

RED = Non-LiveText Member

Awaiting Submission (24) | Awaiting Assessment | Completed

Select All | Assess Selected Students

All grades are published

Name	Assignment History	Name	Assignment History	Name	Final Assessment
<input type="checkbox"/> Abdul, Jovantay					
<input type="checkbox"/> Anthony, Juanita					
<input type="checkbox"/> Balemon, Demetrie					
<input type="checkbox"/> Balemon, Dorrian					
<input type="checkbox"/> Beard, Shane					
<input type="checkbox"/> Benn, Keshell					
<input type="checkbox"/> Branch, Marvella					
<input type="checkbox"/> Chavez-Hernandez, Luz					

2012 Fall [View Other Terms](#)

Course Sections

- ART-101 - 001
- ART-107 - 001
- ART-112 - 001
- ART-205 - 630
- ART-215 - 630

Quick Links

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- Visitor Passes
- File Manager

Support

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- Faculty FAQ
- Student FAQ

8. Click the blue “Assessment Rubric” button to open the rubric. A pop-up window will open containing the rubric

The screenshot shows the LiveText interface. At the top, the navigation bar includes 'LiveText' logo, 'Dashboard', 'Courses', 'Documents', 'Reviews', 'Forms', 'Community', and 'Tools'. The user is logged in as 'Eric L. Tucker (Faculty)'. The breadcrumb trail is 'Courses Main Page > ART-107 - 001 > ART-107 - 001 Assignments > Art 107 Writing Assignment > Submissions & Grades'. The page title is 'Art 107 Writing Assignment'. Below this, there is a 'Latest Submission' section. A pop-up window titled 'Awaiting Submission' is open, showing the student's name 'Abdul Jovantay' and 'Artifacts (0)'. The window also displays 'Assessor: Tucker, Eric', a 'Grade' input field, and a 'Comment' text area. At the bottom of the pop-up, there are two buttons: 'Assessment Rubrics' (highlighted with a red circle) and 'Attachment'. The pop-up window has 'Save', 'Submit Assessment', and 'Cancel' buttons at the top right.

LiveText™ Logged in as: Eric L. Tucker (Faculty) | Admin View | Logout | My Account | Help
 Monday, November 19, 2012

Dashboard | Courses | Documents | Reviews | Forms | Community | Tools

Courses Main Page > ART-107 - 001 > ART-107 - 001 Assignments > Art 107 Writing Assignment > Submissions & Grades

Art 107 Writing Assignment

Latest Submission

Save | Submit Assessment | Cancel

Awaiting Submission

Abdul, Jovantay

Artifacts (0)

Assessor: Tucker, Eric

Grade Comment

SSC Written Communication Rubric Show/Hide Rubric Descriptions

	3-Exceptional (3 pts)	2-Proficient (2 pts)	1-Needs Improvement (1 pt)	0-Does Not Meet Standards	N/A
Structure (1, 33%)	Written work has clear and appropriate beginning, ...	Written work has an adequate beginning, developmen...	Written work has weak beginning, development, and ...	Organizational structure (and paragraphing) have s...	
Content (1, 33%)	The length and breadth of the written work provide...	The length and breadth of the written work is suff...	Written work does not do an adequate job of coveri...	Written work does not cover the assigned topic, an...	
Mechanics (1, 33%)	Written work has no major errors in word selection...	Written work is relatively free of errors in word ...	Written work has several major errors in word sele...	Written work has serious and persistent errors in ...	
					0 pts

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9. Click on the appropriate field for the student's level of performance. When you click on a field it will be highlighted and the data will be recorded. Once you select a field for each element (e.g. Structure, Content, Mechanics) you are finished with the pop-up window. Click the green "Submit Assessment" button located

outside the blue pop-up window. There is not a "submit" button in the pop-up window.

LiveText™ Logged in as: Eric L. Tucker (Faculty) | Admin View | Logout | My Account | Help
 Monday, November 19, 2012

Dashboard | Courses | Documents | Reviews | Forms | Community | Tools

Courses Main Page > ART-107 - 001 > ART-107 - 001 Assignments > Art 107 Writing Assignment > Submissions & Grades

Art 107 Writing Assignment

Latest Submission

Save | Submit Assessment | Cancel

Awaiting Submission

Abdul, Jovantay

Artifacts (0)

Assessor: Tucker, Eric

Grade Comment

SSC Written Communication Rubric Show/Hide Rubric Descriptions

	3-Exceptional (3 pts)	2-Proficient (2 pts)	1-Needs Improvement (1 pt)	0-Does Not Meet Standards	N/A
Structure (1, 33%)	Written work has clear and appropriate beginning, ...	Written work has an adequate beginning, developmen...	Written work has weak beginning, development, and ...	Organizational structure (and paragraphing) have s...	
Content (1, 33%)	The length and breadth of the written work provide...	The length and breadth of the written work is suff...	Written work does not do an adequate job of coveri...	Written work does not cover the assigned topic, an...	
Mechanics (1, 33%)	Written work has no major errors in word selection...	Written work is relatively free of errors in word ...	Written work has several major errors in word sele...	Written work has serious and persistent errors in ...	
					6 pts 66.67%

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10. You will then see the assessed student's name appear in the "Completed" column located on the right side of the page. Continue until you assess every student. Once every student's name appears in the "Completed" column you are finished

LiveText™
Logged in as: Eric L Tucker (Faculty) | Admin View | Logout | My Account | Help
Monday, November 19, 2012

Dashboard Courses Documents Reviews Forms Community Tools

Courses Main Page > ART-107 - 001 > ART-107 - 001 Assignments

Art 107 Writing Assignment

Assignment Details Submissions & Grades

RED = Non-LiveText Member

Awaiting Submission (20)		Awaiting Assessment		Completed (4)	
Name	Assignment History	Name	Assignment History	Name	Final Assessment
<input type="checkbox"/> Batemon, Demetrie	- [P]			Abdul, Jovantay	- [P]
<input type="checkbox"/> Batemon, Dorrian	- [P]			Anthony, Juanita	- [P]
<input type="checkbox"/> Beard, Shane	- [P]			Chavez-Hernandez, Luz	- [P]
<input type="checkbox"/> Benn, Kshell	- [P]			Duffy, Jennifer	- [P]
<input type="checkbox"/> Branch, Marvela	- [P]				
<input type="checkbox"/> Flores, Taryn	- [P]				
<input type="checkbox"/> Griffin, Mockia	- [P]				
<input type="checkbox"/> Hondras, Leonardo	- [P]				
<input type="checkbox"/> Hughes, Nakeya	- [P]				
<input type="checkbox"/> Lathan, Lea	- [P]				
<input type="checkbox"/> Martin, Jenna	- [P]				
<input type="checkbox"/> Monegan, Taurian	- [P]				

All grades are published

2012 Fall [View Other Terms](#)

Course Sections

- [ART-101 - 001](#)
- [ART-107 - 001](#)
- [ART-112 - 001](#)
- [ART-205 - 630](#)
- [ART-215 - 630](#)

Quick Links

- [Groups](#)
- [Visitor Passes](#)
- [File Manager](#)

Support

- [Faculty Online Training](#)
- [Faculty FAQ](#)
- [Student FAQ](#)
- support@livetext.com

Congratulations!

You are now finished with your Outcomes Assessment.

WRITTEN COMMUNICATION SKILLS RUBRIC

Assessment of Effective Written Communication and Self Expression

NAME:		COURSE:		DATE:	
Intended Outcome: The student will clearly and effectively communicate his/her message					
Performance Area	Score = 3 <i>Exceptional</i>	Score = 2 <i>Proficient; Meets standards</i>	Score = 1 <i>Needs Improvement</i>	Score = 0 <i>Does not meet standards</i>	Score
Structure	Written work has clear and appropriate beginning, development, and conclusion. Paragraphing and transitions are also clear and appropriate.	Written work has an adequate beginning, development, and conclusion. Paragraphing and transitions are also adequate.	Written work has weak beginning, development, and conclusion. Paragraphing and transitions are also deficient.	Organizational structure (and paragraphing) have serious and persistent errors.	
Content	The length and breadth of the written work provides in-depth coverage of the topic, and assertions are fully supported by evidence.	The length and breadth of the written work is sufficient to cover the topic, and assertions are adequately supported by evidence.	Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence.	Written work does not cover the assigned topic, and assertions are not supported by evidence.	
Mechanics	Written work has no major errors in word selection and use (and sentence structure, spelling, punctuation, and capitalization).	Written work is relatively free of errors in word selection and use (and sentence structure, spelling, punctuation, and capitalization).	Written work has several major errors in word selection and use (and sentence structure, spelling, punctuation, and capitalization).	Written work has serious and persistent errors in word selection and use (and sentence structure, spelling, punctuation, and capitalization).	
Total:					
Overall Score (Optional):					
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	<i>Score = 3</i>	<i>Score = 2</i>	<i>Score = 1</i>	<i>Score = 0</i>	Score
	<i>Exceptional</i>	<i>Meets the standards</i>	<i>Needs Improvement</i>	<i>Does not meet standards</i>	
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:					

ORAL COMMUNICATION SKILLS RUBRIC

Assessment of Effective Communication and Self Expression

NAME:		COURSE:		DATE:	
Intended Outcome: The student will clearly and effectively communicate his/her message					
Performance Area	Score = 3 <i>Exceptional</i>	Score = 2 <i>Proficient; Meets the standards</i>	Score = 1 <i>Needs Improvement</i>	Score = 0 <i>Does not meet standards</i>	Score
Structure	Work has clear and appropriate beginning, development, and conclusion. Transitions are also clear and appropriate.	Work has adequate beginning, development, and conclusion. Transitions are also adequate.	Work has weak beginning, development, and conclusion. Transitions are also deficient.	Organizational structure is seriously flawed. Transitions were not utilized.	
Content	The length and breadth of the work provides in-depth coverage of the topic, and assertions 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 assertions are supported by evidence that is orally cited.	Work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence that is orally cited.	Work does not cover the assigned topic, and assertions are not supported by evidence that is orally cited.	
D e l i v e r y	Vocal	Delivery has a high level of vocal expression and variety and engages the audience.	Delivery has an adequate level of vocal expression and variety and engages the audience.	Delivery reflects a minimal use of vocal expression and variety and barely engages the audience.	Delivery is vocally ineffective and fails to engage the audience.
	Physical	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 and fails to engage the audience.
Total:					
Overall Score (Optional):					
COMMENTS:					

Effective Research Methods and Skills Rubric

NAME:		COURSE:		DATE:	
Intended Outcome: The student will successfully complete a research activity.					
Performance Area	Score = 3	Score = 2	Score = 1	Score = 0	Score
	<i>Exceptional</i>	<i>Meets the standards</i>	<i>Needs Improvement</i>	Does not meet standards	
Title and Abstract	Title and abstract are informative and offer specific details about the research and proposed methods of study.	Title and abstract are relevant, offering adequate details about the proposed research study.	Title or abstract lacks relevance or fails to offer appropriate details or methods of study.	Title or abstract were omitted or inappropriate for the problem, research, questions and method.	
Introduction: Problem, Significance and Purpose	The problem, significance and purpose are clearly connected to the sources. The purpose flows logically from the introduction.	Identifies a relevant research issue. Connections established with the literature.	The problem is too broad or the description fails to establish the importance of the problem. Relevance to the sources are unclear or insignificant.	Statement of the problem, significance, and purpose or definitions of constructs and variables were omitted or inappropriate.	
Literature Review	Source evidence is significantly related to and supportive of the topic.	Source evidence has minor weaknesses in relativity to and support of the topic.	Source evidence has major weaknesses in relativity to and support of the topic.	Source evidence was non-supportive, unrelated to the topic.	
Citation	All sources are cited properly and are documented in correct format with no errors.	All sources are cited properly and are documented in correct format with few errors.	Few sources are cited properly and/or documented in the correct format.	Source citations are missing or contain multiple errors.	
Bibliography	Prepared in correct format with no errors; includes all required sources.	Prepared in correct format with few errors; includes all required sources.	Prepared in correct format with some errors; includes a majority of required sources.	Prepared incorrectly and/or contains many errors; lacks required sources.	
Comments:					

TECHNOLOGY SKILLS RUBRIC
Assessment of Effective Use of Technology

NAME:		COURSE:		DATE:	
Intended Outcome: The student will clearly demonstrate the ability to use a variety of electronic resources and methods.					
Performance Area	Score = 3	Score = 2	Score = 1	Score = 0	Score
	<i>Exceptional</i>	<i>Meets the standards</i>	<i>Needs Improvement</i>	<i>Does Not Meet Standards</i>	
Basic Computer Literacy	Accurately uses appropriate computer/internet terminology. Demonstrates the ability to identify, open and close the appropriate program to utilize for a task, and efficiently store/retrieve files from multiple storage devices.	Uses appropriate computer/internet terminology. Demonstrates the ability to locate and open/close a specific program but cannot store/retrieve files from external storage devices.	Uses computer/internet terminology inconsistently. Demonstrates the ability to open/close specific programs but cannot store/retrieve files.	Does not demonstrate an understanding of computer/internet terminology. Cannot locate or utilize specific programs. Cannot store/retrieve files.	
Use of electronic or online communication tools.	Effectively uses email or other electronic tools to communicate with others, including the use of attachments. Frequently utilizes electronic course tools, such as registration or course management programs.	Uses email or other electronic tools to communicate with others, but cannot open/include attachments. Occasionally uses electronic course tools, such as registration or course management programs.	Uses email but does not use any other electronic communication or course tools.	Cannot use any electronic communication or course tools.	
Use of electronic or online resources to retrieve information	Demonstrates an ability to use multiple tools to navigate the internet to locate information relevant to the task.	Demonstrates a basic ability to navigate the internet and locate information weakly related to the task.	Demonstrates a limited ability to navigate the internet and locate information that is not relevant to the task.	Cannot navigate the internet to successfully locate information related to a specific topic.	
Use of a variety of electronic resources to advance professional or personal life.	Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills. Independently demonstrates the ability to use multiple types of hardware or software.	Demonstrates an ability to use technology to complete assignments or improve skills, upon instruction.	Demonstrates an understanding of how to use technology to assist in completion of assignments but does not use technology to complete assignments.	Cannot use technology to complete assignments. Does not understand how to use technology to assist in completion of assignments.	
COMMENTS:					

South Suburban College General Institutional Objectives

G1. The student will demonstrate critical thinking through written, oral or skill-based activities.

G2. The student will argue with insight, intelligence, eloquence and responsibility.

G3. The student will express oneself with discipline and creativity.

G4. The student will demonstrate an understanding of discipline specific material and how it interrelates with other subjects.

G5. The student will recognize the existence of a multi-cultural society and demonstrate an appreciation of multiple perspectives.

G6. The student will evaluate the impact of science and technology on the individual, society and the natural world.

GENERAL EDUCATION OBJECTIVES

1. COMMUNICATION

C1. Students will compose written English in a grammatically correct, well-organized and coherent manner for a variety of purposes.

C2. Students will compose, develop and deliver effective, English, language-based oral presentations for a variety of purposes.

C3. Students will demonstrate an understanding of the various forms of rhetoric.

C4. Students will integrate library/research skills into various areas of study.

2. MATHEMATICS

M1. Students will demonstrate analytical, quantitative, and problem-solving skills.

M2. Students will integrate mathematical relationships with other fields of study.

3. HUMANITIES

H1. Students will identify and analyze ideas, movements, civilizations and cultures.

H2. Students will critically assess and express ideas about cultural diversity and individual roles in society.

4. FINE ARTS

FA1. Students will apply aesthetic reasoning for the expression, analysis, and interpretation of art forms.

FA2. Students will express themselves by creating or performing works of verbal or non-verbal Art.

5. SOCIAL AND BEHAVIORAL SCIENCES

SB1. Students will examine human thought processes and behaviors in diverse populations, cultures and settings.

SB2. Students will use the principles of Social and Behavioral Science to analyze and interpret individual and world issues.

6. PHYSICAL AND LIFE SCIENCE

PS1. Students will demonstrate an ability to effectively use scientific terminology.

PS2. Students will apply fundamental scientific conceptual frameworks for understanding and evaluating natural phenomena and their causes and effects.

7. TECHNOLOGY

T1. Students will demonstrate the use of a variety of forms of technology as fundamental tools.

T2. Students will demonstrate the effective application of current computers and software to a particular field of study.

South Suburban College
Strategic Plan for Assessment of General Education

	Year 1	Year 2	Year 3	Year 4	*Year 5*	Year 6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Assess	Written Communication (W) Critical Thinking (CT)	Oral Communication (OC) Research Skills (RS)	Cultural Diversity (CD) Technology (T)	Written Communication (W) Critical Thinking (CT)	Oral Communication (OC) Research Skills (RS)	Cultural Diversity (CD) Technology (T)
Analyze		Written Communication (W) Critical Thinking (CT)	Oral Communication (OC) Research Skills (RS)	Cultural Diversity (CD) Technology (T)	Written Communication (W) Critical Thinking (CT)	Oral Communication (OC) Research Skills (RS)
Institute Changes			Written Communication (W) Critical Thinking (CT)	Oral Communication (OC) Research Skills (RS)	Cultural Diversity (CD) Technology (T)	Written Communication (W) Critical Thinking (CT)

Fall/Spring Deadlines:

Step 2: By the time midterm grades are due

Steps 4 and 5: By the time final grades are due

Duties Checklist

Duties for Department Chairs/Program Coordinators:

- 1) Make sure that gen. ed. objectives are mapped onto course outlines

- 2) Report on last year's annual update and turn it around for this year

- 3) Make sure that faculty in your area know of the 3 options: i) oral communication or research meth. rubric ii) a departmental or course assessment, possibly through the annual update, using any rubric loaded on Live Text iii) individuals conduct a class assessment for a course using one of the 5 rubrics

- 4) Communicate with your unit coordinator for help with training faculty and/or developing assessments

- 5) Make sure that faculty are submitting the step 2 form information to the dean at midterm time or that you fill in the forms for any group assessments. Consider setting up group assessment activities on Live Text and copying them to all instructors involved in that assessment.

Annual Update Report

SOUTH SUBURBAN COLLEGE OUTCOMES ASSESSMENT – ANNUAL UPDATE REPORT

Department: Contact Person(s): Date of Submission:	Program:
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SSC Mission Statement	Our mission is to serve our students and the community through lifelong learning.
Department/ Program Goals	
Assessment Methods	Direct Measures of Assessment (check all that apply)
	<input type="checkbox"/> Pre/Post Tests <input type="checkbox"/> Capstone Project <input type="checkbox"/> Performance <input type="checkbox"/> Standardized Exam <input type="checkbox"/> Portfolio <input type="checkbox"/> Essay Test Question <input type="checkbox"/> Research Paper <input type="checkbox"/> Departmental Exam <input type="checkbox"/> Multiple-choice Test Question <input type="checkbox"/> Professional Certification <input type="checkbox"/> Other: Please Specify
	Indirect Measures of Assessment
	<input type="checkbox"/> Focus Group <input type="checkbox"/> GradSurvey/ Interview <input type="checkbox"/> Employer/ Faculty Survey <input type="checkbox"/> Other

A. Department/Program Assessment Plan	
<p>Intended Student Learning Objectives Identify each objective to be measured in this plan.</p>	
<p>Expected Outcomes For each objective identify the criteria for success</p>	
B. Assessment Results and Action Plan	
<p>Summary of Results and Analysis of Data What were the results of the assessment activity?</p>	
<p>What was learned from the results?</p>	
<p>Action Plan How are the results of this assessment plan going to be used by the faculty on this discipline/department? How was the action plan and data shared with the department or program?</p>	

Review Checklist
Program/Discipline Annual Update Checklist
Program/Discipline

Section	Criteria for Evaluation	Y	N	Notes
Top	Is all of the basic information listed and correct?	<input type="checkbox"/>	<input type="checkbox"/>	
Program Mission	Is the program mission statement clearly listed?	<input type="checkbox"/>	<input type="checkbox"/>	
Discipline Goals	Are the educational goals of the discipline clearly outlined?	<input type="checkbox"/>	<input type="checkbox"/>	
Lead Instructor(s)/ Coordinators	Is it clear who will lead the assessment process for each outcome listed?	<input type="checkbox"/>	<input type="checkbox"/>	
Intended Student Learning Outcomes	1. Are the outcomes clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Are the outcomes measurable?	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment Process	1. Is it clear what performance or task will be used to measure student learning?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Is the rationale for selecting this process clearly stated?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Will the process lead to results that are measurable and evaluated uniformly against a designated standard?	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Is it clear who will analyze the measurable results?	<input type="checkbox"/>	<input type="checkbox"/>	
	5. If the process is to be applied to multiple courses will it be applied consistently?	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria for Student Success	1. Are the benchmarks realistic? That is, would meeting or exceeding the benchmarks indicate program success?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Does the percentage include all students who attempted the course/program or only those who successfully completed?	<input type="checkbox"/>	<input type="checkbox"/>	
Summary of Results and Analysis of Data Collected	1. Are the listed results quantifiable?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Are the results analyzed and interpreted in ways consistent with the overall plan?	<input type="checkbox"/>	<input type="checkbox"/>	

	3. Is it clear what was learned from the assessment process?	<input type="checkbox"/>	<input type="checkbox"/>	
Action Plan Based on Results and Analysis	1. Is it clear what steps will be taken to improve student learning based on the reported results?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Is it clear how the plan results were shared with other faculty in the department/program?	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Recommendation:

Please resubmit Annual Updates including missing items noted above to by October 15th.

Generic Assessment Activity Form

Course:

Student Learning Outcome:

An assignment that measures this:

References

(n.d.). Retrieved June 30, 2015, from [http://www.utexas.edu/provost/iae/resources/pdfs/Outcomes Assessment Frequently Asked Questions.pdf](http://www.utexas.edu/provost/iae/resources/pdfs/Outcomes%20Assessment%20Frequently%20Asked%20Questions.pdf)

Washtenaw Community College. (n.d.). Retrieved June 30, 2015, from <http://www4.wccnet.edu/departments/curriculum/assessment.php?levelone=types>