Why is course-level assessment important at SSC and why do we use rubrics?

- 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):

> ▪ Research and write about a contemporary designer and analyze their work.
>
> **Measureable Student Learning Outcomes**
>
> At the completion of this course the student will be able to:
> 1. Recognize and utilize the Principles of Design and Elements of Art.
> 2. Understand the use of spatial relationships in design.
> 3. Create unified designs using design principles.
> 4. Understand and use figure and ground relationships.
> 5. Demonstrate proficiency in the use of art tools and media.
> 6. Use both geometric and organic shapes in designs.
> 7. Utilize preliminary drawings in order find multiple options for solutions.
> 8. Understand the aspects of both symmetrical and asymmetrical balance.
> 9. Recognize and discuss the use of design in daily life.

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?

Source: https://www.aacu.org/sites/default/files/files/publications/LevelsOfAssessment.pdf

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 **withou**t 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.