

Why is General Education outcomes assessment important and why do we use rubrics?

- 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 2022), we are assessing Written Communication and Technology.

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.

For example, for the Math Department, these courses would be included in assessment this year:

Math

Written Communication:

None

Technology:

MTH 103 – sometimes (calculator use only)

MTH 115 – sometimes (calculator use only)

MTH 126 – always (graphing calculator and/or StatCrunch)

MTH 145 – sometimes (calculator use only)

MTH 165 – always (graphing calculator required)

MTH 180 – always (graphing calculator required)

MTH 190 – always (graphing calculator required)

MTH 203 – always (graphing calculator required)

MTH 204 – always (graphing calculator required)

MTH 211 – always (graphing calculator and/or StatCrunch)

If your course is on the Gen Ed list from your department chair, you will participate in the general education OA cycle.

Faculty will use the skill rubric and apply it to an assignment and student learning outcome that aligns with that skill.

For example:

ART 105, Art History 1 is on the Gen Ed list for Written Communication.

Alyssa Jaracz (Adjunct Faculty in Art & Design) can use the **Written Communication rubric** to assess of the student learning outcome for ART 105, *Students can write a clear formal analysis paper*.

The assignment (formal analysis paper) was already part of the course, and Dr. Jaracz would send rubric scores separately for OA purposes.

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

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.

The OAC updated and rewrote the rubrics in 2021 as listed below.

For any questions, please contact the OAC!

WRITTEN COMMUNICATION SKILLS RUBRIC
Assessment of Effective Written Communication and Self-Expression

NAME:		COURSE:			DATE:
Intended Outcome: Students will be able to write a focused, well-developed piece with no major errors.					
Performance Area	Score = 4 Mastery	Score = 3 Approaching Mastery	Score = 2 Progressing	Score = 1 Emerging	Score
Structure	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.	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.	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.	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/examples, conveying the writer's understanding.	The length and breadth of the written work is sufficient to cover the topic, and assertions are adequately supported by evidence/examples.	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.	Written work does not cover the assigned topic, and assertions are not supported by evidence/ examples.	
Style and Mechanics	Word selection and sentence structure of work are effortlessly written and clearly communicate and enhance the meaning of the writer's work.	Written work is relatively free of errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization). Meaning is generally clear.	Written work has several major errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization) which may impede meaning.	Written work has serious and persistent errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization). Meaning is unclear.	
Total:					

Commented [Office1]:

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>Mastery</i>	<i>Approaching Mastery</i>	<i>Progressing</i>	<i>Emerging</i>	
<i>Essential Computer Literacy</i>	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.	Demonstrate 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.	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.	Does not currently demonstrate an understanding of technological/Internet terminology. Unable to locate or utilize specific programs. Cannot store/retrieve files.	
<i>Use of Online/Technological Tools</i>	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.	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.	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.	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.	
<i>Use of General Purpose/Discipline Specific Software Application or a Technological Device to Complete Tasks</i>	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	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.	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	Does not currently demonstrate the ability to use technology or appropriate resources effectively or correctly. Does not communicate ideas effectively or clearly	
<i>Critical Thinking Skills and the Use of Technological Tools/Devices</i>	Demonstrates mastery utilizing critical thinking skills to choose a suitable mix of appropriate technological tool/device for analysis of the subject matter.	Skills are approaching mastery level in the utilizing critical thinking skills to choose an adequate mix of appropriate technological tool/device for analysis of the subject matter.	Skills are progressing in using critical thinking methods to select a marginally suitable mix of appropriate technological tool/device for analysis of the subject matter.	Does not currently demonstrate the use of critical thinking skills to choose the appropriate technological tool/device for analysis of the subject matter	
COMMENTS:					