

Spring 2023 Faculty  
Development

# Outcomes Assessment

Becky Walters, J.D.  
Outcomes Assessment Chair,  
[bwalters@ssc.edu](mailto:bwalters@ssc.edu)

The 5K & 10K  
OA



# Agenda

OA Requirements this Semester

Reveal and explain D2L Rubric Data Dashboard

Review General Education Rubrics being assessed for SP 23

- Oral Communication
- Critical Thinking
- Multiculturalism

Review courses to be assessed using SP 23 Gen Ed rubrics

Attaching a Rubric to an Assignment Demo

Explain form that will be used to create “action plan”

Q & A

# OA Requirements this Semester

**Tue. 17 Jan., 11:59 PM**

**Short Term:** Action Plan Due Tuesday, January 17 at 11:59 PM (7 questions)

**Long Term:** Submission of Data (i.e. complete the rubric): May 22 at 11:59 PM (when grades are due)

**22 May, 11:59**



# The D2L Rubric Dashboard

---

- Your “headquarters” for Rubric Data
- Overview of:
  - Your own rubric data
  - The Overall General Education Rubric Data submitted by the aggregate faculty

A close-up photograph of a car's instrument cluster. The background is dark, with a speedometer needle pointing to approximately 100 km/h. The speedometer has markings for 50, 100, 150, and 200. A digital display in the bottom right corner shows the time '10:25' and the date '5.08.20 17'. The text 'D2L Dashboard Demo' is overlaid in white, and a smaller text block below it provides instructions on where to find a power point.

# D2L Dashboard Demo

(Step by Step Instructions  
follow & this Power Point is  
found under "Content" in the  
D2L OA Page)

# D2L Rubric Dashboard: Steps to Access Your Data

- From your D2L Home Page go to Data Access
- Then Insights Portal:

The screenshot displays the D2L dashboard for South Suburban College. At the top left is the college logo with the tagline "This is Success." To the right are icons for a grid, email, chat, and notifications, along with the user name "Becky Walters" and a settings gear. A dark blue navigation bar contains the following menu items: "Follett Discover", "Announcements", "Calendar", "Quick Eval", "Discover", "Tutoring", "Data Access", "SSC Resources", and "More". The "Data Access" menu item is circled in red, and a white dropdown menu is open below it, showing the "Insights Portal" option. Below the navigation bar is a large blue banner featuring the SSG logo and the text "This is Success." Underneath the banner is a section titled "Dual Delivery Course Announcement" with a dropdown arrow. This section contains two course cards for "Fall Semester 2021 Reading and Learning Skills I (RDG-080-071)".

# D2L Rubric Dashboard: Steps to Access Your Data

- Once on the “Insights Portal” screen go to “Insights Report Builder” under “Custom Reports”:

The screenshot displays the D2L Insights Portal interface. At the top, it says "Insights Portal". Below that is a "Dashboards" section with three main categories: "Engagement", "Learner Engagement", and "Assessment Quality". Each category has a brief description and a list of metrics. The "Engagement" section includes "Last course access", "Time in content", and "Assignment status". The "Learner Engagement" section includes "Course activity", "Assignment status", and "Course history". The "Assessment Quality" section includes "Average grade", "Reliability", "Discrimination index", and "Point biserial". Below the dashboards is a "Custom Reports" section. The "Insights Report Builder" option is highlighted with a red circle. It includes an icon of a database and a bar chart, the text "Insights Report Builder", and a description: "Access shared dashboards, set alerts on key metrics, export and subscribe to reports as a Viewer." To the right of this option is a gear icon and the text "Manage Authors 2/2".

Insights Portal

Dashboards

**Engagement**  
Identify disengaged learners, intervene early, recognize successful learner behaviors.

- Last course access
- Time in content
- Assignment status

**Learner Engagement**  
Review engagement metrics for an individual learner across their courses to follow up on interventions.

- Course activity
- Assignment status
- Course history

**Assessment Quality**  
Evaluate quiz quality, assess question effectiveness.

- Average grade
- Reliability
- Discrimination index
- Point biserial

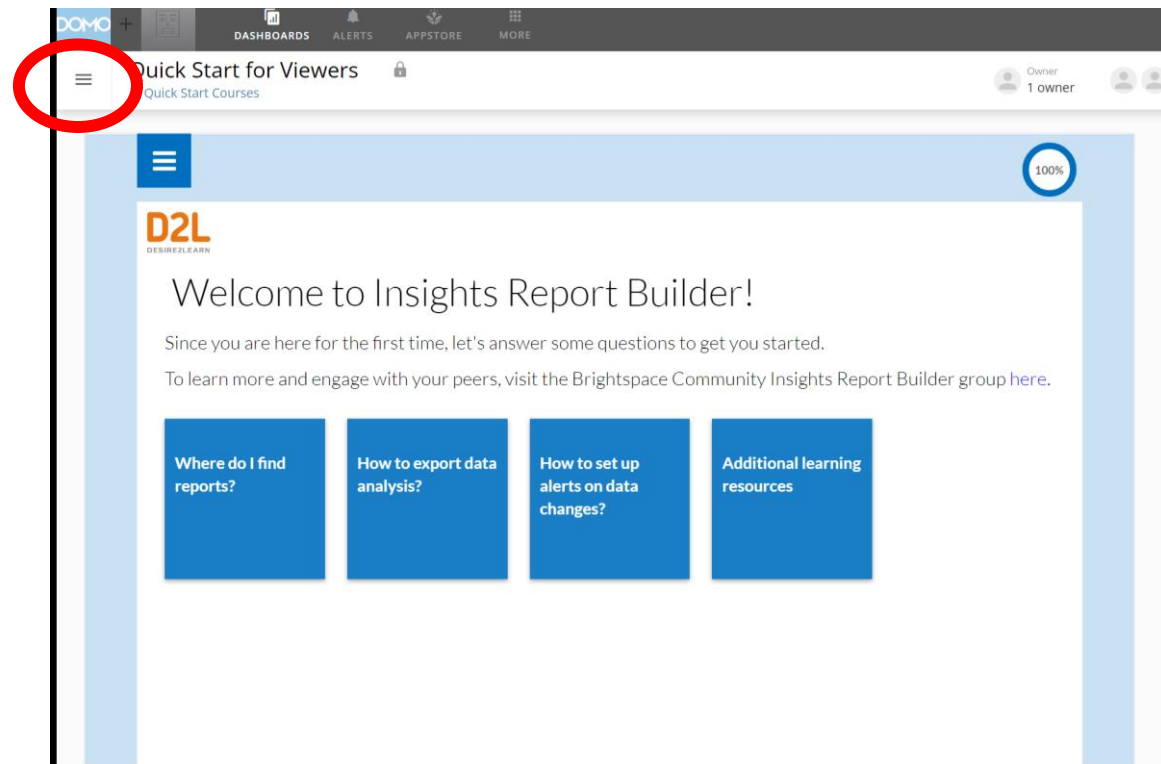
Custom Reports

**Insights Report Builder** Manage Authors 2/2

Access shared dashboards, set alerts on key metrics, export and subscribe to reports as a Viewer.

# 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!

The screenshot displays the D2L Rubric Dashboard interface. At the top, there is a navigation bar with a 'FILTER VIEWS' dropdown, a plus sign, and the text 'Add filters to your Dashboard to find new insights.' On the right side of the navigation bar, there is a 'Choose Date' dropdown and a 'SAVE FILTERS' button.

### Rubrics Data

Welcome to Your Rubrics Report Dashboard.

General education and course level (instructor created) outcomes assessment demonstrates how SSC students are performing on important skills to us improve student learning, and instructional programs. Participation in outcomes assessment is required for accreditation.

The Outcomes Assessment Committee wants to especially thank the instructors who used one of the general education rubrics that are built-in to each D2L course shell. This dashboard will show instructors the valuable data collected. Scroll down to see all the data you have provided. You can use with optional filtering to sort by semester, course, criterion, etc.

This data is updated every 24 hours. We encourage instructors to continue to use the general education rubrics in addition to a course level rubric (you can attach a general education rubric in addition to a grading rubric for any assessment in D2L) when they assess assignments during this semester and future semesters to help us create a clear picture of where are learners are performing across the institution.

#### You Can Choose a Semester

You can use this option to filter by semester.

Select all (8)

Spring Semester 2023   Fall Semester 2022   Summer Semester 2022   Spring Semester 2022   Fall Semester 2021   Summer Semester 2021   Spring Semester 2021   Fall Semester 2020

#### You Can Choose a Department Dashboard

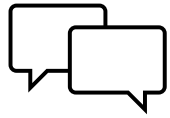
You can use this option to filter by department.

Filter by...

#### You Can Choose a Student

Filter by...

# General Education Rubrics this Cycle:



Oral  
Communication

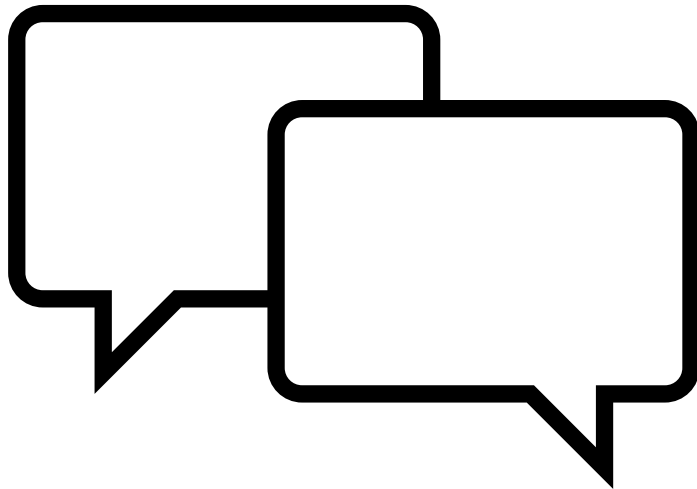


Critical Thinking



Multiculturalism

# Oral Communication



PERFORMANCE AREA	SCORE-3 EXEPTIONAL	SCORE-2 MEETS THE STANDARDS	SCORE-1 NEEDS IMPROVEMENT	SCORE-0 DOES NOT MEET STANDARDS	SCORE
<b>STRUCTURE</b>	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.	
<b>CONTENT</b>	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.	
<b>VOCAL DELIVERY</b>	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.	
<b>PHYSICAL DELIVERY</b>	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.	
				<b>OVERALL SCORE:</b>	
<b>COMMENTS:</b>					

# Critical Thinking



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
	<i>Exceptional</i>	<i>Meets the standards</i>	<i>Needs Improvement</i>	<i>Does not meet standards</i>	
<b>Definition of the Problem</b>	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.	
<b>Develops a plan to solve the problem</b>	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.	
<b>Collects and analyzes appropriate information</b>	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.	
<b>Interprets findings to determine plausible solutions.</b>	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.	
<b>Communicates the results</b>	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.	
<b>Comments:</b>					

# Multiculturalism



CRITERIA	SCORE-3 Clearly evident	SCORE-2 Usually evident	SCORE-1 Minimally evident	SCORE-0 Not evident	SCORE
<b>Multicultural AWARENESS</b>	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	
<b>ENGAGEMENT with diverse peers &amp; communities</b>	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	
<b>OPENNESS to learning about other cultures</b>	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	
<b>APPLICATION of a multicultural lens</b>	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.	
				<b>OVERALL SCORE:</b>	
<b>COMMENTS:</b>					

Courses to be Assessed using Gen Ed Rubrics this Spring (also found on OA D2L Page under Content):

Oral Communication: 43 Courses

Critical Thinking: 191 Courses

Multiculturalism: 42 Courses



# Attaching a Rubric to Your Assignment Demo

The Step-by-step printed Instructions are under "Content" in the D2L OA Page

# The “Action Plan”

---



**Due Tuesday, January 17 at  
11:59 PM**



**Submit via OA D2L Page – find  
link under “Announcements”**



**The idea is to close the  
Outcomes Assessment loop**



**Now that we have this data  
from the Spring – how can we  
use it to improve student  
learning?**

Meeting as a group after the break but is an individual reflection

Can use Gen Ed data or your own from your own courses

Pick ONE improvement you can make to your course(s)

Examples:

<https://www.calu.edu/inside/faculty-staff/assessment/academic-programs/use-of-results.aspx>

- Adding an assignment on outlining to focus on writing structure
- Revising course syllabus



# Action Plan Questions:



What was the assignment you chose to assess?



**What was the intended learning outcome?**



What was your target goal? (e.g., at least 80% of students will score "meets the standards" or higher)



Summarize the assessment results. Did the students meet the goal?



**Describe action plan, specifically name one thing to improve or revise, including implementation timeline. The plan should be consistent with resources available at the department level.**

For example, before next course offering: change textbook, revise assessment measures/tools, revise test/assignment, add assignment, or spend more time on a certain area in class.



Do you need additional resources or support to implement your action plan? If so, include a description of the resources needed.



**Anticipated academic year in which outcome will be reassessed:**



# Thank you!

- Questions:

- Becky Walters, Outcomes Assessment Committee Chair ([bwalters@ssc.edu](mailto:bwalters@ssc.edu))
- Business Tech: Ona Johnson ([ojohnson@ssc.edu](mailto:ojohnson@ssc.edu))
- SBS & Legal Studies: Megan Tabag ([mtabag@ssc.edu](mailto:mtabag@ssc.edu))
- Math, Physical Sciences & Life Sciences: Jennifer Medlen ([jmedlen@ssc.edu](mailto:jmedlen@ssc.edu))
- Nursing & Allied Health: Naomi West ([nwest@ssc.edu](mailto:nwest@ssc.edu))
- English, Communication & Fine Arts: Lakesha Jefferson ([ljefferson@ssc.edu](mailto:ljefferson@ssc.edu))
- Co-curricular: Millicent Collier ([mcollier@ssc.edu](mailto:mcollier@ssc.edu))