

# COMMUNITY COLLEGE OF PHILADELPHIA

## General Education Essential Skills Assessment Report Fall 2024-Spring 2025

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## I. Executive Summary

**Overview of General Education Assessment, Fall 2024-Spring 2025:** During the 2024-2025 Academic Year, all six General Education Essential Skills progressed through the assessment cycle, achieving distinct objectives for each skill. The primary focus of General Education Assessment during the 2024-2025 Academic Year was the full assessment of Oral Communication/Creative Expression (OCCE). As with each of the Essential Skills, the OCCE definition was created in anticipation of assessment, and the general education measures (GEMs) used for assessment are derived from this definition. The fourth of six Essential Skills of general education fully assessed under the revised system, OCCE assessment began with a pilot in Fall 2024 and included ten sections. Aggregate data from all students who submitted the assignment (omitting zeroes for non-submission) show the 80% proficiency benchmark was met in every GEM. Assessment continued in Spring 2024 at scale, which included 82 sections submitting data. Overall, the benchmark of 80% was met for all GEMs in aggregate. Recommendations and actions taken for continuous improvement generally focus on continuation of currently used student supports and teaching practices. Assessment of the other five General Education Essential Skills focused on various steps of the assessment cycle.

## II. Oral Communication / Creative Expression Assessment

### A. Goals and Methods

1. **Goals:** Competency in Oral Communication/Creative Expression is defined by four General Education Measures (GEMs), also referred to as Institutional Learning Outcomes (ILOs), that come directly from the OCCE definition.

#### **General Education Measures (GEMs):**

- **OCCE 1:** Students examine issues, problems, and cultural and aesthetic connections.
- **OCCE 2:** Students use verbal and nonverbal methods to send messages in various modes.
- **OCCE 3:** Students produce creative, visual, and/or oral works that reflect the situation, audience, and medium of communication.
- **OCCE 4:** Students adhere to the conventions of artistic, verbal, and/or nonverbal methods of expression.

Another goal of the assessment of the Essential Skills is the design and development of assessment tools and training for faculty use that are appropriate, accessible, well aligned, and valuable for faculty teaching and student learning both in and beyond general education. Assessment in this area comes from faculty reflections on the data as well as on the general education assessment process.

## 2. **Methods: Methodology for OCCE Assessment**

**OCCE Rubric and Selection of Faculty for Fall 2024 Pilot:** The OCCE rubric<sup>1</sup> was developed by the department heads for Music, English, Art, Nursing, and Allied Health in collaboration with the Office of Assessment and Evaluation (OAE) and the General Education Coordinator and based upon the format used in previous general education essential skills assessment. Pilot faculty were selected following recommendations from Department Heads.

**OCCE Pilot Assessment:** An informational meeting with OCCE pilot faculty occurred on September 19<sup>th</sup>, 2024, in which the informational packet, including the OCCE rubric, was shared, as was an overview of the OCCE pilot assessment process. The primary purpose of this meeting was to provide training to faculty for implementation of the assessment plan. Pilot faculty were asked to complete the assessment data scoring in Insights/Canvas no later than January 15<sup>th</sup>, 2025. Results were compiled and shared with faculty both in aggregate and individually, on February 26<sup>th</sup>, 2025.

**OCCE Scale Assessment:** The assessment process from the pilot was repeated for the full-scale assessment with all faculty in the spring 2025 semester, with a kickoff training meeting held on February 25<sup>th</sup>, 2025. All data was requested for submission by May 4<sup>th</sup>, 2025, to align with the end of the semester. 121 sections for OCCE ran during the spring semester. We received data for 82 sections, which represent 68% participation.

**Alignment of OCCE assignments and OCCE GEMs:** Through extensive discussion with department heads, it was determined that individual faculty would select the assignment(s) that best aligned with the GEMs. Faculty were provided with an assignment alignment tool and assignment design elements checklist to support assignment selection to align with GEMs. These tools are part of the information packet and were discussed in both the fall and spring semester kickoff training meetings.

**Data Collection:** The methods of data collection for OCCE assessment included use of an “OCCE Assessment Assignment” pushed in Canvas to all faculty participating in the assessment cycle. The assignment was embedded with the OCCE rubric, to allow for assessment data collection within Canvas Speedgrader and data reporting through Insights by eLumen.

**Data Analysis and Faculty Feedback:** Following the end of data collection, faculty were emailed assessment data in aggregate and individually, along with a faculty feedback survey. The results are highlighted below.

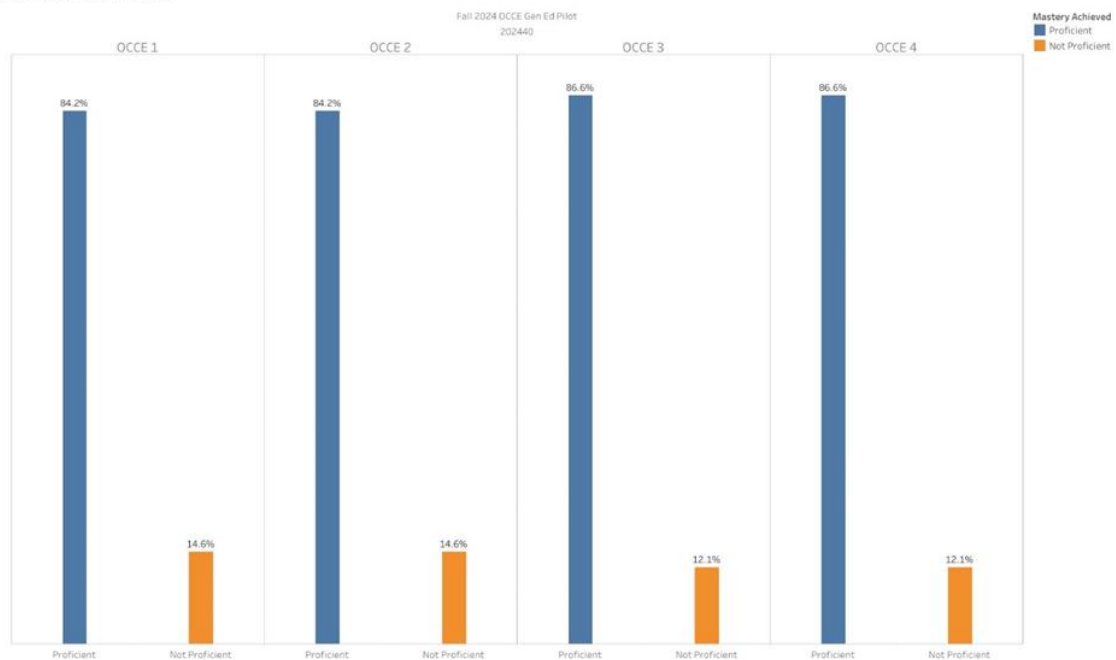
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<sup>1</sup> See Appendix A

## B. Key Findings and Data Analysis

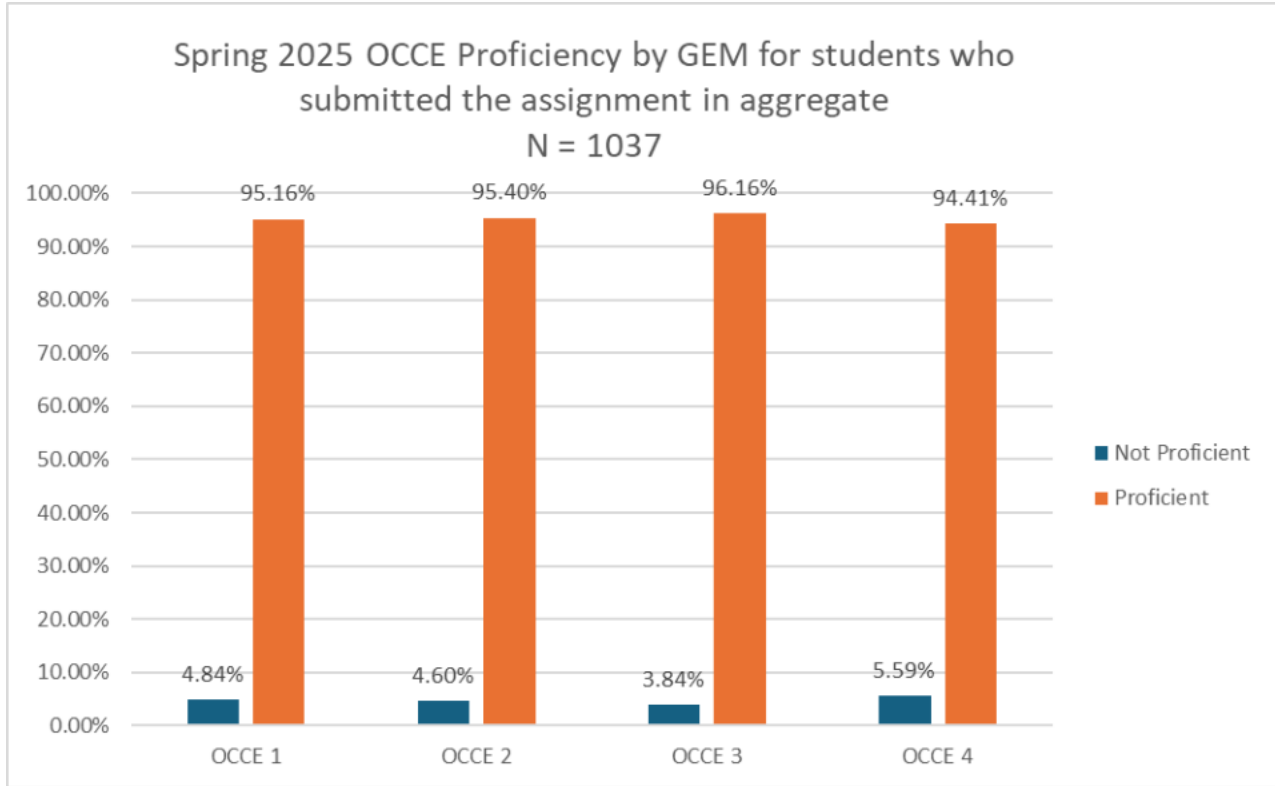
1. **Fall 2024 Pilot Assessment:** Data was collected using a rubric within faculty courses and aggregated in our new assessment management software, Insights by eLumen. Data was collected in seven courses from seven instructors and included 122 students. Data was analyzed by course. All charts show proficiency using proficient and not proficient. Overall, the benchmark of 80% was met for all GEMs in aggregate. GEM 3 and GEM 4 were the highest performing, with 86.6%, then GEM 1 and GEM 2 at 84.2%. At the course level, student work was assessed as proficient, nearing proficiency, and not proficient, with proficient and nearing proficiency combined in aggregate. Student work met or exceeded the benchmark in all pilot courses.

Fall 2024 OCCE Gen Ed Pilot

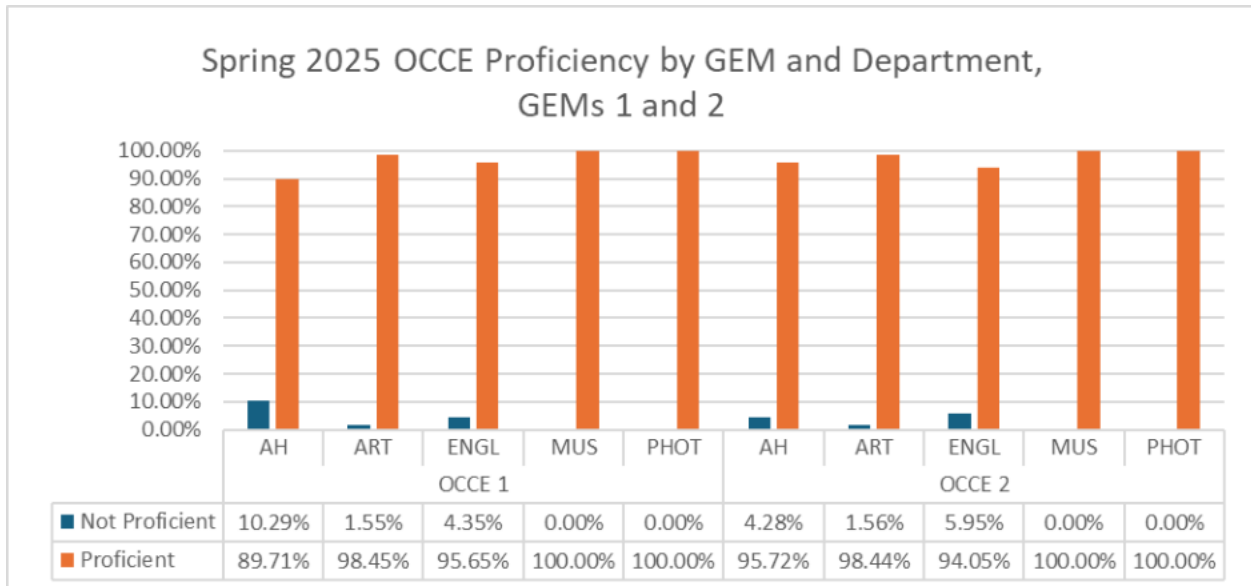


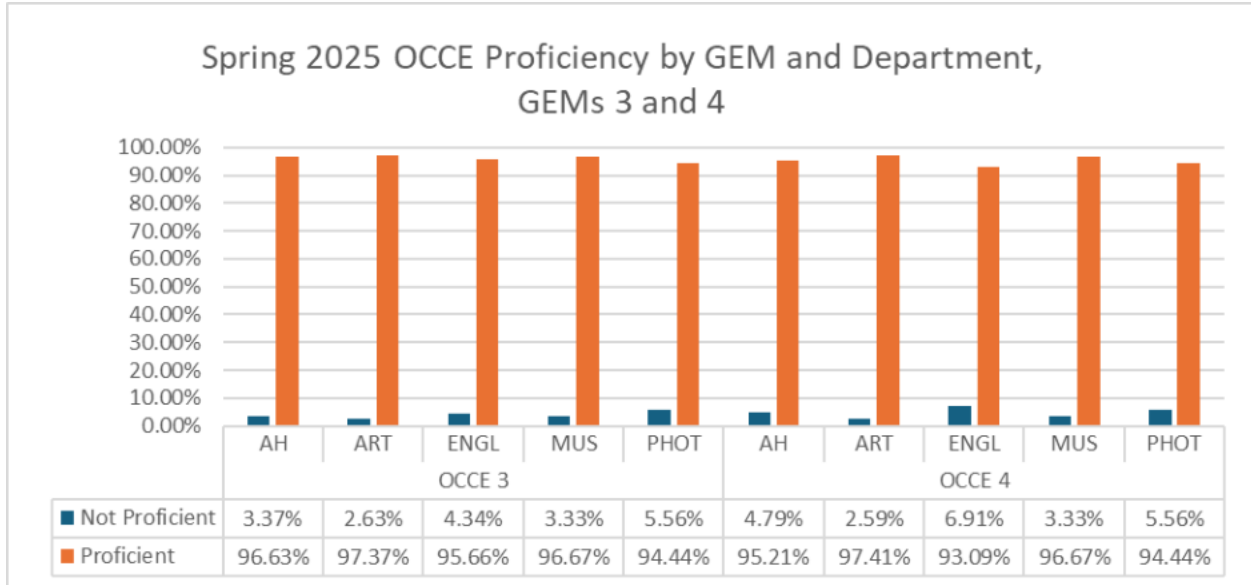
2. **Spring 2025 Scale Assessment:** Data was collected using a rubric within faculty courses and aggregated in our new assessment management software, Insights. Data was collected from 31 instructors, 19 courses, 55 course sections, and 1037 students. Data was analyzed by modality and department. All charts show proficiency using proficient or not proficient. Overall, the benchmark of 80% was met for all GEMs in aggregate.

There was little variation in proficiency by GEM in aggregate – GEM 3 was the highest performing with 96.16% of students proficient, and GEM 4 was the lowest performing with 94.41% of students proficient.



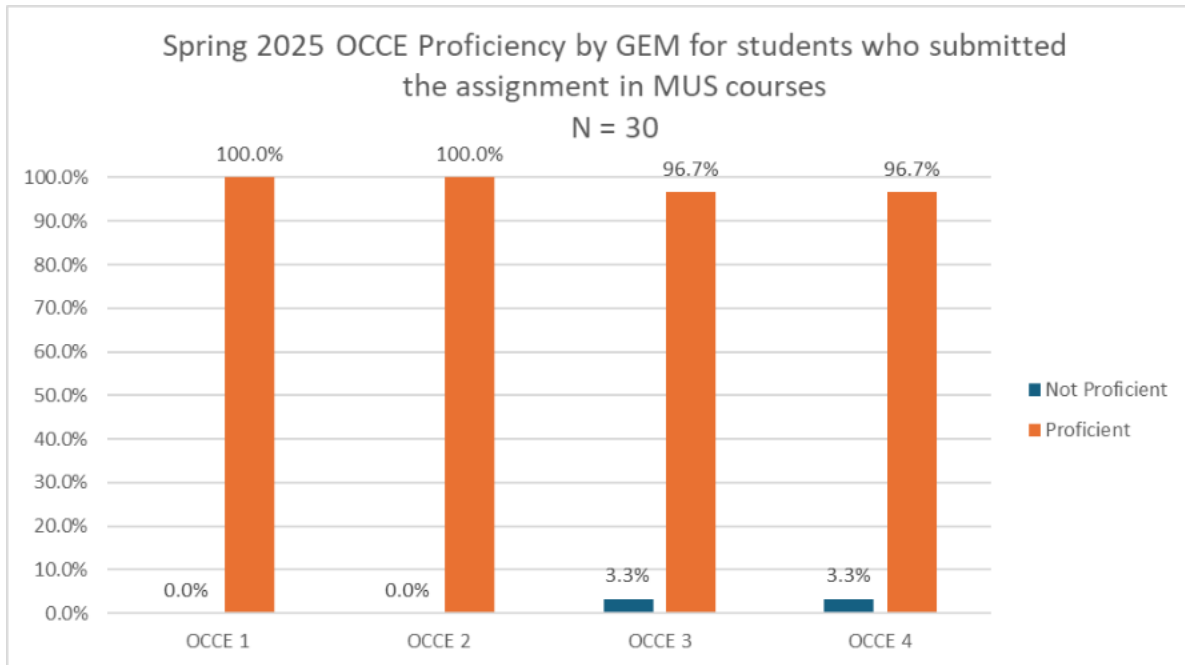
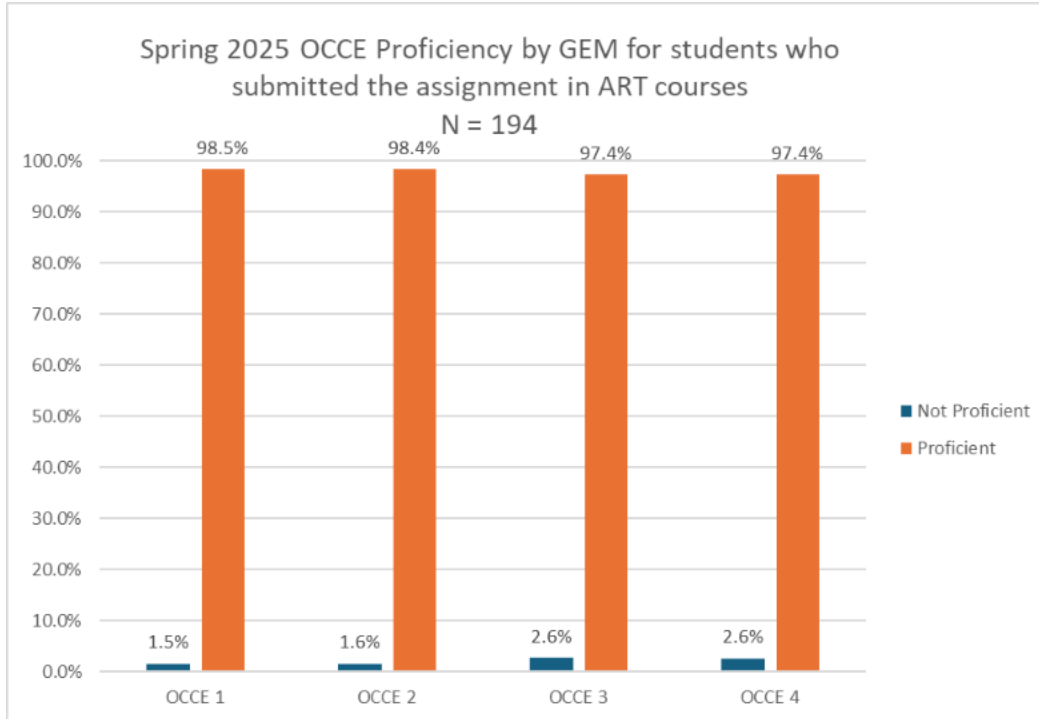
By department, Allied Health (AH) courses had the lowest percentage of proficient students (94.19%) followed by English (ENGL) (94.61%). Music (MUS) courses had the highest percentage of proficient students (97.96%). Looking at individual GEMs, GEM 1 in AH courses had the lowest percentage of proficient students at 89.71%. MUS and Photography (PHOT) courses had the highest percentage of proficient students in GEMs 1 and 2 at 100%.

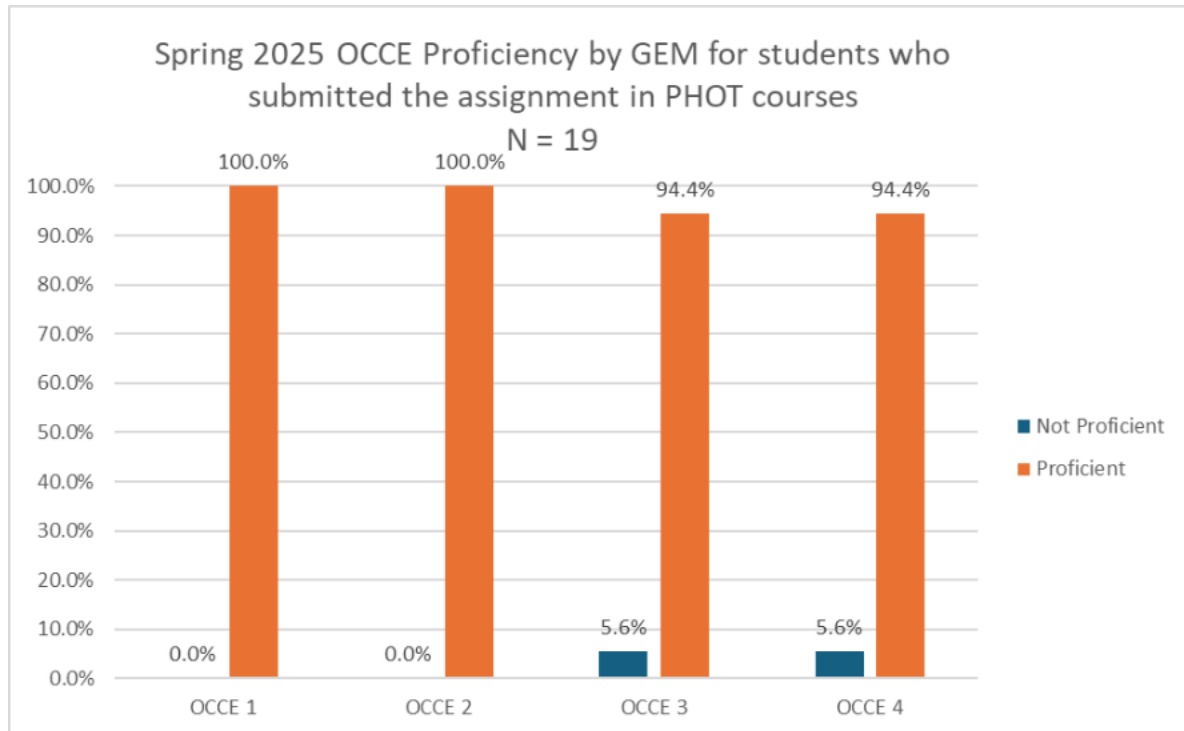
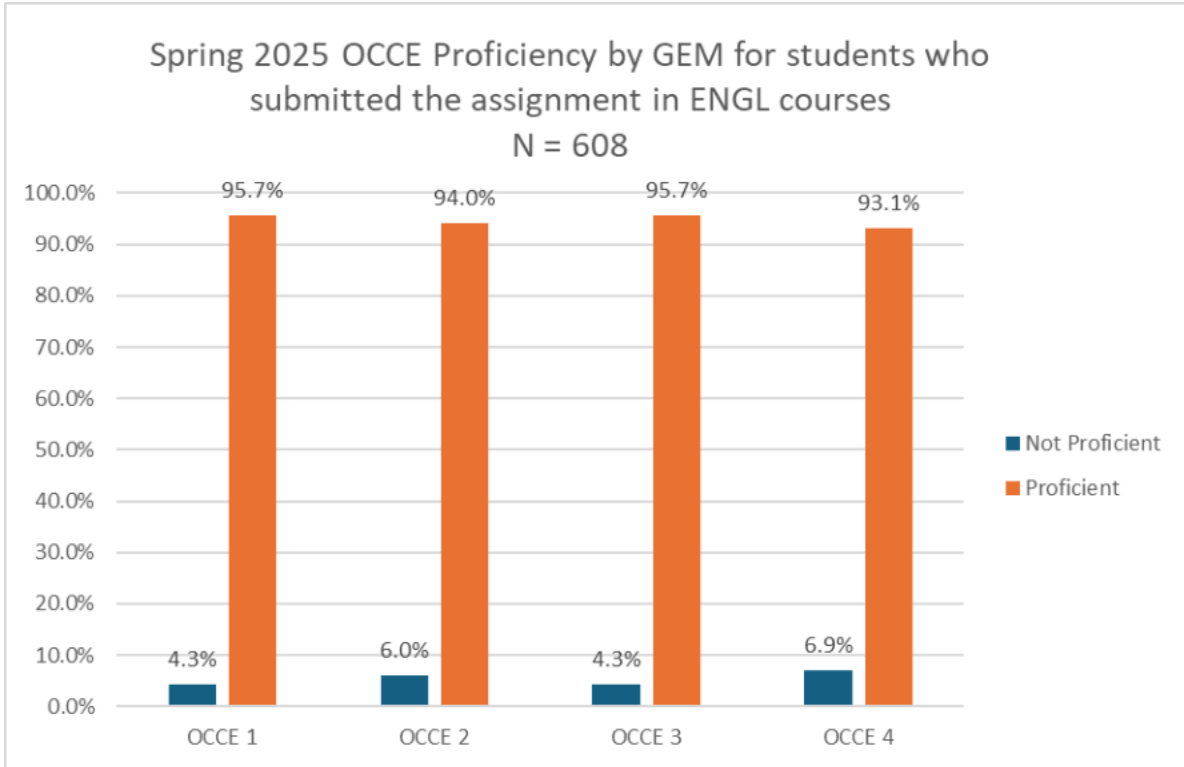


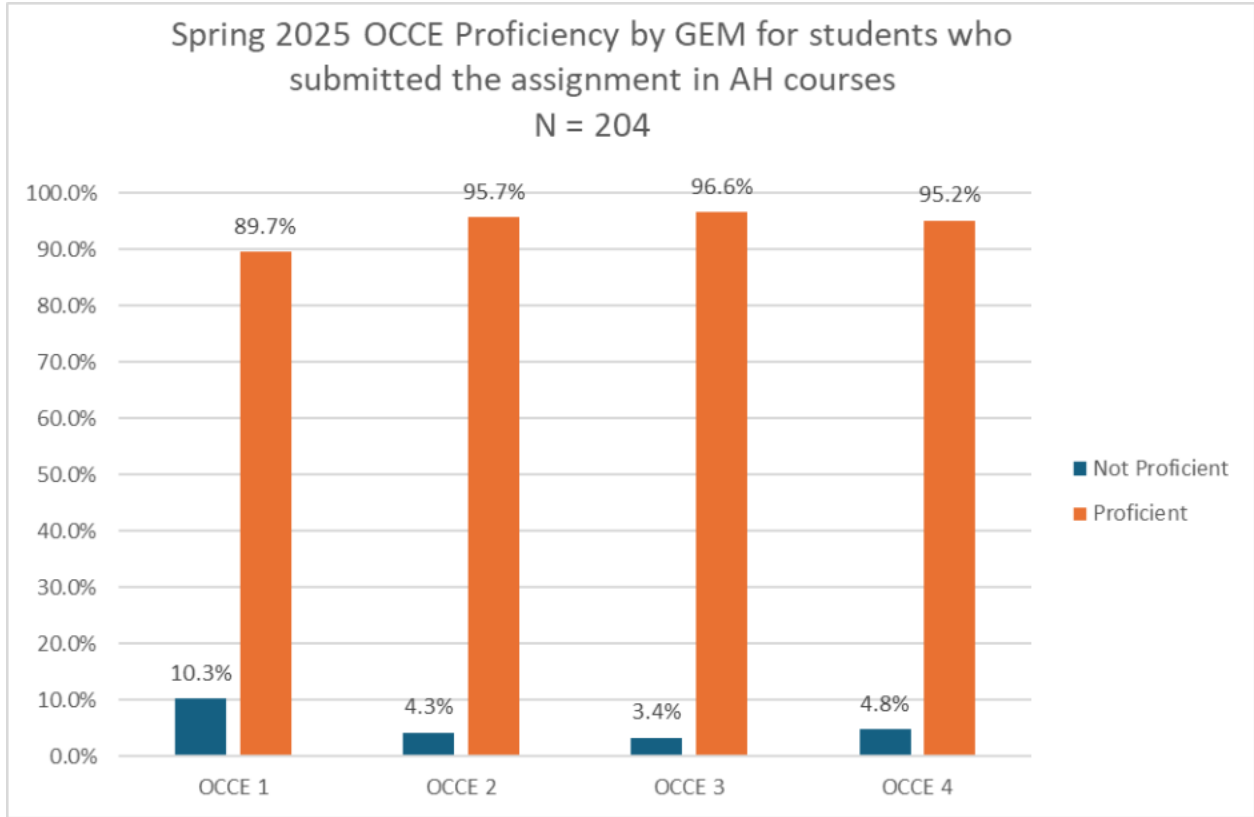


By department, the most students were assessed in English courses and the least in Photography courses.

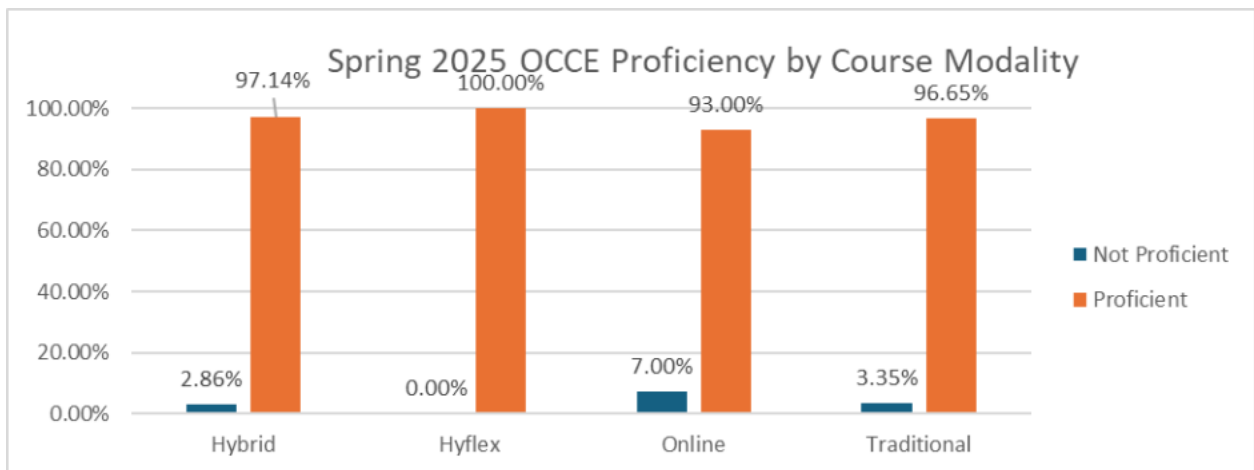
Department	Number of Students Assessed
<b>ENGL</b>	608
<b>AH</b>	204
<b>ART</b>	194
<b>MUS</b>	30
<b>PHOT</b>	19







By course modality, there is little variation in student proficiency. Hyflex courses have the highest percentage of proficient students (100%) but there was only one Hyflex course therefore data is limited. Online courses had the lowest percentage of proficient students (93.00%).



**3. Comparison with previous OCCE assessment results:**

“Effective Communication” General Education Skill was last assessed in 2017, which included assessment of student performance of making a written, oral or visual presentation. The criteria assessed primarily focused on written communication, whereas the updated Oral Communication/Creative Expression focuses more on creative, visual,

and/or oral works. Nevertheless, the 2017 report shows evidence, both direct and indirect, supporting the College's development of Effective Communication competency in students. This data is consistent with the 2024-2025 assessment of OCCE, demonstrating that all GEMs achieved proficiency.

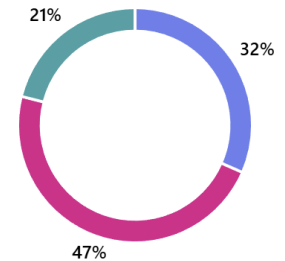
- 1) **Participating Department Recommendations and Actions Taken:** Department heads from the participating departments were asked to review the OCCE assessment data, respond to reflection questions, suggest changes, and describe innovations or changes that are already being addressed, particularly those that align with the OCCE assessment findings. The recommendations below are derived from these reflections.
  - a) **Feedback from Department Head:** Joel Tannenbaum – Feedback not submitted
  - b) **Feedback from Department Head:** Lisa Johnson – Feedback not submitted
  - c) **Feedback from Department Head:** Massah Nuni – Feedback not submitted
  - d) **Feedback from Department Head:** Monica Hahn  
Since our program is fundamentally a creative one, it's unsurprising that nearly 100% of the students assessed were proficient in the OCCE GenEd.
  - e) **Feedback from Department Head:** Paul Geissinger  
Realistically, I don't see any meaningful takeaways from this round of assessment since for two points, 100% of the students met the criteria, and for the other two 96.7% of students met the benchmark. These are overwhelming positive results. The only other thing I would add is that the focus in this area of general education is one of the primary focus areas of our programs, so it would be expected that students would perform well in this area.
  - f) **Feedback from Department Head:** Michele Dattilo – Feedback not submitted
  - g) **Feedback from Department Head:** Kara Crombie – Feedback not submitted
- 2) **Academic and Student Success Council Recommendations and Actions Planned:** Will be added after ASSC reviews.

### III. FACULTY REFLECTIONS AND RESPONSES FOR OCCE

1. **Participation:** Faculty were asked to provide their feedback on the rubrics and training materials as well as on their experience with the assessment process. Additionally, faculty reviewed the aggregate OCCE data and were asked to share their reflections. Nineteen faculty members completed the feedback form in the spring, which is summarized below.
2. **Responses to Process:**

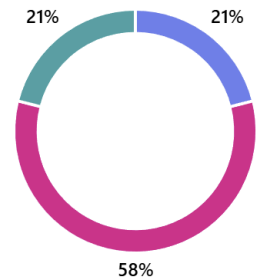
- a. When asked to rate the helpfulness of the OCCE Assessment Information Sheet (including general info and rubric), 79% of respondents either agreed or strongly agreed it was helpful.

● Strongly agree	6
● Agree	9
● Neutral	4
● Disagree	0
● Strongly disagree	0



- b. When asked to rate the appropriateness of the design and content of the OCCE rubric for assessing Oral Communication/Creative Expression, 79% of respondents indicated they agreed or strongly agreed it was appropriate.

● Strongly agree	4
● Agree	11
● Neutral	4
● Disagree	0
● Strongly disagree	0



### 3. Responses to Data:

- a. **Looking at the aggregate data you received in a separate document, in what ways is the institution successful at helping students become proficient in oral communication or creative expression? On the other hand, what gaps do you see?** Faculty indicated that the institution was successful at helping students become more confident communicators. The institution helps the students become proficient in oral communication and/or creative expression by offering a variety of resources to help the students and by having a variety of assignments/projects designed for successful completion of courses. Students are becoming more confident speakers and are organizing their ideas well. The biggest gaps are deeper content, less reliance on slides, and stronger visual design. Overall, students are improving, but these areas still need attention.
- b. **Does the aggregate data jibe with your general sense of how the institution is doing with oral communication/creative expression? Why or why not?** Overall, the respondents shared that the aggregate data jibes with the overall sense of how the institution is doing with oral Communication/Creative Expression. The data indicates that a majority of students are meeting or exceeding expectations in presentations and creative projects. This aligns with what faculty have observed in the classroom;

students are generally confident when speaking in class and expressing themselves in innovative ways in various disciplines.

- c. **How does the individual data from your OCCE course(s) compare to the aggregate data?** The majority of respondents indicated that their individual data aligns with the aggregate data.
- d. **Considering the individual data from your OCCE course(s) and your own teaching experience, in what ways do you currently or are you planning to address the gaps that you've seen? What practices do you find to be the most successful? What, if anything, would you do differently next time?** Faculty respondents indicated a number of methods to address the gaps, such as low-stakes speaking opportunities early in the semester to build confidence, using a combination of assignments with specific and refined skills through rubrics and extensive/feedback comments helps the students understand their strengths and areas for improvement and continuously reinforce content depth, delivery practice, and clear visual design guidelines, while modeling strong examples and giving structured feedback.

#### 4. Responses to Overall OCCE Assessment Process:

- a. When asked **“How would you characterize your overall experience with general education assessment (OCCE)?”**, respondents shared that overall, they felt good about the process, which allowed time for reflection and planning for improvement for future teaching. The majority of respondents felt the process provided positive benefits to support assessment of student learning. Faculty indicated they received adequate training and felt comfortable with the process. Faculty rated their experience with Insights as 3.79 stars out of 5.

## IV. Writing, Research, Informational Literacy – Continuous Improvement

A. Jason Esters shared the comments for the Writing, Research, Information Literacy continuous improvement work.

### **Continuing Improvement Plan for College Writing**

The College Writing Unit has initiated three pathways towards continued improvement in WRI assessment. The first pathway is REIMAGINE. A sub-committee of the College Writing Unit is currently crafting a mission statement to guide their redesign efforts and assessment plans. The goal of the mission statement is to articulate our shared values around assessment outcomes while placing special emphasis on assessment practices that are organic and student-centered. By emphasizing the creation of a mission statement before diving into assessment plans, the Unit believes that it will help center its work and aid in promoting opportunities to respond to students' evolving needs and critical thinking skills.

The second pathway is REWORK. Based on our conversations within the unit and our examination of the data, there is a desire to make assessment more organic to what faculty are doing in the classroom. There is also a keen interest in being able to use assessment data to make real pedagogical changes in the classroom semester to semester. In order to make these kinds of changes, we first need to address our CLOs. The Unit has rewritten 101 CLO #5 (which was the centerpiece of our assessment project in 2024) and will approve the revision in our January 2026 Unit meeting. The Unit has also identified additional CLOs that are targeted for revision. One of those CLOs (101 CLO #2) is being evaluated this semester.

The third pathway is REFLECTION. The Unit has spent more time just talking to each other about the tensions in our classrooms that are affecting student performance, impeding accurate evaluation of students, and adding to faculty anxiety and “assessment fatigue”. What we have found in these conversations is that very few faculty “trust” our assessment process. Some factors leading to distrust of the assessment process have been: Lack of clarity around assessment procedures from leadership, lack of clear actionable strategies from assessment data, and a sense that there is a lack of varied assessment methods that respond to the needs of our very diverse student population. Some of these reflections were unexpected. However, they have been refreshing. In addition to improving our number of faculty who have WRI assignments linked in Insights, we are planning to incorporate common annotation assignments and narrative assessment next semester.

## V. Technical Competency - Continuous Improvement

A. Eva Agbada shared the comments from a recent CIS 103 Teaching Circle Meeting regarding TEC 3 and 4 assessment below.

**TEC 3:** *Use electronic spreadsheets and/or database management systems to organize,*

*analyze, and/or retrieve data.*

**Previous comment from 22-23 report:** *It was decided after review by the CIS 103 Teaching Circle to remove one of the more problematic chapters in Excel and concentrate more on helping students to understand how formulas work in Excel. They also removed Access and replaced it with an assignment explaining what a relational database is and how to perform simple and complex queries.*

**Comments from Fall 2025 CIS 103 Teaching Circle:** Based on the 2023 and 2024 data for TEC 3, along with positive feedback from faculty, the CIS 103 Teaching Circle decided to continue with the current materials and approach for teaching Excel. The removal of one of the Excel chapters has allowed for more time for faculty to teach functions and formulas which has led to better outcomes for students.

With respect to the database aspect of TEC 3, the CIS 103 Teaching Circle had made the decision to return to using Access in the Fall 2024 semester. This decision was due to issues with the previous materials that were not deemed as sufficient for covering the required database concepts. Additionally, the Access assignment was updated to make it more aligned with the learning objectives for TEC 3. When the data from Fall 2024 and Spring 2025 have been analyzed, the Teaching Circle will revisit this component of TEC 3 and determine if any further modifications are needed.

**TEC 4:** *Use word processing and slide presentation software to design clear academic and professional documents that integrate design concepts, elements, applications, and objects.*

**Previous comment from 22-23 report:** *It was decided after review by the CIS 103 Teaching Circle to remove one of the chapters and concentrate more on the design features in PowerPoint. They are also focusing more on the collaborative features in Word and PowerPoint.*

**Comments from Fall 2025 CIS 103 Teaching Circle:** The CIS 103 Teaching Circle has reviewed the assessment data for TEC 4 and has decided to maintain the current format for teaching these skills and concepts. The data from Spring 2024 supports this decision. We will revisit this question when the next round of assessment data is made available.

## VI. Quantitative Reasoning - Continuous Improvement

A. Brenton Webber provided the following update for Mathematics.

There were five MATH courses in the 2023-2024 Quantitative General Education Assessment:

- MATH 121: Computer Math and Logic
- MATH 123: Mathematical Principles I
- MATH 137: Geometry for Design
- MATH 150: Introductory Data Analysis

- MATH 161: Precalculus I

Each of the QURE GEMs were met at the 70% or higher level (2023-2024 General Education Assessment Report p. 10). This is considered the normal acceptable threshold for assessment compliance in the Mathematics Department. Although 80% is the “preferred” threshold; by having all GEMs be at least 70%, the department has chosen to maintain the current action plans in each of these courses as determined by the most recent assessment reports for those courses and in accordance with the departmental assessment plan.

Instead, the Department feels it is best to focus effort on streamlining the assessment process for Quantitative Reasoning. Historically, the college assessment infrastructure has not been suitably accommodating for assessing quantitative reasoning (or any mathematical proficiency). Data collection has been a time-consuming manual process, and the analysis of the data is also not automated. This is largely due to the fact that almost all student learning assessment of mathematical content is conducted through third-party software platforms that are not specifically designed to be compatible with college systems. Programs like Canvas are in most cases not capable of adequately displaying or accepting data entry for mathematical notation or diagrams. This has posed a serious impediment to efficiently assessing quantitative reasoning. This is not a new issue, and the department has processes in place to gather and analyze student learning data, but it is neither quick nor versatile.

Moreover, it is very difficult to disaggregate data once collected with current methods. The department desires the ability to differentiate between categories of students (e.g. Math majors vs. non-math majors, students who placed directly into a course vs. those who completed the prerequisite course at CCP, as well as exploring equity gaps by race and gender).

We wish to address this as we move forward. We have already begun working with the Office of Assessment and Evaluation on steps to take to get closer to a more efficient, flexible and informative model for Quantitative Reasoning assessment. It is our hope that the next wave of QURE assessment will go much more smoothly and that we will have a more nuanced understanding of student quantitative reasoning capability at CCP.

B. Yusefa Smith provided the following update for Foundational Mathematics. Over the past academic year, the Foundational Mathematics Department focused its continuous improvement efforts on strengthening quantitative reasoning outcomes in FNMT 118. The most significant advancement was the full rollout of a revamped FNMT 118 final exam in Fall 2025. This exam underwent extensive revision after the QURE pilot to ensure tighter alignment with Course Learning Outcomes. This new version will provide clearer evidence of student proficiency.

## VII. Scientific Reasoning – Undergoing Full Assessment during 2025-2026 AY

A. During Fall 2025, the pilot assessment for Scientific Reasoning kicked off. A total of nine faculty representing all the departments teaching scientific reasoning courses are

participating in the pilot, providing data for 13 different courses. A scale assessment is planned for the spring 2026 semester.

## VIII. Cultural Analysis and Interpretation – Preparation for Full Assessment in 2026-2027 AY

A. Joel Tannenbaum provided the following update for Cultural Analysis and Interpretation. The subcommittee to assess the Cultural Analysis and Interpretation plans to run a pilot during the Fall 2026 semester including one section each of the ten highest enrolled courses attached to the CAI requirement. In collaboration, the faculty, department heads, General Education Coordinator and Office of Assessment & Evaluation will devise a rubric meant to assess students' level of CAI competency based upon the CAI GEMs. That rubric will be attached to a single assignment in Canvas and then graded by the instructor. We anticipate that this approach will generate enough quality data to guide our approach to a scale assessment in Spring 2027.

## Appendix A:

### Information packet

Fall 2024 Pilot with Insights by eLumen

#### CONTENTS

- Part 1:** Terms and Timeline
- Part 2:** OCCE Assessment Tools and How to Use Them
  - OCCE Assessment Rubric
  - OCCE Norming Tool
  - OCCE Assignment Alignment Tool
  - Design Elements Checklist
- Part 3:** Contact Information

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Jennifer Tront, PhD, Associate Professor of Biology and General Education Coordinator

#### Part 1: Terms and Timeline

##### A. Terms

- **GEMs:** General Education Measures. GEMs are what we call general education learning outcomes.
  - o The GEMs are derived from the definitions of the Essential Skills posted [here](#). There are **four GEMs** for Oral Communication/Creative Expression. **Please note:** GEMs are not the same as the CLOs for the course, although there may be similarities.
  - o **Also note:** Courses that meet OCCE focus on either oral communication or creative expression. They are not required to do both.
- **OCCE:** OCCE is the abbreviation for the General Education Essential Skill of Oral Communication/Creative Expression, used to identify each GEM, e.g., “OCCE 1, OCCE 2”, etc.

##### B. Oral Communication/Creative Expression Assessment Timeline

TASK	DATE
<p><b>Locate</b> OCCE Assessment assignment rubric that will be pushed to your course section(s) in Canvas.</p> <ul style="list-style-type: none"> <li>• It will be titled “Insights Assignment: Gen Ed Instructor-Selected Assessment”</li> <li>• We will email you when the rubric is pushed on Canvas, so you are aware to look out for it.</li> </ul> <p><b>Edit</b> the assignment, which will be pushed from the OAE in Canvas:</p> <ul style="list-style-type: none"> <li>• <b>Change</b> Display Grade As to “Not Graded”</li> </ul>	<p>December 9, 2024, to January 15, 2025</p>

<ul style="list-style-type: none"> <li>• <b>Change</b> Assignment Name to “Gen Ed Assessment – No Submission Needed”</li> <li>• <b>Save &amp; Publish</b></li> </ul>	
<b>Fall 2024 OCCE Assessment:</b> <ul style="list-style-type: none"> <li>• Use the OCCE Assessment Rubric and the SpeedGrader in Canvas to assess student performance on the OCCE GEMs using the specific assignment(s) you’ve identified for OCCE assessment.</li> <li>• <b>Please note:</b> You may find it easier to do this when you are doing final grades, so the students’ work is fresh in your mind rather than waiting until January.</li> </ul>	By January 15, 2025
<b>Reflect</b> on OCCE Fall 2024 assessment data <ul style="list-style-type: none"> <li>• We’ll send you the aggregate data, your individual data, and a link to a form for reflections</li> </ul>	By January 29, 2025
OCCE Assessment at scale (we’ll do the same thing but with everyone who teaches a course that meets OCCE)	Spring 2025
Planning for <b>continuous improvement</b>	Fall 2025

## Part 2: OCCE Assessment Tools and How to Use Them

**Please note:** All of these tools are attached to this document.

- **Which Assignment?** For each of the GEMs, you will evaluate student work on one or two specific assignments that your students have already completed.
  - o Ideally, you should choose a **summative assignment**, like a final project, that includes all four GEMs.
  - o If you do not have a summative assignment like this, you may align multiple assignments with specific GEMs; however, we recommend that you not use more than one assignment per GEM.
  - o If you need help figuring out whether an assignment aligns with the GEMs, please consult the Assignment Alignment Tool below.
- **OCCE Rubric:** A version of the rubric below will be available in your Canvas course. Please use this rubric to evaluate student performance in each of the GEMs. The rubric will be loaded into Canvas as an empty “assignment” for use with SpeedGrader.
  - o Please do not link any other assignment to the OCCE rubric.
- **Explanation of Ratings (Norming Tool):** This tool includes descriptions of the ratings scale (Proficient, Near Proficient, Not Proficient, Did Not Submit, Not Applicable) and should help you to determine how to rate the proficiency of students’ work.
  - o **Please note:** For a course to meet the OCCE requirement, it should include all four GEMs, so “Not Applicable” should be, well, not applicable.
- **Gen Ed Assignment Alignment Tool:** Use this tool to make sure your assignments line up with the GEMs.
- **Design Elements Checklist:** This checklist is designed to help you reflect on the clarity and effectiveness of any given assignment with the goal of making the assignment, and the criteria for success, more transparent for students.

<b>ORAL COMMUNICATION/CREATIVE EXPRESSION (OCCE) RUBRIC</b>					
<i>Students examine issues, problems, and cultural and aesthetic connections, using verbal and nonverbal methods to send messages in various modes. Students produce creative, visual, and/or oral works that reflect the situation, audience, and medium of communication and adhere to the conventions of artistic, verbal, and/or nonverbal methods of expression.</i>					
<b>General Education Measures (GEMs)</b>	<b>Proficient</b>	<b>Near Proficient</b>	<b>Not Proficient</b>	<b>Did Not Submit</b>	<b>Not Applicable</b>
<b>OCCE 1:</b> Students examine issues, problems, and cultural and aesthetic connections.	Student work demonstrates analysis of key cultural or aesthetic details.	Student work attempts analysis of key cultural or aesthetic details but occasionally relies on memorization or basic understanding of key aesthetic cultural or aesthetic details.	Student work does not go beyond memorization and/or basic understanding of key concepts	The student did not submit the assignment.	<b>OCCE 1</b> is not assessed in this course.
<b>OCCE 2:</b> Students use verbal and nonverbal methods to send messages in various modes.	Student work uses verbal or nonverbal methods and conveys a clear and cohesive message using one or more modes of communication/expression.	Student work includes a message, using one or more modes of communication/expression, but the message is at times unclear or inconsistent.	Student work does not convey a clear and cohesive message using one or more modes of communication/expression.	The student did not submit the assignment.	<b>OCCE 2</b> is not assessed in this course.
<b>OCCE 3:</b> Students produce	Student work, including the medium of	Student work acknowledges the situation	Student work, including the medium of	The student did not	<b>OCCE 3</b> is not assessed in this course.

creative, visual, and/or oral works that reflect the situation, audience, and medium of communication.	communication, effectively reflects the situation and audience.	and audience, but at times does not adequately or effectively reflect one or both.	communication, does not demonstrate awareness of or respond to the situation and audience.	submit the assignment.	
<b>OCCE 4:</b> Students adhere to the conventions of artistic, verbal, and/or nonverbal methods of expression	Student work follows the conventions of artistic, verbal, and/or nonverbal methods of expression.	Student work attempts to follow the conventions of artistic, verbal, and/or nonverbal methods of expression but does not do so consistently.	Student work does not observe the conventions of artistic, verbal, and/or nonverbal methods of expression.	The student did not submit the assignment.	<b>OCCE 4</b> is not assessed in this course.

**Rubric Glossary**

*The definitions that follow were developed to clarify terms and concepts in this rubric only.*

- **Aesthetic connections:** associations or correlations related to the study of artistic or creative expression
- **Analysis:** the process of studying the nature, elements, or impact of something
- **Conventions:** methods, rules, or practices maintained by use, e.g., the structure of a play or script or the principles of perspective
- **Cultural connections:** associations or correlations related to shared beliefs, customs, or social environments or phenomena
- **Medium of communication:** the means of sending a message to the audience, e.g., speeches, monologues, drawing, sculpture, poems, short stories, photographs and images, etc.
- **Modes:** various ways of addressing a medium, e.g., digital vs film in photography or cinematic vs. theatrical conventions
- **Nonverbal Methods:** ways of communication that do not involve words, e.g., drawing, dance, photography
- **Works:** the product that the student produces or creates, e.g., the speech, presentation, drawing, portfolio, performance

*This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics.*

<b>Explanation of the Ratings System for General Education Measures (GEMs) Essential Skills Assessment (Norming Tool) OCCE</b>	
<b>Please see the rubric above for the General Education Measures (GEMs)</b>	
<b>RATING</b>	<b>EXPLANATION</b>
<b>Proficient</b> 79-100	<ul style="list-style-type: none"> <li>The student's work clearly meets or exceeds the GEM's criteria.</li> </ul>
<b>Near Proficient</b> 70-79	<ul style="list-style-type: none"> <li>The student's work demonstrates at least average competence in the GEM's criteria but has some room to grow in proficiency.</li> </ul>
<b>Not Proficient</b> 69 or below	<ul style="list-style-type: none"> <li>The student's work demonstrates an attempt to meet the GEM but is inconsistent or only partially realized.</li> <li>The student submitted the assignment but did not meet the GEM.</li> </ul>
<b>Did Not Submit</b>	<ul style="list-style-type: none"> <li>The student did not submit the assignment.</li> </ul>
<b>Not Applicable</b>	<ul style="list-style-type: none"> <li>This GEM is not measured in this course/assignment.</li> </ul>

ORAL COMMUNICATION/CREATIVE EXPRESSION ASSIGNMENT ALIGNMENT TOOL					
<p><b>Purpose:</b> The assignment alignment tool is designed to help you align an assignment with an Essential Skill for general education assessment. The tool guides you to reflect upon the range of Oral Communication or Creative Expression skills that you may ask your students to demonstrate in an assignment and then align those skills with the OCCE rubric.</p> <p><b>Note:</b> Some find this material more useful when used with a partner or a group.</p>					
<p><b>OCCE Definition:</b> <i>Students examine issues, problems, and cultural and aesthetic connections, using verbal and nonverbal methods to send messages in various modes. Students produce creative, visual, and/or oral works that reflect the situation, audience, and medium of communication and adhere to the conventions of artistic, verbal, and/or nonverbal methods of expression.</i></p>					
Intended? Y/N	OCCE Rubric Reference and Skills	Explicit and clear instructions	Explicit but vague or unclear instructions	Not present	Not relevant
<b>OCCE 1: Students examine issues, problems, and cultural and aesthetic connections.</b>					
<input type="checkbox"/> Y <input type="checkbox"/> N	The assignment calls for analysis of key cultural or aesthetic details, associations, or correlations related to either artistic/creative expression <b>OR</b> related to shared beliefs, customs, social environments, or phenomena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					
<b>OCCE 2: Students use verbal and/or nonverbal methods to send messages in various modes.</b>					

<input type="checkbox"/> Y <input type="checkbox"/> N	The assignment requires student work to have a clear and cohesive message of some kind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	The assignment asks students to use one or more modes of communication/expression, e.g., digital vs film in photography or cinematic vs. theatrical conventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes / Feedback:

**OCCE 3: Students produce creative, visual, and/or oral works that reflect the situation, audience, and medium of communication.**

<input type="checkbox"/> Y <input type="checkbox"/> N	The assignment asks students to reflect on the situation or audience or the assignment clearly identifies the situation and audience for the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Notes / Feedback:

**OCCE 4:**

<input type="checkbox"/> Y <input type="checkbox"/> N	The assignment asks students to follow the conventions of artistic, verbal, and/or nonverbal methods of expression, or the assignment clearly identifies those conventions for the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					

### ASSIGNMENT DESIGN ELEMENTS CHECKLIST

**Purpose:** The assignment design checklist is designed to help you reflect on the clarity and effectiveness of an assignment and offers a checklist of design elements that can help you clarify or strengthen the structural elements that make an effective assignment.

<b>PART ONE: ASSIGNMENT DESIGN ELEMENTS CHECKLIST</b>				
<b>Structural elements of this assignment</b>	<b>Clearly specified</b>	<b>Partially specified (incomplete/vague)</b>	<b>Not specified</b>	<b>Not applicable</b>
Explains the purpose of/rationale for the assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates what learning outcome(s) are to be learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates the assignment genre/type and the product(s) to be produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the intended audience for which the student is writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains the assignment's relationship to intended course and/or program learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the required formatting, length, citation style, source and grammatical expectations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines the evaluation criteria that will	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

be applied to grade the student's work (e.g., a rubric)				
Describes the required skills (i.e., synthesize, describe, critique, analyze, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the roles and expectations for individual group members, including how group members will be assessed (for group projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 3: Contact Information**

- For **technical questions** about using the OCCE Rubric in Canvas, please contact Mx. Lizzie Gordon, Assessment Manager ([egordon@ccp.edu](mailto:egordon@ccp.edu)) or the DCAF from your division
- For questions about your **assignments, the assignment alignment tool, rubric content, or norming tool**, please contact Director of Assessment, Amy Birge-Caracappa ([abirge@ccp.edu](mailto:abirge@ccp.edu)) or General Education Coordinator Jennifer Tront ([jtront@ccp.edu](mailto:jtront@ccp.edu)).

## Appendix B

### GEES Core Committee Members

<b>GEES Core Committee Members</b>		
<b>Name</b>	<b>Department</b>	<b>Division</b>
1. Beena Patel	Biology	MSHC
2. Brent Webber	Mathematics	MSHC
3. Chris Popescu	Business Administration/ <b>DCAF</b>	B & T
4. Cynthia Paul	Foundational Mathematics	MSHC
5. David Prejsnar	Humanities	Liberal Studies
6. Dawn Janich	Biology	MSHC
7. Ilze Nix	Psychology/ <b>DCAF</b>	Liberal Studies
8. Jason Esters	English/College Writing	Liberal Studies
9. Laura Davidson	Allied Health	MSHC
10. Lauren Leonard	Computer Technologies	B & T
11. Laurence Liss	Computer Technologies	B & T
12. Lisa Johnson	Nursing	MSHC
13. Lynsey Madison	Curriculum Development	
14. Massah Nuni	English	Liberal Studies
15. Rebecca Garvin	Business Administration/ <b>DCAF</b>	B & T
16. Richard Chu	Biology/ <b>DCAF</b>	MSHC
17. Ruqayyah Archie	Business Administration	B & T
18. Sean Sauer	Art and Design	Liberal Studies