Purpose of this Guide
The purpose of this guide is to support the training provided to faculty who are evaluating student work for ILO assessment.

The Purpose of Assessment
The purpose of student learning assessment at California State University East Bay (CSUEB) is to continually improve the quality of our academic and co-curricular programs to ensure that students are achieving our stated outcomes.

Types of Outcomes
Course Student Learning Outcomes (SLOs) are developed by and assessed by the individual faculty member teaching a course. These are sometimes referred to as course objectives. They are the skills and knowledge expected of all students completing the course and are evaluated by the instructor as part of the regular grading process.

Program Learning Outcomes (PLOs) are those outcomes that are expected of every graduate within a specific major or degree program, and are focused on mastery and depth of disciplinary knowledge. PLOs are typically associated with the requirements for the major.

General Education Learning Outcomes (GELOs) are those outcomes that are expected of every undergraduate student who graduates from the institution. Because all undergraduates must meet General Education (GE) requirements, CSUEB relies on GE to introduce and practice these skills, such as writing and critical thinking. These skills are further developed and matured in the major.

Institutional Learning Outcomes (ILOs) are those outcomes that are expected of every graduate of the institution, both undergraduate and graduate. These learning outcomes are introduced and practiced in the major, in co-curricular programs and activities, and for undergraduates in General Education. ILOs are closely aligned with General Education requirements.
Who Assesses Outcomes?
Assessment of course Student Learning Outcomes is conducted by the individual faculty member, within a course.

Assessment of Program Learning Outcomes is the responsibility of program faculty, and the results are reported yearly in the Annual Report Program and through a five-year review cycle to the Committee on Academic Planning and Review (CAPR).

Assessment of General Education Learning Outcomes is the responsibility of the General Education Assessment Subcommittee of the Committee on Academic Planning and Review (CAPR). The subcommittee is responsible for developing, revising, and maintaining the GELOs, as well as ILO/GE rubrics and for assessing samples of student work from GE courses.

Assessment of Institutional Learning Outcomes is the responsibility of the ILO Subcommittee of the Committee on Academic Planning and Review (CAPR). The subcommittee is responsible for developing, revising, and maintaining the ILOs. It is also responsible for assessing student work in relation to these ILOs. The committee may recruit additional faculty to assist with this task. Educational Effectiveness Services in APGS assists with data collection, analysis, and reporting.

What is a rubric?
A rubric is a faculty developed learning and assessment scoring guide for clarifying expectations of student work. While there are different types of rubrics (e.g. holistic, check-list, descriptive), we use a rating scale rubric for ILO and written communication GE assessment which is consistent with the Association of American Colleges and Universities (AAC&U) and many of the other CSUs. This type of rubric has performance criteria describing the tasks/performance that student work should exhibit to meet learning outcomes and performance rating scales or levels of achievement identifying the levels of quality and associated point value for each performance criteria.
What are criteria?
Criteria are rubric categories or dimensions that should be:
- Distinct without overlapping with another criteria
- Demonstrable in a course assignment
- Observable in an assignment

What are levels of achievement?
Levels of achievement are performance descriptors. Level 4 achievement defines excellent, top level work.

Levels of achievement descriptions:
- Differentiate between levels
- Are clear and understandable to faculty raters
- Use verbs to write performance descriptors
- Have continuity in language throughout levels

Example 1: 4) Consistently 3) Generally 2) Somewhat 1) Minimally
Example 2: 4) Correct 3) Mostly correct 2) Some aspects incorrect 1) Mostly incorrect
Example 3: 4) Always 3) Often 2) Occasionally 1) Rarely or never

Why use rubrics in the assessment of student learning?
- Identifies and describes knowledge, skills, and abilities that demonstrate a competency (e.g. written communication, information literacy).
- Can help increase objectivity and reliability in the assessment of learning outcomes.
- Can help enhance faculty discussions, communication, and transparency of expectations about the most important components of student learning in a program
At what levels can rubrics be used for assessment of student learning?

Course: To evaluate student work demonstrating a particular student learning outcome (SLO) = individual faculty member use in grading virtually any student work such as a paper, portfolio performance, or multimedia product.

Program: To assess selected student work demonstrating a particular program learning outcome (PLO) = program faculty use for curriculum improvement (generally for senior-level work)

General Education: To assess selected student work demonstrating a particular general education learning outcome use for curriculum improvement in both lower and upper division work.

Institution: To assess selected student work demonstrating a particular institutional learning outcome (ILO) = university faculty committee use for institution-wide assessment (generally for senior-level work)

What is calibration?
Calibration is the term used to describe a process to where faculty work together to practice “calibrating” the use of the rubric in the same way so that regardless of which rater assesses the work that the ratings come within a close range. Faculty are oriented to the rubric, receive training in calibration by practicing with “anchor” papers from the sample papers being assessed. Once raters are scoring within one point of each other on a scale, they are considered “calibrated.” Faculty then assesses student work samples with the goal to achieve as much consistency and reliability as possible among raters.

What is the difference between course grading and program assessment using a rubric?

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<thead>
<tr>
<th>Course Grading</th>
<th>ILO Assessment</th>
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<tbody>
<tr>
<td>Goal: evaluate individual student performance, often resulting in a numerical score - or grade.</td>
<td>Goal: measure student learning to analyze and make improvements at the program or university level.</td>
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<tr>
<td>What is included: Grade could also include other factors such as attendance, participation, group work, overall performance in course, or performance in other areas such as being submitted on time or following formatting instructions.</td>
<td>Includes only rubric categories (criteria) for a specific competency.</td>
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<tr>
<td>High stakes for students</td>
<td>Low stakes for students</td>
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How is the Sample Size for ILO and GE assessment determined?
A simple random sampling approach is used to identify a subgroup that effectively represents the population as a whole. The number of student samples are based on the population size of the course sections being assessed assuming a 90% confidence interval (a range of values around a statistic that contain, with certain probability, the true value of the statistic).
What happens with the results?
In a pilot, results are summarized by institutional research and used by faculty to improve the rubric or assessment process. Once implemented, results are used to make program changes to improve teaching and learning.

References