



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

16-17 CAPR 11
Thursday, April 06, 2017

TO: The Academic Senate
FROM: The Committee on Academic Planning Review (CAPR)
SUBJECT: 16-17 CAPR 11 : Request for University Adoption of Institutional Learning Outcome (ILO) Written Communication Measurement Rubric
PURPOSE: Approval by the Academic Senate

ACTION REQUESTED:

That the Academic Senate approve the University Adoption of Institutional Learning Outcome (ILO) Written Communication Rubric.

BACKGROUND:

On April 6, 2017 CAPR reviewed the proposed request for a university adoption of the attached Institutional Learning Outcome (ILO) Written Communication Rubric. The attached provides a summary of the development and approval process, a review of CSU East Bay's Institutional Learning Outcomes, the next steps for the approved rubric, and the CSUEB ILO Written Communication rubric.

Request for University Adoption of Institutional Learning Outcome (ILO) Written Communication Measurement Rubric

Summary

The ILO Subcommittee is requesting approval from Senate for University-wide adoption of the ILO Written Communication measurement rubric which has been developed and piloted by faculty, and approved by the ILO Subcommittee and CAPR. The ILO Written Communication rubric will be used for ILO assessment as approved in the [CSU East Bay Institutional Learning Outcome Assessment Plan](#). Alignment of Program Learning Outcomes to Institutional Learning Outcomes is a deliverable for future ILO Assessment in the Semester Conversion program conversion forms and templates – [Curriculum Map 2 – PLOs to ILOs](#).

CSU East Bay, Institutional Learning Outcomes

The California State University East Bay [Institutional Learning Outcomes \(ILOs\)](#) express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- **communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;**
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Background of Development and Approval

Rubric developed and piloted: During the 2013-14 academic year, the Written Communication rubric was developed by a Faculty Learning Community. It was consequently piloted in 2014-15 with CSUEB faculty teaching upper-division GE and/or upper-division courses in the major with a written communication learning outcome. The ILO Subcommittee completed the assessment. Because substantial changes to the rubric were made at the conclusion of the pilot, the revised rubric was re-tested in a second pilot in 2015-16.

ILO Subcommittee assessment and oversight: After receiving training in secondary assessment, the ILO Subcommittee assessed the assignments in both pilots with the rubric using Blackboard Outcomes - an electronic learning assessment platform that is part of Blackboard Learn. The committee also analyzed the assessment results with the support of the Educational Effectiveness Research Manager, and made refinements to the process going forward.

ILO Subcommittee approved: In fall, 2016 the ILO Subcommittee approved the ILO Written Communication rubric.

Next steps: Once approved by CAPR and Senate, the rubric will be used according to the [CSU East Bay ILO Assessment Plan](#) following semester conversion. It will also be posted on the [ILO Subcommittee](#) page and made available to faculty in the [Rubrics Library](#).

Other ILO rubrics are currently in development, The ILO Information Literacy rubric was developed by faculty in Winter, 2017 and is being piloted in Spring, 2017. The ILO Quantitative Rubric was developed in Fall, 2016, and is expected to be piloted in 2017-18.

The [Long Term ILO Assessment Plan](#) is being updated by the ILO Subcommittee in the Spring and Fall, 2017.

CSUEB ILO Written Communication Rubric Proposed ILO Subcommittee, November 2016

Description: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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Statement of purpose, thesis or controlling idea(s)	Clearly states a central idea, appropriate to the assignment.	Adequately states a central idea, generally appropriate to the assignment.	Inconsistently or superficially states a central idea, minimally appropriate to the assignment.	Lacks statement of a central idea, or states central idea inappropriate to the assignment.
Audience awareness	Demonstrates clear understanding of audience, appropriate to the assignment.	Demonstrates adequate understanding of audience, generally appropriate to the assignment.	Demonstrates inconsistent or superficial understanding of audience, minimally appropriate to the assignment.	Lacks an understanding of audience.
Organization, cohesion, and clarity	Clearly structured around the central idea. Uses a range of transitions to connect ideas, and is easy to follow.	Adequately structured around the central idea. Uses some transitions to connect ideas, and is generally easy to follow.	Has minimal structure around the central idea. Uses few transitions to connect ideas, and is somewhat difficult to follow.	Lacks structure around the central idea. Lacks transitions that connect ideas, and is difficult to follow.
Presentation of supporting ideas	Presents evidence and ideas that clearly support and develop the central idea.	Presents evidence and ideas that generally support and develop the central idea.	Presents evidence and ideas that minimally support and develop the central idea.	Does not present evidence or ideas that support or develop the central idea.
Language usage, sentence structure	Uses sophisticated and varied sentence structures. Demonstrates appropriate language choices.	Uses some variation in sentence structure. Generally demonstrates appropriate language choices.	Uses little variation in sentence structure. Minimally demonstrates appropriate language choices.	Lacks variation in sentence structure. Does not demonstrate appropriate language choices.
Mechanics: grammar, punctuation, and spelling	Shows correct use of grammar, spelling, and punctuation.	Shows mostly correct use of grammar, spelling, and punctuation. May have occasional errors that do not interfere with meaning.	Contains grammar, spelling, and punctuation errors that are distracting or occasionally interfere with meaning.	Contains grammar, spelling, and punctuation errors that are highly distracting or often interfere with meaning.