ILO Calibration and Assessment Training for Diversity and Social Justice, May 2022

Note that confidential details and links have been removed from this evidence sample.

Agenda for DAY 1: Overview for 5-xx-22

- **Introduction to our work together**
    - Welcome!
    - Goals for the day
    - How we are working together
- **Refresher on assessment**
    - Refresher on fundamentals of assessment and outcomes (discuss as/if needed)
    - How ILO assessment is different from grading (discussion)
    - Some fundamentals on ILO rubrics (discuss as/if needed)
- **Calibration**
    - Review ILO Diversity rubric categories (discussion)
    - Refresher on calibration
    - Practice 3 calibrations from **XXXX**

- **Assess Student Work from XXXX ONLY**
    - Log onto Blackboard Outcomes
    - Assess 1 student sample and discuss
    - Assess 2nd student sample together
    - Assess 3rd student sample together
    - Log onto Blackboard and assess 4th student sample on own, and check-in for questions
    - Assess on own and take breaks as needed
    - Check in at 1:00 pm
    - Assess on own from 1:00 - 3:00 and complete up to assessments but fine to complete less or more
    - Check back in at 3:00 for feedback on rubric and suggestions for improvement of student learning
- **Preparation for Day 2**

Day 1: Let's Get Started! Introduction to Our Work Together

- **Welcome!**
    - Warmup for our time together

- **Goals for today:**

- ○ Calibrate to the ILO Diversity rubric - may take most of the morning
- ○ Start assessments

- **How we are working together today and logistics**
    - ○ For discussion and calibration work, we will use this document we are in with links to related documents.
    - ○ The group will remain together until we finish the fourth assessment - then will check back at 1:00 and 3:00.

- **Assessment Details**
    - **X** course sections covering x colleges
    - Number of artifacts from each course: varies. Because some sections had smaller numbers of student work submitted, we had to set up two separate collections which is why you received two emails for each assessment.
        - ○ Assessment #1: x course sections x artifacts each section = x
        - ○ Assessment #2: x course sections x xx artifacts each section =xx
        - ○ 100 x 2 times each artifact is assessed = 200
        - ○ xx artifacts per assessor
    - Number of total artifacts: 100
    - Number of times each artifact is assessed: 2X = 200 / 5 assessors
    - 40 artifacts per person
    - Day 1 Assess only XXXX Assignments
    - Day 1 Assess only XXXX assignments (Assessment links in Comments document)

Confidentiality agreement
- During our work together, okay to use student name or faculty name to identify student work, but outside this space, assessors do not use student or faculty names or otherwise speak about assessment in a way that would identify a faculty member.
- This work is part of University's normal work and does not need specific IRB or IER approval.

Troubleshooting: If needed, can work one-on-one to solve an individual technical problem. Call/text Julie Stein **925-872-6828.**

Day 1 Orientation to ILO XXXX Assessment

Some fundamentals on assessment and outcomes

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.

Breadth Requirements **(From 2021-22 CSUEB Catalog)**

"An "Overlay" is a graduation requirement that is fulfilled by completing an approved course. This requirement "lays over" the GE and major programs, because an Overlay course may be lower division or upper division and may also satisfy a GE or major requirement. Thus, the student should not need to take additional courses to meet the Overlay requirements.

A minimum of 9 semester units of coursework is required in courses that are linked to three of the University's Institutional Learning Outcomes Diversity Overlay, Diversity Overlay, and Sustainability Overlay. The student learning outcomes for the three Overlay requirements are below. Sustainability, Diversity, and Diversity have a single course breadth requirement.

⟹ *Diversity Overlay Outcomes*

1. describe the histories and/or experiences of one or more U. S. cultural groups and the resilience and agency of group members;

2. identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures;
3. analyze the intersection of the categories of race and gender as they affect cultural group members' lived realities and/or as they are embodied in personal and collective identities;
4. recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within cultural groups complicate individual and group identities.

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 work with faculty outside of the committee to support this work. Educational Effectiveness Services in APS assists with data collection, analysis, and reporting.

How ILO assessment is different from grading

Differences between course grading and ILO assessment using a rubric	
Course Grading	**ILO Assessment**
Goal: evaluate individual student performance	Goal: measure student learning to analyze and

and learning, often resulting in a numerical score - or grade.	make improvements in student learning at the program or university level.
Scaled differently (letter grade, percentages, credit/no credit)	Common scale
What is included: Grade could also include other factors such as attendance, participation, group work, overall performance in course, timely submission, or following instructions. Other factors may not include measures of learning outcomes. Other factors might not be direct measures of learning.	Includes **only** rubric categories (criteria) for a specific competency. Rubric categories measure Institutional Learning Outcomes. Rubric categories measure direct learning.
High stakes for students	Low stakes for students

Question to group: As experienced assessors, what has been most helpful for you when differentiating between grading and assessment?

Some fundamentals about ILO rubrics

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), Cal State East Bay uses a rating scale rubric for ILO and 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

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Calibration

Review of ILO Diversity rubric categories

CSUEB ILO Diversity Rubric, Approved by Academic Senate, January 23, 2018

<u>Description:</u> Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.

Below are categories or criteria	4, 3, 2, 1 are levels of achievement or performance descriptors			
	4 **Fully meets**	**3** **Mostly meets with some gaps**	**2** **Major gaps**	**1** **Little to none**
Cultural Self-Awareness	Strong identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Adequate identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Limited identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Little to no identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.
Knowledge of Diverse Views	Strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Adequate evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Limited evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Little to no evidence of knowledge of diverse views in areas such as values, communication styles, and practices.
Respect for Diverse Perspectives	Strong evidence of respect in descriptions of different points of view.	Adequate evidence of respect in descriptions of	Limited evidence of respect in descriptions of different points of view.	Little to no evidence of respect in descriptions of

		different points of view.		different points of view.
Reflection on Interaction with Diverse People and Perspectives	<mark>Strong analysis of how interactions with people of diverse identities and positions influence one's understandings.</mark>	Adequate analysis of how interactions with people of diverse identities and positions influence one's understandings.	Limited analysis of how interactions with people of diverse identities and positions influence one's understandings.	Little to no analysis of how interactions with people of diverse identities and positions influence one's understandings.

Discussion:
- Assessing long papers
- Assessing short papers
- Assessing your own student papers - how different from when you graded?
- Assessing when neither assignment instructions nor student work demonstrate evidence of covering criteria/category

Overview of Calibration

Calibration is the term used to describe a process 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.

The goal for calibration is for faculty to evaluate student work consistently in alignment with the scoring rubric only -instead of including other factors that might be included in a grade . This increases the reliability of the assessment data.

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(r) 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 assess student work samples with the goal to achieve as much consistency and reliability as possible among raters.

Day 1 Calibration

XXXX #1

READ XXXXX assignment instructions
READ XXXXX student paper #1
ASSESS XXXXX Student paper # 1

XXXX #2
READ XXXXX assignment instructions
READ XXXXX student paper #1
ASSESS XXXXX Student paper # 1

XXXX #3
READ XXXXX assignment instructions
READ XXXXX student paper #1
ASSESS XXXXX Student paper # 1

SAVE FOR Day 2 Calibration
XXXX
READ XXXXX assignment instructions
READ XXXXX student paper #x
ASSESS XXXXX Student paper # x

XXXX
READ XXXXX assignment instructions
READ XXXXX student paper #x
ASSESS XXXXX Student paper # x

Assess Student Work

Faculty assessor comments document to complete as you have comments about the content/process. Also use this if you are unable to open a paper - providing the assessment id number.

Log onto Blackboard Outcomes

1. First log onto Blackboard. https://bb.csueastbay.edu/
2. Next logon to **Assessment #2** through links in Comments document)
3. Open the email from Serena titled, Evaluation Session Started → Log in to your email

ILO Diversity Assessment #2Fall-Spring 2021-22 Stein ✎

If you have not logged onto Blackboard before you open the evaluation session, you may get an error message.

Error

Cannot create a session after the response has been committed
For reference, the Error ID is 40cac691-0b5f-4999-bacb-d5ac5b7698f9.
Friday, May 8, 2020 10:16:00 AM PDT
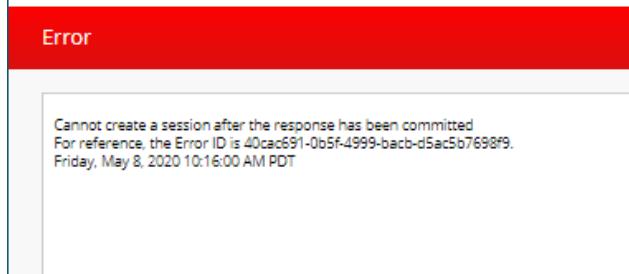
Assess 1 student sample

1. Select a student sample by clicking a box and then selecting e "Evaluate."

	STUDENT NAME	ITEM NAME △	EVALUATION STATUS	EVALUATION DATE
	Students-473275	*Final Paper	2/2	4/21/20 11:31 AM
	Students-474071	Advocacy Assignment	2/2	4/20/20 2:59 PM
	Students-474069	Advocacy Assignment	2/2	4/21/20 8:55 AM
	Students-473434	Due May 9th! 1,500 word Essay on the use of Photography for Social Justice, Past and Present, including the use of still photography and film/video.	2/2	4/21/20 8:54 AM
	Students-474697	Final Paper	2/2	4/20/20 10:48 PM
	Students-474119	Final Paper	2/2	4/20/20 3:28 PM
	Students-472064	Final Paper and Outline	2/2	4/20/20 10:55 PM
	Students-475065	Individual Reflection	2/2	4/20/20 4:12 PM
	Students-474121	Individual Reflection	2/2	4/20/20 11:04 PM
	Students-472149	Rubric Assignment	2/2	4/20/20 4:28 PM
	Students-473109	Showcase Poster-Final	2/2	4/20/20 4:34 PM
	Students-473209	Showcase Poster-Final	2/2	4/20/20 11:23 PM

2. The next screen has the ILO rubric, the student work, and the assignment instructions if posted.

Evaluate Advocacy Assignment for Student-474071
To begin evaluating the submission, click *Evaluate* and use the rubric to grade the submission.

User: **Student-474071**

General Information   Alignments

Title   Advocacy Assignment
Description
              Feel free to complete solo or with one partner.

              Due Tue 3/19/19

              *** Possible template - as long as you address each prompt you'll receive full points. If you prefer to have a template to follow, this would be fine.

Course   Community Health Nursing (20195_NURS_480_02_1)
Related Files N480 Advocacy Assignment_SJ Rubric Pilot_1.30.19(1).docx
              N480_Advocacy Assignment_Possible template.docx
Status   Evaluated on Friday, May 8, 2020 10:38:19 AM PDT

Sample Information
Student   Student-474071
Submission Date 3/19/19 4:33 PM
Submission Text
Related Files   Wk8_Advocacy Assignment.docx

Associated Rubrics
ILO Social Justice Rubric Approved for Pilot 1-29-19
[Evaluate]
                                    [ILO Rubric]

General Comments
[Add Comment]

Existing Evaluations
▶ Balaraman Rajan
  Monday, April 20, 2020 12:03:27 AM PDT

[Assignment instructions if posted]

[Student Work]

4. As best you can, open both the ILO rubric and student work on the same screen. The example below is from Diversity. The arrow shows where you have the option of using the rubric in "Grid View" or "List View." This example is "List View."

5. The actual ILO Diversity rubric that you will use in Blackboard looks like the one below.

Levels of Achievement

Criteria	4	3	2	1
Cultural Self-Awareness	**4 Points** Strong identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	**3 Points** Adequate identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	**2 Points** Limited identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	**1 Points** Little to no identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.
Knowledge of Diverse Views	**4 Points** Strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	**3 Points** Adequate evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	**2 Points** Limited evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	**1 Points** Little to no evidence of knowledge of diverse views in areas such as values, communication styles, and practices.
Respect for Diverse Perspectives	**4 Points** Strong evidence of respect in descriptions of different points of view.	**3 Points** Adequate evidence of respect in descriptions of different points of view.	**2 Points** Limited evidence of respect in descriptions of different points of view.	**1 Points** Little to no evidence of respect in descriptions of different points of view.
Reflection on Interaction with Diverse People and Perspectives	**4 Points** Strong analysis of how interactions with people of diverse identities and positions influence one's understandings.	**3 Points** Adequate analysis of how interactions with people of diverse identities and positions influence one's understandings.	**2 Points** Limited analysis of how interactions with people of diverse identities and positions influence one's understandings.	**1 Points** Little to no analysis of how interactions with people of diverse identities and positions influence one's understandings.

You will provide a rating for each category with of "4" 3, "2", or "1".

5. When you have provided a numeric score for all of the categories, select **"Save"** to enter the assessment.

6. After you have saved the assessment, select **"Return to Listing"** to select the next student sample.

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.

Complete Feedback

End of day 1 feedback link

Next Steps