

## Agenda for 5-21-21

- **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 Sustainability rubric categories (discussion)
  - Refresher on calibration
  - Practice 1 calibration from each college **CLASS, LIB, CSCI**
- **Assess Student Work**
  - Log onto Blackboard Outcomes
  - Assess 1 student sample and discuss anything that came up
  - Assess 2nd student sample together
  - 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 20 assessments but fine to complete less
  - Check back in at 3:00 for feedback on rubric and suggestions for improvement of student learning
- **Preparation for next week**

## Introduction to Our Work Together

- **Welcome back!** We are glad you are here
  - Everyone have an opportunity to say something to get the day started - anything you wish to share
- **Goals for today:**
  - Calibrate to the ILO Sustainability rubric
  - Complete 15-22 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.
  - Frequent stretch breaks
  - The group will remain together until we start on third assessment - then will check back at 1:00 and 3:00.
  - Pay has just been processed.
- **Sustainability Assessment Details**
  - 18 course sections covering all colleges and Libraries
  - Number of artifacts from each course: 6
  - Number of total artifacts: 108
  - Number of times each artifact is assessed:  $2 \times 6 = 12$
  - 43 artifacts per person (approximately 21 per day)

### 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

## Orientation to ILO Sustainability 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.

➡ *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 and learning, often resulting in a numerical score - or grade.	Goal: measure student learning to analyze and 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 <b>only</b> 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)

## Calibration

### Review of ILO Sustainability rubric categories

<b>ILO Sustainability Rubric</b> Approved by Academic Senate March 3, 2020				
<b>Below are categories or criteria</b>	<b>4, 3, 2, 1 are levels of achievement or performance descriptors</b>			
	<b>4 Fully meets</b>	<b>3 Mostly meets with some gaps</b>	<b>2 Major gaps</b>	<b>1 Little to none</b>
<b>1. Threat(s) and Opportunities:</b> Identification and description of key threats to environmental sustainability (between local and global) and economic/social opportunities that arise from addressing the threat(s) with supporting examples/evidence.	Skillfully and comprehensively addresses all aspects of this category	Minor gaps in identification, description or evidence	Some significant gaps in identification, description and/or evidence	Major gaps, unclear or not relevant
<b>Agency:</b> Identification and description of individual and collective actions (e.g. personal choice, voting, law, policy, community action) to address major sustainability threat(s) / opportunities.	Appropriately identifies and describes key individual and collective actions	Minor misalignment(s) in identification(s) and/or errors in description(s)	Some significant misalignment(s) in identification(s) and/or errors in description(s)	Major misalignment(s) and/or errors, unclear or not relevant
<b>Interconnectedness:</b> Articulation of the interconnectedness between economic well-being, social equity, AND environmental	Skillfully and comprehensively addresses all aspects of this category	Minor gaps in articulation or evidence	Some significant gaps in articulation and/or evidence	Major gaps, unclear or not relevant

quality with supporting examples/evidence.				
<b>The Science:</b> Application of systems-thinking / scientific concepts to describe how interactions between humans and natural systems affect sustainability with supporting examples/evidence.	Skillfully and appropriately addresses all aspects of this category	Minor gaps in application or evidence	Some significant gaps in application and/or evidence	Major gaps, unclear or not relevant
<b>Social Factors:</b> Analysis and explanation of how social factors (e.g. historic/political/cultural) affect sustainability from different stakeholder perspectives with supporting examples/evidence.	Skillfully and logically addresses all aspects of this category	Minor gaps in analysis, explanation or evidence	Some significant gaps in analysis, explanation and/or evidence	Major gaps, unclear or not relevant

### 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.

## Practice Calibration

### CLASS

READ Environmental Studies [assignment instructions](#)

READ Environmental Studies [student paper #1](#)

ASSESS Environmental Studies [Student paper # 1](#)

### LIBRARY

READ [Library assignment instructions](#)

READ [Library Student paper #1](#)

ASSESS [Library Student paper #1](#)

### CSCI

READ [Biology assignment instructions](#)

READ [Biology student paper #1](#)

ASSESS [Biology Student paper # 1](#)

## 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. Open the email from Lacey Garza titled, Evaluation Session Started → Log in to [your email](#)

## Evaluation Session Started ➔ Administrative/Links ×



donotreply.bb@csueastbay.edu

Mon, Apr 6, 10:29 AM



to me ▾

**Meg Taggart** has just started an evaluation session and has chosen you as a qualified Evaluator. Please click the link to view the submissions and begin evaluating. If you have any questions, you may contact Meg Taggart at [meg.taggart@csueastbay.edu](mailto:meg.taggart@csueastbay.edu). Thanks for your help! [Click here](#) to view your link.

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.”

Evaluators (1) Julie Senn (2 / 2)			
	STUDENT NAME	ITEM NAME	EVALUATION STATUS
<input type="checkbox"/>	Students-473275	Final Paper	2 / 2
<input type="checkbox"/>	Students-474071	Advocacy Assignment	2 / 2
<input type="checkbox"/>	Students-474089	Advocacy Assignment	2 / 2
<input type="checkbox"/>	Students-473634	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
<input type="checkbox"/>	Students-474697	Final Paper	2 / 2
<input type="checkbox"/>	Students-474119	Final Paper	2 / 2
<input type="checkbox"/>	Students-472064	Final Paper and Outline	2 / 2
<input type="checkbox"/>	Students-475065	Individual Reflection	2 / 2
<input type="checkbox"/>	Students-474121	Individual Reflection	2 / 2
<input type="checkbox"/>	Students-472148	Rubric Assignment	2 / 2
<input type="checkbox"/>	Students-473109	Showcase Poster-Final	2 / 2
<input type="checkbox"/>	Students-473209	Showcase Poster-Final	2 / 2

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      Alignment

Title Description  
Course Related P  
Status

You'll receive full points if you prefer to have a template to follow, this would be fine.

Assignment instructions if posted

Associated Rubrics  
ILO Social Justice Rubric Approved for File 1-20-11  
Evaluate

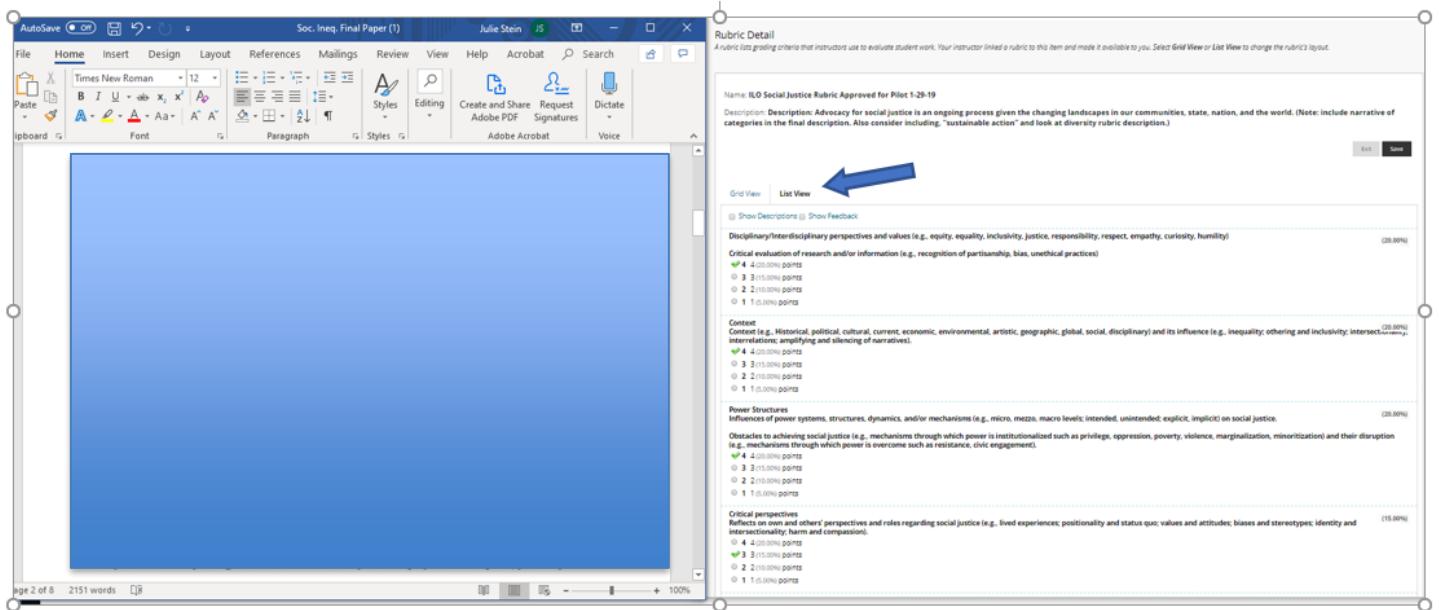
ILO Rubric

General Comments  
Add Comment

Existing Evaluations  
Balaraman Rajan  
Monday, April 20, 2020 12:09:27 AM PDT

Student Work

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



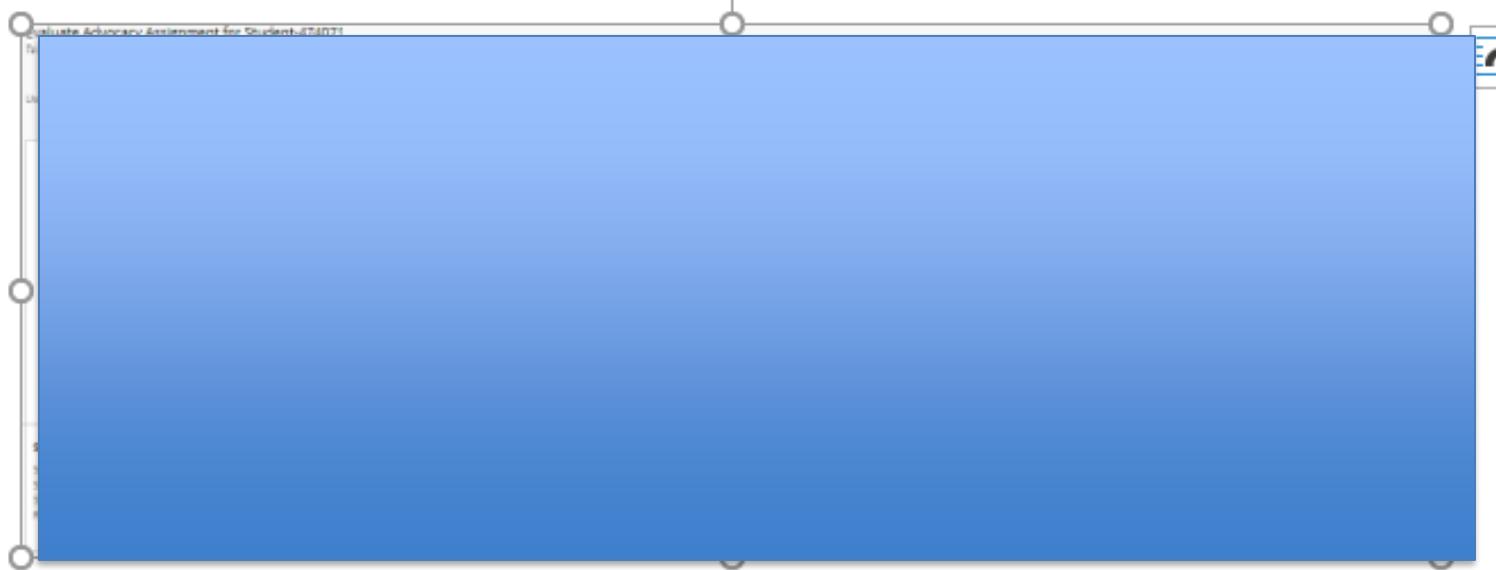
4. The actual ILO Sustainability rubric that you will use in Blackboard looks like the one below.

Criteria	Levels of Achievement			
	4	3	2	1
Threat(s) and Opportunities: Identification and description of key threats to environmental sustainability (between local and global) and economic/social opportunities that arise from addressing the threat(s) with supporting examples/evidence.	<p><b>4 Points</b> Skillfully and comprehensively addresses all aspects of this category</p>	<p><b>3 Points</b> Minor gaps in identification, description or evidence</p>	<p><b>2 Points</b> Some significant gaps in identification, description and/or evidence</p>	<p><b>1 Points</b> Major gaps, unclear or not relevant</p>
Agency: Identification and description of individual and collective actions (e.g. personal choice, voting, law, policy, community action) to address major sustainability threat(s) / opportunities.	<p><b>4 Points</b> Appropriately identifies and describes key individual and collective actions</p>	<p><b>3 Points</b> Minor misalignment(s) in identification(s) and/or errors in description(s)</p>	<p><b>3 Points</b> Some significant misalignment(s) in identification(s) and/or errors in description(s)</p>	<p><b>1 Points</b> Major misalignment(s) and/or errors, unclear or not relevant</p>
Interconnectedness: Articulation of the interconnectedness between economic well-being, social equity, AND environmental quality with supporting examples/evidence.	<p><b>4 Points</b> Skillfully and comprehensively addresses all aspects of this category</p>	<p><b>3 Points</b> Minor gaps in articulation or evidence</p>	<p><b>2 Points</b> Some significant gaps in articulation and/or evidence</p>	<p><b>1 Points</b> Major gaps, unclear or not relevant</p>
The Science: Application of systems-thinking / scientific concepts to describe how interactions between humans and natural systems affect sustainability with supporting examples/evidence.	<p><b>4 Points</b> Skillfully and appropriately addresses all aspects of this category</p>	<p><b>3 Points</b> Minor gaps in application or evidence</p>	<p><b>2 Points</b> Some significant gaps in application and/or evidence</p>	<p><b>1 Points</b> Major gaps, unclear or not relevant</p>
Social Factors: Analysis and explanation of how social factors (e.g. historic/political/cultural) affect sustainability from different stakeholder perspectives with supporting examples/evidence.	<p><b>4 Points</b> Skillfully and logically addresses all aspects of this category</p>	<p><b>3 Points</b> Minor gaps in analysis, explanation or evidence</p>	<p><b>2 Points</b> Some significant gaps in analysis, explanation and/or evidence</p>	<p><b>1 Points</b> Major gaps, unclear or not relevant</p>

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**