



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.

Critical Thinking Assessment Project
Rubric Fall 2013

Description: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	4	3	2	1
Explanation of issues	Issues are stated clearly providing all relevant information necessary for full understanding.	Issues are stated providing sufficiently relevant information necessary for full understanding.	Issues are stated providing some relevant information necessary for understanding.	Issues are not clearly stated.
Quality of Evidence	Provides information from appropriate source(s) to develop a comprehensive analysis or synthesis.	Provides information from appropriate source(s) for an adequate analysis or synthesis.	Provides little information from appropriate source(s) for analysis or synthesis.	Lacks information from appropriate source(s) for analysis or synthesis.
Context, assumptions, and alternative viewpoints	Thoroughly analyzes strengths and weaknesses of one's own and others' assumptions; carefully evaluates context and alternative viewpoints.	Analyzes strengths and weaknesses of one's own and others' assumptions; evaluates context and alternative viewpoints.	Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context and alternative viewpoints.	Fails to analyze strengths and weaknesses of one's own and others' assumptions; does not evaluate context and alternative viewpoints.
Statement of position	Clearly states position.	States position.	Position unclear.	Position not stated.
Conclusions, implications, and consequences	Conclusions, implications, and consequences flow from student's analysis.	Conclusions, implications, and consequences generally flow from student's analysis.	Conclusions, implications, and consequences minimally flow from student's analysis.	Conclusions, implications, and consequences do not flow from student's analysis.

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?

Course Grading	ILO Assessment
Goal: evaluate individual student performance, often resulting in a numerical score - or grade.	Goal: measure student learning to analyze and make improvements at the program or university level.
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.	Includes only rubric categories (criteria) for a specific competency.
High stakes for students	Low stakes for students

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).

Populati on size	Confidence level		Populati on size	Confidence level	
	95%	90%		95%	90%
10	10		275	163	74
15	14		300	172	76
20	19		325	180	77
25	24		350	187	78
30	28		375	194	80
35	32		400	201	81
40	36		425	207	82
45	40		450	212	82
50	44		475	218	83
55	48		500	222	83
60	52		1000	286	91
65	56		2000	333	95
70	59		3000	353	97
75	63		4000	364	98
80	66		5000	370	98
85	70		6000	375	98
90	73		7000	378	99
95	76		8000	381	99
100	81	51	9000	383	99
125	96	56	10000	385	99
150	110	61	15000	390	99
175	122	64	20000	392	100
200	134	67	25000	394	100
225	144	70	50000	397	100
250	154	72	100000	398	100

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

Morrison, B.K. (2000) Sampling for Assessment: Strategies and Tips. Office of Assessment of Teaching and Learning, Washington State University. December, 2014.

Quick Guide to Norming on Student Work for Program Level Assessment. Office of Teaching and Learning. Washington State University. June 2016.

<https://atl.wsu.edu/documents/2015/03/rubrics-norming>. Retrieved April 15, 219.