# CAL STATE EAST BAY
ACADEMIC PROGRAMS & SERVICES

**ILO Critical Thinking (CT)
Assessment and Calibration
Training**

8-24-20 This is the calibration training that experienced faculty assessors received from a faculty colleague on 5-22-20 to assess student work for assignments from an upper division course assignment in the Fall of 2019 or Spring of 2020 aligned to the ILO Critical Thinking rubric. Training was completed remotely by Zoom during COVID-19. Some sensitive/confidential information has been covered, and the links for internal confidential information have been disabled.


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 Critical Thinking rubric
  - Complete 15-20 assessments
- **Why we are still assessing under these circumstances:** The primary goal of academic assessment is for faculty to gather relevant information about student performance, analyze the results, and make decisions to improve student learning. While national assessment groups agree that the results are not likely to reflect students' normal capacity to demonstrate learning, there is "just-in-time" data, information, and reflection that can help with faculty "just-in-time" decision making. Additionally, for full transparency - WASC will support our local decisions, and has also told us to keep moving forward assessing "Core competencies" - written communication, quantitative reasoning, critical thinking, oral communication, and information literacy. So if we did not complete this now, we would complete in the fall.
- **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 start on third assessment - then will check back at 1:00 and 3:00.
- Pay has already been processed
- **Assessment details**
- 24 course sections covering all colleges
- Number of artifacts from each course: 4

- Number of total artifacts: 96
- Number of times each artifact is assessed: 2 X = 192
- 39 artifacts per person (approximately 20 per day)

- **Zoom tools we will be using**
  - **Chat:** Use Chat feature to respond to the group, ask to be placed in a break room for support with a particular issue, or to to send a personal message to an individual.
  - **Share Screen:** Nancy, the main host, will use screen sharing to share documents. In a breakout room to solve a problem, a host or participant can share their screen.
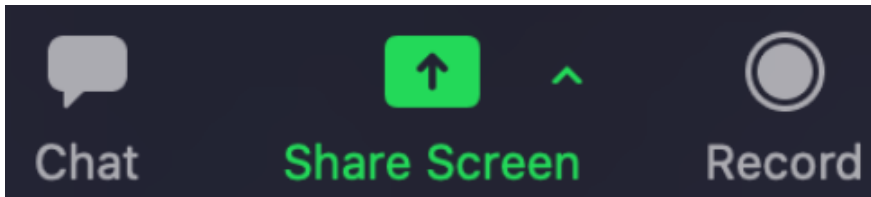
  - **Remote Control:** In a breakout group, faculty may wish to share control of their desktop temporarily with the host to help solve an issue.
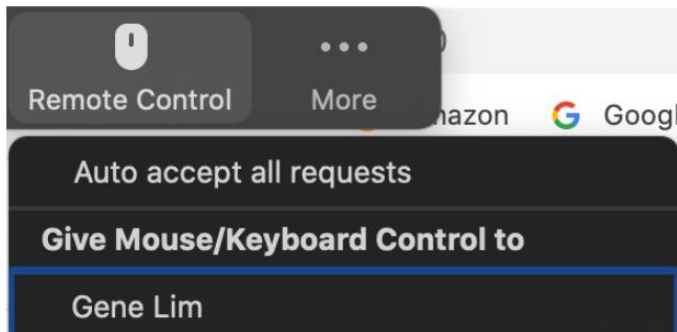
  - **Disconnected from Zoom Call?** If you get disconnected, join the Zoom call again. If still having trouble joining, text Julie Stein at xxx.xxx.xxxx
  - **Breakout rooms:** If needed, we can work one-on-one to solve an individual technical problem. Call/text Julie Stein xxx.xxx.xxxx.

Orientation to ILO Critical Thinking 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 assist with this task. 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 **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; 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 Critical Thinking rubric categories

CSUEB ILO Critical Thinking Rubric Approved by Academic Senate, March 2016				
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.				
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
Explanation of issues	Explanation stated clearly and provides all relevant information necessary for full understanding.	Explanation stated less clearly and/or provides mostly relevant information necessary for full understanding.	Explanation stated provides some relevant information necessary for understanding.	Explanation too weak for necessary understanding or not provided.
Use of evidence	Provides sufficient information to support claims and conclusions made.	Provides some information to support claims and conclusions made.	Provides little information to support claims and conclusions made.	Lacks information to support claims and conclusions made.
Context, assumptions	Thoroughly analyzes strengths and weaknesses of one's own and others' assumptions; carefully evaluates influence of context.	Analyzes strengths and weaknesses of one's own and others' assumptions; evaluates context.	Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context.	Fails to analyze strengths and weaknesses of one's own and others' assumptions; does not evaluate context.
Alternative viewpoints	Carefully evaluates all relevant	Evaluates most of the relevant	Evaluates some of the relevant	Evaluates little/none of the relevant

	alternative viewpoints.	alternative viewpoints.	alternative viewpoints.	alternative viewpoints.
Statement of position	States a clear position that is valid, original, and/or innovative, as appropriate.	States a relatively clear position that has some validity, originality and/or innovation, as appropriate.	States a position that lacks validity, originality, and/or innovation.	Does not state a position.
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.

Discussion: assessing long papers

Overview of 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.

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

CBE
READ CBE ECON assignment instructions
READ CBE ECON Student paper #1
ASSESS CBE ECON Student paper #1

CLASS
READ SOC assignment instructions
READ SOC student paper #1
ASSESS SOC Student paper # 1

CSCI
READ PSYCH assignment instructions
READ PSYCH student paper #1
ASSESS PSYCH Student paper # 1

CEAS
READ HOS assignment instructions
READ HOS student paper #1
ASSESS HOS 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 Meg Taggart 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. Thanks for your help! Click here to view your link.
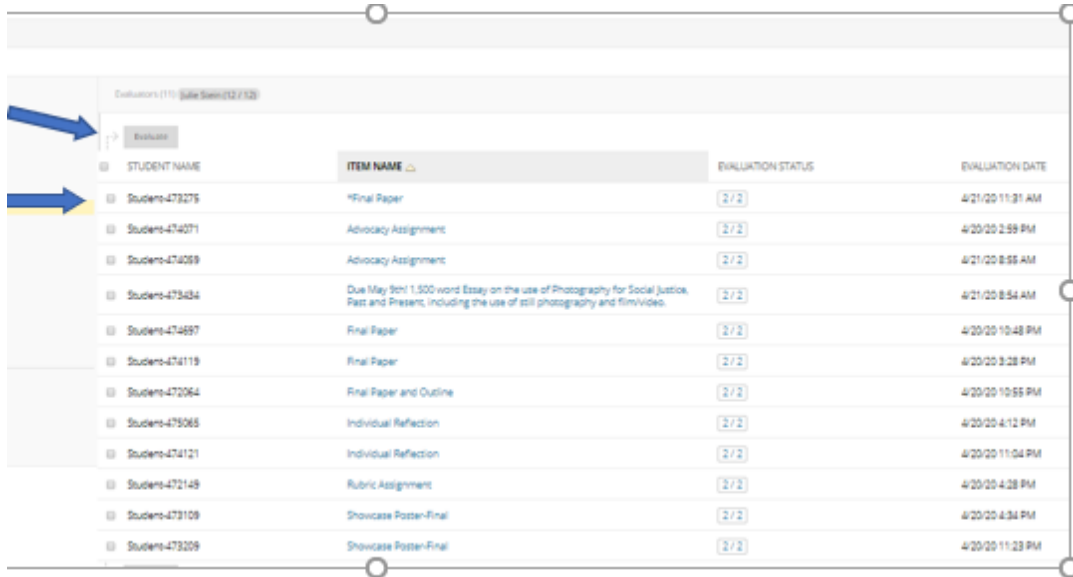
If you have not logged onto Blackboard before you open the evaluation session, you may get an error message.

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
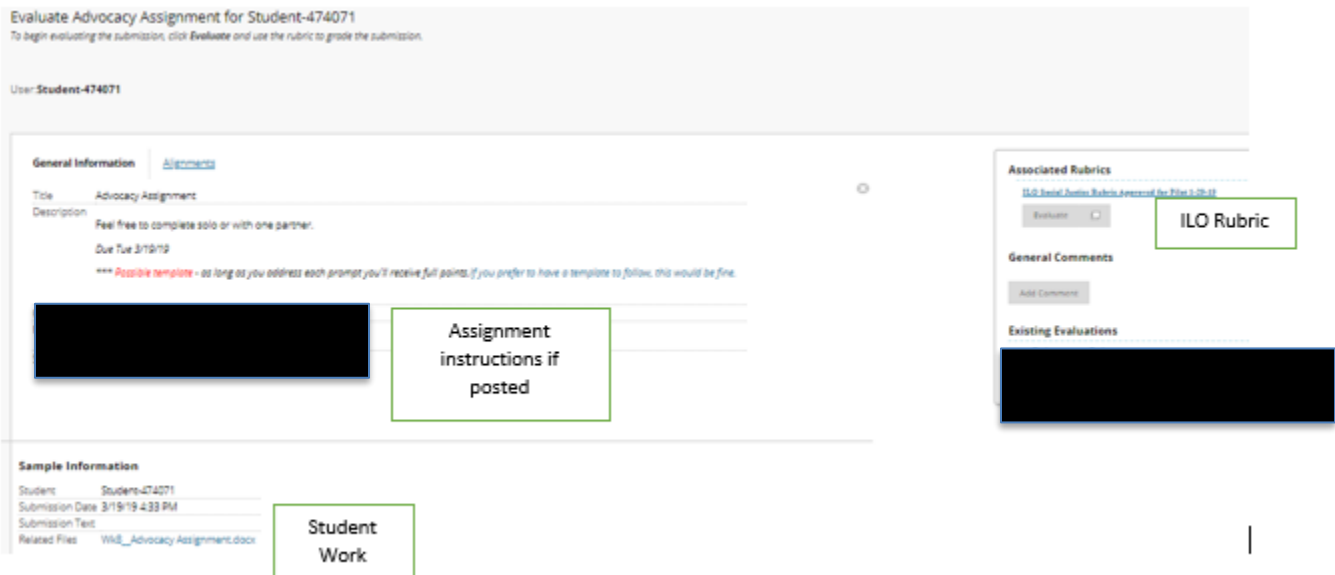
Assess 1 student sample

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

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

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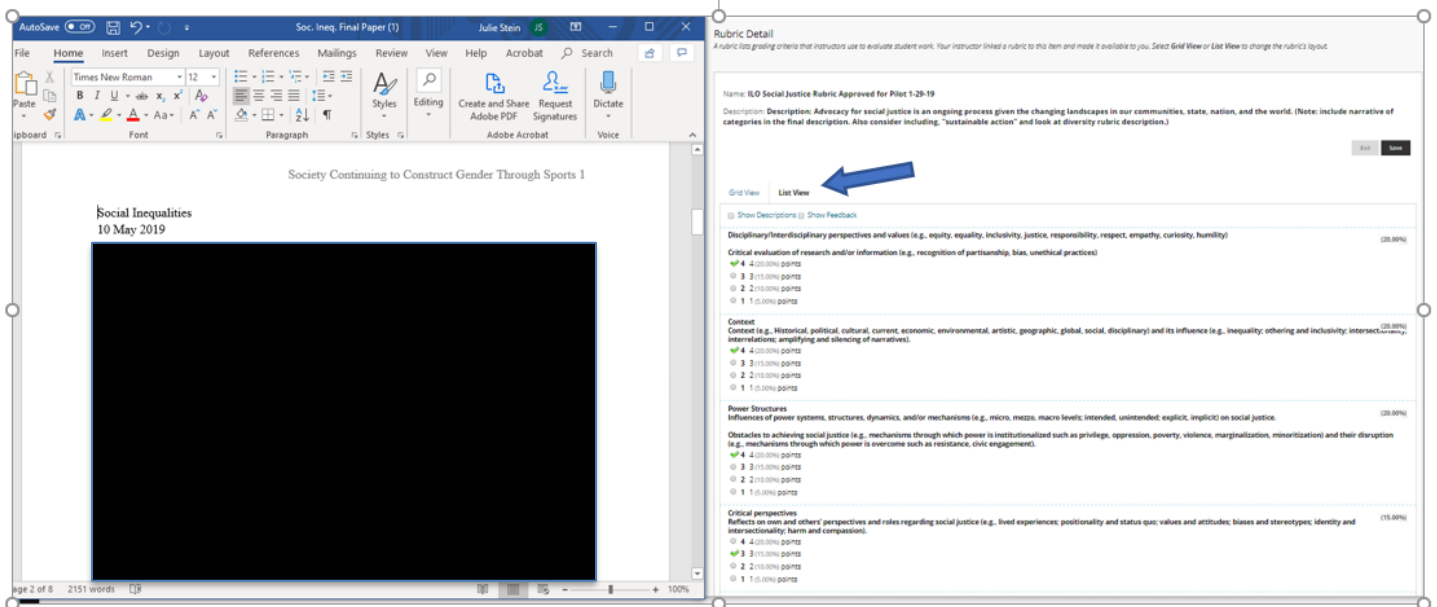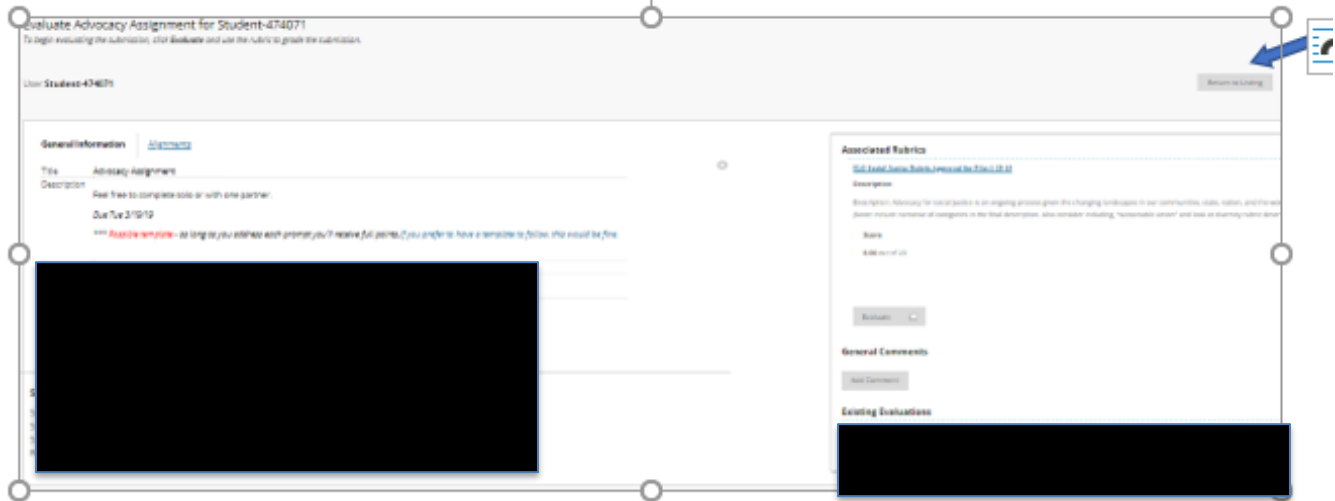
4. The actual ILO QR rubric that you will use in Blackboard looks like the one below.

- 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.

Sample Size

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).

Population size	Confidence level		Population 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, 2019.

Complete Feedback

3:00 End of day 1 feedback link

Next Steps