CAL STATE EAST BAY
ACADEMIC PROGRAMS & SERVICES

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

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

    -in-   -in-

making. Additionally, for full transparency - WASC will support our local decisions, and has also   - 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.

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

(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.

(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.

Assessment of   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   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 Eff.2e.5ilty outsid vo 4(en)-3 oferv0*nBTick rv0*tQitr 9T rv0*tQiesponsible foent worbri Ṽc93k e-2o0 g0 G(an)-isi

At what levels can rubrics be used for assessment of student learning?

: 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.

To assess selected student work demonstrating a particular program learning outcome (PLO)=program faculty use for curriculum improvement (generally for senior-level work)

To assess selected student work demonstrating a particular general education learning outcome use for curriculum improvement in both lower and upper division work.

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

	alternative viewpoints.	alternative viewpoints.	alternative viewpoints.	alternative viewpoints.

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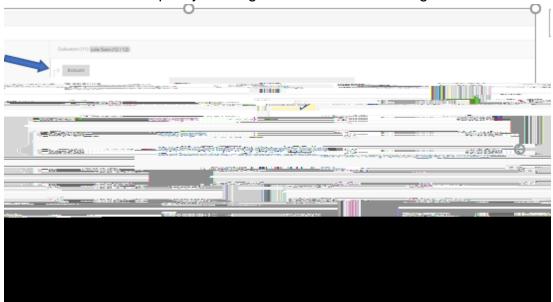
If you have not logged onto Blackboard before you open the evaluation session, you may get an error message.

Assess 1 student sample

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

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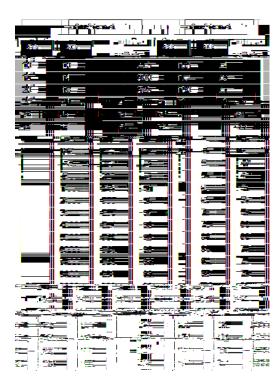
5. When you have provided a numeric score for all of the categories, select "Save" to enter the assessment.

6. After you have saved the assessment, select

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).

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