

## **Blackboard Outcomes Learning Assessment Evaluation and Implementation**

**LASS Committee Convened (2011 –2012)**

For about one-

*Project 1: GE/ ILO Critical Thinking Assessment Project*

Susan Opp, Associate Vice President of Academic Programs and Graduate Studies, developed and distributed a funded opportunity for CSUEB faculty to participate in a year-long cross-disciplinary project. This GE/Institutional Learning Outcomes pilot invited University-

*Project #3: College of Business and Economics (CBE)*

CBE established an initial goal for secondary scoring of PLOs by assessing assignments using an ethics rubric in an MBA course.

**Pilot Projects Launch (Summer - Fall 2013)**

The Blackboard Outcomes support team began meeting bi-monthly to review and trouble-shoot technical and other issues related to Blackboard Outcomes projects.

*Project 1: GE/ILO Critical Thinking Assessment Project*

The development of the shared critical thinking rubric went through a number of steps:

Step 1: Faculty workshop on August 6, 2013. First, project faculty received training on rubrics development and an overview of the critical thinking competency from a Philosophy professor. Next, using the AAC&U VALUE Critical Thinking rubric as a starting point as well as other relevant critical thinking rubrics, faculty worked in small groups developing a CSU East Bay critical thinking rubric. (A make-up workshop was conducted on September 12 for faculty who were unavailable on August 6.) The end-of-workshop evaluations from faculty indicated they found the overview of the critical thinking competency by one of their peers and the norming sessions especially helpful (*see Exhibit 2*).

Step 2: Faculty input on Wiki: A shared space was created in the Blackboard “Organization” feature for project faculty, the CTAP support team, and relevant IT and Faculty Support Services to communicate, share project information, access resources for assignment design, and to collaborate. Using a shared space in the Wiki portion of the online organization, the work on the critical thinking rubric that faculty completed on August 6 was placed in this Wiki and faculty continued their collaboration on the rubric for several weeks - the results of which were equivalent to eight pages in length (*see Exhibit 3*).

Step 3: The rubric was consequently condensed by the CTAP support team accounting for all input by synthesizing common themes and by creating an accompanying framing document for clarifications about the rubric (*see Exhibit 4*).

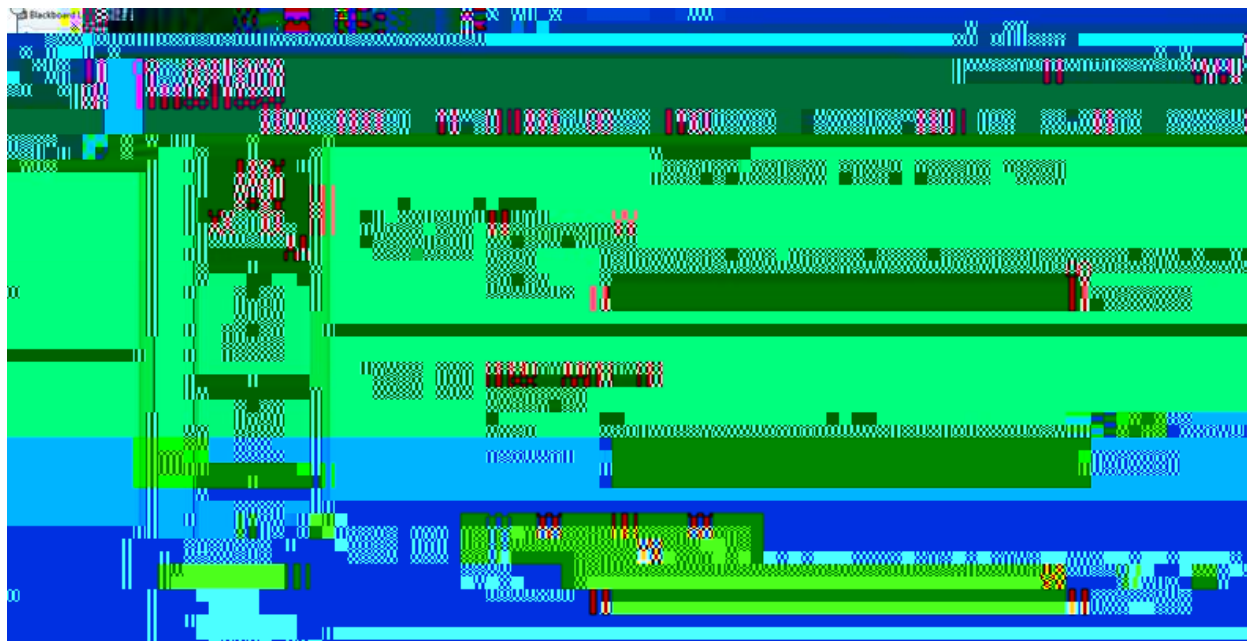
### **Final Critical Thinking Rubric used in Fall 2013 and Winter 2014 Assessment**

Step 4: Faculty received training and support on downloading the rubric, setting up the assignment, and aligning the assignment to the institutional, General Education (GE) and PLOs as appropriate. The training to faculty on the use of Blackboard Outcomes was provided based on faculty preferences in a variety of formats including small workshops, videos, documentation (*see Exhibit 5*), one-on-one assistance, and phone support.

Faculty also received additional online and paper-based support ma

align course assignment to the CT ILO, share key course assignment(s) that elicited critical thinking, and articulate how the CT Assessment support team could help faculty in winter quarter (*see Exhibit 7*).

During this time, the CTAP support team, the CEAS pilot team, and the Blackboard Faculty Support group ran a number of tests in Blackboard Outcomes related to the artifact collection and evaluation process to ensure that the system worked smoothly and that training and instructions were complete and accurate.



### **Example of Tests of Artifact Collection and Evaluation Process in Blackboard Outcomes**

#### *Project #2: College of Education and Allied Studies (CEAS)*

CEAS participated in project support meetings, department overview meetings, and planning for conducting pilot collections and surveys.

#### *Project #3: College of Business and Economics (CBE)*

CBE maintained contact with the CTAP project team during the fall quarter.

### **Pilot Projects Continue and New Projects Launch (Winter 2014)**

#### *Project 1: GE/ILO Critical Thinking Assessment Project*

Using best practices for assessment and some guidance from Blackboard consultants, the critical thinking support team established a number of assessment parameters for the project.

The GE Subcommittee was identified as the appropriate University group to assess the artifacts for critical thinking upper division GE assignments, and the ILO Subcommittee was identified as the group to assess the assignments from upper division courses with a critical thinking PLO.

The GE Subcommittee was the first group to meet. The committee members underwent two norming sessions evaluating a range of papers in the collection, and led by an experienced assessor in the English department. The committee then worked together in a computer lab with technical and project support assessing 27 artifacts from 5 courses. Because this was the first assessment, each artifact was evaluated 3

times for a total of 81 assessments and the GE Subcommittee members tracked their feedback on the evaluation process using a tracking form (*see Exhibit 8*).

### **GE Critical Thinking Assessment Results From 27 Artifacts in 5 Upper Division GE Courses**

The ILO Subcommittee conducted a norming session led by Sarah Nielsen, Associate Professor in English, prior to their evaluation process which was also completed together in a computer lab. They completed 128 evaluations – assessing 64 artifacts from 14 courses – each twice.

To obtain initial feedback from the fall 2013 project to fine-tune winter and spring assessment, CTAP questions were reviewed on the Enterprise (Blackboard) system. The project was completed in the fall of 2013.

**CTAP faculty Survey Results: Over 70% Positive Impact on Teaching and Learning with use of rubric**

*Project #2: College of Education and Allied Studies (CEAS)*

CEAS conducted three pilot projects for: 1) Hospitality Recreation and Tourism (HRT), 2) Kinesiology, and 3) Education.

Two Blackboard Outcomes PLO pilots were completed by the Hospitality Recreation and Tourism (HRT) Department. The first pilot used two sections of REC 3000, Philosophy of Leisure, taught in the 2013 fall term. The second pilot involved two sections of HOS 4540, Fiscal Leadership for Operational Managers, which was taught in the 2014 winter term. The second Outcomes PLO pilot project was performed by the Kinesiology (KIN) Department using a section of KIN 3740, Philosophical Foundations of Kinesiology, taught in the 2014 winter quarter. For the third project, the CEAS Accreditation Team used the new Blackboard Outcomes Enterprise Survey system to conduct exit surveys with 500 completers of 12 programs in the Teacher Education program about the attitudes on the quality and effectiveness of their training at CSU East Bay.

*Project #3: College of Business and Economics (CBE)*

After a reassessment of their goals, CBE revised their pilot to be an assessment of the MGMT 4650 capstone course (including all course sections) to be launched in spring 2014 using the critical thinking rubric.

*Project #4: Diversity and Social Justice (DSJ) Institutional Learning Outcomes (ILOs) and*

*Project #5: Written Communication (WC) ILOs*

Two interdisciplinary Faculty Learning Communities (FLCs) formed in the winter 2014 quarter for the assessment of two Institutional Learning Outcomes (ILOs)- Diversity and Social Justice and Written Communication. Within both of the FLCs, the goal was to collaborate in the development of an ILO rubric and assess student work for the presence of these competencies. Each FLC was led by two Faculty in Residence (FIRs) - instead of the customary one - to strengthen the support (*see Exhibit 10*).

The outcomes for these FLCs were to:

Develop a shared rubric to assess student work within a course

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