

University Summary Report:
Written Communication and Information Literacy
Assessment of Student Learning for
Graduate Programs
Version 2: April 2, 2020

INTRODUCTION

Purpose

[Institutional Learning Outcomes \(ILOs\)](#) are those learning outcomes that are expected of every graduate of the institution, both undergraduate and graduate, and are closely aligned with [General Education](#) requirements. ILO Assessment follows the ILO Long Term Assessment Plan which aligns the schedule for undergraduate, graduate, and general education assessment.

Following the schedule for the ILO Long Term Assessment plan, Cal State East Bay has

Overview of Information Literacy

Graduate students would again be expected to have mastered general information literacy skills

Table 1. Numbers of programs aligned by college for Written Communication and Information Literacy ILOs 2018-19.

College	Programs Represented	# Programs Aligned to Written Communication ILO	#Programs Aligned to Information Literacy ILO
CBE	Accounting Business Analytics Economics	2	1
CEAS	Early Childhood Education Educational Technology Online Teaching and Learning Reading and Literacy Hospitality, Recreation, and Tourism	5	0
CLASS	Communication Multimedia Public Administration TESOL	4	0
CSCI	Biostatistics Chemistry and Biochemistry Computer Science Engineering Management Environmental Geosciences Mathematics Statistics	7	0

As no common process was initially

communication skills or may be the result of discipline-specific terminology and proposed assessment methods in specifying those outcomes.

Table 2. Characterization of Rubrics for Written Communication ILO Assessment

College	Program	Rubric	# Criteria	Scale
CBE				
	Accounting	Discipline-specific	5	1-8
	Business Analytics	Discipline-specific	4	1-4
CEAS				
	Early Childhood Education	Discipline-specific	1	1-4
	Educational Technology	Discipline-specific	3	1-4

would also require that each assignment be assessed by two different assessors to protect against individual assessor scoring bias. Most graduate programs used a single assessor.

Undergraduate programs will be using a single assessor to assess Quantitative Reasoning in 2019-2020 due to the discipline-specific nature of the ILO. One could argue that most of the ILOs become discipline-specific at the graduate level, and hence a single assessor might always be appropriate. Graduate programs which chose to use two assessors to assess a limited number of assignments could still reduce the burden compared to assessing large numbers of assignments with a single assessor.

On a related note, in terms of reporting, it would be helpful to provide the number of assignments which y gtg ueqtgf cvgcej tcnpi hqt gcej etkgtk lp c r tqi tco utwtk tcvj gt vj cp a single average score. This additional granularity of data would be useful for analysis purposes. Again, no guidance was provided as to the format of the data to be reported, and each program used their own reporting method.

A second consideration identified by Institutional Research was that analysis of collected data is challenging given the wide variety of rubrics chosen by the individual graduate programs. Due to the variability in the writing goals for the students in the various graduate programs, it is appropriate to allow for differences in the rubrics used to assess the student assignments. It would be advantageous, however, to emphasize any commonality that does exist. IR suggested that programs might re-evaluate whether the university rubric could be used for a given program, either in whole or part. Many programs however have developed rubrics to closely match their program goals or are bound to use rubrics specified by the accrediting bodies. In these cases, it may be reasonable to specify a mapping of program-specific criteria to the criteria in the university rubric. Even a partial mapping of program criteria to the university criteria as appropriate would allow for a reasonable level of data analysis.

