



# Engaging Faculty in Evidence-Based Assessment through Institutional-Level Rubric Design

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## Abstract

Rubrics are a best practice for assessment of student learning across institutions of higher education (Kecskes, 2013; Reddy and Andrade, 2010). Cal Poly Pomona has engaged faculty from across campus in assessment and rubric development for General Education (GE) Student Learning Outcomes (SLOs) and Core Competencies. We will highlight the various techniques used for faculty engagement in rubric development and assurance of student learning. Currently, faculty are actively engaged in scoring artifacts to evaluate various curricular and co-curricular SLOs. This meaningful engagement of faculty in assessment through rubric development highlights Cal Poly Pomona's commitment to building a culture of evidence-based decision making to promote student success.

## Process

- Develop GE SLOs in alignment with core competency standards for regional accreditation.
- Create institutional rubrics which can be applied in major and general education courses aligned to a specific SLO.
- Collect scored artifacts from all Colleges (8) and Library based on a specific rubric.
- Analyze and evaluate student achievement of each criterion of a SLO.
- Disseminate results to Faculty, Department Chairs, Associate Deans, Deans, Associate Vice Presidents and Student Affairs leaders.
- Identify ways to "close the loop" to improve the quality of student learning.

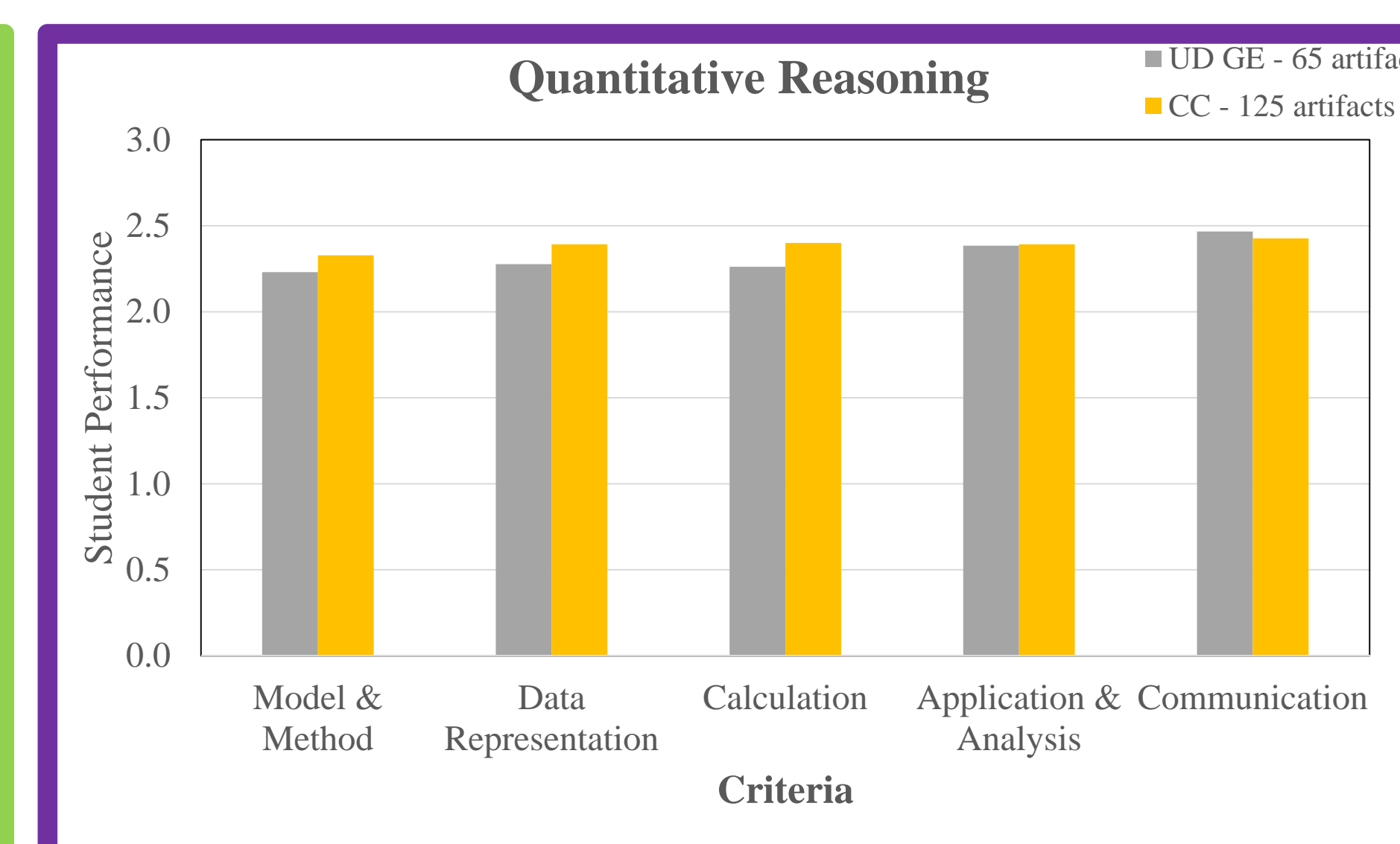
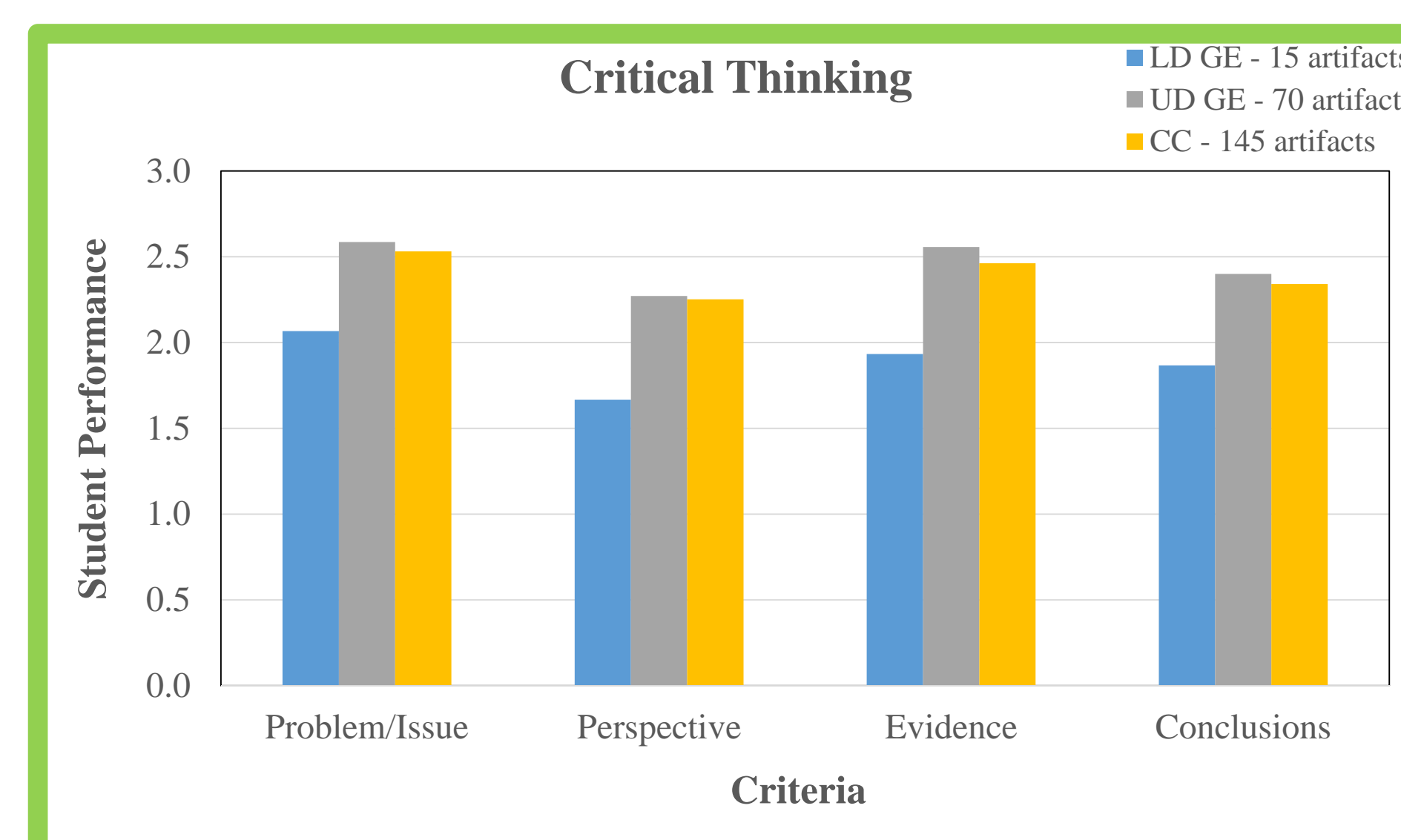
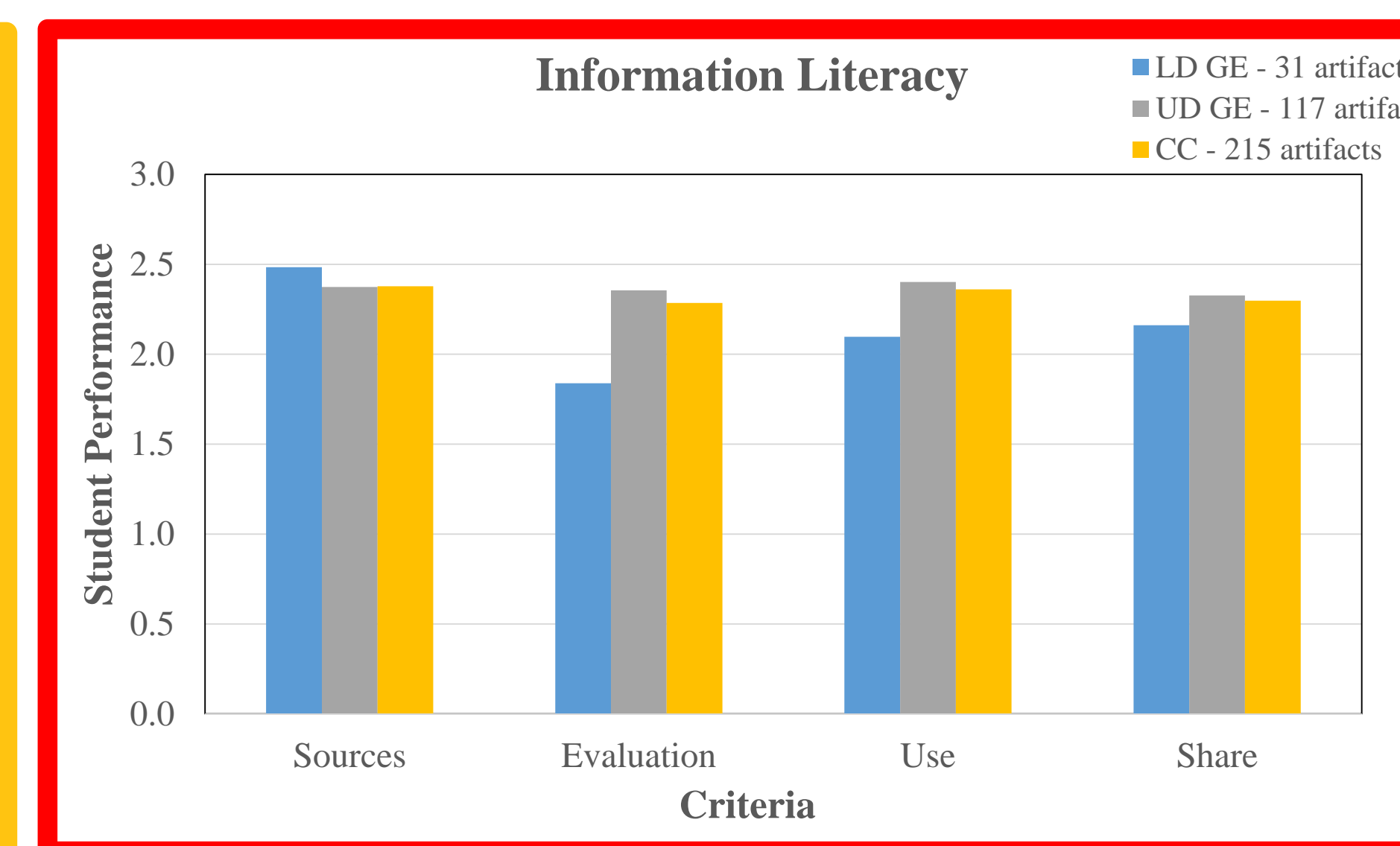
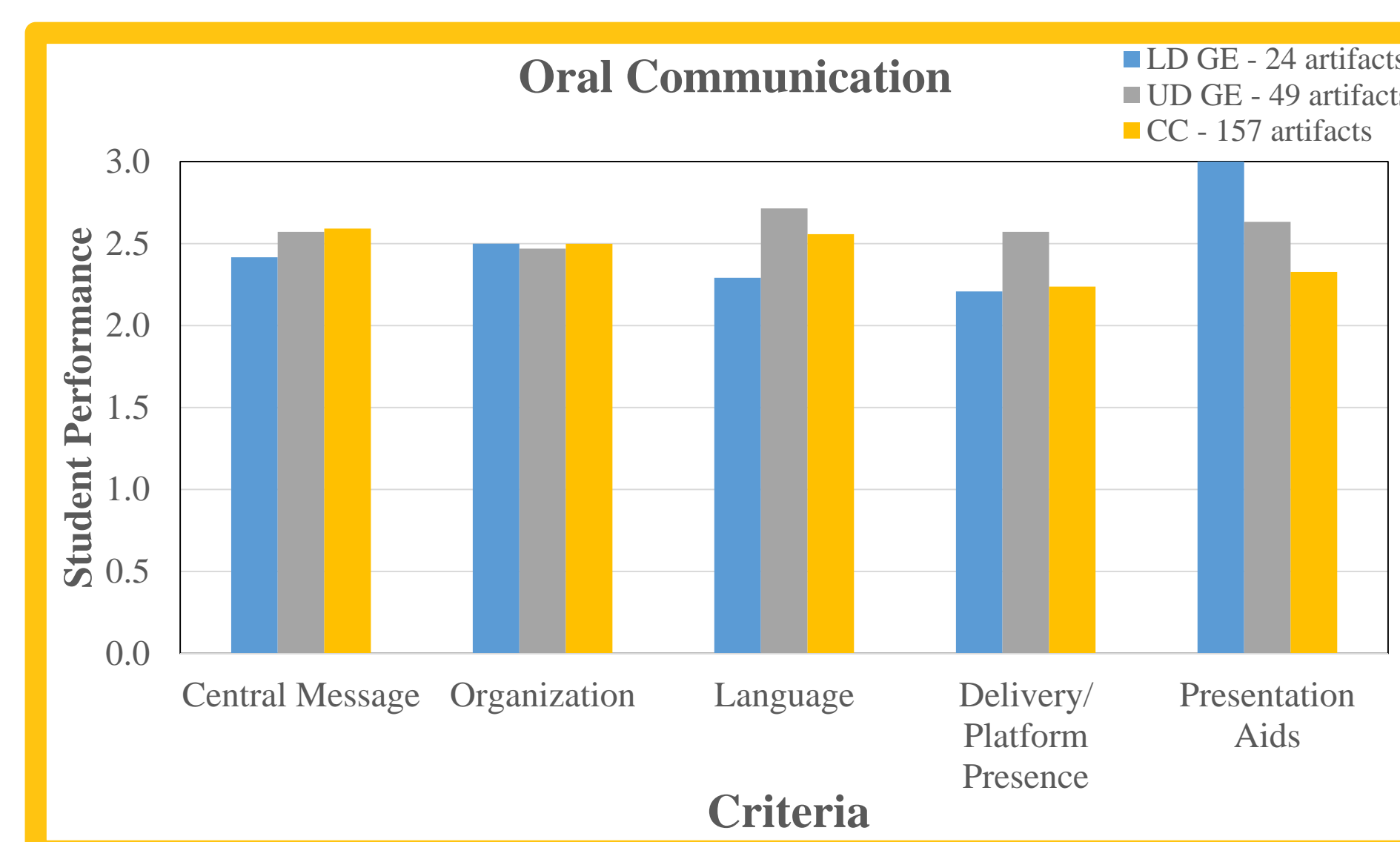
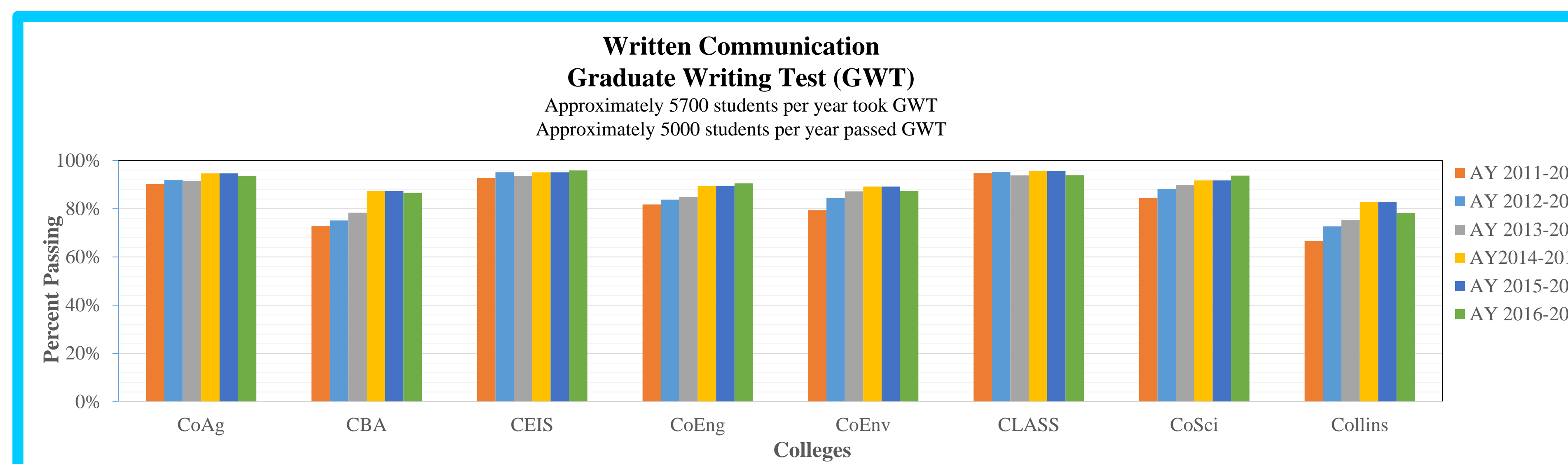
## Student Learning Outcomes

CORE COMPETENCIES	GE SLO
Written Communication – Using writing skills to communicate persuasively and coherently to various audiences	Ia – Write effectively
Oral Communication – Communication by means of spoken language for informational, persuasive, and expressive purposes.	Ib – Speak effectively
Information Literacy – The ability to "recognize when information is needed and have the ability to locate, evaluate, and use the needed information" for a wide range of purposes.	Ic – Find, evaluate, use, and share information effectively and ethically
Critical Thinking – The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do.	Id – Construct arguments based on sound evidence and reasoning to support an opinion or conclusion
Quantitative Reasoning - The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems.	Ie – Apply and communicate quantitative arguments using equations and graphical representations of data

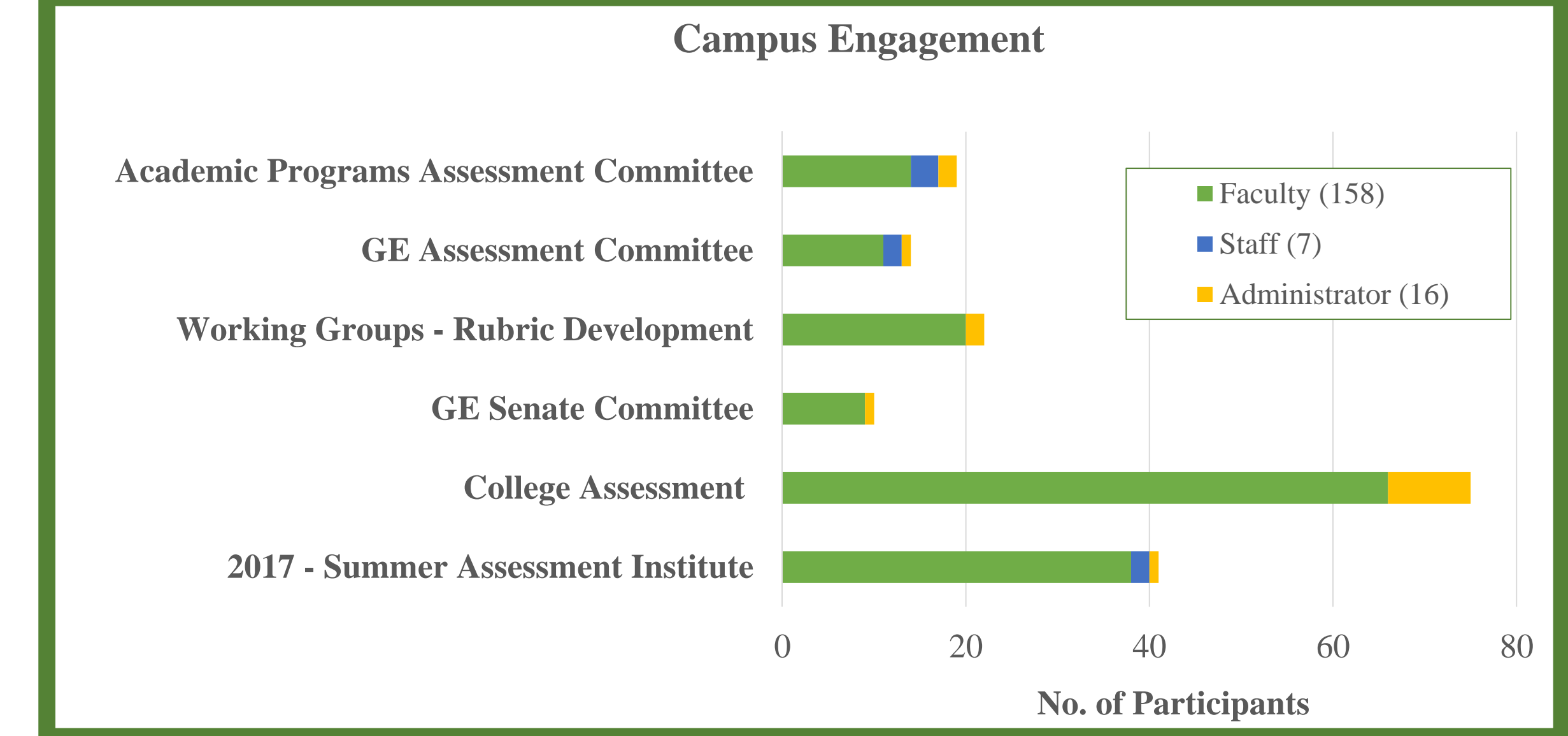
## Rubrics

Criteria	Scale	Written Communication			
		Introduction (1pt)	Developing (2pt)	Mastery (3 pt)	
Purpose of Writing	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)	
Organization of Development	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)	
Evidence and Sources	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)	
Grammar and Mechanics	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)	
Oral Communication	Central Message	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Organization	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Language	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Delivery/ Presence	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
Information Literacy	Sources	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Evaluation of Evidence	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Use of Evidence	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Sharing of Evidence	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
Critical Thinking	Problem/Issues	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Perspective	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Evidence	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Conclusion	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
Quantitative Reasoning	Model and Method	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Data Representation	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Calculation	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Application/ Analysis	Scale	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)
	Communication	Criteria	Introduction (1pt)	Developing (2pt)	Mastery (3 pt)

## Institutional Results



## Faculty Engagement



## Closing the Loop - Actions

- Develop analytical tools to evaluate student populations/cohorts.
- Compare student achievement of SLOs based on their involvement in multiple High Impact Practices (HIPs).
- Compare students achievement of SLOs based on their volunteer participation in optional academic workshops (e.g. Plagiarism, How to pass the GWT?) aligned to improve student learning.
- Provide students with rubric for feedback and self-evaluation.
- Develop standardized rubrics at the program level.
- Provide students with support through Learning Resource Center, tutoring and supplemental instruction.
- Provide re-instruction within courses on what is being assessed.
- Engage faculty and librarians to co-develop modules for Information Literacy.
- Develop faculty-driven assessment frameworks to promote quality and educational effectiveness of academic programs.

## Cultivate Faculty Engagement

- Communicate the value of assessment within the college.
- Incentivize faculty (e.g. awards, mini grants) to engage in assessment to improve student learning.
- Align assessment initiatives with the 2025 Graduation Initiative (GI2025).
- Align assessment within the college/program to the Mission, Vision and Core Values of the College/University.
- Align budgets and planning to assessment evidence per Annual Reports and Program Review/Accreditation Self Studies.
- Support faculty professional development on assessment within the college..
- Provide faculty with institutional support and guidance on assessment through the Office of Assessment and Educational Effectiveness.

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