Task 7: Onboard Faculty

Purpose:

This task is designed to ensure that faculty participants are fully prepared to engage in the assessment process with clarity, confidence, and consistency. Effective onboarding fosters faculty buy-in, reduces confusion, and promotes the accurate and meaningful scoring of student work aligned with Institutional and Program Student Learning Outcomes (ISLOs/PSLOs).

Steps to Complete the Task

1. **Schedule a Faculty Onboarding Session**

   o Coordinate a **virtual or in-person meeting** with participating faculty.

   o Offer flexible options, such as:

      ▪ Small group sessions by department

      ▪ Individual meetings

      ▪ Recorded onboarding walkthroughs

   o Add sessions to the **AMEE Flow Professional Development Calendar** so faculty can register and track them.

2. **Review Roles and Expectations**

   o Clearly explain the faculty role:

      ▪ Faculty will **score student assignments** using the provided rubrics in Canvas.

   o Clarify your role as CAL:

      ▪ You will **guide and support** faculty through the process, troubleshoot issues, and answer questions.

   o Reinforce the shared goal: improving student learning through consistent, meaningful assessment practices.

3. **Distribute and Review Key Documents**

   o Share the following with faculty (digitally or in print):

      ▪ **iROCA Rubric Guide** (includes scoring definitions and examples)

      ▪ **Alignment Worksheet** (shows how assignments connect to ISLO/PSLO)

- **Access to ISLO and PSLO outcomes in Canvas**

4. **Demonstrate Canvas Integration**

   o Walk faculty through:

      - **Attaching the prebuilt rubric** to an assignment in Canvas

      - **Scoring within the Canvas gradebook or SpeedGrader**

      - **Accessing outcome-based reports**, if available

   o Provide a step-by-step handout or short video tutorial for reference.

5. **Facilitate a Norming Activity**

   o Use a sample student assignment and walk faculty through scoring it using the **ISLO scoring scale (0–4)**:

      - 4 = Mastery

      - 3 = Advanced

      - 2 = Proficient

      - 1 = Novice

      - 0 = No Evidence

   o Discuss how to recognize performance at each level and calibrate scoring as a group.

6. **Clarify the Purpose of the Rubric**

   o Reinforce that the rubric is a **learning measurement tool**, not a grading tool.

   o Emphasize:

      - The goal is to evaluate how well students meet the outcome, not their performance in the class.

      - The scores help CSUN understand patterns in learning across courses and programs.
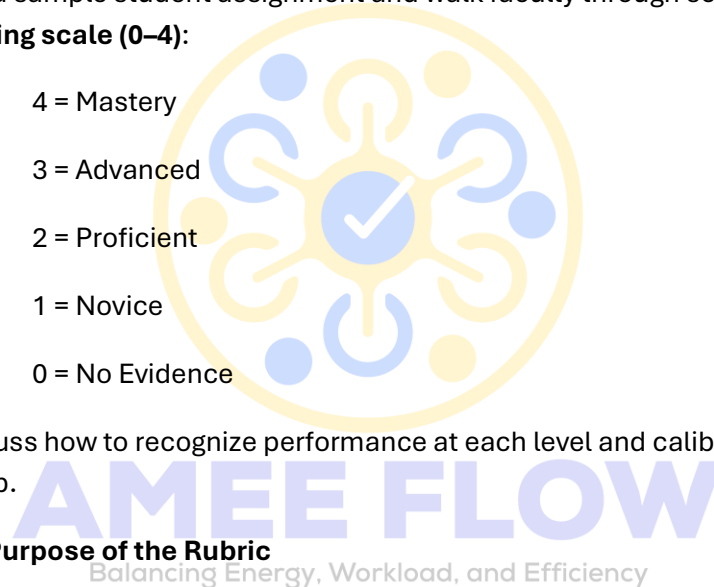
Best Practices

- **Send a calendar invite** with prep materials 2–3 days before onboarding (i.e., copy of student learning outcomes or link to the website).

- Encourage faculty to bring a sample assignment they plan to use.

- Record the session or provide a follow-up resource for those who miss it.

- Create a **Faculty FAQ handout** to address common Canvas and rubric questions.

- Share your **bi-weekly drop-in assessment lab hours** throughout the term for additional faculty support.

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