

Institutional Learning Outcomes (ILO) Subcommittee of CAPR



ILO Subcommittee Meeting AI Generated Minutes

April 21st, 2:00 pm – 3:50 pm

Join Zoom Meeting

<https://csueb.zoom.us/j/81882060776?pwd=cjZF8YkVaMED3k2FwNAMd72u6URvPE.1>

Meeting ID: 818 8206 0776

Passcode: 953825

ILO Subcommittee Members: Stephanie Alexander (LIB), Ana Almeida (CSCI), Ayona Chatterjee (CSCI) Ryan Heryford (CLASS), Balaraman Rajan (CBE), Stephanie Seitz (CBE), Julie Stein (APS), Nancy White (GE, CEAS)

Guests: Kevin Kaatz, GE Director
University Libraries Faculty

Ana Almeida, Chair

1. Approval of agenda for April 21st
2. Review April 7th [AI Generated minutes](#)
3. Welcome guests, and introductions
4. Analyze, Close the Loop Discussion for ILO Information Literacy Assessment: Results: 2:05 - 2:50 pm Time-Certain (Ana)
 - a. [Assessment Results](#)
 - b. Group Discussion including Closing the Loop actions
5. AI Academic Assessment Experiment (Ana)
 - a. [Slides](#)
 - b. [Report](#)
6. ILO Subcommittee meetings for Fall 2025 date via zoom: normally 1st and 3rd Mondays except for holidays and academic recess from 2:00 - 4:00 pm: 9/8, 9/22, 10/6, 10/20, 11/3, 11/17
7. Nominate Fall 2025 Chair
8. Who is returning to the Fall 2025 ILO Subcommittee?
9. Some Comments (Julie)
10. Thank you all for your contributions! (Ana)
11. Adjourn

AI Generated Meeting Summary for ILO Meeting

Apr 21, 2025 01:57 PM Pacific Time

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Quick recap

The meeting covered the review of previous minutes, introductions, and presentation of Institutional Learning Outcomes assessment results, focusing on Information Literacy. The team discussed the performance of various courses, potential comparisons between course modalities, and the importance of information literacy in student learning. They also explored the use of AI in institutional assessment, planned future meetings, and nominated Ana as the Fall chair elect.

Next steps

- Ana to continue as chair-elect of the ILO Subcommittee for the fall semester.
- ILO Subcommittee to consider updating the signature assignment for information literacy assessment to increase authenticity and student voice.
- ILO Subcommittee to explore ways to promote more use of library resources, especially among the transfer student community.
- ILO Subcommittee to look into strengthening information literacy skills, particularly evaluation, among the freshman student population.
- ILO Subcommittee to consider breaking down assessment results by course modality in future assessments.
- ILO Subcommittee to revisit and discuss information literacy assessment results in the fall semester.

Summary

ILO Assessment Results Presentation

In the meeting, the team discussed the agenda and minutes from their previous meeting. They made some modifications to the minutes, particularly regarding Julie's role in assessing student work. The team also introduced themselves, sharing their roles and experiences with the Institutional Learning Outcomes (ILO) assessment. Information Literacy Assessment Results

Ana presented the results of the Information Literacy Assessment, which was conducted by the ILO Subcommittee. The assessment involved 12 upper division GE courses, with a total of 120 student artifacts assessed. The assessment used an Information Literacy Rubric with two main criteria: search and evaluate. The results showed that about 70.3% of artifacts were assessed as competent in evaluate, and about 64% in search. The assessment also compared the results for all assessments against students from the 1st Gen. Generation Pell and Uram population, historically underserved students. The results showed a 3-point difference in evaluate and a 2.8-point difference in search. The assessment also broke down the results by whether students were transfers or frosh students. The results showed that transfers outperform frosh in evaluate, but frosh outperform transfer students in search. The discussion that followed focused on the themes observed from the results, what faculty and University Libraries are doing well to support student learning, and what can be done with existing

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resources to support even stronger student learning for Information Literacy.

Course Performance and Information Literacy

In the meeting, Kevin discussed the performance of various courses, noting that the College of Science and the College of Business were performing similarly. He also mentioned the importance of information literacy in the courses. Julie then opened the floor for discussion, and Kristin raised questions about the selection of courses and the potential for comparing course modality. They also expressed interest in course modality and suggested the possibility of creating control groups for comparison. Stephanie shared her experience with the annotated bibliography assignment and its impact on the assessment. The team also discussed the potential for leveraging the results of the assessment in faculty newsletters and the importance of information literacy in student learning. The conversation ended with a discussion on the need for further support for faculty in teaching information literacy.

AI Experiment Results in Academic Assessment

Ana presented the results of an AI experiment conducted by the team. The experiment aimed to explore the use of AI in institutional assessment of student work, specifically academic assessment. The team used AI tools, such as Copilot and ChatGPT, and leveraged the benchmarks they had created over the years. The experiment involved two main tests: one on written communication and another on information literacy. The results showed that AI tools performed poorly in both tests, with Copilot and ChatGPT matching human assessors' scores in only 70% of cases. The team also found that the AI tools gave different scores when the same student artifact was submitted multiple times. The team concluded that AI is not yet applicable for IL assessment as they have been doing it. However, they suggested that as the tools evolve, they might need to continue learning and experimenting. The team plans to discuss these results with Rafael on the 23rd.

Upcoming Fall Meetings and Assignments

In the meeting, Ana discussed the upcoming meetings for Fall 2025, which will be held on the first and third Mondays of each month, except for holidays and academic recess. She also mentioned that Julie has the dates on their agenda. The conversation ended with Julie nominating Ana as the Fall chair, which was approved by the team.