Purpose of this Guide
This is a summary of University guidelines and governance structures for the overall assessment of student learning. There is also a Blackboard Outcomes Faculty Guide, which is a practical manual for faculty who will be using that tool for assessment of student learning.

The Purpose of Assessment
The purpose of student learning assessment at CSUEB is to continually improve the quality of our academic and co-curricular programs to ensure that students are achieving our stated outcomes. While faculty design and conduct the assessments, the campus is committed to supporting a culture of evidence and a spirit of inquiry. Ongoing, secondary review of (anonymous) samples of student work allows faculty to see how students are performing overall and to reflect on the effectiveness of curriculum and instruction. The role of assessment is to allow faculty to answer the questions "How are students doing in achieving the outcomes we have established for them?" and "What does this tell us about how we might strengthen our curriculum and/or our instructional practices?"

Linking Curriculum to Assessment
Curriculum at all levels should be developed with assessment in mind. Faculty should begin by identifying the desired outcomes for students, determining what will serve as evidence of the attainment of those outcomes and planning programs and courses with these in mind.

Types of Outcomes

Student Learning Outcomes (SLOs) are developed by and assessed by the individual faculty member teaching a course. These are sometimes referred to as course objectives. They are the skills and knowledge expected of all students completing the course and are evaluated by the instructor as part of the regular grading process.

Program Learning Outcomes (PLOs) are those outcomes that are expected of every graduate within a specific major or degree program, and are focused on mastery and depth of disciplinary knowledge. PLOs are typically associated with the requirements for the major.

General Education Learning Outcomes (GELOs) are those outcomes that are expected of every undergraduate student who graduates from the institution. Because all undergraduates must meet General Education (GE) requirements, CSUEB relies on GE to introduce and practice these skills, such as writing and critical thinking. These skills are further developed and matured in the major.

Institutional Learning Outcomes (ILOs) are those outcomes that are expected of every graduate of the institution, both undergraduate and graduate. These learning outcomes are introduced and practiced in the major, in co-curricular programs and activities, and for undergraduates in General
Education. ILOs are closely aligned with General Education requirements.

Assessing Institutional Learning Outcomes (ILOs)

The process for assessing student attainment of ILOs at CSUEB is based primarily on secondary review of sampled student work using rubrics.

A rubric is a faculty-developed guide for use in assessing student work along specific dimensions. Rubrics can be developed and applied to virtually any student work (e.g. paper, audio or video presentation, performance, portfolio, blog, etc.).

The following table illustrates an example of how CSUEB may organize its assessment of Institutional Learning Outcomes using faculty-developed rubrics applied to sampled student work:

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Rubric Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities Work collaboratively and respectfully as members and leaders of diverse teams and communities</td>
<td>Multicultural Competency</td>
</tr>
<tr>
<td>Act responsibly and sustainably at local, national, and global levels</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study</td>
<td>Disciplinary/Program Rubric*</td>
</tr>
<tr>
<td></td>
<td>*developed by program faculty</td>
</tr>
</tbody>
</table>

ILO Assessment at CSUEB uses the most mature student work for evaluation, generally senior-level and often capstone assignments. In addition, student work samples in upper division GE courses will be used for assessment. Faculty on the ILO Sub-Committee will evaluate samples of student work demonstrating the ILOs in an ongoing cycle of assessment.

Assessment of the Specialized Discipline ILO will be conducted according to the schedule and assessment plan established by the program and monitored by the Senate’s Committee on Academic Planning and Review (CAPR).
Assessment of the General Education program will be overseen and coordinated by the GE Subcommittee in accordance with the Senate-approved GE assessment plan.

APGS staff in Educational Effectiveness Services are available to assist faculty to interpret assessment results and to plan and implement improvement plans they wish to put into place.

Assessment Governance

Assessment of Student Learning Outcomes is conducted by the individual faculty member, within the course. Some Student Learning Outcomes will be assessed in assignments that the program faculty will designate as “key assignments”, designed to elicit the skills and knowledge required for given PLOs or ILOs. It is from these faculty-designated “key assignments” that samples of student work will be (anonymously) sampled for secondary review.

Assessment of Institutional Learning Outcomes is the responsibility of the ILO Subcommittee of the Committee on Academic Planning and Review (CAPR). The subcommittee is responsible for developing, revising, and maintaining the ILOs. It is also responsible for assessing student work in relation to these ILOs. The committee may recruit additional faculty, including emeriti faculty to assist with this task. Educational Effectiveness Services in APGS assists with data collection, analysis, and reporting.

Assessment of General Education Learning Outcomes is the responsibility of the General Education Subcommittee of the Committee on Instruction and Curriculum. The subcommittee is responsible for developing, revising, and maintaining the GELOs, as well as ILO/GE rubrics and for assessing samples of student work from GE courses.

Assessment of Program Learning Outcomes is the responsibility of program faculty, and the results are reported yearly in the Annual Report Program and through a five-year review cycle to the Committee on Academic Planning and Review (CAPR).

Educational Effectiveness Services, a unit of Academic Programs and Graduate Studies, will serve as the central point for development, coordination, support, organization, recordkeeping, analysis, and communication of the results of assessment of student learning, both curricular and co-curricular.

Faculty Learning Communities, with guidance from the Office of Faculty Development, may examine curriculum planning, best practices in instruction, developing rubrics, and/or creating quality assignments to elicit students' best work in demonstration of their attainment of the ILOs.
Assessing Program Outcomes (PLOs)
Program assessments are designed and carried out by program faculty. Program assessment should yield actionable knowledge to help the program faculty to determine the degree to which students are meeting the outcomes and where opportunities exist to improve either the design or the delivery of the program. It is the responsibility of faculty and (where appropriate) student affairs professionals to interpret assessment data and collectively identify improvement strategies.

Program faculty are free to use any process they choose for the assessment of PLOs. If faculty wish to use Blackboard Outcomes, staff in Educational Effectiveness Services are available to assist with that process.

Learning assessment is ongoing, and, as feedback from previous assessment cycles is used for enhancing both curriculum and instruction, the goal is to continually improve results.

Program Assessment Schedule
On a year-by-year basis, a schedule will be developed in conjunction with the Committee on Academic Planning and Review (CAPR) Academic Program Review schedule and the ILO and GELO assessment schedules and will be supported by Educational Effectiveness Services.

Reporting Results of Program Assessment
CAPR provides a template for submission of the annual self-study, summary of assessment, and statistical data. The completed reports will be submitted to the Academic Senate Office for distribution to appropriate committees for review and for posting on the web. They will be used for accreditation reporting purposes and to communicate the innovations, changes, and improvements to the design and delivery of the curriculum and student learning that have occurred. The reporting template is available electronically and is shown in Appendix 1. A summary of all program-level assessment efforts, including any program improvement activities implemented in the review period, will be included in the program’s CAPR Five-Year Review.
### Resources for Program Assessment

The following individuals are available to assist program faculty in planning, implementing and evaluating their program assessments.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Present your Planning Goals from your last 5-Year Plan, indicating changes and updates from last year’s report.

B. Five-year Review Planning Goals Progress

Report on progress toward achievement of your 5-Year Plan.

C. Program Changes and Needs

Report on changes and emerging needs with relation to a) curriculum and b) resources (including faculty, staff, space, equipment).
2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Please list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

B. Program Student Learning Outcome(s) Assessed

List of Program Student Learning outcomes assessed

C. Summary of Assessment Process

Summarize your assessment process, including description of assessment instrument(s) and procedures used to assess Program Student Learning Outcome(s) and sampling strategies.

D. Summary of Assessment Results

Summarize assessment results, with interpretations of the most significant findings and recommendations for program improvements (e.g., changes in course content, course sequence, student advising). What are your assessment plans for the coming year, including revisions to the program's assessment process (e.g. add direct assessment, expand sample of student participants in indirect assessment)?
3. STATISTICAL DATA (about 1 page)

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The following links might be helpful:

a) Student demographics of majors
http://www.csueastbay.edu/ira/factbook/capr%20enrollment%20by%20pgm%20major.html

b) Degrees Conferred by the program
http://www.csueastbay.edu/ira/tables/AcademicProgramReview/Degrees%20Awarded%202011-12.html

c) SFR’s by discipline
http://www.csueastbay.edu/ira/tables/sfr/APR%20sfr%20by%20Subject.html

d) Course History data
http://www.csueastbay.edu/ira/factbook/APR%20course_History.html

Additional data can be obtained through this link:

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.