A. Welcome and introductions
B. Approval of agenda. M/S/P to approve agenda (White/Rajan).
   C. Approval of minutes from 06 June 2016. Tabled.

D. Election of chair/co-chairs and secretary.
   a. Sarah Nielsen and Balaraman Rajan nominated (Soules/White) and elected co-chairs.
   b. Helen Christian nominated (Nielsen/all) and elected secretary.

E. Overview of ILO development and assessment to date
   a. Stein reviewed the history of the committee (see attached PowerPoint). Idea Book and Rubrics Library made available to all faculty on Blackboard.
   b. Stein proposed the university applying for the Excellence in Assessment Designation by the National Institute for Learning Outcomes Assessment (NILOA). Application available in November and due in Spring.

F. Review of ILO Subcommittee charge
   a. This charge will be reviewed by the committee at next meeting, which may need updating to reflect the committee’s role on campus.
   b. Smith proposed integrating ILOs as criteria in 5 year review process.

G. Review of ILO assessment plans AY 2016-7
   a. Diversity. Applications from faculty accepted in Fall quarter with assessments in Winter and Spring quarters. Faculty were given guidance on assignment design appropriate for the Diversity rubric.
   b. Quantitative Reasoning. A faculty committee has been formed to develop a rubric. Various departments in Business and Science are represented on the committee.
   c. Information Literacy. The rubric will be developed in Winter 2017 and possibly assessed in Fall 2017.
H. Meeting schedule for fall 2016 [all meetings 2-3:50 in SA 1400]
   a. 11/7 [written communication ILO-follow up]
   b. 11/21 [ILO subcommittee charter-possible revisions]
   c. 12/5 [diversity ILO-assessment preparation]

Meeting adjourned at 3:31pm.

Respectfully submitted,

Helen Christian
Institutional Learning Outcomes (ILO) Overview

Fall, 2016, October 17, 2016
Institutional Learning Outcome (ILO) Overview

- What are Institutional Learning Outcomes (ILOs)?
- What is the purpose of ILOs?
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Purpose of Institutional Learning Outcomes

ILOs demonstrate public accountability for learning and a commitment for improvement when assessed.

ILOS Serve to:

• orient students in their learning process;
• guide faculty, staff and administrators as they create and develop educational systems;
• provide a foundation for meaningful assessment and improvement; and
• represent CSUEB’s commitments to students and the greater community including accreditation bodies.
What was the ILO Development Timeline?

2006-2007
- The 2006-07 CSUEB strategic planning process laid the groundwork for the University to articulate Institutional Learning Outcomes.

2009-10
- CAPR approved the development of Institutional Learning Outcomes.

2010-11
- Excom requested that CAPR develop a list of institutional learning outcomes (ILO)
- Leadership and oversight provided by 34 campus leaders, College Council of Chair visits, Excom, and CAPR
- Input in five ILO forums at Hayward and Concord campuses involving 200 student, faculty and staff participants
- Surveys in school events, (Al Fresco), business courses, developmental English courses and meetings; site visits and research of other comparable ILO themes

2011-12
- Results presented to Excom, CAPR, Cabinet, FDECBack to the Bay, 2012
- The Academic Senate unanimously approved the Institutional Learning Outcomes (ILOs) for California State University East Bay in 2012

2013-16
- ILO Subcommittee provides oversight of ILO rubric development process and pilots
What are the CSUEB ILOs?

**Thinking and Reasoning**
- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;

**Communication**
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;

**Diversity**
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;

**Collaboration**
- work collaboratively and respectfully as members and leaders of diverse teams and communities;

**Sustainability**
- act responsibly and sustainably at local, national, and global levels;

**Specialized Discipline**
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study
### How do ILO’s fit into Semester Conversion?

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking and Reasoning</strong>: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</td>
<td></td>
<td></td>
<td><strong>Student work sampled in 4XX</strong></td>
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Beginning in 2018, programs will be required to provide student work from a class assignment for secondary assessment for two aligned ILOs.
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“Responsibilities: The ILO subcommittee will coordinate the development and implementation of an assessment plan for the university’s institutional learning outcomes, coordinate ILO assessment with other campus assessment activities, and advise CAPR regarding ILO assessment.”
To Date

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- *Written Communication*: assessed twice
- *Diversity*: assessed twice

2016-17 Academic Year

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# Critical Thinking Rubric

<table>
<thead>
<tr>
<th>Explanation of issues</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation stated clearly and provides all relevant information necessary for full understanding.</td>
<td>Explanation stated less clearly and/or provides mostly relevant information necessary for full understanding.</td>
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<table>
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<tr>
<th>Use of evidence</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Provides sufficient information to support claims and conclusions made.</td>
<td>Provides some information to support claims and conclusions made.</td>
<td>Provides little information to support claims and conclusions made.</td>
<td>Lacks information to support claims and conclusions made.</td>
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<table>
<thead>
<tr>
<th>Context, assumptions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Thoroughly analyzes strengths and weaknesses of one’s own and others’ assumptions; carefully evaluates influence of context.</td>
<td>Analyses strengths and weaknesses of one’s own and others’ assumptions; evaluates context.</td>
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<table>
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<tr>
<th>Alternative viewpoints</th>
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<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Carefully evaluates all relevant alternative viewpoints.</td>
<td>Evaluates most of the relevant alternative viewpoints.</td>
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<tr>
<td>States a clear position that is valid, original, and/or innovative, as appropriate.</td>
<td>States a relatively clear position that has some validity, originality and/or innovation, as appropriate.</td>
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## Critical Thinking Rubric

### Description
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

### Rubric

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