California State University, East Bay  
Committee on Academic Planning and Review  
Minutes of Subcommittee on Institutional Learning Outcomes  
May 2, 2016, SA 1400, 2:00pm - 3:50pm

Members present: Balaraman Rajan, Sarah Nielsen, Sandy Luong, Helen Ly, Julie Stein, Brian Perry, Nancy White

Guest: Jodi Servatius

Members absent: Kenneth Curr, Aline Soules

1. Approval of the agenda. M/S/P to approve agenda (Rajan/Luong). All approved agenda.
2. Approval of minutes from 18 April 2016. M/S/P (Ly/Rajan). Adjustments to language on using 1 as N/A. All in favor.
3. Continuing discussion of diversity ILO scoring, rubric, assignments

Informed by the previous committee discussion, members noticed that although the remaining assignments may have been more suitable for ILO scoring (thus higher scores), issues remained the same:
- Rating for “Communication” criteria seemed not applicable, thus low scores.
- Longer writing samples gave enough information to rate confidently, while shorter samples only elicited the beginning of a possibly more in-depth response.
- Sometimes raters were unsure of whether the student struggled with language command or diversity competency.

4. Discussion of possible rubric revisions

Servatius provided suggestions to rubric revisions (attached).

Language considerations:
- Scale language: Strong - weak, Met standard, adequate, little, none, etc.
- Difference between “none” “little” “some”
- 1 score serve for “lack of” or “poor”, or be both?
- “Sophisticated” may be substituted for more measurable and observable term
- Defining “differences” and “working through” for engagement

Process considerations for committee:
- Add advice for appropriate assignments that elicit responses needed for ILO assessment to IDEA book for Faculty Development Q2S Steering Committee.
- ILOs ideally are assessed in capstone courses, so language should reflect expectations of this level.
• After faculty revisions to rubric (if any), committee could rate the same papers with revised rubric.

5. **Assessment of ILOs for co-curricular programs.**
Nielsen and Ly will pursue study of evaluating diversity in co-curricular groups on campus. Sarah Taylor and Diana Balgas may be contacted for consult.

NEXT MEETING: 16 May 2016 2-3:50pm in SA 1400
Fanny Yeung will share results of ratings.

Meeting adjourned at 3:54pm.

Respectfully submitted,

Helen Ly
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<thead>
<tr>
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<th>4*</th>
<th>3</th>
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<tbody>
<tr>
<td>Cultural self-awareness</td>
<td>Demonstrates a strong awareness of own cultural assumptions, stereotypes, pre-conceptions, and biases</td>
<td>Demonstrates some awareness of own cultural assumptions, stereotypes, pre-conceptions, and biases</td>
<td>Demonstrates only a partial or weak awareness of own cultural assumptions, stereotypes, pre-conceptions, and biases</td>
<td>Demonstrates no real awareness of own cultural assumptions, stereotypes, pre-conceptions, and biases</td>
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<td>Respect for/interest in diverse perspectives</td>
<td>Demonstrates a strong understanding of /respect for different points of view</td>
<td>Demonstrates some understanding of /respect for different points of view</td>
<td>Demonstrates only a partial or weak understanding of /respect for different points of view</td>
<td>Demonstrates no understanding of /respect for different points of view</td>
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<td>Knowledge of diverse world views</td>
<td>Demonstrates in-depth knowledge of other cultural groups as relates to history, art, values, communication styles, practices, and more</td>
<td>Demonstrates some knowledge of other cultural groups as relates to history, art, values, communication styles, practices, and more</td>
<td>Demonstrates little knowledge of other cultural groups as relates to history, art, values, communication styles, practices, and more</td>
<td>Demonstrates no knowledge of other cultural groups as relates to history, art, values, communication styles, practices, and more</td>
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<td>Willingness to engage</td>
<td>Demonstrates a strong willingness to engage with people of diverse cultural identities, experiences, backgrounds and positions.</td>
<td>Demonstrates some willingness to engage with people of diverse cultural identities, experiences, backgrounds and positions.</td>
<td>Demonstrates little willingness to engage with people of diverse cultural identities, experiences, backgrounds and positions.</td>
<td>Demonstrates no willingness to engage with people of diverse cultural identities, experiences, backgrounds and positions.</td>
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<td>Skill communicating with diverse individuals and groups</td>
<td>Demonstrates strong skill in communicating with individuals of diverse cultural backgrounds and perspectives, even in difficult situations</td>
<td>Demonstrates good skill in communicating with individuals of diverse cultural backgrounds and perspectives, even in difficult situations</td>
<td>Demonstrates some limited skill in communicating with individuals of diverse cultural backgrounds and perspectives, even in difficult situations</td>
<td>Does not demonstrate any skill in communicating with individuals of diverse cultural backgrounds and perspectives, even in difficult situations</td>
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