



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

16-17 CAPR 18
May 18, 2017
Senate amended 1/23/18

TO: The Academic Senate

FROM: The Committee on Academic Planning Review (CAPR)

SUBJECT: 16-17 CAPR 18 amended: Request for University Adoption of Institutional Learning Outcome (ILO) Diversity Measurement Rubric

PURPOSE: For Action by the Senate

ACTION REQUESTED: That the Academic Senate approve the request for university adoption of the Institutional Learning Outcome (ILO) Diversity Measurement Rubric; effective upon signature of the President

BACKGROUND:

At CAPR's May 18, 2017 meeting, the committee reviewed and approved the request for university adoption of the Institutional Learning Outcome (ILO) Diversity Measurement Rubric. The ILO Subcommittee requested approval from CAPR for University-wide adoption of the ILO Diversity measurement rubric which has been developed and piloted by faculty, and approved by the ILO Subcommittee. The Diversity rubric will be used for ILO assessment as approved in the CSU East Bay Institutional Learning Outcome Assessment Plan. Alignment of Program Learning Outcomes to Institutional Learning Outcomes is a deliverable for future ILO Assessment in the Semester Conversion program conversion forms and templates. There were no objections from CAPR regarding the request; approved unanimously.

Request for University Adoption of Institutional Learning Outcome (ILO) Diversity Measurement Rubric

Summary

The ILO Subcommittee is requesting approval from CAPR for University-wide adoption of the ILO Diversity measurement rubric which has been developed and piloted by faculty, and approved by the ILO Subcommittee. The Diversity rubric will be used for ILO assessment as approved in the [CSU East Bay Institutional Learning Outcome Assessment Plan](#). Alignment of Program Learning Outcomes to Institutional Learning Outcomes is a deliverable for future ILO Assessment in the Semester Conversion program conversion forms and templates – [Curriculum Map 2 – PLOs to ILOs](#).

CSU East Bay, Institutional Learning Outcomes

The California State University East Bay [Institutional Learning Outcomes \(ILOs\)](#) express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- 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;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Background of Development and Approval

2013-14: Rubric Developed by Faculty Learning Community

2014-15 Rubric Development Continued

Feedback from faculty who were going to pilot the rubric said it was too advanced to apply to undergraduate upper division assignments and continued development of rubric removing one criteria: advocacy and engagement. Language was simplified for all criteria and levels of achievement.

2015-16 Rubric Applied to Assignments

Based on difficulty interpreting some of the terms, difficulties with low assignment and rubric alignment, ILO Subcommittee made additional refinements to rubric criteria and levels of achievement, most notably changing the criteria “communication with diverse groups and individuals” to “reflection on interaction with diverse people and perspectives.” Social Justice was removed from the rubric and identified to be developed as a separate rubric.

2016-17 Second Pilot Assessment: Rubric Applied to “Exemplary” Assignments

ILO Subcommittee assessment and oversight: After receiving training in secondary assessment, the ILO Subcommittee assessed the assignments in both pilots with the rubric using Blackboard Outcomes - an electronic learning assessment platform that is part of Blackboard Learn. The committee also analyzed the assessment results with the support of the Educational Effectiveness Research Manager.

Spring 2017 ILO Subcommittee approved rubric

Faculty Participating in the Development of Rubric and Pilot (in addition to ILO Subcommittee)

CLASS

Duke Austin
Dennis Chester
Patricia Drew
Emilia Ianeva
Sylvia Ituarte
Amy June-Rowley
Dawna Komoroskyy
Peter Marsh
Dave Matsuda
Sarah Taylor
Glenn Trager

CEAS

Matt Atencio
Becky Beal
Keelin Jardin
Nancy White
Margaret Harris
Zanean McClain

CSCI

Jennie Guzman
Nidhi Khosla
Mike Massey

CBE

Stevina Evuleocha
Jeff Newcomb
Fung-Shine Pan

Next steps: Once approved by CAPR and Senate, the rubric will be used according to the [CSU East Bay ILO Assessment Plan](#) following semester conversion. It will also be posted on the [ILO Subcommittee](#) page and made available to faculty in the [Rubrics Library](#).

Other ILO rubrics are currently in development, The ILO Information Literacy rubric was developed by faculty in Winter, 2017 and is being piloted in Spring, 2017. The ILO Quantitative Rubric was developed in Fall, 2016, and will be piloted in Fall 2017.

The [Long Term ILO Assessment Plan](#) is being updated by the ILO Subcommittee in the Spring and Fall, 2017.

CSUEB ILO Diversity Rubric, Approved May 1, 2017 ILO Subcommittee

Description: Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.

	4	3	2	1
Cultural Self-Awareness	Strong identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Adequate identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Limited identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.	Little to no identification of one's positions, identities, assumptions, stereotypes, judgments, and biases.
Knowledge of Diverse Views	Strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Adequate evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Limited evidence of knowledge of diverse views in areas such as values, communication styles, and practices.	Little to no evidence of knowledge of diverse views in areas such as values, communication styles, and practices.
Respect for Diverse Perspectives	Strong evidence of respect in descriptions of different points of view.	Adequate evidence of respect in descriptions of different points of view.	Limited evidence of respect in descriptions of different points of view.	Little to no evidence of respect in descriptions of different points of view.
Reflection on Interaction with Diverse People and Perspectives	Strong analysis of how interactions with people of diverse identities and positions influence one's understandings.	Adequate analysis of how interactions with people of diverse identities and positions influence one's understandings.	Limited analysis of how interactions with people of diverse identities and positions influence one's understandings.	Little to no analysis of how interactions with people of diverse identities and positions influence one's understandings.

Addendum to [16-17 CAPR 18](#): Request for University Adoption of Institutional Learning Outcome (ILO) Measurement Rubric

Summary

At the Academic Senate meeting on November 28, 2017, [16-17 CAPR 18](#): Request for University Adoption of the Institutional Learning Outcomes (ILO) of the Diversity Measurement Rubric had its second reading. Following discussion, the item was postponed to allow for a presentation of the framework of the Diversity ILO rubric development and pilot process and examples of faculty assignments. This addendum is provided to answer key questions raised during the Senate discussion.

What are Institutional Learning Outcomes?

Institutional Learning Outcomes (ILOs) represent the knowledge, skills and dispositions that students graduating from CSUEB are expected to have as a result of their total experience at the University.

What is the 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?

2006-07

- 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 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 including 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, FDEC, Back to the Bay, 2012; Academic Senate unanimously approved (ILOs) for Cal State East Bay in 2012.

2013-18

- ILO Rubrics developed and piloted with oversight by the ILO Subcommittee and CAPR.

Spring 2016 Pilot of ILO Diversity Rubric

The ILO Diversity rubric pilot steps were explained in [16-17 CAPR 18](#). As an additional request by senate, the table below lists the names of faculty who piloted the ILO Diversity rubric in a course assignment in Spring 2016. The outcome was that the assignment instructions were not aligned well with the rubric, and the rubric needed significant changes, so a second pilot was conducted in Fall, 2016.

First Name	Last Name	College	Department	Course	Notes
Duke	Austin	CLASS	Sociology and Social Services	SOC 3520	Race and Ethnic Relations
Dave (Doc)	Matsuda	CLASS	Anthropology	ANTH 3000	Anthropology in the Modern World
Emilia	Ianeva	CLASS	Sociology and International Studies	SOC 3111	Sociology of Gender
Glenn	Trager	CLASS	Criminal Justice	CRJA 3700	Ethics and Justice
Stevina	Evuleocha	CBE	Marketing & Entrepreneurship	MKTG 3495	Business Communication
Patricia	Drew	CLASS	Human Development	WOST 3530	Women and their Bodies
Jennie	Guzman	CSCI	Physics	PHYS 3302	Quantum Mechanics
Matt	Atencio	CEAS	Kinesiology	KIN 3735	Sport, Racism and Ethnicity
Jeff	Newcomb	CBE	Marketing & Entrepreneurship	MKTG 3495	Business Communication

Fall 2016 Pilot of ILO Diversity Rubric

As requested by senate, the table below lists the names of faculty who conducted the second pilot of the ILO Diversity rubric in a course assignment in Fall, 2016.

First Name	Last Name	College	Courses and Notes
Matt	Atencio	CEAS	<u>KIN 3300</u> : Critical Inquiry in Kin. Research Methods. Body/gender differences with an interview
Duke	Austin	CLASS	<u>SOC 3612</u> : Sociology of Immigration. Qualitative research paper; host high school students on campus, interview, and include their immigration experiences.
Keelin	Jardin	CEAS	<u>REC 3800</u> : Introduction to Recreation Therapy. Work with someone outside of class to put yourself in the shoes of someone with a disability, and conduct research.
Amy	June-Rowley	CLASS	<u>MLL 3904</u> : Sign Language Field work. Reflection on community engagement in Deaf community. submitted in video format with captions
Nidhi	Khosla	COS	<u>HSC 3800-01</u> : Multicultural Issues in Healthcare. Assess impact of culture on health. interview someone of a different culture.
Dave (Doc)	Matsuda	CLASS	<u>ANTH 3785-01</u> : Anthropology in Action. Wake up as a different sex. Interview a different sex/gender
Jeff	Newcomb	CBE	<u>MKTG 3401-07</u> : Marketing Principles. Reimagining the Customer Experience. Choose and visit a venue and engage with others of diverse backgrounds. Identify the principal marketing segment(s) and discuss the customer experience from your perspective and from another's perspective.
Xeno	Rasmusson	CLASS	<u>HDE4363/SOC 4363</u> : Aging and Cognition. "Music, Aging, Diversity: Becoming a Music Detective" Interaction: Interview a different generation for their favorite music (family, senior center).
Nancy	White	CEAS	<u>REC 3510-01</u> : Management and Supervision in Leisure: Understand diversity issue from perspective of a supervisor. Interview member/employee of an HRT organization.
Glenn	Trager	CLASS	<u>CRIA 3700</u> : Ethics and Justice Administration: Research and conduct interview on ethical issues and recommend how to increase consistent treatment of defendants in criminal justice system.

Diversity and Social Justice Rubric
2013-14 Faculty Learning Community

The ILO Diversity rubric pilot steps were explained in [16-17 CAPR 18](#). As an additional request by senate, this is the first rubric developed by a Faculty Learning Community in 2013-14.

Criteria	Fully - 4	Adequately - 3	Minimally - 2	Inadequately - 1
Cultural self-awareness (possessing knowledge of self and others and recognizing one's position in, and among, groups)	Fully demonstrates awareness of one's own assumptions, judgments, stereotypes and/or biases about self and diverse individuals and groups. Demonstrates ability to assess the impact of assumptions, judgments, and/or biases.	Adequately demonstrates awareness of the influence of one's own assumptions, judgments, stereotypes, and/or biases during interactions with diverse individuals and groups.	Minimally demonstrates awareness of one's own assumptions, judgments stereotypes, and/or biases about self and diverse individuals and groups.	Inadequately demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases about self and diverse individuals and groups.
Openness to personal growth and cultural humility. A lifelong process of self-reflection, self-critique, and commitment to understanding and respecting different points of view, and engaging with others.	Fully seeks opportunities to learn and integrate experiences that broaden understanding of diverse individuals and groups. Initiates, engages, develops, and values interactions with individuals and diverse groups.	Adequately seeks opportunities to learn and broaden understanding of diverse individuals and groups. Begins to initiate, engage, develop, and value interactions with diverse individuals and groups.	Minimally seeks opportunities to learn more about diverse individuals and groups.	Inadequately seeks opportunities to learn more about diverse individuals and groups.
Worldview (obtaining knowledge of self and others)	Fully demonstrates and articulates understanding of social, relational, and other dynamics of one's own worldview and that of diverse individuals and groups. Demonstrates understanding of the impact of assumptions, judgments, stereotypes and/or biases related to one's own worldview and that of diverse individuals and groups. Can identify intercultural experience from one's own viewpoint and that of diverse individuals and groups.	Adequately articulates understanding of social, relational, and other dynamics related to one's own worldview, and the worldviews of diverse individuals or groups.	Minimally demonstrates some understanding of social, relational, and other dynamics important to one's own worldview, and the worldviews of diverse individuals or groups.	Inadequately demonstrates understanding of social, relational, and other dynamics related to one's own worldview, or the worldviews of diverse individuals or groups.
Skills (using knowledge of self and others to improve relationships between diverse individuals and groups).	Fully demonstrates an understanding of the differences in verbal and non-verbal communication when working with diverse individuals and groups. Skillfully negotiates a shared understanding of differences and assesses the influence of incorporating multiple and diverse perspectives.	Adequately demonstrates an understanding of the differences in verbal and non-verbal communication when working with diverse individuals or groups. Recognizes the multiple dimensions of the perspectives of others and begins to negotiate a shared understanding based on those differences in interactions.	Minimally demonstrates limited understanding of the differences in verbal and non-verbal communication when working with diverse individuals or groups. Is aware that misunderstandings can occur based on those differences, but is still unable to negotiate a shared understanding. Identifies components of other perspectives but responds in all situations with own world view.	Inadequately demonstrates an understanding of the differences in verbal and non-verbal communication when working with diverse individuals or groups. Struggles to negotiate an understanding of the perspective of others. Views the experience of others only through one's own cultural view.
Advocacy & Engagement (integrating & translating knowledge & skills into action)	Fully demonstrates behaviors and initiates actions that support diverse individuals and groups, and that assess and seek to improve institutional structures. Can identify injustice, develop strategies, and take action that challenge and address injustice and inequality	Adequately demonstrates behaviors and takes part in activities that support diverse individuals and groups and that encourage positive change. Can identify injustice, and develop strategies to challenge injustice and inequality.	Minimally demonstrates behaviors or takes part in activities that support diverse individuals and groups. Can identify injustice and inequality.	Inadequately demonstrates behaviors or takes part in activities that support diverse individuals and groups. Is unaware of or ignores injustice and inequality.

Diversity and Social Justice Rubric 2014-15

The ILO Diversity rubric pilot steps were explained in [16-17 CAPR 18](#). As an additional request by senate, this is the revised rubric developed by a faculty group that was piloted in Spring 2016.

CSUEB ILO Diversity and Social Justice Rubric May 2015				
<u>Description:</u> Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.				
	4	3	2	1
Cultural self-awareness Attitude / Disposition	Sophisticated ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Sophisticated awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	Adequate ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Adequate awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	Limited ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Limited awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	Little to no recognition of one's positions and identities, in and among diverse groups, both locally and globally. Little to no awareness of one's assumptions, stereotypes, judgments, and biases about self and others.
Respect for and Interest in Diverse Perspectives Attitude / Disposition	Sophisticated understanding and respect for different points of view, and engaging with people of diverse identities and positions.	Adequate understanding and respect for different points of view, and engaging with people of diverse identities and positions.	Limited understanding and respect for different points of view, and engaging with people of diverse identities and positions.	Little to no understanding and respect for different points of view, and engaging with people of diverse identities and positions.
Knowledge of Diverse Worldviews Knowledge	Sophisticated knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Adequate knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Limited knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Little to no knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.
Communication with Diverse Individuals and Groups Application	Sophisticated understanding of working through differences with diverse individuals and groups.	Adequate understanding of working through differences with diverse individuals and groups.	Limited understanding of working through differences with diverse individuals and groups.	Little to no understanding of working through differences with diverse individuals and groups.