California State University, East Bay  
Committee on Academic Planning and Review  
Minutes of Subcommittee on Institutional Learning Outcomes  
May 1, 2017, SF 466, 2:00PM – 3:50PM  

Present: Helen Christian, Patrick Huang, Sandy Luong, Sarah Nielsen, Balaraman Rajan, Jason Smith, Aline Soules, Julie Stein, Nancy White  

Absent: Martin Castillo, Caron Inouye  

Guests: Jodi Servatius, Cheryl Saelee, Fanny Yeung  

1. Welcome and announcements.  
a. Christian will be leaving the university. Jen Nguyen, the SCAA Director, will replace her on the committee and will attend the next ILO meeting on May 15.  
b. Soules will be leaving the committee. Sharon Radcliffe, Library Faculty, will take her place on the committee.  

2. Approval of agenda. M/S (Soules/Huang) to approve agenda. All approved.  

3. Approval of minutes from 17 April 2017. M/S (Smith/Nielsen) to approve minutes. Photos of draft timeline will be amended. All approved with amendments.  

4. Presentation of diversity ILO results (Fanny Yeung). See attached.  

5. Discussion of rater experience assessing assignments. See attached.  

6. Discussion of final edits for diversity rubric. M/S (Rajan/White) to approve Diversity ILO rubric and move forward to CAPR. All approved.  

7. Continuation of long-term assessment planning (time permitting). No time permitted.  

Next Meeting: Monday, May 15 from 2:350 in SF 466  

Respectfully submitted,  

Helen Christian
Institutional Learning Outcomes
Diversity Pilot Assessment Project

Presented to ILO Subcommittee May 1, 2017

2013-14 I 2014-15 I 2015-16 I 2016-17
Julie Stein, Educational Effectiveness Project Manager
Dr. Fanny Yeung, Educational Effectiveness Research Manager
Academic Programs and Graduate Studies
Diversity Rubric Progress

2013-14: Rubric Developed by Faculty Learning Community

2014-15 Rubric Development Continued
Feedback from faculty that rubric was too advanced to apply to undergraduate upper division assignment 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.”

2016-17 Rubric Applied to “Exemplary” Assignments
Diversity and Social Justice Rubric
2013-14 Faculty Learning Community

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Fully - 4</th>
<th>Adequately - 3</th>
<th>Minimally - 2</th>
<th>Incapably - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural self-awareness (acknowledging knowledge of self and others and recognizing one's position in and among groups)</td>
<td>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 during interactions with diverse individuals and groups.</td>
<td>Adequately demonstrates awareness of the influence of one's own assumptions, judgments, stereotypes, and/or biases on interactions with diverse individuals and groups.</td>
<td>Minimally demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases on interactions with diverse individuals and groups.</td>
<td>Incapably demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases on interactions with diverse individuals and groups.</td>
</tr>
<tr>
<td>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</td>
<td>Fully seeks opportunities to learn and integrate experiences that broaden understanding of diverse individuals and groups, initiate, engage, develop, and value interactions with individuals from diverse groups.</td>
<td>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.</td>
<td>Minimally seeks opportunities to learn more about diverse individuals and groups.</td>
<td>Incapably seeks opportunities to learn more about diverse individuals and groups.</td>
</tr>
<tr>
<td>Worldview (obtaining knowledge of self and others)</td>
<td>Fully demonstrates and articulates understanding of social, relational, and other dynamics in one's own worldview and that of diverse individuals and groups. Demonstrates understanding of the impact of assumptions, judgments, stereotypes, and/or biases on this understanding and that of diverse individuals and groups. Can identify intercultural experience from one's own viewpoint and that of diverse individuals and groups.</td>
<td>Adequately articulates some understanding of social, relational, and other dynamics in one's own worldview and that of diverse individuals and groups.</td>
<td>Minimally demonstrates some understanding of social, relational, and other dynamics in one's own worldview and that of diverse individuals and groups.</td>
<td>Incapably demonstrates an understanding of social, relational, and other dynamics in one's own worldview and that of diverse individuals and groups.</td>
</tr>
<tr>
<td>Skills using knowledge of self and others to improve relationships between diverse individuals and groups</td>
<td>Fully demonstrates an understanding of differences in verbal and nonverbal communication when working with diverse individuals and groups. Effectively negotiates and develops understanding of diverse perspectives of others and begins to negotiate a shared understanding.</td>
<td>Adequately demonstrates limited understanding of differences in verbal and nonverbal communication when working with diverse individuals and groups, is aware that misunderstandings can occur based on those differences, but is not able to negotiate a shared understanding. Identifies components of other perspectives but resists skill situations with own worldview.</td>
<td>Minimally demonstrates limited understanding of the differences in verbal and nonverbal communication when working with diverse individuals and groups.</td>
<td>Incapably demonstrates an understanding of the differences in verbal and nonverbal communication when working with diverse individuals and groups.</td>
</tr>
<tr>
<td>Advocacy &amp; engagement (integrating &amp; promoting knowledge &amp; skills into action)</td>
<td>Fully demonstrates behaviors and initiatives that support diverse individuals and groups and seeks to improve institutional structures. Can identify injustices, develop strategies, and take action that challenge injustice and inequality.</td>
<td>Adequately demonstrates behaviors or takes part in activities that support diverse individuals and groups and challenge injustice and inequality.</td>
<td>Minimally demonstrates behaviors or takes part in activities that support diverse individuals and groups. Can identify injustices and inequality.</td>
<td>Incapably demonstrates behaviors or takes part in activities that support diverse individuals and groups. Is unaware of or ignores injustices and inequality.</td>
</tr>
</tbody>
</table>
Diversity and Social Justice Rubric 2014-15

<table>
<thead>
<tr>
<th>Cultural Self-awareness</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude / Disposition</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Respect for and Interest in Diverse Perspectives</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude / Disposition</td>
<td>Sophisticated understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
<td>Adequate understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
<td>Limited understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
<td>Little to no understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
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</table>

<table>
<thead>
<tr>
<th>Knowledge of Diverse Worldviews</th>
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<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Sophisticated knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
<td>Adequate knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
<td>Limited knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
<td>Little to no knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication with Diverse Individuals and Groups</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Sophisticated understanding of working through differences with diverse individuals and groups.</td>
<td>Adequate understanding of working through differences with diverse individuals and groups.</td>
<td>Limited understanding of working through differences with diverse individuals and groups.</td>
<td>Little to no understanding of working through differences with diverse individuals and groups.</td>
</tr>
</tbody>
</table>
Diversity Rubric 2016-17

CSUEB ILO Diversity Rubric, September, 2016

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.

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<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Self-Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td>Strong identification of one’s positions, identities, assumptions, stereotypes, judgments, and biases.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adequate identification of one’s positions, identities, assumptions, stereotypes, judgments, and biases.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Limited identification of one’s positions, identities, assumptions, stereotypes, judgments, and biases.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Little to no identification of one’s positions, identities, assumptions, stereotypes, judgments, and biases.</td>
</tr>
<tr>
<td><strong>Knowledge of Diverse Views</strong></td>
<td></td>
<td></td>
<td></td>
<td>Strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Adequate evidence of knowledge of diverse views in areas such as values, communication styles, and practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Limited evidence of knowledge of diverse views in areas such as values, communication styles, and practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little to no evidence of knowledge of diverse views in areas such as values, communication styles, and practices.</td>
</tr>
<tr>
<td><strong>Respect for Diverse Perspectives</strong></td>
<td></td>
<td></td>
<td></td>
<td>Strong evidence of respect in descriptions of different points of view.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adequate evidence of respect in descriptions of different points of view.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Limited evidence of respect in descriptions of different points of view.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little to no evidence of respect in descriptions of different points of view.</td>
</tr>
<tr>
<td><strong>Reflection on Interaction with Diverse People and Perspectives</strong></td>
<td></td>
<td></td>
<td></td>
<td>Strong analysis of how interactions with people of diverse identities and positions influence one’s understandings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adequate analysis of how interactions with people of diverse identities and positions influence one’s understandings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Limited analysis of how interactions with people of diverse identities and positions influence one’s understandings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little to no analysis of how interactions with people of diverse identities and positions influence one’s understandings.</td>
</tr>
</tbody>
</table>
2016-2017 Diversity Pilot Assessment Results

Winter 2016

Winter 2017

4th criteria re-written
Critical Thinking Pilot

CSUEB Critical Thinking ILO Fall 2013

AAC&U

VALUE Initiative-Wide Results 2014-2016: Critical Thinking
4-Year Institutions, Public & Private, 75% Completion (90+ Credit Hours)

Explanation of Issues
- Rating 4: 13%
- Rating 3: 29%
- Rating 2: 34%
- Rating 1: 18%
- Rating 0: 6%

Quality of Evidence
- Rating 4: 7%
- Rating 3: 27%
- Rating 2: 35%
- Rating 1: 20%
- Rating 0: 8%

Context Assumptions and Alternative Views
- Rating 4: 7%
- Rating 3: 21%
- Rating 2: 35%
- Rating 1: 28%
- Rating 0: 9%

Statement of Position
- Rating 4: 7%
- Rating 3: 35%
- Rating 2: 31%
- Rating 1: 31%
- Rating 0: 6%

Conclusion & Implications
- Rating 4: 9%
- Rating 3: 13%
- Rating 2: 42%
- Rating 1: 23%
- Rating 0: 8%

On Solid Ground Study, AAC&U.
http://www.aacu.org/sites/default/files/files/FINALFORPUBLICATIONRELEASEONSOLIDGROUND.pdf
Written Communication Pilot

CSUEB Written Communication ILO Spring 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating =1</th>
<th>Rating =2</th>
<th>Rating =3</th>
<th>Rating =4</th>
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<tbody>
<tr>
<td>Statement of Purpose</td>
<td>29%</td>
<td>26%</td>
<td>47%</td>
<td>34%</td>
</tr>
<tr>
<td>Audience Awareness</td>
<td>23%</td>
<td>26%</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>Organization and Cohesion</td>
<td>23%</td>
<td>26%</td>
<td>47%</td>
<td>41%</td>
</tr>
<tr>
<td>Presentation of Support</td>
<td>31%</td>
<td>40%</td>
<td>49%</td>
<td>24%</td>
</tr>
<tr>
<td>Language</td>
<td>31%</td>
<td>49%</td>
<td>47%</td>
<td>21%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>24%</td>
<td>41%</td>
<td>35%</td>
<td>21%</td>
</tr>
</tbody>
</table>

VALUE Initiative-Wide Results 2014-2016: Written Communication
4-Year Institutions, Public & Private, 75% Completion (90+ Credit Hours)

- Context of & Purpose for Writing
  - Rating =1: 10%
  - Rating =2: 26%
  - Rating =3: 36%
  - Rating =4: 24%

- Content Development
  - Rating =1: 1%
  - Rating =2: 14%
  - Rating =3: 36%
  - Rating =4: 15%

- Genre & Disciplinary Conventions
  - Rating =1: 1%
  - Rating =2: 29%
  - Rating =3: 34%
  - Rating =4: 15%

- Sources & Evidence
  - Rating =1: 12%
  - Rating =2: 33%
  - Rating =3: 29%
  - Rating =4: 44%

- Control of Syntax & Mechanics
  - Rating =1: 0%
  - Rating =2: 10%
  - Rating =3: 44%
  - Rating =4: 41%

On Solid Ground Study. AAC&U.
http://www.aacu.org/sites/default/files/files/FINALFORPUBLICATIONRELEASEONSOLIDGROUND.pdf
ILO Diversity Pilot  Winter 2017
Assessment Results

2013-14  I  2014-15  I  2015-16  I  2016-17
CSUEB Diversity ILO Assessment Scores Given Winter 2016 (n=157)

- **Reflection on Interaction**: 16 (Rating =1) - 56 (Rating =2) - 45 (Rating =3) - 40 (Rating =4)

- **Respect for Diverse Perspectives**: 10 (Rating =1) - 30 (Rating =2) - 69 (Rating =3) - 48 (Rating =4)

- **Knowledge of Diverse Views**: 7 (Rating =1) - 48 (Rating =2) - 66 (Rating =3) - 36 (Rating =4)

- **Cultural Self-Awareness**: 16 (Rating =1) - 46 (Rating =2) - 60 (Rating =3) - 35 (Rating =4)
## Individual Scores vs. Average Scores

<table>
<thead>
<tr>
<th></th>
<th>Individual Scores (157 reviews)</th>
<th>Average Scores (72 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness</td>
<td>2.73</td>
<td>2.72</td>
</tr>
<tr>
<td>Knowledge of Diverse Perspectives</td>
<td>2.83</td>
<td>2.83</td>
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<tr>
<td>Respect for Diverse Perspectives</td>
<td>2.99</td>
<td>2.98</td>
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<tr>
<td>Reflection on Interaction with Diverse People &amp; Perspectives</td>
<td>2.69</td>
<td>2.71</td>
</tr>
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</table>
Cultural Self-Awareness (n=72 students)

Course Mean
Institutional Mean (2.72)
Competent Rubric Score (3)
Knowledge of Diverse Perspectives (n=72)

Course 1 (n=8) 3.06
Course 2 (n=9) 2.22
Course 3 (n=8) 2.44
Course 4 (n=8) 3.13
Course 5 (n=9) 2.94
Course 6 (n=10) 2.75
Course 7 (n=10) 2.95
Course 8 (n=10) 3.15

Course Mean
Institutional Mean (2.83)
Competent Rubric Score (3)
Respect for Diverse Perspectives (n=72)

Course 1 (n=8)  Course 2 (n=9)  Course 3 (n=8)  Course 4 (n=8)  Course 5 (n=9)  Course 6 (n=10)  Course 7 (n=10)  Course 8 (n=10)

- Course Mean
- Institutional Mean (2.98)
- Competent Rubric Score (3)
Reflection on Interaction with Diverse People & Perspectives

Course Mean

<table>
<thead>
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<th>Course</th>
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<tr>
<td>Course 1 (n=8)</td>
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<tr>
<td>Course 2 (n=9)</td>
<td>2.56</td>
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<tr>
<td>Course 3 (n=8)</td>
<td>2.38</td>
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<td>Course 4 (n=8)</td>
<td>2.69</td>
</tr>
<tr>
<td>Course 5 (n=9)</td>
<td>3.11</td>
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<td>Course 6 (n=10)</td>
<td>2.35</td>
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<td>Course 7 (n=10)</td>
<td>2.45</td>
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<tr>
<td>Course 8 (n=10)</td>
<td>3.10</td>
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Institutional Mean (2.71)
Competent Rubric Score (3)
Diversity ILO Fall 2016: Rater Consistency across Domains

<table>
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<tr>
<th>Domain</th>
<th>0 point difference</th>
<th>1 point difference</th>
<th>2 point difference</th>
<th>3 point difference</th>
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<tbody>
<tr>
<td>Cultural Self-Awareness</td>
<td>26</td>
<td>14</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge of Diverse Perspectives</td>
<td>30</td>
<td>30</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Respect for Diverse Perspectives</td>
<td>33</td>
<td>33</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Reflection on Interaction with Diverse People &amp; Perspectives</td>
<td>29</td>
<td>28</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>
Faculty Feedback on Rubric

Faculty #1 “My students did an astounding job. Not only were the majority of assignments candid about personal biases towards different cultural groups and what students learned through this assignment, but also they taught me a lot about my students and different cultural groups' beliefs as well.”

Faculty #2: I believe the out of class interaction went very well and the rubric was very easy to use. One thing I would change for the project is to add the perspective of the person helping the student that was disabled. Some students added the perception of the person assisting them in their project but not everyone did this.

Faculty #3: “In regards to the rubric, I feel that instructors need to have a "personal reflection" component to the assignment. Otherwise, many of the rubric rows will not apply.”

Faculty #4: “Many of my students understood that CSU East Bay was a unique place to learn from diverse others, and that working in the Bay Area would require them to understand diversity. A few students went beyond this view to explore other intersecting ideas such as sexuality and social class. These students also translated the assignment into practice, with concrete ideas on how knowledge of diversity would benefit them and humanity. A few still had a superficial understanding of diversity and had trouble conceptualizing their interview topic.”
Institutional Learning Outcomes
Diversity Pilot Assessment Project

Discussion & Questions

• Any thoughts about how to minimize 2-3 point differences between reviewers?

• How do you think the “exemplary assignment” alignment went this time versus previous assessments?

• What changes should be made to the Diversity rubric and/or assessment process to improve the ILO assessment?