Educational Effectiveness Council (EEC)
Summary of Funded Faculty Deliverables 2022-23

Overview: University Accreditation and Assessment Faculty Funded Deliverables 2022-2023
In the fall of 2022, and spring of 2023, six faculty received a three WTU course release in CLASS, CSCI, CBE and CEAS, GE, and University Libraries to complete key deliverables to maintain University and program accreditation and assessment standards. Distributing critical deliverables across a diverse range of faculty and working collaboratively as part of the [Educational Effectiveness Council](#) supported maintaining accreditation standards while also improving the quality of equity-based learning and assessment decisions, developing faculty leadership, and supporting a culture to continue building a University-wide culture of equitable learning and assessment.

In the 2022-23 Academic Year, All funded EEC faculty:
- Supported the work of the [ILO Long Term Assessment Plan](#) by closing the loop on the ILOs of Diversity, and Social Justice, and preparing for the next cycle of ILO Assessment for Written Communication.
- Contributed to monthly ongoing [council meetings](#) with campus-wide assessment. leadership to maintain University and program accreditation and assessment standards
- Updated college assessment sites with current curriculum maps and five-year assessment plans.
- Participated in an EEC Institutional Review committee identifying strengths, areas for improvement, and plans for improvement for WSCUC Standards as part of Reaffirmation 2025 work.
- Worked with the college associate dean preparing for, conducting, and summarizing college continuous improvement discussions based on the assessment of Diversity and Social Justice student learning.
- Collaborated in all-hands working sessions with college leadership and faculty colleagues to plan for, trouble-shoot, and implement EEC business for the academic year.
- Collaborated in a year-long faculty advisory group integrating feedback from the last cycle of ILO assessment streamlining and integrating more equitable elements into ILO rubrics and assignment guides for faculty and consulting on the revision of Sustainability Overlay outcomes.
- Supported updating the College's Assessment site with current curriculum maps, assessment plans, annual reports, and college assessment information.
- Prepared for university-wide assessment of ILO Written Communication.

In addition to the work completed above, additional deliverables below were based on agreed upon accreditation and assessment priorities from the college's Associate Dean (or GE Director) and the Dean of Academic Programs and Services who was also the WSCUC Assessment Liaison Officer (ALO).

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College of Science Assessment (CSCI)
CSCI:
- Participated in a pilot program to test the interface between Canvas and Watermark's integrated assessment platform and provide feedback and recommendations.
- Led faculty in the development of the streamlined ILO Oral Communication assignment guide for faculty.
- Attended an ASI meeting to discuss the accreditation process with students and to emphasize the need for student voice in the accreditation process.
- Participated in the CSCI Social Justice Leadership Group creating an infographic on creating inclusive and welcoming syllabi.
- Supported the College of Science EEC meeting to discuss implementation of course and program assessment as it is linked to GE and ILO assessments.
- Developed a syllabus template in the Canvas learning management system to help CSCI faculty engage with socially just and Inclusive language in their course material.
- Integrated best practices into the work of the Public Health curriculum committee and program assessment.

College of Education and Allied Studies Assessment (CEAS)
CEAS:
- Co-led the EEC Institutional Review committee identifying strengths, areas for improvement, and plans for improvement for WSCUC Standards as part of Reaffirmation 2025 work.
- Co-led faculty designing the Revised ILO Written Communication rubric.
- Co-led faculty designing the Revised ILO Oral Communication rubric.
- Continued work streamlining CEAS assessment processes to ensure that all programs across the college prepare accreditation documents for approval by the Commission on Teaching Credentialing (CTC), Committee on Academic Planning and Review (CAPR, reports and ILO assessment to meet disciplinary-specific assessment, University and WASC accreditation standards).
- Participated in College assessment meetings and college assessment support.
- Contributed to the new ILO/GE institutional assessment process and to GE assessment work.
- Supported program assessment within college.
- Co-chaired ILO Subcommittee; co-chair elect for ILO Subcommittee for 2023-2024.

College of Letters, Arts, and Social Sciences Assessment (CLASS)
CLASS:
- Participated in a pilot program to test the interface between Canvas and Watermark's integrated assessment platform and provide feedback and recommendations.
- Participated in APS and OFD collaboration building a syllabus resource page supporting faculty in the creation of their course syllabi following the new policy; work included

curating resources from the CSUEB community relevant to promoting inclusive, equitable, and anti-racist syllabi.
- Attended professional development for assessment hosted by the CSU Chancellor's Office.
- Committee member, ILO Subcommittee.

College of Business Assessment (CBE)
[CBE](#):
- Leadership role exploring, identifying, implementing, and training on alternative tools to Watermark to complete ILO and GE assessment. This included working with faculty, IER, and Online Campus replacing the electronic assessment platform from Watermark with internal tools and processes resulting in significant institutional cost savings.
- Coded and summarized ILO Collaboration and Teamwork student survey data
- Presented at Academic Senate for adoption of the information literacy, written communication, critical thinking, and quantitative reasoning rubrics.

General Education (GE)
[GE](#)   [GE Assessment](#)
- Planned with GE Director upcoming GE assessment projects and align the GE assessment schedule with the *ILO Long-Term Assessment Plan*.
- Completed reports for GE Assessment of A1 Oral Communication, A2 Written Communication, GE/ILO Written Communication, second composition, A3 Critical Thinking, B4 Quantitative Reasoning, B1-2-3 Scientific Inquiry, and C1-2 Arts/Humanities.
- Prepared for GE assessment projects; for the A2 and B1-2-3 projects, invited faculty to attend working meetings, processed faculty pay requests, and developed meeting agendas; preliminary revisions to the A2 Written Communication Rubric, developed a draft B1-B2 Scientific Inquiry Rubric, and draft student surveys for A2, B1-2, and B3.
- Completed work in preparation for the GE C1-2 assessment project; invited faculty to attend working meetings, processed faculty pay requests, and developed meeting agendas. preliminary revisions to the C1-2 learning outcomes.
- Served as the lead for the ILO Critical Thinking Rubric, making revisions in consultation with different faculty groups.
- As a member of the Writing Skills Subcommittee, discussed the group's involvement in the assessment of second composition during AY 2023-24.
- Contributed during a series of meetings to develop and test replacement for Watermark assessment platform using Google suite of tools.
- Continued to serve on the ILO Subcommittee, refining scoring rubrics, coding/summarizing student survey data, and providing input for reports, refining assignment guides, and providing input for the Diversity and Social Justice reports; coded and summarized ILO Collaboration and Teamwork student survey data.

- Completed assessment of Program Learning Outcomes for Social Justice for HRT at the undergraduate and graduate level and wrote the assessment portion of the CAPR annual reports for the department.

University Libraries Assessment
University Libraries

- Ongoing member of the WSCUC Core ALO Task Group member from fall 2022 through summer 2023 planning for Reaffirmation 2025. Significant amount of meetings attended and work on the self-study including planning meeting structures, reviewing and summarizing committee contributions, participating in WSCUC Steering Committee meetings, and contributing to EEC University Accreditation working sessions identifying strengths, areas for improvement, and plans for improvement. Developed a draft of the Institutional Report outline, and writing and editing report sections during the summer.
- Member of the EEC faculty group implementing and testing the new campus assessment system using Watermark by providing feedback on the software as an end user-assessor. Participated in the follow-up team with EEC faculty, IER, Online Campus, and APS exploring, identifying, implementing, and training on alternative internal tools to Watermark to complete ILO and GE assessment -resulting in significant cost savings for the institution.
- Served as the lead on the ILO Core Competency Advisory Group/EEC Faculty Advisory Group revising the ILO Information Literacy rubric.
- Led development with EEC faculty of a signature assignment aligned with the ILO Information Literacy Rubric for upper division GE courses for campus wide assessment of information literacy during 2024-2025 with University Libraries Instruction and Curriculum Committee.
- Facilitated closing the loop discussion for the Social Justice and Diversity assessment for the Library faculty; this included the implementation of a Critical Information Studies Minor with program and course outcomes and associated library collections that integrate Social Justice and Diversity.
- Liaised with the library faculty and SCAA Director regarding the Closing the Loop reporting for Social Justice and Diversity assessment; prepared the University Libraries Summary *Closing the Loop* report for that Diversity and Social Justice.
- Liaised with EEC and SCAA to provide meaningful assessment results for the campus-wide assessment of ILO Written Communication.
- Facilitated invitation of SCAA Director to EEC to further support and integrate written communication learning and assessment on campus.
- Presented at Academic Senate for adoption of the information literacy, written communication, critical thinking, and quantitative reasoning rubrics.
- Planned assessment of ILO Information Literacy with GE Director and EEC GE faculty.

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2023-2024 University Priority Deliverables for EEC Faculty
- **Complete Key University-wide accreditation work:** Participate in outlining, writing, and revising portions of the WSCUC Institutional report; follow-up on new WSCUC Standards to ensure they are implemented within each college.
- **Participate in EEC Meetings and Working Sessions:** Attend monthly Educational Effectiveness Council (EEC) meetings on the first Thursday of each month at 10:00 am; implement action items; report to committee on progress;
- **Participate 2-3 EEC working sessions** each term to collaborate and problem-solve on accreditation and assessment deliverables.
- **Participate in EEC Faculty Advisory Group:** Participate in 3-4 EEC Advisory group meetings each term integrating closing the loop feedback into updated ILO rubrics for review, designing assignment guides for faculty.
- **Implementation of CSUEB's ILO/GE Internal Accreditation and Assessment Platform:** Assist in completion building CSUEB tools/platform for ILO/GE assessment and institutional accreditation.
- **Support ILO Assessment and Closing the Loop College Discussions and Action**: Support college Associate Dean planning for and conducting meaningful college closing the loop conversations with the University and colleges analyzing ILO Leadership and teamwork survey data and implementing continuous improvements; participate in writing the"Closing the Loop" University report; liaise with programs to incorporate assessment results into program review to support closing the loop on ILO assessment for improvement of student learning; integrate closing the loop into next cycle of assessment instruments
- **Support maintaining college assessment sites:** Support Associate Dean maintaining current curriculum maps, five-year assessment plans, and college assessment information on college assessment websites.
- **Support University-wide assessment:** Liaise as needed with other campus committees to coordinate university-wide ILO and other assessment efforts (e.g. college curriculum committees, CAPR, ILO Subcommittee, GE Assessment Subcommittee); participate in activities that build a culture of evidence to ensure data is used to improve student learning and which elevate college-wide and University-wide assessment standards (e.g. conduct workshops, present at college curriculum meetings and Back-to-the-Bay, coach faculty colleagues, publish on assessment); coach and mentor faculty and leadership in accreditation and assessment; attend professional development workshops to build accreditation and assessment skills for the university and college.
- **Contribute to Implementation of ILO/GE Assessment Process:** As appropriate, contribute to the implementation of CSUEB's internal process for assessing ILOs and GE.

Prior Annual Priorities
- **2018-19 Priorities:** Completing the WSCUC Spring 2019 Progress Report, completing college assessment websites, training and refinement of college curriculum maps, and updating the assessment plan template and refining college assessment plans.

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- **2019-20 Priorities:** Preparing for the Mid-Cycle Review due spring of 2020; completing college assessment websites with updated curriculum maps and assessment plans; communicating with and supporting college faculty who are scheduled to align courses to ILOs of Quantitative Reasoning & Critical Thinking; providing input to APS to prepare meaningful ILO assessment reports for university and colleges; helping conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for changes; liaising with programs to incorporate assessment results into program review to support closing the loop on ILO assessment for improvement of student learning; reviewing and refining PLOs and course SLOs as needed.

- **2020-21 Priorities:** The main areas of focus for the 2020-21 academic year were to support the work of the [ILO Long Term Assessment Plan](): helping conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for closing the loop on the ILOs of Critical Thinking and Quantitative Reasoning; helping faculty prepare for the assessment of Oral Communication, Sustainability, and Social Responsibility; completing GE assessment following the GE assessment plan;, finalizing college assessment sites with current curriculum maps and five-year assessment plans; supporting additional critical accreditation and assessment related University and program assessment projects.

- **2021-22 Priorities:** The main areas of focus for the 2021-22 academic year were to support the work of the [ILO Long Term Assessment Plan](): helping conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for closing the loop on the ILOs of Social Responsibility, Sustainability, and Oral Communication; helping faculty prepare for the assessment of Diversity and Social Justice; completing GE assessment following the GE assessment plan, updating college assessment sites as needed with current curriculum maps and five-year assessment plans; *Core Competency Advisory Group:* analyzing the results of the University-wide assessments of ILO core competencies, identifying patterns in dimension categories to help streamline assessment, and recommended refinements to the rubrics. Each core competency had a faculty lead who was responsible for coordinating core competency faculty guest experts, reviewing related assessment data, and co-facilitating the related group discussions. At the start of 2022-23, recommended changes will be action items in faculty governance committees.