

Educational Effectiveness Council (EEC)

Summary of Funded Faculty Deliverables 2020-21

Overview: University Accreditation and Assessment Faculty Funded Deliverables

In the fall of 2020, and spring of 2021, five 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](#) maintained accreditation standards while also improving the quality of equity-based learning and assessment decisions, developing faculty leadership, and creating a ripple effect to further build a University-wide culture of equitable learning and assessment.

The main areas of focus for the 2020-21 academic year were to support the work of the [ILO Long Term Assessment Plan](#) to close the loop on the ILOs of Critical Thinking and Quantitative Reasoning, help faculty prepare for the assessment of Oral Communication, Sustainability, and Social Responsibility, complete GE assessment, finalize college assessment sites with current curriculum maps and five-year assessment plans, and support additional critical accreditation and assessment related assessment projects.

As part of the Council's work, all funded EEC faculty participated in ongoing council meetings and regular collaborative all-hands working sessions with college leadership and faculty colleagues to plan for, trouble-shoot, and implement EEC business for the academic year. Funded faculty deliverables outside their contributions on the [Educational Effectiveness Council](#) meetings were focused on continuing to maintain University and program accreditation and assessment standards. The individual deliverables listed 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.

College of Science Assessment (CSCI)

[CSCI](#): Ana Almeida supported college discussions on results and closing the loop actions for Critical Thinking and Quantitative Reasoning including the discussion of the development of a science-focus Foundations of Success series to improve CSCI student retention and success among our CSCI students. Ana communicated with instructors on the ILO Social Responsibility Assessment. She helped make great progress on the updates to the Assessment websites with revised Curriculum Maps and Long-Term Assessment Plans. Ana has been deeply engaged in the planning and implementation of the ILO Sustainability Assessment. Ana finalized the ILO Sustainability Assignment Guide to support faculty alignment of assignments to the ILO Sustainability. In partnership, she also planned and implemented a number of faculty workshops and one-on-one coaching sessions to support the alignment of assignments to the ILO Sustainability rubric. She co-led a Sustainability workshop during 2020 Back-to-the-Bay and worked with the Office of Sustainability to create a virtual Sustainability Community of Practice with participation of multiple faculty across campus. She was also the faculty-lead for the ILO Sustainability Assessment of Student Learning including planning, and leading the faculty in the calibration and assessment. She was part of the assessment team for ILO Oral Communication including planning meetings, calibration training, and the assessment of the ILO of Oral Communication. She is the lead in the Department of Biological Sciences Assessment Committee, and responsible for the 2019-2020 of

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PL02 (*apply quantitative reasoning to explain biological phenomena and to address biological problems*) assessment, as well as for the preparation of the department's assessment report. Ana supported the fall 2020 version of the Student Survey led by Sociology including plans to discuss how to present the data to the campus community. For professional development, Ana attended several WASC conference workshops.

College of Education and Allied Studies Assessment (CEAS)

CEAS: Shadi Roshandel helped to streamline the assessment process and update assessment systems. She co-led faculty across the college to prepare accreditation documents for approval by the Commission on Teaching Credentialing (CTC) and Committee on Academic Planning and Review (CAPR) Reports. Shadi organized departmental meetings across the college to help streamline the assessment data collection and evaluation process. She worked with the Dean building in assessment in the college Strategic Planning Committee and Curriculum Committee. She continued to work with every department updating the CEAS assessment website. Shadi co-developed a Diversity Assignment Guide. As part of this work, she designed a sample cultural simulation assignment.

College of Letters, Arts, and Social Sciences Assessment (CLASS)

CLASS: Anna Alexander helped organize and attend sharing sessions with CLASS faculty to discuss the results of the Critical Thinking assessment. As a co-lead for the ILO Oral Communication assessment project, Anna attended project planning meetings, provided input in the process, co-created planning and tracking tools, communicated with faculty about assessment information, and helped to trouble-shoot unique issues assessing recordings outside of the Blackboard Outcomes assessment platform (due to a number of COVID related issues). She also participated in calibrating to and assessing ILO Oral communication student work.

College of Business Assessment (CBE)

CBE: Rajan Balam provided feedback on the closing the loop university report and attended the College Curriculum (BSBA closing the loop) meetings for quantitative reasoning and critical thinking. As part of the college of business curriculum committee, he participated in program assessment and closing the loop for the CBE programs. He worked with the Associate Dean in the review of the CBE assessment site to establish a plan for updating in the 2021-22 academic year. He provided feedback to the fall 2020 CSUEB Student survey questions. For the ILO of Oral communication, he attended planning meetings and made recommendations to update the custom tracking. He was also on the team that attended the calibration training and assessed the ILO of Oral Communication. Rajan attended the WASC virtual conference.

University Libraries Assessment

University Libraries: Stephanie Alexander engaged in a number of activities related to both the National Survey of Student Engagement (NSSE) and the Beginning Survey of Student Engagement (BSSE). For Quantitative Reasoning and Critical Thinking, she collated related student assessment data. She then developed more user-friendly data and visualizations to more easily view, digest, and analyze data during campus analysis and closing the loop discussions for all of the colleges and both

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the GE and ILO levels. In addition, she worked with the NSSE and BSSE survey data relevant to Student Affairs activities, developed visuals and reviewed with the Vice President of Student Affairs. Stephanie supported the spring student survey on the impact of COVID and online instruction by providing input on the survey content and building out and launching the survey in Qualtrics. She also shared the survey findings with the Library to help inform future actions in support of students in the next academic year. Stephanie acted as liaison between the EEC and the SCAA to support the SCAA's data gathering and reporting efforts related to assessment and closing the loop on institutional learning outcomes for Quantitative Reasoning and Critical Thinking including analyzing the data and identifying the next steps for Information Literacy assessment. She also reviewed the long-term ILO assessment schedule with the SCAA.

Stephanie gathered input from a number of campus groups regarding the next steps for campus Information Literacy ILO assessment including the Library, GE, ILO Subcommittee, and EEC. The feedback was used to recommend a targeted assessment of two criteria. She recruited faculty with relevant assignments for a targeted assessment to be completed by the ILO subcommittee in the fall 2021 semester.

Stephanie served as a faculty assessor on both the Oral Communication and Sustainability assessments. She worked with Bala Rajan from CBE and the rest of the Oral Communication assessors to develop an effective data collection tool for the Oral Communication assessments. Her role for Oral Communication and Sustainability campus-wide assessments also included planning meetings, calibration training and assessment of student work.

General Education Assessment

GE: Nancy White worked closely with the Director of General Education (Caron Inouye) to organize and facilitate collaborative work with department chairs and faculty on assessment projects in the GE Areas of A1 Oral Communication, A3 Critical Thinking, and B4 Quantitative Reasoning. For the 2020-21 academic year, GE assessment involved identifying faculty project leads and participants; organizing and co-facilitating rubric alignment/collection of student work, training sessions, and evaluation sessions; working closely with Online Campus to assist faculty in all tasks done through Blackboard; helping coordinate and following up on faculty payments. Nancy also actively participated in discussions with faculty about ILO and GE assessment, strategies to improve student learning, and aligning signature assignments to scoring rubrics.

In addition, Nancy also refined curriculum and assessment documents, including program and course learning outcomes, roadmaps, 5-year assessment plans, and curriculum maps. She also continued to serve on the ILO Subcommittee, refining scoring rubrics, assessing student work, and providing input for the assessment reports.

2021-2022 University Main Priority Deliverables for EEC Faculty

- **ILO/Overlay Assessment:** Communicating with and supporting college faculty who are scheduled to align courses to ILOs/Overlays of Diversity and Social justice.

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- **Closing the Loop:** Providing input to APS to prepare meaningful ILO assessment reports for Sustainability, Oral Communication, and Social Responsibility for university and colleges; help conduct meaningful community conversations with the University and colleges analyzing ILO/GE data and planning for changes;
- **College Assessment sites:** Maintaining current college assessment web pages including completion of curriculum maps and five-year assessment plans (fall 2021) and updating mapping alignments from PLOs to ILOs for ILO assessment (spring 2022).
- **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.