



**University Summary Report:
Assessment of Diversity and Social Justice Student Learning**
August 10, 2022 v1

INTRODUCTION

Purpose

[Institutional Learning Outcomes \(ILOs\)](#) are those learning outcomes that are expected of every graduate of the institution, both undergraduate and graduate, and are closely aligned with [General Education](#) requirements. ILO Assessment follows the [ILO Long Term Assessment Plan](#) which aligns the assessment schedule for undergraduate, graduate, and general education assessment.

Following the ILO Long term Assessment Schedule, Cal State East Bay gathered recent student learning data to support the assessment of the University's Diversity and Social Justice Institutional Learning Outcomes. These data are intended to provide additional context for existing "Closing the Loop" academic review discussions, analysis, and decision making to improve student learning.

Overview of Diversity and Social Justice Breadth/ "Overlay" Courses

At Cal State East Bay, one way in which the university engages its students with the ILOs of Diversity and Social Justice is through its [breadth requirements](#) for the baccalaureate degree. As part of the "[Overlay](#)" requirements, students take a minimum of 3 units for both Diversity and for Social Justice. Courses approved to fulfill the Diversity and Social Justice Overlay include lower and upper-division courses that may also satisfy other GE breadth areas and/or major requirements. This means undergraduate students engage with the concepts and issues of Diversity and Social Justice in at least one each required 3 unit course. While graduate students are not held to the same breadth requirement, they may still engage in Diversity and Social Justice related topics. Other than Overlay requirements, programs differ in their undergraduate and graduate program emphases on learning outcomes related to Diversity and Social Justice.

Table 1. Number of Approved Courses 2021-2022 Catalog

	CBE	CLASS	CSCI	CEAS	Total
Diversity	0	66	3	4	73
Social Justice	1	61	6	5	73

Table 2. Number of Diversity Course Sections Instructed 2021-22

	CBE	CLASS	CSCI	CEAS	Total
Fall 2021	0	63	3	8	74
Spring 2022	0	43	9	12	64

Table 3. Number of Social Justice Course Sections Instructed 2021-22

	CBE	CLASS	CSCI	CEAS	Total
Fall 2021	4	52	9	19	84
Spring 2022	5	47	12	21	85

METHODS

Relevant data and university sources for Diversity and Social Justice were gathered from several relevant sources (Table 4). Additionally, colleges will integrate relevant program review data into “Closing the Loop” college discussions as appropriate.

Table 4. Sources of key data, sources, and dates of collection for ILO Diversity and Social Justice assessment

Data and University Sources	Date
Assessment of undergraduate student work for senior level (300) Diversity and Social Justice Overlay courses.	2021-2022
Assessment of graduate level student work for Diversity and Social Justice courses.	2021-2022
Focus group feedback on what students say best supports their classroom learning for Diversity and Social Justice.	December, 2020
Survey Results from Faculty instructing a Diversity or Social Justice course being Assessed	2021-2022
Faculty Assessor Feedback for Diversity and Social Justice courses being assessed	May, 2022
Professional Development Support: Back to the Bay workshops, Assignment Guides , Office of Diversity , Office of Faculty Development	
Assessment of Climate for Learning, Living, and Working Executive Summary : students, faculty, and staff	August, 2021

Selection and Assessment of Diversity and Social Justice Course Sections

Selection: As part of refining the selection and assessment of courses to be assessed (a closing the loop action from previous ILO assessments), college Associate Deans and the GE Director worked together identifying the following criteria to select course sections to be assessed.

Alignment to GE: Aligned to upper division GE.

- *Dimensions addressed:* Aligned to the rubric categories being assessed.
- *Reach:* Numbers of different majors typically taking this course and numbers of students taking this course.
- *Commitment:* Level of commitment of the faculty member scheduled to teach the course/section such as level of understanding of and willingness to contribute to the assessment process.
- *Support:* Level of support including the training and professional development the faculty teaching this course will need to participate in the assessment process.

The second decision made by the GE Director, college Associate Deans, and IER was to increase the number of student work assessed in each section so student demographic information could be reported. This also meant fewer course sections would be assessed compared to several of the previous ILO assessments.

Professional Development and Support

- *Workshops:* Faculty experts conducted sessions in the [Fall 2021 Back to the Bay](#) workshops on *Developing Students' Diversity Skills through Course Assignments* and *Promoting Social Justice Through Course Assignments*. All faculty instructing a Diversity or Social Justice Overlay course were invited to attend.
- *Assignment Guides:* All faculty instructing a Diversity or Social Justice Overlay course were provided a [Diversity](#) or [Social Justice](#) assignment guide, whether or not their course was assessed.
- *Faculty Peer Coaching:* In the Fall 2021 and Spring 2022 terms, faculty were also offered the option of attending a funded professional development peer mentoring/coaching session with a faculty expert to strengthen their assignment to further align it to the Diversity or Social Justice ILO using an adapted model based on the [NILOA Assignment Charrette](#). The six faculty who participated (three for Diversity, and three for Social Justice) found the mentoring session very helpful, collaborative, and engaging. Faculty were also provided detailed instructions on the process and the offer of one-on-one support by their college and Academic Programs and Services.
- *Office of Diversity:* [The Office of Diversity](#) provides services and resources for faculty and students that support classroom assignments and instruction and also focus on building community, advocacy, inclusivity and support.
- *Office of Faculty Development:* [The Office of Faculty Development](#) provides Diversity and Social Justice pedagogy.

Assessment of Undergraduate Senior Level Student Work for ILOs Diversity and Social Justice 2021-22

Undergraduate courses aligned to ILO Diversity: 7 senior level course sections were aligned to the ILO of Diversity (Table 5). These courses represented one discipline from the College of Education and Allied Studies (CEAS), 4 disciplines from the College of Letters, Arts, and Social Sciences (CLASS), and 1 discipline from the College of Science (CSCI).

For **Diversity**, 10 student samples were assessed from 2 course sections. 16 student work samples were assessed from 5 course sections. Each student work sample was assessed twice by two different trained faculty assessors. 100 student samples were assessed twice for a total of 200 assessments from 7 course sections.

Table 5. Numbers of course sections assessed by college for ILO **Diversity** 2021-22.

College	Departments Represented	# Course sections Assessed
CBE		0
CEAS	Kinesiology	1
CLASS	Dance	2
	English	1
	Sociology	1
	Speech, Language, and Hearing Sciences	1
CSCI	Biology	1
Total		7

*Undergraduate courses aligned to ILO **Social Justice***: 11 senior level course sections were aligned to the ILO of Social Justice. These courses represented 1 discipline from the College of Business, 2 disciplines from the College of Education and Allied Studies (CEAS), 4 disciplines from the College of Letters, Arts, and Social Sciences (CLASS), and 1 discipline from the College of Science (CSCI).

For **Social Justice**, 7 student samples were assessed from 3 course sections. 12 student work samples were assessed from eight course sections. Each student work sample was assessed twice by two different trained faculty assessors. 117 student samples were assessed twice for a total of 234 assessments from eleven course sections.

Table 6. Numbers of course sections assessed by college for ILO **Social Justice** 2021-22.

College	Departments Represented	# Course sections Assessed
CBE	Management	1
CEAS	Kinesiology	2
	Recreation	1
CLASS	English	2
	History	1
	Philosophy	1
CSCI	Nursing	3
Total		11

Faculty Assessed Student Work: 5 participating faculty representing each of the five colleges assessed student work samples for both **Diversity** and **Social Justice** outcomes after receiving [Assessment and Calibration Training](#) from a faculty peer expert. Student samples were randomly selected from the sections identified in Table 5 and Table 6 using Blackboard Outcomes, an electronic assessment platform within Blackboard.

RESULTS

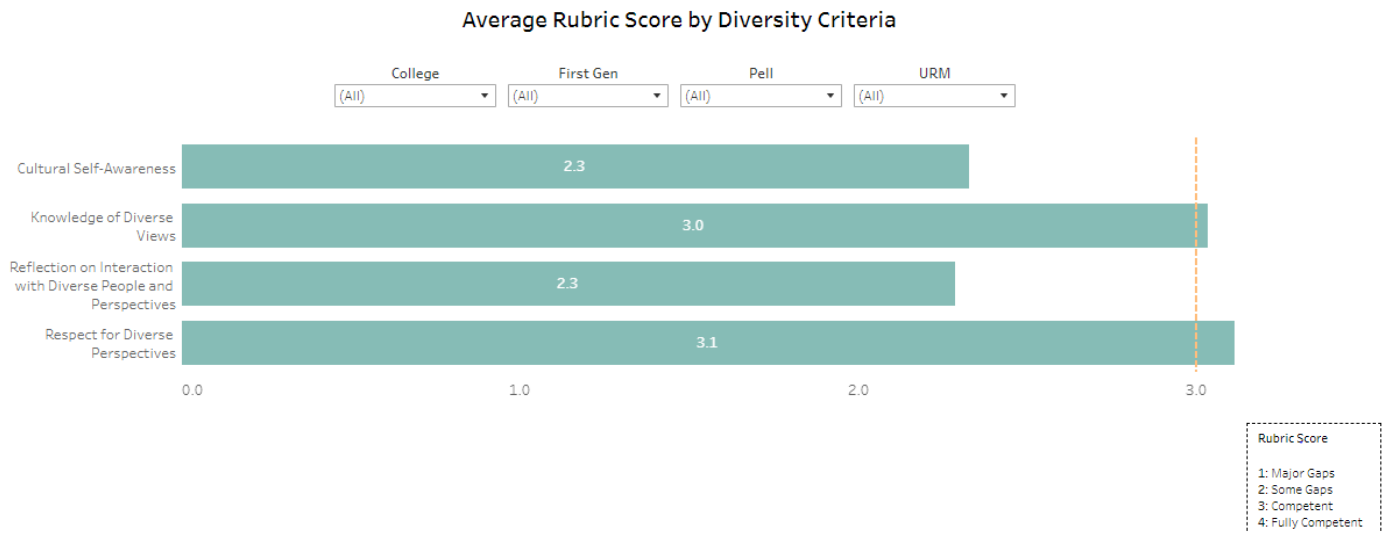
Assessment of ILO Diversity Overlay Undergraduate Student Work 2021-2022

View the 2021-2022 Cal State East Bay ILO Assessment Results for Diversity Dashboard [here](#)

<https://analytics.csueastbay.edu/t/Public/views/ILODiversity2020-2022/MainFullDistribution?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y>

As individual courses, faculty, and students are not identified in institutional assessment, disaggregated results are not presented. Faculty who would like to know their results can receive their course assessment information from their college Associate Dean.

Figure 1. Assessment results for student performance of the 4 ILO [Diversity rubric](#) categories/criteria 2021 - 2022 Cal State East Bay ILO Assessment: Diversity (n = 194)



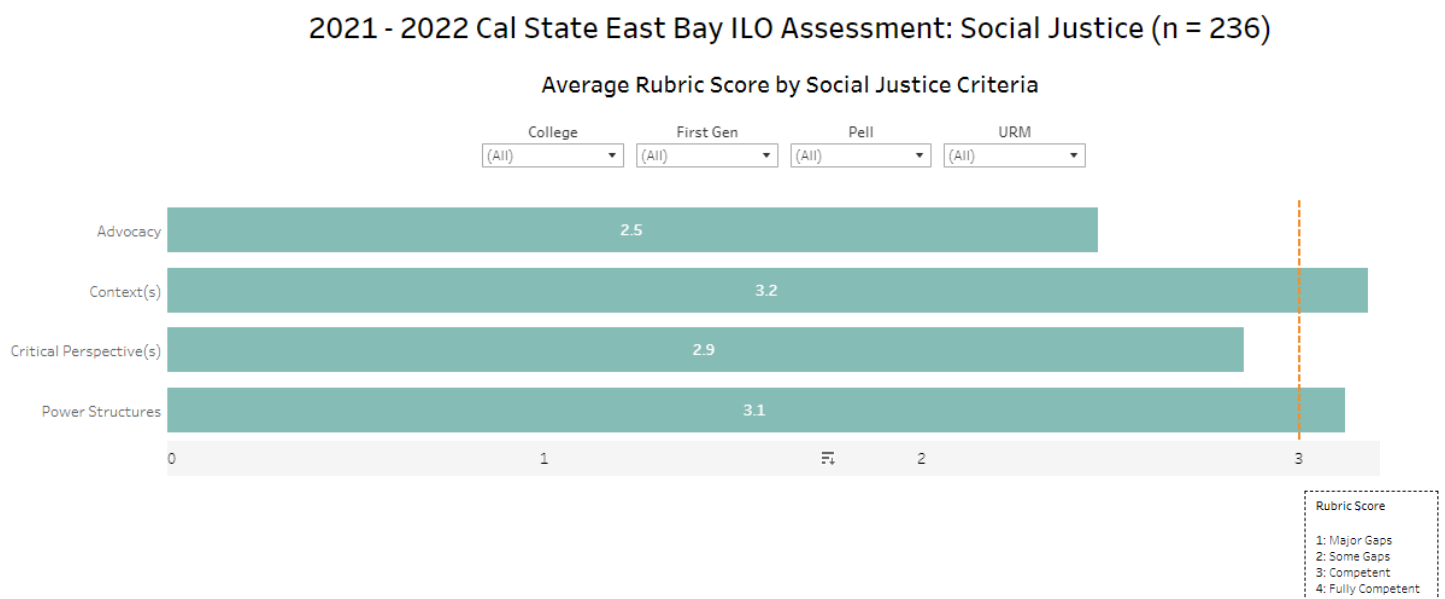
Assessment of ILO Social Justice Overlay Undergraduate Student Work 2021-2022

View the 2021-2022 Cal State East Bay ILO Assessment Results for Social Justice Dashboard [here](#)

<https://analytics.csueastbay.edu/t/Public/views/ILOSocialJustice2021-2022/MainFullDistribution?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y>

As individual courses, faculty, and students are not identified in institutional assessment, disaggregated results are not presented. Faculty who would like to know their results can receive their course assessment information from their college Associate Dean.

Figure 2. Assessment results for student performance of the four [ILO Social Justice rubric](#) categories.



Faculty Feedback

Faculty Feedback on Diversity Assignment

The complete feedback from two faculty whose course assignment was assessed in an upper division Diversity Overlay course and who responded to the end-of-term faculty survey on patterns, the process, and the rubric is [here](#). The comments related to issues about the assignment which was delayed due to Covid and the need for basic writing skills for awesome students.

Faculty Feedback on Social Justice Assignment

The complete feedback from four faculty whose course assignment was assessed in an upper division Social Justice course and who responded to the end-of-term faculty survey on patterns, the process, and the rubric is [here](#).

"I felt like all students who completed the final paper project had something interesting and important to share related to their topic." Faculty member

"Students were not always clear about the steps they would need to take to advance their social justice plans." Faculty member

One theme from the feedback was that students did good quality work overall and had something important to say- although some of that did not align with the rubric. Another theme was that students were not as adept at formulating action steps for their advocacy plan. Additional comments included appreciation for having a faculty mentor help fine-tune the assignment and reinforced the importance of scaffolding student work.

Faculty Assessor Feedback for Assessment of Diversity and Social Justice Student Work

Faculty representing each of the five academic colleges assessed student work from Diversity and Social assignments after receiving comprehensive calibration and assessment training. [Here](#) is a summary of their feedback and recommendations. Below are the four themes followed by representative faculty quotes:

1. *Overall student work was strong but not necessarily in rubric categories that were assessed.*

"It was inspiring and rewarding to see how well students performed, even if the artifacts were not completely aligned to the rubric."

2. *Student scores related mostly to alignment of assignment instructions with rubric categories. This was the most frequent feedback from faculty assessors.*

"When the assignment doesn't prompt them to address the criteria, assessors have to score the artifacts lower than the student likely deserves, which does a disservice to both our students and the wonderful teaching that is happening on our campus."

"We don't want faculty thinking that our students don't know about social justice (or diversity, or information literacy or whatever) when sometimes they were not asked to talk about these topics in their assignments."

3. *Short assignments scored low. Some assignments limited the length of student responses (e.g. 1-2 paragraphs).*

“Short assignments frequently led to superficial analysis or explanations.”

4. *What faculty assessors would like faculty to know:*

“Please look at the rubric to make sure your assignment aligns with the categories on the rubric. If it doesn’t, then please adjust your assignment. The assessment process is supposed to indicate if our students are mastering these ILOs but sometimes the assessment results are really about whether or not the assignment instructions include the relevant materials from the rubric. The rubric materials were created by faculty and approved by faculty and contain what faculty believe are important for students to master. Please use it.”

Student Focus Group Feedback

A student focus group was held in December of 2020. The ASI Board of Directors were asked what best supports their classroom learning for diversity and social justice. [Here](#) is a summary of their responses.

My Story, My Truth Survey

During 2020-2021, the university conducted a climate survey for students, faculty, and staff summarized in the [Assessment of Climate for Learning, Living, and Working Executive Summary](#).

“The results suggest that students, faculty, and staff generally are comfortable with the overall climate at CSUEB, and in some regards, they hold positive views about their academic and/or work experiences at CSUEB. However, positive experiences and perspectives are not consistent across CSUEB constituent groups. For example, Faculty respondents, Staff respondents, and Student respondents associated with historically underserved social/community/affinity groups (e.g., People of Color, women, low-income students) were less comfortable with the climate at CSUEB.”

Conclusion, page 25

[On the Office of the President web page](#), President Sandeen recognized the survey results identified specific areas where the campus could work collaboratively to create a greater sense of belonging.

Assessment of Graduate Level ILO Diversity and Social Justice Student Work 2021-2022

Graduate programs have been asked to submit the assessment data that they collected in 2021-2022 as part of their annual reports to CAPR, due October, 2022. That data will be compiled and summarized to provide college-level and university level views. These views will be made available by late October to prompt discussions by the departments, colleges, and the university at large. In particular, discussions will be initiated within the Graduate Advisory Council.

Trends for Discussion

- Uneven learning across multiple indicators (e.g. URM, First Generation) is a noticeable pattern.
- Faculty can do an even stronger job across all ILOs of aligning assignment instructions to rubrics that were designed by faculty to assess students' achievement of Institutional Learning Outcomes.

COLLEGE DISCUSSIONS

College/Unit Discussions

Led by associate deans, each college/unit will decide their own approach to reviewing meaningful results and having productive closing the loop discussions:

Possible Meeting Format

- Brief overview and purpose of large-scale assessment
- Presentation of key Diversity and Social Justice results for the college/unit
- Discussion in large or smaller groups: consider questions that fit your college/unit and record discussion results:
 - First discuss results:*
 - How does this information fit with our experience of students' development of skills at Cal State East Bay when taking a Diversity or Social Justice Overlay course?
 - What are our students' strengths?
 - What are the most noticeable gaps?
 - Next, discuss possible/tentative course of action*
 - What seems to be working well that we can further support for building student competency for Diversity/Social Justice?
 - What can we do to improve?
 - How can we better meet students' needs for building Diversity /Social Justice at critical junctures for their learning?
- Summarize key topics and possible action steps and review next steps.