

Educational Effectiveness Council (EEC)

Summary of Funded Faculty Deliverables 2021-22

Overview: University Accreditation and Assessment Faculty Funded Deliverables

In the fall of 2021, and spring of 2022, 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.

The main areas of focus for the 2021-22 academic year were to support the work of the [ILO Long Term Assessment Plan](#) to closing the loop on the ILOs of Oral Communication, Sustainability, and Social Responsibility, support faculty's preparation for the assessment of Diversity and Social Justice breadth courses, complete GE assessment, update 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 who is also the WSCUC Assessment Liaison Officer (ALO).

EEC Faculty also participated in the presentation and discussion of O'Donnell Learn Recommendations for CSUEB Integrated Assessment Technology and attended Watermark Demos and discussions including a May 10th Watermark Planning & Self-Study Demo.

College of Science Assessment (CSCI)

[CSCI](#): Ana Almeida co-led working sessions making changes to the ILO Written Communication and Quantitative Reasoning rubrics as part of the Core Competency group's work updating ILO rubrics based on closing the loop reports. As part of this same group, she contributed to discussions of changes for the ILO Oral Communication, Information Literacy, and Critical Thinking rubrics. Ana co-organized and co-conducted CSCI Closing the Loop discussions and actions taken based on ILO assessment reports for Sustainability, Oral Communication, and Social Responsibility. Ana continued to provide support for departments working on completing or updating long-term assessment plans and curriculum maps. Ana coordinated coaching sessions for further alignment to the ILO Diversity rubric. Ana supported CSCI's creation of a Social Justice Leadership Group with faculty representation. The main objective of this group is

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to support CSCI faculty interested in modifying their courses (from changing a single class meeting to applying for the Social Justice Overlay) or class environment, policies, and resources to infuse Social Justice into their courses. The group planned summer workshop as well as a fall 2022 Faculty Learning Community to build a community of critical friends for Social Justice within the College. Ana continued to lead the Department of Biological Sciences Assessment Committee's monthly meetings and co-planned the next round of Program Assessment. Ana was a member of the assessment team for the ILO Diversity and was the lead faculty for the ILO Social Justice assessment. Ana led discussions surrounding changes to the ILO Sustainability rubric. Ana continued engagement in Dr. Carl Stempel's efforts on the CSUEB Student Survey to learn about the CSUEB community, particularly as major events affected student populations. Ana participated in crafting the successful proposal to our CSUEB Excellence in Assessment Award, received in August 2021. As a result, a team of CSUEB faculty and staff co-authored "Reflections on California State University East Bay's Excellence in Assessment Designation through the Lens of Student Learning and Success" published in the *Assessment Update* magazine. Ana attended WSCUC professional development workshops to further understand assessment and DEI initiatives: "Data planning, and change: Evidence to action and Equity in an accelerated New Normal" and HHMI Perspectives Series Seminar "Understanding Anti-Racism" with Dr. Ibram X. Kendi.

College of Education and Allied Studies Assessment (CEAS)

CEAS: Shadi Roshandel's role as the Assessment and Accreditation Coordinator in CEAS is to work with the college to streamline the assessment process and create systems that help meet the needs of program alignment and improvement, student achievement, and faculty development. CEAS houses both undergraduate and graduate programs. Within the graduate programs, almost all are accredited by outside agencies. In collaboration with the Dean and Associate Dean, Shadi worked on streamlining assessment processes to ensure that all programs across the college prepare accreditation documents for approval by the Commission on Teaching Credentialing (CTC) and Committee on Academic Planning and Review (CAPR). CEAS organized a college EEC committee to further support and help streamline the assessment data collection and evaluation process. This committee will help faculty understand the purpose of assessment as it can be used to inform all faculty and staff on student performance, unit operations, and ultimately program improvement and effectiveness. One of the main goals is to bridge the gap between graduate and undergraduate programs; specifically, looking at rubric alignments. Shadi attended college Closing the Loop meetings and worked with the college to write the Closing the Loop report. Shadi continued work on the CEAS assessment website. Some templates were outdated and CEAS is in the process of ensuring every department was using the appropriate guidelines to complete their Curricular Maps, Program Learning Outcomes, and 5-year Assessment Plans. Shadi worked with Graduate Programs to help differentiate WSCUC and CTC requirements. Shadi co-facilitated the *Written Communication and Oral Communication* ILO changes within the ILO Core Competency group - working as a group to re-evaluate the rubric and make changes to improve the current assessment tool. One key discussion topic focused on equitable outcomes, specifically taking

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into consideration the unique population at CSU East Bay which includes English Language Learners.

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

CLASS: Kevin Kaatz worked with the Associate Dean and CLASS chairs to complete/update their curriculum maps and assessment plans through organization of the current information, creation of templates and documents, a college-wide meeting with department chairs to complete the work, and individual meetings with departments that needed additional support. Kevin co-planned and co-facilitated college closing the loop discussions on the Institutional Learning Outcomes for Oral Communication and Sustainability. This included creating slides on the results, facilitating discussion, and reporting on actions taken. As part of the Core Competency group, Kevin led discussions on the ILO of Oral Communication through reviewing closing-the-loop results and making changes to streamline the rubric. As part of this work, Kevin also participated in refining the other four core Institutional Learning Outcomes rubrics. Kevin participated in a professional development group discussing key ideas from a recently published book, *Advancing Assessment for Student Success*. Kevin co-presented the Closing the Loop results in the Academic Senate. Kevin participated in a discussion with Institutional Effectiveness and Research providing to improve how the ILO assessment data is presented for Diversity and Social Justice assessment results. Kevin met with a team to go over suggested changes to the ILO Sustainability ILO rubric based on the Closing the Loop reporting. Kevin participated in discussions fine-tuning the ILO Collaboration, Teamwork, and Leadership survey. Kevin participated in a team that gave input on issues with Curriculog and suggested possible solutions.

College of Business Assessment (CBE)

CBE : Rajan Balaram (Bala) provided feedback on the closing the loop university report and attended the College Curriculum (BSBA closing the loop) meetings for oral communication. Bala Led the EEC Core Competency Advisory Group meetings on the ILO of Quantitative Reasoning to evaluate and improve the rubric. He also participated in refining the other four core Institutional Learning Outcomes rubrics. Bala prepared and compiled results from ILO Information Literacy targeted assessment for reporting including results and inter-rater consistency. He also discussed results and next steps during the ILO subcommittee meeting. Bala was co-author for the invited manuscript submitted to the *Assessment Update* magazine titled "Reflections on California State University East Bay's Excellence in Assessment Designation through the Lens of Student Learning and Success" that documented the University's journey getting the EIA award. Bala participated in discussions fine-tuning the ILO Collaboration, Teamwork, and Leadership survey. Bala attended Watermark Demos of assessment and accreditation platforms. Bala was part of the assessment team for the Diversity and Social Justice ILOs.

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University Libraries Assessment

[University Libraries](#) Stephanie Alexander served as the lead on the Information Literacy rubric for the ILO Core Competency Advisory Group evaluating the rubric based on closing the loop reports and making improvements. As part of leading this group, she consulted with Kathleen Yancey, an external assessment expert. Stephanie also participated in refining the other four core Institutional Learning Outcomes rubrics. Concurrent with her work on the ILO Core Competency Advisory Group, Stephanie led a “targeted assessment” of the Information Literacy rubric criteria in the ILO Subcommittee. This work informed discussions in the Core Competency Advisory group including changes to the ILO Information Literacy rubric. Stephanie hosted focused discussions with the library faculty about future directions for Information Literacy assessment on campus. This included reminding them of the work of the CORE Competency Group and the ILO subcommittee around information literacy assessment, and gathering their expert input to help shape the assessment moving forward and drafting an improved description for the Information Literacy rubric. Stephanie shared the results of the Sustainability and Oral Communication assessment results with the library faculty, SCAA, and the Committee on Sustainability. The library faculty discussed improving support for the “evidence” criteria of the Oral Communication rubric. Stephanie also solicited the feedback of the library faculty broadly for additional recommendations on how the Libraries can further contribute to Oral Communication and Sustainability skill development moving forward. Stephanie presented the Sustainability assessment dashboard at a Committee on Sustainability meeting and stayed in communication with the Chair of that committee to contribute to the campus “Closing the Loop” report for Sustainability assessment. Stephanie attended Watermark demonstrations of assessment and accreditation platforms. Stephanie was part of the assessment team for the Diversity and Social Justice ILOs. Stephanie participated in a discussion with Institutional Effectiveness and Research providing to improve how the ILO assessment data is presented for Diversity and Social Justice assessment results. Stephanie participated on a team reviewing suggested changes to the ILO Sustainability rubric based on the Closing the Loop reporting. Stephanie co-presented the Closing the Loop results in the Academic Senate meeting.

General Education Assessment

[GE:](#) Nancy White co-organized and facilitated debrief sessions for GE Assessment with faculty members involved in pilot assessments. Different debrief sessions were held for: a) A1 Oral Communication - faculty from the Department of Communication b) A3 Critical Thinking - faculty from the Department of Philosophy and Religious Studies c) B4 Quantitative Reasoning - faculty from the Department of Mathematics and the Department of Statistics and BioStatistics. During these debrief sessions, discussions were held with faculty about the pilot assessment data, rubric, assignment, course characteristics, graduation expectations, strategies to improve student learning, and aligning signature assignments to scoring rubrics. Results were included in the GE section of the closing the loop reporting for Oral Communication. Nancy engaged in EEC Core Competency Advisory Group meetings reviewing feedback from previous

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assessments, looking for commonalities between core competency rubrics, and identifying ways to better align student learning outcomes, assignments, rubrics, and assessments for Information Literacy, Quantitative Reasoning, Written Communication, and Oral Communication. As the lead for the ILO of Critical Thinking, Nancy facilitated discussions related to the competency making revisions in consultation with different groups including members of the Core Competency Advisory Committee, expert assessment consultant Kathleen Yancey, the GE Director, the Office of Educational Effectiveness, and ILO Subcommittee. Nancy also participated in a series of meetings with with the GE Director Caron Inouye, consultant Kathleen Yancey, and others to discuss future directions for more holistic assessment of GE and ILO learning outcomes (student surveys, focus groups, portfolio assessment, student responses to prompts) and ILO rubric revisions. As part of this work, Nancy held discussions with Caron Inouye about next steps for GE assessment. As part of Nancy's continued service on the ILO Subcommittee, she refined scoring rubrics, assessed student work, and provided input for assessment reports. Nancy attended the O'Donnell Learn meeting to learn about potential integrated assessment technology for the campus and later attended Watermark demonstrations to learn more about how the tool can be used for curriculum mapping, assessment, and reporting. Nancy worked with a small group of EEC Core Competency Advisory Group members to complete the evaluation of student work for assessment of ILO Diversity and ILO Social Justice. Nancy attended two Assurance of Learning training offered for Cal State East Bay Business department. As a member of the newly formed CEAS EEC Committee, Nancy worked with other faculty on the College Closing the Loop Report for Oral Communication and Sustainability and discussed ways to improve the process of collecting and evaluating student work at the undergraduate and graduate levels. Nancy also completed the assessment of Program Learning Outcomes for Social Justice for Hospitality, Recreation, and Tourism at the undergraduate and graduate levels.

2022-2023 University Main Priority Deliverables for EEC Faculty

- **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 on plans for EEC 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 and approval by faculty governance committees.
- **Support ILO Assessment and Closing the Loop College Discussions and Action:** Support EEC work conducting Collaboration, Teamwork, and Leadership (CTL) student survey and follow-up student focus groups; support college Associate Dean planning for and conducting meaningful college closing the loop conversations with the University and colleges analyzing ILO Diversity and Social Justice and other assessment data and planning for 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.

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- **Help maintain 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. writing conduct workshops, present at college curriculum meetings and Back-to-the-Bay, coach faculty colleagues, publish on assessment); attend WSCUC and other professional development workshops to build accreditation and assessment skills for the university and college.
- **Participate in University-wide accreditation work:** As appropriate, participate in *Self-Review of WSCUC Compliance Standards* including strengths, weaknesses, priorities, and plans for improvement; as appropriate, participate in outlining, writing, and revising WSCUC Self-Study report.
- **Contribute to Implementation of Watermark's Planning and Self-Study Tool:** As appropriate, contribute to the piloting/implementation of Watermark's Planning and Self Study as appropriate including Outcomes Assessment Projects, WSCUC Accreditation Self-Study, CAPR Program Review, and Strategic Planning.