CALIFORNIA STATE
UNIVERSITY
EAST BAY

EXCELLENCE IN ASSESSMENT
APRIL 2021

INTRODUCTION

Since 2013, Cal State East Bay (CSUEB) has made significant progress building and implementing cohesive campus-wide academic and co-academic assessment at all levels. Threaded throughout is strong evidence of our collaborative and innovative culture, integrated processes, ongoing improvements, and a long-standing commitment to equity and social justice.

SIGNIFICANT MILESTONES IN ASSESSMENT

Strategic Planning 2006

CSUEB establishes its strategic plan, setting the stage for the campus to be one of the first in the CSU to develop and assess Institutional Learning Outcomes (ILOs).

2009 Community Forums

CSUEB conducts forums with 300 University leaders, faculty, staff, and students to develop ILOs

ILO Adoption 2012

The Academic Senate unanimously adopts the campus' ILOs.

2013 Assessment Structures

The Educational Effectiveness Council (EEC) is formed to oversee campus assessment and accreditation, the ILO Subcommittee is approved to oversee the implementation of ILO assessment, and the Office of Educational Effectiveness is established to provide hands-on support.

WASC Re-accreditation 2015

WASC fully reaffirms CSUEB's accreditation for 10 years with commendations for being one of the first universities to address the new requirement for core competency assessment and for our collaborative transparent assessment approach.

2018 Semester Conversion

Transitioning to semesters in fall 2018, every academic program revises their curriculum, instruction, and assessment including course and program outcomes.

COVID Pandemic 2020

Assessment committees continue assessment with emphasis on students' learning experiences during shelter-in-place.

1. GROUPS and INDIVIDUALS ENGAGED IN ASSESSMENT

Pages 2 and 3 outline assessment leadership and infrastructure. A substantial number of faculty, staff, and administrators actively participate in assessment committees at all academic and co-curricular levels. A number of these individuals serve on multiple committees, facilitating collaborative and cohesive decision-making. Representatives from all units/committees (page 3) provided input on the EIA application.

ASSESSMENT LEADERS

NAME	TITLE	LEADERSHIP ROLE IN ASSESSMENT	ASSESSMENT UNIT
Maureen Scharberg	Dean, Academic Programs and Services	WSCUC Assessment Liaison Officer responsible for campus accreditation and curricular and co-curricular assessment	EEC (chair) CAPR member Oversees GE, Educational Effectiveness, and Curriculum Development
Suzanne Espinoza	Vice President, Student Affairs	Student Affairs Assessment	Student Affairs direct reports are ILO subcommittee members
Martin Castillo	AVP Campus Life	Student Affairs Assessment	ILO Subcommittee
Fanny Yeung	Dir. Instl Research & Analysis	Responsible for providing faculty and staff assessment data	IER (Director) EEC member CAPR Presidential appointee
Danika LeDuc	Associate Dean	Assessment for College of Science	EEC member College Curriculum
Sarah Nielsen	Associate Dean	Assessment for College of Letters, Arts, and Social Sciences	EEC member College Curriculum
Jiming Wu	Interim Associate Dean	Assessment for College of Business	EEC member College Curriculum
Paul Carpenter	Acting Chair	Assessment for College of Education and Allied Studies	EEC member College Curriculum
Kevin Brown	Director, Graduate Studies	Responsible for Graduate Program Assessment	Graduate Advisory Council (GAC) Chair EEC member
Caron Inouye	Director, General Education	Responsible for GE Assessment	EEC member
Sarah Aubert	Lead, Curriculum Analyst	Curriculum development and review	EEC member
Arnab Mukerjee	Faculty Chair, CAPR	Responsible for academic annual and five-year reviews	CAPR Chair Academic Senate member ILO Subcommittee member
Nancy White	Faculty co-chair ILO Subcommittee	GE Assessment	EEC member ILO Subcommittee (co-chair)
Jessica Weiss	Director, Office of Faculty Development	Responsible for faculty professional development including curriculum design and assessment	EEC member Office of Faculty Development
Roger Wen	Senior Director, Online Campus	Responsible for a team that supports faculty teaching and assessment using Blackboard Learn, course management software.	Office of Online Campus Blackboard Outcomes

⚙ ASSESSMENT INFRASTRUCTURE

ACADEMIC AFFAIRS	
APS	Office of Educational Effectiveness	Provides support for campus assessment and accreditation. This unit and the four listed below are part of Academic Programs and Services (APS).
APS	Educational Effectiveness Council (EEC)	Campus leadership council with representatives from all colleges and assessment units (including Associate Deans who oversee College Curriculum Committees) with the shared goal of improving outcomes assessment for all academic programs.
APS	Office of General Education	Oversees and provides support for GE curriculum review and outcomes assessment.
APS	Office of Graduate Studies	Along with the Graduate Advisory Council, oversees and provides support for graduate programs and assessment.
APS	Office of Curriculum Development	Manages and provides support for curriculum review processes at all levels. Ensures outcomes statements and all curricular information are accurately and explicitly included in the University Catalog and class schedules.
Institutional Effectiveness and Research (IER)	Provides curricular and co-curricular data and analysis to support data-driven institutional effectiveness University-wide.
Office of the Online Campus	Provides a robust set of services, programs, and resources to support online teaching and learning that align with CSU standards for curriculum design, pedagogy, and assessment. Manages Blackboard Outcomes, the assessment platform used for ILO and GE assessment.
Office of Faculty Development (OFD)	Partners with key assessment committees to support faculty with assessment workshops, conferences, learning communities, and resources.
FACULTY GOVERNANCE	
Academic Senate	Overarching body of faculty governance overseeing final review and approval of assessment plans, processes, and curriculum review. Includes the President, Provost, faculty representatives from all Colleges, staff, and student leadership.
Committee for Academic Planning and Review (CAPR)	Provides faculty and student oversight of annual and five-year academic program review.
Institutional Learning Outcome (ILO) Subcommittee of CAPR	Provides faculty and Student Affairs oversight of ILO assessment.
GE, Overlay, and Code (GEOC) Subcommittee of the Committee on Instruction and Curriculum (CIC)	Provides faculty review of GE, Overlay, and Code courses to ensure that courses fully integrate GEOC outcomes and that students are given sufficient opportunities to achieve the outcomes.
College Curriculum Committees	Oversees college-level curriculum development/review and program outcomes assessment across multiple departments.
Department Curriculum Committees	Oversees department-level curriculum development/review and department-specific program outcomes assessment.
STUDENT AFFAIRS	Oversees assessment for Campus Life, Student Support Services, Student Equity, and Enrollment Management.

2. STUDENT LEARNING OUTCOMES STATEMENTS

Student Learning Outcomes (SLOs) have been developed, aligned, published, and utilized at all levels from ILO, PLO, GELO, CLO, and co-curricular.

Institutional Learning Outcomes (ILOs) are integrated into messaging to students, faculty, and staff from numerous avenues, including the University's Mission, University Catalog, GE, Office of Educational Effectiveness, Academic Senate, ILO Subcommittee, and the Educational Effectiveness Council.

Program Learning Outcomes (PLOs), including General Education Learning Outcomes (**GELOs**), are published on academic program websites and in the University Catalog.

Course Learning Outcomes (CLOs) are listed in the Catalog for every course, are available on the college assessment sites, and are required on every course syllabus, along with GE outcomes, per the Academic Senate Syllabus Policy.

CSUEB Faculty Discuss Learning Outcomes video features CSUEB faculty from multiple disciplines who emphasize the value of SLOs.

Co-curricular Outcomes include the University ILOs, and those outcomes in the Strategic Plan for Equitable Student Success 2020-2024 as well as the previous Strategic Plan for 2014-19. Additionally, each unit has program learning outcomes for assessing institutional/unit performance and student learning.

CURRICULUM MANAGEMENT SLO SUPPORT

Curriculum management processes and training resources support the development, alignment, and transparent communication of outcomes at all levels.

Proposed curriculum changes are reviewed by college and faculty senate committees including the Committee on Instruction and Curriculum (CIC), and submitted for University review through Curriculog, CSUEB's curriculum management platform. Among other criteria, curriculum changes must demonstrate alignment of institution, program, and course outcomes demonstrated through the required submission of Curriculum Maps and College Assessment Plans. Every program must align to a minimum of two ILOs in their assessment plan.

SLO RESOURCES

[Aligning Program and Course Learning Outcomes to the Student Learning Experience](#) is a faculty guide for developing outcome statements.

CSUEB' award winning [Office of Online Campus](#) incorporates quality assurance using standards from the [Quality Matters Higher Education Rubric](#) to ensure alignment to course learning outcomes. GE has created the [Faculty Guide for GEOC Course Approvals](#), underscoring how outcomes, content, assignments, and assessments should mutually reinforce GELOs.

3. INSTITUTIONAL-LEVEL ASSESSMENT PLAN

UNIVERSITY ASSESSMENT PLANS

Planning, ILO rubric development, and pilots began in 2013 starting with critical thinking. The 2015 plan was replaced by a more comprehensive [ILO Long-Term Assessment Plan](#) in 2018. Similarly, a more robust [GE Long-Term Assessment Plan](#) was also adopted in 2018 replacing its 2012 predecessor. Notably, ILO undergraduate, graduate, and GE assessment schedules have been synchronized to facilitate campus-wide closing the loop discussions that inform curricular improvements.

Informing the assessment planning process, from 2017-2019, CSUEB participated in the [WSCUC *Community of Practice for Advancing Learning Outcomes Visibility*](#) project to align all levels of assessment to our ILOs and GELOs. CSUEB continued consulting with our mentor through 2020 to maintain momentum on our progress.

PROGRAM REVIEW

All programs complete annual and five-year reviews under the oversight of the faculty [Committee on Academic Planning and Review](#) (CAPR) based on the [Five-Year Academic Review Calendar.](#) Every program must align to at least two ILOs in their assessment plan.

CO-CURRICULAR

Along with Academic Programs, Student Affairs and other co-curricular programs follow the [Strategic Plan for Equitable Student Success 2020-2024.](#)
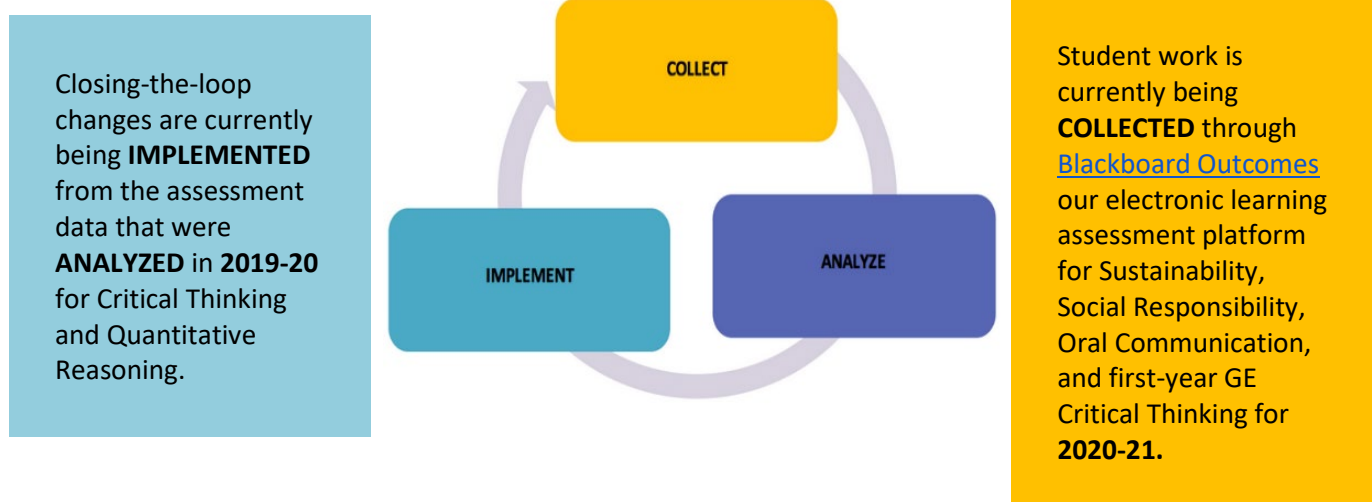
4. INSTITUTIONAL-LEVEL ASSESSMENT RESOURCES

Representative examples of CSUEB's assessment resources underscore our integrative approach.

INSTITUTIONAL EFFECTIVENESS & RESEARCH (IER)	IER Provides data and analysis that supports University planning, policy and decision-making resources allocation, and assessment of institutional effectiveness for academic and co-curricular. Enrollment and outcomes data are available on Pioneer Insights supporting academic program review. Executive summaries of survey data are available on the IER website. Additional resources custom reporting and analysis are available by request.
EDUCATIONAL EFFECTIVENESS	From the assessment home page, Educational Effectiveness provides a broad range of collaboratively developed Assessment Resources and Assessment Results such as ILO rubrics (e.g. Written Communication rubric). Faculty can also access an electronic *Rubrics Library* organized by ILO with peer-reviewed rubrics and assignments. Faculty whose course is being assessed for an ILO receive personalized communication including the option of a peer-led workshop developed from the NILOA Assignment Charrette Model, or one-on-one peer consulting on assignment design. In Assessment Resources, lives the ILO Assignment Guides. Developed collaboratively for each ILO by a multidisciplinary group of faculty peer experts and students, these guides help faculty craft assignments that align to ILOs regardless of discipline. For example, the ILO Diversity Assignment Guide includes student suggestions and a cultural simulation assignment that aligns with the ILO Diversity Rubric. Before assessing student work, faculty evaluators receive rigorous Calibration training based on national best practices customized to their ILO or GE assessment.

GENERAL EDUCATION (GE)	💡 Building on national best practices, the Rubric Development Primer for Faculty is an innovative tool used for GE and ILO rubric development which was showcased in a hands-on workshop at the 2019 AAC&U GE Conference (pp. 26-7).	Two key sites linked from the GE homepage are GE for Faculty and GE Assessment. GE provides comprehensive information on GE assessment practices, timeline, projects, rubrics, reports, and faculty guides.
OFFICE OF ONLINE CAMPUS	Online Campus provides a broad array of Faculty and Student Support and Services including online teaching, learning, and assessment consultation, course design, quality assurance training and certification.	
OFFICE OF FACULTY DEVELOPMENT (OFD)	The OFD conducts live and recorded workshops, innovative programs, and Faculty Learning Communities that support faculty across disciplines to build collaboration; to develop strategies for enhancing teaching, learning, and assessment; and to grow as teacher-scholars. The brief video tutorial, Designing Assignments for Deeper Student Engagement with companion handout help faculty design assignments that move students toward achievement of outcomes. The *Idea Book*, in Blackboard, serves as an archive of shared teaching resources for each ILO created by faculty. OFD also sponsors an annual Back-to-the-Bay Conference featuring ILO and assessment topics each year; recorded presentations are archived for ready access.	
COMMITTEE ON ACADEMIC PLANNING AND REVIEW (CAPR)	CAPR provides report templates, checklists, and External Reviewer guidelines for academic review. CAPR members review all reports to ensure that departments are doing sufficient assessment of student learning and are available to assist programs with the academic review process.	
CURRICULUM DEVELOPMENT	Faculty developing or revising curriculum are provided with curriculum development resources including a Timeline for Curriculum Development and Review and one-on-one support for use of Curriculog, the online curriculum management platform. For GE, the GEOC for Faculty site helps faculty navigate the development and review process for GE courses.	
CO-CURRICULAR	Each department has nationally recognized assessment tools that specifically support the unit's key functions. Additionally, a number of the co-curricular programs (e.g. Peer Academic Coaching, Veteran Student Services, Center for Student Research) use this Co-curricular Assessment Planning Tool to help them plan approaches to assess the most important parts of their program and make improvements.	

5. CURRENT INSTITUTIONAL-LEVEL ASSESSMENT ACTIVITIES

For the 2020-21 academic year, 3,956 student artifacts are estimated to be assessed for ILO, GE, and program review. The ILO, GE, and Graduate assessment operate on a synchronized schedule and is on-track with these key activities:

Closing-the-loop changes are currently being **IMPLEMENTED** from the assessment data that were **ANALYZED** in **2019-20** for Critical Thinking and Quantitative Reasoning.

COLLECT

IMPLEMENT

ANALYZE

Student work is currently being **COLLECTED** through Blackboard Outcomes our electronic learning assessment platform for Sustainability, Social Responsibility, Oral Communication, and first-year GE Critical Thinking for **2020-21.**

Planning for campus-wide assessment of Social Justice, Diversity, and upper-division GE are underway for **2021-22.**

PROGRAM REVIEW

Program review is on-track with the program review schedule with a limited number of reports being delayed due to COVID-19. Recent program review improvements include incorporating a Diversity rubric to better analyze equity gaps, updating the External Review rubric, and re-balancing the five-year review calendar.

GRADUATE PROGRAMS

The Graduate Advisory Council (GAC) provides oversight of graduate assessment. While Graduate Programs assess ILOs according to the synchronized schedule, rubrics are developed under the guidance of the GAC and may be different from undergraduate ILO rubrics.

CO-CURRICULAR ASSESSMENT

The Provost and VP of Student Affairs direct the work of four subcommittees that have met regularly for several years to build and implement action plans from the Strategic Plan For Equitable Student Success: Student Development and Engagement, Recruitment, Persistence and Retention, and Academic Programs and Services. Contributing to this work, Student Affairs conducts annual planning retreats that include the assessment of their programs and services. In addition:

- In 2018-19 and 2019-2020, Student Affairs received consultation and recommendations for assessment from Academic Affairs.
- Since 2015, Student Affairs includes members on the ILO Subcommittee.
- Academic Programs and Services (APS) oversees undergraduate advising and requires most units to assess their programs using this Co-curricular Assessment Planning Tool.

During the pandemic, the existing, well-established support from the Online Campus and the OFD resulted in a relatively smooth transition to remote teaching. Using an evidence-based Instructional Design System, which follows current best practices for instructional design, more than 350 faculty have received Quality Matters certified training. Quality Matters (QM), a nationally recognized, faculty-driven peer-review process ensures the quality of online and blended course design. In response to the transition to remote instruction this past year, these offices conducted virtual institutes that incorporated outcomes-based course design and alignment; this institute will be offered again beginning June 2021. The OFD has also been offering workshops in Backwards Design and Transparent Learning and Teaching.

STUDENT INVOLVEMENT

Students participate in a number of assessment activities such as membership on (CAPR), co-development of the ILO Collaboration, Teamwork, and Leadership (CTL) rubric, co-development of several assignment guides, and participation in the CTL survey in 2019.

FACULTY SUPPORT

As all undergraduate students are required to take a Diversity, Social Justice, and Sustainability course to graduate at CSUEB (that align with ILOs) all faculty instructing an "Overlay" course receive a peer-developed assignment guide for Diversity, Social Justice, or Sustainability to help align course assignments to outcomes.

6. EVIDENCE OF INSTITUTIONAL-LEVEL STUDENT LEARNING

ASSESSMENT ➤	EVIDENCE
ILO	The Assessment Results page provides detailed reports of ILO assessment results for Quantitative Reasoning, Critical Thinking, and Written Communication-Information Literacy. Data analyses were enhanced CSUEB student surveys, NSSE and BCSSE surveys, and Student Center for Academic Achievement reporting. All ILO assessment pilots are showcased on the ILO Subcommittee page underscoring our commitment to authentic assessment. (e.g., Social Justice pilot).
GE	Reports of GE assessment results are published on the GE Assessment site, which includes lower-division core competency GE areas, e.g., written communication.
GRADUATE PROGRAMS	The Graduate Program Assessment site includes detailed reporting for graduate program assessment results.
PROGRAM REVIEW	CAPR posts current and prior five-year program reviews and annual reviews by department. Annual reviews are also posted on each of the college assessment sites (e.g., College of Science). Additionally, each college maintains an assessment site: CLASS, CSCI, CEAS, CBE, University Libraries.
CO-CURRICULAR	Evidence is shared during regular division and department meetings outlining progress and improvement plans. As an example, the Recreation and Wellness Services department presented Leadership Student Assessment Results to the ILO Subcommittee.

7. USE OF STUDENT LEARNING OUTCOMES RESULTS

EVIDENCE	ACTION
ILO	Every college uses the Assessment Results along with other campus and college data to inform programmatic and course-level improvements. In addition, results from the ILO Assessment Pilots informed revisions to assessment rubrics, process improvements, and program review. 💡 HIGHLIGHT PRESENTATION As part of Closing the Loop for Written Communication and Information Literacy report and the GE A2 Written Communication Assessment Report, EEC leadership made this Closing the Loop Presentation at Academic Senate recorded in April 2020 highlighting the actions taken to better support student writing throughout the University. A similar presentation is scheduled in April 2021 for Quantitative Reasoning and Critical Thinking.
GE	Assessment reports (including student success metrics) on the GE Assessment site have led to a deeper understanding of student need, which in turn, has shifted pedagogy, support structures, and coordination in GE courses. For example, in their first-year GE courses, math faculty have focused on building belonging, using active and collaborative learning, embedding co-requisite support, and establishing a community learning space (Math Lab).
GRADUATE PROGRAMS	The Graduate Program Assessment site includes detailed reporting for graduate program assessment results and closing the loop activities.
PROGRAM REVIEW	How programs use outcomes assessment (course, program, GE, and ILO) and student success metrics to inform programmatic improvements play central roles in annual and five-year program reviews. Furthermore, per CAPR policies, closing-the-loop actions in every program is linked to allocation of department resources.

CO-CURRICULAR	Assessment results are shared and discussed within co-curricular units and across Student Affairs, e.g. Principles of Leaders and Assessment. An example is EOP's assessment of student services needs resulted in EOP counselors providing more proactive help with registration and offering interactive workshops in financial planning. Additionally, during their annual retreat, Student Affairs leadership assess the results of the previous year and plans for next year's goals and strategies that address opportunities and gaps.

IMPACT OF COVID-19

Surveys of CSUEB student concerns and challenges in Spring 2020 (N = 1,806 student responses) and Fall 2020 (N=1,116 student responses) as a result of the shift to fully online instruction necessitated by the COVID-19 pandemic yielded results that have been the focus of many academic and co-curricular discussions. Numerous improvements were quickly implemented, e.g., extended online tutoring, counseling, and faculty office hours; more pro-active advising and services such as Peer Academic Coaching; more time in synchronous class sessions dedicated to "breakout" discussions of the stressors students experience; alternative assignments to replace high-stakes exams.

Assessment presentations and publications highlight the use of assessment results to educate the local and broader educational community. CSUEB has co-hosted the CSU Assessment meeting linked to the WASC conference since 2018.

8. REFLECTION AND GROWTH IMPROVEMENT PLAN

CSUEB's assessment journey continues to shed light on the interconnected and dynamic processes which collectively operate to advance improvements in student learning. Our assessment culture has evolved from a compliance mindset with silos of processes to a culture with a collaborative mindset. We value the process of assessment perhaps even more than the data it yields, for it affords us the time, space, resources, and support to uncover the knowledge and skills we value most for our students and to collectively engage in meaningful discussion and self-reflection, all in service of improving our students' learning experiences.

ENHANCE FACULTY TRAINING ON CURRICULUM AND ASSESSMENT

A cross-functional team has formed to further develop interactive workshops and trainings. A key target population will be new faculty who are often assigned to develop a new course in their discipline with limited support. Providing just-in-time working sessions with tangible "deliverables" for curriculum development (e.g., creating new course proposals for GE) and assessment (e.g., articulating measurable learning outcomes and aligning a key assignment) will help faculty build a deeper understanding of the interconnected nature of teaching, learning, and assessment.

As part of this work, CSUEB developed a draft of a visual framework to help explain the dynamic interconnected nature of the curriculum process from the faculty perspective.
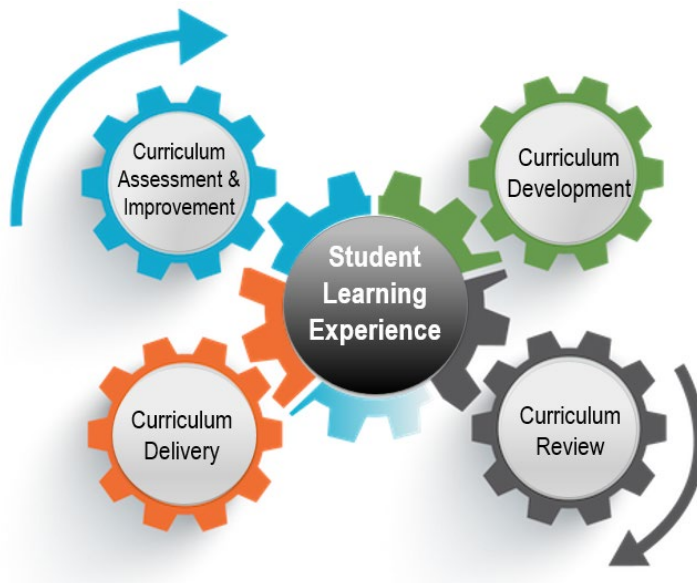
CORE COMPETENCY ADVISORY GROUP

A Core Competency Advisory Group has been established and will act on what we have been learning from the results of the first five-year cycle of ILO and GE assessment. We plan to examine the congruence between rubrics to identify similarities in core competency assessment and to modify assessment rubrics using fewer criteria to facilitate key assignment alignment, increase sampling sizes and rates, and enable deeper data analysis and closing-the-loop actions.

CURRICULUM AND ASSESSMENT PLATFORMS

Since 2013, CSUEB has used the Blackboard Outcomes electronic assessment platform. However, we've outgrown the capacities of this tool and are exploring other products that that more fully integrate outcomes assessment with curriculum management, program review, and accreditation. Recently a campus team evaluated Watermark's products with ongoing plans to follow-up as their platforms become more fully integrated with each other.

In summer 2021, IER plans to migrate the Excel-based reporting for Blackboard Outcomes to Tableau format to more easily integrate demographic data that will facilitate the disaggregation of assessment data, thereby allowing us to identify and act on equity gaps.

CO-CURRICULAR ASSESSMENT MAPPING

Student Affairs units is mapping where assessment practices are meeting common goals to examine where goals might be better served with common assessment instruments. Additionally, the four leadership subcommittees contributing to the Strategic Plan for Equitable Success 2020-24 will be publishing web pages with agendas and minutes for the last few years of their work.

EQUITY REMAINS A PRIORITY

As the most diverse campus in the continental U.S., inclusion, equity, and social justice will continue to be the highest priority informing virtually all decisions made and actions implemented to ensure equitable learning and assessment on our campus.