

# Cal State East Bay Institutional Learning Outcome (ILO) Long-Term Assessment Plan

## Introduction

This plan is consistent with the Cal State East Bay Assessment Framework (17-18 CAPR 7) that describes how campus assessment committees and policies fit together.

As part of our University's commitment to student learning and ongoing improvement, the Faculty Senate adopted [11-12 CAPR 12 Institutional Learning Outcomes \(ILOs\)](#) to reflect the knowledge, skills, and dispositions that students graduating from CSUEB are expected to have as a result of their experience at the University.

This plan to assess the attainment of ILOs for students graduating from Cal State East Bay and to conduct University-wide community discussions about student learning is a major update that supersedes the [14-15 CAPR 14 Institutional Learning Outcomes Assessment Plan](#).

This plan will be reviewed by Senate in 2021-2022 for continuation of another five-year cycle and will cease to be in effect after August 1, 2022.

## Guiding Principles

CSUEB supports assessment as an on-going process of exploration and discussion in the university community about the education and experience we provide to students and about our responsibilities to each other to ensure that our work is achieving our shared goals in the Institutional Learning Outcomes. CSUEB rejects a compliance model of assessment.

The faculty and principles of shared governance are at the center of the conversation on curriculum and interpreting and acting on assessment data.

Assessment data is collected at the University level and has no place in faculty retention, tenure, and promotion decisions.

## Assessment of ILOs in Undergraduate Programs

### *Process*

All academic programs assess program learning outcomes in the majors, ([16-17 CAPR 5 Academic Program Review](#)) and faculty assesses the attainment of student or course learning outcomes in individual courses. All undergraduate academic degree program learning outcomes (PLOs) must be aligned with the disciplinary knowledge ILO and at least two additional ILOs chosen by the program faculty [14-15 CAPR 14 Institutional Learning Outcomes Assessment Plan](#).

A curriculum map showing these alignments will be presented in each program's assessment plan.

For each of the two ILOs chosen by program faculty aligned to PLOs, the program will identify one assignment in one relevant undergraduate upper-division major course to be sampled and assessed using the ILO measurement rubric according to the University's ILO assessment cycle. Student work may be collected using a digital assessment platform. In 2018-19, student work will be collected using Blackboard Outcomes, an electronic assessment platform that has been used for piloting ILO assessment since 2013.

*Roles*

*CAPR:* The Committee on Academic Planning and Review (CAPR) is the Senate Committee with oversight of assessment.

*ILO Subcommittee:* The ILO Subcommittee, a subcommittee of CAPR, will manage the assessment of ILOs each year and will report back to CAPR and to the Senate.

*Academic Programs and Services (APS):* Academic Programs and Services will oversee University communications for the assessment plan, the overall process for collecting student work, and disseminating student data according to the ILO Assessment Steps and Descriptions in Table 1. APS will also make materials available to assist programs in the assessment process (e.g. development of ILO related assignment examples, assignment design best practices, etc.).

*Educational Effectiveness Council (EEC):* Educational Effectiveness Council assures alignment of Program Learning Outcomes, Institutional Learning Outcomes, and University Shared Commitments; guides the development and implementation of program level assessment of student learning for all academic programs; works with ILO Subcommittee to coordinate ILO assessment plans within each college; makes recommendations on improvements to curriculum and/or instruction to close the loop.

*Programs:* Programs are the heart of the curriculum at Cal State East Bay. Programs are encouraged to coordinate their existing program assessment schedules with the ILO Long Term Assessment Plan where their disciplinary outcomes and ILOs intersect.

**Assessment Steps For Undergraduate Programs**

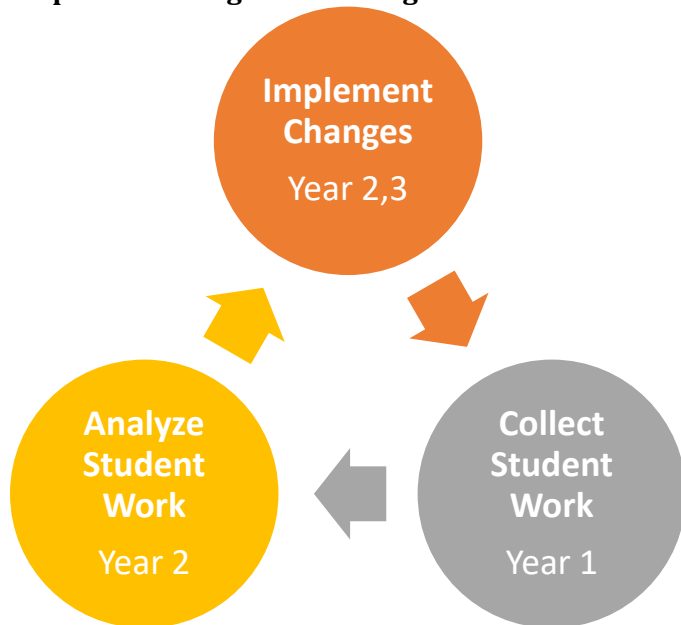


Figure 1. Assessment steps will be implemented on a three-year cycle for any given ILO. Terms defined in Table 1.

Table 1. ILO Assessment Steps and Descriptions for Undergraduate Programs

Step	Year in Cycle	Description of Activities
<b>1. Collect Student Work</b>	<b>1</b>	<p><b>Coordination of collection:</b> Academic Programs and Services (APS) will coordinate the collection of student work.</p> <p><b>Identify student work for collection:</b> In coordination with faculty teaching selected courses, student work on key assignments will be identified for collection as per academic assessment plans.</p> <p><b>Collect student work:</b> Student work will be collected from selected courses using an online assessment platform, e.g. Blackboard Outcomes.</p> <p><i>For example, in 2018-19 student work will be collected for the ILO of written communication for one course assignment in one course that was previously identified by faculty as having an ILO-PLO alignment for a program.</i></p>
<b>2. Analyze Student Work</b>	<b>2</b>	<p><b>Assess Student Work:</b> The ILO Subcommittee will score student work using ILO rubrics.</p> <p><b>Analyze Assessment Data:</b> Data will be summarized by the ILO Subcommittee and compared to previous year(s).</p> <p><b>Distribute Results:</b> A report of the assessment results will be provided to CAPR and the colleges for distribution.</p> <p><i>For example, in fall 2019, the ILO Subcommittee will score written communication student work collected in 2018-19 and provide a report of the results to CAPR for review and distribution to college Associate Deans (the college assessment liaisons) who will review and further distribute as appropriate.</i></p>
<b>3. Implement Changes</b>	<b>2 , 3</b>	<p><b>Make decisions:</b> Colleges and committees will identify any curricular program changes if needed with the goal of improving student learning.</p> <p><b>Implement Decisions:</b> Pedagogical, curricular, or programmatic changes will be planned or made as needed and reported following program review procedures by faculty at the program level (e.g. external accreditation).</p> <p><b>Refine the assessment:</b> Assessment tools and/or processes will be improved by the ILO Subcommittee prior to the launch of the next five-year assessment cycle.</p> <p><i>For example, a program may find that an area for improvement in their program for written communication such as grammar and mechanics) is consistent with an area for improvement in written communication at the ILO level and may include in their “close the loop” activities changes in assignment design.</i></p>

Table 2. Long Term Assessment Schedule for ILOs. Student work is collected on a five-year cycle to match the academic program review cycle.

The schedule extends to 2025, the year of the next University WASC accreditation Visit.

\*Written Communication and Information Literacy will be the only two ILOs collected and assessed in the first cycle in 2018-19 as an adjustment to accommodate the first term on semesters.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
ILO	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
<b>COMMUNICATION</b>								
Written Communication	*Collect	Analyze Implement	Implement			Collect	Analyze Implement	Implement
Oral Communication			Collect	Analyze Implement	Implement	Collect	Analyze Implement	Implement
Information Literacy	*Collect	Analyze Implement	Implement			Collect	Analyze Implement	Implement
<b>THINKING</b>								
Critical Thinking		Collect	Analyze Implement	Implement			Collect	Analyze Implement
Quantitative Reasoning		Collect	Analyze Implement	Implement			Collect	Analyze Implement
<b>DIVERSITY</b>								
Diversity				Collect	Analyze Implement	Implement		Collect
Social Justice				Collect	Analyze Implement	Implement		Collect
<b>SUSTAINABILITY</b>								
Sustainability (Includes ethics)			Collect	Analyze Implement	Implement			
Social Responsibility (includes ethics)			Collect	Analyze Implement	Implement			
<b>COLLABORATION</b>								
Collaboration and Teamwork					Collect	Analyze Implement	Implement	
Leadership					Collect	Analyze Implement	Implement	

Table 3. Rubric development and pilot schedule for ILOs.

					Year 1	Year 1	Year 2
ILO Rubric	2016-17	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Spring 2019	Fall 2019
<b>COMMUNICATION</b>							
Written Communication	*Senate Approved						
Oral Communication		Develop Rubric	Pilot Align	Pilot Assess	Senate Approval		
Information Literacy	Pilot Align		Pilot Assess Senate Approval				
<b>THINKING</b>							
Critical Thinking	*Senate Approved						
Quantitative Reasoning		Pilot Align	Pilot Assess	Senate Approval			
Creative Thinking				Develop Rubric	Pilot Align	Pilot Assess Senate Approval	
<b>DIVERSITY</b>							
Diversity	*Senate Approved						
Social Justice					Develop Rubric	Pilot Align	Pilot Assess Senate Approval
<b>SUSTAINABILITY</b>							
Sustainability			Develop Rubric	Pilot Align	Pilot Assess Senate Approval		
Social Responsibility Citizenship			Develop Rubric	Pilot Align	Pilot Assess Senate Approval		
<b>COLLABORATION</b>							
Collaboration and Teamwork					Develop Rubric	Pilot Align	Pilot Assess Senate Approval
Leadership					Develop Rubric	Pilot Align	Pilot Assess Senate Approval

**\*Senate Approved:** rubric has been previously developed, piloted, assessed, and approved by Senate.

**Develop Rubric:** Faculty representing all colleges collaborate on developing an ILO rubric to assess upper division student work.

**Pilot Align:** Faculty representing all colleges align an assignment in an upper division course to the ILO rubric.

**Pilot assess:** ILO Subcommittee assesses student work and revises rubric as needed.

**Senate Approval:** Last step in the development plan. Proposed rubric is approved by ILO Subcommittee, CAPR, and Senate for university-wide adoption.

## **Assessment of ILOs in Graduate Programs**

### *Process*

All graduate degree programs will align their program learning outcomes with a minimum of two institutional learning outcomes in addition to the disciplinary knowledge ILO [14-15 CAPR 14 Institutional Learning Outcomes Assessment Plan](#). This alignment is submitted along with their semester degree revision proposals.

The disciplinary knowledge ILO will be assessed through all graduate programs' ongoing program assessment process.

All graduate programs will schedule the assessment of their two specified program learning outcomes to coincide with the *Long Term ILO Assessment Schedule for ILOs*, Table 2.

The programs are responsible for collecting samples of student work and applying an assessment measurement instrument (e.g. rubric) that captures the students' achievement of both the PLO and the corresponding ILO through their normal reporting structure. The results will be analyzed by the program and reported to the ILO Subcommittee and the Graduate Advisory Council (GAC). The individual programs will be responsible for reviewing the results at the program level and developing plans for implementing any changes. GAC will review the results across all programs and make conclusions and recommendations on how the university might better meet the ILOs at the graduate level.

### *Roles*

*CAPR*: The Committee on Academic Planning and Review (CAPR) is the Senate Committee with oversight of assessment.

*ILO Subcommittee*: The ILO Subcommittee, a subcommittee of CAPR, will manage the assessment of ILOs each year and will report back to CAPR and to the Senate.

*Office of Graduate Studies*: The Office of Graduate Studies will assist graduate programs with the coordination of the program assessment process (scheduling assessments, developing measurement techniques, etc. upon the request of particular programs) and will lead the Graduate Advisory Council's review of the assessment results.

*Graduate Advisory Council (GAC)*: The Graduate Advisory Council is an advisory group (11-12 CIC 11 Graduate Advisory Council) that provides a forum for communication among graduate coordinators on matters of concern to students and faculty in their respective programs and works collaboratively with the Office of Graduate Studies on matters regarding principles, policies, and procedures affecting graduate and post-baccalaureate education in order to ensure the quality and effectiveness of graduate education.

*Graduate Coordinators*: Each graduate program has a graduate coordinator who is responsible for implementing the assessment of program-level student learning outcomes (Academic Affairs Directive 2013-01). They will be responsible for providing the assessment results for the two aligned PLO's (in addition to disciplinary knowledge) to the GAC for its review.