



University Summary Report: ILO Social Responsibility Assessment of Student Learning

November 29, 2021, v1

INTRODUCTION

Special Note about COVID-19: While all assessment work referenced in this report was completed as scheduled, the COVID-19 pandemic that began in the Spring of 2020 and continued to impact the University through the Fall of 2021 when this report was written. This includes the collection, assessment, and analysis of student work in college discussions, and implementing college and University changes - all of which were impacted to some degree.

The Educational Effectiveness Council (EEC), along with other academic committees such as the Committee on Academic Planning and Review (CAPR) and the ILO Subcommittee, supported ongoing assessment and reflection about student learning for mindful, flexible, and nimble decision making during this dynamic period. Additionally, teaching, learning, and assessment discussions and decision-making related to equity, inclusion, and social justice issues continued to be a critical part of academic assessment during this time.

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 schedule for the [ILO Long Term Assessment Plan](#), Cal State East Bay gathered recent student learning data to support the assessment of the University's Social Responsibility Institutional Learning Outcome. These data are intended to provide additional context for existing academic review discussions, analysis, and decision making to improve student learning.

Overview of Social Responsibility and Community Engagement

[The Center for Community Engagement](#) (CCE) outlines over 30 years experience building service learning and community engagement at Cal State East Bay (CSUEB) and within the CSU. While the CCE takes the lead on many partnerships, programs, and activities, community engagement at Cal State East Bay is largely decentralized, meaning that a variety of programs and departments across the university coordinate their own community engagement efforts. Students in a wide variety of undergraduate majors take community-engaged classes:

Terminology: Community engagement and service learning are terms used to describe the type of learning experience a student may have within a course. Courses titles may or may not explicitly reference these terms; however the learning experiences are directly related to outcomes associated with community engagement and service learning:

- *Community Engagement* - An umbrella term, “the collaboration between institutions of higher education and communities for the mutually beneficial exchange and production of knowledge and resources in a context of partnership and reciprocity.”
- *Community-Engaged Learning (CEL)* - Broad term used to classify the variety of curricular community-based learning experiences and activities that students engage in that contribute to the public good, commonly through education, equity, health, sustainability, economic development. A course is considered ‘community-engaged’ based on implementation, not title or course label. Within CEL, practices vary widely in terms of depth, breadth and scope of student activities and partnerships. CEL courses may use such terms as fieldwork, applied, practicum, internship, service.
- *Service Learning (SL)* - A specific type of Community-Engaged Learning in which substantive community engagement and the related community partnerships are a critical component of course learning, with equal focus on community impact and student learning related to social justice or responsibility.

There are over 100 undergraduate and graduate community engaged and service learning courses.

METHODS

Relevant data and university sources for ILO Social Responsibility were gathered from several relevant sources (Table 1). Additionally, colleges will integrate relevant program review data into college discussions as appropriate (e.g. program reviews, college surveys).

Table 1. Sources of key data, sources, and dates of collection for ILO Social Responsibility assessment

| Key Data and University Sources | Date |
|---|-----------|
| Assessment of Undergraduate Senior Level Student Work for ILO Social Responsibility | 2020-2021 |
| Assessment of Graduate Level Student Work for ILO Social Responsibility | 2020-2021 |
| CSUEB Center for Community Engagement | |

Support Offered to Faculty with A Course Being Assessed

Faculty with an undergraduate upper division course being assessed for the ILO of Social Responsibility were all provided detailed instructions on aligning an assignment to the [ILO Social Responsibility rubric](#) and an offer to receive one-on-one support via Zoom.

During the Spring 2020 term, a group of cross-disciplinary faculty led by a faculty expert in the [Center for Community Engagement](#) and a faculty expert from the College of Science developed a detailed [ILO Social](#)

[Responsibility Assignment Guide](#) to help faculty craft assignments that allow students to demonstrate their achievement of the ILO of Social Responsibility. Faculty with an undergraduate upper division course being assessed for the ILO of Social Responsibility were also provided the assignment guide as a resource to align their assignment to the ILO.

Assessment of Undergraduate Senior Level Student Work for ILO Social Responsibility 2020- 2021

Undergraduate courses aligned to ILO Social Responsibility: Five (5) senior level course sections were aligned to the ILO of Social Responsibility (Table 2). These courses represented five disciplines from the College of Letters, Arts, and Social Sciences (CLASS), College of Science (CSCI), and the College of Education and Allied Studies (CEAS).

Three outcomes were assessed during this ILO Assessment cycle, (Sustainability, Oral Communication, and Social Responsibility) contributing towards a modest number of social responsibility course sections being selected for assessment.

Table 2. Numbers of course sections assessed by college for ILO Social Responsibility 2020-21.

| College | Departments Represented | # Course sections Assessed |
|--------------|---------------------------------------|----------------------------|
| CEAS | Kinesiology | 1 |
| CSCI | Biology Nursing | 2 |
| CLASS | Human Development Criminal Justice | 2 |
| Total | | 5 |

Faculty Assessed Student Work: The ILO Subcommittee, a faculty subcommittee of the Committee on Academic Planning and Review (CAPR) representing the four colleges and Library Services assessed student work samples in the Fall 2021 term after receiving [Assessment and Calibration Training](#) similar to other ILOs - facilitated by a faculty peer assessment expert. Student samples were randomly selected from the five course sections using Blackboard Outcomes, an electronic assessment platform within Blackboard.

Assessment of Graduate Level ILO Social Responsibility Student Work 2020-2021

One of the thirty-five graduate programs at CSUEB chose to align one or more of their Program Learning Outcomes with the Social Responsibility ILO and participated in assessment of that ILO in 2020-2021. Programs from one of the four CSUEB colleges were represented.

Table 3. Numbers of programs aligned by college for Social Responsibility ILO 2020-21.

| College | Programs Represented | # Programs Aligned to Social Responsibility ILO |
|---------|-------------------------|---|
| CBE | Business Administration | 1 |
| CEAS | None | 0 |
| CLASS | None | 0 |
| CSCI | None | 0 |

No common process was specified for collecting or assessing data. The one program was subject to assessment requirements from its accrediting organization, and so was asked to specify their own assessment process and describe the process when reporting their results. The program assessed assignments from all students in the section being assessed and used a single assessor to assess each assignment.

RESULTS

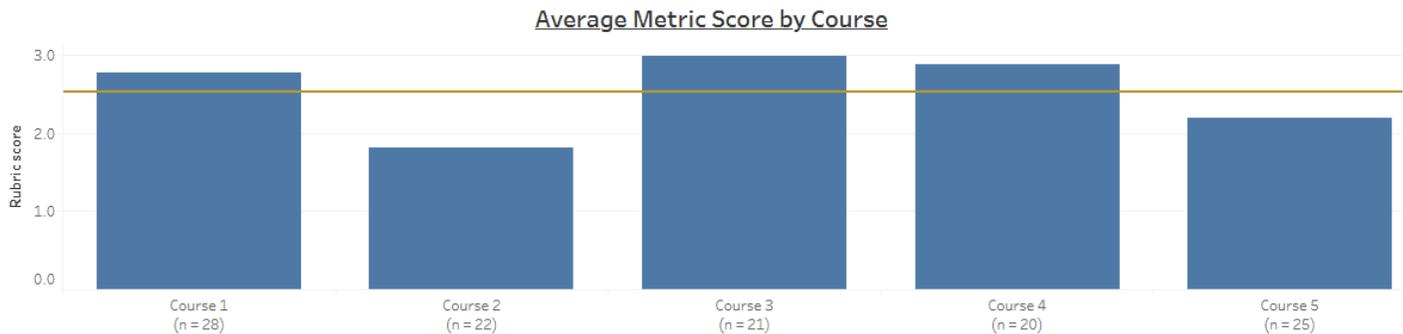
Assessment of ILO Social Responsibility Undergraduate Student Work 2020-2021

Student Performance Social Responsibility

Figure 1. Overall assessment results for the [four ILO Social Responsibility rubric categories](#): Perspectives, Context, Impact, and Self-Empowerment. Each student work sample was assessed twice by two different trained faculty assessors. Faculty assessed eleven (11) student samples from each of the five course sections using the [ILO Social Responsibility rubric](#). 58 total student samples were assessed twice for a total of 116 assessments.

2020 - 2021 Cal State East Bay ILO Assessment: Social Responsibility

Select the social responsibility metric(s) you are interested in by using the filters on the right side of the page to view the metric's average score by course/college and the distribution of that metric's rubric scores. Each metric is scored on a scale of 1-4 points.



Distribution of Rubric scores (1 - 4) by Course

| | 1 | 2 | 3 | 4 |
|----------------------|-----|-----|-----|-----|
| Course 1 (n = 28) | 6% | 26% | 52% | 16% |
| Course 2 (n = 22) | 44% | 34% | 18% | 3% |
| Course 3 (n = 21) | 6% | 23% | 38% | 33% |
| Course 4 (n = 20) | 9% | 22% | 42% | 27% |
| Course 5 (n = 25) | 22% | 39% | 36% | 3% |

Institutional Effectiveness and Research (IER) Social Responsibility Dashboard

Institutional Effectiveness and Research (IER) hosts a public dashboard on the Tableau Server:

[https://analytics.csueastbay.edu/#/site/Public/views/ILOSocialResponsibility2020-](https://analytics.csueastbay.edu/#/site/Public/views/ILOSocialResponsibility2020-2021/SocialResponsibilityOverview?iid=1)

[2021/SocialResponsibilityOverview?iid=1](https://analytics.csueastbay.edu/#/site/Public/views/ILOSocialResponsibility2020-2021/SocialResponsibilityOverview?iid=1) The assessment results provide an overview, course outcomes, and inter-rater reliability by college affiliation. As individual faculty and students are not identified in institutional assessment, disaggregated results are identified as “Course 1” etc. so that individual courses and faculty cannot be identified. Faculty who would like to know their results are provided their course information by Associates Deans.

Faculty Feedback on Sustainability Assignment

The complete feedback from two faculty whose course assignment was assessed in an upper division course and who responded to the end-of-term faculty survey on patterns, the process, and the rubric are [here](#) (Julie add link when posted).

While the feedback was relatively brief, the theme was that the rubric aligned fairly well with the course and assignment that was assessed.

Assessment of Graduate Level ILO Social Responsibility Student Work 2020-2021

The results of the assessment from the graduate program were specified based upon the rubric that they used, where this rubric was mandated by their accrediting organization.

Table 4. Characterization of Rubrics for Sustainability ILO Assessment

| College | Program | Rubric | # Criteria | Scale |
|---------|-------------------------|--------------------------|------------|-------|
| CBE | | | | |
| | Business Administration | Accrediting Organization | 5 | 0-8 |
| CEAS | | | | |
| | None | | | |
| CLASS | | | | |
| | None | | | |
| CSCI | | | | |
| | None | | | |

Only one graduate program aligned with the Social Responsibility sub-part of the Sustainability ILO. For confidentiality reasons, the assessment results are not reported here. In addition, an “n” of one is too small to provide meaningful results. The Graduate Advisory Committee will be asked to address this issue in the future.

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 wide-scale assessment
- Presentation of key sustainability 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 Sustainability 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 sustainability?
 - What can we do to improve?
 - How can we better meet students' needs for building sustainability at critical junctures for their learning?
- Summarize key topics and possible action steps and review next steps.