



Educational Effectiveness Council (EEC) Faculty Advisory Group Summary of Overlay Outcomes Recommendations Spring, 2024

EEC Faculty Advisory Group recommendations for updating Overlay/breadth Outcomes as a result of analyzing the 2018-22 cycle of ILO Assessment results. Presented at ILO Subcommittee March 11, 2024

INTRODUCTION

Purpose

The purpose of this summary from the EEC Faculty Advisory group (representing every college) is to provide recommendations to update course outcomes for the three Overlays of Diversity, Social Justice, and Sustainability. These recommendations came from the group's analysis of the first cycle of ILO Assessment assessment from 2018-2022 with the recommendation that the [Committee on Instruction and Curriculum](#) (CIC) and other groups involved in updating overlay course outcomes consider this input when proposing revisions.

Background

[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](#) and breadth requirements. ILO Assessment follows the [ILO Long Term Assessment Plan](#) which aligns the schedule of assessment for undergraduate, graduate, and general education assessment including Overlays.

Following the schedule for the ILO Long Term Assessment Plan, Cal State East Bay gathered and [reported](#) assessment student learning data on Overlays followed by closing the loop [reporting](#). As part of continuous improvement work, the EEC Faculty Advisory group normally makes refinements to ILO rubrics. As the Overlays are breadth requirements overseen by General Education, these recommendations were provided to GE to be included in the next cycle of review of Overlay outcomes by the institution.

DIVERSITY OVERLAY/BREADTH OUTCOMES

[Link](#) to analysis

Recommended	Current
After completion of a course designated as fulfilling the Diversity Overlay requirement, students will be able to: <ol style="list-style-type: none">1. Describe the histories, experiences or views of one or more cultural groups.	Upon completion of the Diversity Overlay requirement, students will be able to: <ol style="list-style-type: none">1. Describe the histories and/or experiences of one or more U. S. cultural groups and the resilience and agency of group members;

<ol style="list-style-type: none"> 2. Analyze the overlap or intersection of social identities of oneself and/or other cultural groups (e.g., culture, gender, class, sexuality, religion, disability, immigration status, and/or age). 3. Examine the impact of their own identity on their experiences with and/or views of other cultural groups. 	<ol style="list-style-type: none"> 2. Identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures; 3. Analyze the intersection of the categories of race and gender as they affect cultural group members' lived realities and/or as they are embodied in personal and collective identities. 4. Recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within cultural groups complicate individual and group identities. <p>For the purposes of this document "cultural group(s)" refers to historically oppressed groups in the United States such as: African Americans, Asian Americans, Pacific Islanders, Latinos/as, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer identified people)</p>
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SOCIAL JUSTICE OVERLAY/BREADTH OUTCOMES

Link to [analysis](#)

Recommended	Current
<p>After completion of a course designated as fulfilling the Social Justice Overlay requirement, students will be able to:</p> <ul style="list-style-type: none"> ● Use a disciplinary perspective to analyze issues of social justice and equity using a disciplinary approach; ● Evaluate the challenges and opportunities to achieving social justice; and ● Identify/propose ways in which individuals and/or groups can contribute/promote/advocate/recommend to social justice within local communities, nations, or the world. ● Propose ways in which individuals and/or groups could take action to help improve social justice within local communities, nations, or the world. 	<p>After completion of a course designated as fulfilling the Social Justice Overlay requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. use a disciplinary perspective to analyze issues of social justice and equity; 2. describe the challenges to achieving social justice; and 3. identify ways in which individuals and/or groups can contribute to social justice within local communities, nations, or the world.

SUSTAINABILITY OVERLAY/BREADTH OUTCOMES/RUBRIC

Link to [analysis](#)

Previous Outcomes

After completion of a course designated as fulfilling the Sustainability Overlay requirement, students will be able to:

- Identify the environmental, social, and economic dimensions of sustainability, either in general or in relation to a specific problem;
- Analyze interactions between human activities and natural systems;
- Describe key threats to environmental sustainability; and
- Explain how individual and societal choices affect prospects for sustainability at the local, regional, and/or global levels.

In this instance, the group made some recommendations on updates to the rubric. It is recognized that outcomes must first be changed prior to rubric revisions.

Most Recent Suggested Edits to Rubric

ILO Sustainability Rubric Approved by Academic Senate March 3, 2020 Draft edits 4-13-22; 4/25/22				
Description: Cal State East Bay envisions a future that ensures environmental integrity, economic vitality, and a just society for present and future generations and graduates who will be able to act responsibly and sustainably at local, national, and global levels and in their personal and professional lives.				
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Threat(s) and Opportunities: Identification and description of key threats to environmental sustainability (between local, regional and/or global) and economic/social opportunities that arise from addressing the threat(s) with supporting examples/evidence. Note: Add e.g.	Skillfully and comprehensively addresses all aspects of this category	Minor gaps in identification, description or evidence	Some significant gaps in identification, description and/or evidence	Major gaps, unclear or not relevant
Agency: Identification and description of individual and/or collective actions (e.g. personal choice, voting, law, policy, community action) to address major sustainability threat(s) /opportunities.	Appropriately identifies and describes key individual and collective actions	Minor misalignment(s) in identification(s) and/or errors in description(s)	Some significant misalignment(s) in identification(s) and/or errors in description(s)	Major misalignment(s) and/or errors, unclear or not relevant

<p>Interconnectedness: Articulation of the interconnectedness between environmental quality and economic well-being and/or social issues equity, AND environmental quality with supporting examples/evidence.</p>	<p>Skillfully and comprehensively addresses all aspects of this category (evidence)</p>	<p>Minor gaps in articulation or evidence</p>	<p>Some significant gaps in articulation and/or evidence</p>	<p>Major gaps, unclear or not relevant</p>
<p>The Science: Application of systems thinking/ scientific concepts and/or evidence to describe how interactions between humans and natural systems affect sustainability with supporting examples/evidence.</p>	<p>Skillfully and appropriately addresses all aspects of this category (evidence)</p>	<p>Minor gaps in application or evidence</p>	<p>Some significant gaps in application and/or evidence</p>	<p>Major gaps, unclear or not relevant</p>
<p>Social Factors: Analysis and explanation of how social factors (e.g. historic/political/cultural) affect sustainability from different stakeholder perspectives with supporting examples/evidence.</p>	<p>Skillfully and logically addresses all aspects of this category</p>	<p>Minor gaps in analysis, explanation or evidence</p>	<p>Some significant gaps in analysis, explanation and/or evidence</p>	<p>Major gaps, unclear or not relevant</p>

Recently Approved Learning Outcomes

Upon completion of the Sustainability Overlay requirement, students will be able to:

1. Discuss multiple dimensions of sustainability, including the scientific, social, cultural, and/or economic.
2. Analyze interactions between human activities and natural systems
3. Describe strategies taken by individuals, communities, organizations, or governments for mitigating and/or adapting to key threats to environmental sustainability.