

Educational Effectiveness Council (EEC)

Funded Faculty Work, 2019-20 Academic Year

In the fall of 2019, and spring of 2020 five faculty received a three WTU course release in CLASS, CSCI, CBE and CEAS, and University Libraries. Faculty worked on teaching and learning assessment related student learning activities to maintain both the University's and their college's accreditation standards. As part of the Council's work, EEC faculty attended regular council meetings with college leadership and faculty to plan for and discuss EEC business for the academic year. Their work outside council meetings was completed based on the agreed upon assessment priorities from the college's Associate Dean and the Dean of APS.

The focus for the 2019-20 academic year for the colleges was to: 1) support faculty for courses aligned to the ILOs of Critical Thinking and Quantitative Reasoning; 2) finalize college assessment sites with curriculum maps and five-year assessment plans, support ILO assessment projects such (e.g. developing ILO assignment guides) where there was a need and they had expertise.

Colleges also worked with their program faculty to some degree on annual and five-year reviews due, met with chairs and EEC department meetings to explain assessment expectations and support faculty, and met with their associate dean during the academic year.

- [CSCI](#) Claire Valderama-Wallace supported college discussion on findings from the written communication assessment, and identified courses and assignments appropriate for aligning to ILO rubrics for the following academic year. CSCI co-facilitated the development of the ILO Social Responsibility Assignment Guide, and co-facilitated the development of the ILO Social Justice Assignment Guide. These projects involved planning, facilitating multiple meetings, and meeting multiple times afterwards to edit the guide and prepare it for posting. Additionally, Claire attended the ILO Subcommittee meeting to present the ILO Social Justice rubric pilot results and fine-tuned the ILO Social Justice rubric. She also supported the Quantitative Reasoning (QR) Assignment Design Workshop on February 7, 2020, to support the efforts of faculty as they refined their assignments to align to the QR rubric.
- [CEAS](#) Becky Beal helped gather information on the ILOs and rubrics the graduate programs within CEAS were using, helped to complete the CEAS Inventory of Educational Effectiveness Indicators for the WASC mid-cycle review, helped facilitate the completion of CEAS Long-Term Curriculum Assessment Plan, aided in communication with CEAS faculty on assessment related topics, and helped to recruit folks to serve on ILO rubric development groups and assessment groups.
- [CLASS](#) was supported by two faculty members, Kevin Kaatz and Dawna Komorowsky. Kevin Kaatz was part of the faculty team for assessing Written Communication and Information Literacy ILOs in May and June of 2019 assessing over 100 artifacts in 26 different courses and again a participant in the Critical Thinking ILO assessment team in May of 2020. He helped to organize a series of meetings for faculty to discuss the results of the assessment, brainstorm possible ways to close-the-loop and attended meetings to analyze the results and discuss closing the loop approaches. He also chaired the development of the ILO Oral Communication Assignment Guide and finalized the Assignment Guide. Kevin worked on the curriculum maps for all programs in CLASS. He worked with a number of programs to gather/make suggestions to their 5-Year Assessment Plans. Kevin also co-presented the Closing the Loop for Written Communication and Information Literacy Report to the Senate on April 28th.

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- Dawna Komorosky updated the CLASS college assessment website, developed new university road maps and 5 year assessment plans, and supported University ILO Assessment goals. Dawna contributed to efforts reviewing and developing a plan to discuss with faculty the university ILO written communication data, WST data, and NSSE data. Four open discussion sessions were offered to chairs and faculty where this data was presented. During these sessions EEC members were available to respond to questions and highlight the connection between course, program, college, and university level assessment goals. Faculty were encouraged to provide feedback regarding challenges they experience with assessment and share best-practices. Dawna worked closely with Interim AD Nielson to develop university road maps and 5-year assessment documents. As part of this project, she acted as liaison to Speech, Hearing, & Language Sciences, Sociology, Human Development, Ethnic Studies, Criminal Justice, and AGES + Global Studies. Additionally, Dawna worked collaboratively with the college to support university ILO assessments and was available to assist faculty with questions about the process.
- [CBE](#) was supported by two faculty members, Bala Rajan and Ryan Lampe. Bala was the lead faculty facilitating a cross-disciplinary faculty group developing the Quantitative Reasoning (QR) ILO – Assignment Guide to help faculty align their course assignment to the QR rubric. He was also the lead faculty member facilitating workshops in the fall and spring on Quantitative Reasoning (QR) ILO focused on aligning assignments to the ILO of Quantitative Reasoning for later assessment. Additionally, Bala was the lead faculty member leading a group of faculty through calibration training for assessment of the ILO of Quantitative Reasoning (QR) and helping faculty assess student samples using the QR rubric. Bala also was provided feedback on the written communication *Closing the Loop* university report.
- Ryan Lampe assisted in preparing the College of Business and Economics (CBE) Inventory of Educational Effectiveness Indicators (IEEI) in support of the Mid-Cycle Review. He was part of a recruitment committee to hire a Business Analyst in CBE to oversee the assurance of learning (AOL) program in the College. He also assisted in developing a Blackboard site that will allow CBE faculty members to “close the loop” as part of the AOL program. Ryan collaborated with the Associate Dean to reassign assessment of Learning Objectives related to teamwork and oral & written communication.
- [University Libraries](#) Stephanie Alexander coordinated conversations with the Library Faculty to discuss the results of the 2018-2019 assessment of CSUEB’s Written Communication and Information Literacy Institutional Learning Outcomes in order to improve our students’ development of information literacy skills and drafted the University Libraries’ section of the Closing the Loop University Summary Report. Stephanie was also part of the team that reviewed and revised the learning outcomes and expanded the number of courses offered in Information Studies, with courses now at both the lower and upper division levels by The Libraries’ Curriculum and Instruction Committee which has begun working on developing program learning outcomes that align with the Association of College and Research Libraries Framework for Information Literacy for Higher Education. Once the program learning outcomes are completed and adopted by the department, the student learning outcomes from each course will be revised to align to the relevant program learning outcomes. Additionally, Stephanie has continued to work with her colleagues in

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the Library to revise and improve University Libraries Information Literacy Assessment Website that presents information about the work being done on Information Literacy assessment within the Library and on East Bay's campus more broadly. Stephanie has also continued to coordinate East Bay's participation in the CSU COLD (Council of Library Deans) Student Success Study. This study is looking at the impact of information literacy instruction on students across most CSU campuses.

- [GE](#) Nancy White collaborated with GE Director, Educational Effectiveness Project Manager, and department chairs to identify faculty interested in participating in GE assessment projects, scheduled and helped facilitate faculty meetings, and worked with Online Campus to align rubrics for the following projects:
 - GE Area A1 Oral Communication: Communications faculty developed a scoring rubric that will be used to assess student work in COMM 100 and COMM 104. The group met in person twice and continued the work remotely through Zoom for the remaining meetings. Development of signature assignments and collection of student work is scheduled for Fall 2020.
 - GE Area A3 Critical Thinking: Philosophy faculty developed a scoring rubric and designed a signature assignment aligned with the rubric. The group met in the Spring to revise the signature assignment and plan for the collection of student work in PHIL 100. Data collection was postponed to Fall 2020 due to the pandemic.
 - GE Area B4 Quantitative Reasoning: Faculty from Mathematics and Statistics/Biostatistics developed a scoring rubric, designed signature assignments aligned to the rubric, and collected/evaluated student work from MATH 115 and STAT 100 in Fall 2019. The second collection of student work scheduled for Spring was postponed to Fall 2020 due to the pandemic.
- Nancy's other contributions included refining curriculum and assessment documents (program and course learning outcomes, roadmaps, 5-year assessment plans, and curriculum maps) serving on the ILO Subcommittee, refining scoring rubrics, assessing student work, and providing input for the assessment reports, and participating in discussions with faculty about ILO and GE assessment, strategies to improve student learning, and aligning signature assignments to scoring rubrics.

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ACCOMPLISHMENTS IN GE ASSESSMENT 2019-20

Below is a brief list the accomplishments in GE assessment for this past academic year.

CATEGORY	MAIN ACCOMPLISHMENTS
GE Pilot Assessment Projects Advanced	<ul style="list-style-type: none"> ● A2 Written Composition (First-year Composition). The first GE assessment project to complete a full “loop.” Discussions of the GE A2 Assessment Report in the Department of English and CLASS informed changes to ENGL 100/101, 102, and notably 109 (the support course) that will be implemented next academic year. Discussions of the A2 report in the College of Science led to ideas for pedagogical shifts that would integrate more opportunities for writing in the STEM disciplines. ● B4 Quantitative Reasoning. Faculty from Mathematics and Statistics/Biostatistics developed a scoring rubric, created and aligned signature assignments for MATH 115 and STAT 100, and enabled the collection of student work. A second round of data collection was slated for Spring 2020 but postponed due to COVID-related issues. A GE B4 report is pending for Summer 2020. ● A3 Critical Thinking. Faculty from Philosophy developed a scoring rubric and created/aligned signature assignments. Data collection that was slated for Spring 2020 had to be postponed due to COVID-related issues. ● A1 Oral Communication. Faculty from Communication developed a scoring rubric and spearheaded creation of A1 course criteria.
GE Assessment Website Updated	<ul style="list-style-type: none"> ● http://www.csueastbay.edu/ge/assessment/index.html
GE Assessment Resources Completed	<ul style="list-style-type: none"> ● Faculty Primer for GE Assessment
Key Collaborations Maintained	<ul style="list-style-type: none"> ● ILO Assessment and partnership with Julie Stein ● EEC Faculty Representative, Nancy White ● WASC Community of Practice and Mentor, Kathleen Yancey ● Chairs and key faculty members in English, Mathematics, Statistics/Biostatistics, Philosophy, and Communication ● Blackboard/On-line Campus ● Key committees: CAPR, CIC, EEC, and GEOC

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2020-2021 University Priorities College EEC Faculty Members:

- **ILO Assessment:** Communicating with and supporting college faculty who are scheduled to align courses to ILOs of Oral Communication, Sustainability, and Social Responsibility. As appropriate, participating in assessment of ILO Oral Communication.
- **Closing the Loop:** Providing input to APS to prepare meaningful ILO assessment reports for Quantitative Reasoning and Critical Thinking for university and colleges; help conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for changes;
- **College Assessment sites:** Maintaining current college assessment web pages including fine tuning curriculum maps and five-year assessment plans (fall 2020) and updating mapping alignments from PLOs to ILOs for ILO assessment (spring 2021).
- **Liaising with programs** to incorporate assessment results into program review to support closing the loop on ILO assessment for improvement of student learning; reviewing and refining PLOs and course SLOs as needed.

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