



# University Summary Report: Sustainability Assessment of Student Learning

December 2, 2021, v2

## 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 Committee, along with other academic committees such as 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 diversity, 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 Sustainability Institutional Learning Outcomes. These data are intended to provide additional context for existing academic review discussions, analysis, and decision making to improve student learning.

### Overview of Sustainability

At Cal State East Bay, the primary way in which the university engages its students with the ILO pertaining to sustainability is through its [breadth requirements](#) for the baccalaureate degree, namely the "[Overlay](#)" requirement (a minimum of 3 units) for Sustainability. Courses approved to fulfill the Sustainability Overlay include lower- and upper-division courses that may also satisfy other breadth areas (i.e., GE) and/or major requirements. Thus, undergraduate students engage with the concepts and issues of Sustainability in at least one required 3-unit course, and graduate students may or may not engage in any Sustainability-related topics, as they are not held to the same breadth requirement. However, departments differ in their undergraduate and graduate program emphases on learning outcomes related to Sustainability.

## METHODS

Relevant data and university sources for Sustainability 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 Sustainability assessment

Key Data and University Sources	Date
Assessment of Undergraduate Senior Level Student Work for Sustainability	2020-2021
Assessment of Graduate Level Student Work for Sustainability	2020-2021
CSUEB <a href="#">Office of Sustainability</a>	
CSUEB <a href="#">Campus Sustainability Committee</a>	

### **Support and Professional Development Workshops Offered to Faculty with A Course Being Assessed**

Faculty with an undergraduate upper division course being assessed for the ILO of Sustainability were all provided detailed instructions on aligning one or more assignments to the [Sustainability rubric](#) and the offer of one-on-one-support by their college and Academic Programs and Services.

During the Spring 2020 term, a group of cross-disciplinary faculty led by a faculty expert developed a detailed [ILO Sustainability Assignment Guide](#) to help faculty craft assignments that allow students to demonstrate their achievement of the ILO/Overlay of Sustainability. In the Fall 2020 and Spring 2021 terms, faculty with an undergraduate upper division course being assessed for Sustainability were provided the assignment guide and also offered the option of attending a funded professional development workshop was faculty peer coaching on strengthening their assignment to further align it to the Sustainability ILO using an adapted model based on the [NILOA Assignment Charrette](#). 15 faculty from the College of Letters, Arts, and Social Sciences and the College of Education and Allied Studies with an undergraduate upper division course being assessed for the ILO of Sustainability attended the funded professional development workshop or coaching session finding the professional development helpful, collaborative, and engaging. Faculty also submitted changes to the course assignment, assessment, or related pedagogy as a result of the coaching support.

### **Assessment of Undergraduate Senior Level Student Work for ILO Sustainability 2020- 2021**

*Undergraduate courses aligned to ILO Sustainability:* Eighteen (18 ) senior level course sections were aligned to the ILO of Sustainability (Table 2). These courses represented 10 disciplines from the College of Letters, Arts, and Social Sciences (CLASS), College of Science (CSCI), College of Education and Allied Studies (CEAS), the College of Business (CBE) and University Libraries (LIB).

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

<b>College</b>	<b>Departments Represented</b>	<b># Course sections Assessed</b>
CEAS	Kinesiology	1
CBE	Economics	1
CSCI	Biology Environmental Science	6
CLASS	English Environmental Studies Ethnic Studies Geography History	8
University Libraries	Information Literacy	2
<b>Total</b>		<b>18</b>

*Faculty Assessed Student Work:* Five participating faculty representing the four colleges and Library Services assessed student work samples after receiving [Assessment and Calibration Training](#). Student samples were randomly selected from the 18 course sections using Blackboard Outcomes, an electronic assessment platform within Blackboard.

### **Assessment of Graduate Level ILO Sustainability Student Work 2020-2021**

Academic Senate policy requires that graduate programs align to at least two ILOs as specified in the ILO Long-Term Assessment Plan. None of the thirty-five graduate programs at CSUEB chose to align with the Sustainability ILO. One program chose to assess the ILO although they had not chosen to formally align a PLO to the ILO. Programs from one of the four CSUEB colleges were represented.

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

<b>College</b>	<b>Programs Represented</b>	<b># Programs Aligned to Sustainability ILO</b>
CBE	None	0
CEAS	None	0
CLASS	Public Administration	0 (not aligned but assessed and submitted results)
CSCI	None	0

No common process was specified for collecting or assessing data. The one program developed their own discipline-specific rubric and process to be used for assessment. The program assessed assignments from all students in the section who chose to complete a sustainability-related essay and used a single assessor to assess each assignment.

### **CSUEB Office of Sustainability**

The [Office of Sustainability](#) ensures the campus is meeting statewide and CSU-system wide sustainability goals and requirements. This includes providing co-curricular learning experiences for students through internships, employment, clubs/organizations, service-learning opportunities and events and assisting faculty in conjunction with the Office for Faculty Development in supporting curriculum development, professional development and research opportunities in the area of sustainability.

### **CSUEB Campus Sustainability Committee**

The CSUEB [Campus Sustainability Committee](#) makes recommendations to the Office of the President for how to best meet the directives of the CSU sustainability policy, campus' Carbon Commitment and Climate Action Plan, and overall campus issues related to environmental, economic, and social sustainability. Their work includes promoting and supporting a culture of sustainability at Cal State East Bay and enhance the sustainability literacy of students, faculty, and staff.

## **RESULTS**

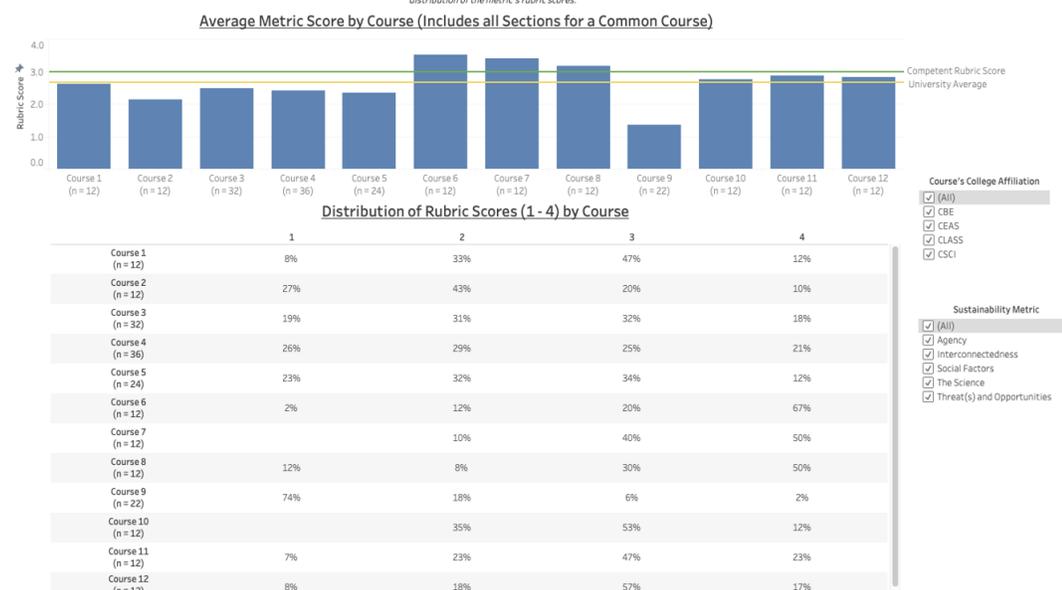
### **Assessment of ILO Sustainability Undergraduate Student Work 2020-2021**

#### *Student Performance Sustainability*

Figure 1. Overall assessment results for the five [ILO Sustainability rubric categories](#): Threat(s) and Opportunities, Agency, Interconnectedness, The Science, and Social Factors. Each student work sample was assessed twice by two different trained faculty assessors. Faculty assessed six (6) student samples from each of the 18 course sections using the [Sustainability](#) rubric. 108 total student samples were assessed twice for a total of 216 assessments. Results were combined for multiple sections from the same course.

## 2020 - 2021 Cal State East Bay ILO Assessment: Sustainability

Select the sustainability metric(s) you are interested in viewing by using the filters on the right side of the page to view the metric's average score by course and the distribution of the metric's rubric scores.



Additional breakdown of data including college specific results are available through this link [Sustainability: https://analytics.csueastbay.edu/](https://analytics.csueastbay.edu/) -> Click on "Explore" on the left-hand panel -> Public IER -> Course Analysis -> ILO Sustainability (2020-2021). Results are also on the [Institutional Effectiveness and Research](#) dashboard. As individual faculty and students are not identified in institutional assessment, disaggregated results will be identified as "Course 1" etc. so that individual courses and faculty cannot be identified. Faculty who would like to know their results will be provided their course information by Associates Deans.

### Faculty Feedback on Sustainability Assignment

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

While a couple of the faculty thought students did well overall compared to their expectations, a theme was the challenge of designing the assignment to address the complexities of the topic and rubric categories which also was evidenced in the student work. Most of the comments related to suggestions to simplify the rubric and to scaffold assignments to more easily address having a single course to reach proficiency in Sustainability.

### Assessment of Graduate Level ILO Sustainability 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 developed by the program.

Table 4. Characterization of Rubrics for Sustainability ILO Assessment

College	Program	Rubric	# Criteria	Scale
CBE				
	None			
CEAS				
	None			
CLASS				
	Public Administration	Discipline-specific	3	1-4
CSCI				
	None			

Only one graduate program performed assessment 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.