

Long-Term ILO Assessment Plan Proposal (DRAFT 3-5/12/14)

ILO Assessment Cycle—Phase 1

This proposal presents a cyclical plan for institutional level assessment of our Cal State East Bay institutional learning outcomes (ILOs) and the WASC core competences. In general, the plan is to assess each ILO over a three-year period, with overlapping 3-year cycles; that is, the first ILO will be assessed in Years 1, 2 and 3, with the assessment of ILO 2 beginning in Year 2, and beginning its own 3-year cycle. The first year of each cycle will consist of developing and piloting a rubric for that ILO. Year 2 will be spent working with faculty to develop and align class assignments, collecting student artifacts, applying the rubric to the artifacts and analyzing the results. Year 3 will be spent disseminating the results and implementing closing the loop activities.

The chart below outlines this plan, with “ILO X” representing the particular ILO being assessed in that 3-year cycle.

Year 1	Year 2	Year 3
<p>1. Develop rubric in FLCs (faculty learning communities) for ILO x.</p> <p>2. Pilot rubrics across disciplines in FLCs.</p> <p>3. Send out call for Assessment Working Groups for ILO x.</p>	<p>1. Assessment Working Groups develop assignments aligned with ILO x.</p> <p>2. Assess ILO x in GE Subcommittee, ILO Subcommittee, and Assessment Working Groups using rubric developed in year one.</p> <p>3. Collect and post samples of student work for ILO x portfolio based on call from ILO Subcommittee. (See attached call.)</p> <p>4. Conduct focus groups on co-curricular effects on ILO x (data gathering: students; analysis: ILO Subcommittee).</p> <p>5. Subcommittees and working groups report assessment results, analysis, and closing the loop recommendations to CAPR and CIC.</p>	<p>1. Implement closing the loop activities based on year two findings.</p> <p>2. Synthesize recent CAPR annual and 5-year review reports for evidence of closing the loop on ILO x.</p> <p>3. Prepare for next three-year assessment loop for ILO x.</p>

Assessment Schedule—Phase 1

Start Year	ILOs	WASC Core Competencies
2012-2013	Critical thinking	Critical thinking
2013-2014	Writing Diversity	Writing
2014-2015	TBD	TBD
2015-2016	TBD	TBD
2016-2017	TBD	TBD
2017-2018	TBD	
Continuous	Disciplinary knowledge (annual PLO assessment in programs)	Information literacy (annual assessment of lower-division and upper-division library class)

ILOs:

Thinking and reasoning (critical, creative, quantitative)
 Communication (written, oral)
 Diversity (multicultural competencies, social justice)
 Collaboration (leadership)
 Sustainability (responsibility)
 Disciplinary knowledge

Core Competencies:

Critical thinking
 Information literacy
 Written communication
 Oral communication
 Quantitative reasoning

Related Assessment Activities—Phase 2

Alignment of ILO's with Program Learning Outcomes (PLO's)

1. All academic degree programs will be required to include alignment of program learning outcomes (PLOs) with the disciplinary knowledge ILO and at least two additional ILOs. A curriculum map showing these alignments is required in all program assessment plans.
2. For any ILO that a department/program aligns with a PLO, the department/program will assess that ILO in at least one relevant upper-division major course according to its program assessment timeline. Results, analysis, and closing-the-loop activities are included in annual and five-year program reviews.

Alignment of ILO's with General Education Learning Outcomes

The General Education Subcommittee of CIC is responsible for developing and implementing the assessment plan for the GE learning outcomes. It is recommended that the long term plan should be to require courses that have GE approval be required to align one assignment and submit student artifacts for GE learning outcomes that are aligned to ILOs on a schedule similar to that described above for ILO assessment.

ILO Assessment Cycle —Phase II

Phase 1 plans were created based on structures and ideas that developed during the Critical Thinking Assessment Project, which began in 2012. Similarly, Phase 1 experiences will be used to develop a second general assessment loop. It is likely that Phase 2 will use similar committee structures, activities, time lines, etc. However, Phase 1 is a discovery process in a number of ways, and we may find that we need something very different for Phase 2.