EXCELLENCE IN ASSESSMENT
APRIL 2021

INTRODUCTION

Since 2013, Cal State East Bay (CSUEB) has made significant progress building and implementing cohesive campus-wide academic and co-academic assessment at all levels. Threaded throughout is strong evidence of our collaborative and innovative culture, integrated processes, ongoing improvements, and a long-standing commitment to equity and social justice.

SIGNIFICANT MILESTONES IN ASSESSMENT

Strategic Planning 2006

CSUEB establishes its strategic plan, setting the stage for the campus to be one of the first in the CSU to develop and assess Institutional Learning Outcomes (ILOs).

ILO Adoption 2012

The Academic Senate unanimously adopts the campus' ILOs.

WASC Re-accreditation 2015

WASC fully reaffirms CSUEB's accreditation for 10 years with commendations for being one of the first universities to address the new requirement for core competency assessment and for our collaborative transparent assessment approach.

2009

1. GROUPS and INDIVIDUALS ENGAGED IN ASSESSMENT

Pages 2 and 3 outline assessment leadership and infrastructure. A substantial number of faculty, staff, and administrators actively participate in assessment committees at all academic and co-curricular levels. A number of these individuals serve on multiple committees, facilitating collaborative and cohesive decision-making. Representatives from all units/committees (page 3) provided input on the EIA application.

2. STUDENT LEARNING OUTCOMES STATEMENTS

Student Learning Outcomes (SLOs) have been developed, aligned, published, and utilized at all levels from ILO, PLO, GELO, CLO, and co-curricular.

Institutional Learning Outcomes (ILOs)

SLO RESOURCES

CSUEB' award winning Office of Online Campus incorporates quality assurance using standards from the Quality Matters Higher Education Rubric to ensure alignment to course learning outcomes. GE has created the

5. CURRENT INSTITUTIONAL-LEVEL ASSESSMENT ACTIVITIES

For the 2020-21 academic year, 3,956 student artifacts are estimated to be assessed for ILO, GE, and program review. The ILO, GE, and Graduate assessment operate on a synchronized schedule and is on-track with these key activities:

Planning for campus-wide assessment of Social Justice, Diversity, and upper-division GE are underway for **2021-22.**

PROGRAM REVIEW

Program review is on-track with the program review schedule with a limited number of reports being

CO-CURRICULAR ASSESSMENT

The Provost and VP of Student Affairs direct the work of four subcommittees that have met regularly for several years to build and implement action plans from the Strategic Plan For Equitable Student Success: Student Development and Engagement, Recruitment, Persistence and Retention, and Academic Programs and Services. Contributing to this work, Student Affairs conducts annual planning retreats that include the assessment of their programs and services. In addition:

- In 2018-19 and 2019-2020, Student Affairs received consultation and recommendations for assessment from Academic Affairs.
- Since 2015, Student Affairs includes members on the ILO Subcommittee.
- Academic Programs and Services (APS) oversees undergraduate advising and requires most units to assess their programs using this Co-curricular Assessment Planning Tool.

During the pandemic, the existing, well-established support from the Online Campus and the OFD resulted in a relatively smooth transition to remote teaching. Using an evidence-based Instructional Design System, which follows current best practices for instructional design, more than 350 faculty have received Quality Matters certified training. Quality Matters (QM), a nationally recognized, faculty-driven peer-review process ensures the quality of online and blended course design. In response to the transition to remote instruction -

STUDENT INVOLVEMENT

Students participate in a number of assessment activities such as membership on (CAPR), co-development of the ILO Collaboration, Teamwork, and Leadership (CTL) rubric, co-development of several assignment guides, and participation in the CTL survey in 2019.

FACULTY SUPPORT

As all undergraduate students are required to take a Diversity, Social Justice, and Sustainability course to graduate at CSUEB (that align with ILOs) all faculty instructing an "Overlay" course receive a peer-developed assignment guide for Diversity, Social Justice, or Sustainability to help align course assignments to outcomes.

6. EVIDENCE OF INSTITUTIONAL-LEVEL STUDENT LEARNING

ASSESSMENT	EVIDENCE
ILO	The Assessment Results page provides detailed reports of ILO assessment results for Quantitative Reasoning, Critical Thinking, and Written Communication-Information Literacy. Data analyses were enhanced CSUEB student surveys, NSSE and BCSSE surveys, and Student Center for Academic Achievement reporting. All ILO assessment pilots are showcased on the ILO Subcommittee page underscoring our commitment to authentic assessment. (e.g., Social Justice pilot).

7. USE OF STUDENT LEARNING OUTCOMES RESULTS

EVIDENCE	ACTION
ILO	Every college uses the Assessment Results along with other campus and college data to inform programmatic and course-level improvements. In addition, results from the ILO Assessment Pilots informed revisions to assessment rubrics, process improvements, and program review.
GE	Assessment reports (including student success metrics) on the GE Assessment site have led to a deeper understanding of student need, which in turn, has shifted pedagogy, support structures, and coordination in GE courses. For example, in their first-year GE courses, math faculty have focused on building belonging, using active and collaborative learning, embedding co-requisite support, and establishing a community learning space (Math Lab).
GRADUATE PROGRAMS	

CORE COMPETENCY ADVISORY GROUP

A Core Competency Advisory Group has been established and will act on what we have been learning from the results of the first five-year cycle of ILO and GE assessment. We plan to examine the congruence between rubrics to identify similarities in core competency assessment and to modify assessment rubrics using fewer criteria to facilitate key assignment alignment, increase sampling sizes and rates, and enable deeper data analysis and closing-the-loop actions.

CURRICULUM AND ASSESSMENT PLATFORMS

Since 2013, CSUEB has used the Blackboard Outcomes electronic assessment platform. However, we've outgrown the capacities of this tool and are exploring other products that that more