

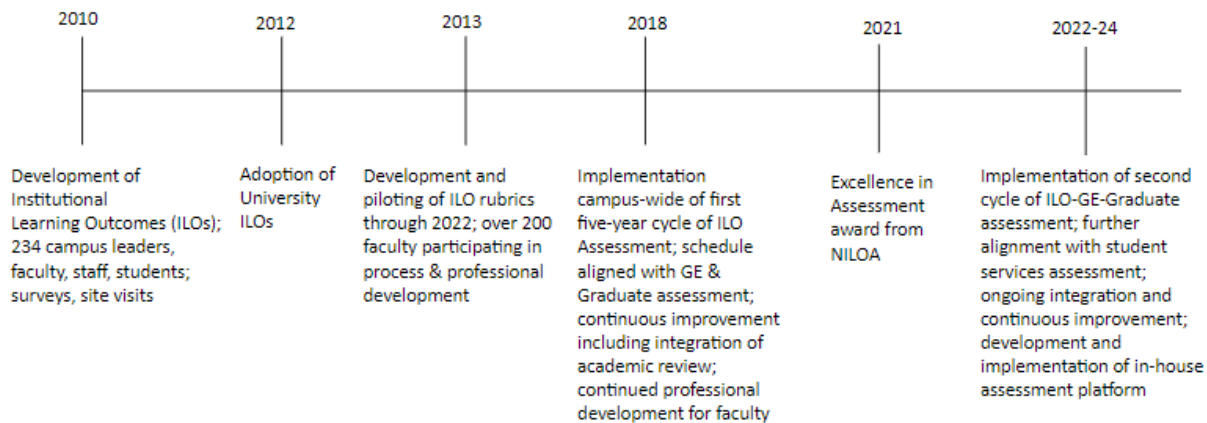
INSTITUTIONAL LEARNING OUTCOMES (ILO) INTEGRATED ASSESSMENT

EXECUTIVE SUMMARY

[Institutional Learning Outcomes](#) (ILOs) are the expected learning achievements for all CSUEB graduates, both undergraduate and graduate, and align closely with General Education and program requirements. Developed collaboratively by campus leadership, faculty, staff, and students, ILOs embody the unique identity of a CSUEB degree, including core competencies in thinking, reasoning, and communication, as well as outcomes related to diversity, social justice, sustainability, and specialized disciplines. For nearly 15 years, ILOs have remained aligned with [CSUEB's values](#), priorities, and various academic and co-curricular outcomes. Through ongoing, integrated cycles of outcomes assessment and a robust support infrastructure, the campus has documented steady growth in student competency attainment and further integration of DEI, recognized by the 2021 [National Institute for Learning Outcomes Assessment \(NILOA\) Excellence in Assessment Award](#).

SNAPSHOT INTEGRATED ASSESSMENT

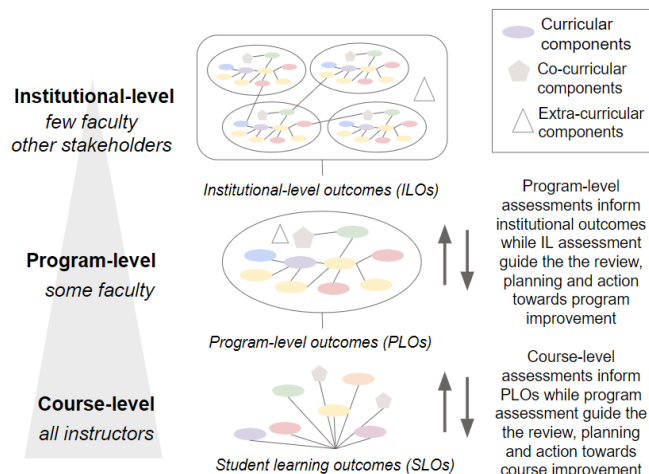
ILO Timeline



Integrating Assessment, Ana Almeida, Faculty, Biology

“It was inspiring to read student essays in different genres and topics. I find students exercising their critical and analytical skills particularly in synthesizing the authors’ ideas from alternative perspectives.”

GE faculty assessor
1st year written communication



“When instructions are clear and related to the rubric categories, students usually do great work. Some of the assignments are really interesting and thought-provoking.”

ILO faculty assessor,
4th year written communication

INTEGRATION HIGHLIGHTS

CSUEB Institutional Learning Outcomes

Core Competencies

Written Communication
Oral Communication
Information Literacy
Quantitative Reasoning
Critical and Creative Thinking

Breadth Requirements

Diversity
Social Justice
Sustainability

Additional Campus ILOs

Teamwork
Leadership
Specialized Discipline

Aligned Schedules

Developing an integrated and more equitable academic assessment plan across the institution was supported through CSUEB's participation in the 2017-19 WSCUC Community of Practice (COP) followed by continued work in 2021-22 with the COP mentor, a prior WSCUC core competency trainer. Assessment schedules for ILO, GE, and Graduate Studies are aligned to analyze common learning outcomes simultaneously. For example, in 2023-24, written communication was assessed across lower-division, upper-division, and graduate courses to gain broader insights into students' progression throughout their time at CSUEB. All programs align to two ILOs and report on ILO and GE assessment results through academic review procedures, annually or in the five-year CAPR report.

Integration throughout the University

- *Faculty Orientation:* Starting in 2022, new faculty are routinely introduced to assessment and curriculum committees, beginning at orientation and are invited to engage throughout their tenure.
- *Interconnected Committees:* Educational Effectiveness Council (EEC) members also serve on other campus-wide curriculum and assessment committees supporting an [infrastructure](#) that reinforces interconnection of the shared work and support for improvements. Over time, the ripple effect of having seasoned practitioners has resulted in steady progress building bench strength across campus and a culture of continuous improvement.
- *Ongoing Professional Development:* Since 2012, funded and unfunded faculty professional development activities are available ranging from faculty learning communities and workshops to peer coaching, and [professional presentations and publications](#). Topics have included [rubric design](#), [equitable assignment design](#), aligning pedagogy to outcomes, and improving metacognition in student learning.
- *Online Faculty Resources:* The online faculty resources for assessment at CSUEB are designed to support and [orient faculty in aligning program and course outcomes](#) with the student learning experience. A [comprehensive guide](#) and [video](#) provide step-by-step assistance for making course and program revisions. Curriculum map and [assessment plan templates](#) are available to help faculty maintain their [college assessment sites](#). [ILO](#) and [GE rubrics](#) are accessible online and embedded into Canvas for easy modification within courses or programs. The [Rubric Development Primer](#) assists faculty in creating or modifying rubrics for effective course or program assessment. Additionally, [assignment guides](#) are provided to help faculty refine assignments, ensuring they effectively meet course and program outcomes.
- *Best Practices for Assessment:* Building on AAC&U's [best practices](#) in assessment, CSUEB has trained a number of faculty across all colleges in [calibrating](#) (norming) and assessment. Inter-rater reliability assessment scores have typically been at or above AAC&U's [VALUE](#) initiative.
- *Accountability for Continuous Improvement:* Some of the ways accountability is built in are through course recertifications for GE/breadth, cross-committee planning, custom IER dashboards, closing the loop discussions, and annual, continuous improvement [public](#) reporting for [ILO](#), [GE](#), [Graduate](#), [program assessment](#), and Student Affairs assessment.

Spotlight: Spring 2024 Written Communication Assessment Results

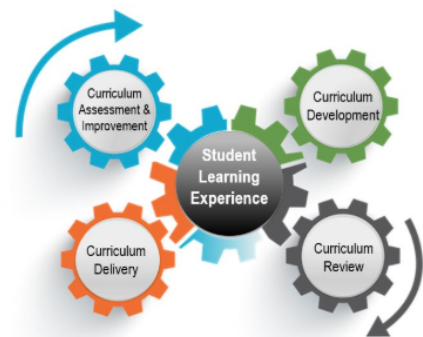
The largest assessment of student work (over 400 course assignments) was completed in spring 2024 for ILO and GE written communication spanning the undergraduate experience including first and second year writing, upper-division GE, and undergraduate writing requirement courses.

ILO assessment scores for "Meeting" or "Exceeding" competency levels increased from 82-95% in 2018 to 90-96% in 2024. First-year Written Communication scores improved significantly from 49-59% in 2018 to 74-88% in 2024. Changes in student learning are attributed to a range of improvements including outcome, rubric, and curriculum refinements, faculty retreats sharing curriculum and assignments, and English faculty conducting peer-to-peer classroom observations.

FUTURE GROWTH FOR INTEGRATED ASSESSMENT

Intentional Ongoing Continuous Improvement

Given the significant reduction in budget for assessment, CSUEB's growth is focused on maintaining momentum with limited resources by continuing integration into student services, prioritizing learning to be assessed, and increasing faculty participation through existing committees.



- **New Internal Assessment Platform:** In spring 2024, CSUEB implemented an assessment platform, built and piloted the prior year using Google workspaces. Utilizing faculty, IER and Online Campus expertise, this approach not only saved more than \$100,000 annually by not renewing Watermark's assessment software, but also simplified the process for faculty and administrators. Going forward, Academic Affairs will be determining how the platform technical expertise support will be continued without funding such as rewriting formulas, trouble-shooting, and possible migration to a new assessment platform.
- **Expansion in Student Services:** The Student Center for Academic Achievement (SCAA) finished a pilot assessment for improvement of student writing in spring 2024. During the summer 2024, the SCAA is further integrating ILO/GE core competency criteria as they fit into training for tutoring services.
- **Strengthening Program Review Integration:** CAPR is mapping assessment outcomes in all undergraduate and graduate programs to better align ILO and GE assessment to continuous improvement planning for program review.
- **Prioritizing Institutional and GE Assessment Projects:** CSUEB will evaluate our assessment processes and workflows to ensure sustainability. Starting in fall 2024, ILO and GE Assessment Subcommittee members will take on the task of assessing student work. Efforts will focus on high-priority ILO-GE assessment projects, with some projects deferred due to potential future reductions in committee sizes.

As CSUEB has become mature in integrating assessment, the campus will continue to build campus-wide expertise for integrating evidence-based improvements in approaches to teaching and learning that matter most for our students.