

Educational Effectiveness Council (EEC)

Summary of Funded Faculty Deliverables 2023-24

Overview: University Accreditation and Assessment Faculty Funded Deliverables 2022-2023

In the fall of 2023, and spring of 2024, five faculty received a three WTU course release in CLASS, CSCI, CBE and CEAS, GE, and University Libraries to complete key deliverables to maintain University and program accreditation and assessment standards. Distributing critical deliverables across a diverse range of faculty and working collaboratively as part of the [Educational Effectiveness Council](#), faculty supported maintaining accreditation standards while also improving the quality of equity-based learning and assessment decisions, developing faculty assessment leadership, and supporting a culture to continue building a University-wide culture of equitable learning and assessment.

Because for the AY 2024-25, the EEC will not receive funding for faculty work, the role of faculty will be limited to attending EEC meetings and working sessions as part of their service; however work previously completed by this group has been prioritized, and redistributed to faculty committees, associate deans, and staff.

In the 2023-24 Academic Year, ALL funded EEC faculty:

- worked with the college associate dean preparing for, conducting, and summarizing college continuous improvement discussions for institutional reporting based on the assessment of Collaboration, Teamwork, and Leadership;
- assessed Written Communication including:
 - worked directly with faculty on identification and alignment of ILO Written Communication courses;
 - completed calibration training, assessed 200 student work samples with colleagues, and provided recommendations to improve student learning;
 - assisted in completion of building CSUEB tools/platform for ILO/GE assessment;
- prepared for university-wide assessment of ILO Information Literacy;
- contributed to fall 2023 Advisory committee on equitable revisions of assignment guides and review of overlay assessment results and recommendations for changes to outcomes;
- contributed to monthly ongoing EEC [meetings](#) with campus-wide leadership to maintain University-wide assessment and program accreditation standards;
- contributed to EEC working sessions each term to collaborate and problem-solve on accreditation and assessment deliverables:
 - provided input on the draft outline of the institutional report for Reaffirmation 2025;
 - wrote, reviewed and revised portions of the Institutional Report for Reaffirmation 2025;
 - planned for 2024-25 assessment of Information literacy;
 - established plan to redistribute EEC faculty work to faculty assessment committees and associate deans;
 - helped identify and collect exemplar syllabi across university for Reaffirmation 2025 requirements;

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- supported training new associate deans in college and EEC accreditation and assessment standards and processes;

In addition to the work all EEC funded faculty completed above, additional deliverables below were based on agreed upon accreditation and assessment priorities from the college's Associate Dean (or GE Director) and the Associate Dean of Academic Programs and Services.

College of Science Assessment (CSCI)

CSCI:

- co-conducted assessment presentation to CSU assessment community on navigating resistance to assessment showcasing CSUEB's approach to assessment;
- led faculty advisory discussion establishing recommended revisions to Social Justice overlay outcomes;
- worked with GE on planning and coordinating GE Area B2 assessment in Fall 2024;
- supported program college assessment through various approaches including one-on-one meetings with assessment liaison's for each department;
- facilitated discussion with EEC about Written Communication assessment results.

College of Education and Allied Studies Assessment (CEAS) Fall 2023 only

CEAS:

- conducted (closing the loop) workshops for faculty on the importance of metacognition strategies for both course instructors and students;
- led ILO Faculty Advisory discussion establishing recommended revisions to Diversity overlay outcomes;
- co-led Faculty Advisory discussion revising written and oral communication assignment guides;
- led EEC working sessions on review and input for Reaffirmation 2025 Institutional Report;
- co-chaired ILO Subcommittee.

College of Letters, Arts, and Social Sciences Assessment (CLASS)

CLASS:

- supported a variety of closing the loop actions within CLASS for institutional and program review including curriculum planning and pedagogy to improve student learning, equity, sense of belonging, and faculty engagement;
- supported program review within the college including planning, implementing, and closing the loop for program assessments.

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College of Business Assessment (CBE)

CBE:

- Provided leadership, oversight, guidance, maintenance, technical trouble-shooting, reporting, and training of the internal assessment platform and process for ILO and GE assessment.

General Education (GE)

GE Assessment

- worked closely with the GE Director to plan and implement GE assessment projects. Student work was collected during Fall 2023 for A2 Written Communication, GE/ILO Written Communication, and B1/B2 Scientific Inquiry. Student work was also collected in Spring for A2 Written Communication, GE/ILO Written Communication, Second Composition, and C1-2 Arts/Humanities;
- refined the new assessment “platform” created by Cal State East Bay using Google Sheets for faculty evaluators to access faculty instructions and view/score student work;
- prepared four student surveys based on questions developed by faculty (A2, A4, C1, and C2). Launched the Qualtrics surveys, distributed the links for faculty to send out students, and monitored the results;
- organized folders for faculty instructions in preparation for the assessment of A2 and B1/B2 courses. Responded to faculty questions about assignments and the assessment process;
- invited faculty members with expertise in B1/B2 Scientific Inquiry to become members of the newly formed GE Assessment Subcommittee. Facilitated a planning meeting for the Subcommittee members about the assessment process. Scheduled and invited members to a series of meetings in Spring 2024 to assess student work;
- invited faculty with expertise in D1/D2 Social Sciences to participate in a series of meetings to prepare for the upcoming assessment. Facilitated the work of the group, which included revising the learning outcomes; and developing a rubric, assignment prompts, and student survey;
- completed work in preparation for the A4 Second English Composition assessment. Facilitated a series of meetings with faculty to revise the learning outcomes, develop a rubric and assignment prompts, and write a student survey. Invited faculty to participate in the collection of student work in Spring 2024. Responded to faculty questions about assignments and the assessment process. As a member of the Writing Skills Subcommittee, discussed involvement of the members in the evaluation of student work in May 2023;
- completed work in preparation for the GE C1/C2 assessment project. Invited faculty to participate in the collection of student work in Spring 2024. Responded to faculty questions about assignments and the assessment process;
- developed faculty checklists for B1/2, C1/2, D1/2, and U.S. Code in preparation for the assessment work in AY 24-25. The checklists will hopefully clarify the process, timelines, and action steps for faculty to follow when participating in the collection of student work;

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- invited faculty members with expertise in U.S. Code to review the learning outcomes and revise rubrics for the pilot assessment in Spring 2025. Developed draft rubrics and student surveys as a starting point for the faculty to revise. Facilitated a series of meetings with faculty from History and Political Science to complete the work;
- completed, launched, and monitored Qualtrics student surveys for A2, B1/B2, and B3;
- participated in discussions with faculty about ILO and GE assessment, strategies to improve student learning, and aligning signature assignments to scoring rubrics. As part of the CEAS EEC Committee, collaborated with the new Associate Dean and other faculty to develop a faculty survey to close the loop on the assessment of Collaboration, Teamwork, and Leadership;
- maintained ongoing communication with faculty related to assessment, including requests to participate in the collection of student work, requests for assignment instructions and the title/location/due date for student work, and requests for evaluators of student work. Responded to faculty questions about assignments, the assessment process, and evaluating student work;
- continued to serve on the Writing Subcommittee. Reviewed and voted on course proposals for intensive writing and second composition. Discussed strategies to improve student writing and ways to support faculty;
- continued to serve on the General Education, Overlay, and Code Subcommittee. Reviewed and voted on General Education new course and recertification proposals. Discussed GE policies and procedures;
- continued to serve on the ILO Subcommittee. The work of the group includes refining rubrics and assignment guides, participating in assessment projects, and providing input for reports.

University Libraries Assessment

University Libraries

- liaised with the Instruction and Curriculum Committee in the Libraries on the development of an Information Literacy signature assignment in support of the 24-25 Information Literacy ILO assessment.
- as part of conducting overview and discussion sessions with the library faculty and the library management team with the Collaboration, Teamwork, and Leadership assessment data, the Library Management Team is considering adopting a survey already used in the SCAA to assess how student assistants are developing teamwork and leadership skills through their employment in the Libraries.
- planned and participated in SCAA student learning assessment pilot for written communication.
- provided a range of significant contributions to preparation for WASC re-accreditation including attendance to training from the WASC liaison, member of WSCUC Steering Committee; member of Institutional Report Core Writing group;
- presented at the CSU Assessment Workshop on Navigating Resistance: Moving from Compliance to Capacity Building and Sustained Improvement.” with high accolades from the CSU Chancellor’s Office, Dr. Caron Inouye, and the note included this line – “Our team thought this was one of the best workshops we’ve had on assessment;

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- leading/contributing/coaching in support of new ILO/GE institutional assessment process;
- member of the EEC faculty group implementing and testing the new campus assessment system using Watermark by providing feedback on the software as an end user-assessor. Participated in the follow-up team with EEC faculty, IER, Online Campus, and APS exploring, identifying, implementing, and training on alternative internal tools to Watermark to complete ILO and GE assessment -resulting in significant cost savings for the institution;
- served as the lead on the ILO Core Competency Advisory Group/EEC Faculty Advisory Group writing the ILO Information Literacy signature assignment.

Prior Annual Priorities

- **2018-19 Priorities:** Completing the WSCUC Spring 2019 Progress Report, completing college assessment websites, training and refinement of college curriculum maps, and updating the assessment plan template and refining college assessment plans.
- **2019-20 Priorities:** Preparing for the Mid-Cycle Review due spring of 2020; completing college assessment websites with updated curriculum maps and assessment plans; communicating with and supporting college faculty who are scheduled to align courses to ILOs of Quantitative Reasoning & Critical Thinking; providing input to APS to prepare meaningful ILO assessment reports for university and colleges; helping conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for changes; 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.
- **2020-21 Priorities:** The main areas of focus for the 2020-21 academic year were to support the work of the [ILO Long Term Assessment Plan](#): helping conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for closing the loop on the ILOs of Critical Thinking and Quantitative Reasoning; helping faculty prepare for the assessment of Oral Communication, Sustainability, and Social Responsibility; completing GE assessment following the GE assessment plan;; finalizing college assessment sites with current curriculum maps and five-year assessment plans; supporting additional critical accreditation and assessment related University and program assessment projects.
- **2021-22 Priorities:** The main areas of focus for the 2021-22 academic year were to support the work of the [ILO Long Term Assessment Plan](#): helping conduct meaningful community conversations with the University and colleges analyzing ILO data and planning for closing the loop on the ILOs of Social Responsibility, Sustainability, and Oral Communication; helping faculty prepare for the assessment of Diversity and Social Justice; completing GE assessment following the GE assessment plan, updating college assessment sites as needed with current curriculum maps and five-year assessment plans; *Core Competency Advisory Group*: analyzing the results of the University-wide assessments of ILO core competencies, identifying patterns in dimension categories to

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help streamline assessment, and recommended refinements to the rubrics. Each core competency had a faculty lead who was responsible for coordinating core competency faculty guest experts, reviewing related assessment data, and co-facilitating the related group discussions. At the start of 2022-23, recommended changes will be action items in faculty governance committees.