

April 9, 2020

*Discussion, recommendations, and actions taken as a result of assessment of Written Communication and Information Literacy student learning in 2018-19 year and academic and co-academic discussions in 2019-2020 academic year*

[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 schedule for undergraduate, graduate, and general education assessment.

Following the schedule for the ILO Long Term Assessment plan, Cal State East Bay gathered student learning data in a report titled,





*Faculty Discussions*

CBE shared the ILO assessment summary statistics to all CBE faculty for all University students and the subset of CBE students. We collected faculty feedback including how they viewed the results in isolation and in comparison to other CBE program-level written communications assessments and how we might improve student learning. This feedback was collected electronically and in discussions between the CBE faculty EEC representatives.

Reviewing the feedback from the departments, a number of themes emerged.

1. The results were more positive than faculty predicated and did not fully align with personal experience in their classes of student writing for both undergraduate and graduate students.
2. The sample size in college was very low to draw meaningful conclusions. It was also felt the sample might be biased as the courses used to assess the ILO were focused on writing.
3. There seem to be inconsistencies between rubric used to assess writing in class for SLOs and rubrics used for PLOs and then the rubrics used for the ILOs.
4. Students seem to have more problems with organization, presentation of supporting ideas, and the mechanics of writing (i.e., grammar, punctuation, spelling).

The [University Summary Report for Assessment of Graduate Programs](#) was posted on the Office Graduate Studies site and linked to the main university assessment site in Octob4 TFc-(t)22 Aiadesd o oa(e)10.7 (s)7.1 (i)-3.6 (e)10.8 (e)10.7

expressed interest in integrating additional writing into their major courses. In this way, students could fulfill the UWSR through a major course rather than requiring the WST or composition courses. Five graduate programs

A draft of the GE A2 Written Communication (First-year Composition) Assessment Report was released in October to the EEC and the Chair of the Department of English. A final version is now available on the [GE Assessment](#) website.

*Summary of discussion:* The English faculty serving as evaluators of the pilot assessment of GE Area A2 Written Communication participated in a debrief of the evaluation which informed improvements to the assessment rubric. These faculty members, all of whom teach A2 courses, found the assessment data presented to them to be consistent with what they observed and experienced from their own students. They also discussed various pedagogical strategies and how to increase opportunities for writing and giving feedback. The Department of English continues to have discussions centered on improvements in the support course, ENGL 109 College Writing Lab, as the pilot assessment data demonstrate that this support course had little to no impact on student success in the A2 courses.



Dr. Shonda Goward has been hired as the new director of The Student Center for Academic Achievement (SCAA) and joined Cal State East Bay on February 10, 2020. Dr. Goward attended the March 2020 Educational Effectiveness Council meeting and discussed future actions for the SCAA in their support of developing student writing skills on campus.