

University Summary Report
Assessment of Written Communication Student Learning
August 6, 2024 v1

INTRODUCTION

Purpose of Institutional Learning Outcomes (ILOs)

[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 faculty, staff, and students, ILOs express 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.

CSUEB ILOs

ILO Timeline

Assessment Schedule

Following the [2022-2028 ILO Long term](#)



Professional development support from ILO Subcommittee including coaching on assignment design and [Assignment Guides](#) for upper division courses; Office of Faculty Development providing pedagogical support through programs and services.

2023-24

Student Center for Academic Achievement

2023-24

Selection

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UG 5 participating faculty and lecturers from English and HRT CEAS representing each of the five colleges assessed 230 student work samples after receiving . Student samples were randomly selected from the sections identified in Table 3.

College	Departments Represented	# Course sections Assessed
CLASS	English 101 (A2, GE first-year composition)	4
CLASS	English 102 (A2, GE first-year composition)	9
CLASS	English 103 (feeder course for English 104; not GE)	3
CLASS	English 104 (A2, GE first-year composition)	2
Total		18
CLASS	English 200 (Breadth requirement, second composition)	2
CLASS	History 200 (Breadth requirement, second Ì m	

RESULTS

Assessment of ILO Written Communication Undergraduate Student Work 2023-2024

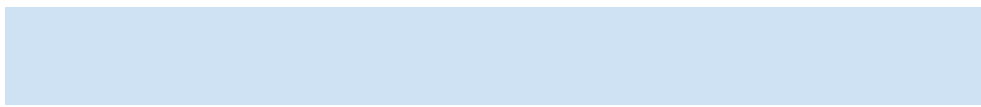
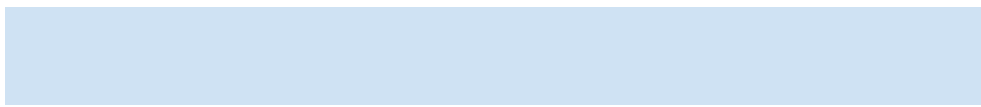
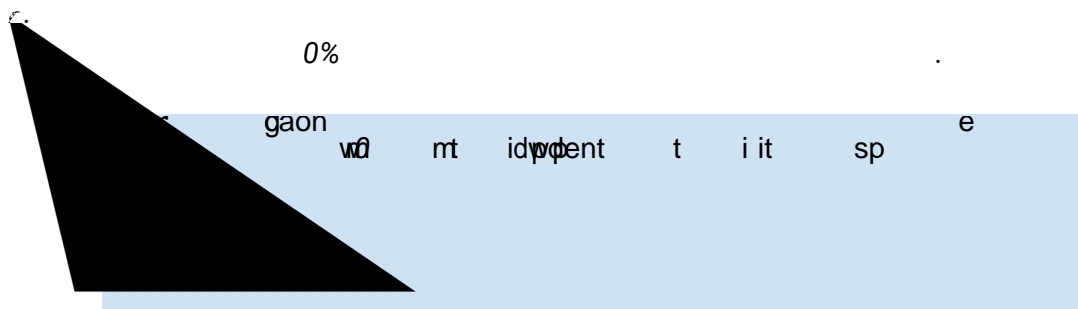
View the 2023-2024 Cal State East Bay ILO Assessment Results for ILO Written Communication Dashboard [here](#). The range I

Faculty Assessor Feedback for Assessment of ILO Written Communication

Faculty representing each of the five academic colleges assessed student work from ILO Written Communication assignments after receiving comprehensive calibration and assessment training. [Here](#) is a summary of their feedback and recommendations. Below are the themes followed by representative faculty quotes:

1. The effectiveness of engagement in promoting learning for written communication.

“Asking for more writing means giving feedback, which is time consuming, but I do think that is the best way to improve student writing.”



discussions by the departments, colleges, and the university at large. In particular, discussions will be initiated within the Graduate Advisory Council.

Student Center for Academic Achievement (SCAA)

The SCAA's 2023-24 [Impact Report](#) includes data demonstrating primarily higher success rates for students who receive writing tutoring.

COLLEGE DISCUSSIONS

Trends for Discussion

What are faculty doing right that can be strengthened? Student writing has improved compared to the 2018 first-year and upper division writing assessments. Changes in student learning are attributed to a range of improvements including updates to outcomes, rubrics, curriculum refinements, faculty retreats sharing curriculum and assignments, and English faculty conducting peer- to-peer classroom observations for first-year English.

The "Presenting of Supporting Ideas" criteria (presenting evidence and ideas that clearly support and develop the central idea) had the lowest scores compared to other criteria with 90% of students meeting or exceeding competency.

First Generation students showed no difference in learning, pell-eligible students showed 3% lower scores for the "language" criteria, while URM students showed 3% lower scores in 3 of the 4 criteria - except purpose. How can we continue to close the equity gap in learning?

College/Committee Discussions

Led by associate deans, each college/unit will decide their own approach to conducting continuous improvement discussions. ILO continuous improvement discussions will also be conducted in the ILO Subcommittee, CAPR, Senate, and the Writing Skills Subcommittees.

Possible Meeting Format

Brief overview and purpose of large-scale assessment

Presentation of key written communication results for the college/unit

Discussion in large or smaller groups: consider questions that fit your college/unit and record discussion results:

How does this information fit with our experience of students' development of writing skills throughout their learning at Cal State East Bay?

What are our students' strengths?

What are the most noticeable gaps?

What seems to be working well that we can further support for building student competency for written communication?

What can we do to improve?

How can we better meet students' needs for building written communication at critical junctures for their learning?

Summarize key topics and possible action steps and review next **steps**.