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 grauates, both unergrauate an grauate, an alig closely with General Eucation an program requirements. Developed collaboratively by campus faculty, staff, an stuents, ILOs express the unique ientity of a CSUEB egree, incluing core competencies in thinking, reasoning, an communication, as well as outcomes related to iversity, social justice, sustainability, an specialize isciplines.

CSUEB ILOs

ILO Timeline

| Assessment Schedule Following the 2022-2028 ILO Long terbw | | | | |
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fessional development support from ILO Subcommittee including co#e

 $\,$ 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.

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

RESULTS

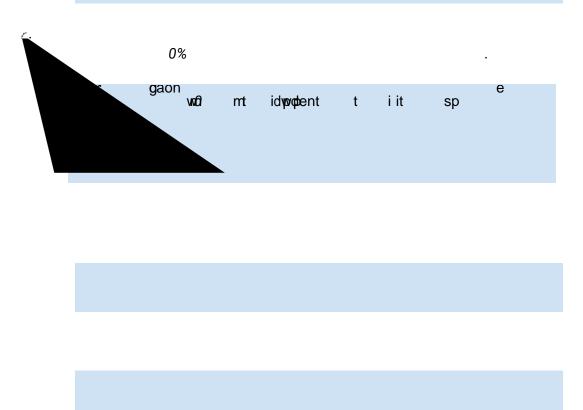
Assessment of ILO Written Communication Undergraduate Student Work 2023-2024 View the 2023-2024 Cal State East Bay ILO Assessment Results for ILO Written Communication Dashboard here. The range I

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:

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"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 <u>Impact Report</u> 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 <u>overview</u> and purpose of large-scale assessment

Presentation of key written communication results for the college/unit

<u>Discussion</u> 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?

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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?

<u>Summarize</u> key topics and possible action steps and review next steps.