



INTRODUCTION

Purpose

[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 has gathered recent

Literacy Institutional Learning Outcomes. These data are intended to provide additional context for existing academic review discussions, analysis, and decision making to improve student learning.

Overview of Writing

Students develop greater sophistication and autonomy in their writing as they progress from lower to upper-

-year (also known as first-year composition) form the foundation for writing skills that are built upon and reinforced in subsequent writing-intensive courses, particularly Second Composition and upper-division GE Areas C4 Arts & Humanities and D4 Social Sciences. Upper-level writing in the discipline should be further developed and practiced within the major, although this occurs to varying degrees depending on the major. Transfer students are presumed to be ready to step into upper-division GE and major-level courses which emphasize writing. Co-curricular writing support for all students is available through the Student Center for Academic Achievement (SCAA).

Overview of Information Literacy

Students develop information literacy skills as part of their GE and major coursework at Cal State East Bay. The GE program includes courses focused on developing information literacy skills in GE [Area E](#), with additional courses with information literacy-focused learning outcomes in upper-division GE Areas C4 and D4 courses, and Second Composition courses. The University Libraries provides additional opportunities for students to develop information literacy skills through individual instruction including [reference services](#) or group instruction such as [information literacy workshops](#) or [instructional sessions embedded in disciplinary courses](#).

METHODS

The University gathered the most current available data from several relevant sources (Table 1).

work from participating courses using the [Written Communication ILO Rubric](#) or the [Information Literacy ILO Rubric](#) at the end of academic year 2018-19.

The University Libraries collects data on the utilization of information literacy services provided by its [Information Literacy Program](#), which includes individual reference consultations, information-literacy focused workshops, instructional sessions embedded in disciplinary courses, and information literacy credit courses (INFO 200, 210, 220, and 310).

National Survey of Student Engagement (NSSE)

The [NSSE](#) collects information from four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The survey captures questions related to student experiences with reading, writing, and research.

Assessment of Graduate Level ILO Written Communication Student Work 2018

Assessment of ILO Written Communication Student Work at Graduation for Undergraduates 2018- 2019

Student Strengths

Students are adept at self reflection.

Student Areas For Improvement

SUGGESTIONS FOR COLLEGE DISCUSSIONS

Role of ILO Subcommittee

The [ILO Subcommittee](#) will review calibration results and faculty feedback in order to recommend potential changes to the [ILO Written Communication Rubric](#) and the ILO Assessment process.

College/Unit Discussions

Led by associate deans, each college/unit will decide their own approach to reviewing results and conducting discussions generally following the schedules outlined in ILO Long Term Assessment Plan and EEC Communication Plan focused on discussions in fall of 2019 and implementation in Spring 2020. This includes reviewing those results that add meaning to their discussions about student performance in Written Communication and Information Literacy.

Support for College Discussions

Planning and meeting facilitation support is available from Academic Programs and Services and the Office of Faculty Development:

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