

CTL is one of the [Institutional Learning Outcomes \(ILOs\)](#) adopted by Cal State East Bay in 2012. Which express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

think critically and creatively and apply analytical and Quantitative Reasoning to address complex challenges and everyday problems;  
communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;  
apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;  
work collaboratively and respectfully as members and leaders of diverse teams and communities;  
act responsibly and sustainably at local, national, and global levels;  
demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

In 2012, Gretchen Reevy, Chris Chamberlain, and Julie Stein were part of a Cal State East Bay team on a \_\_\_\_\_ (PEIL) planning project A to identify effective teaching and assessment practices of collaboration, teamwork, and leadership (CTL) in support of the CSUEB CTL Institutional Learning Outcome.

In Fall 2013, the team published the results of the research project \_\_\_\_\_ in *Currents in Teaching and Learning*, an electronic peer-reviewed journal for faculty across disciplines.

Abstract

In spring, 2019, Gretchen and Chris co-led faculty teams representing all colleges in the development of a draft rubric (below) for the ILO of Collaboration, teamwork, and Leadership.

Description: Working with others is an essential component of our university experience. Students work in teams on classroom assignments, on service learning projects, in student organizations, in campus service departments and elsewhere on campus with

Team collectively identifies and assigns team roles and tasks in an ethical, equitable and responsible manner (e.g. builds safe space and trust) and develops strategies and processes to move toward team goals (e.g. consensus-based decision making; motivating; brainstorming; ongoing evaluation).

Thorough evidence of using collaborative processes to meet team goals.

Here are the co-curricular activities that the 68 people reported:

	<u>#</u>	<u>%</u>
1 - Sports/Recreational and Intercollegiate Athletics	11	7.0
2 - Greek (fraternities, sororities, councils)	14	8.9
3 - Associated Students (ASI) student government	4	2.5
4 - Religious	5	3.2
5 - Academic (Ex: Biology Club, Real Estate Club, Historical Society)	14	8.9
6 - Cultural (Examples: Black Student Union, Asian Pacific Island Club)	13	8.2
7 - Special Interest (Examples: Circle K Intl., East Bay Improv)	10	15.18.26
	68	100

language, respecting personal space, providing and accepting constructive feedback, and using bias-free and gender appropriate language).

4. My \_\_\_\_\_ have improved (Examples of conflict management skills include recognizing group tensions and interpersonal conflict, addressing power dynamics, compromising, negotiating, and seeking/offering solutions).

(Remember that the response options were different for each of these six questions, consistent with the rubric language)

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principles such as taking responsibility and ownership, providing inspiration, fostering inclusivity, delegating responsibility, and recognizing others' achievement and growth)

o Gender: 29.3% men, 67.1% women, 3.6% prefer not to respond

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- Class level when enter CSUEB: 20.4% fresh, 3.7% soph, 51.9% jun, 24.1% sen
- First generation student? 44.4% yes, 55.6% no
- Preferred language? 92.6% English, 7.4% an Asian language
- Age: mean is 28.38, range is 21-61
- Race/ethnicity Hispanic: No (69.8%), Mexican/Mexican-American/Chicanx (24.5%), Other Hispanic/Latinx (5.7%)
  
- Asian or Pacific Islander (39.2%), Black/African American (5.9%), White