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# GE Assessment: 2023-2024 Summary

Faculty Learning Community  
Summary

GE Committee  
09/20/2024

# Brief History

- GE “Curriculum mapping” in Fall 2015

- Five GE Learning Goals:

- Fundamental Knowledge

Assessed in 15-16 with 4 GE courses

- Critical thinking

Assessed in 16-17 with 15 GE courses

- Communication (Written)

Assessed “Written Communication”  
in 19-20 with 11 GE courses

- Communication (Oral)

Assessed Oral Communication in  
21-22 with 8 GE courses

- Teamwork

Assessed in 17-18 with 7 GE courses

- Diversity (local/global community)

Assessed in 18-19 with 10 GE courses

GE Committee updated the Diversity Learning Goal in 2022-23,  
which was assessed in 2023-24

# GE Learning Goal UPS Revision in 2022-2023

## **Revised GE Learning Goal 5:**

Students will develop and apply critical awareness, intercultural skills, and informed appreciation that advance diversity, equity, and inclusion in their immediate and larger communities.

### Outcomes:

1. Students will identify and understand complex cultural, geographical, historical, and social contexts, and articulate how human experiences, including their own, are influenced by these contexts.
2. Students will critically engage multiple perspectives, communicating their interconnections and recognizing and addressing biases and inequities.
3. Students will identify the value in diverse perspectives and demonstrate an ability and a willingness to support antiracism, civil discourse, justice, diversity, equity, and inclusion and to promote a sense of belonging.
4. Students will demonstrate a critical understanding of how the intersections of power, privilege, and oppression play out in local communities and global context.

GE assessment focused on Outcomes 1 & 4 this year

# Participants

- Data from **5** courses from 5 colleges
  - Out of 229 upper division GE courses offered in spring 2024

- **6** faculty participated:

## Participating courses/Course leads:

**COTA:** MUS 304 / Vivianne Asturizaga

**EDU/HSS:** READ/CHIC 360 / Amanda Diaz

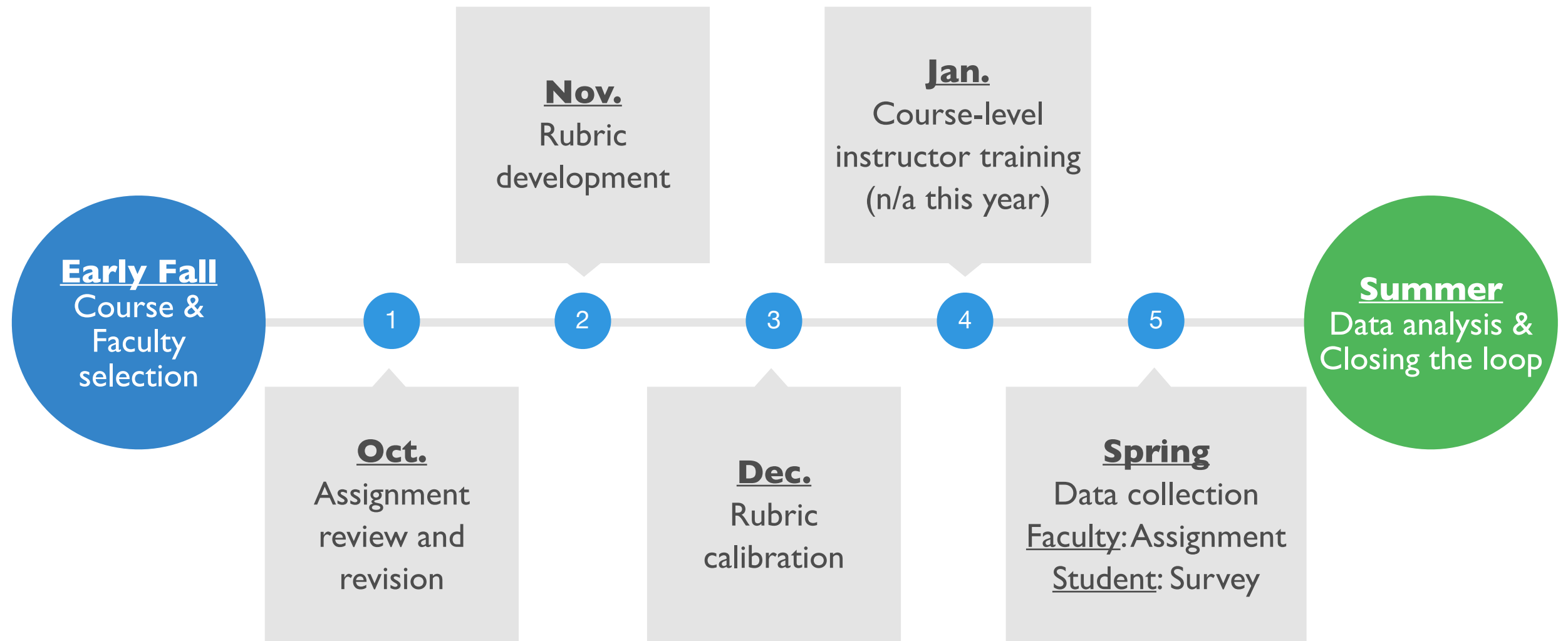
**CBE:** ECON 332 / Xiao Feng

**CCOM:** HCOM 315 / Dan Sutko

**HSS:** Elizabeth Pillsworth & Craig McConnell

- **214** students (based on faculty scoring)
  - Out of 220 (unduplicated) students taking these courses
  - Compared with the university population, a slightly higher proportion of these students are:
    - female
    - underrepresented in terms of race/ethnicity
    - first generation students

# Process



**Faculty Learning Community**

# Rubric - Faculty

- 5 criteria for FACULTY scoring:
  - A) Understanding of the multiplicity of different contexts
  - B) Understanding of the complexity of different contexts
  - C) Understanding of power, privilege, and oppression in shaping human experiences
  - D) Engagement with heterogenous perspectives
  - E) Awareness and reflection of own positions/beliefs/attitudes/cultural rules/biases

Criteria	Performance Levels				
	1. Minimal evidence of learning	2. Beginning	3. Developing	4. Accomplished	N/A
Understanding of the <b>multiplicity</b> of different contexts (cultural, geographical, historical, social, etc.) that shape human experiences	Unable to identify any relevant contexts that shape human experiences	Able to identify <b>only the minimal</b> number of relevant contexts that shape human experiences	Able to identify <b>several</b> relevant contexts that shape human experiences	Able to identify <b>the comprehensive set</b> of relevant contexts that shape human experiences	Choose N/A if the criteria are not applicable to your assignment
Understanding of the <b>complexity</b> of different contexts (cultural, geographical, historical, social, etc.) that shape human experiences	Provide <b>no or incorrect</b> explanation of how the contexts affect human experiences	Provide <b>limited explanation</b> of how the contexts affect human experiences	Provide <b>adequate explanation</b> of how the contexts affect human experiences	Provide <b>synthesis or critique</b> of how the contexts affect human experiences that goes beyond describing their connections	
Understanding of <b>power, privilege, and oppression</b> in shaping human experiences	Provide <b>no or incorrect</b> explanation of how any form of power, privilege, or oppression shapes human experiences	Describe <b>one form</b> of power, privilege, or oppression that shapes human experiences	Describe <b>multiple</b> forms of power, privilege, and oppression that shape human experiences	Provide analysis of how the <b>intersections</b> of power, privilege, and oppression shape human experiences	
Engagement with <b>heterogenous perspectives</b>	<b>Do not identify</b> any perspectives other than one's own	<b>Identify</b> perspectives other than one's own	<b>Explain</b> multiple perspectives including those different than one's own	<b>Analyze</b> multiple perspectives, including recognizing their <b>similarities and differences</b> .	
Awareness and reflection of <b>own positions, beliefs, attitudes, cultural rules or biases</b>	Demonstrate <b>lack of awareness or inability</b> to identify own positions, beliefs, attitudes, cultural rules or biases	Demonstrate <b>limited awareness or ability to identify (i.e. from singular perspective)</b> own positions, beliefs, attitudes, cultural rules or biases	Demonstrate <b>adequate awareness or ability to identify (i.e. from multiple perspectives)</b> own positions, beliefs, attitudes, cultural rules or biases	Provide articulation of <b>insights</b> into own positions, beliefs, attitudes, cultural rules or biases ( <b>i.e. analysis of how own experiences and relevant factors shape them</b> )	

# Student Self-Reflection Survey

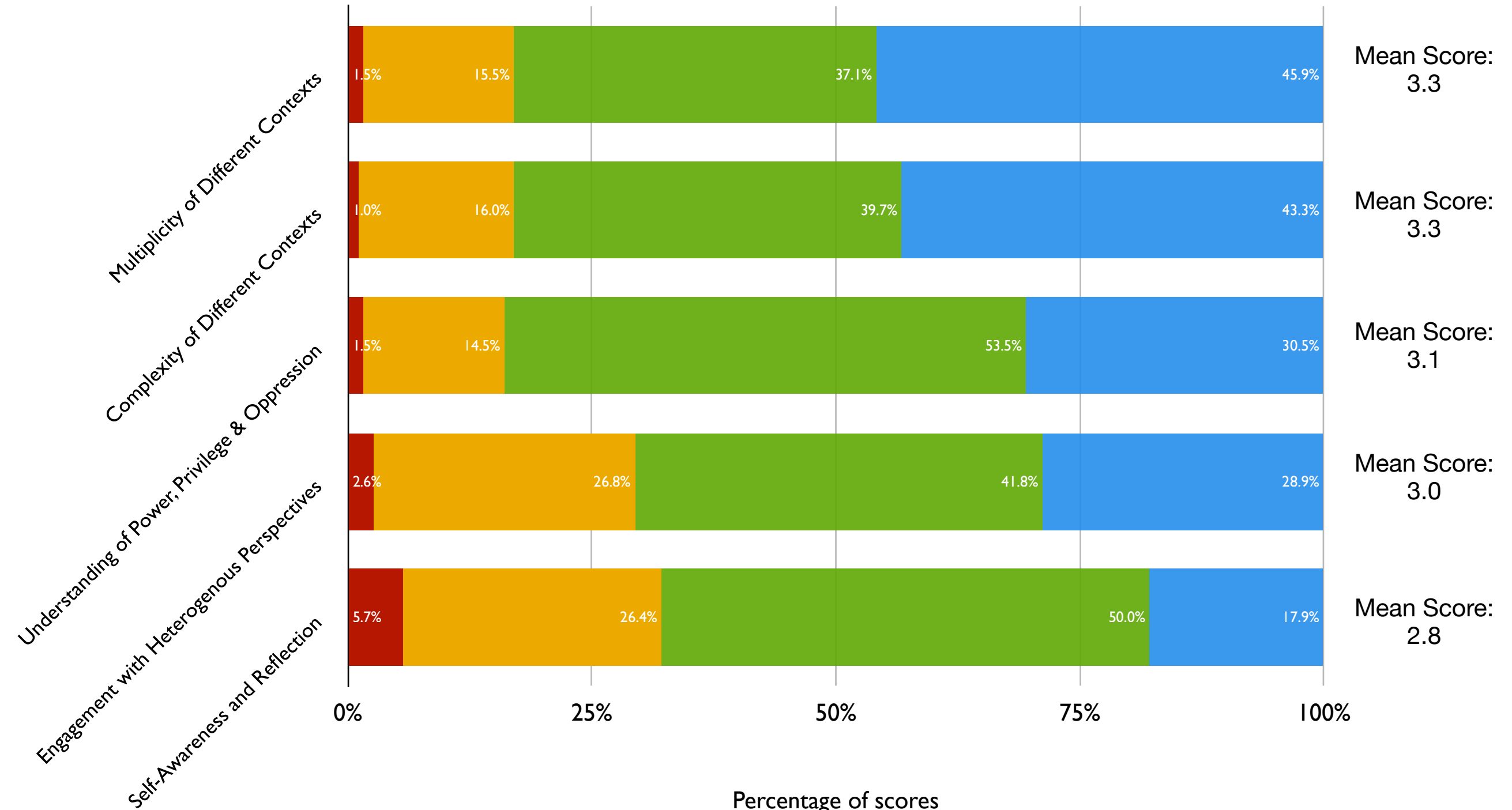
- **5 questions that mirror the rubric criteria**

	How COMFORTABLE are you in performing this task? <i>(5pt Likert scale – Completely uncomfortable to Completely comfortable)</i>	How COMPETENT are you in performing this task? <i>(5pt Likert scale – Completely incompetent to Completely competent)</i>	Where did you gain your ability to perform this task? <i>(Add to 100%)</i>			
			GE classes at CSUF	Major classes at CSUF	Classes outside of CSUF	Non-academic experiences (e.g. family, work, community, extra- curricular)
Identify the relevant contextual factors that shape human experiences.						
Describe how different contextual factors affect human experiences.						
Analyze how power, privilege, and oppression collectively shape human experiences.						
Analyze human experiences through multiple perspectives.						
Articulate how my beliefs and attitudes are shaped by my own experiences.						

# Results: Faculty rubric scores

214  
students

Minimal Beginning Developing Accomplished





# Results: Summary

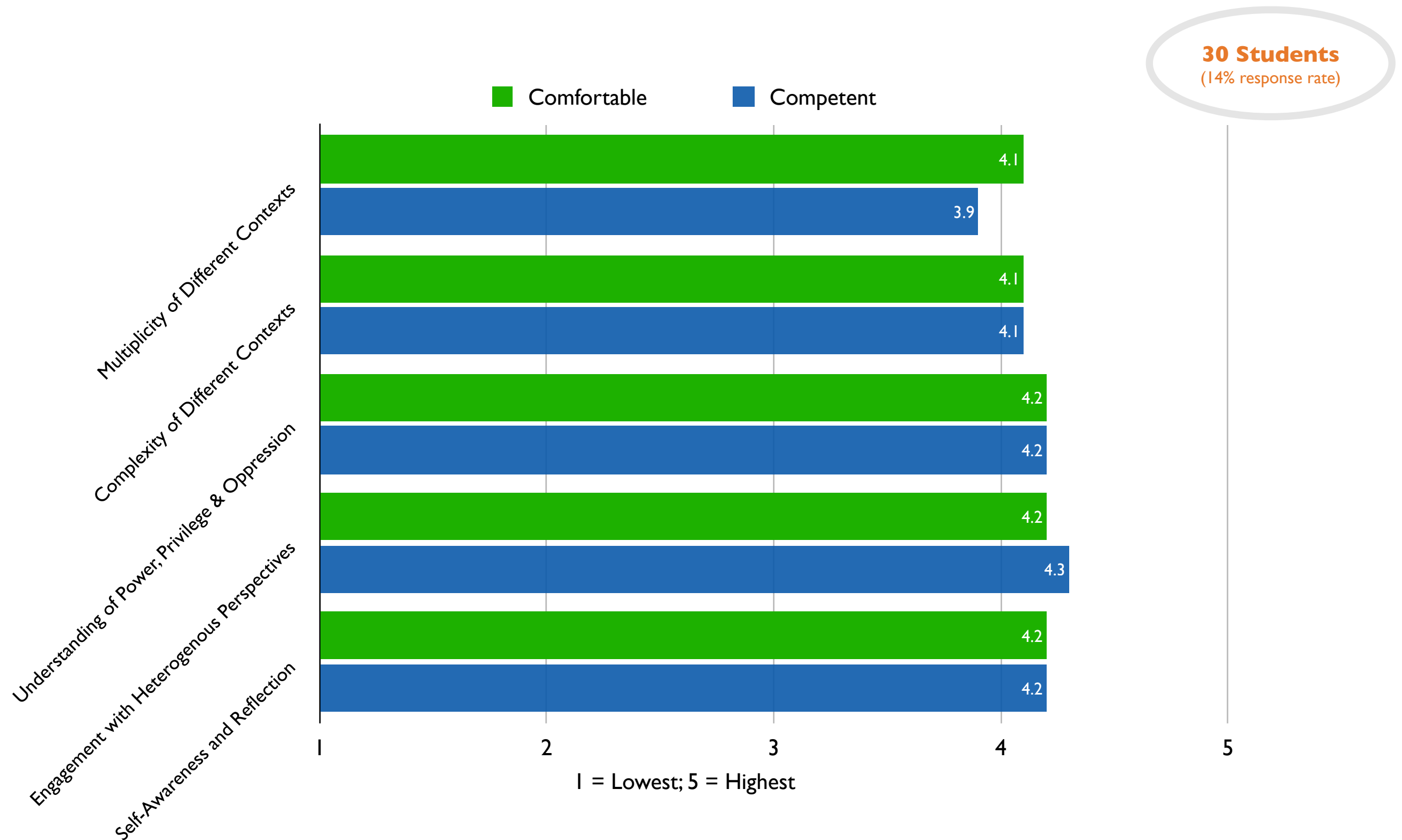
## Criteria for Success:

- 1) 75% of students score 3 (“Developing”) or higher — Met on 3 out of 5 rubric criteria
- 2) 100% of students score 2 (“Beginning”) or higher. — Did not meet on any rubric criteria

Rubric criteria		Faculty score of “Beginning” or higher (%)	Faculty score of “Developing” or higher (%)
1	Understanding of the multiplicity of different contexts	98.5%	83.0%
2	Understanding of the complexity of different contexts	99.0%	83.0%
3	Understanding of power, privilege, and oppression	98.5%	84.0%
4	Engagement with heterogenous perspectives	97.4%	70.6%
5	Awareness and reflection of own positions/beliefs/attitudes/cultural rules/biases	94.3%	67.9%

# Results: Student self-reflection survey

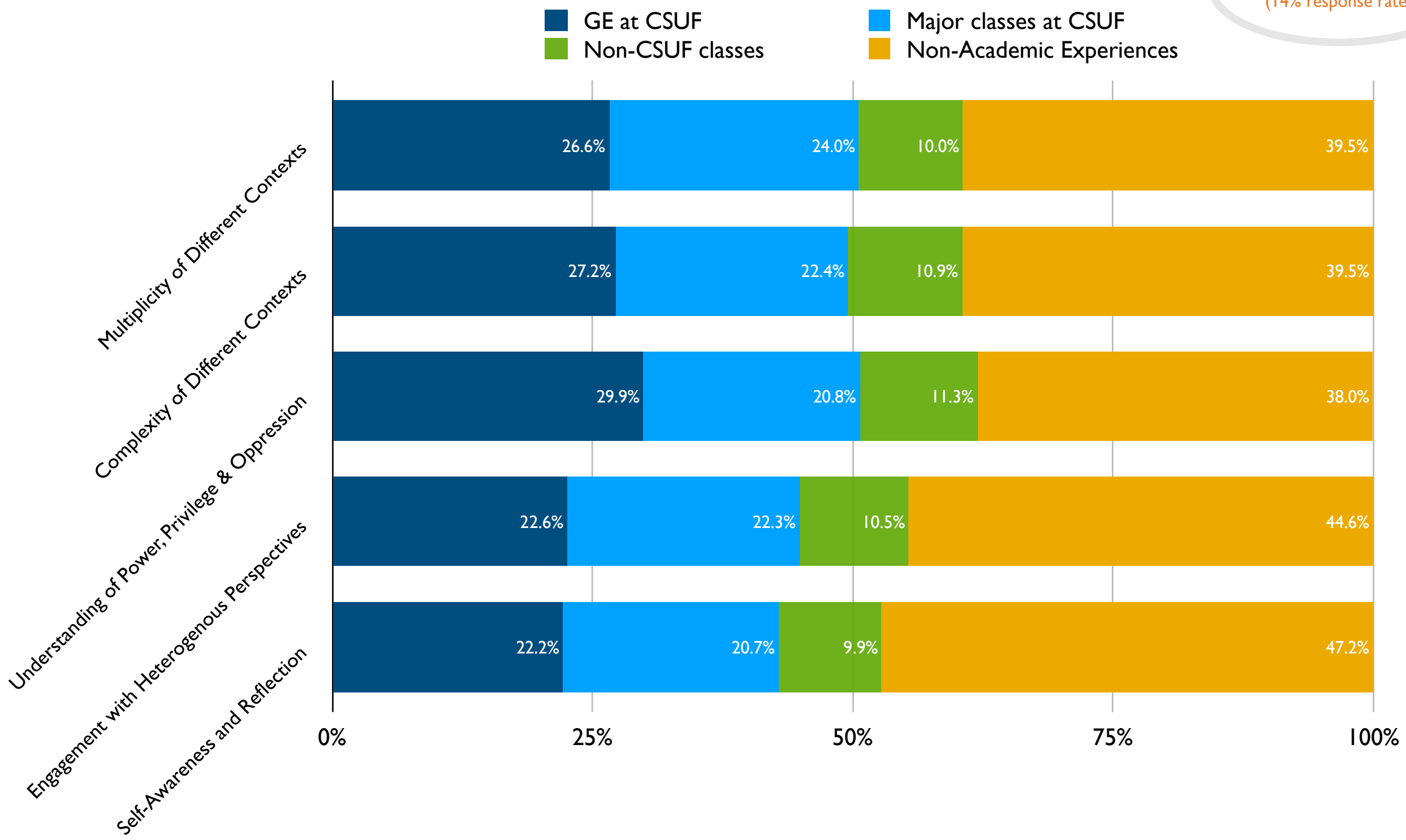
I) How comfort and competent are the students in performing the tasks?



# Results: Student self-reflection survey

## 2) Where did students gain the skills?

**30 Students**  
(14% response rate)



## Results: Differences based on student characteristics

Criterion	Gender	UR	First-generation	Financial aid (Pell)	Senior class standing	GPA
Understanding of the multiplicity of different contexts	No difference	No difference	No difference	No difference	Senior > Junior & below	<u>Faculty scores:</u> Significant positive predictor for all criteria
Understanding of the complexity of different contexts	No difference	No difference	No difference	No difference	Senior > Junior & below	
Understanding of power, privilege, and oppression	No difference	Non-UR > UR	No difference	No difference	No difference	
Engagement with heterogenous perspectives	Female > Male	UR > Non-UR	No difference	No difference	Senior > Junior & below	
Awareness and reflection of own positions/beliefs/attitudes/cultural	No difference	No difference	No difference	No difference	No difference	

# GE Assessment Results Over the Years

Year	GE Learning Goal	Was the learning goal met based on faculty rubric scores?	Differences b/w student groups?
2015-16	Fundamental Knowledge	N/A	N/A
2016-17	Critical Thinking	Yes (met all 5 rubric criteria)	Female > Male on 3 criteria; First gen > Non-First gen on 1 criterion
2017-18	Teamwork	Yes (met all 6 rubric criteria)	Female > Male on 1 criterion; Male > Female on 1 criterion; Non-UR > UR on 2 criteria; Non-Pell > Pell on 1 criterion
2018-19	Diversity	No (met 2 out of 5 rubric criteria)	Non-UR > UR on all criteria; Non-Pell > Pell on 1 criterion
2019-20	Communication (written)	Yes (met all 6 rubric criteria)	Female > Male on 4 criteria; Non-UR > UR on 3 criteria
2021-22	Communication (oral)	Yes (Met all 5 rubric criteria)	Pell > Non-Pell on 5 criteria
2023-24	Diversity (updated)	No (met 3 out of 5 rubric criteria based on one criterion of success)	Female > Male on 1 criterion; Non-UR > UR on 1 criterion; UR > Non-UR on 1 criterion

# “Closing the loop”: Faculty observations

- Consider a portfolio approach to include more than 1 assignments that could present a more comprehensive picture of student mastery of the SLO. One of the challenges was selecting only one assignment that doesn't fully capture what faculty knows, as a whole, about their students' learning. At the same time, assessing one assignment is understandable given the work required of faculty.
- Follow up with focus groups or interviews to learn more about student learning experiences with the SLO.
- Consider a pre/post approach to assess students at the beginning of the class and the end of the class to capture learning during the semester.
- Provide training and support to enhance faculty's ability and level of comfort to discuss and manage “messiness” that could emerge in teaching of the SLO.

# Faculty reflection on the assessment process

## FACULTY:

- Enjoyed in-person interactions with faculty from different disciplines
- Inspired to set up class differently as a result of the FLC, e.g. pre-planning before class starts to help facilitate the assessment process.

## FACULTY RECOMMENDED:

- Mention learning opportunities (from other faculty) and publication potentials, in addition to stipend, when recruiting FLC participants.