

GE Assessment: 2024-2025 Summary

Faculty Learning Community
Summary

09/12/2025

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GE Assessment History

- GE “Curriculum mapping” in Fall 2015
- Five GE Learning Goals:
 - Fundamental Knowledge
 - Critical thinking
 - Communication (Written)
 - Communication (Oral)
 - Teamwork
 - Diversity (local/global community)

Assessed in 15-16 with 4 GE courses

Assessed in 16-17 with 15 GE courses

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

Assessed Oral Communication in 21-22 with 8
GE courses

Assessed in 17-18 with 7 GE courses

• Assessed in 18-19 with 10 GE courses;
• Assessed in 2023-24 with 5 courses after the goal
was updated by the GE Committee in 2022-23
• Assessed again in 2024-25 with the same 5
courses to unpack student responses

No GE assessment in 20-21 (COVID)

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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 (same focus as 2023-24)

Participants

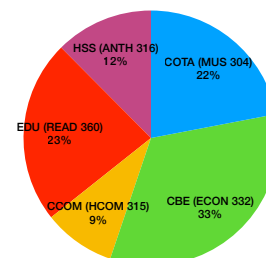
- Data from 5 courses from 5 colleges
- Out of 236 upper division GE courses offered in spring 2025

- 5 faculty participated:

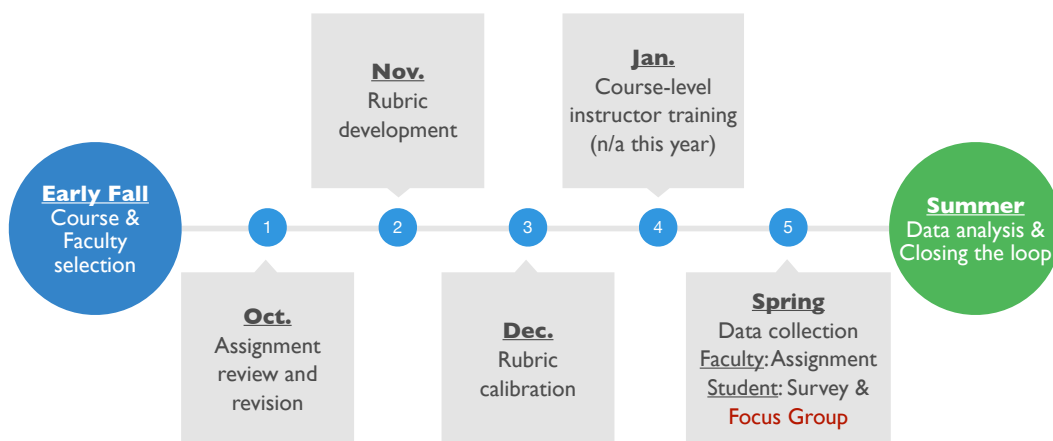
Participating courses/Course leads:

COTA: MUS 304 / Vivianne Asturizaga
EDU/HSS: READ/CHIC 360 / Amanda Diaz
CBE: ECON 332 / Xiao Feng
CCOM: HCOM 315 / Dan Sutko
HSS: ANTH 316/Elizabeth Pillsworth

- 151 students (based on faculty scoring)
 - Out of 241 (unduplicated) students taking these courses
 - Compared with the university population, higher proportion of these students are Female, Underrepresented, and First-generation



Process



Faculty Learning Community

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Faculty Rubric Scoring

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

Criteria	Performance Levels				N/A
	1. Minimal evidence of learning	2. Beginning	3. Developing	4. Accomplished	
Understanding of the multiplicity 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 only the minimal number of relevant contexts that shape human experiences	Able to identify several relevant contexts that shape human experiences	Able to identify the comprehensive set of relevant contexts that shape human experiences	Choose N/A if the criteria are not applicable to your assignment
Understanding of the complexity of different contexts (cultural, geographical, historical, social, etc.) that shape human experiences	Provide no or incorrect explanation of how the contexts affect human experiences	Provide limited explanation of how the contexts affect human experiences	Provide adequate explanation of how the contexts affect human experiences	Provide synthesis or critique of how the contexts affect human experiences that goes beyond describing their connections	
Understanding of power, privilege, and oppression in shaping human experiences	Provide no or incorrect explanation of how any form of power, privilege, or oppression shapes human experiences	Describe one form of power, privilege, or oppression that shapes human experiences	Describe multiple forms of power, privilege, and oppression that shape human experiences	Provide analysis of how the intersections of power, privilege, and oppression shape human experiences	
Engagement with heterogenous perspectives (updated 11/22/24)	Assume singular perspective	Identify multiple perspectives	Explain multiple perspectives	Analyze multiple perspectives, including recognizing their similarities and differences .	
Awareness and reflection of own positions, beliefs, attitudes, cultural rules or biases	Demonstrate lack of awareness or inability to identify own positions, beliefs, attitudes, cultural rules or biases	Demonstrate limited awareness or ability to identify (i.e. from singular perspective) own positions, beliefs, attitudes, cultural rules or biases	Demonstrate adequate awareness or ability to identify (i.e. from multiple perspectives) own positions, beliefs, attitudes, cultural rules or biases	Provide articulation of insights into own positions, beliefs, attitudes, cultural rules or biases (i.e. analysis of how own experiences and relevant factors shape them)	

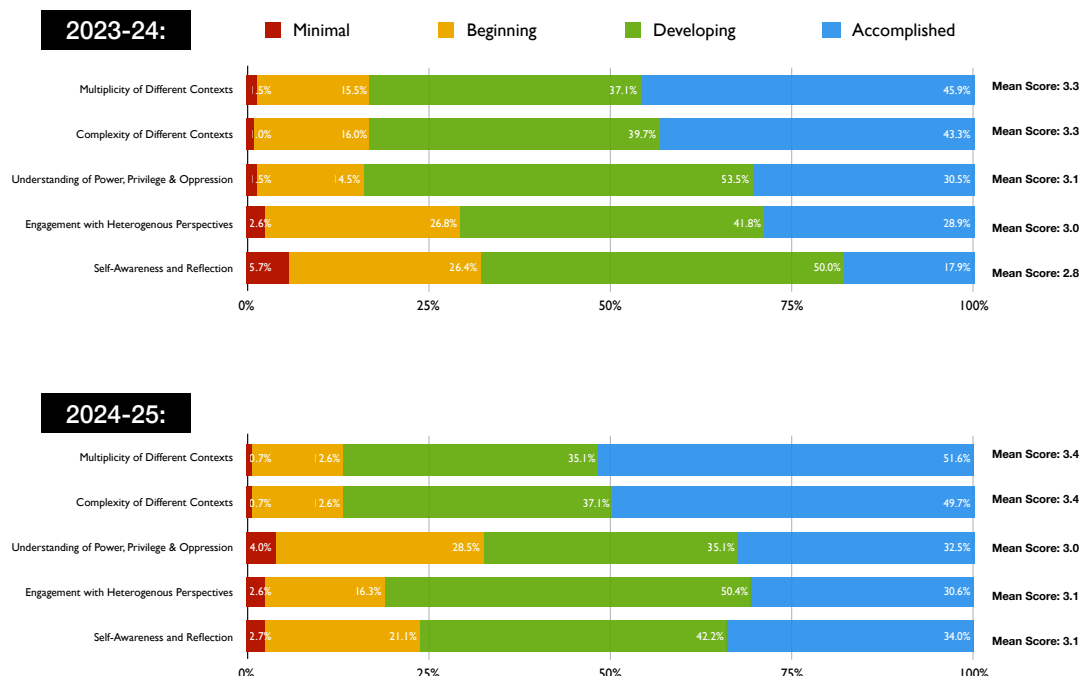
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Student Self-Reflection Survey:

Question content mirror the rubric criteria:	Level of Comfort & Level of Capacity		Influence of Classes/Experiences			
	How COMFORTABLE are you in performing this task? (1=Completely uncomfortable; 5=Completely comfortable)	How CAPABLE are you in performing this task? (1=Complete incapable; 5=Completely capable)	Please rank the following classes/experiences in order of how much they influenced the development your ability to accomplish each task. (1=Provided no help; 4=Provided significant help)			
			GE classes at CSUF	Non-GE classes at CSUF	Classes outside of CSUF	Non-academic experiences (e.g. family, work, community, extra-curricular)
Identify the contextual factors (e.g. environmental, cultural, societal) that shape our everyday life experiences.						
Describe how different contextual factors affect our everyday life experiences.						
Analyze how factors like power, privilege and oppression collectively shape our everyday life experiences.						
Analyze our everyday life experiences through multiple perspectives.						
Describe how my beliefs and attitudes are shaped by my own experiences.						

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Results: Faculty rubric scores



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Results: Summary

Criteria for Success:

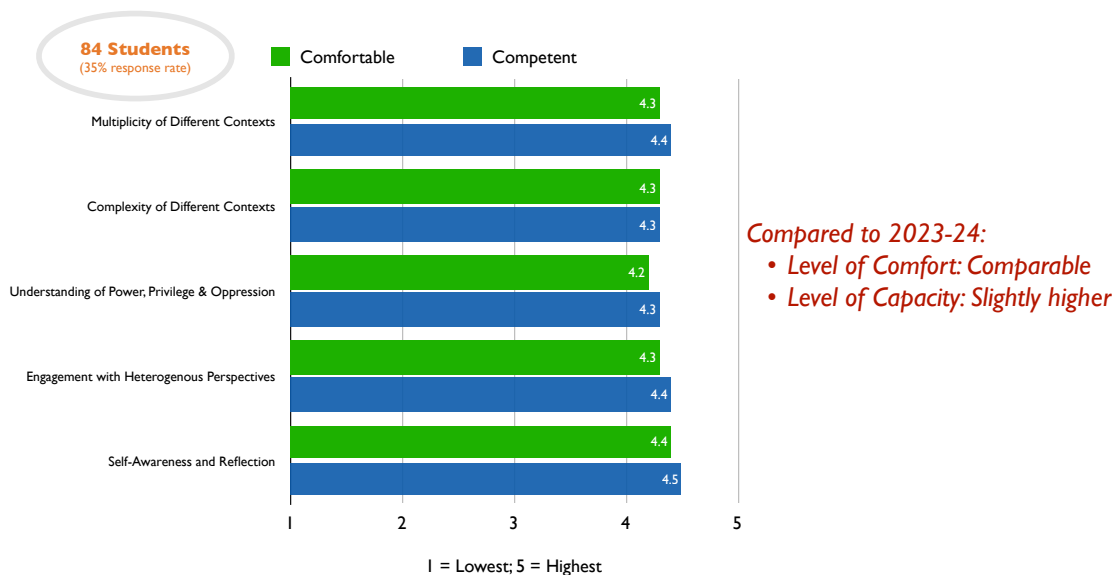
- 1) 75% of students score 3 ("Developing") or higher
 - Met on 4 out of 5 rubric criteria (#4 and #5 criteria not met in 2023-24)
- 2) 100% of students score 2 ("Beginning") or higher.
 - Did not meet on any rubric criteria (same as in 23-24)

Rubric criteria		Faculty score of "Developing" or higher (%) <i>Criteria for Success: 75%</i>	Faculty score of "Beginning" or higher (%) <i>Criteria for Success: 100%</i>
1	Understanding of the multiplicity of different contexts	86.8%	99.3%
2	Understanding of the complexity of different contexts	86.8%	99.3%
3	Understanding of power, privilege, and oppression	67.5%	96.0%
4	Engagement with heterogenous perspectives	79.9%	96.0%
5	Awareness and reflection of own positions/beliefs/attitudes/cultural rules/biases	76.2%	97.3%

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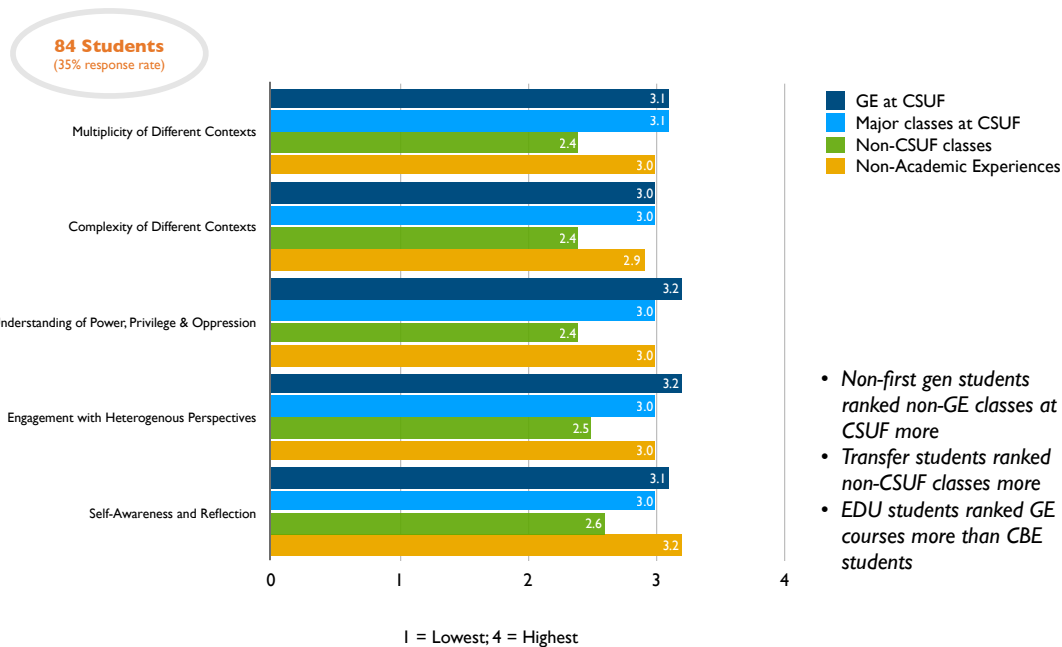
Results: Student self-reflection survey

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



Results: Student self-reflection survey

2) Where did students gain the skills?



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Information from Student Focus Groups

- Level of comfort:
 - Specific GE course
 - Campus life in general
 - Outside factors
- Level of capacity:
 - Specific GE course
 - Personal experiences
- Classes/Experiences to gain skills:
 - Importance of non-academic experiences
 - Intentionality of choosing GE courses

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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	No difference	Faculty scores: Significant positive predictor for all criteria
Understanding of the complexity of different contexts	No difference	No difference	No difference	No difference	No difference	
Understanding of power, privilege, and oppression	Female > Male	No difference	No difference	No difference	No difference	
Engagement with heterogeneous perspectives	Female > Male	No difference	No difference	No difference	No difference	
Awareness and reflection of own positions/beliefs/attitudes/cultural rules/biases	Female > Male	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
2024-25	Diversity (follow up to 23-24)	No (met 4 out of 5 rubric criteria based on one criterion of success)	Female > Male on 3 criteria