

# GE Assessment: 2018-2019 Summary

Faculty Learning Community  
Summary

# 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

- Teamwork

Assessed in 17-18 with 7 GE courses

- **Diversity**

Assessed in 18-19 with 10 GE courses

(local/global community)

# Diversity (Local/Global Community)

**Learning Goal: Students will develop self-awareness, knowledge, intercultural skills, and critical reflection to participate ethically and effectively in local communities and global contexts.**

## **Outcomes:**

1. Students will demonstrate a critical understanding of how the intersections of power, privilege, and oppression play out across a range of cultures and human experiences, including but not limited to their own experiences.
2. Students will describe diverse cultures using fundamental concepts and terminology.
3. Students will demonstrate awareness of appropriate intercultural skills.
4. Students will describe and understand how to enact ethical and transformative frameworks and modes of exchange and communication that promote rights, social justice, equity, and inclusiveness.

# Participants

- **10** courses (34 sections) from 6 colleges
  - Out of 205 upper division GE courses offered in spring 2019

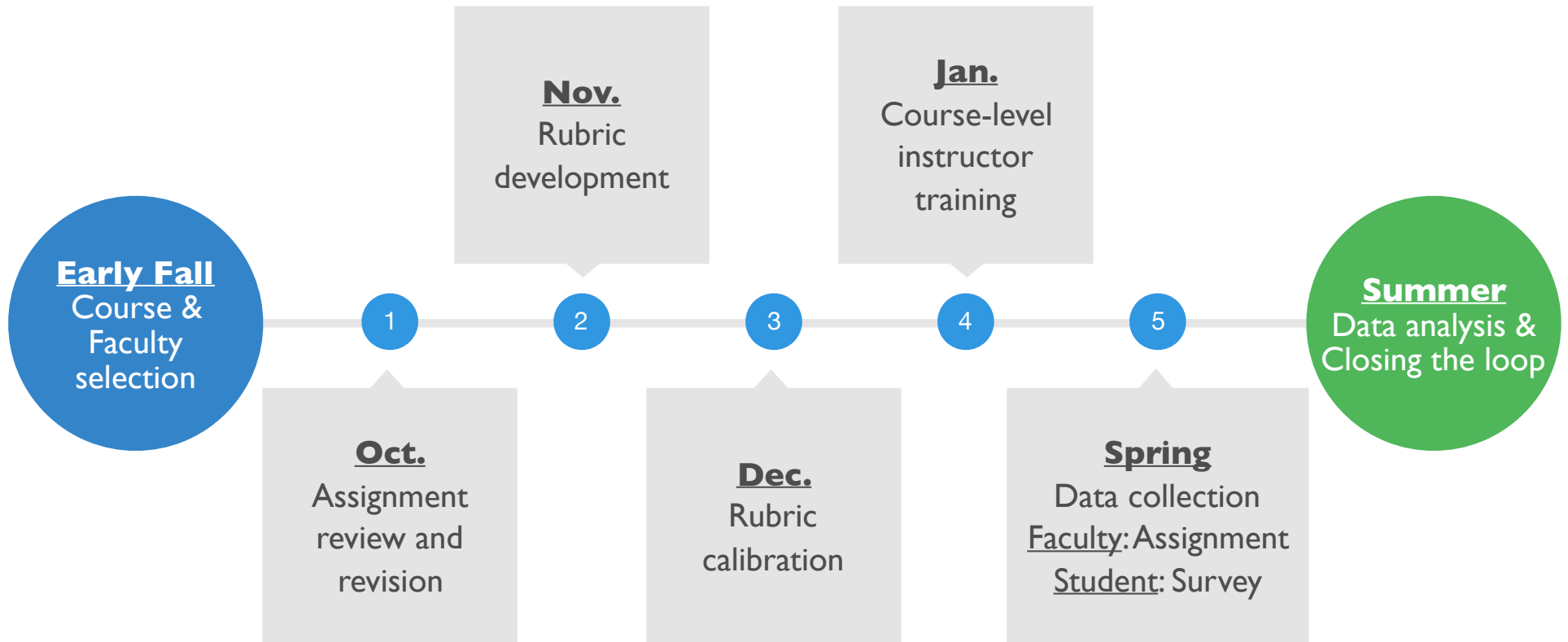
## Participating courses/Course leads:

- **17** faculty:
  - 10 course coordinators/leads
  - 7 additional instructors

**1 COTA** (THTR 300) / Miguel Torres  
**1 ECS** (CPSC 313) / Joe Martinazzi  
**1 EDU** (READ 290) / Laura Keisler  
**1 HHD** (HUSR/COUN 350) / Gary Geromo  
**5 HSS** (ANTH 300; ANTH 304; CRJU 385; GEOG 332; SOCI 306)  
/ Karen Stocker; Barbara Erickson; Dixie Koo; Peggy Smith; Jessica Moss  
**1 NSM** (BIOL 360) / Maryanne Menvielle

- **876** students (based on faculty scoring)
  - Out of 1,252 (duplicated) students taking these courses (1,044 unduplicated)

# Process



**Faculty Learning Community**

# Rubric

- 5 criteria:
  - Multidimensional understanding (or others)
  - Self-awareness (of self)
  - Perspectives or worldview
  - Biases
  - Knowledge application

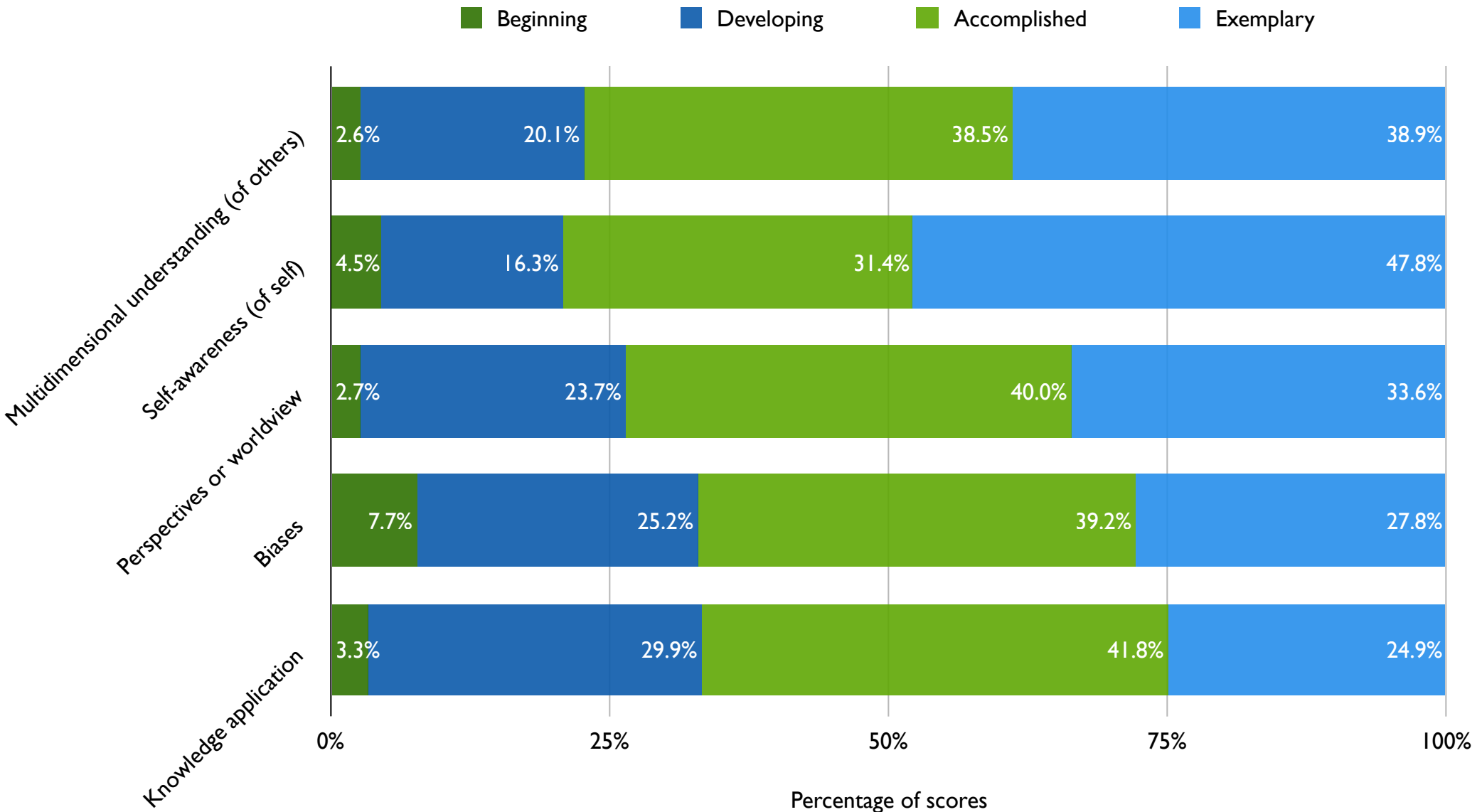
Criteria	Beginning	Developing	Accomplished	Exemplary	N/A
<b>Multidimensional understanding (of others):</b> A multidimensional understanding of others' situations (historical, economic, political, social, cultural, etc.)	Limited discussion of relevant factors that shape other groups or perspectives with <b>no or incorrect discussion</b> of how the factors logically link to the current understanding of said group(s) and lacking evidence	<b>Limited discussion</b> of relevant factors that shape other groups or perspectives; <b>Some attempt</b> at logically linking factors to the current understanding of said group(s) and/or with <b>limited supporting evidence</b> .	<b>Identifies</b> relevant factors that shape other groups or perspectives. <b>Logically links</b> those factors to the current understanding of said group(s) with <b>some supporting evidence</b> .	<b>Identifies</b> relevant factors that shape other groups or perspectives. <b>Logically links</b> those factors to the current understanding of said group(s) with <b>sufficient supporting evidence</b> .	
<b>Self-awareness (of self):</b> A critical awareness and reflection of the factors that shape OWN positions, beliefs, attitudes and biases	<b>Inability or resistance</b> to reflect on own positions, beliefs, attitudes and biases	<b>Identifies</b> own positions, beliefs, attitudes and biases	Identifies the <b>factors that shape</b> own positions, beliefs, attitudes and biases	Identifies and <b>analyzes HOW</b> the factors shape own positions, beliefs, attitudes and biases	
<b>Perspectives or worldviews:</b> An ability to describe and compare multiple perspectives or worldviews	Fails to describe more than one perspectives	Identifies <b>multiple</b> perspectives or worldviews, BUT provides <b>basic description</b> of these perspectives or worldviews	Identifies <b>multiple</b> perspectives or worldviews, AND/OR provides <b>detailed description</b> of and <b>limited comparison</b> between these perspectives or worldviews	Identifies <b>multiple</b> perspectives or worldviews, AND/OR provides a <b>thorough comparison</b> of these perspectives or worldviews	
<b>Biases:</b> An ability to recognize and examine the biases associated with different perspectives or worldviews	Fails to recognize biases inherent in any perspectives or worldviews	Demonstrates <b>recognition</b> of biases inherent in any perspectives or worldviews, BUT <b>unable to explain</b> these biases	Demonstrates a <b>reasonable but limited examination</b> of biases inherent in different perspectives or worldviews	Demonstrates a <b>thorough critique or analysis</b> (e.g. critical evaluation) of the biases inherent in different perspectives or worldviews	
<b>Knowledge application:</b> An ability to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	<b>No attempt</b> to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	<b>Limited attempt (quantity or quality)</b> to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	<b>Substantive attempt</b> to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	<b>Thorough application</b> of ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	

# Criteria for Success

Criteria	Beginning	Developing	Accomplished	Exemplary	N/A
<b>Multidimensional understanding (of others):</b> A multidimensional understanding of others' situations (historical, economic, political, social, cultural, etc.)	Limited discussion of relevant factors that shape other groups or perspectives with <b>no or incorrect discussion</b> of how the factors logically link to the current understanding of said group(s) and lacking evidence	75% students receive scores of “Developing” or higher			
<b>Self-awareness (of self):</b> A critical awareness and reflection of the factors that shape OWN positions, beliefs, attitudes and biases	<b>Inability or resistance</b> to reflect on own positions, beliefs, attitudes and biases	<b>Identifies</b> own positions, beliefs, attitudes and biases	75% students receive scores of “Accomplished” or higher		
<b>Perspectives or worldviews:</b> An ability to describe and compare multiple perspectives or worldviews	Fails to describe more than one perspectives	Identifies <b>multiple</b> perspectives or worldviews, BUT provides <b>basic description</b> of these perspectives or worldviews	75% students receive scores of “Accomplished” or higher		
<b>Biases:</b> An ability to recognize and examine the biases associated with different perspectives or worldviews	Fails to recognize biases inherent in any perspectives or worldviews	75% students receive scores of “Developing” or higher			
<b>Knowledge application:</b> An ability to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	<b>No attempt</b> to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems	75% students receive scores of “Developing” or higher			

# Results: Faculty scores

617  
students



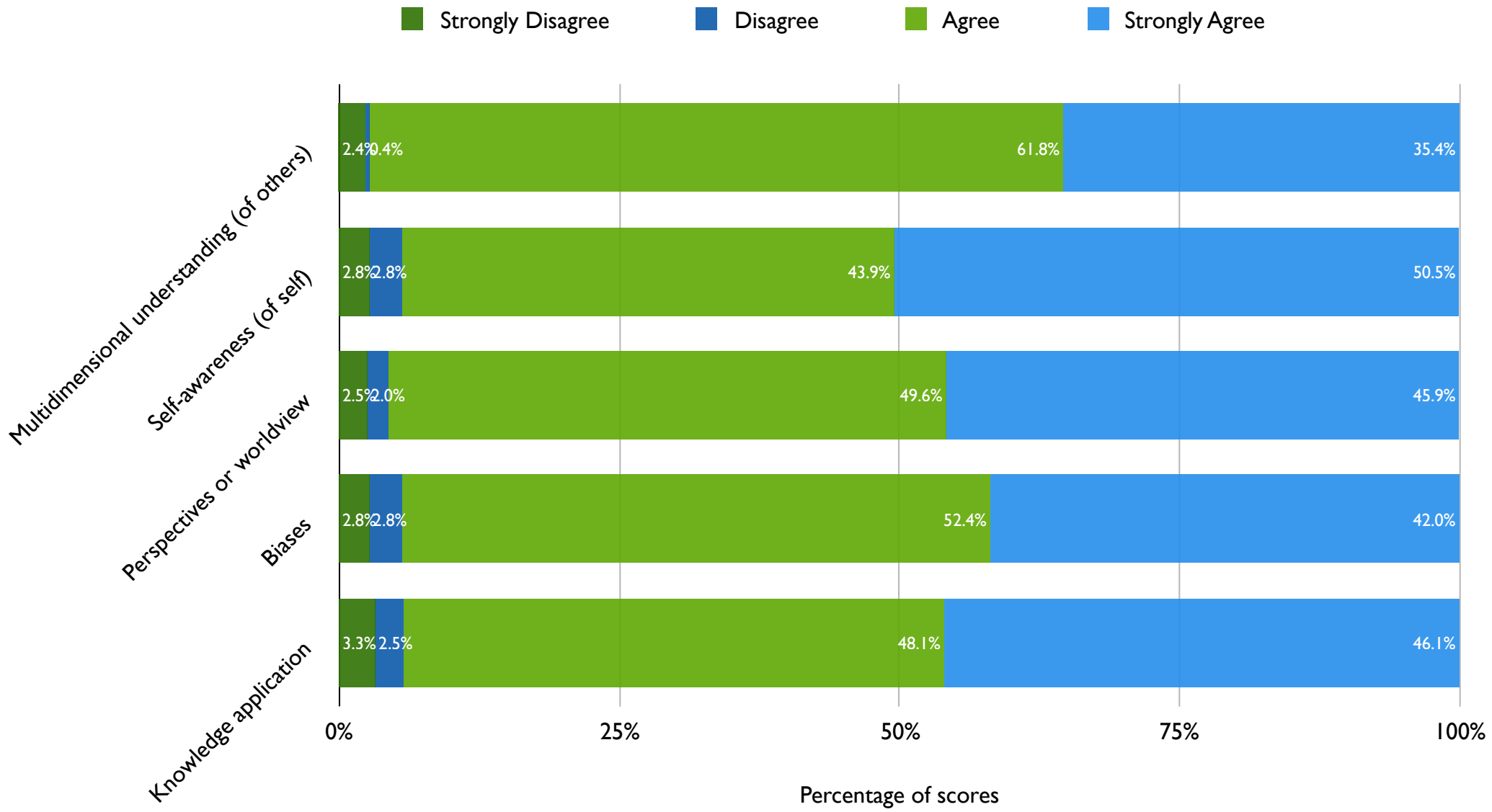


# Results: Summary (Faculty score only)

Rubric criteria		% of “Accomplished”/ “Exemplary”	% of “Developing/Accomplished/ Exemplary”	Criteria met?
1	Multidimensional understanding (of others)	77.4%	97.5%	Yes
2	Self-awareness (of self)	79.2%	95.5%	Yes
3	Perspectives or worldview	73.6%	97.3%	No
4	Biases	67.0%	92.2%	Yes
5	Knowledge application	66.7%	96.6%	Yes

# Results: Student survey

39%  
response  
rate



# Results: Differences based on student characteristics

Criterion	Gender	UR	Financial aid (Pell)	Senior class standing	GPA
Multidimensional understanding (of others)	No difference	Non-UR > UR (faculty)	No difference	Senior > Junior & below (faculty)	<p><u>Faculty scores:</u> Significant but small positive predictor for all criteria (<math>R^2 \sim 0.03 - 0.05</math>)</p> <p><u>Student self-report:</u> Not significant</p>
Self-awareness (of self)	No difference	Non-UR > UR (faculty)	No difference	No difference	
Perspectives or worldview	No difference	Non-UR > UR (faculty)	Non-Pell > Pell (faculty)	No difference	
Biases	No difference	Non-UR > UR (faculty)	No difference	Senior > Junior & below (faculty)	
Knowledge application	No difference	Non-UR > UR (faculty)	No difference	No difference	

# “Closing the loop”: Faculty recommendations

- Diversity is challenging to define and to grasp
- UR students keen on “being heard”, but maybe not so much on “articulating” the perspectives
- Faculty need opportunities to learn from each other about how they discuss difficult topics in the classroom
- Institution should provide incentives to encourage participation in diversity training
- Institution should consider “protecting” low-enrollment courses that focus on diversity topics
- Institution should protect faculty who receive low SOQs due to the topics discussed in class

# Faculty reflection

## What worked well:

- Learn about how diversity is taught in the classroom across campus
- Learn about assignment design, rubric & assessment
- Cross-discipline collaborations
- Learn from other faculty
- Frank, “eye-opening”, “thought provoking” discussions
- Inclusion of part-time faculty

## What could be changed:

- More time and meetings to define and improve the assessment of “diversity”
- More campus effort on understanding “diversity” other than “coexistence on campus of people by various background”

# Plan for 2019-2020

- Five GE Learning Goals:

- Fundamental Knowledge
- Critical thinking
- Communication
- Teamwork
- **Diversity**  
(local/global community)

- Working with the GE committee to determine the focus
- Working with the colleges to identify faculty/courses
- Launch the Faculty Learning Community in October

- **Cost:**

- \$10,000 - 15,000 per year
- Faculty stipend; Food; Materials