

GE Assessment: 2019-2020 Summary

Faculty Learning Community
Summary

08/18/20

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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**

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

- Teamwork

Assessed in 17-18 with 7 GE courses

- Diversity (local/global community)

Assessed in 18-19 with 10 GE courses

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Communication (Written/Oral)

Learning Goal: Students will develop ideas and communicate them competently and ethically, verbally or nonverbally, both orally and in writing, in a variety of contexts.

Outcomes:

1. Students will communicate ideas effectively and appropriately in a well-organized fashion, taking purpose, context, and audience into account.
2. Students will present the ideas of others with integrity, providing appropriate attribution or academic citation.

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Participants

- **11** courses (28 sections) from 6 colleges
- Out of 225 upper division GE courses offered in spring 2020

- **19** faculty:
 - 11 course coordinators/leads
 - 8 additional instructors

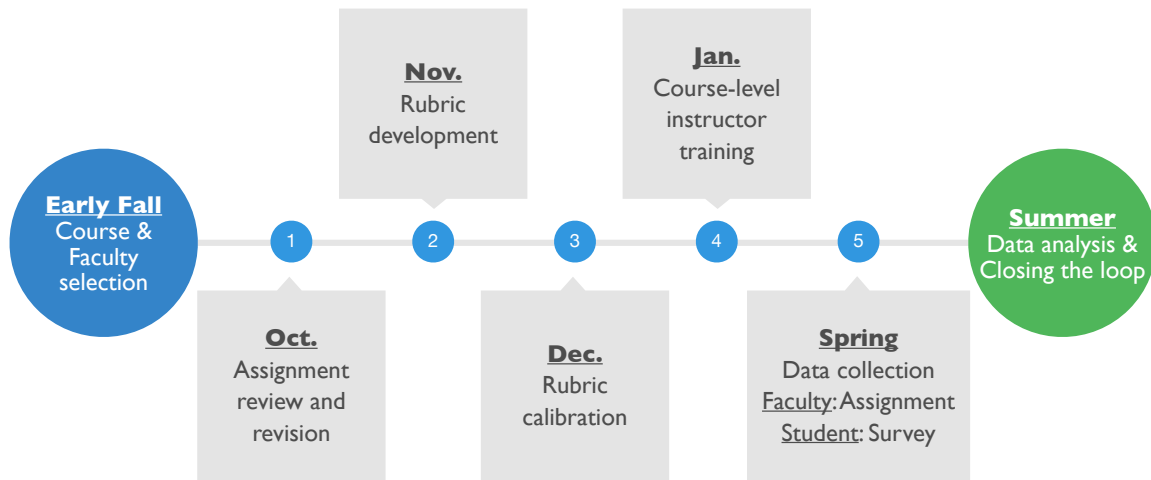
Participating courses/Course leads:

1 COTA (THTR 311) / Aimee Guichard
1 CCOM (CTVA 365) / Heather Osborne-Thompson
1 EDU (EDSC 320) / Debra Ambrosetti
3 HHD (CAS 340, KNES 353, PUBH 349) / Christa Greenfader, Koren Fisher, Shana Charles
4 HSS (AMST 301, ENGL 324, GEOG 371, POSC 315) / Elizabeth Suarez, Edward Pinuelas, Peggy Smith, David Adams
1 MCBE (BUAD 300) / Farifteh Shahbazian

- **865** students (based on faculty scoring)
- Out of 952 (duplicated) students taking these courses (918 unduplicated)

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Process



Faculty Learning Community

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Rubric

• 6 criteria:

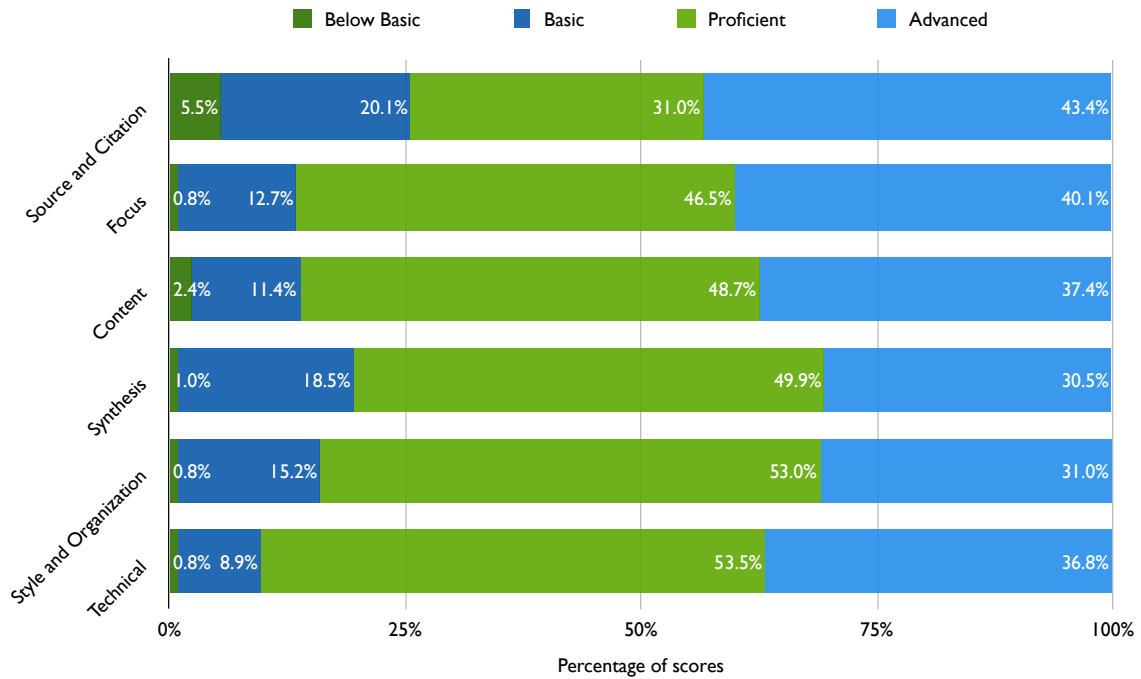
- A) Source and citation
- B) Focus (e.g. thesis, theme, point of view, approach, or statement of purpose)
- C) Content (e.g. theoretical basis, framework, analysis)
- D) Synthesis (e.g. integration of content)
- E) Style and organization (including appropriateness for intended audience)
- F) Technical (e.g. syntax, grammar, mechanics)

Criteria	Performance Levels			
	Below Basic	Basic	Proficient	Advanced
Source and Citation	Lack of attempt to cite sources either in text or in the reference page. Lacks credible sources.	Demonstrates some attempt to properly cite credible sources that are appropriate for the discipline and genre, with some errors.	Demonstrates fairly accurate formatting of credible sources that are appropriate for the discipline and genre, with few errors.	Demonstrates consistently accurate formatting of credible sources that are appropriate for the discipline and genre, with little to no errors.
Focus (e.g. thesis, theme, point of view, approach, or statement of purpose)	Focus of the assignment is non-existent or unidentifiable; Ideas presented in the body of the assignment are unclear or unrelated.	Focus is somewhat identifiable, but vague or too broad; Focus has some relevance to the ideas presented in the body of the assignment, but is not well supported by them.	Focus is clear, expressing a specific approach or point of view; Focus is usually supported by the ideas presented in the body of the assignment, but there are inconsistencies in focus.	Focus is clear, strong, and consistent, expressing a specific approach or point of view; Focus is supported by the ideas presented in the body of the assignment.
Content (e.g. theoretical basis, framework, analysis)	Content is not appropriate or relevant to the assignment; Does not demonstrate an accurate understanding of relevant material.	Content is used or analyzed superficially, or in limited manner; Content partially supports the focus, but has major gaps.	Content is used or analyzed appropriately and accurately; Content supports the focus, but is not fully comprehensive or clearly articulated.	Content is fully comprehensive and well articulated; Content provides compelling support to the focus.
Synthesis (e.g. integration of content)	Source(s) of information or source material used without any interpretation, evaluation, or synthesis.	Source(s) of information or source material used with limited interpretation, evaluation, or synthesis.	Source(s) of information or source material used with adequate interpretation, evaluation, or synthesis.	Source(s) of information or source material used, interpreted, and evaluated to develop a comprehensive, sophisticated, and insightful synthesis.
Style and organization (including appropriateness for intended audience)	Lack of organization or clear relationship between paragraphs or sentences; The assignment is not delivered in a tone appropriate for the audience, and does not follow the conventions of its genre.	Demonstrates some signs of organization, but includes occasional abrupt or illogical shifts and ineffective sequence of paragraphs or sentences; The tone of the assignment is somewhat aligned to the intended audience, and somewhat follows the conventions of the genre.	Demonstrates effectively-ordered paragraphs or sentences that link concepts with useful transitions; The assignment is delivered in a tone appropriate for the audience, and follows the conventions of the genre.	Demonstrates sophisticated sequences of paragraphs and sentences to support seamless idea transition; The assignment is delivered in a tone appropriate for the audience, and follows the conventions of the genre.
Technical (e.g. syntax, grammar, mechanics)	Includes many language errors (e.g. spelling, grammar, syntax, diction, or punctuation) that impede readability.	Language use generally conveys meaning to readers with clarity, although includes several errors (e.g. spelling, grammar, syntax, diction, or punctuation) that interfere with readability.	Language use adequately conveys meaning to readers with some errors that may influence readability (e.g. spelling, grammar, syntax, diction, or punctuation).	Language use skillfully communicates meaning to readers, with no errors or minor errors that do not affect readability (e.g. spelling, grammar, syntax, diction, or punctuation).

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Results: Faculty scores

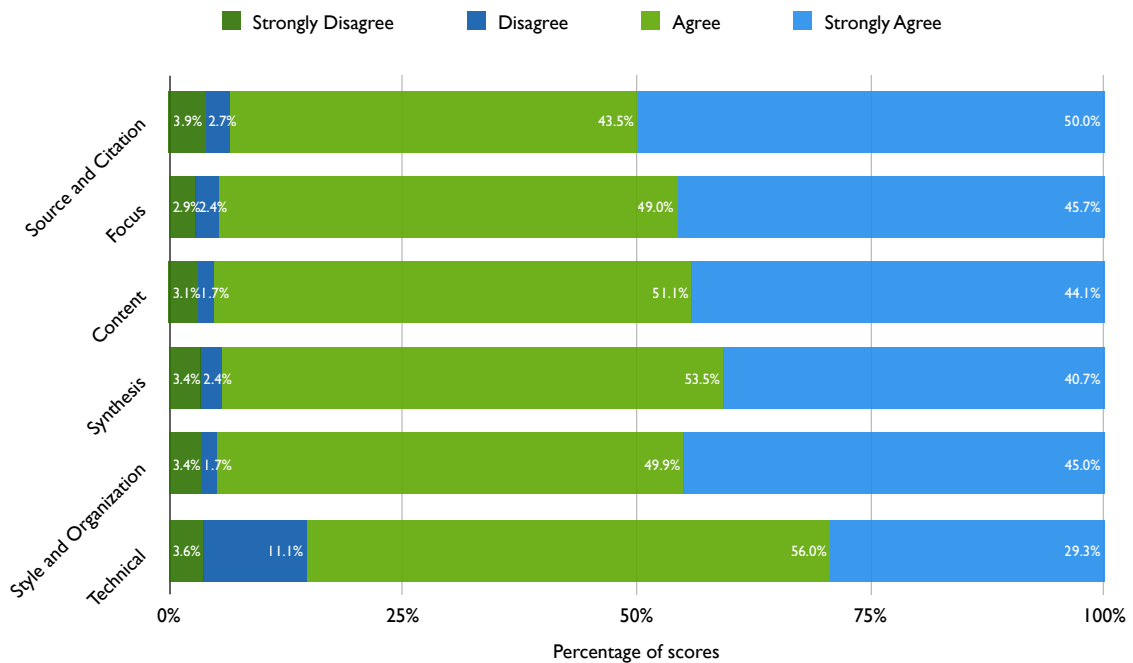
865 students



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Results: Student survey

43.5% response rate



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Results: Summary

Criteria for success:

70% of students receive scores of 3 (“Proficient”) or higher for criteria 1, 3 and 4;
75% of students receive scores of 2 (“Proficient”) or higher for criteria 2, 5 and 6.

Rubric criteria		Faculty score of “Proficient”/ “Advanced” (%)	Student rating of “Agree” or “Strongly Agree”(%)
1	Source and citation	74.4%	93.5%
2	Focus	86.6%	94.7%
3	Content	86.1%	95.2%
4	Synthesis	80.4%	94.1%
5	Style and organization	83.9%	94.9%
6	Technical	90.3%	85.2%

- Faculty scoring: Criteria for success **met** on all criteria

- Student rating: Criteria **met** on all criteria

- On “Technical”, Faculty score > Student rating

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Results: Differences based on student characteristics

Criterion	Gender	UR	Financial aid (Pell)	Senior class standing	GPA
Source and citation	Female > Male (faculty)	No difference	No difference	Senior > Junior & below (faculty and students)	Faculty scores: Significant but small positive predictor for all criteria ($R^2 \sim 0.03 - 0.07$) Student self-report: Significant but small positive predictor for “Synthesis” criterion only ($R^2 = 0.01$)
Focus	Female > Male (faculty)	No difference	No difference	Senior > Junior & below (students)	
Content	Female > Male (faculty)	Non-UR > UR (faculty)	No difference	Senior > Junior & below (faculty & students)	
Synthesis	Female > Male (faculty)	No difference	No difference	Senior > Junior & below (students)	
Style and organization	No difference	Non-UR > UR (faculty)	No difference	Senior > Junior & below (faculty)	
Technical	No difference	Non-UR > UR (faculty)	No difference	No difference	

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“Closing the loop”: Faculty recommendations

- **Positive observations:**
 - The difference b/w UR and non-UR students, while statistically significant, is not big, which is encouraging.
 - Students, including UR students, seem to improve writing as they progress through CSUF. It appears we are helping them building their competency and confidence through scaffolding and feedback.

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“Closing the loop”: Faculty recommendations

- **Improvement ideas:**
 - Explore whether UR students who struggle have a home language other than English
 - Use the rubric in creative ways:
 - Track student progress over different levels of courses;
 - Share with colleagues to use for program level assessment;
 - Use to score individual or group discussion posts/online discussions;
 - Use as a teaching tool to clarify expectations for students;
 - Use to as formative feedback tool to help students improve.
 - Students seem to struggle the most with the “Synthesis” criterion - need to improve
 - Improve the preparedness of high school students in written communication
 - Provide explicit support on writing communication as students enter, e.g. writing test, mandated “college writing” course, a continuing practice of “common read” to expose students to good writing
 - Examine the “Diversity of sources” in GE - perhaps could be infused with the teaching and assessment of the diversity learning goal

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Faculty reflection

What worked well:

- “Quite pleasurable experience. All the on Friday afternoons”
- Create an assessment rubric together
- Gain ideas on assignment design and teaching approaches
- Cross-discipline collaboration
- Learn from other faculty, about different departments and colleges

What could be changed:

- More participation from full-time faculty (to bring the information back to the department)
- Better communication about choice of courses/lead faculty from department/college
- Scheduling challenges for the entire group to meet consistently