GE Assessment at Cal State LA: What Have We Learned and Where Do We Go from Here?

Jessica Dennis

Assessment Faire, May 2, 2022

CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

GE Assessment at Cal State LA: What Have We Learned and Where Do We Go From Here?

- Jessica Dennis, GE Assessment Working Group -

My Assessment Journey

Member of the Educational Effectiveness and Assessment Council since 2011, co-chair from 2013-2020

NSS College Assessment Coordinator from 2015-2019

Director of Assessment from 2016-2019

Co-chair of the GE Assessment Working Group from 2020-present

Involvement in Department assessment for both Psychology and Child & Family Studies

Cal State LA General Education Requirement and Learning Outcomes

https://www.calstatela.edu/undergraduatestudies/general-education-rubrics

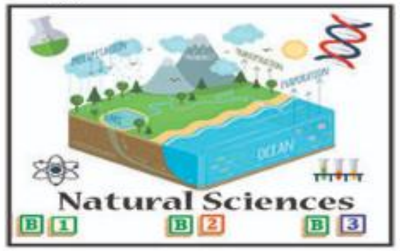


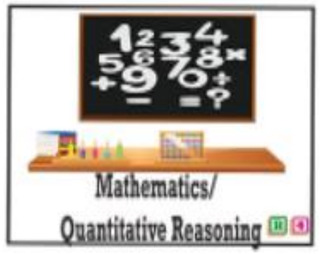














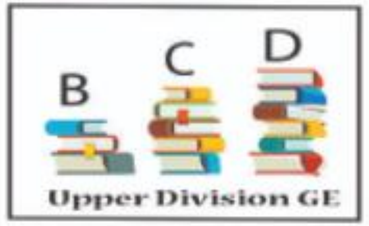


Cal State LA GE

…don’t forget these too!







University Requirements:









GE Assessment Rubrics and Projects

Learning Outcome	Year
Written Communication and Critical Thinking	2016-2017, 2018-2019
Oral Communication	2017-2018
Quantitative Reasoning	2017-2019
Civic Learning	2018-2019
Information Literacy	2019-2021
Lifelong Learning and Self-Development	2020-2021
Diversity	2020-2021
Social Science	2021-2022
Natural Science	2021-2022

What do these projects entail?

Drafting a rubric

- For Diversity, we drafted a rubric based on AACU's VALUE rubrics for Intercultural Knowledge and Competence

- Students who successfully complete GE will be able to **demonstrate understanding of**:
  - Theoretical and practical factors of race, ethnicity, gender, gender identity, socioeconomic class, disability, sexuality, religion or age.
  - Intersectionality of these factors, with particular attention paid to race, ethnicity, gender, and socioeconomic class.
  - Diversity of intercultural and intracultural relationships.
  - Civic literacy and awareness of social justice that would enable effective participation in a diverse society.

Cal State LA Written Diversity General Education Assessment Rubric

Fall 2021, Based on the AAC&U Intercultural Knowledge and Competence VALUE Rubric

Definitions

Diversity refers to the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and/or political beliefs.

Criteria:

- **Cultural Self-Awareness:** *Cultural self-awareness involves the capacity to identify our own cultural group's patterns and how they shape one's values/beleifs, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being Insights gained into the variability that exists between cultures.*
- **Understanding of theoretical and practical factors:** *Disciplinary/interdisciplinary/trans-disciplinary/multi-disciplinary theories represent a systematic way of understanding phenomenon of interest; they typically consist of constructs/concepts and statements about the relationships between the constructs. Understanding theoretical factors refers to understanding of theoretical formulations/propositions about race, ethnicity, gender, SES, disability, sexuality, religion, and/or age that may impact the phenomenon/topic covered in the course. This refers to practical everyday implications of race, ethnicity, gender, SES, disability, sexuality, religion, and/or age with regard to the phenomenon/topic covered in the course. Application of theory/concepts to lived experiences, and examples of access, opportunities and experiences that exacerbate privilege for specific populations.*
- **Understanding the diversity of intercultural and intracultural relationships:** *Cultural patterns are norms, values, beliefs, and social practices shared by groups; understanding the diversity of cultural relationships involves awareness of the ways in which cultural patterns differ amongst groups (inter), as well as the ways in which cultural patterns can vary amongst individuals within groups (intra). Illustrate the varied experiences shaped by social norms, history, events and immigrants and generational status. Diversity within groups is acknowledged.*
- **Understanding of Intersectionality:** *Intersectionality, grounded in feminist theory, recognizes that our lives and experiences are rooted in, and shaped by, multiple social locations/social statuses/social identities/social constructs that yield differential levels of power and privilege. Whereas early scholarship focused primarily on the interactions and relationality between race, class and, gender, more contemporary renditions also acknowledge multiple social locations/statuses/identities (e.g., ability, sexuality, nationality, migration status, etc.). Intersectionality acknowledges each separate identity/category has its own experiences that are different, yet result in simultaneous disadvantages/advantages.*
- **Civic-literacy:** *Civic literacy is the knowledge and skills to actively participate and initiate change in your community and the greater society through knowing how to stay informed, understanding governmental processes, and knowing how to exercise the rights and obligations of citizenship at local, state, national, and global levels. Understanding how to respectfully work for/with communities by leveraging one's education/skills for the needs and benefit of the larger community. Problem-solving collaboration tht is community-based and responsive.*
- **Social Justice Awareness:** *Social justice awareness is recognizing the importance of organized efforts aimed at influencing public attitudes, policies, and laws to create a more socially just society guided by the vision of human rights that may include awareness of socio-economic inequities, protection of social rights as well as racial identity, experiences of oppression, and spirituality. Knowledge of the social construction of terms/practices/processes used to provide or limit access to information or resources.*

Diversity Rubric

	Capstone 4	Milestones 3	 2	Benchmark 1	No Evidence 0
Cultural self-awareness	**Articulates insights into own cultural norms and biases** (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, **resulting in a shift in self-description**.)	**Recognizes new perspectives about own cultural norms and biases** (e.g., not looking for sameness; self-critical; comfortable **with the complexities that new perspectives offer**).	Identifies own cultural rules and biases (e.g., with a strong **preference for those rules shared with own cultural** group and seeks the same in others.) **There is at least some description of their own values or framework.**	Shows **minimal awareness of own cultural rules and biases** (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.) **Does not describe their own values or framework.**	**No references to own cultural rules and biases.**
Understanding of theoretical and practical factors	**Analyzes the complexity of theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is compelling and insightful.**	**Integrates several theoretical and practical factors** concerning race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is accurate, specific, and addresses complexities.**	**Describes some theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is surface-level or may have some inaccuracies.**	**Begins to describe theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is flawed, inaccurate, or biased.**	**No references to theoretical or practical factors.**
Understanding of the diversity of intercultural and intracultural relationships	**Analyzes the complexities of intercultural and intracultural relationships. Identifies and elaborates** on the ways in which relationships are **diverse with regard to experiences both between cultures and within** cultures.	**Articulates diverse features of intercultural and intracultural relationships**. Devotes attention to diversity in relationships and experiences **between cultures or within cultures**, but may not adequately describe both.	**Describes some diverse features** of intercultural and intracultural relationships. **Begins to describe** diversity in relationships and experiences between cultures or within cultures, but information may not be detailed.	Provides **very little description** of diversity in intercultural and intracultural relationships and/or information provided is flawed, inaccurate, or biased.	**No references to diversity in intercultural or intracultural relationships .**
Understanding of Intersectionality	**Analyzes the intersectionality of issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.). **Information provided is compelling and insightful.**	**Identifies the intersectionality of issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.). **Information provided is accurate and addresses complexities.**	**Describes issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.), but **does not address how these issues intersect**. **Information provided is mainly surface-level.**	**Begins to describes issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.), without **addressing intersectionality**. **Information provided may be flawed or biased.**	**No references intersectionality of issues.**
Civic Literacy and Awareness of Social Justice	**Connects and extends knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation in	**Connects knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation	**Begins to connect knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation	**Begins to identify knowledge** (theoretical and empirical) from an academic discipline that is relevant to civic engagement	**No references to issues relating to**

Validating the rubric

- Faculty gave input on rubric via focus groups and email

- Pilot the Diversity rubric with a small group of faculty scorers who participate in a norming session and then score a sample of papers.
  - 98 paper collected from in 7 courses in Spring 2021:
    - A&L: LBS 2500, LBS 3200,
    - CCOE: EDSP 3010
    - HHS: CHDV 2250, SW 3620
    - NSS: RELS 3350, SOC 4160

Summary of Diversity Assignments

Course	Assignment	Length
CHDV 2250: Ethnic Identity & Awareness in Children & Families	Reflection essay about personal identities and the importance of those identities for society	3-5 pages
EDSP 3010: Disability in Contemporary Society	Analysis of disability laws in a specific country	3-5 pages
LBS 2500: Social change and social movements in the U.S.	Analysis of the impact of a social movement, cultural organization, or current event	3-8 pages
LBS 3200: Disability studies	Reflection on how the course impacted their own knowledge of disabilities and skills for civic advocacy	5-7 pages
RELS 3500: Religion, spirituality, and ethnic identity	Analysis of women's roles and experiences in 3 different religions	5-7 pages
SOC 4160: Feminist theory and contemporary society	Analysis of intersectional experiences of gender and other social identities	6-10 pages
SW 3620: From Institutional Racism to Cultural Competency	Reflection on forms of racism experienced and analysis of the impact of institutional racism	3-5 pages

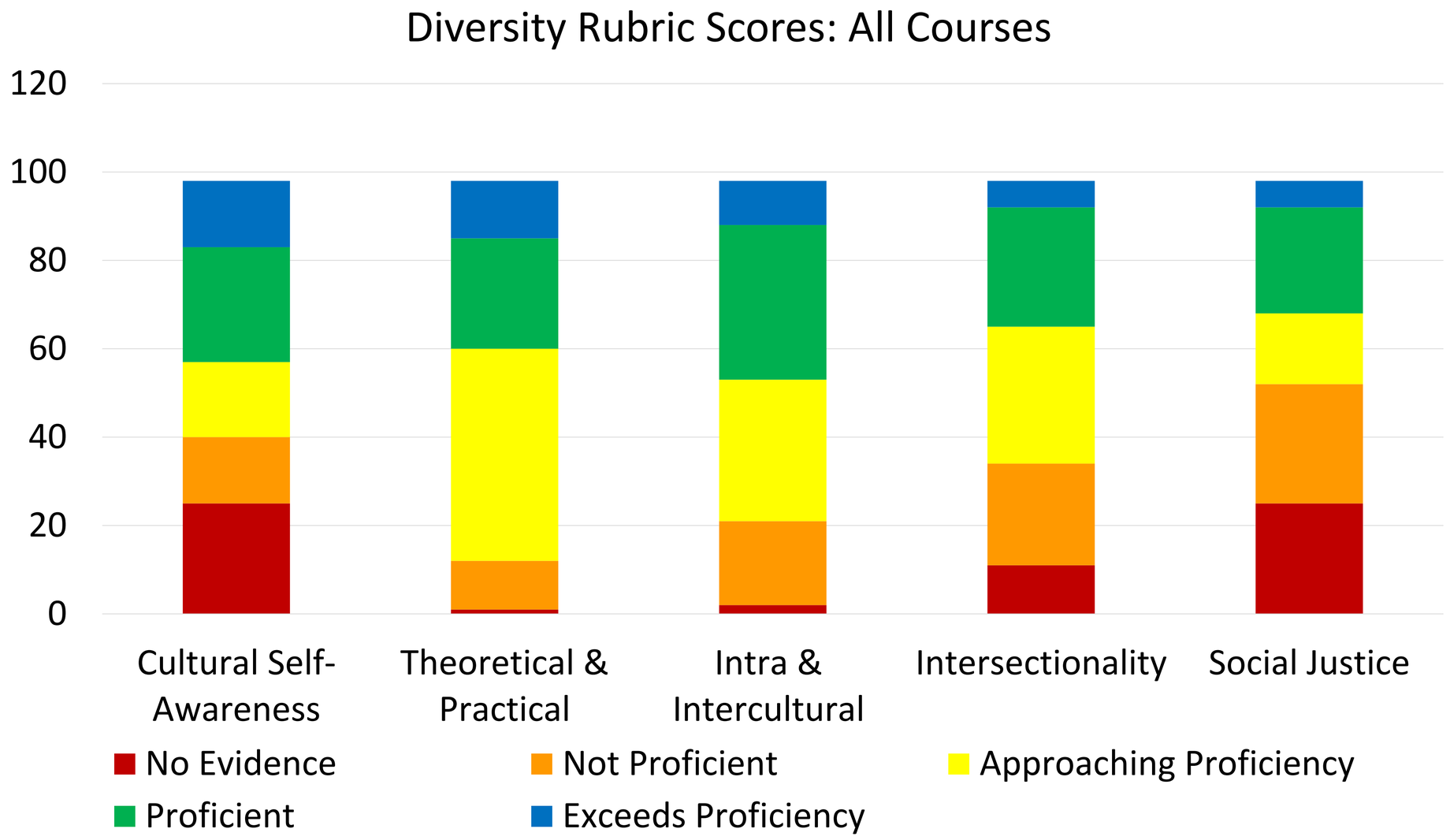
Scoring of Diversity Assignment

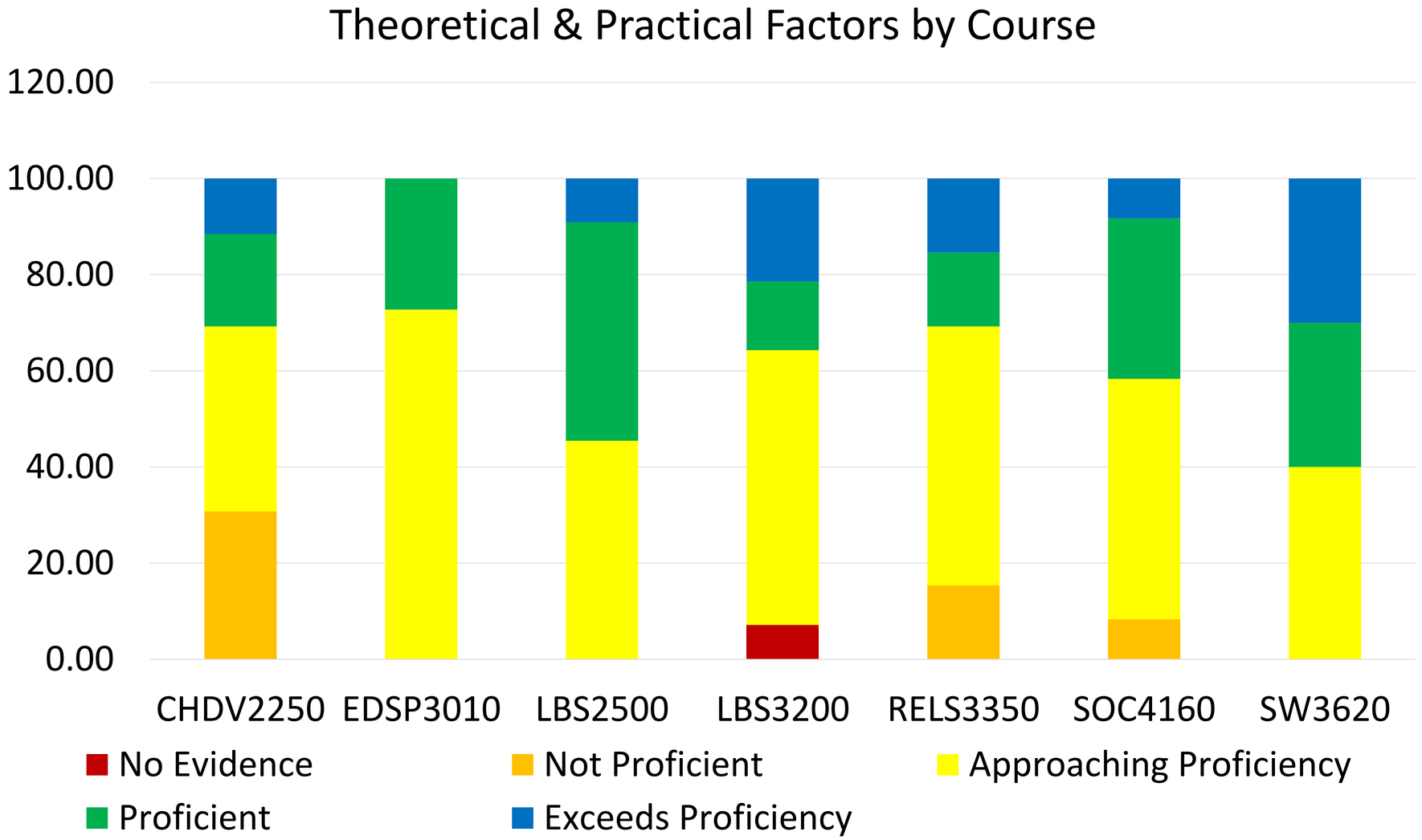
6 faculty representing different disciplines scored papers

Reliability assessed with intraclass correlations:

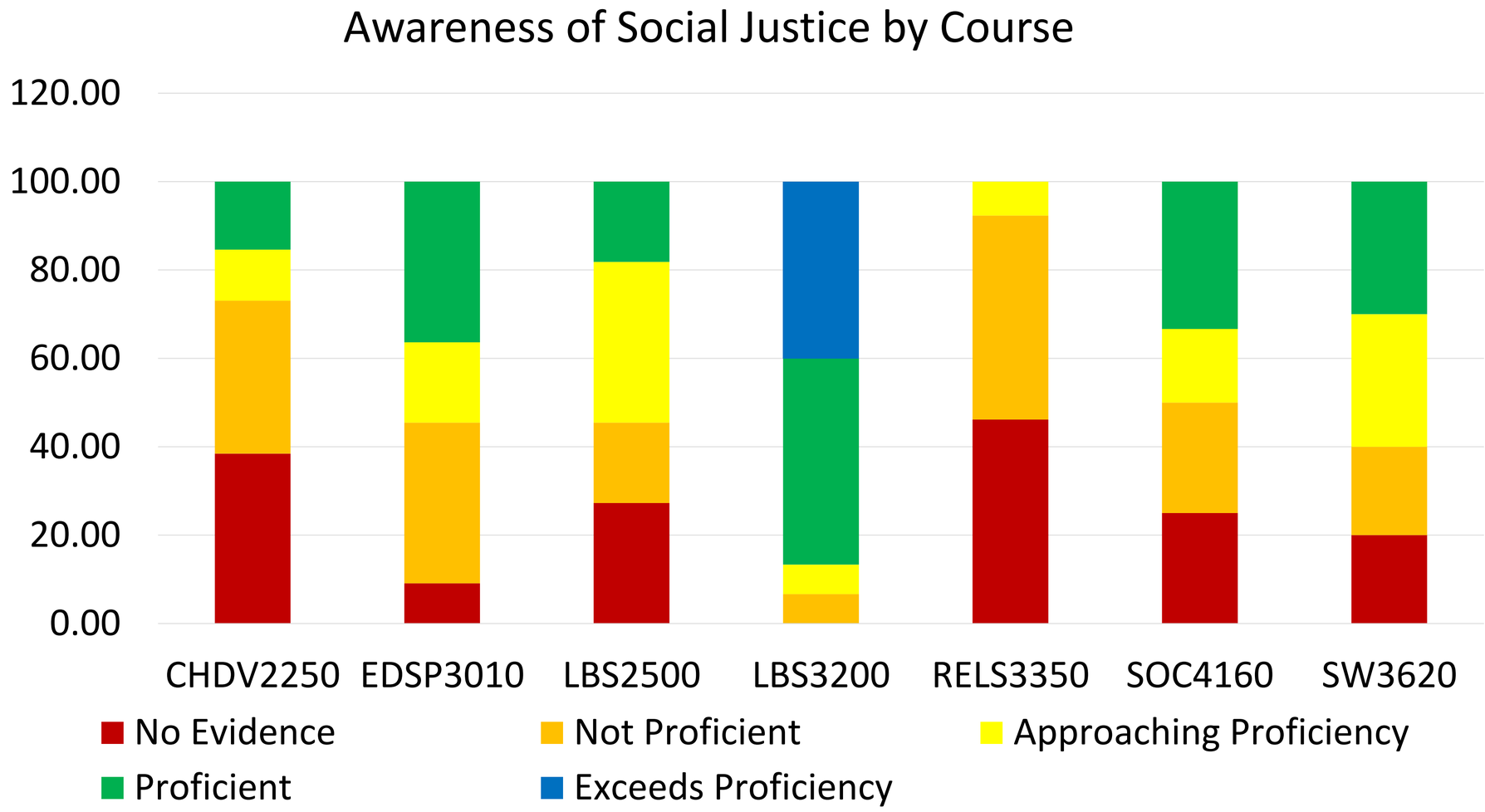
- .76 for cultural self-awareness
- .51 for theoretical and practical factors
- .31 for intercultural and intracultural relationships
- .39 for intersectionality
- .66 for awareness of social justice

Examine the Results of the Pilot Test


Diversity Rubric Scores: All Courses
120
100
80
60
40
20
0
Cultural Self-Awareness
Theoretical & Practical
Intra & Intercultural
Intersectionality
Social Justice
No Evidence
Not Proficient
Approaching Proficiency
Proficient
Exceeds Proficiency



Milestone- "**Integrates several theoretical and practical factors** concerning race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is accurate, specific, and addresses**."



Milestone- "**Connects knowledge** (theoretical and empirical) from an academic discipline **to civic engagement and/or participation in civic life, politics, and government**. **Expresses some awareness of issues relating to social justice.**"

What have we learned?

Collecting and scoring papers to validate rubrics is time consuming!

- A lot of work goes into collecting and prepping the papers
- Norming sessions with scorers
- Time spent scoring the assignments
- Collecting and analyzing the scores
- Costs $$

- **Do we get an adequate return on investment?**

Interpreting results must be done with a grain of salt…

- High scores:
  - probably indicate effective learning has taken place
- Low scores:
  - may mean there is no evidence based on the assignment scored
  - other assignments in the course may elicit these dimensions
- Comparisons across departments or college are not recommended:
  - courses are not representative of the entire program or college

GE Learning Outcomes could use some revision

- Use “*demonstrate understanding”* or *“demonstrate knowledge*” repeatedly instead of verbs from Bloom’s taxonomy
- Difficult to measure and operationalize
- Include terms that don’t have agreed upon definitions
- Faculty are often unaware of these

Rubrics need to be simplified for practical use

- Even trained scorers can find the rubrics to be quite cumbersome
- Need more user-friendly, less jargony rubrics for students to understand
- Difficult to have one assignment that is aligned to all domains in the rubrics

Diversity Rubric

	Capstone 4	Milestones 3	 2	Benchmark 1	No Evidence 0
Cultural self-awareness	**Articulates insights into own cultural norms and biases** (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, **resulting in a shift in self-description**.)	**Recognizes new perspectives about own cultural norms and biases** (e.g., not looking for sameness; self-critical; comfortable **with the complexities that new perspectives offer**).	Identifies own cultural rules and biases (e.g., with a strong **preference for those rules shared with own cultural** group and seeks the same in others.) **There is at least some description of their own values or framework.**	Shows **minimal awareness of own cultural rules and biases** (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.) **Does not describe their own values or framework.**	**No references to own cultural rules and biases.**
Understanding of theoretical and practical factors	**Analyzes the complexity of theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is compelling and insightful.**	**Integrates several theoretical and practical factors** concerning race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is accurate, specific, and addresses complexities.**	**Describes some theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is surface-level or may have some inaccuracies.**	**Begins to describe theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is flawed, inaccurate, or biased.**	**No references to theoretical or practical factors.**
Understanding of the diversity of intercultural and intracultural relationships	**Analyzes the complexities of intercultural and intracultural relationships. Identifies and elaborates** on the ways in which relationships are **diverse with regard to experiences both between cultures and within** cultures.	**Articulates diverse features of intercultural and intracultural relationships**. Devotes attention to diversity in relationships and experiences **between cultures or within cultures**, but may not adequately describe both.	**Describes some diverse features** of intercultural and intracultural relationships. **Begins to describe** diversity in relationships and experiences between cultures or within cultures, but information may not be detailed.	Provides **very little description** of diversity in intercultural and intracultural relationships and/or information provided is flawed, inaccurate, or biased.	**No references to diversity in intercultural or intracultural relationships .**
Understanding of Intersectionality	**Analyzes the intersectionality of issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.). **Information provided is compelling and insightful.**	**Identifies the intersectionality of issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.). **Information provided is accurate and addresses complexities.**	**Describes issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.), but **does not address how these issues intersect**. **Information provided is mainly surface-level.**	**Begins to describes issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.), without **addressing intersectionality**. **Information provided may be flawed or biased.**	**No references intersectionality of issues.**
Civic Literacy and Awareness of Social Justice	**Connects and extends knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation in	**Connects knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation	**Begins to connect knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation	**Begins to identify knowledge** (theoretical and empirical) from an academic discipline that is relevant to civic engagement	**No references to issues relating to**

Natural Science Rubric

Outcome	Beginning	Developing	Mastery
1. *Demonstrate an understanding of the principles of scientific inquiry (i.e., the "scientific method"), the nature of science, the potential limits of scientific endeavors, and the value systems and ethics associated with scientific inquiry.*	**States** the elements that defines scientific methodologies. **Recognizes** ethical challenges in scientific inquiry. **Defines** hypothesis, theory and law in science.	**Categorizes** and **contrasts** scientific hypothesis, theory, or law. **Distinguishes** ethical and not ethical scientific inquiry.	**Creates** a scientific explanation based on scientific hypothesis, theories, and laws. **Formulates** an ethical argument for or against using scientific inquiry.
2. *Demonstrate knowledge of basic scientific principles as they apply to broader concepts (e.g., global climate change, the spread of infectious diseases, etc.), including historical developments of the disciplines and major contributions from various cultures of the world.*	**Lists** the major science disciplines, describes the historical timeline of their development, and recalls the location where first emerged. **Explains** the basic natural sciences concepts of carbon flow, energy flow, and water cycle.	**Analyzes** the major world problems that can be addressed with science, including population growth, food and water supply, and emerging infectious diseases, etc. **Compares** and **contrasts** scientific solutions to the world problems including population growth, food and water supply, and emerging infectious diseases, etc.	**Evaluates** graphs based on measurable parameters of broader concepts including population growth, food and water supply, and emerging infectious diseases, etc. **Predicts** trends based on existing scientifically collected data and **evaluates** proposed interventions for world's major problems.

GE classes need signature assignments developed with the GELOs in mind

- Transparent assignment design supports the demonstration of learning
- For most GE rubrics, ideal assignments:
  - Connect course content to scholarly literature
  - Include reflection on hands-on, real-world participation and experiences
  - Ask students to write in the first person for at least a portion of the essay
  - Meaningfully integrate all of the above into one coherent essay

Where do we go from here?

How can we increase rubric awareness and use?

- Disseminate via Chairs, CETL…who else?
- Increase course coordination, collaboration, and signature assignments
- Add disclaimers and encourage modification to fit the course or department needs:
  - Different domains can be assessed with different assignments

Next Steps

- Develop workshops, resources, and examples of assignments
- Revise the GE Learning Outcomes to include more actionable verbs and precise language
- Other ideas?

Thank you!

Email me for GE assessment rubrics or reports:

jdennis@calstatela.edu