TO: The Executive Committee
FROM: The Committee on Academic Planning Review (CAPR)
SUBJECT: 18-19 CAPR 2: General Education Long-Term Assessment Plan
PURPOSE: For information to the Academic Senate
ACTION REQUESTED: That the Academic Senate accept this General Education Long-Term Assessment Plan as an information item.

BACKGROUND:
At its meeting on October 4, 2018, CAPR members unanimously approved General Education Long-Term Assessment Plan for WASC accreditation processes and as a guiding document for university assessment policies and timelines.
CSU EAST BAY
GENERAL EDUCATION LONG-TERM ASSESSMENT PLAN

The General Education (GE) program at Cal State East Bay is designed to provide students with opportunities to explore subject areas outside the major, to delve into topics that challenge their world perspectives, and ultimately, to help them become educated citizens who base decisions on factual evidence. In the CSU, Executive Order 1100 prescribes the broad goals for each subject area of GE and mandates each campus defines GE learning outcomes “within a programmatic structure” that may be framed by AAC&U’s LEAP Essential Learning Outcomes. GE requirements constitute 40% (or, 72 out of 120 semester units needed to graduate) of the undergraduate degree program. At Cal State East Bay, GE learning outcomes are aligned to its Institutional Learning Outcomes, WASC Core Competencies and to AAC&U’s LEAP Essential Learning Outcomes, all of which express the knowledge, skills, and values CSUEB graduates are expected to attain. Collectively, the GE learning outcomes and ILOs of Cal State East Bay distinguish who we are, what we value, and how we expect students to demonstrate their learning.

There are several Senate-approved documents/policies guiding the assessment of GE learning outcomes and the renewal/review of courses for GE certification. This document serves as a synthesis, update, and clarification of these documents/policies and provides a more detailed implementation plan than previously described for the programmatic assessment of GE learning outcomes.

Guiding Principles

The assessment of General Education at Cal State East Bay will progress under the following guiding principles:

• The goal of GE assessment is to enhance student learning and improve the learning experiences afforded by the GE program.
• GE assessment is never punitive, and assessment results are not used against faculty (e.g., in retention, tenure, and promotion decisions) or programs (e.g., resource allocation) in any way.
• GE assessment requires faculty engagement, as it is a faculty-driven process with assessment work and decisions governed by faculty and faculty committees.
• Student work selected for GE assessment is anonymized prior to analysis, and the selection of student work is randomized.
• GE assessment is distinct from the GE course review and recertification process.

GE Assessment Cycles

Although long-term GE assessment plans have been proposed and approved (15-16 CAPR 12, 12-13 CIC 6), consistent and robust GE assessment practices must be clearly defined and implemented. Key features of GE assessment cycles include the following:

• Each assessment cycle will cover one to four GE areas;
Each assessment cycle will span four years with

- Year 1 focusing on developing/refining and aligning the assessment instrument;
- Year 2 focusing on the collection of student work;
- Year 3 focusing on the analysis of student work and the interpretation and sharing of results;
- Year 4 focusing on the identification and implementation of any programmatic, curricular, or pedagogical changes as informed by the assessment results;

Assessment cycles run concurrently, so that as one cycle moves into its second year, a new cycle begins. Thus, GE assessment activities will overlap, and the assessment of all GE areas will take several years to complete (Fig.1, Table 1).

The distinctions between the different assessment activities within a cycle are depicted (Fig.1). A common language will be used to describe similar assessment activities for both GE and ILO assessment (Table 1).

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**Table 1. GE Assessment Steps and Descriptions**

<table>
<thead>
<tr>
<th>STEP</th>
<th>Year in Cycle</th>
<th>Description of Activities</th>
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</table>
| Develop/Refine and Align | 1             | • **Develop or refine the assessment tool**—The Office of General Education (GE) will coordinate the development of a new or refinement of an existing assessment instrument (e.g., rubric, test) by faculty with expertise in the given GE area.  
• **Align a key assignment or activity**—In coordination with faculty who teach in the given GE area, key assignments or activities will be aligned to the specific GE learning outcomes and the assessment instrument. |
| Collect Student Work | 2             | • **Coordination of collection**—The Office of GE and the GE Assessment Committee will coordinate the collection of student work |
• **Identify student work for collection**—In coordination with faculty teaching selected GE courses, student work on key assignments or tests will be identified for collection per GE assessment plans. Within a course, student work will be anonymized prior to collection.
• **Collect student work**—Student work will be randomly collected from selected GE courses using an online platform, e.g., Blackboard Outcomes.

### Analyze Student Work

| 3 | - **Assess student work**—Faculty designated by departments/programs will score student work using standardized rubrics or other validated assessment tools.  
- **Analyze assessment data**—Data will be summarized and compared to previous year(s).  
- **Disseminate results**—A report of the assessment results will be provided to CAPR, the GE Subcommittee, and the Office of General Education. Assessment data will be managed and maintained by the Office of General Education. |

### Implement Changes

| 4 | - **Make decisions**—Departments and committees will identify changes (if needed) as informed by the assessment results with the goal of improving student learning.  
- **Implement decisions**—Pedagogical, curricular, or programmatic changes will be planned or made as needed. |

### GE Assessment Areas

There are two main “buckets” of lower-division GE which include all but three required GE areas: (1) the essential skills (also identified as WASC core competencies) which form the foundation for the program, and (2) the disciplinary breadth of knowledge areas which reinforce essential skills. Upper-division GE courses provide capstone experiences for GE by expressly integrating and emphasizing the essential skills within each of three disciplinary areas (Fig. 2).
Figure 2. A pyramid model of the GE program illustrating the relationship between lower- and upper-division GE areas and the essential skills that form the foundation for the entire GE program.

**GE Assessment Schedule**

GE learning outcomes are aligned with WASC core competencies and CSUEB’s ILOs (see Appendix I). In compliance with the Senate-approved ILO Assessment Plan (14-15 CAPR 14) and the Proposed Assessment Framework (17-18 CAPR 7), GE assessment will be synchronized and coordinated as closely as possible with ILO assessment. GE outcomes assessment will occur on an on-going, iterative basis on a proposed long-term schedule (Fig. 3).

In synch with ILO assessment of written communication for AY 2018-29, GE assessment has launched with rubric development and key assignment alignment for Area A2 first-year composition as well as second composition courses* and the collection of student work during AY 2018-19. In addition, assessment tools will be developed for Area B4 courses during AY 2018-19 for pilot assessment during 2019-20, in synch with ILO assessment of quantitative reasoning scheduled for that same year.

*Although second composition courses are not officially part of the GE program, they are informally categorized in GE Area A4. Assessment of second composition within the GE plan provides a critical guidepost for understanding how we are helping students develop into more sophisticated writers as they prepare to transition into upper-division writing in GE and their majors.
Oversight of GE Assessment

According to the Proposed Assessment Framework from CAPR (17-18 CAPR 7) and as documented in 17-18 CAPR 16, GE assessment will be performed by a GE Assessment Committee, a subcommittee of CAPR. The GE Assessment Committee will oversee the collection and analyses of student work from designated GE courses and the dissemination of assessment data as detailed in the assessment steps and descriptions (Table 1). In collaboration with the Director of General Education, the Assessment Committee will assist programs in the assessment process, e.g., developing and refining key assignments or helping to identify appropriate assessment tools. The Office of General Education will manage and maintain all GE assessment data.

16-17 CAPR 5 Academic Review Procedures, will be amended in order for the academic programs’ annual and five-year disciplinary assessment reports to address relevant GE assessment results and resulting actions (i.e., “closing the loop” decisions).

Oversight of GE Course Review

The approval of the GE curriculum, GE learning outcomes, and GE courses will remain within the GE Subcommittee of CIC. Academic Senate approved the systematic and periodic review of GE courses for GE recertification, as well as other university-wide graduation
requirements, e.g., overlays, second composition, and U.S. Code (16-17 CIC 85 amended). GE courses are to be renewed on a regular cycle by GE Area that may be synchronized with the GE assessment schedule. The GE Subcommittee will determine the process, timeline, and documentation needed for GE course recertification.

APPENDIX I

GE-ILO-WASC Core Competency Alignment Matrix

<table>
<thead>
<tr>
<th>GE Subarea</th>
<th>ILO</th>
<th>WASC Core Competency</th>
<th>Code</th>
<th>ILO</th>
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<tbody>
<tr>
<td>A1 Oral Communication</td>
<td>1 2 3 4 5</td>
<td>OC</td>
<td>1</td>
<td>Thinking and Reasoning</td>
</tr>
<tr>
<td>A2 Written Communication</td>
<td>1 2 3 4 5</td>
<td>WC</td>
<td>2</td>
<td>Communication</td>
</tr>
<tr>
<td>A3 Critical Thinking</td>
<td>1 2 3 4 5</td>
<td>CT</td>
<td>3</td>
<td>Diversity</td>
</tr>
<tr>
<td>B4 Quantitative Reasoning</td>
<td>1 2 3 4 5</td>
<td>QR</td>
<td>4</td>
<td>Collaboration</td>
</tr>
<tr>
<td>B1 Physical Science</td>
<td>1 2 3 4 5</td>
<td>QR, CT</td>
<td>5</td>
<td>Sustainability</td>
</tr>
<tr>
<td>B2 Life Science</td>
<td>1 2 3 4 5</td>
<td>QR, CT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Lab Science</td>
<td>1 2 3 4 5</td>
<td>WC, QR, CT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1 Arts</td>
<td>1 2 3 4 5</td>
<td>CT</td>
<td>WC</td>
<td>Written Communication</td>
</tr>
<tr>
<td>C2 Humanities</td>
<td>1 2 3 4 5</td>
<td>CT</td>
<td>OC</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>D1-3 Social Sciences</td>
<td>1 2 3 4 5</td>
<td>CT</td>
<td>QR</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>E Lifelong Learning</td>
<td>1 2 3 4 5</td>
<td>CT</td>
<td>IL</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>B6 Upper Division Science</td>
<td>1 2 3 4 5</td>
<td>WC, OC, QR, IL, CT</td>
<td>CT</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>C4 Upper Division Arts/Humanities</td>
<td>1 2 3 4 5</td>
<td>WC, OC, IL, CT</td>
<td></td>
<td></td>
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<tr>
<td>D4 Upper Division Social Science</td>
<td>1 2 3 4 5</td>
<td>WC, OC, IL, CT</td>
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