

# 3A Arts Assessment Report

Link to Dashboard Results:

[3A/3B](#)

[Student Survey #1](#)

[Student Survey #2](#)

## PURPOSE AND BACKGROUND

The overarching purpose of assessment in General Education (GE) is to enhance and improve undergraduate student learning experiences afforded by the GE program at Cal State East Bay. Looking beyond the CSU Chancellor's Office and WASC accreditation requirements which necessitate GE assessment ([EO 1100](#), Section 6.2.5), the true value of GE assessment extends from how we collaboratively make meaning of assessment results to inform improvements in GE.

GE learning outcomes are aligned to the [Institutional Learning Outcomes \(ILOs\)](#), [WASC Core Competencies](#), and [AAC&U's LEAP Essential Learning Outcomes](#), all of which express the knowledge, skills, and values CSUEB graduates are expected to attain. Collectively, CSUEB's GE learning outcomes and ILOs distinguish who we are, what we value, and how we expect students to demonstrate their learning. Thus, the assessment of GE outcomes enables our campus community to gauge how effective we are in helping our students attain these outcomes.

The General Education Long-term Assessment Plan for 2022-2027 [22-23 CAPR 39](#) (which supercedes [18-19 CAPR 2](#)) details a consistent, rigorous assessment process.

## THE PROCESS

The lower division GE area 3A (Arts) has not been assessed before now. In Spring 2023 the Office of General Education asked faculty who were teaching in this area to create a rubric, revise the learning outcomes, and create an Assignment Guide to help faculty with creating an assignment for assessment. Please see the Appendix for these documents. Assessment was planned for Fall 2023 but the Office of General Education could not find enough faculty to volunteer. Assessment took place in Fall 2025 and we assessed 3A and 3B at the same time. We had six assessors that taught in these areas (from ART, PH, HIST, MUS, and HRT). For 3A (Arts) we assessed a total of four courses—one from Art, two from MLL, and one from MUS.

# ASSESSMENT RESULTS

## Interrater Reliability

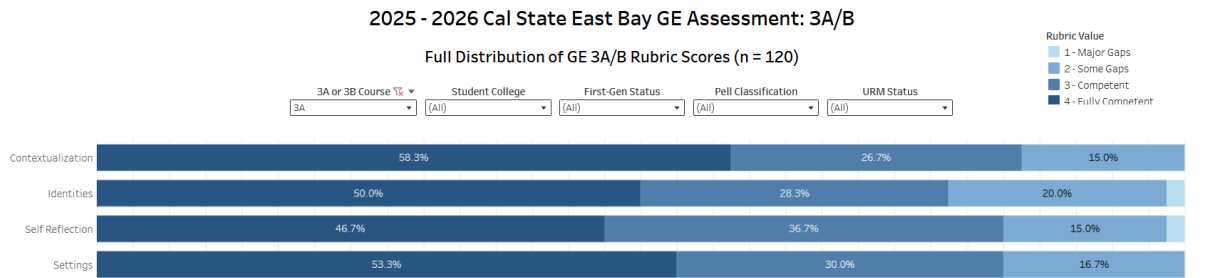
- 82% of the scores from the six assessors had a difference of 0 or 1 for Contextualization
- 72% of the scores from the six assessors had a difference of 0 or 1 for Identities
- 70% of the scores from the six assessors had a difference of 0 or 1 for Self-Reflection
- 78% of the scores from the six assessors had a difference of 0 or 1 for Settings

These scores are a bit lower than what we normally see for lower division GE assessment.

The assessment data will be separated into 3A and 3B. Faculty can use the dashboard if they would like to see the combined 3A/3B data.

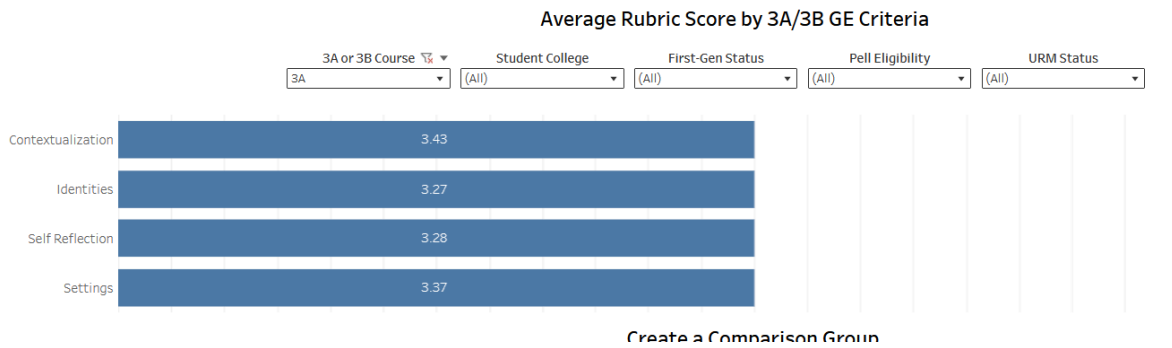
## 3A (C1) Arts Results

Full distribution of Scores:



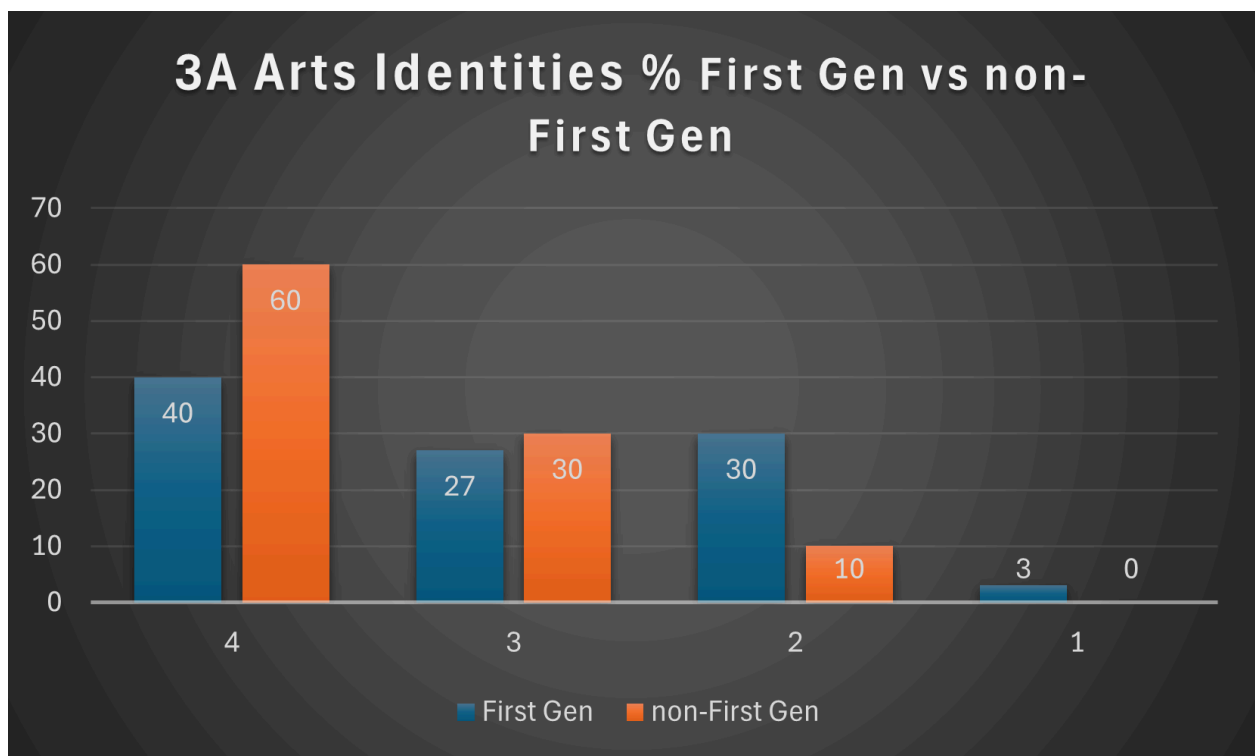
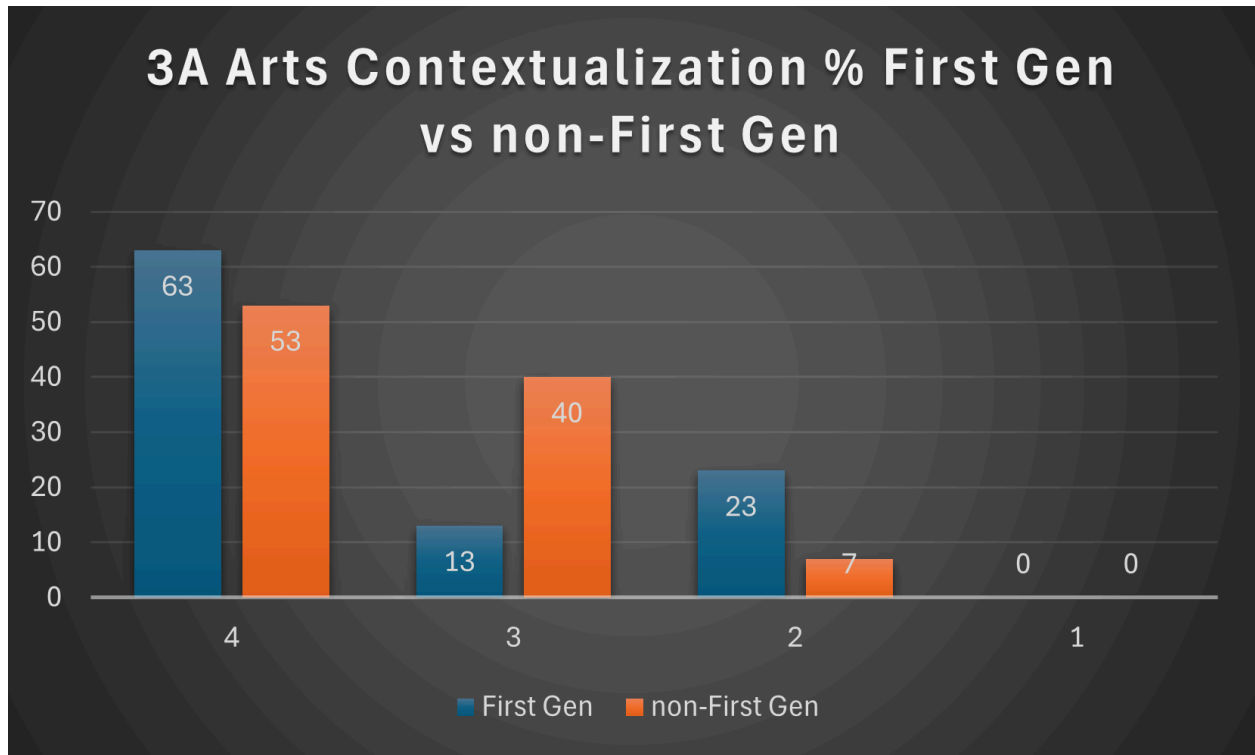
For 3A we see that 85% of the students received a score of 3 or 4 in Conceptualization (we are aiming for 75%); 78% for Identities; 84% for Self Reflection, and 83% for Settings.

The average scores for 3B can be seen here. We should be close to a 3.0.

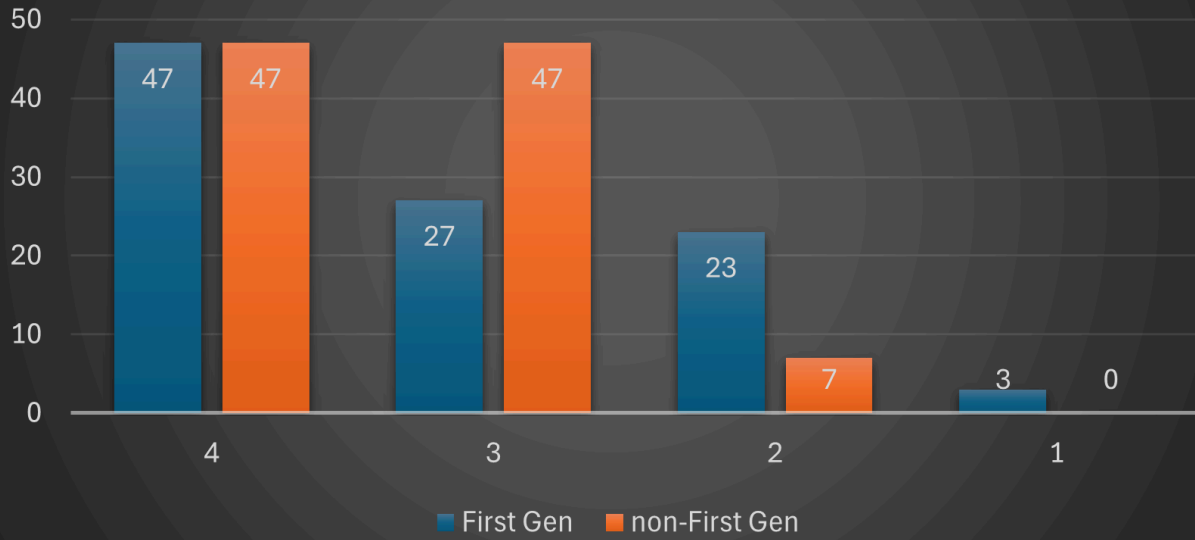


The scores can also be broken down by student demographics.

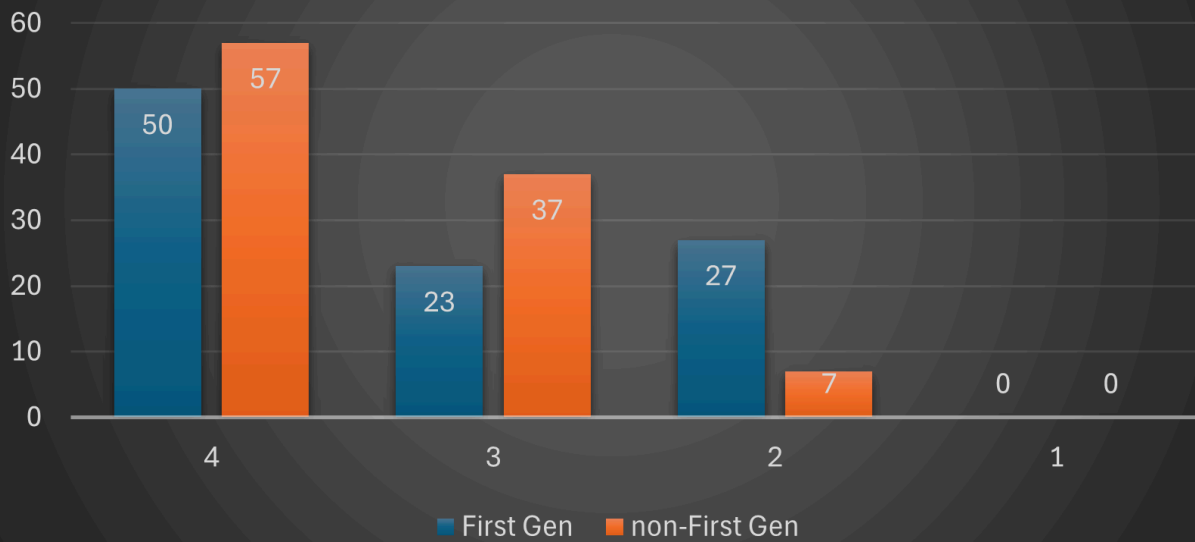
### 3A First Gen vs non-First Gen Distribution of Scores



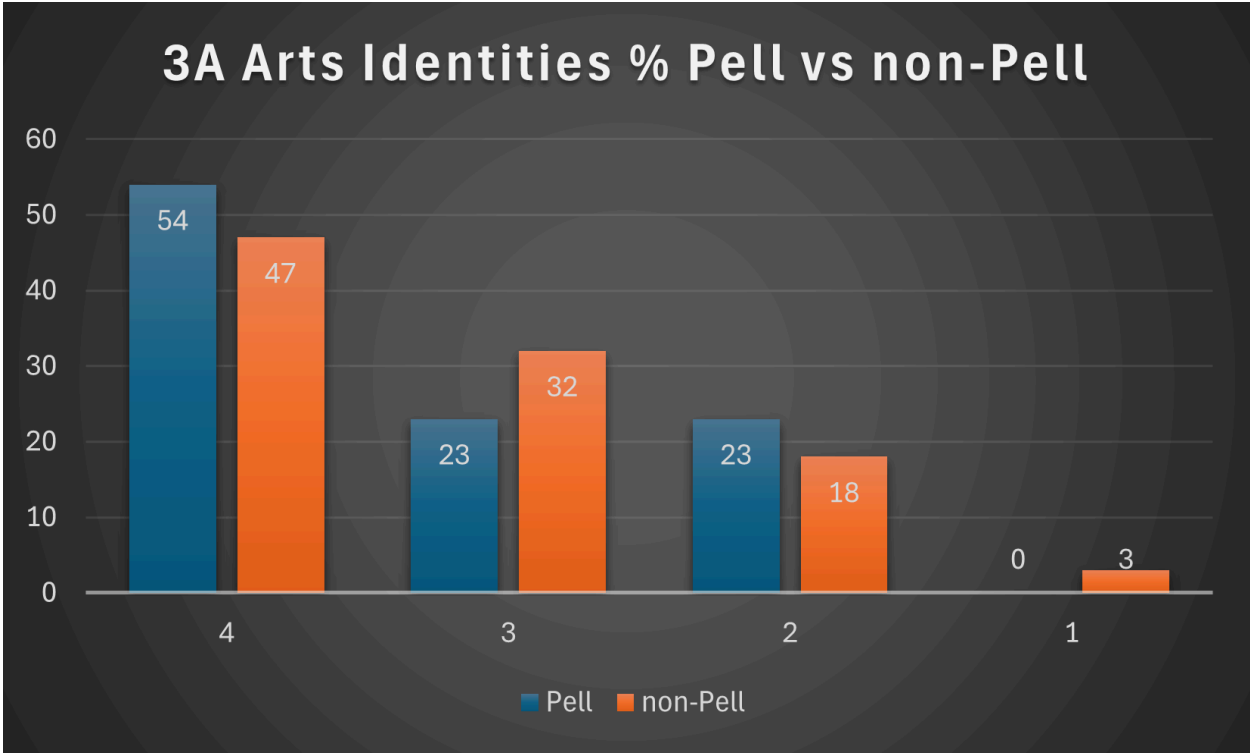
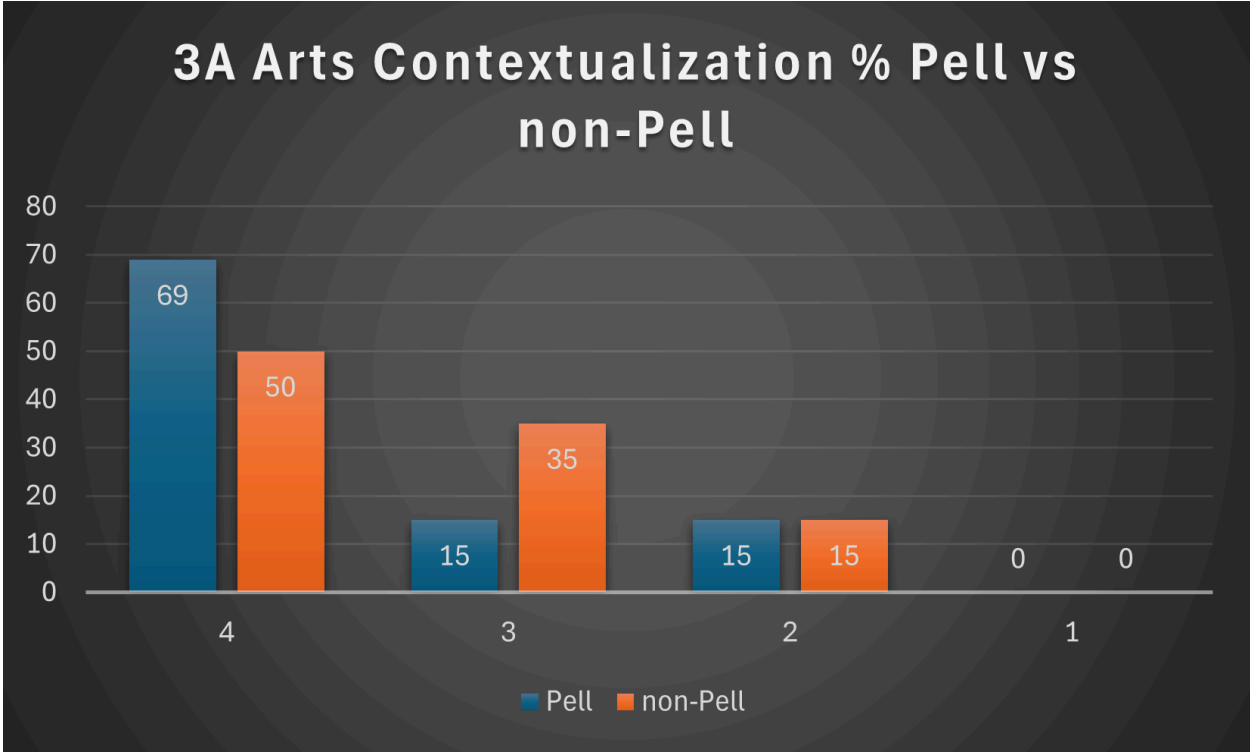
### 3A Arts Self Reflection % First Gen vs non-First Gen



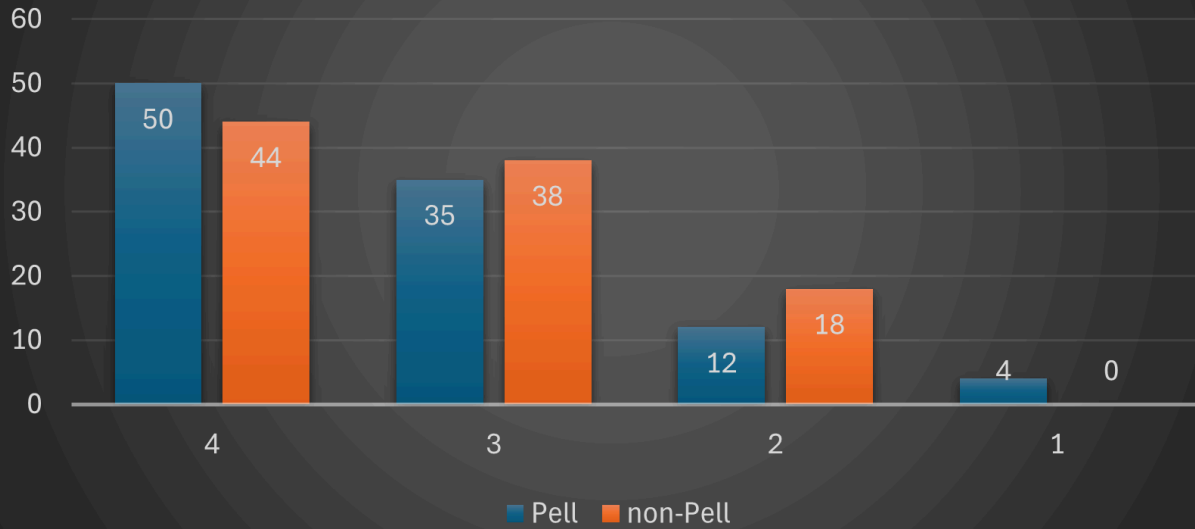
### 3A Arts Settings % First Gen vs non-First Gen



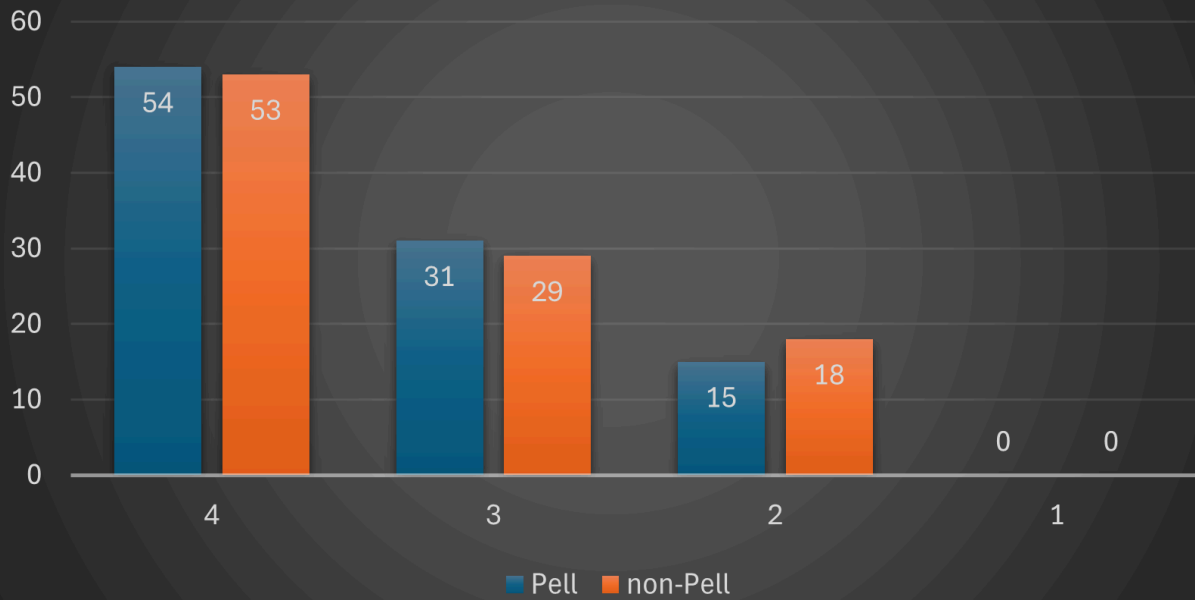
3A Pell vs. non-Pell Distribution of Scores



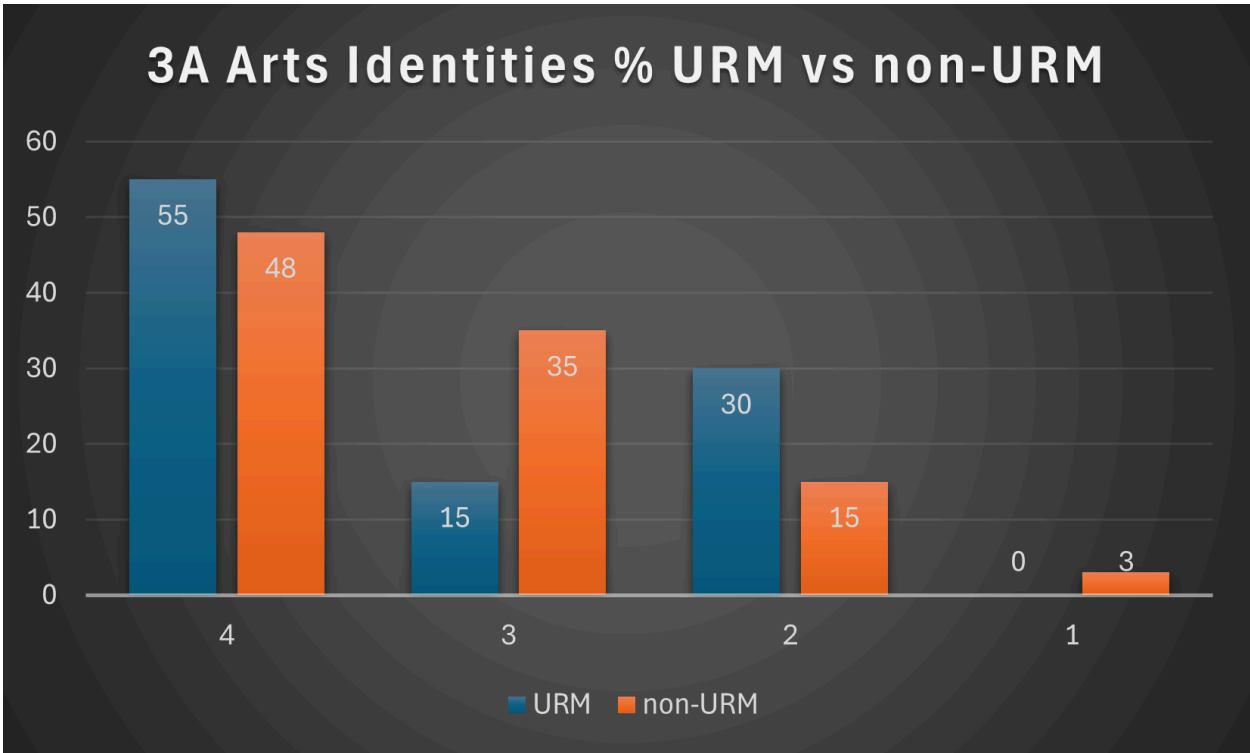
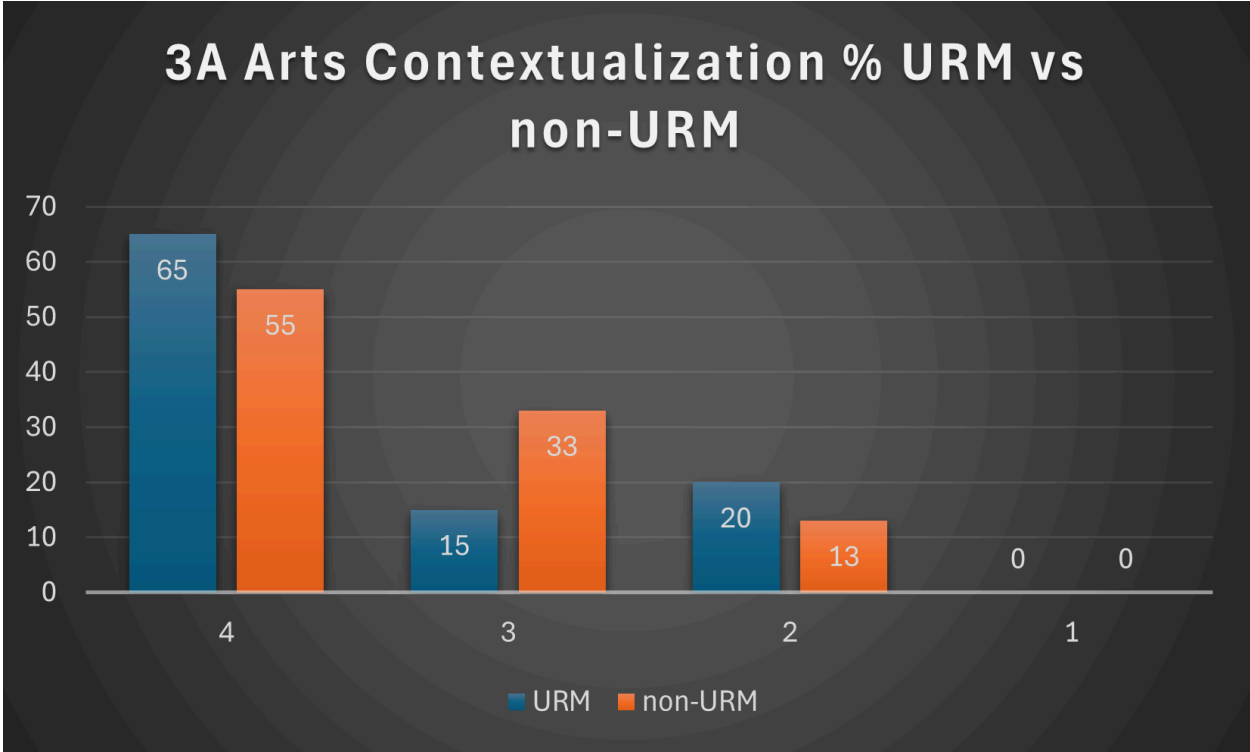
### 3A Arts Self-Reflection % Pell vs non-Pell



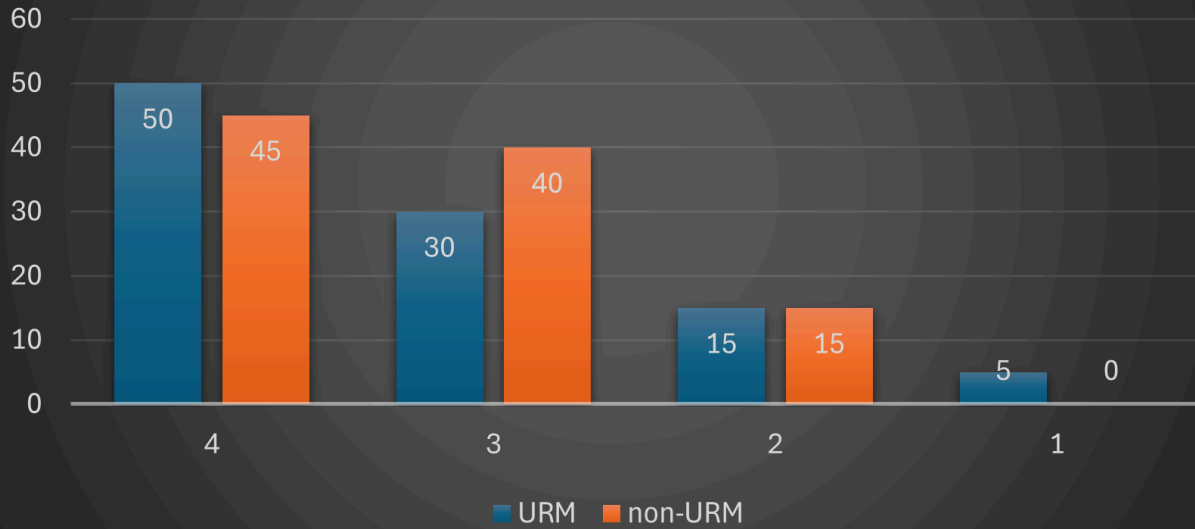
### 3A Arts Settings % Pell vs non-Pell



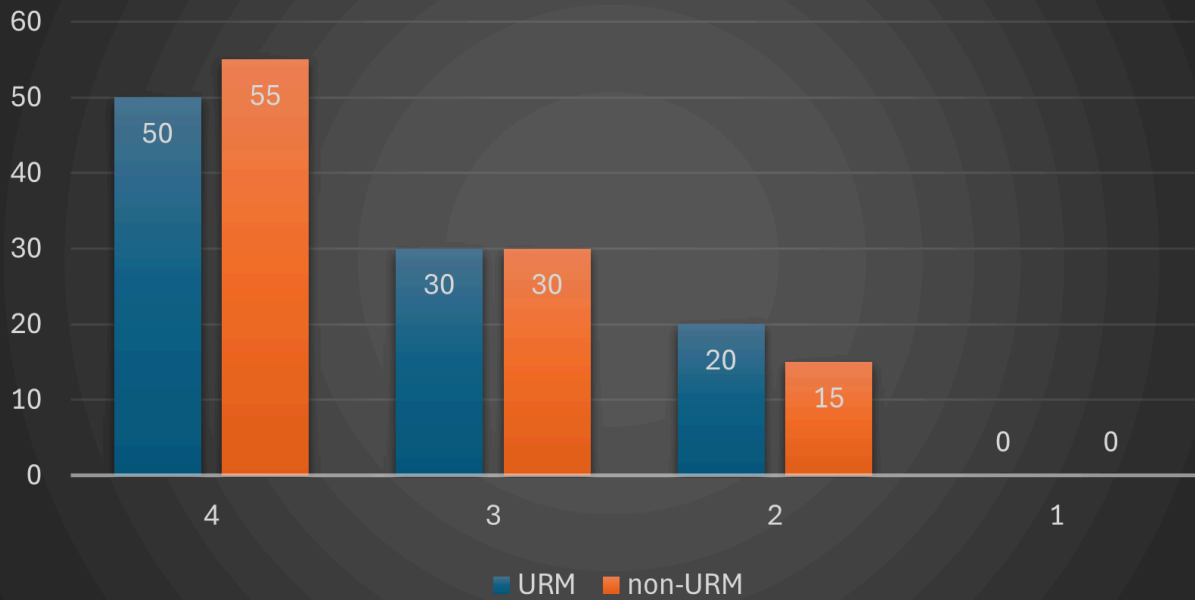
3A URM vs non-URM Distribution of Scores



### 3A Arts Self-Reflection % URM vs non-URM



### 3A Arts Settings % URM vs non-URM



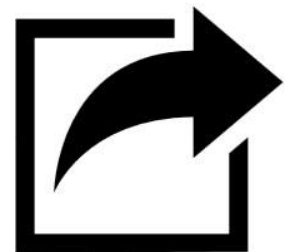
## Student Survey Results

[Student Survey #1](#)

## Select Assessment Comments from faculty assessors

- Participating made me reflect on how I am teaching my classes. I didn't include these goals in my current rubrics, and I realized that I should be mindful of the program and the University's learning outcomes while crafting my assignments.
- Some of the assignment scores are going to be low simply because a given assignment didn't ask for content related to that topic. So, that might make it look like a student didn't do a good job when, in actuality, they simply did what was requested.
- The calibration session was productive and essential for establishing scoring consistency. Faculty discussed sample papers in detail, clarifying the distinctions between "Meets" and "Exceeds Expectations" and aligning interpretations of the rubric's four dimensions—*Self-Reflection*, *Contextualization*, *Identities*, and *Settings*. The rubric proved clear and practical, and the collaborative discussion helped improve inter-rater reliability. The session also generated useful pedagogical insights about how assignment prompts can better elicit personal reflection, cultural analysis, and engagement with identity and setting.
- The student samples revealed that many students can thoughtfully connect personal experience to the arts and humanities. The calibration and assessment discussions also highlighted opportunities for improvement: clearer assignment alignment with GE outcomes, more guidance for students on analyzing identity and cultural context, and slightly refined rubric language to distinguish between "Meets" and "Exceeds" levels. The process was collegial and constructive, emphasizing that assessment is most valuable as a shared effort to enhance teaching, consistency, and student learning across the GE program.

## CONTINUAL IMPROVEMENT/CLOSING THE LOOP and NEXT ACTION STEPS



The following questions are part of the continuous improvement/closing the loop activity for departments teaching 3A Arts to fill out and return to the Office of General Education ([kevin.kaatz@csueastbay.edu](mailto:kevin.kaatz@csueastbay.edu) and [nancy.white@csueastbay.edu](mailto:nancy.white@csueastbay.edu)) by the end of the Spring, 2026. The questions will help guide a specific action plan to improve student success for 3A (Arts), as well as any updates to the rubric/learning outcomes.

- How are these data consistent with your experience as a department/instructor?

- When looking at the students who scored a 4 (Exemplary), there is a close parity for our First Gen/non-First Gen, Pell/non-Pell, and URM/non-URM students. There is a difference between First Gen/non-First Gen, Pell/non-Pell, and URM/non-URM students who scored a 3, 2, or 1. What can your department do to help more of these students to reach proficiency in their GE learning outcomes?
- Please review the Student Survey results. What trends do you see for your particular code area(s). If there are issues, what can your department do to mitigate these?
- Overall, what steps do you think could be taken to improve student success?
- Do you have any suggestions to improve the assessment process?

## Appendix

### CSUEB GENERAL EDUCATION

### AREA 3A/3B (C1/C2) ARTS AND HUMANITIES RUBRIC

**Description:** Knowledge of key principles and concepts in the arts and humanities and the critical roles they play in society.

**Framing Language:** This rubric will be used to assess aligned assignments in C1/C2 courses.

**Development:** A draft of this 3A/3B (C1/C2) rubric was developed by faculty from Art, History, and Modern Languages in Summer 2023 for use in the 3A/3B (C1/C2) pilot assessment in Spring 2024. The pilot will inform future revisions to the rubric.

	PERFORMANCE DESCRIPTORS BY LEVEL			
DIMENSION	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does not meet expectations
<b>Self-Reflection</b> Evaluation of the impact of the arts/humanities on your life.	Detailed	Adequate	Minimal	Not present
<b>Contextualization</b> Examination of the cultural and/or historical context(s) of the arts/humanities.	Detailed	Adequate	Minimal	Not present

<b>Identities</b> Description of the ways that diverse identities influence the creation and experience of the arts/humanities (e.g. gender, sexual orientation, ethnicity, socio-economic status, and/or religious beliefs).	Detailed	Adequate	Minimal	Not present
<b>Settings</b> Identification of the role of the arts/humanities in diverse settings (e.g., public, private, institutional, local, community, and/or global).	Detailed	Adequate	Minimal	Not present

## GE LEARNING OUTCOMES

1.

**GE Area 3B (C2)** courses emphasize the ideas and theories behind the intellectual and cultural traditions of humans using historical, linguistic, literary, philosophical, and rhetorical approaches and methods. Upon completion of the GE Area 3B (C2) requirement, students will be able to:

1. Evaluate the impact of the humanities on your life.
2. Examine the cultural and/or historical context(s) of the humanities.
3. Describe the ways that diverse identities influence experiences in the humanities.

## ASSIGNMENT GUIDE

### 3A/3B (C1 Arts/C2 Humanities Assignment Prompt Checklist

This checklist was designed by faculty to help instructors determine if the assignment aligns with the 3A/3B (C1/2) Rubric. The assignment should include practical application (e.g. evaluate, examine, analyze, explain, reflect, summarize, or discuss). In the Canvas Assignment, students should address in one file each criteria of the rubric, either through written or oral communication, or graphic representation.

- Opportunity for students to demonstrate self-reflection about the impact of arts/humanities on their life.
- Opportunity to examine social and historical contexts and their implications.
- Opportunity to define and/or describe the influence of identities in art/humanities creation and/or experience.
- Opportunity to define and examine the role of the arts/humanities in diverse settings.

## **FACULTY EXAMPLES OF ASSIGNMENT PROMPTS**

### **Example Prompt for HISTORY:**

#### *Analysis and Synthesis Essay*

Write a thoughtfully organized, well-developed, and carefully proofread analysis synthesis essay that meets the following criteria:

1. Choose a primary source text from our assigned class readings.
2. Summarize the primary source.
3. Analyze the historical context in which the text was written.
4. Describe the author's background and how their identity influenced the creation of this primary source.
5. Examine the setting in which this primary source was originally distributed. Was it published in a newspaper? Was it a public speech? Was it a private diary entry?
6. Reflect on this primary source and how it impacts your life today.

### **Example Prompt for History:**

1. Read Homer's *Iliad*.
2. Discuss the world of Homer (at least when we think when Homer lived—the 700s BC).
3. Describe what was happening during this time to influence his writing of the *Iliad*.
4. Explain how this story would be written if it happened in ancient Africa.
5. Describe how you think this particular text affects the modern world.

### **Example Prompt for ART HISTORY:**

1. Read Burglind Jungmann's essay on "true-scenery" landscape paintings and depict a landscape/scene that you can observe directly (e.g. garden, campus, or a nearby park).
2. Summarize the main concept of "true-scenery" landscape paintings.
3. Analyze the social and historical context in which this new trend was established.
4. Explain how your landscape painting reflects your personal or professional life, and identity.

### **Example Prompt for MLL:**

#### *Analysis and Synthesis Essay*

Write a thoughtfully organized, well-developed, and carefully proofread analysis synthesis essay that meets the following criteria:

1. Choose a piece of literature or artform.
2. Summarize the plot, and explain the most important cultural aspects you found in it.

3. Analyze the socio-historical background of the text, piece of art, movie, or performance, and explain the cultural aspects you found in it.
4. Compare and contrast the most important cultural aspects you found with your own culture. Consider different identities.
5. Synthesize your opinions, developing complex and thorough explanations of the similarities and/or differences, taking into consideration our class discussions.