

3B Humanities Assessment Report

Link to Dashboards:

[3A/3B](#)

[Link to Student Survey #1](#)

[Link to 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 3B (Humanities) 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 both 3A and 3B at the same time with the same assessors. We had six assessors that taught in this area. For 3B (Humanities) we assessed five courses—one from ENGL and THEA, two from HIST, and one from PH (Public Health).

ASSESSMENT RESULTS

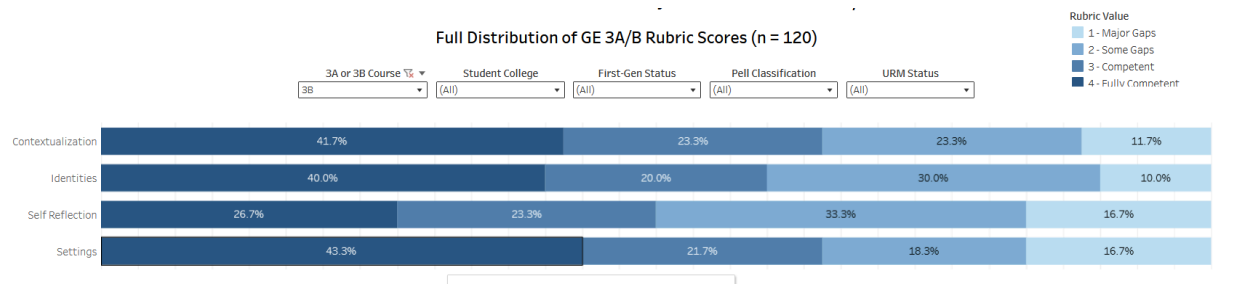
Interrater Reliability for both 3A and 3B

- 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.

3B (C2) Humanities Results

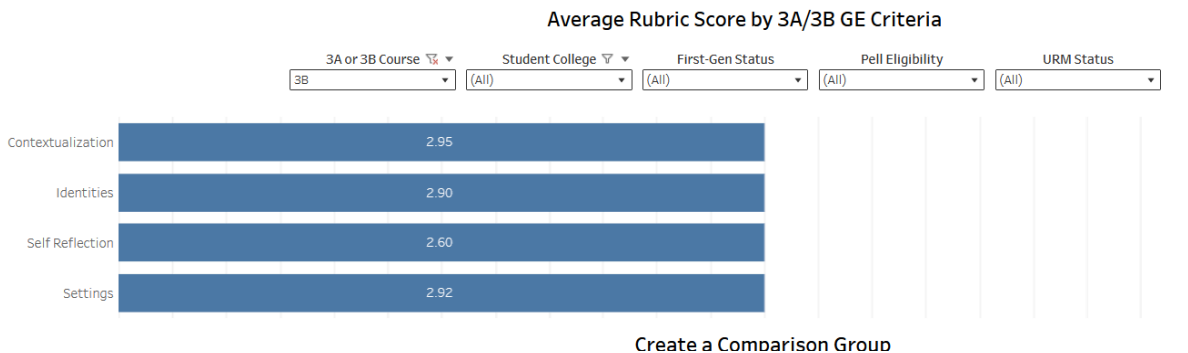
Full distribution of Scores:



For 3B Humanities we see that 65% of the students scored a 4 or a 3 for Contextualization (we are aiming for 75%); 60% for Identities; 50% for Self-Reflection; and 65% for Settings. These scores are at the lower end when we look at the other lower division GE area scores for 4 or 3.

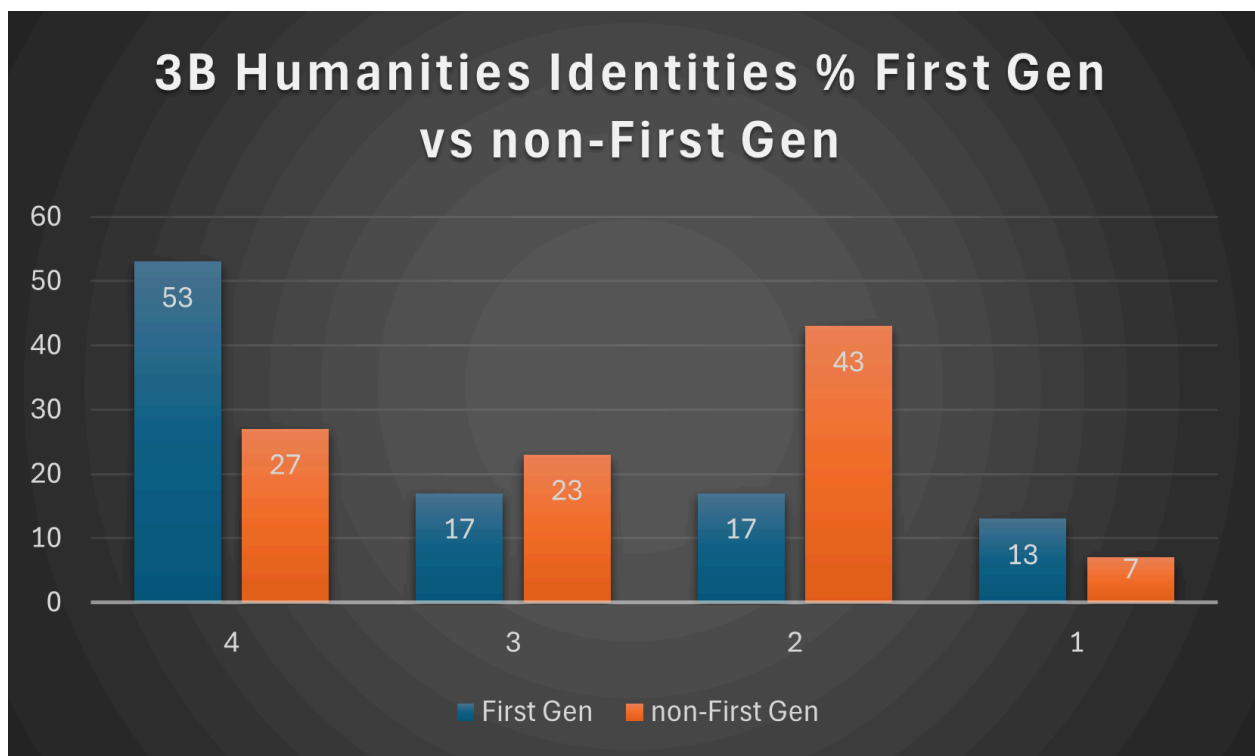
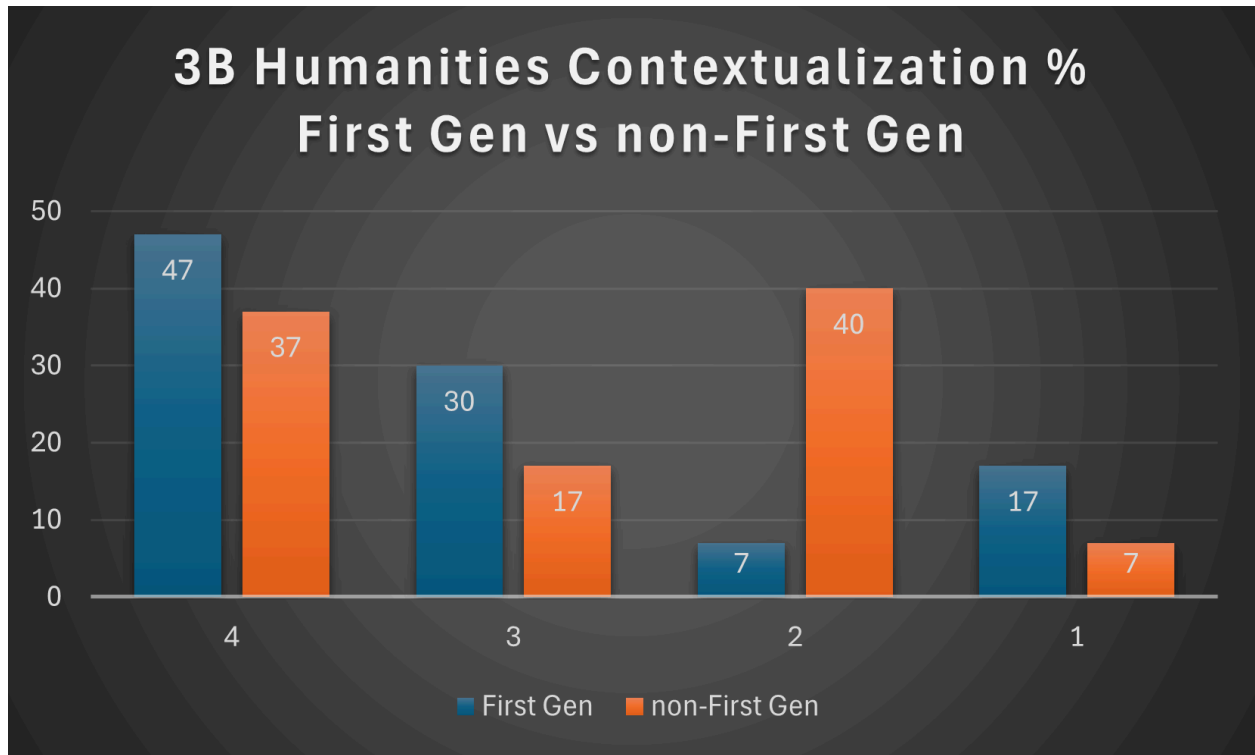
The average scores for 3B can be seen here. We should be close to a 3.0.

2025 - 2026 Cal State East Bay GE Assessment: 3A/3B

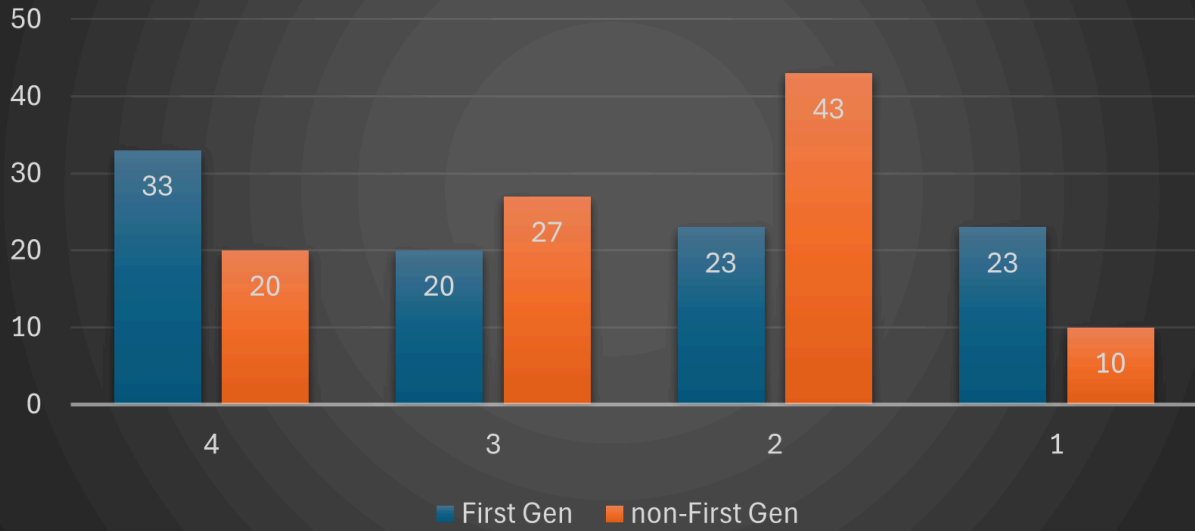


The scores can also be broken down by student demographics.

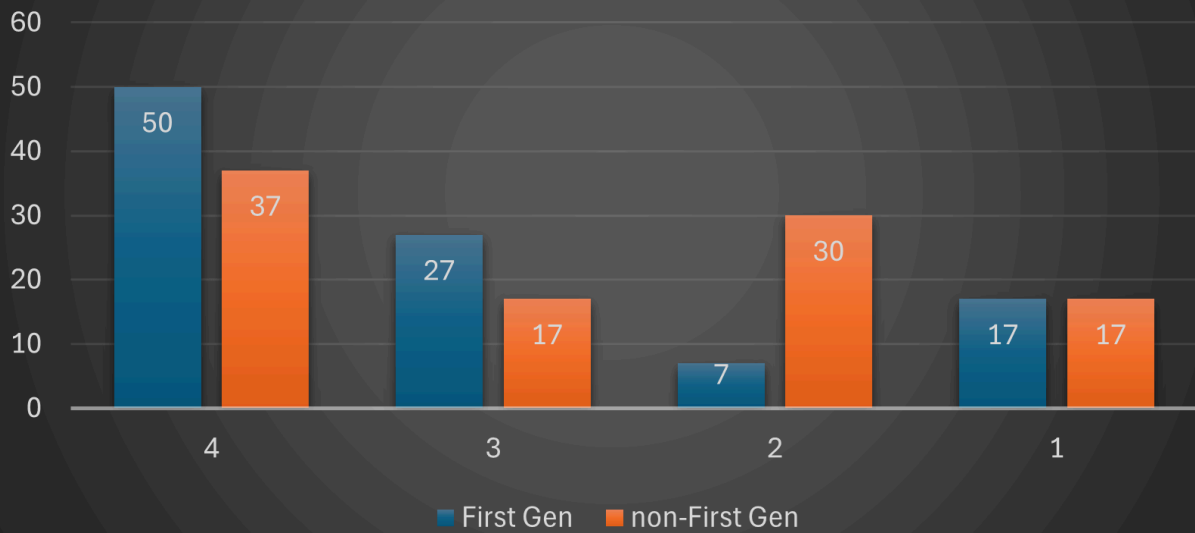
3B First Gen vs non-First Gen Distribution of Scores



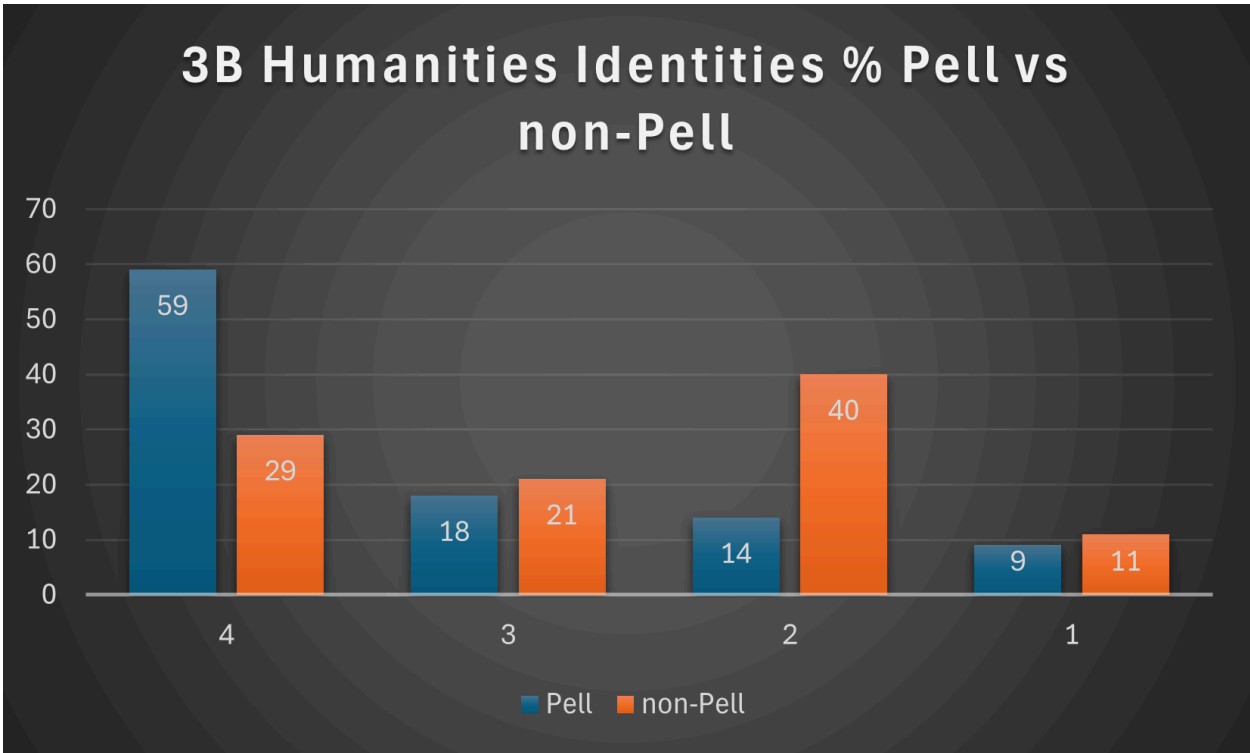
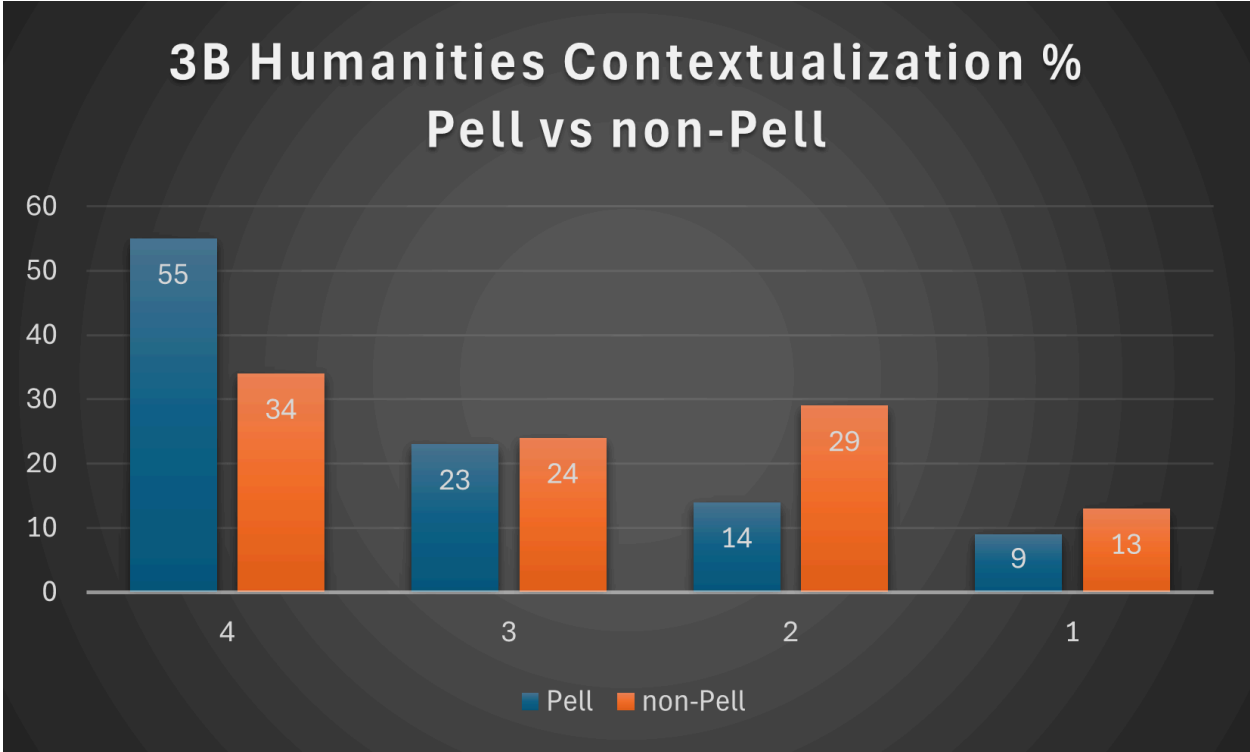
3B Humanities Self-Reflection % First Gen vs non-First Gen



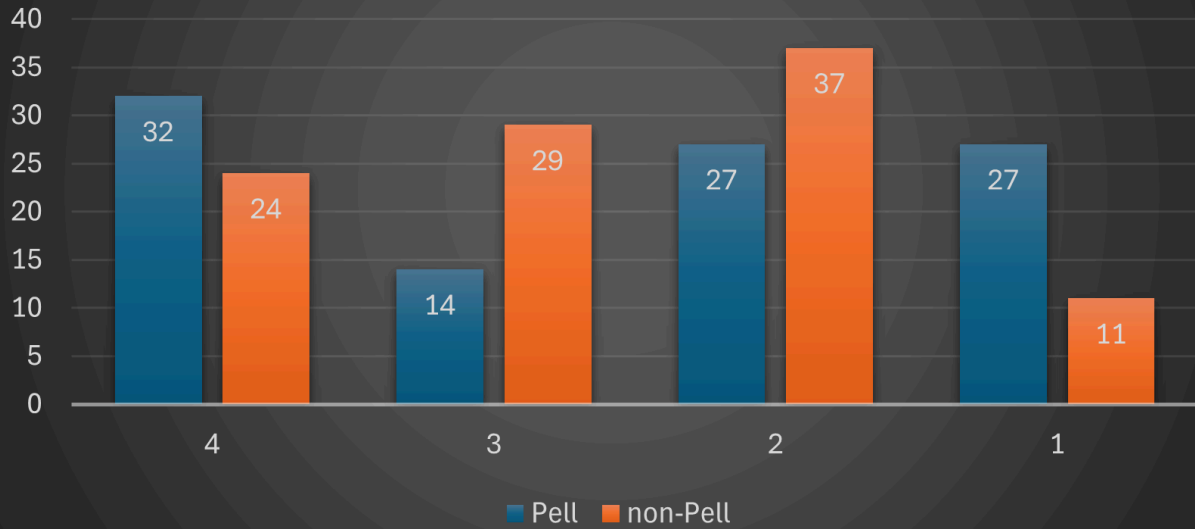
3B Humanities Settings % First Gen vs non-First Gen



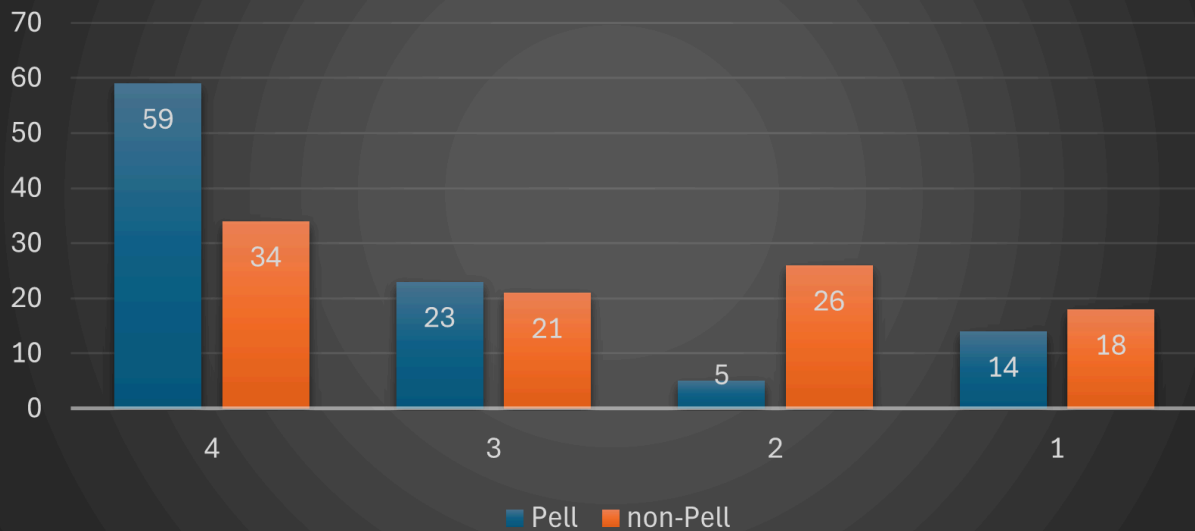
3B Pell vs non-Pell Gen Distribution of Scores



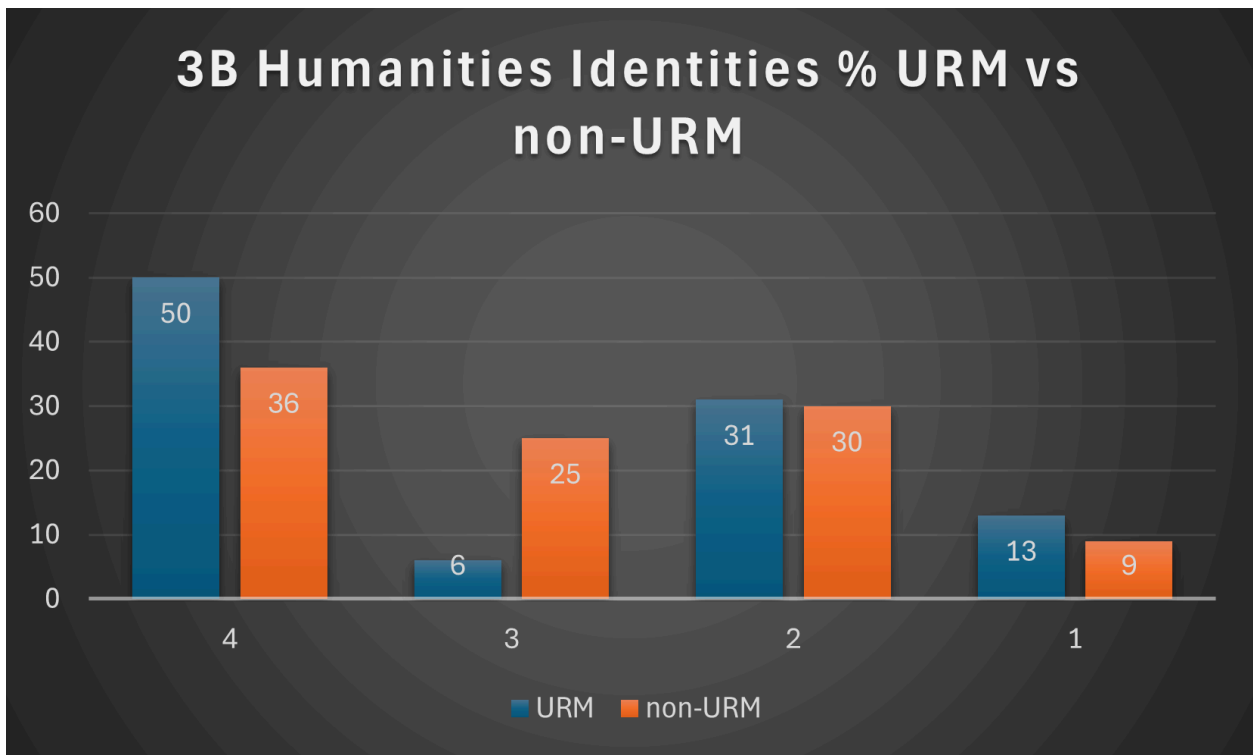
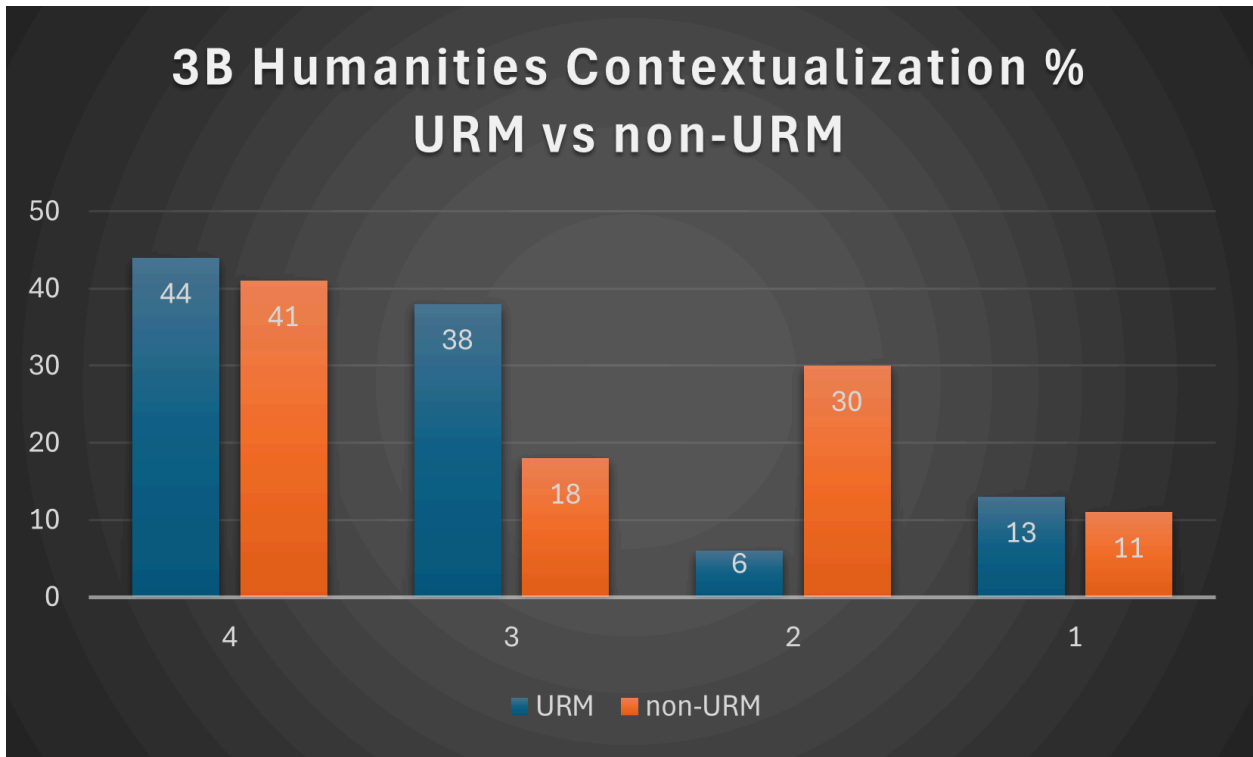
3B Humanities Self-Reflection % Pell vs non-Pell



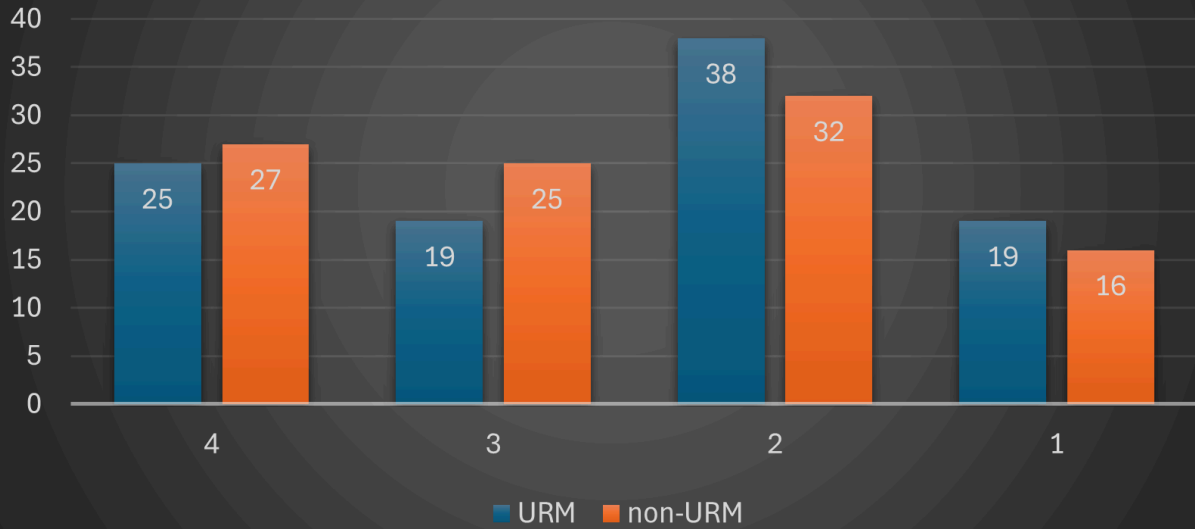
3B Humanities Settings % Pell vs non-Pell



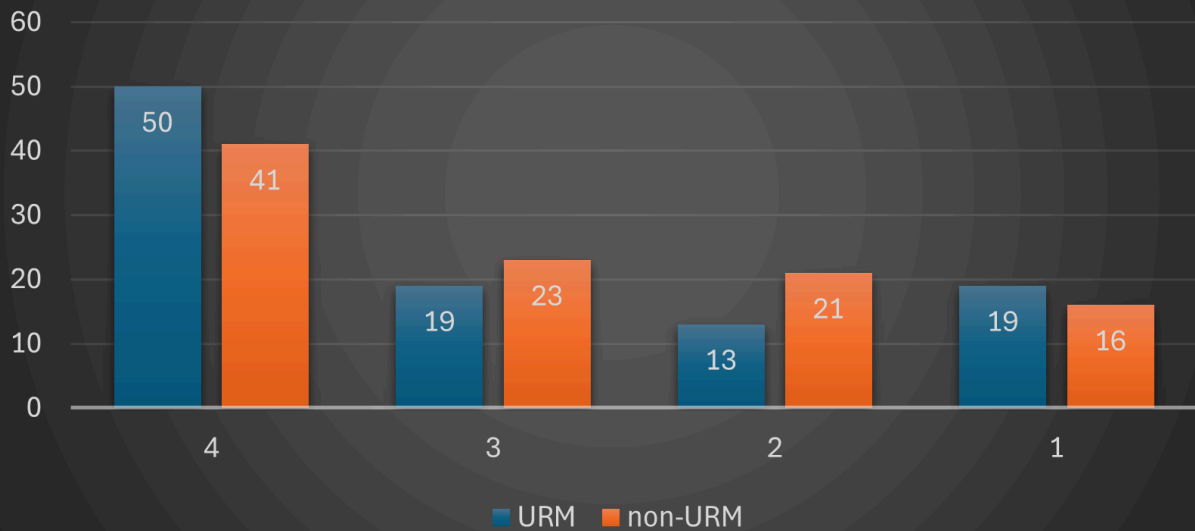
3B URM vs non-URM Gen Distribution of Scores



3B Humanities Self-Reflection % URM vs non-URM



3B Humanities Settings % URM vs non-URM



Student Survey Results

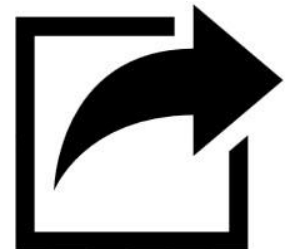
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Select Assessment Comments from faculty assessors

- It was interesting to do the assessment since I got to be exposed to different areas in the Humanities department. I found that while the rubric could be applied to all the different departments, students' assignments were scored differently based on how well students followed the instructions, or if the instructions students were given incorporated the rubric clearly. It made me think about the best way teachers can guide students to meet both their class goals for a good grade and also achieve the learning outcomes.
- During the scoring phase, the process was smooth and efficient. The Google spreadsheet format worked well for recording results, though toggling between the rubric and essays occasionally slowed progress. Most student papers demonstrated strong performance in *Self-Reflection* and *Contextualization*, showing meaningful personal engagement and awareness of historical or cultural context. However, fewer students provided detailed analysis of *Identities* or *Settings*, often because assignment prompts emphasized summary or content knowledge rather than reflective or comparative analysis.

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 3B Humanities to fill out and return to the Office of General Education (kevin.kaatz@csueastbay.edu and 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 3B (Humanities), as well as any updates to the rubric/learning outcomes.

- How are these data consistent with your experience as a department/instructor?
- Overall, the Humanities scores are lower than almost all the other lower division GE areas that have been assessed. Many of our students are not reaching proficiency (a score of 3 or 4). Why do you think that is the case? What can your department do to ensure that these students achieve their GE learning outcomes?
- What is interesting about this assessment is that our First Gen, Pell, and URM students seem to outperform (in many cases) their non-First Gen, non-Pell, and non-URM counterparts, with a score of 4, which is very good news. However, they are sometimes

out-performed by their counterparts in receiving 3. 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
Self-Reflection Evaluation of the impact of the arts/humanities on your life.	Detailed	Adequate	Minimal	Not present
Contextualization Examination of the cultural and/or historical context(s) of the arts/humanities.	Detailed	Adequate	Minimal	Not present

Identities 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
Settings 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

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 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 Arts/3B Humanities Assignment Prompt Checklist

This checklist was designed by faculty to help instructors determine if the assignment aligns with the 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.