

D1/2 Social Science Assessment Report

[Link to Dashboard](#)

[Student Survey Dashboard link](#)

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

To date, D1/2 (now Area 4) has not been assessed at East Bay. In Fall 2023, the Office of General Education invited faculty teaching in this GE area to help us revise the learning outcomes and create the first rubric for assessment. In Fall 2024 courses were selected and assignments were collected. In Spring 2025, five unfunded faculty assessed student work from eight different courses with a total of twelve sections. These courses came from Accounting, Anthropology, Computer Science, Economics, ENVT, Ethnic Studies, Hospitality, and Recreation. Ten assignments were randomly pulled from each section and each assignment was scored by two trained assessors. Results were sent to Institutional Effectiveness and Research, who pulled student demographic data and then created [the dashboard](#) with our results.

ASSESSMENT RESULTS (H1)

Interrater Reliability

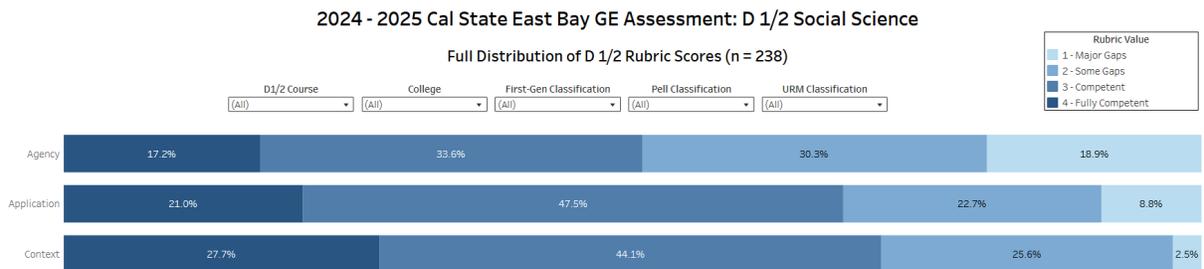
Before looking at the results, it should be noted that the assessment team had very good interrater reliability scores. The interrater reliability shows that the five assessors gave student assignments the same scores or a difference of 1 (i.e., one assessor gave an assignment a score of 3 in one category with the second assessor gave the same assignment, in the same category, a 4) between 87% and 95%.

- 95% 0 or 1 for Context
- 87% 0 or 1 for Agency
- 91% 0 or 1 for Application

At the same time, 13% of the scores in Agency showed a difference of 2, meaning one assessor gave a 4 on one assignment, and at the same time, another assessor, on the same assignment, gave a score of 2 (or a 3 and a 1) and 9% of the scores for Application showed a difference of 2.

The Rubric for D1/2 (Area 4) has three criteria: Context (“Explanation of the relationship between social, political, and/or economic systems”), Agency (“Identify individual and/or collective action to create societal change”), and Application (“Use social science methods (e.g. qualitative or quantitative; analysis of data or information).

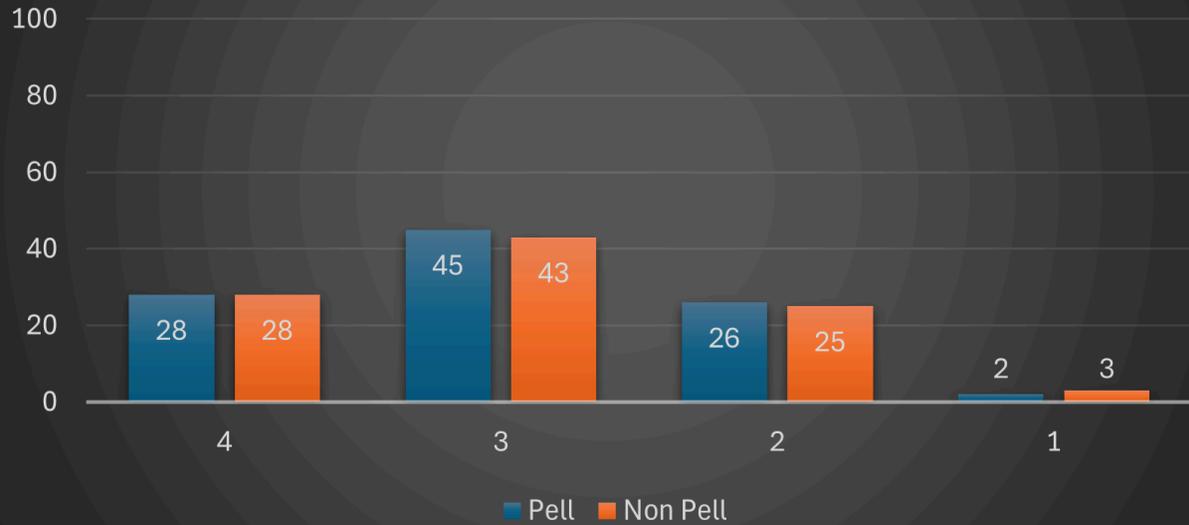
When we look at the full distribution of scores (4,3,2,1), we are hoping that our students achieve proficiency (a score of 3 or 4) in each criterion. In the Context criterion, 72% of the students scored at a proficient level. In the Application criterion, 69% of students scored at a proficient level, and just 51% of students were proficient in the Agency criterion. This data looks at our students as a whole and is not based on student demographics.



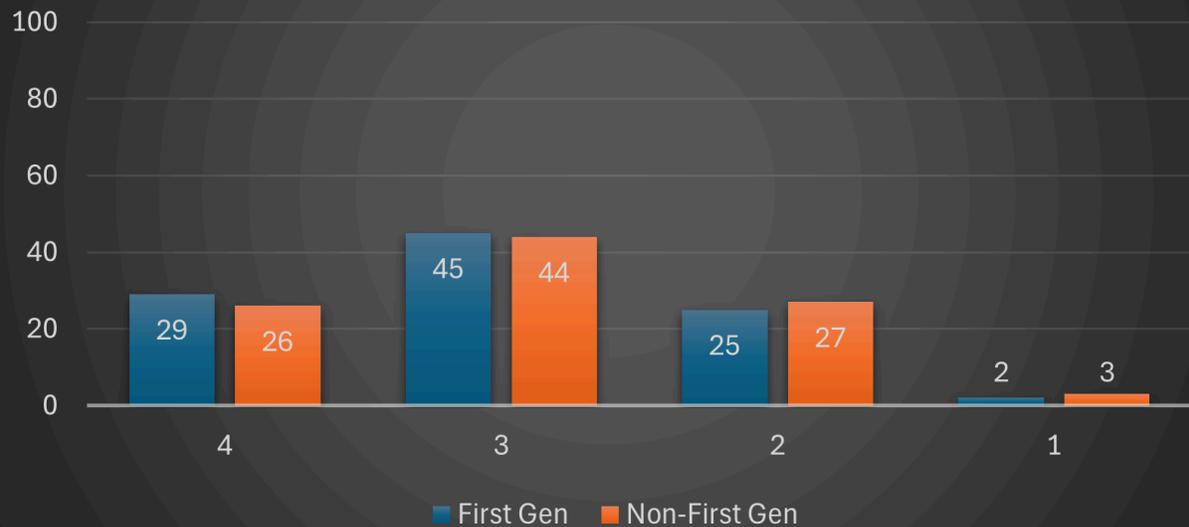
The set of data below shows the percentage of scores (4,3,2,1) for each of the three areas (Context, Application, Agency), broken down by First Gen vs Non First Gen, Pell vs Non Pell, and URM vs Non URM. As can be seen in the charts, our First Gen, Pell, and URM students are performing at least as well as the non-First Gen, non-Pell, and non-URM students, and in some cases, sometimes better. The biggest difference is in Context URM vs. non-URM and in Agency between the Pell vs non-Pell and URM vs non-URM.

Context Criterion

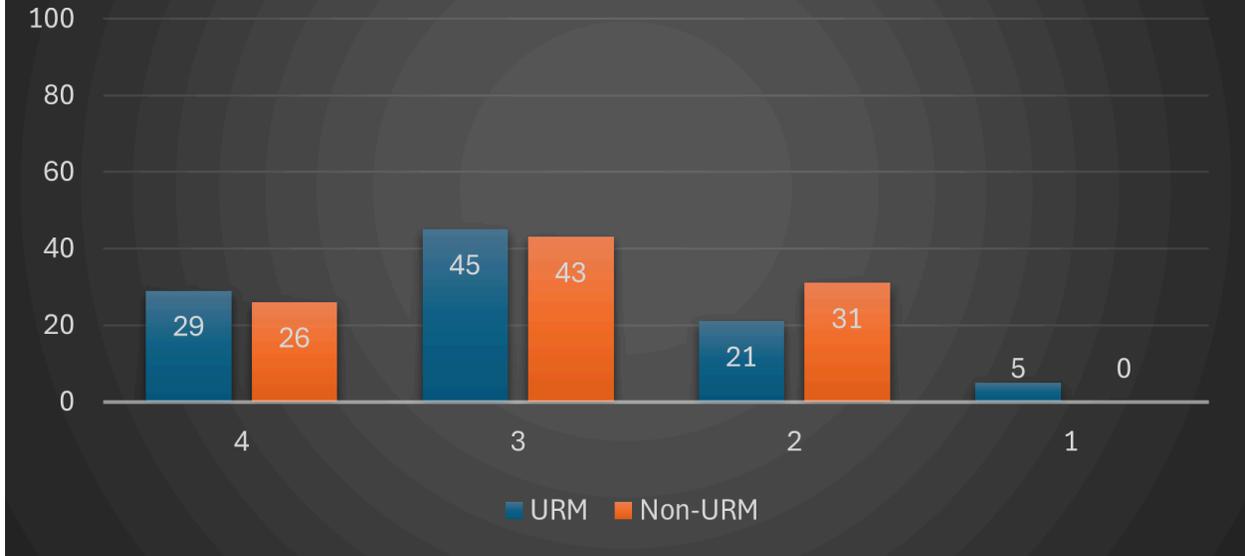
D1/2 Context: Pell vs Non Pell (percentage of 4,3,2,1 scores)



D1/2 Context: First Gen vs Non First Gen (percentage of 4,3,2,1 scores)

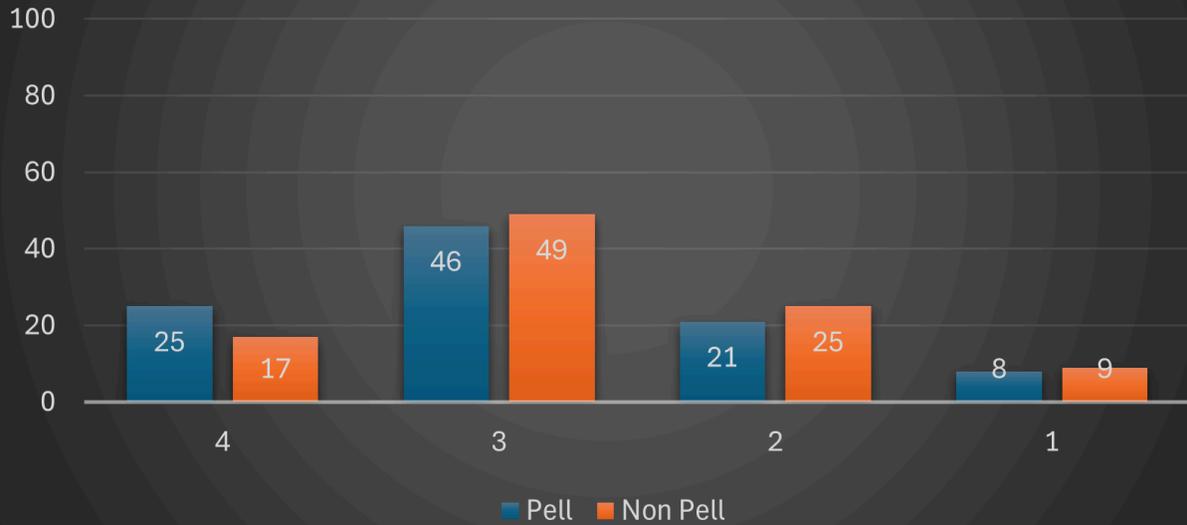


D1/2 Context: URM vs Non URM (percentage of 4,3,2,1 scores)

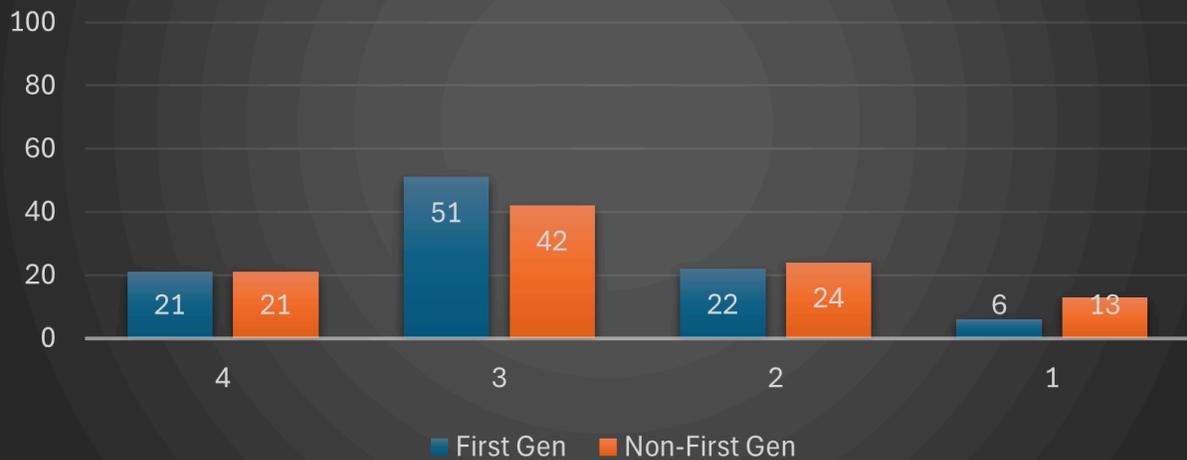


Application Criterion

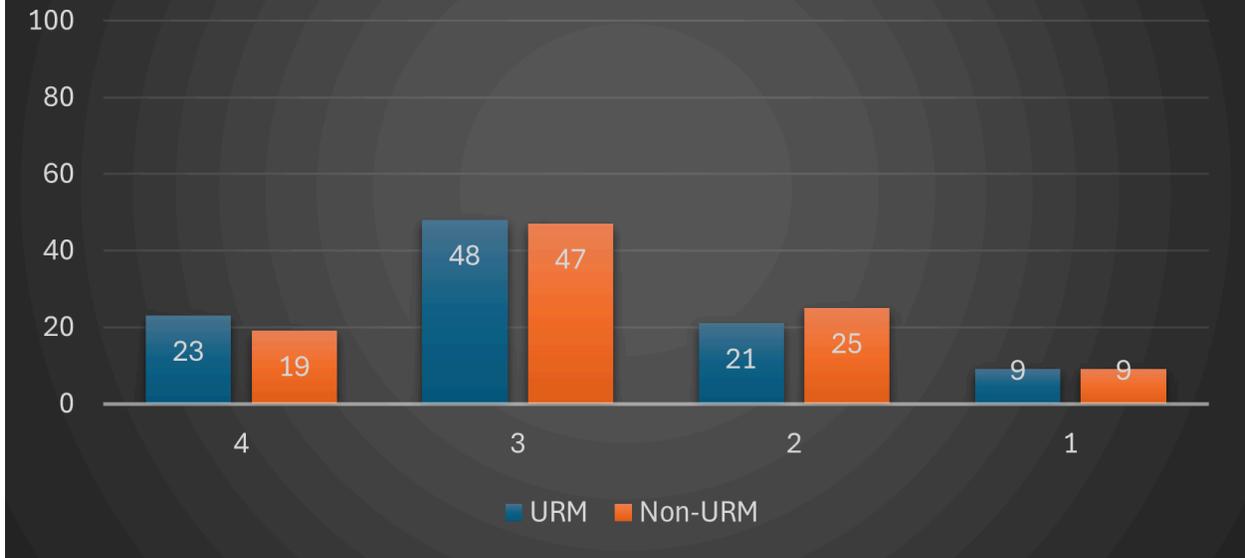
D1/2 Application: Pell vs Non Pell (percentage of 4,3,2,1 scores)



D1/2 Application: First Gen vs. Non First Gen (percentage of 4,3,2,1 scores)

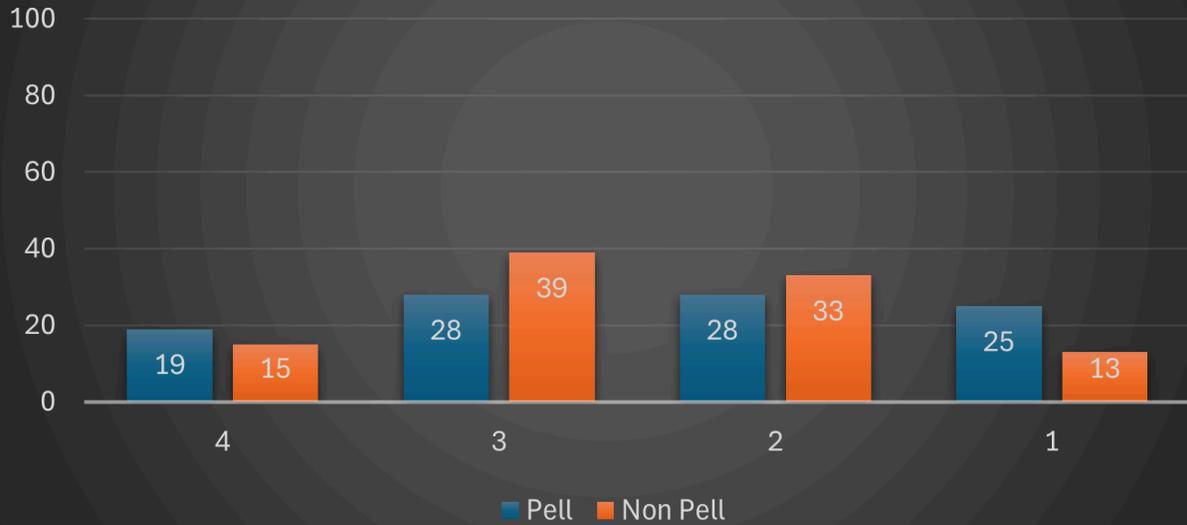


D1/2 Application: URM vs Non URM (percentage of 4,3,2,1 scores)

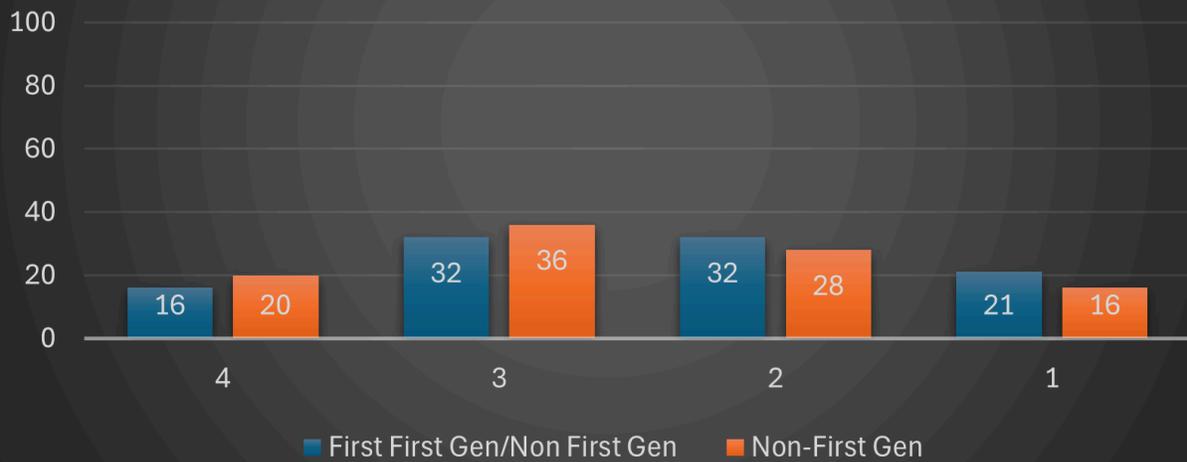


Agency Criterion

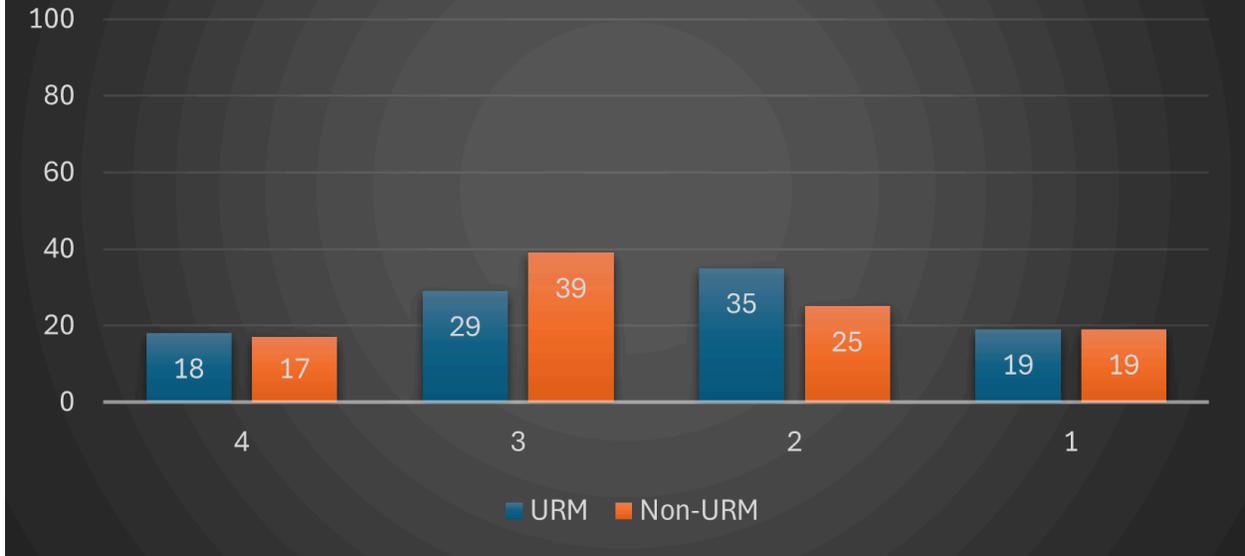
D1/2 Agency: Pell vs Non Pell (percentage of 4,3,2,1 scores)



D1/2 Agency: Evaluation--First Gen vs. Non First Gen (percentage of 4,3,2,1 scores)



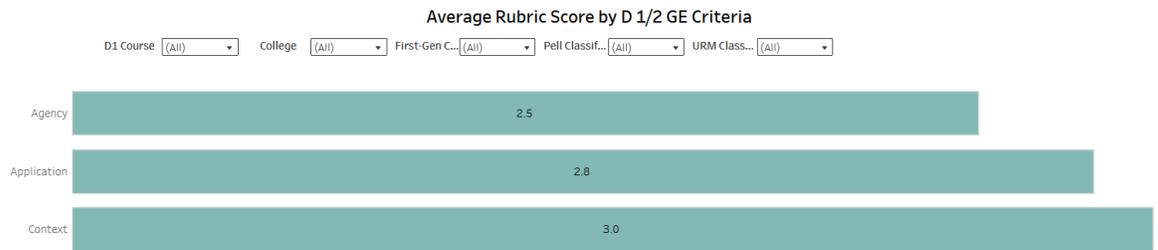
D1/2 Agency: URM vs Non URM (percentage of 4,3,2,1 scores)



Average Score

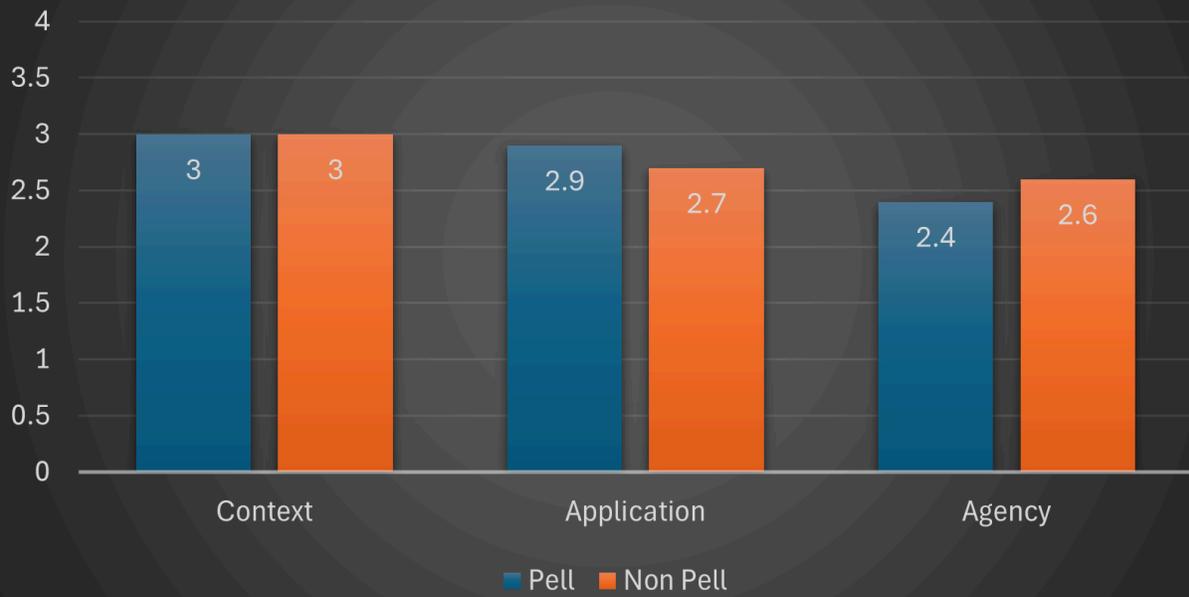
If we look at the average rubric score for D1/2 (combining 4, 3, 2, and 1), we see students achieved an average of 3 (which is what we are looking for) only in Context, while they scored an average of 2.8 in Application and a 2.5 in Agency.

2024 - 2025 Cal State East Bay GE Assessment: D 1/2 Social Science

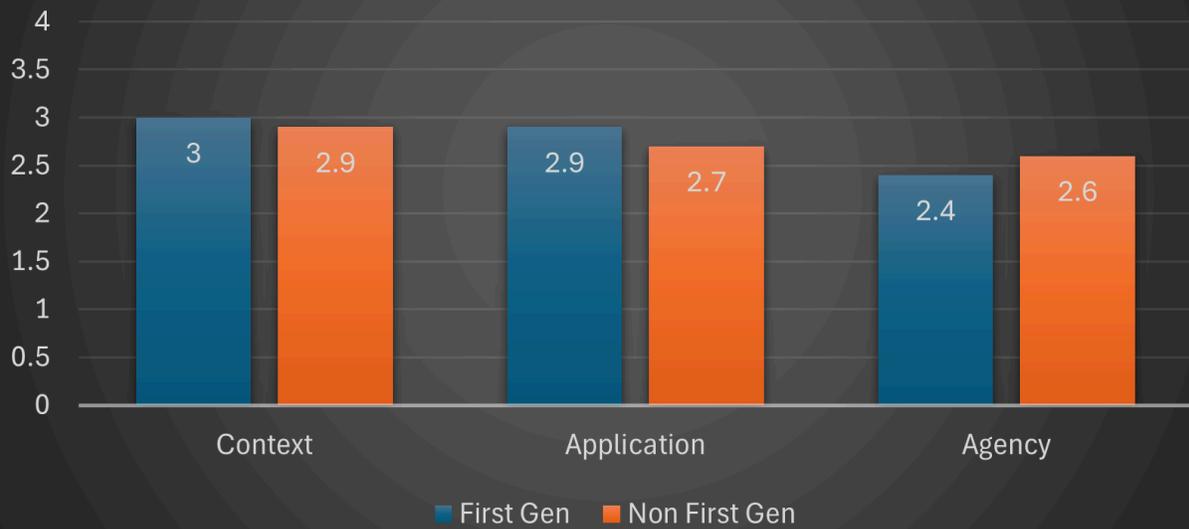


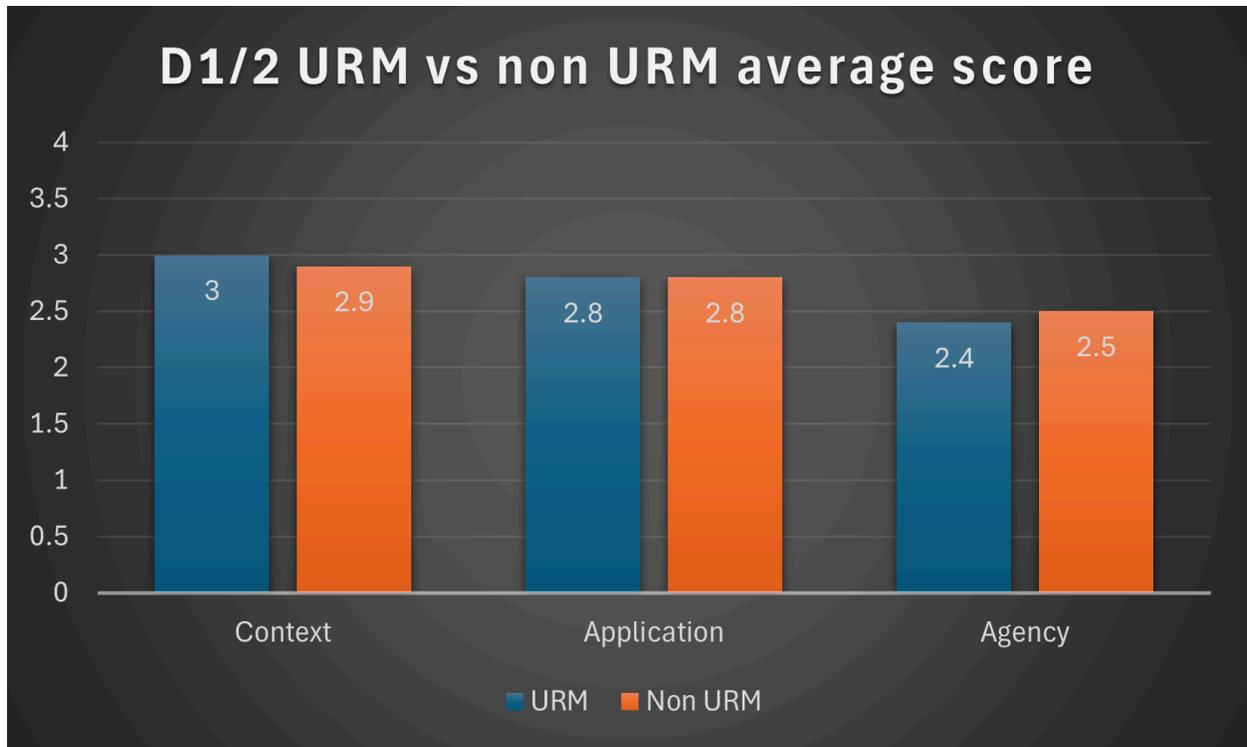
The data above is the average for all students. We can break the data down further to see how the average scores compare with our First Gen, Pell, and URM students. The data shows that our First Gen, Pell, and URM students are receiving slightly higher scores than their non-First Gen, non-Pell, and non-URM counterparts.

D1/2 Pell vs Non Pell average score



D1/2 First Gen vs Non First Gen average Score





Student Survey Results for D1/2

Students in the assessed sections were sent a survey asking them to comment on their perceived success (in terms of the learning outcomes) in the course. [Here is the link](#) to the dashboard with the results. Please click through the results as well as the second tab that reports results about specific questions.

Selected Assessment Comments from faculty assessors

“I truly enjoy reading all the student papers and it gives me a big picture view of their amazing education that our students are getting from a wide variety of disciplines. I have concerns that some assignments lend themselves more closely to meeting the assessment criteria even though the students showed good writing and a good understanding of the assignment. Given this issue I tended to grade keeping these considerations in mind. This is important given that the stakes for this assessment is pretty high for our university.”

“It was interesting to read and see what is happening in other departments. I do think the assignment was very detailed for some classes and not so much for others (XXX XXX). Since these are being evaluated outside the instructor-the instructor should provide students with instructions to cite sources/apply class concepts and reference them more directly. Looking at

my scores overall, the best papers I read were generally XXXX and XXXX. I haven't looked to compare but my hunch is the instructors who included the rubric had students with higher scores."

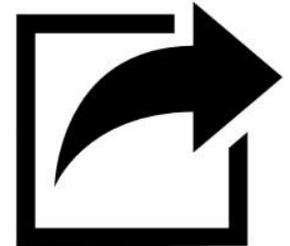
"There was some amazing student work. The scores on all three criteria from the rubric were high for XXXX XXX, the assignment was aligned well. In some classes, there was not a good alignment between the criteria and the rubric. It is not possible to determine student learning on a criteria they have not been asked to address."

"Some assignments were a round peg in a square hole and were a stretch to align with the criteria. Others were seamless, and were incredibly well aligned with all three criteria."

CONTINUAL IMPROVEMENT/CLOSING THE LOOP and NEXT ACTION STEPS

The results from this GE D1/2 Social Science (Area 4) assessment are intended to promote discussion across the campus community about how we support our students in attaining the social science outcomes, and ultimately, to inform improvements in the learning experiences in GE Area 4 courses and beyond.

The following questions are part of the continuous improvement/closing the loop activity for departments to fill out and return to the Office of General Education (kevin.kaatz@csueastbay.edu and nancy.white@csueastbay.edu) by end of Spring, 2026. The questions will help guide a specific action plan to improve student success for our Area 4 Social Science courses.



- How are these data consistent with your experience as a department/instructor?
- In general, the scores were lower than what we have found in many other lower division GE areas, especially with our students, on average, not achieving proficiency in any criterion. How can your department help students achieve proficiency in their learning outcomes for Social Science? Be sure to drill down into the data for your college (and this assessment was done before CEAS was broken apart). What factors do you think led to the lower scores? And what can your department do to help students achieve their learning outcomes?
- As you look through the Student Survey results, what trends do you see and how can student learning be improved, based on these specific results?
- Overall, what steps do you think could be taken to improve student success in general?
- Do you have any advice on updating the learning outcomes and/or rubric for future assessment projects?

Appendix: Rubric and Learning Outcomes

Criteria	4	3	2	1
Context Explanation of the relationship between social, political, and/or economic systems.	Exemplary	Proficient	Limited	Not evident
Agency Identify individual and/or collective action to create societal change.	Exemplary	Proficient	Limited	Not evident
Application Use social science methods (e.g. qualitative or quantitative; analysis of data or information).	Exemplary	Proficient	Limited	Not evident

Students learn from courses in Subject Area 4 disciplines that social, political, and economic institutions and/or principles are interwoven. Through fulfillment of the Subject Area 4 requirement, students will be prepared for active civic engagement and informed participation in public debate regarding social, political, and economic issues. Students will examine contemporary and historical topics in a variety of cultural contexts.

1. Explain how social, political, and economic institutions and/or principles intersect with each other;
2. Describe how people produce, resist, and/or transform social, political, and economic institutions/principles;
3. Investigate contemporary and/or historical events/issues from a social science perspective;