

US Code Assessment Report

US Code Dashboard [link](#)

Student survey results:

[US Code 1](#)

[US Code 2](#)

[US Code 3](#)

PURPOSE AND BACKGROUND

In California, students must take courses that cover the topics of US Code 1, US Code 2, and US Code 3 (Title 5, Chapter 40404 and [Executive Order 1061](#)). While US Code is not general education, it falls under the purview of the Office of General Education here at East Bay. As such, US Code is included in the General Education assessment schedule, [22-23 CAPR 39](#) (which supersedes [18-19 CAPR 2](#)). This schedule details a consistent and rigorous assessment process. The overarching purpose of assessment is to enhance and improve undergraduate student learning experiences and the true value of assessment extends from how we collaboratively make meaning of assessment results to inform improvements in GE.

THE PROCESS

In Spring 2024 Faculty who teach US Code 1, 2, or 3 were contacted and asked to help revise the US Code learning outcomes (if needed). Faculty from History, Political Science, and Ethnic Studies volunteered. They created a revised set of learning outcomes and created the first-ever rubric for each US Code section (see Appendix—[see here for all rubrics/LOs](#)). In Spring 2025 assignments were collected from courses taught by Economics, Ethnic Studies, History, and Political Science, for a total of nine sections. Assignments were collected by Online Campus and assessment took place in Fall 2025. The seven unfunded assessors came from Economics, Ethnic Studies, History, and Political Science.

The course breakdown consisted of:

US Code 1 Econ 101, POSC 101, HIST 110

US Code 2 Ethnic Studies 120, POSC 316 (2 sections)

US Code 3 HIST 382 (2 sections), POSC 102

There are three rubric criteria for US Code 1 and 2 that are the same: Cause/Effect, Process, and Agency, while US Code 3 has Content, Process, and Agency.

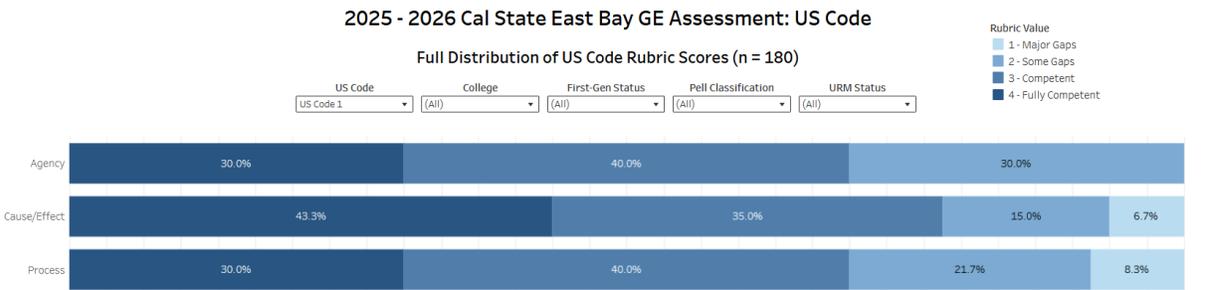
ASSESSMENT RESULTS

Interrater Reliability

- 89% of the scores from the seven assessors had a difference of 0 or 1 for Agency
- 80% of the scores from the seven assessors had a difference of 0 or 1 for Cause/Effect (or Content, for US Code 3)
- 80% of the scores from the seven assessors had a difference of 0 or 1 for Process

The data is broken down by each Code area. Please note: on the dashboard there is a pulldown for college. This represents the students from that college—not the college where the courses are from.

US Code 1 Full Distribution (define and list courses that were used in the assessment)



We can see that scores of 3 or 4 were achieved at 70% for Agency, 78% for Cause/Effect, and 70% for Process (we are aiming for 75% minimum in each category).

The scores can also be broken down by student demographics.

US Code 1: First Gen vs. non First Gen:

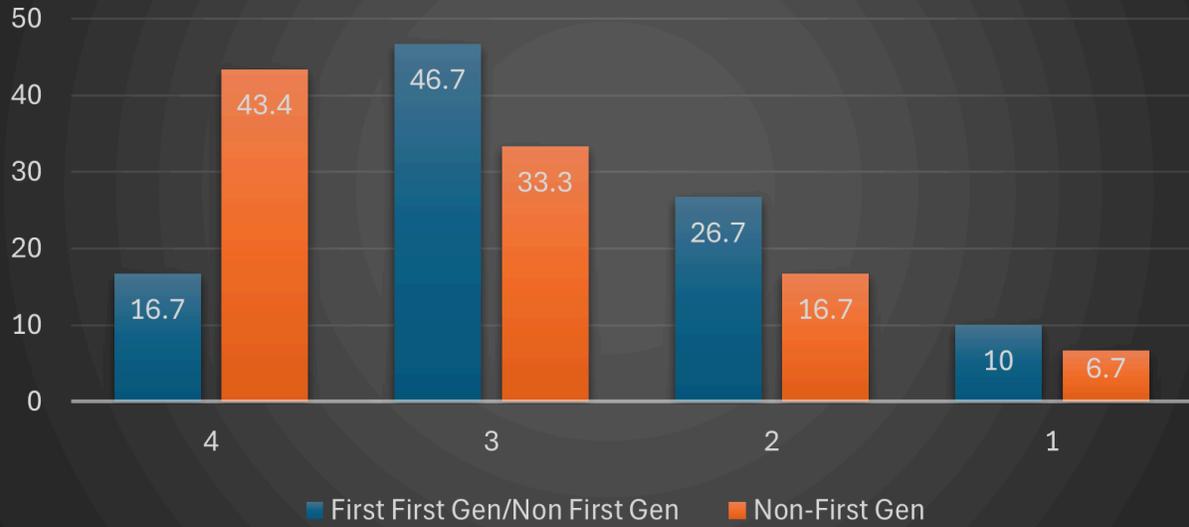
US Code 1 Agency % First Gen vs Non-First Gen



US Code 1 Cause/Effect % First Gen vs Non-First Gen

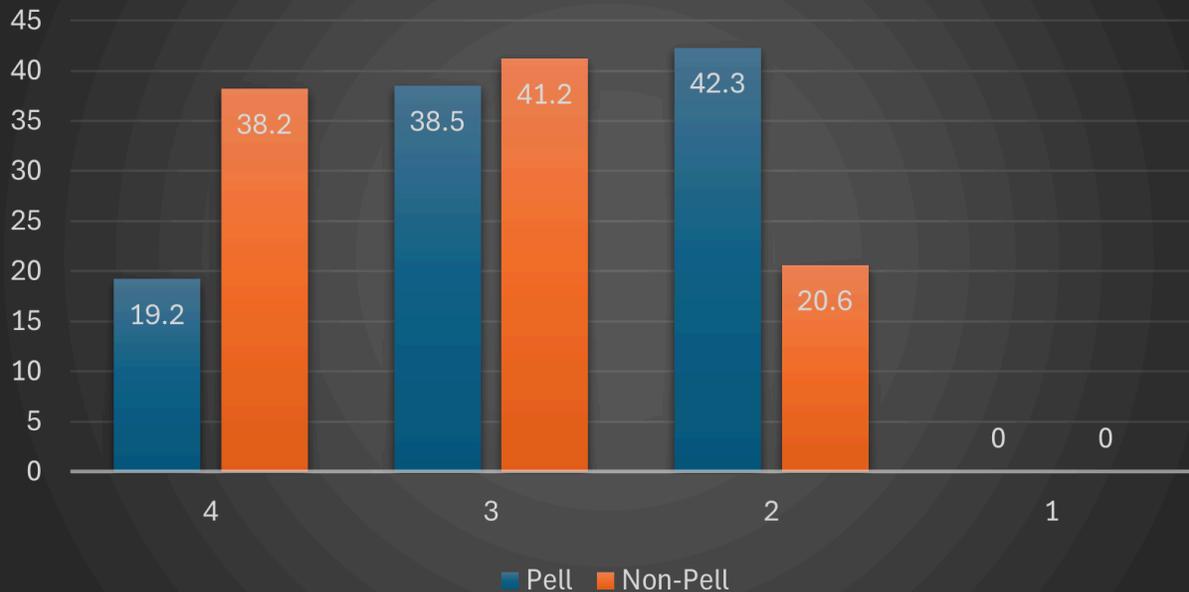


US Code 1 Process % First Gen vs Non-First Gen

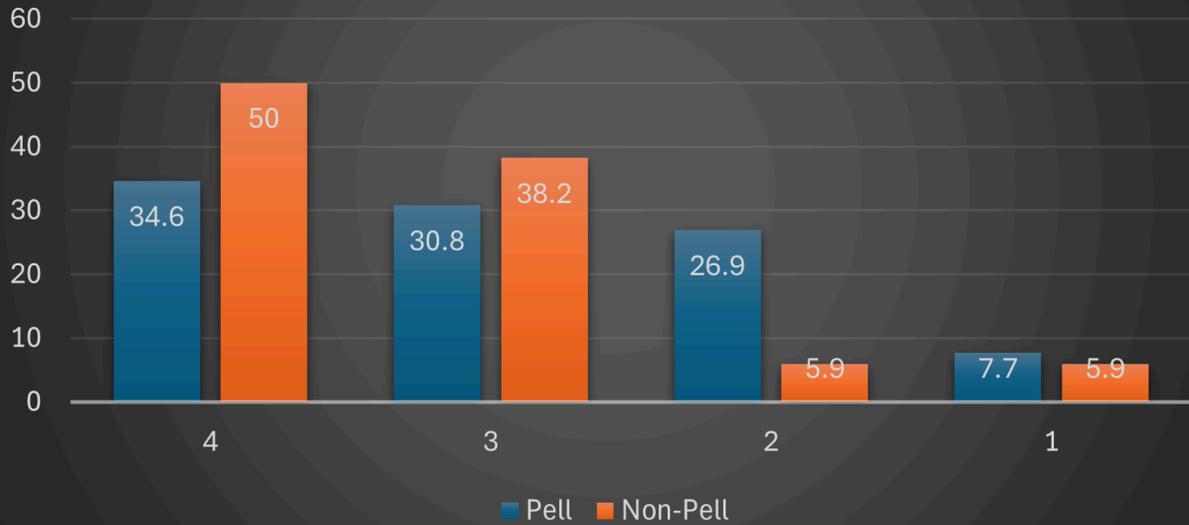


US Code 1 Pell vs. non-Pell

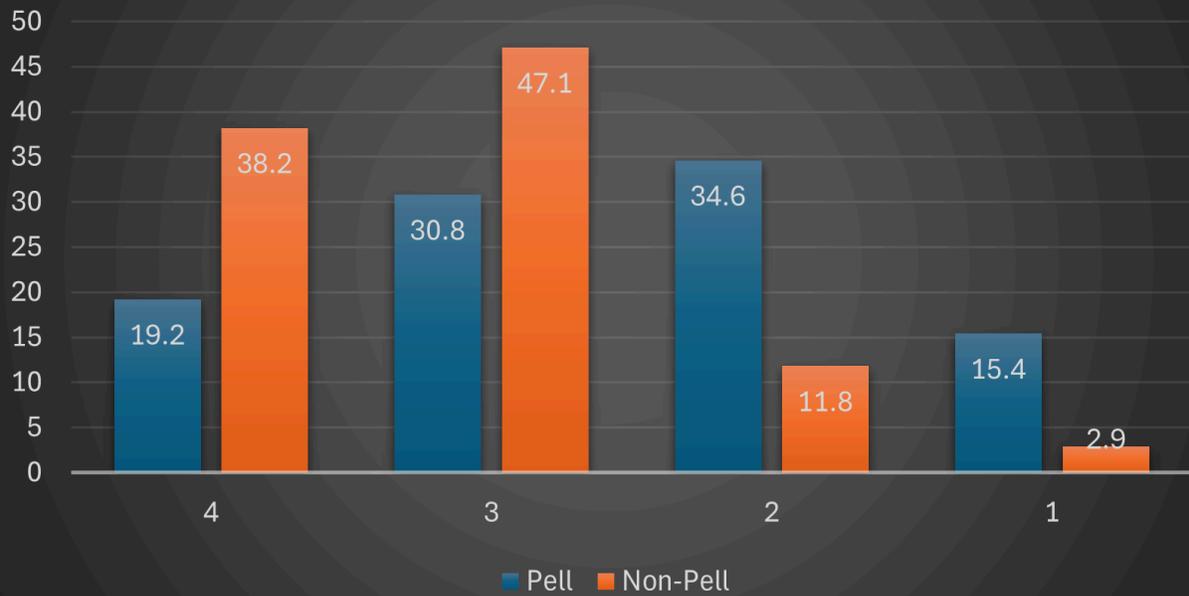
US Code 1 Agency % Pell vs non-Pell



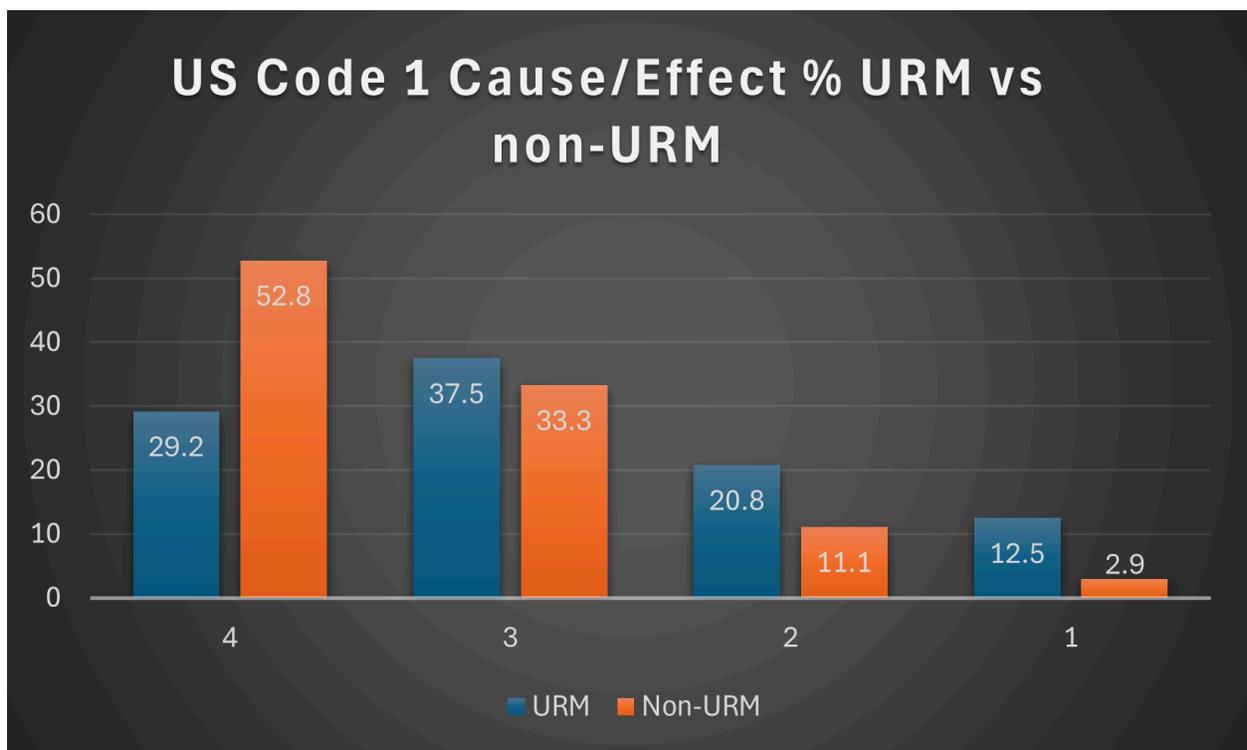
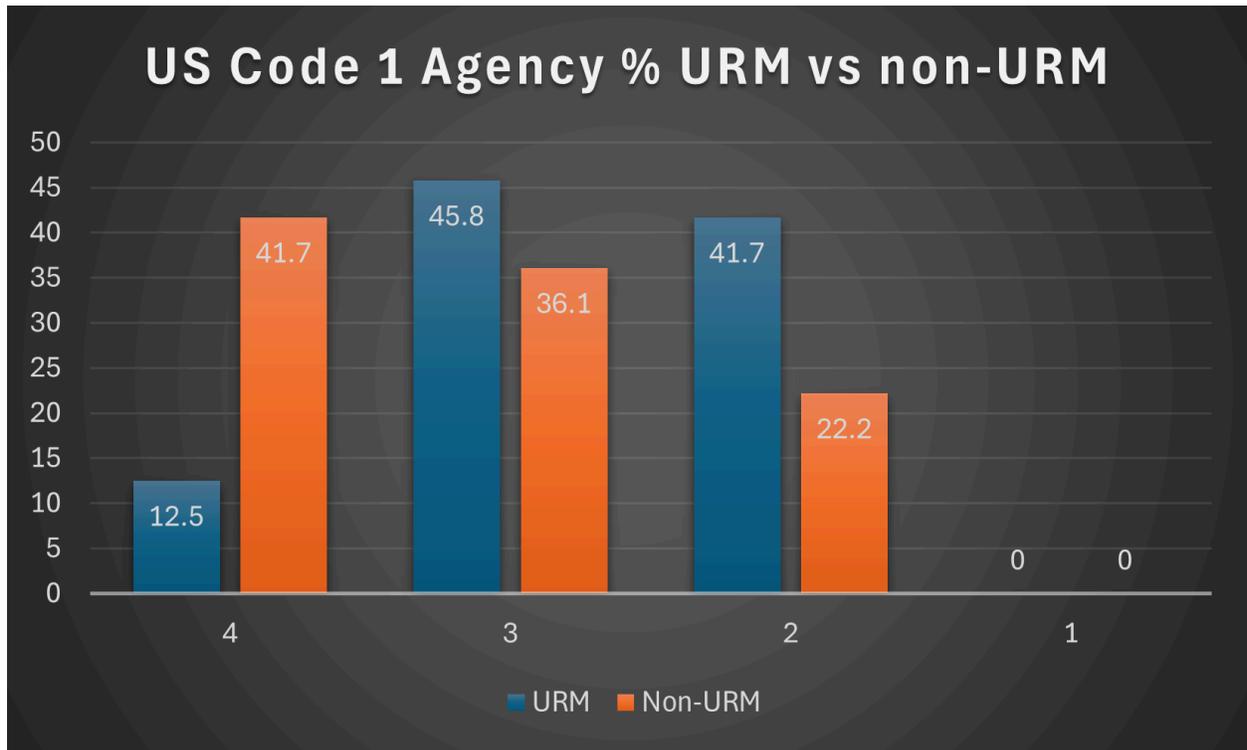
US Code 1 Cause/Effect % Pell vs non-Pell

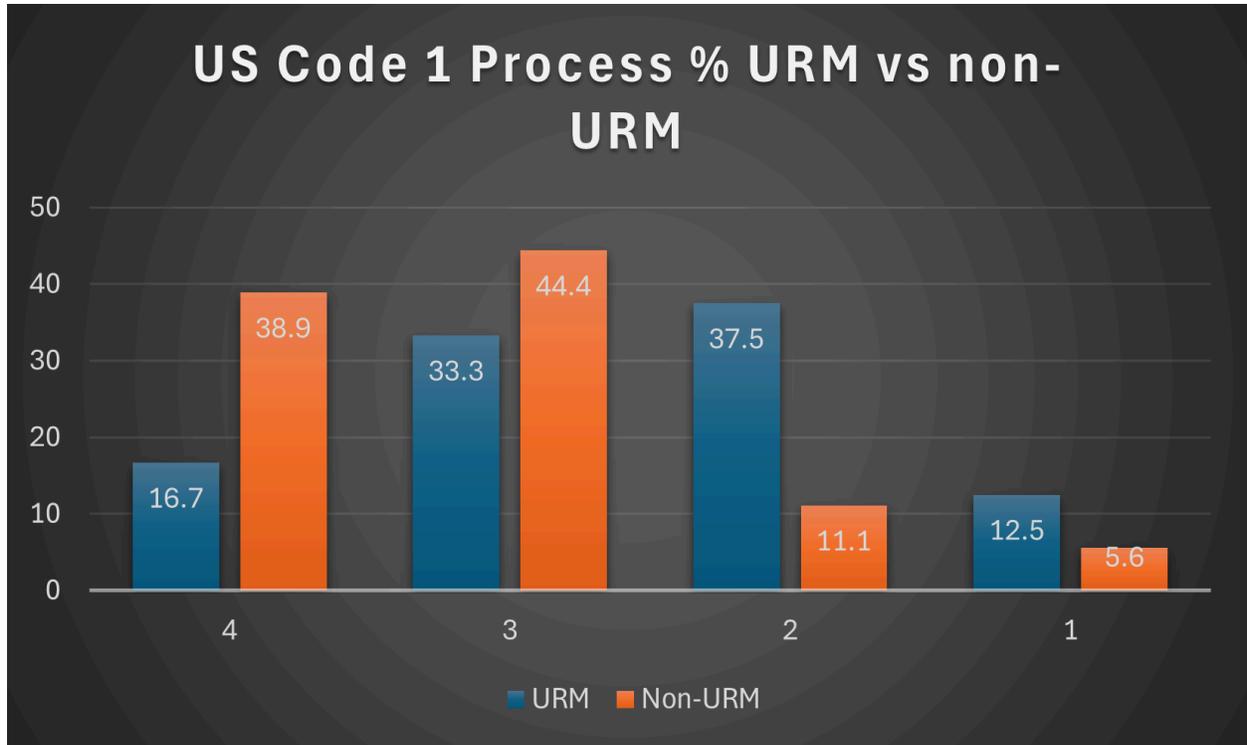


US Code 1 Process % Pell vs non-Pell



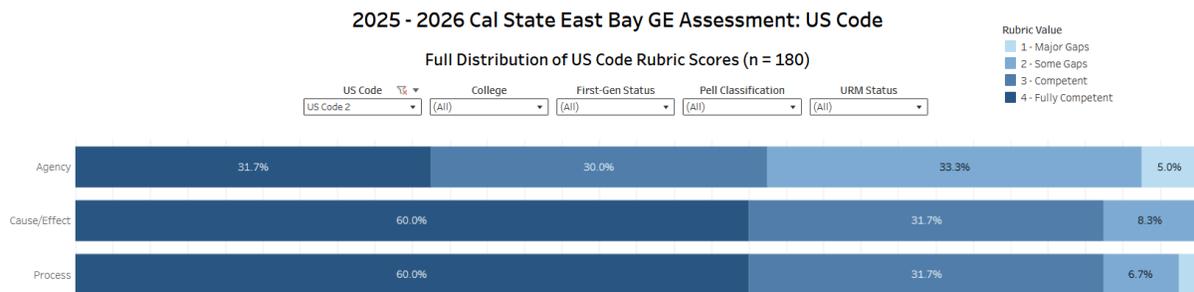
US Code 1 URM vs non-URM





In all cases our Pell, First Gen, and URM students in US Code 1 courses performed worse than their non-Pell, non-First-Gen, and non-URM counterparts (even when you average the 3s and the 4s in each group).

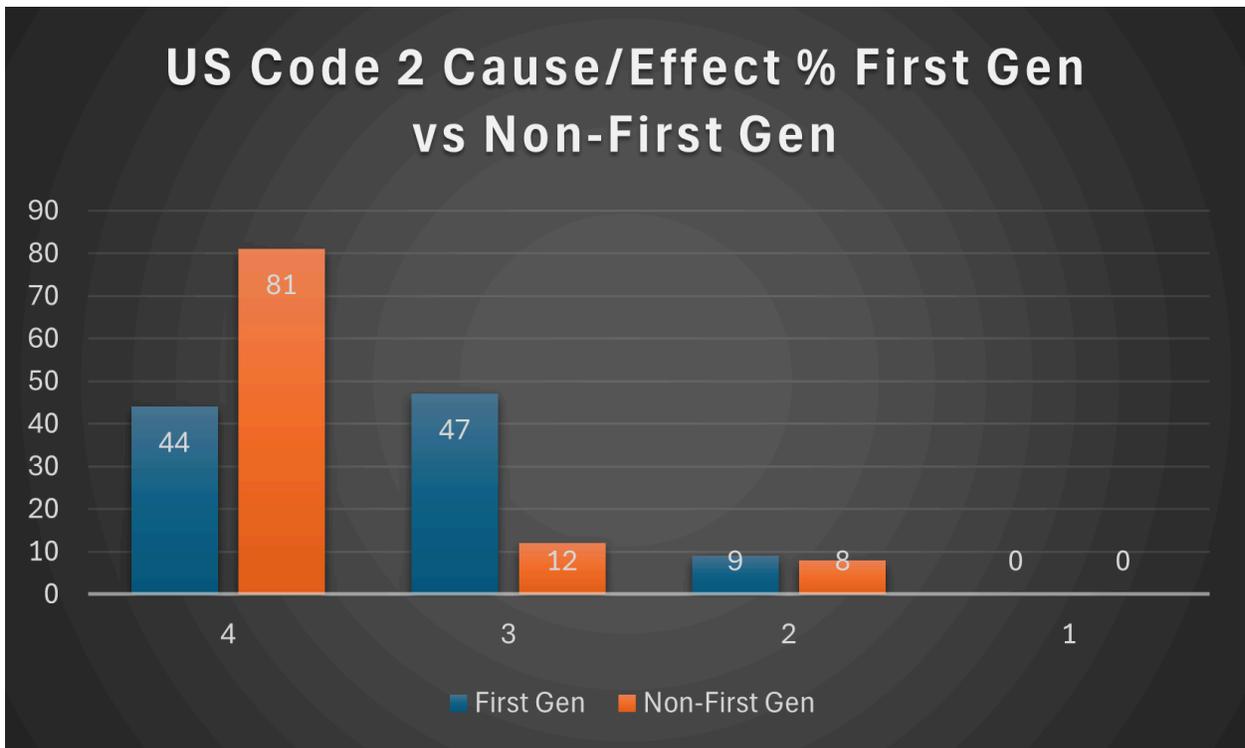
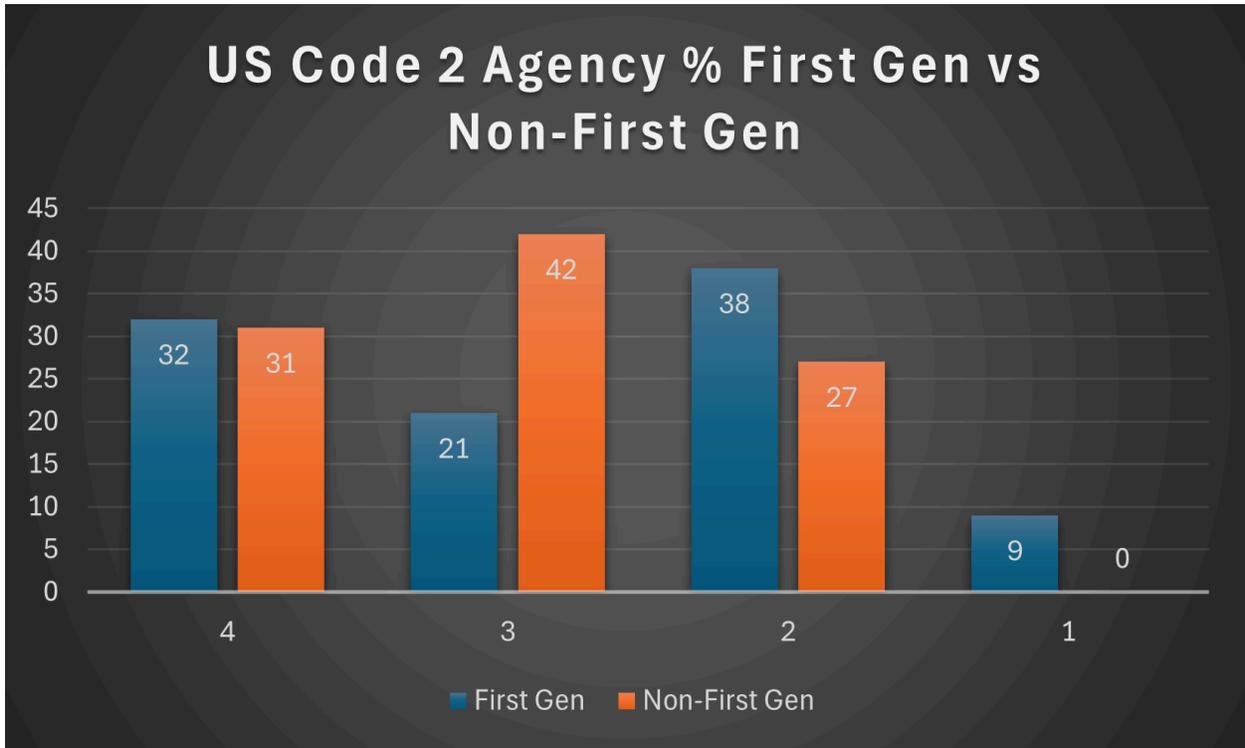
US Code 2 Full Distribution (define and list courses that were used in the assessment)



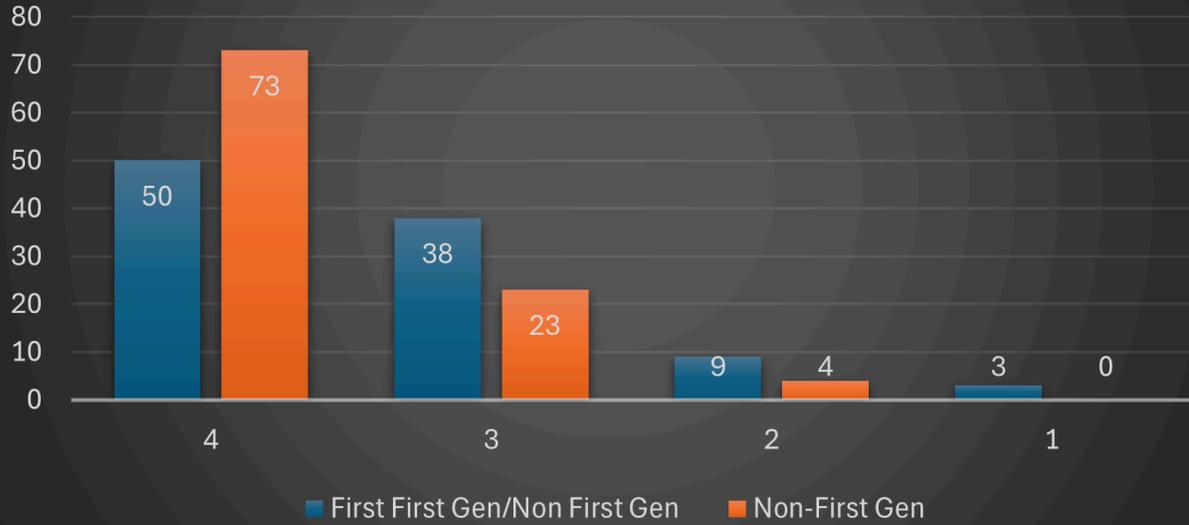
We can see that scores of 3 or 4 were achieved at 62% for Agency, 92% for Cause/Effect, and 92% for Process (we are aiming for 75% minimum in each category).

The scores can also be broken down by student demographics.

US Code 2: First Gen vs. non First Gen:

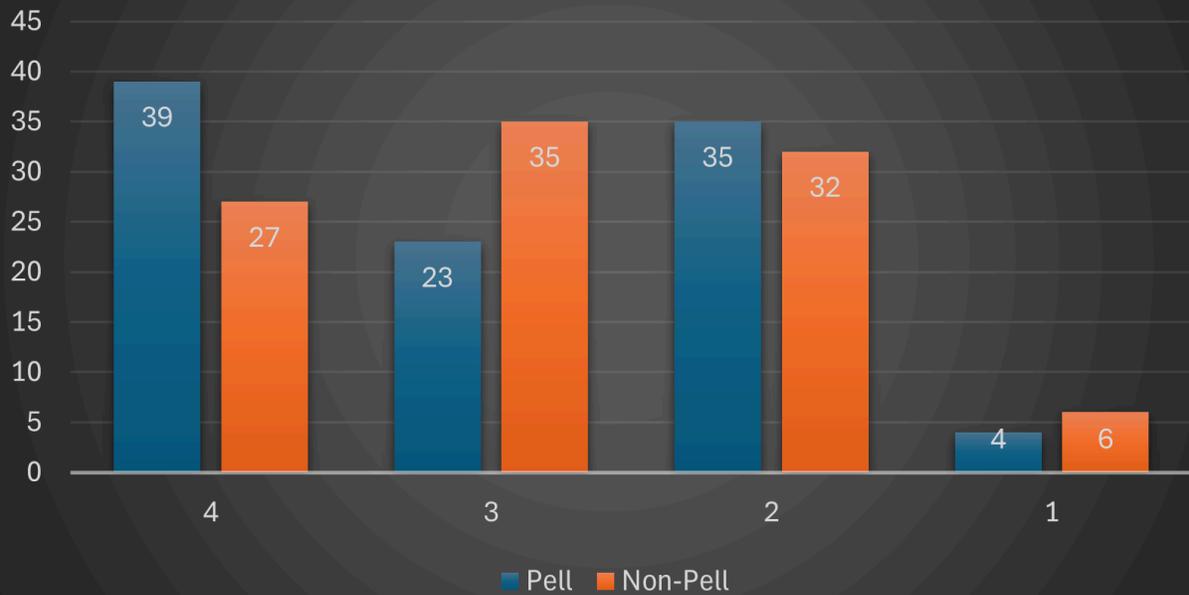


US Code 2 Process % First Gen vs Non-First Gen

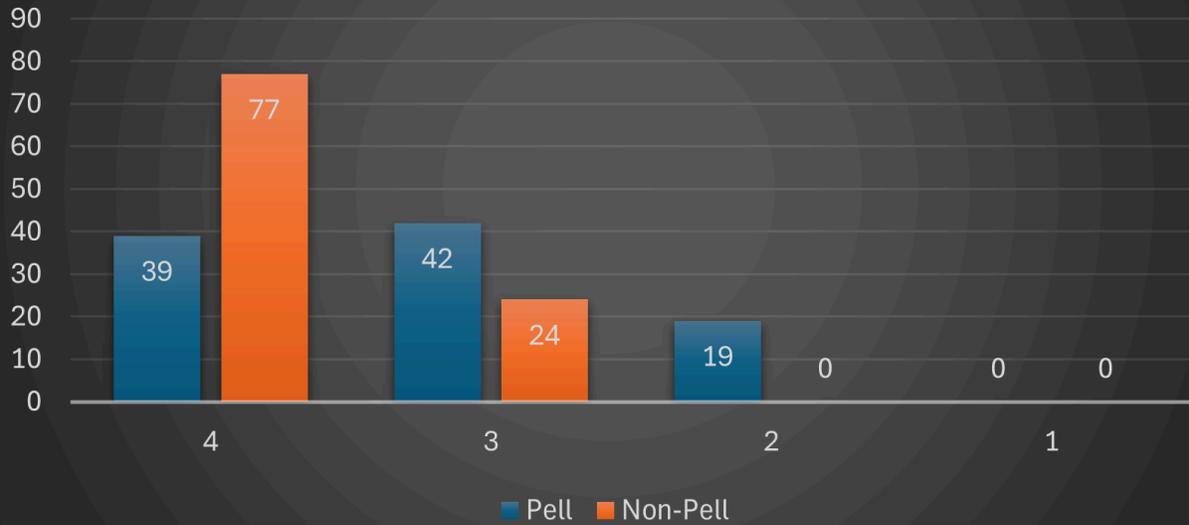


US Code 2 Pell vs. non-Pell

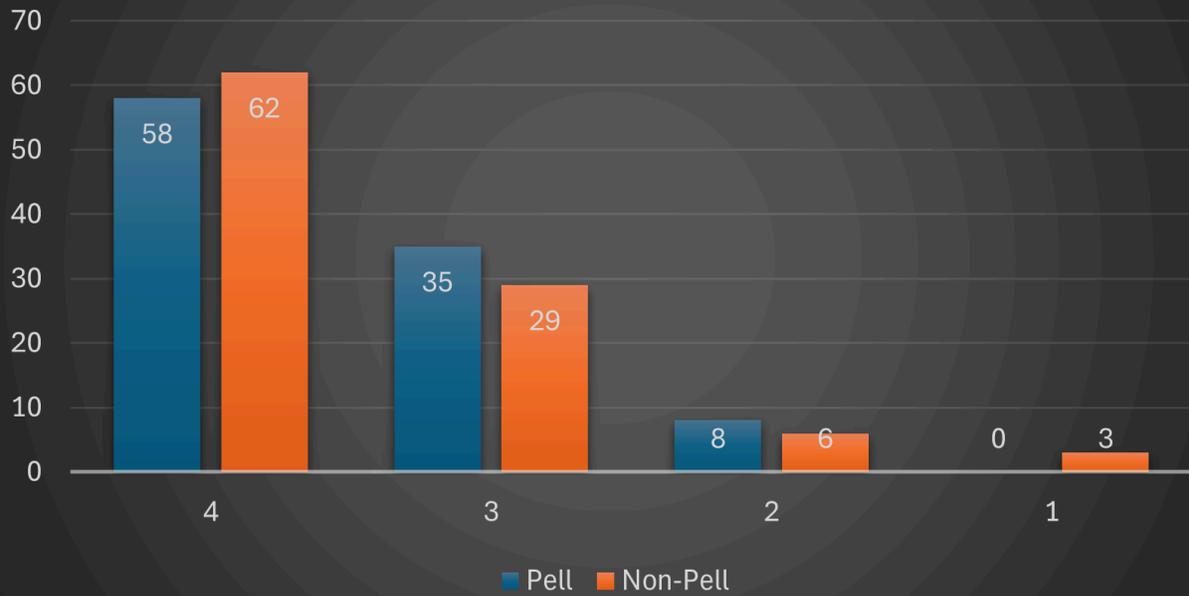
US Code 2 Agency % Pell vs non Pell



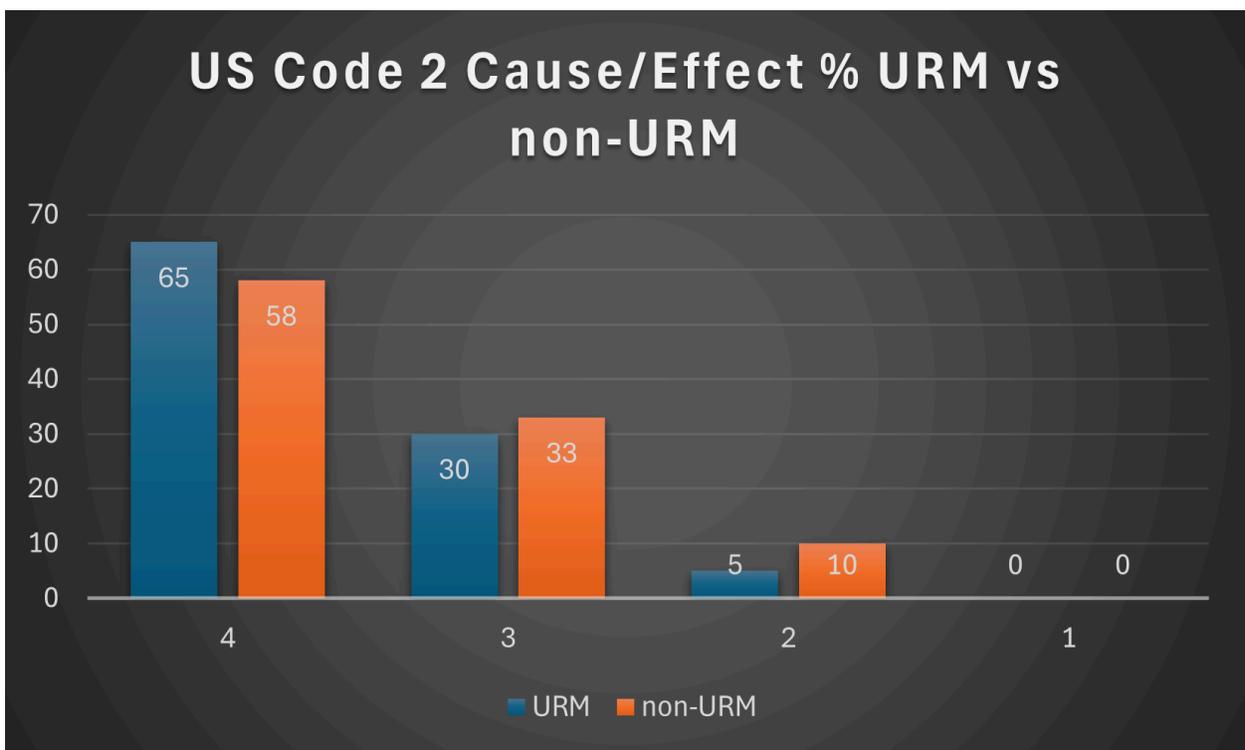
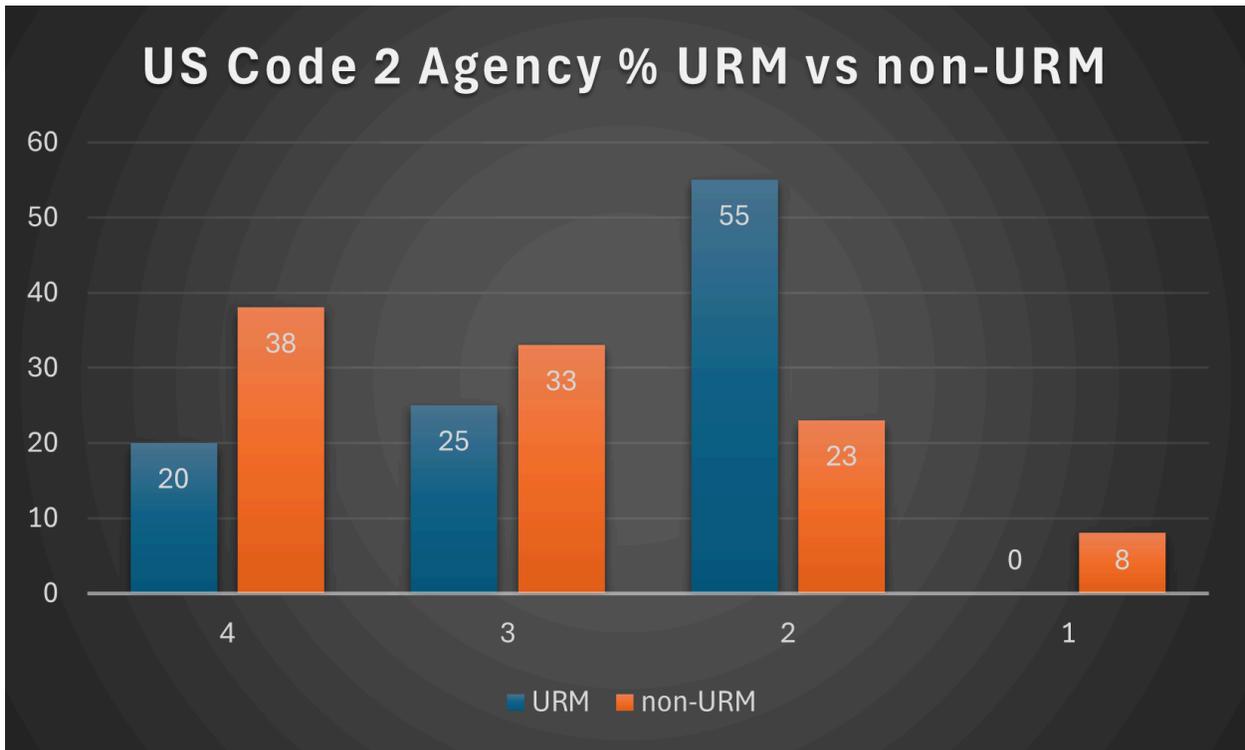
US Code 2 Cause/Effect % Pell vs non Pell

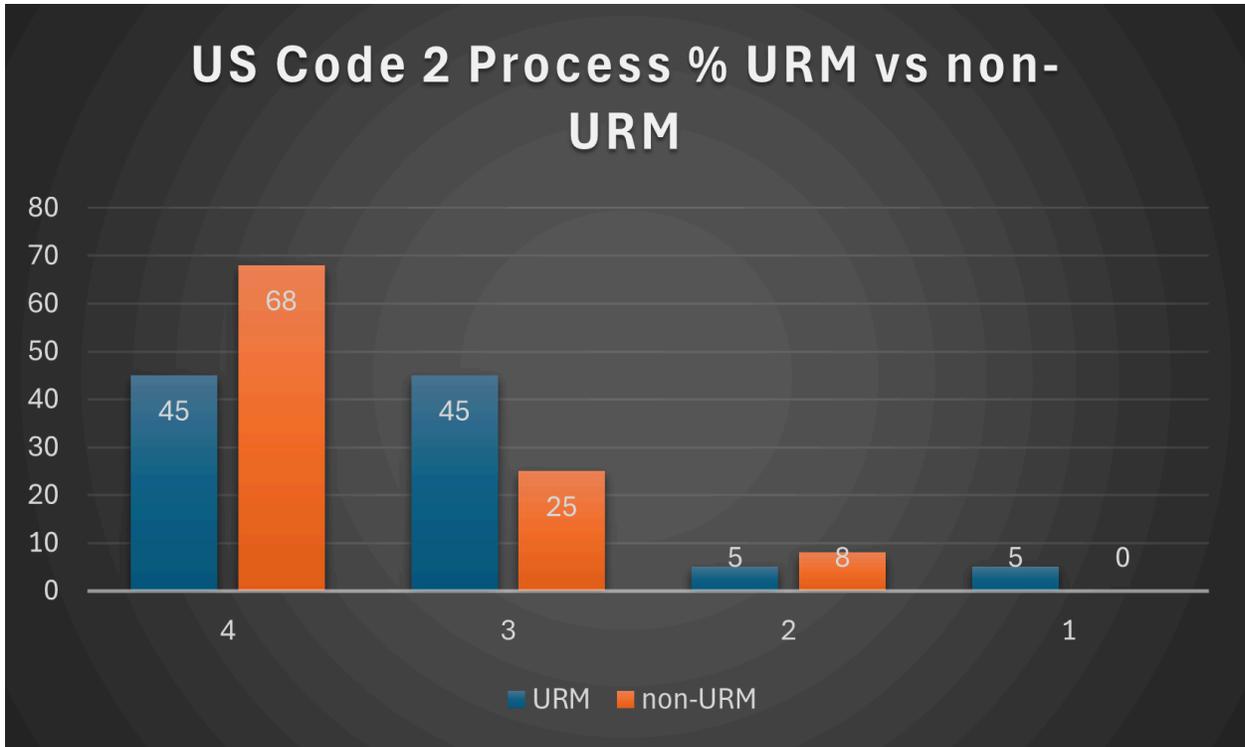


US Code 2 Process % Pell vs non Pell

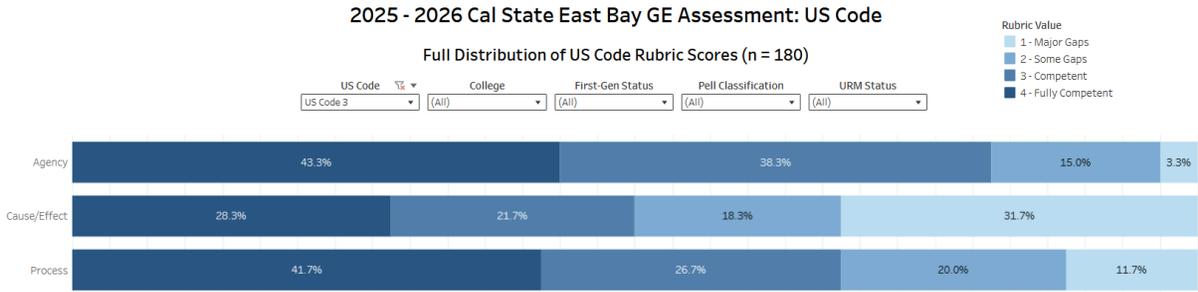


US Code 2 URM vs non-URM





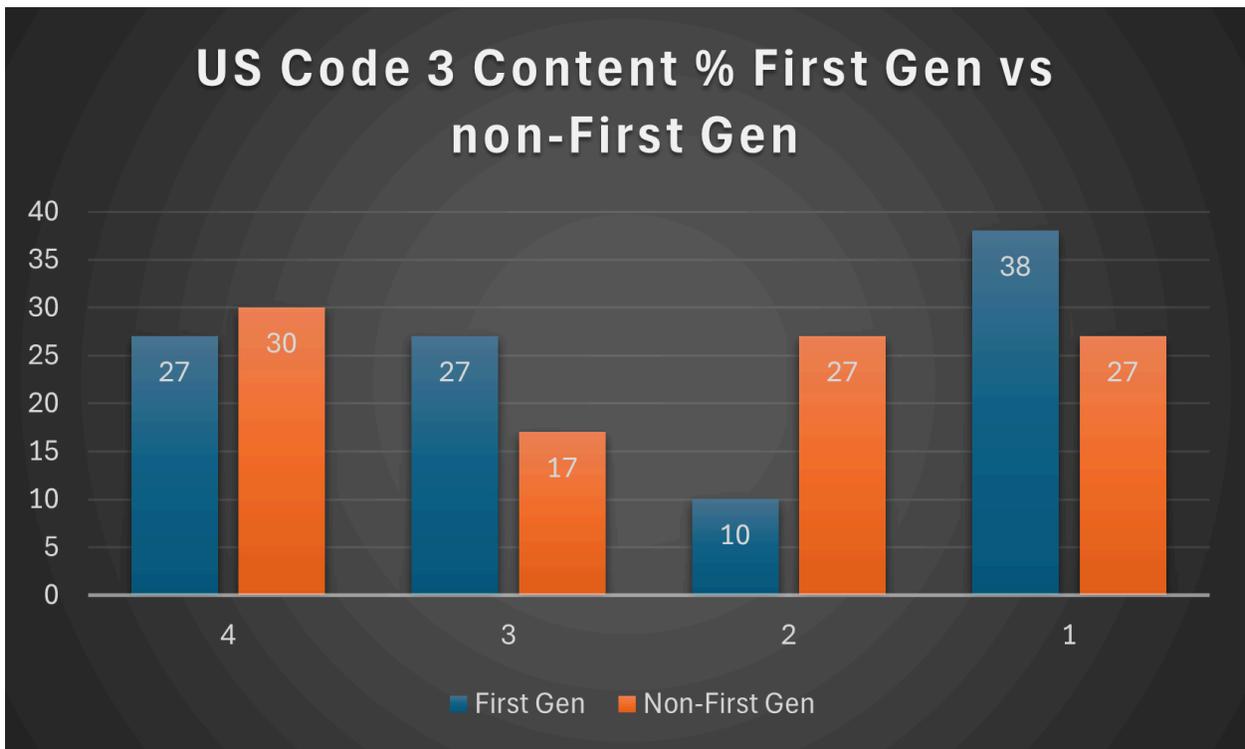
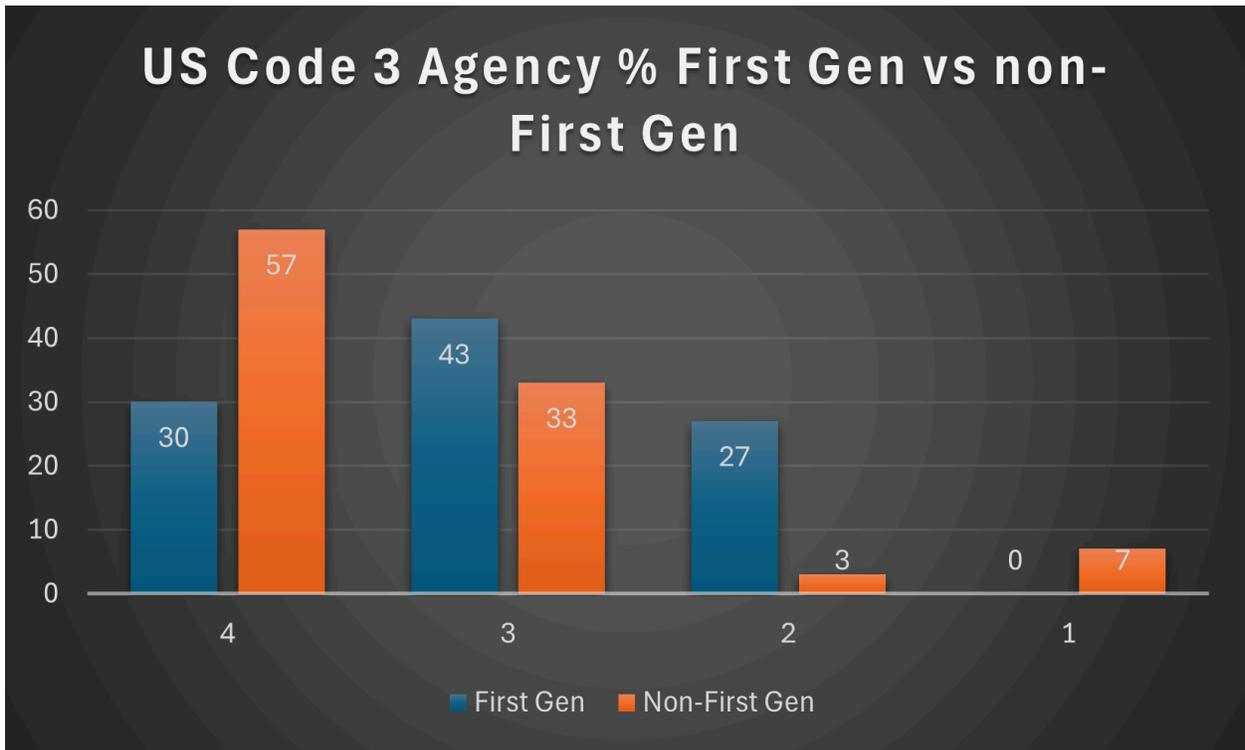
US Code 3 Full Distribution(define and list courses that were used in the assessment)



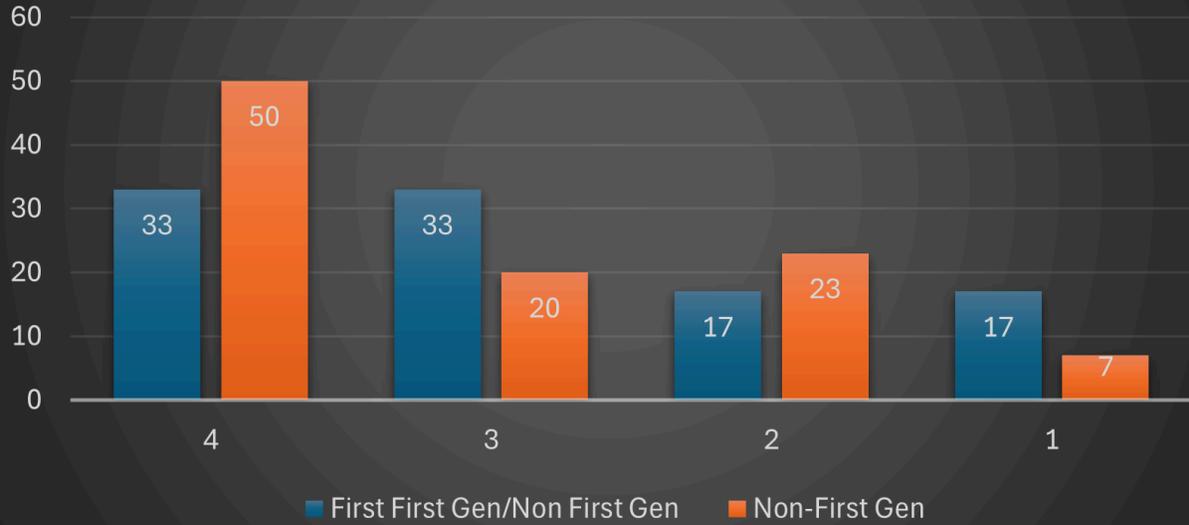
We can see that scores of 3 or 4 were achieved at 82% for Agency, only 50% for Content, and 68.4% for Process (we are aiming for 75% minimum in each category).

The scores can also be broken down by student demographics.

US Code 3: First Gen vs. non First Gen:

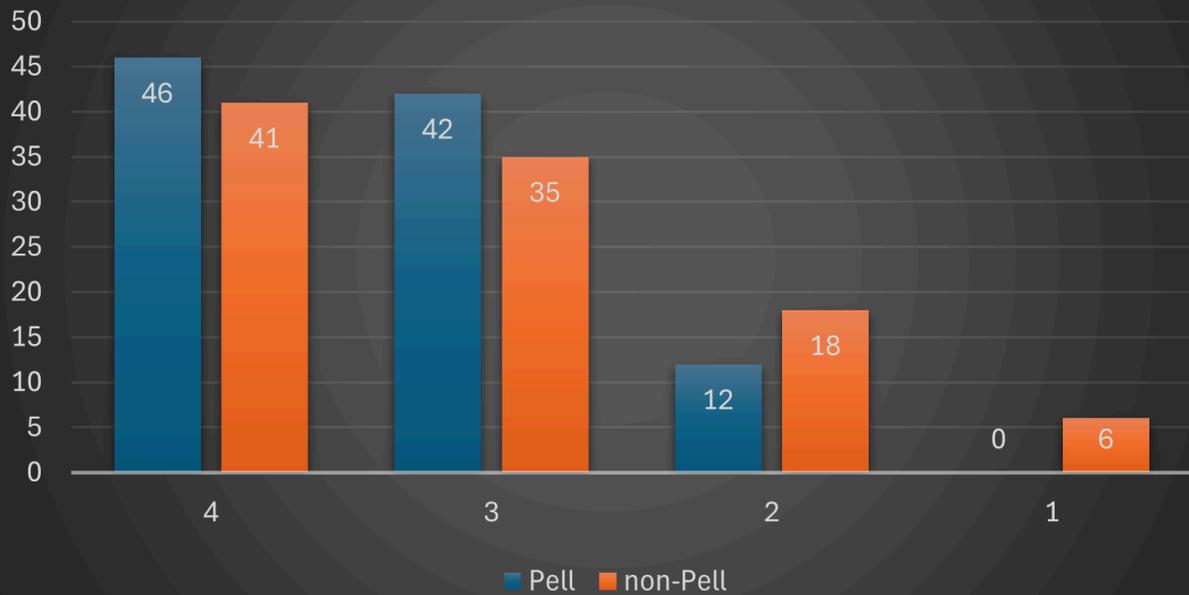


US Code 3 Process % First Gen vs non-First Gen

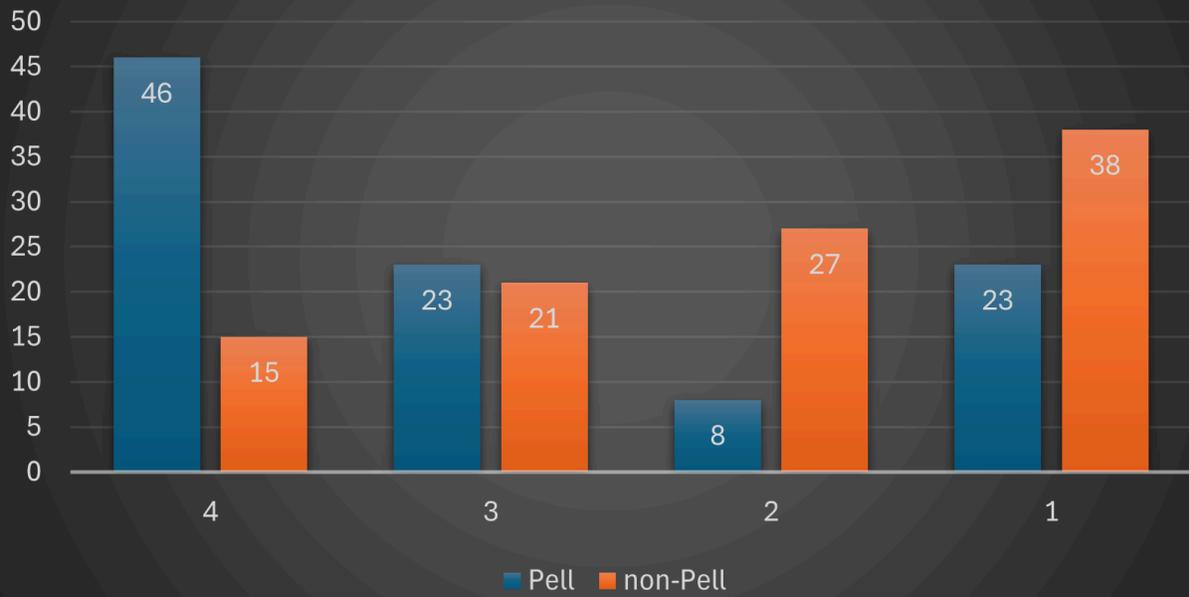


US Code 3 Pell vs. non-Pell

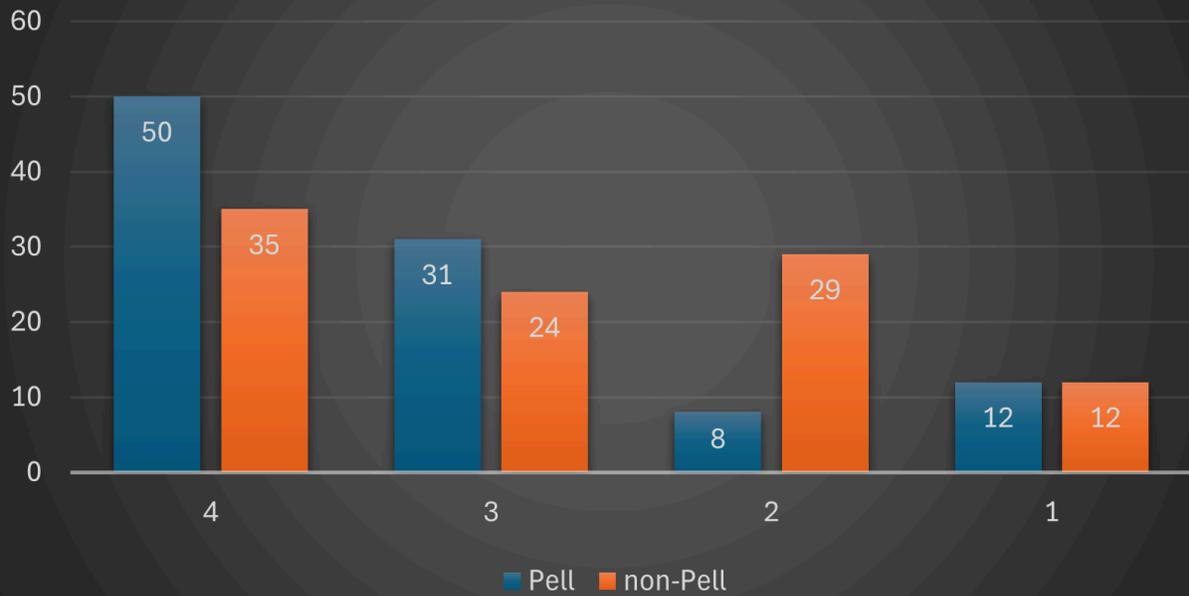
US Code 3 Agency % Pell vs non-Pell



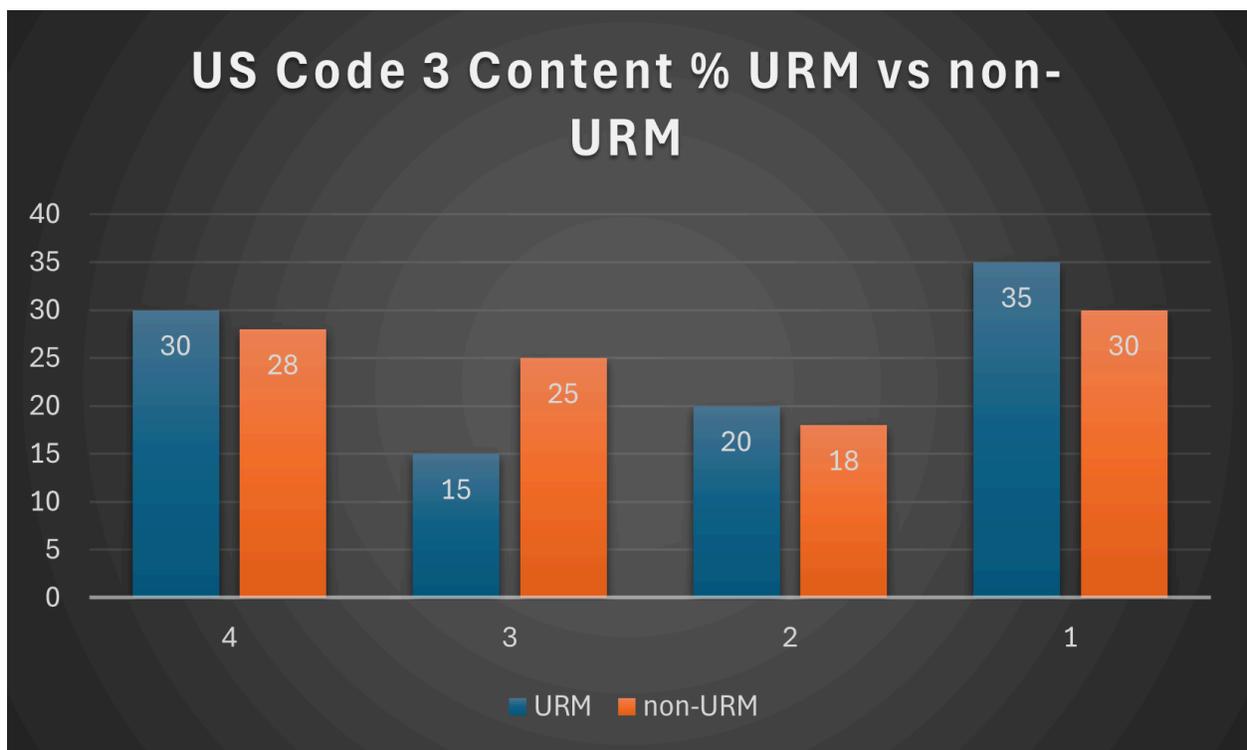
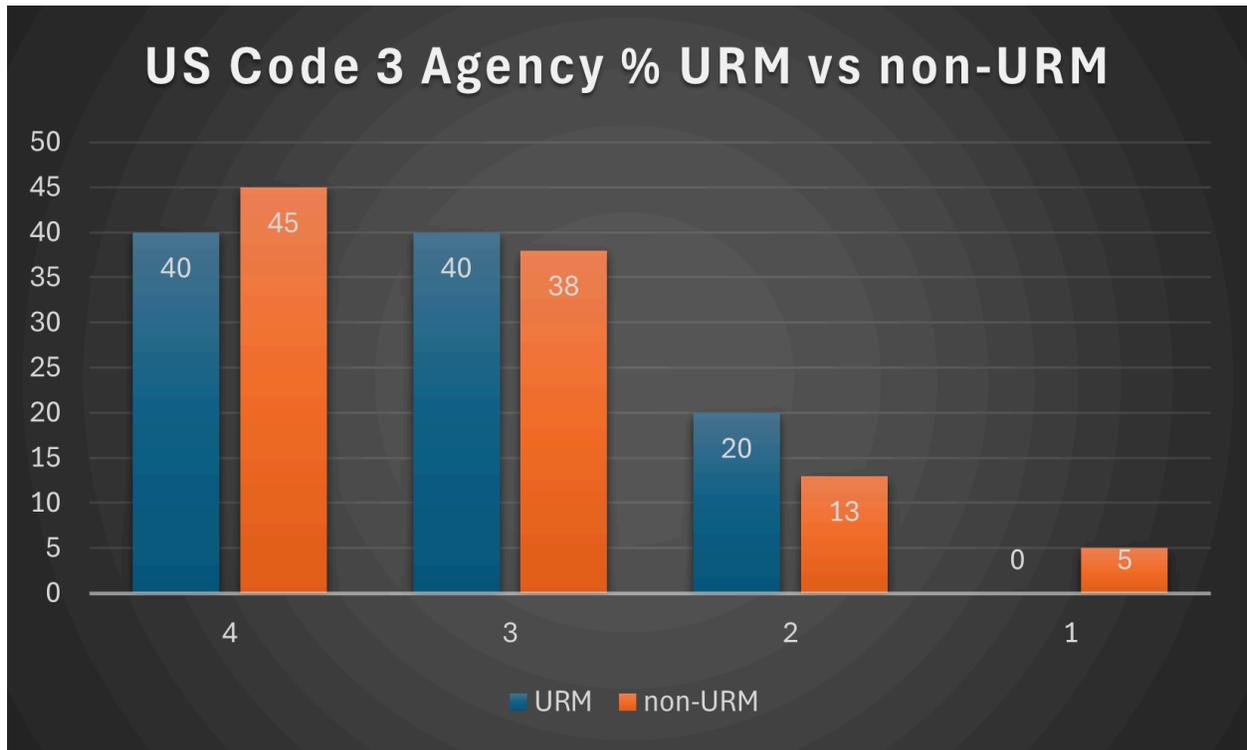
US Code 3 Content % Pell vs non-Pell

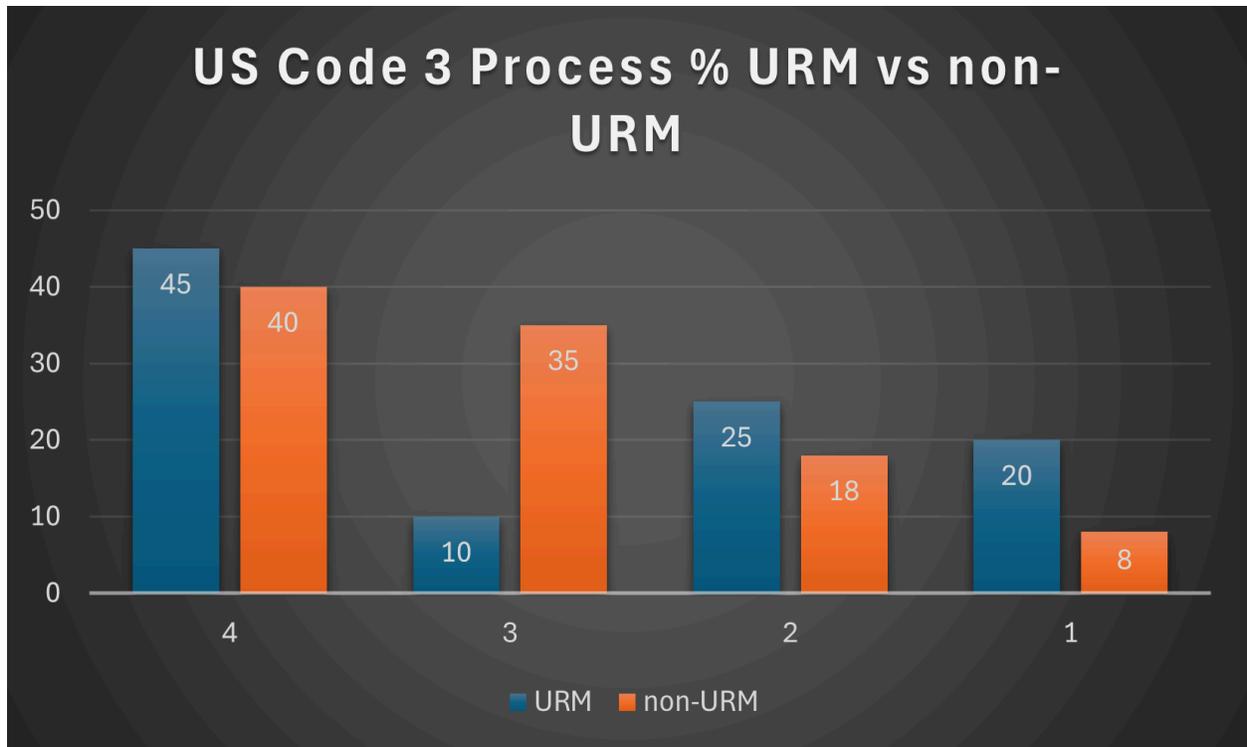


US Code 3 Process % Pell vs non-Pell



US Code 3 URM vs non-URM





Student Survey Results

We also sent out surveys to all the students in the above-mentioned courses and asked them how they felt about achieving their learning outcomes. You can see the survey results by clicking on the following links. Like the data pulled above, you can also break down the survey results by student demographics. The questions that the students responded to are below:

[US Code 1](#)

- I applied knowledge about U.S. historical events over a period of at least a hundred years in this class.
- I learned how U.S. historical events discussed in this class apply to everyday life.
- In this class, I applied knowledge about the role of U.S. historical movements in effecting social change.
- In this class, I learned about how major ethnic groups shaped historical change in the U.S.
- In this class, I learned the causes and consequences of major historical events in the U.S.

[US Code 2](#)

- I applied knowledge about institutional forms of democracy derived from the U.S. Constitution.
- I applied knowledge of the relationship between the U.S. Constitution and democratic practices.
- I learned about citizen rights and responsibilities under the U.S. Constitution in this class.
- I learned about the development and interpretation of the U.S. Constitution and its amendments.
- I learned how constitutional issues discussed in this class apply to everyday life.

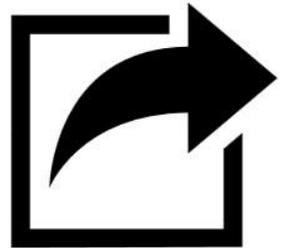
[US Code 3](#)

- I learned how constitutional issues discussed in this class apply to everyday life.
- In this class, I applied knowledge about how California communities participate in the political process to solve problems.
- In this class, I applied knowledge about the historical and/or contemporary relationship between California and the federal gov
- In this class, I learned about how communities in California solve problems through political processes at various levels of go
- In this class, I learned about the the similarities and differences between the California Constitution and the U.S. Constituti

Assessment Comments from faculty assessors

- “Some course assignments had closer alignment to the rubrics than others, namely those for Code-3 didn’t seem to align well (linking it back to the US/federal level). I gave students lower point values, but don’t think this should reflect the students’ knowledge, but it’s maybe another note about rubric-assignment alignment.”
- “It seems that most of the assignment prompts, particularly those for US Code 3, weren’t created to address all three requirements in one assignment. Instead, I’m assuming that there were other assignments that addressed those requirements.”

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 US Code 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 semester, 2026. The questions will help guide a specific action plan to improve student success for all of US Code.

- How are these data consistent with your experience as a department/instructor?
- Overall the results show that there is a difference in proficiency between our First Gen, Pell, and URM students. What specific actions will the department take to address these discrepancies?
- For US Code 2, a score of 3 or 4 was achieved for 62% of the students for Agency (we aim for 75%). What can your department do to improve the success of our students in this category?
- For US Code 3, a score of 3 or 4 was achieved for 50% of the students for Content (we aim for 75%). What can your department do to improve the success of our students in this category?
- 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

U.S. 1: U.S. History

Upon completion of a U.S.-1 course, students will be able to:

- Explain the significance or interpretation of major historical events in a period of at least a hundred years of American history;
- Describe the contributions of major ethnic and social groups in a period of at least a hundred years of American history;
- Explain the role of at least three of the following in the development of American culture: politics, economics, social movements, and/or geography.

CSUEB GENERAL EDUCATION

AREA U.S. Code 1: U.S. History Rubric

Description: Knowledge of key principles and concepts related to significant events in U.S. history; the role of major social movements and ethnic groups in these events; and the political, economic, social, and geographic context of these events.

Framing Language: This rubric will be used to assess aligned assignments in U.S. Code 1 courses.

Development: A draft of this U.S. History Rubric was developed by General Education faculty in Spring 2024 and revised by faculty from the Departments of History and Political Science for use in the U.S. History pilot assessment in Spring 2025. The pilot will inform future revisions to the rubric.

DIMENSION	PERFORMANCE DESCRIPTORS BY LEVEL			
	4	3	2	1
Cause/Effect Explain the causes and/or consequences of one or more major U.S. historical events.	Comprehensive explanation	Adequate explanation	Limited explanation	Little to no explanation
Process Describe the role of a major social movement in effecting change in U.S. history.	Thorough description	Adequate description	Limited description	Little to no description
Agency Describe how major ethnic groups shaped historical change in the U.S.	Thorough description	Adequate description	Limited description	Little to no description

U.S. 2: U.S. Constitution

Upon completion of a U.S.-2 course, students will be able to:

- Describe the development of the Constitution from the political philosophies of its framers to its later interpretation and amendment;
- Explain how the Constitution influenced the development of American political institutions and government;
- Explain citizen rights and responsibilities under the Constitution.

CSUEB GENERAL EDUCATION

AREA U.S. Code 2: U.S. Constitution Rubric

Description: Knowledge of key principles and concepts related to the U.S. Constitution, U.S. political institutions and processes; and the rights and obligations of U.S. citizens.

Framing Language: This rubric will be used to assess aligned assignments in U.S. Code 2 courses.

Development: A draft of this U.S. Constitution Rubric was developed by General Education faculty in Spring 2024 and revised by faculty from the Departments of History and Political Science for use in the U.S. Constitution pilot assessment in Spring 2025. The pilot will inform future revisions to the rubric.

DIMENSION	PERFORMANCE DESCRIPTORS BY LEVEL			
	4	3	2	1
Cause/Effect Describe key ideas embodied in the U.S. Constitution and their evolution over time.	Comprehensive description	Adequate description	Limited description	Little to no description
Process Explain the relationship between the U.S. Constitution and democratic practices and institutions.	Thorough explanation	Adequate explanation	Limited explanation	Little to no explanation
Agency Describe the rights and responsibilities of citizens under the U.S. Constitution.	Thorough description	Adequate description	Limited description	Little to no description

U.S. 3: California Government

Upon completion of a U.S.-3 course, students will be able to:

- Describe the role of California’s Constitution in state and local government;
- Explain the place of California’s Constitution in the evolution of federal-state relations;
- Describe the political processes that enable cooperation and conflict resolution between state and/or local governments and the federal government.

CSUEB GENERAL EDUCATION

AREA U.S. Code 3: California Government Rubric

Description: Knowledge of key principles and concepts related to the California Constitution; federal-state relations; California state and local government; and political processes.

Framing Language: This rubric will be used to assess aligned assignments in U.S. Code 3 courses.

Development: A draft of this U.S. Code 3 Rubric was developed by General Education faculty in Spring 2024 and revised by faculty from the Departments of History and Political Science for use in the California Government pilot assessment in Spring 2025. The pilot will inform future revisions to the rubric.

DIMENSION	PERFORMANCE DESCRIPTORS BY LEVEL			
	4	3	2	1
Content Describe a key relationship between the California and U.S. Constitutions.	Comprehensive description	Adequate description	Limited description	Little to no description
Process Describe an example of how California has shaped the political history of the United States.	Thorough description	Adequate description	Limited description	Little to no description
Agency Explain how a California community participated in the political process to solve a problem.	Thorough explanation	Adequate explanation	Limited explanation	Little to no explanation