COMPARISION OF GE ASSESSMENT PLANS

The General Education Long-term Assessment Plan for 2018-2026 supersedes the General Education Subcommittee Assessment Plan Policy for 2012-2017 (12-13 CIC 6). Here is a summary of some of the salient distinctions between the two plans.

	Former Plan	New Plan
Oversight of GE Assessment	GE Subcommittee of CIC in collaboration with the Office of General Education	GE Assessment Committee of CAPR in collaboration with the Office of General Education
Reporting of GE Assessment Results	To the Colleges by way of CIC and Academic Senate	To the Colleges by way of CAPR and Academic Senate. Results will also be shared with CIC via its GE, Overlay, and Code (GEOC) Subcommittee
"Closing the loop" decisions for programmatic improvements to GE	GE Subcommittee	GE Assessment Committee/CAPR works in collaboration with GE Subcommittee/CIC and departments/colleges
GE Learning Outcomes Assessed	Assessment focused on upper division GE to look student performance at "mastery" levels	Guidepost assessments in foundational/lower-division and upper-division levels
Timeframe	5 years	8 years

CSU EAST BAY

GENERAL EDUCATION LONG-TERM ASSESSMENT PLAN 2018-2026

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.

The overarching purpose of GE assessment is to enhance undergraduate student learning and improve the 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 (see EO 1100, Section 6.2.5), the true value of GE assessment lies in how we collaboratively make meaning of assessment results to inform improvements in GE.

This document provides a detailed implementation plan for the programmatic assessment of GE learning outcomes through the academic year ending in 2026 and clarifies the assessment practices using terminology common to ILO assessment. This assessment plan supersedes the GE Subcommittee Assessment Plan Policy (12-13 CIC 6).

Guiding Principles

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

- The primary goal of GE assessment is to enhance and improve undergraduate student learning experiences in GE.
- GE assessment requires faculty engagement, as it is a faculty-driven process with assessment work and decisions governed by faculty and faculty committees.
- The selection of student work from designated GE courses is randomized.
- GE assessment practices assure the anonymity of faculty participants and protect the confidentiality of student work.
- GE assessment data are collected, analyzed, and reported at the university level.
- GE assessment is distinct from the GE course review and recertification process.

History:
12-13 CIC 6, President approved 1/25/13; 18-19 CAPR 2; President approved 2/18/19

GE Assessment Cycles

GE assessment will proceed in ongoing cycles, the key features of which 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 (at least 8 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).

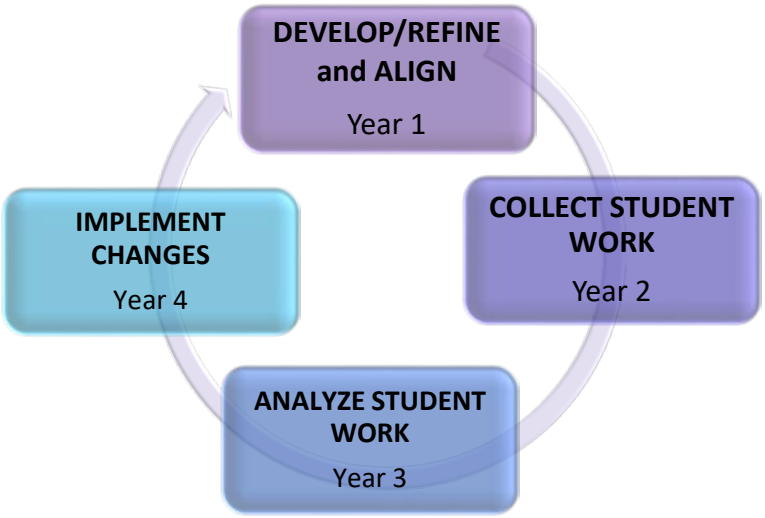

Figure 1. Assessment steps that will be implemented on a four-year cycle for any given GE area. Terms are defined in Table 1.

Table 1. GE Assessment Steps and Descriptions

Step	Year in Cycle	Description of Activities
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. Benchmarks for student performance will be established during this step. • **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) as well as to the established benchmarks. • **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 and Timeline (2018 – 2026)

There are two main "buckets" of lower-division GE courses: (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--the natural sciences, social sciences, and arts/humanities (Fig. 2).

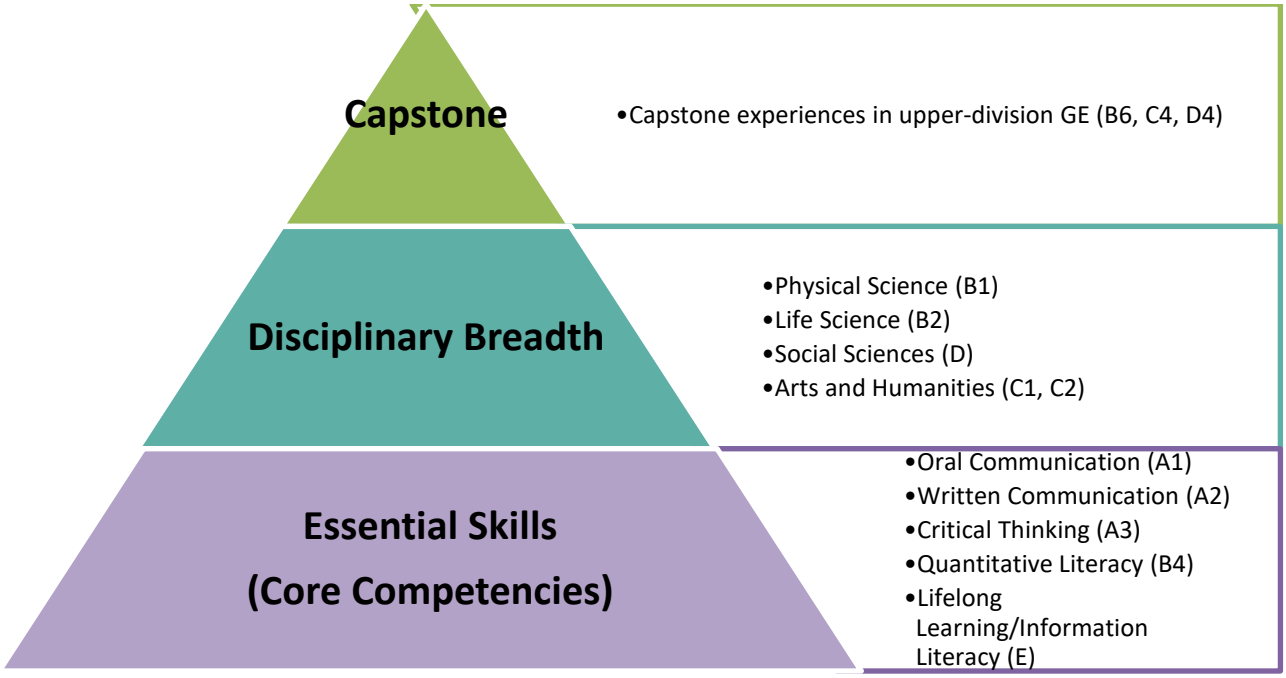

Figure 2. A pyramid model of the GE program illustrating the relationship between lower- and upper-division GE areas and the essential skills that form the foundation for the entire GE program.

Although assessment of core competencies at the foundational level is not required by WASC, robust and meaningful assessment of GE at key "checkpoints" (also known as guidepost assessment) is extremely valuable in informing improvements, which help move GE into a more coherent, intentional, and scaffolded program. For example, assessing student writing at key time points in a GE pathway (such as in A2 freshman composition, second composition, and upper-division Area C or D courses) allows us to gauge how well students attain greater autonomy and sophistication in their writing as they progress through their academic pathways.

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).

Thus, in synch with ILO assessment of written communication for AY 2018-19, GE assessment has launched with rubric development and key assignment alignment for Area A2 Written Communication (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 Quantitative Reasoning courses during AY 2018-19 for pilot assessment during 2019-20. Assessment of A3 Critical Thinking will also occur in 2019-20; A1 Oral Communication and E Lifelong Learning in 2020-21; and the disciplinary breadth areas of GE, both in lower- and upper-division GE areas, will be assessed during 2021-26 (Fig. 3).

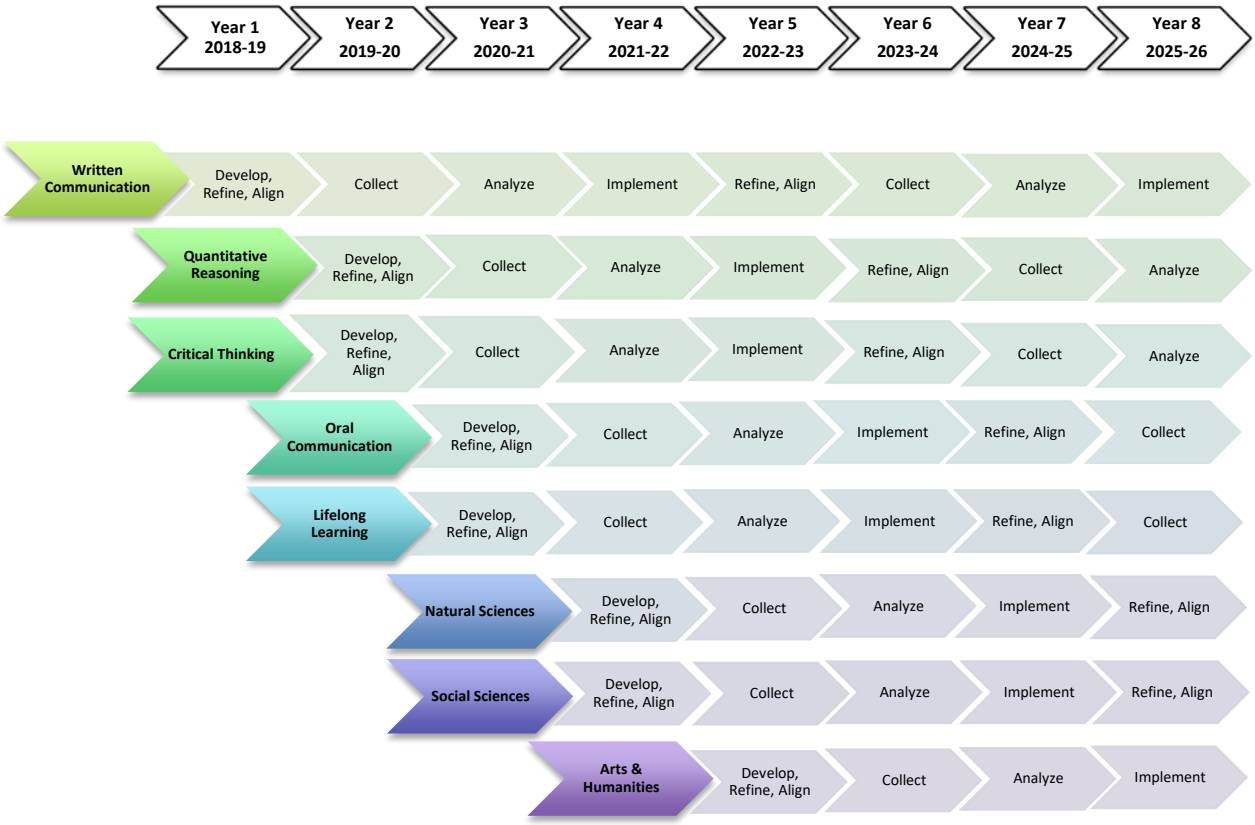

Figure 3. Long-term assessment timeline for GE. The schedule extends to AY 2025-26.

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, Overlay, and Code (GEOC) 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 GEOC Subcommittee will determine the process, timeline, and documentation needed for GE course recertification.

*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.

History:
12-13 CIC 6, President approved 1/25/13; 18-19 CAPR 2; President approved 2/18/19

APPENDIX I

GE-ILO-WASC Core Competency Alignment Matrix

GE Subarea	ILO	WASC Core Competency
A1 Oral Communication	1 **2** 3 4 5	OC
A2 Written Communication	1 **2** 3 4 5	WC
A3 Critical Thinking	**1** 2 3 4 5	CT
B4 Quantitative Reasoning	**1** 2 3 4 5	QR
B1 Physical Science	**1 2** 3 **4** 5	QR, CT
B2 Life Science	**1 2** 3 **4** 5	QR, CT
B3 Lab Science	**1 2** 3 **4** 5	WC, QR, CT
C1 Arts	**1 2** 3 **4** 5	CT
C2 Humanities	**1 2 3 4** 5	CT
D1-3 Social Sciences	**1 2 3 4** 5	CT
E Lifelong Learning	**1 2 3 4 5**	CT
B6 Upper Division Science	**1 2** 3 **4 5**	WC, OC, QR, IL, CT
C4 Upper Division Arts/Humanities	**1 2 3 4 5**	WC, OC, IL, CT
D4 Upper Division Social Science	**1 2 3 4 5**	WC, OC, IL, CT

Code	ILO
1	Thinking and Reasoning
2	Communication
3	Diversity
4	Collaboration
5	Sustainability

Code	WASC Core Competency
WC	Written Communication
OC	Oral Communication
QR	Quantitative Reasoning
IL	Information Literacy
CT	Critical Thinking

History:
12-13 CIC 6, President approved 1/25/13; 18-19 CAPR 2; President approved 2/18/19