

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 2018-2026 ([18-19 CAPR 2](#)) details a consistent, rigorous assessment process and necessitates the development of new assessment tools for each GE area.

GE Area A1 Oral Communication (which can be satisfied by American Si_

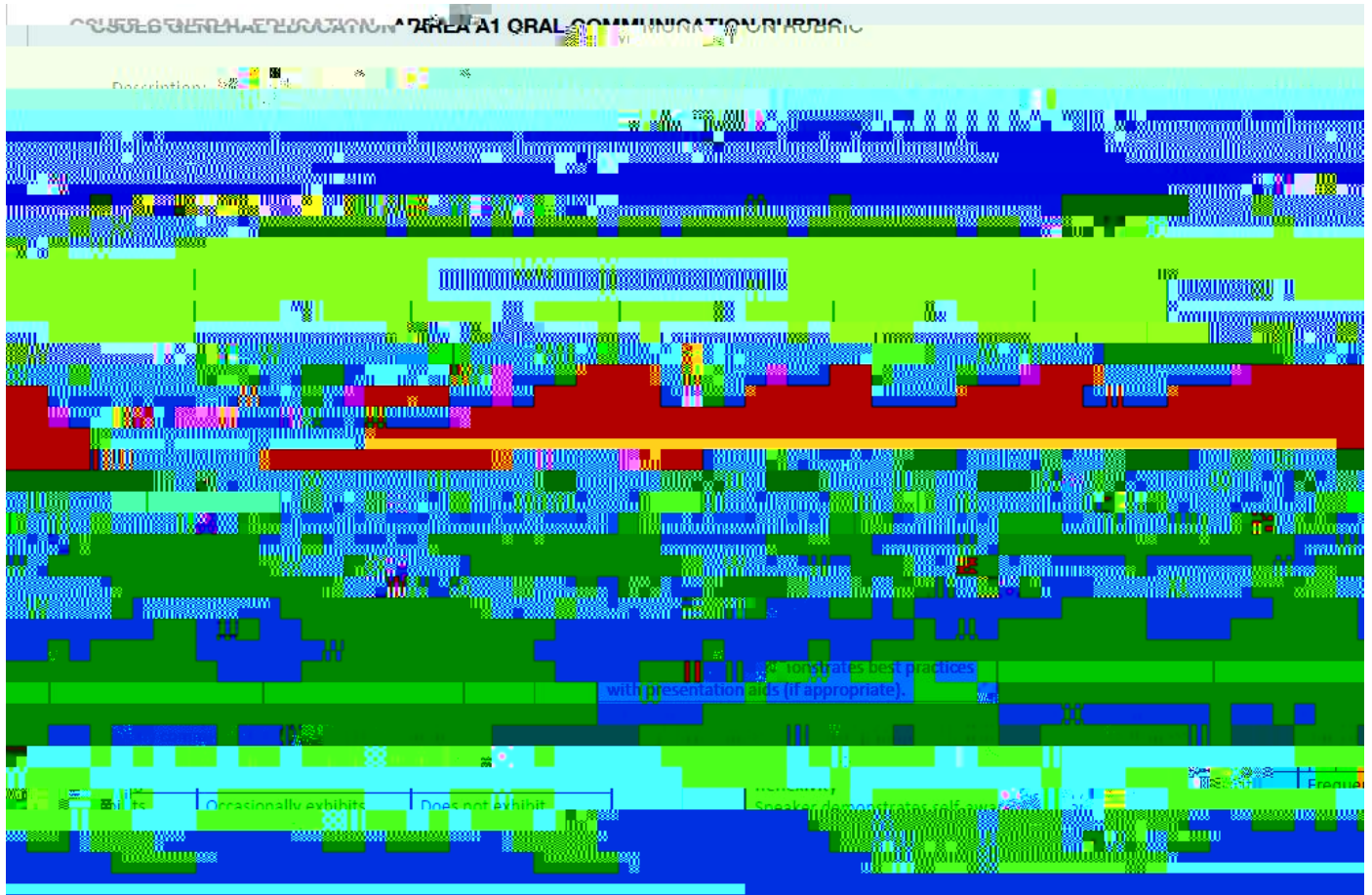
improvements, which help move GE into a more coherent, intentional, and scaffolded program. Performing guidepost assessment of student writing allows us to gauge how well students develop autonomy and sophistication in their writing as they progress through their academic pathways. Such assessment checkpoints include lower division A1, UD-C (previously called C4), and Institutional Learning Outcome (ILO) assessment in senior-level major courses (see Fig. 1)



The A1 Oral Communication course must be passed with a C- (CR) or better to satisfy GE Area A1. Any approved A1 course with an In Progress Grade (i.e., I, RP, or RD) will not be counted in Area A1 until a passing final course grade is posted. As appropriate, American Sign Language may be substituted for oral communication. CSUEB courses currently certified for GE A1 include COMM 100 (Public Speaking), COMM 104 (Interpersonal Communication), and MLL 111 (Speaking of Love: Oral Communication in Multicultural Setting).



The A1 Oral Communication scoring rubric was developed in Spring 2020 by five faculty from the Communications Department. Calibration, collection and evaluation took place in Fall 2020. Closing the Loop took place in Fall 2021.



Here is a [direct link to the A1 Oral Communications Rubric](#).

Data:

N = 56 students assessed in Fall 2020 = 10.7% of total enrollment					%	
	Level 1	Level 2	Level 3	Level 4	Proficiency	Inter-rater reliability
Reflexivity	0.9	14.3	27.7	57.1	84.8	83.9
Messaging	0	10.7	30.4	58.9	89.3	82.1
Presentation Delivery	0.9	20.5	45.5	33	78.5	75.0
Elements of Rhetoric	0	10.7	42	47.3	89.3	82.1
Audience-centered Approach	0	9.8	37.5	52.7	90.2	83.9

COMM 100 DFW Rates

COMM 100

	TOT ENROLL (A,B,C,CR)	NC	% Fresh	% Faculty	% 3+	% 4+	% 5+	% 6+
Fall 2019	4468	17	17.1	76.1	18.4	2.9	2.2	2.6
Spring 2020	544	83	17.1	76.1	18.4	2.9	2.2	2.6

Competency occurs when the scoring is a 3 or above. The majority of students were competent across most of the rubric criteria, including reflexivity (84.4%), messaging (89.3%), elements of rhetoric (89.3%), and audience-centered approach (90.2%). Presentation delivery was the area that students scored lowest in (78.5%), and was also the lowest criteria in terms of inter-rater reliability. Ideally, inter-rater reliability should be 90% or higher, but for the pilot the levels were between 75% and 83.9%. The calibration process involves individually scoring samples of student work and discussing different faculty perspectives and insights, and is a good way to find common ground among faculty evaluators. Additional calibration and discussion could improve inter-rater reliability during the next assessment (see Closing the Loop below).

Assessment Comments by Faculty

Faculty comments on rubric:

Faculty were invited to give comments throughout the process. One faculty member thought that

reduce these. The Graduation Initiative 2025 states that it would like to have a 0% equity gap in all courses.