

Assessing GE in the face of changing outcomes, calendar & curriculum:

Student perceptions of GE learning outcomes achievement

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The roadmap

- GE@CalStateLA
- Campus changes and impacts
- The GE survey – methodology
- Results – met expectations and surprises that generate questions
- Next steps – department responses: direct assessment ideas prompted by the survey results

New GE Program: developed 2012-2015, implemented Fall 2016

- Many GE outcomes resembled those in the previous program, falling into the categories of our institutional learning outcomes (ILOs)
 - Knowledge: Mastery of Content and Processes of Inquiry
 - Proficiency: Intellectual Skills
 - Engagement: Local and Global Communities
 - Transformation: Integrative Learning
- Added requirements of
 - Civic learning (2 courses)
 - Refined the diversity requirement
 - Writing intensive courses (2 courses)
 - Required word count and revision cycle(s)

Student perceptions survey Development & Administration



- Online Survey – Measure students’ perception about their achievement of the general education learning outcomes (Survey Monkey)
- Modified an earlier version of the GE Survey
 - IR made suggestions on wording and question format
 - GE Subcommittee Reviewed and Finalized questions
- Instructions directed student to respond about a GE course she/he had taken in Fall term: **2015** – Respondent’s selection; **2016** – Admin sampled selection
- Provided opportunity for respondent to submit answers for a 2nd GE course she/he had taken (optional) – Respondent’s selection both years
- Leverage institutional data to shorten the survey (can omit demographic questions, class standing, major, etc.)
 - Confidential rather than anonymous
 - Unique link sent to each student (links survey data to institutional data)
 - Assists with the incentive drawing process



Population & Sample

- Population: Students who had taken at least one lower-division GE course in Fall and received grade of D or better
- Sample: **2015** – 36% of the population; **2016** – 30% of the population

STUDENT LEVEL		N	Frosh	Soph	Junior	Senior
2015	Pop	9,503	58%	19%	12%	11%
	Sample	3,400	58%	19%	13%	10%
2016	Pop	10,275	58%	18%	12%	12%
	Sample	3,085	57%	19%	12%	13%

RACE / ETHNICITY	2015				2016			
	Pop N	Pop %	Samp N	Samp %	Pop N	Pop %	Samp N	Samp %
NATIVE AMER	8	0.1%	5	0.1%	8	0.1%	1	0.0%
ASIAN	1318	13.9%	484	14.2%	1395	13.6%	407	13.1%
BLACK	350	3.7%	114	3.4%	391	3.8%	110	3.6%
HISPANIC	6381	67.1%	2296	67.5%	7004	68.2%	2092	67.8%
INTERNATIONAL	614	6.5%	217	6.4%	674	6.6%	216	7.0%
TWO+ RACES	172	1.8%	63	1.9%	171	1.7%	64	2.1%
UNKNOWN	232	2.4%	84	2.5%	219	2.1%	71	2.3%
WHITE	428	4.5%	137	4.0%	413	4.0%	126	4.1%
TOTAL	9503	100.0%	3400	100.0%	10275	100.1%	3087	100.0%

Respondent Demographics



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Fall 2016							student level		
	F		M		total			N	%
	n	% within Ethnicity	n	% within Ethnicity	n	% total Ethnicity			
NATIVE AMER	0		0		0	0%	freshman	300	55%
ASIAN	56	74%	20	26%	76	15%	sophomore	115	21%
BLACK	8	50%	8	50%	16	3%	junior	66	12%
HISPANIC	227	71%	91	29%	318	64%	senior	67	12%
INTERNATIONAL	27	57%	20	43%	47	9%	total	498	100%
TWO+ RACES	9	75%	3	25%	12	2%			
UNKNOWN	7	70%	3	30%	10	2%			
WHITE	13	68%	6	32%	19	4%			
Grand Total	347	70%	151	30%	498				

Fall 2015							student level		
	female		male		total			N	%
	n	% within Ethnicity	n	% within Ethnicity	n	% total Ethnicity			
NATIVE AMER	0		1		1	0%	freshman	264	58%
ASIAN	52	71%	21	29%	73	16%	sophomore	91	20%
BLACK	12	80%	3	20%	15	3%	junior	55	12%
HISPANIC	226	76%	72	24%	298	66%	senior	42	10%
INTERNATIONAL	19	70%	8	30%	27	6%	total	452	100%
TWO+ RACES	6	100%	0	0%	6	1%			
UNKNOWN	5	45%	6	55%	11	2%			
WHITE	14	64%	8	36%	22	5%			
Grand Total	334	74%	119	26%	453				

Yields

		2015	2016
	Invitations sent	3400	3087
individuals	overall response rate	15% (13% after cleaning)	16% (before & after cleaning)
	responses (cleaned data)	453	498
	total courses submitted	571	579
courses	number of second courses submitted	118	80
	number of courses (cleaned)	545	548



Preliminary Results

- Review of mean scores: looking for patterns, changes
- Preliminary exploratory analysis
- Prompt ideas for further direct assessment methods
- Comparisons of:
 - GE Subject Areas
 - Other GE Outcomes
- Looking for and asking:
 - What results are surprising? Not so surprising?
 - What do we expect from GE courses?
 - Are the students getting that?



GE survey questions on GE outcomes

5 (strongly agree), 3 (neutral), 1 (strongly disagree)

The class I am describing in this survey:	Helped me organize and express ideas in written English
The class I am describing in this survey:	Helped me organize and express ideas in oral English
The class I am describing in this survey:	Helped me reason critically across a variety of disciplines
The class I am describing in this survey:	Helped me apply basic concepts in quantitative reasoning
The class I am describing in this survey:	Provided me with knowledge necessary for participation in American society and government
Please indicate your level of agreement with how this course has helped you understand the distinct perspectives (values and ways of acquiring new knowledge) and major achievements in:	Natural Sciences
	Arts and Humanities
	Social Sciences
The class I am describing in this survey:	Provided me with knowledge and skills for lifelong understanding and self-development
The class I am describing in this survey:	Helped me develop my writing skills with useful feedback on one or more writing assignments

The overall averages for all categories was 3.81 in 2015 and 4.02 in 2016

Please indicate your level of agreement with how this course has helped you understand the distinct perspectives (values and ways of acquiring new knowledge) and major achievements in:



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understanding and self development

	written English	oral English	reason critically across a variety of disciplines	basic concepts in quantitative reasoning	Participation in American society and government	Natural Sciences	Arts and Humanities	Social Sciences	understanding and self development
Written Comm	4.34	4.02	4.08	3.89	3.55	3.33	3.79	3.49	4.18
Oral Comm	4.35	4.44	4.09	3.86	3.88	3.26	3.65	3.59	4.33
Critical Reasoning	4.61	4.39	4.67	4.72	4.39	4.06	3.94	3.82	4.39
Quant and Math Reasoning	3.37	3.37	3.96	4.41	3.04	3.81	2.85	3.12	3.67
American & CA Gov't	3.62	3.44	3.68	3.42	4.06	3.26	3.58	3.86	3.80
BIOL Sciences	3.45	3.45	3.73	3.95	3.19	4.05	3.57	3.76	3.52
PHYS Sciences	3.59	3.53	3.63	4.00	3.19	4.59	3.24	3.56	3.88
Applied Sciences	3.86	3.57	3.71	3.86	3.43	3.57	3.71	3.43	4.00
Arts & Humanities (Literature)	4.06	4.06	3.94	3.50	3.40	2.88	4.13	3.19	3.88
Arts & Humanities (Arts)	3.26	3.05	3.21	3.26	2.95	2.53	4.05	2.79	3.42
Arts & Humanities (Philosophy)	3.58	3.42	3.92	3.58	3.42	2.92	3.75	3.00	3.92
Social Sciences	3.95	3.91	4.18	4.11	3.89	3.82	3.75	3.91	4.30
Social Sciences (D)	3.75	3.70	4.10	3.65	4.10	3.26	3.84	3.58	4.15
Life Long Learning	3.91	3.91	4.29	3.97	3.48	3.17	3.53	3.56	4.50
ENGL 102 (research written comm)	4.46	4.34	4.26	4.23	3.97	3.88	4.24	4.06	4.4



All survey participants in Fall QUARTER 2015

Course Area	← OUTCOMES →					Understand perspectives & achievements in:			lifelong understanding and self-development	Develop writing skills with useful feedback
	written English	oral English	reason critically across disciplines	quantita-tive and math reasoning	American and CA government	Natural Sciences	Arts and Humanities	Social Sciences		
Written Comm	4.34	4.02	4.08	3.89	3.55	3.33	3.79	3.49	4.18	4.33
Oral Comm	4.35	4.44	4.09	3.86	3.88	3.26	3.65	3.59	4.33	4.33
Critical Reasoning	4.61	4.39	4.67	4.72	4.39	4.06	3.94	3.82	4.39	4.06
Quant and Math Reasoning	3.37	3.37	3.96	4.41	3.04	3.81	2.85	3.12	3.67	3.3
American & CA Gov't	3.62	3.44	3.68	3.42	4.06	3.26	3.58	3.86	3.8	3.76
BIOL Sciences	3.45	3.45	3.78	3.85	3.48	3.85	3.57	3.76	3.58	3.85
PHYS Sciences	3.59	3.53	3.63	4	3.19	4.59	3.24	3.56	3.88	3.47
Applied Sciences	3.86	3.57	3.71	3.86	3.43	3.57	3.71	3.43	4	3.57
Arts & Humanities (Literature)	4.06	4.06	3.94	3.5	3.4	2.88	4.13	3.19	3.88	4.06
Arts & Humanities (Arts)	3.26	3.05	3.21	3.26	2.95	2.53	4.05	2.79	3.42	2.95
Arts & Humanities (Philosophy)	3.58	3.42	3.92	3.58	3.42	2.92	3.75	3	3.92	3.83
Social Sciences	3.95	3.91	4.18	4.11	3.89	3.82	3.75	3.91	4.3	3.8
Social Sciences (D)	3.75	3.7	4.1	3.65	4.1	3.26	3.84	3.58	4.15	3.85
Life Long Learning	3.91	3.91	4.29	3.97	3.48	3.17	3.53	3.56	4.5	3.89



**All survey participants Fall SEMESTER
2016**

← **OUTCOMES** →

Understand perspectives &
achievements in:

Course Area	written English	oral English	reason critically across disciplines	quantitative and math reasoning	American and CA government	Natural Sciences	Arts and Humanities	Social Sciences	lifelong understanding and self-development	Develop writing skills with useful feedback
Written Comm (41)	4.51	4.37	4.23	4.06	3.77	3.59	4.03	3.91	4.34	4.51
Oral Comm(35)	4.41	4.39	4.20	4.15	3.66	3.50	3.58	3.63	4.29	4.28
Critical reasoning(46)	4.33	4.07	4.37	4.15	3.96	3.65	3.98	3.93	4.37	4.41
Quant and Math Reasoning (30)	3.87	3.87	4.00	4.00	3.88	3.88	3.87	3.88	4.00	3.88
AM-US GOVT(30)	4.10	4.00	4.20	3.90	4.53	3.79	3.64	4.29	4.24	3.93
AM-US HIST(56)	4.27	4.09	4.34	4.18	4.55	3.78	4.11	4.11	4.46	4.16
Biol Sciences (27)	3.88	3.82	3.93	3.94	3.88	3.88	3.87	3.87	3.94	3.82
Phys Sciences (14)	3.00	3.00	3.00	3.14	2.79	3.50	2.86	2.93	3.14	3.14
Arts (45)	4.04	3.86	4.11	3.82	3.60	3.20	4.39	3.24	4.04	3.87
Humanities(44)	3.95	3.89	4.27	4.11	3.89	3.26	4.12	3.65	4.27	3.89
Social Sciences (100)	4.08	4.00	4.24	4.11	4.06	3.62	3.92	4.07	4.36	4.02
Life Long Learning and Self-Development (66)	4.12	4.02	4.08	4.11	3.65	3.77	3.78	3.67	4.27	4.00



Other outcomes:

5 (strongly agree), 3 (neutral), 1 (strongly disagree)

The class I am describing in this survey:	Helped me understand ways in which gender, race, ethnicity, and class intersect with each other
The class I am describing in this survey:	Helped me appreciate diversity
The class I am describing in this survey:	Helped me develop respect for others
The class I am describing in this survey:	Helped me develop a greater awareness of ethical and social concerns.
Please indicate your level of agreement with the following statements about this course. <i>(Addressing NEW civic learning outcomes)</i>	I can explain how research can contribute to solving social problems.
	I can explain how using the steps of the problem solving process can contribute to solving social problems.
	I am committed to making a difference in society more than I was before taking this class.

The overall averages for all categories was 3.81
in 2015 and 4.02 in 2016



Course Area	← OTHER OUTCOMES →						
	All survey takers Fall 2015				Agreement with:		
	Helped me understand ways in which gender, race, ethnicity, and class intersect with each other	Helped me appreciate diversity	Helped me develop respect for others	Helped me develop a greater awareness of ethical and social concerns.	I can explain how research can contribute to solving social problems.	I can explain how using the steps of the problem solving process can contribute to solving social problems.	I am committed to making a difference in society more than I was before taking this class.
Written Comm	4.18	4.3	4.18	4.31	3.87	3.68	3.79
Oral Comm	3.77	4.12	4.42	4.1	3.7	3.56	3.7
Critical Reasoning	4.44	4.61	4.5	4.22	4.18	4.29	4.53
Quant and Math Reasoning	3.85	3.85	3.85	3.85	3.85	3.85	3.85
American & CA Gov't	3.86	3.86	3.88	4.03	3.83	3.73	3.77
BIOL Sciences	3.85	3.85	3.85	3.85	3.85	3.85	3.85
PHYS Sciences	3.06	3.53	3.88	3.47	3.65	3.76	3.88
Applied Sciences	3.29	3.71	4	4	3.86	3.14	3.29
Arts & Humanities (Literature)	4	4.19	4	3.69	3.44	3.25	3.31
Arts & Humanities (Arts)	3.47	3.63	3.47	3.79	2.89	3	2.95
Arts & Humanities (Philosophy)	3.58	4.17	4.08	3.92	3.17	3.25	3.58
Social Sciences	4	4.18	4.34	4.27	4.05	4	3.93
Social Sciences (B)	4.33	4.33	4.33	4.33	4.33	4.33	4.33
Life Long Learning	4.05	4.32	4.29	4.34	3.83	4.15	4.09



Course Area	OTHER OUTCOMES				Agreement with:		
	Helped me understand ways in which gender, race, ethnicity, and class intersect with each other	Helped me appreciate diversity	Helped me develop respect for others	Helped me develop a greater awareness of ethical and social concerns.	I can explain how research can contribute to solving social problems.	I can explain how using the steps of the problem solving process can contribute to solving social problems.	I am committed to making a difference in society more than I was before taking this class.
Written Comm	4.23	4.34	4.34	4.40	4.32	4.18	3.97
Oral Comm	3.95	4.28	4.44	4.13	4.23	4.20	3.87
Critical reasoning	4.15	4.30	4.39	4.24	4.05	4.14	4.00
Quant and Math Reasoning	3.20	3.40	3.85	3.37	3.33	4.03	3.07
AM-US GOVT	4.43	4.23	4.37	4.57	4.07	4.14	3.82
AM-US HIST	4.55	4.55	4.52	4.52	3.98	3.98	4.15
Biological Sciences	3.65	3.78	3.74	3.78	3.84	3.88	3.94
Phycial Sciences (PS)	2.57	2.50	3.15	3.00	3.07	3.14	3.21
PS-LAB	3.25	2.75	3.50	3.50	3.25	3.50	3.25
PS-LEC	3.29	3.57	3.71	3.71	3.29	3.50	3.57
Arts	3.84	4.27	4.29	4.09	3.61	3.56	3.83
Humanities	4.00	4.50	4.50	4.39	3.65	3.67	3.77
Social Sciences	4.44	4.46	4.42	4.49	4.01	3.99	4.21
Life Long Learning and Self-Development	3.98	4.39	4.49	4.33	4.02	3.95	4.02

Changes that appear compelling

- American government and politics courses are perceived as helping students achieve diversity outcomes more in the new GE program than in the previous program.
- Likely a result from the new GE program including departments other than HIST and POLS in those areas. Ethnic studies departments report strong enrollments in those courses.

Changes that appear not so compelling

- Civic learning (CL) in this sample does not appear to have strengthened from the student perspective
- Is it the student's learning?
 - Unclear of learning activities' purposes?
- Is it the instruction?
 - Too little time or not clear on the CL outcomes?



What's next?

- Starting this year, programs undergoing program review respond to this information, either in the self study or in the upcoming annual assessment reports
- Feedback is being provided to programs on perceived student achievement of outcomes to compare with direct evidence of student learning
- A developmental process is designed into the reporting
- The summary reports will be used for the GE program review to describe its success in addressing GE program outcomes and ILOs

Questions?

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