

# **A Short General Education/Pathways Assessment Guide**

*Revised January 2021*

**Brooklyn**  
College

The City  
University  
of New York



## **How was Your Course Selected?**

Brooklyn College believes that a strong assessment program will result in improved student learning outcomes. Brooklyn College uses assessment data to develop student and faculty support services.

The Faculty Council General Education Committee selected a General Education/Pathways competency to which your course belongs for assessment this academic year. Your department chair and assessment coordinator (a full list of academic assessment coordinators may be found on the Educational Research and Assessment website), in conversation with your school dean, selected your section for assessment of the competency.

The eight Pathways Common Core Competencies are divided between the Required Common Core (English Composition, Mathematical and Quantitative Reasoning, and Life and Physical Sciences), and the Flexible Common Core (Creative Expression, Individual & Society, Scientific World, US Experience in Its Diversity, and World Cultures & Global Issues). In addition, the College Option contains courses that are categorized under Inter-cultural Competency (ICC) or Language Other Than English (LOTE). All student learning outcomes for the three Required Common Core and five Flexible Common Core competencies can be found in this workbook. A full list of Pathways courses can be found in the Brooklyn College Bulletin.

For Required Common Core courses, all SLOs for the competency must be assessed. For Flexible Common Core courses, the three common SLOs for Flexible Common Core competencies must be assessed, as well as any outcomes (VSLOs) selected in the course's Pathways application.

Inter-Cultural Competency is part of the Brooklyn College Pathways College Option and will not be covered in this workbook.

A detailed timeline for the Pathways assessment process by semester is outlined in the table on the next page.

# A Detailed Timeline of General Education Assessment<sup>1</sup>

Action	Responsible Parties	Timeline for Fall semester assessment	Timeline for Spring semester assessment
Confirmation of General Education Requirement and/or Thematic Area of Flexible Core for following AY	Committee on General Education, Coordinator of General Education	March	March
Notification of departments	Meetings between department chairs, Coordinator of General Education, and Assessment team to discuss departments' involvement in the assessment of general education courses during the next AY	April-May	April-May (previous academic year)
Selection of sections for assessment	Department chair and department assessment coordinator(s)	April-May	November-December
Informing of relevant instructors	Department chair and department assessment coordinator(s)	May, or upon hiring	December, or upon hiring
Consulting Meeting(s)	Interested departments, Assessment team, and/or General Education Coordinator	Early September	Early February
Confirmation of VSLOs for assessment	Department chair and/or department assessment coordinator(s) <sup>2</sup>	Early September	Early February
Section syllabus submission	Department chair and department assessment coordinator(s)	Early September	Early February
Selection of assignment(s) for assessment: Locally Developed Exam (LDE) or Performance Appraisal	Department chair, department assessment coordinator(s) <sup>3</sup> , and relevant instructors	September	February
Test Blueprint for LDE or Rubric Selection/Design for a Performance Appraisal	Department chair, department assessment coordinator(s) <sup>3</sup> , and relevant instructors	September	February
Assignment and/or Exam Finalization & submission to Gen Ed Coordinator	Department chair, department assessment coordinator(s) <sup>3</sup> , and relevant instructors	Early October	Early March
Submission of completed test blueprints and Assignment Alignment Worksheets <sup>4</sup>	Relevant instructors	Early October	Early March
Data Collection	Department assessment coordinator(s), relevant instructors	October through December <sup>5</sup>	March through May/June <sup>5</sup>
Submission of Data	Department assessment coordinator(s), relevant instructors	December <sup>5</sup>	May/June <sup>5</sup>
Analysis of results and submission to Gen Ed Coordinator	Department chair and/or department assessment coordinator(s)	Due the first week in March	Due the first week in October

<sup>1</sup> Timeline developed by the Brooklyn College General Education Coordinator

<sup>2</sup> As assessment of the General Education curriculum proceeds, the Committee on General Education and Coordinator of General Education will provide feedback to department chairs regarding program-level assessment of the general education program.

<sup>3</sup> The Office of Educational Research and Assessment and the Coordinator of General Education are available to facilitate, if desired by the department.

<sup>4</sup> Assignment Alignment Worksheets are a sound practice for providing evidence of validity.

<sup>5</sup> The assessment timing of courses depends on the course and department. The assignment(s) used for assessment may be administered at any time during the semester, but preferably after the consulting meetings (if applicable) and before faculty go off contract.

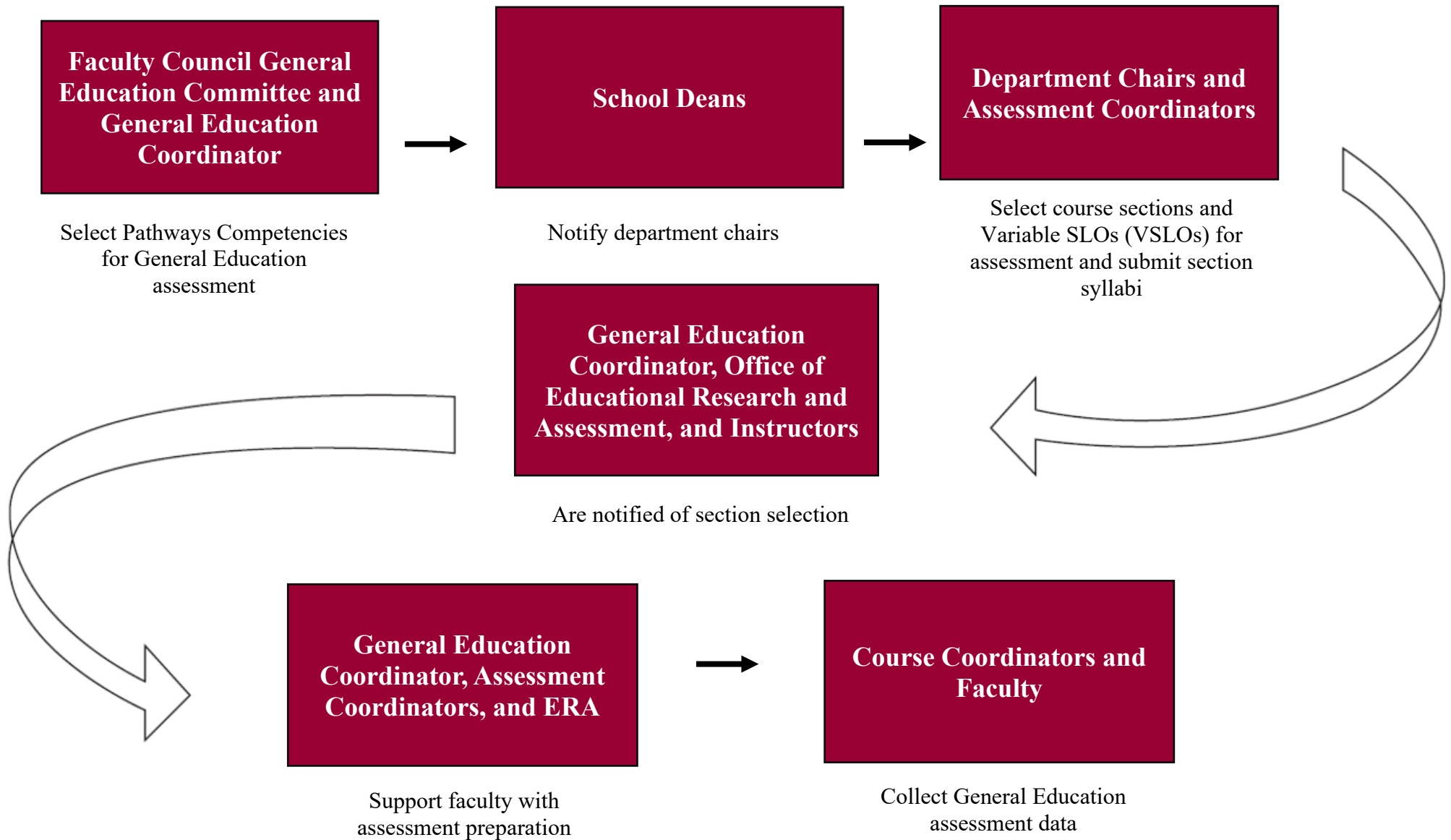
# The Brooklyn College General Education/Pathways Assessment Cycle Planned Through Spring 2026

Competency	General Education/ Pathways Competency	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
		English Composition	Required Core	II			CA	DC	AEI	II	CA	DC	AEI
Mathematical and Quantitative Reasoning	Required Core	II			CA	DC	AEI	II	CA	DC	AEI	II	CA
Individual and Society	Flexible Core				CA	DC	AEI	II	CA	DC	AEI	II	CA
Creative Expression	Flexible Core				CA	DC	AEI	II	CA	DC	AEI	II	CA
World Cultures and Global Issues	Flexible Core				CA	DC	AEI	II	CA	DC	AEI	II	CA
Inter-Cultural Competency	College Option				CA	DC	AEI	II	CA	DC	AEI	II	CA
Life and Physical Sciences	Required Core	DC*			AEI	II	CA	DC	AEI	II	CA	DC	AEI
Scientific World	Flexible Core	DC*			AEI	II	CA	DC	AEI	II	CA	DC	AEI
U.S. Experience in Its Diversity	Flexible Core							CA	DC	AEI	II	CA	DC

Code for Abbreviations
DC* = Semester of Data Collection - may be additionally deferred due to COVID-19
DC = Semester of Data Collection
AEI = Analysis of data, evaluation of report, and drafting of improvement plan
II = Implementation of improvement plan
CA = Communication Regarding Next Data Collection

- Notes: 1. This cycle was developed by the Brooklyn College General Education Coordinator and approved by the General Education Curriculum Committee.  
 2. The General Education/Pathways Assessment Timeline has been modified due to COVID-19.

# Launching the General Education Assessment Cycle



# Steps in the Assessment Cycle for Participating Faculty

Step 1: Get to know your assessment coordinator.

Step 2: Confirm the Pathways Competency being assessed this semester

- Contact your department chair and/or assessment coordinator to confirm your section's participation in this semester's Pathways administration. A full list of selected Pathways sections is available on the Brooklyn College Assessment webpage. This list is updated regularly and shows all selected sections by Pathways competency by semester.

Step 3: Assessment Coordinators, Course Coordinators, and Faculty attend General Education/Pathways Orientations.

- Orientations are held early in the semester.
- Orientations are led by the General Education Coordinator.
- Orientations cover the assessment process, the development, adaptation, or selection of assessment tools and assignments, and assessment due dates and deliverables.

Step 4: Consult with your department chair or assessment coordinator regarding the SLOs and VSLOs (for Flexible Common Core Competencies) to be assessed for your assigned Pathways Competency.

Step 5: Submit your section syllabus to your assessment coordinator and the General Education Coordinator.

Step 6: Consult with your Assessment Coordinator and Course Coordinator (if applicable) regarding:

- Development, adaptation, or affirmation of an assignment that will be used to assess your students for the assigned Pathways competency.
  - Assignment development coordination depends on departmental assessment structure, so assignments may be department-wide or section-specific.
  - An Assignment Worksheet is provided to help you get started in thinking about assignment development.
  - An *Assignment Alignment Worksheet* is provided in this workbook to help you review your assignment to ensure that it is assessing the appropriate General Education/Pathways outcomes.
- Development, adaptation, or affirmation of a rubric or a test blueprint with a locally developed exam to be used for assessing your students for the assigned Pathways competency.
  - Rubrics for assessing performance and exams/quizzes are the most common direct measures of student learning. A list of examples of student learning is provided in this Workbook. For General Education Assessment, the focus is on direct measures of student learning.

- Rubric development depends on departmental assessment structure, so rubrics may be department-wide or section-specific.
- You are welcome to use the Sample Rubrics in this workbook for guidance in competency-specific rubric development.
- You are welcome to use the example test blueprints for guidance in test or quiz item and test blueprint development for your assigned General Education/Pathways Competency.
  - Your department chair and/or assessment coordinator may request that you complete a *Test Blueprint Form* if you plan to assess using test or quiz items developed at the section level.

Step 7: Submit the rubric and assignment with a completed *Assignment Alignment Worksheet* or exam/quiz with a test blueprint and/or test blueprint form to the department chair and/or assessment coordinator and to the General Education Coordinator for archival.

- The rubric and assignment may be department-wide or section specific. This depends on departmental assessment processes and structures (see Step 6).
- It is a sound practice to complete and submit an *Assignment Alignment Worksheet* to provide a form of evidence of validity of their assignment.
  - Faculty should use the provided competency-specific *Assignment Alignment Worksheets* in this workbook to complete their validity exercise for their assigned General Education/Pathways Competency.
- If you are assessing your students using a locally developed exam (LDE) or quiz items, please submit a copy of the exam or quiz items along with your test blueprint and/or *Test Blueprint Form*.

Step 8: Score Student Work

Step 9: Submit your data to your assessment coordinator before grades are due.

### **Still have questions?**

If you still have any questions, please contact your General Education Coordinator, Professor Caroline E. Arnold, at [CArnold@brooklyn.cuny.edu](mailto:CArnold@brooklyn.cuny.edu) or email the Office of Educational Research and Assessment at [IE@brooklyn.cuny.edu](mailto:IE@brooklyn.cuny.edu). We are always available to assist you with your Pathways assessment needs.



# General Education Assessment Checklist for Participating Faculty

Send all documents to Professor Caroline Arnold at [CArnold@brooklyn.cuny.edu](mailto:CArnold@brooklyn.cuny.edu)

## **Planning Phase:**

- Department chairs:** Submit section participation to the General Education Coordinator

## **Phase I:**

- Confirm section participation via your department chair or assessment coordinator.
- Attend orientation.
- Confirm the SLOs and VSLOs (for Flexible Common Core competencies) to be assessed in your course.
- Submit your course section syllabus to the assessment coordinator.
- Assessment coordinators:** Send list of VSLOs to the General Education Coordinator along with the course section syllabi.

## **Phase II\*:**

- If using a performance appraisal to assess your students, identify the assignment(s) and rubrics being used for each course/section and complete the *Assignment Alignment Worksheet*.
- If using exam or quiz items to assess your students, identify the exams and/or quizzes being used for each course/section and complete the required test blueprint.

## **Phase III:**

- Submit your assignment, rubric and completed *Assignment Alignment Worksheet* to your assessment coordinator.
- Submit your test and/or quiz copy and completed test blueprint to your assessment coordinator.
- Assessment coordinators:** Send submitted *Assignment Alignment Worksheets*, assignments, rubrics, tests, and quizzes to the General Education Coordinator for archival.

## **Phase IV**

- Conduct your assessments.

*\*The General Education Coordinator is available for support and to schedule working sessions for these deliverables*

*Continued on the next page →*

## **Phase V**

- Submit assessment data to assessment coordinators and department chair.
- Assessment coordinators:** Submit analyzed assessment data to the General Education Coordinator.



