A Short General Education/Pathways Assessment Guide

Revised January 2021
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

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Parties</th>
<th>Timeline for Fall semester assessment</th>
<th>Timeline for Spring semester assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation of General Education Requirement and/or Thematic Area of Flexible Core for following AY</td>
<td>Committee on General Education, Coordinator of General Education</td>
<td>March</td>
<td>March</td>
</tr>
<tr>
<td>Notification of departments</td>
<td>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</td>
<td>April-May</td>
<td>April-May (previous academic year)</td>
</tr>
<tr>
<td>Selection of sections for assessment</td>
<td>Department chair and department assessment coordinator(s)</td>
<td>April-May</td>
<td>November-December</td>
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<tr>
<td>Informing of relevant instructors</td>
<td>Department chair and department assessment coordinator(s)</td>
<td>May, or upon hiring</td>
<td>December, or upon hiring</td>
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<tr>
<td>Consulting Meeting(s)</td>
<td>Interested departments, Assessment team, and/or General Education Coordinator</td>
<td>Early September</td>
<td>Early February</td>
</tr>
<tr>
<td>Confirmation of VSLOs for assessment</td>
<td>Department chair and/or department assessment coordinator(s)</td>
<td>Early September</td>
<td>Early February</td>
</tr>
<tr>
<td>Section syllabus submission</td>
<td>Department chair and department assessment coordinator(s)</td>
<td>Early September</td>
<td>Early February</td>
</tr>
<tr>
<td>Selection of assignment(s) for assessment: Locally Developed Exam (LDE) or Performance Appraisal</td>
<td>Department chair, department assessment coordinator(s)3, and relevant instructors</td>
<td>September</td>
<td>February</td>
</tr>
<tr>
<td>Test Blueprint for LDE or Rubric Selection/Design for a Performance Appraisal</td>
<td>Department chair, department assessment coordinator(s)3, and relevant instructors</td>
<td>September</td>
<td>February</td>
</tr>
<tr>
<td>Assignment and/or Exam Finalization &amp; submission to Gen Ed Coordinator</td>
<td>Department chair, department assessment coordinator(s)3, and relevant instructors</td>
<td>Early October</td>
<td>Early March</td>
</tr>
<tr>
<td>Submission of completed test blueprints and Assignment Alignment Worksheets4</td>
<td>Relevant instructors</td>
<td>Early October</td>
<td>Early March</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Department assessment coordinator(s), relevant instructors</td>
<td>October through December</td>
<td>March through May/June</td>
</tr>
<tr>
<td>Submission of Data</td>
<td>Department assessment coordinator(s), relevant instructors</td>
<td>December</td>
<td>May/June</td>
</tr>
<tr>
<td>Analysis of results and submission to Gen Ed Coordinator</td>
<td>Department chair and/or department assessment coordinator(s)</td>
<td>Due the first week in March</td>
<td>Due the first week in October</td>
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</tbody>
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1 Timeline developed by the Brooklyn College General Education Coordinator
2 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.
3 The Office of Educational Research and Assessment and the Coordinator of General Education are available to facilitate, if desired by the department.
4 Assignment Alignment Worksheets are a sound practice for providing evidence of validity.
5 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

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

Faculty Council General Education Committee and General Education Coordinator
Select Pathways Competencies for General Education assessment

School Deans
Notify department chairs

Department Chairs and Assessment Coordinators
Select course sections and Variable SLOs (VSLOs) for assessment and submit section syllabi

General Education Coordinator, Office of Educational Research and Assessment, and Instructors
Are notified of section selection

General Education Coordinator, Assessment Coordinators, and ERA
Support faculty with assessment preparation

Course Coordinators and Faculty
Collect General Education assessment data
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 or email the Office of Educational Research and Assessment at 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

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.

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.