

# General Education Assessment Forum

Assessment Week 2023

3/22/2023

# Goals for Today

- ▶ Review the results of the 2021-22 General Education Assessment Project
- ▶ Review the process and results from the first Civic Engagement Assessment Day (March 1-2, 2023)
- ▶ Discuss:
  - ▶ How can we best support faculty to better understand the goals of assessment, highlight the importance of assessment
  - ▶ How can we support Civic Engagement instruction and assessment across the campus?

# Kingsborough Institutional Learning Outcomes (ILOs)

1. Gather, interpret, and assess information from a variety of sources
2. Evaluate evidence and arguments critically and analytically
3. Produce well-reasoned written or oral arguments using evidence to support conclusions
4. Demonstrate quantitative reasoning skills
5. Identify and apply fundamental concepts and methods of a discipline
6. Demonstrate an understanding of Civic Engagement

# Pathways LOS align with KCC ILOs...

KCC General Education LO	CUNY Life & Physical Sciences Core LO
1. Gather, interpret, and assess information from a variety of sources	Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data
2. Evaluate evidence and arguments critically and analytically.	Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report
4. Demonstrate quantitative reasoning skills	N/A ( <i>Covered in Quantitative Reasoning Core</i> )
5. Identify and apply fundamental concepts and methods of a discipline.	Identify and apply the fundamental concepts of a life or physical science.
	Apply the Scientific method to explore natural phenomena... (etc.)
	Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

# Aligning Course CLOs with Pathways LOs

CUNY Pathways LO	BIO 11 Course LO(s)
Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data	----
Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.	Perform laboratory investigations, interpret and communicate analyzed data in formats commonly used in science.
Identify and apply the fundamental concepts of a life or physical science.	Apply scientific thinking in relation to human anatomy and physiology
	Describe the use of feedback loops in maintaining homeostasis of human body systems
	Describe the levels of organization in the human body
	Explain the relationship between structure and function of the different components of the organ systems
	Describe interactions among different organ system
Apply the Scientific method to explore natural phenomena... (etc.)	Perform laboratory investigations, interpret and communicate analyzed data in formats commonly used in science.
Use the tools of a scientific discipline to carry out collaborative laboratory investigations.	Perform laboratory investigations, interpret and communicate analyzed data in formats commonly used in science.

# The General Education Assessment Project (2020-25)

- ▶ **Goal:** Assess student performance on all KCC/Pathways LOs
- ▶ **Process:**
  1. Select one Pathways course per department per year to assess
  2. Align Course Learning Outcomes (CLOs) with Pathways LOs
  3. Select or design an assessment *artifact* (e.g., exam, essay, presentation, etc.) that allows faculty to evaluate students' learning of the Pathways LO
  4. Aggregate results of assessment on each Pathways LO to get a big-picture view of student learning

# Data Collection

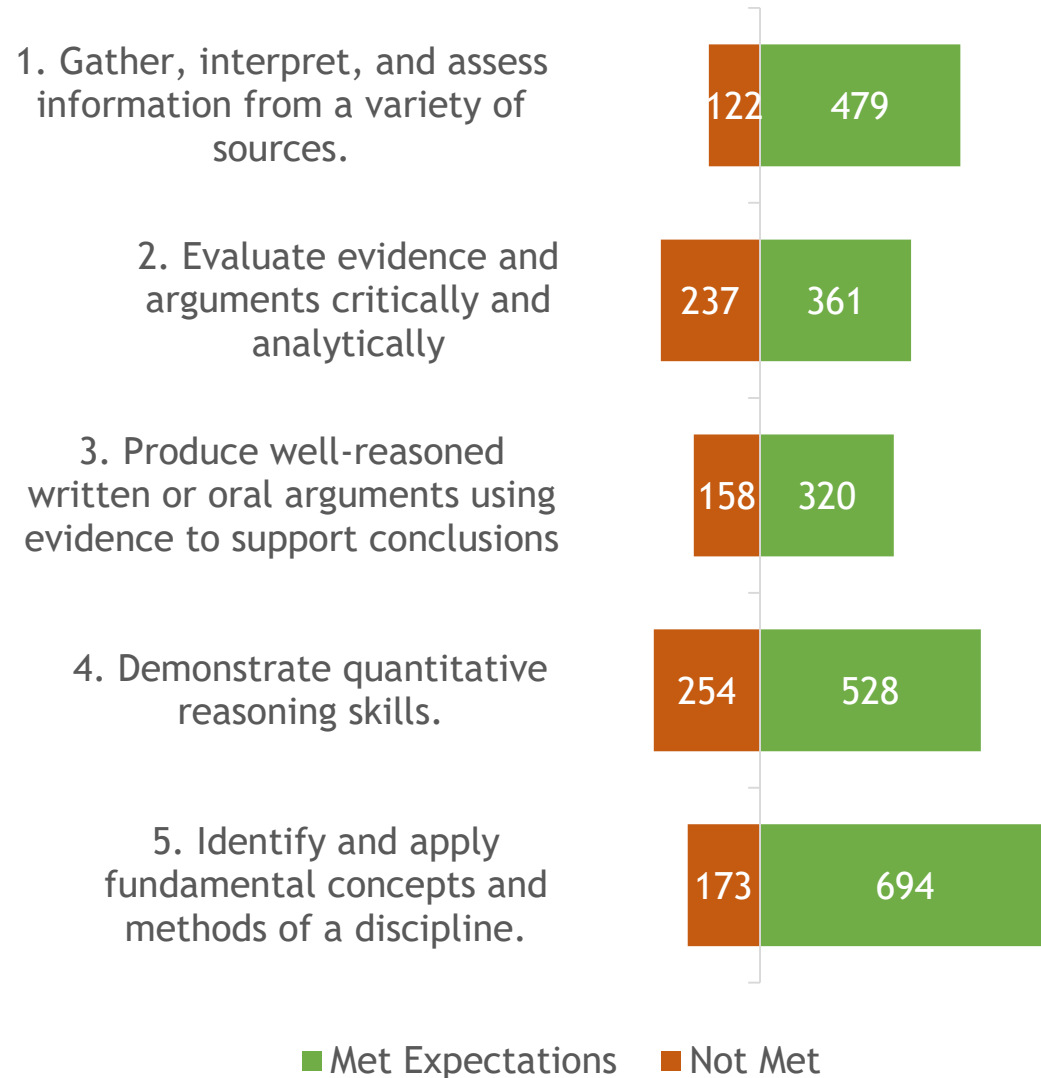
- ▶ Collected data on:
  - ▶ How many students were assessed
  - ▶ How many students *met expectations* for that specific LO.
- ▶ *Meeting expectations* was defined by the faculty doing the assessment. It might mean:
  - ▶ Getting above XX% on an assignment.
  - ▶ Getting a certain number of multiple choice questions correctly.
  - ▶ Being scored above a certain level on a rubric
- ▶ Qualitative feedback from faculty:
  - ▶ How well did the assignment function as an assessment of the LO?
  - ▶ What trends did you notice? What did students do well on/what did they struggle with?

# The Highlights: Years 1 and 2

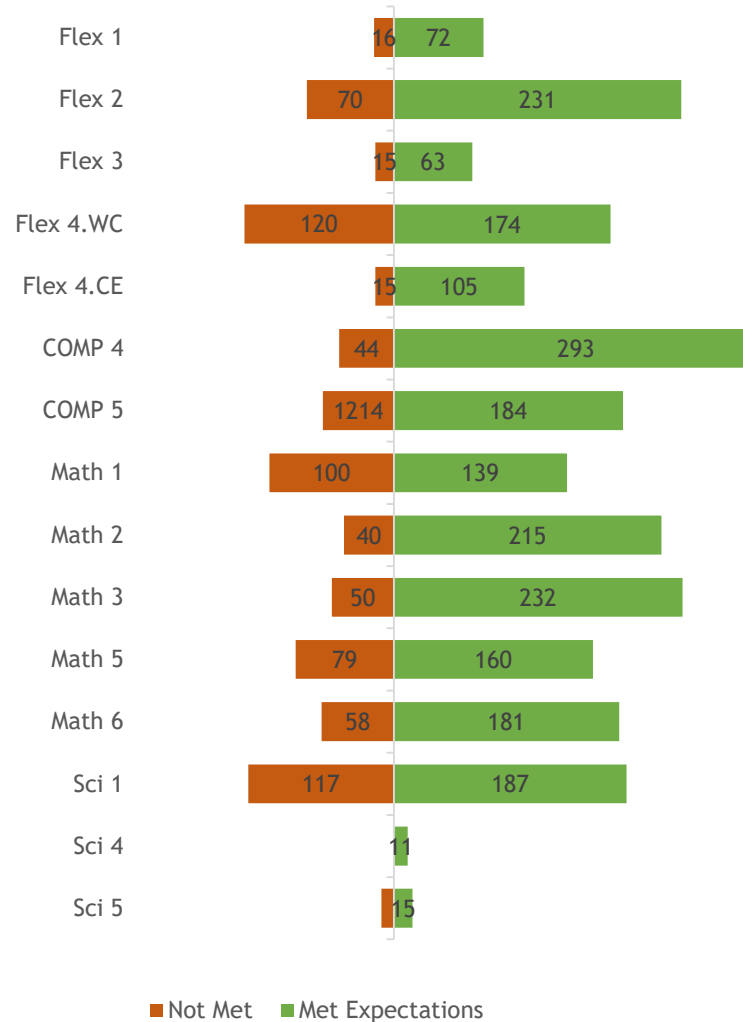
Statistic	2021-22	2020-21	Total
Number of Students Assessed	1,157	1,454	2,611
Number of Courses Assessed	11	11	22
Number of LOs assessed	9	12	15
Number of courses used a common rubric	4	7	11
Number of courses that used a common assignment/set of exam questions	3	3	6



# Achievement of KCC ILOs- Years 1 and 2



# Achievement of Pathways LOs: Years 1 and 2



# Civic Engagement

Assessment Week

# Civic Engagement LOs

Civic Engagement Domain	Definition	Course Embedded Learning Outcomes
Political Knowledge	Fundamental understanding of the structures and processes by which laws and policies are created	<ol style="list-style-type: none"> <li>1. Demonstrates understanding of how the process, principles, and structure of governments and political institutions affect individuals in society.</li> <li>2. Examines the importance of key historical struggles and social movements that sought/seek to encourage change</li> </ol>
Civic Knowledge	Understanding of the diverse forces that shape political systems and civic life	<ol style="list-style-type: none"> <li>1. Connects knowledge from one's own academic study/field/ discipline to civic engagement</li> <li>2. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief or other forms of social differentiation play in world culture or societies.</li> </ol>
Social Responsibility	Framework of obligations and actions by individuals or organizations in the interest of working towards an equitable society	<ol style="list-style-type: none"> <li>1. Recognizes that different attitudes and beliefs are as valuable as one's own.</li> <li>2. Examines the importance of behaving ethically and with due sensitivity towards social, cultural, economic, environmental, and academic issues.</li> <li>3. Understands the individual's role in working towards equity.</li> </ol>

# Assessment of Civic Engagement

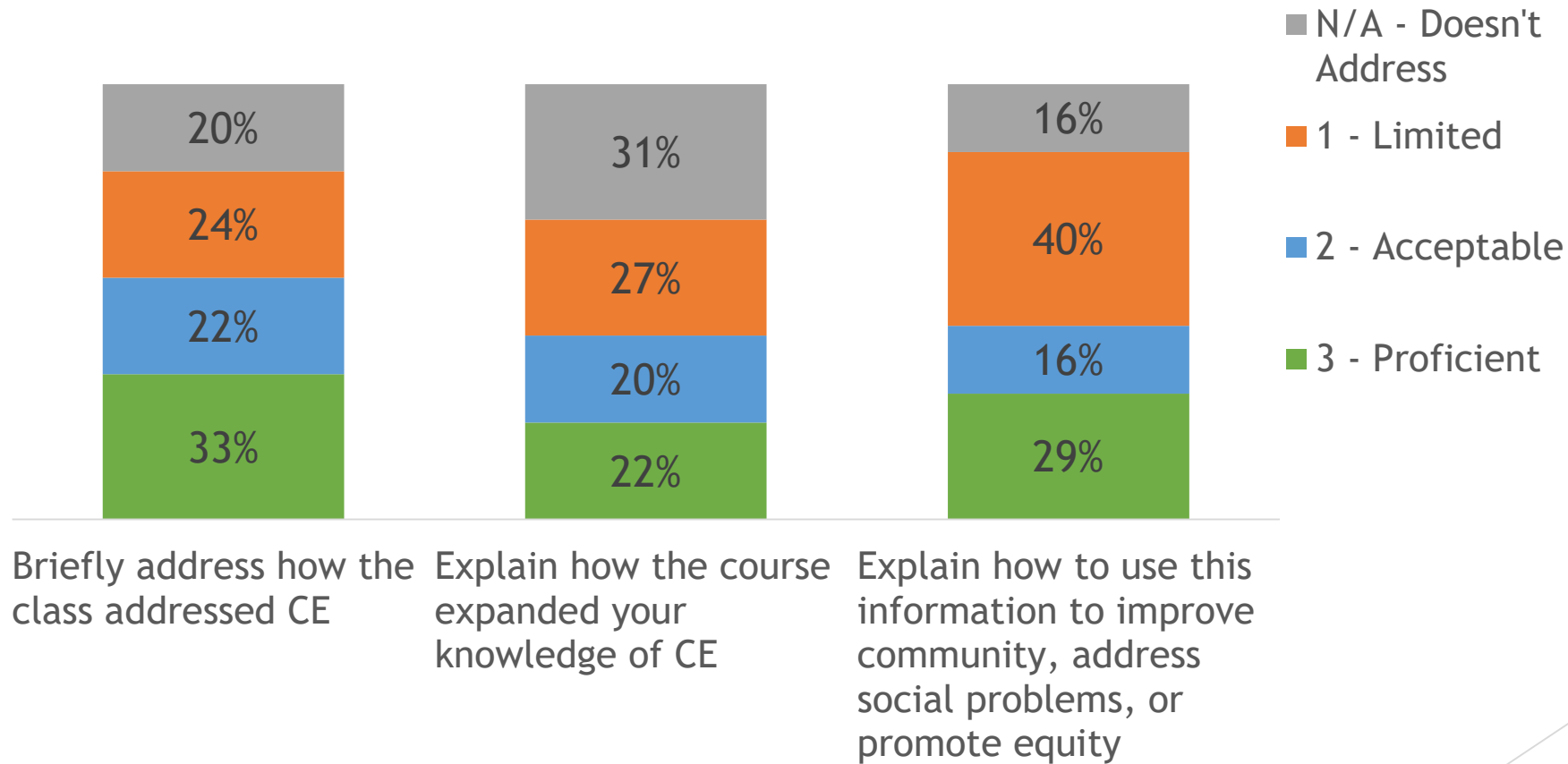
- ▶ Assignment in each course that contains these three prompts:
  1. Briefly describe how your class/activity addressed political knowledge, civic knowledge, and/or social responsibility. You may reference an assignment, class discussion, and/or project in your answer.
  2. Explain how the course/activity expanded your understanding of political knowledge, civic knowledge, and/or social responsibility.
  3. Thinking about your course/activity and the information presented about political knowledge, civic knowledge and/or social responsibility, how could you use this information to improve your community, address social problems, or promote equity?

# Assessment of Civic Engagement

- ▶ Each assignment was graded with a Scoring Rubric using a 3-point scale (plus an N/A option):
  1. **Limited - 1:** Response is defined by a **lack of clarity**
  2. **Acceptable - 2:** Response **adequately** addresses the question
  3. **Proficient - 3:** Response **clearly** articulates the student's understanding of and reflection on CE issues
- ▶ Evaluators graded each assignment and selected their top and bottom-ranked writing samples

# Results

Based on 45 writing samples from a representative selection of courses collected in Spring and Fall 2022



# Results: Qualitative

## ▶ Characteristics of High-Scoring Samples:

- ▶ Description of specific assignments, readings, or experiences in the course that relate to Civic Engagement
- ▶ Explanation of *specific* Civic Engagement-related concepts
- ▶ Explanation of how to apply content includes a thorough and thoughtful analysis of how *the writer* will engage in the future

## ▶ Characteristics of High-Scoring *assignments*:

- ▶ Include the three questions directly in the assignment
- ▶ Take place toward the end of the semester to allow for reflection of the entire course



# Ideas for Next Steps:

- ▶ Create a repository of assignments and high-scoring responses to serve as a model for Faculty (and potentially students as well)
- ▶ Discuss pedagogical best practices for incorporating Civic Engagement into the course
  - ▶ Embedding Civic Engagement into the curriculum
  - ▶ Scaffolding Civic Engagement-minded thinking and reflection
- ▶ Hold a Winter Workshop and other training activities through KCTL/KCeL to discuss teaching of civic engagement courses
- ▶ Create a Civic Engagement certification program for faculty to demonstrate their dedication to Civic Engagement
- ▶ Identify potential departmental or subject-area liaisons to serve as mentors/consultants for Civic Engagement courses in specific content areas