**Hostos Gen Ed Promise: An Academic Bridge to Social Mobility**

**2020-2025 Gen Ed Outcomes Assessment Plan**

**Revised: November 2, 2020**

**July 1, 2020**

**PURPOSE OF THIS DOCUMENT**

This document was created at the request of former Hostos President David Gomez to identify an optimal yet workable General Education Outcomes Assessment approach for 2020-2025 that builds off Hostos’ strengths while also achieving best practices in higher education and meeting MSCHE standards.

To undertake the task, the President assembled a General Education team that included the following stakeholders in the following capacities/roles:

* Dean of Institutional Effectiveness (responsible for managing all elements of assessment on campus, as well as project managing a successful Self Study)
* Provost (responsible for managing all aspects of Academic Affairs)
* MSCHE Self-Study Co-Chairs (chairing the Steering Committee and overseeing the working group process to lead to a successful Self Study)
* Assessment consultant (advising on technical aspects of assessment to ensure quality in compliance with MSCHE standards)
* Organizational development/accreditation consultant (facilitating the team toward a unified approach while also offering advice from a MSCHE perspective)

This working group produced a document that represents a recommended unified approach to begin implementation this summer 2020. The document will be reviewed and revised periodically. It is intended to be a living document that reflects the ongoing implementation and assessment-of-assessment processes that shaped the first draft, and any subsequent drafts.

Interim President Daisy Cocco De Filippis’ first day was August 1, 2020. Among the transition documents shared with her by former President Gomez was a draft of the *Hostos Gen Ed Promise*. Responding to the sense of urgency informing the document, Interim President Cocco De Filippis acted immediately on recommendations in the plan. She also convened an academic assessment working group and charged it to meet regularly to discuss implementation of systematized Gen Ed (and Program Learning Outcomes) assessment.

As outlined in the following pages, this plan requires some conceptual, procedural, and structural changes that must be communicated and managed with care, to respect the foundational work that preceded it. The intent here is to honor past efforts, while strengthening Hostos’ General Education program so that it will align with CUNY standards and be in compliance with MSCHE standards and assessment expectations.

**FRAMING GENERAL EDUCATION AT HOSTOS HOLISTICALLY**

This plan approaches General Education as a holistic program and a promise to students – an academic bridge to social mobility.

**Objective:** Ensure Hostos students develop general education knowledge and skills consistent with our institution’s mission, which is grounded in our commitment to social justice and our activist roots.

**Rationale:** This plan lays out the General Education competencies that Hostos promises to its students.  They come to the institution with hopes and expectations regarding academic and personal dreams. The acquisition/achievement of General Education skills and knowledge prepares them to succeed in future academic steps and to improve their socio-economic mobility. This institution is founded on a commitment to social justice and a commitment to actively fight against inequity.

The 2017-2022 Strategic Plan is squarely focused on student success. The SP priorities that inform college-wide efforts are grounded in our Mission and underscore our deeply held understanding that post-secondary education is the bridge to our students’ future success. General Education is the core of their education.

The development of general education skills prepares students for navigating complex professional and socio-economic realities. It gives them the tools to be part of decision-making processes and be part of solutions to these realities. The pandemic represents one of these complex realities. Overcoming the pandemic and its intersecting consequences will require the interdisciplinary perspectives and flexibility of mind informed by the natural sciences, political sciences, mathematics, the behavioral and social sciences, the arts and humanities. It will require the abilities to actively and critically learn, synthesize, and create that general education aims to achieve.

**GENERAL EDUCATION APPROACH – HOSTOS-BASED AND CONNECTED TO CUNY**

The Hostos Gen Ed Promise includes a coherent assessment plan to demonstrate student achievement of Gen Ed skills. This represents Hostos as its best – it draws on the expertise of our faculty and integrates strong program-level practices with **college-wide competency-based** assessment. The plan frames **General Education as a program of study** that bridges all degree programs. It is both distinct from, and intertwined with, the robust degree programs that shape students’ learning at Hostos.

In 2012, Hostos developed a first set of Gen Ed competencies that were refined into 15 by the General Education Committee. These Gen Ed competencies predated, and anticipated the commitments articulated by the [CUNY-wide Gen Ed outcomes via the Pathways program](https://www.cuny.edu/about/administration/offices/undergraduate-studies/pathways/), established in 2013. The Hostos Gen Ed Committee supported faculty who integrated and advanced – and assessed - the Hostos Gen Ed outcomes across all programs of study. The Committee also promoted and celebrated an interdisciplinary vision for Gen Ed across Hostos and did not define General Education as a discrete program of study that can be assessed as a whole.

It is the expectation of MSCHE, as well as CUNY, that our Gen Ed competencies and assessment processes all serve a common agenda: to ensure students achieve General Education college-wide. To have separate assessment processes for Hostos Gen Ed and Pathways Gen Ed is not only unsustainable from a capacity perspective, but doesn’t help Hostos ensure its promise to students – to provide a coherent general education promise as an academic bridge for social mobility.

This plan proposes we remain true to the vision articulated by the Hostos General Education outcomes (first drafted in 2012) while structurally building assessment processes that the Pathways program supports. Technically, when viewed as a program of study, General Education is provided via discrete Gen Ed courses. Discrete General Education courses at Hostos are those courses that exist within the Pathways program construct ([102 Hostos General Education Pathways courses currently exist](http://www.hostos.cuny.edu/Hostos/media/Office-of-Academic-Affairs/Academic-Advisement/Pathways-Approved-Courses-July-2019_1.pdf)) and comprise the Required and Flexible Cores, the foundation of all programs of study. This plan defines the Gen Ed program as Hostos’ Pathways courses, which are certified General Education courses at the university level.

Note: CUNY developed the Pathways Program, which has specific Gen Ed outcomes each CUNY institution must achieve through Pathways courses designed to increase transferability of credits across CUNY institutions. Existing and future courses can apply for Pathways designation, thereby expanding the Gen Ed universe at Hostos, if desired.

**PROPOSED HOSTOS GEN ED STAGES OF ASSESSMENT**

Hostos has in place a structure for general education that places data collection and analysis within departments/programs. Currently, departments/programs receive limited guidance to prepare for General Education assessment. We also have limited evidence to show that these assessments have yielded recommended actions for continuous improvement that have been implemented (something MSCHE expects).

In response:

* Technical assistance be added across stages, supporting the departments/programs in their General Education assessment. How that will be implemented by the Director of Assessment and the General Education Assessment Task Force (GEATF) remains to be developed, with support in year one from our assessment consultant.
* The General Education Committee did not, in recent years, undertake assessment. It was disbanded in Fa20, and several members were invited to join the General Education Assessment Task Force that, before Middle States conducts its site visit in Spr22, will become a permanent Committee.
* The GEATF will undertake Gen Ed assessment (that bridges departments/degree programs). Its members will champion the assessment of a holistic, competency-based general education program to fulfill Hostos’ Gen Ed promise as an academic bridge to social mobility.
* Which Gen Ed outcomes are assessed when is determined by a calendar, providing departments/programs with advance notice of when their faculty will be engaged in the Gen Ed assessment process.

 [More details on the Gen Ed organizational structure in the next section.]

*Overview: Each Gen Ed Competency will go through a three-stage process over three semesters.*



Further details on each of the stages:

1. (Dept/Degree Prog) Prepare for data collection: Identify courses aligned with Gen Ed outcome/s to be assessed, ensure artifacts to outcomes alignment, select rubrics and review for quality assurance, ensure interrater reliability, assign roles. Collect and enter data into eLumen: Use rubric to assess course data, enter into eLumen (Hostos’ technology-based system supporting assessment). *(initially supported by Director of Assessment and assessment consultant; by the end of Y1, supported by Gen Ed Task Force)*
2. Review data and analysis across courses, decide on and share any recommendations regarding actions *(initially supported by Director of Assessment and assessment consultant; by the end of Y1, supported by Gen Ed Assessment Task Force)*
3. (Dept/Degree Prog) Make changes: faculty implement recommended actions *(initially supported by Director of Assessment and assessment consultant; by the end of Y1, supported by Gen Ed Task Force)*

**GENERAL EDUCATION MULTI-YEAR CYCLE/SCHEDULE**

*Overview: One Pathways competency is in each stage each semester (except for first two years when the system is getting ramped up). This schedule may be updated to based on assessment of the first cycles of implementation.*

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Competency in Stage 1 | Competency in Stage 2 | Competency in Stage 3 |
| Fall 2020 | Pathways Quantitative Reasoning 1 & 2  | Complete process for Pathways available in eLumen | (ramping up activites) |
| Spring 2021 | PathwaysCreative Expression Guiding & 1 | Pathways Quantitative Reasoning 1 & 2 | Complete process for Pathways available in eLumen |
| Fall 2021 | Pathways English Composition 1 & 2 | PathwaysCreative Expression Guiding & 1 | Pathways Quantitative Reasoning 1 & 2 |
| Spring 2022 | Pathways U.S. Experience in Its Diversity Guiding & 1 Pathways Quantitative Reasoning 3 & 4 | Pathways English Composition 1 & 2 | PathwaysCreative Expression Guiding & 1 |
| Fall 2022 | PathwaysLife & Physical Sciences 1 & 2PathwaysCreative Expression Guiding & 2 | Pathways U.S. Experience in Its Diversity Guiding & 1 Pathways Quantitative Reasoning 3 & 4 | Pathways English Composition 1 & 2 |
| Spring 2023 |  (etc) | PathwaysLife & Physical Sciences 1 & 2PathwaysCreative Expression Guiding & 2 | Pathways U.S. Experience in Its Diversity Guiding & 1 Pathways Quantitative Reasoning 3 & 4 |
| Fall 2023 | (etc) | (etc) | PathwaysLife & Physical Sciences 1 & 2PathwaysCreative Expression Guiding & 2 |

**GEN ED ORGANIZATIONAL STRUCTURE – IN CONTEXT**

This plan outlines a structure that remains faculty-led, putting that concept into action and in a larger institutional effectiveness context.

**Institutional Effectiveness Accountability Context**

As this Gen Ed team sees it, ultimate responsibility for institutional effectiveness lies with the President, Cabinet, and Assistant Dean of IE supported by OIERA (Office for Institutional Effectiveness, Research and Assessment). The Provost plays a leading role in supporting academic effectiveness too, as a member of Cabinet and specifically in ensuring faculty feel engaged and supported in their assessment efforts.

* **Strategic plan process in place:** Each year the President oversees implementation of its strategic plan via a process called operational planning. The Assistant Dean of IE, with support from OIERA, project manages and provides technical assistance to the operational planning process. The Strategic Planning Retreat Working Group, composed of select Senior Leadership Council members, through 1-2 meetings a year, reflects on strategic plan progress and suggests strategic plan priorities for the upcoming year’s operational plan. The President sets annual strategic plan and CUNY PMP priorities based on this input and with advisory support from Cabinet. Units across the college address these priorities via an annual planning and assessment cycle.
* **Institutional effectiveness process in place, with proposed Provost/Dean of IE co-chairs:** In addition to addressing college-wide priorities in the annual planning and assessment cycle, departments/programs undertake targeted assessment of student learning and institutional effectiveness. The Institutional Effectiveness Committee (IEC) oversees unit-based annual assessment, reporting directly to the President. Consistent with best practices, this committee is co-chaired by the Provost and Assistant Dean of IE, to ensure alignment of efforts at the highest level of academic affairs and institutional effectiveness management.
* **Director of Assessment position**: Acting decisively on the General Education team’s recommendation, Interim President Cocco De Filippis approved full-release of a faculty member to serve as Director of Assessment in August 2020. An additional directorial-level position, the DoA will coordinate and implement professional development/ongoing technical support for faculty and staff in support of annual and periodic assessment with particular focus on Gen Ed and academic/PLO assessment (AES assessment is coordinated by the Asst. Director for IR and Assessment, OIERA, in alignment with the DoA). The DoA will serve as co-chair of Gen Ed and Academic Assessmet Task Forces and coordinate and implement the expanded use of eLumen. The DoA reports to the Assistant Dean of IE and is part of the OIERA team; the DoA also reports to the Provost with respect to their continued role as a faculty member.
* **Recommended task force approach:** Given capacity issues and to reinforce a culture shift across all areas of assessment toward a more college-wide, ongoing approach, this Gen Ed working group recommended the creation of two “task forces” (with 5-6 members each) for now that will report to the IEC with different scopes of responsibility. These task forces were established in Fa20:
	+ An Academic Assessment Task Force (AATF - to oversee academic program assessment focused on Program Learning Outcomes assessment);
	+ A General Education Assessment Task Force (GEATF - to oversee general education assessment).

The Director of Assessment co-chairs these task forces; a faculty co-chair will be identified before the end of AY20-21. OAA will be represented by a Dean serving on each of the two task forces; OIERA Senior Director of IR and Data Analysis serves on each of these task forces to support data collection and analysis.

* Annual and periodic assessment of Administrative, Educational, and Student Support (AES) units is supported by the AES Assessment Committee (AESAC), which was formed in Su20, and is co-chaired by the Associate Director, OIERA, and Assistant Dean of IE.
* **Recommended clarification of OAA Deans with specific assessment responsibilities** – Reflecting the academic assessment working group’s recommendation, the two OAA deans will serve as members (one on each task force) of the Gen Ed and Academic Assessments Task Forces. Additionally, to ensure effective alignment of effort, an “assessment working group” with representation from OAA and OIERA, meets once a month.

Note: what is described above requires some navigating of and shifting from previously existing structures and processes, namely: 1) an existing General Education committee that currently does not undertake assessment and currently reports to the Provost; and 2) Assessment Fellows, who were, until Fa20, charged with supporting academic assessment at Hostos. In addition, there are Middle States Working Groups, Working Group 5 in particular (Co-chaired by the DoA and OAA Associate Dean), collecting and analyzing evidence related to Gen Ed assessment and assessment more generally. We will continue to coordinate our efforts with their work.

**A FEW WORDS ON FACULTY AND GEN ED ASSESSMENT**

MSCHE will look to who is ultimately accountable to Gen Ed Assessment and the correct answer is not faculty from a management perspective. MSCHE will need to know that the person or office ultimately responsible for all assessment crosses all divisions.

Still, and rightly so, faculty remain the locus of Gen Ed and Academic Assessment. More specifically this proposal expects faculty to lead and participate in Gen Ed assessment in the following ways:

* + Department Chairs and unit coordinators – communicate expectations, cycles, schedules for Gen Ed, annual and periodic assessment to faculty; direct faculty to available resources including templates and guidelines; work with GEATF to implement three stage Gen Ed assessment cycle department-wide; work with GEATF to develop annual assessment plans including measures for gathering evidence
	+ Individual Faculty – conduct Gen Ed and annual assessment as indicated by Gen Ed/PLO cycles; enter data into eLumen by set date; participate in Department/unit and GEATF discussions of analysis of LOs; develop improvement plans (closing the loop) based on analyses.

At all times, Department Chairs and Unit Coordinators and Individual Faculty will be working in concert with the Gen Ed Assessment Task Force and any professional development initiatives on campus.

**2020-2021- WORKPLAN TO DEVELOP AND COMMUNICATE THIS 5-YEAR GEN ED PLAN**

As shared at the beginning of this document, moving General Education at Hostos in a new direction requires deep respect for the work undertaken in the past, while helping faculty and other stakeholders come together to undertake what is outlined.

The following table outlines a workplan with proposed steps for the next academic year. All of these tasks need to be clearly assigned to individuals. Note that this workplan does not include routine steps.

**\*Gen Ed working group continues meeting July – June**

|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **Developmental** | **Communication** | **Status** |
| **July/August**  | Draft map Gen Ed outcomes across programs and coursesDraft cycle of Gen Ed assessment by competency  |  | DoneRevised 10/15 |
|  | Collect all evidence of Gen Ed assessment from 2015 forward – relevant APRs, annual reports, reports/analyses based on eLumen data. Evidence to be sent by Provost to DOA and reviewed by DOA and Meredith. Look in particular for where LOs and rubrics are aligned with Pathways Gen Ed.  |  | In progress.  |
| **Aug** | Dean of IE – drafting gen ed section of IEP | President convened an assessment working group (includes the Provost) in late August; monthly meetings | Done |
|  | Draft workshop/technical support plan informed by Chair feedback | Updates shared with co-chairs of S5 Working Group | Done – Sept, Oct 20 |
|  | Analyze existing elumen reports/data and other evidence of Gen Ed assessment and organize evidence of past practice |  | Done |
|  | GE Assessment Task Force formed – co-chaired by DoA and faculty | Consult with Chairs about Task Force membership |  |
|  | Clarify eLumen management/workflow responsibilities  |  | In progress |
|  | Develop templates and guides for Chairs, coordinators, faculty and GE Task Force |  | In progress |
| **Sept** | Finalize schedule of workshops for faculty teaching selected Fa20 courses, for members of GEATF (and AATF) (Participation calibrated to level of need TBD by Chairs/Coordinators and based on evidence) to align assignments with Gen Ed outcomes; develop and/or norm and/or review rubrics; develop timetables for data upload to eLumen | Communicate Stage I plan to Chairs: goals (inform); targeted courses (inform); workshop schedule (inform); participating faculty  | PLO assessment: done (October Academic Council, CCD) Workshop schedule TBDGen Ed assessment: early November |
|  | Convene GE Task Force about role, responsibilities, charge (RACI) | Communicate w/existing Gen Ed cmte | President and Provost sent letters of acknowledgement and thanks to GEC members and Faculty Assessment FellowsPresident, Provost and DOA recommended TF membersFaculty and OAA deans invited to join GEATF; meeting scheduled for 10/29 |
|  | Finalize IEP draft |  | In progress |
|  | Work with S5 WG to review evidence list, share Hostos repository of Gen Ed assessment, and frame Gen Ed narrativeConvene meeting with S5 co-chairs to discuss evidence list of past and present Gen Ed assessment; develop plan for filling evidence gaps |  | Done & ongoing - met in mid-October. Regular communication ensures timely updates. Ongoing – direct communication with DoA (S5 Co-chair) |
| **Oct** | Finalize draft map of gen ed outcomes across programs and courses; provide templates for updated PLO and PLO assessment cycles | College-wide communication about Gen Ed assessment plan and vision (informed by social justice/Mission alignment) Regular postings in El Semanario about Ged Ed and other assessment-related topics | In progressOngoing |
|  | Finalize map for IE webpages and links including Gen Ed webpages | Draft copy for IE webpages and links  | Done |
|  | Workshop for GEATF and IEC on conducting gen ed analysis college-wide and role. Produce draft report based on past data (if possible). |  | In progress – will communicate to Chairs and coordinators first  |
|  |  |  |  |
| **Nov**  | Workshop for GEATF on gen ed outcomes analysis techniques |  |  |
|  | Meet with S5 WG co-chairs and self-study writer to map Gen Ed narrative and supporting evidence and expected evidence |  | Date TBD – self-study outline in progress as of 11/2 |
| **Dec**  | Workshop for faculty about Stages 2 & 3 – how will their data be analyzed? Workshop for Spr21 Stage 1 faculty | GEATF/IEC eport to President/Cabinet and Departments about Fa20 progress and Spr21 plans |  |
|  | IEP draft reviewed by President, Cabinet, IEC, GE Task Force; provide guidelines for feedback |  |  |
| **Jan**  | OIERA analyzes elumen data to identify data limitations and assess quality  | Reminders to participating faculty and their Chairs/Coordinators about Phase 1 and Phase 2 activities/expectations and accomplishments |  |
|  | View/collect evidence of Pathways mapping on syllabi; report results | Share syllabi report with Chairs and Coordinators |  |
| **Feb** | Workshop for GE Task Force using elumen data to conduct meta analysis of Gen Ed outcomes |  |  |
| **Mar** | TBD Facilitation provided – GE Task Force conducts meta analysis |  |  |
| **Apr** | TBD Consultation provided – GEATF drafts report |  |  |
| **May**  | TBD Facilitation provided – GEATF meets with department chairs and coordinators (and participating faculty) to discuss analysis; finalizes report |  |  |
| **May** | Workshop for faculty on Stage 3/using analysis to inform closing the loop |  | GEATF compiles Y1 report with recommendations for AY21-22 |
|  | Convene retreat/survey faculty, coordinators and chairs, GEATF about their experiences and understanding of competency-based Gen Ed outcomes assessment |  |  |
| **June** | Draft update/assessment of Gen Ed outcomes plan AY20-21 | Distribute report to President, Cabinet and DepartmentsDistribute update report to college community |  |
|  | Review S5 self-study draft in relation to Gen Ed Promise plan, and IEP |  | Note: this will likely happen earlier in Spr21 |
|  **Fall 2021** | Convene GEATF, Chairs, coordinators, faculty to discuss feedback from CUNY and self-study site visit team chair |  |  |
| **Spring 2021** | Convene GEATF, Chairs, coordinators, faculty to discuss updates in preparation for self-study site visit |  |  |

**\***For the sake of creating a present/future relevant repository, evidence of past assessment (dating back to 2015) will focus on assessment of Pathways courses, organized through the lens of Pathways outcomes (which are noted on course proposal forms). Evidence of assessment of learning outcomes for non-Pathways courses through a Gen Ed lens will demonstrate the strength of Gen Ed culture at Hostos, as will evidence of the Gen Ed Committee’s work.