



HOSTOS COMMUNITY COLLEGE

GENERAL EDUCATION ASSESSMENT REPORT 2020 TO 2021

Goal 1: Faculty will be engaged in building and sustaining a strong culture of general educational assessment.

Assessment Focus:

The General Education Pathways Assessment Committee (GEPAC) provided faculty liaisons to departments involved in general education outcomes assessment, holding a total of four meetings to help guide and support the assessment process. To improve the assessment process, a cohort structure that will include representative faculty from each discipline represented in the Pathways Common Core (for example, United States Experience in Its Diversity) will be convened to support future general education assessment.

Communication Focus:

GEPAC informed faculty about general education assessment through the *El Semanario* newsletter and various meetings (leadership, departmental, and one-on-one). These means of communication will continue to be used to provide faculty with continued communication on general education assessment and in the future, possible integration into the New Faculty Orientation (NFO) modules will be considered to connect early on with newly hired faculty.

Professional Development Focus:

GEPAC encouraged faculty to complete the CUNY-wide assessment course on Blackboard, Assessment 101; however, GEPAC was unable to track Hostos faculty completion of this course because of the enrollment of faculty across CUNY. The Director of Assessment is working to find a way to obtain the names of Hostos faculty completing this course. Furthermore, the Director is in the process of building a Hostos specific version of this assessment course as a resource for faculty and staff, as well as a platform in which they can interact around the topic of assessment.

Goal 2: General Education Pathways Assessment Committee will be organized and systematic in supporting general education outcome assessment.

Assessment Focus:

GEPAC adheres to the processes outlined in the Hostos General Education Promise Plan to conduct general education assessment. This process includes a review of CUNY Pathways forms and syllabi for all courses based on the defined assessment schedule. Furthermore, GEPAC utilized eLumen to help organize and analyze the assessment data for courses across different departments but are included in the scheduled Pathways Common Core. The Hostos General Education Promise Plan will serve as the guiding document for general education assessment and will continue to be revised to align with the processes, as they are improved. ELumen will continue to be used for all future general education assessment to organize cross-departmental collection of data and subsequent analysis. Lastly, CUNY Pathways forms will continually be reviewed and archived as part of stage one of the assessment schedule for each Pathways Common Core.

Communication Focus:

GEPAC utilized faculty liaisons to organize support of all departments involved in the general education assessment process, and to systematize the reporting process of general education assessment results. In the future, GEPAC will shift to a cohort model of faculty to organize and support the general education assessment process, with regular meetings throughout the stage one semester. GEPAC also redesigned the architecture and content on the Office of Institutional Effectiveness, Research, and Assessment (OIERA) website to better communicate the current general education assessment processes and support systems in place at Hostos. On this new website, GEPAC will continually announce the Pathways Common Core assessment schedule, as well as upload finalized general education assessment reports on the website for broader dissemination to the Hostos community.

Systems Alignment Focus:

GEPAC aligned all Pathways general education learning outcomes with the Institutional Learning Outcomes (ILOs) to coordinate general education assessment with other assessment across the institution. GEPAC will continue to align the general education assessment schedule with the ILO schedule.

General Education (Pathways) Assessment Results:

English Composition Required Common Core

Pathways Learning Outcomes Assessed:

- English Composition 1: Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- English Composition 2: Write clearly and coherently in varied academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- English Composition 4: Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- English Composition 5: Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Courses Assessed:

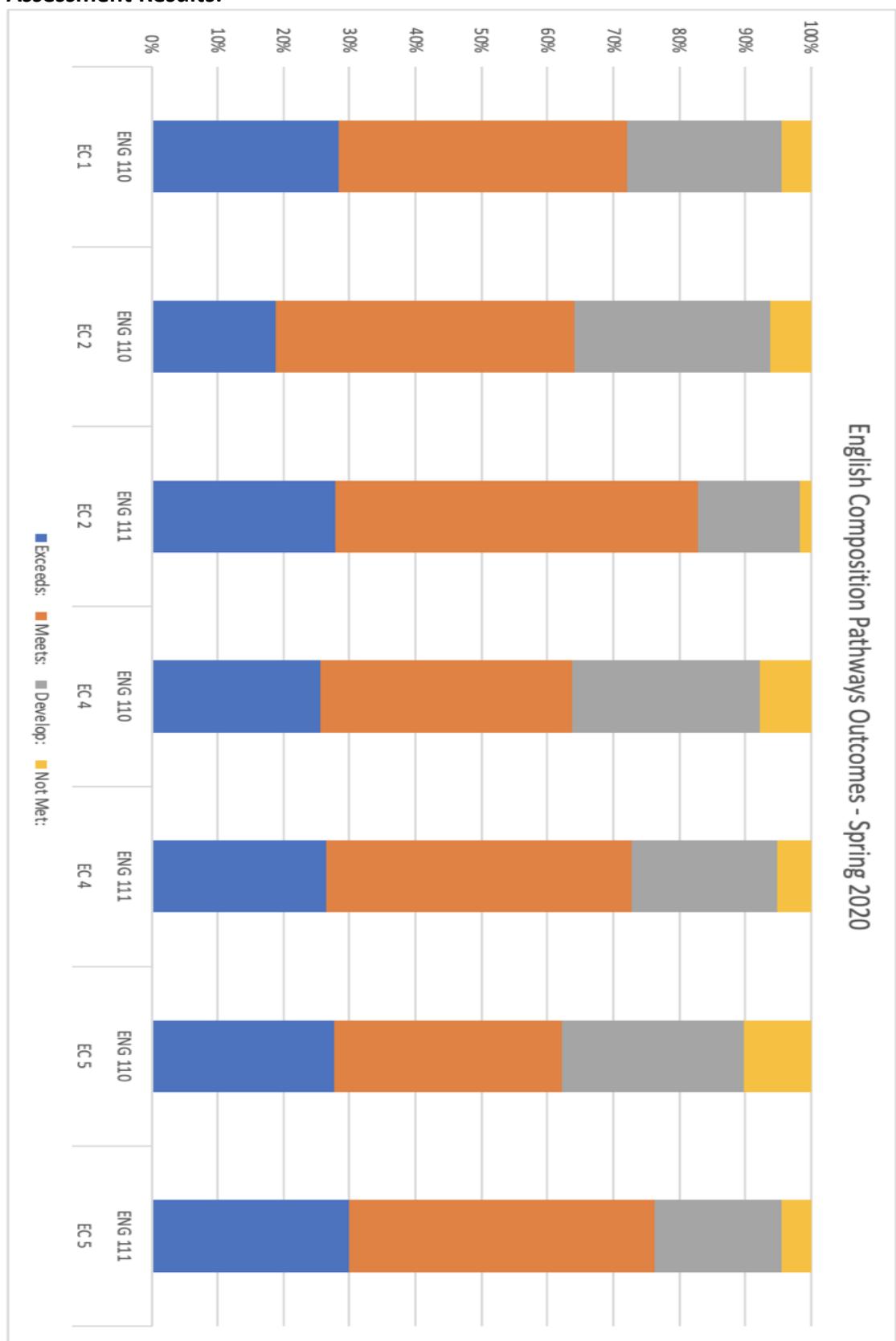
- ENG 110: Expository Writing (~300 students assessed)
- ENG 111: Literature and Composition (~600 students assessed)

Assignments and Rubrics:

- Departmental final exams consisting of reading prompts with open responses scored via normed rubrics for the above learning outcomes in the courses listed.

English Composition Pathways Outcomes - Spring 2020

Assessment Results:



Observations and Recommendations from GEPAC:

- The Literature and Composition course does not have any assessment results in relation to English Composition 1: “Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence,” a method of assessment needs to be developed to assess this learning outcome and include it in the analysis, so all Pathways outcomes are assessed.
- English Composition 2: “Write clearly and coherently in varied academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one’s own and others’ texts” has the largest percentage increase in achieving the outcome from one course to the subsequent course (ENG 110 --> ENG 111), suggesting that the ability to write clearly and coherently, as well as edit one’s own work, are skills that are well developed in the Expository Writing course.
- Beyond this one snapshot of a semester, there is an opportunity to look longitudinally using the data that is available in eLumen that the English department has collected over the semesters to guide other analyses, such as noticing substantial drops in learning that might occur (for instance, in Spring 2020 - likely a pandemic effect).
- For English Composition 4: “Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media” and English Composition 5: “Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation,” the gains in the percentage of students meeting these outcomes does grow from the Expository Writing course to the Literature and Composition course; however, the gains are not as large as it is for English Composition 2 mentioned above. These two learning outcomes are representative of more advanced aspects of writing, and it might be beneficial to track these same learning outcomes across students’ future Writing Intensive courses to see how they perform going forward in writing.

Mathematical and Quantitative Reasoning Required Common Core

Pathways Learning Outcomes Assessed:

- Mathematical and Quantitative Reasoning 1: Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Mathematical and Quantitative Reasoning 2: Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

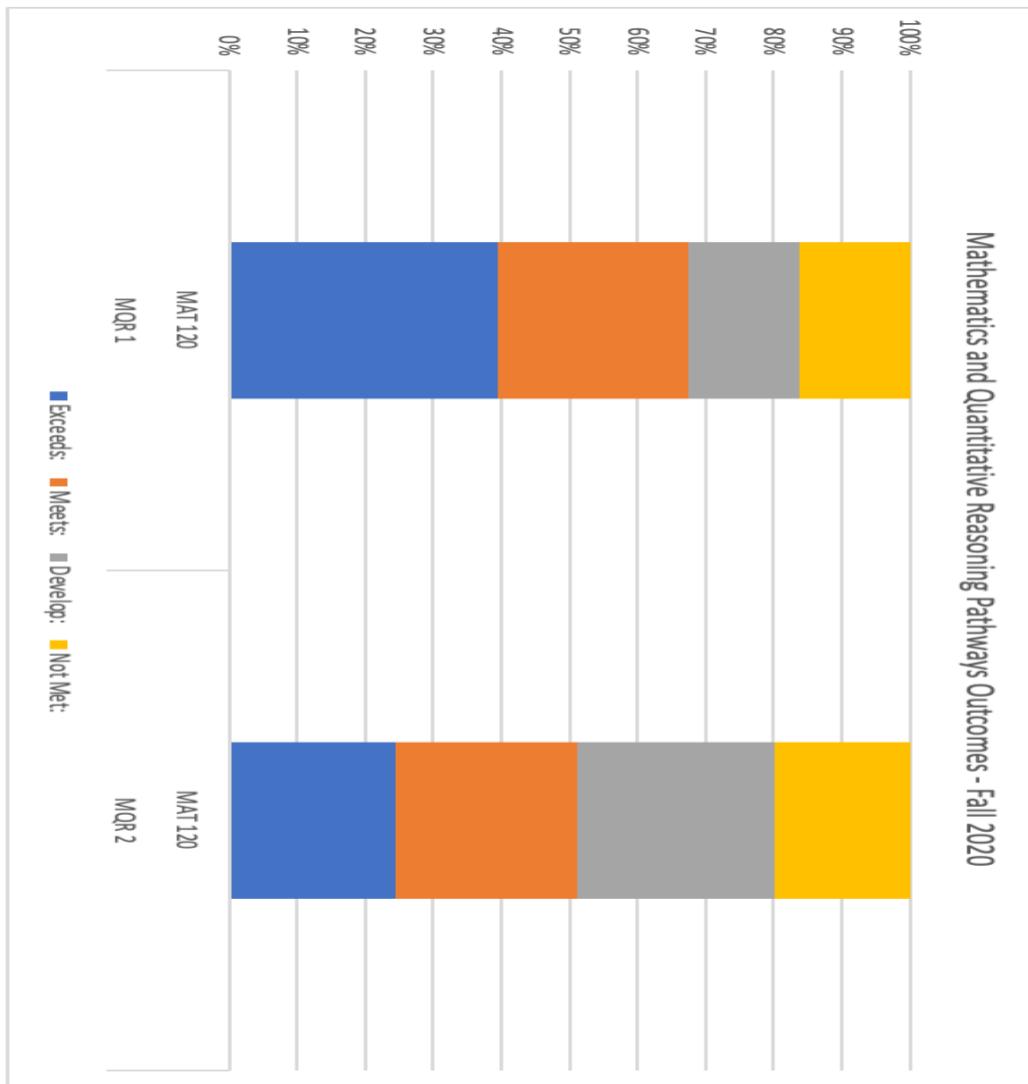
Courses Assessed:

- MAT 120: Introduction to Probability and Statistics (~165 students)

Assignments and Rubrics:

- Departmental final exam consisting of mathematical calculations and open responses scored via normed rubrics for above learning outcomes.

Assessment Results:



Observations and Recommendations from GEPAC:

- The weakness in the assessment method is its implementation in only one gateway mathematics course, although the Introduction to Probability and Statistics course does have the largest enrollment of all gateway mathematics courses in any given semester. Furthermore, the response rate was also quite small, with only 191 of a total of 771 students (25%) enrolled in all of the statistics courses offered in Fall 2020.
- Results suggest that students are more successful in interpreting a variety of representations of data and drawing conclusions based on these representations (Mathematical and Quantitative Reasoning 1: “Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables”) but tend to struggle in producing their own quantitative analysis and applying methods to more complicated problems to arise at conclusions on their own (Mathematical and Quantitative Reasoning 2: “Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.”) It is recommended that less time is spent on the initial material in descriptive statistics that covers representations of data and basic tables and graphs, to allow for more time to be spent on inferential statistics to provide ample time for students to practice drawing conclusions using statistical methods.
- Another recommendation is to extend the method of assessment beyond Introduction to Probability and Statistics and to analyze other gateway mathematics courses, especially including the corequisite courses as compared to their college level counterparts to see how these courses perform across the same desired learning outcomes.