

## **General Education Assessment Plan 2020-25**

### **Program Description**

The General Education program is a 42-credit course sequence with three main components, divided into sub-sections:

- **Required Core: English Composition, Mathematics & Quantitative Reasoning and Life & Physical Sciences**  
The Required Core ensures that students learn essential skills in writing, quantitative reasoning, and science.
- **Flexible Core: World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual & Society, and Scientific World**  
The Flexible Core provides a broad foundation of knowledge in the liberal arts and sciences, introducing a variety of different disciplines and ways of knowing.
- **College Option: Justice Core 100, 200 and 300 level, Learning from the Past and Communications.**  
The College Option specifies unique institutional learning goals for each student that are shaped by the College's mission. At its center is the Justice Core, which provides students with the opportunity to learn and communicate about justice in their lives and in the lives of people across different historical time periods and places.

Students complete up to 42 credits of general education coursework in residence at the college, depending on their status as transfer or first time first year students when they enroll, and what kinds of transfer credits they may bring from other institutions. The general education program at John Jay is aligned to curriculum across the City University of New York, as a part of CUNY Pathways.

### **General Education Program Goals**

The general education program at John Jay College of Criminal Justice explores approaches to justice issues and the multiple dimensions of justice across different disciplines and introduces students to fundamental concepts, histories, theories and ways of knowing. A successful general education curriculum at the college employs equitable and high impact pedagogies to enhance students' academic skills and habits, further develop their identities as active participants in the knowledge creation and acquisition process, and create opportunities to develop analytical ability and problem solving approaches that can be applied to subsequent course work and future professional settings.

### **Evaluation Model**

In 2020-25, we will employ a formative, goals-based assessment model to measure student learning outcomes by general education "bucket," how the general education curriculum contributes to students' intellectual development, and identify opportunities for ongoing improvement. Assessment activities will also document the structure and contents of the general education curriculum and measure progress toward the 2020-25 strategic plan objectives.

## **Guiding Questions**

### **Direct assessment**

- To what degree do students achieve the learning outcomes for each general education bucket?
- How do students' critical thinking, research based academic writing and quantitative reasoning skills change as a result of completion of a sequence of general education coursework?
- To what degree do students transfer skills developed in one course to subsequent courses in the general education or major curriculum?
- Who enrolls in which general education courses when? (What are the student demographics and enrollment and admissions characteristics of students in general education courses)?
- How does students' understanding of issues and concepts of justice change as a result of completion of the general education sequence?
- How do students demonstrate skills and concepts they explore in the general education curriculum in subsequent course work?

### **Indirect assessment**

- What assignments and instructional practices introduce the concepts and skills required for students to meet the learning objectives for each general education bucket?
- What high impact instructional practices are utilized in general education courses to enhance students' critical thinking, research based academic writing and quantitative reasoning skills?
- What assignments/assessments address development of students' critical thinking, research based academic writing and quantitative reasoning skills?
- What methods, assignments, or class activities encourage students to collaborate, develop a sense of agency, or role as an active participant in the knowledge creation process?
- How do students' identities as active participants in the knowledge creation and acquisition process change as a result of completing general education coursework?
- What assignments address learning outcomes for each general education component (bucket)?
- What courses or course content explores environmental justice topics?
- What general education courses or course content investigates issues related to or supports development of data literacy and digital literacy?
- What general education courses or learning experiences utilize culturally affirming, inclusive pedagogy and curriculum?
- How does the general education curriculum address students' identities, learning goals and professional objectives?

### **Activities**

- Assess student learning outcomes for each general education bucket over the course of the five years of the current plan
- Analyze general education syllabi for inclusion of learning outcomes and activities/assignments that address them
- Develop implementation plans to effectively use assessment results for continuous program improvement

- Develop rubrics to analyze acquisition and transfer of critical thinking, research-based academic writing, and quantitative reasoning skills and data and digital literacy in learning artifacts from across general education courses
- Develop rubrics to analyze syllabi and instructional artifacts for content related to issues and concepts of justice and evidence of use of high impact instructional practices and culturally affirming and inclusive pedagogy in general education courses
- Apply rubrics to analyze student work artifacts from a selection of general education courses each academic year
- Apply rubrics to analyze instructional artifacts from a selection of general education courses each year
- Develop student surveys to measure individuals' perceptions of the general education learning experience
- Administer student surveys each year to varied cohorts enrolled in general education courses
- Develop faculty surveys to identify variations or alignment of instructional practices and pedagogies across the disciplines
- Administer faculty surveys each year to departments participating in assessment activities
- Convene annual student and faculty feedback sessions
- Analyze general education and course enrollment outcomes by demographic and student academic progress characteristics each year
- Measuring the impacts of assessment and course development after 5 years.

### **Reporting Schedule**

Annual reports to be submitted to UCASC and CWAC at the start of each academic year. Updates to annual plan to be submitted at the beginning of each academic year. Findings to be published on general education website at the beginning of each academic year.

**Student Learning Outcomes Assessment and Implementation Calendar 2020-2025 (course and bucket level assessment)**

<b>General Education Bucket</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Communications (Justice Core)			Syllabus Collection	Assessment	Review
Creative Expression (flex core)	Syllabus Collection	Assessment	Review	Implementation	Assessment
English Composition (required core)		Syllabus Collection	Assessment	Review	Implementation
Global Perspective (300 level Justice Core)			Syllabus Collection	Assessment	Review
Individual & Society (flex core)	Syllabus Collection	Assessment	Review	Implementation	Assessment
Justice & Equality in US (300 level Justice Core)		Syllabus Collection	Assessment	Review	Implementation
Justice & Individual (100 level justice core)			Syllabus Collection	Assessment	Review
Learning from the Past (Justice Core)			Syllabus Collection	Assessment	Review
Mathematics and Quantitative Reasoning (required core)	Syllabus Collection & Assessment	Review	Implementation	Assessment	Review
Life & Physical Sciences (required core)		Syllabus Collection	Assessment	Review	Implementation
Scientific World (flex core)	Syllabus Collection	Assessment	Review	Implementation	Assessment
U.S. Experience in Its Diversity (flex core)	Syllabus Collection & Assessment	Review	Implementation	Assessment	Review
World Cultures & Global Issues (flex core)	Syllabus Collection & Assessment	Review	Implementation	Assessment	Review

Syllabus collection: analyze syllabi in each general education bucket for learning outcomes and activities/assignments that address them.  
 Learning Outcomes Assessment: collect and analyze assignments/activities and corresponding student work products for the degree to which they address and meet learning outcomes for general education  
 Review: make recommendations for improvement activities and develop a plan for improvement based on findings of assessment  
 Implementation: enact improvement plan

**General Education Program assessment activities 2020-25 (cumulative assessment)**

Program Goals	2020-21	2021-22	2022-23	2023-24	2024-25
Enhance students' academic skills and habits	Develop rubrics for quantitative reasoning, critical thinking and research based academic writing; norm rubrics	Apply rubrics to flex core	Review results; develop or identify student tasks for assessment	Implement improvements based on results	Apply rubrics to required core
Develop students' identities as active participants in the knowledge creation and acquisition process	Develop active learning rubrics; norm rubrics	Apply rubrics to select justice core, sophomore signature and communications courses	Review results; develop or identify student tasks for assessment	Use results to implement active learning strategies across the curriculum	Apply rubrics to select require core and flex core courses
Introduce analytical and problem-solving tools that can be applied in subsequent course work and future professional settings; transfer of academic skills	Develop rubrics for quantitative reasoning, critical thinking and research based academic writing; norm rubrics	Use rubrics to measure transfer of skills Between levels of the same course	Review results develop or identify student tasks for assessment	Implement improvements to support increase skills transfer	Use rubrics to measure transfer of skills from required core to 300 level justice core
Employ equitable and high impact pedagogies to introduce fundamental concepts, histories, theories and ways of knowing that inform students' understanding and further exploration of issues of justice	Create gen ed data template and populate for fall 2016 to spring 2020  Develop and administer student surveys  Conduct student focus groups	Develop rubrics & norm  Review results of student indirect assessment activities  Develop and administer faculty surveys	Assess general education courses for equitable & high impact pedagogies  Review results of faculty-focused activities  Implement improvements to students' general	Review results of equitable & high impact practices assessment  Implement activities to support teaching experiences in general education  Update gen ed outcomes data	Implement activities to support equitable and high impact pedagogies in the general education curriculum

	Research rubrics for equitable and high impact pedagogies in general education	Conduct faculty focus groups Update gen ed outcomes data	education experience based on results Update gen ed outcomes data		
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## Staffing Plan

Faculty Lead	TBD
Faculty Assessment Group	Gen Ed/Courses Subcommittee Members; Gen Ed Faculty
Administrative Coordinator	Director of General Education and Educational Partnerships (Wynne Ferdinand)

## 2020-21 Assessment Calendar (calendars and activities to be updated and approved annually)

Month	Activity
September 2020	<ul style="list-style-type: none"><li>Finalize 2020-25 assessment plan</li></ul>
October 2020	<ul style="list-style-type: none"><li>Present assessment plan to CWAC and UCASC for approval</li><li>Develop rubrics in consultation with courses &amp; gen ed subcommittee</li></ul>
November 2020	<ul style="list-style-type: none"><li>Finalize assessment group participants</li><li>Develop rubrics in consultation with courses &amp; gen ed subcommittee</li><li>Send submission request to stakeholders/faculty</li></ul>
December 2020	<ul style="list-style-type: none"><li>Develop rubrics in consultation with courses &amp; gen ed subcommittee</li></ul>
January 2021	<ul style="list-style-type: none"><li>Send submission request to stakeholders/faculty</li></ul>
March 2021	<ul style="list-style-type: none"><li>Coordinate assessment process</li><li>Meet with assessment group to discuss process and norm submission samples</li></ul>
April 2021	<ul style="list-style-type: none"><li>Coordinate assessment process</li><li>Meet with assessment group to discuss process and norm submission samples</li></ul>
May 2021	<ul style="list-style-type: none"><li>Collect and organize submissions</li></ul>
June 2021	<ul style="list-style-type: none"><li>Convene assessment group to review and score submissions</li><li>Submit report to Undergraduate Studies for review</li></ul>
July 2021	<ul style="list-style-type: none"><li>Publish findings on gen ed assessment webpage</li></ul>
August 2021	<ul style="list-style-type: none"><li>Revise assessment plan according to findings</li></ul>
September 2021	<ul style="list-style-type: none"><li>Present findings at first UCASC meeting</li><li>Present 2021-22 assessment plan for approval by CWAC and UCASC</li></ul>