

BCC General Education Goals and Assessment

BCC consistently seeks to apprise whether students are reaping the highest benefits of BCC's general education program. The primary mode of General Education assessment is currently addressed through the assessment of Pathways courses. BCC engages in additional avenues to determine if students are mastering our general education expectations. These include the Writing Intensive Requirement, critical thinking assessment across disciplines in the First Year Seminar and Learning Communities, and the Collegiate Learning Assessment (CLA) test of Critical Thinking and Written Communication.).

Pathways General Education learning objectives are regularly assessed through course-level assessments performed on "high-enrollment" courses residing with the different areas of the Common Core. The table below shows high enrollment Pathways courses with their recent schedule of assessments completed. Assessment reports are maintained in the Watermark system by the Assessment Council representatives from each of the academic departments.

BCC's Pathways Curriculum		Assessment Reports			
Required Core Area	High Enrollment* Courses	Spring 2016	Fall 2016	Spring 2017	Fall 2017
A: English Composition	ENG 110			X	X
	ENG 111	X	X	X	X
B: Mathematical and Quantitative Reasoning	MTH 23			X	
C: Life and Physical Sciences (science SLOs currently being aligned with Pathways SLOs)	BIO 23	X	X	X	X
	ENV 11	X	X	X	X
Flexible Core Area	High Enrollment Courses	Spring 2016	Fall 2016	Spring 2017	Fall 2017
A: World Culture & Global Issues	SOC 11		X	X	X
	HIS 10	X	X	X	X
B: US Experience in Its Diversity	POL 11				X
	HIS 20	X	X	X	X
C: Creative Expression	ART 11	X	X	X	X
	ART 12	X	X	X	X
D: Individual and Society	COMM 11	X	X	X	X
	PSY 11	X		X	X
E: Scientific World	BIO 24	X	X		X
	BIO 12	X	X	X	X

The Collegiate Learning Assessment to Assess General Education

The Collegiate Learning Assessment ([CLA](#)) is a general education test that measures: analysis and problem solving; scientific and quantitative reasoning; critical reading and evaluation; critiquing an argument; and writing mechanics and effectiveness. CUNY supported the administration of the CLA to interested CUNY schools in 2012-13, 2013-14, and 2015-16. For the 2012-13 administration, several CUNY schools participated in the administration of the CLA to entering freshmen and exiting

sophomores. At that time, BCC first semester students had the lowest scores, but showed the greatest gain (“value-added”) between freshmen and sophomores. In response to the low scores, the decision was made to focus on critical thinking skills in the First Year Seminar, which is taught by faculty across all disciplines. Subsequently, BCC engaged the Council for Aid the Education (CAE), which is the firm that administers the CLA, to provide a workshop on developing critical thinking performance tasks and assessments as part of the professional development for FYS. One of the goals of FYS is to serve as a catalyst for improving pedagogy and student learning across the curriculum by engaging faculty from all disciplines in the professional development and interdisciplinary collaboration the program provides. Although CUNY stopped financing the administration of the CLA, BCC has continued using the test. The SP 18 findings demonstrated about one-third of the upper sophomores scored “proficient” and 40% scored “below basic”. The average GPAs were highest among the “proficient” students (3.4), but were considerably high (3.05) for those scoring “below basic”. (See [BCC Student Performance on the CLA](#)). These results highlight a major challenge for BCC to: develop more systematic and organized approaches to further develop and assess both basic and higher order thinking skills across the curriculum.