

**Five-Year Assessment Plan for York College General Education  
Fall 2018-Spring 2023  
(Draft)**

**Introduction**

The goal of York College's General Education curriculum is to enable students to acquire knowledge that will deepen their understanding of the complex world in which they live; productively engage in the political process; and develop their skills of communication, critical analysis and problem-solving. Through the Pathways model, students have the opportunity to select courses from a broad array of disciplines in the liberal arts and sciences. General Education courses are designed to enhance students' academic background, promote understanding of the historical context of current issues, foster creative expression, develop students' self-knowledge and capacity for reasoning, emphasize the importance of obtaining and analyzing information from multiple sources, and enhance student appreciation of the diversity of world societies and cultures. The following mission statement aims to achieve these goals and aligns directly with the expectations and learning outcomes established by Pathways.

**Mission Statement**

An individual who has received a sound general education is characterized by intellectual curiosity and an awareness of the social significance of education in a diverse world. General education thus fosters personal growth, as well as providing a strong academic base that will lead to the successful completion of a baccalaureate degree. General Education Requirements at York College have been designed to introduce students to the content and methodology of diverse academic disciplines and to appreciate their interrelationship.

This serves not only to expand students' knowledge but to help them formulate goals regarding future careers and graduate study, and provide a foundation for a well-lived life. General Education Requirements provide a foundation for a life of learning and professional success by enabling students to:

- Develop skills of critical analysis and problem-solving.
- Construct an effective argument based on evidence and reasoning.
- Generate, synthesize and clearly express ideas through writing and speaking.
- Develop research skills, using both traditional and electronic media.
- Acquire quantitative literacy and essential mathematical skills.
- Develop skills of visual literacy in order to analyze and interpret information presented in diverse forms.
- Gain knowledge of diverse world societies, cultures and languages.

- Understand the economic, political and social structure of contemporary society and the background of ideas and events that contributed to its formation.
- Appreciate diverse forms of creative expression in literature and the fine and performing arts.
- Develop opportunities for self-expression through writing, speaking and artistic activity.
- Understand the workings of the human mind and body and learn activities that promote health and well-being.
- Gain scientific knowledge of the physical environment and the ecological impact of human behavior.

In 2007, York began a process involving more than 80 faculty, administrators and staff across the disciplines to develop a general education framework to replace the college's existing distributive learning model of general education. The year 2008 was designated the "Year of Gen Ed at York College;" this initiative ignited support throughout the college. The proposed new general education curriculum included over a dozen new courses, required fewer credits, encouraged students to cross disciplinary boundaries, included a capstone course requirement, and identified critical student learning competencies for each course. The mission above resulted from these efforts.

As our new general education proposal began review by college governance, in 2012, CUNY introduced Pathways. The faculty quickly embraced this university-wide Gen Ed framework, undertaking a mapping to align our model with Pathways aiming to meet the challenge of maintaining the integrity of York's Gen Ed mission while simultaneously ensuring that its institutional learning outcomes as specified in the new Strategic Plan were being met. Indeed, support for the Gen Ed had been our *primary goal* in the Strategic Plan initially, including an objective to repurpose in part the Center for Excellence in Teaching and Learning to that end. Again, committees were established including a college-wide Pathways Committee that included all department chairs, the chair of the College Curriculum Committee, and other key advisory faculty. This process engaged the college community to create a model for York. The Gen Ed plan that resulted from this effort moved through college governance (Curriculum Committee, Faculty Caucus, College Senate) and was put into effect in Fall 2013. Numerous York faculty served on the university level committees reviewing hundreds of Pathways course proposals from all campuses.

Along with the Pathways Required Core and Flexible Core, our implementation of the College Option followed directly from our College Values, reflecting our recognition and embrace of diversity, our dedication to wellness, and the centrality of student intellectual expression through writing. Our long history of a General

Education stressing writing, language, and health made the College Option all but obvious when we adopted Pathways.

**Capacity-building milestones**

<b>Activity</b>	<b>Expected date of completion</b>
Develop and implement GEA website	2018 Fall
Draft York GE mission illustrating our distinct local implementation of Pathways, and disseminate to the college at large for input	2018 Fall
Summarize the activities, results, and plans for the Monitoring Report	2018 Dec
Develop a five-year GEA Plan	2018 Fall
Organize a retreat for all of the assessment participants from Year 1 to share their experiences and update Year 2 of the GEA Plan, as well as Years 3-5 and the mission, as needed.	2019 May
Assess our GEA from the last three years	2021 Fall
Develop student learning outcomes for College Option	2022 Spring
Draft a new Five-year GEA Plan for Fall 2023-Spring 2028, and distribute for college-wide input	2022 Fall
Complete and publish Five-Year Plan on GEA 2023-2028	2023 May

**Annual Cycle of General Education Assessment**

<b>Month</b>	<b>Activity</b>	<b>Responsible party</b>
Sep	Choose domain to assess this term Choose SLOs	GEAC
Sep	Work with dept(s). from previous term’s assessment to help set SLO improvement goals	GEAC and department(s) offering the course(s)
Oct	Decide on measure(s) and gather evidence	GEAC and department(s) offering the course(s)
Oct	Coordinate with the Office of Institutional Effectiveness to support workshops towards improvement of Gen Ed SLOs	GEAC and Off. of Inst. Effectiveness

Nov	Develop rubric(s) and hold norming session	GEAC
Dec	Perform assessment and compile results to report out	GEAC
Feb	Choose domain to assess this term Choose SLOs	GEAC
Feb	Work with dept(s). from previous term's assessment to help set SLO improvement goals	GEAC and department(s) offering the course(s)
Mar	Decide on measure(s) and gather evidence	GEAC and department(s) offering the course(s)
Apr	Develop rubric(s) and hold norming session	GEAC
May	Perform assessment and compile results to report out	GEAC
May	Draft annual GEA reports for Strategic Planning, Inst. Effectiveness, and Depts.	GEAC chair

### Schedule of Assessing GE SLOs

Year Term	Domain: SLOs
2018 Fall	<p>Life &amp; Physical Sciences:</p> <ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a life or physical science</li> <li>● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis and data presentation</li> <li>● Gather, analyze, and interpret data and present it in an effective written laboratory fieldwork report</li> </ul>
2019 Spring	<p>English Composition:</p> <ul style="list-style-type: none"> <li>● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence</li> <li>● Write clearly and coherently in varied, academic formats using standard English and appropriate technology to critique and improve one's own and other's texts</li> <li>● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media</li> </ul>

2019 Fall	<p>Mathematical and Quantitative Reasoning:</p> <ul style="list-style-type: none"> <li>● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables</li> <li>● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems</li> <li>● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form</li> </ul>
2020 Spring	<p>Assess Flexible Core SLOs over the following years:</p> <ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view</li> <li>● Evaluate evidence and arguments critically or analytically</li> <li>● Produce well-reasoned written arguments using evidence to support conclusions</li> </ul> <p>Flexible Core domain: World Cultures and Global Issues</p>
2020 Fall	Flexible Core domain: U.S. Experience in its Diversity
2021 Spring	Flexible Core domain: Creative Expression
2021 Fall	Flexible Core domain: Individual and Society
2022 Spring	Flexible Core domain: Scientific World
2022 Fall	College Option: Health and Writing
2023 Spring	College Option: World Languages