

# Annual Assessment Report for 2023-2024 Academic Year

Prepared by the  
Office of Assessment and Educational Effectiveness

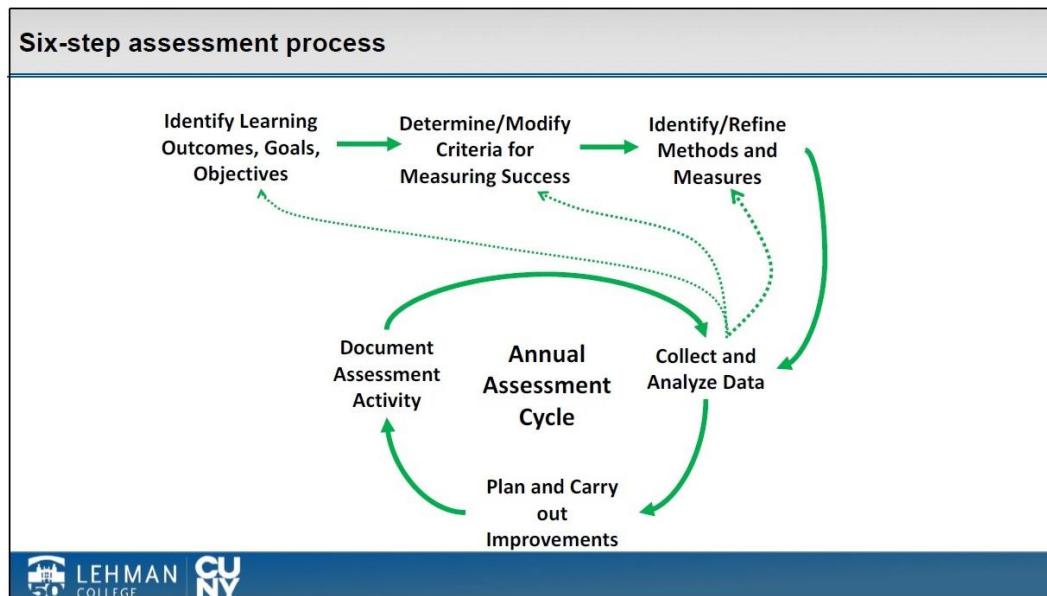
## Summary

Assessment across academic programs and Academic and Educational Support (AES) units is organized and systematic. Annual assessment has been migrated to Watermark's *Planning and Self-Study* assessment management system (AMS).

The annual assessment report has been revised to reflect the migration of annual assessment to the AMS. It has been broadened to incorporate academic program review, which documents a wide range of assessment activities and their impacts that might otherwise not be captured in this report.

## Six-Step Assessment Process

Lehman College utilizes a uniform 6-step assessment process (illustrated below) for both General Education, Academic, and (AES) units to better organize its institutional assessment and improvement initiatives. The process is outlined in the [Institutional Effectiveness Plan](#) (IEP) that details the College's assessment activities, processes, and responsibilities.



The six steps utilized in academic and AES assessment are:

- Step 1:* Develop student learning outcomes or performance outcomes that align with Lehman College's mission, its institutional learning goals, and, where applicable, accreditation requirements;
- Step 2:* Determine or modify criteria for measuring success;
- Step 3:* Develop and implement methods of assessment involving direct and indirect measures;
- Step 4:* Collect and analyze data;
- Step 5:* Plan and carry out improvement initiatives, and;
- Step 6:* Document assessment and improvement activities.

Steps 4-6 Lay out the annual assessment cycle that is part of the multi-year six-step process.

## Academic Assessment

Across academic programs, assessment efforts during the 2023–2024 academic year reflect a strong institutional commitment to student learning, faculty engagement, and data-informed curriculum development. The evaluations reveal both achievements and areas for continuous improvement, underscoring the institution’s mission to foster analytical thinking, ethical responsibility, and practical knowledge.

## Overall Trends and Highlights

The majority of programs successfully met their assessment targets. Anthropology, Earth Science, History, and Art History programs reported strong student performance and alignment with intended outcomes. Notably, Earth Science students achieved an average of 97.8% on geologic time assessments, while Art History’s emphasis on nontraditional writing yielded high levels of engagement and skill development.

The Economics program offers a robust example of success across multiple competencies, all of which are part of Lehman College’s General Education Institutional Learning Outcomes (ILOs). As shown in Table 1, students in ECO 306 (Money and Banking) and ECO 324 (International Economics) demonstrated high proficiency in communication, global awareness, and critical thinking. ECO 166 students showed strong technical knowledge through Excel and the St. Louis Federal Reserve’s FRED database assignments.

**Table 1: Student Performance in Economics:**

Course	Communication	Tech Proficiency	Critical Thinking	Global Awareness
ECO 166	N.A.	85%	86%	N.A.
ECO 167	N.A.	N.A.	82%	N.A.
ECO 306	90%	N.A.	89%	86%
ECO 324	84%	N.A.	86%	89%

However, some gaps persist. Table 2 summarizes key issues, such as inconsistent syllabus components in the Art program and unmeasured oral communication in Accounting. In English, 78% of students met expectations for theory-based textual analysis, prompting plans for targeted faculty workshops.

**Table 2: Gaps Analysis:**

Program	Outcomes Met	Gaps Identified
Anthropology	Yes	Need for more data
Accounting	Most Met	Need oral assessments
Art	No	Adjunct syllabi gaps
Art History	Yes	Varying grammar/writing standards
Economics	Mostly Met	ECO 324 oral skills gap
English	No	Low theory analysis
Geography	Mostly Met	Assessment variation

### **Continuous Improvement and Actions Taken**

Programs are actively addressing challenges. The Accounting department is revising its curriculum map and convening faculty to strengthen assessment alignment, while English is initiating workshops on teaching theory. The Art program plans to standardize syllabi across adjunct instructors. Future assessments will benefit from clearer artifact expectations and enhanced faculty support.

### **Assessment as an Ongoing System for Continuous Improvement**

Assessment is not a one-time event but a continuous, iterative process embedded into the fabric of academic life. Faculty and administrators across departments have implemented structured assessment protocols that use direct and indirect evidence of learning—from embedded exam questions and research papers to course evaluations and participation metrics. This organized methodology enables each program to ask meaningful questions: Are students achieving our learning goals? What gaps exist in instruction or design? How can we refine the curriculum to improve outcomes?

Programs such as Economics and Accounting demonstrate this continuous loop of assessment, action, and reflection. Faculty met regularly to refine assessment instruments and course mapping, and results were used to identify strengths (e.g., high student success in data analysis and technical economics knowledge) and address gaps (e.g., oral communication and theory instruction). These discussions catalyzed specific actions like the introduction of video-based assignments and collaborative workshops.

### **Linking Assessment to Student Success and Curricular Change**

Assessment data has driven tangible curricular changes aimed at improving student learning. For instance:

- In Accounting, courses will now integrate communication-focused assignments tailored for both online and in-person delivery. Faculty will be supported through targeted development meetings.

- In English, inconsistent student performance in theoretical analysis led to the creation of a departmental workshop on teaching literary theory, coupled with a requirement to submit assignment prompts alongside student work.
- Art History continues to emphasize alternative writing forms that proved effective in fostering student engagement and self-expression, illustrating a commitment to inclusive pedagogies.

These actions demonstrate how assessment moves beyond measurement—fueling innovation, empowering faculty, and enhancing the student learning experience.

## **Supporting Accreditation and Program Review**

Assessment also plays a critical role in institutional accreditation and program review. The documented assessment results from this cycle contribute directly to ongoing Middle States accreditation reporting, as well as internal program review processes that ensure academic offerings remain relevant, rigorous, and mission-driven.

Departments now regularly use assessment findings to prepare self-study documents, support faculty hiring and resource allocation decisions, and align program outcomes with broader institutional goals. This integration makes assessment a cornerstone of institutional effectiveness.

## **Looking Forward**

The next cycle will emphasize:

- Incorporating oral and visual assessments (e.g., video presentations in Economics).
- Gathering more disaggregated data by modality (online vs. in-person).
- Using standardized rubrics and artifact submission protocols to improve comparability.

These initiatives reflect a commitment to a culture of evidence-based improvement and inclusivity in educational practice.

## **General Education Assessment**

Lehman College assessed General Education consistent with its multi-year General Education assessment plan. The 2023-2024 academic year assessment provided information on:

- Critical thinking
- Multicultural and global awareness

As part of the College's assessment of assessment activities, the 2023-2024 General Education assessment was based on indirect (student survey information). The information from that assessment is below.

The findings present an analysis of student perceptions of General Education, focusing on their engagement in discussions, group projects, critical thinking, leadership roles, and multicultural, global, and ethical awareness. The findings are based on student survey responses. 275 students responded to the survey.

The analysis of General Education coursework at Lehman College highlights significant engagement in critical thinking, collaboration, and multicultural awareness among students. In the domain of critical thinking, a substantial majority of students frequently engage in analytical activities. For example, 74% of students (Often + Very Often) consider multiple positions and alternative solutions when analyzing problems, while 82% regularly identify reliable information sources online or in libraries. Similarly, 76% of students actively evaluate and summarize different perspectives, demonstrating strong research and analytical skills.

In terms of collaboration and communication, the data reflects notable participation in group work and discussions. Around 65% of students frequently engage in oral discussions to support arguments, and 59% actively participate in group projects that emphasize perspective sharing and task allocation. Furthermore, 59% of students frequently assume leadership roles during collaborative tasks, highlighting their active involvement in teamwork and communication-based activities.

Finally, multicultural and global awareness also stands out as a key strength of the General Education program. Over 71% of students frequently learn about individuals from diverse cultural, racial, and religious backgrounds, and 64% engage with global perspectives such as political systems and histories. These figures underline the effectiveness of the curriculum in promoting inclusivity, critical thinking, and global awareness, preparing students to thrive in diverse professional and social environments.

#### **Critical Thinking Insights:**

<b>Activity</b>	<b>Very Rarely (%)</b>	<b>Rarely (%)</b>	<b>Sometimes (%)</b>	<b>Often (%)</b>	<b>Very Often (%)</b>
Analyzing problems	2	3	19	29	45
Evidence-based reasoning	3	4	14	27	51
Research proficiency	3	2	12	29	54
Summarizing	2	4	16	30	46

#### **Collaboration and Communication Insights:**

<b>Activity</b>	<b>Very Rarely (%)</b>	<b>Rarely (%)</b>	<b>Sometimes (%)</b>	<b>Often (%)</b>	<b>Very Often (%)</b>
Analyzing problems	6	9	17	28	36
Evidence-based reasoning	4	7	20	28	35
Research proficiency	6	9	21	25	33
Summarizing	5	8	21	26	33

**Multicultural and Global Awareness Insights:**

Activity	Very Rarely (%)	Rarely (%)	Sometimes (%)	Often (%)	Very Often (%)
Analyzing problems	4	3	19	29	42
Evidence-based reasoning	6	4	21	26	40
Research proficiency	6	7	21	24	40
Summarizing	6	7	19	25	39

Lehman College will return to direct assessment during Academic Year 2024-2025.

**AES Assessment**

Assessment processes are at the heart of driving institutional improvement, shaping the way services and programs evolve to meet the needs of students and staff. The 2023-2024 assessment reports across various departments at Lehman College—Career Development, Campus Life, Child Care Services, and more—showcase the institution's commitment to refining and enhancing student experience through rigorous evaluation and actionable outcomes.

The outcomes assessed in the reports span a wide spectrum of services, each designed to improve the student experience, promote success, and foster an inclusive learning environment.

**Overview:**

Department	Key Outcomes	Key Findings	Interpretation
Basic Needs Center	Awareness and utilization of basic needs services	Over 4,600 students supported; high engagement through outreach events and service use	Established strong foundational impact in its inaugural year, suggesting growing demand and awareness
Campus Activities	Implementation of new parking system; employee direct deposit; ADP time tracking	None of the key targets were met; transition and rollout still in progress	Delays indicate need for continued support and prioritization of IT integration and communication
Campus Life	Student leadership development, increased engagement and club registration	Leadership and sense of belonging targets met; club numbers increased; traffic at Student Life Building down	Overall positive trends in student development; logistical adjustments may improve facility usage
Campus Planning & Facilities	Support for capital projects,	Planning and maintenance goals	Operational maintenance strong;

	infrastructure planning, and maintenance efficiency	met; project completions lagging behind schedule	construction projects face delays needing reevaluation of timelines
Career Exploration & Development Center	Increase student engagement in employer and career development initiatives	Career programming goal met; employer initiative goal not met due to engagement mode mismatch	Remote options better align with student preferences; targeted in-person strategies are needed
Child Care Center	Boost awareness and engagement; maintain accreditations	Parent participation exceeded goals; accreditation and quality ratings maintained	Strong performance; future efforts should focus on data collection and strategic outreach
Counseling Center	Increase mental health awareness	26 awareness events held, exceeding target	Exceptional performance in outreach; sustained programming can deepen impact
CUNY EDGE	Students' communication of childcare/carfare needs via HRA 154 form	68.8% completed the form, surpassing the 60% target	Effective support structure; continued tracking can inform holistic service delivery
Financial Aid	Increase aid disbursement to students with outstanding balances	Over \$2.8M disbursed; 72% of assisted students enrolled next semester	Clear connection between outreach and student enrollment outcomes
H. H. Lehman College Engagement	Reconcile temporarily restricted funds	Reconciliation not completed due to insufficient documentation in legacy system	Improved record-keeping and financial oversight is needed for future reconciliation efforts
Human Resources	UI notifications and multi-year appointment eligibility	Adjuncts were properly notified; eligibility tracking reports are in place	Strong compliance practices with UI law and adjunct support protocols
Library	User experience evaluation and facility improvement	Study space and outlets highly valued; additional outlet needs identified	Users appreciate resources; infrastructure improvements can enhance experience
New Student Orientation	Commuter assistant mentorship and orientation satisfaction	High satisfaction reported, but low evaluation response rate	Program well-received, but data collection needs

			incentives for full feedback
Office of Assessment & Educational Effectiveness	Workshops, resources, and annual reporting	Workshops held and website updated; annual report pending	Professional development successful, but report timing and data system issues persist
Registrar	Reduce graduation cancellations via new advising model	Spring cancellations dropped by 5.63%, Summer by 25.31%	Graduation Specialist Unit positively impacted completion rates through early outreach
Urban Male Leadership Program	Mentorship participation and soft skills development	Target exceeded; 62% of students identified 3 core soft skills	Program success attributed to strong collaboration and engagement strategies
Veterans/Military Services	VA experiential learning and sensitivity training	100% of VA interns gained applicable skills; sensitivity training increased understanding	High program value; further expansion and awareness initiatives recommended
Wellness Education	Healthy relationship bystander education	100% understood empowered bystander concept; 83% felt more confident	Workshop is impactful; further tracking of real-world application encouraged

Three areas are profiled in this report. The Career Exploration & Development Center (CEDC), the primary focus was on increasing student engagement in employer-led initiatives and career development programming. The objective was to enhance students' readiness for the job market by increasing their participation in employer events and career development programs. This engagement is vital for students to connect with employers, learn about career opportunities, and become more competitive in the job market. The goal was a 2% increase in student participation compared to the previous year. However, a decline in student visits, particularly a 10% drop in unique student engagement, was observed, raising questions about how different events are offered, with more in-person engagements leading to lower student participation.

In contrast, the Child Care Center demonstrated significant success in engaging student parents. While a formal survey on how new families discovered the center was not conducted, an increase in participation was noted. The center has made strides in offering valuable programming that has deeply resonated with students. Despite missing the opportunity to assess the effectiveness of marketing strategies, the increase in participation highlighted the importance of these services to student parents, showcasing a vital support system that aligns with the mission of fostering student success.



The Campus Life Division, tasked with developing leadership skills through extracurricular involvement, assessed outcomes related to student leaders and their growth. The focus was on enhancing practical leadership skills such as event planning, communication, and team building. Over 70% of students reported improved skills in these areas. However, limited student engagement in fundraising activities was attributed to new procedural constraints. In response, new strategies are being considered to encourage student engagement in these areas, ensuring that the skills learned are comprehensive and meaningful for future career paths.

### **Assessment Methods and Tools**

Each department utilized a mix of surveys, direct measurements, and indirect assessments to gather data on student engagement and program effectiveness. Surveys were particularly effective in assessing student satisfaction, learning outcomes, and engagement levels across various departments. These included indirect surveys for career services, student life, and child care, each collecting student feedback to determine the effectiveness of initiatives.

For example, the Career Development Center used indirect tracking of student participation in employer-led events, gathering both quantitative data (e.g., the number of visits) and qualitative feedback to assess student satisfaction. Similarly, the Campus Life Department used self-assessment surveys from student leaders to measure the development of leadership skills, ensuring that these experiences were meaningful and aligned with academic and professional goals.

In the Child Care Center, a blend of event attendance tracking and qualitative observations helped assess the effectiveness of parenting workshops. While the center did not conduct formal surveys, the increase in event participation served as indirect evidence of the program's success. This method showcased how effective engagement could be evaluated even without the perfect tool, illustrating the value of alternative data points.

### **Actions Taken and Planned**

In response to the findings, several actions have been initiated to drive continuous improvement. For instance:

The CEDC is focusing on targeted marketing and streamlined employer relations processes to ensure that employer events are both engaging and accessible to students. By partnering with internal and external stakeholders, they aim to increase participation by offering hybrid events, making it easier for students to access career development opportunities.

Campus Life will continue to focus on leadership training and will offer more mentorship for student leaders to build on the gains made in leadership development. To address the fundraising gap, new strategies will be developed to enhance students' fundraising skills in a way that aligns with campus policies.

The Child Care Center has recognized the importance of targeted surveys and will soon implement a formal survey to assess how new families discover the center. This will enable a more data-driven approach to refining marketing strategies and will help the center better meet the needs of incoming families.

## **Evidence of Impact from Previous Actions (Closing the Loop)**

Previous actions have had a demonstrable impact, particularly in leadership development and student engagement. The increase in student participation in workshops and events, especially within the Child Care Center and Campus Life, shows that investments in creating accessible, engaging programs are paying off. Furthermore, the Career Development Center's increased employer connections, despite the drop in student participation, shows that the groundwork laid through employer relations is starting to bear fruit, even if the model needs to evolve.

## **Communication of Results and Involvement of Stakeholders**

Results were communicated transparently to stakeholders through detailed reports and discussions. Each department, including the Career Development Center and Campus Life, shared their assessment findings with faculty, staff, and the broader college community. This open dialogue ensured that everyone involved understood both the successes and the areas for improvement. The transparency in communication was a key driver for continuous improvement, as it allowed departments to adjust strategies based on feedback and assessment results.

## **Professional Development**

During the academic year, the Assessment Committee and Office of Assessment and Educational Effectiveness engaged in outreach to departmental assessment liaisons/coordinators to gain insight into their assessment-related needs and to develop professional development activities. Further insight was collected from the assessment of assessment survey that was conducted during Spring 2024.

The Assessment Committee identifies and addresses professional development assessment opportunities, and distributes information on best practices; advises on development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services; and, periodically reports assessment outcomes and changes to the Provost and Lehman College Senate.

Lehman College had no Faculty Assessment Fellow during the 2023-2024 academic year, as the Fellow moved to another institution. A new Faculty Assessment Fellow will be appointed for the 2024-2025 academic year.

During 2023-2024 academic year, Lehman College's Office of Assessment and Educational Effectiveness (OAEE) held 5 workshops for faculty and staff:

- Start of the Semester Welcome
- A Watermark *Planning & Self-Study* Workshop and Walkthrough
- A Brief Overview of Lehman College's 6-Step Assessment Process
- Disaggregated Data
- Accreditation Findings: A Snapshot

All workshop information, including presentation slides are posted on Lehman College's [Institutional Effectiveness website](#). In addition to the workshops, the Office provided numerous individual consultations with schools, departments, and AES units.

## Recommendations from the Office of Assessment and Educational Effectiveness

Based on the above assessment activity, the Office of Assessment and Educational Effectiveness (OAEE) recommends the following:

Assessment Issue	Recommendation
Continue to enhance documentation of assessment activity, expand reporting and sharing of assessment activities to promote institutional, program, and unit improvement.	<ul style="list-style-type: none"> <li>• Complete implementation of the Watermark <i>Planning &amp; Self-Study</i> Assessment Management System.</li> <li>• Continue developing an “Assessment Artifacts” or “Showcase” section on the Assessment Section of the Institutional Effectiveness website.</li> </ul>
Enhance General Education assessment	<ul style="list-style-type: none"> <li>• Continue to provide prescriptive guidance concerning assessment areas, along with Association of American Colleges &amp; Universities (AAC&amp;U) rubrics.</li> <li>• Continue to conduct assessment “check ins” to addressing issues and facilitate a higher participation rate.</li> </ul>
Conduct an assessment of assessment policies and practices.	<ul style="list-style-type: none"> <li>• Survey administrative and support personnel on the College’s assessment policies, practices, needs, and opportunities.</li> <li>• Develop a report with actionable recommendations based on the findings of this assessment.</li> <li>• Share findings with the Senate Assessment Committee</li> </ul>

## Summary

Lehman College is maintaining assessment and focusing on identifying opportunities for improvement. The College has dramatically expanded its use of the AMS. The coming year will see all assessment activity recorded in the AMS. Lehman College expects that the universal use of the AMS will enhance its overall capacity for continuous improvement and advance its mission and strategic goals