

Assessment of Assessment Survey: Staff Highlights



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Spring 2025

Staff Survey

Select Faculty Data

- Full time: 58 (85.3%)
- Part time: 10 (14.7%)



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Staff Survey

Division:

- Academic Affairs and Educational Effectiveness: 9%
- Administration and Finance: 17%
- Enrollment Management: 25%
- Student Affairs: 7%
- Other: 42% (Institutional advancement or did not identify division)



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Staff Experience with Assessment

Participated in assessment at Lehman College during the past six years:

- Yes: 38%
- No: 38%

• **Not Sure: 24%**



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Staff Experience with Assessment

Types of Assessment Work/Use of Assessment Findings:

- Assessment of a goal or evidence: 85%
- Discussion of evidence or assessment results: 77%
- Planning and/or making changes based on evidence or assessment results: 62%



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Staff Experience with Assessment

Goal Alignment/Use of Assessment Findings:

- Goals are linked to Lehman College's mission and strategic goals: 92%
- Planning and improvement are clearly documented: 79%
- Evidence or past results are used to inform planning and improvement: 73%



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Policies and Practices



Key Findings:

- Strong awareness of how assessment works in their specific programs or units (68% agreed or strongly agreed)
- There is overall awareness of how college-level assessment works (59%), but almost one-quarter (23%) of respondents felt that they lacked awareness
- A plurality (44%) agreed or strongly agreed that the practice of assessment is clear and easy to understand but 42% neither agreed nor disagreed
- A plurality (47%) felt that Lehman College has established clear, shared definitions of major assessment terminology.



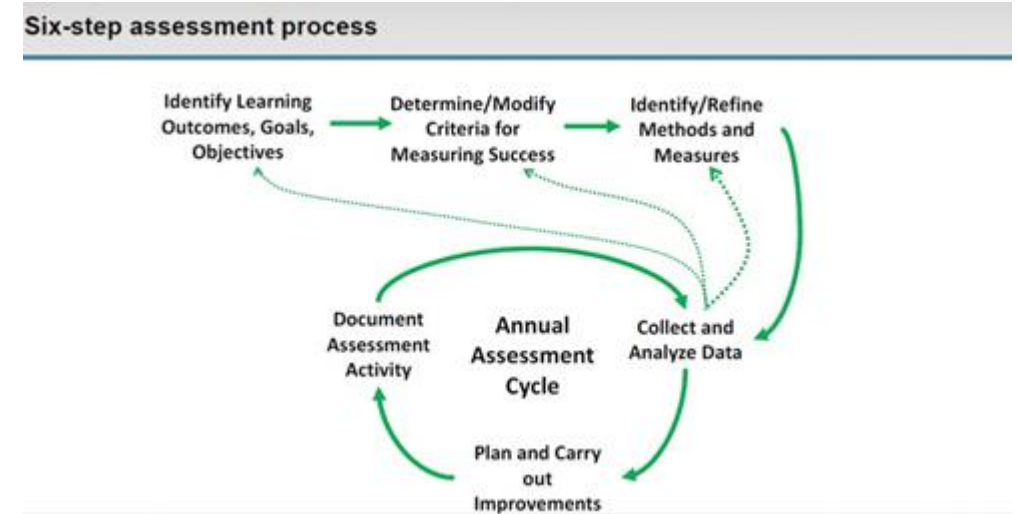
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Six Step Assessment Process

Key Insights:

- 85% of respondents agreed or strongly agreed that the process is clear and easy to understand
- 86% of respondents agreed or strongly agreed that the process is effective in collecting information about the student learning experience
- 81% of respondents agreed or strongly agreed that the process is useful for informing improvements to the curriculum or student experience



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Need for Policy/Practice Changes



Key Insights:

- 55% agreed/strongly agreed that assessment practices should change to better reflect the needs of higher education vs. 6% who disagreed or strongly disagreed
- 40% felt that the assessment practices at Lehman College adequately assess the full range of office or divisional performance, including student support services where applicable (14% disagreed/strongly disagreed)
- 69% agreed/strongly agreed that the practice of assessment can be improved to better inform planning/decision-making vs. 0% who disagreed/strongly disagreed
- 75% agreed/strongly agreed that there should be more input from a wider campus community to improve assessment vs. 6% who disagreed/strongly disagreed



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Professional Development in Assessment

Key Insights:

- Awareness of assessment workshops offered by the Office of Assessment and Educational Effectiveness: Yes: 42%; **No: 58%**
- Those who were aware of the workshops participated in assessment workshops offered by the Office of Assessment and Educational Effectiveness: Yes: 57%; No: 43%

Disaggregated Data (for Academic Units)

The workshop will discuss disaggregated data within the context of accreditation expectations:

- Be aware of the disaggregated data that guides decision making
- Understand the new accreditation expectations

Presenter: Donald Sutherland, Assessment Manager

Date: February 15, 2024 4:00 pm – 5:00 pm **Completed**

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Professional Development in Assessment

Key Insights:

- 88% of workshop participants agreed/strongly agreed that the workshops were well-organized
- 94% of workshop participants agreed/strongly agreed that the workshops are well-organized and informative
- 62% of workshop participants agreed/strongly agreed that their skills in assessment were improved
- 49% of respondents indicated that they did not participate in additional assessment workshops offered by, among others, including the Office of Online Education, WAC initiative, etc.
- 58% of respondents agreed/strongly agreed that more assessment training is needed for the campus community

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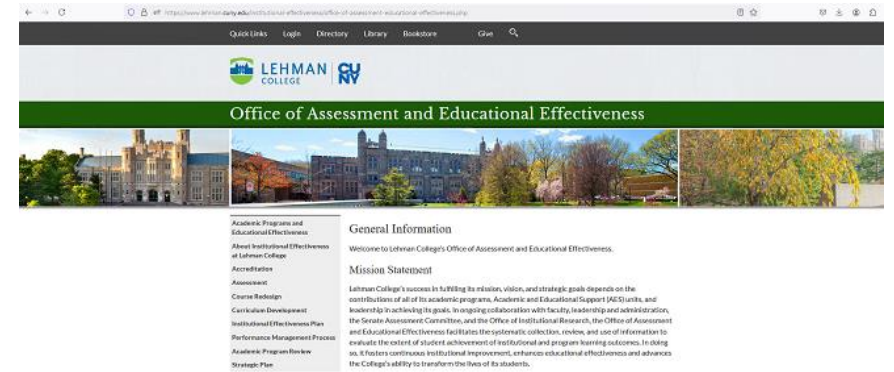
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Assessment Website

Key Insights:

- 84% of respondents had not visited the website at any time during the past three years
- For the 16% who visited the site at least once during the past three years, 55% visited it once a year; 36% visited it twice a year; and 9% visited it three or more times per year
- 45% of website visitors agreed/strongly agreed that the site provides the information and resources needed (55% neither agreed nor disagreed)
- 55% of website visitors agreed/strongly agreed that the site is a valuable resource (18% disagreed; 0% strongly disagreed)



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AI in Assessment

Key Insights:

- 52% of respondents agreed/strongly agreed that AI could free up staff time for critical tasks but 39% of staff neither agreed nor disagreed (9% disagreed/strongly disagreed)
- 78% agreed/strongly agreed that more training and support is needed for them to use AI effectively
- 55% agreed/strongly agreed that the use of AI raises ethical concerns such as bias and privacy issues
- 71% agreed/strongly agreed that there is a need for assessment policies that address AI
- 19% agreed/strongly agreed that Lehman College should refrain from using AI



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Planning & Self-Study AMS

Key Insights:

- 25% of respondents agreed/strongly agreed that *Planning & Self-Study* (PS&S) is easy to use but 44% disagreed
- 31% of respondents agreed that PS&S provides timely reports but 50% neither agreed nor disagreed
- 38% agreed that PS&S allows for adequate interpretation of the assessment results, but 38% neither agreed nor disagreed
- 25% of respondents agreed that PS&S facilitates communication between stakeholders but 38% disagreed
- 50% agreed/strongly agreed that more training on PS&S is needed while 13% disagreed



Recommendations

Potential Recommendations:

- Promote workshops through multiple channels, including the Staff email list
- Provide targeted workshops for divisions or units to better address particular needs e.g., Administration and Finance
- Undertake an assessment website review and consider the feasibility of adding a chatbot to the website
- Encourage the development of an institutional AI policy
- Repeat the assessment of assessment surveys in four years



Key Takeaways

- The existing Six-Step Assessment Process is well-regarded
- Staff want assessment practices to adapt to better fit changing Higher Education needs (periodic assessment of assessment)
- Staff desire training for AI and an AI policy
- Awareness of assessment workshops and usage of the assessment website are low



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Questions



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