

Assessment of Assessment Survey: Faculty Highlights



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Faculty Survey



Select Faculty Data

- Full time: 29 (70.7%)
- Part time: 11 (26.8%) *81.8% are adjunct lecturers*
- No Response: 1 (2.4%)



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Faculty Survey



Full time faculty

- Assistant professor: 10 (34.5%)
- Associate professor: 7 (24.1%)
- Professor: 8 (27.6%)
- Doctoral lecturer: 3 (10.3%)
- Lecturer: 1 (3.5%)



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Faculty Experience with Assessment

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

- Yes: 46.3%
- No: 29.3%
- **Not sure: 24.4%**



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Faculty Experience with Assessment

Types of Assessment Work:

- Assessment coordinator (course, program, or department)
- Created assessment reports
- Engaged in faculty observation
- Specialty accreditation assessment
- Assessed curriculum and student work



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Policies and Practices



Key Findings:

- Strong awareness of how assessment works in their specific programs or units (68.3% agreed or strongly agreed)
- There is overall awareness of how college-level assessment works (43.9%), but almost one-third (31.7%) of respondents felt that they lacked awareness
- An equal share of respondents agreed and disagreed that the practice of assessment is clear and easy to understand
- A plurality (47.2%) felt that assessment policies do not distract from essential activities vs. 22.5% who felt that they do
- Faculty saw a greater connection between assessment and curricular decisions than with their own teaching.



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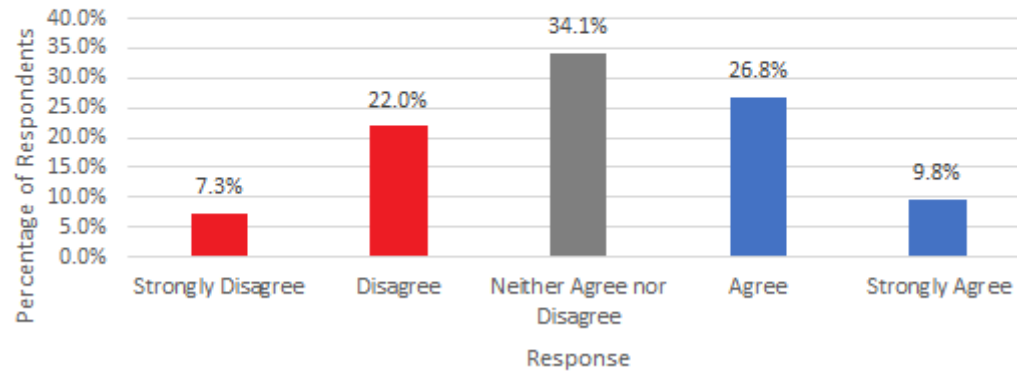
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Policies and Practices

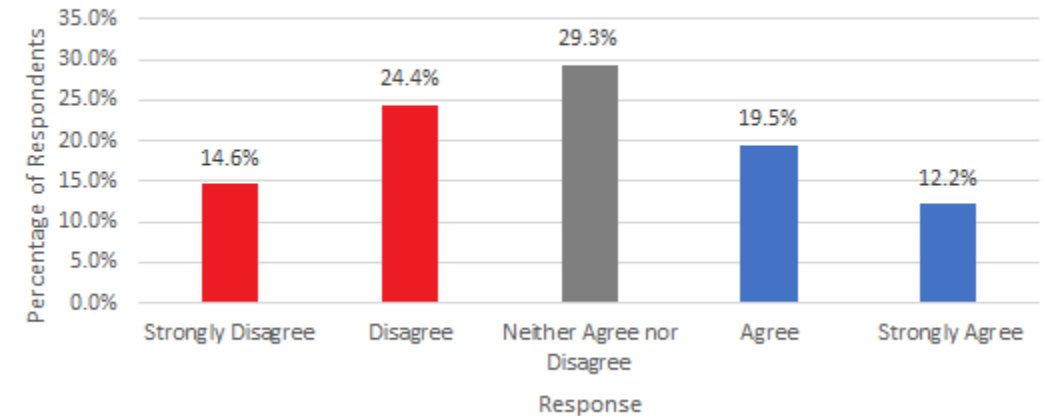


Select Findings: Use of Assessment Results

The existing assessment policy helps inform curricular decisions (including course-level changes in pedagogy) in my program.



The existing practice of assessment positively contributes to my teaching.

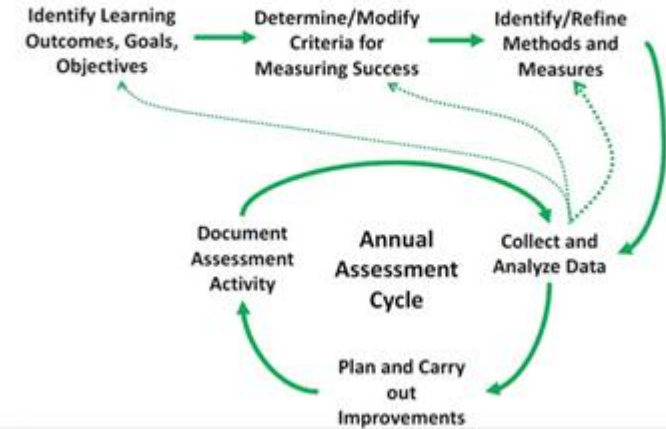


Six Step Assessment Process

Key Insights:

- 81.9% of respondents agreed or strongly agreed that the process is clear and easy to understand
- 81.9% of respondents agreed or strongly agreed that the process is effective in collecting information about the student learning experience
- 72.8% of respondents agreed or strongly agreed that the process is useful for informing improvements to the curriculum or student learning experience

Six-step assessment process



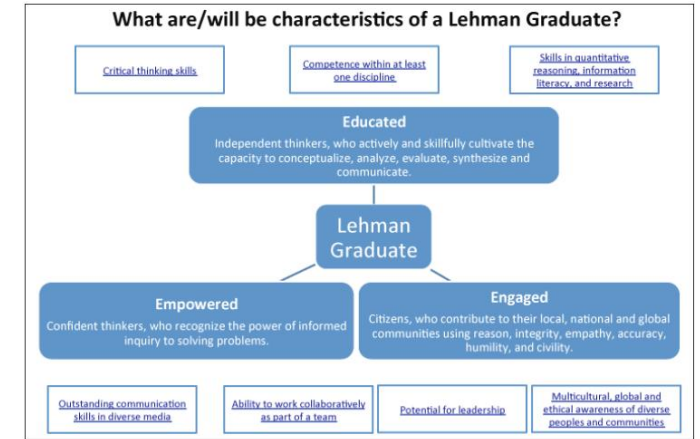
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General Education Assessment

Key Insights:

- **65.9%** of faculty indicated that they are not aware of how General Education assessment works at Lehman College
- 40.0% of respondents (all faculty) disagreed or strongly disagreed that General Education results are shared and used to improve the student learning experience vs. 17.5% who agreed or strongly agreed
- **For faculty who indicated awareness of General Education assessment, 18.1% disagreed or strongly disagreed that General Education results are used to improve the student learning experience while 54.6% agreed or strongly agreed**



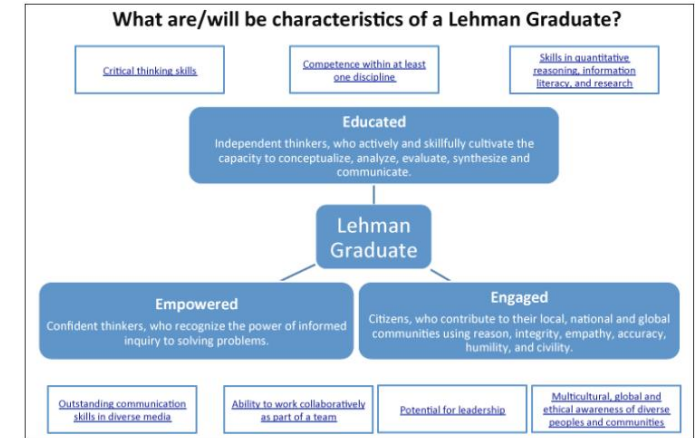
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General Education (GE) Assessment

Key Insights from Faculty who are aware of how GE assessment works:

- 63.7% agreed/strongly agreed that the results of GE assessment are used to identify important trends and areas of improvement (27.3% disagreed/strongly disagreed)
- 54.6% agreed/strongly agreed that GE assessment covers all areas of student learning (9.1% disagreed/strongly disagreed)
- 45.7% agreed/strongly agreed that GE assessment is transparent and that information is shared with stakeholders (18.2% disagreed/strongly disagreed)



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Changes to Assessment Practices and Policies



Key Insights:

- 56.4% of respondents agreed/strongly agreed that the practice of assessment can be used to better inform curricular decisions vs. 7.7% who disagreed/strongly disagreed
- 46.1% of respondents agreed/strongly agreed that there should be more input from a wider campus community to improve assessment vs. 7.7% who disagreed/strongly disagreed
- 43.6% of respondents agreed/strongly agreed that Lehman's assessment practices should change to better reflect the needs of Higher Education
- 28.2% of respondents disagreed/strongly disagreed that Lehman's assessment practices don't assess the full range of student learning while 25.6% agreed/strongly agreed that they do



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Professional Development in Assessment

Key Insights:

- Awareness of assessment workshops offered by the Office of Assessment and Educational Effectiveness: Yes: 39.0%; No: 48.8%
- Participated in assessment workshops offered by the Office of Assessment and Educational Effectiveness: Yes: 31.3%; No: 68.7%

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:

- 80.0% of workshop participants agreed/strongly agreed that the workshops are well-organized and informative
- 100.0% of workshop participants agreed/strongly agreed that their skills in assessment were improved
- 56.1% 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.
- 46.3% of respondents agreed/strongly agreed that more assessment training is needed for the campus community

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Assessment Website

Key Insights:

- 82.9% of respondents had not visited the website at any time during the past three years
- For the 17.1% who visited the site at least once during the past three years, 57.1% visited it once a year; 14.3% visited it twice a year; and 28.6% visited it three or more times per year
- 57.1% of website visitors agreed/strongly agreed that the site provides the information and resources needed (14.3% disagreed/strongly disagreed)
- 57.1% of website visitors agreed/strongly agreed that the site is a valuable resource (14.3% disagreed/strongly disagreed)



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AI in Assessment

Key Insights:

- 35.0% of respondents agreed/strongly that AI could free up faculty time for critical tasks but 47.5% of faculty neither agreed nor disagreed (17.5% disagreed/strongly disagreed)
- 78.1% agreed/strongly agreed that more training and support is needed for them to use AI effectively
- 70.8% agreed/strongly agreed that the use of AI raises ethical concerns such as bias and privacy issues
- 68.3% agreed/strongly agreed that there is a need for assessment policies that address AI
- 31.8% agreed/strongly agreed that Lehman College should refrain from using AI



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Open-Ended Suggestions



Sample of Suggestions:

- Comprehensive workshops for new faculty on *Watermark* and *Digital Measures*
- Clearly communicate assessment language and expectations to all faculty through regular updates and accessible resources
- Standardize assessment methods across classes within fields and align assessments closely with syllabi
- Establish a feedback loop for faculty on assessment outcomes and use of results to ensure that data informs curricular improvements and that faculty are aware of implementation of the improvements
- Focus on meaningful assessments rather than excessive reporting



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Key Takeaways

- The existing Six-Step Assessment Process is well-regarded
- Faculty perceive assessment as being more connected to curricular decisions than to their own teaching practices
- Faculty want confidence that assessment practices will adapt to better fit changing Higher Education needs
- Faculty desire training for AI and on *Watermark* (and *Digital Measures*)
- Faculty want greater insight into how assessment results are being used (decisions, changes, implementation)
- Awareness of assessment workshops and usage of the assessment website are low



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Potential Opportunities

- Development of a communications plan for sharing information on assessment workshops e.g., announcements at the General Faculty meeting
- Potential annual or semi-annual assessment newsletter (contributions from faculty, departments on how assessment is driving improvement, etc.)
- Collaboration with the School of Education on developing a workshop or other mechanism to better connect assessment to teaching effectiveness
- Collaboration with CTL for training on *Watermark* for faculty
- Short introduction to assessment and *Watermark* at New Faculty Orientation
- Collaboration with CTL and other stakeholders on developing a comprehensive and regular AI workshop that covers assessment, among other issues
- Review of General Education assessment practices and policies
- Annual assessment discussion at each School's executive meeting
- Annual assessment showcase or event



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Questions



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