

Assessment of Assessment Survey: Student Highlights



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Student Survey

Select Student Data

- Part time: 93 (33.6%)
- Full time: 180 (66.4%)
- No race/ethnicity/gender identification



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High Transfer Percentage

High Transfer Rate

53.1% of students transferred to Lehman College.
Indicates Lehman as a popular choice for transfer students.

Predominance of CUNY Transfers

69.8% transferred from another CUNY campus.
Suggests strong internal mobility within the CUNY system.



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Research and Analysis

Key Findings:

- Both part-time and full-time students frequently consider multiple positions in problem analysis.
- Full-time students (54.1%) are more likely than part-time students (44.2%) to use evidence or logic very often in developing and defending positions.
- Both groups show high proficiency in finding reliable sources, with full-time students slightly more confident (55.0% vs 51.8%).
- Similar percentages of both groups (around 46%) very often evaluate and summarize different perspectives from various sources.
- Both groups are equally confident (about 42%) in developing research questions or projects based on their knowledge.



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Project Planning/Writing

Key Insights:

- Full-time students are more confident in planning research or creative projects (49.4% vs 41.2% for part-time students).
- Full-time students more frequently engage in written assignments to support arguments (50.9% vs 42.4%).
- Both groups use a variety of writing styles, with full-time students slightly more frequently (38.7% vs 36.5%).
- Part-time students participate more often in oral discussions to support arguments (40.0% vs 34.3% for full-time students).
- Part-time students are more likely to ask questions to move discussions forward (37.7% vs 32.9%).



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Group Work/Diversity Awareness

Key Insights:

- Part-time students more frequently participate in group projects where they learn from others' perspectives (38.4% vs 33.7%).
- Part-time students more often allocate and plan tasks fairly in group projects (37.2% vs 31.4%).
- Both groups assume leadership roles with similar frequency (around 33-35%).
- Both part-time and full-time students show equal high engagement (about 42%) in learning about different racial, cultural, or religious backgrounds.
- Full-time students more frequently learn about individuals with different abilities (40.8% vs 36.9%).
- Both groups show similar high engagement in learning about experiences in different countries, political systems, or historical periods (around 36-39%).



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Key Self-Identified Strengths/Weaknesses

Students	Strengths	Weakensses
Full Time	Demonstrates the good use of evidence and reliable sources in arguments Consistently completes written assignments to effectively support arguments	Does not do well with asking questions to progress discussions, working in group projects Needs improvement in participating in oral discussions to strengthen arguments
Part Time	Excels in considering and understanding multiple perspectives Demonstrates good use of reliable sources (possibly due to practical work experience)	Does not do well in understanding individuals with different abilities and experiences from other countries



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Questions



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