

Annual Assessment Report for 2021-2022 Academic Year

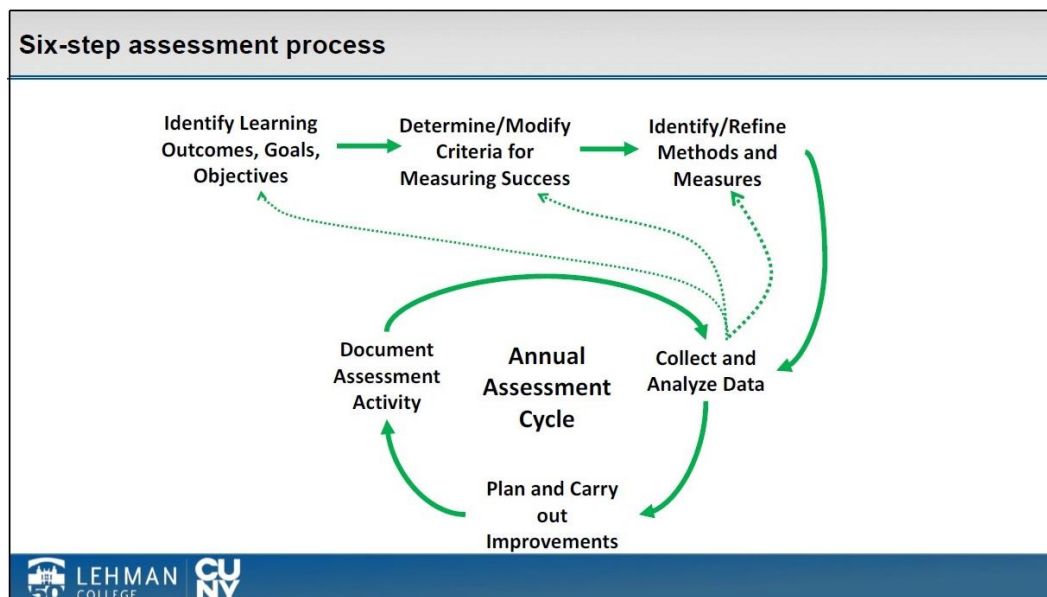
Prepared by the
Office of Assessment and Educational Effectiveness

Summary

The Annual Assessment Report updates the Lehman College community on the state of assessment for the 2021-2022 academic year. During AY 2021-2022, 139 out of 322 goals or 43% were assessed by Lehman College's academic and Administrative and Educational Support (AES) units. For academic units, 60% of assessment targets were met or achieved. AES units met 63% of their targets. Academic and AES units continued to respond to assessment findings with a range of improvement initiatives. General Education targets for communications and information literacy were met and exceeded respectively. The School of Education met and exceeded its targets, all of which were tied to its accreditation requirements. Overall, Lehman College remained engaged in assessment in all areas. Its academic and non-academic areas were using their assessment findings to inform planning and advance improvement initiatives aimed at facilitating student success and enhancing student support and operational performance.

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.

Assessment Summary:

School or Administrative	Total Units	Plans	Reports	AY 2020-2021 Reports as % of Plans	AY 2021-2022 Reports as % of Plans
AES	56	54	50	94%	93%
Academic:	29	28	28	96%	100%
A&H	9	9	9	100%	100%
HS2N	6	6	6	100%	100%
NSS	14	13	13	100%	100%
Total	85	82	78	95%	95%

Notes: The School of Education performs assessment for its School accreditation and its accredited programs. A summary of its assessment initiatives is discussed in Appendix 1.

Academic Assessment

Step 1: Learning Goals and Outcomes

Across Lehman College's five academic schools, 206 learning goals were reported. However, some departmental webpages do not list learning goals so the actual number may be higher. All student learning goals should be prominently featured on the public-facing page for each department or program. The Office of Academic Affairs is working with departmental chairs to update and list goals for each department. Of the reported learning goals, approximately 25% were assessed during the 2021-2022 academic year, which is less than the 55% of learning goals that were assessed during AY 2020-2021. The reduction of learning goals assessed is due to how departments allocate their assessment activities of a multi-year period. In both years, a sufficient percentage of goals was assessed to assure that every learning goal can be assessed at least twice during Lehman College's four-year assessment cycle.

The institutional learning outcomes (ILOs) for Lehman College are:

1. Critical thinking
2. Competence within a discipline
3. Quantitative Reasoning, Information Literacy, or Research
4. Communication Skills
5. Multicultural, Global/Ethical Awareness
6. Work as part of a team; and
7. Leadership

Learning Goals by Department or School:

Department or School	Learning Goals(s)*	Mapped to ILOs
Africana Studies	5	4,5
Art/Art History/Studio Art	11	1, 2, 4, 5
English	3	1,2,4
History	4	1, 2, 3, 4, 5
Journalism/Media Studies	Not Listed	N.A.
Languages and Literatures	14	1, 2, 4, 5
Latin American & LatinX	8	1, 2, 3, 4, 5
Music, Multimedia, Theatre, Dance	17	1, 2, 3, 4, 5
Philosophy	Not Listed	N.A.
Health Sciences	31	1, 2, 3, 4
Nursing	12	1, 2, 4, 6, 7
Social Work	12	1, 2, 3, 4, 5, 6, 7
Speech-Language-Hearing-Sciences	Not Listed	N.A.
Accounting	5	1, 2, 3, 4, 5
Anthropology	3	1, 2, 3, 4, 5, 6
Biological Sciences	2	1, 2, 3, 4, 6
Management and Business	6	1, 2, 3, 4, 5
Chemistry	3	1, 2, 3, 4, 6
Computer Science	27	1, 2, 3, 4, 6
Earth, Environmental, Geospatial Sciences	10	1, 2, 3, 4, 6
Economics	6	1, 2, 3, 4, 5
Mathematics	7	1, 2, 3, 4, 6
Physics & Astronomy	6	1, 2, 3, 4, 6
Political Science	6	1, 2, 3, 4, 5
Psychology	3	1, 2, 3, 4, 5
Sociology	5	1, 2, 3, 4, 5
Total	206	

Note: Departmental goals reflect the maximum goals for any departmental program.

The specific learning goals are detailed in Appendix 3.

Step 2: Criteria for Measuring Success

Determining criteria for measuring success is a critical assessment element. Analysis of the benchmarks that the units use to determine the level of student performance or unit effectiveness assists the units to set clear and measurable objectives.

During AY 2021-2022, 81% of assessment plans contained measurable targets. That was unchanged from AY 2020-2021, but noticeably higher than the 57% in AY 2019-2020. Assessment plans that did not articulate measurable targets were focused on developing baseline data that could lead to future measurable targets. The breakdown was as follows:

- Measurable targets: 81%
- Baseline: 19%
- No specified measurements of success: 0%

Step 3: Methods and Measures

Academic assessment initiatives predominantly (62%) relied on direct measures of student learning.. During AY 2021-2022, 75% of academic assessment plans used direct measures exclusively (78% during AY 2020-2021) and 23% utilized indirect measures, exclusively (7% during AY 2020-2021).

Direct Measures	
Tests/Exams/Quizzes, including pre- and post-tests and certification/standardizes tests	46% of direct measures
Paper/Written Assignment	46% of direct measures
Lab Reports	4% of direct measures
Performance/Presentations/Speeches	4% of direct measures
Total Percentage:	100% of direct measures

Indirect Measures	
Surveys	71% of indirect measures
Clinical Feedback	14% of indirect measures
Course Grades	14% of indirect measures
Total Percentage	100% of indirect measures

*-Note: Rounding errors may lead to totals different from 100%.

Step 4: Data Collection and Analysis

During 2021-2022 academic year, assessment plans and reports were submitted via Dropbox. Academic assessment plans were centered around departments to maximize the benefits of assessment relative to the assessment workload. Ninety-six percent (96%) of units that submitted assessment plans, completed their assessment activities and submitted assessment results.

Step 5: Improvement Activities

The overall purpose of assessment is continuous improvement. Assessment is a critical means by which Lehman College advances Goals 2, enhance faculty and staff success, by leveraging “evidence-based practices” and 3 of its Strategic Plan, sustain growth, vitality, and institutional effectiveness, in which it enhances its institutional effectiveness. The assessment reports were

examined for information related to improvement activities. Eighty-nine percent (89%) of assessment reports provided one or more initiatives for improvement. During AY 2021-2022, 79% of assessment reports provided one or more improvement initiatives. In terms of assessment linked to measurable targets, 60% met or exceeded their target. During the prior academic year, that figure was 52%. Thirty percent (30%) were within a few percentage points of their targets. During AY 2021-2022, 43% of assessment outcomes were near their targets. Overall, 10% did not meet their targets. That was an increase from the 5% registered during AY 2020-2021.

The impact of the COVID-19 pandemic that disrupted the learning process and has been reflected in a range of student success metrics, such as the fall-to-fall one-year retention rate, pass rate in English and Math gateway courses, and credit accumulation, may have contributed to the increase in unmet targets.

Improvement Examples:

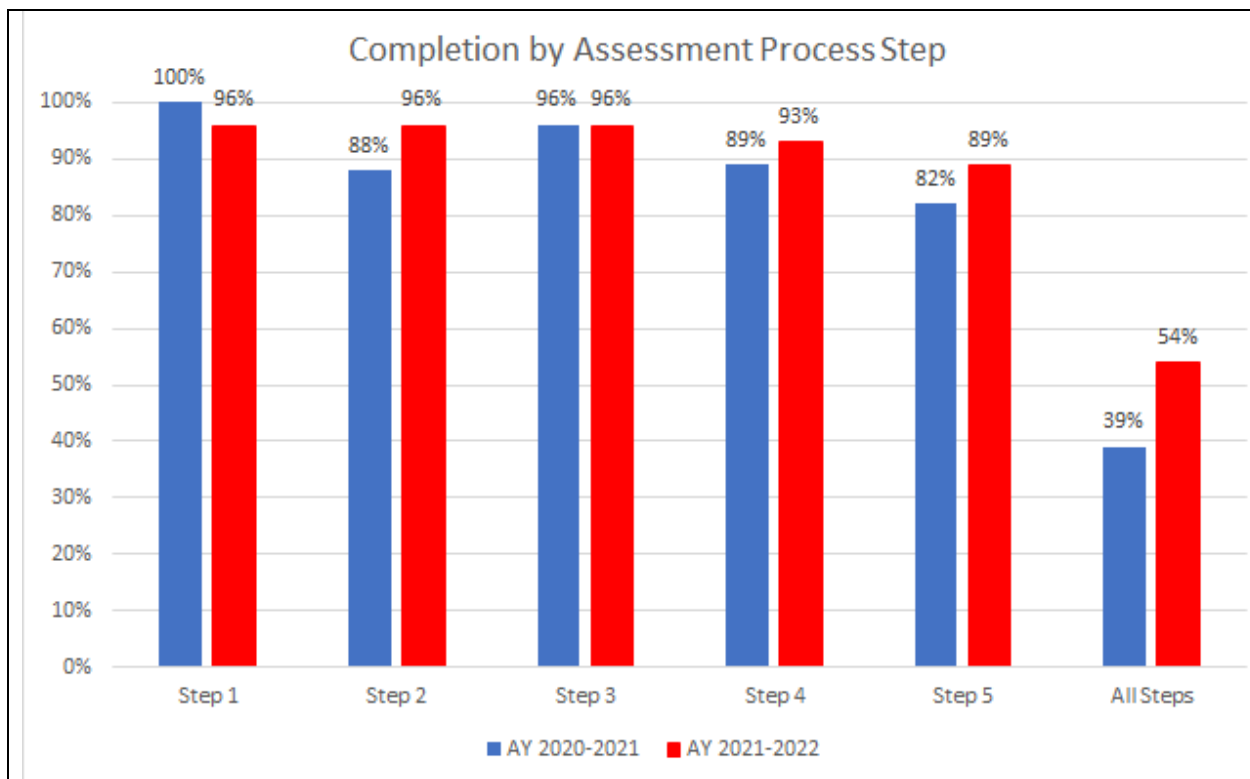
Academic programs drew upon the findings of their assessment activities to develop initiatives for improvement. Examples of initiatives for improvement included:

- To improve students' presentation skills: 1) At the beginning of the semester, students will be given an example of an effective PowerPoint presentation in a written format as a template to create their own presentation. 2) At the beginning of the semester, instructor and students will review and analyze the problems of an example of an ineffective PowerPoint presentation. 3) At the end of the semester, students will be critiqued by fellow students and the instructor for their performance. (Biological Sciences)
- To address achievement gaps, additional mathematics training will be integrated into the physical chemistry course and development of a physical chemistry course that is for the BA but does not rely as heavily on calculus is being discussed. (Chemistry)
- Greater emphasis on concepts related to sustainability and biodiversity (Earth, Environmental, and Geospatial Sciences).
- Survey faculty in Professional Writing and Creative Writing to explain how they encourage their students to address "social action" through class work or assignments in various workshop and seminar settings. (English)
- As part of a restructuring of the Math Lab tutoring center this fall, the department will consider having a dedicated teaching assistant who serves all MAT 313: Elements of Linear Algebra sections. (Mathematics)
- Include materials and class time on why and how to provide evidence to back up arguments. For example, how data –demographic, economic and social statistics –could increase the effectiveness of these arguments. (Journalism and Media Studies)
- Revisit the remediation process for students who receive below benchmark on the Health Education, Systems, Inc. (HESI) exams. The new HESINext Generation test, which the nursing department is implementing, offers more specific remediation options. (Nursing)
- Discuss some of the causes of the learning loss during the COVID-19 pandemic and steps to help students do better going forward. (Philosophy)
- Develop materials specifically for Experimental Psychology (i.e., scholarly readings, lectures, and discussion points focused on contemporary psychological research with diverse populations). Utilize these materials in their fall 2022 sections of Experimental Psychology. (Psychology):

- Introduce a new SWK: Social Work Research II syllabus and a new final assignment during fall 2022. Reassess Competencies 4 and 9 in Social Work Research this fall. (Social Work)
- Devise in-class (or online) scaffolding assignments that call on greater engagement with the sources that draw on different skill sets, ranging from familiarity with citation styles to using judgment to find appropriate sources. (Sociology)

Step 6: Documentation of Assessment and Improvement Activities

Documentation on items from prior assessment reports improved, largely on account of assessments being repeated. Fifty-four percent (54%) of assessment reports documented some form of assessment of one or more items from the most recent or earlier assessments vs. 39% for the preceding assessment year.



General Education Assessment

Lehman College assessed General Education consistent with its multi-year General Education assessment plan (Appendix 2). The 2021-2022 academic year assessment provided information on:

- Information Literacy
- Communication Skills

Student artifacts were reviewed in Endocrine Physiology (BIO 333), East Asian Civilization (HIS 240), Contemporary European History (HIS 242), Foundations of the United States (HIS 243), Modern United States History (HIS 244), Islamic Civilization (HIS 249), Studies in Literature (LEH 352), and Advanced Methods of Social Research (SOC 303). Approximately 369 students participated in the assessment. According to Lehman's multi-year plan, 75% of students were expected to meet or exceed their targeted performance.

For communications, 79.6% of students met or exceeded the designated target. For information literacy, for which the Library has made resources and instruction available, 98.4% of students met their target.

However, results varied widely by course. The standard deviations for communications and information literacy were 20.6% and 17.9% respectively. In response, faculty made the following recommendations:

- BIO 333: Increase student exposure to scientific papers from the primary literature; work with students to enhance their ability to summarize content in their own words in order to develop understanding at a deeper level
- HIS 240, 242, 243, 244, and 249: Hold a faculty meeting in fall 2022 to discuss strengthening the students' ability to describe events from multiple perspectives
- LEH 352: Add a research component to the topic assignment; incorporate a required Library information literacy visit into the course
- SOC 303: Increase the number of scaffolding assignments

AES Assessment

Completion of AES assessment activity was less impacted by the ongoing COVID-19 pandemic than had been the case during the prior academic year. The various services carried out by the College's AES units are typically in-person. Therefore, there were difficulties completing assessment plans that required units to move away from assessing services that were normally delivered in-person.

Step 1: Goals and Outcomes

Across Lehman College's AES units, there were 116 goals based on explicit and/or implicit documentation of goals on webpages and/or documented in assessment plans. During AY 2020-2021, 88 goals were documented. At present, more than two-thirds of public-facing webpages do not list unit goals. During AY 2021-2022, 66% of goals were assessed, which was an increase from approximately half of such goals being assessed during the prior academic year.

Step 2: Criteria for Measuring Success

Determining criteria for measuring success is a critical assessment element. Criteria provide benchmarks by which units can determine the level of student performance or unit effectiveness analysis. This step helps the units to set clear and measurable objectives. Eighty-three percent (83%) of AES assessment plans contained either general descriptions of performance, creation of baselines or specific measurable targets. That was a slight increase from the 81% recorded during AY 2020-2021. The breakdown was as follows for AY 2021-2022:

- Measurable targets: 57% compared to 40% for AY 2020-2021
- General description: 15% compared to 27% for AY 2020-2021
- Creation of baselines: 11% compared to 13% for AY 2020-2021

Step 3: Methods and Measures

AES assessment initiatives relied on a wide range of measures, including direct and indirect measures of student learning where applicable. 59% of measures were direct measures (unchanged from AY 2020-2021). A breakdown of measures from assessment plans with measures is below.

Direct Measures	
Financial data	23% of direct measures
Appointments/Utilization/Attendance	21% of direct measures
Completed activities	18% of direct measures
Review of activities	12% of direct measures
Student learning (direct)	12% of direct measures
Number of events	6% of direct measures
Other	9% of direct measures
Total Percentage	100% of direct measures

Indirect Measures	
Student success metrics	71% of indirect measures
Surveys	25% of indirect measures
Satisfaction of accreditation criteria	4% of indirect measures
Total Percentage	100% of indirect measures

*-Note: Rounding errors may lead to totals different from 100%.

Direct student learning measures were comprised of exams, including pre- and post-tests (50%), a mock interview (25%), and a portfolio (25%). One quarter of the direct assignment measures involved the use of a rubric.

Step 4: Data Collection and Analysis

During AY 2021-2022, 87% of AES units completed their assessment plans and submitted assessment reports. This was an increase from 83% during AY 2020-2021.

Step 5: Improvement Activities

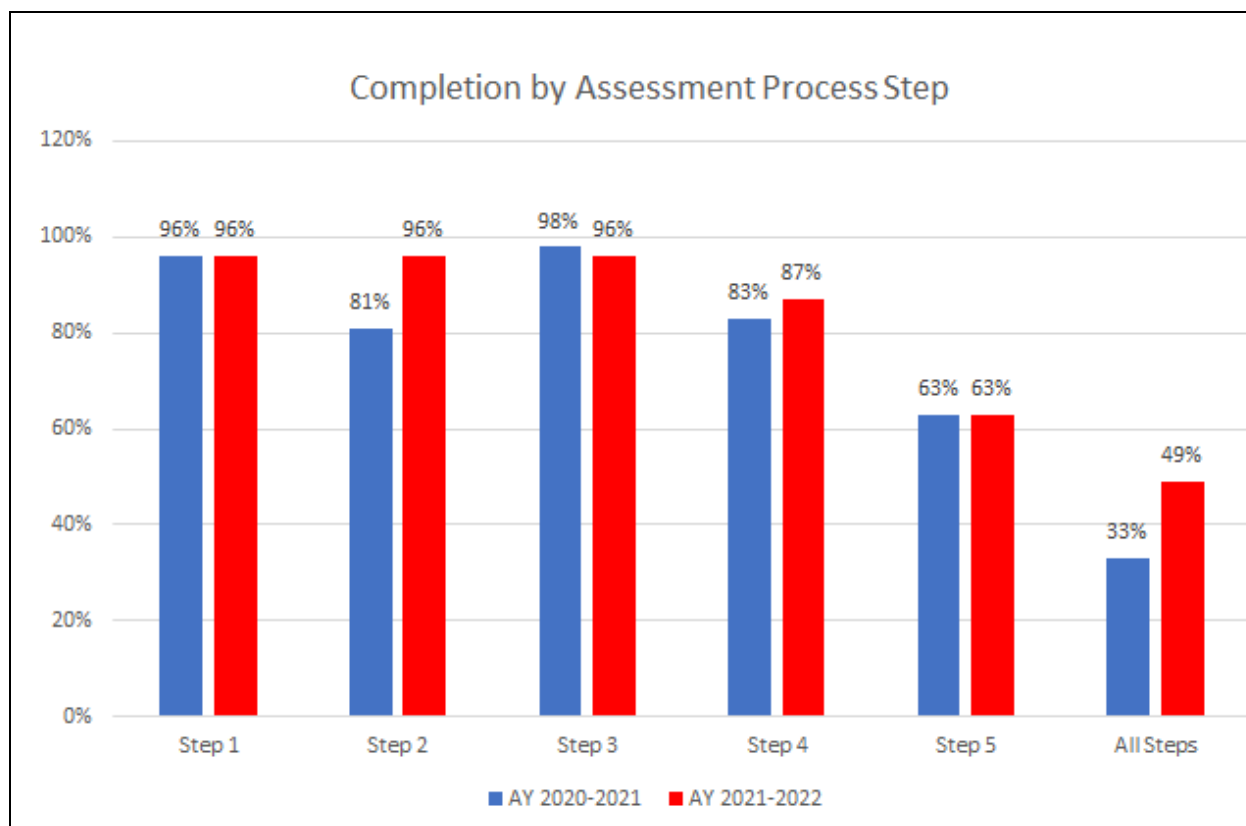
The overall purpose of assessment is continuous improvement. The assessment reports were examined for information related to improvement activities. 63% of assessment reports provided one or more initiatives for improvement. That was the same as the 63% recorded during AY 2020-2021. Of the reports in which assessment was linked to targets, 65% met or exceeded their targets; 22% partially met their targets; and, 13% did not meet their targets. During AY 2020-2021, 55% of reports met or exceeded their targets; 39% partially met their targets; and, 6% missed their targets.

Improvement activities proposed by units that did not meet their measurable targets include:

- Change dates for textbook submissions (Office of Academic Programs)
- Develop and adjust workshops to address issues found in assessment plans and reports (Office of Assessment and Educational Effectiveness)
- Continue to increase the number of "How To" YouTube videos (Campus Life)
- Continue to encourage students to participate in one-on-one resume review sessions and implement EAB Navigate (Career Services)
- Implement CUNY Reconnect campaign to bring students who have stopped out back to Lehman College (Enrollment Management Division)
- Administer a survey to measure satisfaction with the implemented e-time reporting system (Human Resources)
- Provide training for MS Power Bi staff (Information Technology)
- Take a closer look at tutoring in the Natural Sciences areas where a disproportionate share of tutoring sessions did not meet expectations (ISSP)
- Incorporate measures to protect against surveillance of patrons and employees through audio or video tools such as cameras or recording devices (Library)
- Update certain module sections and introduce them in different ways to encourage interaction. Introduce interaction cues within office pages, such as links to events or signing up to list serves or events (New Student Orientations)
- Continue to offer Scholar Development Grants (Office of Prestigious Awards)
- Enhance new hire materials to cover automated processes (Public Safety)

Step 6: Documentation of Assessment and Improvement Activities

Lehman College adopted the 6-step assessment process in Spring 2019. Most AES unit assessment dealt with new outcomes. Some closing-the-loop activities likely occurred, but were not documented on assessment documents. As with academic unit assessment, implementation of the AMS should allow for a dramatic increase in the documentation of follow-up on action items from prior assessment findings. The Office of Assessment and Educational Effectiveness will make closing the loop a high priority during 2021-2022 academic year.



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. 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 also appointed a Faculty Assessment Fellow who was embedded within the Office of Assessment and Educational Effectiveness and worked with faculty in all stages of their assessment work. A Faculty Assessment Fellow will again be appointed in 2022-2023 academic year.

During 2021-2022 academic year, Lehman College's Office of Assessment and Educational Effectiveness (OAEE) held 6 workshops for faculty and staff:

- A Brief Overview of Lehman College's 6-Step Assessment Process
- Creating Curriculum Maps
- What is Success?
- Translating Goals and Outcomes into Improvement

- Accreditation Findings: A Snapshot
- Assessment Measures and Methods

All workshop information, including presentation slides are posted on Lehman College's [Institutional Effectiveness website](#).

Recommendations for 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
Webpages missing goals.	<ul style="list-style-type: none"> • Provide guidance to academic and AES units concerning placing goals on their webpages. • Provide guidance to academic and AES units to make explicit the goals embedded in posted mission statements.
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"> • Complete implementation of the Watermark <i>Planning & Self-Study</i> Assessment Management System. • Continue developing an “Assessment Artifacts” or “Showcase” section on the Assessment Section of the Institutional Effectiveness website.
Enhance General Education assessment	<ul style="list-style-type: none"> • Provide prescriptive guidance concerning assessment areas, along with Association of American Colleges & Universities (AAC&U) rubrics. • Conduct assessment “check ins” to addressing issues and facilitate a higher participation rate.
Increase the number of measurable targets utilized in assessment plans	<ul style="list-style-type: none"> • Hold one workshop on developing measurable targets. • Develop written guidance for the website related to developing specific targets to address the wide range of student learning targets.
Increase closing-the-loop activities	<ul style="list-style-type: none"> • Implement <i>Planning & Self-Study</i> which provides a platform for easy tracking of action plans and other closing-the-loop activities.

Summary

Lehman College is emerging from the COVID-19 pandemic and has been largely maintaining its assessment activity and improving on select areas of assessment. Opportunities for further improvement exist. The College's scaling out of assessment infrastructure, targeting of

opportunities for improvement, and overall assessment activities will enhance its overall capacity for continuous improvement and advance its mission and strategic goals

Appendix 1: School of Education Assessment Report

Brief Discussion:

The Goals that we articulate for our teacher education candidates are consonant with the Standards of our accrediting agency, the Council for Accreditation of Educator Preparation (CAEP). We look at overall quality of our programs, as well as our success in preparing and placing well-prepared teachers in regional schools.

For the 2020-2021 AY, the School of Education (“SOE”) had 419 completers, 392 from Initial programs and 27 from Advanced programs (Educational Leadership and Literacy). Note that graduates from Counselor Education (n=37) and Organizational Leadership (n=56) were excluded from the analysis and number of completers since they are not part of Teacher Education Programs as defined by NYS.

Goal 1: To prepare effective educators for regional schools.

Target: At least 75% of graduates will be rated “effective” or higher by their employers who are school administrators.

Findings:

<https://www.lehman.edu/academics/education/documents/2022OutcomeMeasuresALL.pdf>

CAEP’s 2022 Accountability Measures consist of the following:

- *Goal 1, Measure 1: Completer effectiveness and Impact on P-12 learning and development (Component R4.1)*
 - For 2018-2019 AY (delayed due to release of DOE data), of the graduates from initial programs who were working within DOE, 75% (120/159) were rated either Highly Effective or Effective on their HEDI Ratings. Similarly, for advanced programs, 65% (13/20) were rated Highly Effective or Effective. (See description of HEDI Ratings under Measure 1 table.)
- *Goal 1, Measure 2: Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3 and RA4.1)*
 - The 2021 Employer Survey was administered to principals of schools where our 2018-2019 graduates worked. Eighty-six (86%) percent of principals were either “satisfied” or “very satisfied” with our graduates. We continue to strengthen the partnership with our DOE schools and administrators through our Primary Extension and Challenge (PEAC) group as discussed below.
- *Goal 1, Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)*
 - Of the 419 completers for the 2020-2021 AY, for initial programs, 60% completed their degree in under three (3) years and similarly, 59% for the advanced programs. Of our initial programs, 97% of our graduates were certified while 100% of our advanced program graduates were certified.
- *Goal 1, Measure 4: Ability of completers to be hired in education positions for which they have prepared*
 - The Department of Education data revealed that of our graduates from 2018-2019AY, 36% were tenured in DOE schools, or working three years or more,

while 64% were working less than three years. For advanced programs, 90% were tenured while 10% worked in the DOE school for less than three years.

Next Steps:

Continuous Improvement and Progress on Phase-in Plans and Transition Plans:

For this year's report we have two continuous improvement initiatives to share, (1) Innovations in Clinical Practice, and (2) Quality Assurance measures.

1a. Clinical Practice Innovations. We completed a 3-year partnership with the University-School Partnerships for the Renewal of Educator Preparation (USPREP), which has a: “mission of attracting, training and retaining high quality, racially diverse teachers for underserved communities across the country. Our ultimate goal is to positively impact K-12 students by building teacher candidate content knowledge and competency to meet ALL students where they are and advance their learning by giving them what they need — especially focused on students who have been historically underserved; such as Black, Latinx, Native American, and/or economically disadvantaged students.” <https://www.usprepnationalcenter.com/>
The USPREP model consists of 14 components that exemplify high quality practices for clinical preparation of future educators. At Lehman, the engagement included the following components:

- Acculturation of the transformed clinical supervision model: Shift from Lehman Intensive Educator Preparation (LIEP) to the Next Generation Student Teaching (NGST) framework in summer 2021.
- Sustaining the NGST framework in the Department of Early Childhood and Childhood Education (ECCE) in fall 2021.
- Successfully scaling the NGST framework in all the content areas in the Department of Middle and High School Education (MHSE) in fall 2021.
- Innovative approaches to engaging clinical faculty (i.e., college supervisors, student teaching seminar instructors, and PDS liaisons) in the professional development activities (e.g., book club, Lehman College cooperating teachers' online resources, booklet of process and procedures in clinical supervision of paras) and monthly meetings in ECCE and MHSE where issues and topics related to clinical supervision are discussed and addressed in spring 2022.

1b. eSupervision Innovation. An Innovation pilot was implemented to eSupervise undergraduate teacher candidates (TCs) of MHSE in their early fieldwork experience (EFE) in fall 2021. This was precipitated by the school closures due to the COVID-19 pandemic, where many functions were moved online, with permission of NYSED.

TCs gained deep understanding of four instructional domains, (a) communicating with students, (b) using questioning and discussion, (c) engaging students in learning, and (d) using assessment in instruction.

TCs demonstrated professional growth via video analysis of experienced teaching, analysis of their own videoed microteaching, reflection on teaching effectiveness, and conferencing with the college supervisor.

An Innovation pilot was implemented to eSupervise paraprofessionals of ECCE in their school sites under the NGST framework in fall 2021. The college supervisor experimented with effective supervision practices such as coaching visits, Pre-conference, observed lesson delivery, and post-conference (POP) cycle, and videoed instruction with the paraprofessionals.

2a. Development of the SOE Dashboard. The dashboard will allow us to combine data sources in three phases (i) roll-out of Clinical Practice forms/processes all now merged into our CUNYfirst system; (ii) roll-out of Certification database merged into CUNYfirst system; and next to be developed (iii) merging of all data sources (Taskstream, Pearson etc) in one place to create a seamless interactive view for deans, chairs, program coordinators, faculty and staff.

2b. Quality Assurance System (QAS) and Professional Education Advisory Council (PEAC) continuation. While we have an active internal Quality Assurance System (QAS) committee that remains engaged in monitoring our data collection and feedback loop for program enhancement, we also took steps to expand the membership and role of our external partners through our PEAC. The group now includes individuals who are educators, school leaders, district leaders, school counselors, community representatives, and parent advocates. The input of this group is especially critical as we emerge from the COVID-19 pandemic period of extended school closures. The consequent loss of learning, stress, and financial difficulties faced by our teacher candidates, alumni, and the students they serve in P-12 schools was discussed, along with ways in which we can support our partners in the educational process. The QAS committee examined data from our internal sources, which included surveys of graduates within the past 3 years (Alumni survey) and the CAEP Completers Impact Study (CCIS). The Alumni Survey (AS) includes a question on teacher effectiveness and one measuring student growth. The alumni survey helps us triangulate other data on candidates' impact on student learning. We started including the APPR question in the alumni survey in 2019.

Results of the Alumni Survey. In the most recent 2020 Alumni Survey (in which we survey alumni from 2018-2019), we asked completers to provide the Student Growth Rating received during their three previous years. They responded to Question 20: “What was your APPR Student Growth Ratings in 2016-2017, 2017-2018 and 2018-2019?”

- The percentages of graduates who reported they were highly effective and effective were 75%, 80%, and 70% for 2016-17, 2017-18, and 2018-19 respectively.

- The percentage of graduates who self-reported their principals' rating as “HE” or “E” was progressively higher by year, although the percentage of candidates who self-reported being “HE” or “E” in student growth ratings was lower in 2018-19 as compared to the previous two years. Results of the self-reports related to two indicators of candidates' impact on student learning seem to be consistent with the finding of the 2019 Alumni Survey that around 80% of graduates were rated as highly effective or effective. Responses from the Alumni Survey have enabled the EPP to reflect on the comments and ratings we received from candidates and consider them in light of college-wide initiatives to serve the Bronx community.

The CAEP Completers' Impact Study (CCIS) group was composed of six faculty representing early childhood, childhood and secondary programs. The ad-hoc committee designed an interview protocol of 12 items that was administered either face-to-face or on the telephone and helped to select and train the three interviewers who administered the interview protocol between January- March 2020. They conducted 30-minute interviews with 34 graduates who had completed student teaching during 2017-2019. They read a list of seven potential behavioral indicators associated with improved student achievement. Respondents self-reported their ability to “move the needle” on each of them.

- Across grade bands, 90% or more felt that they had been able to “move the needle” on student engagement and literacy/numeracy skills. Graduates reported that they were able to establish culturally responsive (78%), inclusive (82%) classrooms that successfully

incorporated higher order thinking and problem solving (76%).

- The lowest score was registered on candidates' ability to improve test scores (50%).

- The 74% recorded for an impact on parental involvement follows similar patterns as the Alumni Survey results of 2017 (82%), 2018 (73%), and 2019 (79%), regarding completers' satisfaction on the development of Skills in communicating with families.

Based on the data, The School of Education conducted a workshop at the Spring 2020 retreat. A senior faculty member from SOE's Counselor Education Program offered a workshop on facilitating candidates' ability to work with families and parents. Feedback from employers has a significant impact on the professional learning opportunities provided to EPP faculty. Continuous improvement efforts have been made to address the need for adequate preparation of candidates to differentiate instruction for all students.

At the SOE 2020 Winter Retreat, a renowned scholar was invited to speak as the keynote on the topic of culturally relevant and responsive pedagogy. SOE faculty participated on a follow-up panel. Educators Comfort with Instructional Technology

During 2021, additional questions were included in the Alumni Survey to explore graduates' facility with instructional technologies. Candidates will be asked to respond to their own comfort with technology as well as their ability to use it with their classroom students. A wide range of instructional technologies are listed. These data will assist us in improving the incorporation of technology in our instructional practice.

CAEP Accountability Measures 2022

Measure 1: Completer effectiveness and Impact on P-12 learning and development
(Component R4.1)

Measure 2: Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3 and RA4.1)

Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)

Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)

Measure 4: Ability of completers to be hired in education positions for which they have prepared

Measure 1: Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

HEDI Ratings								
Lehman College 2018-2019 Graduates from Initial Programs								
Initial Programs	Total in DOE	Highly Effective	Effective	Developing	Ineffective	C	S	No Rating
Art Graduate	1	*	*	*	*	*	*	*
Bilingual Extension - Special Education	6	1	4	0	0	0	1	0
Childhood Education	8	0	3	0	0	0	1	4
Counselor Education	5	*	*	*	*	*	*	*
Early Childhood	10	0	2	0	0	0	0	8
English Education	1	*	*	*	*	*	*	*
English Education Teaching Fellows	14	2	11	0	0	0	0	1
Foreign Language UG	2	*	*	*	*	*	*	*
Health Education	4	*	*	*	*	*	*	*
History UG	3	*	*	*	*	*	*	*
Math Education Graduate	6	1	4	0	0	0	0	1
Math Education Teaching Fellows	9	1	8	0	0	0	0	0
Minor to Masters	1	*	*	*	*	*	*	*
Music Graduate	1	*	*	*	*	*	*	*
Science Education	1	*	*	*	*	*	*	*
Science Education Graduate	4	*	*	*	*	*	*	*
Science Education Teaching Fellows	6	2	4	0	0	0	0	0
Social Studies Education	5	*	*	*	*	*	*	*
Special Ed. Adolescent	6	0	5	0	0	0	1	0
Special Ed. Childhood	8	2	4	0	0	0	0	2
Special Ed. Early Childhood	12	3	5	0	0	1	0	3
Special Education Gifted Education	7	1	6	0	0	0	0	0
TESOL	15	3	11	0	0	1	0	0
TESOL Teaching Fellows	24	0	23	0	0	0	1	0
Grand Total	159	17	103	1	0	2	5	31

HEDI Ratings								
Lehman College 2018-2019 Graduates from Advanced Programs								
Advanced Programs	Total in DOE	Highly Effective	Effective	Developing	Ineffective	C	S	No Rating
Ed. Leadership	14	3	5	0	0	0	3	3
Literacy	6	2	3	1	0	0	0	0
Grand Total	20	5	8	1	0	0	3	3

* - data hidden for programs with 5 or fewer graduates.

** - According to Engage NY, HEDI Ratings (Highly Effective, Effective, Developing, and Ineffective) are given during a series of two observations, one of which must be unannounced. The Measure of Teacher Practice (MOTP) score which contains 8 components of the Danielson Framework as shown in table below. An individual component rating is given for each observable evidence and shared on an Annual Professional Performance Review (APPR) Teacher Observation Report. Finally, the MOTP score is converted into a HEDI rating. HEDI rating constitute both an instrument for teaching Effectiveness and Impact on Student learning. Danielson Items in Domains 2 and 3 are all measures on the Impact on Student Learning and make up 85% of the MOTP. This represents the best independently mined data on the impact on student learning since principals are specially well trained to evaluate teachers using Danielson, which is the basis for New York City DOE Criteria for New Teacher Readiness (CNTR), also aligned with Lehman College Student Evaluation Form (STEF).

Notes: Dataset includes graduates from School of Education Educator Preparation programs for June 1, 2018, September 1, 2018 and February 1, 2019, who were employed in 2020-2021, the time period of this report. Of the 323 SOE graduates reported in the dataset, 243 of them were in the New York City Department of Education (NYCDOE) database. Of the 243 graduates in the NYCDOE database, 179 are currently working in the NYCDOE. Of the 179, 159 are from Initial Programs and 20 are from Advanced Programs. Advanced Programs include the Master's degree programs in Educational Leadership and Literacy Studies. Data was disaggregated by Educator Preparation program.

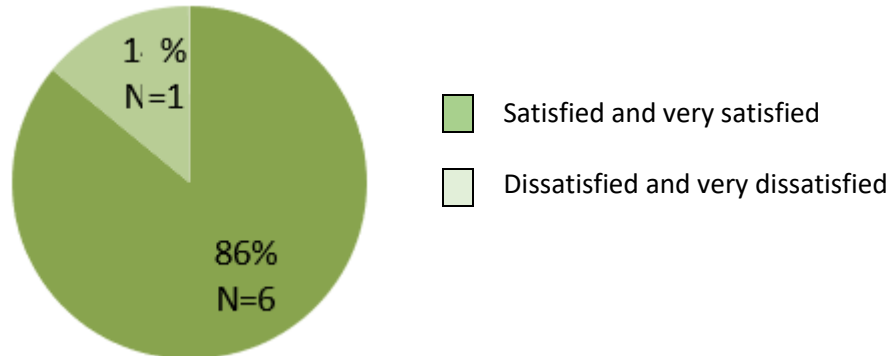
Notes: "On June 7, the Governor signed Chapter 112 of the laws of 2021. This bill, which passed unanimously in both the senate and assembly, eliminates the requirement for school districts and BOCES to complete an annual professional performance review (APPR) for any classroom teacher or building principal for the 2020-21 school year. The bill also assures that state funding will not be withheld from any school district for not completing the APPR in the 2020-21 school year. A chapter amendment requested by the Governor makes it clear that districts do not have to complete an APPR this year." The HEDI Ratings were also affected by this decision and will not be available to CUNY schools moving forward. See link: <https://www.nysut.org/resources/all-listing/research/fact-sheets/fact-sheet-appr>

Measure 2: Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3 and RA4.1

Overall Satisfaction with Lehman Graduates		Overall Satisfaction	Data			
Satisfied and Very Satisfied			Very Dissatisfied		Total C	Total %
	C	%	C	%		
Total	6	86%	1	14%	7	100%

Summary: Employer Survey administered to principals of DOE schools where our graduates are working revealed that approximately 86% of principals are either "Satisfied" or "Very Satisfied" with our graduates working in their schools.

Employer Satisfaction with Lehman Graduates



Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)

Graduation Rates by Initial/Advanced Programs, 2020-2021						
Status	(Multiple Items)					
	Advanced/Initial	Data				
	Initial		Advanced		Total N	Total %
Years at Lehman	N	%	N	%		
Less than 1	42	11%		0%	42	10%
1 Year	8	2%		0%	8	2%
2 Years	125	32%	15	56%	140	33%
3 Years	57	15%	1	4%	58	14%
4 Years	56	14%	2	7%	58	14%
5 Years	41	10%	4	15%	45	11%
6 Years	32	8%	1	4%	33	8%
7 Years	9	2%	3	11%	12	3%
8 Years	9	2%		0%	9	2%
9 Years	4	1%		0%	4	1%
10 Years Plus	9	2%	1	4%	10	2%
Grand Total	392	100%	27	100%	419	100%
Notes: Data gathered from 2020-2021 Title II Report. Advanced Programs include the Master's degree programs in Educational Leadership and Literacy Studies.						
Notes: There were 507 completers in all SOE programs from 2020-2021 AY. Graduates from Counselor Education (31) and Organizational Leadership (57) were excluded from this analysis.						

Measure 3: Candidate competency at program completion (Component R3.3, RA3.4)

Certification Rate for Initial/Advanced Programs 2020-2021 AY						
Status	Completer					
Certification Rate	(Multiple Items)					
	Certified or Not	Data				
	Certified		Not Certified		Total N	Total %
Advanced/Initial	N	%	N	%		
Advanced	27	100%		0%	27	100%
Initial	378	96%	14	4%	392	100%
Grand Total	405	97%	14	3%	419	100%
<i>Note 1: There were 507 completers in all SOE programs from 2020-2021 AY. Graduates from Counselor Education (31) and Organizational Leadership (57) were excluded from this analysis.</i>						
<i>Note 2: Data gathered from the 2020-2021 Title II Report.</i>						

Measure 4: Ability of completers to be hired in education positions for which they have prepared

Milestones for Graduates from Initial Programs (2018-2019)						
SOE Grad in DOE	Yes					
SOE Grad Currently Working in DOE	Yes					
	Milestones	Data				
	# of Years in NYCDOE Schools >3 Years		# of Years in NYCDOE Schools <3 Years		Total N	Total %
Programs	N	%	N	%		
Art Graduate		0%	1	100%	1	100%
Bilingual Extension - Special Education	5	83%	1	17%	6	100%
Childhood Education		0%	8	100%	8	100%
Counselor Education	4	80%	1	20%	5	100%
Early Childhood	1	10%	9	90%	10	100%
English Education		0%	1	100%	1	100%
English Education Teaching Fellows	4	29%	10	71%	14	100%
Foreign Language UG		0%	2	100%	2	100%
Health Education	2	50%	2	50%	4	100%
History UG		0%	3	100%	3	100%
Math Education Graduate	4	67%	2	33%	6	100%
Math Education Teaching Fellows	6	67%	3	33%	9	100%
Minor to Masters		0%	1	100%	1	100%
Music Graduate		0%	1	100%	1	100%
Science Education		0%	1	100%	1	100%
Science Education Graduate		0%	4	100%	4	100%
Science Education Teaching Fellows	1	17%	5	83%	6	100%
Social Studies Education		0%	5	100%	5	100%
Special Ed. Adolescent	2	33%	4	67%	6	100%

Special Ed. Childhood	1	13%	7	88%	8	100%
Special Ed. Early Childhood	3	25%	9	75%	12	100%
TESOL	14	93%	1	7%	15	100%
TESOL Teaching Fellows	3	13%	21	88%	24	100%
Special Education Gifted Education	7	100%		0%	7	100%
Grand Total for Initial Programs in EPP	57	36%	102	64%	159	100%

Milestones for Graduates from Advanced Programs (2018-2019)						
SOE Grad in DOE	Yes					
SOE Grad Currently Working in DOE	Yes					
	Milestones	Data				
	# of Years in NYCDOE Schools >3 Years		# of Years in NYCDOE Schools <3 Years		Total N	Total %
Programs	N	%	N	%		
Educational Leadership	13	93%	1	7%	14	100%
Literacy	5	83%	1	17%	6	100%
Grand Total for Advanced Programs in EPP	18	90%	2	10%	20	100%

Notes: Dataset includes graduates from School of Education Educator Preparation programs for June 1, 2018, September 1, 2018 and February 1, 2019, who were employed in 2020-2021, the time period of this report. Of the 323 SOE graduates reported in the dataset, 243 of them were in the New York City Department of Education (NYCDOE) database. Of the 243 graduates in the NYCDOE database, 179 are currently working in the NYCDOE. Of the 179, 159 are from Initial Programs and 20 are from Advanced Programs. Advanced Programs include the Master's degree programs in Educational Leadership and Literacy Studies. Data was disaggregated by Educator Preparation program.

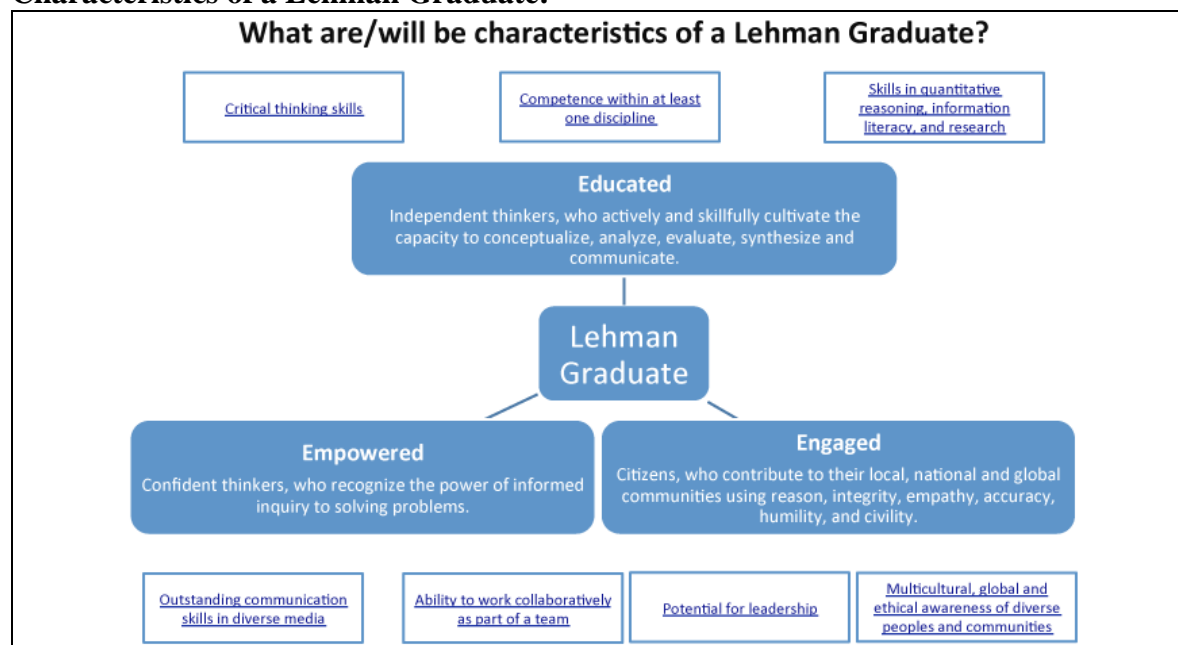
Notes: Data only includes graduates working within the 5 boroughs of NYC and excludes graduates who may be working within other NYS counties. State-wide data is not available.

Appendix 2: General Education Assessment

Introduction:

Lehman College's General Education offerings are central to the Lehman academic experience. They provide students with the skills and capacities that allow them to grow into educated, empowered, and engaged citizens (Lehman's three learning domains). They are consistent with the expectations set forth by Lehman College's accrediting agency, the Middle States Commission on Higher Education (MSCHE), in Standard III.

Characteristics of a Lehman Graduate:



Timeline:

As part of a multi-year General Education assessment plan, General Education is assessed in three-year cycles. Lehman College selects typically assesses two institutional learning outcomes from its “Characteristics of a Lehman Graduate” framework. One outcome, “competence within at least one discipline,” is assessed annually as part of course and program assessment.

During AY 2021-2022, Lehman College assessed information literacy and communication skills. Supplemental to these assessments, Lehman College has continued to track its English and Math gateway course pass rates.

Lehman College's Multi-Year General Education Schedule:

Domain	ILO	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Educated	Critical thinking	X			X	
Educated	Competence in at least one discipline	Program assessment	Program assessment	Program assessment	Program assessment	Program assessment
Educated	Information Literacy, Quantitative Reasoning, Research		X			X
Empowered	Communication Skills		X			X
Empowered	Ability to work in teams			X		
Engaged	Leadership			X		
Engaged	Multicultural, global, and ethical awareness	X			X	

Assessment Results for AY 2021-2022:

Courses are selected from the General Education common and flexible cores and the college option. Assessment takes place in one or more of the upper-level LEH 300-level General Education courses and select courses in which learning outcomes are taught based on a mapping of the learning outcomes to courses. Faculty have discretion in designing and carrying out their assessment.

During AY 2021-2022, 369 students from throughout Lehman College participated. In addition, the English Department conducted a review of its syllabi for information literacy, professional writing, and creative writing components. Overall, 80% of students were expected to meet the target of performance by the faculty vs. 75% in the Lehman College multi-year plan in the assessed areas.

Assessment was conducted in the following courses:

BIO 333: Endocrine Physiology
 HIS 240: East Asian Civilization
 HIS 242: Contemporary European History
 HIS 243: Foundations of the United States
 HIS 244: Modern United States History
 HIS 249: Islamic Civilization
 LEH 352: Studies in Literature
 SOC 303: Advanced Methods of Social Research

ENG 300-Level Courses: Syllabi review to determine the extent to which information literacy, creative writing, and professional writing have been incorporated into the courses.

Additional LEH 300-level courses did not complete the assessment or had assessed other content that did not address the General Education assessment. General Education assessment was treated as ‘optional,’ based on a failure to complete the assessments.

Assessment Outcomes:

For both institutional learning outcomes, students met the Lehman College targets. However, students missed the modestly more ambitious faculty target by less than a percentage point in communications. Results varied widely. The standard deviation for communications was 0.206 (31.8% of the percentage of students who met the target). The standard deviation for information literacy was 0.179 (20.3% of the percentage of students who met the target).

The LEH 352: Studies in Literature course was taught online and student engagement was reduced. The instructor suggested that the return of in-person teaching could address the assessment outcomes.

In SOC 333: Advanced Methods of Social Research 50% of the students were online students while 50% had taken the class in-person. The faculty noted that “there were no apparent significant differences in performance based on mode of delivery.” This lack of statistical difference is encouraging, as MSCHE Standard III states, “An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality.”

Met (Scored 3 or above on rubric)				
Course(s)	Communications		Information Literacy	
Name/Number	Number	Percentage	Number	Percentage
BIO 333	12	32.4%	38	100.0%
HIS 240, 242, 243, 244, and 249	229	82.1%	273	97.8%
LEH 352	18	61.1%	18	61.1%
SOC 303	34	64.7%	34	88.2%
Total:	293	79.6%	363	98.4%
		Met target		Exceeded target
Targets:				
Lehman Target		75.0%		75.0%
Faculty Target		80.0%		80.0%

Faculty Recommendations:

- Increase student exposure to scientific papers from the primary scientific literature (BIO 333)
- Work with students to enhance their ability to summarize content in their own words in order to develop understanding at a deeper level (BIO 333)

- Hold a faculty meeting in fall 2022 to discuss strengthening student ability to describe events from multiple perspectives (HIS 240, 242, 243, 244, and 249)
- Add a research component to the Topic Assignment (LEH 352)
- Incorporate a required Library visit into the course (LEH 352)
- Increase the number of scaffolding assignments (SOC 303)
- Expand the use of the ASA format, which was positively correlated with students' ability to draw upon the literature to inform their research proposals (SOC 303)

Assessment Recommendations:

- Expand the sample size to reduce the risk of sample-related uneven results. Beginning in AY 2022-2023 faculty from selected courses will be informed of the need to incorporate General Education assessment into their work for AY 2022-2023 via OAEE's communication to the Deans and Associate Deans. In the past, including AY 2021-2022, faculty were informed that their courses were mapped to the relevant institutional learning outcomes and they were encouraged to assess those outcomes.
- OAEE will institute a monthly assessment "check in" to ensure that the assessment is being carried out on a wider basis, to identify and address issues that arise, and to share feedback.
- OAEE will work with faculty to discuss inter-rater reliability. Resources for future academic years could be developed to support inter-rater reliability.

Appendix 3: Assessed Student Learning Goals

Program	Learning Goal(s)
Africana Studies	Goal 2: Demonstrate the ability to integrate perspectives from multiple ways of knowing—including indigenous African perspectives--to address issues regarding African, African American, and/or diverse Africana peoples. Exhibit awareness of intersections of critical race theory, gender, class, ability, class, and sexuality and the ways these factors influence the lives of communities throughout Africa and the African diaspora. Produce an interdisciplinary, intersectional understanding of a complex problem or intellectual question.
Art/Art History/Studio Art	Art/Studio Art (BA/BFA): Goal 4: Assimilate Art Resources offered by New York City Art History: Goal 2: To develop visual literacy Art/Studio Art (MA/MFA): Goal 4: Assimilate art resources offered by New York City.
English	Goal 2: Analyze a broad range of literatures written in English (including representative authors and major literary periods), recognizing their temporal, social, political, and artistic contexts.
History	Goal 3: Information Literacy in Historical Research
Journalism/Media Studies	Goal 1: Students will become knowledgeable of the history, structural procedures, and influences of media and journalistic organizations Goal 2: Students can systematically recognize and deconstruct the commercial and/or ideological agendas of media messages
Languages & Literatures	Goal 2: An awareness of the diverse populations and cultures in which these languages are spoken and of the sociolinguistic aspects of these languages.
Latin American & LatinX	Latin American: Goal 2: Conduct original research on a current important issue facing Latin America Puerto Rican: Goal 2: Conduct original research on a current important issue facing Puerto Rico and its migrant communities in the United States
Philosophy	Goal 1: Articulate a diversity of philosophical problems or positions Goal 2: Articulate a variety of ethical theories
Health Sciences (each unit: DFN, Exercise Science, Health Education & Promotion, Public Health, Recreation, Therapeutic Recreation)	General Education Assessment Focus Goal 1: Students will be able to (1) utilize critical thinking skills, (2) interpret current practice and issues within their discipline, and (3) comprehend, analyze and interpret quantitative data Goal 2: Students will be able to describe, explain, and/or categorize relevant health issues in their respective fields and demonstrate critical problem-solving skills

Nursing	Goal 1: Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health.
Social Work	<p>Bachelor of Social Work: Competency III: Advance human rights and social, economic, and environmental justice. Competency V: Engage in policy practice. Competency IX: Evaluate practice with individuals, families, groups, organizations, and communities.</p> <p>Master of Social Work: Competency III: Advance human rights and social, economic, and environmental justice. Competency IV: Engage in practice-informed research and research-informed practice. Competency V: Engage in policy practice. Competency VII: Assess individuals, families, groups, organizations, and communities. Competency IX: Evaluate practice with individuals, families, groups, organizations, and communities. Competency XI: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings. Competency XII: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>
Speech-Language-Hearing Sciences	<p>Goal 1: Students will learn the basic science, concepts, and theories pertaining to human communication.</p> <p>Goal 2: Students will develop their critical thinking skills of analysis, synthesis, and evaluation.</p> <p>Goal 3: Students will develop their written and oral communication skills and information literacy.</p>
Accounting	<p>Goal 4: Demonstrate analytical and quantitative skills through the preparation of Balance Sheet, Income Statement and Statement of Cash Flows.</p> <p>Goal 5: Demonstrate knowledge and understanding of the following areas: auditing, managerial accounting, financial accounting and taxation.</p>
Biological Sciences	Goal 2: Students learn to effectively communicate results of a biological study to any audience.
Management and Business	<p>Goal 2: Demonstrate competency in quantitative and analytical skills.</p> <p>Goal 4: Demonstrate knowledge of business ethics and corporate responsibility.</p>
Chemistry	Goal 1: To encourage the development of a broad foundation in Chemistry. One that stresses fundamental chemical principles built through a combination of scientific reasoning and problem solving, and how these principles apply to everyday life.

	<p>Goal 2: To provide students with the skills that they need to succeed in graduate programs, professional school or chemistry related careers.</p> <p>Goal 3: To expose students to a wide range of experimental techniques and analytical instrumentation.</p>
Computer Science	<p>B.S. Computer Science</p> <p>Goal 1: Write programs; and be able to learn other languages easily. (CMP-167 & CMP-267 Programming Methods and Electives)</p> <p>Goal 2: Use basic algorithms for sorting, searching, and organizing data. (CMP-338 Data Structures and Algorithms)</p> <p>Goal 3: Use basic data structures such as lists, stacks, queues, tables, trees and graphs. (CMP-338 Data Structures and Algorithms)</p>
Earth, Environmental, Geospatial Sciences	<p>Earth Science: (Bachelor's and Master's Programs)</p> <p>Goal 3: Understand the structure and organization of the Earth system components and</p> <p>Geography:</p> <p>Goal 2: Understand the important concepts in the major sub-disciplines of Geography, and be able to apply them to problem solving</p>
Economics	<p>Goal 3: Demonstrate critical thinking and quantitative and analytical skills.</p> <p>Goal 5: Demonstrate understanding of economic concepts and principles of macro and micro economics.</p>
Mathematics	<p>Goal 1: Perform numeric and symbolic computations</p> <p>Goal 2: Construct and apply symbolic and graphical representations of functions</p> <p>Goal 3: Model real-life problems mathematically</p> <p>Goal 4: Use technology appropriately to analyze mathematical problems</p> <p>Goal 5: State and apply mathematical definitions and theorems</p> <p>Goal 6: Prove fundamental theorems</p> <p>Goal 7: Construct and present a rigorous mathematical argument</p>
Physics & Astronomy	<p>Goal 2: Understand the concepts underlying physics and astronomy.</p>
Political Science	<p>Goal 1: "Critical thinking" skills expressed in a written form</p>
Psychology	<p>Goal 1: To contribute to the undergraduate liberal arts education of all our students. Specifically, the intent of our curriculum is to instill an understanding of psychology as a science and a profession. Besides imparting specific knowledge in many areas of psychology, course offerings are designed to stimulate critical thinking and an openness to new ideas and perspectives (Studied through emphasis on multicultural, global, and ethical awareness)</p>
Sociology	<p>Goal 1 (core knowledge): the core sociological concepts, such that the student will be able to: compare and contrast a sociological perspective with other scientific perspectives, identify the contributions of key figures and events to the historical development of sociology as a scientific discipline,</p>

	<p>identify, define, distinguish and illustrate core sociological concepts (society; social structure; culture; religion; social institutions, e.g., family, economy; social change; social class; status; race; ethnicity; gender; social conflict; deviance; etc.)</p> <p>Goal 4 (IT literacy): the role of computers, internet resources and libraries in sociological research, so that the student will be able to: access original and peer-reviewed published sociological research and data, distinguish credible peer-reviewed published sociological research and knowledge from other information, use standard computer software for basic data analyses, use word-processing and other software to produce sociological reports,</p> <p>Goal 5 (communication literacy): the strategies for communicating sociological research and arguments, such that the student will be able to: document writing with ASA style citations and bibliographies, write a complete account of a social event, topic, issue or problem using sociological concepts, arguments or theories, review and critically assess published research papers, write annotated bibliographies, write a sociological literature review, write up a complete research proposal designed to answer sociological questions or test hypotheses</p>
--	---