

Annual Assessment Report for 2022-2023 Academic Year

Prepared by the
Office of Assessment and Educational Effectiveness

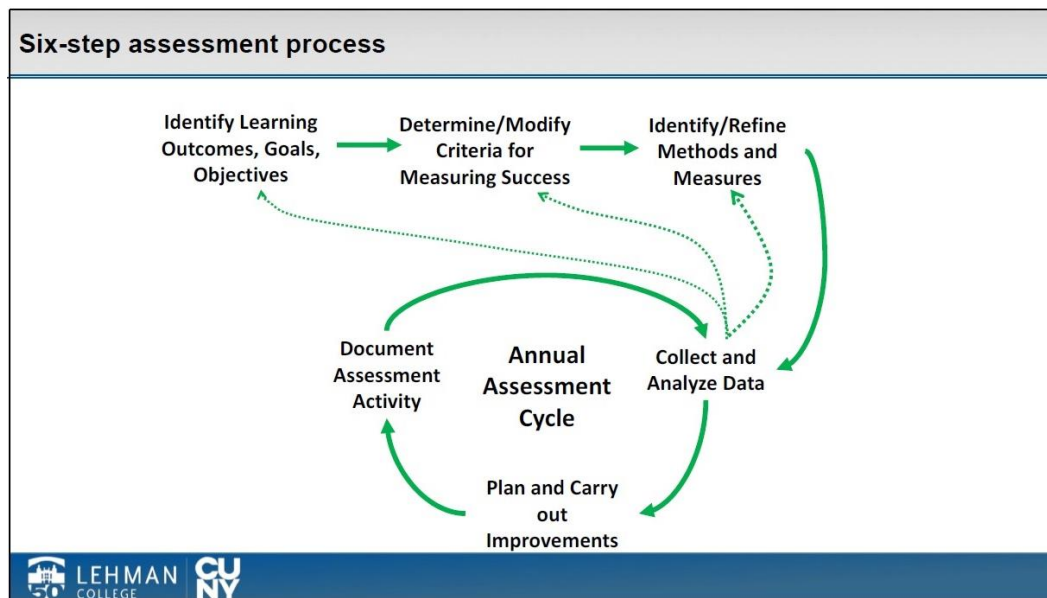
Summary

The Annual Assessment Report updates the Lehman College community on the state of assessment for the 2022-2023 academic year. During AY 2022-2023, academic units met 77% of their assessment targets and AES units achieved 74% of their targets. In past years, the report referenced units meeting or exceeding their targets.

Academic and AES units continued to respond to assessment findings with a range of improvement initiatives. General Education targets for teamwork and leadership were met. The School of Education met its targets, all of which are linked to its accreditation requirements and annual accreditation reporting. Lehman College continues to use 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 2021-2022 Reports as % of Plans	AY 2022-2023 Reports as % of Plans
AES	56	54	35	93%	65%
Academic:	29	28	26	100%	93%
A&H	9	9	7	100%	78%
HS2N	6	6	6	100%	100%
NSS	14	13	12	100%	92%
Total	85	82	60	95%	73%

Notes: The School of Education performs assessment for its School accreditation and its accredited programs.

Academic Assessment

Step 1: Learning Goals and Outcomes

Across Lehman College's five academic schools, 214 learning goals were reported. Of the reported learning goals, approximately 26% were assessed during the 2022-2023 academic year.

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	2	2.
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	3	1,2,4
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	3	1,2,4
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	214	

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

The assessed learning goals are detailed in Appendix 2.

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 2022-2023, 79% of assessment plans contained measurable targets. That was little changed from AY 2021-2022. 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: 79%
- Baseline: 10%
- No specified measurements of success: 10%

Step 3: Methods and Measures

Academic assessment initiatives predominantly (96%) relied on direct measures of student learning. Four percent (4%) used direct and indirect methods. During AY 2021-2022, 75% of academic assessment plans used direct measures exclusively and 23% utilized indirect measures, exclusively.

Direct Measures	
Tests/Exams/Quizzes, including pre- and post-tests and certification/standardizes tests	45% of direct measures
Paper/Written Assignment	52% of direct measures
Other	3% of direct measures
Total Percentage:	100% of direct measures

Indirect Measures	
Surveys	100% 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 2022-2023 academic year, assessment plans and reports were submitted into the Watermark *Planning and Self-Study* AMS or Dropbox. Beginning with AY 2023-2024, all assessment plans and reports will be entered into the AMS. Academic assessment plans were centered around departments to maximize the benefits of assessment relative to the assessment workload. Eighty-seven percent (87%) 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. Seventy-seven percent (7%) of

assessment reports provided one or more initiatives for improvement. During AY 2021-2022, 89% of assessment reports provided one or more improvement initiatives.

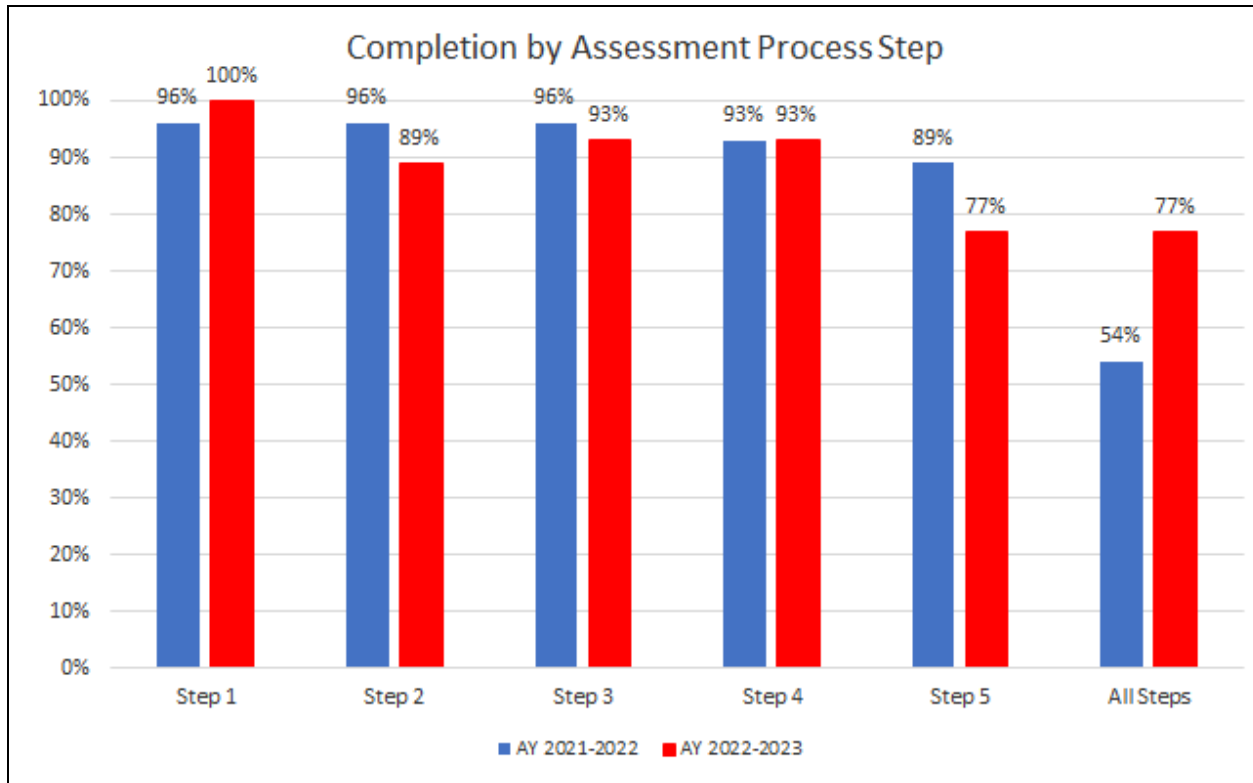
Improvement Examples:

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

- A forthcoming department meeting for faculty to provide feedback and close the loop. Discussions will also include how to best measure the data in the future regarding what types of questions to include and where to include them. (Accounting)
- Review the two questions with low correct answer rates (<50%): One is not ideally designed: it has negative wording. The other includes several vocabulary words beyond the specific disciplinary word that might be unfamiliar to students. These and other questions should be reviewed and reworded to avoid these issues. (Anthropology)
- There needs to be more thought devoted to how to help students achieve better results in these areas with the possibility to be given consideration of more focused specific “workshop” – like assignments, rather than relying on students to study on their own the kinds of detailed lists of “do’s” and “don’ts” that were posted on Blackboard covering all of the areas of concern in student writing these days. (Art History)
- Professional Development workshop during the 2023-2024 year to address issues of audience in Literature courses. (English)
- a thorough review of the specific questions measuring objectives should be conducted prior to the pre-test and modified if needed. It may be necessary to incorporate additional activities or use multiple sections to improve reliability. (Exercise Science)
- Use a The Beginner's Guide to Writing an Essay | Steps & Examples. (Journalism and Media Studies)
- A department study and committee may be advisable to further examine the MSH 114 variances and failure rates as curricula and course delivery methods (and music consumption) continues to change. (Music, Multimedia, Theatre, and Dance)
- SOC 301 and SOC 345 instructors should share their best practices. (Sociology)
- The Assessment Coordinator will first share the results of the current assessment with the Department Chair, Director of the Undergraduate Curriculum Committee, and faculty who participated in the 2022-2023 assessment of student learning. Results of the current assessment will be presented and discussed with the Department faculty at the next faculty meeting. Following this discussion, the members of the Department’s Undergraduate Curriculum Committee will submit a plan for the 2023-2024 assessment of student learning will be developed and presented to the full-time faculty for approval. An interesting finding was that the majority of students who failed to meet criterion had transferred from a CUNY institution with an Associate’s degree (representing 83% of students who did not reach 80% criterion level set for the current assessment). As a matter of CUNY policy, these students are automatically accepted as transfer students without a careful review of their community college performance. (Speech-Language-Hearing Sciences)

Step 6: Documentation of Assessment and Improvement Activities

Documentation on items from prior assessment reports improved, largely on account of assessments being repeated. Seventy-seven percent (77%) of assessment reports documented some form of assessment of one or more items from the most recent or earlier assessments vs. 54% for the preceding assessment year.



General Education Assessment

Lehman College assessed General Education consistent with its multi-year General Education assessment plan (Appendix 1). The 2022-2023 academic year assessment provided information on:

- Leadership
- Teamwork

Assessment was conducted in the following courses:

BIO 183: Human Biology

ENG 121: English Composition II

LEH 352: Studies in Literature

LEH 355: Studies in Philosophy, Theory, and Abstract Thinking

Nearly 87% of students met the targets associated with each of the two learning outcomes. Target attainment varied from class to class, but all classes met the targets. Some of the actions that were recommended included:

- BIO 183: Guided group discussions could be organized in smaller groups to further engage students with these topics.
- ENG 121: Social issues could be explored in an essay directly connected to a student's lived experience and broader social concerns.
- LEH 352: Will ask students to construct a self-assessment tool for peer review sessions.
- LEH 355: Will seek a targeted civic/public issue to make a focal point of the final and application (to make more focused tasks, clearer to evaluate).

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

During AY 2022-2023, 68 (59%) of goals were assessed. This is somewhat lower than last year. The decline was largely attributable to a divisional assessment that was not completed.

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-nine percent (96%) of AES assessment plans contained either general descriptions of performance, creation of baselines or specific measurable targets. That was an increase from the 83% recorded during AY 2021-2022. The breakdown was as follows for AY 2022-2023:

- Measurable targets: 58% compared to 57% for AY 2021-2022
- General description: 15% compared to 15% for AY 2021-2022
- Creation of baselines: 38% compared to 11% for AY 2021-2022

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	16% of direct measures
Appointments/Utilization/Attendance	36% of direct measures
Completed activities	16% of direct measures
Number of events	11% of direct measures
Other	5% of direct measures
Total Percentage	100% of direct measures

Indirect Measures	
Surveys	56% of indirect measures
Completion Rates	22% of indirect measures
Interview	11% of indirect measures
Other	11% 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 AY 2021-2022, 65% of AES units completed their assessment plans and submitted assessment reports. This was a decrease from 87% 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. 48% of assessment reports provided one or more initiatives for improvement. That was down from the 63% recorded during AY 2020-2021. Of the reports in which assessment was linked to targets, 74% met or exceeded their targets; 10% partially met their targets; and, 16% did not meet their targets. During AY 2020-2021, 65% of reports met their targets; 22% partially met their targets; and, 13% missed their targets.

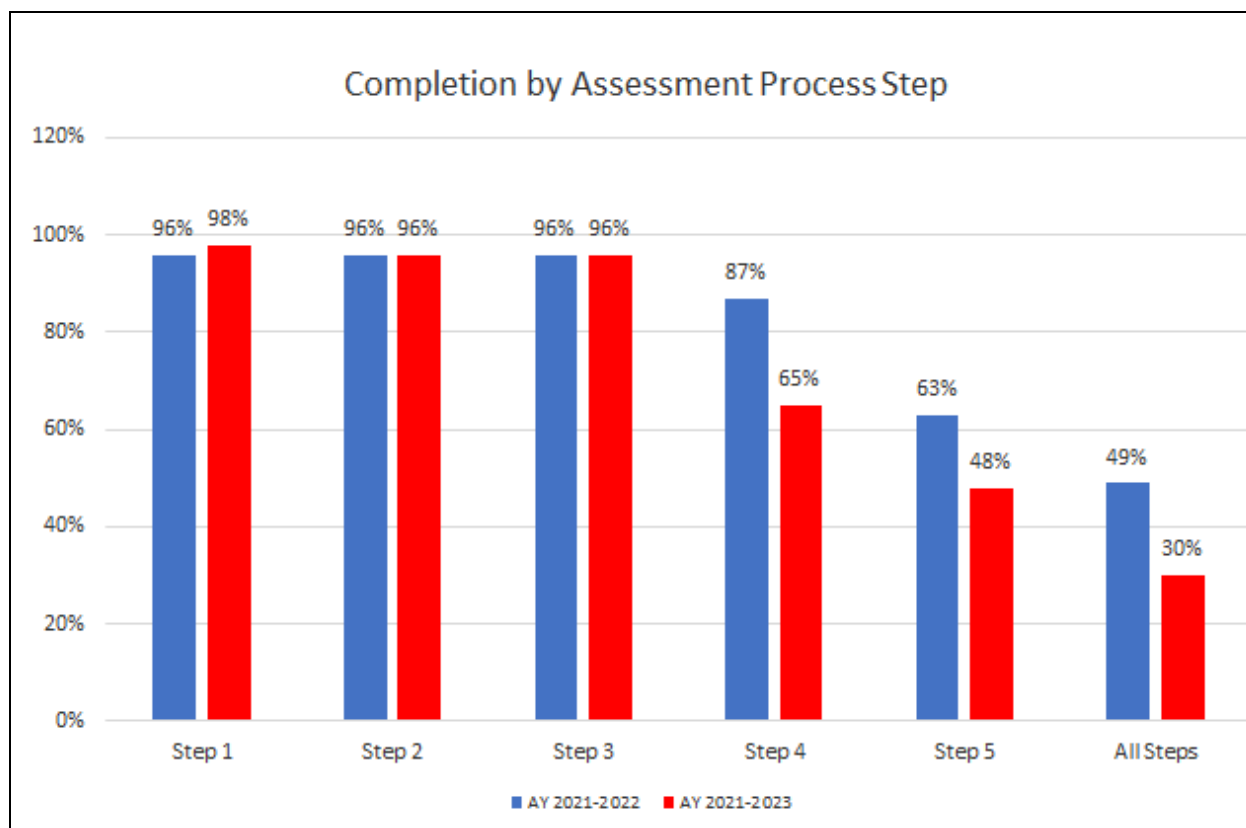
Improvement activities proposed by units that did not meet their measurable targets include:

- During the summer, we plan to host a recruitment event aimed at bringing alumni candidates on board. Our goal is to enhance the Alumni Advisory Board by welcoming eight new members. This infusion of fresh perspectives, energy, and motivation should propel us beyond the planning stage, enabling us to turn our ideas into actual events. (Alumni Engagement)
- Maintain assessment strategy: We have used self-assessment tools with great success in the past several years. (Campus Life)
- Monitor and track partnerships to broaden offering for the career-ready action plan workshop. (CEDC)
- Monitor attrition rates: The attrition rate also helps with future budget planning as it determines which events will have a better attendance based on the RSVPs originally placed. Attrition Rates of less than 20% conclude a successful turnover of the event, as more than 80% of students who initially RSVP'd for the event were able to engage and participate in activities the CHaSE program offers. (CHaSE)

- Continue to assess parental engagement for the next assessment period paying more attention to marketing of the events and offering varying times of events to accommodate more student families. (Child Care Center)
- Continue to utilize the strategies developed and implemented to improve student participation. (Counseling Center)
- Could improve instructor knowledge of the information literacy tutorial tool through two key methods. First, all library faculty teaching information literacy instruction sessions could briefly show students and instructors the Tutorial link. Next, library faculty could directly e-mail all LEH 350 instructors about the Tutorial at beginning of Fall and Spring semesters and encourage them to embed the link into their syllabi and Blackboard page. (Library)
- Monitor data in the Watermark AMS and conduct outreach to academic programs and AES units as warranted based on the data. (Office of Assessment and Educational Effectiveness) Develop and conduct a data literacy workshop. (Office of Institutional Research)
- Most pressing will be the engagement of a Chief Development Officer with responsibility for building a fundraising effort. A senior marketing executive needs also be engaged to ensure that the many accomplishments of the organization are promoted to all stakeholders. (Performing Arts Center)
- Continue the Learning Specialist Program and survey students. (Student Disability Services)
- Create a workflow with the VA service providers to collect data on how many Lehman College VA students utilized their services. (Veterans/Military Affairs)

Step 6: Documentation of Assessment and Improvement Activities

Lehman College adopted the 6-step assessment process in Spring 2019. The decline to 30% was largely the result of units meeting their targets and developing no follow up plans in response to the outcome. AY 2023-2024 instructions will mandate that action plans—even follow-up assessment—be specified in cases where targets are met. In addition, the AMS user guide that was prepared contains a section stating that action plans should be included with instructions on how to add them.



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 2022-2023 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 Brief Overview of Lehman College's 6-Step Assessment Process
- Developing Targets and Benchmarks
- Accreditation Findings: A Snapshot

- Assessing General Education

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 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
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"> • 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"> • Continue to provide prescriptive guidance concerning assessment areas, along with Association of American Colleges & Universities (AAC&U) rubrics. • Continue to conduct assessment “check ins” to addressing issues and facilitate a higher participation rate.
Conduct an assessment of assessment policies and practices.	<ul style="list-style-type: none"> • Survey academic and administrative and support personnel on the College’s assessment policies, practices, needs, and opportunities. • Develop a report with actionable recommendations based on the findings of this assessment.

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

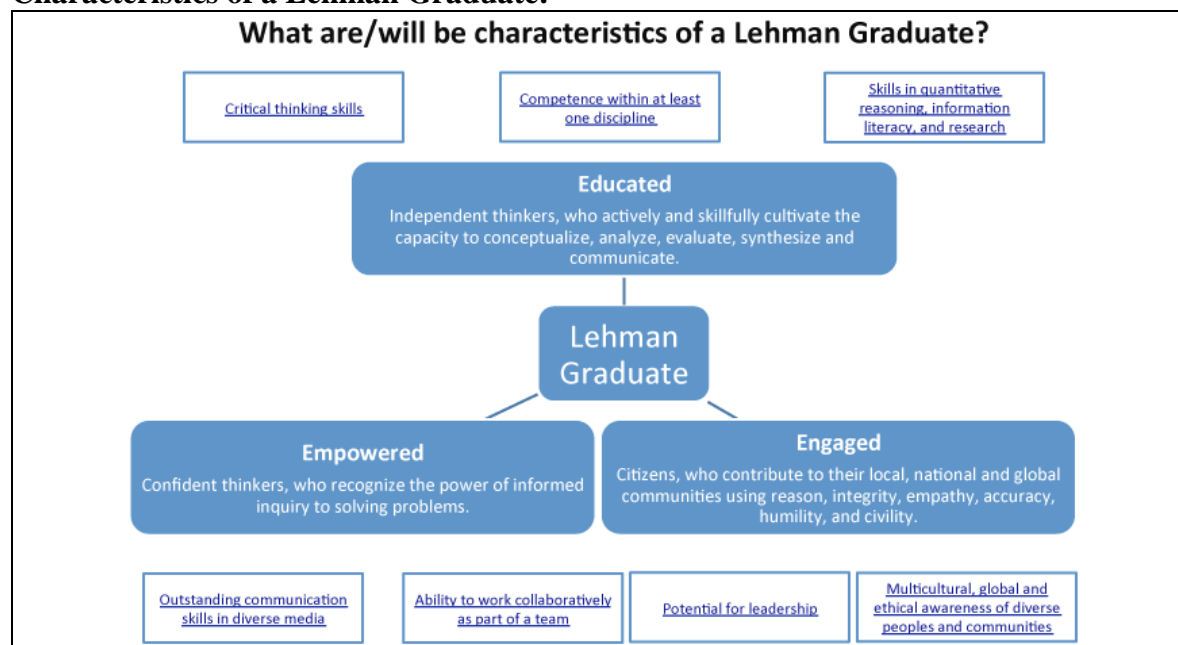
Appendices

Appendix 1: 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 2022-2023, Lehman College assessed the ability to work in teams and leadership. 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	

Summary Description:

Step 1: Learning Outcomes	Step 2: Criteria for Success	Step 3: Methods/Measures
Students will demonstrate an ability to facilitate contributions by team members and to promote a constructive team climate.	75% of students will score an average of 2 or above on the AAC&U's teamwork value rubric	Direct assessment. Review of group work project using the AAC&U's teamwork value rubric.
Students will demonstrate the ability to extend their knowledge to civic affairs, effectively communicate in a civic context, and a capacity to take individual initiative and organize group effort toward civic goals.	75% of students will score an average of 2 or above on the AAC&U's civic engagement value rubric	Direct assessment. Review of written artifacts using the AAC&U's civic engagement value rubric.

Assessment Results for AY 2022-2023:

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 2022-2023, 98 students from throughout Lehman College participated. The reduced number was due to fewer courses having been mapped to the ability to work in teams and leadership.

Assessment was conducted in the following courses:

BIO 183
ENG 121
LEH 352, 355

Additional LEH 300-level courses did not complete the assessment or had assessed other content that did not address the General Education assessment.

Assessment Outcomes:

For both institutional learning outcomes, students met the Lehman College targets with almost 87% of students achieving the target performance.

Met (Scored 2 or above on the rubrics)				
Courses	Teamwork		Leadership	
Name/Number	Number	Percentage	Number	Percentage
BIO 183	32	88.9%	33	91.7%
ENG 121	18	94.7%	15	78.9%
LEH 352	16	80.0%	16	80.0%
LEH 355	19	82.6%	21	91.3%
Total	85	86.7%	85	86.7%
		Met		Met

Faculty Recommendations:

- Guided group discussions could be organized in smaller groups to further engage students with these topics. (BIO 183)
- Social issues could be explored in an essay directly connected to a student's lived experience and broader social concerns. (ENG 121)
- Writing groups were an important space for navigating social awkwardness and building a community focused on shared goals: becoming better writers, becoming more prepared presenters, and engaging the social issues and artists of our time. I also think the informal writing (not discussed here) that students composed around their experiences with art and the ways art exists in their families was an important part of our learning process and another form of civic engagement. (ENG 121)
- Will ask students to construct a self-assessment tool for peer review sessions. (LEH 352)
- Refine current approach – will seek a targeted civic/public issue to make a focal point of the final and application (to make more focused tasks, clearer to evaluate)– so not just theory/concepts developed, but some practical/policy concerns can be brought into consideration. (LEH 355)

Assessment Recommendations:

- Faculty from selected courses will continue to 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.
- OAEE will maintain 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 provide specific guidelines and sample assessment templates, along with the relevant rubrics.

Appendix 2: Assessed Student Learning Goals

Program	Learning Goal(s)
Africana Studies	Goal 1: Demonstrate knowledge of the major developments in Africana peoples' experiences
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
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	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>Master of Social Work:</p> <p>Competency III: Advance human rights and social, economic, and environmental justice.</p> <p>Competency IV: Engage in practice-informed research and research-informed practice.</p> <p>Competency V: Engage in policy practice.</p> <p>Competency VII: Assess individuals, families, groups, organizations, and communities.</p> <p>Competency IX: Evaluate practice with individuals, families, groups, organizations, and communities.</p> <p>Competency XI: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p> <p>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>
Anthropology	Goal 1: Critical thinking and disciplinary competence.
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>
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	Goal 1: Perform numeric and symbolic computations

	<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	Goal 2: Understand the concepts underlying physics and astronomy.
Political Science	Goal 1: “Critical thinking” skills expressed in a written form
Psychology	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)
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, 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>