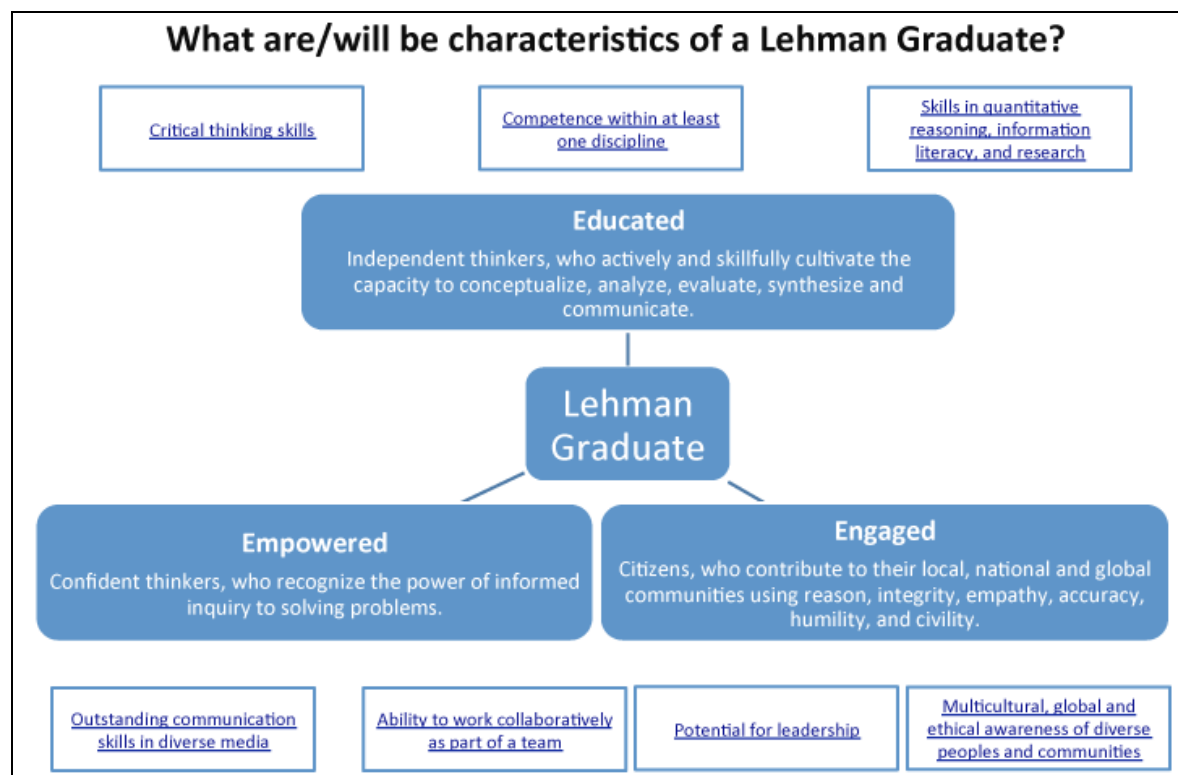


## General Education Assessment: AY 2020-21 through AY 2024-25

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.



### Structure

General Education extends across all areas of the College. Thus, the administrative officers responsible for General Education start with the President, the Provost and Senior Vice-President for Academic Affairs and Student Success, the Associate Provost for Academic Programs and Educational Effectiveness, and the School Deans. Reporting to the Associate Provost for Academic Programs and Educational Effectiveness, faculty supported through released time primarily responsible for assessing General Education are the Director of Assessment and Educational Effectiveness, and the Director of General Education. Organizations responsible for assessing General Education are the Academic Assessment Council (AAC) which is an Ad Hoc Committee of the Lehman College Senate, the Undergraduate Curriculum Committee (UCC) which is a Standing Committee of the Lehman College Senate, and three subcommittees of the UCC: the General Education Council (GEC), the LEH 300 liaison committee, and the LEH 100 liaison committee.

### GEC

The UCC re-established the GEC in fall 2019. The functions of the GEC are to:

- Oversee the Pathways General Education Curriculum and provide technical support and guidance for General Education assessment and program review.
- Develop and implement multi-year plans for assessment plans for lower- and upper-level General Education courses that demonstrate students' mastery of core competencies noted in the diagram below, and in alignment with the college's institutional learning domains and MSCHE's required competencies.
- Develop and/or maintain clear and assessable student learning outcomes for General Education LEH courses, identify systematic methods for assessing them, and document utilization of results for improvement.
- Provide technical support to guide periodic review of General Education as a program and recommend revisions of the General Education Curriculum, consistent with the Pathways framework, based on assessments.
- Provide annual report on assessment of General Education to the Provost and the Undergraduate Curriculum Committee, to include how well Lehman students are attaining the seven General Education competencies at the core of the Lehman Experience of *educated*, *empowered*, and *engaged* citizens.

The membership of the GEC consists of ten faculty representatives, one for each General Education area, plus ten ex-officio members and three students. The GEC began meeting in spring 2020.

#### LEH 300 Liaisons Committee

As part of the General Education requirements, all students are required to complete two LEH 300-level courses, chosen from LEH 351, 352, 353, 354, and 355. As a subcommittee of the UCC, the LEH 300 Liaisons Committee oversees these courses, approves proposals for course sections, recommends changes to learning outcomes, and leads in course assessments. It consists of 5 faculty, one representing each course, appointed by the UCC, plus the Director of General Education and the Associate Director of Academic Programs.

#### LEH 100 Liaisons Committee

All first-time, full-time first year students complete LEH 100, *Freshman Seminar*. As a subcommittee of the UCC, the LEH 100 Liaisons Committee oversees this course, approves proposals for course sections, recommends changes to learning outcomes, and leads in course assessment. It consists of 3 faculty appointed by the UCC, plus the Associate Dean of the School of Arts and Humanities, the Director of General Education and the Director of the Freshman Year Initiative.

#### AAC

The AAC is an ad hoc committee of the Lehman College Senate coordinated by the Associate Vice President for Academic Programs and Educational Effectiveness. Its functions are:

- Periodically review the Institutional Effectiveness Plan (IEP) and recommend changes as appropriate.

- Collect and document academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs).
- Collect and document assessment information from Administrative, Educational, and Student Support (AES) units.
- Assist departments, programs, and faculty in developing and implementing assessment plans and communicating assessment findings with appropriate stakeholders.
- Facilitate the use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcome development;
- Identify and address professional development needs/opportunities in assessment and disseminate information on best practices in assessment.
- Advise on the development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.
- Report assessment outcomes and changes arising from assessment to the Provost and the College Senate.

### **General Education Assessment Process**

During fall 2019, along with the development of an Institutional Effectiveness plan, the College adopted a Six-Step Assessment Process for all institutional assessments. The six steps are: 1) Identify Learning Outcomes, 2) Determine criteria for Success, 3) Identify Methods and Measures, 4) Collect & Analyze Data, 5) Plan and Carry Out Improvements, 6) Document Assessment Activity. The General Education Assessment Plan was designed as a multi-year plan, informed by prior assessment data. The goal is to use assessment results for continuous improvement in fulfilling the College's Institutional Learning Outcomes (ILOs). As the College is developing a 5-year Strategic Plan for 2020 – 2025, the General Education Assessment Plan also is based on a five-year timeline.

To begin, select ILOs were assessed at a department/program level as part of a pilot initiative aimed at developing and refining Lehman College's multi-year General Education Assessment Plan. For example, the BA English program assessed written communication comparing English majors with non-majors. Overall, the Department found that English majors were more proficient than non-English majors, but that the percentage of papers falling short of rubric-guided expectations was greater than anticipated. The BA History program examined critical thinking within the context of students' designing research questions. During 2014-15, 42% of students scored 4 or 5 on a 5-point rubric. In 2018-19 the figure was little changed at 47%. Separately, the BA Latin American and Caribbean Studies program found inconsistent performance when using the AAC&U critical thinking rubric to examine research papers. Based on the findings, some of which are documented above, and introduction of the Library's online information module that will augment the teaching of information literacy, Lehman College decided to emphasize assessment of critical thinking and information literacy in the early part of its General Education assessment plan

Over the next five years, AY 2020-21 through AY 2025-26, several forms of assessment will be used:

1. Artifacts will be collected biennially from LEH 351-355 (year 1) and LEH 100 (year 2) sections. Artifacts will include both syllabi and student work. Because all students, native and transfers, must complete two LEH 300-level courses after completing 60 cumulative college credits, these courses serve as “capstone” General Education courses. Thus, assessments can measure student learning and skill acquisition both over the course of acquiring at least 60 college credits, as well as in the specific LEH course section. Students also can be identified as those who entered Lehman College as first-time, full-time freshmen and those who entered as transfer students, thus revealing difference in performance between these groups. Syllabi will be assessed to establish that learning outcomes are specified and covered in all course sections. Student work will be assessed by faculty volunteers using AAC&U rubrics, modifications of those rubrics, or Lehman-created rubrics.
2. Every year at least two Institutional Learning Outcomes from within Lehman College’s “Educated-Empowered-Engaged” learning domains will be assessed. Assessment of those learning outcomes will occur in a representative sample of courses distributed among the College’s “Required Common Core,” “Flexible Core,” and “College Option” areas.
3. Every learning outcome will be assessed twice within a four-year assessment cycle.
4. Ad hoc assessments, such as the results of NSSE (National Survey of Student Engagement) will be used when available and appropriate.

## Timeline

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	

## AY 2020 – 2021 and AY 2023-2024

1. Assess artifacts from LEH 351-355 course sections and select General Education courses from each of the three General Education areas. Outcomes assessed: Communication in Diverse Media and Global/Multicultural Awareness.

Step 1: Learning Outcomes	Step 2: Criteria for Success	Step 3: Methods/Measures
Students will apply critical thinking to analyze, integrate, and evaluate information.	75% of students will score an average of 2 or above on the AAC&U's critical thinking value rubric	Direct assessment. Review of written artifacts using the AAC&U's critical thinking value rubric.
Students will demonstrate global self-awareness, respect for cultural and ethnic diversity and adequate consideration of ethical or social contexts.	75% of students will score an average of 2 or above on the AAC&U's global learning value rubric	Direct assessment. Review of written artifacts using the AAC&U's global learning value rubric.

2. Collect artifacts from the LEH course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2020-2021 during fall 2020 (2023-2024 during fall 2023).
4. Collect artifacts from Writing Intensive course sections.
5. Using the Six-Step Process, complete the last three steps for the outcomes assessed in 2020-2021 during spring 2021 (2023-2024 during spring 2024).
6. Implement course design changes in high DWIF courses and assess effectiveness.

## AY 2021 – 2022 and AY 2024-25

1. Assess artifacts from LEH 100 course sections. Assess artifacts from a sample of General Education courses drawn from each of the General Education Areas. Outcomes assessed: Critical thinking and information literacy/quantitative reasoning/research.

Step 1: Learning Outcomes	Step 2: Criteria for Success	Step 3: Methods/Measures
Students will demonstrate adequate consideration of audience, context, purpose, and use of proper mechanics in their written and oral communication.	75% of students will score an average of 2 or above on the AAC&U's written and oral communication value rubrics	Direct assessment. Review of written artifacts and oral presentations in using the AAC&U's written and oral communication value rubrics.
Students will demonstrate the ability to identify, locate, evaluate, effectively and responsibly use and share information for addressing problems.	75% of students will score an average of 2 or above on the AAC&U's information literacy value rubric	Direct assessment. Review of written artifacts using the AAC&U's information literacy value rubric.

2. Assess artifacts from Writing Intensive course sections. Outcomes assessed: Written Communications.
3. Collect artifacts from LEH 351-355 course sections.
4. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2021 – 2022 during fall 2021 (2024-2025 during fall 2024).

5. Collect artifacts from a Common Core area course sections.
6. Using the Six-Step Process, complete the last three steps for the outcomes assessed in 2021 – 2022 during spring 2022 (2024-2025 during spring 2025).

### AY 2022 - 2023

1. Assess artifacts from LEH 351-355 course sections. Assess artifacts from a sample of General Education courses drawn from each of the General Education Areas. Outcomes assessed: Ability to work in teams and leadership.

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 <b>AAC&amp;U's teamwork value rubric</b>	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 <b>AAC&amp;U's civic engagement value rubric</b>	Direct assessment. Review of written artifacts using the AAC&U's civic engagement value rubric.

2. Collect artifacts from LEH 100 course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2022 – 2023 during fall 2022.
4. Collect artifacts from a Common Core area course sections.
5. Using the Six-Step Process, complete the last three steps for the outcomes assessed in 2022 – 2023 during spring 2023.

## General Education Courses:

Required Core 4 courses-12 credits			Flexible Core 6 courses-18 credits					College Option 4 courses-12 credits	
English Comp	Quant & Math Reasoning	Life & Physical Sciences	Creative Expression	Individual & Society	Scientific World	US Experience in its Diversity	World Cultures & Global Issues	Foreign Language	LEH 351-355
ENG 111	MAT 126	ANT 120	AAS 213	ANT 206	ANT 212	AAS(WST) 228	AAS 166	ARB 111-112	LEH 351
ENG 121	MAT 128	AST 102	AAS(THE) 238	ANT 211	AST 101	AAS(WST) 239	AAS 225	CHI 111-112	LEH 352
ENG 113	MAT 132	BIO 173	AAS(LAC) 241	DNC 222	CHE 138*	AAS(HIS) 245	AAS 232	FRE 111-112	LEH 353
ENG 123	MAT 171	CHE 137*	AAS 242	ECO 166	ENV 210	AMS 111	AAS(LAC) 235	ITA 111-112	LEH 354
LSP 151	MAT 172	GEO 101	AAS 266	ECO 167	ENV (GEH) 235	DST 200	AAS (WST) 240	JAL 111-112	
MHC 354	MAT 174	GEO 167	AAS 267	PHI 171	GEP (GEO) 228	HIS 243	ANT (LAC) 238	IRI 111-112	
	MAT 175	PHY 131	ARH 135	PHI 172	HIS 239	HIS 244	ANT (LAC, WST) 210	SPA 111-112	LEH 355
	MAT 176	PHY 141	ARH 137	PHI 173	LNG 160 SPV 246	HSD 266	GEH 101	SPV 101-102**	
		PHY 151	ARH 141	PHI 174	PHI 169	JRN 211	GEH240		
			ARH (LAC) 143	PHI 175	PHI 170	LAC 231	HIS 240		
		*must be taken with CHE 138 which fulfills Scientific World	ARH 167	PHI 176	*must be taken with CHE 137 which fulfills L&PS	LAC (LTS) 232	HIS 241	* Lehman approved; awaiting CUNY approval	
			ART 109	POL 150	PSY 200	LTS 269	HIS 242		
			DNC 235	POL 172	MHC 352	POL (LAC, LTS) 234	HIS 246		
		This area also can be fulfilled by a STEM Variant course below	ENG 222	POL 229	This area also can be fulfilled by a course from the STEM Variant list under L&PS	POL 166	HIS 247	# 2 courses in same language or 1 advanced (200+) and 1 option course	
		ANT 171	ENG 223	PSY 166		POL 211	HIS (MES) 249		
		ANT 269	ENG 226	SOC 166**		POL 217	HIS (LAC) 266		

	BIO 166	ENG 227	SOC 227 WST 237		POL 230	HIS (LAC) 267	
	BIO 167	ENG 229	SOC 240		SOC 234	LTS (HIS) 212	
	BIO 181	ENG (WST) 234			SOC 235	LST 213	
	BIO 182	ENW 201			MHC 351	LSP 350	
	BIO 183					MES 245	
	CHE 114-115	ENW 210				MHC 356	
	CHE 166-167	IDW (CLT) 211				PHI (AAS) 269	
	CHE 168-169	IDW (CLT) 212				POL (RUS) 220	
	GEP 204	LAC (LTS, AAS) 214				POL 240	
	PHY 135	LAC (SPA) 233				POL 241	
	PHY 140	MSH 114				POL 266	
	PHY 166	MSH 115				POL 268	
	PHY 167	MSH 245				SOC 245	
	PHY 168	THE 241				WST 220	
	PHY 169	LSP 351					
		MCH 350					