

# Introduction to General Education Assessment

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Office of Assessment and Educational Effectiveness  
Office of Academic Programs and Educational Effectiveness  
Lehman College, The City University of New York

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# Importance of General Education

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- General Education provides students with a sound and flexible framework that informs their decision making, facilitates their problem-solving, and enriches their lives
- Those attributes make the value of the General Education curriculum greater than the sum of its courses



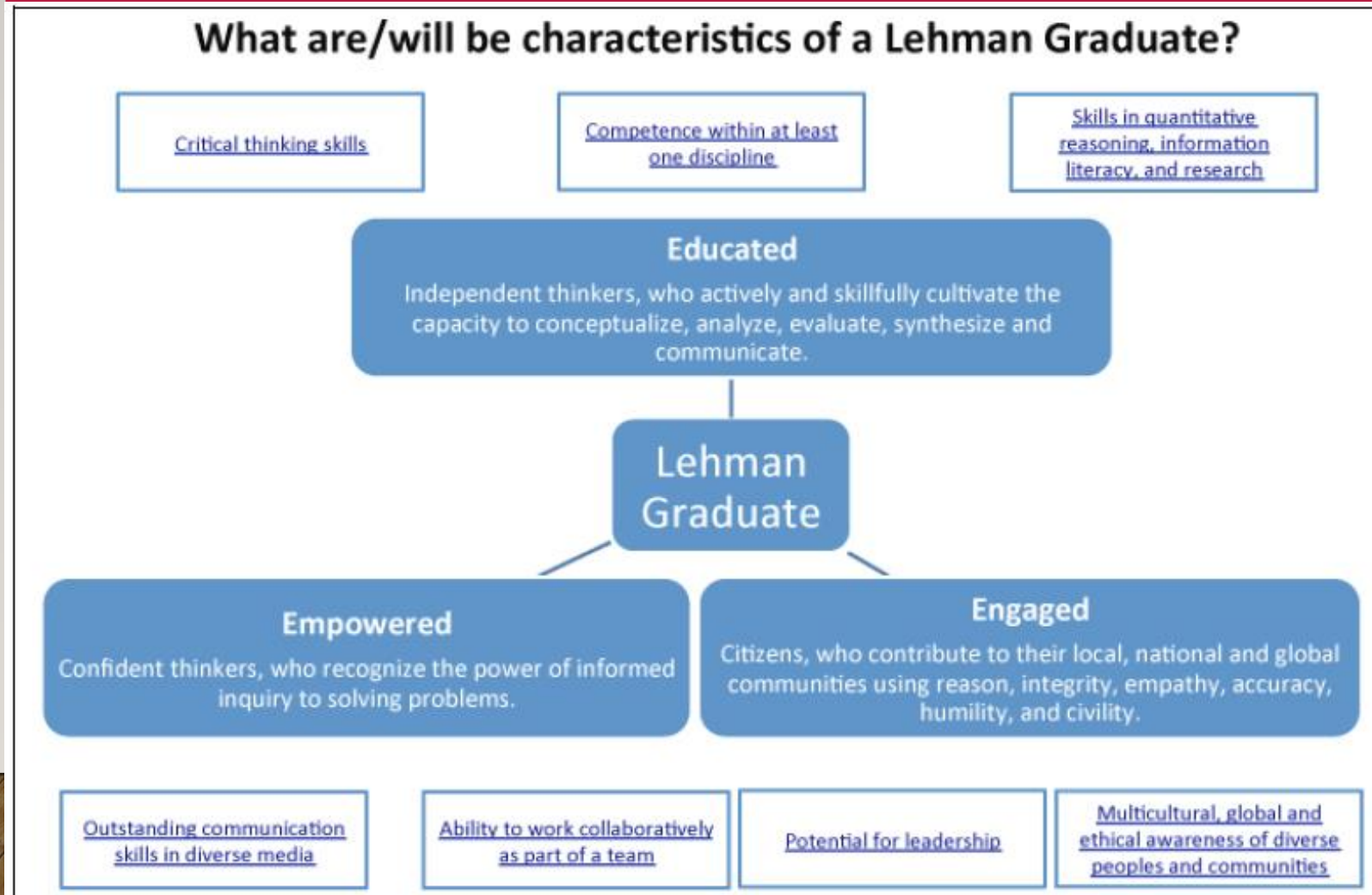
# Accreditation Expectations

## **MSCHE Standard III:**

*At all institutions with undergraduate programs, there should be: [A] general education program, free standing or integrated into academic disciplines, that:*

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;*
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives...*

# General Education at Lehman College





# Assessment

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- The importance of General Education makes assessment essential
- Good assessment is organized, systematic, and sustainable
- Good assessment practice involves the discussion and use of findings to improve the curriculum, enhance teaching, and promote student success

# Benefits of Assessing General Education

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- Measurement of progress toward student learning outcomes
- Increases student engagement from feedback (formative assessment)
- Curricular innovation and improvement
- Accountability and transparency in higher education
- Data-informed decision making (greater effectiveness and efficiency)

# Major Approaches to Assessing General Education

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- **Approach 1:** Targeted assessment of common learning outcomes from a sample of courses selected during an academic year (a variation: treating the General Education program as its own “School.”)
- **Approach 2:** Assessment of outcomes derived on courses that map to general education outcomes (can be indirect)

Highest confidence is achieved when outcomes from both approaches support one another

Either approach can use direct or indirect assessment data

# General Education Assessment at Lehman College

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- Lehman College currently utilizes the first approach according to a multi-year General Education assessment plan
- With the Planning and Self-Study assessment management system, Lehman College will be able to add the second approach





# MULTI-YEAR GENERAL EDUCATION ASSESSMENT PLAN

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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	



# General Education ILOs Mapped to Courses

Characteristic of a Lehman Graduate	Institutional Learning Outcomes	Required Core			Flexible Core					College Option		Writing Intensive
		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	
Educated	Critical Thinking Skills	x	x	x	x	x	x	x	x	x	x	x
	Competance within at least one discipline	x	x	x	x	x	x	x	x	x	x	x
	Skills in quantitative reasoning, information literacy, and research	x	x	x		x	x	x	x		x	x
Empowered	Outstanding communication skills in diverse media	x	x	x	x	x	x	x	x	x	x	x
	Ability to work collaboratively as part of a team	x									x	x
Engaged	Potential for leadership	x									x	x
	Multicultural, global and ethical awareness of diverse peoples and communities	x			x	x			x	x	x	x
		<b>Specific Courses</b>										
		ENG 111	MAT 126	ANT 120	AAS 213	ANT(WST) 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		

# MAPPING WITHIN THE AMS

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Outcomes	Organizations	
Training-Climate Studies Program O...	CUNY Leh...	Training-Schoo...
LEARNING OUTCOMES (4)		
<b>Understand the basic scie...</b> Students will be able to define clim...	✓	+
<b>Identify potential impacts ...</b>	+	+
<b>Identify approaches for ad...</b> Students will be able to analyze cor...	+	+

Training-Climate Studies Program Outcomes

**Understand the basic science behind climate change**  
Students will be able to define climate change...

Map to: CUNY Lehman College Aligned: YES

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CUNY Lehman College Learning Outcomes

- Critical thinking skills** Gen Ed  
As self-directed learners with the habit of asking why, graduates use evidence-based reasoning and logical argumentation. They synthesize information and knowledge across disciplines to their own perspectives, positions, and interpretations.
- Competence within at least one discipline**  
Graduates demonstrate understanding of the central theories, core literature, terminology, methods, practices and current issues within their disciplines as well as how their discipline related to other disciplines. They are capable of integrating kn  
[...Read More](#)

# Required Information on Assessment Reports

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- Number of students assessed
- Number of students who performed at each level on the rubric (disaggregated by race/ethnicity and gender\*)
- Findings
- Next steps/action planning

**This data allows one to determine the sufficiency of the sample size and levels of performance relative to the Lehman and/or faculty targets**

\*-MSCHE's revised standards require disaggregated data to assure that the needs of "all student populations" are examined and addressed.





# Rubrics

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- All AAC&U value rubrics are on the assessment webpage

- ▶ Civic Engagement
- ▶ Global Learning
- ▶ Information Literacy
- ▶ Integrative and Applied Learning
- ▶ Intercultural Knowledge and Competence
- ▶ Inquiry and Analysis
- ▶ Oral Communication
- ▶ Problem Solving
- ▶ Quantitative Literacy
- ▶ Reading
- ▶ Teamwork
- ▶ Written Communication

# For Further Information

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