

Annual Assessment Report for 2024-2025 Academic Year

Prepared by the
Office of Assessment and Educational Effectiveness

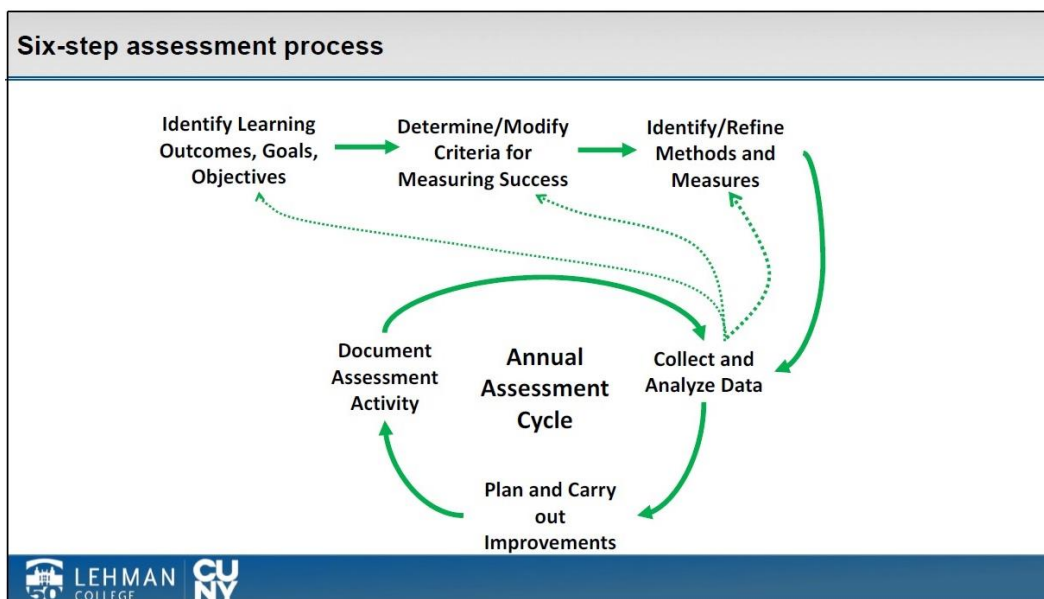
Summary

Assessment across academic programs and Academic and Educational Support (AES) units is organized and systematic. Annual assessment has been migrated to Watermark's *Planning and Self-Study* assessment management system (AMS).

The annual assessment report has been revised to reflect the migration of annual assessment to the AMS. It has been broadened to incorporate academic program review, which documents a wide range of assessment activities and their impacts that might otherwise not be captured in this report.

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.

Academic Assessment

Across academic programs, assessment efforts during the 2024-2025 academic year reflect a strong institutional commitment to student learning, faculty engagement, and data-informed curriculum development. During the academic year, 83% of programs completed assessment reports. The evaluations reveal both achievements and areas for continuous improvement, underscoring the institution's mission to foster analytical thinking, ethical responsibility, and practical knowledge.

Overview

Across the 2024-2025 academic assessment cycle, the uploaded academic program reports reflect a broad and sustained commitment to student learning, faculty engagement, and evidence-based improvement. The review included 27 assessment reports covering undergraduate and graduate programs across the arts, humanities, social sciences, business, education-related fields, natural sciences, health professions, and professional programs.

Across these reports, 90 total learning outcomes were identified. Of those, 58 outcomes were documented as met, representing 64.4% of all assessed outcomes. Thirty-two outcomes, or 35.6%, were either not met or not documented as met. Nineteen of the 27 reports, or 70.4%, included planned future actions, demonstrating that programs are using assessment results not only to document performance but also to guide curriculum revision, faculty development, assessment redesign, additional data collection, and targeted student support.

Overall Assessment Results

The assessment results show that most programs are actively collecting evidence of student learning through direct and indirect measures, including embedded exam questions, student papers, portfolios, lab reports, course grades, field-based assignments, pre- and post-tests, standardized exams, and rubric-based evaluations.

Several programs reported strong student performance across multiple learning outcomes. Accounting documented that all assessed undergraduate outcomes were met and identified a systematic future action: redesigning the Microsoft Forms assessment process so faculty upload more detailed assessment tools. Business similarly met all assessed outcomes, including effective communication, analytical skills, technology, ethics, and technical business knowledge. Computer Science reported that 91.7% of students passed the assessed course and 81.7% successfully completed the final project across programming, algorithms, data structures, databases, and networking-related outcomes.

Other programs demonstrated strong performance in discipline-specific competencies. English reported that Creative Writing students met expectations on both assessed outcomes, with 100% of assessed students reaching the benchmark. Social Work, at both the BA and MSW levels, reported high levels of competency attainment on practice-based assessments tied to ethical behavior, diversity, engagement, assessment, and intervention. Chemistry used longitudinal

course-performance evidence to support a curriculum action making MAT 226 a prerequisite for CHE 342, linking assessment directly to curricular decision-making.

Areas for Improvement

The reports also identify meaningful areas for improvement. In some programs, outcomes were not met or performance varied by cohort, course level, modality, or skill area. These findings are important because they show that assessment is being used to identify specific instructional and curricular challenges rather than simply report compliance.

Physics reported several not-met outcomes related to scientific writing in lab reports, including accessibility to a general reader, report structure, use of data tables, checking results before submission, and writing meaningful conclusions. The planned response is concrete: revise the lab manual and clarify expectations so students receive more explicit guidance about formulas, tables, structure, interpretation, and conclusions.

Nursing provides one of the strongest examples of detailed assessment-driven improvement. While several HESI-based outcomes were met, the report also identified gaps in communication, documentation, teaching, and consistency of measurement across the curriculum. Planned actions include interprofessional simulation, role-play, rubric-based evaluation, stronger formative feedback, and more consistent measurement of communication skills from introduction through mastery.

Speech-Language-Hearing Sciences reported that students did not meet the 80% benchmark for key concepts in Introduction to Audiology, and that critical thinking, analytical, and reasoning skills were also not met. Psychology documented mixed results: upper-division students showed stronger scientific-method performance, while lower-division students did not show expected pre/post improvement. These findings point to opportunities for earlier reinforcement, more targeted instructional supports, and clearer assessment follow-through.

Use of Assessment Results and Planned Future Actions

A key strength of the 2024-2025 assessment cycle is the extent to which programs used findings to plan future action. Nineteen reports included planned future actions. These actions varied in type but generally fell into five categories:

- Curriculum revision, including revised lab manuals, redesigned course assignments, added prerequisites, and stronger integration of theory, writing, or communication skills.
- Assessment redesign, including clearer rubrics, improved measurement strategies, and better artifact collection.
- Additional faculty development or training, including discussion of best practices, workshops, and department-level review of results.
- Additional data collection, including improved survey tools, disaggregated performance monitoring, and more consistent evidence collection.
- Maintenance of successful assessment strategies, particularly in programs where benchmarks were met and the current approach remains appropriate.

These planned actions demonstrate a functioning assessment loop: programs identify learning goals, collect evidence, analyze results, and use those results to improve teaching, curriculum, and assessment design. The strongest reports did more than state whether outcomes were met; they explained what the results meant and identified how faculty would respond.

Assessment as Continuous Improvement

The 2024-2025 reports show that academic assessment is operating as an ongoing system for continuous improvement. Programs are using multiple forms of evidence to ask whether students are meeting expected learning outcomes and whether existing curricula adequately support those outcomes.

In many cases, assessment findings led to practical next steps. Accounting will improve documentation by requiring faculty to upload detailed assessment tools. Chemistry will formalize MAT 226 as a prerequisite for CHE 342 and monitor outcomes over the next three fall semesters. Political Science will explore scaffolding, targeted feedback, and additional data collection related to class-level performance and instructional modality. Exercise Science and Recreation will revise EXS 323 after identifying uneven pre/post-test gains. English will continue faculty discussions on study design to isolate specific strengths and weaknesses in student learning.

These examples illustrate assessment's central purpose: not merely to measure student learning, but to improve it.

Looking Ahead

The next assessment cycle should build on the strengths of the current cycle while addressing several recurring needs. Programs would benefit from clearer alignment among outcomes, measures, results, and actions; fuller documentation of findings; consistent use of rubrics and benchmarks; and more systematic reporting of whether prior-year actions produced improvement.

The following priorities should guide the next phase of assessment work:

- Strengthen documentation so every assessed outcome includes a clear measure, result, analysis, and action where appropriate.
- Expand the use of direct evidence, including student work, embedded exam questions, projects, lab reports, and field-based assignments.
- Improve assessment of communication skills, especially oral communication, analytical writing, documentation, and discipline-specific expression.
- Track the implementation and effectiveness of planned future actions to ensure that assessment results lead to measurable improvement.

Overall, the 2024-2025 academic assessment cycle demonstrates substantial evidence of student learning and a strong institutional culture of improvement. With 64.4% of outcomes met and 70.4% of reports identifying planned future actions, the results show both achievement and a clear commitment to using evidence to strengthen academic programs.

Academic Program Review

Overview

This report synthesizes how assessment is used across the AY 2024-2025 program review self-studies: Accounting; Africana Studies; Earth, Environmental, and Geospatial Sciences (EEGS); Finance, Information Systems and Economics (FIE); and Management and Business Innovation (MBI). Across the reports, assessment is most often used to align learning goals with course-level evidence, identify curricular and pedagogical improvements, strengthen career readiness, and document progress toward institutional and professional standards.

A common pattern is visible: programs are moving beyond compliance-oriented assessment toward structured improvement cycles. The School of Business departments are building competency-based assessment systems aligned with NACE career-readiness competencies and AACSB expectations. Africana Studies uses student artifacts and a shared rubric to examine core learning outcomes. EEGS uses program-specific assessment plans, targets, rubrics, and performance evidence to revise teaching strategies, assessment instruments, and curriculum priorities.

Overall, assessment is being used to make programs more transparent, coherent, career-connected, and responsive to student learning needs. The strongest examples show a complete loop: programs identify outcomes, collect evidence, interpret results, make changes, and plan follow-up assessment to determine whether the changes improved learning.

Department of Accounting (School of Business)

Program	Uses of assessment	Changes, decisions, and outcomes
B.A./B.S. in Accounting	Courses are mapped to NACE career-readiness competencies and program learning objectives. The department created a four-year assessment plan for Fall 2023-Spring 2027 to assess competencies in a repeating cycle for comparability. Course-level measures include exams, projects, and presentations, with attention to critical thinking, ethical decision-making, communication, and professional competence.	Creation of standardized syllabi identifying course competencies. Curriculum alignment with AACSB expectations. Integration of QuickBooks and Excel, current case studies, global accounting perspectives, career-infused degree maps, and a Fall 2025 career-readiness course requirement. Experiential learning is strengthened through VITA, embedded internships, CMA scholarship opportunities, and CPA preparation support.
M.S. in Accounting	The graduate program is included in the same competency-based assessment architecture. Assessment is designed to determine whether students attain graduate-level professional competencies and to support longitudinal comparison as competencies are assessed at least twice across the four-year cycle.	Graduate learning goals and courses were revised and mapped to the competency framework. Assessment evidence is intended to support AACSB alignment, graduate professional readiness, and continuous refinement of learning goals, course expectations, and applied learning opportunities.

Impact of assessment activities: Accounting has used assessment to build a clearer and more coherent program structure. The most immediate impact is the creation of standardized syllabi, competency maps, career-readiness initiatives, and experiential learning pathways that connect classroom assessment with professional preparation.

Department of Africana Studies

Program	Uses of assessment	Changes, decisions, and outcomes
B.A. in Africana Studies	The department assessed student learning through artifacts from AAS 245, History of African Americans, a required major course that is also cross-listed with History and used for the college core. Four Spring 2024 sections were assessed using a shared rubric. The assessment examined students ability to answer essay prompts, use sources, demonstrate broad historical knowledge, write college-level essays, use mechanics effectively, and cite sources.	The assessment produced a common final-assessment rubric, common course goals and learning outcomes, a more closely aligned final-exam format, and a stronger dialogue among full-time faculty teaching the course. Results from 69 final essays showed generally strong student performance, with all-section averages ranging from 3.30 to 3.57 on a 4-point rubric. Faculty identified prompt comprehension as an area for improvement and began using clearer instructions and encouraging questions.
Africana Studies Minor and General Education Contributions	Assessment of AAS 245 also informs the minor and broader General Education role because the course serves majors, minors, and students fulfilling the “US Experience in its Diversity” requirement. The department also uses direct assessment methods such as tests, term essays, scaffolding, self-tests, e-portfolios, peer assessment, and writing portfolios across the curriculum.	The department plans to assess another course in 2025-2026 and to move toward a more seamless, multi-staged assessment process. Assessment findings support continued refinement of writing prompts, rubric use, and faculty conversations about pedagogical methods and student learning trends.

Impact of assessment activities: Africana Studies demonstrates how a focused course-level assessment can create department-wide tools. The AAS 245 assessment produced a shared rubric, aligned expectations, and actionable insights about writing, source use, historical knowledge, and prompt clarity. This gives the department a stronger foundation for future course assessments and for discussing student learning trends across modalities.

Department of Earth, Environmental, and Geospatial Sciences (School of Natural and Social Sciences)

Program	Uses of assessment	Changes, decisions, and outcomes
B.A. in Earth Science	Earth Science uses curriculum maps, selected learning outcomes, acceptable and ideal targets, and direct course measures. In the 2024 GEO 101 assessment, student understanding of geologic time was assessed through a targeted problem set. The acceptable target was an average above 75%; the ideal target was above 85%.	The GEO 101 assessment produced a mean of 97.77, exceeding the ideal target, and the recommendation was to make no change for that section. Prior assessments showed students generally exceeded acceptable targets but did not always reach ideal targets; in GEO 345, the program recommended additional discussion of statistical methods and a demonstration of Excel.
B.S. in Environmental Science	Environmental Science follows the college six-step assessment process. Each semester assessment plans specify learning objectives, implementation timeline, and measures. Evidence includes written assignments, team projects, hands-on demonstrations, tests, quizzes, and, when appropriate, early and late assessments to measure growth.	In ENV 210, students met the ideal target of 85% earning B or higher on assessed concepts related to the physical and biological environment. Assessment was modified to include more balanced and pertinent questions. The program plans to assess additional goals and maintain acceptable and ideal targets for future cycles.
Geography and GISc Programs: B.A. in Geography, Geography/GISc minors, GISc certificates, M.S. in GISc	Geography and GISc use an iterative strategy that aligns program learning goals with curriculum and evaluates course fit with student learning styles and the geospatial job market. Assessment instruments include exams, computer-based lab assignments, pre/post quizzes, final projects, SETL feedback, surveys, project-based learning, hands-on labs, internships, and mentoring.	Assessment led to repeated assessments with more instruments and larger samples, reinforcement of lower-scored concepts, improved map-identification exercises, support for spelling and terminology, project scaffolding, clearer project requirements, more time for final projects, redesigned labs for independent/small-group work, and more attention to central tendency and percentages. Program plans include revising key GISc courses, continuing Programming Across the Curriculum, making programming required in the MS-GISc/certificate structure, reducing MS-GISc credits, and exploring a spatial data science/AI track.

Impact of assessment activities: EEGS shows the most detailed evidence of assessment-driven pedagogical change. Results are used not only to document student performance but also to alter teaching strategies, revise assessment instruments, improve project scaffolding, strengthen quantitative support, and guide future curriculum revisions in rapidly changing STEM and geospatial fields.

Department of Finance, Information Systems and Economics (School of Business)

Program	Uses of assessment	Changes, decisions, and outcomes
B.A. in Economics	The department created a four-year undergraduate assessment plan for Fall 2023-Spring 2027. The plan assesses competencies approved in April 2023 and repeats assessment cycles to build comparability. Evidence includes course-level exams, research projects, presentations, capstone projects, annual program reviews, DWIF analysis, retention and graduation rates, employment data, professional certification performance, and external feedback from stakeholders, alumni, and advisory boards.	Assessment and curriculum review have led to stronger technology integration, including Excel, Python, Stata, R, and AI. Effective Spring 2024, students in introductory statistics are required to earn Excel certification through Wall Street Prep, and econometrics students use R. Real-world application was strengthened through ECO 173, The FED Challenge: Practice of Central Banking.
B.A. in Economics and Mathematics	The program is included in the same undergraduate competency framework and assessment plan. Assessment is designed to test whether students meet the analytical, quantitative, technological, communication, and career-readiness outcomes needed for economics and finance-related pathways.	Assessment-informed initiatives include applied economics problems, research-based projects, career-infused degree maps, the LEAP co-curricular competency platform, Bloomberg Lab certifications, and student engagement through real-time financial data, market concepts, simulations, and credentials that strengthen job applications.

Impact of assessment activities: FIE uses assessment to connect curriculum, technology, career readiness, and external relevance. The program review process has translated assessment priorities into specific requirements and learning experiences, including Excel certification, R in econometrics, the FED Challenge, Bloomberg credentials, and career maps.

Department of Management and Business Innovation (School of Business)

Program	Uses of assessment	Changes, decisions, and outcomes
Bachelor of Business Administration (B.B.A.)	The B.B.A. is mapped to School of Business competencies drawn from NACE and AACSB frameworks. Learning goals were revised, courses were mapped to objectives, standardized syllabi identify addressed competencies, and a four-year Fall 2023-Spring 2027 plan assesses competencies in repeated cycles. Course-level measures include exams, projects, and presentations.	Assessment priorities supported business information literacy, a library-MBI collaboration using scaffolded research instruction and evaluation of information sources, including AI-generated information. The department also integrated R, Excel, and AI; expanded case studies and simulations such as Startup Wars; added entrepreneurship; developed career-infused degree maps; and moved toward required career-readiness coursework beginning Fall 2025.
Master of Science in Business (M.S.B.)	The M.S.B. is included in the competency-based assessment plan for graduate programs. Assessment focuses on graduate-level attainment of business competencies, including ethical leadership, global awareness, analytical and critical thinking, technical business knowledge, communication, leadership, teamwork, diversity, and inclusion.	Graduate learning goals and course expectations were mapped to competencies and tied to standardized syllabi. Assessment supports ongoing refinement of graduate curriculum and capstone experiences, including strategic management, ethical issues in business, and research projects. The new accounting concentration beginning Spring 2025 broadens the graduate program structure.

Impact of assessment activities: MBI has used assessment to establish a competency-based curriculum architecture and to link learning evidence with applied, career-connected pedagogy. The department is using assessment to strengthen information literacy, technology fluency, simulations, career readiness, and alignment with AACSB-oriented expectations.

Cross-Program Observations

Assessment is becoming a design tool, not only a reporting requirement. Programs use assessment to structure syllabi, clarify goals, select evidence, and create curriculum maps. This is especially visible in the School of Business departments, which are building shared competency systems.

The most mature examples close the loop. EEGS and Africana Studies show concrete loops from evidence to action: shared rubrics, clearer prompts, repeated assessments, revised teaching strategies, added scaffolding, and new measures.

Career readiness is a major assessment theme. Across Accounting, FIE, MBI, and EEGS, assessment is tied to internships, certifications, technologies, simulations, career maps, professional networks, and employer-relevant competencies.

Multiple measures strengthen interpretation. The strongest assessment practices combine direct measures such as exams, essays, labs, projects, portfolios, and rubrics with indirect or contextual evidence such as surveys, SETLs, retention, graduation, employment, and stakeholder feedback.

Assessment reveals support needs. Several programs identify student challenges in quantitative methods, project design, terminology, writing prompts, research skills, or career readiness. These findings point toward targeted instruction, clearer rubrics, more scaffolding, and broader student support.

Comparability and sustainability remain important next steps. Programs with four-year cycles are positioned to build stronger longitudinal evidence. Programs relying on course-level or faculty-led assessment will benefit from shared rubrics, common artifacts, stable measures, and documented follow-up assessment.

Overall Impact of Assessment Activities

Taken together, the assessment activities reviewed here are improving the connection between learning goals, course design, student evidence, and program decisions. The reviewed programs are using assessment to standardize syllabi, revise learning goals, clarify expectations, strengthen rubrics, adjust course content, add technological and quantitative skill development, increase experiential learning, and expand career readiness. Assessment is also helping departments communicate more clearly with faculty, students, accrediting bodies, and external stakeholders about what students are expected to learn and how programs know whether learning is occurring.

The combined effect is a stronger foundation for student success and institutional improvement. Business programs are building career-ready competency systems and co-curricular reinforcement through LEAP, certifications, simulations, and internships. Africana Studies is strengthening shared faculty expectations and evidence-based dialogue about student learning. EEGS is using assessment to refine STEM pedagogy, project scaffolding, quantitative reasoning, and geospatial career preparation. Together, these efforts support a more coherent student experience, more actionable evidence for departments, and a more transparent culture of continuous improvement across the institution.

Conclusion

The reviewed self-studies show that assessment is being used in meaningful and increasingly practical ways. Programs are identifying student learning outcomes, collecting direct evidence, interpreting results, and making decisions that affect curriculum, pedagogy, career preparation, and resource priorities. The next stage should emphasize consistent documentation of results, explicit follow-up on implemented changes, and cross-program sharing of effective practices. With continued attention to closing the loop, assessment can serve as a central mechanism for improving student learning, advancing equity, and strengthening institutional effectiveness.

General Education Assessment

Overview

The AY2024-2025 [General Education Assessment Report](#) presents a pilot “bottom-up” approach to assessing Lehman College’s General Education Institutional Learning Outcomes, with a focus on Information Literacy and Communication Skills in required and flexible core courses. Rather than imposing a single centralized instrument, the assessment relied on assignments, rubrics, and data already embedded in course instruction. Overall, the findings indicate that Lehman students are performing well in both assessed areas, especially communication, while also pointing to opportunities to broaden participation, strengthen rubric use, and more intentionally integrate information literacy across disciplines.

Key Findings

- **Strong overall student performance:** Across assessed assignments, 78.57% of information literacy artifacts and 85.9% of communication skills artifacts met the competency requirement.
- **Broad course-level participation, but uneven institutional participation:** Seven departments provided information on 25 courses and 35 sections, while six departments provided assessment data for 10 courses and 11 sections. Participation was stronger among Natural and Social Sciences and Arts and Humanities programs, suggesting the need for earlier and broader outreach across schools.
- **Large body of student work assessed:** The report assessed the work of 209 students, including 322 assignments for information literacy and 319 assignments for communication skills, representing a meaningful pilot dataset for General Education assessment.
- **Communication skills were a particular strength:** Students demonstrated strong writing, argumentation, organization, and clarity across multiple disciplines. The report attributes this in part to faculty-designed assignments, Writing Across the Curriculum, the Writing Center, and sustained attention to written communication.
- **Information literacy is being taught in discipline-specific ways:** Students engaged in varied information literacy activities, including library searches, critical evaluation of primary sources, map reading, visual analysis, and use of data sources such as the CIA Factbook.
- **Discipline-specific assignments aligned well with General Education goals:** Faculty-created assignments in English, History, Earth/Environmental/Geospatial Sciences, Latin American and Latino Studies, Philosophy, and Sociology successfully connected disciplinary learning with broader institutional outcomes.
- **History results suggest an area for improvement in source evaluation:** While more than 83% of assessed History students produced clear arguments supported by evidence, only slightly over 60% demonstrated expected levels of information literacy related to evaluating the reliability and content of sources.

- **The pilot approach was promising but needs refinement:** The report recommends improving participation through earlier communication, clearer explanation of expectations, training on rubrics and assignment design, and better alignment between program assessment and the General Education assessment schedule.
- **Assessment results can be used for institutional improvement:** Recommended next steps include showcasing faculty and student work, integrating flexible/core course evidence into program assessment, comparing student performance across introductory and advanced courses, and sharing the report with the Senate, Assessment Committee, Deans, Chairs, and the broader campus community.

At-a-Glance Measures

Measure	Result
Departments providing course information	7
Courses / sections represented	25 courses / 35 sections
Departments providing assessment data	6
Courses / sections with assessment data	10 courses / 11 sections
Students represented in assessed work	209
Information literacy artifacts meeting competency	78.57%
Communication skills artifacts meeting competency	85.9%

AES Assessment

Overview of Assessment Activity

The 2024–2025 Academic and Educational Support (AES) assessment cycle demonstrated a need to increase assessment among AES units. During the academic year, just half of AES units completed assessment reports. The Division of Institutional Advancement submitted no reports. However, fundraising is a priority area for the 2026-27 PMP cycle, so the incentive to reintroduce assessment to the Division will increase.

Where assessment occurred, the reports the use of evidence to improve services, programs, operations, and student outcomes. Across 30 unique reports, 74 outcomes were assessed. Of those outcomes, 62 were met, representing 83.8% of all assessed outcomes. In addition, 14 reports included planned future actions, showing that assessment is being used not only to document performance but also to guide improvement.

The reports reflect a wide range of institutional priorities, including student onboarding, academic advising, persistence, career readiness, leadership development, enrollment management, fiscal stewardship, accessibility, wellness, cultural engagement, facilities support, and administrative efficiency. Collectively, the findings show a strong culture of assessment, with many units meeting or exceeding targets while also identifying areas where additional data, revised procedures, or new strategies are needed.

Major Findings and Evidence of Impact

Several assessment results point to measurable improvements in student support and institutional effectiveness. Admissions and Recruitment successfully implemented Slate CRM, improving communication, centralizing applicant data, strengthening reporting, and supporting higher application and registration activity. The Onboarding Advisement Office demonstrated strong results through the Get On'Board Mentorship Program, with mentored students converting to enrollment at high rates across Fall 2024 and Spring 2025. These results suggest that coordinated outreach and data-informed caseload management can help students overcome enrollment barriers.

Student development and engagement outcomes were also strong. Campus Life reported that more than 70% of student leaders improved practical leadership skills such as communication, self-discipline, team building, event planning, and leadership development. Students participating in leadership modules also reported substantial growth in leadership knowledge, while Student Life Building survey results showed that students felt a stronger sense of mattering and confidence in taking leadership roles.

Career-readiness efforts also produced meaningful gains. In CED 102, students showed increases from pre-test to post-test across multiple career-development indicators, including understanding interests, strengths, professional-development needs, work values, preferred work style, career goals, and action steps. These findings show that structured career-development coursework can help students better understand themselves, clarify goals, and prepare for internships, employment, and graduate study.

Operational and administrative improvements also supported student success. The Registrar's implementation of iDeclare for graduate students reduced program-change processing from approximately 10–14 days to 1–2 days, improving advising accuracy, reducing enrollment delays, and helping students register for appropriate courses. General Accounting exceeded the FY25 revenue target, and the Bursar's Office exceeded its Apple Pay adoption goal while also using Qless data to better understand student traffic patterns. These results demonstrate that administrative assessment can improve service delivery, reduce friction, and strengthen institutional capacity.

Use of Results and Planned Future Actions

A central strength of the 2024–2025 AES assessment cycle is the use of results to identify next steps. Several reports demonstrate clear closing-the-loop practices. Scholarships found that institutional scholarships were associated with a higher first-year enrollment yield, but also found that Pell-eligible and first-generation students were underrepresented among merit-only scholarship recipients. In response, the office plans to revise selection rubrics so that demonstrated financial need becomes a secondary criterion beginning in AY 2025–2026. The office also plans to launch standardized renewal communications with automated reminders.

The Office of Assessment and Educational Effectiveness collected baseline data on staff attitudes toward artificial intelligence in assessment. The results showed interest in training, concern about ethical issues, and support for new policies addressing AI. In response, OAEF plans to share

findings with relevant committees and develop a workshop introducing staff to AI-assisted assessment, including prompting practices and ethical awareness.

Wellness Education provides another example of using assessment results for improvement. Although HIV/STI testing participation was tracked, knowledge acquisition was not assessed, leading to a “not met” result. The planned action is to collect data on knowledge acquisition for students who participate in the service. This is an important example of assessment identifying not only whether programming occurred, but whether the intended learning outcome was actually measured.

Other units plan to refine data collection and engagement strategies. Strategic Persistence Initiatives will continue tracking visiting-student home colleges and referral sources to improve marketing decisions. Campus Life will revise assessment questions to improve response rates. Veterans/Military Services will streamline intake processes and add fields to better understand student needs. These actions show that assessment results are being used to improve both programs and the quality of future evidence.

Areas for Continued Attention

Although most outcomes were met, the reports also identify areas requiring follow-up. Some outcomes lacked results, actions, or complete data. Several reports marked outcomes as not met because targets were missed or because the intended assessment data were not collected. In some cases, reports included strong findings but no formal action plan. These patterns suggest an opportunity to strengthen expectations for documenting planned improvements, especially when results are not met or when data are incomplete.

Future assessment cycles would benefit from continued emphasis on measurable outcomes, clearer action steps, responsible parties, timelines, and evidence of follow-through. Units should also be encouraged to distinguish between activity completion, student participation, student learning, and longer-term impact. Doing so will make future reports more useful for planning, resource allocation, accreditation, and institutional improvement.

Building a Stronger Foundation for Student Success and Institutional Improvement

Taken together, the combined initiatives create a stronger foundation for student success by addressing the student experience from multiple angles. Enrollment initiatives help students enter the institution more smoothly; advising and registrar improvements reduce administrative barriers; career-readiness and leadership programs strengthen students’ academic, professional, and personal development; wellness, counseling, disability, veterans, and child care services address essential support needs; and fiscal, facilities, and operational improvements create the infrastructure that allows programs to function effectively. The collective impact is larger than any single outcome. These assessment efforts show an institution using evidence to improve access, belonging, persistence, service quality, and operational effectiveness. As units continue to act on results, document follow-up, and refine measures, AES assessment can become an even stronger driver of continuous improvement across the College.

Conclusion

The 2024–2025 AES assessment reports show strong overall performance, with 83.8% of assessed outcomes met. The most promising reports go beyond compliance by using results to guide future action, refine services, improve communication, and strengthen student support. Continued attention to planned actions, data quality, and closing-the-loop documentation will help ensure that assessment remains a practical tool for improving student success and institutional effectiveness.

Professional Development

During 2024-2025 academic year, Lehman College’s Office of Assessment and Educational Effectiveness (OAEE) held 4 workshops for faculty and staff:

- Academic Assessment (Information Literacy)
- Introduction to Lehman College’s Interactive Fact Book
- Watermark Planning & Self-Study Walkthrough
- Accreditation Findings: A Snapshot

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 from 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
Significant lack of participation among AES units	<ul style="list-style-type: none">• Develop approaches for capturing assessment activity that is not submitted to Watermark’s Planning & Self-Study
Broaden the assessment context	<ul style="list-style-type: none">• Review the PMP-SAR goals and reporting• Capture relevant assessment-related information from the PMP-SAR

Summary

Lehman College is seeking to strengthen its culture of assessment and focusing on identifying opportunities for improvement. The College is focusing on increasing the availability and documentation of assessment activity.