# Assessment Committee Senate Report

**MEETING DATE: Thursday, November 12**

LEHMAN COLLEGE

## The following members for the general education assessment subcommittee were appointed

Faculty members:

Anne Rice (Africana Studies – Arts and Humanities)
Collin O'Neil (Philosophy – Arts and Humanities)
Jennifer Collett (School of Education)
Minwoo Song (Economics- School of Business and Econ)
Yunju Ku (Accounting – School of Business) self nomination

Administrative member:

John Michael McCluskey (Associate Dean, Arts and Humanities)

# THE 2025-2026 ACADEMIC YEAR GENERAL EDUCATION ASSESSMENT REPORT WAS PRESENTED

- ✓ Showcases activities linked to oral communication and group work/leadership skills
- ✓ Using a bottom-up approach, showing what our faculty are doing in the classroom
- ✓ The Assessment Committee agreed to present it to the campus community (including the Senate)

# General Education Assessment Report:

## A Bottom-up Approach to Assess Oral Communication & Groupwork/Leadership Skills




## Academic Year 2025-2026

**Prepared by Devrim Yavuz**

LEHMAN COLLEGE | CUNY

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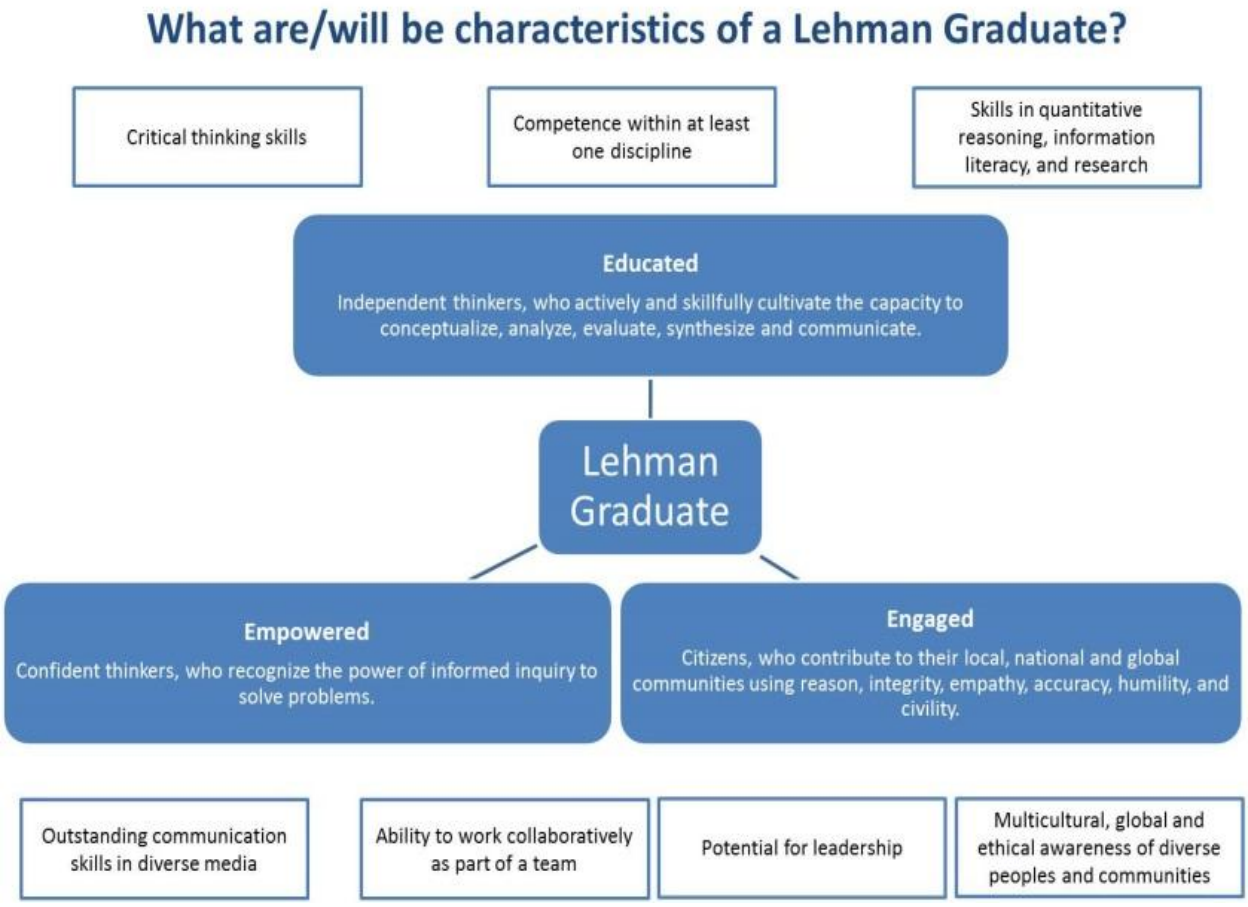
## INTRODUCTION: BOTTOM-UP ASSESSMENT

To assess general education, Lehman College has chosen a bottom-up approach. It has collected information from various departments who offer our Required or Flexible Core courses to determine how some of our Institutional Learning Objectives (ILO's) were covered in several sections. Additionally, in the spirit of showcasing the campus community's commitment to general education, the last part of this report also contains a list of activities that help improve Lehman College in its goal to impart these skills.

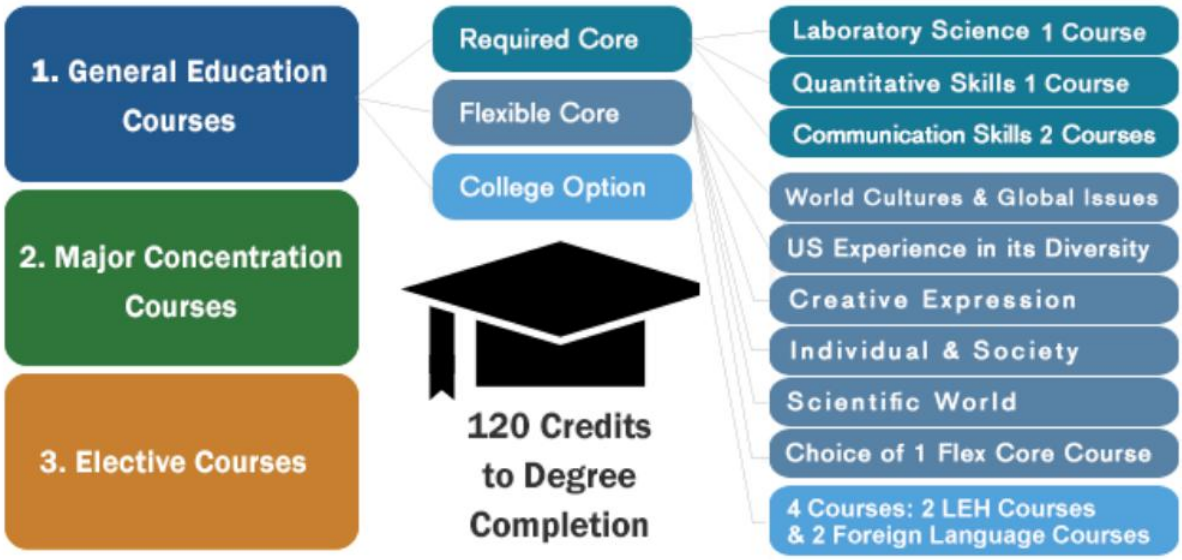
## BACKGROUND: INSTITUTIONAL LEARNING GOALS AND FLEXIBLE CORE COURSES

Lehman College of the City University of New York (CUNY) has centered its mission and institutional learning objectives (ILOs) around the notion that its graduates are *Educated, Engaged,* and *Empowered*. As the only four-year CUNY campus in the Bronx, Lehman is dedicated to a liberal arts education and works to ensure that the student experience aligns with these objectives.




To accomplish this, degree-granting programs typically design their own learning goals with the expectations of their discipline/profession and, whenever possible, with Lehman's mission in mind. However, these academic programs also *offer courses that are part of the entire CUNY*

*system's* Pathways *designated courses*. These are "buckets" or "clusters" of courses that students choose from, and they ensure that: (1) the transfer experience within CUNY is seamless and (2) students get exposed to a diverse range of academic subjects, tools and approaches.




These clusters guarantee that students take at least one course from each of these topics: creative expressions, world cultures, US and its diversity, and individuals and diversity. While some departments assess some of these courses as part of their own course-level or program-level assessment efforts, Lehman College also strives to assess the student experience in these courses as they relate to the ILOs. During the 2025-2026 Academic Year (AY25-26), Lehman College assessed Team Work/Leadership and Oral Communication Skills. Given that the previous timeline (below) had expired, the college chose two areas in need of assessment to begin a new cycle. The next calendar of general education assessment will be decided on during AY26-27 by the Assessment Committee in concert with all affected point-organizations.

| 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 | |

## APPROACH AND JUSTIFICATION

The Provost and Institutional Effectiveness Office appointed and tasked an Academic Assessment Liaison/Fellow (Devrim Yavuz, Sociology) to continue the previous academic year's approach to Gen Ed assessment. In consultation with the Senate Standing Committee on Assessment and based on past dialogue with the campus community, it was decided that the assessment of general education should be carried out with a bottom-up approach, rather than with instruments imposed top-down. Concretely, Deans, program Chairs and their Assessment Coordinators were contacted directly and were encouraged to share assignments used in their required and flexible core courses, along with data on how students did in them (see Appendix 1 for the "FAQ" document that was sent out to the campus community).

### *RATIONALE*

A bottom-up approach fits the organizational culture and structure well. Lehman College has a long-standing commitment to academic freedom and to shared governance. Moreover, programs and their Assessment Coordinators (see personnel section below) are typically tasked with gauging the effectiveness of their own course sequences and not the College's ILO's learning goals. Indeed, past dialogue about gen ed assessment has revealed that centrally administered assessment instruments do not mesh with this culture and established practice. In sum, the Gen Ed courses and skills the College wants to assess might not align with programs' own assessment goals and needs.

Thus, using data already generated through regular class activity was preferred for these additional advantages it offered. Collecting embedded activities respects part- and full-time faculty's time while also helping to highlight their valuable contributions to general education by showcasing their work. This is particularly useful in places such as Lehman College where faculty are already significantly serving the institution. As importantly, the assessment of Gen Ed becomes more reliable thanks to the fact that data from more courses taught by a greater diversity of instructors can be assessed without burdening part-time faculty.

Moreover, given the positive reception of the previous year's report, continuing the same approach is expected to help build momentum and encourage more participation in years to come. The AY24-25 report and portions of its findings were shared through email lists, with the Lehman College Senate, the General Faculty Meeting, members of the Faculty Personnel & Budget Committee (President, Provost, College Counsel, Deans, Chairs), Senate Assessment Committee, and all participating departments. This presumably helps explain the higher rate of participation this academic year. The rationale for the approach further includes:

- ✓ The literature on teaching and learning increasingly advocates for the use of discipline-specific assignments to develop and gauge the instruction of general skills. Additionally, it has been highlighted that gaps in college-preparedness can best be closed by focusing on discipline-specific skills. Indeed, by providing all students with context and explicit tasks, discipline-specific courses can more tangibly help define what we mean by communication skills for instance (e.g. Brasley, 2008; Farrell & Badke, 2015; Tuominen et al., 2005). This is important at Lehman College also. For instance, as will be discussed below faculty from various departments feel that oral communication and interactive activities tend to empower students to do better.
- ✓ Because only existing information was collected (rather than being generated through a top-down effort), the assessment of gen ed can give various programs and Lehman

College a sense of whether more should be done to incorporate gen ed skills. Hopefully, this can generate conversations internal to the programs and throughout the campus on what kinds of skills we want to actively incorporate in classes.

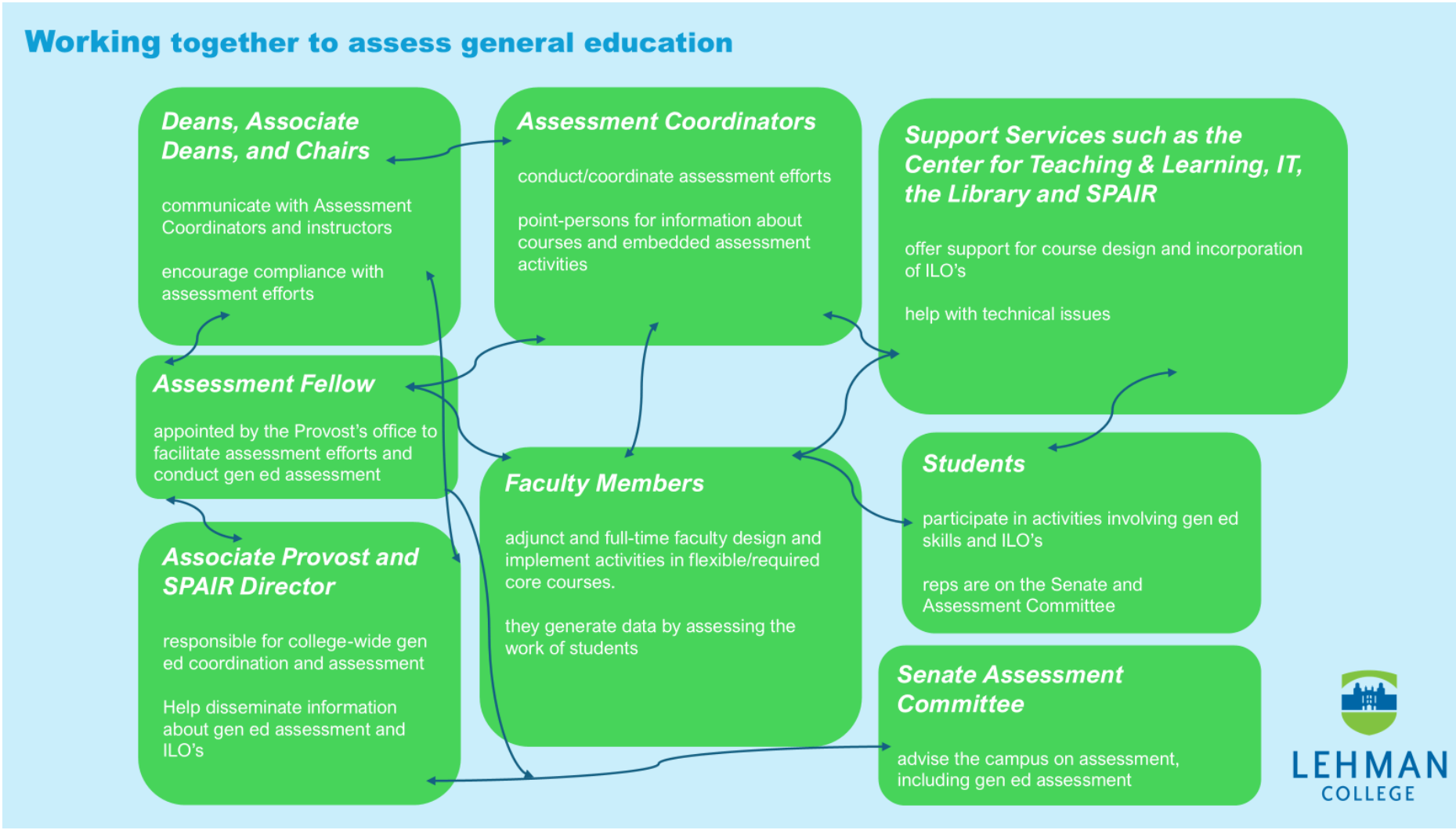
- ✓ Finally, given that the value of higher education and specific disciplines is often put into question by various political and economic actors around the world, it is important to showcase how discipline-specific activities cover skills we associate with general education.

## *PERSONNEL*

Many individuals are involved in promoting assessment activities and general education assessment on campus (see diagram on next page). For second year of the bottom-up approach to assessment, program-level **Assessment Coordinators** that typically conduct assessment for their disciplines provided information about activities in gen ed courses and either evaluated some sections themselves or were the point persons for obtaining information from instructors. In some cases **Chairs** were also helpful in collecting information. **Faculty members** designed activities for gen ed courses and provided data obtained about the **Student** experience to Assessment Coordinators.

The bottom-up approach to gen ed evaluation during AY24-25 and AY25-26 was designed and implemented by the **Assessment Fellow/Liaison** (appointed by the Provost's office on a per-need basis) who organized the collection of information, communicated the goal of this pilot program and facilitated the work of faculty and coordinators. He was advised by the **Senate Committee on Assessment** as well as the **Associate Provost responsible for general education** and the **SPAIR office (Strategic Planning, Assessment & Institutional Research)**, who also provided valuable feedback and help communicating with the campus community. They also train coordinators and the campus community on skills relating to assessment. **Chairs, Deans and Associate Deans** provided support by reaching out to coordinators. Finally, the campus community benefits from the presence of support services such as the Center for Teaching and Learning (CTL) and Library that help enhance the incorporation of gen ed ILO's into courses and programs.

# Working together to assess general education



## *TIMELINE AND PROCESS*

The approach to AY24-25 gen ed assessment was a pilot project and therefore its steps are subject to change and improvement.

(1) ***October – December 2025*** The AY24-25 report was shared with various bodies on campus.

(2) ***December 2025*** An initial email was sent to Deans, Associate Deans, Chairs and Assessment Coordinators to inform them that the Assessment Coordinator was going to collect information about flexible and required core courses with the goal of designing a bottom-up approach to gen ed assessment. The email was followed by an **FAQ document** based on the feedback from coordinators (see appendix I for the document)

(3) ***March 10 2026*** a form was sent out to Assessment Coordinators and Chairs to obtain information about flexible and general core courses. Specifically, the form was an opportunity to mention whether oral communication and team work/leadership skills were covered in the courses that programs were responsible for, along with providing information about the activities and whether a readily available rubric existed. Moreover, programs had a chance to reflect in which ways the skills were relevant to their disciplines to their disciplines (see appendix II for the survey)

(4) ***March 2025 - May 2026*** the Assessment Fellow worked with Assessment Coordinators, some Chairs and faculty who had questions about the assessment.

(5) ***May 2025 – August 2026*** some programs provided rubric scores and description of assignments as well as, in some cases, reflections about what the gen ed skills meant for their disciplines. The Assessment Fellow then compiled the information to compile the report.

## *RESULTS*

### *OVERALL RESULTS AT A GLANCE*[1]

- ✓ *There was an overall net improvement in terms of participation compared to the previous year.* **11 departments** as opposed to 7 from the previous year provided information **about 35 (versus 25) courses and more than 100 (versus 35) sections total**. Departments from 3 schools participated.

- ✓ **Of** these 100+ sections **over 46 sections reported at least one activity/assignment relating to oral communication skills and 51** relating to group work/leadership

- ✓ The number of sections, which reported an activity linked to these skills is very likely underreported. Several programs and instructors who reported no activities officially did informally mention such activities as **using discussions between students as high impact practices employed in their programs,** which aligns well with colleges goal of fostering teamwork/leadership and oral communication.

- ✓ **Activities for oral communication** ranged from presentations about a bigger project to role-playing

[1] See appendix II for a full course survey results, appendix III for the survey questionnaire, and relevant sections for each program for detailed results

activities in the classroom or brainstorming sessions between students about complex materials.

- ✓ **Group work/leadership** also included group presentations or problem-solving together in challenging courses such as math. While there was some lack of clarity as to what leadership might entail, many of the projects were empowering to students as their activities were often prepared with the general public in mind about issues of import.

| SURVEY OF COURSES | | | | |
|---|---|---|---|---|
| **COURSE NAME** | **Sections** | **Oral Comm.** | **Group/ Leadership** | **Activities** |
| BIO 166: Principles of Biology Cells and Genes | 1 | 1 | 1 | Students present data to their peers and general public. Group activities to understand the material |
| BIO 167 Principle of Biology Organism | 1 | 1 | 1 | Same as above |
| BIO 181: Human Anatomy and Physiology I | 2 | 2 | 2 | Ability to instruct and present is valued. Students work in groups to understand the material. |
| BIO 182: Human Anatomy and Physiology II | 1 | 1 | 1 | Same as above |
| DNC 222 The Body and Society | 4 | 0 | 3 | The importance of communicating needs to ensure student success and to close gaps in college-preparedness was emphasized. Group work included expressing identity through dance. |
| DNC 235 Dance Perspectives | 3 | 1 | 1 | Students use various tools such as voice thread to assist with oral communication tools. They learn how to collaborate in groups through dance activities and creative endeavors that require choreography. |
| ENV 210 | 1 | 0 | 3 | Students learn how to work in teams to incorporate various sources of data in an academic presentation. They are also called on to discuss the multiple dimensions of the physical environment and communicate this orally. |
| GEP 204 Basic Mapping | 1 | 1 | 1 | Students work in groups and prepare a short presentation using slides |
| HIS 240 East Asian Civilizations | 1 | 1 | 1 | Group oral presentations centered around a question looking at a broad aspect of East Asian culture/history through different lenses |
| HSD 266 | 5+ | 5+ | 5+ | Oral communication skills needed to work with patients and others in healthcare. Students “should be able to clearly explain health information, participate in discussions, give presentations, and work effectively in teams. To develop these skills some sections of HSD tasked students |

| | | | | |
|---|---|---|---|---|
| | | | | with giving an oral presentation of a health-related annotated bibliography. |
| LAC 210: Women in Latin America | 1 | 0 | 0 | “students should be able to able to actively listen and have empathy, be able to collaborate with others, and […] be able to articulate material they learn. |
| LAC 214 Literature of the Caribbean and the Caribbean Diaspora | 4 | 5 | 0 | presenting an argument coherently and with evidence from peer-reviewed scholarly references, at a conference, or in a professional setting; cross-cultural competency in various professional and academic settings; awareness of oppressed and underrepresented peoples and histories, including indigenous, Latinx, Afro-Latinx. |
| LAC 266 Latin America and the Caribbean I | 3 | 0 | 3 | Oral communication helps with the ability to present and synthesize information-based arguments and evidence. Working in groups directly contributes to the knowledge of the discipline by encouraging cultural literacy through role-playing activities |
| LAC 267 Latin America and the Caribbean II | 2 | 0 | 2 | Same competencies as above with differences in exercises done as groups. Group work allows to critically examine and evaluate the motivation behind policies in 19th century Latin America. |
| LTS 212 History of Puerto Rico | 2 | 2 | 2 | The ability to convey complex topics in an understandable manner, learn to gauge/read audiences.Video interview. Organization of ideas, the ability to cross reference seemingly unrelated information |
| LTS 213 Puerto Rican Culture: Global Identitie | 1 | 1 | 0 | Both sets of skills are valued as a way to organize ideas |
| MAT 171 Elements of Precalculus | 5+ | 0 | 0 | students are expected to be able to collaboratively solve quantitative problems, clearly explain mathematical reasoning to peers, critically evaluate others’ approaches and provide constructive feedback |
| MAT126 Quantitative Reasoning | 5+ | 0 | 0 | See above |

| | | | | |
|---|---|---|---|---|
| MAT132 Introduction to Statistics | 5 | 0 | 0 | See above |
| MAT172 Precalculus | 3 | 0 | 0 | See above |
| MAT175 Caculus I | 5+ | 0 | 5 | See above |
| MAT176 Calculus II | 3 | 0 | 3 | See above |
| MSH 114 Introduction to Music | 5+ | 5 | 5 | Students are encouraged to discuss music through more pertinent genres/musicians like Bad Bunny. Making connections is seen as a form of empowerment and leadership |
| MSH 115 World Music | 3 | 1 | 1 | Students experiment with podcasting and also learn how to speak about music using a variety of approaches. |
| MSH 245 The American Musical Experience | 2 | 0 | 0 | The difficulty of addressing these competencies in an asynchronous environment was stressed |
| PHI 169 Critical Reasoning | 2 | 2 | 0 | Oral presentations of a broader term project with visual representations |
| PHI 248 Philosophy and Film | 1 | 1 | 0 | Oral presentation that explores specific aspects of TV/film from a disciplinary angle |
| PHI 341 Medical Ethics | 1 | 1 | 0 | Oral presentation that engages with current medical ethical dilemnas |
| PSY166: General Psychology | 5+ | 0 | 0 | Presenting research findings, effective argumentation, communicating research and clinical findings effectively. |
| PSY200: Critical Thinking | 1 | 1 | 1 | Presenting research findings, effective argumentation, communicating research and clinical findings effectively. Group presentations |
| SOC 166 Fundamentals of Sociology | 5+ | 4 | 3 | Formal group work was avoided, while its value as a informal high impact practice recognized. Presentations were often used as a way to discuss a broader term project |
| SOC 234 Urban Sociology | 2 | 1 | 1 | Various VoiceThread exercises to help engage with the material |
| SOC 235 Education and Society | 2 | 1 | 1 | Role-playing and discussion exercises to encourage higher engagement and understanding of the material |
| THE 241 Art of the Theatre | 4 | 3 | 2 | High impact classroom practices intended to increase understanding |

## *BIOLOGY*

The Biology department provided information about four courses and (5 sections) that satisfy both the Scientific World flexible core and lab requirements of pre-health and science and health majors (BIO 166: Principles of Biology Cells and Genes; BIO 167 Principle of Biology Organism; BIO 181: Human Anatomy and Physiology; BIO 182: Human Anatomy and Physiology II). Communication skills were seen as important for the discipline to communicate the results of research to peers and the general public. In the case of courses leading to careers in healthcare, communication was seen as important to foster good relationships with patients. Similarly, the program Assessment Coordinator stressed that teamwork was seen as important to build consensus within a team of researchers/healthcare organizations.

Like several other departments, activities linked to oral communication and teamwork were numerous but they were not necessarily always formally evaluated through reportable rubric scores. However, faculty were well-aware of teamwork and oral communication as a high impact practices to enhance student engagement and comprehension. In fact, some members of the faculty, Michael Waterson, have published in the literature on teaching and learning on the benefits of teamwork activities:

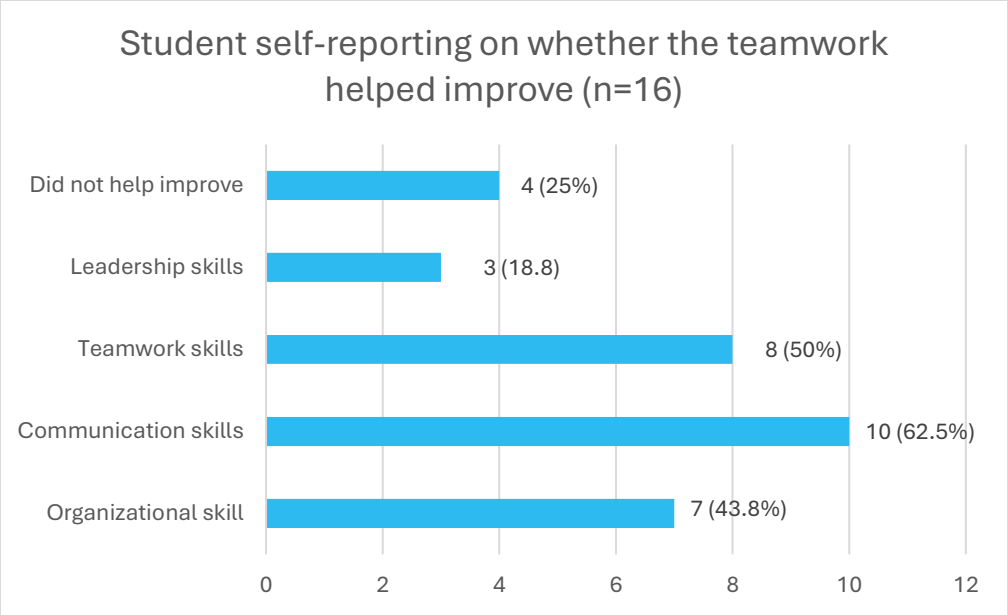
Ediger, T., Glebova, O., Waterson, M., & Nusnbaum, M. (2024). Undergraduate Students' Perceptions of Online Teamwork Activities During the COVID-19 Pandemic. *Journal of College Science Teaching*, *53*(3), 211–220. https://doi.org/10.1080/0047231X.2024.233974

Thus, all courses (and sections) included presentations where students present lab findings to peers (in presentations designed with the wider public in mind) and also all sections included brainstorming about the material in teams of 3-5 using a worksheet (see appendix for an example). The Biology Department observed in its report that this fostered greater understanding of the material. Furthermore, the worksheets, through teamwork were clearly designed to increase both knowledge of the discipline and critical thinking skills by helping students solve problems through communication and teamwork.

## *EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES*

Earth, Environmental and Geospatial sciences house different programs and flexible core courses. As a department they value oral communication skills. One of their Assessment Coordinators, Hari Pant, emphasized the importance of oral communication as a skill that reinforced our understanding of the multi-dimensional aspect of our physical world, and, group collaboration as a way to help students synthesize and present scientific information. The program is thus experimenting with ways to incorporate these skills into the more "jumbo" format that has been adopted by the School of Natural and Social Sciences in recent years.

The department also provided information about group work through one of its other Assessment Coordinators, Elia Machado, for the GEP 204 *Basic Mapping*. The students were asked to provide information about working in groups through the help of a survey.




Students overall felt that the activity helped improve their communication skills (62.5%), their ability to work in teams (50%) and enhanced their organizational skills (43%). Few students felt that it helped with their leadership abilities, while a handful felt that they did not improve.

The survey also included an open-ended question so that students could share their experience working on this group project, including negative experiences they may have: “did you enjoy working with your group in this lab, explain why yes/no and explain any difficulties you had including unfair division of labor”.

***POSITIVE FEELINGS TOWARD GROUP WORK***

Overall eight students reported positive experiences, some noting that “it was great” or “enjoyable” others getting into more detailed explanations about what they got from the activity or why it went well for their group. This included the ability for sharing instead of working in isolation:

“I enjoyed working with my group on this lab particularly because each of us had different ideas to share.”

“Yes, I did enjoy working with my group for this lab. We communicated well divided tasks in a way that felt fair and checked in with each other to make sure everyone understood what we were doing. It made the assignment feel more manageable and less stressful because we were able to walk through steps together instead of working in isolation. We didn't have major difficulties, everyone contributed something meaningful and we were able to balance the workload by helping each other. Overall, the collaboration made the lab smoother and more enjoyable.”

Others noted the fact that they established good communication channels despite some hiccups like a classmate dropping the course:

“I did enjoy working with my group in this lab because groupwork is something I like, and I was able to contact my group and share my ideas and the project to their emails and making sure they have access so that they can be able to edit things.”

“Yes, i enjoyed it. It was easy to communicate with the group and share ideas .everyone was on the same page”

“Yes because the group members were very active and we were able to get our work done.”

“I enjoyed it somewhat, one of our group members dropped the class and just forgot to say anything lol. And my other group member actually made the PowerPoint setup and shared the link for me to add my slides and work. I would say we did an even amount of work :)”

“yes, I did enjoy working with my group in this lab. We communicated well and made sure everyone understood what we were doing. Each person contributed something. We didn't have any major difficulties. Overall, the collaboration made the lab smoother and more enjoyable.”

***AMBIVALENT***

Some students were ambivalent, expressing some positive or negative feelings together. They explained how they managed to organize the work and submit even if they typically do not seem thrilled. In these cases they nonetheless point to the group’s ability to organize:

“Working in the group was fine, everyone did what was required of them. I am not a fan of group work normally and this project was no exception but I have no complaints or issues with my group! It would have been more work to complete alone but I would have preferred the freedom of choice and not having to worry about correct timing for people (everyone has their own things going on and work at different paces).”

“Yes, we divided the work, and everyone submitted their part on time.”

“It was fine. One of my group mates took it upon themselves to do a lot of the work without consulting the rest of us. I don't necessarily mind, it just felt a little pushy.”

***NEGATIVE***

Three  students seemed to be disinclined to like group work and the experience seems to have confirmed their belief.

Not really, it felt like communication was hard and work was only initiated when I did it. It also felt like one group member copied what was on my slides without thinking of if it correlated to their area

While I did enjoy my group mates, I do wish we had chosen to interact and collaborate a little more on the project. There was unequal division of labor in that [NAME WITHHELD] ended up owning a lot of the tasks, but I think this could've been addressed with a group chat on video of some kind. Maybe going forward, encouraging groups to meet up could be part of the guidance.

I never like group work, unless they are my close friend. In this case I did not know my group member prior to the project, and it was kind of hard to get them all together and finish the work. One of our team member waited until the last day to start any work.

That in the close-ended question of the survey 8 students (half of the class) and 10 students out of 16 reported that the exercise helped improve their teamwork and communication skills respectively, suggests that the activity was overall positive. Some of the students who had negative feelings toward group work echoed some of the apprehension expressed by faculty in other parts of this report. Having said that, the problem seems to be limited compared to the number of students who had positive feelings. Perhaps the campus can brainstorm about best strategies in order to get those students at the margins involved. The survey, especially its open-ended question was a great way to gather information. More instructors across campus can be encouraged to use the tool, if they already do not.

## *HEALTH SERVICES ADMINISTRATION / HEALTH SCIENCES*

Students in HSD 266 - *The United States Health Care Delivery System* (Cherryle Brown) prepared annotated bibliographies on a range of topics impacting the US health care system, including but not limited to: factors impacting the healthcare workforce and its composition, healthcare changes over time, the impact of the healthcare system on special populations, the impact of public/private insurance schemes, domestic healthcare work, and access to healthcare. The oral presentations on the sources were evaluated in one "jumbo" section of HSD 266 using a value rubric. The rubric (below) used a four point scale to evaluate presentations on: the effectiveness of the introduction, organization and language of the body, the conclusion, and delivery. Of the 65 students enrolled in the section, 45 did presentations earning an average grade of 90% using the rubric.

**Public Speaking Common Rubric for Oral Communications and Presentations**

| Criteria | Levels of Achievement | | | |
|---|---|---|---|---|
| | **Highly Proficient 90-100** | **Competent 80-89** | **Novice 70-79** | **Minimal-to-No Evidence less than 70** |
| **Introduction & Attention-Getter** (Weight 25%) | **25-20** Introduction orients to the subject matter using engaging, compelling, and attention-getting techniques successfully. Main points of the topic are fully identified. Smooth and intentional transition into the body of the speech or presentation. | **19-15** Introduction orients to the subject matter using engaging, compelling, and attention-getting techniques moderately. Main points of the topic are fully or mostly identified. Intentional transition into the body of the speech or presentation. | **14-10** Introduction orients to the subject matter using engaging, compelling, and attention-getting techniques minimally. Main points of the topic are minimally identified. Partial transition into the body of the speech or presentation. | **9-0** Introduction reveals very little about the subject matter or fails to use an introductory technique. Main points of the topic are not identified. Lacks a transition into the body of the speech or presentation. |
| **Organization of Body and Language Use** (Weight 25%) | **25-20** Content is organized with clear focus, cohesion, and progression; uses transitions between points. All points thoroughly covered and explained with supporting information that is relevant. Language is highly appropriate for the context; vocabulary is accessible. | **19-15** Content is structured and focus is apparent. Progression of points present and all points covered, with supporting information. Language is largely appropriate for the context; vocabulary may be a little jargonistic or colloquial. Identifiable transitions and some signposts. | **14-10** Focus is apparent, but content may be a little disjointed. Majority of points apparent, some points may be glossed over with a lack of supporting information. Some of the language is inappropriate for the context; vocabulary trends toward jargonistic or colloquial. Some transitions or signposts evident. | **9-0** Some focus is apparent, but no predictable or logical progression of content. Minimal-to-no supporting information on main points, or main points vague/missing. Language mostly inappropriate for the context; vocabulary is largely jargonistic or colloquial. Few transitions or signposts evident, or they are vague/missing. |
| **Conclusion & Recap** (Weight 25%) | **25-20** Clear signal of conclusion and transitional ending for final phase of the speech. Clear summary of main ideas from each point. Closes with ideas or techniques that leave an impression and links to the attention-getting introduction. | **19-15** Some signal of conclusion and transitional formula used to indicate end of speech. Summarizes main idea from each main point. Uses some closing technique(s) at the end that links to the introduction. | **14-10** Partial or limited signal of conclusion, and may add new ideas instead of summarizing main points. Relationship between closing and speech/subject not completely clear. | **9-0** Vague, unclear, or missing signal of conclusion and introduces new ideas in conclusion. Instead of summarizing, may simply restate main points or they may be vague/missing. No relationship between closing and speech/subject. |
| **Delivery** (Weight 25%) | **25-20** Speed, tone, and volume used to enhance speech and hold the listener's attention. Speech is smooth, confident, and imbued with clarity—and has purposeful vocalized and silent pauses. Effective eye contact. Gesturing and other body movements (facial, total body) enhance delivery. Appearance is intentional for occasion. Cues are minimally distracting. | **19-15** Avoids distracting vocal pauses and fillers; speed and volume are appropriate. Consistent eye contact. Movement appears natural and non-distracting. Appearance is intentional for the occasion. Cues are minimally distracting. | **14-10** Occasional (and noticeable) distracting pauses and fillers, but speed and volume are generally appropriate. Minimal eye contact. Some gestures may be unintentional, infrequent, and awkward. Appearance may be distracting for the occasion. Cues are noticeably distracting. | **9-0** Speed and volume inappropriate; too many vocal pauses and fillers (to keep speech flow steady) or speaker is mumbling, monotone, and non-asserting. Little or no eye contact or reads notes the entire speech. Little or no movement; stiff and unnatural. Appearance is distracting for the occasion. |

## *HISTORY*

The History Department shared group presentations from HIS 240 *East Asian Civilizations*.(William Wooldridge) on an aspect of East Asian societies and history chosen by the students. Since these are group presentations they help students both communicate orally and work in teams.

Crucially, William Wooldridge has found an innovative way to overcome some of the problems associated with group work: students are asked to collaborate on the central question that ties the presentations together, but then work on a different sub-presentation on their own. For instance, the central question on *the popularity of South Korean culture across the globe is the economic dynamism of Korea*, but then each student talks about a specific cultural product that they chose to illustrate this point. For Japanese anime two different groups have reflected on two questions: (1) the ways in which *Japanese culture is reflected in specific anime series/films* and (2) the extent to which *working conditions in the animation industry* is fair. Finally, a fourth group presented on the *challenges women face in East Asia*.

Aspects relating to teamwork is evaluated on how effective the central question is in tying the presentations together and in helping bring in course material. Individual presentations and oral communication skills are evaluated on the content, length and clarity. Hence, if a student cannot present the group is not hurt as a result.

Through their central, connecting question, students in *East Asian Civilizations* were able to touch on various aspects of Korean popular culture and the representation of Japanese culture as illustrated by the different collections of 9 slides below:









While the presentations helped the course satisfy the CUNY requirement that its flexible core bucket touch on the culture of more than non-US society, the course also helped develop teamwork and oral communication skills. Students were given detailed comments (both individually and as a group) on several items using a 10-point scale.

***The group was evaluated*** on: the Clarity of central question; Cooperation, coordination, and organization within the group; and, mention of how topic relates to history***. Individual members were given feedback*** on: the Clarity of presentation; Contribution to overall question; Accuracy of the information; and, ability to use the time well.

Additionally, each group member was evaluated in their ability to keep a journal about the whole experience. Some results are below:

| History | Cooperation | Effectiveness of Central question | Clarity | Time use |
|---|---|---|---|---|
| Anime 1.1 | 10 | 8 | 10 | 9 |
| Anime 1.2 | 10 | 8 | 8 | 9 |
| Anime 1.3 | 10 | 8 | 10 | 8 |
| Anime 1.4 | 10 | 8 | 10 | 10 |
| Anime 1.5 | 10 | 8 | 7 | 10 |
| Anime 1.6 | 10 | 8 | 8 | 10 |
| Anime 2.1 | 10 | 10 | 8 | 10 |
| Anime 2.1 | 10 | 10 | 10 | 8 |
| Anime 2.1 | 10 | 10 | 10 | 10 |
| Anime 2.1 | 10 | 10 | 10 | 8 |
| Korean culture | 8 | 10 | 8 | 10 |
| Korean culture | 8 | 10 | 8 | 10 |
| Korean culture | 8 | 10 | 8 | 10 |
| Women in East Asia | 10 | 10 | 10 | 10 |
| Women in East Asia | 10 | 10 | 10 | 10 |
| Women in East Asia | 10 | 10 | 10 | 8 |
| Women in East Asia | 10 | 10 | 10 | 8 |

Overall, the class seems to have benefited from the experience, and the instructor William Wooldridge has designed a model for teamwork and oral communication that potentially could be adopted by other classes across the campus.

## *MATHEMATICS*

The math department provided information about 6 courses that offer more than 26 sections total during the academic year:

MAT 171 Elements of Precalculus

MAT126 Quantitative Reasoning

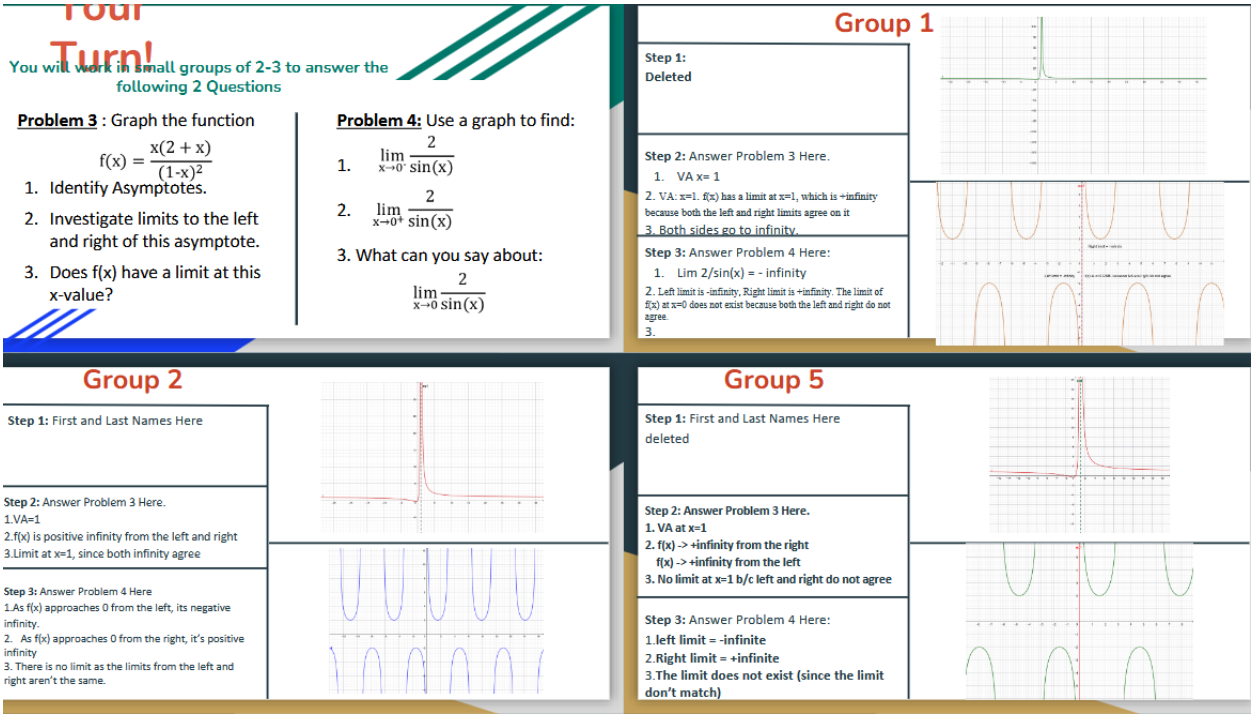
MAT132 Introduction to Statistics

MAT172 Precalculus

MAT175 Caculus I

MAT176 Calculus II

Like many other departments, oral communication and group work was used to foster a good learning environment in the classroom (both in-person and online). The Assessment Coordinator, Brian Wynne, noted that: “students are expected to be able to collaboratively solve quantitative problems, clearly explain mathematical reasoning to peers, critically evaluate others’ approaches and provide constructive feedback. Communicating technical ideas to both technical and non-technical audiences is also very important. These skills are essential for success in advanced coursework, research environments, and technical careers.” The department further provided examples of problems students were expected to work together in groups (example from Joseph Fera’s class)




## *PHILOSOPHY*

The Philosophy Department and Assessment Coordinator (Collin O'Neil) collected and shared, in addition to his oral presentation prompts, the oral communication assignments designed by three of his colleagues in philosophy in the following courses:

PHI 169 *Critical Reasoning* (Naomi Zack and David Santamaria Legarda)

PHI 258/LEH 355 *Philosophy and Film* (David Gantz)

PHI 341 *Medical Ethics* (Collin O'Neil)

Like in other programs (for instance Sociology), philosophy instructors used the oral presentations as a final activity for a broader term project tasking students with looking at a topic from a philosophical perspective.

In one section of PHI 169 (Naomi Zack) students were asked to present ***a conspiracy theory*** using sources and then formulated reasons for ***believing the conspiracy and for doubting the conspiracy***, thus allowing them to develop critical thinking skills and practice oral argumentation. This year topics students picked included conspiracy theories about: *FEMA; Barack Obama; Deep State; Sutherland Springs; Trump, Biden, and Ukraine; Michelle Obama; Voting Pencils; QAnon; Espionage; Jeffrey Epstein's death, and, the Las Vegas shooting*. The students were told to prepare for a Q&A session following a 5-minute presentation, thus allowing students to formulate oral arguments to discuss widely spread current conspiracies.

In another section of PHI 169 (David Santamaria Legarda) students were asked to reconstruct an argument and prepare a visual diagram linked to the class. This allowed students to speak about the material during a one-on-one exam with the instructor, giving them the opportunity to present oral arguments online.

PHI 258 (David Gantz) tasked students with presenting an episode of the *Sopranos* (chosen for its cinematic and pioneering qualities in TV) or a film or show of the students choosing (in a different section of the course) and orally present it by framing it around either ***genre studies, aesthetics or its moral/psychological dimensions***. Additionally, students were asked to use a frame from the show/film allowing them to speak about the visuals of a work of art. Finally, in PHI 341 (Collin O'Neil) students were provided detailed prompts to present on a moral dilemma in medicine. Hence, students in these courses were able to share their reasoning with the instructor or in a larger class setting while honing their oral communication skills.

## *SOCIOLOGY*

The sociology department conducted a survey of faculty and also tried to share their activities whenever available. Sociology instructors who were surveyed recognized the importance of oral communication for sociology. They used oral communication to two different ends, as in-class high impact practices to engage the group and as more formal ways to present student projects. Furthermore, they noted that communication skills were important for sociologists in order to discuss research and also because of the public-serving nature of some sociology jobs such as in organizations or healthcare.

| ***SURVEY OF SOCIOLOGY FACULTY ABOUT COURSE ACTIVITIES*** | | |
|---|---|---|
| **Course name** | **Oral Communication** | **Teamwork/Leadership** |
| SOC 166 Fundamentals of Sociology (Madeline Morane) | Oral communication was seen as pivotal for sociology graduates if they end up in careers such as "teaching, social work, business managment, nursing or speech pathology" | The challenges students face when they organize teamwork was emphasized alongside issues of fairness |
| SOC 166 Fundamentals of Sociology (Susan Dumais) | *Current Events* PowerPoint *linking* an issue to the sociological concepts learned in class. | The challenges students face when they organize teamwork was emphasized |
| SOC 166 Fundamentals of Sociology (Alyssa Lyons) | The development of oral communication skills is reinforced with think-pair-share activities, group projects, and small discussion oriented activities. Oral communication skills as dialogue-based activities that go beyond presentations or facilitating to me. | Small breakout groups to facilitate comprehension. The class does work on public facing sociology such as analyzing Reddit communities sociologically. However, the problematic nature of the term "leadership" was stressed as being the anthethesis of fostering a sense of community. |
| SOC 166 Fundamentals of Sociology (Siobhan Pokorney) | Oral presentation assignment of a photo essay on sociological themes in reality TV shows. The goals of the presentation is to encourage oral communication skills and practicing public speaking | Ability to publicly speak |

| | | |
|---|---|---|
| SOC 235<br>Education and Society<br>(Christopher Bonastia) | Several high impact exercises such as the snowball activity or role-playing labeling theory in order to encourage participation | The oral communication activities are done in groups |
| SOC 234<br>Urban Sociology<br>(Nara Roberta Molla da Silva) | Various activities on zoom to foster sharing and collaboration | Various activities on zoom to foster sharing and collaboration |

All six intructors who responded to the survey mentioned that they did small breakout groups in order to reinforce the understanding of material through sharing. Some instructors provided examples of their high-impact strategies after the survey. Some courses, like SOC 235 *Education and Society* (Christopher Bonastia) used activities found in the literature on teaching and learning to get different types of students involved. For instance, his sections make use of "snowball exercices" adapted from Herman and Nilson, *Creating Engaging Discussions* (Stylus Publishing, 2018) that get students to randomly pick a crumpled up paper written and thrown by another student and explain their position. The activity is impactful because it has been shown that shier students might do better explaining someone else's ideas besides their own. In sum, students in SOC 235 were able to engage with more complex readings such as schooling in the context of Venezuela that they may not be entirely knowledgeable about. The class also used role-playing activities to demonstrate such concepts as labelling theory, or the idea that the way people react to you shapes your behavior socially.

In SOC 234 *Urban Sociology* (Nara Roberts), even though students are in an online environment the instructor fosters oral communication skills and collaboration by creating a series of prompts ranging from asking students to introduce themselves to the rest of the class to discussing an early urban sociologist along with their limitations.

Oral communication is also used more formally at the end of the semester to provide a forum where students can present their term projects. Two instructors in SOC 166 (Siobahn Pokorney and Susan Dumais) have provided detail about the presentatons. Siobahn Pokorney's section gets students to do a five minute oral slide presentation at the end of the term about a sociological photo essay individual students have put together on a problem that a participant in a reality TV show is undergoing that is sociological. The students are aided throughout the semester with scaffolding assignments, including a proposal and a check-in. The sociological topics students thus came up with and presented on included:

- ✓ Sociology of Deception in *Catfish*
- ✓ Sociology of the Paranormal in *Ghost Adventures*
- ✓ Sociology of Gender Norms in *G*psy Bride US*
- ✓ Sociology of Identity in *The Circle*
- ✓ Sociology of Food and Taste in *Hell's Kitchen*
- ✓ Sociology of Beauty Standards in *America's Next Top Model*
- ✓ Sociology of Competition in *Friday Night Tykes*.

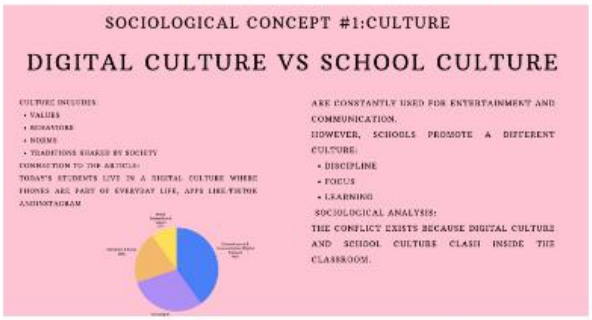
Students received detailed comments on their presentations. About half of the group seem to have done very well and needed advice on improving specific points, while others had interesting topics but that could have either been substantially or stylistically more developed to make the oral presentation more impactful. Similarly, Susan Dumais in her SOC 166 course tasked students with presenting a short power point slide on how they feel a social issue can be studied sociologically, topics included:

*Poverty in New York City; Healthcare Inequality in New York City (2 presentations); Cellphone use in Schools; Student Debt (two presentations); Wrongful Conviction; The Nursing Shortage Crisis; Deportation and Family Separation; School Costs and Social Inequality; School Desegregation and Inequality; Florida Sociology Ban*









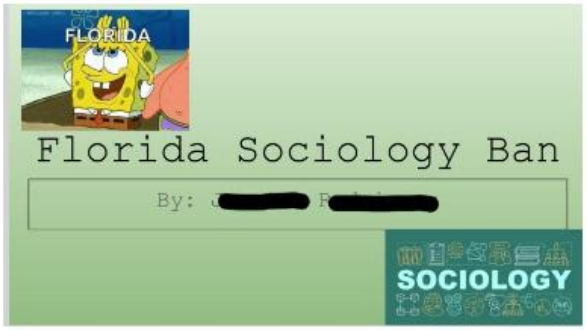
















Through these presentations students were able to graphically present sociological evidence and discuss their topics from different sociological perspectives (one of the goals of the course is to show that there are multiple perspectives about a specific topic.

While all the above activities did offer opportunities for interaction, sociology instructors typically voiced concerns about more formal group assignments given that Lehman College is a commuter campus and given the difficulties for students to coordinate their schedule. However, as revealed above, a lot of in-class activities (including oral communication) involved informally working in small groups.

It should be noted that the kinds of topics students in sociology deal with foster leadership skills because they get sociology students to engage with the world around them and make them more informed individuals. Similarly, Alyssa Lyons in her section of SOC 166 gets students to code 10 Reddit posts to see how individuals feel about a social phenomenon such as marriage or mental health. Thus students are able to focus on questions that are of interest to them and apply a sociological lens to real world information.

## *Theatre, Dance, and Multimedia Performing Arts*

*The Department of Theatre, Dance and Multimedia Performing Arts* (henceforth TDM) provided detailed information about 3 Spring sections of THE 241 *Art of the Theatre* which had 9 sections during AY25-26. By design and nature, there is a strong emphasis on oral communication in THE 241 as students have to take the semester practicing a monologue and reflecting on the experience of developing the monologue and its meaning. Thus, the course that really help students develop oral communication skills. Also through being more engaged with classmates and with the theatre material, it was felt that the course also fostered leadership qualities.

The Assessment Coordinator (Claudia Case) helped gather reflections about three sections taught by three different instructors using also different modalities. Overall the instructors felt that students did well, but pointed to some of the resources that could be mobilized to guarantee student success and greater engagement with oral communication and groupwork/leadership skills.

| Instructor | Modality | Pass rate | |
|---|---|---|---|
| Claudia Case | Online Asynchronous | 68% | 6 WU |
| Stephanie Stowe | ELL focused | 96% | 1 dropped |
| Henry Ovalles | In-person | 83% | 3 WU |

Given the exercises below used in Claudia Case's class, it is evident that students who pass the class have the chance to improve their oral communication skills through regular activities that call on them to use Voicethread in order to practice acting and also share ideas about the readings:

". Each student selects a monologue to work on throughout the semester.
2. Over the course of several weeks, each student applies insights from readings on Acting, Directing, Set Design, Costume Design, and Lighting Design theories and techniques to the their chosen monologue. Each week, each student writes about and explains in a brief VoiceThread audio or video presentation how some of the insights they have gained from the reading can apply to their upcoming monologue performance.
3. During the week following an individual Monologue Project writing/presentation assignment, each student uses VoiceThread audio or video comments to give feedback on the VoiceThread presentations of three peers from the previous week. In Spring 2026, informal comments from students confirmed that they found these peer interactions helpful, both for connecting with classmates and for viewing examples of how other students approached the weekly Monologue Project assignments.
4. The final component of this semester-long project is a VoiceThread video performance of the student's monologue. This recorded performance draws on the student's final written reflection on their insights from the weekly course readings on Acting, Directing, Set Design, Costume Design, and Lighting Design theories and techniques, and asks students to incorporate feedback they received on their individual Monologue Project assignments from prior weeks,

both from the professor and from peers. As in prior weeks, students post VoiceThread comments on the final performances of their peers.

Other interactive components of this course that develop students' oral communication skills include weekly VoiceThread discussions of course readings where students engage with assigned material and with their classmates by posting audio or video comments and responses. (Reading materials are posted in Brightspace and are duplicated as VoiceThread slides to facilitate commenting by students on precise passages from assigned texts.) (Claudia Case)"

***Areas needing college support***

All three instructors shared some thoughts on how to close the gap between students who did well in the class and those who had to abandon or who could use more resources.

- ✓ For the asynchronous section and any section that uses Voicethread (a voice recording function integrated into Brightspace) it was noted that greater faculty development across the campus and also greater student support would allow for increased use of the tool. It was felt that if students had greater exposure to online course technology that fewer would feel discouraged.
- ✓ For ELL students the feeling was that the gap between those who improved oral communication skills and felt more confident and those students who struggled at time, could be explained with disparities in matching students with a support system when they came in to Lehman College.
- ✓ Finally, for the in-person classes it was felt that the need for repair of stage equipment at times hindered the ability to engage with collaborative work in order to foster teamwork that is required of theatre graduates in their future careers. Better maintenance and repair of infrastructure would allow for more student production and engagement.

In sum, while the department does foster good oral communication skills and, by design, collaborative work, it was the overall feeling that there could be more support.

## *ACTIVITIES IMPACTING GENERAL EDUCATION*

The **Senate Assessment Committee** voted to create a General Education Assessment Subcommittee. The goal of the body, according to the resolution presented to the Senate is to: Review the 2025-2026 annual General Education Assessment report and recommend an action plan; review past General Education Assessment reports and make recommendations based on the extent to which the findings of the report have informed campus-wide changes and discussions; surveys, collects and documents existing general education related activities and information generated by the campus community; formulate an opinion on the proposed new structure for the administration of general education courses (LEH and pathways) to facilitate the collection of assessment-related information; Propose a framework and tools for general education assessment.

**LEH (College Option) Curriculum and Leadership**
During AY 2025–26, an interdisciplinary faculty working group examined the structure and future of Lehman's LEH College Option program. Through a collaborative curriculum-design process, the group identified opportunities to strengthen the program's academic coherence, assessment, faculty governance, and support for transfer students. One recommendation was the establishment of dedicated faculty leadership for the program. In Summer 2026, the chair of that working group, David Schwittek, Associate Professor of Graphic Design and Digital Media, was appointed Academic Director of LEH. Current work includes developing a sustainable LEH assessment process aligned with Lehman's General Education learning goals, reviewing curriculum and faculty support structures, and piloting approaches to better serve transfer students.

**Defining Writing Intensive courses (WI).** Lehman College and its faculty have long embraced and fostered writing in a variety of courses through such initiatives as Writing Across the Curriculum (WAC- See below). This has been incorporated more formally by requiring students to take WI courses as part of their degree. During AY24-25 and 25-26 a working group has worked with different bodies on campus to define more clearly what the requirements (ie: amount of writing, writing assignments) should be for sections to get a WI designation. The new designation that they came up with was approved by the Senate (for the new guidelines and the composition of the working group please see https://www.lehman.edu/media/College-Senate/documents/Guidelines-for-Writing-Intensive-Courses.pdf). The group will meet again in AY26-27 to gauge the extent to which various programs have implemented the proposed changes.

Another area where writing was promoted was through the **WAC** program. A full activity report of the initiative can be accessed here: https://docs.google.com/document/d/1HkdEujaJA-_00j5pLO_rx3p8gE0RUWWUyO02f-tPDu0/edit?tab=t.0#heading=h.z2sfv3wrerby. During AY25-26 WAC ran semester-long faculty development seminars (where participants work on developing writing assignments), more targeted intensive workshops (ran by past participants) as well as office hours to help with incorporating writing. The program is increasingly highlighting the work of its participants and is getting higher numbers of applicants for its programs. This is encouraging for the promotion of writing across multiple disciplines.

## *RECOMMENDATIONS*

There are two sets of recommendations. One is to improve the process of general education assessment and the other to continue building on the work the Lehman College campus has done to foster learning goals such as oral communication and teamwork/leadership. **In terms of improving assessment:**

- ✓ The bottom-up approach to Gen Ed assessment was in its first year following the first pilot attempt during the AY24-25. Hence, it was encouraging to see momentum building, with more programs willing to share information The contribution of all participating programs has been extremely valuable. We recommend that the results of the report continue to be shared with the campus community so that sustained and increased participation is encouraged.

- ✓ The activities shared by various departments and instructors were highly engaging and showcased high impact practices. We recommend that the campus community showcases these activities and that the administration provides resources for events centered on these.

- ✓ There have been several measures adopted by members of the campus community to improve general education assessment, such as restructuring LEH and also creating the General Education Assessment Subcommittee to give more specific advice during the AY26-27. These developments are highly promising and we recommend that the College keeps track of how they help improve general education assessment moving forward.

- ✓ The administration can facilitate the above by advertising more widely its gen ed assessment schedule so that programs can align their activities. In addition, the process can start earlier in the academic year, with plans about which skills will be assessed announced the previous year and calls for materials sent early in the fall'

**Recommendations to further foster institutional learning objectives in courses, include but are not limited to:**

- ✓ The range of activities Lehman College students engage in in flexible core courses is highly interesting and the tools used by faculty to evaluate them relevant to general education. Thus, the College should continue showcasing the work of its students and faculty centered around discipline-specific work, in order to encourage these activities' broader adoption by other faculty.

- ✓ Part of the concern communicated by various departments when providing information was that activities linked to group work/leadership and oral communication were either hard to cover, did not fit their philosophy, or were hard to assess using formal tools. The information they provided, however, suggests that they do cover these skills in different ways. We therefore suggest that: (1) various bodies dealing with assessment such as the Assessment Committee engage with instructors to define what these skills look like

in practice; (2) instructors can be encouraged to more formally document what they are doing through sharing rubrics and best practices with the campus community as part of professional development programs ran by the Center for Teaching and Learning for instance.

- ✓ Given how well discipline specific goals align with general education skills, programs should be encouraged to continue incorporating ILO's into their courses and include sample sections from flexible/required courses into their program assessment. This way they can compare how students do in both required and elective (pathways) courses.

- ✓ Several programs and individual instructors have noted that differences in modalities and the availability of tools have impacted the ability to implement activities that existed in the past and that are linked to both oral communication and group work. We encourage the adoption of similar ILO's in different modalities of the same course. The college can help by sharing resources and strategies that have proven to work well.

- ✓ Finally, the report should be shared with the Lehman College community, starting with the Senate, the Assessment Committee, and the Deans of various schools and Chairs of various programs to gain their feedback.

## *ACKNOWLEDGEMENTS*

Several faculty members, Chairs, and Assessment Coordinators have contributed directly to the report by providing assessment data or examples of assignments on oral communication, leadership and group work. Lehman College is thankful to the following for providing direct evidence (in alphabetical order by department or unit): Michael Waterson (Biology); Elia Machado (Earth, Environmental, and Geospatial Sciences); Cherryle Brown (Health Services Administration/Health Sciences); William Wooldridge (History); Brian Wynne and Joseph Fera (Math); Collin O'Neil, David Gantz, Naomi Zack and David Santamaria Legarda (Philosophy); Madeline Morane, Susan Dumais, Alyssa Lyons, Siobhan Pokorney, Christopher Bonastia, Nara Roberta Molla da Silva, and Devrim Yavuz (Sociology), Claudia Case, Stephanie Stowe and Henry Ovalles (Theatre, Dance, and Multimedia Performing Arts); Sarah Ohmer (WAC and WI working group). Additionally the college thanks the following assessment coordinators and instructors for taking the time to complete the survey of pathways courses: Sebastian Rojasvilla (Biology); Hari Pant (Earth, Environmental, and Geospatial Sciences); (Sarah Ohmer, Joaquin Monserrate, Cathy Cabrera-Figueroa, Maria Hernandez, Jessica Rodriguez-Colon (Latin American and Latino Studies); Michael Bacon (Music); Karyna Pryiomka (Psychology)

## APPENDIX I: FAQ document distributed among assessment participants

Hello,

As announced in previous emails and meetings such as the FP&B last week, I am requesting the help of departments/programs with general education assessment for the current academic year (25-26). Like last year, I am hoping to adopt a bottom-up (rather than top-down approach) where the report showcases the work that's being done across the campus by collecting assignments, reflections, and rubric scores/evaluations from various programs offering flexible and required core courses (a copy of the report if you've missed previous emails, can be found here). Specifically, we a hoping to collect information and results from activities that relate to either ***oral communication*** or ***leadership/group work skills***. The campus has chosen to reach out to departments/programs because general education skills and institutional learning goals are only meaningful and tangible when defined within a discipline. This also allows us to highlight the wonderful work that's already being done without thinking about assessment necessarily.

As **STEP 1** of the process, I am asking that either Chairs, Assessment Coordinators, or a designated person take a moment to collect information from their required/flexible core courses in order to fill out the form/survey about the types of activities/assignments and rubrics/evaluation criteria that are being used in their flex/req core courses. Even in cases where you feel that your courses do not cover these skills, taking a few minutes to fill out the survey/form, will help me write about how different disciplines define them, and it will help the campus community figure out if more can be done to incorporate them elsewhere. Similarly, it can help your program reflect on whether you should think about incorporating these.

If you are not sure whether you are offering any of our required or flexible core courses, please consult the list here: https://www.lehman.edu/academics/general-education-requirements.php

I kindly ask that you complete the form(s) by **March 10**

During **STEP 2 (optional), between March 10 and April 30,** I will be happy and available to work with Assessment Coordinators/Chairs/Instructors who need more help designing an activity or a rubric to help assess oral communication/leadership/group work. **STEP 3 will be at the end** of the semester and I will reach out to the designated point persons to see if they can share with me activities that students have done along with rubric scores or assessment results on how the students did.

At the bottom of the email, you will find the form, a link to examples of rubrics, and also a template of a google sheets I am (as the sociology Assessment Coordinator) using myself to collect the information from various members of my department.

**INSTRUCTIONS FOR THE FORM:**

-Feel free to designate a point person or two to collect the information from your department/program. The form asks you for the contact information of the person I should reach out to for additional materials.

-Please fill one form for each course (the form will ask you the number of sections that are offered)

-Once the form is submitted, it will ask you whether you want to submit another one.

-Fill the form even if the course does not have an activity relating to oral communication or group work/leadership as defined by your discipline. Being able to provide a broad overview of where skills are covered is valuable information in itself.

-Feel free to provide any additional comments you feel are relevant.

-Please try to fill out the **form by March 10.**

**-Please note that this can be complementary to your program assessment efforts, but it is not intended to be a substitute.**

Once I have compiled the information, I will work with all of you to either collect the information instructors have generated naturally or to help you fine tune a rubric that will be useful to them.

**LINKS:**

The form due March 10:

https://forms.gle/g6AvtpGpJ4BHk1329

As the sociology Asssessment coordinator I had made my colleagues in the department fill out this google sheets to gather information about their classes last year. The skills assessed then were information literacy and written communication skills. Please feel free to use this as a template by copying/modifying the column headers if it can help you to gather information for the form:

https://docs.google.com/spreadsheets/d/1OtqgirkgD734CsJOZ4TgEhhcoiwHz_6tFGpgIqngdMs/edit?usp=sharing

Alternatively, you can simply email them and collect the information through email. I did personally find the sheet useful.

Our Office of Assessment has compiled various rubrics from the American Association of Colleges & Universities. Feel free to consult them for inspiration. The AAC&U itself suggests that these can be modified and adapted to make them more discipline-specific

https://www.lehman.edu/spair/assessment-effectiveness/assessment/rubrics/

**TIMELINE:**

STEP 1 March 10: The forms are due

STEP 2 (optional) March-End of April: I am available to help various departments in their efforts.

STEP 3 May: I will accept various assignments with results to compile the information

Very best wishes,

Devrim

***If you are a Chair or Assessment coordinator whose program/department does not offer one of these courses, you can simply ignore this message (however, we are also always happy to hear about general education activities on campus, as such please feel free to look at the form and email me if you think that your program has activities pertinent to these activities.***

## APPENDIX II: SURVEY OF COURSES DISTRIBUTED TO DEPARTMENTS

# Assessment of Flexible and Required Core Courses Spring 2026

Thank you for taking the time to help us with collecting this information and for helping move forward with general education assessment of oral communication and group work/leadership skills in exible and/or required core courses. Please refer to the general education page to determine whether your department/program is responsible for any of our general education courses:

https://www.lehman.edu/academics/general-education-requirements.php Instructions:

1) Please ll a separate form for each exible/required core course your program offers

2) Please ll only one common form for all sections of the same course (e.g. if you have three sections, one form for the whole course is enough). There will be a question that helps distinguish sections where an activity is present from others.

3) Fill the form even if the course does not cover either oral communication or leadership/group work skills. Knowing the share of courses in which students are exposed to this is useful information in itself. **ADDITIONALLY there are a couple of questions that will allow you to re ect on what these skills look like in your discipline even if you don't cover them.** As such, we encourage everyone to re ect and discuss as a department whether these skills can be more formally included in your ex/required core courses or your program.

4) If you are not offering any exible/required courses this semester, you can pick "NONE" for the number of section and still write a short re ection on what the above skills would normally look like in that course.

5) Please contact Devrim Yavuz if you have any questions: devrim.yavuz@lehman.cuny.edu

~~* Indicates required question~~

1. Which course are you filling out this form for? Please include the course number * and name (e.g. GEH 240: Urban Geography)

2. Who will serve as point person for any information we might need about this * course or for any further action, such as obtaining assignments and rubric scores/grade distributions?

Provide the name(s), last name(s), and email address(es) of the assessment coordinator, chair or instructor(s) we should reach out to. Feel free to add more than one person if you would like us to email directly several people or feel free to designate only one person such as the assessment coordinator.

[please note that by providing their address, you acknowledge that they will know to expect a couple messages at different points in the semester asking them for activities/rubrics/results from the courses. Thus, if you want to shield them from such activity make sure that someone else like the Assessment Coordinator is the common point person]

3. How many sections of the course are offered in the Spring 2026? *

*Mark only one oval.*

- 1
- 2
- 3
- 4
- More than 4
- NONE

4. When thinking about your discipline more broadly what kinds of oral communication skills would students be expected to have, whether it is to go through your degree or to be successful in the future? [if you are filling out more than one form for different courses] please feel free to answer this question only once]

5. How many sections will have an activity/assignment linked to oral * communication as defined by your program/discipline?

*Mark only one oval.*

- 1
- 2
- 3
- 4
- More than 4
- NONE

6. Please briefly describe one of the activities that best represents the types of work students are asked to do linked to oral communication in this course. If there are none simply skip the question.

7. How many of the above sections already employ a rubric or grade to evaluate * oral communication with easy to report scores (for example an instructor that is already grading the quality of participation or presentations on a scale of 1 to 4 might be able to tell us how students generally did).

*Mark only one oval.*

- 1
- 2
- 3
- 4
- More than 4
- NONE

8. Please briefly describe one of the rubrics that is being used for oral communication, If none, please skip.

9. When thinking about your discipline more broadly what kinds of group work/ leadership skills would students be expected to have, whether it is to go through your degree or to be successful in the future?

10. How many sections will have an activity/assignment that develops group work/ * leadership skills as defined by your program/discipline?

*Mark only one oval.*

- 1
- 2
- 3
- 4
- More than 4
- NONE

11. Please briefly describe one of the activities that best represents the types of work students are asked to do linked to leadership or group work in this course. If there are none, simply skip the question.

12. How many of the above sections already employ a rubric or grade to evaluate group work or leadership skills with easy to report scores (for example an instructor that is already grading on a scale of 1 to 4 how well students have collaborated on a project or how well they use the discipline to engage with the world might be able to tell us how students generally did).

*Mark only one oval.*

- 1
- 2
- 3
- 4
- More than 4
- NONE

13. Please briefly describe one of the rubrics that is being used for leadership/group work.

14. Would you want to be contacted by Devrim Yavuz to help you develop a rubric during the semester? This is not mandatory. If you have a well developed activity and rubric you can report directly at the end of the semester. Alternatively, you can also ignore this if you have no activities related to oral communication or group work/leadership *Mark only one oval.*

- Yes
- No

15. If the above skills are not covered in your flexible/required core courses, are they covered later in your major (feel free to describe in a few sentences)

16. Lastly, do you have any questions/comments?

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