



Herbert H. Lehman College

The City University of New York

Decennial Report to the
Commission on Higher Education
Middle States Association of Colleges
and Schools

Comprehensive Self-Study Report
January 2009



LEHMAN
COLLEGE

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Executive Summary

This self-study demonstrates how Lehman College addresses the 14 standards of the Middle States Commission on Higher Education (MSCHE). Chapter One (Standards 1 and 7) explains how the College's strategic planning process led to a revision of the College's mission statement and the development of its first vision and values statements. Standards 1 and 7 were addressed together in order to make visible the direct connection between the College's mission regarding the foundation for the activities of the College and its assessment of institutional effectiveness. These assessments have led to revisions in operational processes and to new initiatives that address major challenges. One key challenge has been to increase student retention and graduation rates. This challenge is being addressed with new undergraduate admission standards, opportunities for students to enroll in winter and summer sessions, and offering them encouragement and support to enroll in more credits per semester. Another challenge that has been addressed is the communication and dissemination of assessment activities. Although a new assessment website is under construction, the need remains for centralizing assessment information to improve data collection and utilization. The College also has expanded and strengthened its role in the surrounding community. A study to assess the College's position as an economic and cultural center in the community could provide valuable and diverse data and feedback in continuing to define the College's role.

Although the College's fiscal situation is much improved since the last MSCHE evaluation in 1999, as New York State enters a period of fiscal uncertainty, maintaining the resources to support capital and programmatic initiatives presents a continuing challenge. Finances and resources are addressed in Chapter Two (Standards 2 and 3). Funding at The City University of New York (CUNY) and the College is linked to planning and assessment. The College community actively participates in the budget planning and resource allocation process. A new funding mechanism, the CUNY Compact, has provided much-needed funding for a variety of initiatives. It is currently "on hold," however, due to the State's financial difficulties. The Student Technology Fee has provided an important new funding source for technology; allocations are based on recommendations by a committee consisting of students, faculty, and administration. As a public institution, Lehman will be adversely affected by the current fiscal situation in its efforts to provide adequate space for faculty endeavors, teaching, and other programs.

The College's governance, administration, and integrity are analyzed in Chapter Three (Standards 4, 5, and 6). The composition of Lehman's Senate is unusual in that it is made up of faculty, students, and administrators, as are its standing



committees. Although a recent court ruling on open meetings and quorums posed challenges to the Senate's functioning, the community's response to these challenges by ensuring sufficient attendance at meetings has mitigated any adverse effects. The College has a policy of open access to information. Integrity and academic freedom issues are few and generally handled without requiring formal actions. Lehman's Institutional Review Board (IRB) is highly regarded as a model within CUNY.

Issues directly involving students, from recruitment to graduation, are addressed in Chapter Four (Standards 8 and 9). Recruitment activities have led to increases in undergraduate enrollment. On several entry criteria, however, such as SAT scores, Lehman's first-time, full-time freshmen rank among the lowest in CUNY's senior colleges, leading the College to raise admission requirements. The College-wide dedication to improving retention and timely graduation rates is reflected in the integration of student services (e.g., admissions, advisement, student life, research opportunities, and academic support) for more effective and efficient functioning. These areas are assessed regularly to update and/or improve services. An advising task force was formed in fall 2008 to make recommendations regarding advising services. Currently, the

College is committed to determining the factors that cause students to “stop out” and to developing programs to help them re-enroll or to support their continuous enrollment.

Lehman’s faculty, the sole focus of Chapter Five (Standard 10), is highly accomplished in scholarship, teaching, and service. High rates of success on tenure and promotion decisions demonstrate both the quality of the faculty and the integrity of the processes. To ensure the continued integrity of the tenure and promotion process, CUNY has extended the tenure clock from five to seven years so that faculty members have time to develop sufficient records of scholarship. Infusing concepts from the Scholarship of Teaching and Learning (SOTL) into the tenure and promotion processes is being recognized as vital to the quality of a well-rounded faculty. A working group on teaching effectiveness has been established, and its recommendations should receive serious consideration. Faculty take advantage of opportunities for collaboration and skills development in both scholarship and teaching, and these activities should continue to be supported. They also are active in controlling the content and quality of the curriculum at all levels. The faculty is aging, however, and developing a five-to-ten-year Strategic Plan to ensure full-time replacements would seem to be imperative. Similarly, although Lehman compares favorably with other colleges within and outside CUNY in terms of percentage of instruction provided by full-time faculty, deliberate effort will be required to preserve this standing. Students evaluate instruction in every course; however, the form is more than 20 years old and is being reviewed for major revisions.

Chapter Six (Standards 11, 12, and 14) demonstrates Lehman’s efforts to provide high quality undergraduate and graduate education. The College is dynamic and creative in developing new academic programs in response to changing student and community needs. Continuing this pace of growth will be difficult given the financial exigencies. Despite this, the College should continue to assess the needs for new programs. Students generally are pleased with their Lehman experiences. Lehman’s General Education program serves as a model within CUNY. The recent establishment of the position of Associate Provost for Undergraduate Studies and Online Education brings a strong degree of administrative coordination and support to the College’s General Education and undergraduate programs. Maintaining both faculty control of the Gen Ed curriculum and sufficient numbers of full-time faculty to teach Gen Ed courses will continue to be desirable. The College recently has begun to coordinate activities related to the assessment of student learning. Professional programs with external accreditations and various components of the General Education program have already undertaken systematic assessment of student learning. In 2008, all academic departments began assessing student learning objectives. The establishment of an Assessment Council in fall 2008 represents an important step in building a culture of assessment at Lehman.

Lehman’s related educational activities are addressed in Chapter Seven (Standard 13). Lehman’s SEEK program, which addresses the needs of underprepared students, is the largest program of its kind in the CUNY senior colleges. Lehman also leads the CUNY senior colleges in the number of courses offered entirely online. Demands for online courses and distance education have steadily increased, and providing sufficient support for faculty, students, and technology upgrades will be a challenge. Assessing the effectiveness of online education is also a concern of the College. Procedures for teaching observations and student evaluations of instruction that parallel the procedures in traditional courses already have been implemented. Grade differences between online and traditional courses have been observed, however, and require further examination and explanation. In addition, the College’s service to the surrounding community is amplified by its offerings of myriad continuing education programs and courses, certificate programs, and affiliations with New York City high schools.

This self-study has provided an accurate assessment and representation of the current status of Lehman’s structures, policies, programs, and procedures. The College recognizes both its challenges and accomplishments and has developed a set of Action Plans for future attention. In conclusion, the College appears to have met the standards of the MSCHE for reaccreditation.

Eligibility Certification Statement

Middle States Commission on Higher Education

Certification Statement:
Compliance with MSCHE Eligibility Requirements
& Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Lehman College

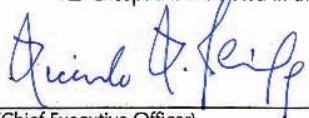
is seeking:

(Name of Institution)

(Check one) Reaffirmation of Accreditation Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

Exceptions are noted in the attached memorandum (Check if applicable.)



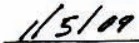
(Chief Executive Officer)
Ricardo R. Fernández



(Date)



(Chair, Board of Trustees or Directors)
Benno Schmidt



(Date)

Introduction

Herbert H. Lehman College was established as an independent senior college within the City University of New York (CUNY), the nation's largest urban public university, on July 1, 1968. CUNY was founded in New York City in 1847 as the Free Academy. It currently is comprised of 23 institutions: seven senior colleges, four comprehensive colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, the CUNY School of Public Health, and the Sophie Davis School of Biomedical Education. The University offers online baccalaureate degrees through the School of Professional Studies and individualized baccalaureate degrees through the CUNY Baccalaureate Degree Program. College Now, the University's academic enrichment program for high school students, is offered at CUNY campuses and more than 340 high schools across New York City's five boroughs. In total, the University serves more than 232,000 students who are enrolled in credit-bearing courses and degree programs, as well as 273,000 adult, continuing, and professional education students.

The Lehman campus has an illustrious history. Starting in 1931, it served as the Bronx branch of Hunter College, CUNY. Shortly after U.S. entry into World War II, the campus was used by the U.S. Navy as a training station for the newly organized WAVES (Women Accepted for Volunteer Emergency Service). The campus also played a role in world history when it became the interim headquarters of the United Nations and the site of the first meetings in the United States of the UN Security Council (March-August 1946). In 1968, Hunter College consolidated its operations in Manhattan, and Lehman College was established. The College was named after Herbert H. Lehman, the distinguished statesman, public servant, four-term Governor of New York State, and United States Senator who presided over the largest relief operation in history as Director-General of the United Nations Relief and Rehabilitation Administration (Europe, 1943-46). In 1971, the College was awarded a chapter of Phi Beta Kappa (Chi of New York), the national honor society for excellence in the liberal arts.

For more than two decades, Lehman has been deeply involved with the surrounding community. The opening of the Lehman Center for the Performing Arts in 1980 and the Lehman College Art Gallery in 1984 has made the College a main cultural center for the region. Together with the City and the Humanities Program, the Department of Music, and the Lehman Stages program, dozens of concerts, plays, dance performances, and exhibitions are offered to the public free

of charge or at minimal rates. The APEX physical fitness and sports facility, which opened in 1994, also offers community memberships.

Lehman's growth and new directions have continued into the twenty-first century. In 2002, the High School of American Studies was founded on the Lehman campus and was recently cited, for two consecutive years, as one of the top 100 high schools in the U.S. by *U.S. News and World Report*. A branch of the CUNY Macaulay Honors College was established at Lehman in 2002. A new Multimedia Center opened in fall 2008, which supports faculty and students in the fields of journalism, art, music, communications, and media production and will also serve as a hub within the community for independent film companies and recording artists. In fall 2008, construction began on Phase 1 of a new environmentally green Science Building. Phase 1 consists of four floors containing six teaching laboratories in Biology and Chemistry, three floors of research space, including open laboratory floor plans, and a greenhouse. The building will include a wetlands constructed of local native grasses in its central courtyard. Also in 2008, the College launched a dual-degree program with Sungshin Women's University in South Korea, which will enable students to earn degrees from both institutions. Other international agreements are in the planning stages. Lehman faculty collaborated with Brooklyn and Hunter Colleges in developing the recently established CUNY School of Public Health.

Lehman's diverse student population has continued to expand and now represents 138 countries. In fall 2008, 9,750 undergraduate and 2,291 graduate students were enrolled. In 2007, 71% of the undergraduate and 53% of the graduate students were female; 48% of the undergraduate and 30% of the graduate students were Hispanic; and 33% of the undergraduate and 23% of the graduate students were Black. Of the entering undergraduate students in fall 2007, 886 were new first-year students, and 1061 were transfers from other colleges. Sixty-three (63) percent of Lehman's students reside in the Bronx. In 2006-2007, Lehman awarded 1,292 undergraduate and 687 graduate degrees.

Self-Study Process

The preparation of this self-study followed the MSCHE guidelines and timetable. The process began with the selection of two members of the faculty to serve as co-chairs of the Steering Committee. Both attended the Middle States Self-Study Institute in October 2006 and a day-long assessment workshop presented by Dr. Linda Suskie at the College of Staten Island in March 2007. One co-chair also attended a seminar by Dr. Suskie at Brooklyn College in November

2006. Working with a selected group of faculty and administrators, all of whom eventually became working group co-chairs, the 14 MSCHE standards were grouped into seven areas that reflected the College’s structure and needs. Each area became the focus of a Working Group (WG). Each WG was co-chaired by an administrator and a faculty member with particular expertise in that area (see Membership List below and at right) and included representative members of the College community. The Self-Study Steering Committee consisted of the WG co-chairs, the Provost, the Director of Lehman’s Office of Institutional Research, Planning, and Assessment (L-OIRPA), the Vice President for Student Affairs, the former Senior Registrar, and representatives from the Student Government and Student Conference. The Steering Committee coordinated the activities of the WGs, identified areas of overlap, and supervised collection of new data. The committee also reviewed the reports and recommendations of each WG and offered suggestions and advice. WG reports formed the basis for the self-study design and the self-study.

After developing questions for each area for the self-study design that was completed in summer and fall 2007, the MSCHE liaison visited the campus and provided feedback on the design. The WGs addressed and answered the design questions during fall 2007 and spring 2008. Data also was collected via electronic surveys of department chairs, faculty, and graduate students. A draft of the final self-study was posted on the College’s website at the start of the fall 2008 semester. The MSCHE visitation team chair visited in September 2008 and provided feedback on the self-study draft. The College community was informed of the availability of the self-study via email and presentations to the College Senate and at a College Faculty meeting and a Student Government meeting. Two open meetings were held during the fall semester to discuss the document, and faculty, staff, and students also were able to email comments directly to the co-chairs. All comments were reviewed and the final self-study was completed at the end of 2008. The Evaluation Team visit is scheduled for March 8-11, 2009.

Membership List

STEERING COMMITTEE MEMBERS	TASK/STANDARDS
Dr. Robin Kunstler Professor, Department of Health Sciences Acting Dean, the Division of Natural and Social Sciences, July, 2008 – June, 2009	Co-Chair
Dr. Vincent Prohaska Associate Professor, Department of Psychology	Co-Chair
Ms. Lenore Schultz Former Senior Registrar	Document Management And Support
Dr. Mary Papazian Provost and Senior Vice-President for Academic Affairs	

STEERING COMMITTEE MEMBERS	TASK/STANDARDS
Mr. Jose Magdaleno Vice-President for Student Affairs	
Ms. Jennifer Efthymious Representative, Student Conference	
Mr. Elias Alcantara President, Campus Association for Student Activities	
Dr. Susanne Tumelty Director, Office of Institutional Research, Planning and Assessment	
Dr. Fred Phelps Professor, Department of Psychology	WG 1 Standards 1, 7
Dr. Marlene Gottlieb Dean of Arts and Humanities Chair, Department of Languages, Manhattan College, effective July 2008	WG 1 Standards 1, 7
Prof. Sandra DeMinco Associate Professor, Library	WG 2 Standards 2, 3
Mr. Derek Wheeler Vice-President for Administration and Finance	WG 2 Standards 2, 3
Dr. Duane Tananbaum Associate Professor, Department of History	WG 3 Standards 4, 5, 6
Dr. Michael Paull Dean of Adult and Continuing Education	WG 3 Standards 4, 5, 6
Dr. Kevin Sailor Associate Professor, Department of Psychology	WG 4 Standards 8, 9
Dr. Robert Troy Associate Provost and Assistant Vice-President for Enrollment Management	WG 4 Standards 8, 9
Dr. Alan Kluger Professor, Chair, Department of Psychology	WG 5 Standard 10
Dr. William Tramontano Dean of Natural and Social Sciences Provost, Brooklyn College, CUNY, effective July, 2008	WG 5 Standard 10
Dr. Robert Whittaker Professor, Acting Chair, Department of Journalism, Communication and Theatre Acting Associate Provost for Undergraduate Studies and Online Education, effective January, 2008	WG 6 Standards 11, 12, 14
Dr. Susan Polirstok Acting Dean of Education Dean of Education, Kean University, effective July, 2008	WG 6 Standards 11, 12, 14
Dr. Craig Demmer Professor, Department of Health Sciences, effective Jan. 2009	WG 7 Standards 13
Dr. Marzie Jafari Associate Dean of Adult and Continuing Education	WG 7 Standards 13

Chapter One

Standard 1: Mission and Goals

Standard 7: Institutional Assessment

The objectives of Lehman College's mission and the assessment of progress in meeting those objectives are closely entwined. Thus, the same work group addressed these two standards of the Middle States Commission on Higher Education (MSCHE).

Standard 1: Mission and Goals

The mission, vision, and values of an institution should be at the core of every decision and action a college takes. Lehman's mission articulates with the College's Strategic Plan as well as with the City University of New York's (CUNY) Master Plan.

Conception and Communication of Mission and Goals

In May 2005, the Lehman College Strategic Plan was presented to the campus community. It was the product of several months of intensive work by faculty, students, and administrators who developed strategies, timelines, action plans, and accountability measures for the plan's six goals and corresponding objectives. In January 2006, the process to refresh the Strategic Plan to a new three-year planning horizon also included the entire College community. Efforts were made to align the plan with CUNY's central planning processes and with specific College initiatives to ensure a collaborative, effective integration of activities. The goals and objectives are published on the Lehman website, and the progress made to achieve them was reported in President's Letters to the College community and at campus meetings. The final report to the campus in December 2008 on the three-year Planning Horizon 2005-2008, also was posted on the College website.

The strategic planning process raised questions concerning the College's mission statement. In response, the President in 2006 charged a committee of senior administrators with assessing the mission statement's relevancy in view of changing demographics in the College community and the impact of educational policies, funding sources, and shifting market demands. The committee was also asked to consider strategic planning priorities and the ability of the mission statement to focus effort and energy around common goals. As draft statements were developed, they were initially shared for discussion and comment with a core group of faculty, staff, administrators, students, and friends of the College. Next, the broader campus community was invited to participate in a public comment phase that included presentations at meetings of the Faculty Personnel and Budget (FP&B) Committee and the College Senate, email

notifications, and an article in Lehman E-News. The yearlong process was completed on May 16, 2007, when the Lehman College Senate approved a new mission statement as well as vision and values statements. These are posted on the website (www.lehman.edu/lehman/about/mission.html) and also appear in College publications (Appendix 1.1).

The new mission states:

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Lehman's mission is discussed in new faculty and staff orientations and with students in the required Freshman Seminar.



A portrait bust of the College's namesake, New York State Governor Herbert H. Lehman, was commissioned by the College's President, created by sculptor John Belardo of the Art Department, and installed on the campus in 2005.

Results from the 2007 survey conducted by the Middle States Steering Committee found that 73% of graduate students at the College were aware of Lehman's mission. The mission statement has been well communicated on campus and will be more broadly disseminated to the surrounding community served by the College in the months to come. In an example of "closing the loop," the new mission statement laid the groundwork for the latest round of strategic planning that began in fall 2008 and will be reviewed again as part of that process.

Articulation of the College's Mission and Goals with the Strategic Plan

Each goal of the Strategic Plan (2005-2008, revised in 2006, Appendix 1.2) is aligned with a key aspect of the College's mission, vision, and values. The revised goals emphasize the cultural, intellectual, technological, and professional development of students through faculty engagement and scholarship, a rich academic and professional curriculum, and appropriate campus resources. These goals position Lehman College as the leading institution of higher education serving the diverse needs of the Bronx and its surrounding region.

Goals Related to Mission:

Goal 1: Create an environment that encourages the development of students who are committed to lifelong learning and well prepared for their chosen careers and ready to contribute to their communities.

Goal 2: Provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional studies education.

Goal 3: Foster scholarship, research, and artistic endeavors by College faculty.

Goals Related to Vision:

Goal 4: Increase, manage, and allocate the financial, material, and human resources to support the mission and Strategic Plan of Lehman College.

Goal 6: Identify and communicate the distinctive characteristics, values, and impact of Lehman College in order to enhance its image and standing.

Goal 7: Institutionalize a fund-raising program that provides a steady stream of revenue for Lehman College, and that increases at a minimum of 10% per year, to fund student scholarships and enhance student support services, state-of-the-art learning facilities, faculty development in a teaching and learning center, and ongoing reassessment of student outcomes.

Goals Related to Values:

Goal 5: Engage in academic and outreach activities that identify Lehman College as the leading institution serving the educational, professional, cultural, and recreational needs of the Bronx and surrounding region.

Attached to each goal are specific steps and a timetable for implementation (Appendix 1.3). This process ensures that the College's mission and goals drive all activities undertaken by the administration, faculty, staff, students, alumni, and community members.

Articulation of the College's Mission and Goals with CUNY's Goals

In 2000, CUNY began a formal review process: the Performance Management Process (PMP). University-wide goals and objectives were established and distributed to the CUNY colleges so that each could align its goals with

Dr. Edward Kennelly (left) is one of the faculty members who teaches in the CUNY doctoral program in the plant sciences, which is based at Lehman and operates in cooperation with the nearby New York Botanical Garden. The program attracts graduate and post-doctoral students from across the United States and around the world.



the overarching ones. The document submitted annually by the College to the central CUNY administration, therefore, ensured that the College's plans for the academic year coincided with the strategic plans of both CUNY and Lehman. Each unit of the College—academic, administrative, and student affairs—prepares an annual departmental report that includes goals, plans to reach those goals, and accomplishments with respect to past goals. This process has kept units focused on working coherently and collaboratively in meeting the goals set by CUNY and the College. Occasional amendments are aligned with the overall mission and goals. For example, when the search for a director of a planned Autism Spectrum Disorder Center was unsuccessful, the College used those resources to hire sorely needed full-time faculty in Speech Pathology. This flexibility allows for improvisation and reprioritizing, but always within the context of the overall mission. Each year, CUNY prepares a University Performance Management Report (PMR, see Standard 7 and Appendix 1.4) that contains data pertaining to each college's accomplishment of its goals.

Lehman College's Activities in Pursuit of its Mission and Goals

The following information and accomplishments, taken from the 2007-2008 PMR and other sources, demonstrate Lehman College's commitment to engaging students in their academic development:

- Average class enrollment is 19 students.
- The College offers 69 undergraduate majors and degree programs and 39 graduate degree programs.
- William E. Macaulay Honors College (MHC) was successfully established in 2002 with 12 students and currently enrolls 51. The first graduating class was in 2006.
- The College broke ground in September 2008 for an environmentally green Sciences facility that will be used for faculty and student research, and for preparing Lehman students for science-based careers.
- The CUNY Teacher Academy was established to prepare students to teach mathematics and science in New York public schools. It grew from four students in its inaugural year (2006-2007) to 25 students in fall 2008; however, after consultation with the Academy's funder, the NYC Department of Education, CUNY halted further admissions.
- A major commitment to online learning and the use of educational technology is demonstrated by Lehman's 80 "smart" classrooms, 80 mobile presentation carts, 26% of courses utilizing Blackboard, a faculty technol-

ogy laboratory, and technology workshops for faculty, students, and staff.

- New academic programs have been established, including the Bachelor of Business Administration, Master's in Business, Master's in Social Work, Master's in Public Health, Master's in Educational Leadership, and Bachelor of Science in Exercise Science.
- New undergraduate programs awaiting approval or under development include Irish-American Studies, Environmental Studies, and minors in Mexican and Mexican-American Studies and Middle Eastern Studies.
- The new freshman seminar, LEH 100 (see Chapter Six), fosters intellectual development, a challenging interdisciplinary environment, and a lifelong commitment to learning. A pilot assessment of LEH 100 demonstrated that students were enthusiastic about this course.
- Revitalization of Arabic, Chinese, Hebrew, Japanese, Irish, Latin, and Russian) adds to the commitment of diverse language offerings.
- A new Multimedia Center opened in fall 2008 with three major functions: learning, production, and research. The Center also provides professional development for faculty in multimedia teaching and learning.

The following demonstrate the College's commitment to students' personal development:

- Student government (CASA and Student Conference) leaders in collaboration with faculty and administrators have scheduled town hall meetings, invited faculty to student events, and provided able and willing students to serve on College Senate committees.
- The Community Service Program was implemented in fall 2007, and 279 Lehman students contributed 4,000 hours of service and outreach to more than 25 community service partners in 2007-2008. The Service Learning component was launched in spring 2008 and, in collaboration with the African and African American Studies Program, service learning was integrated into the required major course "Fieldwork in the Black Community." Eighteen (18) students participated and were assigned to work on projects in one of three service-learning sites.
- The findings of a feasibility study and student survey conducted in spring 2008 led to the acquisition of a building for use as a residential hall. Additional residential halls are under consideration.



Cultural Outreach:

The Metropolitan Opera's Live in High Definition series for both 2007-2008 and 2008-2009 was broadcast live via satellite on the Lehman campus. The free broadcasts were open to the public and hosted by the Celia Cruz Bronx High School of Music—one of ten public schools in the Bronx that form the "Lehman Network Schools" in which Lehman is a partner. This opening scene from Act I of Puccini's *Madama Butterfly* features dancer Hsin-Ping Chang.

Photo credit:
Ken Howard/Metropolitan Opera.

The following demonstrate the College's commitment to students' professional development:

- More than 1,400 students and alumni registered with the Career Services Center (CSC) in 2007-2008. Students and alumni made close to 5,000 visits to CSC for services and resources, such as an online Video Coach to practice interviewing techniques, an exclusive job database with an upload feature for resumes and cover letters, and an online Alumni Mentoring Network (initiated fall 2007). Some 100 alumni registered with CSC as mentors and, as of fall 2008, 60 students signed up to receive mentoring.
- Through the CSC, 400 Lehman students received coaching and career advisement in 2007-2008, an increase of 37% from the previous academic year. Internships were offered to 141 students at more than 22 private, nonprofit, and government sites, a 50% increase from the previous year. A majority of interns evaluated their internship sites as "satisfactory" and said they would recommend the experience to other students.
- Since fall 2006, 65 Lehman students have participated in the National Puerto Rican Coalition's "College2Career Program." This nationwide program cultivates

Latino leadership and prepares students majoring in business, economics, and accounting for careers in the corporate sector. By the end of the spring 2007 semester, 49 students had completed the program.

The following curricular components offer rich cultural and artistic experiences that extend to the larger campus and surrounding communities and demonstrate the College's commitment to being an intellectual, economic, cultural center for the Bronx and the surrounding region:

- Performances of New York City's Metropolitan Opera, broadcast live in the 500-seat Monroe and Rose D. Lovinger Theatre.
- Lehman's partnership with Lincoln Center Institute of Teaching Artists on aesthetic education.
- The Lehman College Art Gallery, Center for the Performing Arts, Theatre and Music programs, and the City and the Humanities program.
- Lehman Stages (see www.lehmanstages.org/call-board.htm) provides opportunities for students and the community to engage in theatre in all its aspects and enjoy a broad range of performances (poetry, music, theatre, dance, films, lectures).

- The resident Bronx Repertory Theatre Company provides opportunities for Lehman theatre majors, alumni, and theatre professionals.

Lehman offers services, opportunities, and resources to the community, including:

- A Speech and Hearing Clinic where future speech language pathologists provide services to the community under the supervision of faculty professionals.
- The NCAA Student-Athlete Advisory Committee, comprised of two student-athletes from each of 16 varsity teams. (Attendance at the College's athletic events averages about 550 spectators per event.) The committee organized PEP rallies in 2007 and 2008, the Reservoir Run (2.5 miles) to promote school spirit, Kids' Sports Day to introduce middle-school children to sports, athletes, and the possibility of college, a Toy Drive for area childcare facilities, and the 2007 Children's Book Drive.
- The Bronx Teacher Resource Collaborative, which has offered six professional development workshops for 50 New York City and Westchester County foreign language teachers since the program began in 2006.

The College's Small Business Development Center, its athletic facility (APEX), its many research institutes (such as the Bronx Institute, the Irish American Studies Institute, the Institute for Literacy Studies), and its partnerships with the High School of American Studies at Lehman College, the Celia Cruz Bronx High School of Music, and numerous other Bronx high schools provide further evidence of the College's commitment to serve its borough and surrounding communities as an intellectual, economic, and cultural center. (A complete listing of partnerships can be found at www.lehman.edu/deanedu/deanedu/grants.html).

The mission statement clearly defines the College's purpose and has led to the development of goals that guide the creation of new programs and actions that fulfill Lehman's responsibility as an institution of higher education in service to its student body. The College community is committed to the centrality of its mission in evaluating overall institutional effectiveness.

Standard 7: Institutional Assessment

In the past decade, Lehman College has moved toward a culture of assessment. Spurred by CUNY initiatives to promote progress and accountability at its constituent colleges, Lehman embraced the University's Performance Management Process (PMP) as the main vehicle for assessing institutional performance. Instituted in 2000 by CUNY Chancellor Matthew Goldstein and recognized by the American Council on Education as a "pioneering effort within American higher education," the PMP has become a basic component of Lehman's institutional planning and assessment. It involves the time and effort of many offices and individuals. Through the PMP, key indicators have been identified for all divisions of the College.

College-wide Assessment

Every five years CUNY is required by State law to submit a Master Plan to the State Education Department (SED) for review and approval by the New York State Board of Regents. All colleges contribute ideas and standards to the CUNY Master Plan. At Lehman, the Provost solicits from faculty and administrators possible goals or concepts that might be forwarded to CUNY.

CUNY Master Plans for 2000-2004, 2004-2008, and 2008-2012 have emphasized a sequence of goals and objectives, and each plan extends the gains of its predecessor. CUNY uses Master Plan goals to select annual objectives and targets (measurable standards) that become CUNY's Performance Goals and Targets.

The College then develops annual performance goals and methods to assess the outcomes. The administrator responsible for a particular goal monitors its progress and outcomes and distributes relevant data to the appropriate individuals. Goals and accountability shared by the various divisions of the College promote additional communication. This process has raised faculty awareness of indicators and potential data sources of use in conducting assessment activities of their own.

Lehman College is a member of the national Consortium for Student Retention Data Exchange (CSRDE), which provides benchmarking on retention and graduation rates. In fall 2008, Lehman joined the Delaware Study, which allows for comparative analysis of teaching loads and direct instructional costs at the academic-discipline level.

Student Retention Rates

CUNY has set a goal of increasing retention rates by an average of two percentage points. Lehman's Office of Institutional Research, Planning, and Assessment (OIRPA) computes the percentage of full-time, first-year students still enrolled one year and two years after entry. Lehman

retention rates after one year have held fairly steady over time: 73.8% (2003), 73.6% (2004), 76.8% (2005), 73.3% (2006); however, they have been below the CUNY average of approximately 79% during that period. Although two-year retention rates have increased slightly: 59.0% (2002), 57.5% (2003), 59.6% (2004), 61.4% (2005), they are still below the CUNY average of about 64%. Among transfer students entering in 2006, Lehman's one-year retention rate of 73.9% is below the CUNY rate of 75%, and Lehman's two-year rate of 63.2% for those entering in 2005, is just under the CUNY rate of 64.3%.

Departmental-level Assessment

Departmental self-studies are conducted on a rotating five-year cycle. In the 2007 survey of department chairs conducted for this self-study, chairs reported that self-studies have led to actions such as:

- Identifying faculty development needs (56%).
- Acquiring additional needed resources, including new faculty (48%).
- Developing new programs (48%).
- Improving existing curricula (39%).
- Providing information useful for accreditation reviews (32%).

Each department files an annual report that provides a profile of its faculty, students, and their activities. Full-time faculty update their academic and service records for the annual report, which summarizes productivity in terms of teaching, scholarship, grants, and service, and becomes a source for the "Baseline Performance Management Report." The annual reports are available in the offices of divisional Deans and the Provost. Data in departmental reports are used by the Provost and Deans to monitor faculty activity. These reports also draw attention to programs and departments that have received external recognition. For example, Lehman's Psychology Department was cited in a University of Oklahoma study that produced a list of the 100 leading psychology departments in terms of funded research. Lehman was 97th on the list but, considering its size (fourth smallest number of faculty), the Lehman Psychology Department ranked 67th in terms of per capita funding. The ranking was even higher (44th) when the "most competitive grants in science" were used as the base for total R&D funding.

The faculty of Lehman College is regularly involved in assessment procedures at department and program levels. According to a 2007 faculty survey conducted for this self-study, 70% of the respondents reported that they had performed some assessment of student learning in their courses beyond grading and the College's Evaluation of Instruction form. They reported using a variety of measures, such as non-

standard student evaluations, certification/licensing exams, other standardized tests, and job placement rates. In 2008, the College instituted a campus-wide assessment of student learning. Academic departments were charged with developing and implementing a plan to assess one student-learning objective during fall and spring semesters (see Chapter Six).

Assessment of Student Engagement and Satisfaction

The College regularly participates in several student surveys. Principal among these are the National Survey on Student Engagement (NSSE) (Appendix 1.5), the CUNY Student Experience Survey (SES) (Appendix 1.6) the Cooperative Institutional Research Program (CIRP), the Freshman Survey, and the Lehman Office of Institutional Research, Planning, and Assessment (L-OIRPA).

Aggregated data on student engagement, perception of the student experience, and how students evaluate the College's strengths and weaknesses are indicators for the Office of Student Affairs and for the academic support areas of the College. Selected items from each of these instruments make their way into the PMP, depending on that year's objectives and indicators. For example, after a recent administration of NSSE, several faculty committees were formed for the purpose of mapping NSSE items to the College's strategic plan. Two areas were chosen: advisement and experiential learning. Among the 2006-2008 Strategic Plan goals were: improving the coordination of efforts by faculty and professional advisors, broadening experiential learning opportunities for students by creating new internship courses, and offering internship courses that had not been offered recently. The Career Services Center (CSC) monitors its placement success, internships, and career preparation services with targeted surveys that include data from new graduates. The administration of NSSE during spring 2008 resulted in a similar evaluation process.

The L-OIRPA survey of graduates is conducted annually. Alumni development efforts have concentrated on involving graduates in academic programming, mentoring current students, annual giving, and communicating with other alumni.

External Accreditation

External accreditation provides another measure for institutional assessment. Each of three academic divisions of the College contains programs that must be reviewed by outside agencies:

- All Division of Education programs are reviewed and accredited by the New York State Education Department, the National Council on Accreditation of Teacher Education (NCATE), and individual program accreditations, where applicable. In 2002, Lehman became the first CUNY College to receive NCATE accreditation (renewed in 2007 through spring 2014). The Coun-

selor Education program was awarded the prestigious CACREP accreditation in 2008 from the Council for Accreditation of Counseling and Related Educational Programs.

- In the Division of Arts and Humanities, the Master's program in Speech Language Pathology is accredited by the American Speech and Hearing Association (ASHA) through 2015.
- The Division of Natural and Social Sciences has several departments with programs that are accredited or formally approved by national organizations: the departments of Chemistry, Health Sciences, Nursing, and Social Work. The accrediting bodies include the American Chemical Society, American Dietetics Association, Council on Public Health Education (in process), Commission on Collegiate Nursing Education, and the Council on Social Work Education.

Funded Programs

Externally funded programs at Lehman College collect data that measure student success and are used to inform academic planning. For example, over the past decade, three multi-year Title V institutional grants funded by the U.S. Department of Education have developed and reported measures of retention, student development, transfer and articulation, and the effects of supplemental instruction on student success in gateway courses. Similarly, evaluations of the multi-year funded Minority Biomedical Research Support (MBRS), Minority Research Infrastructure Support Program (M-RISP), and the McNair Scholars programs provide measures and patterns of student success that inform future directions.



Strengths

- Lehman College has clearly enunciated and communicated its mission, vision, and values to students, faculty, staff, and alumni.
- The College has effectively aligned its mission and goals with those of the City University of New York as defined in the CUNY Master Plan and the PMP, and has integrated them with strategic and institutional assessment plans.
- The implementation of Lehman's goals is assessed on a yearly basis by senior administrators for their units in order to ensure a coherent strategic plan.
- The creation of new academic programs and majors reflects the needs of the community and Lehman's commitment to students' personal and professional development.
- The director of Lehman's Office of Institutional Research, Planning, and Assessment helped form the CUNY Assessment Council and assists in its leadership.
- The College has accomplished ongoing outreach to the surrounding community.

Challenges

- Improve communication about ongoing assessment activities and their outcomes and benefits for the College.
- Increase student retention by identifying and assessing specific needs of at least two distinct groups of transfer students: entering upper freshmen and sophomores, and entering juniors or seniors (most with associate's degrees).
- Create sufficient faculty and classroom space to meet the demands of new program offerings and expanding majors.
- Extend the positive impact of the College's activities and programs on the surrounding community to fulfill Lehman's commitment to serve as an intellectual, economic, cultural, and athletic center.

Action Plans

- Conduct a search for a full-time assessment coordinator to work with the Office of Institutional Research, Planning, and Assessment.
- Continue to implement the College Facility Master Plan for future space and programmatic needs (a new Science Facility is under construction).
- Increase retention of transfer students with fewer than 60 credits by directing financial, academic, and advising resources to address their needs.
- Assess Lehman's impact on the surrounding community with regard to its leadership role as an intellectual, economic, cultural, and athletic center.

Chapter Two

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Institutional budgets and resources, and planning for their allocation, are interconnected at Lehman College. Two major College committees address budgetary and long-range planning issues: the Senate Committee on the Budget and Long-Range Planning and the College Personnel and Budget Committee on Budget and Long-Range Planning. Since 2001, these two committees have met together as the Joint Committee on the Budget and Long-Range Planning and have provided significant input to the senior administration. The Joint Committee also is the main vehicle by which information about the budget is presented to the faculty and student body and where these constituencies provide input to the budget and planning processes. Having one working group focus on planning, resource allocation, renewal, and resources fits the College's governance structure.

Budget Process

CUNY has a different budget model from that of many universities. New York State allocates funds to the CUNY central office, which then allocates them among the individual colleges and other units (e.g., the Graduate School). Each fiscal year, when the State adopts its budget, CUNY is notified of the State's fiscal and programmatic issues in the budget legislation. Although the State's Fiscal Year (FY) begins on April 1, and CUNY's begins on July 1, both the New York State and CUNY budgets are not finalized until well into the summer.

The process for determining Lehman College's annual tax-levy budget allocations is significantly intertwined with and determined by the CUNY budget process and the Performance Management Process (PMP) for the College, negotiated between CUNY and the College administration. At Lehman, the base tax-levy budget is determined in advance and then supplemented throughout the fiscal year by a series of New York State Budget Certifications: additional allocations specifically tied to expenses, such as new CUNY programs or contractual obligations. During the spring, the Lehman College Budget Office issues reports showing baseline allocations at the department level, so the "base" can be reviewed and adjusted as appropriate. In addition to base adjustments, departments are given certain categories of institutional importance that are maintained as active items for budget consideration.

The College has shown a pattern of growth and greater control of its budget during the last five years. During the 11-year period, FYs 1999-2009, Lehman College's initial budget allocation has increased 62%, from \$42.5 million to \$68.9 million.

A closer review of budgets for the last ten years illustrates two distinct trends. During FYs 1999-2008, Lehman College's average expenditure growth was 4.9%. During the five-year period, FYs 1999-2003, however, the rate of growth



The College establishes annual targets for budgetary support (or additional support) with eight College-related entities, including the Lehman College Art Gallery (left) and the Performing Arts Center (right).

was 3.6%, barely keeping pace with inflation, while in the subsequent five years, FYs 2004-2008, the growth was a relatively robust 6.2%. This pattern of stronger growth during the FYs 2004-2008 period is reflected across most major categories as well. For example, full-time staff expenditures averaged 4.9% during FYs 1999-2003 and 6% in FYs 2004-2008, averaging 5.5% over the ten-year period.

Lehman collects student tuition revenue, which in turn is transferred to CUNY and then New York State, to satisfy the College's annual tuition revenue target. Tuition and other revenues received above the target may be retained for use in the current year or future years to offset shortfalls or support new initiatives. By consistently exceeding its enrollment targets, Lehman has maintained a positive balance in this reserve account. For example, Lehman opened FY 2008 with a balance of approximately \$2.5 million, of which \$1.2 million was used, leaving an opening balance in FY 2009 of slightly more than \$1.3 million.

Most grant and contract funding is channeled through the CUNY Research Foundation, which charges a fee for its disbursement and for payroll/personnel services. These funds are maintained separately as a line in the College's overall budget. Similarly, funds raised from external sources, such as alumni, corporate donors, and foundations, are channeled through the independent, College-affiliated Lehman College Foundation and usually do not affect the operating budget. Generally, Foundation funds support student scholarships and other College activities.

The President's Cabinet manages the Performance Management Process (PMP) and the College budget. Normally, CUNY tax-levy funding increases or decreases incrementally from the previous year's allocations for each program. Thus, as the Cabinet makes recommendations to the President on specific budget allocations, programmatic successes and weaknesses are identified, and a budget allocation is determined with the benefit of new annual reporting data. Program-specific lump sum allocations from CUNY remain fully intact, thereby maintaining a stable budget, while College programs compete for any funding increases. Most allocation issues are resolved within the respective divisions, with the division chief (Vice President, Dean, etc.) determining the priorities. The Cabinet determines priorities of significance to the College as a whole.

The College Business Office acts as a control to ensure that all personnel actions conform to the budget and that OTPS (Other Than Personnel Services) expenditures are within a department's or program's budget. The Business Office allocates funds by division or department at the direction of the respective chief of that unit. Most academic departments receive a limited budget for OTPS, as all full-time salaries and equipment expenses are fixed by contract or handled at divisional or higher levels. Reports demonstrating financial performance in relation to the budget are prepared throughout the fiscal year.

While the tax-levy budget process outlined above is used to allocate more than 90% of the College's resources (excluding grants), the College also explores other mechanisms for additional non-tax-levy support. These include relatively small amounts available through individual contracts or reimbursement agreements with the CUNY Research Foundation, Auxiliary Enterprises, or other sources, such as discretionary grant indirect cost recoveries. For example, to support research and encourage grant submissions, a portion of indirect cost recoveries is allocated to department chairs and deans as Principal Investigators. Based in large measure upon the perceived adequacy of the tax-levy budget, targets for support (or additional support) by the College are established in negotiations with the following entities:

- Lehman College Foundation
- Lehman College Auxiliary Enterprise Corporation
- Lehman College Association for Campus Activities
- Lehman College Performing Arts Center
- Lehman College Art Gallery
- Lehman College Continuing Education
- CUNY on the Concourse
- Research Foundation of CUNY

The College prepares a financial plan that estimates all of the income (usually "reimbursements") and costs it will receive on behalf of these entities, with the net "reimbursement" back to the College often being a critical balancing item for the institution's financial well-being for the fiscal year. Together, these tax-levy and non-tax-levy allocation processes comprise the budget allocation process at Lehman College.

The CUNY Compact

Beginning in 2005, CUNY and New York State agreed on a new additional funding model called the CUNY Compact. According to this plan, the State agreed to fully fund most of the CUNY senior colleges' recurring operating expenses, as well as any increases in CUNY's mandatory costs (energy, contractual salary increases, fringe benefits, etc.), and to provide additional support for initiatives in such areas as new faculty, specifically targeted science/technology faculty and services, and student services. These funds, distributed by the CUNY central office to individual colleges, would be partially supported by productivity savings, regular but measured tuition increases, and intensified philanthropic fundraising. In turn, Compact funds allocated in one fiscal year would become part of the base budget in the following year, guaranteeing continuity of support for planned initiatives, as opposed to the previous, less consistent model of imposed and partly funded actions. In FY 2007, Lehman received funding of \$1,896,000 for the Compact and in FY 2008,

\$2,446,000. Due to New York State budget constraints, the third year (FY 2009) of the Compact has been delayed until 2010; however, mandatory costs (salary increases and energy costs) were covered. Some funding for FY 2009 is pending.

Compact funding has had a strong, positive impact at Lehman, including the hiring of new faculty and staff, as the following table indicates (in thousands):

INITIATIVES	FY 2007	FY 2008
Flagship environment	778.8	877.8
• Full-time faculty, support, faculty development	230.9	877.8
• Improving undergraduate/graduate/professional education	405.0	0
• Expanding technology in teaching	62.9	0
• Teacher preparation	80.0	0
Fostering a research environment	0	283.5
• (Research grant-based start-up costs, International ed/Grant writer)		
Academic support	341.8	455.7
• (e.g., Writing Across the Curriculum, Instructional Support Services Program, College Now, online teaching)		
Student services	416.8	298.5
• (e.g., advising and counseling, financial aid, careers services)		
Workforce and economic development	73.4	49.8
Information management systems/CUNY FIRST	73.8	206.0
Upgrading facilities and infrastructure	211.6	274.7
TOTAL	1896.2	2446.0

CUNY FIRST

CUNY FIRST (Fully Integrated Resources & Services Tool) seeks to increase efficiency and productivity across CUNY. CUNY FIRST will implement the Oracle Peoplesoft Enterprise Resource Planning (ERP) Suite, which will affect student administration, financial, and human resources management systems. Key goals from ERP include replacing more than 25 antiquated systems with one that is fully integrated and able to manage all University data in one database, with state-of-the-art security. An additional \$189,000 was requested for the College Operating Budget; CUNY FIRST will begin operation at Lehman in 2009 and will be phased in over the next four years.

Information Technology

In its 1999 Decennial Report to the Middle States Commission on Higher Education, Lehman emphasized the importance of adopting new technologies, and the College has made great strides toward that end. A major contributor to this accomplishment was the Student Technology Fee, established in winter 2002 by the CUNY Board of Trustees to fund improvements in computer services for students and faculty. At Lehman, the fee generates approximately \$1,380,000 annually. Fee increases approved in summer 2008 have yielded approximately \$400,000 in additional funds.


CUNY’s Enterprise Information Technology (IT) Initiatives require colleges to acquire resources to implement IT projects (such as Support Knowledge Database, Enterprise Security Initiatives, Blackboard Add-on, Network Security, Technology Research Tools, Enterprise Directory Initiative, Internet 2, and Academic Software Fund). These initiatives started in FY 2005-2006, and each campus has the option of using the Technology Fee or another campus funding source. To date, Lehman College has funded its share of the CUNY Enterprise IT Initiatives with the Student Technology Fee. The top five (among 15) guidelines for prioritizing requests for funding projects from the fee are:

- (1) Long-term commitments made by previous Technology Fee committees,
- (2) Personnel costs for frontline student technology services (for example, in student labs),
- (3) Software for instructional use,
- (4) Continuity of Library subscriptions to databases used by the entire College community for teaching and research, and
- (5) Reasonable printing costs for students in open computing areas and all dedicated student labs. (See Appendix 2.1 for all 15 guidelines).

An email account (techfee.response@lehman.cuny.edu) was created for members of the campus community to voice their concerns, indicate unmet technology needs, and make suggestions and recommendations for “better planning, better management, and better services in the areas of information technology.”

Instructional Technology Strategic Planning

The College Information Technology (IT) Strategic Plan developed in 2003 continues to be the reference point for review, guidance, and measuring progress toward achieving Lehman’s IT goals. In 2006, the College created the Office of the Vice President for Information Technology to strengthen IT leadership and to improve and promote better coordination of its services. The Information Technology



The creation of technologically enabled classrooms has had a positive impact on the student learning environment.

Resources Division develops and maintains the campus-wide IT infrastructure and the majority of IT support services. Most divisions as well as the Library have two positions described as Lead IT Support Specialist and an IT Support Specialist. Seven academic departments with extensive and special IT needs have their own dedicated IT support staff.

IT accomplishments, as a result of funding from the technology fee and in accordance with the IT Strategic Plan, include:

- More than 20 new technology-enhanced classrooms,
- More than 20 additional mobile presentations systems,
- The installation of a projection screen in every classroom and instructional lab,
- A new state-of-the-art faculty-computing lab,
- Implementation of the first phase of equipping the Multimedia Technology Center,
- The addition or replacement of more than 1000 computers,
- The addition of 10 or more servers,
- Implementation of a new student email system,
- Initiation of a migration of telecommunications to voiceover IP,
- Establishment of an E911 emergency response system,

- Introduction of an online IT support request and tracking system, and
- The purchase of a Google search engine.

IT-related campus committees include the:

- Technology Oversight Committee (TOC), which is responsible for overseeing the IT infrastructure of the campus, formulating long-term strategies and short-term action plans, establishing policies and procedures, prioritizing needs and development projects, insuring adequate financial resources, and facilitating communication across the entire campus.
- Web Content and Policy Committee, which sets policy for the format and content of the College's websites (see www.lehman.edu/lehman/about/policies_pdf/WebPolicy.pdf).
- College Senate's Library, Technology, and Telecommunication Committee, which was formed to assist in the planning and evaluation of IT infrastructure and services.

A student technology survey was conducted in 2007-2008; the results are forthcoming. A faculty technology survey will be carried out in 2008-2009.

Strengths

- Members of the College community have many opportunities to be part of the budget planning and resource allocation processes.
- The College's base budget has been strengthened since 2004.
- Tax-levy and non-tax-levy allocation procedures determine the significant effectiveness of the College budget process, ensuring that funding requests are based on clearly stated needs and objectives for student and faculty academic and professional goals.
- Funding through the CUNY Compact has led to the development of new programs and expansion of advisement services as well as graduate degree programs in Social Work, Public Health, and Educational Leadership.
- The ITR Department has improved the IT infrastructure of the campus with strategies and action plans that have had a positive impact on resources, communication, and institutional assessment.
- The Information Technology Strategic Plan has had a positive impact on student learning and retention through the creation of technologically enhanced classrooms, laboratories, art facilities, and a Multimedia Technology Center.
- The spending plan developed by the Student Technology Fee Committee maximizes the use of technology fees to benefit the entire College community.

Challenges

- Maintaining adequate planning and resource allocations in light of the uncertainty of New York State and CUNY budgets.
- Continuing to fund new programs, services, and degrees created from the CUNY Compact monies that have been put on hold until 2010.
- Ensuring sufficient funding for CUNY IT initiatives.
- Obtaining and understanding sensitive and complex data relating to actual expenditures and budgetary processes.

Action Plans

- Develop a contingency plan for reduced financial resource allocations for the College.
- To assure the successful implementation of CUNY FIRST, a fully integrated, state-of-the-art database beginning in March 2009.
- Conduct the faculty technology survey planned for 2008-2009.



Chapter Three

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Lehman is one of the few CUNY institutions to have, as part of its governance structure, a College Senate comprised of administrators, faculty, and students. Thus, the connection in this report between leadership and administration is entirely appropriate. Indeed, this governance model also makes integrity an interwoven issue with leadership and administration, especially with regard to the College's processes for institutional change and interactions among its various constituencies.

Standard 4: Leadership and Governance

The ultimate authority for Lehman College is the Board of Trustees of CUNY, which sets overall policies for CUNY institutions. Lehman College is bound by the bylaws of the Board of Trustees and also by New York State law. Most of the powers traditionally associated with a college faculty are housed in the Lehman College Senate. (Appendix 3.1 contains Governance documents.)

In 2003, Lehman amended its governance structure to ensure that all constituencies were represented in the Senate and to balance the number of seats among the different constituencies. All senators have full voting rights. The Senate is comprised of:

- **Administrators:** The President, Vice Presidents, Assistant Vice Presidents, Deans, and Associate Deans are members by virtue of their offices. Administrators and staff not in the previous group elect five additional senators, and one senator is elected by Gittleson employees (classified CUNY clerical and office assistants). Administrators comprise one-sixth of the total Senate membership.
- **Faculty:** Each academic department elects a representative to the Senate. Additional at-large representatives are elected to ensure that the faculty constitutes one-half of the total Senate membership. One-third of the at-large seats are reserved for Assistant Professors without tenure, Instructors, and Full-time Lecturers. Part-time faculty members elect three senators. The remaining at-large seats are reserved for Professors, Associate Professors, or Assistant Professors with tenure.
- **Students representatives,** elected annually, comprise a third of the College Senate. Graduate students are

guaranteed at least one of those seats. The spring 2008 composition of the College Senate is illustrated in the following table:

Administrators and Staff: 21
Students: 42
Faculty: 63
<hr/>
Total Members: 126

Senate Committees

The Governance Committee sets the agenda for Senate meetings, nominates members for Senate committees, conducts elections, reviews and recommends changes in the committee system, and reviews and proposes changes in the Senate bylaws. (See Appendix 3.1 for a list of standing committees). In response to an arbitrator's decision, the governance document was amended in 2002 to require that departmental Personnel and Budget (P&B) committees make recommendations on all promotions of faculty to the rank of Full Professor. The document was further changed in 2003 to simplify the amendment procedure. Amendments can now be adopted by a 75% affirmative vote of the Senate, provided that at least two-thirds of all Senators are present. (The original document required 75% approval in a student body referendum with at least 30% of the students voting and 75% approval in a faculty referendum with at least 60% of faculty voting.)

The impact of these changes has been positive. Senate elections are highly competitive, and senators take their responsibilities seriously. As seen in the following table, the percentage of administrators, faculty, and students attending College Senate meetings regularly (defined as attending six of the eight meetings during the year) has increased significantly in recent years.

CONSTITUENCY	% REGULAR ATTENDANCE 2005-2006	% REGULAR ATTENDANCE 2006-2007	% REGULAR ATTENDANCE 2007-2008
Administrators	63%	100%	72%
Faculty	57%	67%	76%
Students	33%	44%	43%

The transparency of the College Senate begins with its inclusion of different constituencies. Meeting dates are announced at the beginning of the academic year, and all

meetings are open to all members of the Lehman community. Non-members can ask for floor rights to address the body, and they are routinely granted. Except for the Governance Committee, one does not have to be a member of the Senate to serve on any of its standing committees. Information about the Senate, including minutes, agenda, reports, etc., is available to all members of the Lehman community in the Library and on the College website.

A recent challenge confronting the Senate concerns the ramifications of a November 2005 decision by the New York State Court of Appeals in *Perez v. CUNY*, which found that the Open Meetings Law applies to “each legislative body at a College that exercises the power of faculty councils under Section 8.7 of the CUNY Board Bylaws.” The law requires a majority vote of all senators, not only those present, for Senate actions to be approved, and the votes of all senators are to be recorded. The importance of attending meetings to provide a quorum, as well as the requirements under this law, were first explained at a Senate meeting in 2006 and are reiterated each semester.

The Lehman College Senate has never failed to have a quorum since these decisions were handed down. Senate committees were sometimes short of a quorum, often because students were not present. The Student Conference has addressed this issue, and student attendance at committee meetings improved significantly in 2008. In the absence of a quorum, committees may still bring recommendations to the floor, noting in their report that they lacked a quorum when an item was considered. Once the Senate approves items brought to the floor, any changes that require the approval of CUNY are forwarded to the appropriate central office. On certain matters, the President reviews Senate actions and, if he concurs, forwards them to CUNY. CUNY has approved all changes in policies and curricula made by Lehman, demonstrating an effective interface

between College and CUNY governance. The Senate’s active committees, as well as its authority over curriculum, admissions, budget, and long-range planning, give the Senate an active role in defining, approving, and implementing the College’s mission, vision, and values.



Standard 5: Administration

The CUNY Board of Trustees appoints college presidents and receives periodic reports from the Chancellor regarding the evaluation of presidents, consistent with University policy. Trustees work closely with the Chancellery and presidents on the enhancement of funding to help supplement College resources, in order to further the goals and objectives of the Master Plan.

The organization of the Lehman College administration, under the leadership of the President, is not static. It evolves through a process of evaluation and deliberation that reflects the College’s commitment to its mission as well as its strategic planning process. (For the organization of the College’s administration, see Appendix 3.2.)

Over the past ten years, several administrative changes have illustrated this commitment:

- The Associate Provost for Enrollment Management has been charged with coordinating and improving recruitment, retention, and graduation rates, as well as with responsibility for transfer student and articulation agreements.
- The Vice President for Information Technology has been instrumental in reorganizing the College’s IT initiatives, including the Multimedia Center, Online Instruction, and CUNY’s implementation of Enterprise Resource Planning (ERP).
- The Associate Provost for Undergraduate Studies and Online Education will address the College’s goal to further develop its learning communities (such as those fostered by Writing Across the Curriculum and the Freshman Year Initiative) in order to develop a comprehensive online program that will help students progress more quickly toward their degrees and to recruit new students into degree programs.
- The Assistant Dean of Undergraduate Studies and Study Abroad is charged with developing programs and strategies in areas that have the potential to increase enrollment and generate revenues, namely the transfer-student population, summer and winter sessions, and international programs. Since the creation of this position, summer enrollments have increased by more than 1,200 students from 2002 to 2008 from 4,214 to 5,283, and winter enrollments have more than doubled from 2007 (270), when the session was introduced, to 2008 (570).

Assessment of Administration

The Performance Management Process (PMP), CUNY’s main planning and evaluation instrument, has three major goals: (1) raise academic quality, (2) improve student suc-

cess, and (3) enhance financial and management effectiveness. Objectives and indicators for all three goals are established by CUNY, but the College sets the targets.

Each summer, the Chancellor schedules a meeting with the College President to review the year-end PMP report and finalize goals and targets for the coming year. Based on the meeting, the Chancellor sends the President a confidential letter summarizing the College's strengths and areas of concern as indicated by the PMP. The President responds with a plan that addresses concerns raised by the Chancellor. The President is advised by his Cabinet (essentially the College's Vice Presidents in consultation with their Deans, managers, and directors) regarding the specifics of the plan. This information and the College's own Strategic Plan form the basis for subsequent actions to better meet its PMP and strategic goals and objectives.

At the end of this process, the College and the President are rated according to their ability to meet the targets of the three goals stated above. The President, in turn, uses targets enumerated in the PMP to evaluate Vice Presidents, Deans, and other administrators who are part of the Executive Compensation Plan (ECP). This is done through the Performance and Personal Competency Assessment Form in which each administrator completes a self-evaluation that is given to his or her immediate supervisor. The supervisor comments on that administrator's leadership, management, team-building, and communication skills and adaptability. ECP salary adjustments are performance based. The administrative structure and assessment and planning processes have effectively identified areas of strength and new initiatives to implement the College's mission and values.

In 2007-2008, for example, the Provost focused on strategies to improve student success by:

- Raising SAT score requirements for the College's entering class, to take effect in spring 2009 (see Chapter Four).
- Continuing to improve the pass rate on the NCLEX (nursing licensing exam) from 80% to 87% in 2008.
- Increasing the CUNY Proficiency Examination (CPE) show rate from 71% in fall 2007.
- Increasing the pass rate for the dietetics licensing examination.

Assessment of Administrative Staff

Lehman hires staff according to the collective bargaining agreement between the University and the Professional Staff Congress (PSC-CUNY). As set by the guidelines of CUNY's Board of Trustees, Higher Education Officer (HEO) series personnel must meet the position's educational and skills requirements. Once appointed, HEO series staff members



The racial and ethnic makeup of Lehman's faculty, students, and staff illustrates the commitment to diversity. In 2008, 84% of the student body consisted of racial or ethnic minorities, chiefly African-American and Hispanic.

are reviewed by supervisors on a regular basis to ensure that job expectations are being met. Staff members also are encouraged to pursue professional development opportunities. Both the College and PSC-CUNY provide travel funds for conference participation and attendance. Staff members are expected to participate in professional organizations locally and nationally by attending conferences and workshops. In addition, CUNY offers many professional development workshops throughout the year.

Standard 6: Integrity

A Commitment to Diversity and Equity of Faculty, Staff, and Students

Lehman College's greatest strength lies in its faculty, staff, and students, who represent myriad cultures, backgrounds, and ideas. As a public university system in a historically diverse city, CUNY adheres to federal, state, and city laws and regulations regarding nondiscrimination and affirmative action. As a Hispanic- and minority-serving institution, Lehman College is deeply committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. The College encourages tolerance, sensitivity, and mutual respect among its members to promote diversity, combat bigotry, and ensure equal access and opportunity for qualified students, faculty, and staff from all ethnic and racial groups and from both sexes.

It is the policy of CUNY and Lehman "to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, age, citizenship, military or veteran status, or status as a victim of domestic violence."

The racial and ethnic makeup of Lehman's faculty, students, and staff illustrates its commitment to diversity. In 2008, 84% of the student body consisted of racial or ethnic minorities, chiefly African-American and Hispanic. In 2007, 23% of the full-time faculty and 63% of the full-time staff were African-American or Hispanic. (Appendix 3.3 shows the breakdown of faculty in 2007 by race/ethnicity, gender, and academic rank).

The College President has the ultimate responsibility for overseeing compliance with this policy. The Director of Compliance and Diversity focuses on issues related to the recruitment, hiring, tenure, and promotion of faculty and staff and is further responsible for addressing discrimination complaints of employees promptly, consistently, and fairly. Additional assistance is provided by the Office of Special Counsel to the President/Labor Relations, the Office of Human Resources, and the Lehman chapters of PSC-CUNY and other labor unions. The Office of the Vice President for Student Affairs investigates student discrimination complaints. Retaliation against any member of the College community who has made a complaint of discrimination is strictly prohibited.

Over the past three years, four of five complaints of discrimination by students against faculty (mostly charges of favoritism) were determined to be unfounded and dismissed. The fifth was found to have merit and was resolved by the academic department in favor of the student.

The College prepares an annual Affirmative Action/Equal Employment Opportunity Plan, a key component of which is the utilization analysis that compares the full-time workforce with the pool of individuals the College would normally recruit. The analysis flags areas in which minorities and women are underutilized. In 2007, a utilization analysis was conducted for Italian-Americans, a protected class within CUNY.

Guidelines for the CUNY-wide Program to Combat Bigotry and Promote Pluralism and Diversity, the Statement of Nondiscrimination, and the Sexual Harassment Policy Statement are posted on the Lehman College website (www.lehman.edu/lehman/about/policies.html). A letter from the President reaffirming his commitment to the EEO/AA policies and program was sent to the campus community as a "listserve" message in spring 2008. A paper copy was sent to employees who do not regularly use a computer while performing their tasks. In addition, the following methods were employed to assure that applicants, employees, and other individuals were made aware of the College's EEO policy and affirmative action plan:

- EEO/AA policy statements are included in new-employee orientation materials. The statements are posted on the College website and published in campus publications, including the Undergraduate and Graduate Bulletins and Statement of Nondiscrimination. EEO policies are also recorded and reproduced in large print. The recordings and large-print statements are available in the Reference Section of the Library and in the Offices of Human Resources, Special Student Services, and Compliance and Diversity.
- At least once a semester, the Office of Compliance and Diversity provides sexual harassment prevention training to the non-supervisory staff. The number of employees receiving this training over the last three years was: 35 in 2007-2008, 102 in 2006-2007, and 125 in 2005-2006.
- In the last three years, 83 managers and supervisors have participated in the program "Respectful Workplaces: Preventing Sexual Harassment."
- Orientations are conducted with all search committee chairs and/or the entire committees regarding the departmental workforce. The orientations include areas of underutilization, a review of College/University search procedures, and a review of EEO/AA guidelines as they relate to pre-employment inquiries, screening, and selection criteria.

Fair and Impartial Practices in the Evaluation, Promotion, and Discipline of Employees

The evaluation of employees' professional activities in a public institution of higher education is essential to maintaining academic and professional standards of excellence. Because professional evaluations provide a basis for decisions with regard to reappointment, tenure, and promotion, the assessment process must be fair, impartial, and transparent to the maximum extent possible.

The evaluation of administrators is discussed in detail in the section on Administration. Staff evaluation is conducted by their supervisors and overseen by the Office of Human Resources. HEO staff is evaluated through a formal conference in which the chair or supervisor reviews the employee's performance and professional progress. Following the conference, the chair or supervisor prepares a record of the evaluation discussion in memorandum form for inclusion in the employee's personnel file. The employee must review and sign the memorandum before it is placed in her or his file.

Requirements and procedures for reappointment, promotion, and tenure of Lehman College faculty are based on agreements negotiated by CUNY and the PSC. Relevant documents are posted on the CUNY and Lehman websites. Selected sections are also included in the Faculty Handbook (www.lehman.edu/provost/provostoffice/facultyhandbook/index.html).

Evaluation of a member of the teaching faculty is based on the total academic performance, with special attention to classroom instruction and related activities; research; scholarly writing; departmental, College, and University assignments; student guidance; course and curricula development; and public and professional activities in the individual's field of specialty. Assessment procedures include teaching evaluation by peers, an annual chair's evaluation, student course evaluation, and the Dean's review. Course evaluations are an important part of tenure and Certificate of Continuous Employment (CCE) decisions.

At the end of each course, students are given the opportunity to evaluate the instructor and the course using a scan-sheet questionnaire. In addition, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff are observed for a full classroom period. At least once each year, faculty members other than tenured Full Professors have an evaluation conference with their department chairperson or member of the departmental P&B committee. At this conference, the employee's academic performance and professional progress are reviewed. The chairperson or P&B member prepares a record of the discussion at this conference. This is included in the form of a memorandum in the employee's personnel file. Lehman faculty members are reviewed by their Deans twice before being granted tenure. These decanal reviews for a tenure appoint-

ment are conducted specifically to address a candidate's strengths and/or weaknesses.

Faculty tenure and promotion reviews begin with the departmental P&B and move through the Division P&B, the College Tenure or Promotion Committee, and the College P&B Committee. Recommendations are submitted to the Provost and the President. The College also relies on external reviewers to assess the value and significance of faculty scholarship and creative work.

A significant change occurred in the tenure process, effective fall 2006. Formerly, by contractual agreement between CUNY and the PSC and by New York State law, tenure was granted to faculty in tenure-track lines with reappointment to a sixth year of employment. By contractual agreement and through a change in State law, the granting of tenure now comes with reappointment to an eighth year of service. This longer tenure clock will give new faculty more time to establish their teaching, service, and scholarship and is expected to result in a more complete evaluation of the candidate's academic record.

Some faculty members have expressed concern over whether the same criteria for promotion and tenure should be applied across all divisions of the College and if those criteria are applied equally across all departments. It is difficult to assess the comparative significance of an article in biology, a book in history, an exhibit by a member of the art department, or the work of someone in education on the front line in a Bronx school. This makes it all the more important for tenure and promotion committees to carefully consider outside peer evaluators in the candidate's own field in order to fairly assess the scholarly merit of a faculty member's work.

Collective bargaining agreements also provide for the regular evaluation of non-teaching instructional staff. Classified employees are evaluated under New York State civil service law, with continued employment and promotions based on annual reviews by supervisors and civil service examinations.

Faculty Complaints

Faculty complaints fall into three categories: informal, formal, and grievances. Informal complaints include issues such as the timely processing of paperwork by Human Resources, payroll concerns, and lost mail. The chair of the local PSC chapter assists in resolving these complaints before they become major issues.

Formal complaints typically involve alleged violations of the PSC-CUNY contract or CUNY bylaws. These include cancellation of a class after the start of a semester, lack of a desk or telephone, health and safety issues, omission or untimely scheduling of formal observations, annual evaluations, College and department P&B committee votes, access to one's personnel file, and missing material or inappropriate material in personnel files. The PSC chair and College

officials try to resolve these matters before they become grievances.

Formal grievances often involve non-reappointments, denial of tenure or promotion, or disciplinary actions. Where formal grievances are filed, the College follows the processes spelled out in Article 20 of the Collective Bargaining Agreement between the PSC and CUNY. These call for a Step 1 hearing by the College's Labor Designee, a Step 2 hearing by the University's Labor Designee, and, if necessary, a hearing before an outside arbitrator. Twenty-six grievances have been filed at Lehman since September 2002 (2-4 per year, except for 2006, when 11 grievances were filed). The majority of these were withdrawn prior to a hearing by an outside arbitrator.

Consistent Policies and Standards for Student Evaluation, Discipline, and Grievance

CUNY and Lehman College have a variety of procedures for dealing with student-related issues, such as grade appeals, academic integrity violations, discipline, disclosure of records, elections, sexual harassment complaints, disability accommodations, and discrimination.

Academic policies are an integral part of the Undergraduate Bulletin. They include: student classification, credits, grading systems, calculation of grade point average, course registration and withdrawal policies, grade-appeals process, academic standards, and graduation requirements. Academic standards, requirements, and policies are included in the Student Handbook and are presented online as FAQs (www.lehman.edu/provost/enrollmentmgmt/advising/faqs.html). Standards for academic honors such as Dean's List, Presidential Scholar, and Department and College Honors, are clearly specified in the Undergraduate Bulletin, which is available online at www.lehman.edu/lehman/programs/undergrad-bulletin/index.htm. Academic policies and procedures for graduate students are included in the Graduate Bulletin and posted at www.lehman.edu/lehman/programs/graduate-bulletin/index.htm. Additional information for undergraduate and graduate students is available in the Academic Advisement and Information Center and the Office of Student Affairs and from faculty and staff in academic divisions and departments.

To better protect the rights of students, on February 1, 2007, CUNY adopted a set of formal procedures for handling complaints regarding faculty conduct, such as incompetent or inefficient service, neglect of duty, and physical or mental incapacity, both in the classroom and other formal or academic settings (Appendix 3.4).

Over the last five years, the Office of the Vice President for Student Affairs has handled two grade appeals that went beyond the department level, two complaints concerning student elections, four sexual harassment complaints, 76

cases of academic integrity violations, 124 student discipline cases, and no cases dealing with student records. There have been 145 disability accommodation issues, mostly involving broken elevators. There have been no incidents at Lehman based on the new CUNY procedures for student complaints about faculty conduct in the classroom. Given the size of the student body, the number of student complaints is small, but specific issues have been addressed.

Strict Enforcement of Academic Standards

Academic dishonesty is prohibited in CUNY and is punishable by penalties, including failing grades, suspension, and expulsion. Systematic policies and procedures (www.lehman.edu/lehman/about/policies.html) have been developed to prevent and discipline breaches of academic integrity. CUNY and College policies on academic integrity and related penalties and procedures are widely publicized in Undergraduate and Graduate Bulletins, the Student Handbook, and on the College website.

On the recommendation of the Senate Committee on Academic Freedom, Lehman College has recently subscribed to Turnitin.com, an online search engine to detect plagiarism and to encourage students to maintain academic integrity in their work. The College is encouraging faculty members to use this service as well as other sources of anecdotal evidence. It is difficult to track specific numbers because the individual faculty member handles most cases. A majority of faculty and administrators, however, have suggested that subscribing to Turnitin.com has resulted in fewer incidents of plagiarism.

Academic Freedom

Lehman recognizes that all members of the College community enjoy the right to academic freedom in their classrooms and scholarly endeavors. The importance of academic freedom is understood and communicated to the College community via its governance documents, committees, and through its website. On the 2007 faculty survey, only nine percent of respondents disagreed with the statement "Lehman College demonstrates support for academic freedom." The Lehman College Senate has a standing Committee on Academic Freedom comprised of faculty, students, and administrators. The committee investigates allegations of infringement of academic freedom. It makes recommendations to the appropriate individuals in such instances, recommends procedures and guidelines for the settlement of internal campus problems, and, with Senate approval, establishes appropriate review mechanisms.

The Committee on Academic Freedom reviewed CUNY policies on violence and student complaints regarding faculty conduct in the classroom. It raised concerns that specific provisions in these policies might interfere with faculty members' academic freedom, due process, and presump-



In the 2008 Student Experience Survey, 64% of Lehman students—the highest among CUNY senior colleges—endorsed the statement “I was able to register for every course I wanted to take.”

tion of innocence. It should be noted as well that an Office of Ombudsman exists at the College. Since 1984, a tenured faculty member recommended by the Senate and appointed by the President has served as Ombudsman. The incumbent is considered an “impartial spokesman for all parties involved” and, among other duties, may be called upon to help implement the recommendations of the Committee on Academic Freedom.

Committee members seek to increase faculty awareness of issues that may fall under the rubric of academic freedom, and a forum or a workshop on the issue is planned. In the past five years, four members of the Lehman College community have formally complained that their academic freedom was violated. One complaint was determined to be unfounded, and one was withdrawn after the matter was resolved by the Office of the Vice President for Student Affairs. In the other two cases, the Academic Freedom Committee was unable to investigate because the matter involved grades or because a legal settlement included a confidentiality clause.

Ethical Standards and Practices

As a public institution of higher education, CUNY employees are subject to the same code of ethics (www.nyintegrity.org/law/ethics.html) as public officers and employees of all state agencies and are required to file an annual report of honoraria and travel reimbursements, prohibited activities and gifts, and an annual statement of financial disclosure to the New York State Commission on Public Integrity.

Appointment to a college or university faculty position is a full-time assignment. Faculty members have a responsibility to observe professional standards of behavior in their

supplemental activities as well. No employment, consultative, or other work outside CUNY may be engaged in by a faculty member unless he or she receives prior approval from the department P&B Committee after full disclosure of the academic commitment, proposed outside employment, consultative, or other work, and other outside work theretofore approved. In no event shall the approved time expended on outside employment or work be more than an average of one day a week or its equivalent during the academic year.

Each faculty member is required to submit an annual report on multiple positions. The President is required to submit a detailed report on the implementation of faculty regulations, the extent of compliance with set limitations, the names of all persons exceeding the limits, and specific reasons for those excesses. These are forwarded to the Board of Trustees as part of the annual report of the CUNY Chancellor in June of each year.

The College Institutional Review Board (IRB) protects human research subjects by fostering the ethical conduct of research and ensuring compliance with federal and state regulations pertaining to research with human beings. The IRB also provides education to researchers and those acting in a supervisory or administrative capacity to researchers. The purpose is to ensure that all research is conducted in an ethical manner and is submitted to and approved by the IRB prior to the recruitment of any subjects. The IRB also assists researchers so that valuable studies involving human subjects can proceed in a safe and humane way that does not put the subjects or the College at risk. In 2006-2007 and 2007-2008, the IRB reviewed 173 and 170 proposals respectively, all of which were ultimately accepted. In spring 2008, the Lehman IRB pioneered the use of an electronic tracking and submission system, IRB Manager, that will soon be required throughout CUNY.

Strict rules, regulations, policies, and procedures on campus conduct, sexual harassment, workplace violence, and research misconduct are fully established and widely publicized. Regular workshops have been organized for existing and new faculty and staff to increase awareness of those policies and the consequences of any violations. Compliance with these policies is closely monitored, and all related complaints are investigated by the Offices of Compliance and Diversity, Human Resources, and the Special Counsel to the President/Labor Relations.

Open Access to Institutional Information and Data

As noted in Chapter One, the process of developing the College's strategic plan and its mission, vision, and values statement involved the entire campus community. Other easily accessible documents include the Information Technology Strategic Plan, major CUNY and Lehman College policies, the General Faculty and College Senate schedule and agenda of meetings and minutes, Student Technology

Fee Spending Plans, employment opportunities, handbooks for full-time and part-time employees, data referring to the characteristics and changing trends of Lehman faculty, staff, and students, and the College's academic programs. This information is available to employees, students, alumni, legislators, friends of the College, and citizens of the community via the Lehman College website. Hard copies are available in the Lehman College Library.

Course Scheduling

The College makes every effort to schedule courses at times that are convenient to students and allow them to progress and graduate in a timely manner. Scheduling is primarily the responsibility of department chairs. Divisional Deans work with the chairs to ensure that adequate sections of required courses are offered. It should be emphasized, however, that many Lehman students are unable to attend classes during the daytime. Many rely exclusively on evening classes and some on weekend classes. Combined with the particular needs of undergraduate and graduate students, it can be challenging to offer the right mix to satisfy everyone's needs. Yet in the 2008 Student Experience Survey (SES – Appendix 1.6), conducted by the CUNY OIRA, 64% of Lehman students endorsed the statement "I was able to register for every course I wanted to take." This percentage was the highest among CUNY senior colleges and slightly above the overall CUNY mean of 63%. To promote better utilization of faculty and classroom space, the College instituted a new bell schedule in spring 2009; however, sufficient office space for faculty and availability of classrooms at peak periods, particularly evenings, is an ongoing concern.



Strengths

- The College's governance structure links administration, faculty, and students.
- Lehman's updated and restructured IT initiatives include a Multimedia Center, Online Instruction, and the implementation of CUNY Enterprise Resource Planning.
- The majority of integrity issues are resolved without requiring formal action.
- The College has an established policy of open access.
- Courses are scheduled for student convenience and their timely progress toward graduation.
- The IRB is highly regarded within CUNY for its fair and effective operations.

Challenges

- Maintain adherence to New York State law regarding open meetings and the presence of quorums on the College Senate and related committees.
- Define and clarify issues that fall under the rubric of academic freedom.
- Improve utilization of faculty and classroom space.
- Improve the mix of course schedule times and offerings to increase student satisfaction.

Action Plans

- Increase communication channels to the College community on the importance of attending open meetings.
- Expand and further develop learning communities, such as Writing Across the Curriculum, Freshman Year Initiative, and a comprehensive online program.
- Schedule a workshop or forum to define and clarify academic freedom issues.
- Implement a new bell schedule for the improved utilization of faculty and classroom space, effective spring 2009.

Chapter Four

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

This chapter addresses student issues, beginning with first contacts through admissions and recruitment activities and continuing through academic support, advisement, service learning, extramural activities, and campus life. It describes Lehman College's extensive co-curricular activities—beyond the scope of the classroom—that facilitate students' successful progress toward their degrees and careers.

Standard 8: Student Admissions and Retention

The policy of Lehman College is to maintain both access and excellence. With more than 90 nationalities represented among the student body, however, providing access while also ensuring that students have the academic preparation and skills necessary to succeed at the College is an ongoing challenge.

A comprehensive Enrollment Management Plan was developed in 2006 by the Division of Enrollment Management, using focus groups, and addressed admissions, retention, and graduation issues for both undergraduate and graduate students. The focus group members came from different divisions, including Enrollment Management, Undergraduate Studies, and Student Affairs, as well as faculty members. New initiatives included a 30-credit/year campaign, recruitment strategies for specific prospective student groups, development of recruitment strategies for low-enrolled graduate programs, and other significant issues. The 2007-2008 Performance Management Review (PMR) indicated that SAT and mean College Admissions Average (CAA) scores for regularly admitted first-time students at Lehman were the third lowest among the seven CUNY senior colleges. To address this, in 2008 the College revised its undergraduate admission requirements upward to take effect in fall 2009. In order to be admitted as a first-year student, applicants must attain a score of 900 on the SAT, earn an 80% CAA and successfully complete of 16 units of college preparatory classes or ACT equivalents. Applicants who do not meet these requirements can be considered for admission if they have strong academic preparation in college preparatory classes or strong performance on other assessments of academic skills. Applicants with a GED must score a total of 3100 or higher on all five content area tests. For those applicants required to submit TOEFL scores, they must attain a score of 500 or more.

Transfer admission requirements were revised as follows:

- Up to 12 credits must satisfy the freshman entrance criteria stated above
- 12 – 24 credits must satisfy either the freshman criteria or have resulted in a minimum 2.7 GPA
- 24+ credits must have earned a minimum 2.3 cumulative GPA
- CUNY/SUNY A.A./A.S. degree holders must have earned a minimum 2.0 GPA
- A.A.S. or non-CUNY/SUNY degree holders must have earned a minimum 2.3 GPA

These changes are designed to improve the identification, recruitment, and admission of applicants whose academic backgrounds include preparation for a liberal arts education and whose skills are sufficient to succeed. (Chapter Seven will discuss procedures that assist underprepared students.)

Since fall 2003, undergraduate enrollment has increased by approximately 15% to 9,755 in fall 2008, demonstrating the effectiveness of recruitment activities. Admissions counselors participate in college fairs at high schools throughout the New York metropolitan area and in transfer days at local community colleges; they also arrange for private visits to high schools. Sixty of these recruitment activities were conducted in spring 2008 and 115 in fall 2008. In addition, activities are conducted on the Lehman campus, including conferences for Bronx and Westchester guidance counselors and college advisors.

The admission criteria for transfer students vary according to the number of credits the student has earned in post-secondary education. For most transfer students, the maintenance of a C average in college coursework at their previous institution is sufficient to earn admission.

To maximize the awarding of credits completed at other colleges, Lehman uses the Transfer Information and Program Planning System (TIPPS), which equates coursework among CUNY colleges. The 2007-2008 PMR indicated that from 2007 to 2008, Lehman increased the percentage of transfer courses evaluated in TIPPS from 65.8%, the lowest among CUNY senior colleges, to 98.8%, the highest among those colleges. Similarly, Lehman accepts a fairly high percentage

of directly transferable courses compared to its sister institutions. Only 11.5% of the courses Lehman evaluated in 2008 were designated as non-transferable, which was the second lowest percentage among CUNY senior colleges. Lehman maintains approximately 50 articulation agreements with CUNY community colleges and selected non-CUNY institutions, such as Westchester Community College. The majority of these agreements exist with the dominant “feeder” schools for the Lehman transfer student population. For example, Bronx and Hostos Community Colleges account for nearly 60% of the agreements, indicating that these articulation documents have facilitated transfers from these schools.

Eight specific majors and programs have additional requirements for matriculation. These programs’ requirements are summarized in the following table:

PROGRAM	OVERALL GPA REQUIREMENT	SPECIFIC COURSE & GPA REQUIREMENTS	SPECIALIZED EXAM
Early Childhood & Childhood Education	2.75 overall	3.0 in minor courses	Liberal Arts and Science Test (LAST)
Middle & High School Education	2.7 overall	B in English 110, 120 and Com 100	
Economics, Accounting, and Business Administration	2.7 in 12 credits	First 12 BBA credits	
B.S. in Music			Departmental examination
Health Services Administration	2.5 in at least 30 credits		
Nursing B.S. (Generic)	2.0 minimum	2.75 in 4 science core courses, a C or better in these science courses, C or better in HIN 268 & 269	National League for Nursing (NLN) Pre-admission RN test
B.S. for Registered Nurses	2.5 in AA degree program		
Social Work	2.7 in 48 credits	Soc 166 & SWK 237	
Speech Pathology & Audiology		2.7 in SPV 221, 245, 247, & 249	

Admission to graduate programs requires a minimum 3.0 GPA in the chosen field of study and a 2.7 overall. Additional requirements for specific graduate programs are described in Chapter Six.

Student Retention

A variety of programs and services address the needs of academically underperforming students to maintain their enrollment in the College. A Retention/Articulation Specialist position was added to the Office of Academic Standards and Evaluation. The General Education Curriculum (see Chapter Six) includes courses designed to develop students’ academic skills. The Instructional Support Services Program (ISSP) offers tutoring through the Academic Center for Excellence (ACE) and the Science Learning Center, and a Title V-funded program provides supplemental instruction (SI) in courses with high failure rates (see Chapter Six). The Freshman Year Initiative (FYI) provides structure and continuity to the experience of incoming first-year students through the block scheduling of classes taken as a group. FYI blocks were increased recently from 12 to 15 credit hours.

The PMR indicated that in fall 2007 the ratio of undergraduate full-time equivalents (FTEs) to headcount at Lehman was the lowest among CUNY senior colleges, indicating that Lehman students were not taking as many credits as students at other colleges. In response, a fall 2008 initiative is designed to encourage Lehman students to complete more credits per semester. Winter and summer session course offerings are being increased to provide students with opportunities to earn more credits per year. As part of the Enrollment Management Plan, the Sophomore Year Initiative began in 2007 to retain students after the sophomore year. Fairs held in spring 2007 and 2008 to help sophomore students select a major were very well attended.

Student retention is a significant challenge for the College with a large number of students who “stop out” or drop out. As the 2007-2008 PMR indicated, Lehman’s one- and two-year retention rates for 2006 and 2005 entering cohorts were 73.3% and 61.4%, below the averages for the other CUNY senior colleges. The PMR also indicated that Lehman’s one- and two-year retention rates for 2006 and 2005 transfer students were 73.9% and 63.2%, also below the averages for the other CUNY senior colleges. Some of the students who discontinued their studies had weak academic records, but most were in good academic standing. For example, about two-thirds of the transfer students who entered in fall 2003 and stopped attending after two years had maintained their academic eligibility. Similarly, a survey of students who did not re-enroll in fall 2005 found that more than 50% of them cited “personal issues” as the reason. While quality of instruction and student services has an impact on retention, it would be useful to explore external factors as well. Lehman College serves a student population primarily drawn from one of the poorest counties in the country. Thus, many students face additional barriers to their degree completion.

Lehman has previously engaged in activities designed to maintain contact with students who “stopped out” in an effort to make them aware of their opportunities to return. Admis-

sions staff members participated in phonathons, reaching out to students who were no longer enrolled but remained in good academic standing. The Admissions Office also contacted students by letter to inform them of the College's readmit policies. Even so, re-enrollment has remained relatively static. Over the past ten years, fall semester re-enrollment has been about 5.5% to 6% of total enrollment. This pattern suggests that attempts to re-enroll students must involve a better understanding of those candidates most likely to seek readmission.

As with many other colleges, Lehman's graduation rates are of concern. The PMR reported that four-year and six-year rates for first-year students entering in 2003 and 2001 were 10.8% and 33.6%, respectively, both below the CUNY senior college averages of 18.5% and 44.7%. For the same period, the four- and six-year graduation rates for transfer students were 45.2% and 59.2%, respectively—the first only slightly under and the second above the CUNY senior college averages of 45.6% and 56.7%. As noted earlier, the Lehman response to this data was to focus more intensely on first- and second-year student experiences.

The College is more successful with its graduate students' rate of completion. The PMR indicated that Lehman's four-year graduation rate for master's degree candidates is 73.9%, well above the CUNY senior college average of 69.4%. This represents a substantial increase from the 68% completion rate for those entering graduate school in fall 2000 and is currently second highest among the CUNY senior colleges.

CUNY Proficiency Examination (CPE)

The CUNY Board of Trustees approved a policy in 1997 requiring students in both associate and baccalaureate programs to demonstrate competence in certain vital academic skills by the time they reach the 60th credit. The CUNY Proficiency Exam (CPE) requires students to demonstrate their command of a variety of academic literacy skills, including (1) reading and interpreting textbooks and material of general interest, (2) organizing and presenting ideas about reading materials and connecting those ideas to other information and concepts, (3) writing clearly and effectively, and (4) interpreting and evaluating material presented in charts and graphs. The three-hour CPE consists of two tasks: (1) analytic reading and writing (2 hours) and (2) analyzing and integrating material from text and graphs (1 hour). (More detailed information is at www1.cuny.edu/academics/oa/testing/proficiency.html.)

The Office of Academic Testing and Scholarships reaches out by letter, phone, and email to students who have earned 45 credits, informing them of the CPE requirement. Despite these activities, the PMR indicated that the "show rate" of Lehman students who took the examination was 71.2% in 2007, the College's highest percentage since 2004 but still

well below the CUNY senior college average of 79.9%. The Lehman "pass rate" in 2007 was 89.7%, also lower than the CUNY senior college average of 93.4%, but relatively stable since 2004.

The Instructional Support Services Program (ISSP) offers free workshops to help prepare Lehman students for the CPE. The ISSP invites those who have failed or forfeited the CPE multiple times to attend intensive workshops held in January, June, and August. In 2007-2008, 547 students participated in these workshops, and 63% of them subsequently passed the CPE. The Lehman website also offers online CPE tutorials. For further information regarding the CPE, see Chapter Six.

Standard 9: Student Support Services

The Divisions of Academic Affairs and Student Affairs both provide critical student-support services. Both divisions have a longstanding commitment to collaborative planning and implementation of programs and activities that enhance student engagement and success. Departments and programs also work in partnership to support student persistence and graduation. The primary support-service units are listed below under the division in which each is housed.

Student Support Services by Division

Student Affairs

- APEX/Athletics
- Campus Life/Student Activities
- Career Services Center (CSC)
- Community Service/Service Learning
- Child Care Center
- Financial Aid
- International Student Services
- Student Health Center
- Student Disability Services
- Counseling Center

Academic Affairs

- Advising Center/Graduate Studies
- Faculty Advising
- Freshman Year Initiative (FYI)
- Instructional Support Learning Services (ISSP— includes Math, Writing and Science Labs)
- Search for Education, Elevation, and Knowledge (SEEK)
- Testing & Scholarships
- Study Abroad

Organizationally, Lehman's support services report to different divisions, but staff members of the various offices interact

on a regular basis and at all levels. Furthermore, as emerging needs are identified by College-wide or university assessments, new offices or initiatives are developed. For example, several additional student-support programs have been implemented with the support of the CUNY Compact. They include:

- The Center for Urban Male Leadership, which focuses on developing innovative approaches to improving the success rates for Black and Latino male students in college. During its first year (2007-2008), the Center offered services to more than 120 students. Of the “core cohort” of 20 students, 15 finished the year with a GPA of 3.0 or above, and each achieved a higher level of success compared to prior semesters.
- The Office of Undergraduate Studies and Study Abroad, which provides additional support for specific student populations, such as transfer, weekend, summer, and students studying abroad (see Chapter Three).
- The Career Services Center's (CSC) Office of Community Service/Service Learning, which works to develop new experiential learning opportunities for students (described in Chapters One and Seven).

Several questions on the fall 2007 chairs' survey addressed the extent to which various academic support services are helping departments advance key student learning skills in the areas of information literacy, writing, quantitative reasoning, critical thinking, and the use of technology. These questions were rated on a five-point scale from 0 (not at all) to 5 (extremely well). The average ratings were:

- Faculty knowledge of resources for students: 3.9
- Faculty development in pedagogy: 3.7
- Class size: 3.6
- Library: 3.4
- Information technology: 3.4
- Facilities/equipment: 3.3
- Tutoring services: 2.7
- Student preparedness: 2.3

Equitable Services for Diverse Students

Undergraduate Students

Lehman offers several programs to meet the needs of its diverse student body. For example:

The Macaulay Honors College is a CUNY program for high-achieving students. It provides opportunities to study in a specialized academic setting with many financial incentives,



Top: The Center for Urban Male Leadership was established in 2007 to improve the success rate for Black and Latino male students. Below: An online alumni mentoring network now helps students explore career possibilities, adding to the annual Career Fair, internship and externship program, and other services offered by the College's Career Services Center.

including free tuition and stipends. Lehman is one of seven CUNY institutions participating in the Honors College. The Lehman Scholars Program also is available to students with high-achieving academic records.

Lehman also participates in Search for Education, Elevation, and Knowledge (SEEK), a CUNY-wide support program for students who demonstrate academic promise and economic need but do not meet traditional admission requirements. The SEEK program at Lehman represents a significant proportion (13%) of the total undergraduate population. It offers specialized tutoring and counseling with summer enrichment workshops and specialized programs to help these students succeed in the College's undergraduate programs.

The Adult Degree Program (ADP), which has existed for many years, was developed to give returning adult students support and academic encouragement to complete their baccalaureate degrees. The program allows ADP students to earn life-experience credits, which enhances their successful completion of the program. (See Chapter Seven for more on ADP.)

(Chapter Six includes more information regarding these and other undergraduate educational opportunities.)

Graduate Students

The Graduate Studies Office addresses graduate student issues relating to grade appeals, grade changes, academic forms and approvals, transfer credits, probation, registration concerns, and other academic and service-oriented processes. The Graduate Advisor serves as the liaison to academic departments and service offices such as the Registrar and Admissions.

In 2007, a study room was dedicated for graduate students in the Leonard Lief Library. A dedicated graduate studies website was also developed and has been available for recruitment purposes and information specific to graduate students. The ISSP offers services such as Master's Thesis workshops and one-on-one assistance for the thesis.

Advisement

The Academic Advising and Information Center gives undergraduate students advisement regarding general education and degree requirements. The Center has six full-time and two part-time undergraduate advisors and one full-time graduate advisor. All first-year students at Lehman create a Long-Range Academic Plan (LRAP) (Appendix 4.1) in the required freshman seminar. Undergraduate students and advisors can track their progress in general education requirements through the Student Retention and Development System (SRDS). The SRDS enables student referrals to faculty, career services, counseling, and tutoring. Degree Works, a CUNY-purchased degree-auditing system, is being implemented across CUNY and eventually will replace SRDS. The use of an online degree audit program will greatly enhance the ability of students, faculty, advisors, and administrators to access timely information regarding student progress.

Faculty advisors in academic departments advise on majors, course requirements, and course selection. Full-time faculty members are required to maintain office hours for three hours each week. Adjunct faculty who teach at least two courses per semester have one paid office hour per week available for advising.

Several indicators suggest that undergraduate students are receiving and using helpful information regarding their academic progress. Recent audits (fall 2006 and fall 2007) of students who receive aid from the New York State Tuition Assistance Program (TAP) demonstrate that 95% of student academic programs are appropriate. According to surveys conducted by CUNY in the past several years, Lehman students generally report being satisfied with the feedback they receive from faculty. For example, a 2008 survey revealed overall satisfaction with academic advising: 53% of the Lehman students who responded either "strongly agreed" or "agreed" with the statement "My college clearly communi-

cates degree requirements," slightly above the overall CUNY average of 52%. Similarly, 54% of Lehman students "strongly agreed" or "agreed" with the statement "My college provides adequate advisement in choosing a major," well above the CUNY average of 48%. Furthermore, of 129 Lehman students placed on academic probation in fall 2006, 57% had either graduated or were continuing to make progress as of spring 2008.

Graduate students receive advisement from department or program advisors who are responsible for reviewing applications and assisting with course selection to meet degree requirements. In most graduate programs, course registration requires approval of the graduate advisor or designated faculty member. This provides for regular contact between students and their advisors, and its success is supported by data from the PMR on graduate students' completion rates (cited above).

In fall 2008, the Provost convened a task force to examine all the advising processes of the College and make recommendations.

Financial Aid

The Financial Aid Office (FAO) works proactively to increase student awareness of the availability of financial aid, eligibility requirements, and disbursement options (Appendix 4.2). The office communicates through presentations at open houses, new student orientations, mailings, printed office materials, and state-of-the-art electronic and online forms and information. The office's website is comprehensive and student-friendly. The FAO also developed slide presentations for broadcast over the College's closed-circuit television network. A Financial Aid Laboratory assists students in completing forms and requesting deferments, among other activities. Data collected by the FAO show that January and August are the busiest months for student visits: in 2007-2008, there were more than 4,000 (January) and 5,000 (August) office visits, and 1,500 financial aid laboratory visits in each of these months. Thus, Lehman students are visiting at the appropriate time. During spring 2008 more than 50% of the College's undergraduates received PELL grants totaling more than \$7 million. Overall, more than \$18 million in financial aid of all types was awarded to undergraduate students. A 2008 survey reported that 58% of Lehman students were either "very satisfied" or "satisfied" with financial aid services, above the CUNY overall mean of 50%.

Intercollegiate Athletics in Relation to College Standards

More than 200 students are actively involved in Lehman's 17 varsity sports teams, a cheerleading squad, and a men's soccer club. The quality of the Athletics Program was demonstrated by its recent invitation to move from a Division III to a Division II conference institution in the National Collegiate Athletic Association (NCAA). Lehman is also affiliated

with the CUNY Athletic Conference (CUNYAC). Both the NCAA and CUNYAC governing bodies require compliance related to membership and maintain eligibility policies and regulations. They also stipulate reporting obligations from member institutions as measures of accountability. These are presented in Lehman's annual Intercollegiate Athletics Year-end Report (Appendix 4.3). Among other items in this document are reports affirming the College's commitment to compliance, such as: the NCAA Senior Women's Administrator Compliance Report, NCAA Student Athlete GPA Report, Student Athlete Advisory Committee Report, and NCAA Financial Aid Report.

Lehman's Athletics Department compiles eligibility lists for sports teams prior to the start of any competition. The list contains evidence of a student's GPA (2.0 and above) and confirmation of full-time status. The Director of Athletics provides initial approval and the Vice President for Student Affairs provides a final review and clearance.

Student Complaint Procedures

For the most part, student complaints at Lehman are filed with the Office of the Vice President for Student Affairs. On occasion and depending on its specific nature, a complaint may be brought to an academic department head or divisional dean, who may decide to address it directly or refer the student to Student Affairs. The Executive Assistant to the Vice President for Student Affairs hears most complaints and proceeds accordingly, based on the seriousness of each complaint.

Records are kept only in those cases where a complaint is formally filed and/or the nature of the complaint is serious. Procedures for student complaints are included in College Bulletins, the Student Handbook, and on the CUNY website. These address policy statements regarding specific issues such as sexual harassment, violence in the workplace, grade appeals, cheating, and plagiarism (see Chapter Three).

Maintenance of Student Records

Lehman College Bulletins and the CUNY website provide information related to the Family Educational Rights and Privacy Act (FERPA), which provides staff guidelines for the handling of student information. The Undergraduate Bulletin defines directory information and provides information about its release.

The electronic Student Information Management System (SIMS) is limited to individuals with access. Although policies and procedures are adequate to protect student and staff privacy and confidentiality, the continued use of Social Security numbers for identification is an issue. This is a CUNY policy that Lehman follows; however, when SIMS is replaced by PeopleSoft (an adjunct of CUNY FIRST to be implemented CUNY-wide in 2009), student and staff identi-



The National Collegiate Athletic Association recently invited Lehman to move from a Division III to a Division II conference institution, demonstrating the quality of the College's athletic program.

fication numbers will be generated by the system, and Social Security numbers no longer will be used for identification.

Assessment Activities of Student Services

Information-gathering with regard to students' needs occur on multiple levels and through a variety of vehicles. These include the PMR, the Student Experience Survey, the Cooperative Institutional Research Program (CIRP) Freshman Survey, the National Survey of Student Engagement (NSSE), and the Transfer Student Registration Survey. The PMR reported in 2008 that Lehman students' satisfaction with academic support and student services was the highest among CUNY senior colleges. Additional means of gathering information include "open door" policies that give students access to key administrators to whom they can voice concerns. Administrators also participate in student government town hall meetings held once a semester.

Lehman students are encouraged to provide input and participate in decision-making on activities related to their campus experience. The student body elects representatives who serve as full voting members of the College Senate. Any member of the student body can be elected to a Senate committee and participate fully in the actions of that committee. Other committees with student members include the Technology Advisory Committee, Technology Fee Allocation Committee, Food Service Advisory Committee, the Lehman College Association Inc., the Student Child Care Advisory Committee, Disabled Student Services Advisory Committee, and Athletics Advisory Committee. In recent years, Lehman students have filled all available positions.

The College has responded to student input to improve services by implementing the following initiatives in recent years:

- The Access and Technology Center in the Office of Student Disability Services.
- Computers provided for every club and student government office plus ten laptops for student use, bringing to 75 the total number of computers avail-

able for student use in the Student Life Building. This equals 82% of the total number of computers available for student use in the IT Center, and they are funded by the Student Technology Fee.

- The Community Service/Service Learning program in the Center for Career Services (see Chapters One and Seven).
- Expanded student-orientation programs and activities for freshman and transfer students.
- The Student and Exchange Visitor Information System (SEVIS) in the Office of International Student Services to assist international students with Department of Homeland Security and State Department issues.
- The Urban Male Leadership Initiative to recruit and retain students, with emphasis on assisting Black and Latino men who are seriously underrepresented in higher education.
- Expanded women's health services through the Student Health Center.
- Expanded outreach through creation of the position of Director of Health and Wellness Services, who conducts fairs and workshops on key issues in health.
- Focus on mental health issues in the Counseling Center.
- Peer educator program across Student Affairs departments to incorporate a peer-to-peer service delivery model.
- Financial Aid Laboratory to facilitate online applications and other requests, including hardship deferments.
- A "take a ticket" electronic system to facilitate the delivery of Financial Aid counseling services during peak demand periods.
- An intra-campus TV and video distribution (Target Vision) system to convey information about campus services, programs, and activities.
- An open access mini-PC lab in the administration building (Shuster Hall) to facilitate registration and use of the Lehman email system.
- Outreach to students using their last semester of TAP state aid to facilitate student retention and financial planning.

The new Community Service/Service Learning program has attracted student volunteers to work on numerous projects, locally as well as in other states and nations.

- Outreach to counsel students who have dropped courses or did not attend classes regarding the impact on financial aid.
- Planned expansion of the Child Care Center (2008-2009).
- Online processes to help student organizations plan and implement activities.
- Seminars, course work, and community service offered each semester by the Herbert H. Lehman Student Leadership Center to facilitate the identification, training, and development of emerging student leaders.
- An online alumni mentoring network to facilitate networking and career exploration for students.
- The Intramural Recreation and Fitness Program.
- Renovation of the Student Life Building beginning in spring 2009.

The College also has responded to important student needs as follows:

- Helping late-registering transfer students find open and appropriate courses and complete their semester programs.
- Offering a major and department course-advising schedule College-wide with full staffing during key functions and peak periods.
- Keeping offices open during evening and Saturday hours for student convenience.
- Increasing the planning and evaluation of summer course offerings to maximize student satisfaction and interest.
- Administering the Transfer Student Registration Survey.



Strengths

- Lehman is committed to raising undergraduate retention and graduation rates through new initiatives and processes designed to enable students to progress and succeed in a timely manner.
- Recruitment activities since fall 2003 have contributed to a 15% increase in undergraduate enrollment.
- Admissions standards are periodically evaluated and revised by the College Senate to balance access with excellence.
- The College has established new offices and innovative approaches to augment academic and personal success for an increasingly diverse student population.
- Lehman's support services provide access and assistance to all students on a year-round basis, including guidance on academics, student life, financial concerns, personal issues, and health and wellness.
- A Task Force on Advising was formed by the Provost to assess advising services and make recommendations for improvement.

Challenges

- After "stopping out," Lehman students re-enroll or do not re-enroll for complex and significant reasons that must be understood more fully in order to maximize outreach efforts.
- Undergraduate students rate Lehman's advisement services positively, but the wait times need to be reduced—especially for transfer students during peak periods of registration and also to encourage students to complete admission and preregistration processes early.
- Graduate students have not been surveyed on a regular College-wide basis regarding their satisfaction with services.
- Sufficient resources to maintain and expand services and programs need to be ensured.

Action Plans

- Monitor the impact of raising admissions standards on student admissions and retention.
- Develop a process to more effectively identify students who are most likely to seek readmission.
- Design a consistent feedback mechanism for student services. Expand and institutionalize a graduate student survey, such as the one conducted in fall 2007.
- Examine and implement recommendations of the Task Force on Advising.



Chapter Five

Standard 10: Faculty

This chapter discusses the faculty together with the related issues of (a) balancing research, teaching, and service, (b) faculty development, and (c) the Lehman faculty's involvement with CUNY doctoral programs.

For many years, the Lehman College faculty has consistently ranked in the top quintile among CUNY schools in scholarship and extramural grant funding. Lehman's six Distinguished Professors include an Academy Award recipient, a former Poet Laureate of the United States, a national student honor society president, scholarly journal editors and referees, and scientists engaged in federally funded projects, including collaborative research with prestigious schools of medicine and research centers. This high level of scholarship and creative activities is matched by the faculty's energetic engagement in teaching and student mentoring.

Faculty

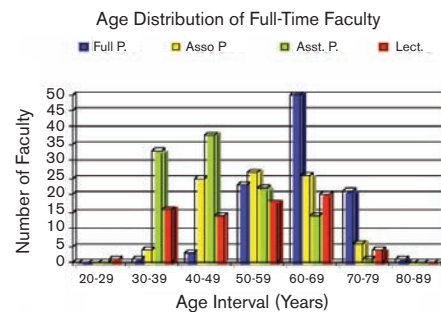
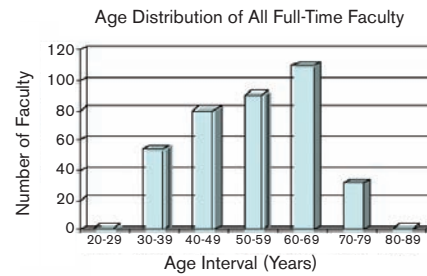
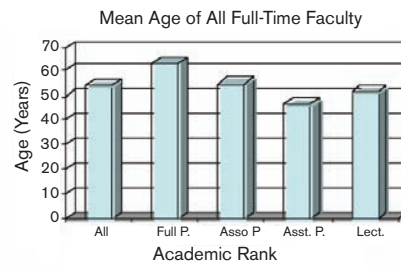
The Lehman faculty has grown significantly in recent years, paralleling the growth in the student population. In fall 2008, there were 363 full-time faculty members, a 27% increase since 2001. The student body has grown by more than 21% and "full time equivalents" (FTEs) by more than 31% over a similar period of time. The 2008 PMR reported that Lehman had the second highest percentage of undergraduate (48.5%) and graduate (71.1%) instructional FTEs delivered by full-time faculty among CUNY senior colleges. Lehman also has the lowest undergraduate student to faculty ratio (14.8-1) among all of the CUNY colleges.

Faculty Demographics

The following demographic characteristics are based on the 2007 Lehman College Data Book (Appendix 5.1):

- 51% of the Lehman faculty are women, an increase of more than 40% since 2001.
- 64% of full-time faculty are tenured, compared to 72% in 2001.
- 29% are Professors.
- 25% are Associate Professors.
- 29% are Assistant Professors.
- 17% are Lecturers or Instructors.

The racial/ethnic composition of the faculty was discussed in Chapter Three (Appendix 3.3). The average age of full-time faculty members is 54 years. The mean faculty age by academic rank, age distribution of all full-time faculty divided into ten-year epochs, and age by rank and epochs are shown in the following figures:



It is important to note that 73% of the Full Professors at Lehman are age 60 or older, indicating the need to plan for the likely retirement of a significant proportion of senior faculty in the not-too-distant future.

Recruitment of New Faculty

Lehman College's recruitment policies and procedures are clearly documented, widely understood, and fully supported by the academic departments and the Administration (see Chapter Three). Academic departments assume primary

responsibility for the integrity of the recruitment process, consistent with the educational mission of the College.

More than 95% of full-time faculty hired since fall 1997 have been granted tenure. This suggests the effectiveness of strategies to attract and recruit highly promising and well-qualified faculty.

Tenure and Promotion Processes and Criteria

The criteria for tenure and promotion are contained in the "Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York" (Appendix 5.2), adopted in 1975 by the predecessor to the CUNY Board of Trustees. As the statement details, tenure decisions are based on teaching effectiveness; scholarship and professional growth; and, as supplementary consideration, service to the institution and to the public.

The most significant change in the tenure process since the 1999 Middle States Report has been the amendment to Section 6212 of the New York State Education law. This extended the period for faculty to achieve tenure from five years to seven. Faculty appointed before September 1, 2006 remain on the prior tenure clock, and those eligible will be reviewed in early fall of their fifth year. Faculty appointed on September 1, 2006 were given the option of choosing a five-year or seven-year tenure clock. All faculty members appointed after September 1, 2006, will be up for review in the fall of their seventh year.

The processes and criteria for tenure and promotion are clearly specified and effectively disseminated as follows:

- A Faculty Handbook is available on the College website (www.lehman.edu/provost/provostoffice).
- A detailed memo to tenure candidates and department chairs from the Provost includes (a) a diagram of how the personnel file is to be assembled, (b) the relevant timelines for tenure review by the various College committees, (c) the internal procedure for tenure review, (d) guidelines regarding the format for the curriculum vitae, and (e) a checklist for file materials.
- The Provost reviews the memo with tenure candidates and their chairs.

During the pre-tenure period, department chairs prepare annual evaluations, divisional deans prepare two reviews, and divisional executive committees conduct one review. The goal of the annual evaluation is to capture the various elements of academic performance: scholarship, teaching, and service. The annual evaluation form was developed in collaboration

with Lehman's representatives to the Professional Staff Congress (PSC-CUNY).

Teaching is assessed each semester in two ways: (1) senior faculty members conduct observations of a class session and (2) students complete a standardized Evaluation of Instruction form in every course. Both assessment mechanisms are detailed in the collective bargaining agreement with PSC-CUNY. A formal mechanism for assessing teaching in online instruction was recently initiated. The standardized student evaluation form is more than 20 years old, and a committee has been formed to update it.

Two years before a tenure review, the divisional Executive Committee examines a candidate's file to identify any potential areas of weakness that should be addressed. The Committee also can recommend that a faculty member not be reappointed. The respective divisional Dean conducts two reviews of a candidate's materials to ensure that she or he is well prepared for the tenure review. Lehman's high rate of approval of tenure candidates (95%) demonstrates the clarity and success of the process.

There is a fairly widespread perception among the faculty that scholarship (especially through funded grants) is the most significant factor in tenure decisions; however, because Lehman values excellence in teaching, a working group will be established in spring 2009 to recommend ways to ensure that teaching is valued—and understood to be valued—in tenure decisions.

At the CUNY colleges, receiving tenure does not automatically result in a rise in rank from Assistant Professor to Associate Professor. Tenure and promotion are two distinct considerations. As with tenure review, promotion recommendations are made through the department Personnel and



Lehman's six Distinguished Professors include a former Poet Laureate of the United States, Professor Billy Collins (third from left), shown leading a recent seminar.

Budget (P&B) Committee and evaluated by the College P&B, which makes a recommendation to the President.

The Impact of the New Tenure Clock

PSC-CUNY worked with the CUNY administration to negotiate support that would enhance a “culture of research” and help meet the increased expectations of a lengthened tenure clock. This resulted in the contractually mandated offering of 24 hours of reassigned time for new faculty during their first three years of annual appointments for the purpose of engaging in scholarly or creative activities related to their field. Fellowship leaves rose from a 50% to 80% salary allocation, campus travel allocations rose, and there were increases in University funding for PSC-CUNY research awards that provide seed money to conduct scholarly investigation.

Faculty Development

Lehman College, PSC/CUNY, and CUNY offer a wide range of opportunities that are extremely helpful to faculty in developing and fulfilling their scholarship and research agendas.

Members of the Lehman faculty are mentored formally and informally to encourage their active engagement in scholarship, teaching, and service. Formal mentoring is accomplished through the review processes described earlier. In addition, senior faculty have mentored new faculty in the submission of grants and student-advising procedures. Mentoring is seen as a key factor in the high tenure-approval rate, as well as the successful promotion rate. Since 2001, 92% of Lehman faculty who applied for promotion were successful. Nevertheless, continuing to improve faculty mentoring is a priority. For example, a chairs' retreat in spring 2008 focused on best practices in mentoring junior faculty through tenure and promotion.

For the past five years, Lehman and CUNY's Bronx Community College (BCC) have worked collaboratively on a Title V project that has enabled about 60 faculty members to participate in thematic seminars to augment their teaching and research. As a result, eight participating Lehman faculty contributed manuscripts to a monograph, *The Scholarship of Teaching: Faculty Development through Cross-Campus Collaboration*, published in 2007.

The Lehman faculty is active in College and CUNY-wide teaching initiatives such as Writing Across the Curriculum (WAC) and the Lincoln Center Institute (LCI). Since 2000, 191 faculty members have participated in the WAC year-long program, multi-session workshops, or institutes. Forty-nine faculty have led workshops, developed educational resources, presented research and scholarly work at national conferences, and produced writing about WAC. The participating faculty represented 22 academic departments (see www.lehman.edu/lehman/wac/facultyresources.html). During

2007-2008, 32 faculty members worked with LCI Teaching Artists to integrate aesthetic education into their courses, and this had an impact on more than 500 undergraduate and graduate students. A process has begun to develop the position of Faculty Aesthetic Education Consultant.

Since 2005, Lehman has been the lead site in a Bronx cross-campus initiative with Hostos (HCC) and Bronx Community Colleges (BCC). With funding from CUNY's Office of Undergraduate Education, this project, called “Bridging the Colleges,” offers monthly seminars in which General Education (Gen Ed) faculty at the three campuses explore academic literacy, mathematics and quantitative reasoning, and other Gen Ed-related issues. A signature feature of the program is “faculty inter-visitation.” Lehman, HCC, and BCC faculty have developed joint projects and visited each other's campuses and classrooms in order to understand teaching and learning goals and the transition between college levels. Thirty-six faculty members have participated over three years (12 each from the three colleges). Each year, participating faculty have presented their research and scholarly work at CUNY's annual General Education Conference. Their work (a) clarifies teaching and learning goals in complementary colleges, (b) identifies methods to achieve those goals, (c) initiates and fosters changes in local curricular settings, (d) demonstrates the development of materials on Gen Ed courses, and (e) exemplifies cross-disciplinary and inter-College practices.

The Department of Biological Sciences has facilitated collaborations among faculty members with shared research interests, both at Lehman and with colleagues at other CUNY campuses. Some collaborative activities with other departments in CUNY have involved faculty in the doctoral programs in Biology, Biochemistry, and Chemistry at the Graduate Center. Collaborations and research activities benefit faculty in publications and in teaching, since research informs teaching in Biological Sciences. There are strong collaborations with other CUNY campuses, especially with the Physics Department at the City College of New York (CCNY). Lehman professors and their Ph.D. students are members of the Nanomagnetism Group, working closely with professors and Ph.D. students at CCNY. Professors at Lehman and CCNY were recently awarded a Collaborative Research Incentive grant. In the past, Physics Department faculty members have worked on grant-supported research with their counterparts at Baruch College, Hunter College, and, again, CCNY; these collaborations have been extremely beneficial in strengthening the productivity of the Department.

Scholarship and teaching also benefit from faculty involvement with graduate students. Lehman faculty from all three academic divisions have a long and distinguished history of teaching and mentoring graduate students in programs at the Graduate Center and other CUNY campuses. The distribution of faculty engaging in graduate involvement varies widely from department to department. Lehman is compensated

for faculty teaching courses at the CUNY Graduate Center, amounting to approximately \$85,000 per year per FTE. This accounts for about 5% of faculty teaching hours.

Faculty Collaborations

In addition to collaborations described earlier that directly benefit scholarship and teaching, the Lehman faculty also collaborates in formal service activities with other academic departments, public educational institutions, and CUNY campuses to improve teaching and learning, provide services, and improve public education.

In the Division of Arts and Humanities, the Department of History has participated for the past five years in the Teaching American History program. In this endeavor, four full-time faculty members and several adjuncts have offered a series of workshops for area high school teachers to communicate state-of-the-art scholarship and teaching methods in U.S. History. A member of this department also participated in a collaborative effort with other CUNY faculty to develop a web-based curriculum resource in U.S. History. The online curriculum resource is designed to supplement college and high school level history instruction (including on-site instructional visits to high schools around the country). Another Lehman faculty member has used a pilot version of this program in his courses.

The Division of Education has formed collaborations with a number of schools that have been listed for the past nine years in the annual bulletin "Lehman College: Collaborative Education Programs with Schools." Lehman's collaborative work with public schools has a long and continuing relationship through the Bronx Institute, the Center for School/College Collaboratives, and the Institute for Literacy Studies. The Small Schools Network was recently established, and four less formal collaborations are underway with the Lincoln Center Institute (LCI), the American Museum of Natural History, the Bronx Zoo, and the New York Botanical Garden.

Faculty members from Lehman's Leonard Lief Library are participants in a number of collaborations. Lehman is one of ten CUNY campuses participating in a CUNY collaborative grant on the development of information literacy.

During the 2006-2007 academic year, the Division of Education partnered with the Division of Natural and Social Sciences to develop a new Undergraduate Program of Study for Education Students (UPSES) focusing on Biology. A similar project is under development in Chemistry. This collaborative effort was the result of the CUNY Teacher Academy Curriculum Project that involved faculty from both divisions. The project participants investigated how changes in Lehman's undergraduate programs in Biology and Chemistry could become "teaching-career friendly," in an effort to motivate more students to choose this critically important career path.

In the Division of Natural and Social Sciences, the Department of Environmental, Geographic, and Geological Sciences (EGGS) developed an Interdisciplinary Environmental Science BS degree in collaboration with the Departments of Biology, Chemistry, and Physics. EGGS has several courses cross-listed with other departments, such as Biology and Health Sciences, and is in the process of developing a Graduate Certificate Program in Earth Science Education. The course "Earth Systems Science for Educators" (GEO 601) is tailored specifically for those seeking certification as Earth Science Teachers. It is articulated with a Summer Educators' Institute at the American Museum of Natural History for which participants may receive graduate credit in Geology.

The Department of Speech, Language, and Hearing Science (SLHS) has collaborated with the Division of Education for students to obtain the recommendation for the initial teaching certificate for Teacher of Students With Speech-Language Disabilities (TSSLD). In collaboration with the Department of Physics and Astronomy, SLHS developed a physics of sound course that its students can take to meet the standards of the accrediting agency. In addition, the department has offered statistics and writing courses in collaboration with the departments of Math, English, and Psychology.

Faculty Role in Designing, Evaluating, and Revising Curricula

The Lehman faculty is committed to the integrity of the curriculum and oversight of the development and approval process. Departmental procedures vary but, in general, each has its own Curriculum Committee. Departments regularly review their curriculum offerings and refer recommendations to the appropriate College Senate committee (graduate or undergraduate) for approval. Procedures to protect academic freedom are discussed in Chapter Three.

Faculty and Online Instruction

The Lehman faculty has received support to explore the possibilities of new and emerging educational technologies and online instruction. The Sloan Foundation was a major source of funding at CUNY for distance learning. From 1999 to the present, Lehman faculty members have received approximately 40 awards in this area. The Lehman OnLine (LOL) program provided modest stipends, coverage of the costs of Internet connections, and small amounts for equipment costs. Among other outcomes, the program resulted in the creation of 12 General Education courses. The LOL website (www.lehman.edu/lol) provides a central location for documentation, suggestions, and useful links for faculty engaged in distance learning. LOL also maintains several Blackboard organizations to support instructors. Lehman faculty participated in Title V workshops at BCC to learn how to use Blackboard. Although difficult to quantify, a major source of faculty support is peer mentoring. Faculty involved with online instruction have been especially proactive in terms of sharing



their course content and teaching experiences. For example, many faculty members facilitate collaborative engagement by including colleagues on their Blackboard sites.

With the creation of the position of Vice President for Information Technology in 2006, Lehman has made huge strides in the integration of technology to enhance student learning. In 2008, the College created the Office of the Associate Provost for Undergraduate Studies and Online Education to provide academic leadership in the area of distance learning. In addition to the Associate Provost, the Office will include an Associate Director for Online Education and an online instructional support person. The latter two positions are the first to be dedicated almost exclusively to the support of faculty engaged in online education using Blackboard, CUNY's current solution for online instruction. In addition, Lehman's Division of Education has hired a full-time Instructional Design Coordinator, and the Library is hiring an Instructional Design Librarian.

The Information Technology Resources Department provides College-wide technical support in the form of workshops, demonstrations, documentation, and individual consultation. Workshops in support of faculty use of technology include:

- An introduction to Blackboard for faculty.
- Workshops on specialized topics for faculty already familiar with Blackboard. (Lehman online faculty and

ITR staff have served as co-presenters at several of these events.)

- Workshops on Smart Classrooms, Excel, Photoshop, etc. An ITR trainer also conducts classroom workshops to prepare students for participation in online courses. (ITR plans to hire staff dedicated to faculty technology support and expanded Faculty Lab facilities.)

The College has used an Online Student Evaluation Form for its asynchronous courses since fall 2004. Evaluations of hybrid and web-enhanced courses are conducted in the traditional manner. Since fall 2005, the evaluations have been conducted through Survey Monkey, a web-based service providing survey design, delivery, and analysis tools. The individual course section assessments are reviewed by the Coordinator of Online Education and shared with chairs for purposes of evaluating and advising individual instructors.

Adjunct/Part-Time Faculty

Within the last five years, the percent of total instruction by adjunct/part-time faculty at Lehman has remained between 52% and 53%. Although this dependence on adjunct faculty is of concern, Lehman ranks second among the seven CUNY senior colleges for percent of courses taught by full-time faculty. In a recent report, the AAUP compiled data from the IPEDS reports for 1975-2005. These data showed that the percent of full-time tenured faculty nationally declined from

36.5% to 21.8%. Full-time tenure track positions declined from 20.3% in 1975 to 10.1% in 2005. Concurrently, the report showed that part-time adjunct faculty rose from 30.2% in 1975 to 48% in 2005. These statistics place Lehman's reliance on adjuncts in a favorable perspective.

The qualifications and/or professional achievements required for an appointment to the adjunct faculty are the same as for the corresponding rank in the full-time instructional staff. Departmental P&B Committees vote on the appointment and reappointment of adjuncts who are hired on a semester-by-semester basis with their employment contingent on class registration and curriculum changes. Adjuncts are limited to not more than nine contact hours per semester at one CUNY college. Adjuncts teach in Lehman's College-wide programs, such as the Freshman Year Initiative and General Education. In some departments, they may teach an introductory-level course, while in others they may be hired specifically to teach an advanced course or to enhance the variety of courses that can be offered in a given semester. Recently, nine experienced adjuncts were hired in full-time lecturer positions as part of a CUNY-wide initiative to convert adjuncts to full-time faculty lines. The initiative is scheduled to continue with three additional conversions in 2009-2010.

The evaluation of teaching effectiveness of adjunct faculty members follows the same process used for untenured full-time members of the teaching staff: (a) student evaluations of each course each semester, (b) teaching observations at least once a semester, and (c) annual evaluations once a year. The PSC-CUNY collective bargaining agreement provides that after ten continuous semesters of service, teaching observations for adjunct personnel shall be held at the request of the adjunct or the department chair. In addition, annual evaluation of adjunct faculty members is not required after four semesters. The addition of a "paid professional hour" for adjuncts teaching six or more credits and the ability to schedule adjuncts for once-a-week classes have facilitated recruitment and built a stronger sense of involvement and connection to the College over the past few years, especially for the evening and weekend programs. Adjuncts also have the opportunity to participate in faculty development through General Education symposia held twice a year and workshops sponsored by WAC, for which they receive compensation, as noted earlier. Adjuncts are also encouraged to attend workshops on the use of technology in teaching, such as Blackboard and Excel. Informal feedback has been very positive.

Strengths

- Lehman College faculty take advantage of extensive development opportunities to benefit their students and their disciplines.
- Lehman supports the right of its faculty to control the content and quality of the curriculum, as reflected in the College's respect for, and protection of, academic freedom.
- Policies and procedures governing the recruitment, hiring, mentoring, and retention of faculty are thorough, clear, well-understood, and appear to be equitable across the campus.
- Lehman ranks first among CUNY colleges in online course offerings and has shown tremendous growth in the infrastructure and development of faculty knowledge and skill in this area.

Challenges

- Lehman's faculty is aging, and the College will need to maintain maximum faculty lines as retirements increase. This will be more likely if the College's enrollment continues to rise.
- New members of the faculty need to be informed regarding the new seven-year tenure clock and its impact. This has been a hugely significant change in CUNY's long-standing tenure and promotion guidelines.
- The Student Evaluation of Instruction form and format has not been revised in more than 20 years.
- A reduced reliance on adjunct teaching.

Action Plans

- Develop a five-to-ten-year strategic plan to address the retirement of full-time faculty and the expansion of academic programs.
- Clarify expectations for tenure and promotion given the new CUNY tenure clock, using concepts from the Scholarship of Teaching and Learning (SOTL) but remaining within the parameters of the CUNY Board of Trustees and New York State Legislature, both of which must approve any change in the tenure and promotion process.
- Develop and implement recommendations from the working group on teaching excellence.
- Continue to provide mentoring to faculty members to assist them in meeting expectations for tenure and promotion.
- Update the Student Evaluation of Instruction form.

Chapter Six

Standard 11: Educational Offerings

Standard 12: General Education

Standard 14: Assessment of Student Learning

Standards 11, 12, and 14 are closely related at Lehman College and will be discussed together in this chapter. The College has integrated its General Education (Gen Ed) curriculum and major requirements by involving full-time faculty in teaching and evaluating Gen Ed courses. Lehman students are assessed by their academic departments at program- and course-levels, and are required to take the CUNY Proficiency Examination (CPE).

Standard 11: Educational Offerings

Undergraduate Educational Offerings

Lehman College offers five undergraduate degrees: the Bachelor of Arts (BA), the Bachelor of Science (BS), the Bachelor of Fine Arts (BFA), the Bachelor of Business Administration (BBA), and the combined Bachelor of Arts-Master of Arts (BA-MA). Students may choose from 68 majors in the liberal arts, sciences, and professions. New degree programs have been added in the fields of Business Administration (BBA), Computer Processing and Imaging (BS), Mass Communication (BA), and Exercise Science (BS). Two joint degrees with Bronx Community College (AS/BS) in Therapeutic Recreation and Dietetics and Nutrition have been established. Although just one undergraduate degree program offers a major leading to teacher certification (BS in Health Education Teacher N-12), teacher certification sequences are offered by the Departments of Early Childhood/Childhood Education and Middle and High School Education to students who major in an appropriate field in the liberal arts and sciences. The College also grants a certificate in Geographic Information Systems.

A number of undergraduate programs assess students at several points to ensure that they are advancing toward the degree sufficiently and in a timely manner. For example, undergraduates in teacher education programs are tested on their content knowledge on an ongoing basis prior to taking the required Liberal Arts and Sciences Test (LAST), the New York State Content Specialty Test (CST), and the New York State Assessment of Teaching Skills (ATS-W). After submitting their scores on these required tests along with a written application and pre-professional portfolio, they become eligible for supervised student teaching. Then, upon completion of an undergraduate degree program that includes professional education coursework, candidates must also pass the teacher certification examinations and satisfy all other state

requirements to become eligible for Lehman's institutional recommendation for initial teacher certification.

Lehman's undergraduate Nursing program requires completion in five years to ensure currency of the coursework. Nursing and Social Work programs require a minimum grade of C in several core courses in order to progress. The Health Services Administration and Recreation Education programs include an eight-credit capstone internship for undergraduate majors, and the BS in Therapeutic Recreation requires a nine-credit internship. The Bachelor of Business Administration and Speech programs require the completion of 12 credits with at least C grades in all courses for a student to be admitted to the major.

The College offers a number of special programs and opportunities for undergraduates, including:

- Adult Degree Program
- Bachelor of Arts-Master of Arts
- CUNY Baccalaureate Program
- CUNY William Macaulay Honors College
- Individualized Bachelor of Arts Program
- Interdisciplinary and Interdepartmental Programs
- Jeannette K. Watson Summer Internship Program
- Lehman Scholars Program
- Louis Stokes Alliance for Minority Participation in the Sciences
- Second Undergraduate Degree Program
- Teacher Academy
- Women's Studies Program

Three of the programs listed above are new to the list since 1999.

- The Macaulay Honors College at Lehman admitted its first class of 12 students in September 2002. In 2007-2008, 51 students were enrolled, and 18 students have already graduated. Lehman is allotted 20 Honors

College seats per year by CUNY. The high-achieving students who are selected are designated as “University Scholars.” They receive full tuition, stipends, a laptop computer, and study grants for academically enriching experiences. The “Cultural Passport” they receive provides entrée to concerts, theatres, museums, and other cultural institutions in New York City. Passport activities also put the students in contact with leaders in many facets of city life, the arts, government, business, and science.

- The Teacher Academy, also a CUNY program, was designed to bring highly motivated math and science graduates into careers as middle school and high school teachers. Lehman admitted its first class in September 2006. In 2007, five first-year students and six second-year students were enrolled, and an additional 14 students were enrolled in fall 2008. Students in the program who major in math or science, minor in Middle and High School Education, and make a commitment to teaching math or science in New York City’s public schools receive four years of free tuition and paid internships
- The Jeannette K. Watson Fellowship provides summer internships, mentoring, and enriched educational opportunities to undergraduates enrolled in one of ten participating New York City colleges. Lehman may submit the names of up to four candidates each year, and last year three were accepted. There are five Watson fellows at Lehman currently, two seniors and three juniors.

Program Administration and Advising

Undergraduate degree programs provide advising to majors, minors, and interested students. While some departments designate a specific undergraduate program advisor, all faculty members advise students. Lehman’s degree programs and other curricular offerings are described in the Undergraduate Bulletin, as well as by the individual departments and programs. The College recently invested in an online Smart Catalog, which updates academic offerings several times a year and appears on the Lehman College website.

Percentage of Classes Taught by Full-time Faculty

The teaching of undergraduates by full-time faculty has been found to foster the retention of qualified students. According to the PMR, Lehman ranks second among CUNY senior colleges in the percentage of instructional hours taught by full-time faculty in undergraduate courses (49.2%, compared to the average of 45.4%); and second in the percentage of instructional FTEs in undergraduate courses delivered by full-time faculty (48.5%, above the average of 47.7%). Lehman’s undergraduate student-faculty ratio was lowest among the CUNY senior colleges (14.8 to 1, compared to the CUNY average of 17.7 to 1).



Lehman’s undergraduate Nursing program requires completion in five years to ensure currency of the coursework.

Graduate and Professional Educational Offerings

Lehman offers 40 master’s degree programs:

- MA programs (10) in Art, Art Education, English, History, Spanish, Spanish Education, Speech-Language Pathology, Social Studies, Biology, and Mathematics
- MS programs (9) in Accounting, Business, Computer Science, Health Education and Promotion, Parent-Child Nursing, Adult Health Nursing, Nursing Older Adults, Pediatric Nurse Practitioner, and Nutrition
- MEd programs (17) in Early Childhood Education, Childhood Education, Counselor Education, Educational Leadership, English Education, Mathematics Education (Middle School), Mathematics Education (High School), 3 in Literacy Studies, TESOL, Science Education, Early Childhood Special Education, Childhood Special Education, Adolescent Special Education, Health Education N-12, and Recreation Education
- MAT, Applied Music and Music Teaching (1)
- MPH, Master of Public Health (1)
- MSW, Master of Social Work (1)
- MFA, Master of Fine Arts (1)

The MPH, MSW, and MS in Business are new programs that indicate Lehman’s commitment to developing curricula that meet the needs of potential students and the surrounding community.

Graduate programs at Lehman require, as part of their exit criteria, an oral and/or written comprehensive examination, a thesis or capstone project, or both:

- Most of the professional MA programs include a fieldwork capstone instead of, or in addition to, a thesis or comprehensive examination.

- History and English programs require a thesis and comprehensive exam.
- Health Education, Recreation Education, Nutrition, Theater, Math, and Math Teaching require a thesis or a comprehensive exam, at the discretion of the advisor.
- Art requires a final project.
- Spanish requires a written examination.
- Speech Language Pathology requires a portfolio review and exit interview that incorporates many features of an oral comprehensive exam.
- Biology allows the option of a research-based thesis, a tutorial involving research and/or a literature review, or a comprehensive examination. A grade of 70 or higher on the exam enables students to continue in the Ph.D. program at the Graduate Center. Lehman hosts the Plant Sciences subprogram of the CUNY Ph.D. program in Biology.

External Accreditation

In addition to the Middle States Commission on Higher Education, many Lehman graduate programs are accredited externally or are in the process of undergoing accreditation. In October 2002, the Division of Education received accreditation from the National Council for Accreditation of Teacher Education (NCATE), which covers all of Lehman's teacher preparation and advanced educator programs. Lehman was the first of the CUNY Colleges to receive the NCATE accreditation. In fall 2007, the NCATE Unit Accreditation Board re-accredited Lehman's Professional Education Unit through spring 2014. Education programs are also fully registered with the New York State Education Department (NYSED). They satisfy NYSED standards, the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium, and Program Specialty Organization standards set by NCATE affiliates.

Individual program accreditations are as follows:

- The MA in Speech-Language Pathology was re-accredited by the American Speech and Hearing Association (ASHA) through 2015.
- The MSW program has received full accreditation from the Council of Social Work Education (CSWE).
- The Commission on Collegiate Nursing Education (CCNE) most recently accredited the Nursing department in 2002, issued an interim report in fall 2007, and will return to Lehman in 2012.
- The Counselor Education program in the Department of Counseling, Leadership, Literacy, and Special

Education received CACREP national accreditation in spring 2008.

- The MA program in Social Studies Education and the Department of History collaborated to comply with standards put forth by the National Council for Social Studies (NCSS). The Department of History developed two new courses and is modifying several existing ones to meet the Council's assessment and content requirements.
- The Dietetic Internship certificate program is fully accredited by the Council for American Dietetics Education (CADE), making Lehman graduates eligible to sit for the Registered Dietician's (RD) exam.
- The MPH program is revising its curriculum to prepare for accreditation by the Council on Education for Public Health (CEPH). A CEPH consultant will make a site visit in March 2009.

Program Administration and Advising

Each Lehman College graduate program reports to its department chair and to the dean of its respective division. No single office is in charge of administering graduate or professional programs; however, the Graduate Studies Office (see Chapter Four) provides advisement services to graduate students, and the Graduate Studies Committee of the College Senate considers department-initiated curricular changes. The Committee also proposes and considers College-wide policies on graduate programs and adjudicates graduate student appeals.

All graduate programs have an advisor or coordinator. Several departments, including Health Sciences, Social Work, EGGs (Environmental, Geographic, and Geological Services), and three in the Division of Education, have coordinators for specific degree or certificate programs. The department chair serves as graduate advisor in Art, Music, and Journalism, Theatre, and Communications. In the 2007 graduate student survey, only 8% of respondents reported having insufficient access to an advisor, and only 13% expressed dissatisfaction with the advising they had received.

Percentage of Classes Taught by Full-time Faculty

Several accreditation agencies require a minimum percentage of courses taught by full-time faculty (New York State requires 50%). Where these requirements exist, Lehman exceeds them. The College also exceeds the CUNY average at the graduate level. According to the 2008 PMR, full-time faculty taught 71.9% of graduate course instructional hours—second highest among CUNY senior colleges and well above the CUNY average of 65.3%. Lehman full-time faculty delivered 71.1% of instructional FTEs—again, well above the CUNY senior college average of 63.6%. In fact, among the

senior colleges, only York, which began offering graduate courses just two years ago, ranked higher than Lehman on both measures.

Recruitment and Admission of Qualified Candidates to Graduate Programs

Lehman's undergraduate alumni, together with prospective students from the Bronx and surrounding areas, have created an adequate pool of applicants for many of Lehman's graduate programs but have fallen short in others, such as History and English. In response, Lehman formed a subcommittee on Graduate Enrollment in fall 2007 to assess possible new recruitment strategies and discuss the allocation of more resources to this end. One outcome of the Subcommittee was a workshop for graduate advisors in fall 2008. The College also holds open houses for prospective students with representatives of graduate programs available for information and advising. A new position of Director of Graduate Studies, with responsibility for graduate enrollment management, is being discussed.

Lehman's general admission requirements for matriculated students in graduate programs include: a baccalaureate or equivalent degree from an accredited college or university; a minimum undergraduate GPA of 3.0 in the major field and a minimum overall GPA of 2.7; a 500-word essay outlining career goals; and letters of recommendation. TOEFL scores are required of all students who submit academic records from a non-English speaking country.

Many graduate programs at Lehman impose additional requirements to ensure skill sets appropriate to their respective fields of study. For example, Accounting MA program applicants take the GMAT. Public Health and History master's program applicants take the GRE. Applicants to graduate programs in Education take the Liberal Arts and Science Test (LAST). Master's programs in Social Work, Speech-Language Pathology, and Counselor Education require interviews. These and any other additional requirements are listed in the Graduate Bulletin. A student who does not meet the requirements may be accepted conditionally or may be advised to apply as a non-degree student, with specific course, grade, or other objectives. The College's Graduate Advisor monitors the progress of conditionally accepted students and notifies departmental advisors with regard to possible matriculation.

Undergraduate and Graduate Education Offerings Congruent with the College's Mission

A dynamic multi-tiered process assures the congruence of Lehman's program offerings and its mission to provide undergraduate and graduate studies in the liberal arts and sciences and professional education. Undergraduate and graduate programs take the following steps to evaluate,

develop, and revise new and existing academic offerings:

- Step 1: Faculty members propose a curriculum change in their departments and programs, often as a result of a departmental self-study process.
- Step 2: Formal proposals approved by departments are submitted to the Undergraduate Curriculum Committee or the Graduate Studies Committee.
- Step 3: After committee approval, proposals are presented to the Lehman College Senate.
- Step 4: Upon Senate approval, proposals are forwarded to the CUNY Board of Trustees.
- Step 5: Upon approval of the Board of Trustees, the proposals are forwarded to the State Education Department.

A proposal for a new degree program begins with a Letter of Intent that is circulated by the CUNY central office to its other colleges for comment. After comments from the colleges are submitted to the CUNY Board of Trustees, the Board votes on the Letter of Intent. If it is approved, the department seeking to launch the program begins the formal proposal process. A significant strength of this approach is the involvement of the entire College and University community. A new program must be approved at several levels and by all constituencies before it can appear in the College's educational offerings. The process assures the congruence of Lehman's curricular offerings with its mission as a CUNY college. In a 2007 survey of graduate students at Lehman, 73% of respondents said they were "aware of the College's mission and its relationship to [their] learning goals."

Effectiveness of Mechanisms for Communicating Department and College Requirements

Students receive curricular information from Undergraduate and Graduate Bulletins, department and program websites, brochures, course syllabi, and advisors. As noted earlier, the College regularly updates Bulletins online and in print to ensure the availability of timely information to students and prospective students. Departments update their websites and print materials as needed.

Surveys conducted in 2007 of Lehman department chairs and faculty found that the primary means of communicating academic requirements to students were course syllabi and advising. Chairs reported that nearly 90% of syllabi in their departments also contained course descriptions, grading criteria, and faculty contact information, including office hours. About 80% of course syllabi included specific assignments, including readings, and the relative point values of those assignments. Student learning outcomes are also specified clearly in the majority of syllabi.

Lehman College recognizes the importance of raising student awareness of the seriousness of plagiarism. About half of the faculty survey respondents said they include a statement about plagiarism or academic integrity in some, if not in all, course syllabi. A similar percentage reported including in their course syllabi referral information for the Library, Information Technology Center, and tutoring services. Slightly more than two-thirds of Lehman academic departments keep syllabi on file for at least half of the courses they offer. These syllabi are reviewed periodically, if not every semester. In fall 2008, the College requested syllabi from all faculty in order to establish a systematic approach for collecting and housing syllabi in a single e-location.



The Speech Language Pathology graduate program requires a portfolio review and exit interview that incorporates many features of an oral comprehensive exam.

A large majority of Lehman's master's and pre-professional programs collect and monitor course syllabi and student work to some extent. Indeed, this is essential for programs that must satisfy specific accreditation requirements from state or national agencies. For example, each clinical course syllabus in Speech-Language Pathology states the course's objectives, knowledge and skills to be obtained, and precisely how students' work will be measured. The MSW program prepares syllabi in accordance with CSWE requirements. Each semester in the Division of Education, department chairs collect syllabi that state how a given course addresses issues in the Lehman Urban Teacher Education (LUTE) conceptual framework (Appendix 6.1), as well as NCATE-related specialty professional association standards. These syllabi also include grading rubrics, course assignments, a schedule of activities, and references and resources for students. At the end of each semester, program coordinators collect samples of student work from full-time and part-time instructors and forward them to the NCATE Documents Room. Papers from each course offering are assessed as: Exceeds Target, Target, or Below Target.

Advising is the second key mechanism for communicating curricular information to students. Of 23 (out of 25) department chairs who responded to a survey, 59% said they had discussed advising with their faculty. A survey of faculty members found that 31% said they knew about undergraduate programs other than their own, and 46% said they were "very familiar" or "somewhat familiar" with General Education requirements. About half of the chairs reported that their department's advising methods were "extremely effective" and 36% rated them as "somewhat effective." Three departments reported developing initiatives in this area. Although Lehman students have reported general satisfaction with advising (see Chapter Four), a Task Force on Advising was established in fall 2008 to pursue areas of improvement.

A central element in advising students in professional programs is the communication of licensure requirements and

professional standards. The Division of Education has a full-time Certification Officer who meets regularly with students regarding New York State requirements for teacher, counselor, or administrator certification. Students in Education programs create an electronic file with NYSED and a paper file for State licensure exam scores, transcripts, and other pertinent information. Students who satisfactorily complete teacher, counselor, or administrator programs are eligible for an institutional licensure recommendation from Lehman.

Incoming students in the Speech-Language Pathology MA program are informed about professional organizations, such as the American Speech Language Hearing Association (ASHA) and Teacher of Students with Speech Language Disabilities (TSSLD) and also of New York State certification requirements. A required course conveys information about professional standards, ethics, and licensure requirements. Graduating students are required to attend an exit conference in which their understanding of these issues and requirements is evaluated.

Completion of the Master of Social Work degree qualifies Lehman students to take New York State licensing exams (LMSW and LCSW). Similar licensing arrangements are in place for Nursing, Recreation Education, Public Health, and the Dietetics Internship program. Students are informed of the procedures related to these examinations by advisors.

Learning Environment

The mission statement describes a "dynamic research environment...actively engaging students in their academic... development..." and Lehman has become the CUNY leader in online education. According to the 2008 Performance Management Review (PMR), Lehman offered the highest percentage of student FTEs "totally online," 2.5%, compared to the senior college average of 0.5% and overall CUNY average of 0.7%. Classroom technology in professional and

pre-professional programs also continues to expand with the addition of “smart” classrooms and the integration of information literacy into the curricula. Students are being prepared for new technologies in professional courses such as “Teaching Technology Subjects in Middle and High School,” “Nursing Informatics,” and “Computer-Based Information Systems for Management.” In fall 2008, faculty members at the College’s Leonard Lief Library recruited Lehman students to join 2,000 others in a CUNY-wide trial of the iSkills test of information and computer literacy skills.

Student demand for distance learning through online or “hybrid” courses continues to exceed available offerings. Of the graduate students surveyed in 2007, 67% reported never taking an online course, and 72% said they had never taken a hybrid course; of these students, 65% cited “lack of opportunity” as the reason. A large majority (76%) of students who have taken online courses at Lehman reported the experience as positive overall, although many said they missed the face-to-face interaction with instructors and other students. (See Chapter Five and Chapter Seven for more on distance learning.) Lehman faculty who would like to develop online and hybrid courses can get help on campus through ongoing workshop presentations and Hispanic Educational Technology Services (HETS).

The College solicits feedback from students and alumni to improve the learning environment. The first survey of Lehman graduate students was conducted in 2007, and the results are cited throughout this document.

In 2002, the Division of Education implemented a Unit Assessment System (UAS) to forward data to department chairs and program coordinators for review and appropriate action. The data are used to inform program development or institutional policies. Below are some examples of how this has worked in practice:

- Surveys of students in the Teaching Fellows program, an alternative route to teacher certification for qualified graduate students, led to new lectures being added to provide additional training in classroom management and instructional strategies for students with learning and behavioral needs.
- Exit surveys led to a restructuring of internship supervision in Early Childhood and Childhood Education to provide additional mentoring; alumni surveys led to a new online format for courses in Counseling, Leadership, Literacy, and Special Education.
- Student teaching and internship evaluations led to the creation of a new intern lesson observation instrument to improve monitoring of classroom teaching.
- CST results led the Middle and High School Education Department to specify content-area courses that were more closely aligned with material covered on this test.

The Writing Across the Curriculum (WAC) program convened a faculty work group in 2007 to address the use of writing to improve students’ skills in quantitative reasoning.



In Lehman’s General Education curriculum, analytical reasoning is one of the basic competences developed through natural science courses, where students use techniques of observation, record keeping, and evaluation.

Eleven faculty members who participated reported positive results.

Several departments also have taken action to improve the learning environment. The chairs surveyed reported the following:

- 91% have held discussions or carried out initiatives related to the use of technology.
- 86% have organized efforts to mentor new faculty and/or adjuncts.
- 82% have held discussions regarding online instruction.
- 82% have sought to improve teaching by using rubrics and designing syllabi.
- 82% have held discussions or carried out initiatives on information literacy.
- 78% have held discussions or carried out initiatives on critical thinking.
- 68% of departments have had discussions related to writing-intensive courses.
- 45% have held discussions on quantitative reasoning skills.
- 13% have carried out initiatives in quantitative reasoning skills.

The Department of Sociology initiated an Integrative Data Analysis project, drawing on a \$175,000 grant from the National Science Foundation. Two mobile laptop labs were purchased to give students a hands-on experience interpreting and utilizing qualitative and quantitative data, with emphasis on the latter. Faculty members developed a wide range of data-analysis modules aimed at strengthening students' quantitative skills.

Several departments have surveyed their students and/or alumni (as Health Sciences did in 2007, for example). A survey of department chairs, however, found that less than half of the respondents obtained and/or used student feedback to a "large extent" in program development, and slightly fewer than half of the chairs responding (9 of 22) said they had never surveyed alumni.

Plans are underway in the Department of Speech-Language-Hearing Sciences to implement an annual survey of the employers of its alumni. This will interface with an annual alumni survey that is already being conducted. Graduate students in the department are also encouraged to provide qualitative feedback about their experiences in the program at required exit conferences.

Eighty-two percent of department chairs report that their departments have sought to improve teaching by using rubrics and designing syllabi.



Standard 12: General Education

Lehman's General Education (Gen Ed) program is recognized as exemplary within CUNY and as a resource for other CUNY colleges. The College participates in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). As described on the College website (www.lehman.cuny.edu/lehman/programs/generaledu/), Gen Ed at Lehman provides specialized, pre-professional, and professional knowledge and "training in a range of basic skills and general subjects on beginning, intermediate, and advanced levels." Because the career goals of most Lehman undergraduates represent their major motivation for seeking a degree, the Gen Ed program emphasizes the concomitant value of "multiple views and general intellectual abilities developed by the study of liberal arts and sciences which provide a foundation for independent, responsible living." This genuinely reflects the College's mission.

The General Education Curriculum

Gen Ed is designed, managed, and evaluated principally by the teaching faculty. The curriculum emphasizes the importance of liberal education competencies and perspectives. The General Education Council, chaired by the Associate Provost, includes deans, directors, and representatives of various programs and initiatives. It also includes Gen Ed Liaisons, faculty members who coordinate components of the program. The Council meets to review the program each semester.

The College's administrative structure is supportive of the Gen Ed curriculum. The Undergraduate Curriculum Committee (UCC) of the College Senate is charged with its implementation, assessment, and revision. Gen Ed's distribution model (which replaced a core-course format) requires the cooperation of a number of key entities on campus: the three academic divisions of the College, the Leonard Lief Library (faculty and support services), the Freshman Year Initiative Program (FYI), the Writing Across the Curriculum Program (WAC), and the Instructional Support Services Program (ISSP). CUNY's Coordinated Undergraduate Education (CUE) budget process facilitates the broad intramural cooperation required by the Gen Ed program.

In fall 2001, while Lehman faculty members were working on the current Gen Ed curriculum, the College re-established its Office of Enrollment Management to include CUE-supported programs (Gen Ed, FYI, ISSP, and WAC), the Registrar, Admissions and Recruitment, and several administrative offices. In January 2008, Lehman created a new Office of Undergraduate Studies and Online Education under the supervision of an Associate Provost. The new office is responsible for the CUE-funded undergraduate initiatives, among other activities. One outcome of this administrative structure has been to significantly leverage the advantages of the separate

activities—especially in areas of undergraduate teaching, learning, and assessment. Throughout this process, CUNY's support has been critical. CUE funding from CUNY grew from about \$500,000 in 2003 to \$835,000 for 2007-2008. All of these funds are used to supplement student learning and faculty development in support of classroom teaching and learning.

The following basic competencies are essential foundation elements in the Lehman General Education curriculum:

- Effective communication, in written and spoken form, based on reading and listening comprehension.
- Critical thinking, using various information resources, in order to make connections across traditional disciplines and apply abstract thinking to concrete situations.
- Quantitative understanding, based on an ability to comprehend and perform basic mathematical operations and apply quantitative principles to practical problems.
- Language at an intermediate level, sufficient to allow study and travel abroad.
- Analytical reasoning, as developed in natural science courses using techniques of observation, record keeping, and evaluation.
- Information literacy, which includes the ability both to utilize new technology for researching facts and materials and to distinguish the relative reliability of information sources and resources.

Building on these basic competencies, Lehman students acquire a range of perspectives on which to base responsible decisions and actions. The general learning categories include:

- Historical, in order to understand the effects of change over time.
- Cultural, which provide comparative bases for evaluating social and personal traditions and actions.
- Social, political, and economic, to give an institutional context for understanding the role of the individual in modern society.
- Individual values, through which personal experiences and decisions acquire an intellectual context.
- Aesthetic, in order to learn approaches to understanding and enjoying the arts and literature.
- Scientific, which provides basic orientation in the methods, potential, and limitations of modern science.

Gen Ed courses comprise a maximum of 56 of the 120 credits required for an undergraduate degree. They consist of both lower division (below 60 credits) and upper division (above 60 credits) requirements. Prior to 2005, entering first-year students completed a one-semester, non-credit seminar, FYI 001. The seminar oriented new students to the College, described degree requirements, and introduced them to the wide variety of support services available on the Lehman campus. In 2005, faculty developed a new three-credit course, LEH 100: The Liberal Arts. This includes material covered in FYI 001 and also addresses the history, development, and nature of the liberal arts, the value of a liberal education, and the role of education in students' lives. LEH 100 specifically aims to develop the essential literacies—academic, reading and writing fluency, informational, and quantitative—that are necessary for students' success in higher education and beyond. The course provides an introduction to, and orientation for, the life of the academy and the traditions and controversies of higher education. LEH 100 was piloted and assessed in the 2005 and 2006 academic years and is now required as one of the FYI block courses.

Lower division Gen Ed requirements include:

- 3-6 credits, English Composition (1-2 courses)
- 3-9 credits, Foreign Language (1-3 courses)
- 8-10 credits, Natural Science (2 of 15 lab courses)
- 0-4 credits, Math (1 of 7 full courses or 3 of 10 mini-courses)
- 21 credits, Distribution Area courses (see Appendix 6.1)
- Area I: Individuals and Society (1 of 8)
- Area II: Socio-Political Structures (1 of 11)
- Area III: Literature (1 of 16)
- Area IV: The Arts (1 of 12)
- Area V: Comparative Culture (1 of 20)
- Area VI: Historical Studies (1 of 12)
- Area VII: Knowledge, Self, and Values (1 of 10)

The Undergraduate Curriculum Committee (UCC) determines the list of courses that meet Distribution Area requirements. The Committee also sets the criteria used by its Gen Ed liaisons to regularly evaluate these courses. The Distribution list is revised and recertified in its entirety every three years.

Upper division Gen Ed requirements consist of two three-credit courses, LEH 300 and LEH 301. These cover variable topics that combine at least three disciplines in the liberal arts and sciences. More than 175 sections of these courses are designed each academic year by the faculty members who teach them. LEH 300 sections can be on any topic in the liberal arts or sciences. LEH 301 is designated as the American Experience and treats the general question of what it means to be American (“American” can be understood nationally or hemispherically). (See www.lehman.cuny.edu/lehman/programs/generaledu/LEH300-301-sections.html.)

In addition to specific courses, students must complete three Writing Intensive (WI) sections before reaching 60 credits and one WI section between 60 credits and graduation. These sections, typically limited to 22-25 students, integrate writing into the learning process and they use many of the teaching practices developed and fostered by the WAC Program. Although there is no formal connection between Writing Intensive sections and WAC, many instructors of WI sections have received WAC training.

The UCC manages Distribution course offerings (number of sections and scheduling), Writing Intensive sections (how many and their design), and offerings of LEH 100, LEH 300, and LEH 301 (the type and number of sections). Implementation is managed by the Associate Provost for Undergraduate Studies and Online Education, who assists the UCC in translating the objectives and goals of Gen Ed into practice. Regular assessment and evaluation of Gen Ed courses and learning is also the responsibility of a member of the teaching faculty supported by the Office of Undergraduate Studies.

The following table shows how learning objectives are addressed in the General Education curriculum:

	Learning Objectives	Required Courses					Distribution Areas							Capstone LEH300/ LEH301
		ENG110-120	WI Sections	Mathematics	Foreign Language	Natural Sciences	I. Society-Individual	II. Socio-Political	III. Literature	IV. Arts	V. Comp. Culture	VI. Historical Studies	VII. Knowledge Self, Values	
Basic Competencies	Effective communication	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
	Critical Thinking	✓	✓			✓								✓
	Quantitative understanding			✓		✓		✓				✓	✓	✓
	Language (foreign)				✓									
	Analytical reasoning			✓	✓	✓	✓	✓			✓	✓	✓	✓
	Information/tech literacy	✓	✓				✓	✓					✓	✓
Perspectives	Historical						✓	✓	✓			✓	✓	✓
	Cultural				✓		✓	✓	✓	✓	✓	✓	✓	✓
	Social-Political-Economic				✓		✓	✓			✓	✓	✓	✓
	Individual values						✓	✓	✓	✓	✓	✓	✓	✓
	Aesthetic	✓							✓	✓	✓	✓	✓	✓
	Scientific			✓		✓						✓	✓	

Gen Ed's Ongoing Development and Revision

The process of increasing student learning through Gen Ed is constant. The curriculum's design, implementation, and assessment are overseen by a committee comprised of faculty members representing each Distribution Area, the Natural Sciences, and the Writing Intensive sections. The General Education Liaisons Committee, as noted above, is charged with reviewing Distribution Area courses and recommending any changes to the UCC.

To develop the learning objectives of Distribution and LEH courses, the UCC sponsored two workshops in 2004. (See summary results at www.lehman.edu/lehman/programs/generaledu/list_distribution_areas_courses.html.)

At these workshops, faculty members:

- Defined overall learning objectives of the Distribution Areas.
- Described mechanisms to ensure the integration of these objectives into specific courses.
- Discussed ways of communicating these objectives and mechanisms to students and other faculty.
- Discussed the assessment of learner outcomes and course objectives.

The Gen Ed Program has continued to sponsor workshops each semester for instructors teaching these courses (including adjuncts, who are compensated for attendance). The workshops address teaching and learning objectives, best teaching practices, and assessment issues. For example, in 2005-2006 the WAC Program participated in workshops that emphasized the integration of writing in teaching and learning. Workshops in 2006-2007 emphasized best practices in cross-disciplinary courses and syllabus creation. In 2007-2008, the Gen Ed Program invited keynote speakers to lead the workshops: Ken Bain on "The Promising Syllabus" and Drew Appleby on "A Three-Part Strategy to Overcome the Blindness of Expertise." The fall 2008 workshop focused on assessing student learning. In spring 2009, Lehman College will host the Fifth Annual CUNY General Education Conference.

Assessment of Gen Ed

CUNY's budget support for Lehman's Gen Ed initiatives requires regular program evaluation. CUE funding is based on the CUNY Campaign for Student Success (CSS), which sets performance standards in undergraduate education for the University and for each of the colleges. The assessment of student success in Gen Ed learning is linked to CUE initiatives, such as WAC, Writing In the Disciplines (WID), and quantitative reasoning. Lehman provides annual evaluations and semi-annual progress reports in response to strategic objectives in such areas as retention, progress toward a degree, graduation rates, the proportion of full-time faculty teaching Gen Ed courses, and "show rates" for the CUNY Proficiency Examination (CPE). As noted previously, the CPE is a performance standard for reading, writing, and quantitative reasoning required for study in the junior year and beyond (see PMR, 2007-2008, cited throughout this document).

Assessment and improvement of the General Education Program take place through a number of activities throughout the College.

Student Awareness of Gen Ed Requirements

Student awareness of Gen Ed requirements is assessed in several ways. At the end of their first semester, students are tested to determine how well they have understood the requirements for graduation. In a 2007 survey of 368 first-semester students, they demonstrated reasonable awareness, averaging just above three correct out of five questions on specific Gen Ed requirements. Additionally, their answers to a survey question about educational and personal growth suggested that Lehman students feel confident with the general skills they acquired at the College (see NSSE survey answers to a, c, e, f, g). According to the Office of the Registrar, the number of students unable to graduate because they misunderstood Gen Ed requirements appears to be very small. The degree-audit function of the online program Degree Works, to be implemented in fall 2009, will provide helpful data for students and advisors regarding progress toward degrees.

Anecdotal evidence shows that LEH 100 has been successful in fulfilling its aims of orienting students to the college experience and to curricular demands. As noted before, the need for a course similar to FYI 001 or LEH 100 for transfer students who enroll before the junior year (with less than 60 credits) or enter for their junior year or later (typically graduates from community colleges) is being explored. An online, certificate-style interactive tutorial method for providing necessary information and developing awareness and understanding is currently under development.

Assessment of General Learning

Measures of general learning offer an opportunity to assess the effectiveness of Lehman's Gen Ed curriculum and identify areas for improvement. The PMR indicated that the percentage of students passing freshman composition and gateway mathematics courses with a C or better was 82.1% in fall 2007, higher than the CUNY senior college average of 81.5%, and third highest of the seven senior colleges. Lehman students' self-assessment also suggests that their courses increasingly emphasize a set of learning activities associated with general learning. For example, their responses to NSSE question No. 2, on mental activities, show an increase in all areas except memorization. The responses also show that Lehman students assess these activities on a comparable level with students at similar institutions. Compared to other master's-degree granting and all NSSE institutions, Lehman seniors gave a lower rating to "applying theories or concepts to practical problems" and "written reports of moderate length." This suggests a need to emphasize these activities in upper-division Gen Ed courses.

External measures of general learning in the liberal arts are available from the results of the Collegiate Learning Assessment (CLA) (Appendix 6.2) and New York State Liberal Arts and Sciences Test (LAST). Data from the CLA indicate that

Lehman students performed at “Well Above Expected” levels in both Performance and Analytic Writing Tasks. Student pass rates on the LAST since 2001-2002 show consistently high performance (98%). Students preparing for careers in teaching make up a significant portion of the student body (approximately 15%), and these results show that the Gen Ed curriculum has been successful in helping them achieve learning goals.

Assessment of Writing Ability

CUNY and Lehman use the CPE examination as a primary internal measure of successful outcomes in general learning. In fall 2007, Lehman’s “Pass Rate” on the CPE was 89.7%, below the 93.4% average for CUNY senior colleges and below the University average of 91%. To improve this rate, Lehman is gathering more data on the performance of its students on the CPE relative to their experiences in the Gen Ed curriculum.

Lehman has begun a formal assessment of its Writing Intensive courses and syllabi. Student writing samples from LEH 100 to LEH 300/301 are being compared to measure progress and ability. Weak performance in sections of LEH 300/301, especially by transfer students, has signaled the need for academic support through the ISSP, and instructors increasingly are making those referrals.

Assessment of Learning in the Content Courses

In fall 2008, each of Lehman’s academic departments submitted a plan to assess one learning objective (see Standard 14). A number of departments chose to assess student learning in one of their Distribution courses. The results will be available in spring 2009. Prior analyses of student academic progress in several gateway courses revealed the need for enhanced basic science and math learning. The College addressed this need with support from a U.S. Department of Education Title V grant for Supplemental Instruction and Technology (SI). The assessment of student learning in the basic sciences began in 2007-2008 with Biology, where the SI project is evaluating methods for increasing student success in “traditionally difficult” introductory courses. The SI program provides review and skills development for students in courses such as Biology and Mathematics (which are part of Gen Ed and required for many majors in the Natural and Social Sciences). In August 2008, SI also provided a day of intensive training for adjunct instructors of Anatomy and Physiology.

A major effort to assess student learning takes place among faculty members, as they define the goals and objectives of the Gen Ed courses they teach. Gen Ed Distribution Area instructors have been meeting regularly since fall 2002 to define the shared objectives in each of their areas and in LEH 300/301. The results of this collaboration are shared on intranet websites (in Blackboard) devoted to each of the

Distribution Areas. Syllabi for the courses in each area are also shown.

The College will participate with Bronx Community College (BCC) and Hostos Community College (HCC) in a joint eportfolio pilot project to develop the use of eportfolios in selected disciplines and for transfer students.

Faculty Development

The College devotes considerable resources to the improvement of teaching and development of faculty effectiveness. Workshops, symposia, roundtables, seminars, and other activities offer opportunities for full-time and part-time faculty to reflect on, evaluate, and improve teaching and learning. These activities are coordinated and supported by the Teaching and Learning Commons, an arm of the Office of Undergraduate Studies. General awareness of assessment and improvement of learning is enhanced by the Office newsletter, “Learning at Lehman.”

The WAC initiative runs the oldest and the most highly developed faculty development program at Lehman. It uses writing to learn techniques and is expanding its emphasis from written literacy to quantitative reasoning skills. WAC has served as a model for subsequent general learning initiatives.

The high level of participation in faculty-development activities may suggest their effectiveness. Attendance at end-of-semester workshops and symposia has increased steadily, with 91 participants in the fall 2007 symposium on “The Promising Syllabus.” The growing number of faculty participating in WAC initiatives is another indicator. Lastly, a recent survey of faculty found that 57% of the participants have taught Gen Ed courses, and large majorities found Gen Ed skills “very important” for their students’ success, namely for:

- Writing and communication (85%)
- Critical thinking (85%)
- Reading comprehension (82%)
- Information literacy (63%)
- Quantitative reasoning (59%)

Despite the overall positive response to the Gen Ed program, fewer than half of the Lehman faculty surveyed described themselves as “widely familiar” or “very familiar” with program requirements (46%), and fewer still (34%) said that knowing these requirements was useful in teaching. Not surprisingly, nearly half (45%) of faculty members surveyed said they never discussed the requirements in class. These results strongly suggest the need to continue faculty development in the area of General Education objectives and goals.

Standard 14: Assessment of Student Learning

Assessments of student learning include indirect (retention and graduation rates, surveys of students and alumni, etc.) and direct (test performance, assignments and portfolios, licensure examinations, internship evaluations, etc.) outcome measures. Several assessments have been discussed earlier in this and other chapters (notably Chapters One and Four).

Institutional Assessments of Student Learning

Indirect Assessment–CUNY Student Experience Survey (SES)



The SES (Appendix 1.6) is administered every two years by CUNY OIRA to a randomly selected group of students from each CUNY college. The most recent administration was in 2008. Generally the SES includes questions about students' percep-

tions of academic quality and student services, reasons why they attend their college, their use of time at college and outside of college, and their use of technology. These data can be used as indirect measures of student learning.

Expectations: In the 2006 report, 65% of students said they were attending Lehman because the College “has programs/ majors that are of interest to me,” and 92% said they either “agree strongly” or “agree” with the statement “My College expects me to write well.” This compares to 96% at CUNY’s senior colleges. Similarly, 85% said they “agree strongly” or “agree” with the statement “My College has high academic standards.” The corresponding figure for CUNY’s senior colleges was 87%.

Time Use: Although Lehman students rank lower than other CUNY senior college students on several measures and assessments, according to the PMR, their responses on the SES to questions about time use illustrate extensive outside commitments. In the 2008 SES, Lehman reported the lowest percentage among CUNY senior colleges of students who spent more than 11 hours per week preparing for class (21%). Not surprisingly, they reported the highest percentages of students providing more than 20 hours a week of care for other people (15%) and of students working more than 35 hours per week (19%).

Use of Technology: The 2008 SES found that 94% of Lehman students reported having a computer at home, the same percentage as in 2006 and the lowest percentage among CUNY senior colleges. Nonetheless, Lehman students reported the highest percentages of using email

“very often” to hand in an assignment (18%) and searching online for a class assignment (37%).

Indirect Assessment–National Survey of Student Engagement (NSSE)

In 2004, Lehman participated in the NSSE (Appendix 1.5), which provides two useful kinds of information. First, it focuses on global assessment of the impact of the College experience as perceived by students. Second, by focusing on the extent to which students report participating in effective educational activities, it indicates indirectly the extent to which there is potential for high-quality learning to take place.

Global Assessment of Educational and Personal Growth: To assess the overall impact of the college experience, the NSSE asks 13 questions about educational and personal growth. Students were asked about the extent to which college had contributed to their knowledge, skills, and personal development in a number of specific areas. The response of Lehman first-year and senior-year students was similar to the national sample. That is, Lehman students reported that college had contributed to developing their skills in writing clearly and effectively, using computing and information technology, voting in local, state, or national elections, and learning effectively on their own.

Both first-year and senior-year students at Lehman differed significantly, however, from the national sample on a number of items, including those in the following table:

NSSE ITEMS	LEHMAN STUDENTS COMPARED TO NATIONAL SAMPLE
Analyzing quantitative problems	Higher impact
Understanding people of other racial and ethnic backgrounds	Higher impact
Contributing to the welfare of your community	Lower impact
Developing a deepened sense of spirituality	Lower impact
Skill at speaking clearly and effectively	Higher impact (first-year students only)
Acquiring a broad general education	Lower impact (seniors only)
Acquiring job or work-related knowledge and skills	Lower impact (seniors only)
Thinking critically and analytically	Lower impact (seniors only)
Working effectively with others	Lower impact (seniors only)
Understanding of yourself	Lower impact (seniors only)
Solving complex real world problems	Lower impact (seniors only)
Developing a personal code of values and ethics	Lower impact (seniors only)

As with the national sample, Lehman seniors reported greater growth than first-year students, although the differences

between them were substantially smaller than those in the national sample. As expected, seniors also reported greater use of higher order thinking than first-year students reported.

Specific Learning and Mental Activities: On three NSSE items concerning academic and intellectual experiences, Lehman students reported more engagement than the national sample. Both first-year students and seniors self-reported significantly lower levels than the national sample of coming to class without completing readings or assignments. Seniors self-reported significantly higher rates of preparing two or more drafts of a paper prior to handing it in and working “harder than you thought you could to meet an instructor’s standards or expectations.” Lehman students were similar to the national sample on three items related to levels of engagement: (1) diverse perspective in class discussions or writing assignments, (2) discussing readings outside of class, and (3) having a serious conversation with students of another race. This result was surprising, given that the national sample of female, African American, and Hispanic students all reported higher levels of engagement.

Indirect Assessment—Graduation and Retention Rates

Lehman’s rates of retention and graduation were presented in Chapter One. Programs and plans to improve those rates were discussed in Chapter Four.

Direct Assessment—CUNY Proficiency Examination (CPE)

As discussed in Chapter Four, the CPE requires students to demonstrate their command of a variety of academic literacy skills, including:

- Reading and interpreting textbooks and material of general interest.
- Organizing and presenting ideas about reading materials and connecting those ideas to other information and concepts.
- Writing clearly and effectively.
- Interpreting and evaluating material presented in charts and graphs.

The CPE consists of two tasks for which three hours are allotted: analytic reading and writing (2 hours) and analyzing and integrating material from text and graphs (1 hour). More detailed information about the CPE is available at the CUNY web site (www1.cuny.edu/academics/oaa/testing/proficiency.html).

The Lehman College website outlines the goals of the CPE (www.lehman.cuny.edu/provost/enrollmentmgmt/testing/cpe.html). The website also provides information to students about the structure of the CPE, as well as the learning goals

that are tested (e.g., critical thinking, understanding and analyzing ideas and information, and writing clearly and logically). Students are given three chances to pass the CPE and must pass it before they are awarded associate or baccalaureate degrees from CUNY. To help students prepare for the CPE, the Instructional Support Services Program (ISSP) offers workshops and tutoring during the fall and spring semesters and in January and July. As noted in Chapter Four, ISSP also invites students who have failed/forfeited the CPE multiple times to intensive January, June, and August workshops. In 2007-2008, 547 students participated in these workshops, and 63% of them subsequently passed the CPE. Online tutorials are available as well.

As noted in Chapter Four, the PMR indicated that the “show rate” (the percentage of students who take the CPE) was 71.2% in 2007, well below the CUNY senior college average of 79.9%, but Lehman’s highest show rate since 2004. The “pass rate” in 2007 was 89.7%, lower than the CUNY senior college average of 93.4%, but relatively stable since 2004, as the senior college average also has been. Data from spring 2007 indicated that students who entered Lehman as first-year students outperformed those who transferred into Lehman (78.3% “pass” versus 67% of transfers from within CUNY and 67.8% transfers from non-CUNY schools). White students also outperformed minorities, especially Latinos. This may partially reflect language barriers since those who indicated they were most comfortable with English performed better on the CPE than those who indicated that they are most comfortable in another language. As a result, Lehman’s lower pass rates on the CPE relative to many of the other CUNY senior colleges may reflect the fact that Lehman is a Hispanic-serving institution and has a sizable proportion of students for whom English is a second or third language.

Direct Assessment—Collegiate Learning Assessment (CLA)

Lehman participated in the CLA (Appendix 6.2) during the 2005-2006 academic year: 199 first-year students and 56 seniors took part in the cross-sectional portion of the study. Lehman also is participating in the longitudinal CLA study that will track performance changes in the first-year cohort as rising juniors and again as seniors. The CLA Institutional Report 2005-2006 indicated that first-year students and seniors performed “at expected” rates on the CLA (given their mean SAT scores) and “at expected” improvement rates (compared to other colleges and universities). The College is currently reviewing the usefulness of the CLA.

Department and Program Assessment of Student Learning

The experiences gleaned from institutional, general education, and certification processes are being used to expand the assessment of student learning into the remaining majors/programs in the liberal arts and sciences.

Assessment of student learning at department/program and course levels historically has been the responsibility of individual departments and faculty. Until recently, it was not coordinated systematically by the College. A survey conducted in fall 2007 showed that Lehman faculty are committed to assessing student learning to improve the instruction and content of their courses: 70% of the respondents reported carrying out an assessment in the past five years aimed at student learning improvement (other than their regular grading practices). The methodologies used by at least one-third of these faculty members were:

- Student evaluations, other than the standard form (65%).
- Reviews of exam results (58%).
- Item analysis of individual exam questions (43%).
- Formal rubrics (42%).

A minority (30%) of these faculty members reported receiving some sort of external support for their assessment efforts.

Faculty used the results of their assessment procedures to improve their teaching and their courses. The vast majority (86%) revised course content and a third (33%) revised course standards. These faculty members also reported:

- Making changes to their advising practices (28%).
- Increasing reviews for students (20%).
- Increasing referrals to student support services (13%).

Faculty members who carried out these assessments seemed genuinely interested in the improvement of student learning. A majority (51%) shared the results of their assessment efforts with colleagues. Many more (80%) said they would be interested in faculty development on assessing student learning beyond grading.

In a similar survey of department chairs conducted at the same time, the chairs reported carrying out formal assessments of student learning by using:

- The results of certification exams (33%).
- Samples of student work (27%).
- Student portfolios (14%).
- Standardized tests (10%).
- Departmental exams for multi-section courses (5%).

The results of formal assessments of student learning were used:

- To revise courses and curriculum (78%).

- For faculty development (78%).
- To make changes in advising procedures (56%).
- To increase student support services (44%).
- To change standards for students (33%).

These responses indicate awareness of the need for regular and systematic assessment of learning at the departmental level.

Indirect and Direct Assessments—General Education

The assessment of Lehman's General Education Program was discussed earlier in this chapter. Faculty-driven assessment processes have been led by the General Education Liaisons Committee and the Undergraduate Curriculum Committee of the Senate and coordinated by the Associate Provost for Undergraduate Studies and Online Education. To summarize these activities to date:

LEH 100: Indirect (survey of students' reactions to the course) and direct (questions addressing course content) measures of student learning were collected in fall 2005 and spring 2006, the first and second semesters in which the course was offered. As a result of those assessments, the course was refined: readings were changed, some were standardized, and assignments were modified. Results are pending for a second round of indirect and direct measures collected at the end of fall 2008.

LEH 300/301: Indirect measures (surveys of students' reactions to the courses) of student learning were collected in fall 2008 and results are pending. Course syllabi are available and are being analyzed during spring 2009 to examine areas of consistency in learning objectives across course sections. Assessments of the LEH 100 and 300/301 courses are being conducted by the Office of the Associate Provost with the assistance of a faculty member and student research assistants. LEH 300/301 faculty met during the fall 2008 General Education Workshop to analyze learning objectives and outcomes.

Writing Intensive Courses: The WI courses coordinator collected syllabi from instructors in fall 2008 to assess the extent to which WI guidelines are reflected. Writing samples were collected in fall 2008 from students in LEH 100 (first year) and in LEH 300/301 (third year) to examine the development of writing skills. Faculty teaching WI courses met for the first time during the fall 2008 General Education Workshop to discuss learning objectives.

Distribution Area Courses: At the 2008 General Education Workshop, faculty teaching courses in Distribution Areas evaluated learning outcomes and examined samples of student work. The reports produced are used by the UCC when the Committee recertifies courses within each area.

Workshop reports from the individual areas are forthcoming.

**Indirect and Direct Assessment–
Academic Departments: Majors/Programs**

Departmental annual reports, self-studies, and external evaluations were described in Chapter One. Some departments have already undertaken assessment projects. For example, departments in the Division of Education, Speech-Language-Hearing Sciences, and the SEEK Program are all conducting student-portfolio projects. A second cohort of three Lehman faculty members is involved in a collaborative ePortfolio project with faculty from CUNY’s LaGuardia Community College. (Three Lehman faculty were in the first cohort as well.)

A key component of the Department of Sociology’s IDA NSF-funded project was a formal assessment of student learning with the identification of fundamental quantitative skills (percentages, measure of central tendency, ability to read tables, etc.). Several versions of a quantitative skills test were developed and voluntarily administered in a wide range of Sociology courses each semester from fall 2004 to spring 2006 (both pre-tests and post-tests were administered in two semesters). Faculty were also surveyed about the kinds of data analysis skills they taught in their classes. The results of the student quantitative skills tests and faculty surveys were linked using multivariate statistical analyses. The findings revealed that students in courses with an IDA component significantly improved their performance on quantitative skills tests. Efforts to engage students in active learning through the use of computers were associated with increased student comfort and greater interest in working with data. In turn, students who were comfortable working with data scored higher on quantitative skills tests.

In addition to the quantitative skills tests, Sociology faculty conducted focus groups and an alumni survey to evaluate the effectiveness of efforts to integrate data analysis into the curriculum. The results showed that students overwhelmingly believed that hands-on classroom learning, analyzing data, and using computers taught them valuable skills useful in their Lehman and post-graduate education and career trajectories. These findings have been used to inform curricular discussions at department meetings and promote the integration of data analysis exercises and the use of computers in Sociology courses. The department has held two dissemination conferences and the project’s findings have been presented at national meetings (e.g., the American Sociological Association). A paper is under review at the journal *Teaching Sociology*.

Coordinated College-wide departmental assessments: Beginning in summer 2008 and continuing through the fall, workshops were conducted for department chairs and representatives on the assessment of student learning. During fall 2008, the departments were asked to identify one important

learning objective from their majors/programs and develop a plan to assess it. For most, this was the first time such a request had been made. Nonetheless, every department completed a plan (Appendix 6.3). The plans differ extensively, as the following table illustrates:

TYPE OF MEASURE	DEPARTMENT	PLAN
Program level Indirect	Latin American and Puerto Rican Studies	Surveying graduates’ success in graduate school and employment placements
Program level Indirect	Art	Master’s students’ self-evaluations
Program level Direct	Biology	Seniors take GRE field examination
Program level Direct	Psychology	Testing key concepts at the end of a required course sequence
Program level Direct	History	Analyzing student work from beginning and ending History majors
Course level Indirect	Political Science	Analyzing assignments for evidence of required competence in critical thinking
Course level Direct	Mathematics	Analyzing results of a common final exam in an introductory course
Course level Direct	Physics	Testing fundamental concepts in the introductory course

To establish an infrastructure to support these departmental assessments, the Provost appointed an Assessment Council, composed entirely of faculty, with the Associate Provost for Undergraduate Studies and Online Education serving as administrative representative. The Council’s objective is to assist departments in conducting and refining their assessment plans. To fulfill its objective, the Council is planning a series of workshops during spring 2009 for chairs and other faculty on assessment issues, including establishing objectives and practical assessment tools. The results of this first round of departmental assessments will be available by the time of the Evaluation Team’s site visit. The College is in the process of hiring an Assessment Coordinator.

Direct Assessment–Professional Programs

Student learning in professional programs is typically measured by pass rates on licensure examinations and evaluations of clinical portfolios. The Division of Education uses a Unit Assessment System (UAS) that enables its programs to collect clinical observation data, student GPAs, specific

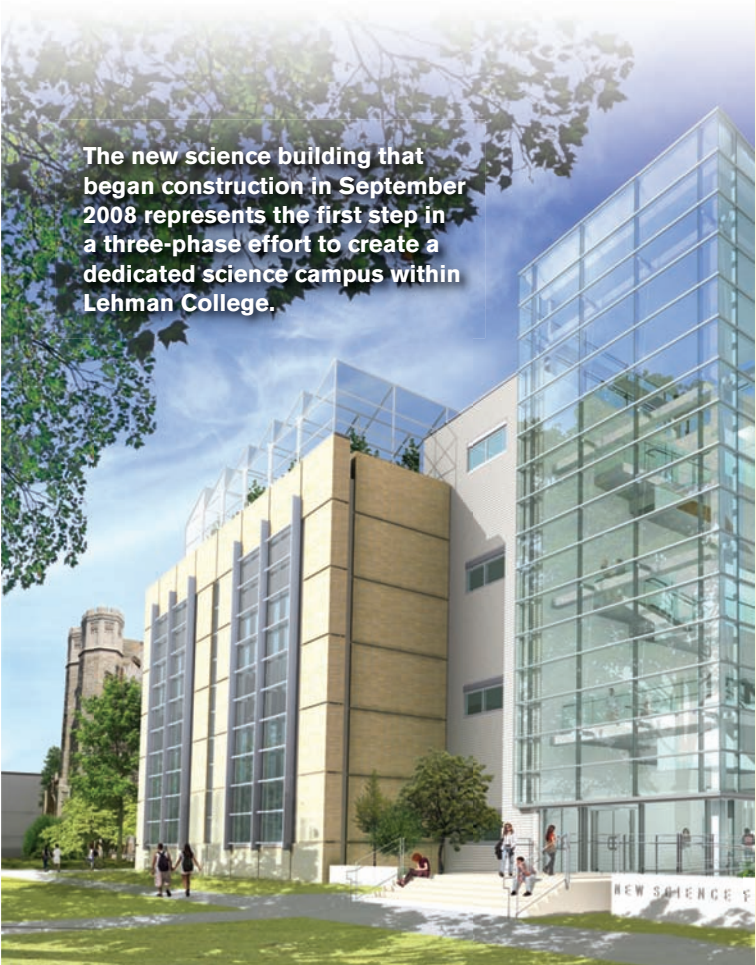
course rubrics and results, and pass rates on certification examinations. Since 2003-2004, Lehman Education students passed the New York State certification examinations (the LAST, ATS-W, and CST) at above or no more than one point lower than the CUNY senior college average. For example, the 2006-2007 data are shown in the following table:

EXAMINATION	LEHMAN	CUNY
LAST	96%	97%
ATS-W	99%	99%
CST	96%	94%

It should be noted that 85 more Lehman students took the LAST examination in 2006-2007 than in 2005-2006 when 99% passed. Similar increases in the number of students taking the examinations were recorded for the ATS-W and CST.

On the Nursing NCLEX exam, Lehman students have improved significantly, from 76% passing in 2004 to 85% passing January-September 2008. The pass rate for the most recent quarter, July-September 2008, was even higher, 87%.

The Speech-Language Pathology Program records student success rates similar to the Education Division on licensure exams, which are examined by the program coordinator and accrediting body.



The new science building that began construction in September 2008 represents the first step in a three-phase effort to create a dedicated science campus within Lehman College.

Strengths

- Surveys of students indicate consistently high levels of satisfaction with their Lehman experience.
- The College responds to student interests and community needs by developing new majors and programs, many of which are recognized by external accrediting organizations for their quality.
- The goals and details of Gen Ed requirements clearly relate to the College's mission and an increasingly large number of faculty and students appreciate their purpose and application.
- The Gen Ed program is strengthened by the leadership of teaching faculty and broad faculty participation.
- Assessment of student learning to evaluate the Gen Ed curriculum continues to improve.
- As a part of the increased emphasis on assessment, the College is improving its abilities to utilize data.
- The Lehman faculty has responded positively to the call for assessing student learning, as evidenced by the 100% completion rate of department/program assessment plans.

Challenges

- The ongoing need to respond to changing demands for new undergraduate and graduate curricula, despite fiscal constraints.
- Refining specific objectives and student learning outcomes in the General Education curriculum.
- Maintaining the College's high percentage of courses taught by full-time faculty.
- Improving student performance on indirect and direct measures of learning such as the SES, NSSE, and CPE.
- College support for a structure to assess student learning and provide resources for faculty to "close the loop."

Action Plans

- Continue to support improvements of teaching and learning in General Education and majors/programs.
- Expand the College's emphasis on the assessment of student learning by implementing recommendations of the Assessment Council.
- Initiate a campus-wide assessment of long-range curricular needs.

Chapter Seven

Standard 13: Related Educational Activities

Lehman College is deeply involved in related educational activities in the areas of basic skills, continuing education, workforce development, certificate programs, collaborations with local high schools, and the use of technology to offer fully online and hybrid courses.

As demonstrated in Lehman's Strategic Plan (2005-2007) (Appendix 1.1), the College is committed to providing its students with additional resources in a wide-ranging effort to satisfy their educational, personal, and professional needs. These resources include programs and activities characterized by content, focus, location, mode of delivery, or sponsorship.

Basic Skills

In the Office of Admissions and Recruitment, students are identified by the CUNY Application Processing Center as either "regularly admitted" or "conditional." Regularly admitted students with acceptable SAT or Regents scores are exempted from CUNY Assessment Tests. Conditionally admitted students must meet minimum CUNY Assessment Test requirements in reading, writing, and mathematics. If they fail to meet any of these requirements, they are invited to participate in workshops before retaking the tests. The success rate of these workshops is better than 90%.

The SEEK program serves students who demonstrate academic promise and economic need, but who do not meet traditional admission requirements. Lehman has the largest SEEK program in CUNY and is committed to providing this opportunity. All SEEK students come to Lehman under-prepared. The success of SEEK is measured by the students' subsequent success on the CUNY skills tests as well as their success in classes. Lehman has the largest number of non-ESL SEEK students of all the CUNY colleges, with 280 entering in fall 2006. According to the PMR, the percentage of these students who passed all basic skills tests within one year was 74.6%, the lowest of the CUNY SEEK programs; however, because this percentage represented a significant drop from the two prior years (87.2% and 81.8%), the reasons for the decline are being investigated. SEEK student retention rates are similar to, and sometimes higher than, Lehman College's general population.

Academic departments use somewhat varying methods for identifying and referring under-prepared students, and there is no comprehensive, uniform policy. For example, in programs such as Business Administration, Accounting, Health Services Administration, Social Work, Speech Pathology, and Nursing, a minimum GPA is required (see Chapter Four), and tutoring from the Academic Center for Excellence (ACE) is available to students who wish to enter these programs and need to raise their GPAs.

Lehman has a Title V grant to develop supplementary instruction (SI) to improve student transition to upper-division courses in science, math, and business. It has been demonstrated nationwide that regular attendance in SI sessions tends to result in improvement by one grade. Faculty and SI leaders also refer students to individual tutoring and other such activities offered primarily through the Instructional Support Services Program (ISSP) based on an individual assessment of a student's needs. Preliminary data on SI show that students who regularly attend SI sections tend to show a lower rate of D and F grades and Withdrawals than students who do not.



Lehman has the largest SEEK program in CUNY and is committed to providing this opportunity.



The Adult Degree Program offered through the Division of Adult and Continuing Education is designed to meet the needs of mature students (25 or older) who have been out of school for at least five years.

Credit-bearing Certificate Programs

The Geographic Information Sciences Certificate (GISc) Program began officially in spring 2001, and its first cohort graduated in January 2003. The program is offered at both undergraduate and graduate levels. During fall 2006 and spring 2007 there were 226 and 232 students, respectively, pursuing certificates. Through an articulation agreement in 2005, the CUNY Graduate Center offers the GISc as an en-route diploma to the Ph.D.

Experiential Learning

Students who have extensive life experience and meet the credit requirement may be able to enroll in the Adult Degree Program (ADP) offered through the Division of Adult and Continuing Education. This bachelor's degree program is designed to meet the needs of mature students (25 or older) who have been out of school for at least five years. ADP students, if eligible, can receive up to 15 credits of life experience. Since fall 2000, about 40 students each year, on average, have been awarded life experience credits.

In keeping with the mandates of the Council for the Advancement of Standards (CAS), Lehman's Career Services Center (CSC) assists students with career and professional development opportunities in today's challenging global market. As discussed in Chapter One, the CSC provides experiential

learning opportunities through internships, externships, community service, and service-learning programs. Lehman students interested in applying for an internship:

- Register with CSC through its online management system.
- Have a resume reviewed and approved by a career counselor.
- Complete an interviewing techniques workshop.
- Schedule an appointment with the Internship Coordinator in the semester before they want to intern.

Post-graduate surveys are emailed to students registered with CSC, through the Center's Career Management System, to assess future plans, interests, job status, and to determine if CSC provided internship assistance. Beginning in fall 2007, CSC participated in a Northeast Internship Study with Intern Bridge, a college relations consulting and research firm, and the Eastern Association of Colleges and Employers. The survey collected responses from students who have and who have not participated in internships regarding their experiences and expectations. Survey results are pending.

Non-Credit Offerings

According to its Strategic Plan, the College is committed to holding a leadership role as an institution serving the educational, professional, cultural, and recreational needs of the Bronx and surrounding region. To meet this goal, non-credit programs and courses are designed and developed by specialists/experts in specific subject areas as needed by a select population, agency, or general demand. The Division of Adult and Continuing Education administers these non-credit programs. Courses and programs in the areas of academic skill development and English as a Second Language, taught by teachers who have both the academic training and experience, provide opportunities for the public, especially recent immigrants, to improve their academic and professional prospects. Programs for young people and courses in the arts, foreign languages, and physical education provide additional opportunity for area residents to access the College's facilities and academic expertise.

The Division offers certificate programs such as Personal Financial Planner, Allied Health, Computer Information Technology (e.g., CISCO Academy), Health Information Management, and Paralegal Studies, as well as programs that prepare participants for certain types of licensure, such as real estate and notary public. These are designed to meet the requirements of such entities as the Certified Financial Planner Board of Standards, Inc., the American Bar Association, and the New York State Department of State, and the programs are submitted to those entities for approval.

The following table lists the non-credit Continuing Education programs and their certifying agencies:

PROGRAM	CERTIFICATION APPROVAL
Certified Nursing Assistant	New York State
Home Health Aide	New York State
Patient Care Technician	National Certification
Cancer Registry Management	National Cancer Registrar's Association
CASAC	N.Y.S. OASAS Provider #AI 0157
Insurance	N.Y.S. Insurance Department
Real Estate License	New York State
Licensed Real Estate Appraiser	N.Y.S. Department of State
Management of Residential Properties	Office of Housing and Urban Development
Teacher Certification Workshops	New York State
Personal Financial Planning	Certified Financial Planner Board of Standards, Inc.
Phlebotomy	National Certification
Electrocardiography	National Certification
Child Care	Child Development Associate Competency Standards for Preschool Children
IRS Enrolled Agent	Internal Revenue Service
Paralegal Studies (with Queens College)	American Bar Association

The PMR indicated that, since 2004, more than 37,000 students have been enrolled in Continuing Education certificate programs and courses at Lehman College. In 2007-2008, Lehman had 8,904 seats filled in adult and continuing education courses, the fourth highest among CUNY senior colleges and slightly lower than in previous years. Most students use the knowledge and skills they gained for professional advancement, professional licensing, and personal enrichment in their new careers. Here are just a few examples:

- Twelve students who completed the Cancer Registry Management Certificate Program went on to pass the national qualifying examination and are now employed as Certified Tumor Registrars at Montefiore Medical Center, the Westchester Medical Center, and the New York VA Medical Center, among other facilities. Two successful students were invited to teach in the program.
- After completing the Child Care Program and earning her CDA credential, one student went on to receive bachelor's and master's degrees and is currently the Infant Toddler Specialist at the Child Care Council of Westchester.
- In the area of professional licensure, among the known career changers is a student who passed the New York State Property/Casualty Insurance Licensing Examination and is now employed in a White Plains, NY insurance agency. Another student is working at an insurance agency that specializes in Broadway productions. The program instructor estimates that 90% of the students pass the State examination.
- Many students in the highly successful English as a Second Language Institute entered with minimal or no knowledge of the language and, after becoming proficient, were admitted directly into bachelor's degree programs, many at Lehman College. One student, in particular, began with limited English skills, made excellent progress, and is currently working toward his Ph.D. in Geography. In addition, he teaches mathematics and courses in his native Spanish in the Continuing Education program. His teaching skills have proven excellent as evidenced by student evaluations. Many students continue to study with him in a second-level Spanish course.

Extensive offerings in children's and teens' programs have their "success stories" as well. In addition to helping children academically, creatively, and socially, "attending college" frequently becomes a goal for the youngsters and a reality for the older children.

An analysis of enrollment and completion/pass data from spring 2002 through fall 2007 indicates that, overall, the non-credit programs appear to be successful. Data indicate that of the 45,501 students enrolled during this period, 88%

completed/passed their program or courses. The following table contains program data from spring 2002 to fall 2007:

PROGRAM	ENROLLMENT	COMPLETED	%COMPLETED
Alcoholism & Substance Abuse	1276	1212	94.98
Allied Health	554	532	96.03
Business & Finance	1668	1403	84.11
Child Care	1286	1225	95.26
Children & Teens	13085	10647	81.37
Computer Information Technology	3322	2819	84.86
Education	20	20	100
English as a Second Language	2484	2051	82.57
GED Equivalency Diploma	1481	1380	93.18
Health Information Management	3086	2866	92.87
Hospitality & Food Service	2	2	100
Legal Secretary	99	92	92.93
Online Programs	23	23	100
Paralegal	1208	1109	91.8
Personal Development	4699	3943	83.91
Professional Development	139	119	85.61
Professional Licensure	1471	1227	83.41
Secretarial Studies & WP	22	15	68.18
Test Preparation	9576	9261	96.71
TOTAL	45501	39946	

Additional Locations

CUNY on the Concourse (COTC), an extension of Lehman's Adult and Continuing Education Division, has served the adult and workforce populations of the Bronx through credit and non-credit programs since 2001. The COTC facility provides programs in Adult Education and Workforce Development. COTC supports the College's mission to serve the Bronx and surrounding region as an economic, workforce development, and cultural center. The following table offers a sample of some program outcomes at COTC for 2006-2007:

PROGRAM	# ENROLLED	% COMPLETED	% PLACED
Disabilities Studies	14	100	100
Youth Studies	15	80	80
MD to RN	28	100	75
Foreign Born Nurses	20	100	70
Home Health Aides	28	93	93
NCLEX Review & Test Preparation	38	100	71
Computerized Income Tax Preparation	104	100	100

Highlights of other activities at COTC that support Lehman's leadership in the community include:

- Free seminars to small business owners and entrepreneurs for the purpose of growing a profitable business and improving economic conditions in the Bronx.
- A Workforce Career Center opened in October 2005 to provide a full range of services to the community. It served 1,500 individuals in 18 months.
- A Community Outreach Partnership Center was established at COTC through a HUD grant to address the following urban concerns: youth and family education, homelessness, cultural competence for recent immigrants, and capacity building of community-based organizations.



CUNY on the Concourse, an extension of Lehman's Adult and Continuing Education Division, has served the adult and workforce populations of the Bronx through credit and non-credit programs since 2001.

Distance/Online Learning

As discussed in Chapters Five and Six, Lehman OnLine (LOL) continues to expand in scope and size. It has grown from the initial single course offered by email in spring 1997 to more than 94 online course sections (53 asynchronous and 41 hybrid) for fall 2007. In the 2006-2007 academic year, 194 sections in 169 different courses were offered online. The PMR showed that Lehman led all of the CUNY senior colleges in percent of FTEs offered partially or totally online in 2006, but in 2007 it led only in FTEs offered totally online and was third in FTEs partially online. The College is continuing to increase its online course offerings. In 2007-2008, for example, the Division of Education's online asynchronous offerings grew by 38%.

Student satisfaction, based on the results of the student evaluation of instruction for all online courses over four terms (spring 2005 through fall 2006), showed that the satisfaction level with online courses was quite high, with more than two-thirds of respondents responding "excellent" to many of the standard evaluation questions. An even greater proportion responded positively to the series of questions designed specifically for online course evaluations. A high percentage of students responded that they are likely to take an online course in the future.

In the 2007 survey of graduate students, 19% reported that they had taken from one to three graduate courses totally online at Lehman, 4% had taken five or more courses online, and 29% had taken at least one hybrid (a third to half online) course. The majority of these students (76%) reported that their overall experience with online courses was positive. Other results included:

- 74% would take more courses online.
- 73% received useful feedback on assignments and answers to questions in a timely manner.
- 66% reported that the courses provided a high degree of interaction with other students.
- 62% found that online courses provided a high degree of interaction with and feedback from the professor.
- 41% indicated that online courses were of the same or greater quality to courses that meet in the traditional classroom.

According to the graduate students surveyed, the main advantages of online courses were that:

- Students can work at their own pace and convenience (87%).
- They avoid scheduling conflicts (79%).

- There were increased opportunities to share viewpoints (47%).
- There was increased interaction among professors and students (36%).
- Students reported increased learning (32%).

The major disadvantages of online courses were:

- The lack of face-to-face interaction with the instructor (76%) and with other students (72%).
- Technical difficulties (48%).
- Not enough response/feedback from course instructors (26%).
- Hard to self-motivate (20%).

For those who had never taken an online course, 65% said they had not had the opportunity, 35% preferred the face-to-face classroom setting, 35% preferred the structure of meeting regularly in class, and 24% were not interested. Of this group, 61% said they would be interested in taking an online course in the future.

Opportunities for professional development for faculty teaching online courses have been provided through Sloan Foundation grants obtained by CUNY and workshops on campus. A 2007 survey of these faculty members found that:

- 81% reported that their online courses provide students with clear, complete, and timely information on course goals and requirements.
- 69% agreed that academic standards for distance learning courses are the same as for courses delivered in the classroom.
- 45% reported that student learning online is comparable to student learning in classroom courses.
- 44% agreed that the College provides them with sufficient support, resources, and ongoing professional development for online course development and instruction.
- 14% felt that the College's procedures for ensuring that a student has adequate technological skill to enroll in an online course are sufficient.

Lehman is exploring the possibility of offering complete degree programs totally online. Several programs have a significant number of courses already available online, making the transition to the full program online a realistic objective.

Affiliations

Lehman College is affiliated with nine New York City Department of Education high schools. The High School of American Studies (HSAS) is located on Lehman's campus and utilizes the facilities of the College. As directed by CUNY Chancellor Matthew Goldstein, the HSAS was established in 2002 as one of three new specialized high schools to be located on specific CUNY campuses in partnership with the then New York City Board of Education (now the Department of Education). A Memorandum of Understanding was entered into by the Board of Education of the City of New York, CUNY, and the New York City School Construction Authority for the payment of operational and service fees to CUNY by the Board of Education (the HSAS uses Lehman's Library, APEX sports facility, cafeteria, classrooms, and security personnel). A separate proposal was submitted to, and approved by, CUNY in 2007-2008 for the funding of specific academic activities.

An Advisory Committee was formed to plan and develop the structure of the school and its integration with the College. The Committee included the Dean of Arts and Humanities, the Vice President for Administration, a professor from the Department of History, a representative from the Department of Education, a representative from the Gilder Lehrman Institute of American History (which also partnered with the HSAS), and the Principal of the HSAS. A major accomplishment has been the successful integration of qualified HSAS juniors and seniors and Lehman College students in selected

college courses. In 2008, HSAS was cited as one of the top 100 high schools by *U.S. News and World Report*, and it received the Manhattan Media Blackboard Award as Outstanding High School.

In addition, eight small New Visions 21st Century Schools are connected with the College through lead partner status or other status. Together, the College and these eight schools make up the Affiliated School Network.

International Programs

International experiences available to students range from the traditional Study Abroad semester to short-term programs, internships, service learning, and community-based experiences. From fall 2003 through winter 2007, there were 86 students abroad in different programs. For example, 32 participated in the London Theater program, and 13 went to France through the Paris/CUNY exchange program. The College's dual-degree exchange program with Sungshin Women's University in South Korea began in 2007.

Students have reported that on interviews with prospective employers, Study Abroad made them stand out from others with similar, yet purely classroom, academic experiences. Employers have reported that students who come prepared with Study Abroad experience distinguish themselves from others in their willingness to leave their "comfort zone" and work with diverse groups.



In 2008, the High School of American Studies at Lehman College was cited by *U.S. News and World Report* as one of the top 100 high schools in the nation.

Strengths

- The College, consistent with its mission, effectively provides educational activities that serve both the student population and the community through certificate programs, continuing education, and affiliations with New York City high schools.
- Lehman leads CUNY in the size of its SEEK Program, supplemental instruction, and online coursework.
- The Career Services Office demonstrates successful integration of academic and experiential learning.
- Lehman has been improving its management of online courses and its tracking of student satisfaction and student success.
- The College leads CUNY in online course offerings and has become more focused in its support of online learning, including the creation of an Office for Online Learning.

Challenges

- The pattern of grades for online courses, when compared to grades for all undergraduate courses, indicates a higher percentage of A grades in online courses and a lower percentage of B and C grades, but also a higher percentage of students who do not succeed in online courses (D grades, Incompletes, and Withdrawals).
- All indications point to an increasing demand for distance learning, which requires continual upgrading of the IT infrastructure, support for faculty and students, and administrative resources.
- Resources are needed to staff and fund the new Office of Online Education to interface with the existing academic structure.

Action Plans

- Develop specific objectives for online programs and courses, and an effective procedure for student evaluation of online instruction.
- Provide resources for student preparation for the use of technology.
- Further research is needed to determine reasons for the different outcomes for students in online courses as compared with traditional courses, with the objective of identifying structures and support services that will enable a higher success rate for these students.



Concluding Recommendations

This self-study demonstrates how Lehman College addresses the standards of MSCHE. The College is strong in its faculty, comprehensive and diverse in its programs, and efficient and effective in its procedures and governance structure. Although part of a larger university system, the College has a sufficient level of autonomy in establishing its objectives and curriculum. Nonetheless, several categories of recommendations emerged from this self-study process:

Assessment of student learning and institutional effectiveness:

- Hire a full-time Assessment Coordinator to link the College's various assessment activities and provide assistance to the Assessment Council.
- Continue to conduct surveys of students, alumni, and faculty for expanded feedback and data.
- Monitor the impact of the new admissions standards.
- Continue to identify and address issues that cause students to "stop out" or transfer from Lehman.
- Assess the effectiveness of the new bell schedule.
- Further develop student learning objectives and assessments of those objectives at all levels: General Education, majors/programs, and institutional.
- Develop specific objectives for online and hybrid courses and appropriate assessment procedures.
- Examine and implement the recommendations of the Task Force on Advising.
- Evaluate and implement recommendations of the Assessment Council.
- Assess long-range curricular needs and develop plans to meet them.

Resource management:

- Continue implementation of the College Facility Master Plan, including the securing of funding for Phase 2 of the Science Building.
- Centralize policies and procedures on the College website.
- Provide upgraded and additional resources for student and faculty use of technology.

Faculty:

- Develop a Strategic Plan to address replacement of retiring faculty, staffing new programs and developing curricula.
- Evaluate and implement the recommendations of the Working Group on Teaching Excellence.
- Provide ongoing program support and mentoring activities that assist faculty in improving teaching methods and in achieving tenure and promotion.
- Revise the form used for student evaluation of instruction.

Glossary

ACE	Academic Center for Excellence – part of ISSP offering tutoring services	CUNY FIRST	CUNY Fully Integrated Resources and Services Tool: An integrated effort to create and streamline common business practices across the University to increase efficiency and productivity, ultimately ensuring the success of students
ADP	Adult Degree Program – gives returning adult students the support and academic encouragement to help them finish their baccalaureate degrees	CUNYOIRA	CUNY Office of Institutional Research and Assessment
APEX	College athletic facility	ECP	Executive Compensation Plan – compensation package for CUNY senior administrators, including Deans, Vice-Presidents, Provosts, and Presidents
ASHA	American Speech and Hearing Association	FAO	Financial Aid Office
ATS-W	New York State Assessment of Teaching Skills – Written	FERPA	Family Educational Rights and Privacy Act
BCC	Bronx Community College, CUNY – one of Lehman’s main feeder colleges	FY	Fiscal Year
CAA	College Admissions Average	FYI	Freshman Year Initiative – a first-year program that places students into learning communities during their first semester at Lehman
CASA	Student Government, Campus Association for Student Activities	HCC	Hostos Community College, CUNY – one of Lehman’s main feeder colleges
CCE	Certificate of Continuous Employment – a tenure-like status applied to non-professorial instructional staff	HEO	Higher Education Officer – an administrative staff title within CUNY
CIRP	Cooperative Institutional Research Program	IRB	Institutional Review Board – responsible for seeing that the rights of research participants are protected
CLA	Collegiate Learning Assessment	ISSP	Instructional Support Services Program of Lehman College
COTC	CUNY on the Concourse – an extension of Lehman’s Adult and Continuing Education Division	IT	Information Technology
CPE	CUNY Proficiency Examination – a CUNY exam that students must pass by the time they earn 60 credits	ITR	Information Technology Resources Department
CSC	Career Services Center	L-OIRPA	Lehman College Office of Institutional Research, Planning, and Assessment
CSRDE	College Student Retention Data Exchange, a national project	LAST	Liberal Arts and Sciences Test, a New York State Certification Examination for teachers
CST	New York State Content Specialty Test		
CUE	Coordinated Undergraduate Education – a linking of CUNY undergraduate initiatives		
CUNY	City University of New York		

LOL	Lehman OnLine – a support program for online education	SIMS	Student Information Management System – current electronic student transcript and records system
LRAP	Long-Range Academic Plan – a student’s plan for meeting their degree requirements	SRDS	Student Retention and Development System – a computerized system for tracking student’s progress
LUTE	Lehman Urban Teacher Education	TAP	New York State Tuition Assistance Program
MBRS	Minority Biomedical Research Support – a National Institutes of Health funded research support program	TIPPS	Transfer Information & Program Planning System – a CUNY tool for equating courses across campuses
M-RISP	Minority Research Infrastructure Support Program – a National Institutes of Mental Health funded research support program	TOC	Technology Oversight Committee – responsible for overseeing the IT infrastructure of the campus
MSCHE	Middle States Commission on Higher Education	UCC	Undergraduate Curriculum Committee of the College Senate
NCATE	National Council on Accreditation of Teacher Education	WAC	Writing Across the Curriculum
NCLEX	Licensing examination in Nursing	WI	Writing Intensive course sections – a requirement of Lehman’s General Education curriculum
NSSE	National Survey on Student Engagement		
OTPS	Other Than Personnel Services budget category		
P&B	Personnel and Budget Committees – committees whose chief responsibilities are tenure and promotion recommendations		
PMP	Performance Management Process – CUNY’s process of establishing objectives and assessments		
PMR	Performance Management Report – outcome report of the PMP		
PSC-CUNY	Professional Staff Congress of CUNY – the faculty union		
SED	New York State Education Department		
SEEK	Search for Education, Elevation, and Knowledge – a CUNY-wide support program for students who demonstrate academic promise and economic need but do not meet traditional admission requirements.		
SES	CUNY Student Experience Survey		
SEVIS	Student and Exchange Visitor Information System – assists international students with Department of Homeland Security and State Department issues		
SI	Supplemental Instruction – a Title V-funded pilot program		

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Acknowledgements

This self-study in anticipation of the Lehman College decennial evaluation for its reaccreditation by the Middle States Commission on Higher Education began over two years ago, when Lehman's President, Ricardo R. Fernández, brought together numerous faculty, staff, and students to develop the framework for reviewing and reporting on Lehman's progress since its last decennial evaluation. This Self-Study Report is the product of many hours of research and writing and has involved the entire Lehman College community. I would like to express appreciation to all of you who contributed to this process—the Lehman College faculty, staff, administrators, and students—for your hard work, your suggestions, and your efforts throughout to revise and refine draft after draft. This Self-Study Report truly is the product of the entire Lehman College community. In addition, a number of individuals deserve special acknowledgement for the key roles they played during the self-study process, the preparation of this Self-Study Report, and in preparation for the visit of the Middle States Evaluation Team.

Our deepest appreciation goes to the Co-Chairs of the Self-Study Steering Committee, two senior members of Lehman's faculty, Dr. Robin Kunstler (Health Sciences) and Dr. Vincent Prohaska (Psychology), who accepted President Fernández's invitation to serve as Co-Chairs of the Self-Study Steering Committee without hesitation. The leadership provided by Professors Kunstler and Prohaska has been tremendous and unflagging, and they deserve our collective appreciation for guiding Lehman through this process and positioning us for the visit of the Middle States Evaluation Team this coming March.

Professors Kunstler and Prohaska immediately assembled an outstanding Steering Committee comprised of the co-chairs of each of the seven Working Groups, whose members are noted in the Self-Study Report. Each Working Group was chaired by both a member of the Lehman faculty and a member of the Lehman administration. These colleagues and all members of the Working Groups who provided information, reports, comments, and services to this process deserve special note for their commitment and diligence during these past two years. Thank you all.

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The Self-Study Report that has emerged from this process not only assesses what Lehman has accomplished over the past ten years but also prepares us to look forward to the next ten years and consider our future direction. Our accomplishments are many, and our goals are high. I am confident that with the sense of community and dedication demonstrated by so many members of the Lehman College community throughout this self-study process, Lehman College will continue on its path as an important senior college in the City University of New York system serving the Bronx and the surrounding region.

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