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April 7, 2009

Dr. Ricardo R. Fernández
President
CUNY- Herbert H. Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

Dear President Fernández:

Enclosed please find the **final** version of the Team's **Report to the Faculty, Administration, Trustees, and Students of Herbert H. Lehman College**. I have seriously considered all suggested corrections to errors of fact and I am happy to share with you that all revisions have been included. As you know, Lehman College will have the opportunity to submit a written response to the Team's report before the Commission acts.

On behalf of the Middle State Commission and the members of the Evaluation Team I thank you and the Lehman faculty, staff, and students for the hospitality extended to us during our visit. I particularly appreciated the personal time you extended to me.

I wish Herbert H. Lehman College every success.

Sincerely,

A handwritten signature in black ink that reads "Carlos Hernández". The signature is fluid and cursive, with a long, sweeping tail on the 'y'.

Carlos Hernández, Ph.D.
President
Chair MSCHE Evaluation Team

Attachment

C: Dr. Luis Pedraja, MSCHE Vice President

Report to the
Faculty, Administration, Trustees, Students

of

CUNY - Herbert H. Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

By

An Evaluation Team Representing the
Middle States Commission on Higher Education

Prepared after study of the institution's Self-Study Report
and
a visit to the campus on March 8 -11, 2009

This report represents the view of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Herbert H. Lehman College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.

The Members of the Team

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AT THE TIME OF THE VISIT

Herbert H. Lehman College President:
Dr. Ricardo Fernández

Herbert H. Lehman College Chief Academic Officer:
Dr. Mary A. Papazian
Provost and Senior Vice President for Academic Affairs

Chair of the Board of Trustees – Central Office:
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Chapter One

This chapter covers the following Standards:

Standard 1 - Mission and Goals

Standard 7 - Institutional Assessment

Standard 1 - The institution meets the Standard

Summary of evidence and findings

In 2006, the President of Lehman charged a committee of senior administrators with “assessing the mission’s statement relevancy” in order to align the 2005-08 College’s Strategic Plan with the CUNY central planning processes and to effectively respond to the challenges created by alternative sources of funding and shifting market demands.

The revised mission statement was shared with “a core group of faculty, staff, administrators, students and friends of the College” for input and comments. It was later presented to the broader campus community during a year-long process that concluded in May 2007, with the approval of the College Senate.

The Lehman College mission is clearly defined, has significant focus, and demonstrates the College’s commitment to the CUNY mission and its particular translation into service to the residents of the Bronx.

The College is to be commended for its commitment to students. From our interviews it became abundantly clear that administration, faculty, and staff are deeply committed to the Lehman tradition of educating urban, first generation, non-traditional college students. It was refreshing to hear each student we spoke to answer “yes” in response to the question: If you could do it all over again, would you still enroll at Lehman. It is obvious that all goals stem from this important mission.

Equally impressive are the numerous programs, services, and activities that link the College to the broader community. Linkages with K-12, the College’s own High School of American Studies, theatre programs, articulation with Bronx Community College, and others serve as a model of the 21st Century “town-gown relationships.”

In its updated/revised version, the mission statement clearly presents Lehman College as an institution that embraces diversity and is committed to the full development of its students and to the betterment of its surrounding community.

There is strength in the knowledge that awareness of the mission is pervasive and to the degree that awareness means acceptance, the College is doing quite well. There is also a realization on the team’s part that having this mission as the foundation for planning is crucial and will hold the institution well into the future.

Significant accomplishment/progress

- New mission statement approved in 2007 to align with goals on Strategic Plan 2005-2008.

Standard 7 - The institution meets the Standard

Summary of evidence and findings

According to the Self-Study Report, during the past decade Lehman College has moved toward a “culture of assessment,” spurred by CUNY initiative to promote progress and accountability, particularly CUNY’s “Performance Management Process” as the primary evaluation tool.

Institutional assessment at Lehman works in tandem with CUNY’s submission to New York State Department of Education of a Master Plan to be reviewed and approved by New York State Board of Regents. All colleges contribute goals and standards. CUNY selects its annual objectives and measurable standards based on the Master Plan goals and these then become CUNY’s performance goals and targets. Within this framework, the colleges identify their own annual performance goals and the methods to assess the outcomes. CUNY’s Master Plan Process encourages compliance with institutional assessment standards. Administrators at several levels are responsible for monitoring the process and reporting results. There is evidence that conformance with the four steps of the planning and assessment cycle as set forth in Standard 7 are being followed, but not throughout the entire cycle.

Based on a careful review of the Self-Study, other relevant documents, and interviews with faculty, staff, and students, the team concluded that it is not clear how specific goals are achieved and how the assessment results are used to implement improvements.

The related topic of assessment of student learning outcomes, essential as it is to the assessment of institutional effectiveness, will be addressed in Chapter 6, under Standard 14.

Suggestion

- Institutional assessment should be coordinated, if not integrated, with the College’s efforts to plan, design, and implement a student learning outcomes assessment program. This effort, in turn, should be coordinated with the development of the new strategic plan presently underway. The Team believes this approach will fully achieve the results contemplated by the accreditation Standards, 2, 3, 7 and 14.

Chapter Two

This chapter covers the following Standards:

Standard 2 - Planning, Resource Allocation, and Institutional Renewal
Standard 3 - Institutional Resources

Standard 2 -The institution meets the Standard

Summary of evidence and findings

Two College committees address budgetary and long-term planning issues, namely, the Senate Committee on the Budget and Long-Range Planning and the College Personnel and Budget Committee on Budget and Long-Range Planning. Both have come together since 2001 under the umbrella of the Joint Committee on the Budget.

The importance of planning and resource allocation to the institution's future is well understood and embraced by the faculty and staff at Lehman. Planning activities appear to include all appropriate constituencies with all parties expressing satisfaction with the many opportunities that are offered to participate individually, through their department chairs and deans, and on committees.

The entire budgeting cycle is comprehensive and originates and is intertwined with CUNY's budgeting process. The State of New York allocates the funds to CUNY, which then allocates funds to Lehman College and other units within the system. Lehman's share of tax-levy funds is determined in advance, based on the College's and CUNY's expected enrollment and generation of tuition and revenues. FYs 2004-2008 budgets increased at an average rate of 5.5% per year, which is a significant improvement over prior years.

Recently, according to the September 3, 2008 issue of *Financial Disclosure*, the budget bulletin from the CUNY Office of Budget and Finance, budget cuts of 1.5 per cent (\$18.6 million) to FY 2009, were initiated across the system, but were spread between a reserve fund (\$13.9 million) and a centrally held fund (\$2.7 million).

CUNY has established a number of financing initiatives that give the member colleges significant flexibility to individually appropriate funds through the CUNY Compact and "revenue over collections" generated in the current year. Even though the third year (FY 2009) of the Compact has been delayed until 2010, colleges may still choose to avail themselves of Compact funds based on previous years' appropriations for FY 2007 and FY 2008. In short, Lehman College has some flexibility, despite the deteriorating national and local economic environment.

Nonetheless, because the College receives almost 63% of its funds from the State of New York and almost 2% from the City of New York, there is a substantial risk that there could be significant budget cuts from the state in the near future. The President asserts that the College is ready for future cut backs. One aspect of CUNY's plan is a tuition increase of \$600 (15%), for a total of \$4,600 per student, per year, which is the first such increase in 5 years.

There is also currently in place a private capital campaign to raise \$40 million which, if successful, will provide a significant source of new funds for the College to support scholarships and other discretionary programs.

There is a strategic long range planning process in place. The immediate plan for 2005-2008 is being replaced with a ten year plan for the period 2009-2018. As previously stated, the President assembled the "College's Strategic Planning Council," which began meeting regularly in September 2008 and is expected to issue a preliminary report at the end of the current semester (Spring 09). A major focus of the Plan will be to develop a strategy to replace a large portion of the faculty that will be retiring in the near future. The President concurrently issued a comprehensive report in December 2008 in which he asserts that the 2005-2008 plan "steered the College in the right direction."

The Financial Statements of CUNY are audited by KPMG annually and the Auxiliary Enterprises which the College has formed and which are incorporated under the laws of the State of New York, are also audited annually.

Overall, planning and resource allocation appear to be fiscally prudent and conservative, based on realistic assessments of income and expenses. The budget is the financial expression of the campus' priorities and it seems to attempt to meet the challenges of a dramatically changing environment. Some recent appointments, such as the creation of the Office of the Vice President for Information Technology in 2006 and the appointment of the Associate Provost and Assistant Vice President for Undergraduate Studies and On-line Education, are intended to improve services, insure the institution remains on the cutting edge of recent instructional developments, and improve and expand the scope of academic offerings.

Suggestions

- The College should consider a long range/strategic planning process that includes a shorter element as well, for instance three-four years, of which, the *first year* is the immediate *budget year* so that there is a current as well as a long range component within the longer ten-year horizon.
- In addition, there should be a direct and continuous input from the assessment of student learning and institutional effectiveness into the planning budgeting cycle to reflect needed resources to "continuously improve the plan" with respect to student learning outcomes and institutional assessment as integral parts of the planning and resource allocation process.

Standard 3 -The institution meets the Standard

Summary of evidence and findings

It was already mentioned that there is an ongoing strategic planning process at the College and that a new \$40 million capital campaign is being launched to focus on and prioritize required resources, as well as to provide some discretionary funds to finance students and programs with monies otherwise not available. This section of Chapter 2 will concentrate on institutional support resources that significantly contribute to the success of the institutional mission.

The physical plant is generally in good shape. It includes an imposing and modern concert hall, theaters, an impressive library facility, an art gallery, and a well-maintained athletic facility with an Olympic-size pool. The older buildings are kept well and appear clean. There have been some exciting new additions to the existing plant, namely, a state-of-the-art multimedia center with sound/ recording stages, and other technical devices. On the horizon is a multi-purpose and state-of-the-art science center which was designed to be an “environmentally green” building. The ground breaking for the new science building was September 24, 2008. Campus buildings are surrounded by parking facilities.

CUNY publishes annually a five-year capital plan request (FY 2009–FY 2013) for \$5.24 billion which originates from the colleges’ approved master plans and is submitted to the State of New York for approval and funding. Included in the capital request is a critical maintenance initiative as well as the CUNY FIRST initiative to provide CUNY units with integrated administrative data services.

Lehman College’s component includes the aforementioned Science Center to be completed in 2 phases, by FY 2012. The 5-year plan includes \$210 million for the new Science facility; about \$78 million for Central Plant Utilities upgrade, and “swing space” for the Science facility in the amount of approximate \$4 million, for a 5-year total of just under \$300 million, which is one of the larger budgets among the CUNY colleges.

There is abundant evidence of mindful planning and execution of a comprehensive facilities plan, including careful monitoring of the projects and continuing review and reporting to CUNY of deferred critical maintenance which is currently under \$16 million.

Significant accomplishment/progress

- The College should be commended for the design of its new Science Building, which is a candidate for the LEED Gold Award of the U.S. Green Building Council, as well as for CUNY’s approval of its \$210 million Science facility, clearly indicating that Lehman College has a top-grade facilities team.

Chapter Three

This chapter covers the following Standards:

Standard 4 - Leadership and Governance

Standard 5 - Administration

Standard 6 - Integrity

Standard 4 - The institution meets the Standard

Summary of evidence and findings

The approach of the College to link shared governance, administration, and integrity is a clear indication of the College's commitment to integrate all constituencies in institutional change and assessment. The Self-Study report describes a climate of shared governance in which faculty, administrators, staff, and students actively participate in decision and policy making.

Transparency and accountability are demonstrated by the two-way hierarchical relationship among the CUNY Board of Trustees, the College President, the College Cabinet, and the College Senate. It appears that there is a balance between the overall goals of the CUNY system and the particular goals and objectives of Lehman College.

Ultimate authority for Lehman College rests with the Board of Trustees of CUNY. This Board is a policy-driven body that has provided open access to policies, minutes, and decision making processes. The Board of Trustees assists in generating resources needed to sustain and improve the institutions under the umbrella system. The CUNY Board of Trustees is chaired by an appointee of the Governor, has student and faculty representation, and has an established set of suitable conflict of interest policies to ensure impartiality.

At the institutional level, the primary source for faculty and student participation into the governance process is through the Lehman College Senate. The structure of the Lehman College Senate and its operating procedures and guidelines are well-established. It is evident that a concerted effort is being made to include faculty, students, and administrators in the formal actions of the College Senate. The Open Meetings Law applies to the Lehman College and the Senates of all the CUNY schools. To this end, the institution has taken appropriate measures to train and educate all of the senators about the importance of regularly attending and participating in Senate meetings. A concerted effort is made to emphasize the importance of the role that the

College Senate plays in the life of the institution and has ensured that full meetings and committee meetings are publicized. Lehman College has not failed to meet the requirements for a quorum since this ruling.

Significant accomplishment/progress

Commendation

- The Team commends the institution for the total community participation, and especially the students, in the shared governance of Lehman College.

Standard 5 - The institution meets the Standard

Summary of evidence and findings

A review of the curriculum vitae of the administrative leaders and personal discussions with them indicated that they have the appropriate skills, academic backgrounds, and professional training to carry out their respective duties. There are clear lines of organization and authority as demonstrated by the organizational chart and discussions with the campus community.

The Performance Management Plan (PMP), organized from the CUNY Central Office is used to evaluate the effectiveness of the administrative team and to help refine the annual performance goals by which they are evaluated. Each year, the institution provides an annual report that is used by the CUNY Central Office to assess the administration with respect to meeting their annual goals. These annual reports also help to inform the goals and objectives for the successive year.

The administrative structure of the institution is flexible enough to allow for meaningful adjustment of positions and reporting lines in order to facilitate the fulfillment of the mission and the achievement of strategic goals.

The Team noted that there has been some recent turnover in senior administrative positions in the Division of Academic Affairs. For example, the Provost and three dean positions had experienced turnover within the past two years. Discussions with faculty and members of the College Senate indicate that these vacancies were the result of positive career moves or retirement and those interviewed indicated that the level of opportunity to provide input into new campus hires was appropriate.

Instructional staff hiring is guided by the collective bargaining agreement between the University (CUNY) and the Professional Staff Congress (PSC-CUNY). Members of the staff are evaluated periodically by their supervisors and encouraged and supported to pursue professional growth.

Standard 6 - The institution meets the Standard

Summary of evidence and findings

The College has established the policy and practices of open access. The majority of integrity issues are resolved without requiring formal action, indicating a commitment to diversity, equity, transparency, and fairness. Faculty complaints fall into two categories: informal complaints and formal grievances. The college has a record of few complaints

and high resolution of grievances cases. Some faculty members have expressed concern over how the criteria for tenure and promotion are applied across different disciplines. In response to such concerns, the College encourages the P&B committee to consider outside peer evaluators on the scholarly merit of faculty work.

The importance of academic freedom is conveyed to the college community via governance documents and the college website. Institutional respect for academic freedom is confirmed by the 2007 faculty survey, the existence of an ombudsman, and the existence of a Committee on Academic Freedom. The College is planning a workshop to clarify the range of issues that fall within academic freedom.

The College provides clear policies and procedures for student evaluation, discipline, and grievances, which can be found in the Undergraduate and Graduate Bulletin and the Student Handbook. Additional information is available in the Academic Advisement and Information Center and the Office of Student Affairs. The number of student complaints is small, and the specifics have been addressed. The College makes strong efforts to schedule courses to allow students to progress and graduate in a timely manner. The percentage (64%) of students' satisfaction with course availability is the highest among CUNY senior colleges. To improve the rate, the College implemented a new schedule in Spring 2009.

Lehman College prides itself on matters of academic integrity. Based on the recommendation of the Senate Committee on Academic Freedom, the College has recently subscribed to Turnitin.com., an on-line search engine to detect plagiarism and motivate students to maintain standards of honesty and professionalism. Informal reporting suggests that this has resulted in fewer incidents of plagiarism.

As a public institution and a member of the CUNY system, all Lehman employees are subject to the same code of ethics as all public employees in the state of NY.

Significant accomplishments/progress

- The College has recently subscribed to Turnitin.com
- New bell schedule implemented in 2009

Suggestion

- Assess the impact of the new bell schedule to improve classroom space utilization.

Chapter Four

This chapter covers the following Standards:

Standard 8 - Student Admissions and Retention

Standard 9 - Student Supports Services

Standard 8 - The institution meets the Standard

Standard 9 - The institution meets the Standard

Summary of evidence and findings

As one of the senior colleges in the City University of New York system, Lehman College serves a dual purpose of educating undergraduate first-time and transfer students, as well as a significant number of graduate students. Simultaneously, the College seeks to offer access for its high-quality programs to a diverse population of traditionally underserved students.

The admission and recruitment efforts of this public college should be commended. Total first-time freshman enrollment has increased by an impressive 15.8% over the past five years, while transfer students have increased by 8.1% over the same period. This has allowed total first-time and transfer undergraduate enrollment to increase 11.0% since 2004.

Even considering demographic increases in high school graduates during the past decade, this new student enrollment growth is a credit to the Admissions Office and the University as a whole. Even more impressive, new graduate student enrollment has risen by 120.3% in five years.

In regard to credits attempted, total graduate FTE has risen by 11.4%, which is nearly identical to graduate enrollment. Undergraduate FTE increased 18.3% over the same five-year period (as compared to an 11.0% enrollment increase), indicating a positive trend of undergraduates attempting more credits per academic year than during the previous year.

The lone concern in admissions data relates to SAT scores, as the mean score has slipped from a high of 930 in fall 2004 to the current 2008 median of 900. In fact, SAT scores have dipped at Lehman in three of the past four years. It will be important to correlate student retention and eventual graduation rates with entering academic preparedness in regard to high school courses taken and specifically to college preparatory GPA, as well as SAT scores. However, it should be noted that Lehman College has done an excellent job at identifying, recruiting, yielding, and enrolling new students in all critical categories.

In an effort to cast a wider net for prospects, Lehman College has expanded recruitment efforts to include the other four boroughs of New York City, as well as the northern suburban counties of Westchester, Rockland, Orange, and Putnam, where many transplanted City residents now reside.

Student retention and graduation at Lehman College have been inconsistent, and downward trends over the past few years are especially problematic. It should be noted that this report is not reflecting upon the lower than average retention rates of Lehman as they relate to the six other senior institutions in the system, but rather the downward spiral of retention rates as a percentage of incoming first-time students over time at Lehman. On a very positive note, the 2005 cohort seems to be outperforming cohorts both before and after this group. In general, however, first-to second-year retention had improved from fall 2002 through fall 2005, but the two most recent cohorts have dropped off significantly.

These patterns are consistent with both “regularly” admitted students and SEEK students, though greater concern exists because there are sharper declines in SEEK first-and second-year retention rates. Finally, transfer students have also demonstrated a significant fluctuation in retention for a number of years, with a strong 75.4% first-year persistence in 2002, a significant decline in 2003, an impressive increase in 2004, and fairly stable rates from 2005-2007. Discussions with students, faculty, staff and administrators, all led to the same conclusion that mentoring first-time, full-time students, and forming a connection with underserved students has been an effective, yet underutilized tact to increase student identification with the College.

In regard to graduation, after two years of decline, four-year graduation modestly rebounded in 2004 for all first-time, full-time freshmen. However, five-year rates have been on a two-year decline, while six-year graduation has moderated at around 33%. Impressively, “regularly” admitted student graduation for fall 2002-2004 cohorts have shown significant improvement over these past three years, capping at a high of 17.8% for the 2004 cohort. Given decreases in retention, this is a positive sign for Lehman College.

The major concern in this portion of our findings is with the SEEK program, where, with the exception of the outlying 2005 cohort, retention has declined at a significant rate (75.1% in 2005 to 66.7% for the 2007 cohort). Likely, this may lead to poor future retention, but of utmost importance for this program, consistently low graduation rates may continue. Five-year SEEK graduation rates have dipped dramatically over the past three cohorts, though, encouragingly, these graduation rates have stabilized by the sixth year.

Transfer student graduation rates have mirrored the fluctuation witnessed in transfer retention. The most consistency exists in six-year rates, where rates have generally been in the mid to upper 50% range.

While great effort is apparent in the recruitment of new students, the Visiting Team finds a marginal disconnect between the recruitment of students and the College's ability to retain and graduate them at levels that balance the unique College mission and the goals established by CUNY Central. The issue is not the actual percentage of students retained or graduated by the institution in any given year, but the downward trend over the years in retention and graduation rates that exists among first-time, full-time student cohorts.

Student affairs and student services are more than sufficient at Lehman College. Specifically, Lehman should be commended for their Athletics program, especially relating to the multi-purpose, health and wellness APEX building; the Student Health Center with an array of prevention programs; the Community Service and Service Learning components of the curriculum; and counseling services that address both student emotional well-being and issues such as time management and study skills. Additionally, the College's initiative to infuse career services from orientation into first semester and beyond is a positive step toward increasing retention and student connection with the institution.

The Team is also thoroughly impressed with the Center for Urban Male Leadership. It is clear that Lehman is making an exceptional effort to recruit, retain, and graduate historically underrepresented Black and Hispanic Males.

The College should be commended for creating the Lehman Long Range-Academic Plan (LRAP) as part of the Freshman Initiative. The literature shows that consistent and sound academic advice received by students during the earlier part of their academic career, potentially increases persistence rates into the second and third years, and eventually results in increased graduation rates. At the same time, the literature also demonstrates that today's students nationwide are seeking less in the way of traditional academic advisement, due in large part to degree auditing systems, but instead are asking for career and graduate school advice. This said, students at Lehman College are not required to see a major academic advisor until their sophomore or junior year, thus possibly limiting awareness to required courses within various majors. Additionally, there is not a sufficient degree audit/advising program in place that allows students to monitor their progress in courses toward graduation. On a positive note, the 30 credit per year campaign, where students are urged to complete 30 credits per academic year, should be commended.

Lehman College is meeting the needs of its significant population of financial aid recipients. More than 50% of all Lehman undergraduates qualify for government and/or state grants that completely cover the cost of attendance. Furthermore, nearly 80% of all Lehman students receive some type of government grants. The CUNY system utilizes a unique flat-rate tuition approach, covering 12-18 credits at a cost of \$2,000 per semester, but unconventionally, the flat-rate equates to the cost of 12 credits. Therefore, students who register for more than 12 credits and up to 18 credits receive these "extra" credits at no cost. The Financial Aid office should be commended for its student service as it relates to the "FAFSA Lab," and for the "take a ticket" system to service students in high volume months. However, with nearly 500 students per day seeking financial aid

assistance during busy periods, it is important for this office to supply enough staff to meet the high demand.

Recommendation

- Lehman College should take a more comprehensive approach to collecting and analyzing data to understand and respond to the varied causes leading to low retention and graduation rates. The College should increase efforts to ensure stable retention leading to equally stabilized graduation rates.

Suggestions

- Lehman may wish to focus its efforts on the more predictive measure of high school academic performance coupled with high school college preparatory units attained.
- Lehman College should consider adding an advising mentoring component to the First-Year Initiative.
- Lehman College should consider taking a more robust approach to advisement that will ease the registration process for continuing and transfer students and assist them toward degree completion.

Chapter Five

This chapter covers the following Standard:

Standard 10 - Faculty

Standard 10 - The institution meets the Standard

Summary of evidence and findings

The Lehman faculty has grown in recent years paralleling the student population, allowing the College to have the second highest percentage of classes taught by full time faculty within the CUNY senior colleges. There is a good distribution of gender, race, and rank among the faculty, but an area of concern is the aging faculty, especially among full professors.

The College has a clear statement regarding tenure and promotion (uncoupled processes) criteria that seem to be working very well, based on the high rate of tenure candidate's approval. Very recently, the New York State Education Law extended the tenure period from five to seven years. This new timetable, coupled with 24 semester hours of released time during the first 5 years, will improve faculty research, improve tenure success, improve morale (especially in junior faculty,) and improve promotion possibilities. Librarians have faculty rank with 12-month contracts and follow similar tenure and

promotion processes. There is plenty of support for professional development and advancement.

There are also new resources for faculty in the form of start-up funds and student assistants. A new director for the Office of Research and Sponsored Programs has just been hired to provide support to faculty in the area of research. Also, there has been a growing awareness of the value of the scholarship of teaching as part of the faculty portfolio.

The assessment of faculty performance is well established, but the recent growth in on-line delivery calls for a formal mechanism to assess faculty's teaching performance on that delivery mode.

The College has a good mentoring program for faculty, both formal and informal, that is reflected in the success of the faculty to obtain grants, advise students, and get promoted. The faculty has also plenty opportunities for professional development mostly through the Teaching and Learning Commons. Faculty members are involved in many collaborative programs with other CUNY colleges as well as the surrounding community, resulting in publications, grants, and faculty productivity.

The faculty seems to be committed to the integrity of the curriculum.

Although Lehman dependency on adjunct faculty is on the high end (52-53%), the college ranks second among the seven CUNY senior colleges whose classes are taught by full-time faculty. Adjunct faculty qualifications are the same as those for full-time faculty, and recently 9 of the adjunct faculty have been hired in full-time lecturer positions. The teaching effectiveness evaluation of adjunct faculty follows the same procedures in place for untenured full-time faculty. Adjuncts are provided similar opportunities that full-time faculty on development programs offered at Lehman.

Significant accomplishments/progress

- Collaboration with CUNY's Bronx Community College (BCC) on the Title V project
- High faculty participation in the Writing Across the Curriculum program
- Lehman faculty leading in the "faculty inter-visitation" program with Hostos Community College and BCC
- Development of the Undergraduate Program of Studies for Education Students between the Division of Education and the Division of Natural and Social Sciences
- Development of the Interdisciplinary Environmental Science Bachelor of Science
- Creation of the position of Vice President for Information Technology that has helped faculty to integrate technology in classroom and on-line teaching

Suggestions

- Address issue of aging full-time faculty (especially at the professor rank) and devise a plan for replacement
- Mentor new faculty on the tenure clock, and closely monitor the impact of the recent change
- Continue mentoring faculty to meet T&R expectations, and expectations of the weight of Scholarship of Teaching and Scholarship of Research

Chapter Six

This chapter covers the following Standards:

Standard 11 - Educational Offerings
Standard 12 - General Education
Standard 14 - Assessment of Student Learning

Standard 11 - The institution meets the Standard

Summary of evidence and findings

The educational offerings are congruent with the mission of the institution to provide a challenging curriculum that will prepare students for success in life and work. The College takes serious steps to evaluate, develop, and revise new and existing academic offerings. There is involvement of the entire College and University community in the development and approval of curriculum.

The undergraduate programs assess students at several points to ensure advancement to degree completion. Examples of such assessment are found in Nursing, Social Work, Health Services Administration, and Recreation Education programs. The educational effectiveness and currency of programs are evaluated mostly within the departments.

Teaching at the undergraduate level is done, mostly, by full-time faculty. Lehman College is second among the senior CUNY colleges on percentage of instructional hours taught by full time faculty, and the lowest on faculty/student ratio.

Faculty members do most of the students' advising, but some departments have specific faculty advisors. Although Lehman students have reported satisfaction with advising, the College established a Task Force on Advising with the charge of identifying best practices in this area.

Course syllabi contain course description, grading criteria, specific assignments, and student learning outcomes. Last Fall the College requested syllabi for all faculty to be

housed in a single e-location. The College also just invested in a Smart Catalog to inform students of academic offerings.

Two special programs to help high-achieving and motivated undergraduate students with financial support have been established at Lehman in recent years: the William E. Macaulay Honors College at Lehman and the Teacher Academy.

Virtually all graduate programs offered by Lehman College are professional programs, which fit the College's mission, and they are poised to grow. The Master in Public Health, Master of Social Work, and the Master of Science in Business are new programs addressing students and surrounding community needs. Graduate programs require as part of their graduation requirements comprehensive examination, thesis, capstone projects, or a combination of those. Lehman ranks second highest amongst CUNY senior colleges in graduate instructional hours taught by full-time faculty (72%).

The Educational Division is accredited by NCATE. There are also external accreditation requirements in certain programs such as the MA in Speech-Language Pathology, the Master of Social Work, the Counselor Education program, and the MA in Social Studies Education. The administration of the graduate programs rests with the Department Chair and the Dean. All graduate programs have a Program Advisor.

Masters programs that are externally accredited have established appropriate assessment practices. Other graduate programs have structures in place that could facilitate the articulation of learning goals and the implementation of assessment, such as capstone courses, qualifying examinations, or theses produced at the end of the degree program.

The College has created a committee on Graduate Enrollment to address recruitment strategies in some graduate programs that have fallen short on expected enrollment. The College has also been discussing the position of Director of Graduate Studies to address those and other graduate issues.

Overall, the learning resources, facilities, equipment, library, and staff are adequate to support educational programs. The library, in particular, is growing its staff and technological resources to support instruction and faculty research. Information literacy is based on an inquiry model and methods of new knowledge acquisition. Information literacy is part of the curriculum reform, in particular in General Education.

Lehman has become a CUNY leader in online education. With the growth in this area, smart classrooms and the integration of information literacy need to be closely monitored and expanded, since according to the Self-Study student demand for online and hybrid courses exceeds available offerings.

On a regular basis, the College solicits feedback from faculty and students to upgrade the learning environment and is moving rapidly in improving teaching in all areas. However, it is apparent that the institution needs a centralized structure to assess learning outcomes.

Significant accomplishments/progress

- Creation of new undergraduate degree programs: Business Administration, Computer Processing and Imaging, Mass Communications, and Exercise Science as a result of the growth in these areas of study
- Creation of two joint degrees with Bronx Community College, Therapeutic Recreation and Dietetics & Nutrition
- Central e-location depository for all course syllabi
- The web-based on Smart Catalog for programs' information
- Lowest faculty/student ratio among CUNY senior colleges
- Creation of three new graduate programs: Master of Public Health, Master of Social Work, and Master in Business to respond to student and community demands.

Suggestion

- Examine the administrative support for the graduate program

Standard 12 - The institution meets the Standard

Summary of evidence and findings

The program of General Education is sufficient in scope to enhance students' intellectual growth and, in fact, comprises a substantial component of a student's undergraduate education, 44-56 of 120 credits.

The program is wholly consistent with the institutional mission and is well articulated. The basic competencies are carefully outlined and include: effective written and spoken communication, critical thinking, quantitative understanding, language proficiency, analytical reasoning, and information literacy. The General Education requirements for graduation and the Liberal Arts Learning Goals are clearly described and widely disseminated in official publications.

The General Education program appears to be well organized and effectively coordinated. There is evidence of institutional support through resource allocation (administrative positions), and budget allocation appears to be substantial. There is an Associate Provost of Undergraduate Education, an Undergraduate Curriculum Committee, and General Education Liaisons who are fully invested in the program of general education.

There is a high level of faculty participation in General Education courses as well as a systematic evaluation of courses, with an aim toward consistency in addressing General Education learning objectives.

Significant accomplishments/progress

- The General Education program is designed to be developmental in nature, including both lower and upper division courses
- There are carefully developed materials for students and faculty about General Education, and both groups show knowledge of all requirements
- The General Education LEH 100: The Liberal Arts is integrated in the Freshman Block
- Both CUNY and Lehman College have dedicated resources to support General Education
- LEH 300/301 courses appear to appeal as much to students as to faculty. Students often take more than the required courses and there seems to be significant buy-in among faculty in teaching these courses. The LEH 300/301 courses are interdisciplinary in nature
- There are monthly meetings among faculty teaching LEH courses and an informal “mentoring” program which pairs a new LEH faculty member with an experienced faculty

Suggestions

- More systematic assessment of General Education should take place. While initial steps have been taken, there appears to be incomplete or unanalyzed data. There are significant opportunities for further assessment of General Education
- Begin to collect data from direct measures of student learning
- Based on the success of LEH 100, consider a correlate course for transfer students, and a similar process for its development, assessment, and revision

Standard 14 - The institution meets the Standard

Summary of evidence and findings

According to the Self-Study Report, assessment of student learning is of three types: direct, indirect, and a combination of both. Indirect assessment consists of the following: CUNY Student Experience Survey (SES); National Survey of Student Engagement (NSSE); and graduation and retention rates. Direct assessment consists of CUNY Proficiency Examination (CPE), the Collegiate Learning Assessment (CLA), and external assessment of professional programs. Under indirect and direct assessments combined, the Report mentions faculty-driven assessment of the General Education program and assessment of departmental majors/programs.

For instance, in reference to LEH 100, indirect assessment conducted in fall 2005 and spring 2006, consisted of students’ reactions to the course and direct assessment was based on questions addressing course content. At the end of fall 2008, a second round of direct and indirect assessment was conducted, but results were not available.

The Team recognizes and acknowledges that Lehman College has begun the very important process of student assessment of learning and has reasonable momentum and drive for the assessment using both direct and indirect methods. Particular strengths occur in programs with program-specific accreditations and the faculty generally seems engaged in the assessment of General Education, especially through the new freshman course.

There is support and awareness from the administration and the faculty regarding the need for conducting regular and systematic assessments of student learning outcomes. Results of indirect assessments of student learning, both through the SES and the NSSE surveys, indicate that improvement is needed since Lehman ranks lower than other senior CUNY colleges in many areas.

Recently, Lehman College embarked in college-wide departmental assessment as demonstrated from the materials reviewed on site. Faculty members in most programs knew little about assessment of student learning outcomes; therefore, the campus engaged in a series of workshops to educate the faculty and also addressed assessment issues with chairs at retreats. It appears that a campus-wide culture of assessment has recently emerged.

To help foster this culture, an Assessment Council was created by the new Provost and charged with the following: (1) to serve as an overall advisory board; (2) to advise and work with individual faculty on best practices; and (3) to bridge communication gaps in the college.

The Team was concerned that the institutional and program-level goals are not clearly articulated on a consistent basis and the relationships between the assessment plans and departmental or course-level student learning objectives is not consistently clear. However, the Self-Study accurately describes the necessity for addressing these issues. The Team believes that the student learning outcomes in the General Education curriculum could serve as a good starting point for more comprehensive implementation campus wide.

The Self-Study also correctly states that a more formal support structure is needed to assure continued assessment of student learning and for ensuring that consistent review of assessment results will be used to improve instruction or support programs in the long term.

A major concern raised at the meetings was the need for adequate resources to embark and sustain comprehensive departmental assessment, as well as the need for the integration of learning outcomes assessment in the new strategic plan.

Recommendations

- Lehman College should implement the plans put together by the Assessment Council. This should include meeting the timelines for completing the plan

- The Team agrees that Lehman College should complete the hiring of the Assessment Coordinator
- Lehman College should clearly articulate student learning outcomes at the program level
- Lehman College should integrate assessments in the new strategic plan that is currently being developed
- Lehman College should allocate sufficient resources to assure success of the student learning outcomes process

Chapter Seven

This chapter covers the following Standard:

Standard 13 - Related Educational Activities

Standard 13 - The institution meets the Standard

Summary of evidence and findings

Lehman College's related educational activities are very closely aligned to the College's mission to "serving the Bronx and surrounding region as an intellectual, economic, and cultural center." The related educational activities provide a very wide array of educational opportunities for Lehman students as well as area residents and, thereby, serve to "actively engage students in their academic, personal and professional development," as stated in the College mission.

The Self-Study clearly outlines the various related educational activities, such as the SEEK program, supplemental instruction and technology through the Title V grant, certificate programs, distance/online learning, the High School of American Studies, and several international programs. Follow-up discussions during the campus visit highlighted the distinctive features of each activity and offered reliable proof of their service to the community. However, a longitudinal study of their effectiveness, standards, and outcomes seems lacking.

Significant accomplishments/progress

- Lehman shows a strong commitment to the Bronx and surrounding community through its many related educational activities. The College also serves its many constituents, from underprepared students to adult learners, and pays careful attention to their distinct needs
- The Title V Grant: Improving Student Transition to the Upper Division is well underway and carefully documents supplemental instruction in key gateway courses. The Office of Instructional Support Services provides a variety of programs, such as one-on-one tutoring, workshops, online tutoring, peer education, group review, etc., and specifically targets students who have not

achieved success in a pro-active way. The Title V grant incorporates the analysis of significant data for long term effectiveness of supplemental instruction

- The High School of American Studies is nationally recognized as one of the top 20 high schools in the U.S. by *U.S. News and World Report*, and provides an exemplary learning experience for this select group of students. 100% of the high school graduates go on to four-year colleges, many with advanced standing based on the courses taken at Lehman College
- Faculty support to develop online/distance learning courses through workshops is substantive and systematic

Suggestions

- Learning goals and objectives for related educational activities should be embedded more deliberately in the programs, and assessment procedures should be developed and implemented more systematically
- Develop specific objectives for online programs and courses; further research is needed to determine reasons for the different outcomes for students in online courses as compared with traditional courses
- Develop an appropriate student evaluation form for online courses

Documents reviewed:

- www.lehman.edu/lehman/about/mission.html
- Bylaws of the Faculty, Constitution of the Campus Association for Student Activities (CASA), Bylaws of the Student Conference of Lehman College Senate
- CUNY Board of Trustees website
- The Board of Trustees Bylaws (online)
- Manual of General Policy (online)
- The Board of Trustees Calendars and Dispositions Archives (from 1997 to the present) (<http://www1.cuny.edu/abtcuny/trustees/archives.html>)
- Appendix 1.3: CUNY Performance Management Process – Lehman
- Appendix 1.4: CUNY Performance Management Report 2007-2008
- Appendix 3.1 – Governance Documents
- Lehman College Senate meeting minutes
- Strategic Plan 2005-2008
- Report to the College Community
- Organization Charts for Lehman College
- Five-Year Trends in Total Fall Enrollment
- Projected and Actual Enrollment Profile – 2009
- Financial Plan for the Fiscal Year Ending June 30, 2009
- Curriculum vitae for executive administrators (e.g., President, Provost, Vice Presidents, Deans, Director of Information Technology)
- Performance Management Process (PMP) – Lehman College Performance Goals and Targets 2007-2008 Academic Year
- University Performance Management Report (2007-08) Year-End University Report
- Student Handbook
- Undergraduate and Graduate Bulletins
- www.nyintegrity.org/law/ethics.html
- www.lehman.edu/lehman/about/policies.html
- www.lehman.edu/provost/enrollmentmgmt/advising/faqs.html
- Appendix 1.6 – CUNY Student Experience Survey
- Appendix 3.3 – Faculty Profile
- Appendix 4.1 – Long Range Academic Plan
- Faculty Handbook – www.lehman.edu/provost/provostoffice
- Appendix 5.2 – Criteria for T & R
- www.lehman.edu/lol
- www.lehman.edu/lehman/wac/facultyresources.html
- Curriculum Committee documents
- Course syllabi
- NCATE last accreditation report

- Accreditation reports from accredited programs
- “Assessment Council Documentation Middle States Review” provided by the Assessment Council
- Collegiate Learning Assessment (CLA) Institutional Report
- Department student learning assessment plans for Fall 2008 as provided in Appendix 6.3
- Department student learning assessment reports that were available in March 2009 during the team visit.
- Copies of agendas and material from workshops, symposia, seminars, and other activities that were coordinated or supported by the Teaching and Learning Commons
- Position Announcement for Senior Specialist of Assessment in the Office of Institutional Research, Planning, and Assessment
- Agendas from the 2009- 2018 Strategic Planning Council meetings, September 29, 2008 – March 6, 2009
- “Building Your Assessment Plan,” PowerPoint by Esther Isabelle Wilder, Lehman College
- Agenda and notes from the First Chairs’ Meeting on Assessment, November, 2008
- “The Assessment of Student Learning: Issues in Planning, Design and Implementation,” Michael J. Anderson, Lehman College, November, 2008
- Minutes and notes from Leonard Lief Library and the Division of Education Seminar for Engaging Students for Success, November, 2008
- Agenda and notes from Leonard Lief Library and the Division of Education Seminar for Reciprocal Visions for Teaching and Learning, March, 2009
- “Herbert H. Lehman College Assessment,” PowerPoint by Susanne M. Tumelty, Lehman College, March, 2009
- Lehman College Spatial Profile/ Swing Space Study of Jan. 11, 2008 as revised Feb. 2, 2009
- Lehman College Swing Space Planning Study 2/23/2009
- CUNY 5 Year Capital Plan Request for FY 2009 – FY 2013; (includes Lehman College)
- Lehman College Monthly Status Meeting (Capital Budget Report) March 2, 2009
- CUNY 5 yr. Capital Outlay Plan FY 2007 – FY 2011 for Lehman College
- CUNY Communication of Internal Control and Other Operational Matters, June 30, 2007, EXHIBIT N
- CUNY Basic Financial Statements, with Independent Auditors Report from KPMG, LLP for the periods ended, 6/30/2008 and 6/30/2007
- Lehman College (unaudited) Financial Statements for FY 2007, 2006, and 2005, (as of June 30 for each year)
- Title V Grant (Report,) Improving Student Transition to the Upper Division

Lehman College Members Interviewed

Chair meeting with President Ricardo Fernández
 Team meeting with President's Cabinet
 Team meeting with Self-Study Steering Committee
 Team meeting with Deans' Council
 Team meeting with Department Chairs

Senate Governance Committee

Duane Tananbaum (Chair, History)
 James Jervis (African & African American Studies)
 Vincent Zucchetto (Student Affairs)
 Ayesha Lewis (Student)
 Justin Simmons (Student)

Student Conference

Jason Jeremias (Chair)
 Angel Vitiello (Vice Chair)
 Angela Ho (Secretary)
 Samsiya Ona
 Goodness Iheanacho
 Cameron Crump

Executive Committee of the Faculty

Manfred Philipp (Chair, Chemistry)
 Rosalind Carey (Philosophy)
 Helene Silverman (Early Childhood & Childhood Education, PSC Chapter Chair)

David Martinez (Director Financial Aid)

Derek Wheeler (Vice President for Administration and Finance)
 J.E. Robinson (Business Manager)
 Rene Rotolo (Assistant Vice President for Campus Planning & Facilities)

Students engaging in research

Undergraduate Students:

Ayesha Berte (Anthropology)
 Sorangie Vazquez (Psychology, LSAMPS)
 Mary Sanchez (Psychology, LSAMPS)
 Nicole Austin (Psychology, LSAMPS)
 Jossy Joute (Psychology, LSAMPS)

Graduate Students:

Yolanda Alvarez (History)
 Patrick Devery (History)
 Yessica DeLeon (Biology)
 Faustos Ramos, Jr. (MSW)
 Echo Shumaker-Pruit (MSW)
 Sally Veltidi (Health Sciences)
 Kernys Santos (Early Childhood and Childhood Education)
 Jennifer McGinnis (Speech-Language-Hearing Sciences)
 Elissa Kluger (speech-Language-Hearing Sciences)
 Marilyn Lazurus (Speech-Language-Hearing Sciences)

SEEK, Honors College, LSP, UMI

Micheal Deas (Director, Urban Male Initiative)
 Tom Stoelker (Student, Lehman Scholars Program)
 Annette Hernandez (Director, SEEK)

Robert Farrell (Library), Chair of Assessment Council

Planning and Institutional Assessment

Ira Bloom (Strategic Planning Committee, Political Science)
 Jane Levitt (Strategic Planning Committee, Health Sciences)
 James Jervis (Budget/Long Range Planning Committee)
 Michael Paull (Dean, Adult & Continuing Education)
 Susanne Tumelty (Director, Office of Institutional Research, Planning, and Assessment)

Finance & IT

Derek Wheeler (Vice President for Administration and Finance)
 Joseph Middleton (Director, ITR)
 Mario Dellapina (Vice President Institutional Advancement)
 Helene Silverman (Budget/Long Range Planning Committee, Early Childhood & Childhood Education, PSC Chapter Chair)
 John Mineka (Budget/Long Range Planning Committee, Mathematics/Computer Science)

LEH Courses

Robert Whittaker (Associate Provost Undergraduate Studies and Online Education)
 Grace Bullaro (English)
 Dierdre O'Boy (English, Adjunct)
 Evelyn Ackerman (History)
 Arto Artinian (Political Science, Adjunct)
 Julette Sanchez (English, Adjunct)
 Vincent Prohaska (Psychology)

Community Outreach

Sandra Lerner (Deputy to the President for High School & Educational Initiatives)

Deborah Eldridge (Dean, Division of Education)

Marzie Jafari (Associate Dean, Adult & Continuing Education)

Alessandro Weiss (Principal, High School of American Studies)

Athletics, Clubs, Community Service

John Holloway (Associate Dean for Student Affairs)

Raymond Flook (Associate Director and Coordinator of Student Leadership Programs)

Martin Zwiren (Director, Athletics)

Nancy Cintron (Director, Career Services)

Amanda DuBois (Coordinator, Community Service/Service Learning and New Student Orientation)

Undergraduate Curriculum Committee & Gen Ed Liaisons

Barbara Jacobson (Chair UCC, Sociology)

Robert Feinerman (UCC, Mathematics/Computer Sciences)

Lamont Badru (Student, UCC)

Heather Sloan (Liaison, Environmental, Geographic, and Geological Sciences)

Elhum Haghghat (Liaison, Sociology)

Bill Hoffman (Liaison, Journalism, Mass Communications, Theater)

Facilities

Rene Rotolo (Assistant Vice President for Campus Planning & Facilities)

James Carney (Chair, Library, Technology, Telecommunications Committee)

Janette Tilley (campus Life Committee, Music)

Susan Voge (Library)

Graduate Studies, Committee

Tim Alborn (Chair, History)

Sharon Freeberg (Social Work)

Dwight Kinkaid (Biology)

Janet DeSimone (Counseling, Leadership, Literacy & Special Ed)

Robert Bradley (Director, Office of Graduate Studies)

Faculty Research and Scholarship

Eugene Chudnovsky (Physics & Astronomy)

Joseph Rachlin (Biology)

Patricio Lertzundi (Journalism, Mass Communications & Theater)

Denna Bernstein (Acting Dean, Division of Arts & Humanities)

Stephanie Endy (Director, Office of Research & Sponsored Programs)

CASA

Jose Tavares (Chair)

Open meeting with students

Teaching

Carl Mazza (Social Work)
 Evelyn Ackerman (History)
 Gary Schwartz (Honors College)
 Suzanne Yates (Psychology)
 Andrea Zakin (Early Childhood & Childhood Education)

Undergraduate Studies & Online Education

Robert Whittaker (Associate Provost Undergraduate Studies and Online Education)
 Lynne VanVoohis (Assistant Dean Undergraduate Studies & Study Abroad)
 Althea Forde (Director, ISSP)
 Gina Forster (Coordinator Supplemental Instruction & Technology – Title V)
 Marcie Wolfe (Director, WAC)
 Steve Wyckoff (Director, FYI)
 Steve Castellano (Online Teacher/Learning Technical Support)

Enrollment Management

Robert Troy (Associate Provost for Enrollment Management)
 Laurie Austin (Director of Admissions)
 Liliana Calvet (Director, Advising)
 Amanda DuBois (Co-chair, Sophomore Year Initiative Focus Group)
 Sarah Blazer (Co-chair, Sophomore Year Initiative Focus Group)
 David Rothchild (Committee on Admissions, Evaluations and Academic Standards,
 Mathematics/ Computer Sciences)

Student Affairs

Jose Magdaleno (Vice President for Student Affairs)
 John Holloway (Associate Dean of Student Affairs)
 Cindy Kreisberg (Director, Child Care Center)
 Jaci Maurer (Director, Child Care Center)
 Annecy Baez (Director, Counseling Center)
 Vincent Zucchetto (Executive Assistant to the Vice President for Student Affairs)

Open Meeting with College Community***Assessment Council***

Robert Whittaker (Associate Provost Undergraduate Studies and Online Education)
 Robert Farrell (Chair, Library)
 Nancy Dubetz (Early Childhood & Childhood Education)
 Janette Tilley (Music)
 Carl Mazza (Social Work)
 Robyn Spencer (History)
 Marisol Jimenez (ISSP)
 Vincent Prohaska (Psychology)

Institutional Assessments of Student Learning

Jose Magdaleno (NSSE, Vice President for Student Affairs)

Susanne Tumelty (Director, Office of Institutional Research, Planning and Assessment)

Anne Bard (CPE, English)

Sarah Blazer (ISSP)

Disability Services

Merrill Parra (Director, Student Disabilities Services)

Disabled Students

Also Interviewed

Eric Washington (Director, Human Resources)