



LEHMAN
COLLEGE

SELF-STUDY REPORT

Middle States Commission on Higher Education

February 26, 2019

Herbert H. Lehman College of the City University of New York

Dr. José Luis Cruz, President



**Herbert H. Lehman College
The City University of New York
MSCHE Self-Study**

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES.....	i
LIST OF EVIDENCE.....	iii
EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	3
STANDARD 1: MISSION AND GOALS.....	8
STANDARD 2: ETHICS AND INTEGRITY.....	16
STANDARD 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE.....	27
STANDARD 4: SUPPORT OF THE STUDENT EXPERIENCE.....	41
STANDARD 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT.....	55
STANDARD 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT	72
STANDARD 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION	86
CONCLUSIONS AND SUGGESTIONS.....	97
LIST OF ACRONYMS	98

TABLES AND FIGURES

Table 1:	Lehman College Historical Fall Enrollment and Degrees Awarded, 1969-2018
Table 1.1:	Strategic Goals and Objectives for Achieving the Vision by Building a Strong Foundation
Figure 1.1:	Characteristics of a Lehman Graduate
Figure 1.2:	Achieving the Vision Alignment with CUNY Master Plan
Table 2.1:	Promotion and Tenure Information by Job Classification
Figure 3.1:	Pathways – Completion of an Undergraduate Degree
Table 3.1:	Selected New Academic Programs Since Academic Year 2015
Figure 3.2:	Top Declared Undergraduate Majors: Fall 2017
Figure 3.3:	Top Declared Graduate Majors: Fall 2017
Table 3.2	Faculty by Rank
Table 3.3:	Student-Faculty Ratio at Lehman College, Select Years
Figure 4.1:	Lehman’s Dynamic Community of Support
Figure 4.2:	Four-Year Graduation Rate of Students Who Transferred from a CUNY Associate Degree Program to a CUNY Baccalaureate Program
Figure 4.3:	Number of Students Who Received Grant of Scholarship Aid and Total Award, Select Years
Figure 4.4:	Percentage of Fall Full-Time Freshmen Retained in the Fall as Full-Time, Select Years
Figure 4.5:	Six-Year Graduation Rate of Full-Time, First-Time Freshmen in Baccalaureate Programs, Select Years
Figure 5.1	Lehman’s Comprehensive Approach to Assessment
Figure 5.2:	Six-Step Assessment Process
Table 5.1:	Characteristics of a Lehman Graduate and Their Relation to General Education
Table 5.2:	Average Score by Course – Spring 2018
Table 5.3:	Percentage of Degree Programs Completing Assessment Reports by Division, 2014-2015 through 2017-2018 Academic Years
Table 5.4:	Nature of AES Unit Assessment
Table 5.5:	Administrative, Educational, and Student Support Unit Assessment Activity, Select Years

- Table 6.1 Base Budget Allocation Reductions (in Millions), FY2016-FY2019
- Figure 6.1 Lehman College City University Tuition Reimbursable Account (CUTRA) Balance, Select Fiscal Years
- Table 6.2: Strategic and Operational Initiatives, FY2017-FY2020
- Figure 7.1: Lehman College's Governance Structure
- Table 7.1: Composition of Lehman College Senate and Requirements

LIST OF EVIDENCE

Item #	Document/Report/Artifact	Chapters	Appendix/Link
1	2009 Periodic Review Report	Intro.,5	Appendix 4
2	2009 Self-Study Report	3,5,6	Appendix 1
3	2014 Noel Levitz Survey	3	Appendix 2
4	2014 NSSE Survey	2,3	Appendix 3
5	2014 Periodic Review Report Reviewers' Response	5	Appendix 5
6	2015 COACHE Survey	2,7	Appendix 6
7	2015-2016 PMP Report	6	Appendix 40
8	2016 CUNY Student Experience Survey	Intro.,3	Appendix 7
9	2016-2017 PMP Report	6	Appendix 40
10	2017 CIRP Survey	3	Link
11	2017 Convocation Speech	1,6	Appendix 8
12	2017 State of the College Address	1,6	Portal
13	2017-2018 PMP Data Book	Intro.,3,4,6	Appendix 24
14	2017-2018 PMP Letter	Intro., 1,3,4,5,7	Appendix 25
15	2018 Committee on Higher Education Testimony	3	Portal
16	2018 Student Success Workshop Agenda	3	Appendix 28
17	2018 Student Success Workshop Slides	3	Appendix 29
18	90x30 Initiative Overview	Intro.,1,2,5,6	Portal
19	ACE Report	Intro.	Appendix 38
20	Achieving the Vision	Intro., 1, 2,5,6	Appendix 12
21	Administrative Leadership Forum Meeting Agenda	6	Portal
22	ADP Self-Study Report	5	Appendix 37
23	Advancing the Vision	Intro. 1,5,6	Appendix 13
24	AES Unit Inventory	5	Appendix 34
25	Articulation Agreements	4	Link
26	Assessment of Quantitative Reasoning	5	Appendix 14
27	Assessment Workshops	5	Appendix 33

28	Assessments of Outstanding Skills in Diverse Media	5	Appendix 15
29	Bylaws of the Herbert H. Lehman College Association	7	Portal
30	Cabinet Biographies	7	Link
31	Characteristics of a Lehman Graduate	1,2,5	Appendix 16
32	College Governance Documents	5,7	Portal
33	Connected CUNY	1,4	Portal
34	Constitution of the SGA	7	Link
35	CUNY Budget Process	6	Appendix 17
36	CUNY Bylaws	2,3,7	Portal
37	CUNY College Assistant Handbook	2	Link
38	CUNY Conserves Initiative	6	Link
39	CUNY Manual of General Policy	2	Link
40	CUNY Master Plan	1,6	Portal
41	CUNY Operating Budget Letter	6	Link
42	CUNY Pathways Program	3,4	Portal
43	CUNY Technology Literacy Statement	5	Portal
44	CUNY University Faculty Statement on Academic Freedom	2	Link
45	CUNY-PSC Collective Bargaining Agreement	2,7	Link
46	CUNY-PSC Handbook for CLTs	2,7	Link
47	Demystifying the Rubric Workshop Agenda	5	Link
48	Flipped Classroom Study	5	Appendix 36
49	Future of Assessment Document (AAC)	5	Appendix 18
50	FY 2018 CUNY Audit	6	Appendix 19
51	General Education Strategic Plan	1	Link
52	Graduate School Destinations of Lehman Graduates	5	Portal
53	Guaranteed Admissions Agreements	4	Link
54	Lehman College Academic Assessment Report 2017-18	2,5	Appendix 10
55	Lehman College Academic Master Plan	3	Link
56	Lehman College Academic Program Review Guidelines	3,5	Appendix 20
57	Lehman College Accomplishments Slide Deck	7	Portal

58	Lehman College AES Assessment Report 2017-18	2,4,5	Appendix 11
59	Lehman College Annual Security Report	2	Link
60	Lehman College Appeals Process	2	Link
61	Lehman College Facility Master Plan Update, 2002	6	Portal
62	Lehman College Facility Master Plan	6	Portal
63	Lehman College Fact Book 2017	2,4,5,6	Appendix 9
64	Lehman College Faculty Handbook	2,7	Link
65	Lehman College Financial Report and Forecast	6	Appendix 21
66	Lehman College General Education Requirements	3	Link
67	Lehman College HEO Handbook	2,7	Link
68	Lehman College I.T. Roadmap, 2018-2019	6	Link
69	Lehman College Labor Data Brief	3,4	Appendix 22
70	Lehman College Online Learning Data	3	Portal
71	Lehman College Operating Budget	6,7	Portal
72	Lehman College Organizational Structure	7	Appendix 23
73	Lehman College Senate Bylaws	2	Link
74	Lehman College Statement on Academic Freedom	2	Link
75	Lehman College Student Handbook	2,7	Link
76	Lehman College Swing Space Study, 2010	6	Portal
77	Lehman College Undergraduate Bulletin	3	Link
78	Lehman College VP for Administration & Finance Posting	2	Portal
79	Lehman Forward	1	Portal
80	Lehman Process Automation	6	Portal
81	Lehman Technology Fee	6	Link
82	List of Recently Approved Academic Programs	3	Portal
83	Membership of the Strategic Planning Council	1,6	Portal
84	Mission, Vision, Values Committee Memo	1	Portal
85	Momentum Newsletter, November 2018	6	Portal
86	MSCHE Executive Committee	Intro.	Portal
87	MSCHE Self-Study Design Document	Intro.	Link

88	MSCHE Steering Committee	Intro.	Portal
89	Presidential Priorities	1	Portal
90	President's Biography	7	Link
91	Quantitative Reasoning Overview	3	Link
92	Release Time for Assessment	5	Appendix 27
93	Sample Degree Maps	4	Portal
94	School of Education Assessment: 2011-12 through 2013-14	5	Portal (.XLSX)
95	School of Education Assessment 2015-16 through 2017-18	5	Portal (.XLSX)
96	Senate Committee on Budget and Long Range Planning	7	Link
97	Sophomore Year Initiative Proposal	4	Portal
98	Specialized Accreditations	3	Link
99	Strategic Funding	1,6	Appendix 26
100	Strategic Planning Council Cabinet Retreat Agenda	1	Portal
101	Strategic Planning Council Report	1	Appendix 35
102	Student Affairs Accomplishments	4	Appendix 39
103	Supplemental Academic Assessment Report	5	Appendix 32
104	Tenure and Promotion Checklist	3	Portal
105	U.S. DOE Audit Correspondence	6	Appendix 30
106	University of Chicago Statement on Free Expression	2	Portal
107	Verification of Compliance Report, 2019	6	Appendix 31
108	Voice Vote on Free Expression	2	Portal
109	Writing Across the Curriculum Overview	3	Link

Note: Supporting evidence and documentation for the Self-Study are included in the Appendix. At the request of the Site Visit Chair, materials included in the attached Appendix represent the core documents of the Self-Study. A more comprehensive body of evidence has been uploaded into the MSCHE Portal and is available by request.

EXECUTIVE SUMMARY

Herbert H. Lehman College is guided by the tenets of promoting student success, equity, and upward mobility through delivery of a high-quality education of value by a vibrant and caring academic community. The College takes pride in its ability to transform the people, community, and economy of the Bronx. To do so well requires an intentional approach to institutional effectiveness.

Lehman's institutional Self-Study process began in Fall 2015 when the Co-Chairs of the Steering Committee began conducting workshops on methods for improving campus processes and resource allocation with constituents from the entire community. Additional workshops on Middle States Commission on Higher Education (MSCHE) Standards and the Self-Study process were held with each division and School. Important campus forums were used to highlight the Self-Study as an opportunity for campus renewal. By Fall 2016, the Steering Committee and all Working Groups had been charged, and meetings to discuss design and model of the Self-Study and Working Group goals had taken place. Members of the Steering Committee and Working Group leadership had attended multiple Town Halls meetings and the MSCHE Annual Conference. Together, these groups produced a draft Self-Study. Due in part to personnel transitions, in Summer 2018 President Cruz added more faculty members to the 30-member Steering Committee to better represent the campus. He also appointed a five-person Executive Committee to guide this body. The Self-Study received endorsement from the Steering Committee on January 22, 2019, and the College Senate on February 6, 2019.

Lehman leveraged the MSCHE Standards for Accreditation and Requirements of Affiliation as its framework for the Self-Study, maximizing their interconnected nature to investigate whether the College was fostering student success through a continuous, evidence-based approach to supporting, enhancing, and improving the student experience, as well as the systems, processes, and structures that support it. The MSCHE Standards and Lehman's guiding principles shaped formation of the Steering Committee in addition to Working Groups for each Standard. Each Working Group was composed of a diverse group of faculty, staff, and administrators guided by the [College's MSCHE Self-Study Design Document](#). After an introduction to Lehman College and an overview of the self-study process, the study consists of eight sections, one for each of the MSCHE standards, and a concluding chapter that outlines suggestions for further reflection and renewal, as described below.

Standard 1: Mission and Goals. This section provides a detailed review of the process undertaken to create Lehman's most recent Strategic Plan, *Achieving the Vision*, including underlying goals, strategies, and objectives. More recent efforts to update the plan and other critical strategic efforts, such as the College's [90x30 Challenge](#) are also described. This section explores how the College's Mission, Vision and Values were developed, and how these strategic efforts impact student success, influence decision-making, and are aligned with the strategic and operational priorities of the College.

Standard 2: Ethics and Integrity. This section reviews: the College’s policies, procedures, and structures to determine their impartiality; examines whether appropriate rights and protections are granted to students, faculty, and staff; and explores the extent to which the College communicates with its constituents in transparent ways that value diversity and inclusion, and promote respect.

Standard 3: Design and Delivery of the Student Learning Experience. This section examines: effectiveness of Lehman’s academic programs and General Education core; currency and relevancy of its curriculum; number and qualifications of faculty, including adjuncts; whether and to what extent faculty is supported; and how well the College prepares students for academic and post-graduate success, regardless of modality, level, setting, and program pace.

Standard 4: Support of the Student Experience. The capacity to optimize resources, plan effectively, and align people, processes, and technology in pursuit of its mission and goals are vitally important for Lehman. This section presents the effectiveness of the College’s policies, practices, and services designed to support access, retention, graduation, and post-graduate success for native and transfer students alike. It also investigates how these services converge to enhance teaching, learning, and advising.

Standard 5: Educational Effectiveness Assessment. Lehman has always taken great pride in providing an affordable education of quality, rigor, depth, and breadth. The College maintains comprehensive systems of continuous improvement and assessment designed to promote student success and learning, and academic quality and renewal in direct and indirect ways. This section describes and examines Lehman’s Institutional Learning Domains, Institutional Learning Outcomes, Program Learning Goals, and Student Learning Objectives, in addition to assessment structures, processes, and efforts. As a result of this examination, a number of opportunities to further strengthen the College’s assessment structures are identified.

Standard 6: Planning, Resources, and Institutional Improvement. Lehman’s institutional effectiveness approach is shaped by its commitment to student success and equity, and a continuous approach to supporting, and improving the student experience – including the processes, and structures that support it – using evidence. This section discusses assessment of Administrative, Educational, and Student Support (AES) units, strategic and operational plans, resource stewardship, determining to what extent they are aligned with the College’s goals.

Standard 7: Governance, Leadership, and Administration. This section provides an overview of the College’s governance structures and how they promote organizational stability. This includes: mechanisms that exist to allow for student, faculty, and staff input into organizational strategy and decision-making; relationship between Lehman College and The City University of New York (CUNY); and how the College maintains qualified leadership and administration to guide its daily operations using evidence.

Conclusions and Suggestions. This final section outlines findings of the College’s Self-Study and evaluation, with a focus on a series of suggestions intended to facilitate organizational renewal.

INTRODUCTION

Institutional History and Type

Herbert H. Lehman College – a Carnegie-classified Master’s Colleges & Universities: Larger Programs – is the only public senior college in the Bronx. Lehman College is part of The City University of New York, which is comprised of eleven senior colleges, seven community colleges, and seven honors, graduate and professional schools. The College was established on July 1, 1968, after existing since 1931 as the Bronx branch of Hunter College, known as Hunter-in-the-Bronx. It is named for Herbert H. Lehman, former Governor of New York State, U.S. Senator, and internationalist. His values of dedicated public service, commitment to human rights, and support for immigrants are embodied in many of the College’s programs and initiatives today.

In the decades that followed its founding, Lehman – located on a 37-acre tree-lined campus – continually evolved in response to the end of free tuition at CUNY, and a changing social, political, and economic landscape. As a consequence, it ably endured the iconic student protests of the late 1960s and 1980s, as well as New York City’s fiscal crisis of the mid-1970s, which resulted in faculty retrenchment and reduced capital investment in college campuses. Today, as described in ensuing sections, the College is energized and ready to redouble its efforts to respond to the very real environmental, economic, and social challenges of the day.

New York State and CUNY have invested heavily in the College’s physical plant including: opening of Carman Hall, Lehman’s principal classroom building (1971); Lehman Center for the Performing Arts (1980); and the Multimedia Center (2010). These are complemented by the Art building (1959), Leonard Lief Library (1980), and APEX gymnasium (1994).

The original campus core consists of the neo-Gothic towers and tree-lined walkways that resonate to in 1946 when it served for six months as the interim headquarters for the newly formed United Nations. The College has made recent changes to its physical plant. Science Hall, the College’s state-of-the art research and teaching facility, debuted in 2012. In 2013, in recognition of the needs of the College’s distinctive student body, the Child Care Center was inaugurated in a separate building. The largest ongoing project is a \$64 million, 50,000 square-foot Nursing Education, Research, and Practice Center.

Student Population and Academic Programs

In 2016, President José Luis Cruz was appointed the third President of Lehman College, following the 26-year tenure of President Ricardo Fernández. Since then, the College has experienced growth in both enrollment and degrees awarded, as highlighted in Table 1.

Table 1: Lehman College Historical Fall Enrollment and Degrees Awarded [Select Years]

Category	Years			
	1969	2016	2017	2018
Enrollment	10,041	13,329	14,130	14,787
Degrees	NA	2,918	2,860	3,194 [^]

Notes: *Data not available. [^]Pending CUNY Central validation.

With over 81,000 alumni – more than half remaining in the community and region, giving back and strengthening their communities as financial analysts, health care professionals, information technology practitioners, social workers, teachers, and elected officials – Lehman currently enrolls nearly 15,000 undergraduate and graduate students, its largest enrollment in over 40 years. Moreover, 3,194 degrees were awarded in 2018, double the number awarded two decades prior.

Lehman College offers 140 degree programs with a firm foundation in liberal arts and sciences that include 76 undergraduate majors and programs and 64 graduate degree programs. Lehman also offers 33 graduate certificates. Currently, the five undergraduate majors with the highest number of declared students include Nursing (946), Business Administration (857), Psychology (772), Sociology (630), and Health Services Administration (588). Lehman’s degree programs respond to the College’s core identity as a liberal arts institution committed to developing in students the critical skills and competencies they need for sustained, successful careers in the constantly changing 21st century workplace, as well as function as responsible global citizens. To this end, Lehman has invested in technology and multimedia resources, providing equipment, support, and professional development and certification for web-enhanced instruction in the traditional classroom and for hybrid/online courses and programs.

Characteristics of Lehman’s undergraduate and graduate students (2017): (1) Of 11,978 undergraduates, 52.5% are Hispanic, 30.3% are Black, and 6.9% are Asian. Sixty-eight percent are women. The average age is 26. (2) Of 2,152 graduate students, 34.7% are Hispanic, 31.2% are Black, and 6.7% are Asian. The average age is 34. (3) Six in ten undergraduates are enrolled full-time. Forty-nine percent of undergraduate students are first-generation. (4) Nearly 60% (58.9%) of undergraduate students and 43% (42.5%) of graduate students reside in the Bronx.

Lehman College is committed to success of its ethnically and socially diverse student population, providing optimal advising, education, and opportunity for students across the enrollment spectrum – from Search for Education, Elevation, and Knowledge (SEEK) to Honors students, from first-year through transfer majors to graduate students.

Pivotal to providing these offerings are Lehman's 1,549 employees, consisting of 956 faculty (full-time and part-time) and 593 staff. The College's nationally recognized faculty, which includes five Distinguished Professors, reside in the College's five Schools – Arts and Humanities; Continuing and Professional Studies; Education; Health Sciences, Human Services, and Nursing; Natural and Social Sciences – where they serve as scholar-teachers, engaging with students in the latest disciplinary research and analysis.

Lehman takes great pride in the diversity as well as productivity of its faculty. Roughly 37% of full-time faculty are faculty of color, which represents a 10% increase in the proportion of full-time faculty of color since 2010. The College expects this percentage to increase over time, given its emphasis on excellence, equity, and inclusion in hiring practices, as well as increased presence of students of color in Doctoral programs across the country.

In addition to its matriculated student population (including Adult Degree students), Lehman serves 13,000 students through its School of Continuing and Professional Studies (SCPS). The School offers 33 high-quality certificates and licenses. Its programs include an Innovation Lab, Small Business Development Center, ESL training, and education labs for high school students. This programming reflects Lehman's commitment to educational attainment in its home community, throughout the cradle-to-career pipeline, one of many factors that makes the College an anchor institution in the Bronx.

Over the past decades, Lehman has undertaken multiple planning cycles, culminating in the 2018-2019 Self-Study, which will serve as the springboard to a new Strategic Plan for 2020-2025. These efforts include: the 2009-2019 Strategic Planning Council Report (**Appendix 35**); Lehman's most recent Strategic Plan, *Achieving the Vision* (2010-2020) (**Appendix 12**); 2014 MSCHE Periodic Review Report (**Appendix 4**); and 2013-2016 Prioritization Initiative (**Appendix 13**). Building on recent economic gains in the Bronx, the findings of these planning efforts – in conjunction with information gathered during the College's presidential transition in Fall 2016 – resulted in articulation of the aspirational [90x30 Challenge](#) aimed at doubling the number of degrees and credentials awarded by Lehman College between 2015 and 2030 from 45,000 to 90,000.

The 90x30 Challenge builds on the College's established ability to promote upward economic mobility, and is consistent with the four major goals of the 2010-2020 Strategic Plan: 1) Excellence in teaching, research, and learning; 2) Enhanced student success; 3) Greater institutional and financial effectiveness; and 4) Commitment to community engagement and service. Moreover, these institutional priorities are embodied in Lehman's mission, which emphasizes the College's unique role as an anchor institution that serves the people, community, and economy of the Bronx:

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.

Furthermore, the College's goals and institutional priorities are geared toward strengthening its contributions to the advancement of CUNY's stated mission, which reads in part:

"...[T]he University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity ... The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York."

The sharpened focus and intentional efforts of an engaged senior academic leadership team and continuity of a distinguished cohort of academic chairs has fueled a college that is moving forward and trending upward:

- **Access and Opportunity:** The Fall 2017 full-time freshman class (919) was Lehman's largest in nearly a decade, transfer student enrollment rose slightly, and total student enrollment was the largest since 1976 when CUNY's free tuition policy was discontinued. Moreover, in the four years between Fall 2013 and Fall 2017, the number of undergraduate STEM majors grew by 96%, the highest rate in all of CUNY. Nearly 22% (21.9%) of Lehman's instructional full-time equivalents are taught either partially or fully online, the highest percent of any college in the system and more than double the senior college average (10.6%). **Appendix 9** and **(Appendix 25)**
- **Retention and Graduation Rates:** The proportion of first-time, full-time freshmen who returned as full-time students (79.5%) in Fall 2017 outpaced the senior college average (69.9%) by almost ten points. The six-year graduation rate for the first-time, full-time freshmen 2011 cohort increased 8.6% compared to the Fall 2007 cohort (45.6% vs. 37%), the largest growth rate of any CUNY senior college during this period. The four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5 percentage points higher than the CUNY average (50.8%). **(Appendix 25)**
- **Financial Health:** In 2017, Lehman registered a five-year high in spending of its tax levy budget on student services, instruction, and department-level research (69.5%). **(Appendix 24)** Between FY2013 and FY2017, the number of funded research grants increased from 16 to 39. In addition, the amount of private financial support received by the College during that period grew 84.4% from \$5.7M to \$10.7M. **(Appendix 25)** Recent investments (November 2018) include a \$4.2 million award from the Robin Hood Foundation to support 250 students in the new Accelerate, Complete, Engage (ACE) completion program, starting in Fall 2019 with the goal of achieving 50% four-year graduation rates for freshmen and transfers with Associate degrees.
- **Public-Private Partnerships:** Lehman opened the first Virtual and Augmented Reality Academy and Lab in the region with Eon Reality, and received a major grant from the

Economic Development Corporation to provide additional workforce development as part of a three-year partnership with New York University.

- **Value:** *Forbes* recently set out to identify “the schools where grads owe the least relative to their likely mid-career income.” Lehman was one of only four public colleges to rank in the top 25 “low-debt/high-income schools.”
- **Social Mobility:** According to the American Council of Education, Lehman has the highest extended mobility rate, measured as the fraction of students who come from families in the bottom two income quintiles and end up in the top two quintiles as adults, among all Hispanic-serving institutions. Similarly, recent data from National Bureau of Economic Research and the Equality of Opportunity Project ranked Lehman as having the third highest mobility rate in the nation among Hispanic-Serving Institutions (HSIs). (**Appendix 38**)
- **Student Satisfaction:** According to CUNY’s most recent Student Experience Survey (2016), 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both senior colleges (68%) and the entire system (72%). In addition, 72% of Lehman students would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses for both senior colleges (60%) and the entire system (63%). (**Appendix 7**)
- **Educational Attainment:** In 2018, just one year after launching 90x30, the number of degrees and professional certificates earned by Lehman students increased by 12%, far exceeding the annual growth rate required to meet the challenge.

STANDARD 1: MISSION AND GOALS

Since Lehman College's establishment in 1968, it has been guided by the tenets of promoting student success, equity, and upward mobility through delivery of a high-quality education of value by a vibrant and caring academic community. These themes helped steer development of the College's most recent Mission Statement, approved by the Senate on May 16, 2007 following a three-year process of campus consultation.

This process was led by the Mission, Vision, and Values Committee, consisting of eleven faculty and staff. To ensure creation of a new Mission Statement was inclusive, drafts were shared with the College Senate, Faculty Personnel and Budget Committee, MSCHE Steering Committee and Working Groups, the Lehman College Foundation Board, and the college community. This resulted in the following Mission Statement:

The College's mission is to serve 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 enhancing diversity and actively engaging students in their academic, personal, and professional development.

The revised Mission Statement was accompanied by the College's first Vision and Values Statements, well aligned with Lehman's Institutional Learning Goals (see **Figure 1.1**). Together these components helped launch Lehman's current Strategic Plan, *Achieving the Vision by Building a Strong Foundation (Achieving the Vision)* (2010-2020). (**Appendix 12**) Plans for *Achieving the Vision* began in September 2008, when former President Ricardo Fernández provided the 21-member Strategic Planning Council (SPC), composed of faculty, staff, and students, the formal charge of creating the College's new Strategic Plan.

Over the course of 18 months, the SPC engaged the campus community through working groups and tailored outreach. Input from these meetings resulted in the *Strategic Planning Council Report* (January 2010) (**Appendix 35**), which included the following institutional goals designed to address internal and external contexts and constituencies:

- Excellence in teaching, research, and learning
- Enhanced student success
- Greater institutional and financial effectiveness
- Commitment to engagement and community service.

In addition to development of these four goals, the SPC worked with campus constituencies to create a series of objectives designed to prompt action across academic and administrative units. The following table (**Table 1.1**) highlights how goals and objectives are aligned.

Table 1.1: Strategic Goals and Objectives for *Achieving the Vision by Building a Strong Foundation*

Goals	Objectives
<p>GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING</p>	1.1: Recruit, support, and retain distinguished faculty
	1.2: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process
	1.3: Achieve greater external recognition and success of academic programs
	1.4: Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained campus environment that supports teaching, research, learning, and quality of life.
<p>GOAL 2: ENHANCED STUDENT SUCCESS</p>	2.1: Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the College’s mission
	2.2: Strengthen academic resources and student support services
	2.3: Enhance student experience and life on campus.
<p>GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS</p>	3.1: Integrate institutional planning and assessment to improve effectiveness
	3.2: Strengthen existing sources of revenue support, and create new sources for student and faculty research and outreach programs
	3.3: Increase visibility and alumni engagement.
<p>GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE</p>	4.1: Enrich the community through increased engagement of the College’s resources
	4.2: Improve the health and educational well-being of the community
	4.3: Contribute to the economic vitality of the Bronx and surrounding region.

These goals demonstrate Lehman College's longstanding commitment to enhancing student success through delivery of a high-quality education, serving as a community anchor institution in the Bronx and the greater region. Two of these goals are directly tied to educational delivery and student success, while the others emphasize use of evidence and resources at the intersection of student success, sustainability, and stewardship of place. The goals also align with the [CUNY Master Plan](#) and [Strategic Framework](#), [CUNY Performance Management Process \(PMP\)](#), and the 2009 MSCHE Self-Study findings and recommendations. (**Appendix 1**)

Throughout the past decade, the goals set forth in *Achieving the Vision* have guided the campus community in strategic decision-making, and have prompted ongoing assessment and evaluation. Senior campus administration annually reviews their portfolios in order to manage allocation of time, talent, and resources. As part of their review, they must demonstrate alignment with Lehman's goals, as well of those of CUNY Central.

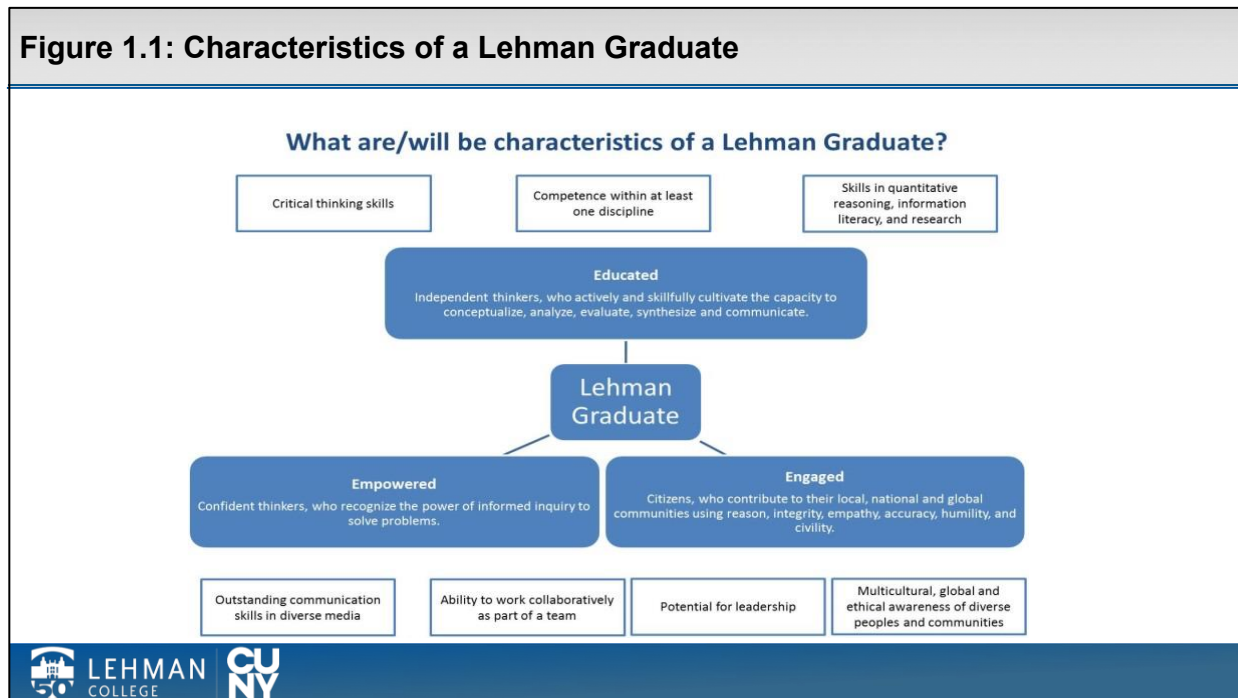
The College's mission and goals have also helped guide campus resource allocation in times of financial uncertainty, such as when New York State's support of Compact Funding (which authorized CUNY to implement predictable annual tuition increases) expired in 2015. Concern about the potential loss of Compact Funding motivated the campus to undertake a three-year (2013-2016) Program Prioritization initiative, which entailed a thorough examination of academic programs and administrative units based on mission and goal alignment, performance and productivity, in concert with resource allocation. The Program Prioritization effort was unprecedented in Lehman's history for its sophisticated application of integrated data, as well as for its comprehensive scale.

The final Prioritization Report, *Advancing the Vision* (**Appendix 13**), identified a number of avenues for campus sustainability such as: seamless transfer and adult education; student retention and completion; academic programs and scholarly excellence; and resource optimization. Some key actions prompted by *Advancing the Vision* include creation of: a partnership with two CUNY Bronx community colleges that resulted in a \$5.7M grant from the U.S. Department of Education; a new technology platform, *Lehman 360*, which streamlined and connected data across multiple systems to help improve student success and resource access; a reconstituted Music, Multimedia, Theatre, and Dance Department; and conversion of the Math and Computer Science Department into two separate departments.

Achieving the Vision (**Appendix 12**) helped shape how the College approaches curriculum renewal and innovation, as well as its definition of educational outcomes. Between 2014-2016, the then President and Provost charged a cross-divisional team to develop a set of characteristics of a Lehman graduate that could be used to embed interdisciplinary and integrative student learning across the College. The traits were to be identified in the spirit of Lehman's history, vision, values, and goals. The team referenced American Association of Colleges and Universities' (AAC&U) *Liberal Education and America's Progress* (LEAP) initiative for education in the 21st century. Once drafted, the traits, [Educated, Empowered, and Engaged](#), were discussed and circulated throughout the campus community, and ultimately approved by

the College Senate in 2016.

Figure 1.1: Characteristics of a Lehman Graduate



Since its approval, *Characteristics of a Lehman Graduate* has been used to promote active learning, undergraduate research, and experiential learning opportunities. It serves as a catalyst for the [General Education Strategic Plan](#). As examples: the Chemistry Department revised the classroom pedagogy of introductory courses to incorporate more active learning and fewer formal lectures; a new interdisciplinary minor, Data Science Methods and Applications, gives students a competitive edge in applying new technologies; a new experiential learning course, Global Citizenship, Community Engagement, and Service in Latin America, the Caribbean, or in Latino Communities, was piloted to support students in volunteer and service-learning initiatives.

CUNY Alignment

The four goals that comprise *Achieving the Vision*, and more recent efforts to periodically evaluate Lehman’s mission, strategies, and priorities, are also mapped to CUNY’s Strategic Framework, [Connected CUNY](#). Lehman functions as one of eleven senior colleges within City University of New York, among the largest comprehensive governing board systems in the country, which also includes seven community colleges and seven graduate, honors, and professional schools. Senior colleges such as Lehman provide rigorous Baccalaureate and graduate degree programs and enriching campus experiences.

CUNY's creation by the New York State Legislature engendered an institution responsive to the needs of its urban setting. According to the legislation, *"The university must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units."* ([NY Educ L § 6201](#) (2016))

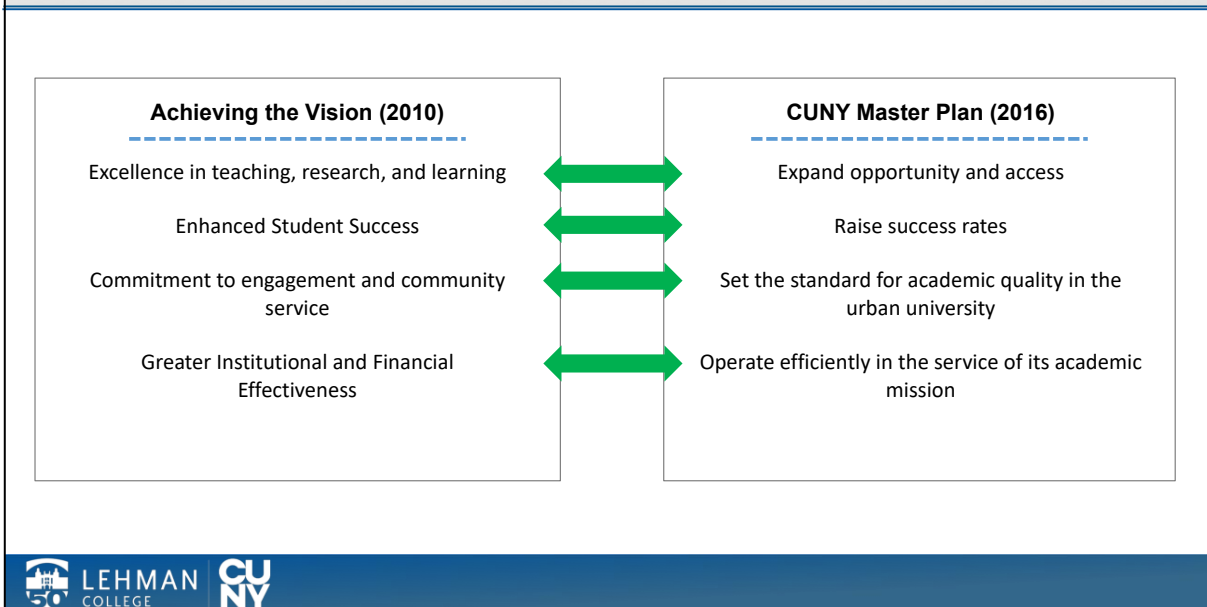
Lehman College takes seriously this mandate to maintain an integrated system. Transfer students comprised 70% of the incoming student population in Fall 2017 (2,158). Of those transfers, 68.5% (1,479) transferred from within CUNY. (**Appendix 9**) Further, the four-year graduation rate of students who transfer from a CUNY Associate's program to Lehman was 58.3%, the third-highest among CUNY senior colleges and roughly eight percentage points higher than the University average (50.8%). (**Appendix 24**)

In addition to the CUNY Strategic Framework, Lehman's mission and goals align with the CUNY [Master Plan](#) (2016-2020) and [Performance Management Process](#). The Master Plan highlights the system's strategic priorities, which provide a useful framework for Lehman's goals and initiatives in the following areas:

- Expand opportunity and access
- Raise success rates
- Set the standard for academic quality in the urban university
- Operate efficiently in the service of its academic mission.

The alignment of *Achieving the Vision* and the CUNY Master Plan is illustrated in the figure below. The goal of Commitment to Engagement and Community Service is designed to keep the vitality of the Bronx at the center of Lehman's success. This maps to the underlying rationale for the very existence of CUNY and its institutions: to create a university responsive to the needs of its urban setting.

Figure 1.2: Achieving the Vision aligns with the CUNY Master Plan



Lehman strives to maintain alignment between its goals and strategies and the CUNY Performance Management Process (PMP), which provides a framework and metrics by which all institutions are held accountable. The PMP supplies system-wide measures, as well as those specific to senior colleges and community colleges. As part of the annual review, each college is responsible for designating its own goals within the context of metrics provided within the PMP. Lehman's most recent PMP Progress Report was organized to clarify progress achieved in pursuit of aligned college and system priorities. Noteworthy metrics that demonstrate impact of this intentional and data-informed approach include:

- Fall 2017 first-time, full-time freshman class (919) was Lehman's largest in nearly a decade.
- Proportion of first-time, full-time freshmen returning as full-time students (79.5%) in Fall 2017 outpaced the senior college average (69.9%) by almost 10 points.
- Six-year graduation rate for the Fall 2011 first-time, full-time freshman cohort increased 8.6 percentage points compared to that of the Fall 2007 cohort (45.6% vs. 37%), the largest growth rate of any senior college during this period.
- In Fall 2017, 21.9% of Lehman academic courses were offered partially or totally online, more than double the senior college average (10.6%).
- To accelerate academic momentum, the campus created over 50 online Degree Maps.
- Between Fall 2013 and Fall 2017, the number of undergraduate Science, Technology, Engineering, and Mathematics (STEM) majors increased from 586 to 1,148. This 95.9% growth rate is the highest in CUNY.
- The number of funded research grants increased between FY2013 and FY2017 from 16 to 39.

- In addition, the amount of private funds received by the College has grown 84.4% between FY2013 (\$5.7M) and FY2017 (\$10.7M).
- Investments totaling \$752,414 were approved in 2017 to underwrite operational priorities recommended in *Advancing the Vision*. Additional strategic investments totaling more than \$4.6 million have been approved through FY2020. See **Standard 6** for details. (**Appendix 25**)

To help monitor and track Lehman’s performance, the College developed an [Office of Assessment](#) – which includes [Institutional Effectiveness](#), nested within the [Office of Institutional Research, Planning, and Assessment](#) (OIRPA). Creation of a dedicated assessment function stemmed from the 2009 MSCHE Self-Study. This function has been strengthened in part due to findings of the 2014 Periodic Review Report. This helps ensure that Lehman’s mission and goals, as well as those of CUNY, are achieved and embedded throughout the diverse academic enterprise, as well as within administrative, educational, and student support services (AES).

Currently, the College employs a number of methods for gathering assessment evidence, including [Taskstream](#), an online system designed to help manage the assessment process. Information regarding this tool can be found on the OIRPA [site](#). Further, the *Institutional Effectiveness Assessment Annual Report* offers an assessment of AES activities, including an overview of notable achievements registered by units such as the Career Exploration and Development Center, Child Care Center, Office of Community Engagement and New Student Programs, Urban Male Leadership Program, Office of Veterans and Military Affairs, Office of International Students and Scholars, and Office of Prestigious Awards. These programs and services, among many others, help guarantee that Lehman remains focused on goals set forth in *Achieving the Vision* and CUNY’s Master Plan and Strategic Framework.

90x30: Ongoing Assessment of Mission and Goals

As *Achieving the Vision* reaches its conclusion, Lehman College has begun planning for an evaluation of its Mission, Vision, and Values Statements and creation of a new five-year Strategic Plan (2020-2025). The Self-Study will inform this work to ensure that resulting statements and plans are timely, relevant, actionable, and correspond to Lehman’s unique identity.

As part of this effort, the College is committed to addressing current demographic conditions of Bronx County, which based on recent estimates includes the nation’s poorest Congressional District, and has the second lowest educational attainment rate among New York counties. According to recent data from the U.S. Census Bureau, only 27.7% of Bronx residents have an Associate’s degree or higher.

In recognition of these social conditions, and in order to provide a stimulus to chart the future direction of the campus, President José Luis Cruz issued a grand challenge to double the number of high-quality degrees and certificates earned by students between 2015 and 2030 from 45,000 to 90,000. This challenge, known as 90x30, was launched after considering: the seven MSCHE institutional standards associated with accreditation; recommendations made through

Advancing the Vision; numerous strategic objectives established in the CUNY Master Plan and Strategic Framework; and the voices of Lehman students and the community.

The 90x30 Challenge is intended as a value proposition to invite deeper public-private partnerships and cross-sector engagement with the aim of making Lehman – the Bronx’s only public senior college – the top contributor to educational attainment in the Borough. 90x30 has also been leveraged to further solidify Lehman’s role in driving progress in the community through its various programs, initiatives, activities, and cultural events. This challenge serves as an opportunity for the College to strengthen and sustain its financial model through a focus on quality, impact, and scale.

The conclusion of *Achieving the Vision*, the College’s ongoing Self-Study, emergence of 90x30, and present-day social challenges facing the Bronx have converged and underscored the need for significant campus conversations. This will involve deliberations related to: enhanced student success; academic and scholarly excellence; upward mobility and social justice; strategic financial stewardship; data, technology, and continuous improvement; and the future of the Bronx.

These initiatives will occur over the next two years in support of Lehman’s future direction, culminating in a Strategic Plan with a series of goals, objectives, strategies, and key performance indicators. These measures will be aligned with those of CUNY, reflecting our rich and distinctive history, past and future service to the Borough, as well as the promising and vibrant future of Lehman College, its students, faculty, and staff, and the greater Bronx community and region.

STANDARD 2: ETHICS AND INTEGRITY

The success of Lehman College and its students, faculty, and staff depends on its capacity to operate in an ethical and responsible manner in accordance with its mission, goals, and strategies, and in compliance with all relevant policies, protocols, and procedures. Lehman College must follow the policies of The City University of New York, as detailed in the [CUNY Manual of General Policy](#), as well as those of [Lehman College](#).

The College makes efforts to assure that students, faculty, and staff are aware of their rights, and comprehend the policies and procedures that govern and guide operations by providing support, documentation, and information. Records pertaining to Lehman faculty and staff are maintained by the [CUNY Office of Human Resources](#) and [Lehman College's Office of Human Resources](#).

Academic Freedom and Freedom of Expression

Both CUNY and Lehman College provide a wealth of information to the campus community regarding academic freedom. These include the [CUNY University Faculty Senate Statement on Academic Freedom](#), as well as the [Lehman College Statement on Academic Freedom](#), endorsed by the College Senate on November 15, 2017, and approved by the General Faculty on November 9, 2017. In addition to this Statement, Lehman's [policies related to academic freedom](#) adhere to principles established by American Association of University Professors [1940 Statement on the Principles of Academic Freedom](#).

The [Committee on Academic Freedom](#), part of the College Senate, serves as a steward of academic freedom, and as charged keeps the Senate informed on related investigations and complaints. Primary functions of the Committee on Academic Freedom are to: investigate allegations of infringement of academic freedom and to make recommendations to the appropriate individuals; report to the College Senate on such allegations, and may, with their consent, identify the parties involved; and to recommend procedures and guidelines for the settlement of internal campus problems and may, with Senate approval, establish review mechanisms appropriate to that responsibility.

The CUNY Manual of General Policy includes a [policy on academic freedom](#). The Professional Staff Congress (PSC) of CUNY [collective bargaining agreement](#) provides safeguards against dismissal of faculty if such an action interferes with academic freedom. [The Lehman Faculty Handbook](#) provides the community a host of information related to the College and the policies and procedures that inform its operations. The handbook is maintained by Lehman's [Office of Academic Affairs](#), which [gathers and provides additional content](#) intended to support faculty.

The [Lehman College Student Handbook](#), updated annually based on input from students, faculty, and staff, provides students with comprehensive information about their rights and responsibilities, relevant policies and procedures, and available administrative, educational, and student support services. These include the Student Bill of Rights, which clearly details the rights to which a Lehman College student is entitled. The Handbook includes a section on Non-

Discrimination and Equal Opportunity, highlighting the centrality of diversity, inclusion, and an environment free from discrimination to the mission of the College and CUNY. Specifically, the policy states:

It is the policy of the University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.

Lehman College has taken additional measures to codify the importance of freedom of expression within the academic community. During the College Senate meeting of March 8, 2017, a resolution to support the [University of Chicago Report](#) on Free Expression [was approved by unanimous voice vote](#).

Academic Integrity and Intellectual Property

Lehman maintains policies regarding academic integrity and intellectual property. The [CUNY Academic Integrity Policy](#) prohibits academic dishonesty. It covers cheating, plagiarism, obtaining unfair advantage, and falsification of records or official documents. It provides guidance for promoting academic integrity. If Lehman resolves to pursue disciplinary action, the case is processed under [Article XV of the CUNY Bylaws](#). When the case is not resolved through mediation, it is referred to the College's Faculty-Student Disciplinary Committee.

Lehman is also guided by the [CUNY Intellectual Property Policy](#). This policy is designed to: define ownership, distribution, and commercialization rights associated with products of research, authorship, and invention by the University community; promote and facilitate the dissemination of such intellectual property; and recognize and encourage research, authorship, and invention.

Climate of Respect

The College is committed to a campus climate that fosters respect and understanding among students, faculty, staff, and administration, providing the highest quality education in a caring and supportive environment where respect, integrity, creativity, and diversity contribute to individual achievement and the transformation of lives and communities. The College's [Office of Compliance and Diversity](#) serves as a community resource for diversity, equal opportunity, and affirmative action.

The Office issues a variety of reports including the annual *Equal Opportunity and Affirmative Action Report* and the progress report for the *Strategic Plan for Faculty Diversity*. The primary goals of the *Strategic Plan for Faculty Diversity* are to: develop a campus climate that respects and values diverse perspectives; refine and strengthen the search process to recruit an

excellent and diverse faculty; and retain diverse faculty and maximize the likelihood of tenure and promotion. Some additional efforts to create a respectful and inclusive environment include:

- Safe Zone training (LGBTQ+ awareness), as well as a wide array of cultural events and performances in the Performing Arts Center.
- More than 60 student clubs and organizations ranging from academic societies to co-curricular, social, social justice/advocacy, and pre-professional groups, sponsored by the Office of Campus Life.
- Coordination of events and activities that celebrate history, culture, and contributions of diverse groups such as Women's History Month, Hispanic Heritage Month, Ramadan, Disability Awareness Month, and African American History Month.
- Renovation of a multi-use Reflection Space in the Library to provide a designated, quiet area for all to rest, reflect, and meditate.
- Domestic and international service projects that transport students to different parts of the country and the world to expose them to many different kinds of people, cultures, and situations.

Lehman's approach to Equal Opportunity and Affirmative Action is contained in [CUNY's Policy on Equal Opportunity and Non-Discrimination](#). As a federal contractor, CUNY engages in affirmative action consistent with federal requirements. To ensure Lehman remains a positive and welcoming environment for students, faculty, and staff, the Chief Diversity Officer offers a variety of professional development training workshops and webinars. Additional policies and procedures contribute to a positive campus climate. Lehman's own policies on [Sexual Assault and related offenses](#) adhere to [CUNY's Policy on Sexual Misconduct](#), which provides direction on matters related to sexual harassment and sexual assault, as well as a process for filing complaints. Lehman has [dedicated resources](#) to these programs including:

- Materials and training programs to educate students, faculty, and staff on the nature, dynamics, common circumstances, and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them.
- Prevention education materials are distributed to all students during campus orientation activities. Workshops for all relevant personnel, including Public Safety officers, Counselors, and Student Affairs staff, are conducted throughout the year related to prevention and handling of sexual assault, stalking, and domestic/intimate partner violence by Safe Horizon, Urban Justice Center, and the Kings County District Attorney Victim Services Unit.

The President, in tandem with the Director of Public Safety, issues an [Annual Security Report](#), which provides an overview of activities related to discrimination and harassment, and incorporates the past three years of crime statistics for the College.

Lehman strives for faculty to remain engaged in creating a climate of respect. In 2015, Lehman participated in the Collaborative on Academic Careers in Higher Education (COACHE) Survey (**Appendix 6**) to engender a more positive and respectful climate for faculty, and develop recommendations to drive improvement. Findings, as presented in Standard 7, reveal a number of strengths, including department engagement, quality, and collegiality, as well as a number of opportunities for improvement in areas including: facilities and resources; research, teaching, and interdisciplinary work; and senior leadership.

This culminated in creation of the COACHE Working Group, which produced a series of recommendations leading to some notable actions: creation of a year-long onboarding program developed for new faculty; launch of an annual Chairs' Workshop; painting and lighting and furniture upgrades in Carman Hall; revitalization of the Faculty Lounge; regular public office hours for the Provost and faculty to discuss significant issues; and an Information Technology Roadmap detailing steps to improve deployment of classroom technologies.

Efforts to promote a climate of respect may have positively influenced the quality of interactions Lehman College students have with their peers, as well as faculty and staff; and the perceived supportiveness of the environment. According to the most recent National Survey of Student Engagement (NSSE) (**Appendix 3**) in which Lehman participated (2014), the mean scores given to the College by first-year students and senior students for quality of interactions and environmental supportiveness were higher than those of participating Mid-East Public Colleges.

Grievance Policy

Lehman College has implemented a number of policies and procedures targeted to address and resolve concerns that arise from students, faculty, and staff in a constructive and timely manner. In addition, three collective bargaining agreements assure that grievances can be pursued by Lehman faculty and staff to address complaints related to the terms and conditions of their employment at Lehman. The agreements are the [PSC-CUNY Labor Contract](#), [Blue Collar Agreement](#), and [White Collar Agreement](#).

Each represents an effort to guarantee that complaints submitted by members of the College community are impartially and fairly resolved by providing a formal three-step procedure to pursue them. These include a first-step hearing, which involves a written decision related to the charges and a statement of the disciplinary penalty. If the conclusion reached is unsatisfactory, the complaint leads to the second step. Following a Step II hearing, a written decision is rendered. If resolution still remains unsatisfactory, it can be appealed to an independent arbitrator. [The CUNY Policy on Reporting on Alleged Misconduct](#) provides an additional set of procedures that guide handling of grievances.

Faculty complaints are handled promptly by Human Resources and the Chapter Chair of Professional Staff Congress. If the complaint is of a more serious nature, such as violation of the contract, it is handled by the Chapter Chair and College officials best positioned to address the issue. In cases of formal grievances, such as denial of tenure or promotion, non-

reappointment, or disciplinary action, [the Professional Staff Congress](#), CUNY, and Office of Special Counsel are involved. Complaints by employees in the classified service are handled by their union representatives and Human Resources.

Lehman students have formal processes to lodge complaints of many varieties (academic integrity, grade appeals, student disciplinary process, general academic appeals). These are addressed in the [CUNY Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings](#), included in the [Lehman College Student Handbook](#). Regarding academic appeals, informal mechanisms exist for students to submit a complaint. If such mechanisms are not successful, students may avail themselves of [Lehman's appeals process](#) and [CUNY's Policy on Academic Integrity](#). For conduct appeals, as described in the [CUNY Bylaws](#) (Article XV), a complaint issued by a student will be investigated by the Chief Student Affairs Officer (or designee), who will either dismiss the matter if no basis for the allegation is found, refer it to mediation, or provide formal discipline.

Conflict of Interest

Lehman College seeks to avoid conflicts of interest, or the appearance of such conflict, in all its activities and contracts. New York State Public Officers Law provides a regulatory framework for a [code of ethics](#) by which all CUNY employees must abide, supplemented by CUNY's own [Conflict of Interest Policy](#). This defines conflict of interest, provides clear examples of such potential conflicts, and documents clearly the auditing process that requires an employee to acknowledge they both understand and are following the policy.

New York State requires all policy-making employees or employees whose salary surpasses a threshold to file an annual [Financial Disclosure Statement](#) with the [Joint Commission on Public Ethics](#) (JCOPE) to affirm that private pursuits or investments are not in conflict with official duties. An individual required to file a Financial Disclosure Statement must also complete online training related to State Ethics Law within three months of being hired, and must complete a two-hour training on [State Ethics Law](#) either through JCOPE or the College's Ethics Officer.

Further, [CUNY approved new guidelines](#) for foundations that require all board members to abide by conflict of interest policies. Each member of the Lehman College Foundation Board must provide written acknowledgement that they have reviewed these new guidelines, understand them, and recognize them as binding. All officers must complete this annually or upon any substantive modifications.

CUNY's [Multiple Position Policy \(Policy 5.14\)](#) provides that Lehman's full-time faculty treat their appointment as their primary professional commitment, and that external activities of full-time faculty don't interfere or conflict with their role. The policy further provides full-time faculty with guidance related to prioritization of their appointment during periods when they hold multiple positions, whether internal or external to the City University of New York.

Each semester a faculty member must file a Multiple Position Form detailing compensated and uncompensated employment or other activities in and outside of CUNY beyond the faculty member's regular workload. Approval must be obtained before undertaking such work or activity. CUNY has created guidance memos for employees in the Higher Education Officer (HEO) series, College Laboratory Technician (CLT) series, Research Associates and Research Assistants, and classified staff.

Regarding purchasing agreements with external vendors, CUNY issued its [Procurement Policies and Procedures](#), intended to promote “. . . *the wise, prudent, and transparent use of the resources of the University and the taxpayers of the City and State . . .*” as well as “. . . *the prevention of favoritism, extravagance, fraud, and corruption, or the appearance thereof.*” The document outlines general purchasing requirements, purchasing priority and procurement methods, policy implementation, and amendments. All purchases must be approved by Lehman's Purchasing Department, and competitive bidding processes must be used where no preferred source or centralized contract exists. New York State also incentivizes transactions with minority-owned businesses.

Lehman endeavors to ensure research is conducted in an ethical manner, guided by CUNY's [Responsible Conduct of Research \(RCR\) Policies](#). RCR policies include [training requirements](#), which include online and in-person training. A [Research Misconduct Policy](#) functions to promote responsible conduct of research, discourage research misconduct, and deals promptly with any allegations or evidence of possible research misconduct. Lehman is required to have a [Research Integrity Officer \(RIO\)](#), who promotes RCT through training and education, and is responsible for implementation of RCR. All faculty are required to complete RCR training within six weeks of beginning their research. Resulting certification remains valid for four years.

Compensation for CUNY summer activities from the University and related entities, such as the Research Foundation and College Foundations, should not exceed a total for all such activities of three-ninths of the faculty member's full-time CUNY salary.

Fair and Impartial Employment Practices

As an affirmative action and equal opportunity employer, Lehman College aspires to maintain fair and impartial hiring practices, and eliminate discrimination in its application, recruitment, and employment practices, adhering to the [policies and protocols laid out by CUNY](#). Implementation policies and protocols are directed by the College's Office of Human Resources, overseen by the Director of Human Resources, who reports to the Chief Diversity Officer.

All searches for full-time positions begin with a meeting between the Chief Diversity Officer and the search committee to confirm legal and compliance requirements stated in [CUNY's Policy on Equal Opportunity and Non-Discrimination](#). During this launch meeting, the Chief Diversity Officer shares information regarding conducting the search, preparing for interviews (questions and research on prospective candidates), and provides guidance related to candidate selection, implicit bias, and final selection to comply with CUNY policies.

Candidates receive notification of the CUNY Policy on Equal Opportunity and Non-Discrimination on the [CUNY employment site](#) through [various materials intended to draw interest in the position](#). The College maintains an impartial and confidential process to address allegations related to unfair hiring, evaluation, promotion, discipline, and separation of employees. These policies are designed to prevent retaliation for participating in a complaint of unlawful harassment and discrimination, and provide a safe space for affected individuals to come forward without fear of penalty.

The New York State Constitution mandates that all employment decisions, including appointments and promotions, are done fairly, based on merit and fitness. Positions that are part of the competitive civil service require examination in the hiring process. Examinations are administered by CUNY’s Central Office, and test individuals for skills and competencies deemed necessary for specific job titles. No position can be permanently filled unless the individual chosen is on the qualifying eligible list.

The CUNY Board of Trustees has authority over appointment and promotion of instructional staff based on powers granted by the New York State Legislature. CUNY has created and administers a process of analysis and evaluation of the professional record and achievement of a candidate through the Personnel and Budget Committee. The committee, upon evaluating the candidate, makes recommendations to the Provost, who then interviews candidates. Following interviews, the Provost makes a single recommendation to the President, who has final authority on such hires. Full-time instructional staff is hired from a search that follows Lehman’s Search Guidelines and are aligned with the Faculty Handbook. A similar process is followed for the Higher Education Officer (HEO) series, codified in the [CUNY HEO Handbook](#). A number of position classifications help guide the process for hiring and promotion, linked in the table below:

Table 2.1: Promotion and Tenure Information by Job Classification

Job Classification Type	Documentation
Instructional Faculty	Faculty Handbook
College Laboratory Technician	CLT Handbook
Higher Education Officer series	HEO Handbook
College Assistant	College Assistant Handbook

Full-time employees are evaluated on an annual basis. Managers use a standard form for HEO employees, and evaluation forms are also applied to civil servants, Public Safety personnel, Management and Confidential (M&C), and Executive Compensation Personnel (ECP). Faculty

are evaluated annually by the Department Chair pursuant to the collective bargaining agreement with the Professional Staff Congress.

Once assessed by the Department Personnel and Budget Committee, non-tenured faculty are reviewed by the Faculty Personnel and Budget (FP&B) Committee, who serve in an advisory capacity to the President. Similarly, tenure reviews are conducted by the Department P&B, which forwards recommendations to FP&B's Tenure, Promotion, and CCE Subcommittee.

Faculty are able to apply for promotion when they believe they have met the requirements stipulated in the [CUNY Board of Trustees Bylaws](#). Promotion applications are reviewed by the Department P&B, followed by the FP&B Promotion Subcommittee. The President makes final recommendations to the CUNY Board of Trustees for reappointment, tenure, or promotion for those who meet the qualifications and will contribute to the academic and pedagogical excellence of the College. Individuals may appeal negative decisions and pursue a grievance under the collective bargaining agreement with the PSC. If the grievance remains unresolved, it can be heard by an independent arbitrator.

The rate of pay and other terms and conditions of employment for non-teaching and teaching adjuncts are set forth in the collective bargaining agreement with the PSC. All employees included in a collective bargaining agreement have the right to a due process disciplinary procedure. These policies and procedures are outlined in the various employee handbooks, as well as the policies and procedures set forth by CUNY. Groups that do not have disciplinary procedures embedded in their agreement have the right to a due process meeting as part of CUNY Rules and Regulations (8.7.1 & 8.7.2).

Honesty and Truthfulness in External Publications

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities. These values are embodied within Lehman's most recent Strategic Plan, [Achieving the Vision, its 90x30 Challenge](#), and [Characteristics of a Lehman Graduate: Educated, Empowered, and Engaged](#). The process for creating each Strategic Plan, monitoring and progress reports, and other pertinent planning documents can be found on [Lehman's Strategic Planning site](#).

The College makes available information on academic programs through the [Undergraduate Bulletin](#) and [Office of Academic Affairs website](#), which provides access to each academic department. Lehman's data-informed approach and commitment to transparency has prompted it to post pertinent information on the [Office of Institutional Research, Planning, and Assessment](#) and [About Lehman Pages](#). This includes the College's [Interactive Fact Book](#), which offers an array of information that can be disaggregated by major student, faculty, and staff traits. Lehman's Office of [Public Safety and Security Services](#) contains information on policies,

rights, and [crime information related to the Clery report](#), and the [annual update](#) includes [three years of crime statistics](#).

Lehman's Office of Media Relations and Publications communicates timely and accurate information to internal and external stakeholders via multiple communication vehicles: web, social media, press releases, advertisements, job postings, print materials, and videos. Student testimonials (in brochures, videos, and social media) are delivered by students who volunteer to participate. Appropriate releases permitting Lehman to use student likenesses and testimonials for college purposes are secured. Responses to media inquiries are routed through a chain of command within the unit, then reviewed by administrators. Media Relations contacts an external news outlet if inaccurate information is reported, and amends incorrect social media and web posts. The College website is regularly monitored and updated.

Lehman 360, [the College's award-winning platform](#) developed by the Information Technology Division, provides a portal structured to place students at the heart of Lehman's digital ecosystem, serving as another means to offer holistic information to students. The digital platform keeps students, faculty, and staff informed with the personalized information they need – GPA, academic standing, course schedule, and financial aid – all in one, user-friendly site. Lehman 360 integrates data from multiple systems, such as CUNYfirst (University-wide, PeopleSoft Enterprise Resource Planning system) into a single location and is conveniently accessible on mobile devices.

Access and Affordability

Lehman promotes access and affordability through a variety of programs and services. Current and prospective students can find this information within the [Student Handbook](#) and the [Student Achievement/Consumer Information/Student Right to Know Site](#). [The College's Office of Financial Aid](#) helps students apply for, receive, and maintain eligibility for various types of financial aid as described in Standard 4. The Office provides financial assistance to students who would otherwise be unable to pursue and achieve educational and professional goals. Financial Aid strives to provide timely and accurate financial aid processing in full compliance with all federal, state, and university regulations.

In order to facilitate continuous improvement, the Office conducts annual reviews, satisfaction surveys, and management reviews. Lehman makes every effort to ensure that students have access to financial aid, and in [2017-2018](#) a total of:

- 6,654 undergraduate students received \$48.7M in grant or scholarship aid
- 5,971 undergraduate students received \$26.3M in Pell Grants
- 2,323 undergraduate students received \$14.1M in Federal Student Loans.

In addition to maintaining the [Carroll and Milton Petrie Student Emergency Grant Fund](#), which awards emergency grants to matriculated students in good academic standing who are

experiencing short-term financial hardship, the College maintains [a number of financial aid programs](#), as well as its Office of Prestigious Awards. Due in part to these efforts, in Fall 2017 just 12% of the College's full-time students filing a FAFSA self-funded their tuition in full. Further, according to the U.S. Department of Education, just 22% of students took out federal loans, and among undergraduate completers the median debt level was under \$10,000.

Lehman began encouraging adoption of Open Educational Resources (OER) in academic year 2016-2017. During the first year of implementation, 1,042 students participated in 169 sections which replaced textbooks with publicly-accessible resources, resulting in nearly \$150,000 in savings for students. Online Education offers an annual workshop for 25 faculty to learn about OER and develop a plan on how to integrate it effectively into their teaching.

The Office of Student Disability Services (OSDS) works to ensure that the more than 500 Lehman students who identify having a disability have access to [all aspects of a Lehman education and campus life](#). [OSDS provides reasonable accommodation](#), support and advocacy services, and educates the campus on disability issues to foster an open and hospitable environment for students with disabilities. Taken together, these efforts represent Lehman's comprehensive commitment to promoting access and affordability.

Compliance

Lehman College communicates with internal and external constituencies through print and digital media about programs and services it provides, and policies and procedures that govern it. The College website serves as the primary communication vehicle, highlighting key information detailing Lehman's performance, institutional assessment, and student outcomes including:

- [Lehman's Institutional Effectiveness site](#), which provides annual updates on the College's AES assessments, as well as timelines and [key resources](#).
- Lehman College Fact Book, offered in PDF and as an [interactive tool](#), supplying information on: student, faculty, and staff demographics; retention and completion; and other significant information related to the institution.
- A [calendar of key events](#) meant to engage the internal and external community through a variety of academic and cultural events.

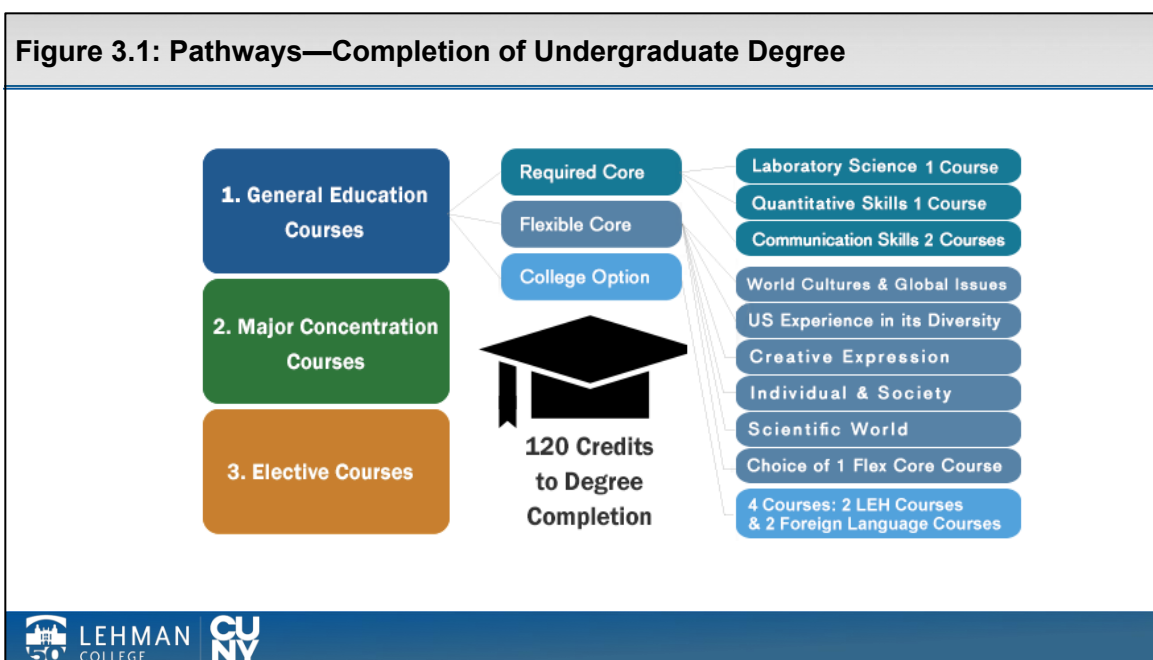
Each semester, the College is required to conduct an Enrollment Verification Process to ascertain it remains in compliance with Federal Title IV regulations related to student attendance. To verify enrollment, Lehman must be able to document verification of enrollment in each course or participation in an academically-related event connected to the course. A student is considered to have begun attendance if they have attended at least one day of class, or is otherwise active and participated in a course or related activity. Lehman College has the highest compliance rate with over 83% (LEH01 is identifier for Lehman) among CUNY's senior and community colleges, further demonstrating the College's commitment to the highest ethical standards.

In closing, Lehman College complies with all applicable Federal, State, and MSCHE policies. Curricular changes requiring New York State approval are filed promptly, as are MSCHE substantive change proposals, two of which are being requested during Spring 2019.

STANDARD 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

As a senior college of the City University of New York, Lehman College provides a broad, high-quality education to residents of New York State in keeping with both the mission of the College and CUNY. Currently, the College offers 140 undergraduate and graduate degree programs [across a broad spectrum of disciplines](#). The structure of Lehman’s [Baccalaureate degree programs](#) allows for seamless transfer from within CUNY, significant given that roughly seven in ten incoming transfer students originate from within the system. Lehman emphasizes opportunities for transfer students through CUNY’s [Pathways](#) program, and by offering relevant credentials through its [School of Continuing and Professional Studies](#). The centerpiece of CUNY Pathways is the [30-credit General Education Common Core](#), guaranteed to transfer across all CUNY colleges.

The requirements towards completion of an undergraduate degree for Lehman students is mapped out in three major categories identified in the diagram below, clearly identified on the [Lehman website](#) and in the Undergraduate Bulletin:



Between Fall 2012 and Fall 2016, the number of students who transferred to Lehman from within CUNY increased from 780 to 1,327, while the average number of credits transferred increased from 63.2 to 65.4. ([see CUNY Four-Year Update](#)) Lehman Baccalaureate and Master’s programs are designed to be relevant to the workforce, as well as prepare students for continued studies. A full list of Lehman’s academic offerings and [courses](#) by department can be found in the [Undergraduate Bulletin](#). Additionally, the College, in conjunction with CUNY Graduate Center, contributes faculty, and in some cases facilities, to [a number of Doctoral programs](#) of City University.

Degree Programs Anchored in General Education and Broadening Experiences

The foundation of Lehman College is its innovative and thoughtful curriculum development led by faculty and the [Office of Academic Programs](#). Lehman College's [Academic Master Plan](#) guides the process of curriculum review and assessment on an ongoing basis to ensure academic offerings remain current and relevant. A multi-step process for Academic Program Review consists of: departmental Self-Study; review by an external panel; external review team's Report; and discussion and review between academic programs and administration. This process is outlined in more detail in Lehman College's [Guidelines for Academic Program Review](#).

The College Senate is responsible for oversight, advisement, and providing recommendations for modifications to academic programs. Minutes of all Standing Committees, including the [Committee on Undergraduate Curriculum](#) and [Committee on Graduate Studies](#), are available on the Senate website. Academic programs created through this collaborative process since 2015 are included in the table below:

Table 3.1: New Academic Programs Since Academic Year 2015

Undergraduate	
Majors	Biology (BS) and Modern Languages (expected start date, Spring 2020)
Certificates	Digital Technology and Electronics
Minors	Business Law, Data Science Methods and Applications, Digital Music, Film and Television Studies, Finance, Human Resources Management, International Business, Irish Studies, Journalism, Marketing, Media Communications Studies, Somatic Studies
Graduate	
Master's	Biology (MS) and Organizational Leadership (MS)
Doctoral	Doctorate of Nursing Practice
Certificates	Health Education and Bilingual Extension in Speech-Language Pathology
Graduate Certificates	Advanced Certificate: Literacy Studies, Middle Childhood/Adolescence; Literacy Studies, Early Childhood/Childhood Education

Lehman is committed to providing students with affordable, flexible, and accessible academic programs and courses through fully online, hybrid, and partially online courses. The expansion of Online Education is a major component of the [Strategic Plan of the Office of Academic Programs](#). The College currently offers 1,788 partially, hybrid, or fully online sections serving 11,300 students. Moreover, the most recent 2017-2018 University PMP Report indicates that Lehman has led CUNY in percentage of courses offered partially or totally online for five consecutive years. Almost 22% of Lehman courses were offered partially or totally online, more than double the University average (9.2%). (**Appendix 24**)

The [Office of Online Education](#), staffed by a Director, Educational Technologist, Faculty Development Consultant, and Online Enrollment Specialist, offers faculty development programming and resources to those who teach with technology, whether the course is fully online or hybrid. Examples include: a facilitated and self-paced faculty professional development and training program; Blackboard Basics Course designed for faculty developing an essential skillset with the learning management system to teach online with technology; foundational two-week program designed for faculty new to online and hybrid instruction, which models effective design and facilitation skills; and Online Course Readiness Review Program to provide quality assurance.

General Education

The array of Lehman's undergraduate programs is anchored in the liberal arts. Each program contains a General Education core designed to provide students breadth of knowledge and understanding across disciplines. This helps them develop broadly applicable skills such as critical thinking and writing, enhances their capacity for lifelong learning, and strengthens their ability to contribute effectively to society. The [competencies](#) integrated into the College's courses include demonstrating:

- Critical thinking skills
- Competence within at least one discipline
- Skills in quantitative reasoning, information literacy, and research
- Outstanding communication skills in diverse media
- Multicultural, global, and ethical awareness of diverse people and communities
- The ability to work collaboratively as part of a team
- The potential for leadership.

In order to integrate some of these major competencies across the curriculum, the College has implemented two programs: Writing Across the Curriculum ([WAC](#)) and Quantitative Reasoning ([QR](#)).

- Lehman's WAC program, developed in 1999, [has served more than 200 faculty](#). During 2017-2018, [26 faculty](#) participated in [WAC workshops and institutes](#). The program is tailored to respond to particular interests and needs of faculty and students, grounded in the belief that writing both enables and reveals students' intellectual growth. The program encourages faculty to consistently use writing in their courses to identify where and when students need additional support. WAC promotes active learning and collaboration among students, as well as cross-pollinates effective teaching practices.
- The QR program is committed to infusing numerical literacy across the curriculum. It seeks to teach students to think critically and apply basic mathematics skills to interpret data, draw conclusions, and solve problems within a disciplinary and interdisciplinary context. Distinct from mathematics, QR emphasizes practical and contextual use of numerical evidence to draw conclusions.

The College offers flagship programs targeted to students with exceptional academic skills and motivation, including the Lehman Scholars Program and William E. Macaulay Honors College.

Established in 1980, [Lehman Scholars Program](#) offers students the atmosphere of a small, intimate college experience featuring seminars, mentors, and an extra-credit option. Students with a minimum GPA of 3.5 are eligible to apply to this program at any point prior to completion of 64 credits. There were 110 Lehman Scholars as of Fall 2018.

[William E. Macaulay Honors College at Lehman College](#) – consistently ranked among the top public honors colleges in the country – selects students from a highly competitive field of applicants who demonstrate exceptional academic skills. They receive a complete package of financial benefits that includes: full tuition scholarship for four years of study; expense account for study abroad or other academically enriching experiences; free laptop computer; and cultural passport for special entry into concerts, theaters, and museums. As of Fall 2018, we have 76 Macaulay Honors students.

The Leonard Lief Library is committed to student success by offering an active program of library instruction, where students are guided to access and critically evaluate online information resources. The Library features both onsite and remote access to [256 electronic databases](#), covering all subject fields and particularly strong in supporting professional programs.

[Lehman's Library](#) has distinct advantages participating in consortial licensing agreements for major resources through CUNY's Office of Library Services, providing access to broad resources that would ordinarily not be available on the limited budget of a public university tasked with primarily supporting undergraduate and growing graduate programs. Responding to recent student demand, the Library is now open 24 hours during Final Exams.

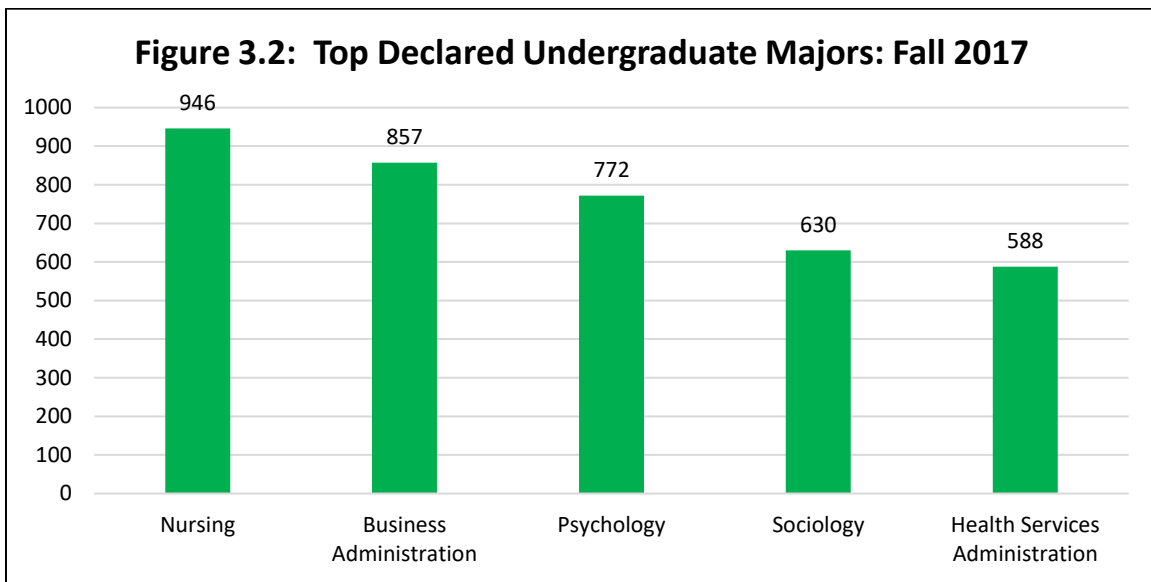
In order to determine whether Lehman College's academic programs are meeting student needs, we have implemented a number of systems to monitor overall and program-specific student success metrics. The College maintains and provides information on student and program outcomes on the Office of Institutional Research, Planning, and Assessment ([OIRPA](#)) website, including the annual Lehman College Fact Book, available as both a [PDF](#) and [interactive data tool](#).

Data contained within the Fact Book represent official statistics reported to the Federal government, New York State, and other entities. The Fact Book provides the college community and public with an historical record of student enrollment, degrees awarded, student performance, staffing, and financial trends. Other tools, such as the Student Success Dashboard, developed by Information Technology, provide more dynamic data for real-time decision support to improve student outcomes. The [platform is still in development and was introduced in 2017](#) to support graduation specialists, administrators, and advisors with enhancing student retention and graduation rates.

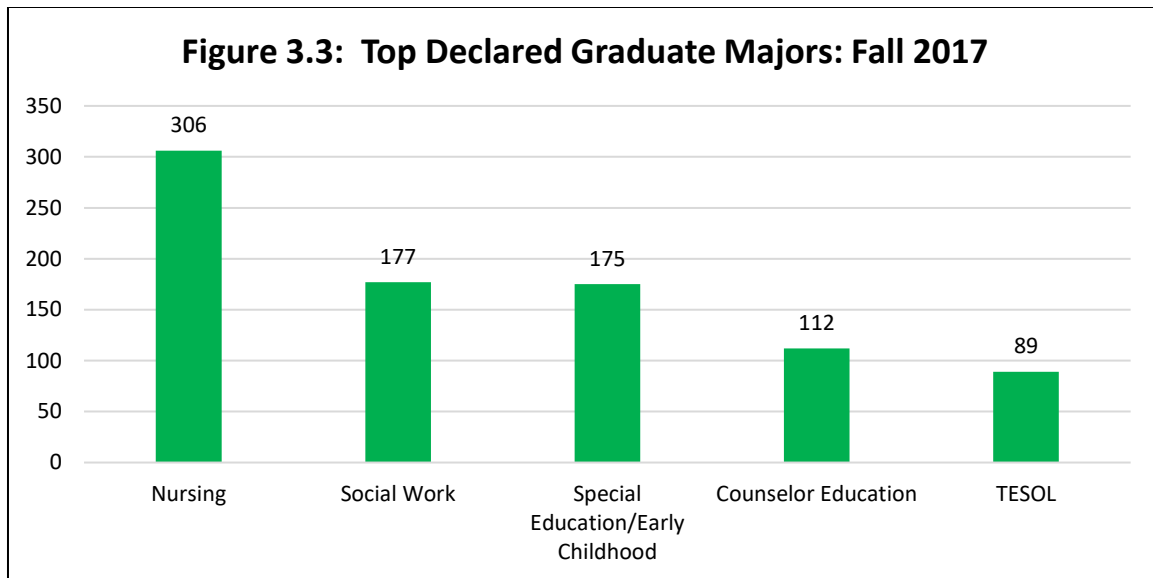
Lehman College serves as a destination for transfer students. In Fall 2017, a total of 2,158 students transferred to the College, including 1,479 transferring from within CUNY. All told, 70% of new students in Fall 2017 were transfers, even as the campus welcomed its largest first-

time freshman class in nearly a decade. Lehman’s top four feeder schools for transfer students are CUNY community colleges: Bronx Community College, Borough of Manhattan Community College, Hostos Community College, and LaGuardia Community College in Queens. According to the most recent CUNY PMP, the four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5% higher than the CUNY average (50.8%). (**Appendix 24**)

Pathways General Education requirements allow all Lehman undergraduates, regardless whether they began their studies here or at another CUNY institution, to pursue a Baccalaureate degree across a broad spectrum of academic programs. The top five declared undergraduate majors in Fall 2017 are included in the following figure:



Lehman offers a range of graduate academic programs. The top five declared graduate majors in Fall 2017 are provided on the following page in **Figure 3.3**:



Lehman has been proactive about developing new and innovative Master’s programs that respond to changes in the employment market, while positioning ourselves competitively with offerings of other regional institutions. The College is confident that these enhancements, in conjunction with improvements in program promotion, will result in graduate enrollment that reflects the diversity of our undergraduate population, empowers minority students to advance in their careers, and contributes in a meaningful way to improvement of lives in the Borough.

The College offers 64 graduate degree programs which incorporate research, scholarship, and independent inquiry appropriate to the area of study. Some examples include the MS in Education where two courses, Research in Mathematics Education and Master’s Thesis, introduce methods of research in mathematics education, including formulation of a research problem. Students engage in hypothesis testing, quantitative methods, and comparing experimental and comparison groups.

Another example is the MS in Geographic Information Science (GISc), which prepares students for careers in this growing field and the environmental, health, criminal justice, urban planning, transportation, energy, and policy fields that hire GISc specialists. GISc students have co-authored research papers, collaborated with faculty on publications, and presented their findings at conferences and symposia. Students regularly work with faculty on grant-funded research projects, such as studies for National Oceanic and Atmospheric Administration on public health impact of climate change and for USDA on urban agriculture.

The Social Work graduate program is recipient of a Health Resources and Services Administration grant that funds an annual conference on urban social work issues where MSW students offer poster presentations. Graduate students co-presented with faculty at New York State Social Work Education Association’s annual conference.

In the final course, NUR 787, students worked with faculty to produce posters displayed at Lehman's Health Equities Conference, Montefiore Research Day, and Sigma Theta Tau International Honor Society.

The Schools of: Arts and Humanities; Education; Health Sciences, Human Services, and Nursing; and Natural and Social Sciences each has a major focus on graduate and professional education. In addition to providing coursework and fieldwork assignments leading to certification, the latter two professional Schools with clinical programs provide research opportunities for graduate students. Their faculty, along with many faculty from the two other Schools, have joint appointments on various Doctoral faculties of CUNY Graduate Center (GC). Of the Lehman faculty affiliated with the Graduate Center in Fall 2018, 44 were actively engaged in teaching GC courses, and 29 supervised graduate students.

Lehman graduate students benefit not only from contributions of Lehman Doctoral faculty, but also from access to Doctoral faculty from all CUNY colleges that participate in consortial graduate programs. The graduate programs consortia dramatically expands the breadth of faculty intellectual resources available to Lehman graduate students. The Graduate Center itself is a significant additional resource for Lehman graduate students, with a fully resourced library, online access to journals, and wide array of weekly academic seminars and conferences. It serves as the nexus of graduate student activity, facilitating interaction with graduate students from all participating CUNY campuses.

Currently (Fall 2018), 103 Lehman College faculty out of 302 tenured/tenure-track faculty (Fall 2017) are invited members of the Doctoral faculty in one or more CUNY Graduate Center programs. Through participation in this consortium, Lehman College can attract active scholars who seek a strong research career coupled with the undergraduate teaching mission of the institution. Affiliation with Doctoral programs brings state-of-the-art research to the campus, enabling undergraduates (and even high school students) access to discovery and knowledge creation alongside Doctoral students.

To confirm that undergraduate and graduate programs effectively meet the needs of students, academic departments have engaged in systematic assessment of their offerings. In 2012, Lehman College codified the job description for Assessment Coordinators in response to recommendations of the [2009 MSCHE Self-Study](#). In addition to now having a dedicated assessment staff, faculty members from each academic department are responsible for leading student learning outcomes assessment efforts, collating assessment findings/data, and relaying these to the Department Chair and faculty.

Coordinators meet with their School Deans and Associate Deans to share best practices and actionable information related to Student Learning Outcomes findings. In collaboration with the Assessment Director or Associate Provost for Academic Programs, some Schools facilitate workshops for coordinators. Findings are applied to inform department and School Strategic Plans, and support resource requests for faculty, equipment, technology, space, and co-curricular/extracurricular experiences for students. Alignment of these requests with Strategic Plans is demonstrated through the OTPS Expenditure Workbook, and in graphic representations

of Academic Strategic Plans. The [Assessment Office](#) works in collaboration with the Office of Academic Affairs, as well as individual departments and faculty, to guide the [process of data-informed assessment and continuous improvement](#).

Examples of program assessment reviews include:

- **Departmental reviews:** All academic departments develop short-term and long-term Strategic Plans. They review teaching effectiveness from student evaluations, surveys, and assessments.
- **Specialized accreditation reviews:** Program effectiveness is assessed by external reviewers. Discipline-specific accreditation is regularly conducted by agencies and professional associations. Lehman College's clinically or professionally accredited programs include: Chemistry, Education, Health Sciences, Nursing, Social Work, and Speech-Language-Hearing Sciences. A [list of accreditations and dates](#) is available through the Office of Academic Programs.
- **Master Plan review:** All academic programs and courses are reviewed for alignment with Lehman's [Academic Master Plan](#) to make certain they remain relevant to scholastic achievement and professional careers.

In-depth discussion of assessment appears in **Standard 5**.

Student Learning Experiences

Additional ways in which Lehman assesses the student learning experience include the [Noel-Levitz Survey](#) (2014), [National Survey on Student Engagement](#) (NSSE), Cooperative Institutional Research Program [Freshman Survey](#) (2017), and the [CUNY Student Experience Survey](#).

Highlights from the [2016 CUNY Experience Survey include](#) (**Appendix 7**):

- 60% of Lehman students were very satisfied or satisfied with their overall social experience, higher than the proportion of comparable responses for both senior colleges (48%) and the entire system (53%).
- 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both senior colleges (68%) and the entire system (72%).
- 66% of Lehman students were very satisfied or satisfied with the value of their education relative to the price, higher than the proportion of comparable responses for both senior colleges (57%) and the entire system (59%).
- 55% of Lehman students either strongly agreed or agreed with the adequacy of their advisement, higher than the proportion of comparable responses for both senior colleges (47%) and the entire system (51%).
- 64% of Lehman students either strongly agreed or agreed with that the College clearly communicates degree requirements, higher than the proportion of comparable responses for both senior colleges (57%) and the entire system (59%).

- 72% of Lehman students would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses for both senior colleges (60%) and the entire system (63%).

Despite the overall positive nature of these findings relative to the student experience, there remain students who see opportunities for improvement and who could be served better. The results of these studies have impacted a number of initiatives, including Lehman College’s 90x30 Challenge, which calls for more systematic use of data and technology to support efforts aimed at increasing student success and fostering academic excellence.

In January 2018, Lehman hosted a two-day [Academic Momentum Planning Summit](#) for the leadership teams from 19 CUNY campuses driving the University’s efforts to increase graduation rates and reduce time to degree. The event allowed teams to share best practices with leaders from within and outside CUNY identified by Complete College America. Areas of interest included Degree Maps, credit accumulation, and Gateway courses.

As a follow-up to this event, in August 2018, the campus hosted an all-day internal workshop (**Appendix 28**) that focused on intersection of data and technology, as well as teaching, learning, and advising. Highlights of the event included (**Appendix 29**):

- A keynote by Dr. Lawrence Abele, former Provost of Florida State University, who focused on using data to identify structural barriers to student success that also promote equity gaps.
- Set of analyses aimed at identifying opportunities to improve retention and completion. These included explorations of: departing student patterns; excess credits; courses with high rates of D, W, I, and F grades; and a case study that illustrates success of a flipped classroom design in Chemistry.
- Workshop on the Student Success Dashboard, featuring a collaborative partnership between Information Technology and Lehman’s Graduation Specialists.
- Discussion of turning data into actions that benefit students, centering on Lehman’s ongoing efforts to scale out use of Degree Maps and innovative course design to help students more easily navigate their academic journeys.

Robust Faculty

Lehman’s faculty plays a vital role in promoting student success through effective teaching, advising, and scholarship. Lehman faculty is hired under the [CUNY Board of Trustees Bylaws](#). (see **Bylaw VI**) Faculty titles and minimum qualifications are subject to [CUNY guidance](#): full-time faculty shall perform teaching, research, and guidance duties and those administrative, supervisory, and other functions that may be assigned to them by appropriate college or university authorities, while persons employed in the adjunct series shall be assigned to teach part-time or perform related duties on a part-time basis. The following table provides a breakdown of full-time and adjunct faculty by rank:

Table 3.2: Faculty by Rank

Rank	Number of Faculty		Total
	Full-Time	Adjuncts	
Distinguished Professor	5	NA	5
Professor	79	13	92
Associate Professor	118	13	131
Assistant Professor	101	128	229
Instructor	4	NA	4
Lecturer	63	279	342
Hourly Instructional Staff	NA	153	153
Total	370	586	956

Source: *Lehman 2017 Fact Book*

Reflects employees on payroll as of November 1, 2017

Full-staff who teach are not included as part-time faculty

Approximately 86% of Lehman’s full-time faculty have terminal degrees. Approximately 26.3% (154) of part-time faculty (586) hold a PhD or equivalent, based on the requirement that adjunct faculty who hold the title of Full Professor, Associate Professor, or Assistant Professor must hold a terminal degree.

The College is committed to recruiting and retaining a diverse faculty, particularly critical given Lehman’s status as a top-ranked vehicle of upward mobility among U.S. Minority-Serving Institutions (MSIs) and given the diversity of its student body. Of the 370 full-time faculty, 8.4% are Asian, 11.1% are Black/African American, 14.1% are Hispanic/Latino, 65.7% are White, and less than one percent are American Indian/Alaskan Native, or of an Unknown race/ethnicity. Since 2010, underrepresented faculty at Lehman has increased ten percentage points from 26.9% (2010) to 37% (2018). **(Appendix 9)**

Faculty of color represent 20% of full professors, 33% of associate professors, 40% of assistant professors, and 46% of lecturers. **(Appendix 9)** Among part-time faculty, 7.7% are Asian, 20.1% are Black/African American, 17.4% are Hispanic/Latino, 53.7% are White, and less than one percent are American Indian/Alaskan Native, Two or More Races, or of an Unknown race/ethnicity. **(Appendix 9)**

To support the resultant increases in teaching workloads associated with enrollment growth, between Fall 2013 and Fall 2017, the percentage of part-time faculty grew from 52.2% to 61.3% of all faculty. **(Appendix 9)** This growth has allowed Lehman to increase student retention, persistence, and graduation rates while maintaining a stable student-faculty ratio that in 2017

compares favorably to the national average (16:1) for public institutions in 2013, noted in the table below:

Table 3.3: Student-Faculty Ratio at Lehman College, 2012-2017

Measure	Years					
	2012	2013	2014	2015	2016	2017
Student-Faculty Ratio	14	13	14	15	15	16

Student-Faculty Ratio is defined as the ratio of FTE students to FTE instructional staff. FTEs aggregate full-time and part-time students and staff.

Source: Integrated Education Postsecondary Data System [IPEDS]

Research and Scholarship Achievement

According to CUNY’s 2018 Performance Management Process, Lehman’s research awards – measured on a three-year rolling average – stand at just under \$5M, ranking it at the middle among senior colleges. While this figure represents a decrease from last year, it is more than double the amount of research awards received three years prior (\$2.2M) and represents an increase in the number of funded research grants. **(Appendix 24)** In FY2017, Lehman received 39 funded research grants, exceeding the 36 funded grants it received in FY2016. **(Appendix 25)** This represents a 143% increase from just five years before.

Faculty Support

Lehman College celebrates achievements and contributions of faculty through its annual [Teacher of the Year Award and Adjunct of the Year Award](#). The College is currently home to [five Distinguished Professors](#), a designation reserved for scholars at the highest level of contribution in their field. Lehman celebrates newly-tenured and promoted faculty, as well as faculty publications, creative work, and grantsmanship. In addition, scholarly and creative achievements of faculty are recognized at the annual [Celebration of Faculty Achievement](#). Noteworthy faculty contributions are announced in the Provost’s weekly eDigest and publicly recognized at General Faculty meetings.

Additional resources provided to full- and part-time faculty to promote successful professional development include: Library licensed [Kanopy](#), an online video repository that can be seamlessly embedded into Blackboard course sites; and membership in [National Center for Faculty Development and Diversity](#), which provides resources, training, and development to support faculty research and writing.

The College undertakes multiple measures to assure faculty are reviewed on a regular basis and in an equitable manner. Guidelines for faculty evaluation are provided by Academic Affairs as outlined by [The Procedures for the Faculty Personnel and Budget Committee on Promotion](#), which follow policies set forth by [CUNY Revised Pre-Tenure Review Policy](#) and [PSC-CUNY Contract Guidelines](#). The PSC-CUNY Contract contains a detailed overview of expectations and responsibilities of faculty, staff, and administrators. Faculty are evaluated annually by both peers and students. Article VI of the CUNY Board of Trustees Bylaws further outlines the rights and limits related to tenure, appointments, and due process. Faculty evaluation is also discussed in Standard 2.

Non-tenured faculty are evaluated each year based on teaching, research, and service. The College provides faculty with a [seven-year checklist](#) that outlines important milestones on their path to tenure to help facilitate the tenure and promotion process. To promote greater transparency around Student Evaluation of Teaching and Learning (SETL), summary results related to overall ratings, instructional design, course management, pedagogical delivery, and general information have been made available through [Lehman 360](#), the College's digital platform.

High-Touch and High-Tech Student Learning Experiences

The College has undertaken a number of efforts to assist students with comprehending and navigating available academic programs and requirements for completion. The [Student Consumer Information Page](#) provides information related to: institutional financial aid; privacy of student records; student disability services; transfer student information; accreditation; academic programs; articulation agreements; copyright infringement; student financial assistance; health and safety; and student outcomes.

In recent years, Lehman has enhanced its advisement efforts, largely driven by the imperative of boosting educational attainment. This has focused the intersection of strengthened advisement on: student success and completion; strong slate of student support services aimed at meeting needs of distinct student segments; enhanced communication through innovative digital technologies; resulting in experiences intended for Lehman students to become educated, empowered, and engaged. Beginning in 2014, the Advisement Working Group, coordinated by Academic Affairs and the Registrar, undertook broad assessment of the scope and nature of this process.

Following this, the [Division of Enrollment Management](#), which now oversees [Advisement](#), [Strategic Persistence Initiatives](#) and [Student Success Initiatives](#), further examined the current state and future of advisement. This culminated in a series of reports and forums including the *Proposed Advisement Model Report*, which concluded that a reconfiguration of advisement with a deeper emphasis on student success was necessary. As a consequence, the President's Cabinet partnered with Enrollment Management to consult with national experts to develop a model based on student success teams.

Accordingly, a new advisement structure was implemented in Fall 2017. Separate advisement units are now dedicated to integrated onboarding and advisement procedures of freshman and transfer students. The recently launched Freshman College oversees this cohort, while the Office of Academic Advisement is responsible for transfer students.

In May 2018, the Office of the Registrar transformed its existing Graduation Audit Unit (GAU) – which monitors students’ graduation eligibility – into a Graduation Specialist (GS) team. This provides a pathway to improved persistence, retention, and ultimately graduation rates in fulfillment of Lehman’s mission, vision, values, and Strategic Plan, *Achieving the Vision*. Graduation Specialists report to the Registrar and collaborate with the Schools to plan, organize, and coordinate student-oriented activities to secure successful and timely graduation. Working with both undergraduate and graduate cohorts, Graduation Specialists conduct reviews of student records and track student progress through their programs of study, strategically intervening at key moments. Over time, they can determine whether students will fulfill degree requirements.

In conjunction with each School, Graduation Specialists conduct ongoing analyses of graduation data within each specific cohort to identify common trends and errors resulting in deterrents to students’ graduation journey. They provide solution-centered recommendations to decrease disruptions for future groups. In Spring 2018, 18 students were identified by Graduation Specialists as one-three credits short of 120 credits required to graduate. This resulted in collaboration with the Health Sciences Department, which developed an option for students to gain these remaining credits. Eleven students (61%) took advantage and graduated in Spring 2018 instead of Summer 2018. In the future, Graduation Specialists will work with Schools and IT to automate this process of identifying students just short of graduation.

Experiential Learning Opportunities

In addition to this multifaceted approach to advising and student momentum, the College has adopted an intentional strategy to provide meaningful Experiential Learning Opportunities related to retention, completion, matriculation in graduate education, and career success. As a result, the College has focused on promoting multicultural experiences through internationalization and global partnerships, Experiential Learning Opportunities (ELOs), and undergraduate internships.

Lehman has recently sought to expand its global reach and footprint. During 2017-2018, we piloted a new program, Lehman in the Provinces, a comprehensive academic partnership with Cuba’s University of Sancti Spíritu and University of Camagüey. Further, Lehman signed agreements with University of Sao Paulo in Brazil and a number of Mexican and Dominican Republic higher education institutions. Many existing agreements were renewed, including semester-long study in The Hague in the Netherlands, Sungshin University in South Korea, Sugiyama University in Japan, Montpellier University in France, and Nanyang Polytechnic University in Singapore. Overall, these efforts contributed to Lehman being named a [Top Producing Gilman Institution](#) in 2018.

Moreover, Lehman has endeavored to support quality education remaining affordable for residents of the Bronx and surrounding region. Given that according to the most recent CUNY Student Experience Survey, 59% of Lehman undergraduates have a household income of less than \$30,000, the [College has worked to increase access to OER](#). Having received grant funding from New York State, the Library designed resources for faculty considering development of OER, including an evaluation rubric on the [Leonard Lief Library website](#). During the first year of implementation (AY2017-2018), 1,042 Lehman students participated in 169 sections that replaced costly textbooks with publicly-accessible resources, resulting in nearly \$150,000 in savings for students.

As highlighted in the 2016 Student Experience Survey, Lehman students declare they derive considerable value from their education. A major component of this involves academic programs and the curriculum being current and relevant to workforce needs. Increasingly, this includes providing Experiential Learning Opportunities (ELOs), including internships, service-learning, and community service. The School of Continuing and Professional Studies' Augmented and Virtual Academy provides students with a ten-month applied course of study that includes animation, 3-D graphics, and web design with links to prospective employment. Additional resources can be found on Lehman's [Experiential Learning Portal](#).

ELOs, when coupled with Lehman's broad academic programs, unique student experiences, and comprehensive wraparound services prepare those for success who earn a degree. Recent data from the New York State Department of Labor (**Appendix 22**) reveals that:

- More than 80% of the last four cohorts of Lehman's Baccalaureate degree graduates were employed in New York State within one year of graduation.
- Real median income for Lehman alumni one year after graduation was \$38,534, and \$64,569 for Master's graduates.
- Both median income figures are above median earnings in the Bronx, \$25,985 for workers aged 16 and older, and \$30,396 for workers aged 25 and older in 2016.
- Three years after graduation, the median real wage for Lehman Baccalaureate graduates increased 17.9% to \$45,427, and the median real wage rose 10.1% to \$71,067 for Master's graduates.

These data underscore Lehman's ability to deliver on its value proposition of creating educated, engaged, and empowered students through a broad and high-quality education, in tandem with an intentional approach to design and delivery of the student experience.

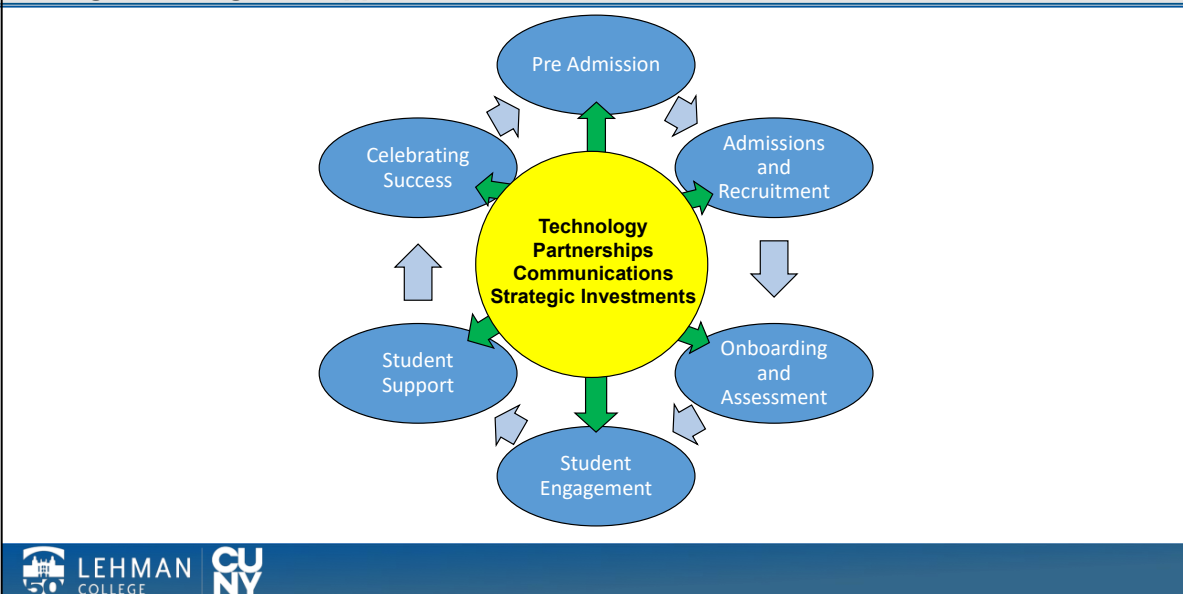
STANDARD 4: SUPPORT OF THE STUDENT EXPERIENCE

Lehman College supports the student learning experience by providing: robust academic programming; administrative, educational, and student support services that enhance teaching, learning, and advising; and a slate of policies and procedures designed to facilitate student success. As highlighted in Lehman’s mission, and based on its role as community anchor, the College plays a vital role promoting upward mobility by focusing on academic, personal, and professional development of its students. This is particularly significant given the number of Bronx residents who live in poverty.

Recent data provided by the [CUNY Office of Institutional Research and Planning](#), which examined unemployment insurance wage record data, determined that within one year of graduation, the median income for those who graduated from Lehman with a Baccalaureate degree was \$38,534, and \$64,569 for its Master’s graduates. Both median income figures are above median annual earnings in the Bronx, which were \$25,985 for workers aged 16 and older, and \$30,396 for workers aged 25 and older in 2016.

Three primary ways Lehman tries to help its students derive the highest value from their education include: a dynamic, cross-divisional community of support; a proactive division of Enrollment Management; and an innovative strategy to harness technology. Together, policies, procedures, and services designed to support the student learning experience keep the entire student lifecycle in mind, from pre-application to enrollment to graduation, and beyond. The following figure illustrates Lehman’s approach to supporting the student experience through a dynamic community of support:

Figure 4.1: Lehman’s dynamic community supports the student experience through an integrated approach



Ethical Policies and Practices Aimed at Student Success

Pre-Admission

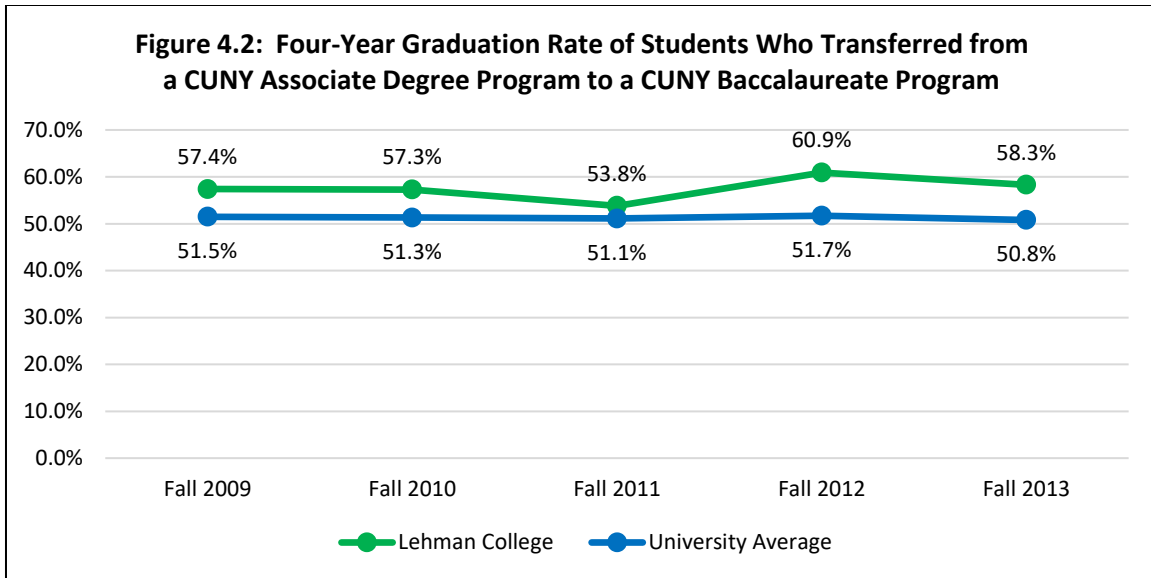
As part of its role as community anchor, Lehman makes numerous efforts to engage students well before they consider applying to the College, whether they are enrolled in high school or at another institution. The College has developed a substantial awareness campaign that includes partnerships with high schools, community-based organizations, and feeder schools inside and outside of CUNY. In order to ensure access to the campus, Lehman developed a virtual tour through the YouVisit Virtual Tour.

At the same time, the [Urban Male Leadership Program](#) is focused on creating a high school-to-college pipeline to increase the number of young black and Latino men enrolled in higher education. Partnerships have been formed with [Yonkers Partners in Education](#), and the increased footprint of [College Now](#), a transition program for qualified New York City public high school students, has helped create multiple pipelines to a Lehman education.

[College Now](#) is a free dual enrollment program and major enterprise between CUNY and the New York City Department of Education ([NYC-DOE](#)). It enlists all eighteen CUNY campuses, and serves over 420 public high schools to assist students successfully transition from high school to college. [Lehman's College Now](#) program supports over 1,800 students from over 60 high schools in the Bronx. The program offers college credit courses that mirror the Freshman Year Experience. Over 80% of students who enroll successfully complete their courses with grades of C or above. Most recent data indicate that students from College Now who matriculate at Lehman complete their first semester with 18 credits.

Evaluation and Acceptance of Transfer Credits

Lehman has redoubled its efforts to make prospective transfer students aware of the College's academic offerings and services in order to make their matriculation as seamless as possible. The CUNY [Pathways](#) program was designed for potential students considering transfer to Lehman from within CUNY. The [30-credit General Education Common Core](#) is central to successful transfer of CUNY students to Lehman. (See Standard 3 for more detailed information about the Pathways program). Pathways has contributed to Lehman's success in graduating transfer students in a timely manner (**see chart on the following page**):



Lehman has devised blanket [articulation](#), and [guaranteed admissions agreements](#) with regional community colleges, within and outside CUNY. For example, Lehman College and Westchester Community College, part of the State University of New York, currently have a blanket articulation agreement. These partnerships are periodically revisited to make transfer as frictionless as possible.

A recent CUNY analysis of the number of credits lost by transfer students prompted Lehman to complete 56 program-to-program articulation agreements (including three blanket articulation agreements under CUNY Pathways), and resolve to update transfer policies to eliminate loss of credits at the point of transfer. To further assure a smooth transition and assist students in early engagement with the College, Lehman hired an academic advisor to coordinate with students onsite at several community colleges. This function serves to minimize loss of credits and encourage Associate degree completion to further enhance community college collaboration and transfer student success. The College recently introduced the eTCE (Electronic Transfer Course Evaluation) system, which automates and streamlines this process.

Bronx Transfer Affinity Group

Lehman College joined with Bronx Community College, Hostos Community College, and Manhattan’s Guttman Community College to facilitate students transferring with their AAS degree. The objective of this program is to improve Bachelor degree attainment (within four years from transfer) for students who complete their Associate degree at a CUNY community college and transfer to a CUNY senior college. The Bronx Affinity Group has begun to identify a set of priority barriers for transfer students that can be addressed over a period of 18 months.

Credit for Prior Learning

Students who enroll in the [Adult Degree Program](#) (ages 25 and older), which comprises 10% of the undergraduate student body, are eligible for credit for prior learning to reward prior life

experience and help them earn a degree in a timely manner. Lehman College awards credit for prior learning based on the student's ability to demonstrate learning of an academic nature that has taken place outside a traditional classroom, such as volunteer activities or employment. This knowledge must fall within one or more of the academic disciplines of the College. Credit is not automatically awarded. Students must complete a portfolio that documents their learning, and have it evaluated by the appropriate academic department.

To help prepare the portfolio, the Adult Degree Program offers a three-credit course to this end. On completion of the course, the portfolio is evaluated by the academic department that will determine a credit award of 0 to 15. Credits count as electives and do not count towards residency requirements.

Admissions and Recruitment

Lehman College's [Admissions Office](#) is a one-stop, integrated structure which addresses undergraduate recruitment, admissions processing, transfer credit, and graduate admissions. Prospective students (freshman, transfer, and graduate) are meaningfully engaged in person through traditional outreach methods such as recruitment events on and off campus, Information Sessions, campus tours, and counseling sessions.

Admissions recently enhanced its processes by deploying multiple technologies in coordination with the Strategic Communications Office. These include: adoption of [Direct Admissions](#); automating transfer credits in CUNYfirst for freshmen, transfers, and readmits; Hobsons Connect to provide a strategic on-time communication plan through a personalized online MyLehman Page for undergraduate students and a MyMasters Page for graduate students; and research-based behavioral nudging initiatives.

These coordinated efforts have in part resulted in the College consistently meeting or exceeding its enrollment targets, culminating in 17% growth in overall enrollment since 2013. Additional Admissions efforts include a renovated office with electronic sign-in and tracking. The Office of Testing and Scholarships has implemented structural changes to incorporate on-demand placement testing. Academic Advising has instituted electronic notetaking and appointment scheduling, and the Office of the Registrar has automated the major declaration process (iDeclare).

[The Graduate Admissions Office](#) implemented an online application and paperless system, and offers virtual information sessions for prospective students. It rolled out several strategic changes designed to deliver students just-in-time communication, leveraging data obtained from student needs assessments. Lehman hired an admissions counselor to improve the recruitment presence at in-person and virtual recruiting events. Graduate Studies developed a Dual Credit Program allowing high performing Lehman undergraduate students to earn up to twelve graduate credits to satisfy both undergraduate and graduate degree requirements.

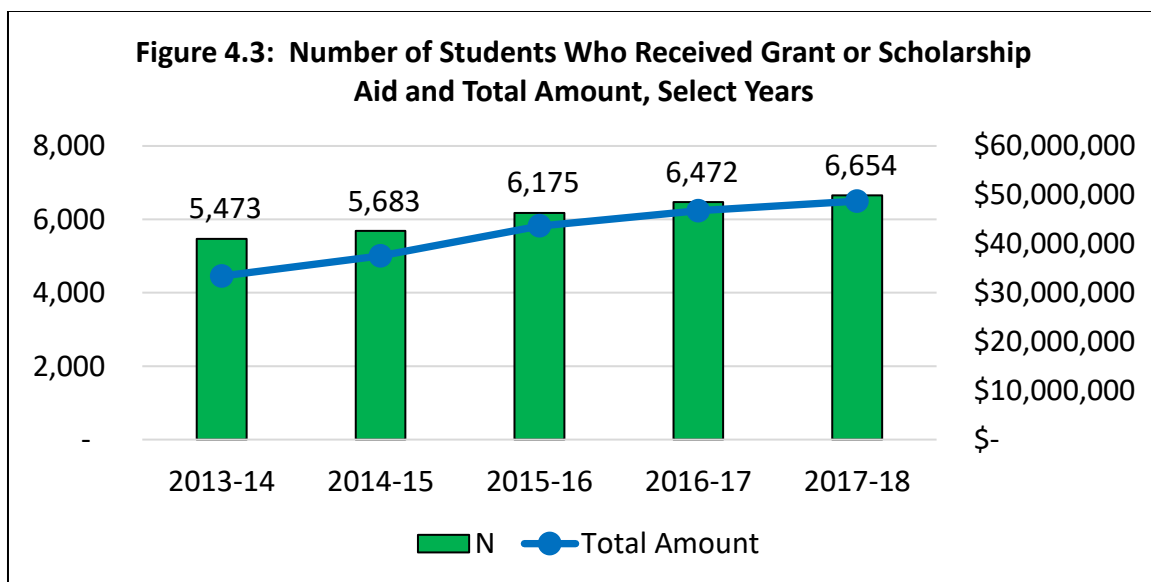
The Office of Financial Aid provides a [centralized location](#) with comprehensive information regarding tuition and fees, expenses, and financial aid to ensure students are well-informed. The main website includes: a list of financial aid programs; application information regarding programs like [New York State Excelsior Scholarship](#), [New York State Tuition Assistance Program](#)

(TAP), [Free Application for Federal Student Aid \(FAFSA\)](#); a net price calculator; and resources to help students assume the best approach to financing their college education.

In addition, Financial Aid employs a multi-channel strategy that includes print and digital mail, print materials, orientations, and events with the purpose of educating prospective and current students about their financial aid options in a timely manner. This is especially important considering that some forms of Federal Student Aid are granted on a first-come, first-serve basis. For Lehman students, 59% from households with a family income of less than \$30,000 per year according to the 2016 CUNY Student Experience Survey, the timely submission of financial aid applications can be the determining factor to whether college remains an affordable option.

In 2017-2018, the Office of Financial Aid processed nearly 20,000 FAFSA applications and disbursed over \$91 million in Federal, State, and scholarship support. To maximize service, the [Office extends its operations on specific weekdays](#), and offers the same for its Financial Aid Internet Lab. Approximately 56% of Lehman full-time undergraduates have their tuition fully covered by Federal and State grants, 37% pay some portion of their tuition out of pocket, and only 7% pay tuition completely out of pocket. (**Appendix 9**)

Between 2013-2014 and 2017-2018, the number of undergraduates receiving a Pell Grant has increased from 5,010 to 5,971. The College has recognized the growing need to maintain affordability, and over the past few years the number of students who received grant or scholarship aid has increased.



The [Office of the Bursar provides students](#) with comprehensive and accurate information regarding tuition policy, schedule of fees, and the process and available plans for tuition

payment. Detailed information is supplied regarding the refund schedule and refund policy for dropped classes. The Bursar's Office also offers [extended hours when classes are in session](#).

In order for Lehman's distinctive and growing population to be well-informed about the range of academic, educational, and student support services, the College has embraced a digital approach to communicating their availability. [Lehman 360](#) provides students with a one-stop platform for information featuring a reduced sign-on solution for degree audits, Blackboard learning management software, course registration, library resources, and other tools. In addition, the Lehman website will undergo a redesign in late 2019 to better communicate current information to students, faculty, staff, and visitors.

All these tools are designed with access, affordability, and completion in mind. Lehman's commitment to providing a quality affordable education is demonstrated by the most recent CUNY Student Experience Survey (2016). Two in three students were very satisfied or satisfied with the value of their education, and seven in ten would choose to attend Lehman again if they were to start over. Other important services and initiatives granted to Lehman students with the aim of increasing affordability include: Office of Prestigious Awards; [Open Educational Resources](#); and [Carroll and Milton Petrie Student Emergency Grant Fund](#).

Onboarding and Evaluation

As part of the CUNY system, Lehman advocates successful transition of students, regardless of whether they are first-time freshmen or transfers. The College has been a leader in offering a number of support programs, some shaped by CUNY's Academic Momentum Campaign, as well as adopting novel approaches to provide student engagement by means of programs like the recently announced Accelerate, Complete, and Engage (ACE).

Lehman's [Office of Academic Testing](#) implements CUNY's testing regulations and procedures. The Office provides information on available support services to help students meet [CUNY's testing requirements](#) in a friendly and student-focused manner. This ensures entering freshman and transfer students from outside CUNY meet minimum requirements in reading, writing, and mathematics. Skills assessment tests allow the College to place students in the appropriate sequence of writing and mathematics courses. CUNY offers a repository of information and [supplemental resources](#) to student efforts to satisfy CUNY's college readiness requirements.

Student Engagement and Support

Following testing, Lehman [advisors work with undergraduate students](#) to give them a baseline understanding of skills and competencies required for success in college-level and credit-bearing coursework. They refer students to particular programs to help them acclimate and succeed during their time at the College. This includes familiarizing them with possible or intended programs of study and [General Education requirements](#) through tools like the [Undergraduate Bulletin](#) and growing number of online [Degree Maps](#).

The CUNY Strategic Framework, [Connected CUNY](#), represents a system-wide approach to [promoting access and completion, improving college readiness, advancing career success, and](#)

[investing in knowledge creation](#). It helps guide Lehman's student engagement and support efforts by emphasizing development of a culture of completion through pervasive campaigns targeted to increase the rate of annual credit accumulation to 30 credits. The College has concentrated on encouraging this for relevant student populations by increasing Gateway Math and English course completion, scaling out use of Degree Maps, and reinforcing the importance of taking enough credits.

Some programs that support these efforts are listed below:

- **Increasing Mathematics Readiness.** The Lehman pass rate in Gateway math is 77.5% and surpasses the system-wide baseline of 69.1% by 8.4 percentage points. This has been accomplished through redesigned courses to create deliberate paths for Lehman students throughout the curriculum to contribute to successful outcomes. (**Appendix 25**)
- **Increasing English Readiness.** Similar efforts have been undertaken to increase Gateway English course completion. Lehman's pass rate in English is 87.9% and surpasses the system-wide baseline of 81.7% by 6.2 percentage points. One program contributing to this success is English Gateway Momentum (EGM), which includes a [First-Year Composition Workshop Series](#). EGM concentrates on making improvements to teaching and learning in composition courses. In Spring 2018, EGM implemented a series of professional development activities, including faculty observation of fellow instructors, culminating in a day-long symposium, Experts Among Us. (**Appendix 25**)
- **Development of Degree Maps.** The path to a degree can be complex, especially for students juggling studies with other important life priorities such as working, caregiving, and parenting. To help students more easily navigate their way to earning a degree, Lehman completed more than 50 [Degree Maps](#) by Fall 2018.
- **Keeping Students on Track to Graduate on Time.** One way to smooth the path to a degree is by confirming students are taking enough credits to graduate on time. Between Fall 2012 and Fall 2016, the percentage of first-time, full-time freshmen who earned 30 credits in the first year has increased from 43.7% to 47.5%. Programs like *Take 30 Credits Campaign* launched in Spring 2018, including CUNY marketing materials and targeted communications, have contributed to gains made over the past few years. (**Appendix 24**)
- **Winter and Summer Sessions.** Students are able to accelerate their studies and degree completion by enrolling in these short-term course cycles. During Summer 2018 session, a total of 5,620 students earned 27,397 credits. During Winter 2018 session, a total of 2,172 students earned 7,734 credits.
- **Comprehensive Wraparound Services.** In December 2018, Lehman College [received a \\$4.2 million grant from the Robin Hood Foundation to implement CUNY's Accelerate,](#)

[Complete, and Engage program](#). This is based on the principles of CUNY's [Accelerated Study in Associate Programs](#) (ASAP) model that helps students earn degrees by providing financial, academic, and personal support including academic advisement, career counseling, tuition assistance, and subsidies for textbooks and transportation. Lehman's program will begin in Fall 2019 and serve 125 first-time, full-time freshmen, and 125 full-time transfer students who enter with an Associate degree.

- **CUNY [Educate, Develop, Graduate, and Empower \(EDGE\)](#)**. The program, formerly known as COPE, was implemented by CUNY and Human Resources Administration (HRA) with the goal of supporting specific needs of students receiving government assistance and pursuing an undergraduate degree. At Lehman, EDGE provides structured and individualized academic, personal, and career planning efforts. It connects students to work opportunities while in school with the objective of job placement after graduation. Each semester advisors and other staff lead a personal and professional development seminar series to assist students with goal setting, career development, and self-advocacy. In FY2017-2018, the EDGE program served 279 students, 77 of whom were enrolled in the HRA Work-Study program.

Lehman College recognizes the importance of understanding support needs of its distinctive student population. Supports range from learning communities to intensive advising models to the following initiatives:

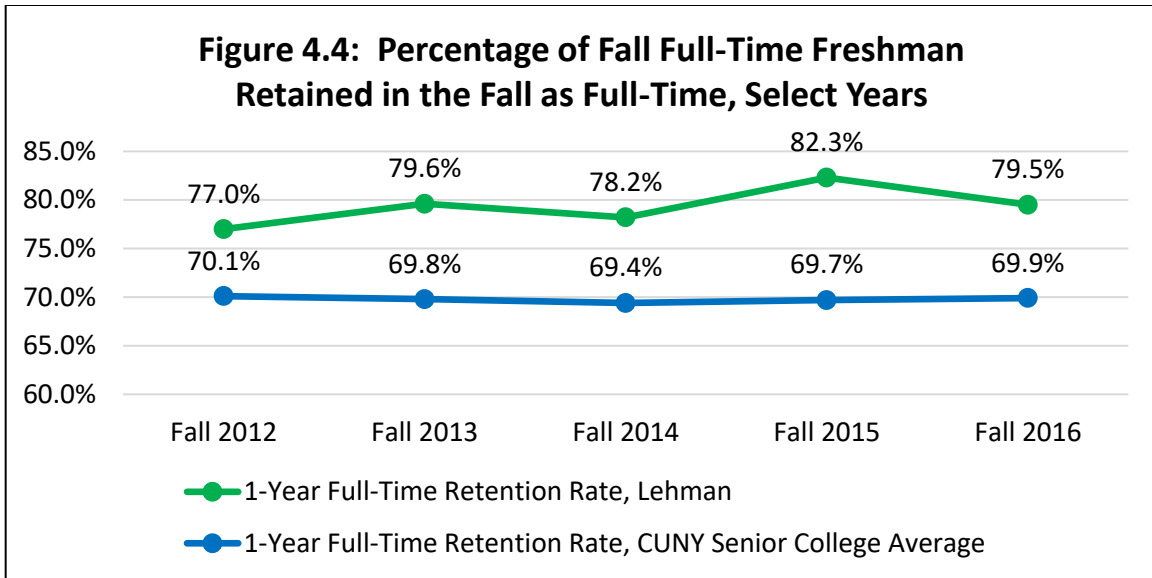
- **[Freshman Year Initiative](#)**: Founded in 1992, Lehman's FYI program was the first of its kind in CUNY. Central to the program is creation of an interdisciplinary experience for freshmen. The program received the 2015 Best Practices in Student Retention Award from the Consortium for Student Retention Data Exchange (CSRDE) for its system-wide approach to the institution's retention issues. Retention rates for first-year students at the College reached 83.4%, 20% higher than the national average. The program focuses on: improving academic performance; building essential skills for academic success; fostering student-faculty relationships; keeping students engaged on campus; and encouraging students to access campus services.
- **[Sophomore Year Initiative](#)**: Lehman College began its SYI program by receiving a [Title V Hispanic-Serving Institution](#) (HSI) grant through [U.S. Department of Education](#) from 2012-2017. The primary components of this program, a collaboration between Enrollment Management and Student Affairs, were to: promote academic success, retention, and persistence; increase the rate of progress towards graduation; facilitate students' early selection of a major field of study; and foster campus and community engagement. SYI supported students through academic and career advisement, as well as personal counseling. Many SYI interventions have been institutionalized.
- **[Percy Ellis Sutton SEEK Program \(SEEK\)](#)**: The Search for Education, Elevation, and Knowledge (SEEK) program is a state-funded educational opportunity program of City

University. Inaugurated in the late 1960s, this program has provided access and support to CUNY's senior colleges under non-traditional admissions criteria for talented and motivated [high school graduates](#) or [transfers](#) who need academic and financial support. Support services include: a specialized pre-freshman summer program designed to enhance student readiness; individualized academic, personal, and career counseling; intensive academic supports (tutoring, small group course reviews, study skills training); supplemental financial aid; and extended New York State TAP eligibility.

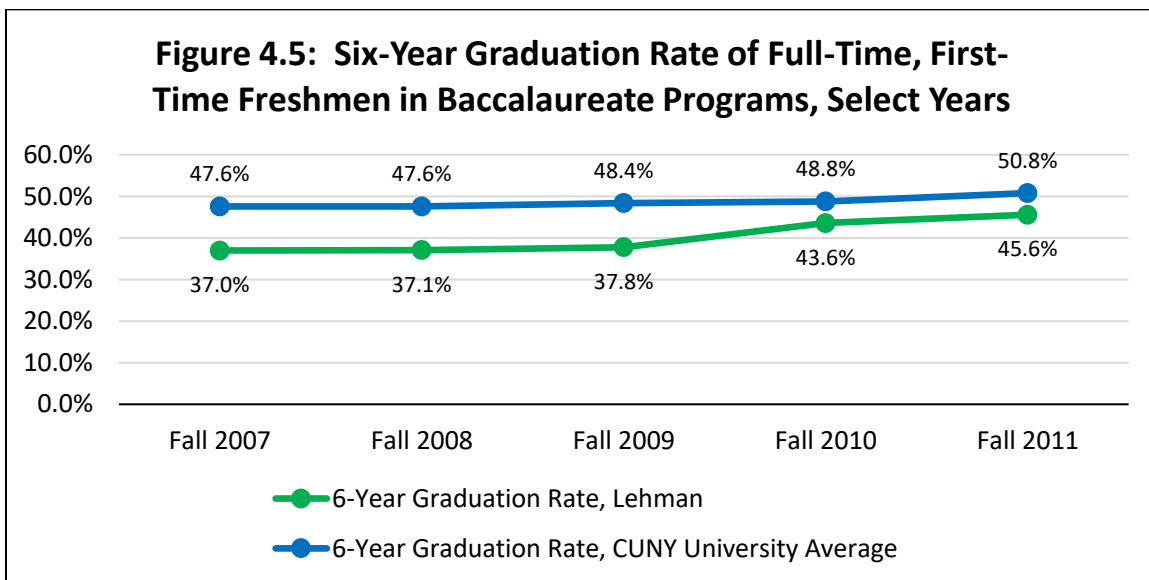
- **[Urban Male Leadership Program \(UMLP\)](#)**: The UMLP program supports recruitment, transition, and retention of first-year and transfer students by providing individual and group support. It seeks to develop academic skills, personal growth, and resiliency to increase persistence and graduation rates of black and Latino male students. It also includes the *CREAR Futuros* program, designed to promote cultural diversity, personal growth, and academic success.
- **[Pathways to STEM Success \(PTS³\)](#)**: PTS³ is a collaboration between Lehman College, Bronx Community College, and Hostos Community College designed to build cultural capital of college students through: intensive advisement; mastery of academic content and skills; and participation in STEM activities central to STEM interest, efficacy, and success. The goals of this program are to: increase the number of Hispanic and low-income students who graduate with STEM degrees; strengthen transfer pipelines; and support student-centered program services.
- **CUNY2X**: In 2017, Lehman College [received a \\$2 million grant](#) as part of the [NYC Tech Talent Pipeline](#) to double the number of CUNY students graduating annually with technology-related Bachelor's degrees by 2020. The initiative, currently being implemented, is designed to enhance classroom instruction, promote tech-specific advising, and provide technology majors with valuable on-the-job experience.

Improving Outcomes

These programs and services have partially contributed to steady gains in retention and graduation. Between Fall 2012 and Fall 2016, Lehman's one-year retention rate increased 1.7 percentage points, from 81.5% to 83.2%. (Appendix The one-year retention rate is 8.2 points higher than the CUNY senior college average (75%) for the Fall 2016 entering freshman cohort. **(Appendix 24)** Further, the percentage of Lehman's first-time freshmen who are retained as full-time rose 2.5 points during the same timeframe, as evidenced by the chart below:



In addition, the six-year graduation rate of Lehman’s full-time, first-time freshmen in Baccalaureate programs increased 8.6 percentage points between the Fall 2007 entering cohort (37%) and the Fall 2011 entering cohort (45.6%):



Student Information and Records

Lehman College follows CUNY Guidelines and policies pertaining to accessibility of private information that resides in the CUNYfirst system, the system-wide Enterprise Resource Planning tool, to protect safety and security of student records. This includes personal information such

as name, date of birth, social security number, financial records and information, as well as information protected by the [Family Educational Rights and Privacy Act](#) (FERPA).

To protect this sensitive information, Lehman College employees are provided access to such information on an as-needed basis, after approval from both the department and the Registrar. Students are informed about laws and restrictions related to FERPA, and the Registrar provides a [direct link to this information](#). Information detailed on this page includes:

- The right to inspect and review their education records
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA
- The right to consent to the disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- Information to appeal the alleged denial of FERPA rights
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The [Undergraduate Bulletin](#) and [Graduate Bulletin](#) provide information detailing Lehman's College Records Policy.

Athletics, Student Life, and Other Support Activities

Co-curricular and extracurricular activities complement and are extensions of formal learning experiences at Lehman College. Being involved in co-curricular activities allows students to pursue interests in a community that shares the same passion. Through this involvement, students develop a sense of community and engagement with the College, as well as life and career skills that facilitate academic and post-graduation professional success. These skills include problem solving, public speaking, budget management, project management, negotiation, teamwork, conflict resolution, and appreciation and respect for diverse cultures, lifestyles, and spiritual affiliations. Some of these developmental opportunities are provided by student participation in the following areas managed by the Student Affairs Division.

Lehman College varsity [athletics](#) participates in the NCAA Division III program. The Athletics program is part of the CUNY Athletic Conference ([CUNYAC](#)). Athletics works to ensure integration of student-athletes into the institutional life of the College, and supports success in the classroom and on the field. Staff provides support necessary to create leadership role models and encourages student-athletes to develop a sense of teamwork, institutional pride, and commitment to the athletic tradition and values of sportsmanship. Adherence to [NCAA](#) and CUNYAC regulations is strictly maintained. Student-athletes are encouraged by coaches and administrators to:

- Manage time appropriately, so that academic, athletic, family, and work commitments can realistically be accomplished

- Communicate and resolve conflicts effectively with teammates, coaches, and game officials
- Demonstrate responsible academic behavior and request help when needed
- Demonstrate responsible, healthy behavior consistent with NCAA regulations.

The APEX athletic facility houses faculty and staff offices, classrooms, dance/aerobic studios, as well as specialized facilities that support athletic training, competition, and general recreation opportunities. Specific information on athletic teams and scholar-athlete achievement can be found in Appendix. Lehman currently supports 324 student-athletes. The College's NCAA four-year graduation rate for the 2010 cohort was 44.3%, which compares favorably to Lehman's overall 43.6% six-year graduation rate for that year's cohort. That figure had increased to 48.8% for the most recent cohort. (**Appendix 39**)

The Office of Campus Life engages and supports students with academic, personal, and professional development through co-curricular and extracurricular activities. It works closely with Student Government and student clubs and organizations, involving over 240 students who hold leadership positions and over 1,000 active club members. Staff manages the Student Life building, which provides an environment that promotes collaboration, innovation, engagement, and social space for community building. During 2017-2018, there were over 64,000 student visits to the Student Life facility, and 975 student-sponsored activities on campus.

An important role of the Office of Campus Life is coordination of the Herbert H. Lehman Center for Student Leadership Development. The Center runs a coordinated leadership training program and individual workshops that facilitate various leadership models and practices that help develop empowered, responsible, and ethical student leaders. It serves as a learning community where students share resources and networks. During 2017-2018, 246 students participated in the formal Leadership Training Program.

The Center sponsors workshops, retreats, and conferences on socially and culturally relevant topics for the general student body. Over 2,850 students have engaged in one or more Student Leadership Center program activities. In support of the College's efforts to develop [*Characteristics of a Lehman College Graduate*](#), Campus Life coordinates voter registration initiatives and workshops on the role of government policies on city, state, and local communities. The goal is to help produce civic-minded graduates.

Center for Career Exploration and Development (CEDC)

The Career Exploration and Development Center (CEDC) assists Lehman students and alumni with all phases of career development to help transition from college to professional positions. This includes career exploration and preparation, counseling, choosing a major, and employer connections and internships. The office aspires to provide the highest standards of comprehensive and specialized services, so students may successfully meet the challenges of a globally competitive job market. In 2017-2018, nearly 1,400 students attended 144 workshops and classroom presentations conducted by CEDC, clocking over 7,569 student visits.

Community of Care and Support

Lehman has invested in creating and enhancing communities of care and support of the physical and mental health of students in integrated and holistic ways. The Health Cluster, under the division of Student Affairs, includes the Student Health Center, Counseling Center, Wellness Education Program, and Student Disability Services.

Student Health Center: The [Student Health Center](#) provides direct ambulatory clinical care including: emergency healthcare; medical consultations; health-related referrals; health education; and advisory and preventive health services. Over-the-counter and prescription medication are available onsite at low cost. Each individual's lifestyle, stress factors, and cultural indicators are part of the specifically developed treatment plan. Care and treatment are confidential. Medical records are maintained securely and files only released with a student's written authorization. When a student's treatment requires more than the office can provide, they are referred to community-based health care services. In collaboration with community-based organizations, the office aids students seeking health insurance through the Affordable Care Act.

Counseling Center: [The Counseling Center](#) provides psychological and emotional support to students as they pursue academic and personal goals. It offers free and confidential therapy in a safe environment where students can address issues that may be preventing them from attaining their academic goals. The Center provided over 4,000 individual counseling sessions in 2017-2018. Increasingly, students come to the office seeking assistance with anxiety, depression, family/relationship concerns, self-esteem issues, and loneliness. Through a newly formed collaboration with the NYC Thrive project, we have been able to engage full-time licensed mental health professional Interns to supplement existing staff to meet current demand for services.

Wellness Education and Promotion: The [Wellness Education Program](#) works closely with the Student Health Center to promote a culture of health and well-being through delivery of evidence-based educational programs and activities that empower students to manage existing health issues and make healthy life decisions that prevent development of acute health challenges. Students are given tools to maintain a healthy and balanced lifestyle during both their academic career and in preparation for post-graduate life. Over the past four years, student participation in workshops and other programs increased by 23%, and involves close to 1,500 student participants.

Student Disability Services: The [Office of Student Disability Services](#) works to ensure access for students with disabilities to all curricular and co-curricular activities at the College. With the IT Division and Library, the Office developed and manages the Lehman Assistive Technology Center (ATC), which provides students access to a range of equipment and assistive technology software. In 2017-2018, the Office provided services for close to 650 students.

Alumni Engagement: The [Office of Alumni Relations](#) serves the College's graduates, which number over 81,000 since Lehman opened its doors. Services available include discounted

access to the APEX, discounted products and services, Career Services, and discounted Continuing Education courses. Additional benefits include access to information technology resources, the Library, and discounted prices on most College events at the Performing Arts Center. The Alumni Association is led by a [Board of Directors](#).

Effectiveness Assessment of Programs Supporting the Student Experience

As detailed above, Lehman College offers a number of programs geared towards improving student outcomes and creating an enriching student experience. The College utilizes several approaches to assess impact of its programs and services. It participates in a number of surveys, which include [National Survey on Student Engagement](#) (NSSE), [Cooperative Institutional Research Program Freshman Survey](#) (CIRP), [Noel-Levitz Survey](#), and [CUNY Student Experience Survey](#).

Results from these surveys have helped shape a number of initiatives undertaken by the College, including evolution of advisement, development of targeted approaches to student services, and launch of [Lehman 360](#). Administration and analysis of these surveys are coordinated by the [Office of Institutional Research, Planning, and Assessment](#).

These surveys supplement Lehman College's ongoing assessment of its Administrative, Educational, and Student Support (AES) units. Each year AES units partner with OIRPA to develop and realize assessments that include both support outcomes and Student Learning Outcomes. (**Appendix 11**) Some examples include the Library's assessment of its Open Educational Resources initiatives, and Campus Life's adoption of a national instrument to evaluate its leadership programs. Findings have demonstrated that campus life enables Lehman College to achieve its institutional learning and General Education outcomes. A more comprehensive overview of assessment is provided in the following Standard.

STANDARD 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Lehman College assumes a comprehensive, ongoing approach to assessment of educational effectiveness with an emphasis on student success and academic excellence. Critical to this function is the College's experienced faculty, who oversee its academic programs with deep knowledge of their discipline, pedagogy, and student learning.

Since the MSCHE visit in 2009, the College has continued to make progress in developing a culture of assessment meaningful to student learning and curricular and programmatic improvement. All 28 academic departments managing the College's 140 degree programs (76 undergraduate and 64 graduate degree programs) have established and are expected to adhere to formal assessment protocols to evaluate Student Learning Objectives (SLOs) in specific courses. (see Figure 5.1) These efforts are documented through numerous examples to demonstrate the College's commitment to student success and continuous improvement.

Figure 5.1: Lehman's comprehensive approach to assessment cascades upward from student learning objectives to the institutional learning domains



To sustain these efforts, in 2010 the College established the Office of Assessment and Planning, hired a full-time Assessment Coordinator, and created an Assessment Council to help shape and guide conversations on assessment planning, implementation, and ongoing improvement. Since 2011, Lehman has invested in an electronic assessment management system and considerable course release time to underwrite assessment activities. In 2018, 27 faculty from 18 departments received 66 hours of release time, estimated at approximately \$275,000. (Appendix 27) [Taskstream's](#) annual site license costs \$35,000 to provide an electronic platform to help streamline and standardize assessment practices and reporting. The Office of the

Provost resolved in 2013 to decentralize the academic assessment function to the department level, dissolved the Assessment Council, and delegated oversight to the Office of Institutional Research, Planning, and Assessment (OIRPA).

Lehman's comprehensive approach to assessment of educational effectiveness has been guided by the College's 2010-2020 Strategic Plan, [Achieving the Vision](#), as well as its core vision and values. This approach encourages the College to undertake periodic evaluation, identify potential disconnects between planning and assessment, and propose interventions to close the loop effectively.

As a consequence, broader recognition of the centrality of effective and ongoing evaluation to promote student success (access, learning, persistence, retention, completion, and post-graduation placement) is embodied in planning documents including the [2014 Periodic Review Report \(Appendix 4\)](#) and 2016 *Advancing the Vision* Report (**Appendix 13**), and launch of the [90x30 Challenge](#).

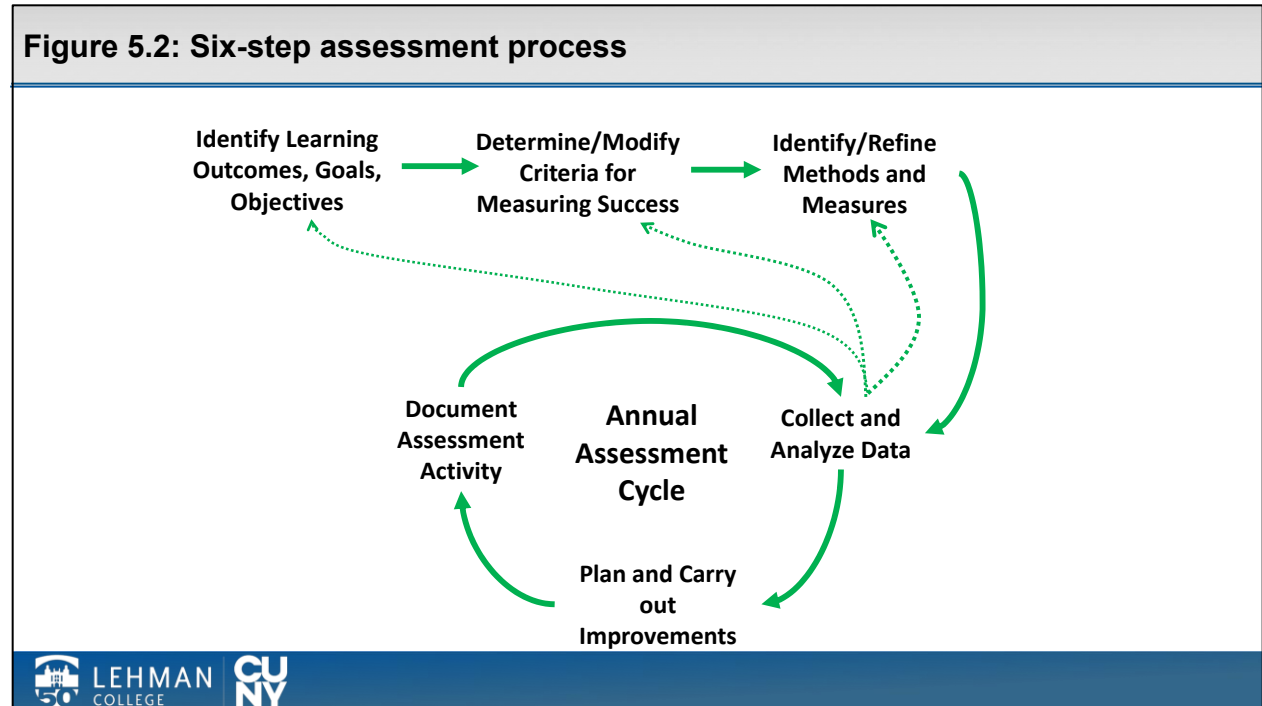
The *Advancing the Vision Report* resulted from the three-year Prioritization Initiative at the College modeled on Robert Dickeson's [Prioritizing Academic Programs and Services](#). Prioritization was adapted to the College's unique administrative structures and academic programs. One primary outcome was development of a General Education assessment program based on Institutional Learning Outcomes (ILOs).

Lehman's ILOs are grounded on three Institutional Learning Domains of what a Lehman student should be: *Educated, Empowered, and Engaged*. These three pillars are exemplified in the [Characteristics of a Lehman Graduate](#), the common set of knowledge, skills, and competencies determined to be vital for all graduates as they are prepared to participate and function as effective global citizens in an evolving knowledge economy. This framework closely resembles American Association of Colleges and Universities' (AAC&U) [Liberal Education and America's Promise](#) (LEAP) campaign, inaugurated in 2005 to champion importance of a liberal education. Lehman academic departments are expected to align Program Learning Goals to ILOs and engage in assessment activities that measure how effectively this function is performed.

Over the past three years, Lehman has put in place additional key components of a successful assessment culture such as reinvigorating and elevating the Office of Institutional Research, Planning, and Assessment (OIRPA). A new unit within it, Strategy, Policy, and Analytics reports to the President. A new Assistant Vice President manages this educational effectiveness function. The newly restructured Assessment Council includes the Vice Provost for Academic Programs, OIRPA Director, and eight faculty assessment liaisons from across the College's five Schools to coordinate assessment of student learning and curricular and programmatic improvements.

The College recently introduced a simple, uniform six-step assessment process presented in Figure 5.2 to further facilitate and strengthen assessment of educational effectiveness. Professional development training of faculty and staff will commence in Spring 2019. This six-step process is designed to: 1) measure the extent to which the College is achieving expected program-level goals and Student Learning Objectives each year in alignment with ILOs; 2) assess

over time the extent to which students and programs have achieved expected outcomes, goals, and objectives; and 3) document and report how results are applied to the plan and realize improvement actions that enhance programs and student learning.



Institutional Learning Outcomes (ILOs)

The adoption of seven ILOs in 2016 by the College allowed it to reimagine what a 21st century graduate needs to know in order to be competitive in their chosen field in a constantly-evolving global economy. *Characteristics of a Lehman Graduate* maps out three major learning domains: *Educated*, *Empowered*, and *Engaged*, comprising the seven ILOs to ultimately produce independent, confident thinkers who are responsible global citizens. These competencies are presented in **Table 5.1**:

Table 5.1: Characteristics of a Lehman Graduate and Relation to General Education

Domain	Description	Institutional Learning Outcomes (ILOs)
Educated	Independent thinkers who actively and skillfully cultivate the capacity to conceptualize, analyze and evaluate, synthesize and communicate	<ul style="list-style-type: none"> Utilize critical thinking skills
		<ul style="list-style-type: none"> Demonstrate competence in at least one discipline
		<ul style="list-style-type: none"> Demonstrate skills in quantitative reasoning, information literacy, and research.
Empowered	Confident thinkers who recognize the power of informed inquiry to solve problems	<ul style="list-style-type: none"> Demonstrate outstanding communication skills in diverse media.
Engaged	Citizens who contribute to their local, national, and global communities using reason, integrity, empathy, accuracy, humility, and civility	<ul style="list-style-type: none"> Demonstrate multicultural, global, and ethical awareness of diverse peoples and communities
		<ul style="list-style-type: none"> Demonstrate the ability to work collaboratively as part of a team
		<ul style="list-style-type: none"> Demonstrate the potential for leadership.

Academic departments are responsible for ensuring their curricular and assessment activities are aligned with ILOs. Similar alignment was introduced for the General Education curriculum. ILOs are posted on the [College website](#).

Alignment of ILOs, Program Learning Goals (PLGs), and Student Learning Objectives (SLOs)

Since the 2009 MSCHE visit, faculty across departments and programs have undertaken steady efforts to align educational goals at the degree/program level for both Baccalaureate and post-Baccalaureate programs with ILOs. Program Learning Goals (PLGs) for academic programs are available on [each department’s website](#).

In an effort to better align ILOs, PLGs, and SLOs, Lehman has embarked on a college-wide effort to create [Degree Maps](#) for all academic programs. These maps are designed to enhance curricular planning and create clear pathways for students by: serving as a digital interface for the 30-credit CUNY Common Core, Lehman College Option credits, and Major, Minor, and Elective requirements; providing a clear semester-by-semester plan detailing the pathway to earning a credential; and linking ILOs, PLGs, and SLOs through a central hub.

To date, more than 50 [Degree Maps](#) have been created. Efforts are underway for an additional 30 [Degree Maps](#) by Fall 2019. The Registrar provides technical support to assure that all [Degree Maps](#) are completed by Spring 2020. An Academic Success Working Group (ASWG), co-chaired by the Vice Provost for Academic Programs and the Senior Registrar – and comprised of the

Associate Deans from the five Schools – coordinates this major initiative to assure all [Degree Maps](#) are accurate and ADA-compliant. Discussions have begun on workflow automation to incorporate updates and create new [Degree Maps](#). OIRPA will continue to partner with academic programs to develop Student Learning Objectives, PLGs, SLOs, or refine existing ones to make certain they can be assessed.

As part of Lehman’s curricular process, all proposed changes in degree programs originate in the academic department. They are then approved by the College Senate’s [Undergraduate Curriculum](#) or [Graduate Studies Committee](#), followed by the [full Senate](#), and finally by the [CUNY Board of Trustees](#). All proposals for new courses must include Student Learning Objectives. Lehman’s ILOs, degree Program Learning Goals and SLOs are intentionally designed and integrated for currency and relevance.

Nature and Extent of Assessment Activities and Using Results to Improve Outcomes

Following the last MSCHE visit in 2009, Lehman College has worked to improve the culture undergirding assessment of educational effectiveness by strengthening the structure of support (policies, processes, and documentation) and providing professional development opportunities for faculty and staff. Nevertheless, periodic evaluation of these steps suggests opportunities to better integrate Lehman’s broad set of assessment activities. As a result, the College has made improvements in program outcomes and the overall student experience with a focus on scale, quality, and impact.

College-Level Assessment of the Student Experience

Lehman students have participated in different surveys focused on improving the student experience. Approximately 567 students (73 freshmen and 494 seniors) participated in [2014 in the National Survey of Student Engagement](#) (NSSE), which focused on four engagement indicators: academic challenge, learning with peers, experiences with faculty, and campus environment. Response rates for first-year students and seniors were 10% and 17%, respectively. Results indicate that students’ self-reported level of engagement on three indicators (academic challenge, experience with faculty, and campus environment) was higher than peers in this geographic region. With regard to learning with peers, results suggest that Lehman students’ average was significantly lower than regional counterparts. This may be attributed to Lehman’s status as a commuter campus with many working students, but does provide an opportunity to reflect on how to improve peer learning.

In 2015, Lehman partnered with [Noel-Levitz to conduct an inventory of student satisfaction](#). Approximately 416 students responded to the 89-item survey, which focused on a range of issues that include faculty engagement, campus safety, climate and diversity, commitment to different types of students, quality of academic advising, registration, and financial aid services, among others. A majority of students (86%) responded that the college experience at Lehman met their expectations. Lehman’s average score of 5.03 on this question exceeded that of other National Four-Year Publics, which averaged a score of 4.60. (**Appendix 2**)

In 2017, Lehman partnered with UCLA’s [Cooperative Institutional Research Program \(CIRP\)](#) to conduct the CIRP Freshman Survey involving 553 students. The survey provides comprehensive

information on incoming first-year students such as academic and demographic data, major exploration/career interests, study habits, and critical thinking skills. The College then utilizes data to implement efforts of campus planning, policy analysis, and continual quality improvement in student learning and engagement.

Lehman participates in the CUNY system-wide Student Experience Survey. Most recent data completed in 2016 demonstrate that 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both CUNY senior colleges (68%) and the entire system (72%). In addition, 72% of Lehman students responded they would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses from both senior colleges (60%) and the entire system (63%). **(Appendix 7)**

College-Level Assessment of Educational Effectiveness

Since adoption of ILOs in 2016, Lehman faculty has assessed the ILO on *Outstanding communication skills in a diverse media* **(Appendix 15)** for four consecutive semesters using General Education LEH300 courses and select sections of English composition (ENG111 and 121). These courses were selected because they require students to produce substantial written pieces. LEH courses require students to produce writing in “scaffolded stages.” Several of these courses are deemed “writing intensive.”

In Spring 2017 and 2018, the College evaluated *Outstanding communications skills in a diverse media* using the AAC&U [Written Communication VALUE Rubric as the tool of measurement](#). These rubrics are widely used throughout higher education. In order to norm evaluations using the rubric, several workshops were offered to faculty on a voluntary basis. [Two videos](#) were created for those unable to attend. In both analyses, the Analysis of Variance (ANOVA) statistical test was used to determine whether there were significant differences among instructors and courses. Spring 2017 findings are available in the Appendix.

Specifically, for the Spring 2018 analysis, faculty was trained on two levels: 1) how to apply the rubric to score student artifacts; and 2) how to use this rubric in *Blackboard*, the College’s learning management system. Faculty reviewed and scored a total of 1,679 student artifacts. Of 173 course sections invited to participate in Spring 2018, nearly 60% were involved, with more than 90% taught by adjunct faculty. *Blackboard* was selected in Fall 2016 as the mechanism to collect rubric scores when the pilot assessment of LEH courses began because: 1) all instructors and students have access to *Blackboard*; and 2) Lehman purchased a *Blackboard* “building-block,” [EAC Visual Data](#), to help facilitate easy compilation and analysis of scores at the end of the semester.

Course results presented below show the average rubric score for each course participating in assessment of written communication. Students enrolled in cross-listed/combined sections are included in their corresponding LEH course. With the exception of one LEH450 section, on average students enrolled in LEH351 sections received the highest scores, the same result as the Fall 2017 semester. LEH351 is designed to address select topics in *Science and Applied Perspectives*. Conversely, students enrolled in *Historical Studies* (LEH354) and *English*

Composition courses received the lowest average rubric scores. There was a significant effect of courses at the $p < .01$ level [$F(7, 1,606) = 8.63, P < .001$].

Table 5.2: Average Score by Course (Spring 2018)

Course	N	M	SD
ENG111	20	3.91	0.74
ENG121	254	3.88	0.9
LEH351	64	4.45	0.57
LEH352	333	4.22	0.77
LEH353	433	4.16	0.85
LEH354	309	3.9	0.82
LEH355	193	4.07	0.64
LEH450	8	4.47	0.47

Note: Mean scores were computed by assigning numerical values to rubric scores (.25=Benchmark, .50=Milestone 1, .75=Milestone 2, 1=Capstone)

Further analysis at the course level revealed differences in performance between first- and third-year courses. Overall scores for 300-level LEH students were significantly higher ($M=4.12, SD=.79$) than those of first-year English composition (ENG111 and 121) students ($M=3.89, SD=.90$); $t(1,612)=4.38, p < .01$. These results suggest that at all levels students were writing at *high* levels. Nearly half of all students (48%) scored at the highest “Capstone” level across the five criteria. The average score was 4.02 on a 5-point scale. Students scored highest on the first criterion, *Context and Purpose of Writing*, and scored lowest in their ability to use *Sources and Evidence*.

Analysis of students’ performance on the pilot assessment of written communication conducted in Fall 2016 had shown high levels of student attainment on core competencies, raising questions about whether faculty had used the rubric appropriately in their rating of students’ performance. In addition, questions were raised about whether some of the assignments in these courses seemed less than optimal for accurately measuring student performance. Responding to these concerns, the College held a number of faculty development workshops in Spring 2017 on how to apply the rubric appropriately.

With assistance from Lehman's [Writing Across the Curriculum \(WAC\) program](#), a workshop titled *Demystifying the Rubric: Approaches to Assessing Your Student Writing Using the AAC&U Written Communication Rubric*, was conducted to assist instructors in creating more useful assignments. A second assessment was undertaken in Fall 2017, this time involving 40% of instructors of the same courses. Results of the second assessment indicated students performing closer to expected levels. First-year students scored lower than those in the General Education capstone courses. Spring 2018 assessment further refined the process and increased faculty participation to 60%.

In Spring 2017, the College launched its first assessment of the Quantitative Reasoning ILO. **(Appendix 14)** Using the same procedures adopted for assessment of written communication, a sample of courses in Economics and Business, Education, and Social Sciences were selected for review. Faculty members were instructed to apply AAC&U's VALUE Rubric for Quantitative Literacy to score students' artifacts. Results suggested that students' Quantitative Reasoning skills were above average. Two-thirds of students performed above the midpoint on the rubric scale. However, there were low scores relating to students' ability to make and evaluate important assumptions. Fewer than half of the total 136 students were able to perform this effectively. Discussions have been instituted on action steps to improve student learning regarding this ILO.

In Fall 2018, the College resolved to assess the ILO on Information Literacy. A [self-paced online module on Information Literacy designed](#) and piloted by library faculty was incorporated in *Blackboard* sites for all LEH351-355 courses. Each section of the module is followed by a short quiz. Quiz scores are being used as evidence of student learning from the module. This module will be available in Spring 2019 in all courses focused on assessment of this ILO. Therefore, the College is making steady progress on assessment of all seven ILOs linked to what it means to be a Lehman graduate.

Program faculty are responsible for developing and implementing assessment, with technical support provided by OIRPA. Academic departments submit reports about their assessment activities and upload them to *Taskstream*, the centralized assessment management system where the majority of assessment data resides. *Taskstream* assessment data for AY2014-2018 show variations with respect to the extent to which departments and programs are completing their assessment efforts.

Taskstream data summarized in Table 5.3 for three Schools (A&H, HS2N, and NSS) show that: 72% of academic units completed two or more Assessment Reports between AY2014-2015 and AY2017-2018; 69% completed three or more Assessment Reports for the same period. Data only reflect assessment activities entered into *Taskstream*. This excludes the School of Education, which employs alternative methods of compiling and organizing its assessment work. Additional assessment artifacts have been received by OIRPA, but not yet entered into the system. **(Appendix 32)** These artifacts offer rich evidence that Lehman's educational activities are advancing student success. Overall, the completion rate for assessment plans by academic programs has averaged 80% during the past three academic years AY2014-2015 – AY2017-2018.

Table 5.3: Percentage of Degree Programs Completing Assessment Reports by School (2014-2015 through 2017-2018 Academic Years)*

Assessment Frequency	School			Total
	A&H	HS2N	NSS	
Completed 2 or more	85%	82%	54%	72%
Completed 3 or more	69%	71%	42%	69%

**These figures include only assessments submitted via Taskstream. The School of Education does not use Taskstream.*

In the **School of Education**, which has a robust assessment history due to accreditation mandates, data on performance of student teachers and interns in Clinical Experience by undergraduate and graduate programs for AY2011-2012, 2012-2013, and 2013-2014 show high student performance on the five indicators of excellence: class management; instructional plan; instructional delivery; assessment; and human relations. Students' average mean scores ranged between 3.40 and 3.86 on a maximum score of 4 on all indicators for both the midterm and final evaluations.

When in 2015 the Council for the Accreditation of Educator Preparation (CAEP) increased its teacher preparation criteria to ten indicators to include: learner development; content knowledge; learning environment; content application; professional learning and ethical practice; and leadership and collaboration, Education faculty responded accordingly by ensuring that their curricula aligned with these new standards. Data from student performance from AY2015-2016 to AY2017-2018 following curricular revisions demonstrate consistently high student performance in Clinical Experience for both midterm and final evaluations, with students' average scores ranging between 3.6 and 3.9 on all ten indicators with the maximum score being 4. A total of 522 student teachers and interns participated in Clinical Experiences during this four-year period.

In the **School of Natural and Social Sciences**, three notable curricular efforts provide insights on how Chemistry, Biology, and Mathematics faculty have used assessment to improve student learning in gateway and capstone courses. Like many college students, Lehman students struggle with General Chemistry, a gateway course required for many science and medical-related majors. Nationwide average pass rates are less than 60%. However, at Lehman they were even lower, hovering around 35% prior to 2015. In Spring 2015, two professors restructured a traditional General Chemistry course making it a lecture-less hybrid, consisting of two hours per week of technology-enhanced classes using clickers and a one-hour workshop.

These modifications allowed students to receive most instruction outside of class, which freed-up in-class time for collaboration. As a result, more than 80% of students in the redesigned course passed, exceeding the College's pass rates for even its most effective lecture classes. Students surveyed after the courses reveal that 90% approve of the redesigned course. As an added benefit, students do not have to purchase textbooks for this flipped course. All materials are embedded in the learning platform, reducing student costs by 50% or more. **(Appendix 36)**

In Spring 2018, the instructor of an advanced Biology course introduced research projects toward the end of the semester using a computerized learning platform. Due to the positive response of students, the research projects/platform will be introduced earlier in Spring 2019, and will continue throughout the semester. A faculty survey of 150 students in introductory Biology classes in Fall 2016 revealed they were not aware of many career possibilities in the field beyond preparation for the health professions. Consequently, as part of a larger curricular revision, several new tracks were created in the major: Organismic, which focuses on research careers; and Brain Sciences, which is multidisciplinary and leads to a number of career options. Although most students are enrolled in the Biomedical track that focuses on preparation for the health professions, there has been substantial interest in these new tracks, and the department is actively promoting them.

In Summer 2018, the Mathematics department initiated a program to improve the pass rate of 83 newly admitted freshmen, identified as STEM field majors under a grant-funded [PTS3 program](#). The students were required and encouraged to engage in the summer mathematics program, using *ALEKS*, a self-paced adaptive mathematics courseware platform from McGraw-Hill. Students came to campus at least twice a week to meet with the math tutor, and took practice tests. Using *ALEKS*, they were initially assessed on their algebra and pre-calculus knowledge. At the end of the summer, they received another *ALEKS* assessment that gave them the option to take the College Algebra final exam.

The goal of this intervention was to provide an opportunity for students to hone their mathematics skills and begin pre-calculus upon matriculation in the College. Significant outcomes emerged: more students engaged successfully in pre-calculus and calculus during their first semester and are on track for four-year graduation in the STEM pipeline; mathematics placement is a strong predictor of success in introductory Chemistry and introductory Biology; and students who placed into pre-calculus after *ALEKS* but did not pass the pre-calculus exam still did very well in their first semester of programming languages (the first step in a Computer Science major). Mathematics is now using these results to bring staff from Biology, Chemistry, Computer Science, Mathematics, PTS3, ACE, and Freshmen College together to review data and make recommendations regarding placement.

Faculty are also engaged in assessment of student learning in the ***School of Health Sciences, Human Services, and Nursing***. During 2016-2017, Health Sciences assessed student learning on principles of applied anatomy in both lower and upper level classes. Since outcomes from upper division classes were lower than the department expected, classes were modified to include more demonstrations. An online software package developed for this purpose was also licensed. **(Appendix 32)** The department will repeat this original assessment in Spring 2019.

Similarly, Social Work department developed a plan to enhance professional writing among undergraduate majors. (**Appendix 32**) This plan followed assessment of student writing conducted in 2013 and 2014, and required all undergraduate Social Work majors to complete one additional English course while matriculated. As of Fall 2018, Social Work students have a choice of completing a wide range of courses in English ranging from Professional Writing, Fiction Writing, to Health and Science Writing. Social Work has begun discussions with English to create a course, *Professional Writing for Social Workers*, to meet the needs of the program.

Apart from this new requirement, instructors teaching the four junior year Social Work writing intensive courses (SWK311, 312, 305, 306) were strongly encouraged to scaffold assignments, demonstrated to increase students' writing abilities. Further, the use of journaling in these classes was advocated. Instructors were solicited to participate in Writing Across the Curriculum (WAC) training. From Fall 2020 to Spring 2022, Social Work faculty will commence a two-year assessment to determine whether these structural curricular changes have resulted in higher improvement rates in professional writing for Social Work BA students.

In the *School of Arts and Humanities*, in Spring 2018 the English department implemented an assessment plan for its BA program. (**Appendix 10**) It included a learning outcome requiring students in the major to analyze a broad range of literature written in English, recognizing their temporal, social, political, and artistic contexts. Program faculty established criteria for measuring success, and selected a *direct* method for reviewing artifacts submitted by students. Students submitted 54 samples of artifacts from four classes. A team of five faculty members reviewed samples using an analytic assessment rubric they developed.

Each artifact was read twice, with a third reader resolving issues in instances where different scores emerged among the initial two reviewers. Of the samples reviewed, 41% (22) exceeded expectations, while 52% (28) met expectations. Only 7% (4) of the samples did not meet expectations. Assessment results speak to an overall awareness of and reinforcement of strategies for effectively teaching modes of contextualization throughout the English department curriculum. The department plans to continue to offer professional development workshops for faculty and students, and will convene *Experts Among Us* groups, where faculty teaching the same or similar courses meet throughout the year and discuss course design, best practices, and teaching strategies.

History faculty developed a common style guide in 2014 following a 2013 assessment of student writing in the program, with faculty recommending that the entire department make use of the [common style guide](#). (**Appendix 32**) In 2016, the department further suggested that faculty distribute the guide to students to reduce faulty, incomplete, or confusing citations associated with students' written artifacts. In 2017, assessment results confirmed improved student outcomes from the prior year's results with 90% of student artifacts scoring 3 or higher on the department rubric for citation to 93% of students scoring 4 or 5. The department plans to continue these efforts.

Finally, in the *School of Continuing and Professional Studies*, the nature of assessment varies based on the specific program: assessment of SLOs for the Adult Degree Program (ADP); specialized evaluation of specific workforce grants and contracts; and outcomes assessment for

the Small Business Development Center (SPDC) guided by requirements of the U.S. Small Business Administration. **(Appendix 37)**

The Adult Degree Program enrolls more than 1000 undergraduate and graduate students who choose a regular academic major. While Prior Learning Assessment (PLA) has recently gained the attention of universities, ADP has been a pioneer by offering PLA to its students for nearly 40 years. Approximately 50 ADP students receive PLA credit each year at Lehman. ADP offers the opportunity to develop degree completion options in collaboration with academic departments (RN-BS with Nursing). Program faculty utilize a variety of assessment tools to measure student performance, including observation, feedback, journal writing, and standardized testing. ADP student completion rate in the RN-BS program has remained over 90% since 2008.

Overall, Lehman assessment activities have been broad, varying from year to year, mostly focused on measuring breadth of ILOs and department/program level SLOs rather than on depth and continuous review. *Taskstream* data show that most departments/programs have used *direct* methods to measure SLOs, including rubrics, artifacts, exam-embedded questions, standardized tests, and capstone projects or papers. Some departments (English and Nursing) have included use of *indirect* methods such as surveys to gather evidence of student perceptions about program efficacy, although the frequency of using indirect assessment was lower across departments/programs at Lehman.

OIRPA will continue to work with departments/programs on the following: 1) developing multi-year assessment plans to permit outcomes being assessed over time, thus improving recognition of trend data as critical to enhancing the culture of closing the loop; 2) ensuring that all programs have assessable SLOs aligned with ILOs; and 3) integrating meaningful *indirect* measures to inform further programmatic/curricular improvements.

In order for the College's ILOs to be incorporated effectively into all General Education courses, a number of action items are in process:

- Reviewing whether LEH450, piloted during assessment of *Outstanding communications skills in a diverse media*, should be made permanent and where it might fit in the curriculum to enhance the undergraduate experience.
- Infusing Lehman's ILOs into programs/courses beyond Pathways and LEH courses.
- Expanding high-impact practices within General Education and other courses.
- Designing effective faculty professional development opportunities through collaborative workshops and other experiences offered by the Office of Academic Programs, OIRPA, Online Education, Writing Across the Curriculum (WAC), and Quantitative Reasoning (QR) teams.

Academic Program Review

In addition to the above assessment activities, the College engages in the regular process of Academic Program Review (APR), involving all 28 departments and 140 undergraduate/graduate degree programs. Lehman maintains an [APR Calendar](#) and [APR](#)

[Guidelines](#), involving the following four steps: 1) Department Self-Study; 2) review by an external panel; 3) external review team report; and 4) discussion of the review, and any issues raised therein, between the program and the administration. Between 2013 and 2016, the College, Prioritization Initiative functioned as the process of Academic Program Review.

Departments/programs submitted Self-Studies that included measures of educational effectiveness such as: program history, support, and staff; program external/internal demand; program quality, size, scope, and productivity; and program revenue, opportunity analysis, and impact. The College is currently reconceptualizing the formal department program review process to ensure that future efforts include academic achievement and student success. This new process will be implemented in Fall 2019.

OIRPA supports the APR process as a Self-Study design partner and through data preparation and analysis. The School Dean typically requests a series of quantitative program measures to enhance effectiveness of the program review. Lehman selects a two-member external panel to review the report. The panel must have high scholarly standing in the discipline under review. Once selected, the Self-Study is forwarded to the external panel for review in advance of the site visit. Following the visit, the external panel drafts a report reviewed by the Vice Provost for Academic Programs, School Dean, and department. A five-year action plan is then developed to implement recommendations from the Self-Study and external panel report.

[Discipline-specific accreditation](#) is regularly conducted by agencies and professional associations. Lehman's clinically or professionally accredited programs include: Chemistry, Dietetics, Education, Nursing, Social Work, and Speech-Language-Hearing Sciences. [A timeline of accreditation activities](#) is regularly updated by the Office of Academic Programs.

Assessment of Lehman's Support Services

Lehman has continued to make meaningful progress on assessment of Administrative, Educational, and Student Support (AES) services, acknowledging they are critical to the College's overall educational effectiveness. AES units engage in an annual assessment process to measure how students receive support inside and outside the classroom. **(Appendix 11)** Each AES unit has developed its own mission statement, unit goals that correspond to College and system goals and priorities, and outcomes monitored on an annual basis. **(Appendix 34)** OIRPA plays a consultative and quality assurance role in AES assessment, reviewing reports, providing feedback, and uploading final reports in *Taskstream*. Unit Assessment Reports are evaluated based on: measurability of assessment goals and objectives; description of the assessment process and method; clear outcomes; and use or planned use of assessment results for improvement across twelve AES units. (see Table 5.4 below):

Table 5.4: Nature of AES Unit Assessment

AES Unit	Type of Outcome	Type of Evidence
Academic Advising	SO	Indirect
Admissions and Recruitment	SO	Indirect
APEX/Athletics	SO	Indirect
Campus Life	SLO, SO	Indirect
Career Services	SLO	Direct
Community Services	SLO	Direct
Counseling Center	SLO	Direct, Indirect
Instructional Support Services Program	SO	Indirect
Library	SO	Indirect
Registrar	SO	Indirect
SEEK	SLO, SO	Direct, Indirect
Wellness Education	SLO	Direct

Note: SO = Support Outcomes – SLO = Student Learning Outcomes

Assessment of SLOs among AES units is important, as student experiences within the context of AES units and co-curricular experiences contribute to students' attainment of ILOs and General Education competencies. The percentage of Assessment Reports submitted in *Taskstream* that describe actions or intended actions has consistently and substantially increased from 68% in 2014-2015 to 85% in 2017-2018.

Table 5.5: Administrative, Educational, and Student Support Unit Assessment Activity, Select Years^

Academic Year	Assessment Plans		
	Submitted	Completed	Described Intended Use of Results
2014-2015	92%	91%	68%
2015-2016	93%	67%	72%
2016-2017	87%	82%	94%
2017-2018	91%	84%	85%

^These figures include only assessments submitted via Taskstream

As one illustration of AES assessment, the [Office of Academic Advising](#) (OAA) recently increased and intensified its contact with students nearing graduation to maximize prospects of their completing academic work in time to graduate. OAA assessed its ability to serve a growing number of students in 2016-2017, surveying 151 students and collecting weekly data to monitor student demand for advising services. Initial data revealed that nearly 30% of surveyed students experience wait times of a week or longer to schedule advising appointments.

Further, data identified that fewer than half of incoming transfer students consult an academic advisor, despite having completed Transfer Credit Evaluations. Based on these findings, OAA expanded office hours to twelve hours a day and increased the number of group advising sessions. This extended its advising capacity by nearly 600 students, substantially alleviating the advising bottleneck observed in survey results and weekly data.

Other Initiatives Designed to Improve Educational Effectiveness

Professional Development

The College has supported ongoing professional development of faculty and staff engaged in assessment activities. Between 2011 and 2018, numerous workshops were conducted, including such topics as: developing Program Learning Goals; implementing ILOs; aligning goals and objectives; and use of *Taskstream*. (**Appendix 33**) Plans are underway to offer additional professional development opportunities for faculty and staff to further enhance the College's culture of assessment of educational effectiveness.

Monitoring of Key Performance Metrics

In addition to ongoing assessment of student learning, the College regularly tracks and endeavors to improve key indicators of student success. OIRPA monitors the College's graduation and retention rates, credits attempted/earned, grade point averages, and other metrics. Data are shared widely with the College community and compiled into a [Fact Book](#) published online each Spring. OIRPA works closely with Enrollment Management to develop reports that examine admissions criteria and enrollment yields. It conducts regular stop-out studies designed to evaluate why students leave before graduating. CUNY's Performance Management Process (PMP) tracks each campus' performance related to the University's Strategic Framework. The PMP's metrics (**Appendix 24**) are reviewed by Lehman to help inform decision-making. The 2017-2018 PMP demonstrates that Lehman outperformed most of its peer CUNY senior colleges on numerous metrics. (**Appendix 25**)

New Technologies to Enhance Strategic Use of Data

Another significant change has been the shift in the way the College uses data. Like many institutions, data has historically been applied to satisfy mandatory reporting requirements and track prime performance metrics. Universities have less frequently used data strategically to identify potential roadblocks to student success, and correlate student participation in particular activities and programs with positive student outcomes.

The College has recently begun to pilot use of smart data discovery tools to identify variables associated with graduation. Lehman is now more easily able to identify factors associated with student success. As mentioned previously, Lehman 360 is a new platform that empowers students and faculty advisors with contextual, relevant information from multiple systems in a user-friendly format. Recent updates include early alerts for Freshman College, access to the results of student evaluations of teaching and learning (SETLs), and digital ID cards, among others.

Lehman 360 was recognized as an "exemplar" in the [2018 NMC EDUCAUSE Horizon Report](#). In collaboration with CUNY, the College developed an online tool known as the Student Success Dashboard (SSD). SSD allows users to easily determine how many students within a given cohort are enrolled, have graduated, or have stopped-out. SSD provides administrators and advisors with ability to drill down, enabling targeted messages to students close to completing their degrees, but failing to reenroll. Using data more strategically and programmatically has been a contributing factor to Lehman's eight-point increase in graduation rates from 2015 to 2017.

Summary

Reviewers of Lehman's 2014 *Periodic Review Report* were impressed with the process and procedures put into place following the last Decennial Review in 2009. They noted "impressive progress" made and "strong examples" provided as evidence that Lehman has "established a culture of assessment." (**Appendix 5**) Since then, the College has worked to strengthen its culture of assessment by sustaining procedures adopted prior to the PRR, leveraging use of *Taskstream*, and decentralizing the academic assessment function to empower more faculty

control at the department level. As a consequence, Lehman has achieved increased compliance with assessment reporting, especially within AES units.

This Self-Study process has revealed opportunities to improve the quality and uniformity of Lehman's academic efforts. (**Appendix 18**) To this end, in Spring 2019 the College reinstated a reconceptualized Assessment Council to build on the current foundation and strengthen our capacity to organize and leverage academic program assessment activities. The scope of work for the new Assessment Council will include the following activities:

- Engaging the academic community to examine existing assessment structures, policies, and process, and implement best practices as appropriate
- Issuing periodic reports regarding implementation of educational effectiveness plans across the College (Academic Program Assessment)
- Determining a set of key performance indicators to help monitor and track the health of Academic Program Assessment
- Creating a series of development opportunities, assessment tools and events to recognize and foster assessment
- Starting in the 2019-2020 academic year, harmonizing AES and academic unit assessment timelines.

With new leadership, a reconstituted, faculty-centric Assessment Council, and a new strategic planning effort slated to begin in Fall 2019, the College is positioned to continue to enhance assessment of educational effectiveness in all areas as a robust part of the campus culture.

STANDARD 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Lehman has typically undertaken long-term strategic planning in ten-year cycles. The current ten-year plan, *Achieving the Vision* (2010-2020) (**Appendix 12**), organizes planning into four distinct components: Excellence in Teaching, Research, and Learning; Enhanced Student Success; Greater Institutional and Financial Effectiveness; Commitment to Engagement and Community Service. This Strategic Plan emphasizes student empowerment and faculty achievement, within the context of a sustainable financial structure, and also supports our valued, longstanding relationship with Bronx County.

As part of a broad planning process – with particular focus on institutional and financial effectiveness – in Fall 2013 the campus embarked on a Prioritization initiative modeled on Robert Dickeson’s *Prioritizing Academic Programs and Services*, but adapted to Lehman College’s unique administrative structures and academic programs. Prioritization led to development of the *Advancing the Vision* Report. (**Appendix 13**)

In conjunction with updating its mission, the College developed its first ever [Vision and Values Statements](#). These guiding statements helped inform Lehman’s [2009 MSCHE Self-Study](#), and – in addition to the CUNY Master Plan and [Performance Management Process](#) (PMP) – charted the College’s course for the decade.

The planning process for *Achieving the Vision* began with creation of the 21-member Strategic Planning Council (SPC), which included a cross-section of the campus community with faculty in the majority. Committees were created to consider long-term vision as a backdrop while studying prevalent opportunities and challenges facing the College. Each committee prepared a report, and a writing group was established to draft the main document.

Strategic planning included a process to revise or create goals that aligned with the newly minted Mission Statement, recent recommendations from the 2009 MSCHE Self-Study, as well as CUNY’s [Master Plan](#) and [PMP](#). Accordingly, strategic goals of *Achieving the Vision* embody a multi-year process of reflection and assessment involving the entire campus community.

Achieving the Vision further developed the College’s objectives and intended outcomes, located [within the Strategic Plan](#). (see **Standard 1 for a comprehensive list**) These reference specific ongoing programs and initiatives related to the four goals contained in *Achieving the Vision*. To guarantee that Lehman’s goals remain current with the evolving higher education landscape and needs of its students and the Bronx, the College recently embarked on its [90x30 Challenge](#) to double the number of high-quality degrees and credentials conferred by 2030 from 45,000 to 90,000. To establish the foundation for achieving the 90x30 goal, President Cruz detailed the following multi-year priorities:

- Strengthen institutional capacity to expand access, increase completion rates, and reduce time to degree; and to ensure that Lehman College’s graduates become educated, empowered, and engaged members of their communities

- Further develop a robust data analytics operation to accelerate graduation rate gains
- Optimize Lehman College’s resource allocation practices by increasing revenue from grants and contracts, and expanding the College’s virtual and physical infrastructure
- Better support faculty research, engaged scholarship, and creative activities and devise to enhance our students’ career prospects in the knowledge-based economy
- Solidify Lehman College’s identity as the most important, mission-critical senior college of the world’s greatest urban university.

The President and other senior campus administrators provide periodic updates on institutional priorities articulated in *Achieving the Vision, 90x30*, and as reflected by the College’s Mission, Vision, and Values Statements. Communication channels including [Convocation](#), [State of the College Address](#), Cabinet meetings, Provost’s Council, and Faculty Personnel and Budget Committee meetings provide multiple forums to consider and deliberate on the College’s goals and priorities. Increasingly, Vice Presidents and Deans have been empowered with expectations that they will exercise responsibility and accountability over budget management of their individual Divisions and Schools.

Two new initiatives include President’s Council (PC) and Academic Leadership Forum (ALF), bodies with broad campus representation intended as vehicles for leadership development and continuity, incorporating diverse perspectives to the College’s goals and strategies. Additional updates are relayed to the campus community through annual retreats, department and division meetings, as well as periodic communication channels such as the [President’s Message eReport](#) and [Momentum eNewsletter](#), and the [Provost’s eDigest](#).

Analysis of Key Issues Related to Meeting the Standard and Financial Criteria

New York State provides funding for CUNY’s senior colleges using line item appropriations. The appropriated budget includes line items for each senior college, as well as for central administration/shared services, information technology, fringe benefits, building rental, and various University programs. Each year, the University submits a tax levy budget request to New York State for the entire system of colleges. The request is comprised of mandatory (baseline needs) and programmatic requests for increases in the operating budget.

The mandatory request includes contractual salary increases and Other Than Personal Services (OTPS) inflationary increases. It also includes solicitations for rent increases, fringe benefits, and operating costs for new buildings.

The programmatic request is based on University program initiatives outlined in CUNY’s Strategic Framework and Master Plan. Both the Framework and Master Plan are developed by the University’s central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, College Presidents, and faculty and student representatives. Overview of the CUNY Operating Budget Process and CUNY Budget Timetable can be found in **Appendix 17**.

Lehman College's Financial Planning and Fiscal Resources

Lehman College's operating budget, which consists of State funding and anticipated student tuition, is allocated by CUNY Central at the beginning of every fiscal year, which begins on July 1st. The College's annual base budget is determined in advance, and then supplemented by a series of New York State Budget Certifications throughout the fiscal year. These adjustments are specifically tied to new expenses, such as CUNY programs or mandatory contractual obligations.

Lehman's internal budget process is sequenced by the following:

1. [Office of Budget and Planning](#) issues baseline reports to the President and senior administrators, who review and request baseline adjustments for their respective divisions.
2. Divisions prioritize their requests within the goals and objectives of their respective units, impacted by and aligned with CUNY's [Performance Management Process](#) (PMP) and the College's [Strategic Plan](#).
3. Divisional submissions are reviewed and analyzed by the Office of Budget and Planning, as well as Vice President for Administration and Finance. A report of the analysis is submitted to the President and Cabinet for review and approval.
4. Office of Budget and Planning verifies funding distribution received and prepares a summary report for the Vice President for Administration and Finance, who makes recommendations to the President and Cabinet.
5. President reviews, approves, or declines priorities for any new funding request based on college priorities, strength of justification, and supporting evidence.
6. Office of Budget and Planning updates all budgets in the system, distributes budget allocation letters, and monitors budgets throughout the year.

In order to satisfy the College's annual tuition revenue target, Lehman collects student tuition revenue; in turn, these funds are transferred to CUNY Treasury and then to New York State. If the College collects revenue in excess of the target amount, the College can either spend the excess revenue, or deposit these funds into the College's City University Tuition Reimbursable Account (CUTRA) to be carried forward and spent in future years.

Every year, the College must submit to the University a multi-year financial plan (**Appendix 21**), which must be made in consultation with elected faculty and student leaders. Once the plan is approved and implemented, College and University personnel monitor spending, allocations, and tuition revenue on a quarterly basis. Financial plan updates are presented to the Joint Senate and Faculty Personnel and Budget Long-Range Planning Committee on a regular basis. These reports are also posted to the Lehman Connect intranet website. At the end of each year, CUNY issues consolidated audited financial statements that combine all College tax levy activities, which are posted on the CUNY website.

Lehman College's capital budget is funded from New York State and New York City allocations. Bonds issued by the Dormitory Authority of the State of New York (DASNY) generate financing

for major state-funded capital projects. Minor state-funded capital projects are managed through the CUNY Construction Fund. New York City capital funds are bonded by the City’s Office of Management and Budget, and managed by CUNY. The College, through CUNY, submits to New York State a five-year capital improvement plan based on activities either critical to its mission, central to its Strategic and Facility Master Plan, and/or essential to facility preservation and infrastructure upgrade. Requests to New York City for capital funds are made annually and submitted to the Bronx Borough President and Bronx Delegation of the New York City Council.

Fiscal Challenges

Over the past four fiscal years (FY2016-FY2019), Lehman College managed effectively through a total \$5.592 million base budget reduction from New York State and City University of New York. This funding decrease was offset by personnel and non-personnel cost savings, authorized tuition increases, and stringent fiscal management. Personnel reductions were largely achieved by a combination of attrition, strict vacancy control, and delays in filling non-faculty positions.

Table 6.1: Base Budget Allocation Reductions (in Millions), FY2016-FY2019

Category	Fiscal Year				
	2016	2017	2018	2019	Total
Reduction of State Funding	\$2.542	\$1.699	\$0.892	\$0.459	\$5.592

Source: CUNY Operating Budget Letter

Despite these challenges, the College maintained a positive year-end balance throughout these years. It was also able to finance a range of strategic and operational initiatives to advance strategic priorities and improve institutional outcomes, including student achievement outcomes. (Please refer to **Appendix 21**), which illustrates the College’s tax levy operating budget and year-end financial condition for the past five fiscal years and projections for the next three years).

Fiscal Situation and Financial Forecast

[The FY2019 New York State Enacted Budget](#) for the senior colleges totaled \$2.53 billion, an increase of \$97.3 million, or 4% over the prior year. The senior college increase of \$97.3 million included: \$43.5 million to fully fund the projected fringe benefit cost increase; \$31.3 million in revenue and appropriations to accommodate the \$200 annual tuition increase to resident undergraduate tuition, and proportionate increases to other tuition categories; technical adjustment of \$21 million to accommodate existing NYC funding for CUNY programs; and \$1.5 million investment to transitioning the Joseph S. Murphy Institute for Worker Education and Labor Studies to CUNY School of Labor and Urban Studies. Additionally, \$4.7 million is allocated for SEEK, \$250,000 for the graduate pipeline program, and \$50,000 for the Community Legal

Resource Network. Funding for contractual mandatory increases is not included, which for Lehman represents about \$800,000.

Based on conservative assumptions, the College's Operating Budget is projected at \$160.2 million for fiscal year 2019, which represents an increase of about \$27.7 million or on average 4.1% per year since fiscal year 2014. In addition, the operating budgets for fiscal year 2020 and 2021 are projected at \$162.9M and \$165.4M, respectively. Total increase amounts to \$5.2M over fiscal year 2019, and is based on revenue generated from the approved increase in tuition, and projected 3% enrollment growth. **(Appendix 21)**

Overall increases in expenditures represent \$2.4M for FY2020 and \$2.5M for FY2021. Projected expenditures include hiring ten new faculty lines to support: the College's commitment towards the 90x30 goal; mandatory increases in personnel costs related to the 2009-2017 collective bargaining contracts; and 2% mandatory labor reserve for future collective bargaining settlements. Projected expenditures also include recurring strategic and operational investments of about \$1.3M per year.

Resources and expenditures represent projections as of September 2018, where the year-end balance for fiscal year 2019, 2020, and 2021 is expected to be \$4.8M, \$2.8M, and \$.7M, respectively.

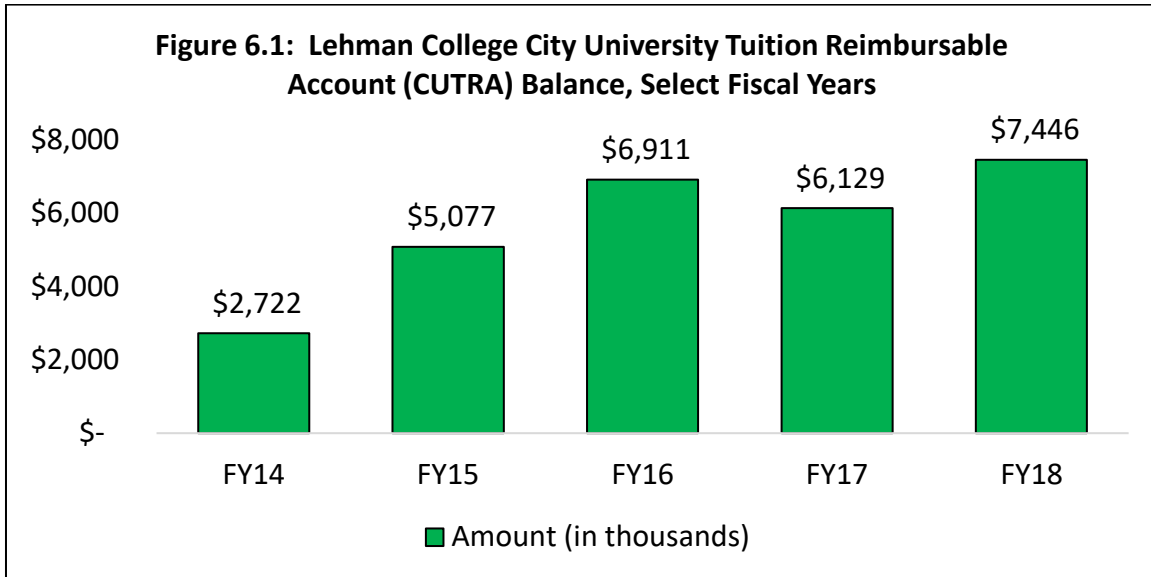
CUNY Compact and Tuition Increases

The CUNY Compact, negotiated in 2011 between New York State and CUNY, provided for a five-year tuition increase plan to fund improvements and new education initiatives across CUNY. Compact revenues were directly linked to financing CUNY's Master Plan, committed to increasing full-time faculty, student services, and enhancing student financial support. As part of this agreement, CUNY colleges agreed to self-fund a portion of planned investments by increasing enrollment, philanthropic support, and creating savings through restructuring and efficiencies. The tuition increase was implemented in Fall 2011. From Fall 2011 to Spring 2015, Lehman received approximately \$11 million in Compact funds, which supported hiring 64 personnel, consisting of 44 faculty and 20 non-faculty members.

The State budget for the senior colleges includes an appropriation for special revenue accounts, including the Income Fund Reimbursable (IFR) Account, City University Tuition Reimbursement Account (CUTRA), and City University Stabilization Account.

- Income Fund Reimbursable (IFR) is primarily composed of self-supporting Adult and Continuing Education programs, subject to a 12% cost recovery target, after which the College may spend the balance.
- The Stabilization account enables the colleges and University to carry over into subsequent fiscal years unexpended tax levy appropriations.
- CUTRA enables colleges to roll over excess tuition revenues into subsequent fiscal years. This provides Lehman flexibility to develop financial plans for future years. It grants the College some degree of appropriation authority, allowing Lehman to develop its own

strategy for investing funds and managing unexpected expenses. Lehman’s CUTRA balance has grown from \$2.7M to \$7.4M.



Strategic Investment Initiatives

Given absence of Compact dollars or new operating funds, Lehman College created its own Strategic Fund by allocating dollars from its revenues and reserves to be invested in strategic initiatives that demonstrate commitment to continuous improvement, revenue generation, and advancement of the College’s mission. **(Appendix 26)**

In September 2016, initiatives from each of the Schools and Divisions were reviewed and approved by President Cruz and Cabinet members. These included initiatives in the areas identified in *Achieving the Vision: Excellence in Teaching, Research, and Learning*; Enhanced Student Success; Greater Institutional and Financial Effectiveness; and Commitment to Engagement and Community Service. Between FY2017 and FY2020, Lehman made investments or has committed to make investments totaling \$4.64M, as shown in the table below:

Table 6.2: Strategic and Operational Initiatives, FY2017-FY2020

Strategic Goals	FY2017	FY2018	FY2019*	FY2020*	Goal Total
Excellence in teaching, research, and learning	\$140,405	\$231,122	\$431,536	\$767,277	\$1,570,340
Enhanced student success	\$358,870	\$515,755	\$451,693	\$456,380	\$1,782,698
Greater institutional and financial effectiveness	\$229,995	\$480,057	\$139,516	\$145,456	\$995,024
Commitment to engagement and community service	\$23,144	\$87,495	\$90,871	\$94,248	\$295,758
Annual Total	\$752,414	\$1,314,429	\$1,113,616	\$1,463,361	\$4,643,820

Notes: *Committed funds

Source: FY2018 Strategic and Operational Initiatives Report

These investments include improvements in operational efficiencies such as: upgrades of faculty office space; computer lab upgrades; painting program; replacement of outdated computers for faculty and staff; improvements to wireless access in Shuster Hall; funding for online student orientations; funding for initial scribe training (primary tool advisors use to guide student in course planning and degree requirements); Retention Management software; Lehman 360 consulting services; Digital Store Front Program software; and additional funding for IT to develop automated workflows and support organization of Degree Maps on the Web.

Moreover, Strategic Investment Funds have been employed to: hire an advisor and financial aid counselor to support Freshman College; hire an academic program coordinator for Adult Degree Program; fund the Registrar to transition the graduation audit unit to a graduation specialist; fund IT support for hiring an application developer and new part-time staff for the Multimedia Center to work on video production; provide additional funding for IT to underwrite workflow and organization of all Degree Maps; invest admission revenue to enhance marketing and recruitment efforts; secure funding for Media Relations to design, print, and install banners across the College to promote awareness and engender student pride in Lehman; and provide funding for a new technical director of the Performing Arts Center.

On September 27, 2017, during President Cruz's Inauguration and Convocation ceremony, he announced additional strategic investments to hire ten new faculty lines for fiscal years 2019 and 2020. (**Appendix 8**) These strategic hires will allow us to sustain the projected enrollment growth as it relates to the 90x30 goal.

Resource Allocation Improvement – Smart Budgeting

Prior to July 1, 2016, the budget allocation model used to allocate OTPS resources was based on the prior year's base budget, plus an increase determined by establishment of new initiatives and/or projects (i.e., Accreditation, memberships, increases in contractual services, new programs, etc.). Base budgets were allocated to School Deans, who could disburse funds to their respective programs on a case-by-case basis. As a result of the Prioritization process – in an effort to promote transparency and engage stakeholders in budgeting decision-making – a committee of faculty and staff was established to formulate a new [OTPS allocation](#) methodology for FY2017, resulting in a distribution of funds to academic departments and the Library better aligned with the Strategic Plan.

The revised budgetary formula considers the number of students and total faculty (full-time and part-time). Consequently, the new OTPS allocation methodology resulted in academic departments and the Library receiving approximately \$100,000 more from the FY2016 base budget allocation than in prior fiscal years under the previous OTPS allocation methodology. This increase in OTPS funding helped: Early Childhood-Childhood Education Department expand their educational video collection; Economics and Business purchases to facilitate integration of materials from the Internet to lectures; support faculty research and scholarship activities; and purchase of faculty furniture, among others.

Campus Facilities

New Facilities, FY2009-Present

In September 2008, Lehman College broke ground on a 68,000 square-foot Science research and teaching facility. The project, the first new lab building in what was hailed as CUNY's *Decade of Science*, was the first CUNY project to be designed and submitted for LEED certification. Science Hall was dedicated in October 2012, opened for classes in Spring 2012, and was awarded [LEED Platinum by the U.S. Green Building Council](#).

In 2010, the College opened the 28,000 square-foot Multimedia Center, a state-of-the-art, multi-purpose teaching, learning, and production facility. The Center supports the educational needs of Lehman students pursuing a wide range of disciplines, and provides faculty with access to the latest tools for exploring technological innovation, including development of new educational media. This facility established Lehman as one of the most technologically advanced campuses in the CUNY system, and put the College in the forefront of multimedia facilities in the region.

In September 2011, Lehman broke ground on the new 13,000 square-foot Child Care Center, and opened this new facility in September 2013. The modular construction edifice was built in a factory in Pennsylvania, then delivered and erected on the Lehman campus. It doubled the College's capacity to [provide affordable child care services to Lehman students](#) (2,100 families served since it opened in 1986).

Master Plan Update 2010

Since enrollment had greatly exceeded 2002 Facility Master Plan projections, in FY2008 CUNY commissioned Perkins & Will Architects to complete a Master Plan update, the 2010 Swing Space Planning Study to:

- develop a detailed implementation plan for program relocation and associated swing space needs
- support increased enrollment and resultant space needs
- support programs identified as areas of growth in the Health Sciences
- support new programmatic initiatives such as Master's in Social Work and MS in Business.

The 2010 Swing Space Study provided the opportunity to align the Facility Master Plan with the *Achieving the Vision* Strategic Plan. The new nursing facility – Nursing Education, Research, and Practice Center – is the first major capital project identified in the 2010 planning study to receive funding. The facility has completed design and 100% contract documents have been submitted for review, with a planned late winter/early spring 2019 public bidding for construction. The new facility is slated to open in 2021.

Capital Funding for Facility Renewal and Minor Repair, FY2009-Present

Starting in FY2008, each CUNY campus provided data for a facility renewal and backlog model to develop a financial paradigm to predict annual funding requirements, and thereby realize a funding plan for ongoing capital reinvestment. Commencing in FY2009, this resulted in capital funding for Critical Maintenance Projects and provided funds to reduce the backlog of deferred maintenance.

From 2009-2017, the College received a total of \$81 million in critical maintenance funding that was used for: campus-wide infrastructure upgrades; major building system replacement; roof replacement; rehabilitation of building envelopes; and elevator upgrades.

In addition, from FY2009-FY2013, \$240,000 in capital funds were allocated annually (\$1.2 million in total) for minor repair projects completed by the College to reduce its deferred maintenance backlog. This funding was used to make repairs, replace equipment, and upgrade systems. It allowed the College to complete smaller upgrades and replacements that do not qualify for larger capital funding. This allotment led Lehman to take a proactive, predictive [approach to equipment replacement](#), repairs, and upgrades that would otherwise have waited for emergency replacement when equipment ceased to operate. The College's Capital Funding FY2009-FY2019 are located in the Appendix

Energy Fund, FY2013-Present

Beginning in FY2013, under an initiative called [CUNY Conserves](#), CUNY transferred management of each senior college's energy budget to the College. In FY2014, Lehman College used its initial energy-related savings to implement additional energy saving measures including: replacing higher wattage lighting with lower wattage LED lamps; changing the cleaning schedule on three high-energy use buildings to ensure buildings are unoccupied, completely turned off, and

locked down after the College closes each evening; and installing occupancy sensors in all campus bathrooms to turn off lighting when not in use. Annual energy savings have provided a source of funding for enhancements and renovations throughout the campus including: hallway, stairway, and classroom painting; window shades and new furniture; faculty office window shades; and campus site furnishings.

Sustainability, FY2009-Present

Incorporating sustainability at a college campus presents a unique opportunity to: reduce operating costs; improve efficiency in using resources; develop new curricula; simplify maintenance; and reduce the campus' environmental impact, among other benefits. Whether it comes to recycling, energy conservation, composting, or implementing green cleaning and procurement policies, Lehman College has a proud history of integrating sustainability into the campus.

The CUNY-wide Sustainable CUNY program began in June 2007. Long before CUNY's program, Lehman had implemented a variety of sustainability initiatives. Lehman was the first CUNY institution to test environmentally friendly and effective cleaning products, and to implement their use. Similarly, we were the first CUNY institution to compost its leaves and yard trimmings, followed by composting food waste from the food service kitchen operation. The College replaced conventional toilet flushing systems with automatic flush-o-meters to reduce overall water consumption.

In the area of recycling, the College recycles cardboard, nickel cadmium and lead acid batteries, oil, fluorescent lamps, heavy metals, silver, e-waste, furniture, plastic, aluminum, glass, and metal. In 2012, the College began converting from fluorescent to LED lamps, and as of 2018, all hallways, restrooms, and stairwell lights have been converted to LED. Rooms have been equipped with motion-activated lighting sensors, with a resulting 3% drop in electricity usage.

In 2008, Lehman was awarded the first CUNY Sustainability Award for our long and ongoing sustainability initiatives. In keeping with its history of environmental stewardship, in 2012 Lehman became the site of the first USGB LEED Platinum Certified building in CUNY. In 2017, the College's new energy efficient central heating and cooling plant went into full operation, further reducing energy usage and our carbon footprint.

Technology Budgeting and Planning

IT service delivery is essential to day-to-day operations, and forms the basis for providing value-added services that advance institutional and student success. The IT Division strives to work in partnership across the College to create more fluid, streamlined services that increase Lehman's effectiveness. In this regard, the metrics for basic campus IT services such as network availability and server uptime are greater than 99.9%.

Since 2011, Information Technology has automated more than sixteen manual processes in partnership with the Divisions of Administration and Finance, Enrollment Management, Student Affairs, and Office of the Provost. This resulted in speeding up and providing increased

transparency to more than 75,000 transactions. Automated processes include personnel action requests, student declaration of majors, electronic course scheduling, and eGrade corrections. Lehman's process automation system has been adopted by seven other CUNY campuses and received the 2016 CUNY Excellence in IT Award for Innovation.

Student Technology Fees were adopted through a resolution from the CUNY Board of Trustees in 2002. Funds from these fees are managed by a special Student Technology Fee Committee comprised of students, faculty, and administrators. The committee is responsible for seeking campus-wide input, assessing technology needs of the College, and developing recommendations on allocating Tech Fees to satisfy student-oriented technology requisites.

From FY2015-FY2018, almost \$9.4M of Technology Fee funds have been invested in technology-related resources. Sample projects include:

- Tools designed to give students and faculty online access to recording and lecture capture tools
- Upgrading Music Department's Electronic Music Lab to keep it up-to-date with needs of students and faculty
- Hardware and software to assist Speech-Language-Hearing students with learning how storytelling can be a tool for reaching clients and as a means of self-assessment
- Creating smart and multimodal classrooms to seamlessly fill multiple educational roles
- Partial support for a pilot conversational Chatbot on the Lehman website and Lehman 360 mobile app to provide students with 24/7 information on a variety of resources.

The Student Technology Fees process support plans outlined in the [Information Technology Roadmap](#), which helps maintain an effective technology infrastructure to respond to student, faculty, and staff needs. The Roadmap was developed in consultation with student leadership, the Senate's Library, Technology, and Telecommunications Committee, library faculty, Provost's Council, Cabinet, and other campus stakeholders. In recent years, a number of projects have been rolled out based on the IT Roadmap including: launch of the Student Success Dashboard, which won the CUNY Excellence in IT Award for Collaboration; introduction of badges and microcredentials to support student achievement; pilot of a mobile scheduling system to ease wait times at Financial Aid and IT Center Help Desk. Based on initial success of this system, it will be scaled out to additional departments over coming semesters.

Annual Independent Audit

The annual financial audit is coordinated by CUNY's Office of the University Controller. The College's audit liaison coordinates all audit activities and supplies appropriate college-specific information. Year-end financial results are reported on a consolidated format with the rest of the University system. CUNY's audited financial statements appear in **Appendix 19**. Periodically, the College will also be audited by CUNY Internal Audit, New York State Comptroller, Internal Revenue Service, and other outside entities to ensure compliance with City, State, and Federal requirements.

As part of CUNY's internal audit program, the University Office of Internal Audit and Management periodically sends each campus internal control self-assessment questionnaires. The questionnaires are functional, activity-specific, and intended to measure effectiveness of an administrative area to assure proper internal controls are in place. Based on these results, CUNY develops policies and procedures to improve internal controls. If necessary, it undertakes an internal audit of a functional area or institution.

During the 2016-2017 academic year, the U.S. Department of Education conducted a financial aid audit of Lehman College. (**Appendix 30**) The audit yielded a number of findings related to assignment of course grades. In response, the College conducted an internal review of students who had received Title IV Federal Financial Aid assistance and were assigned grades of WU, F, and/or Incomplete (INC) for the 2012-2013 through 2015-2016 academic years. Data collection was conducted in September 2016 through an electronic questionnaire, along with supporting documentation addressing students' participation in DOE-defined "academically related activities" in their classes.

A committee comprised of faculty and administrators reviewed questionnaires and supporting documents, conducted additional outreach to faculty when necessary, and helped finalize the College's response to the Department of Education (more details are provided in the **Verification of Compliance Report** and in **Appendix 30**). A new electronic process has since been instituted to ensure faculty verification of WU, F, and INC grades.

Faculty Resources

To respond to growing enrollment, faculty recruitment and retention remain a College priority. During the 2017 Convocation, President Cruz committed to increasing the net number of full-time faculty by five positions (above replacement lines) per year over the next two years. The number of full-time faculty has remained relatively stable since Lehman College's last Self-Study Report (373 full-time faculty and 593 part-time faculty in FY2009). In FY2017, Lehman had 370 full-time faculty. After having fallen sharply and bottomed out at 415 in FY2013, the number of part-time faculty rebounded to 595 in response to the College's rising enrollment and financial reality. (**Appendix 9**)

Since FY2013, the College has been engaged in a strategically focused hiring plan for full-time faculty. Each School Dean maintains a three-year Hiring Plan that anticipates and addresses School and program needs, and accounts for expected growth or decline in specific program areas. Each Spring semester these plans are reviewed, prioritized by the Deans, and then discussed at monthly Deans' Council meetings led by the Provost. The Deans review available replacement faculty lines in conjunction with their prioritized needs, and then discuss and vote as a collective where lines will be allocated by School and program. This hiring approach allows for group discussion and consensus concerning the strategic location of replacement faculty lines.

Over the past two years, this approach led to growth of faculty lines in the School of Natural and Social Sciences (NSS) and School of Health Sciences, Human Services, and Nursing (HS2N) in

response to increased student demand in majors housed in these Schools and program-specific accreditation requirements. Even as the number of full-time faculty has remained relatively constant, the College has pursued a strategic alignment and placement of full-time faculty lines based on areas experiencing enrollment growth and program accreditation requirements. Twenty-five full-time faculty replacement lines have been approved for search during FY2018. (**Appendix 8**)

The majority of adjunct appointments are initiated by academic departments on an as-needed basis. Departments make academic judgments about adjunct appointments. Academic Chairs have primary responsibility for recruitment, onboarding, and supervision of the adjunct cohort in their Department. Departments have developed varying levels of processes to support their adjuncts.

Adjuncts comprise 61% of Lehman College's instructional faculty, a significant number whom have served for extended periods. The PSC contract provides for two-semester appointments for adjuncts with six consecutive semesters of service. A five-year pilot program under the PSC contract provides for three-year appointments for those who have served ten consecutive semesters, which provides greater continuity and stability for their part-time status. Adjuncts who meet Professional Staff Congress contractual criteria are covered by the New York City health insurance plan. Lastly, the College annually awards Adjunct Teacher of the Year, important recognition for the contributions of this community.

CUNY is currently negotiating a new collective bargaining agreement with the Professional Staff Congress (PSC). Lehman College is hopeful that concerted efforts of the University and elected officials will secure conditions necessary for a fiscally responsible and morally compelling agreement that will improve working conditions and strengthen salary levels of our adjunct faculty, full-time faculty, and staff.

Assessment

Lehman College has nurtured a deepening culture of assessment across its campus and activities. Academic, non-academic, and institutional assessment is regular and recurring. The majority of academic and administrative units establish annual goals and targets, assess these goals and targets, and then discuss and incorporate their findings into development of subsequent goals and targets. For more discussion of academic assessment, see **Standard 5**.

Academic and non-academic unit assessment schedules, the budgeting cycle, OTPS funding requests, Performance Management Process (PMP) cycle, and the President's annual State of the College addresses highlight the comprehensive and continuous nature of Lehman College's assessment activities. In a development that reflects intensifying linkage between planning, resource allocation, and assessment, the College embedded assessment into all resource allocation requests beginning in 2016.

The College's budget cycle requires continuing assessment of the effectiveness of its resource allocation to academic and non-academic programs, services, and activities. Particular

attention is given to strategic allocations and their impact on advancing Lehman toward realizing its long-term goals. Strategic allocations have included investments in developing online student orientation and strengthening academic advising. The College believes that such activities contribute to its improving retention and graduation rates.

In its annual PMP process, Lehman College has consistently achieved or exceeded most of its annual targets. For example, in its 2015-2016 year-end report, Lehman reported that it had: achieved its target of maintaining an 80% or higher one-year retention rate for first-time freshmen; surpassed its target of maintaining a 37.1% six-year graduation rate; exceeded its target that 60 students would participate in Study Abroad (119 final count); and exceeded its goal of deploying its electronic *AdvisorTrac* appointment scheduling system to increase the number of scheduled advising appointments by at least 1.5% to 11,660 (achieved 11,704) during the academic year.

Among other factors, the 2016-2017 PMP Report revealed that Lehman has the third highest four-year graduation rate for its transfer students (58.3%) among all CUNY's senior colleges. Between 2013 and 2017, the number of STEM majors increased 95.9%. Its three-year rolling average of received research award funding has more than doubled over the past four years. The College's PMP Reports are provided in **Appendix 40**.

President Cruz highlights progress toward goals in his [annual State of the College address](#). In his March 27, 2017 State of the College address, President Cruz reported: grant revenue rose 64% to \$22 million; the College secured a \$5.7 million grant for its Pathways to STEM Success initiative; graduation rates for freshmen and transfer students continued to increase; and four new multi-modal computer classrooms had been completed.

In addition to annual PMP- and budget-related assessment activity, an average of 80% of the College's non-academic units completed yearly assessment reports during the past five years. Assessment outcomes include: the Library introducing a flipped classroom model; Human Resources implementing an online onboarding system for new hires; expansion of Sophomore Year Initiative's Student Tracking Early Alert Retention (STEAR) early warning system beyond that program; and Career Services' development and introduction of an internship workshop to better position students to apply for and attain internships.

In conclusion, the institution has documented that its planning, resource allocation, and assessment are integrated and well-aligned with the College's mission and strategic goals. This integration and alignment have contributed to the College's improving student retention and graduation outcomes since the last Self-Study and its more recent Periodic Review Report.

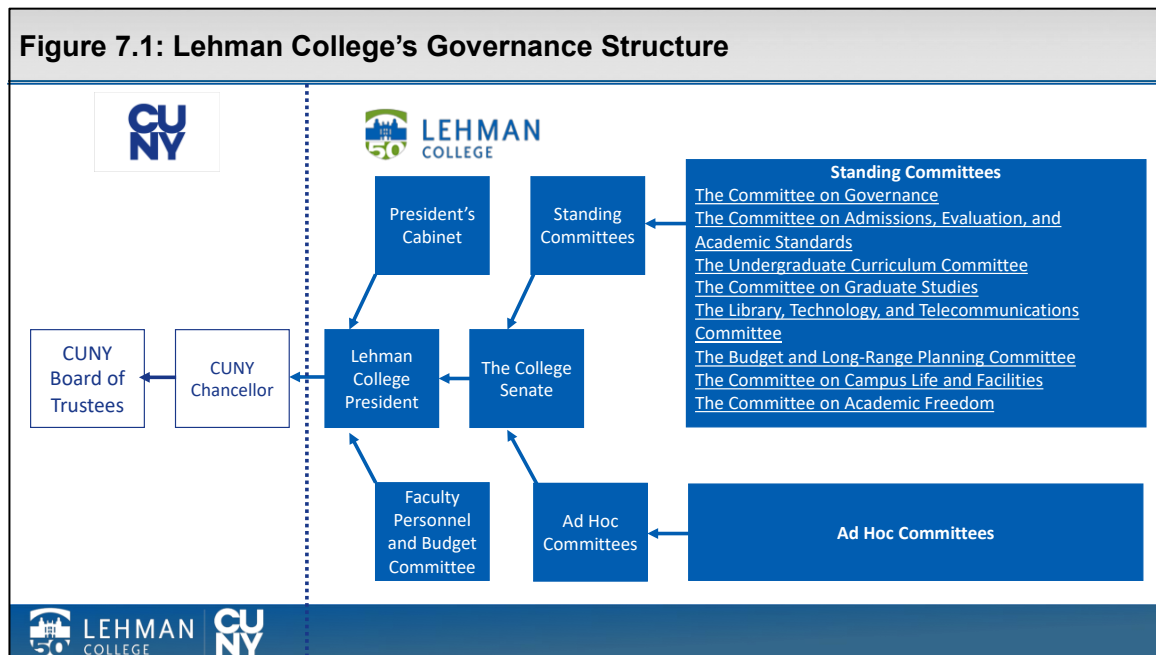
STANDARD 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

As Lehman College is a senior college within The City University of New York, its governance structure is complex and multilayered. The overall governance structure of The City University of New York is established by New York State Education Law, which creates the Board of Trustees of The City University of New York. The Board includes 16 voting members, ten appointed by the Governor of New York State, five appointed by the Mayor of New York City, and the Chair of the University Student Senate, who serves ex officio. The Chair of University Faculty Senate is a non-voting, ex officio member. The Board of Trustees, in turn, has adopted the CUNY Bylaws.

The Bylaws spell out the structure and organization of the Board including: its committees and their membership; duties and responsibilities of the University Chancellor; and duties and responsibilities of CUNY Presidents, including the President of Lehman College. The President serves as the College's Chief Executive Officer, exercising primary responsibility for the College, as well as acting as executive agent of the Chancellor and Board of Trustees. The President's duties and responsibilities are described in [Section 11.4 of the CUNY Bylaws](#). In this role, the President functions as the lead college administrator responsible for strategic, operational, and financial decisions as an independent agent with oversight – but not interference – from the CUNY Board of Trustees.

The current Lehman College President, Dr. José Luis Cruz, was appointed by the Board of Trustees effective August 2016 upon recommendation of the CUNY Chancellor following a national search by a Board committee that included Trustees and faculty representatives from Lehman College. ([see Bio](#)) The College has benefitted greatly from continuity in its leadership during the half century of its existence as a separate college within CUNY. President Cruz, already in his third year of service, is only the third president of Lehman, with the founding president, Dr. Leonard Lief, having served 22 years, and his successor, Dr. Ricardo Fernández, having served 26 years.

The President's duties and responsibilities are set forth in Section 11.4 of the CUNY Bylaws, and the President's performance is reviewed annually by the Chancellor. The President is assisted by a number of well-qualified administrators in the President's Office, and by a group of well-qualified senior administrators ([see Bios](#)) serving as Vice Presidents and in other senior administrative capacities. (see Governance Structure below) The chart reflecting the organizational structure can be found in the **Appendix 23**.



The President participates in University governance as a member of the Council of Presidents, chaired by the Chancellor, which meets monthly and includes several key committees. President Cruz currently chairs the Council of Presidents' Committee on Fiscal Affairs and serves as the presidential representative on the Board of Trustees' Committee on Fiscal Affairs (including its Audit Subcommittee). He has also served on the Council of Presidents' Facilities Committee and co-chaired the Chancellor's Diversity Working Group. The President and the College are accountable to the Board of Trustees, the Chancellor, and several Vice Chancellors, charged with oversight responsibilities in areas such as fiscal affairs, facilities, academic affairs, student affairs, and faculty and staff relations.

Other New York State and City governmental agencies exercise oversight responsibilities in primary areas, including the New York State Inspector General, New York State Division of the Budget, and New York City Office of Management and Budget. In addition to the Middle States Commission on Higher Education, many of the College's programs are accredited by other bodies, as described in earlier standards. The College is also subject to provisions of several collective bargaining agreements, negotiated by University central administration with a number of unions representing various employee groups (including Professional Staff Congress, which represents members of the instructional staff, including the faculty).

The President, in turn, recommends to the Board of Trustees the appointment of senior College administrators including the Provost and Senior Vice President for Academic Affairs, other Vice Presidents, and Deans of the College's five Schools.

Lehman has recently experienced some turnover among senior leadership – some of whom form part of the President's Cabinet – for a variety of reasons, not unexpected during the first

few years of a new President and consistent with patterns seen in colleges and universities nationally. Accordingly, the College looks forward to welcoming incoming Provost and Senior Vice President for Academic Affairs and Student Success Dr. Peter Nwosu in Spring 2019, the result of a national search co-chaired by Lehman’s Chief Information Officer and Chair of the General Faculty.

Lehman’s core governance structures – including the College Senate and Faculty Personnel and Budget Committee, comprised of the academic chairs – have demonstrated remarkable continuity and stability. Recent administrative appointees have brought many years of experience at the College and within CUNY to their positions.

The College’s internal governance structures – including the Senate, General Faculty, Faculty Personnel and Budget Committee, and student government – operate in accordance with the Bylaws and written policies of the Board of Trustees, the College’s Documents of Governance, and administrative direction received from CUNY Central administration. Their structure and responsibilities are described below.

Lehman College Senate

Over its fifty-year history, Lehman College has followed the principles of shared governance. Power traditionally exercised by a college faculty, such as authority over admissions, curriculum, and academic standards, resides in the College Senate, which includes faculty, students, and administrators. The [Lehman College Governance Documents](#) stipulate that the Senate “shall be responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.”

The College Senate’s [inclusion of students, faculty, and administrators](#) on its committees actualizes its crucial role in defining, approving, and implementing the mission of Lehman College to “provide 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.” Further, the Senate plays a crucial role in supporting institutional efforts to meet Lehman’s 90x30 Challenge.

Table 7.1: Composition of Lehman College Senate and Requirements

Group	N	Requirements
Students	34	<ul style="list-style-type: none"> • Must be enrolled in a degree or credit-bearing program • Undergraduate full-time students must earn at least 12 credits; undergraduate part-time students must earn at least 6 credits • Graduate students must carry a minimum of 3 credits • All candidates must have completed and earned a passing grade in at least 50% of the courses for which they registered the prior semester • Minimum GPA of 2.0 must be maintained while in office • Student representatives are elected by their peers.
Faculty	51	<ul style="list-style-type: none"> • One representative with at least two years of full-time service is elected from each department at the same time the department chair is elected • Department representatives serve three-year terms and may be re-elected • At-large representatives are also elected and serve two-year terms and are eligible for reelection • Faculty representatives include three part-time faculty senators elected from those part-time instructional staff who teach at least six semester hours per week.
Non-teaching instructional staff	5	<ul style="list-style-type: none"> • Five non-teaching instructional staff representatives, elected from persons in the Higher Education Officer and College Laboratory Technician series, also serve two-year terms and are eligible for reelection.
Administrators	12	<ul style="list-style-type: none"> • The Senate includes the President, Vice Presidents, and full Deans. If there are more or less than twelve such administrators, the President designates which twelve of them will serve in the Senate each year.

Source: <http://www.lehman.edu/college-senate/>

The Senate utilizes an active committee structure to conduct its business. Faculty, students, and administrators are represented on all committees. Students originally enjoyed equal representation with faculty on all committees, but irregular student attendance at meetings often makes it difficult for committees to obtain a quorum. Consequently, in 2015 the Senate Bylaws were amended to reduce the number of students on Senate committees from five or six to three.

As noted by the Governance Plan, the College Senate has policy functions, advisory functions, and legislative functions, outlined below:

- **Policy Functions:** The College Senate has the power to formulate policy, make policy recommendations, and review implementation of policy concerning academic affairs, long-range planning, campus life, and activities that promote the total educational program; and practices and procedures for protecting academic freedom, the rights of Lehman College community members, and equitable settlement of internal campus problems.
- **Advisory Functions:** Advisory functions of the College Senate span matters such as: appointment of the President of the College and full Deans; proposal of amendments to and revisions of the Bylaws of the Board of Trustees; determination of budgetary priorities within the College; and procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal.
- **Legislative Functions:** Through its legislative functions, the College Senate realizes its policy mandates and considers other recommending actions.

To fulfill these functions, the Senate uses an active committee structure:

- [Governance](#)
- [Admissions, Evaluation, and Academic Standards](#)
- [Undergraduate Curriculum](#)
- [Graduate Studies](#)
- [Library, Technology, and Telecommunications](#)
- [Budget and Long-Range Planning](#)
- [Campus Life and Facilities](#)
- [Academic Freedom](#)

On occasion, special or ad hoc committees have been established to address timely matters, including an Ad Hoc Committee on Academic Structure and an [Ad Hoc Committee on Student Evaluation of Teaching](#).

Faculty Personnel and Budget Committee

The [CUNY Board of Trustees Bylaws](#) stipulates that each college will have a “committee on faculty personnel and budget or equivalent committee,” responsible for recommending to the President appointment, reappointment, tenure, and promotion of individuals in faculty titles. The College Committee on Faculty Personnel and Budget (FP&B Committee) fulfills this function at Lehman College. Voting members of the FP&B Committee include the 28 Department Chairs, as well as the President and Provost. School Deans attend meetings as non-voting members. FP&B generally meets monthly during the academic year, except for January. In addition to providing a venue for review and action on personnel matters, the President and Provost report on College-related issues and activities. Department Chairs share information and raise discussion issues with the President and Provost.

The FP&B Committee has several subcommittees whose membership is elected from FB&B members. Subcommittees are charged with reviewing and recommending actions to the full FP&B on matters such as tenure and promotion and fellowship leave. To promote

communication and collaboration, members of the FP&B Budget subcommittee and the [College Senate Committee on Budget and Long-Range Planning](#) meet regularly, as required by Senate Bylaws, “for the purposes of exchange of information and joint deliberation.” (p. 20)

Academic Departments

The Board of Trustees Bylaws provide that the department chairperson serves as the executive officer of the department. Department chairpersons are elected for three-year terms from among members of the instructional staff in the department who have faculty rank. The chairperson and four other elected faculty members serve on the Department Personnel and Budget Committee (P&B). This committee makes recommendations to the FP&B Committee on personnel matters related to faculty titles. Academic departments also have committees charged with making curriculum and other recommendations through established governance procedures. Academic chairs play a crucial role as leaders of their departments and as a fulcrum between faculty in their departments and the academic leadership of the College.

General Faculty

The formal roles and responsibilities of Lehman College General Faculty are articulated in the Documents of Governance and General Faculty Bylaws. However, there are also informal structures within General Faculty. Among other functions, General Faculty may: consider any matter related to faculty interests or welfare not specifically assigned to another body; make recommendations to the College Senate, and to any agent, department, committee, or organization of the College; and review actions taken in pursuance of its recommendations. General Faculty meets twice a semester, and has power to pass resolutions and make recommendations. Since the College Senate exercises most traditional faculty prerogatives, General Faculty serves primarily as an advisory body for information-sharing and deliberation.

Student Government Association

The [Student Government Association](#) (SGA) is the officially recognized elected body that represents students at Lehman College. [Responsibilities of the SGA](#) are to: initiate, fund, and administer programs and activities that benefit students of Lehman College and the community at large; cooperate fully with any individuals or organizations in advancement of legitimate interests of the College community; and ensure interests of students are protected in development and operation of the physical plant and supporting facilities of the College. The SGA has power to develop policies and initiatives that serve the interests of the student body, and is a partner in promoting and facilitating the College’s growth and expansion in academic affairs.

The SGA consists of the Executive Board and includes the Student Legislative Assembly, whose 34 members are student representatives in the [College Senate](#). Positions in the Student Government Association are: President; Vice President of Internal Affairs; Vice President of External Affairs; Vice President of Legislative Affairs; Chief Financial Officer; Student Services Officer; Research and Development Officer; Events Coordinating Officer; Public Relations Officer; Technology and Design Officer; Campus Facilities and Planning Officer; Community Activities Officer; and Student Activities Officer.

All members of Student Government Association are elected in annual Spring elections conducted by the Lehman College Board of Elections. The Board of Elections is independent of Student Government Association, and administers general elections in the Spring as well as any special elections to fill vacancies. The Elections Board contracts with an independent external vendor for voting machines and a technician who operates and supervises balloting for annual elections. Once the Board of Elections has certified the annual Spring Elections, results are sent to the President for final approval.

In addition to the College's unicameral governance structure, a variety of resources are available to further clarify recommendation and decision-making roles and responsibilities:

- **Professional Staff Congress Contract:** Additional characteristics of the College governance structure are defined by the [Contract between](#) CUNY and the union representing faculty and other instructional staff, [Professional Staff Congress](#) (PSC). The contract establishes communication and consultation channels between the College President and PSC Chapter Chair at the College, and details how labor-management issues for instructional staff are to be addressed. (see **Standard 2**)
- **Faculty Handbook:** The Lehman College [Faculty Handbook](#) provides information to full-time and part-time faculty regarding service on committees, as well as guidelines on promotion and tenure.
- **Higher Education Officer (HEO) Series Handbook:** [HEO Handbook](#) provides members of the community who are HEOs with information related to participation and service.
- **College Laboratory Technician (CLT) Handbook:** [CLT Handbook](#) provides members of the community who are CLTs with information related to participation and service.
- **Student Handbook:** The [Student Handbook](#) provides students with information related to policies and procedures, programs and services, and opportunities for campus leadership and engagement.

As described in Standard 6, the College establishes an annual financial plan through a comprehensive financial model and with input from the Senate, FP&B, and the Cabinet. Once these steps are completed, the Budget Plan is submitted to the [University Budget Office](#). This involves all tax levy dollars allocated to the College.

The [University Research Foundation](#) (RF) oversees grant funding and has its own governance model with a [separate Board of Directors](#) which has responsibility for the funds. The RF submits [Annual Reports](#) and [financial statements](#) featured on its website.

In accordance with [§ 16.5 of the CUNY Board Bylaws](#) and [Fiscal Accountability Handbook](#) as detailed in [§16.8](#). Lehman College ensures appropriate management and distribution of student fees through the Student Fees Committee. Student Activity Fees are managed by a 501(c)3 entity named the Lehman College Association, Inc. All CUNY colleges have virtually identical structures governed by CUNY Fiscal Accountability Guidelines and Board Bylaws reviewed and approved by CUNY Legal Affairs. The accountability guidelines describe

appropriate uses of the funds. Student Technology Fees are managed and distributed by the Vice President for Information Technology in consultation with the Student Technology Fee Committee. Spending plans [covering the last five years](#) are located on the Information Technology website.

The [Lehman College Foundation](#), an independent, not-for-profit entity, provides financial support and is governed by an [independent Board of Directors](#) that adheres to [Foundation Guidelines approved by the University's Board of Trustees](#). The Foundation conducts annual financial audits and comprehensive filings to report on and maintain compliance of its activities. The [Division of Institutional Advancement](#), which oversees the Foundation, is currently in the process of developing a new, integrated Strategic Plan to enhance the Foundation's breadth, capacity, and efficacy.

In order to certify that these entities operate in an ethical and responsible manner, each adheres to [CUNY's Conflict of Interest Policy](#). These policies also apply to the [Lehman College Foundation](#) and [Research Foundation of CUNY](#). To assure that the College's employees observe conflict of interest policies, each semester all faculty must submit [Multiple Position Forms](#). As discussed in **Standard 2**, all College employees meeting State criteria must comply with [JCOPE standards and regulations](#).

Communication

In collaboration with the President, the Cabinet communicates with all academic and administrative units regarding the College's mission, operations, and annual progress and achievements through a host of channels. This promotes a collaborative and inclusive process for strategic planning, goal setting, and charting the future course of the College, which provides the foundation of annual reporting.

Events including [Convocation](#), [State of the College Address](#), President's Council, Provost's Council, and the recently created Administrative Leadership Forum (ALF) allow Lehman's senior leadership to keep the College informed in a timely manner about how it is progressing towards its Mission, Vision and Values, and Strategic Plan.

As articulated in the [Lehman College Governance Documents](#), the [College Senate](#) is the most prominent College-wide body that facilitates interaction between senior administration and the Lehman community. Senate and its Committee meetings are open to the Lehman community and general public. Senate meeting dates are announced at the beginning of the academic year, posted on the College website, and distributed to a local newspaper. Minutes of Senate and Committee meetings are available on the College website. Non-members of the Senate can request floor rights to address the body, a privilege routinely granted.

Lastly, the President, Provost, and academic Chairs participate in the Faculty Personnel and Budget Committee, a monthly communication forum for Chairs to collaborate productively with administration on critical issues related to resource allocation, curriculum and program development, as well as student success and momentum.

Assessment of Leadership and Governance

Lehman College conducts ongoing assessment of the effectiveness of its leadership and governance structures, encompassing all major units of the academic enterprise.

Institutional Effectiveness

Lehman College has nurtured a deepening culture of assessment across its campus through the [Office of Institutional Research, Planning, and Assessment](#), which includes [Assessment](#) and [Institutional Effectiveness](#) functions. Academic, non-academic, and institutional assessment is regular and recurring. The majority of academic and administrative units establish annual goals and targets, assess these goals and targets, and then consider and incorporate their findings into development of subsequent goals and targets. Much of this assessment is discussed in Standards 3, 4, 5, and 6.

COACHE Survey

In keeping with Lehman's commitment to continuous improvement, in 2015 the College participated in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey (**Appendix 6**), which resulted in useful indicators of how faculty viewed issues of governance and leadership at the time.

COACHE Survey results did reveal some significant challenges. Regarding shared governance, data indicated that Lehman faculty rated the College in or near the bottom 30% of all cohort institutions in terms of trust, understanding of issues facing faculty, and a shared sense of purpose. Higher rankings (middle 40 percentiles) were given for productivity and adaptability. On issues of leadership, faculty rated senior (Vice Presidents) and divisional (Deans) leadership in or near the bottom 30% of all institutions. Departmental leadership was rated in the top 30% of all institutions, while faculty leadership was found to be somewhere in the middle.

Because a number of factors may have contributed to these findings, such as changes in organizational structures and uncertainty about the employment contract, in 2016 the COACHE Committee recommended that the College not conduct a follow-up survey until new leadership had an opportunity to launch concerted efforts to reinforce a culture of shared governance and cross-divisional collaboration. The College is currently in the process of administering the COACHE Survey in Spring 2019 .

Performance Management Plan

The Chancellor annually reviews the President's performance. The Performance Management Process (PMP) provides the Chancellor and President an opportunity to assess job performance. Accordingly, the President completes an annual report and submits a formal letter summarizing and highlighting the College's major accomplishments over the previous academic year in relation to [CUNY's Strategic Framework](#) and [PMP](#).

Moreover, the Performance Management Process (PMP) serves as the foundation of Lehman College's planning and assessment activities. First initiated by CUNY administration during the

2000-2001 academic year, the PMP establishes goals and targets linked to the College's mission and the larger mission and goals of City University of New York.

Anchored in CUNY's Master Plan, the PMP is organized around five broad areas aligned with the University's mission: access and completion; college readiness; career success/knowledge creation; innovation and research; and funding. At the end of every academic year, each CUNY college measures its performance against PMP targets established the previous year and formally reports results to CUNY's Chancellor. Based on these outcomes, appropriate program and service changes are developed and implemented at each CUNY college.

Consistent with good assessment practice, the College's assessment activities cover all its internal stakeholders. The College's budget cycle requires continuing assessment of effectiveness of its resource allocation to academic programs, administrative units, services, and activities. This comprehensive approach has resulted in consistent and positive gains in a number of outcomes metrics as chronicled throughout this Self-Study. A sample of these PMP metrics – and other metrics that help recount the Lehman story – are listed below:

- **Access and Opportunity:** The Fall 2017 full-time freshman class (919) was Lehman's largest in nearly a decade, while total student enrollment was the largest since 1976 when CUNY's free tuition policy was discontinued. Moreover, in the four years between Fall 2013 and Fall 2017, the number of undergraduate STEM majors grew by 96%, the highest rate in all of CUNY. Nearly 22% (21.9%) of Lehman's instructional full-time equivalents are taught either partially or fully online, the highest percent of any college in the system and more than double the senior college average (10.6%). (**Appendix 25**)
- **Retention and Graduation Rates:** The proportion of first-time, full-time freshmen who returned as full-time students (79.5%) in Fall 2017 outpaced the senior college average (69.9%) by almost ten points. The six-year graduation rate for the first-time, full-time freshmen 2011 cohort increased 8.6% compared to the Fall 2007 cohort (45.6% vs. 37%), the largest growth rate of any CUNY senior college during this period. The four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5% higher than the CUNY average (50.8%). (**Appendix 25**)
- **Financial Health:** In 2017, Lehman registered a five-year high in spending of its tax levy budget on student services, instruction, and department-level research (69.5%). (**Appendix 24**) Between FY2013 and FY2017, the number of funded research grants increased from 16 to 39. In addition, the amount of private financial support received by the College during that period grew 84.4% from \$5.7M to \$10.7M. (**Appendix 25**) Recent investments (November 2018) include a \$4.2 million allocation from the Robin Hood Foundation to support 250 students in the new Accelerate, Complete, Engage (ACE) completion program, starting in Fall 2019 with the goal of achieving 50% four-year graduation rates for freshmen and transfers with Associate degrees.

- **Public-Private Partnerships:** Lehman opened the first Virtual and Augmented Reality Academy and Lab in the region with Eon Reality, and received a major grant from the Economic Development Corporation to provide additional workforce development as part of a three-year partnership with New York University.
- **Value:** *Forbes* recently set out to identify “the schools where grads owe the least relative to their likely mid-career income.” Lehman was one of only four public colleges nationally to rank in the top 25 “low-debt/high-income schools.”
- **Social Mobility:** According to the American Council of Education, Lehman has the highest extended mobility rate, measured as the fraction of students who come from families in the bottom two income quintiles and end up in the top two quintiles as adults, among all Hispanic-serving institutions. (**Appendix 38**) Similarly, recent data from National Bureau of Economic Research and the Equality of Opportunity Project ranked Lehman as having the third highest mobility rate in the nation among Hispanic-Serving Institutions (HSIs).
- **Student Satisfaction:** According to CUNY’s most recent Student Experience Survey (2016), 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both senior colleges (68%) and the entire system (72%). In addition, 72% of Lehman students would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses for both senior colleges (60%) and the entire system (63%). (**Appendix 7**)
- **Educational Attainment:** In 2018, just one year after launching 90x30, the number of degrees and professional certificates earned by Lehman students increased by 12%, far exceeding the annual growth rate required to meet the challenge.

Lehman College’s ability to meet or exceed the majority of its targets offers a broad proxy for assessing effectiveness of its leadership and governance. To the extent that its leadership, initiatives, and governance decisions impact overall institutional performance, the College’s success in achieving or exceeding its targets provides insight into these activities.

CONCLUSIONS AND SUGGESTIONS

This Self-Study has given Lehman College the opportunity to reflect on its efforts to advance its mission and goals, evaluate effectiveness of its continuous improvement strategies and processes, and demonstrate that it meets the Middle States Standards for Accreditation. In addition, this undertaking has yielded valuable suggestions designed to ensure that the College continues to improve student outcomes and serve as a community anchor for the Bronx.

Moving forward, findings of the Self-Study will prove fundamental in formulating short-term operational initiatives and driving development of Lehman's 2020-2025 Strategic Plan, including:

- Reviewing and refreshing the College's Mission, Vision, and Values to align with the scale, impact, and quality considerations inherent in the 90x30 Challenge
- Conducting a Campus Climate Survey – and reviewing 2019 COACHE Survey results – to support the College's commitment to sustaining a respectful, ethical, diverse, and inclusive environment for all faculty, staff, and students
- Exploring opportunities to better support professional engagement of adjunct faculty with the campus
- Developing policies and practices that will allow the responsible expansion of online, graduate, and continuing education programs in high-demand areas
- Ensuring programs and units engage in and document regular and meaningful assessment activities that inform and lead to improved practices and outcomes
- Strengthening use of innovative data, analytics, and technology capabilities and their applications to support student success and momentum
- Enhancing the College's financial models to guarantee continued alignment of resources with strategic priorities and student need.

Lehman will pursue these suggestions in ways that support and extend the College's overarching goals of promoting upward mobility through educational attainment and serving as a cultural and economic hub for the Bronx and greater region. Consequently, Lehman will solidify its standing as a national model of a progressive urban public educational institution serving a diverse, dynamic, and engaged community of learners.

LIST OF ACRONYMS

Acronym	Meaning
AAC&U	American Association of Colleges and Universities
ACE	Accelerate, Complete, and Engage
AES	Administrative, Educational, and Student Support Services
ALF	Academic Leadership Forum
APR	Academic Program Review
ASAP	Accelerated Study in Associate Programs
ATC	Assistive Technology Center
CEDC	Center for Career Exploration and Development
CIRP	Cooperative Institutional Research Program
CLT	College Laboratory Technician
COACHE	Collaborative on Academic Careers in Higher Education
CSRDE	Student Retention Data Exchange
CUNY	City University of New York
CUNYAC	CUNY Athletic Conference
CUTRA	City University Tuition Reimbursable Account
DASNY	Dormitory Authority of the State of New York
ECP	Executive Compensation Plan
EDGE	Educate, Develop, Graduate, and Empower
ELOs	Experiential Learning Opportunities
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FP&B	Faculty Personnel and Budget Committee
FYI	Freshman Year Initiative
GAU	Graduation Audit Unit
GC	Graduate Center
GS	Graduation Specialist
HEO	Higher Education Officer
HRA	Human Resources Administration
HS2N	School of Health Sciences, Human Services, and Nursing
IFR	Income Fund Reimbursable Account
ILO	Institutional Learning Outcome
IT	Information Technology
JCOPE	Joint Commission on Public Ethics
LEAP	Liberal Education and America's Progress
M&C	Management and Confidential
MSIs	Minority-Serving Institutions
NSS	School of Natural and Social Sciences
NSSE	National Survey of Student Engagement
OAA	Office of Academic Advising

OER	Open Educational Resources
OIRPA	Office of Institutional Research, Planning, and Assessment
OPA	Office of Prestigious Awards
OSDS	Office of Student Disability Services
OTPS	Other Than Personal Services
P&B	Personnel and Budget Committee
PC	President's Council
PMP	Performance Management Process
PLG	Program Learning Goal
PRR	Periodic Review Report
PSC	Professional Staff Congress
PTS3	Pathways to STEM Success
QR	Quantitative Reasoning
RCR	Responsible Conduct of Research
RF	Research Foundation
RIO	Research Integrity Officer
SEEK	Percy Ellis Sutton SEEK Program
SETLs	Student Evaluations of Teaching and Learning
SGA	Student Government Association
SLOs	Student Learning Objectives
SO	Support Outcomes
SPC	Strategic Planning Council
SSD	Student Success Dashboard
STEAR	Student Tracking Early Alert Retention
SYI	Sophomore Year Initiative
TAP	New York State Tuition Assistance Program
UMLP	Urban Male Leadership Program
WAC	Writing Across the Curriculum