INSTITUTIONAL EFFECTIVENESS PLAN

CONTENTS

INTRODUCTION

INSTITUTIONAL EFFECTIVENESS PLAN – DESCRIPTION

This Report is provided in response to reaffirmation of Lehman College's accreditation by the Middle States Commission on Higher Education (MSCHE) from its letter dated June 28, 2019.

In its action, the Commission declared:

To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. **To request a supplemental information report, due March 1, 2020, documenting further evidence of** *(1) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement in all programs including general education (Standard V), and, (2)* **the development and implementation of organized and systematic assessments that evaluate the extent of institutional effectiveness (Standard VI)***. The next evaluation visit is scheduled for 2027-2028.*

In Lehman President Jose Luis Cruz's Institutional Response to the MSCHE Evaluation Team Report [April 7-10, 2019] dated May 13, 2019 to President Elizabeth Sibolski of Middle States Commission on Higher Education, he states:

Standard VI, Requirement 2:
Develop and implement a written institutional effectiveness plan that includes both student learning outcomes and administrative units that includes timelines, processes especially closing the loop activities, full college participation and accountability.

In the specific case of institutional effectiveness, Lehman College already has a framework in place comprised of planning, budgeting, assessment, and decision-making aimed at pursuing its mission, promoting student success and social mobility, and fostering continuous improvement.

At the heart of this framework is a plan characterized by regular timelines and activities. This plan includes CUNY's Performance Management Process (PMP), CUNY's budget and financial review process, annual academic assessment, and annual AES assessment. Each of these activities has its own timelines.

In addition, Lehman College periodically reviews its institutional policies, as noted by the Evaluation Team (p. 6). All of these components and activities are integrated into the broader planning, budgeting, assessment, and decision-making cycle at Lehman College, which are noted in pages 84-85 of the self-study, and represent our comprehensive approach to institutional effectiveness. These all are closely aligned with CUNY's Master Plan and Strategic Framework and Lehman College's mission, vision, values, and Strategic Plan. Together these elements serve as a full-featured institutional effectiveness plan, although they are not explicitly integrated into a single document – something Lehman is happy to undertake moving forward.

Institutional Effectiveness is an intentional, integrated, and comprehensive approach to continuous quality improvement by which an institution demonstrates how well it is accomplishing its mission. This approach allows the institution to set clear strategic goals, regularly measure performance against these goals, report and document evidence of success, and continuously strive to improve results.

Lehman College's Institutional Effectiveness Plan provides the structure and expectations by which the College implements and evaluates itself by means of a series of system-wide, institutional, and program-level outcomes to ensure the College is fully responsive to its mission and strategic goals.

The Plan consists of the following major components:

STRUCTURE

Lehman's Institutional Effectiveness Plan is led by the College President. The Senior Leadership Team – consisting of the Cabinet and School Deans – provides oversight and designates budgetary priorities in alignment with the Strategic Plan. The Provost and Senior Vice President for Academic Affairs and Student Success coordinates related activities under the Plan, in collaboration with Cabinet officers, School Deans, and the College Senate.

The Institutional Effectiveness Plan's major activities include:

- Assessment
- Academic Program Review
- Institutional Accreditation
- Disciplinary Accreditation
- Strategic Planning
- CUNY Performance Management Process
- Budget and Planning
- Periodic Assessments

Responsibility for each of these functions is outlined in the following Table:

Activities	Implementation Team	Technical Support Team	Leadership Team	Primary Point Person
Assessment[1]	- Academic Units[2] - Administrative and Educational Support (AES) Units	- Academic Assessment Council - General Assessment Council	- President - Provost - Senior Leadership Team - Associate Provost for Academic Programs and	Associate Provost for Academic Programs and Educational Effectiveness

[1] *Includes* General Education *assessment*

[2] *Includes Departments, Programs, Centers, and Institutes*

			Educational Effectiveness	
Academic Program Review	• Academic Units	• Office of Assessment and Educational Effectiveness • Offices of School Deans	• President • Provost • Associate Provost for Academic Programs and Educational Effectiveness • Deans	• Associate Provost for Academic Programs and Educational Effectiveness
Institutional Accreditation	• Academic Units • AES Units	• Academic Affairs • Office of Associate Provost for Academic Programs and Educational Effectiveness/Accreditation Liaison • Office of Assessment and Educational Effectiveness • Administrative and Educational Support (AES) Units • Offices of School Deans and Chief Librarian	• President • Provost • Associate Provost for Academic Programs and Educational Effectiveness • Deans and Chief Librarian • Vice Presidents	• Associate Provost for Academic Programs and Educational Effectiveness
Disciplinary Accreditation	• Academic Units	• Offices of the School Deans • Academic Affairs • Office of Associate Provost for Academic Programs and Educational Effectiveness/Accreditation Liaison • Office of Assessment and Educational Effectiveness • Administrative and Educational Support (AES) Units	• Provost • Associate Provost for Academic Programs and Educational Effectiveness • Deans and Chief Librarian	• Associate Provost for Academic Programs and Educational Effectiveness
Strategic Planning	• Provost • Vice Presidents • School Deans	• Office of the President • Academic Affairs • Offices of Vice Presidents • Offices of School Deans	• President • Provost • Assistant Vice President for Strategy, Policy, and Analytics • Vice Presidents • School Deans	• Provost • Assistant Vice President for Strategy, Policy, and Analytics

			• Lehman College Senate	
CUNY Performance Management Process	• President • Provost • Vice Presidents • School Deans	• Office of the President • Assistant Vice President for Strategy, Policy, and Analytics • Academic Affairs • Office of Enrollment Management • Office of Human Resources	• President • Provost • Senior Leadership Team • Assistant Vice President, Strategy, Policy, and Analytics • Lehman College Senate	• President • Assistant Vice President for Strategy, Policy, and Analytics
Budget and Planning	• Vice President for Administration and Finance • Provost • College Senate Joint Committee on Budget and Planning • Faculty Personnel and Budget Committee [Academic Chairs] • Department Personnel and Budget Committees	• Office of the Vice President for Administration and Finance • Office of Budget and Planning • Academic Affairs • School Deans	• President • Vice President for Administration and Finance • Provost • Senior Leadership Team • College Senate Joint Committee on Budget and Planning	• Vice President for Administration and Finance

INSTITUTIONAL EFFECTIVENESS PLAN
ACTIVITIES, PROCESS, AND TIMELINES

This section describes the Institutional Effectiveness Plan's structural components, scope of activity, administrative and reporting structure, and timelines.

Assessment
- A collective effort, involving systematic collection, analysis, and application of qualitative and quantitative data to improve student learning and achievement, as well as related services that support student success.
- According to MSCHE, "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."[3]
- Assessment permits the institution to report and document performance in student learning and achievement and in related support services, demonstrating accountability to both the College and its external partners.
- All academic and administrative units participate in assessment to support the College's mission and strategic goals.
- The Associate Provost for Academic Programs and Educational Effectiveness coordinates assessment activities across the campus through the Office of Assessment and Educational Effectiveness.

Academic Program Review
- Lehman College's 140 academic programs (76 undergraduate and 64 graduate) – as well as Centers and Institutes – undertake a rigorous Academic Program Review (APR) process every five years, utilizing **APR Guidelines**, revised in August 2019.
- APR provides an opportunity for self-reflection and analysis about quality and overall effectiveness of each academic program, center, or institute, consistent with program-level goals, institutional mission, and College strategic priorities.
- Responsibility for implementing APR is vested in the Associate Provost for Academic Programs and Educational Effectiveness, in collaboration with School Deans, Department Chairs, and faculty.
- Reviews contain the following elements: program's alignment to institutional learning domains and General Education outcomes, including evidence of demonstrable use of assessment results for improvement; faculty productivity in relation to teaching/pedagogy, research, and service; student engagement and support services; program's comparability to other similar programs; program strengths, weaknesses, opportunities, and threats; and a plan for the next five years.

- APR guidelines do not supersede or supplant reviews of academic programs subject to an accreditation process by external agencies.

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[3] MSCHE.org. *Standards for Accreditation and Requirements of Affiliation*, Standard V

- Lehman's APR process consists of four key components:
  - Self-Study
  - External peer review site visit and Report
  - Discussion of the Review between the program and College administration
  - Development of an action plan to apply results for continuous improvement.

Strategic Planning

- Lehman College has historically engaged in ten-year strategic planning cycles. These planning cycles have leveraged findings of the Self-Study Report submitted to the Middle States Commission on Higher Education (MSCHE) and feedback received from the Commission to plan and ensure continuous improvement.
- In Summer 2019, the College initiated the process of a new strategic planning cycle, which involves development of a five-year Strategic Plan for 2020-2025. This new five-year planning cycle responds to the changing higher education environment such as labor market demands, enrollment and resource planning, evolving technologies, as well as new expectations from external regulatory bodies such as accrediting agencies (for example, Mid-Cycle Reports following institutional accreditation),
- A 20-member Strategic Plan Steering Committee established by the President and co-chaired by the Provost and the Chair of General Faculty is guiding development. The Steering Committee is comprised of the Co-Chairs (faculty and administrators) of eight thematic Task Forces, including Institutional Effectiveness and Assessment.
- Responsibility for Strategic Plan implementation is vested in the President, Provost, President's Cabinet, and School Deans.
- The Strategic Plan will include: updated Mission, Vision, and Values Statement, along with key priority areas; set of strategies for achieving each priority; and accompanying measurable targets for assessing progress. An accompanying budget and implementation plan will also be developed.
- To launch the plan, in Fall 2019 Lehman College engaged external consultant Sal Rinella to facilitate a half-day, well-attended College-wide workshop. In the afternoon, targeted focus groups of stakeholders met to chart development of the overall plan. A college-wide survey captured additional commentary to inform this process.
- The draft plan will be presented to the entire campus community in Spring 2020. The completed plan will be approved and adopted through Lehman's governance process.[4]
- All documents related to the ongoing strategic planning process are accessible on the Strategic Planning website.

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[4] *Lehman College Guiding Statements (Values, Mission, and Vision) are approved by the College Senate, while the approval of the College Strategic Plan is vested in the President.*

CUNY Performance Management Process (PMP)

- o The Performance Management Process (PMP) is incorporated by the City University of New York system to assess college leadership and governance, and the extent to which the College is meeting institutional goals and contributing to system-wide goals. The process allows the system's senior colleges (including Lehman) as well as community colleges to report annually to the Chancellor on overall institutional effectiveness, particularly on specific metrics related to enrollment, student success, post-graduation outcomes, and finances.
- o Responsibility for the PMP resides with the College President, with support from: the Provost; Vice Presidents; Assistant Vice President for Strategy, Policy, and Analytics; and the Senior Leadership Team. This cohort ensures coordination and alignment of College strategic goals with PMP goals. The Assistant Vice President for Strategy, Policy, and Analytics develops the preliminary college PMP Report.
- o Annual targets set forth in PMP are categorized by specific goals and objectives critical to institutional performance. These targets are timely, measurable, and responsive to change.
- o CUNY's Office of Institutional Research and Assessment (OIRA) collects and transmits data for both quantitative and context indicators. Quantitative indicators are main indicators that directly relate to performance and are regularly assessed. Context indicators are supplemental measures that help CUNY campuses interpret the main indicators.
- o At the end of each academic year, every CUNY college measures its performance against PMP targets established the previous year and reports results to the Chancellor. Based on the outcomes of this review, PMP targets can be revised. Further, necessary program and service changes are developed and implemented by each CUNY college.
- o The College's annual budget allocation from CUNY Central is tied to successful fulfillment of PMP goals.

Budget and Planning

- o 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 CUNY programs.
- o Responsibility for budget planning and implementation is handled by the President and Vice President for Administration and Finance in coordination with the Provost and Senior Vice President for Academic Affairs, Vice Presidents, Deans, and College Senate Joint Committee on Budget and Planning.
- o Each year CUNY submits a tax-levy budget request to New York State for the entire system. The request is comprised of mandatory (baseline) needs and programmatic requests for increases in the operating budget.
- o The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It includes requests for rent increases, fringe benefits, and operating costs for new buildings.
- o The programmatic request is based on program initiatives outlined in CUNY's Strategic Framework and its Master Plan. University central leadership in consultation with CUNY governance bodies such as members of the Board of Trustees, college presidents, faculty and

student representatives develop the Framework and Master Plan, which is ultimately approved by the Board of Trustees.

- o Individual colleges receive an initial allocation of their annual budget at the start of each fiscal year. Each college is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the annual revenue. Supplementary budget allocations are made periodically throughout the year to adjust for revenue collection and to disburse additional funds.
- o CUNY allocates to each college its own customized portion of the overall CUNY audited financial report.

Accreditation

- o Accreditation is the primary means for assuring and improving quality in U.S. higher education.

- o Lehman College is accredited by Middle States Commission on Higher Education (MSCHE), which coordinates institutional accreditations for colleges and universities in the mid-Atlantic region and a few other select locations.

- o Programmatic or specialized accrediting agencies focus on specific academic disciplines. Lehman College has ten academic departments with 68 specific programs that have disciplinary accreditations.

- o The accreditation process is based on voluntary peer review and involves a rigorous method of intentional self-reflection and self-regulation by an institution or program.
- o The accreditation cycle is comprised of three distinct components:
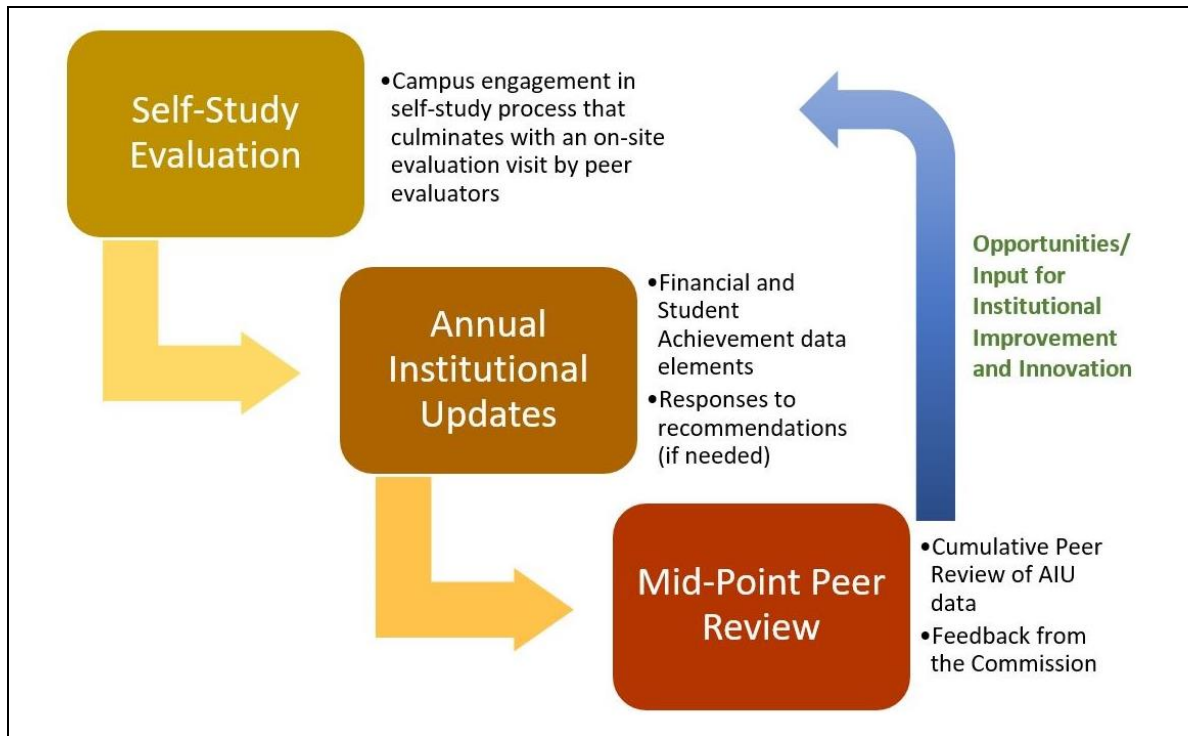
- o Responsibility for accreditation resides with the President, in partnership with the campus' Senior Leadership Team (Cabinet and School Deans). The Associate Provost for Academic Programs and Educational Effectiveness, who serves as the College's Accreditation Liaison Officer (ALO), manages this responsibility.

- o The Associate Provost for Academic Programs works with School Deans and Department Chairs regarding programs with disciplinary accreditations, in conjunction with technical support from the Office of Assessment and Educational Effectiveness and appropriate college units.

Periodic Assessment Activities
- o Lehman College periodically pursues additional assessment initiatives ranging from surveys to specialized analyses to evaluate institutional effectiveness.

  Examples include the following:
  - COACHE Survey (2018-2019), which evaluates full-time faculty job satisfaction on several key indicators
  - National Survey of Student Engagement (NSSE) (2018-2019), which gauges student perceptions on four key indicators
  - DWIF Analysis (2018-2019), which assesses students' performance in General Education gateway courses.

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o The Senior Leadership Team applies results from these Surveys to decision-making and resource allocation to drive continual improvement in institutional quality.

PROCESS

At the core of Lehman College's Institutional Effectiveness Plan is the Six-Step Assessment Process, which promotes evidence-based decision-making and provides a foundation for continuous improvement in program and institutional quality.
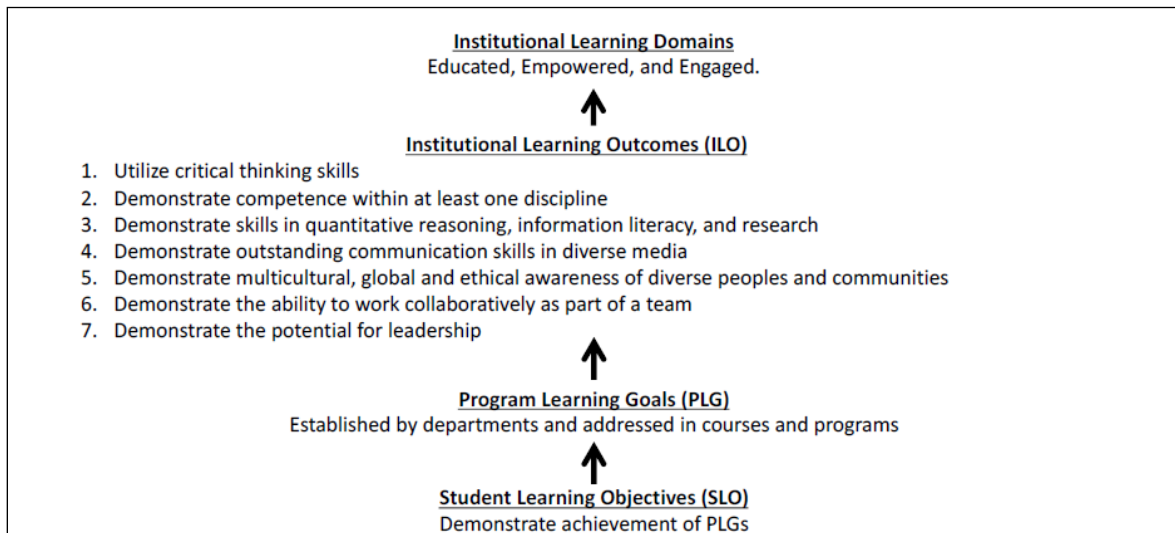
Through this process, Academic Programs and Administrative and Educational Support (AES) Units:

o Set clear program goals; regularly measure performance against these goals; report and document evidence of performance; continually work to improve outcomes.
o Program-level goals are informed by the College's mission and Strategic Plan, as well as key performance indicators in CUNY's Performance Management Process (PMP).
o As appropriate, program-level goals are converted into: Student Learning Objectives (SLOs), which demonstrate alignment with the College's three institutional learning domains of *Educated*, *Empowered*, and *Engaged;* and the seven institutional learning outcomes (General Education), reflecting core characteristics expected of a Lehman graduate.
o Assessment activities are reported, tracked, and documented in the College's electronic assessment management system.

The Six-Step Assessment Process is described below:
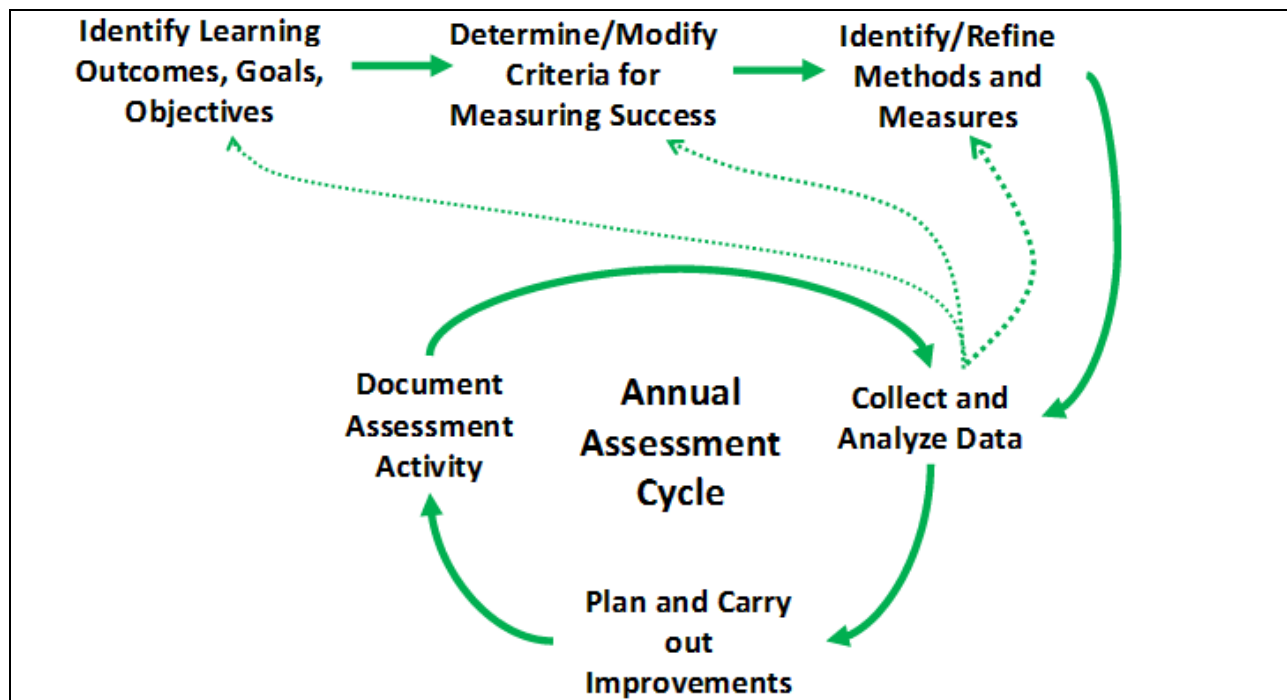
Lehman's comprehensive approach to assessment cascades upwards from Student Learning Objectives to Institutional Learning Outcomes as demonstrated below:

Institutional Learning Domains
Educated, Empowered, and Engaged.

↑

Institutional Learning Outcomes (ILO)
1. Utilize critical thinking skills
2. Demonstrate competence within at least one discipline
3. Demonstrate skills in quantitative reasoning, information literacy, and research
4. Demonstrate outstanding communication skills in diverse media
5. Demonstrate multicultural, global and ethical awareness of diverse peoples and communities
6. Demonstrate the ability to work collaboratively as part of a team
7. Demonstrate the potential for leadership

↑

Program Learning Goals (PLG)
Established by departments and addressed in courses and programs

↑

Student Learning Objectives (SLO)
Demonstrate achievement of PLGs

Assessment Management System
- o Since 2011, Lehman invested annually in *Taskstream,* an electronic Assessment Management System (AMS) for reporting, tracking, and documenting assessment activities at the College.
- o Based on academic and administrative feedback regarding *Taskstream's* efficacy in serving the institutional effectiveness needs of the campus, we resolved to migrate away from it in Fall 2019.
- o While all current assessment data in the system will be archived, in the interim the College is utilizing the electronic *Dropbox* system for collection, tracking, and documentation of assessment data.
- o In Fall 2019, Lehman began to review alternative electronic assessment management systems. We plan to adopt a more comprehensive AMS including a strategic planning component during the Spring 2020 semester.
- o Responsibility for managing AMS and reporting, tracking, and documenting assessment activities and related planning functions is vested in the Associate Provost for Academic Programs and Educational Effectiveness through the Office of Assessment and Educational Effectiveness.

TIMELINES

Academic and Educational Programs
- o Below is the timeline and related set of activities required for implementing assessment of all academic and educational programs at Lehman using the College's Six-Step Assessment Process:

Timeline	Activity
Fall	• Written Assessment Plans (consisting of the first three steps of the Six-Step Process outlined earlier) for the current academic year are collected by the Associate Dean of each School and Department • Assessment Plans are reviewed by the Assessment and Educational Effectiveness Office and Academic Assessment Council • Plans should include the unit Mission Statement, program goals that will be assessed, specific reference to Lehman College's goals to which unit's goals are linked, related unit objectives, assessment methods that will be deployed, and any targets or benchmarks that will be referenced • Changes made in response to prior assessment findings are included for assessment • The Assessment and Educational Effectiveness Office and Academic Assessment Council will provide assistance and recommendations to units in advance of their Assessment Plans and will meet with relevant staff as needed • Final Assessment Reports from the prior academic year are submitted • Assessment Office maintains copy of plans
Fall to Spring	• Academic programs/departments conduct assessment activities • Programs provide assessment outcomes/findings • Programs explain how results were used or will be used • Programs identify decisions/changes resulting from assessment findings
Spring to Fall	• Programs develop Assessment Plans for the next academic year

Administrative and Educational Support (AES) Units
   o Below is the timeline and related set of activities required for implementing assessment of all AES units at Lehman using the College's Six-Step Assessment Process:

Timeline	Activity
Fall	• Written AES plans for the current academic year are collected by the Institutional Effectiveness Coordinator • Plans should include the unit Mission Statement, unit goal that will be assessed, specific reference to Lehman College's goals to which the unit's goals are linked, related unit

	objectives, assessment methods that will be deployed, and any targets or benchmarks that will be referenced • Changes made in response to prior assessment findings are included for assessment • The Institutional Effectiveness Coordinator will provide assistance and recommendations to units in advance of their Assessment Plans and will meet with relevant staff • Final Assessment Reports from the prior academic year are submitted • The Office of Assessment and Educational Effectiveness maintains a copy of plan • AES Units conduct assessment activities
Fall to Spring	• Units provide assessment outcomes/findings • Units explain how results were used or will be used • Units identify decisions/changes resulting from assessment findings
Spring to Fall	• Units develop Assessment Plans for the next academic year

Academic Program Review (APR)

APR timeline (arranged according to the College's five Schools) for all academic programs at Lehman appears in Appendix, Figure 1:

The following ten programs (arranged by School) are externally accredited and required to participate in the APR process:

- *School of Health Sciences, Human Services, and Nursing (HS2N)*
  - Health Sciences – Dietetics
  - Nursing
  - Nutrition
  - Social Work
  - Speech-Language-Hearing Sciences

- *School of Natural and Social Sciences (NSS)*
  - Chemistry

- *School of Education (SoE)*
  - Counseling, Leadership, Literacy, and Special Education
  - Early Childhood and Childhood Education
  - Middle and High School Education

The Program Review timeline for Lehman College's Centers and Institutes appears in Appendix, Table 1:

CUNY Performance Management Process (PMP)

The timeline and expectations for PMP are in Appendix, Table 2:

Budget and Planning

The CUNY Budget Phases and Timetable are in Appendix, Table 3:

<div align="center">**CONCLUSIONS**</div>

INSTITUTIONAL EFFECTIVENESS PLAN – IMPLEMENTATION

The following components have coordinated responsibility for implementation of the Plan within an ongoing, annual reflective assessment review cycle:

Academic Units

- o Responsible for program-level outcomes and related assessments to ensure students acquire and demonstrate skills and competencies necessary to pursue further study, realize career opportunities and growth, and participate in communities as engaged and informed citizens.
- o Develop and implement multi-year Assessment Plans in alignment with college mission, institutional learning domains, institutional learning outcomes, and specific requirements of their discipline, as well as guidelines of Academic Program Review and applicable accrediting agency requirements.
- o Develop and maintain syllabi that identify SLOs and, if appropriate, General Education outcomes.
- o Design, accomplish, and follow up on annual assessment activities, as well as report and document evidence of use of assessment results in decision-making (closing the loop).
- o Participate in periodic Academic Program Review and, if applicable, disciplinary accreditations.
- o Participate in assessment and quality assurance activities that enhance continuous improvement at the program and institutional levels.
- o The College has invested in considerable course released time to underwrite assessment activities. Each academic department appoints a faculty member who serves as department Assessment Liaison. This individual works with the Chair, faculty, and staff to promulgate quality assurance practices.
- o Assessment Liaisons participate in campus-wide assessment workshops, provide technical support for department assessment activities, and report and document assessment activities utilizing the College's electronic platform to streamline and standardize assessment practices and reporting.

School Deans and Associate Deans

- o Develop and execute multi-year Assessment and Institutional Effectiveness Plans for their Schools.
- o Provide leadership in implementing department-level and School-wide assessments, ensuring all academic units have Assessment Plans and are utilizing the Six-Step Assessment Process.
- o Collect Assessment Plans and Reports, assuring alignment of plans to College mission, institutional learning domains, and institutional learning outcomes.
- o Disseminate assessment results, assure assessment is regular and ongoing, and that results are purposed for evidence-based decision-making, including improvements in academic programs, curriculum, and pedagogy.
- o Monitor and confirm compliance with Academic Program Reviews as well as discipline-specific accreditation requirements.
- o Encourage and facilitate opportunities for professional development and recognition on institutional effectiveness for faculty and staff.

Administrative, Educational, and Student Support (AES) Units

- o Develop and implement multi-year Assessment and Institutional Effectiveness Plans in alignment with College mission and Strategic Plan.
- o Vice Presidents, Dean of Students, Chief Librarian, and appropriate Divisional heads are responsible for implementing AES assessment activities and ensuring they occur with regularity.
- o Develop, maintain, and disseminate Student Learning Objectives (SLOs) to support Lehman's institutional learning domains and institutional learning outcomes.
- o Develop and maintain performance outcomes related to services provided to support student learning in alignment with Lehman College's mission and strategic goals.
- o Report and document assessment activities within the assessment management system.
- o Complete all annual assessment activities that contribute to institutional accreditation as well as the College's quality assurance goals.

Academic Assessment Council

- o Ad hoc Committee of the Lehman College Senate coordinated by Associate Provost for Academic Programs and Educational Effectiveness.
- o Periodically reviews the Institutional Effectiveness Plan and recommends changes as appropriate.
- o Reviews and documents academic assessment information at institutional, program, and course level, including General Education and institutional learning outcomes.
- o Reviews and documents assessment information from Administrative, Educational, and Student Support (AES) Units.
- o Assists departments, programs, units, and faculty develop and implement Assessment Plans and shares assessment findings with appropriate stakeholders.
- o Facilitates use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcomes development.
- o Identifies and addresses assessment professional development requisites and opportunities, and distributes information on best practices.
- o Advises on development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.
- o Reports assessment outcomes and changes to the Provost and College Senate.

Office of Assessment and Educational Effectiveness
- o Established in Fall 2019 as a consequence of the Middle States accreditation process, this reconstituted office provides leadership in organizing and coordinating the College's academic, administrative and educational support units' assessment activities in a systematic and efficient manner.
- o Comprised of the Director of Assessment and the Institutional Effectiveness Coordinator, who report to the Associate Provost for Academic Programs and Educational Effectiveness.
- o Provides technical support for Academic Program Reviews as well as for disciplinary and institutional accreditations.
- o Works closely with the Academic Assessment Council, General Education Council, Deans, administrators, and faculty to support, sustain, and enhance Lehman's academic and educational effectiveness mission and strategic goals.
- o Facilitates systematic collection, review, and repurposing of information to evaluate the extent of student achievement of institutional and program learning outcomes.
- o Provides Annual Report on Assessment, including General Education assessment.

Office of Institutional Research and Planning (OIRP)
- o Collaborates on institutional effectiveness planning and implementation as a vital partner and resource.
- o Reports to the Provost and Senior Vice President for Academic Affairs and Student Success.
- o Provides timely, official, and actionable data to internal and external stakeholders to support planning and implementation.
- o Publishes an annual interactive Fact Book containing data on the College's student population, student success, degree programs and majors, faculty and staff, as well as facilities and finances.
- o Provides technical support and guidance to develop enrollment and graduation projections.
- o Coordinates the College's participation in a number of national surveys on a periodic basis such as National Survey on Student Engagement (NSSE).
- o Reports official college data to external regulatory agencies such as the U.S. Department of Education Integrated Post-Secondary Education Data System (IPEDS).
- o Provides data to internal stakeholders such as the College's senior leadership, Schools and Divisions to guide planning, decision-making, and resource allocation.

General Education Council

- o Oversees the Pathways General Education curriculum and provides technical support and guidance for General Education assessment and program review.
- o Develops and implements multi-year plans for assessment of lower- and upper-level General Education courses that demonstrate students' mastery of core competencies noted in the diagram [Appendix, Figure 2], and in alignment with the College's institutional learning domains and MSCHE's required competencies.
- o Develops and maintains clear and assessable Student Learning Outcomes for General Education LEH courses, identifies systematic methods for assessing them, and documents utilization of results for improvement.
- o Provides technical support to guide periodic review of General Education as a program and recommends revisions of the General Education curriculum, consistent with the Pathways

framework, based on assessments.

- o Provides Annual Report on Assessment of General Education to the Provost and Undergraduate Curriculum Committee, which includes how well Lehman students are attaining the seven General Education competencies at the core of the Lehman experience of *Educated*, *Empowered*, and *Engaged* citizens.

Senior Leadership Team

As embodied in this Report, Lehman College's efforts have been directed to integrating existing component parts in order to craft a coherent and comprehensive Institutional Effectiveness Plan. Perceiving the College needed more effective integration and communication between Cabinet and academic programs – in Fall 2019 President Daniel Lemons instituted the Senior Leadership Team, consisting of both constituencies (Cabinet and School Deans), which he chairs. This body, which meets monthly, is charged with reviewing assessment and institutional effectiveness outcomes, metrics, and recommendations from shared governance bodies.

The Senior Leadership Team can then identify and prioritize budgetary allocations in the best interest of the institution, mapped to the new Strategic Plan, assessment outcomes, and CUNY's Performance Management Process. This paradigm ultimately empowers the College's senior leadership to chart future strategic directions in a process that is integrated, intentional, inclusive, and respectful.

SUMMARY

Pursuant to the Middle States Commission on Higher Education's official notification of June 28, 2019, Lehman College instituted the following initiatives and aligned improvements during Fall 2019:

- Adopted the Six-Step Assessment Plan and offered workshops to integrate it into College culture and practices
- Proposed and received approval for new Ad Hoc Assessment Committee within College Senate in order to permanently incorporate assessment into governance structure
- Reinvigorated Academic Assessment Council and offered a number of well-attended workshops to support it
- Strengthened and promoted General Education Council as oversight committee
- Established physical Office of Assessment and Educational Effectiveness and appointed new Director of Assessment, supported by Institutional Effectiveness Coordinator
- Recruited new Associate Provost for Academic Programs and Educational Effectiveness
- Drafted and approved new Institutional Effectiveness Plan, with oversight from newly-charged Senior Leadership Team.

The College President, in consultation with the Senior Leadership Team, is ultimately responsible for successful implementation of the Institutional Effectiveness Plan. The Office of Academic Programs and Educational Effectiveness, in tandem with the Provost, is tasked with coordinating and sustaining quality

assurance and institutional effectiveness for both academic assessment and AES processes across the campus.

In this regard, the Office collaborates with stakeholders to:

- Provide opportunities for professional development and recognition to faculty and staff involved in institutional effectiveness, in particular, the College's Six-Step Assessment Process and its assessment management system.
- Foster and facilitate opportunities for sharing and dissemination of the Institutional Effectiveness Plan and related assessment findings within and outside the College.
- Guarantee that assessment and institutional effectiveness initiatives are regularly overseen by the College Senate and shared academic governance bodies.
- Aspire to achieve a quality assurance ethos that assists in periodically evaluating the Institutional Effectiveness Plan and assessment practices to assure efficacy for continuous improvement in institutional quality.

By respecting shared governance, the Institutional Effectiveness Plan demonstrates how Lehman College's dynamic and integrated assessment programs empower stakeholders to self-reflect and embrace methods for continuous improvement. Thereby, the institution has responded programmatically to Middle States' charge of developing and implementing organized and systematic assessments that evaluate the extent of institutional effectiveness going forward in a sustainable model.

Given ongoing, annual efforts to close the loop and document process improvements in curricular, pedagogical, and administrative activities, College administration, in concert with senior academic leadership, can intentionally revisit strategic priorities to facilitate them with revenue sources in the service of sustaining and enhancing student achievement and success.

Figure 1: Academic Program Review Cycle

| School	Department	Next Program Review
A&H	Languages and Literatures	2020 - 2021
A&H	History	2021 - 2022
A&H	Philosophy	2021 - 2022
A&H	Art	2022 - 2023
A&H	Journalism and Media Studies	2022 - 2023
A&H	English	2023 - 2024
A&H	Latin American, Latino & Puerto Rican Studies	2023 - 2024
A&H	Africana Studies	2024 - 2025
A&H	Music, Multimedia, Theatre & Dance	2024 - 2025
HS2N	Social Work	2019 - 2020
HS2N	Health Sciences - Dietetics, Nutrition, Education	2021 - 2022
HS2N	Health Sciences - Recreation, Exercise, Health Services	2020 - 2021
HS2N	Speech-Language-Hearing Sciences	2023 - 2024
HS2N	Nursing	2022 - 2023
NSS	Chemistry	2020 - 2021
NSS	Anthropology	2021 - 2022
NSS	Mathematics	2021 - 2022
NSS	Computer Science	2022 - 2023
NSS	Economics and Business	2022 - 2023
NSS	Physics and Astronomy	2022 - 2023
NSS	Biological Sciences	2023 - 2024
NSS	Political Science	2023 - 2024
NSS	Earth, Environmental, and Geospatial Sciences	2024 - 2025
NSS	Psychology	2024 - 2025
NSS	Sociology	2024 - 2025
SCPS	Adult Degree, SDS & MALS	2022 - 2023
SOE	Counseling, Leadership, Literacy, and Special Education	2020 - 2021
SOE	Early Childhood and Childhood Education	2020 - 2021
SOE	Middle and High School Education	2020 - 2021

Figure 2: Characteristics of a Lehman Graduate
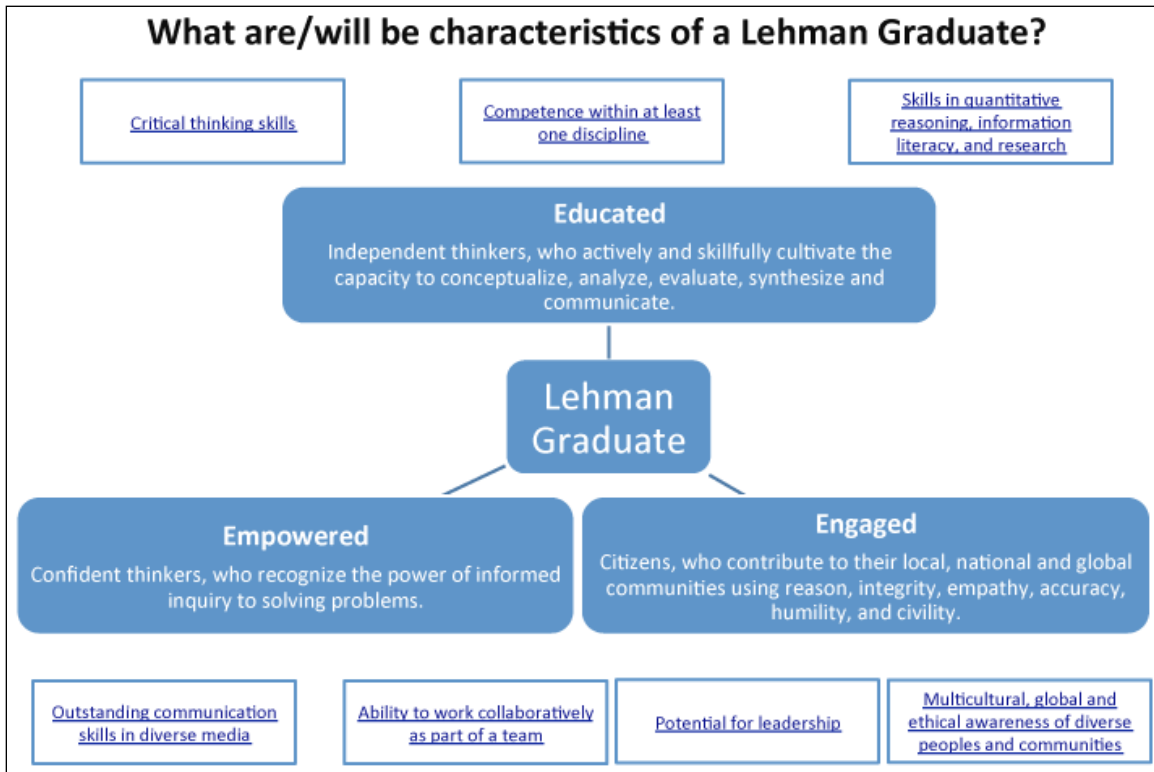
Table 1: Lehman College Centers and Institutes Program Review Timeline:

PLACEHOLDER

Table 2: CUNY Performance Management Process (PMP)

Timeline	Activities
Spring Semester	CUNY Goals and Targets for the next academic year are distributed
June	PMP Year-End Report for the current academic year is due. President's Year-End Letter to the CUNY Chancellor is due. Program Review Reports (several programs reviewed each year) are due. Next academic year's PMP Goals and Targets Report is due.
July	CUNY's PMP Review Team surveys OIRA data, Reports from each campus, and additional performance metrics reported by Central Office staff. The Team scores each College's performance in terms of absolute performance, as well as improvement (on each of nine objectives) on 100-point scale in which a score of 50 represents *Meets Expectations.*

	Presidents are informed into which Quintiles their campus' scores fall, as well as whether or not the scores meet expectations Outcomes for retention/graduation and revenues carry double weight of other outcomes due to their significance
August	CUNY Presidents meet individually with the Chancellor Campus community (faculty, staff, and administrators): • Discuss results from the previous academic year • Develop and implement strategies for addressing PMP-related issues and for continuous improvement • Study campus-related issues (student satisfaction) • Refine Goals and Targets for the next academic year based on results from the most recent PMP Report

Table 3: Budget and Planning

CUNY Budget Phases and Timetable

July - September	October – December	January – March	April - June
Budget Request Development Phase University consults with various constituencies, including college leadership, and faculty and student governance organizations, regarding groups' budget priorities and concerns University prepares draft overview of Request and consults with Council of Presidents Budget request includes both the mandatory, or base-line needs, and the programmatic request.	**CUNY's Board Approval Phase** Draft Budget Request is presented to the Board of Trustees Fiscal Affairs committee for review and consideration Board hearing is held on draft Request Full Board considers Budget Request Board-approved Budget Request is formally transmitted to City and State Executive branches for consideration	**Lobbying Phase** State releases Executive Budget Recommendations City releases Financial Plan and Preliminary Budget Testimony on impact of NYS Executive Budget recommendations before NYS Senate Finance and Assembly Ways and Means Committees Testimony on impact of NYC Financial Plan and Preliminary Budget before NYC Council Finance and Higher Education Committees and Borough Presidents	**Allocation and Adoption Phase** April 1 is State deadline for budget adoption April 26 is deadline for release of City Executive Budget recommendations Testimony on impact of NYC Executive Budget before NYC Council Finance and Higher Education Committees June 5 is deadline for adoption of City Budget Board of Trustees adopts budget at the June Board Meeting Budget allocations to campuses are issued after Board adoption

http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/budget-and-finance/FY2020-Budget-Request_FINAL_OBF-Site-1.pdf