



Institutional Effectiveness Assessment 2018-19 Annual Report

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A Year of Assessment

Lehman College's Administrative, Educational, and Student Support (AES) units continued to engage in systematic and organized assessment. These assessments included both support outcomes and student learning outcomes. Evidence that informed these assessments was direct and indirect. Assessments were also qualitative and quantitative in nature.

All of these assessment activities, ranging from the annual Performance Management Process (PMP) to the individual AES unit assessment initiatives contribute to Lehman College's institutional effectiveness. Institutional effectiveness concerns the College's ability to fulfill its mission, advance its vision, live consistently within its values, and make progress toward its strategic goals.

The College's assessment activities are making a difference in its activities, services, and in the lives of its students. Lehman College has made substantial improvements in its assessment since its accreditation was reaffirmed in June. It has adopted an organized six-step assessment process. It has re-established an independent Office of Assessment and Educational Effectiveness. It has resumed academic and AES assessment workshops. As it continues to strengthen its assessment activities, it is in a stronger position to meet its 90x30 commitment to transform the lives and opportunities of Bronx residents and all of the students it serves.

I thank President José Luis Cruz; Interim Vice Provost for Academic Programs and Executive in Charge Vincent Prohaska; the Vice Presidents; AES unit Directors and their staff; Assistant Vice President for Strategy, Policy, and Analytics Jonathan Gagliardi; Institutional Research Director Raymond Galinski; Associate Institutional Research Director Michael Goldberg; and, Institutional Research Staff Yajaira Alvarez and Alejandra Rodriguez for their support, collaboration, assistance, and insights. Without all of these dedicated people, Lehman College could not sustain a culture of meaningful assessment, much less the capacity to translate assessment outcomes into institutional improvement.

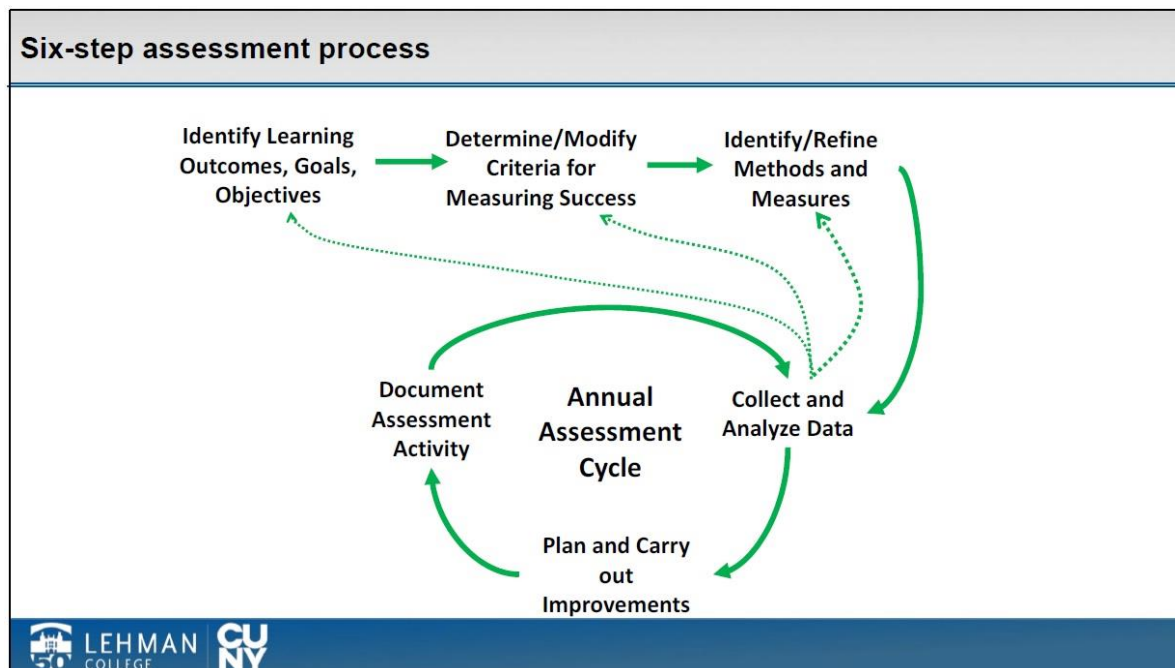
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Institutional Assessment: Background

Overview:

Assessment at Lehman College encompasses all major academic and administrative areas, ranging from the institution as a whole to individual units. Its major components include the Performance Management Process (PMP), academic unit assessment, academic program reviews, AES unit assessment, program accreditation participation, and Middle States Commission on Higher Education (MSCHE) accreditation participation. This report discusses the PMP and AES unit assessment in particular and institutional effectiveness in general.

Lehman College has a six-step assessment process that ensures that assessment is meaningful, sustainable, and complete. The diagram of this process is below:



Assessment of Mission

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.

The College's regular, recurring range of academic and AES assessment measure its overall progress toward serving its mission (institutional effectiveness). The below chart provides a snapshot of the College's assessment of its mission.

Mission	Assessment/Data
Serves the Bronx and surrounding region	Fact Book, Section 2: In Fall 2018, 59.9% of undergraduate students and 44.9% of graduate students were Bronx residents. 72.0% of undergraduates were Bronx or Manhattan residents and 55.8% of graduate students were Bronx or Manhattan residents
Intellectual, economic, and cultural center	Academic and AES assessment
Undergraduate and graduate studies in the liberal arts and sciences and professional education	Lehman College Undergraduate and Graduate Bulletins; Academic assessment
Dynamic research environment	Fact Book, Section 8; Performance Management Process (PMP)
Embracing diversity	Fact Book, Section 3; Performance Management Process
Actively engaging students	Fact Book, Sections 4 and 5; Academic and AES assessment; CUNY Student Experience Survey data on ELOs, student satisfaction with the academic and social life at Lehman, etc.

The Performance Management Process

The Performance Management Process (PMP) is a foundation of Lehman College's planning and assessment activities. The PMP, which was first initiated during the 2000-01 academic year, establishes goals and targets that are linked to the College's mission and to the larger mission and goals of the City University of New York (CUNY). It is anchored in CUNY's Master Plan.

The PMP consists of nine objectives. They are:

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity
3. Ensure that all students receive a quality general education and effective instruction
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion
5. Improve post-graduate outcomes
6. Improve quality of student and academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services

The annual targets set forth in the PMP are categorized by specific goals and objectives that are critical to institutional performance. Those targets are timely, understandable, measurable, and responsive to change. CUNY's Office of Institutional Research and Assessment (OIRA) collects and publishes data for quantitative indicators and context indicators. The quantitative indicators are "main indicators" that directly relate to performance and are regularly assessed. Context indicators are supplemental measures that help CUNY's campuses interpret the main indicators. During the current academic year, 107 indicators were provided.

At the end of each academic year, each college measures its performance against the PMP targets that were established in the previous year, and reports results to CUNY's Chancellor. Based on the outcomes of that review, PMP targets can be revised. In addition, necessary program and service changes are developed and implemented at each CUNY college. The following table provides a timeline and description of the annual PMP cycle.

Annual Performance Management Process Cycle

Spring Semester:	CUNY goals and targets for the next academic year are distributed.
June:	<p>PMP year-end report for the current academic year is due ; The President's year-end letter to the CUNY Chancellor is due ; Program review reports (several programs reviewed each year) is due</p> <p>Next academic year's PMP "Goals and Targets" report is due</p>
July:	<p>CUNY's PMP Review Team reviews OIRA data, the reports from each school, and additional campus performance information reported by central office staff. The team scores each college's performance in terms of absolute performance, as well as improvement (on each of the nine objectives) on a 100-point scale in which a score of 50 represents "meets expectations."</p> <p>The presidents are told into which quintiles their campuses' scores fall, as well as whether or not the scores met expectations.</p> <p>Outcomes for retention/graduation and revenues carry double the weight of other outcomes due to their importance to the future of the University (CUNY).</p>
August:	<p>The CUNY presidents meet individually with the Chancellor The campus community (faculty, staff, and administrators) at each school:</p> <ul style="list-style-type: none">• Discusses the results from the previous academic year• Develops and implements strategies for addressing PMP-related issues and for continuous improvement• Studies school-related issues (e.g., student satisfaction)• Refines goals and targets for the next academic year based on the results from the most recent PMP report

The Strategic Plan: 2010-2020

In fall 2008, President Fernández appointed a Strategic Planning Council to draft a new ten-year strategic plan for the College. The Strategic Plan is rooted in CUNY's Master Plan and Lehman College's mission.

Beginning in September, the Council held nineteen bi-weekly meetings, where the Council examined College data and reports, met with key College officers, and collaborated with the authors of the College's 2001 and 2005-08 strategic plans. A draft of the Council's report was circulated to the campus community for comment in fall 2009, and several Town Hall meetings to discuss the draft were held in the ensuing months. In January 2010, the Council released a 25-page report to the college community, outlining the College's direction for the next decade.

During the first half of 2010, the Council's report was condensed into four institutional goals and published in a document entitled: *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020*. It was introduced at a College Senate meeting and was distributed to the community and posted online in April 2010.

The College launched its strategic planning process in large part to respond proactively to the challenges and opportunities that lay ahead of it. Among other things, the Council cited the following realities that the College is likely to confront during the 2010-20 timeframe:

- CUNY's evolving vision of hierarchies among the University's senior colleges
- Growing competition from the region's public and private colleges and universities
- Likely reductions in tax-levy resources, especially during the next 3-5 years
- Expected significant turnover of the College's faculty due to retirements of long-term faculty members
- Growing emphasis on enhancing assessment and accountability

Enhanced and ongoing assessment is a fundamental aspect of the plan and is anchored in various provisions of it. The following table highlights the goals and objectives explicitly pertaining to assessment.

Assessment Goals and Objectives in the 2010-2020 Strategic Plan

GOAL 1:	Excellence in Teaching, Research, and Learning.
Objective 1.2:	Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process. <ul style="list-style-type: none">• Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs.
GOAL 3:	Greater Institutional and Financial Effectiveness.
Objective 3.1:	Integrate institutional planning and assessment to improve effectiveness. <ul style="list-style-type: none">• Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.• Foster a culture of continuous assessment focuses on institutional effectiveness to improve overall performance.• Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

Assessment of Institutional Effectiveness

The Performance Management Process (Targets 1.3 and 3.6) and Lehman's 2010-2020 Strategic Plan (Objectives 1.2 and 3.1) embrace a culture of continuous assessment that is integrated into the College's academic and administrative activities. Both the PMP and strategic planning process engaged the entire campus community, including faculty, administrators, staff, and students. In connection with the PMP, Strategic Plan, and its last accreditation report, the Lehman College has made progress in building and implementing and sustaining its assessment activities.

Lehman College's assessment of institutional effectiveness is a component of the Middle States Commission on Higher Education's (MSCHE) four-step planning-assessment cycle.

Middle States Planning-Assessment Cycle

1. Defining clearly articulated institutional and unit-level goals
2. Implementing strategies to achieve those goals
3. Assessing achievement of those goals
4. Using the results of those assessments to improve programs and services and inform planning and resource allocation decisions

Source: Middle States Commission on Higher Education, Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations.

The College's annual institutional effectiveness assessment process, designed in the spring of 2010 to complement the assessment-related activities carried forth under the PMP, aims to examine institutional effectiveness in greater detail than is possible under the PMP.

The initially-adopted timeline for the College's institutional effectiveness assessment process was designed to mirror that of the PMP. During the 2010-11 assessment cycle, issues arose that led the Office of Assessment and Planning to review and refine its timeline. During the 2017-18 Self-Study process, the College concluded that its overall assessment framework would benefit from harmonizing AES and academic unit timelines. Beginning in Academic Year 2019-20, a harmonized timeline will be in place.

The current timeline follows.

Institutional Effectiveness/AES Assessment Timeline

Pre-2019-2020	2019-20 and Later	Activity
August	October 1	<ul style="list-style-type: none"> • Written AES plans for the current academic year are collected by the Institutional Effectiveness Coordinator • The plans should provide the unit mission statement (if that has changed), the unit goal(s) that will be assessed, a specific reference to Lehman College's goal(s) to which the unit's goal(s) is (are) linked, the related unit objectives, the 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 as appropriate • The Institutional Effectiveness Coordinator will provide assistance and suggestions to the units in advance of their assessment plans and will meet with relevant personnel as needed
August	October 1	<ul style="list-style-type: none"> • Assessment Reports from the prior academic year are submitted • The Institutional Effectiveness Coordinator maintains a copy of the plans
Sep-May	Oct-May	<ul style="list-style-type: none"> • AES units conduct their assessment activities
May-August	June-Sep	<ul style="list-style-type: none"> • Units provide the assessment outcomes/findings • Units explain how the results were used or will be used • Units identify decisions/changes that resulted from the assessment findings • Units develop assessment plans for the next academic year

Since the development and implementation of Lehman College's annual institutional effectiveness assessment cycle, there has been a high rate of participation by Lehman College's

administrative units. The following table summarizes that participation. Participation rates since Lehman College's 2014 Periodic Review Report (PRR) follow:

Participation Rate by Assessment Cycle:	
2014-15 Assessment Cycle:	92% of units submitted goals and objectives during the 2014-15 assessment cycle. 84% of units (91% with assessment plans) submitted completed assessment reports.
2015-16 Assessment Cycle:	93% of units submitted goals and objectives during the 2015-16 Assessment Cycle. 62% of units (67% with assessment plans) submitted completed assessment reports.
2016-17 Assessment Cycle:	87% of units submitted goals and objectives during the 2016-17 Assessment Cycle. 71% of units (82% with assessment plans) submitted completed assessment reports.
2017-18 Assessment Cycle:	91% of units submitted goals and objectives during the 2017-18 Assessment Cycle. 84% of units (93% with assessment plans) submitted completed assessment reports.
2018-19 Assessment Cycles:	94% of units submitted goals and objectives during the 2018-19 Assessment Cycle. 76% of units (81% with assessment plans) submitted completed assessment reports.

The Office of Institutional Research, Assessment, and Planning receives assessment reports, reviews the unit assessment reports, provides feedback, and then receives revised reports. The unit assessment reports are evaluated based on criteria aimed at ensuring the measurability of assessment goals and objectives, description of the assessment process or methodology, clear description of the outcomes, and usage or planned usage of the assessment outcomes ("closing the loop").

Snapshot of Select AES Assessment Reports and Activities for 2018-19

Representative assessment reports from 12 AES units are included as examples of the kind of assessment that takes place. Neither these examples nor the metastable below are all-inclusive.

Under the latest MSCHE accreditation standards and MSCHE's expectations concerning assessment practices, AES assessment should be:

- Periodic (regular)
- Cover a substantial measure of AES units
- Assess Student Learning Outcomes (SLOs) and Support Outcomes (SOs) depending on the mission and services of the AES unit
- Include both Direct and Indirect Evidence
- Describe the use or intended use of the assessment results (and follow-up, where appropriate)

Metadata for the 12 AES units is summarized below:

AES Unit	Type of Outcome	Type(s) of Evidence
Academic Advising	SO	Indirect
Admissions & Recruitment	SO	Indirect
APEX/Athletics	SO	Indirect
Career Services	SO	Indirect
Community Services	SLO	Indirect
Counseling Center	SLO	Direct, Indirect
CUNY Edge	SO	Indirect
Library	SO	Indirect
Registrar	SO	Indirect
SEEK	SLO, SO	Direct, Indirect
Urban Male Leadership Program	SLO, SO	Direct, Indirect
Wellness Education	SLO	Indirect

AES Unit	Assessment Project
Academic Advising	Study of students who stop out and return
Admissions & Recruitment	Graduate admissions cohort model
APEX/Athletics	Graduation and retention rates of student athletes
Career Services	Increasing participation in workshops
Community Services	Student learning on key components of civic engagement
Counseling Center	Effectiveness of counseling services on measures of initial distress
CUNY Edge	Improved measurement of student engagement to reduce sanctions for qualifying students
Library	Space and facilities usage by students
Registrar	Implementation of iDeclare
SEEK	SEEK student time management
Urban Male Leadership Program	Peer-to-peer mentorship program
Wellness Education	Student awareness of alcohol and drug usage and related policies

The most common form of direct evidence involved tests.

Assessment of student learning outcomes (SLOs) among AES units is important, as student experiences within the context of AES units and the co-curricular experience contribute to students' achievement of institutional learning outcomes and general education competencies. These experiences allow students to gain the insight, capacity, and competency to lead productive lives upon graduation characterized by career growth and civic engagement.

Increased emphasis on the development of SLOs and assessment of SLOs should be provided in workshops to AES units.

Alignment of Select AES Unit Activities with General Education/Institutional Learning Outcomes:

Institutional Learning Outcome	General Education Outcome	AES Unit/Activity
Educated	Utilize critical thinking skills	<p>Athletics/APEX: team assessment of past performances and preparation for upcoming games</p> <p>Campus Life: student organizations; leadership program</p> <p>Career Services: resume preparation; interview preparation</p> <p>Community Services: international travel experience</p> <p>Library: information literacy and research skills programming (online and live instruction)</p>
Educated	Demonstrate skills in quantitative reasoning, information literacy, and research	<p>Career Services: student research into industries and companies in preparation for pursuit of career opportunities</p> <p>Campus Life: student organizations, especially student government</p> <p>Library: information literacy and research skills programming (online and live instruction)</p>

Institutional Learning Outcome	General Education Outcome	AES Unit/Activity
Empowered	Demonstrate outstanding communication skills in diverse media	<p>Athletics/APEX: communication with coaching staff and fellow student athletes during games</p> <p>Campus Life: written and oral communication in student organizations and the leadership program</p> <p>Career Services: pre- and post-interview letter-writing; interview preparation</p> <p>Community Services: oral communication during international experiences.</p>
Engaged	Demonstrate multicultural, global and ethical awareness of diverse peoples and communities	<p>Athletics/APEX: student athlete team skills and communication among peers from diverse backgrounds</p> <p>Community Services: international travel experiences; community service in multiethnic neighborhoods in the Bronx</p>
Engaged	Demonstrate the ability to work collaboratively as part of a team	<p>Athletics/APEX: teamwork during games and its impact on wins and losses</p> <p>Campus Life: role of students in student organizations, especially student government</p> <p>Community Services: student participation in projects aimed at achieving larger social outcomes</p>

Institutional Learning Outcome	General Education Outcome	AES Unit/Activity
Engaged	Demonstrate the potential for leadership	<p>Athletic/APEX: role of student athletes on teams, especially during critical moments and against difficult opponents</p> <p>Campus Life: leadership program; role of student leaders in student government</p> <p>Career Services: students' ability to identify and discuss examples of leadership in their own lives and activities</p>

Select AES Unit Assessment Reports

Academic Advising Outcome Set

Goal 1:

Improve effectiveness and efficiency of unit programs and services

Outcome: Objective 1.1

Regularly assess core programs, services, and functions

Measure: Survey Assessment of Reasons Why Students Stop Out and Return to Lehman

Detailed Description of Plan: Administer surveys to students who readmitted in Spring 2019 to assess why they had left and chosen to return to the College and compare these results with the survey results of newly readmitted students from the Fall 2017 and Spring 2018 semesters.

Acceptable/Ideal Target: Our ideal target is to develop strategic initiatives to support students and help them persist.

Data and Resources: Survey data will be supplemented by student demographic/academic data acquired through CUNYfirst or the BI tool.

Implementation Plan (timeline): The Spring 2019 semester.

Primary contact and Additional Personnel: Denise Sands Baéz

Findings for Survey Assessment of Reasons Why Students Stop Out and Return to Lehman

Summary of Findings:

Analysis of the Spring 2019 survey results in comparison with the Fall 2017 – Spring 2018 survey results showed consistency in responses across the three cohorts:

- With regard to initial attendance at Lehman and reason for readmission
 - The percentage of respondents who are students for whom Lehman was their first choice college rose from nearly 80% in 2018-2019 to 85% in Spring 2019.
 - The percentage of respondents who enrolled to obtain a degree or certificate rose from approximately 90% in 2018-2019 to 94% in Spring 2019.
 - While in the 2018-2019 survey, 45% of respondents indicated that they returned in order to complete their degree, the overwhelming majority of the Spring 2019 respondents indicated that they returned in order to complete a degree.
- Analysis of respondents' reasons for stopping out indicate that:
 - "Other personal/family issues" remained remarkably steady at 58% as either "Somewhat Important" or "Very Important" in their decision to stop attending Lehman College; these issues ranked higher than any of the other issues listed in the survey. (Fall 2017—58%; Spring 2018—58%; Spring 2019—58%)
 - Financial issues ("insufficient funds" or "no financial aid") was the second most common reason cited by students as a "Somewhat Important" or "Very Important" reason for interrupting their studies in the previous study, but dropped significantly in Spring 2019. (Fall 2017—46%; Spring 2018—41%; Spring 2019—23%).

- Unfortunately, the percentage of Spring 2019 respondents who had stopped out because of positive career developments fell. In the 2017-2018 cohort, approximately 25% of our respondents indicated positive career developments (new job or increased responsibilities at current job) were “Somewhat Important” or “Very Important” in their decisions to take a break from their studies. In the Spring 2019 cohort, these percentages fell to 12% for those who found new employment and 20% for those who were given increased job responsibilities.
- Amongst issues related to academics and intended career plans, students ranked the following additional factors as either “very important” or “somewhat important” reasons for stopping out:

“Important” or “Somewhat Important” Reason for Stopping Out	Fall 2017	Spring 2018	Spring 2019
Credits did not transfer to Lehman	9%	7%	12%
Change in career plans	20%	24%	11%
Confusion about graduation requirements	16%	12%	10%
Course unavailability	19%	25%	9%
Inability to get into a preferred major	15%	12%	7%
Major did not meet my expectations	3%	17%	6%
Courses were not relevant	1%	7%	5%
Transferring to another school	11%	17%	5%
Lehman College did not meet expectations	7%	9%	3%
Problems with faculty	8%	6%	2%
Courses are “too hard”	7%	7%	2%

- When asked what the college could do to provide a better experience, students identified the following factors:
 - Multiple respondents expressed a desire for better advising services in terms of:
 - Hours of availability (includes faculty advisors)
 - Increased clarity regarding course and graduation requirements from human advisors as well as DegreeWorks
 - Better listening skills
 - Assignment to a specific advisor
 - More outreach by faculty when students are in trouble
 - Increased access to student support services, including the cafeteria and the Counseling Center, outside of normal business hours
 - More flexible probation policies (including financial aid eligibility) and better communication regarding appeal deadlines
 - Better course scheduling to avoid forced stopouts because of unavailability of courses that must be taken in sequence
 - Better staff courtesy on phone calls in response to student inquiries
 - Fewer snafus due to misfiled paperwork

Results:

Acceptable Target Achievement: Met

Recommendations for Future Action:

Many of the areas of concern noted by our readmitted students have been addressed or are currently under discussion at the college:

- The Office of Academic Advisement has expanded its regularly available advising schedule:
From:
 - Monday/Thursday/Friday 9:00 a.m. to 5:00 p.m.
 - Tuesday/Wednesday 9:00 p.m. to 6:30 p.m.To:
 - Monday – Thursday 9:00 a.m. to 7:00 p.m.
 - Friday 9:00 a.m. to 5:00 p.m.

During peak registration periods, the office opens at 8 a.m.

- The Office of Academic Advisement piloted a registration lab for the Fall '19 onboarding season to assist students in their registration process and improve service delivery.
- The Office of Academic Advisement has increased the availability of in-house professional development opportunities aimed at sharpening advisors' soft skills as well as the accuracy of advising sessions.
- Significant collaboration between the Offices of the Registrar and Academic Advisement on substantial modifications to the scribing of DegreeWorks that has improved the accuracy of subsequent audits in Degreeworks itself and their application in FACTS.
- The Early Alert pilot has been expanded to impact a greater number of students, thereby facilitating increased faculty-initiated outreach to struggling students.
- Focused forecasting on the need for specific courses has resulted in increased section and seat availability in high-demand courses.

2018-19 Assessment Cycle

Assessment Plan

Mission Statement

The mission statement of Lehman College intercollegiate athletics program is to integrate academic and athletic experiences successfully into the student-athlete's college career. Lehman is committed to offering a broad program in intercollegiate athletics, with ample opportunity provided for meaningful and successful contributions by men and women of diverse backgrounds, culture and experiences. The Department conducts its activities in ways that promote sportsmanship, camaraderie, and a comprehensive commitment to academic excellence, diversity, and equitable opportunity for all of its student-athletes.

Measures

Athletics / APEX Center

Attain retention and graduation rates that at a minimum reflect that of the Lehman College general student body. This is an NCAA requirement.

Outcome: Objective 1.2

Improve each teams GPA by 1 full percentage points as compared to previous year.

Increased exposure of our facility and increase income.

Measure: CHAMPS Life Skills Program; Number of actual groups and additional APEX income.

Detailed Description of Plan:

The Intercollegiate Athletics program will participate in the NCAA CHAMPS Life Skills Program (Challenging Athletics' Minds for Personal Success). This program is a comprehensive progression of workshops, lectures, community service activities, campus wide events involving every area of the Division of Student Affairs. Our goal will be to provide meaningful programming in conjunction with all Student Affairs offices and services that will allow student-athletes to maximize their collegiate experience and help them develop the necessary "life skills" in order to improve student-athlete retention, 4 & 6 year graduation rates and to become responsible and productive alumni. The NCAA CHAMPS Life Skills program will concentrate on five key areas: academics, athletics, personal growth, career development, and community service.

Acceptable / Ideal Target: All freshman student athletes, all new transfer student athletes, any student athlete who is under a 2.2 cumulative GPA and any student athlete who achieved less than 12 credits in the previous semester.

Comparisons will be made between the student athletes not involved in the CHAMPS program against student athletes who are involved year to year team GPA comparison and overall student athlete GPA comparison will be accomplished.

Data and Resources: CUNYfirst will allow the academic monitoring. NCAA paperwork will identify all new student athletes and transfer student.

Implementation Plan (timeline): Fall of 2019 and Spring 2019 students will be identified who will be participating in the program. Students will meet throughout the first two weeks of September and the first two weeks of Spring 2019 Semester with the Associate Athletic Director, the CHAMPS Life Skills Coordinator and the Senior Women Administrator to set up one on one meetings and study halls.

GPA's of all student including students involved in the CHAMPS program and all Lehman student athletes will be compared about last year's GPA's.

Primary Contact and Additional Personnel: Dominick Chiodi, Associate Director of Athletics
Jennifer Winkler, Senior Women's Administrator
Chris Garnett, CHAMPS Coordinator

Supporting Attachments:

CHAMPS Skills (Adobe Acrobat Document)

Outcome: Objective 1.1

Improve student-athlete 4 year and 6 year graduation rates by 1% point compared to previous year

Measure: Graduation rates of student-athletes will be higher compared to that of the general student body

Institution level Direct – Other

Detailed Description of Plan: Compare graduation rates with the NCAA Graduation Rates Report compiled by the Office of Institutional Research to track the graduation progress of student-athletes compared to the general student body in four and six year cohorts.

Acceptable / Ideal Target:

Data and Resources: Student Athletes

Implementation Plan (timeline): End of Semester to compare NCAA report

Primary Contact and Additional Personnel: Associate Director of Athletics, Director of Athletics, Office of Institutional Research

Attain retention and graduation rates that at a minimum reflect that of the Lehman College general student body.

The APEX will increase our rental groups by 5% in 2018-2019.

Outcome: Improve each teams GPA by 1 full percentage points as compared to previous year. Increased exposure of our facility and increased income.

Measure: CHAMPS Life Skills Program; Number of actual groups and additional APEX income.

Detailed Description of Plan: The Intercollegiate Athletics will participate in the NCAA CHAMPS Life Skills Program (Challenging Athletes' Minds for Personal Success). This program is a comprehensive progression of workshops, lectures, community service activities, campus wide events involving every area of the Division of Student Affairs. Our goal will be to provide meaningful programming in conjunction with all Student Affairs offices and services that will allow student-athletes to maximize their collegiate experience and help them develop the necessary "life skills" in order to improve student-athlete retention. 4 & 6 year graduation rates and to become responsible and productive alumni. The NCAA CHAMPS Life Skills program will concentrate on five key areas: academics, athletics, personal growth, career development, and community service.

	<p>Compare graduation rates with the NCAA Graduation Rates Report compiled by the Office of Institutional Research to track the graduation progress of student-athletes compared to the general student body in four and six year cohorts.</p>
Acceptable / Ideal Target:	<p>All freshman student athletes, all new transfer student athletes, any student athlete who is under a 2.2 cumulative GPA and any student athlete who achieved less than 12 credit in the previous semester.</p> <p>Comparisons will be made between the student athletes not involved in the CHAMPS program against Student Athletes who are involved year to year team GPA comparison and overall student athlete GPA comparison will be accomplished.</p>
Data and Resources:	<p>CUNYfirst will allow the academic monitoring. NCAA paperwork will identify all new student athletes and transfer students.</p> <p>Student Athletes</p>
Implementation Plan (timeline):	<p>Fall of 2018 and Spring of 2019 students will be identified who will participating in the program. Students will meet throughout the first two weeks of September and the first two weeks of Spring 2019 Semester with the Associate Athletic Director, the CHAMPS Life Skills Coordinator and the Senior Women's Administrator to set up one on one meetings and study halls.</p> <p>GPA's of all student including students involved in the CHAMPS program and all Lehman student athletes will be compared about last years GPA's.</p> <p>End of Semester to compare NCAA report.</p>
Primary Contact and Additional Personnel:	<p>Dominick Chiodi, Associate Director of Athletics Jennifer Winkler, Senior Women's Administrator Chris Garnett, CHAMPS Coordinator</p> <p>Associate Director of Athletics, Director of Athletics, Office of Institutional Research</p>

Assessment Findings

Finding per Measure

Increasing student engagement in career development activities

Goal 2.2 Enhance Student Success

As a result of using diverse marketing strategies CEDC will increase student engagement in career development activities

Outcome: Student engagement in career development initiatives and employer engagement

As a result of using diverse marketing strategies student engagement will increase by 10% in the areas of career development workshops, information/recruitment sessions, career conversations and career and internship fair.

▼ **Measure:** Attendance Sheet, Workshop Feedback Form, Information Session Feedback Form, Career Conversation Worksheet

Detailed Description of Plan:

For academic year 2017-2018, CEDC offered 214 activities, inclusive of workshops, information sessions, recruitments, career and internship fair, and LEH 100 presentations. That represented a decrease of 7% in offerings for the academic year 2017-2018. Not surprising, the number of students who participated in activities for that same period decreased slightly by 6%. As a result, CEDC focus its assessment project for the year 2018/2019 to increase student engagement by 10%.

No doubt students are learning a lot from professors and peers in the classroom. But when that learning is combined with hands-on experiences, they can increase their opportunities and discover the thread that connects what they're learning to their purpose in life. Every career center aspires to have students and alumni utilize their services. Is it time to redefine? How are we

preparing students to adapt to their chosen careers for life beyond college? How do we position ourselves to be the central part of our discussion about value? With whom should we be working?

Research supports what is widely known among career services professionals that if we engage students in the career assessment process it will be highly predictive of their engagement in both career exploration, career and academic planning and ultimately lead to student success. The ultimate goal is to positively impact Lehman students' career decision making, self-efficacy, career commitment, and career maturity. This year's assessment project will be used to model best practices that can assist students to:

- Make informed choices of a major(s) that is related to their interests and career aspirations
- Apply skills to perform well in academics and co-curricular activities (ie., clubs, professional associations, leadership) and continue their development of soft skills (ie., communication, multi-tasking, critical thinking and time management)
- Understand the requirements of their chosen career and how to seek opportunities
- Engage in lifelong learning and be resilient when changes in personal, professional and economic changes occur
- Know how to access available resources

The Career Exploration & Development Center (CEDC) supports students as they engage in experiences that expand their capacity to make an impact on challenges facing businesses and communities. We also help students lead and develop in-demand employable skills within and beyond the classroom and to design and implement a career plan aligned with personal strengths and values, for a lifetime of opportunity and well-being. To accomplish this enormous task, CEDC expanded its marketing strategies to engage students earlier in their careers, ultimately increasing students' engagement in career development workshops, information/recruitment session, career

conversations and career and internship fairs and at all class levels and most importantly, post graduate outcomes.

The CEDC team also increased its targeted marketing efforts to build relationships with stakeholders (students, alumni, faculty and employers) “while embracing diversity and actively engaging students in their academic, personal, and professional development”.

As a result of using diverse marketing strategies CEDC will increase student engagement in career development activities. To accomplish this goal we incorporated the following marketing plan:

1. Official Marketing of our name change from Career Services Center to Career Exploration & Development Center
2. Updated our website -
3. Enhanced operations by offering evening hours until 8pm 3 nights a week and Saturday hours
4. Increased flexibility to accommodate students' schedules by offering phone, email, and Skype appointments in addition to in-person hours
5. Increased partnerships with partnerships with internal and external stakeholders and CUNY
6. Create ¼ flier for use in the following marketing strategies:
 - Distribution at the start of classes in various buildings on campus
 - Main desk at all student affairs offices
 - Main desk at the SEEK office
 - Academic advisors (with approval from Lisa Moalem)
 - Distribute to Student Club Presidents/Student Government to be provided at their monthly meetings
 - Distribute during events held by other departments on campus
 - Send flier via snail mail to targeted groups
7. Email through Juan Luna and Jay Mercado
 - Juan can assist with an email marketing plan
8. Contact students with 0 log-ins on Symplicity

- Provide information to access their account

9. Career Consultation Walk In – Converted our daily resume walk-in hours to career consultation hours 6 days week with career questions/issues.

10. Facebook Live: Lunch Time Series – Present a quick 30 minute presentation using Facebook Live on various career workshops/topics. (Resume writing, cover letter creation, job search, interviewing, etc.) Suggested pilot day: Monday

11. Electronic Board on campus: Post time relevant information for students/alumni

12. Email Contact: Email recent alums who have identified as seeking employment through the first destination survey

13. Media Relations: Add a time relevant notification to the Photo Banner Rotation

14. A-Frames: Maintain all A-Frames ensuring all text is clear and updated regularly

15. Fairs: Distribute department information at the Health School Fair and other fairs relevant to each department

16. Faculty Outreach: Provide CEDC information in faculty mailboxes at the start of each semester

17. Utilized social media platforms (Instagram, Facebook, LinkedIn and Twitter) to market all events and programs

Instagram Marketing

- Create flier and post on Instagram, Facebook and Twitter
- Send flier to LehmanCUNY page for posting at the start of each semester
- Send flier to Lehman Campus Life for posting
- Reach out to other Lehman pages and request our flier be posted
- Post all event fliers to Instagram

18. Facebook Marketing

	<ul style="list-style-type: none"> • Send fliers about upcoming events to the main Lehman Page for promotion (Lehman College [public group]) • Post all event fliers to Facebook
Acceptable / Ideal Target:	Student engagement will increase by 10% in the areas of career development workshops, information/recruitment sessions, career conversations and career and internship fair.
Data and Resources:	Data of students who RSVP and participate in all activities. Data from Activity Feedback Form.
Implementation Plan (timeline):	Fall 2018 and Spring 2019
Primary Contact and Additional Personnel:	Bascillia Toussaint

Findings for Attendance Sheet, Workshop Feedback Form, Information Session Feedback Form, Career Conversation Worksheet

Summary of Findings:	<p>Unit Goal:</p> <p>As a result of using diverse marketing strategies CEDC will increase student engagement in career development activities</p> <p>Objective 1:</p> <p>As a result of using diverse marketing strategies student engagement will increase by 10% in the areas of career development workshops, information/recruitment sessions, career conversations and career and internship fair. Breakdown are as follows:</p> <p>Outcome:</p> <p>CEDC offered 380 activities, inclusive of workshops, information sessions, recruitments, career and internship fair, and LEH 100 presentations—representing an increase of 76% in offerings for the academic year 2018-2019. Not surprising, the number of students who participated in activities for that same period increased by 99%. The increases met our departmental goal which</p>
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was to increase student engagement by 10%. The result was a 38% increase which is as a result of confirmation of attendance through telephone calls as well as email reminders via our career management system, enhancement in the delivery of services to include phone, Skype, opening of walk-in daily hours to include all services, evening/weekend hours, Digital Badge, new workshops offerings and, most importantly, increases in internship opportunities, career opportunities and faculty collaborations.

LEH 100 class presentations and attendance continue to increase which is consistent with the increase in admission of freshman students and new efforts with the Freshman College including Meet the Meta Majors. The introduction of the “Career Conversations” continues to be a success.

STUDENT ENGAGEMENT - CEDC set to increase student engagement by 10% and we are proud to have surpassed this goal with a 28% increase in the number of students/alumni visits—11,410 visits were made. Freshmen and seniors visited the office most frequently with a 51 percent increase in freshmen and 34.8 percent increase in senior visits. These improvements can be attributed to the implementation of quality improvements, progressive technical resources, prolific communication and robust program development.

FIRST DESTINATION SURVEY - Our First Destination Survey of the graduating class of 2017-2018 was completed in May 2019 surveying 3,121 graduates for which 2,280 graduates responded giving us a 73% knowledge rate of this graduating class. This represents a 7% increase in the knowledge rate compared to 2016/2017. We learned from the 1,716 graduates who responded to what was their primary activity after

graduation, that 77% were employed full time, part time, freelance, or as entrepreneurs or were pursuing additional graduate, professional or advanced coursework. Almost 50.3% chose to continue with CUNY while 49.7% attended SUNY or private or out of state schools. The majority of Lehman students, 83.8%, also chose to remain in New York after their studies.

CAREER AND INTERNSHIP FAIRS - For this reporting period, Career and Internship Fairs generated a 106% increase in student and alumni participation. Employer participation was also at an all-time high with 28% percent increase. This was partly due to our partnership with our sister colleges, Bronx Community College and Hostos Community College to host the CUNY Bronx Career Fair with 103 employers and 79 Lehman student participants in June 2018. Lehman's own Career and Internship Fair hosted 99 employers and 338 students.

INTERNSHIP PROGRAM - Data on student internship outcomes shows that 495 students obtained internships out of the 983 who visited CEDC for internship assistance - a 251% increase from last year.

EMPLOYER PARTNERSHIPS - CEDC earned 1st place CUNY wide award for innovative employer partnership at the annual Career Services Association of CUNY (CSAC) for 'Student Learning through Career Conversations'. 4,986 employers are currently registered on Symplicity, a 2% increase from last academic year. 3,305 new jobs were posted, an increase of 54% from last academic year. 64% FT; 21% PT; 9.3% Seasonal/Volunteer/Student Employment and 5.7% other.

Forged new partnerships with WayUp and Symplicity Curator to increase the number and types of career opportunities available

to students and alumni. The number of opportunities has increased from approximately 750 to 1,000 active jobs per day.

Details on key employer collaborations, CUNY-wide employer collaborations, on-campus collaborations are listed in document attached

Results :


Acceptable Target Achievement: Exceeded

Recommendations for Future Action:

Now that we have increased our programming and partnerships, CEDC will be focusing on the following:

1. We will continue to expand our collaborations with faculty and special interest groups on campus by re-organizing the department to have one career adviser serve as a liaison for each of the 5 schools.
2. We are now in talks with CUNY's Sector Innovative Team members to partner on employer engagement initiatives.
3. Lehman College and CEDC will be the host for the CUNY Sector Innovative Team Summit in Spring 2019

Substantiating Evidence:

 CEDC Assessment Report 2018/2019 (Word Document (Open XML))

This is the full report with supporting data that I unable to include in Taskstream templates.

Increasing student engagement in career development activities
As a result of using diverse marketing strategies, CEDC will increase student visits at all class levels by 10%.

Outcome: Using Diverse marketing strategies to increase student visits

As a result of using diverse marketing strategies, CEDC will increase student visits at all class levels by 10%. CEDC will be able to increase student visits providing more career development opportunities to our student body.

▼ **Measure:** Monthly Statistical Report

Detailed Description of Plan:

For academic year 2017-2018, CEDC offered 214 activities, inclusive of workshops, information sessions, recruitments, career and internship fair, and LEH 100 presentations. That represented a decrease of 7% in offerings for the academic year 2017-2018. Not surprising, the number of students who participated in activities for that same period decreased slightly by 6%. As a result, CEDC focus its assessment project for the year 2018/2019 to increase student engagement by 10%.

No doubt students are learning a lot from professors and peers in the classroom. But when that learning is combined with hands-on experiences, they can increase their opportunities and discover the thread that connects what they're learning to their purpose in life. Every career center aspires to have students and alumni utilize their services. Is it time to redefine? How are we preparing students to adapt to their chosen careers for life beyond college? How do we position ourselves to be the central part of our discussion about value? With whom should we be working?

Research supports what is widely known among career services professionals that if we engage students in the career assessment process it will be highly predictive of their engagement in both career exploration, career and academic planning and ultimately lead to student success. The ultimate goal is to positively impact Lehman students' career decision making, self-efficacy, career commitment, and career maturity. This year's assessment project will be used to model best practices that can assist students to:

- Make informed choices of a major(s) that is related to their interests and career aspirations
- Apply skills to perform well in academics and co-curricular activities (ie., clubs, professional associations, leadership) and continue their development of soft skills (ie., communication, multi-tasking, critical thinking and time management)
- Understand the requirements of their chosen career and how to seek opportunities
- Engage in lifelong learning and be resilient when changes in personal, professional and economic changes occur
- Know how to access available resources

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18. Facebook Marketing

- Send fliers about upcoming events to the main Lehman Page for promotion (Lehman College [public group])
- Post all event fliers to Facebook

Acceptable / Ideal Target:

CEDC will increase student visits at all class levels by 10%.

Data and Resources:

Symlicity Career Management System

Implementation Plan (timeline):

Fall 2018 and Spring 2019

Primary Contact and Additional Personnel:

Bascillia Toussaint

Findings for Monthly Statistical Report

Summary of Findings:

Objective 2:

As a result of using diverse marketing strategies, CEDC will increase student visits at all class levels by 10%.

Outcome:

STUDENT ENGAGEMENT - CEDC set to increase student engagement by 10% and we are proud to have surpassed this goal with a 28% increase in the number of students/alumni visits— 11,410 visits were made. Freshmen and seniors visited the office most frequently with a 51 percent increase in freshmen and 34.8 percent increase in senior visits. These improvements can be attributed to the implementation of quality improvements, progressive technical resources, prolific communication and robust program development.

Chart #2 - Student Engagement by College Level

College Level 2018/2019 2017/2018

Freshman 2205 1465

Sophomore 945 634

Junior 2556 1779

Senior 4183 3384

Alumni 1051 1213

Graduate Students 428 381

Non-degree 42 32

Total 11410 8888

Charts #3 - Form of Contact

Form of Contact 2018/2019

Email 1995

CEDC Workshop 1650

Class Presentation 1228

In-Office 2615

Phone 92

Recruitment/Information session 1805

Symplicity 1309

Student Activities/Clubs 137

Tabling 519

Total 11410

Chart #4 – Purpose of Engagement

Purpose of Session (1)

Academic Advising

Alumni Mentoring Program 19

ANY 135

Application/Essay Review 2

Assessment 68

Career Advisory Board 10

Career Choice 160

Career Conversation 157

Career Expo 417

Choice of Major 189

Class Presentation 171

Community Service/Volunteer 4

Counseling 6

Cover Letter Review 593

CUNY 311 0

CUNY Service Corps 20

Employer Site Visit 48

Grad School Advising 39

HRA 0

Information Session 734

Internship Assistance 570

Internship Forum/Fair 372

Interview Assistance 50

Job Search 316

Meet the META Majors 186

MTA Prequalification 2

Other 260

Pipeline Programs 60

Recruitment/On Campus Interview 624

Resume Review 3980

Resume Walk In 206

Student Activities/Clubs 51

On-campus Tabling 261

Career Fest 176

Workshops 2991

Total 12488

Engagement by School

School of Arts and Humanities - 734

School of Health Science, Human Services
and Nursing 2737

School of Natural and Social Sciences 4399
School of Education - 118

Results :

Acceptable Target Achievement: Exceeded

Recommendations for
Future Action:

Now that we have increased student
engagement in all areas we need to continue
to engage students early through:

1. Freshman College - We would like to continue to see Freshman as one of the top groups visiting the office and further increase the number of sophomores. Our dedicated career adviser for the Freshman College will continue to add programming targeting the needs out our students and closely collaborate with the Freshman College team.
2. The newly implemented Accelerate, Complete, Engage (ACE) program. CEDC developed milestones for the ACE freshman and transfer groups which is being tracked through Pathways on Symplicity via a dedicated Career Advisor for this program as of Summer 2019.
3. Plan to incorporate CEDC 105 - Introduction to Career Development – 2 credits Regular Non-Liberal Arts as part of the LEH course. Data from national best practices shows that intentional career development as part of the college experience leads to student success. This will be an introductory course for students interested in experiential learning, internships, and career development. The course will examine individual and societal attitudes toward work, introduce concepts of the work ethic, and explore career options. A goal of the course is successful placement at an experiential learning opportunity or in other Lehman internship programs. Will speak to key stakeholders on the offering of this course college-wide

Overall Reflection

Early engagement, self-assessment, career exploration, and a career plan offer students the opportunity to gain insight about their respective fields. Armed with this information, they are then able to make decisions to work on developing/enhancing desired skills set and experience, engage in experiential learning opportunities including internships, interview successfully for desired roles, and compete effectively globally. Most of all, students will be able to gain employment after college and be able to “demonstrate work readiness and prior relevant experience to prospective employers.” Governor Andrew M. Cuomo

CEDC ensures the value students place on their college education, and the benefits to students and the university in terms of retention, student success and higher rates of post graduate options (employment and graduate studies). This year's robust programming adjustments has paved the way for CEDC to engage a larger population of students which will ultimately lead to higher retention and desired career outcomes for the institution.

CEDC's goal of ensuring every student has a career plan can serve as a reliable road map to get students to wherever they would like to go. Our services are programs are ultimately designed to help students:

1. Identify and gain the skills and training needed to take on more responsibility
2. Understand where a specific job or responsibility fits into their overall career path plans
3. Look at a situation within a larger context and better evaluate career options
4. Move in a career direction that is designed to meet their lifestyle, interest and goals

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Assessment Findings

Finding per Measure

Community Engagement Outcome Set (prior draft)

Community Service Learning

Students will complete community service learning programs that will contribute to their ability and sense of responsibility to become active and engaged citizens.

Outcome: Student Civic Learning

Students that complete community service learning programs will gain the knowledge, skills, dispositions and behavioral intentions needed to increase their civic engagement.

▼ Measure: Self-Report Measure - CMG

Detailed Description of Plan:

The Association for Experiential Education defines experiential learning as a “philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values”. Among its many benefits experiential learning has shown to support the “increase rates of student retention and student engagement, and can be beneficial in shaping [student’s] longer-term personal development as critical and creative thinkers”. As defined by CUNY’s experiential learning task force, there are many opportunities that fall under experiential learning, these include community service/service learning, internships, clinical preparation, research and co-operative education. For this assessment we are going to focus on community service learning and its impact on student civic engagement.

Community service learning, unlike other forms of experiential learning, “intentionally identifies the civic growth of students fostered through

structured reflection and meaningful experiences within community organizations” (Michigan Journal of Community Service Learning). As students complete community service programs they not only make a difference in the civic life of our communities but they develop the knowledge and motivation make a difference. Overall, completing the programs contributes to the civic development of students which leads to an increase in student civic engagement.

Using a custom version of the Civic-Minded Graduate (CMG) construct and validated measure created by Indiana University-Purdue University Indianapolis, we will focus on evaluating if students that complete our community service learning programs gained the knowledge, skills, dispositions and behavioral intentions needed to increase student civic engagement.

Measures:

Knowledge:

- * Volunteer Opportunities: understanding of ways to contribute to society, particularly through voluntary service, and including knowledge of nonprofit organizations.
- * Academic Knowledge and Technical Skills: understanding of how knowledge and skills in at least one discipline are relevant to addressing issues in society.
- * Contemporary Social Issues: understanding of current events and the complexity of issues in modern society locally, nationally, or globally.

Skills:

- * Listening: ability to communicate (written and oral) with others, as well as listen to divergent points of view.
- * Diversity: understanding the importance of, and the ability to work with, others from diverse backgrounds; also appreciation of and sensitivity to diversity in a pluralistic society.
- * Consensus-Building: ability to work with others, including those with diverse opinions, and work

across differences to come to an agreement or solve a problem.

Dispositions:

* Valuing Community Engagement: understanding the importance of serving others, and being actively involved in communities to address social issues.

* Self-Efficacy: having a desire to take personal action, with a realistic view that the action will produce the desired results.

Behavioral Intentions:

* A stated intention to be personally involved in community service in the future.

Acceptable / Ideal Target:

Acceptable Target: 70% of program participants will demonstrate the knowledge, skills, dispositions and behavioral intentions needed to increase student civic engagement.

Ideal Target: 80% of program participants will demonstrate the knowledge, skills, dispositions and behavioral intentions needed to increase student civic engagement.

Data and Resources:

Self-report measure: Modified version of the Civic-Minded Graduate Self-Measure (Created by Indiana University-Purdue University Indianapolis)


Implementation Plan (timeline):

November 2018 - May 2019

Primary Contact and Additional Personnel:

Jenny Landsman and Amanda Dubois-Mwake

Supporting Attachments:

 Self Measure Survey (Adobe Acrobat Document)

Findings for Self-Report Measure - CMG

Summary of Findings:

Using a survey, based on the Civic-Minded Graduate (CMG) measure created by Indiana University-Purdue University Indianapolis, we focused on assessing if students that completed community service learning programs gained the knowledge, skills,

dispositions and behavioral intentions needed to increase student civic engagement. Students would demonstrate this by having a mean score of 3 or higher, out of 5, for each of the constructs. We also looked to see if there was a difference in scoring between students who completed service through our office versus those who did not. To determine this, we asked several questions that focused on the level of service completed. All figures can be found in the PDF Figures for Self-Report Survey.

As stated in the method section, for every construct a domain was established. For example, to assess knowledge we focused on volunteer opportunities, technical skills as well as contemporary social issues. At least two Likert scale statements were selected for each of the domains (see Figure 2a). The survey was distributed to students who had completed some form of service, in total 30 students completed the survey.

While all 30 students volunteered at different frequencies, from daily to yearly. From those who volunteered through our office, as seen in Figure 3a, 33.3% of students reported completing service at least once a month on campus. Overall through our office, 53.4% volunteered yearly, monthly or daily outside of campus and 73.3% volunteered on campus. The acceptable target was met as over 70% of program participants demonstrated the knowledge, skills, dispositions and behavioral intentions needed to increase student civic engagement. These students reported a mean of 3.9 or higher for each of the constructs (Figure 4a).

Starting with the knowledge construct, Figure 4a, students who completed service through our office on campus or of campus had a reported mean of 4.1. As seen in Figure 5a, within this construct the highest mean is

for the domain volunteer opportunities, 4.2. Students felt that volunteering through our office helped them learn a lot about service opportunities in the community. The lowest mean is for the domain contemporary issues, 3.9. Student did not feel as strong about being more aware of community and political issues. This area could be addressed with a more formal program that explores community issues and the current political environment.

For the skills construct, the mean was 4.2. Within this construct, the domains listening, and diversity had the highest mean, 4.2. Students reported being better listeners and being able to respond with more empathy, after completing the service programs. The domain consensus-building had the lowest mean, 4.1. This could be tied into the previous construct, with students needing to have a better understanding of community issues.

The disposition construct also had a mean of 4.2. This construct only had two domains, valuing community engagement had a mean of 4.3 and self-efficacy had a mean of 4. This means that students who completed the program felt the need and desire to be involved in their communities but lacked the self-confidence to execute a plan of action. This again could be tied into how community issues are discussed with the students. This can also be seen with the construct behavioral intentions which had a mean of 3.9. Again, students are motivated, but they do not quite know the actionable items that they can tackle on their own to help the community.

Comparing students who completed service through our office versus those who did not. Students who completed service through our office reported a higher mean for all

constructs. As seen in Figure 6a, there was at least a .6 difference between these two groups. This difference should be further explored through a more thorough analysis of the two groups. This could in turn help create a more concrete picture of the impact of service through our office.

Overall, completing service programs through our office helps increase student civic engagement, with the biggest impact seen in student's motivation to help others. However, an investment needs to be made in creating a more robust program that not only encourages service, but also encourages a better understanding of community and political issues along with actionable steps to help.

Results :

Acceptable Target Achievement: Met

Recommendations for
Future Action:

A workshop series that focuses on community and political issues can be added to the current service learning program. These workshops will not only explore the issues but help students establish concrete steps that they can complete on their own. To assess it a survey could be administered, but another way to determine its impact, would be by reviewing how many students complete service on their own. The higher the rate of the service, the bigger the impact.

Substantiating Evidence:

 Figures for Self-Report Survey (Adobe Acrobat Document)

Outcome: Civic Mindedness

Completing community service programs will support the development of civic-minded students.

▼ Measure: Reflective Writing and Rubric

Detailed Description of Plan:

Research shows that completing community service programs not only increases engagement but also develops civic-minded students. Civic-minded students have the "inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community." Focusing on its dimensions, civic-minded students:

- Have a civic identity (includes self-reflection on responsibility and personal commitment to service)
- Have an understanding how social issues are addressed in society
- Actively participate in society to address social issues
- Collaborate with others (includes diversity issues, interconnectedness, mutuality, and respect)

Using a modified Civic-Minded Graduate Narrative Prompt and Rubric (created by Indiana University-Purdue University Indianapolis) we will assess the degree at which students demonstrate each of these four dimensions. This will help us see if completing our community service programs is supporting their development as civic-minded students.

Acceptable / Ideal Target:

Acceptable Target: 70% of program participants will demonstrate that they are developing as civic-minded students.

Ideal Target: 80% of program participants will demonstrate that they are developing as civic-minded students.

Data and Resources:

Prompt Question and Rubric: Modified Civic-Minded Graduate Narrative Prompt and Rubric

(Created by Indiana University-Purdue University Indianapolis)


Implementation Plan
(timeline):

November 2018 - May 2019

Primary Contact and
Additional Personnel:

Jenny Landsman and Amanda Dubois-Mwake

Supporting Attachments:

 CMG Narrative Prompt (Adobe Acrobat Document)

 CMG Narrative Prompt Rubric.pdf (Adobe Acrobat Document)

Findings for Reflective Writing and Rubric

Summary of Findings:

The general idea of students being developed as civic-minded through community engagement, is that as students complete service programs they become more active and engaged in their communities. With this survey we focused on assessing the impact of our programs on this development.

To assess all of this, we used a narrative prompt and 5-point scoring rubric which helped us establish the degree at which students demonstrated their civic mindedness. The rubric focused on four dimensions of a civic-minded student as presented by Indiana University-Purdue University Indianapolis:

- Self-identity; Civic identity
- Understanding how social issues are addressed in society
- Actively participate in society to address social issues
- Collaboration with others across differences

For each topic a student could score 1-5 points for a maximum total score of 20 points. The acceptable target was to have the

average mean percentage be 70% or higher. All figures for this assessment can be found in the PDF Figures for Civic Mindedness.

An overall survey that included a narrative prompt was distributed to all students who completed service through our office. In total, we were able to get 13 substantial responses that the rubric could be used on. Based on their responses, we established that 100% of students at least volunteered yearly for events through our office. With 63% of students completing service weekly or monthly. It is worth noting that the student with the highest overall score, also volunteered monthly with an outside organization not associated with Lehman. This supports the idea that students may benefit from a robust service program that encourages students to expand beyond Lehman.

Overall, as seen in Figure 1 and 2, the acceptable target for this assessment was met as the average mean percentage was 70% with an average mean score of 3.48.

As seen in Figure 3, the average score for each topic was higher than 3. The dimension with the highest average score was Self-identity; Civic identity, with a score of 3.75. In their responses for this topic, students were able to discuss how their personal experiences drove their overall commitment to service. Reflecting on their work with the office, one student wrote “community of engagement office has built me [in] to a strong person. I have learned to speak for what's right and also help those in need...”

Another dimension worth noting, is collaboration with others across differences. Many students wrote about working with others and the value of diverse opinions. Students understood the importance of

listening to the perspective of others. One student wrote, “I have learned so much about how to learn to listen and accept opinions from people from variety of different backgrounds” and another wrote “my experiences through the Office of Community Engagement & New Student Program helped me to work with people coming from different backgrounds and cultures”.

On the other side, some of the students were not all able to give concrete examples on how they continue to support their local community. This may be in part because of the nature of the survey. In the future, the prompt should be divided into various topic, that are touched upon during different periods of the academic year. However, looking at what was submitted, student's responses show the positive impact of community engagement in their development as civic-minded students.


Results :

Acceptable Target Achievement: Met

Recommendations for Future Action:

Using these findings, each of the dimensions can become a topic to explore as part of a more robust community engagement program, that connects them to their overall academic career. The program would focus on establishing concrete ways that students can contribute to the development of their communities. As each of the dimensions is explored, students can be assessed on their understanding of the dimension and the impact in their lives.

Substantiating Evidence:

 Figures for Civic Mindedness (Adobe Acrobat Document)

Overall Reflection

No text specified

Last Modified: 08/31/2019 05:49:34 PM EST

Assessment Findings

Finding per Measure

Counseling Center Outcome Set 1

Goal 2 Intrapersonal Development

Students who attend counseling will be able improve emotional health and overall wellbeing so they can achieve their academic and personal goals.

Outcome: 2.1 Mental Health Symptom Reduction

The Counseling Center uses a psychometric test called the CCAPS-34 and CCAPS-62 to assess students' overall mental health. The CCAPS assesses for depression, social anxiety, general anxiety, hostility, eating concerns, substance use, academic distress, and family distress. This test is given before seeing the counselor and self-administered by the student.

▼ Measure: Counseling Center Assessment of Psychological Symptoms (CCAPS)

Detailed Description of Plan:

The Counseling Center Assessment of Psychological Symptoms (CCAPS) is a high-quality, multi-dimensional assessment instrument with strong psychometric properties and a balanced rational/empirical design that is highly relevant to clinical work in college counseling centers. The CCAPS instruments meet the clinical, research, and administrative needs of counseling centers while also contributing valuable information to the science of mental health in college students.

There are two CCAPS instruments:

CCAPS-62

It is a 62-item instrument with eight distinct subscales related to psychological symptoms and distress in college students, and incorporates a general Distress Index.

The eight CCAPS-62 subscales are:

1. Depression
2. Generalized Anxiety
3. Social Anxiety

4. Academic Distress
5. Eating Concerns
6. Family Distress
7. Hostility
8. Substance Use

CCAPS-34

It is a 34-item instrument with seven distinct subscales that are related to psychological symptoms and distress in college students, and incorporates the Distress Index. All items of the CCAPS-34 are present in CCAPS-62 under the same subscales.

CCAPS is self-administered instrument, completed by the student prior to meeting with the counselor. CCAPS assessment data will be collected and analyzed.

Detailed Description of Plan : The Counseling Center will administer the CCAPS to every student actively enrolled in counseling. The CCAPS instrument will be self-administered by the student prior to meeting with the counselors will be done before the student sees the counselor. The CCAPS instrument will be administered and completed prior to each subsequent counseling appointment until treatment concludes.

The Counselor will review CCAPS scores with their student during each appointment in order to verify/validate their entries and help the student identify and monitor their progress and generate counseling goals/objectives.

Data from the CCAPS will be analyzed to measure symptom reduction, treatment progress, as well as the efficacy of the use of the instrument with our student population (which is non-traditional).

Acceptable / Ideal Target:

N= 75; 75 clients/students will be selected at random; their CCAPS data will be analyzed.

Acceptable target: 40% of students will show

significant improvement in these areas.

Ideal target: 55% of students will show significant improvement in these areas.

Data and Resources:

CCAPS-34 and CCAPS 62

All intake and assessment paperwork

Titanium Scheduler

Costs are for Titanium, CCAPS and copying and will be approximately \$800-1000 for the academic year, but this is a normal part of the Counseling Center's administrative costs and budget.

Implementation Plan (timeline):

September 1, 2018 through May 1, 2019

Primary Contact and Additional Personnel:

Director of Counseling, Karen Smith-Moore,
LCSW-R

Counseling Center clinical and administrative staff.

Supporting Attachments:

 CCAPS 62 (Word Document (Open XML))

Findings for Counseling Center Assessment of Psychological Symptoms (CCAPS)

Summary of Findings:

The CCAPS National Comparison of Initial Distress report compares Lehman students to a national sample of 141,055 college students. All students receiving services between September 1, 2018 – May 1, 2019 are included in the CCAPS National Comparison of Initial Distress (see attachment). Lehman College students are consistent with the national average on six of the eight subscales. There were small variations on the family distress subscale (slightly higher than national average) and substance use subscale (slightly lower than national average).

In terms of suicidal ideation, Lehman college students had lower levels than the national average 23.2% vs 36.3%. Scores were fairly even for homicidal ideation or thoughts of

hurting others 13.8% (Lehman)

The CCAPS National Comparison- Pre-Post Change Report (attached) compares the Counseling Center's average change on the CCAPS' subscales for all students seen between September 1, 2018- May 1, 2019 who have completed at least 5 CCAPS to a national sample of 106 counseling centers representing 47,948 clients.

The two charts on the report are based on student's level of initial distress: the first chart captures students with moderate and/or elevated initial distress. The second chart depicts students with only elevated initial distress. The eight symptom subscales include: depression, generalized anxiety, social anxiety, academic distress, eating concerns, hostility, alcohol use and distress Index:

Based on the CCAPS National Comparison- Pre-Post Change Report it appears that Lehman students achieve significant change across the eight symptom subscales when compared to national averages. Change was more significant on the depression, academic distress and distress index subscales for students whose initial distress was elevated.

In addition to the data generated via National Comparison Reports, we also analyzed data from the CCAPS for Lehman students. The sample N= 75, was randomly selected from the total number of students who had at least four sessions at the Counseling Center from August 27, 2018 –May 17, 2019.

The sample compares baseline/initial and last visit scores across the eight symptom subscales.

The average number of visits were 11.5

Median visits= 9

Maximum visits= 32

Minimum visits= 5

There was improvement /symptom reduction in every category (see attached chart). We exceeded our acceptable target in all categories. We exceeded our ideal target of 55% of students showing improvement 6 of the 8 subscales

Of note: the percentage of improvement on the substance use category is significantly lower, as 41 out of the 75 students or 55% sampled included the lowest possible score for the subscale indicating no substance use over the course of treatment and therefore no improvement or change. Of the remaining 45% of students indicating substance use, 32 % showed improvement.

While 51% of students demonstrated improvement on the eating concerns subscale, a number of students did not indicate eating concerns during the early phase of treatment. Given that, some students may have had less time and opportunity to make improvement.


Results :


Acceptable Target Achievement: Met


Recommendations for Future Action:

The CCAPS is an essential and valuable tool for assessing and tracking symptom change and treatment gains/outcomes in students receiving ongoing services. The Counseling Center will continue to use the CCAPS to monitor initial distress, symptom reduction and treatment progress of students.

Substantiating Evidence:

 2018-2019 CCAPS National Comparison (Lehman College - The Counseling Center).pdf (Adobe Acrobat Document)

 2018-2019 CCAPS Symptom Change Data.docx (Word Document (Open XML))

 CCAPS National Comparison (Lehman College - The Counseling Center).pdf (Adobe Acrobat Document)

Outcome: 2.2 Improve Coping Skills

During the directed interview of the triage screening or personal counseling appointment, students will develop self-awareness to be able to identify coping skills. Coping skills are defined as behaviors that support optimal overall functioning.

▼ Measure: Coping Skills Assessment

Detailed Description of Plan:

During the directed interview of intake, assessment or personal counseling appointment, students will develop self-awareness to be able to identify coping skills. Coping skills are defined as behaviors that support optimal overall functioning. Coping skills are ways in which students learn to deal with various stressors. A mixed methods research approach combining quantitative and qualitative methods will be utilized to compile and analyze the data.

Students will meet with their counselor for sessions, during which the counselor will assess their coping skills. Counselors will work to enhance the student's use of skills and teach new coping skills at each session. These will be rated on a scale of "No use, some use, good use, mastery."

Acceptable / Ideal Target:

N= 75 (12% of student census of CC)

Acceptable target: By the end of treatment students will have "some use" of at least 2 coping skills.

Ideal target: By the end of treatment students will have "mastery" of 2 coping skills.

Data and Resources:

Titanium Scheduler system, data forms

Costs are for Titanium, CCAPS and copying and will be approximately \$500 for the academic year, but this is a normal part of the Counseling Center's administrative costs and budget.


Implementation Plan
(timeline):

Full academic year September 2018- May 1, 2019

Primary Contact and
Additional Personnel:

Karen Smith Moore, LCSW-R and counseling staff

Supporting Attachments:

 Coping Skills data form (Word Document (Open XML))

Findings for Coping Skills Assessment

Summary of Findings:

Counselors complete Coping Skills Assessments with all students receiving regular and ongoing individual personal counseling services.

We exceeded our anticipated N= 75. The N for this objective totaled at 216, almost tripling the sample size.

Coping skills were measured using the following scale:

Level of use of coping skills

No use 0

Little use 1

Some use 2

Good use 3

Mastery 4

We analyzed the data collected and learned the following :

- 533 coping skills were taught to 216 students
- 211 of 216 students began treatment with some existing coping skills. Which suggests a positive prognosis and treatment outcome since most students are beginning with some level of skill, which can be further developed, reinforced and refined over the course of treatment.
- At the outset of treatment, students

averaged a rating of 2 indicating students have existing coping skills which they have at least “some use” of.

- Over 90 percent of students were taught 2 or more coping skills (Table I)
- There were 29 copings skill options available to students.
- On Table II, Two Coping Skill Options (reading and watching TV/Netflix/youtube) were not employed as coping skills at all.
- Table III, lists the top ten coping skills taught which conversely indicates some of the predominate needs of our students, this data will inform further programming , outreach/educational activities and professional development .
- We exceeded the acceptable target by the end of treatment students will have some use of at least 2 coping skills. On Table IV, students managed to achieve “some use” of 42.7% and “good use” of 30.3% of all coping skills taught
- We did not achieve the ideal target, only 3.56% of all coping skills taught were mastered.
- Table V demonstrates that 28.3% went from no use →some use and an additional 14% went from no use →good use. demonstrating significant gain.

Results :

Recommendations for
Future Action:

Acceptable Target Achievement: Exceeded

We exceeded our acceptable target. and are pleased to report that 90% of all students were taught 2 or more coping and most students have achieved "some use" and "good use" of most coping skills taught (73% combined). Numerous factors impact students ability to develop mastery of coping skills: length of treatment, demographics, environmental factors, psychosocial factors , competing demands/needs, clinical acuity,

and skill level of counselor Ongoing professional development and supervision will support counselors ability to increase the number of students achieving mastery of coping skills.

Substantiating Evidence:

 2018-2019 Coping Skills Data (Adobe Acrobat Document)

Outcome: 2.3 Improve Mood, Behavior and Overall Functioning

On the Counseling Center intake paperwork, both initial contact paperwork "service request, and intake paperwork "SDS" students are ask how much their symptoms interfere with social, academic and emotional functioning. Students' responses to these questions will be evaluated throughout treatment to show students' improvement.

No measures specified

Overall Reflection

No text specified

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Assessment Findings

Finding per Measure

Graduation Rates

HRA Fellowship

With use of the Fellowship Program students will be provided with work experience allowing them to remain in compliance with HRA's work activity mandate while giving them the opportunity to build an invaluable work history making them fierce competitors in the world of work

Outcome: Mandated Work Hours

Students in this category are not given an option to participate. Similar to the Engagement policy students must participate in order to remain in compliance with HRA and continue to receive benefits. What we are seeing is that not all students are receptive to participating in the Fellowship Program due to their inability to manage both a work load and school load simultaneously. Often times students are not selected to work within sites that are aligned with their major.

▼ Measure: From FP to Employment

Detailed Description of Plan:

Information pertaining to students who have and/or are enrolled in the Fellowship Program is being put together to determine the percentage of students who have gained sustainable employment as a result of CUNY EDGE most importantly from participating in the Fellowship Program.

Acceptable / Ideal Target:

For this section we are looking solely at the population that is participating or has participated in the Fellowship Program.

Data and Resources:

To collect this data we will refer to CUNY EDGES Database Management System (DMS) which is being set up to collect, monitor and report program data as deemed important by HRA and CUNY Central.

Implementation Plan (timeline):

Implementation for this information has begun in the Spring of 2019.
Data will be monitored at least once a year since

Primary Contact and
Additional Personnel:

the Fellowship Program operates on a rolling basis. We are hoping with the collection of data we will be able to obtain accurate and concrete data. Data will be collected Bi-Weekly and analyzed at the end of each semester.

In order to obtain this information assistance from the CUNY EDGE Career Specialist, HRA, and CUNY Central will be necessary.

Findings for From FP to Employment

No Findings Added

Retention

Increase Staffing

To obtain an adequate staff:student ratio that is comparable to other CUNY EDGE campuses with similar enrollment numbers

Outcome: Increase in Students Served

Lehman's CUNY EDGE saw an increase in the number of students being referred to both it's CUNY EDGE program and its HRA Fellowship Program

▼ Measure: Returnees

Detailed Description of
Plan:

Monitor the number of students who remain enrolled and/or come back to CUNY EDGE each semester

Acceptable / Ideal Target:

All CUNY EDGE students who come in to have "School Letters" completed.

Data and Resources:

We will utilize our Database Management System which is monitored by CUNY Central and used to report information to HRA

Implementation Plan
(timeline):

Students will be counted every month based on the Submittal of School Letters. A final tally will be counted at the end of each semester once all data

Primary Contact and
Additional Personnel:

has been entered and analyzed.

All Lehman CUNY EDGE staff, HRA and CUNY
Central

Findings for Returnees

No Findings Added

FY '19 Engagement Policy

For many years COPE/CUNY EDGE students' hourly classroom attendance was reported by their professors. Instructors confirmed whether or not students attended courses. Despite CUNY EDGE's best efforts, less than 50% of instructors provided information at any given time.

In the Fall of 2018, CUNY EDGE began to use classroom attendance to verify that students were engaged in college rather than to account for every hour of participation.

CUNY EDGE is moving to a new model. HRA will now allow many different types of touchpoints to count as students' engagement requirement. This process will ensure that college engagement is verified consistently

Outcome: Engagement Success

Since the start of the Spring semester Lehman's CUNY EDGE has seen a rise in monthly engagement by approximately 25%

▼ Measure: Database Management System

Detailed Description of
Plan:

CUNY EDGE uses a database management system to track all students that are served within our office. Every time a student comes in to complete a "School Letter" for HRA they are inputted into the system and the system automatically begins to track them letting us know who has been at the office, what service they have received and who they received it from along with a brief description of what transpired (optional).

Acceptable / Ideal Target:

The target for this section are the students who come into the office for "School Letter" completions. For the Spring and beginning of the Summer semester CUNY EDGE completed a total of 413 "School Letters" Each month our target number changed depending on the total enrolled.

CUNY EDGE strived to touch every single student that walked through our doors continuously every month since we know that failure to engage could result in an interruption of benefits. For the month of January we started with 191 students and managed to engage just over 50% of the population. By the end of the semester we had completed over 700 "School Letters" for nearly 400 students and increased our engagement number to more than 70%

Data and Resources:

Data is collected and managed by CUNY Central through the DMS (Database Management System)

Implementation Plan (timeline):

Conversation about the new policy started in Fall 2018

Primary Contact and Additional Personnel:

No additional Personnel were put in place to manage this extra task. All CUNY EDGE staff are responsible for the input and management of data.

Findings for Database Management System

Summary of Findings:

It has been determined that the attendance rate being reported to HRA has gone up therefore resulting in less conciliations / sanctions to students.

Results :

Acceptable Target Achievement: Met

Recommendations for Future Action:

Going forward we will attempt to use the engagement policy as a tool to continue to educate students on HRA compliance as well as maintain and increase the retention rates.

Overall Reflection

The implementation of monthly check-ins (referred to as Engagement in the assessment) was extremely taxing on staff and students alike. In the past students' attendance was reported directly by professors with CUNY EDGE their to assist. Since attendance tracking this way was deemed unreliable and inconsistent the program took on the task of Engaging students directly simply doing what we were already doing. The twist was that students who did not check in (or remain engaged) would be negatively impacted by the Human Resources Administration (HRA). This could include suspension of car fare (which they need to get to class), suspension or reduction of cash and/or food allowance, and ultimately closure of their case.

With CUNY EDGE being on the frontline and often the first and only ones to really sit down with students we have been able to steer them away from having any negative infractions or assist them in what next steps to take if they found themselves in this predicament.

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LEHMAN COLLEGE ASSESSMENT REPORT

Semester: Spring 2019
Department: Library
Program: N/A

Date of Submission: 30 August 2019
Department Chair: Kenneth Schlesinger
Assessment Ambassador: Jennifer Poggiali

I. ASSESSMENT PLAN

In order to gather feedback from students on the Library's facilities, the Library's Public Services Group created a paper survey that was distributed in the building for two weeks in December 2017. The survey (see Appendix) asks students to identify their location in the Library, reasons for visiting that day, type of study (group or individual), and satisfaction with their choice of location.

They were also asked to rate the importance of ten library qualities frequently mentioned in the research literature, or that have come up as important in previous surveys. These qualities include: quiet, group work spaces, space for individual work, computer access, natural light, and seating types.

The primary goal of the Survey was to understand student use of library spaces, with the aim of rezoning the building's quiet and group work spaces to be more clear, effective, and suited to student needs. The committee hoped to gain a better understanding of which study environments were most important to students.

This assessment report will deal with the quantitative data from this survey. The data has not been statistically analyzed.

The specific research questions investigated in this report are as follows:

- Question 1: How do library users rate the importance of library quiet and group study areas?
- Question 2: Are library users utilizing spaces as designed, or is there a disconnect between environmental feature and usage (e.g., quiet space used for group work)?

II. BENCHMARKS

There is no benchmark for Question 1. The aim was to learn what Lehman library users value and need in library spaces. Those results do not need a point of comparison to be understood.

Question 2 aims to understand if students are using study spaces appropriately. Ideally, group work should only happen in group work areas. Therefore, one benchmark would be that all students (100%) who reported doing group work in the Library were located in a group work zone.

However, we should note that individual work can occur in both quiet and group areas. Many people enjoy activity and noise when they work alone, and thus might seek out group areas as a location for solo study. To set a benchmark for this aspect

of the question is arbitrary, but it may be safe to assume that most people require a quiet atmosphere to concentrate. It would be hoped that no more than 30% of students seeking quiet study would have located themselves in a group work area.

III. ASSESSMENT METHODS

As noted above, the method of assessment was a paper survey. The Survey was distributed in person to users of the Library only. A result of this distribution method is that the results reflect the experiences of only those students who used the Library during a two-week period in December 2017.

In order to reach as many library users as possible, the survey was distributed by hand at various times of the day and on various days of the week, including evenings and weekends. Blank copies were also left in locations throughout the Library. Return boxes were positioned at service desks and near library elevators. The surveys were color-coded to indicate the location at which they were distributed. This was intended to help determine where the students were working during their library visit.

During Spring 2019, a student worker compiled the quantitative results of the Survey into a Google spreadsheet. This work was checked for accuracy by library faculty member Jennifer Poggiali. The data was then downloaded to an Excel file and analyzed by Poggiali.

IV. RESULTS AND CONCLUSIONS

Question 1: How do library users rate the importance of library environmental features and qualities, including quiet and group study areas?

Survey respondents were asked to rate ten environmental factors as “Very Important,” “Important,” “Average,” “Less Important,” and “Not Important.” The factors this report considers are quiet, semi-quiet, space for group work, space for individual work, and group study rooms. The results are illustrated in Figure 1.

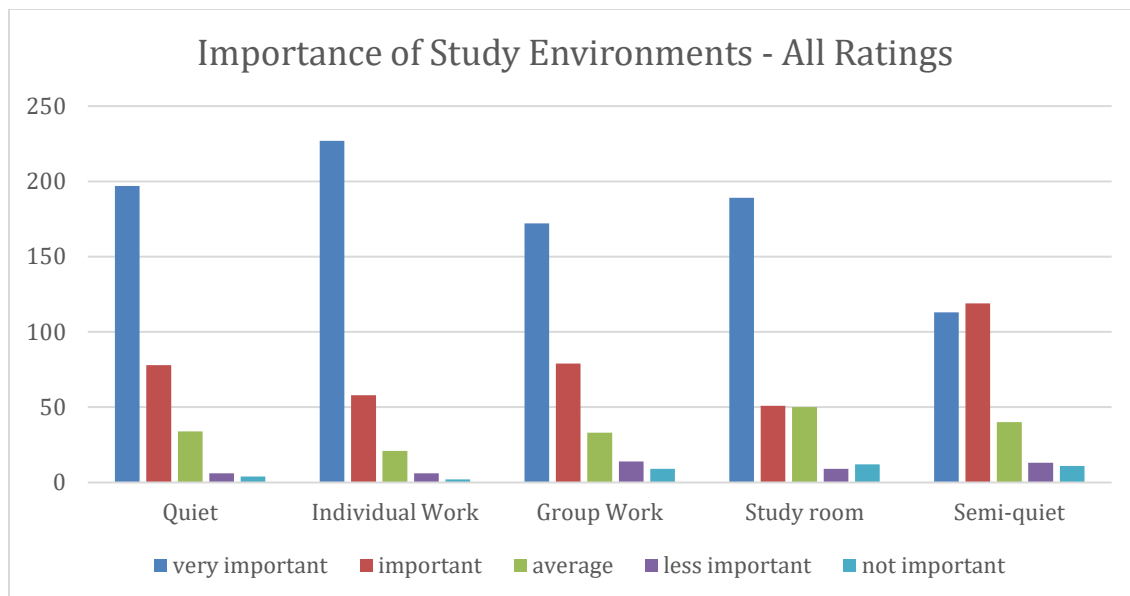


Figure 1

With the exception of semi-quiet study spaces, all other study environments were most frequently rated as very important. This confirmed what we suspected—that students using our Library need and expect spaces for quiet study and group work.

Acknowledging that both quiet and group work environments were very highly valued by respondents, there were some variations in responses. Quiet was rated as very important by 62% of respondents and space for individual work was very important to 72%. In comparison, space for group work was rated very important by 56% of respondents and group study rooms by 60%. This suggests that while both group and quiet spaces are highly valued, quiet is especially crucial. Combining very important and important into one metric, and less important and not important into another metric, continues this pattern (Figure 2). Quiet spaces and space for individual work are rated as important more frequently than spaces for group work and study rooms.

Again, the most notable result here is that both quiet and group spaces are vital to library users. The fact that quiet and individual work was rated as slightly more important may reflect the difficulty students have in finding quiet places to study outside of the Library. Group work may be performed in a coffee shop, a living room, a subway car, etc. For urban, commuter students, quiet may be at a greater premium and therefore more valuable to a library setting. On the other hand, the Survey was distributed at a high-stress time of the semester—in the weeks after Thanksgiving, which are generally times when exams and final papers come due. At that time of the year, quiet may have seemed especially crucial to stressed-out students.

Whatever the case, the results clearly indicate that the Library must maintain quiet environments for individual study *as well as* appropriate environments for group work.

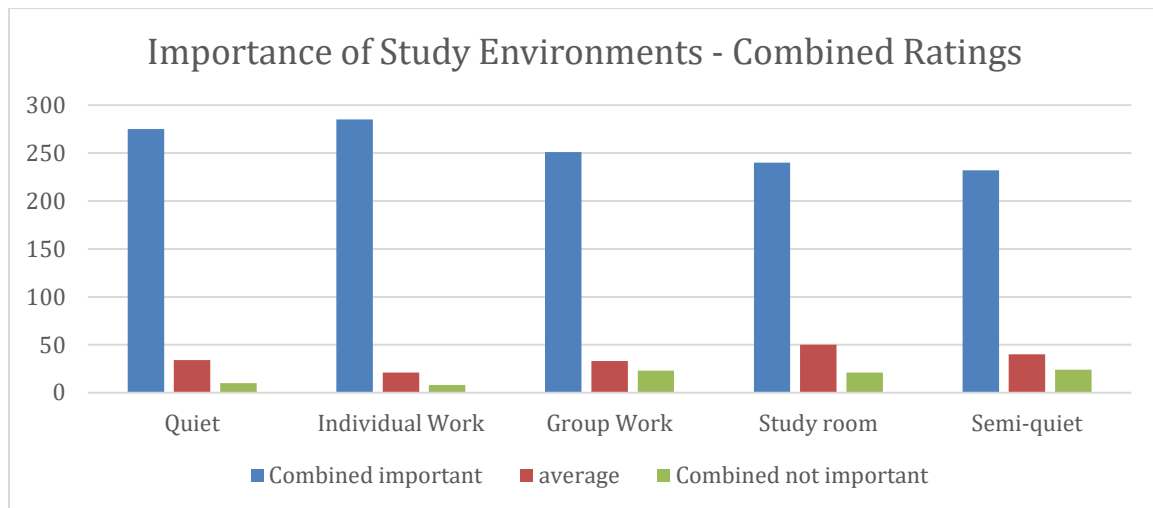


Figure 2

Question 2: Are library users utilizing spaces as designed, or is there a disconnect between environmental feature and usage (e.g., quiet space used for group work)?

To determine whether library users are utilizing spaces as designed, responses to the questions, “Where were you seated today?” and “Did you work alone or in a group,” were compared. If students were using the spaces as designed, one would expect individual study to be performed in the basement, second, and third floors, while group study would be only on the first floor and in the Group Study R\rooms located on the third floor.

To address this question, the Survey responses had to be filtered as follows. First, some students gave two responses to the questions, “Where were you seated today?” and/or “Did you work alone or in a group?” Because of the ambiguity multiple responses created, these surveys were removed from the data. Next, responses were filtered to eliminate those that gave no response to either of those same questions. Finally, to compile the data for the third floor, all responses believed to be related to the third floor study rooms (based on the color-coding of the surveys) were temporarily removed from consideration, so the third floor numbers could be compiled.

Determining the number of students using the Group Study Rooms was a different process. As noted above, the surveys were color-coded by the location in which they were distributed. In theory, this would mean that all green surveys were completed by individuals who worked in a Group Study Room. In reality, the data show that some green surveys were completed by students working in other areas of the Library. To compile the data on the Group Study Rooms, all green surveys were

filtered from the complete data. Then, those were further filtered to eliminate any survey that reported working anywhere but the third floor. The resulting 24 surveys are assumed to have been completed by individuals in Group Study Rooms.

Once the data was filtered, it was analyzed to reveal how many students reported working alone or in a group on the various floors of the Library. The results are displayed in Table 1.

	1st floor	2nd floor	3rd floor	Study Rooms	Basement	Total
Alone	45 (71.4%)	62 (65.3%)	34 (79%)	0 (0%)	51 (83.6%)	192 (73.3%)
Group	18 (28.6%)	33 (34.7%)	9 (20.9%)	24 (100%)	10 (16.4%)	94 (26.7%)
Total	63	95	43	24	61	286

Table 1

Reviewing these numbers is revealing. First of all, many more students reported using the Library for solo work than for group work. Again, this may be related to the time of the semester during which the Survey was distributed, but it is nevertheless interesting. The Library may want to maintain a larger footprint for quiet and solo spaces compared to those for group work.

In terms of space usage, the first floor—a designated group study space—was used much more frequently for individual study (71.4%) than for group work (28.6%). This is very far from our benchmark, which aimed to see only 30% of students in a group space using it for quiet study. This space is clearly not functioning as intended.

The second floor was even worse. That space is intended for quiet study, but over a third of those working in that space reported studying in a group. The basement and third floors, also quiet areas, fared better in this regard with the basement in closest compliance at only 16.4% group study. Neither was close to our benchmark, which aimed to see no group work occurring in quiet spaces.

These numbers would suggest that this is a very noisy library, but anecdotal observations do not jibe with this level of non-compliance. It's rarely raucous or terribly disruptive. It could be that some of the students who reported studying in a group were not actually working together on a shared project; they may have been seated together but working independently.

This question could be clarified in a future survey. For now, it is clear enough that, with the exception of the Group Study Rooms, all other designated study spaces are not functioning as designed.

V. REVIEW – DISSEMINATION OF RESULTS

This study was initiated by the Public Services Committee to gather evidence for the rezoning of the Library's quiet and group study areas. Therefore, the results will first be disseminated to the committee for review and comment. They will likely then be summarized for the full library faculty and presented as part of a rezoning proposal.

VI. USING RESULTS FOR IMPROVEMENT

As noted above, the Public Services Group will use these results to rezone the Library's quiet and group study areas. This will be the future work of a committee, but this report can make a reasonable projection of what the committee will determine.

First, students expressed a need for both quiet and group work areas. When all library spaces are renovated and reopened, current zoning would provide group study only on the first floor and in the third floor study rooms. The committee may determine that this is not enough. They may designate an additional space for group work.

Quiet study is very important to Lehman students and many users come to the Library to do independent work. Our Quiet Zones should be large enough to meet this need, clearly defined, and truly quiet. Again, once all library spaces reopen, the committee may suggest assigning a well-defined space for "silent" study, and several others for quiet.

Since students are using the wrong zones for their quiet and group work, spaces must be clearly identified and delineated. Signage will likely be added, especially in transitional areas around the Library, such as the foyers outside of elevators, the top of stairs, and doorways and other entrances. Maps that mark each zone could be made available both as large-format signs and as small handouts available upon entry and at major service points.

VII. IMPLEMENTING CHANGE

Changes could be implemented at major milestones during the renovation. When the first floor reopens in October 2019, this would be a good time to clearly define that space as being for group study. Since the basement will then be closed—along with its quiet study room—either all or a portion of the second and third floors could be maintained as quiet spaces and clearly identified as such with signs and maps.

After the basement reopens in 2020, a complete rethinking of the spaces will be in order. A truly silent study space could then be designated. An additional group space could also be identified at that time to accommodate those who wish to work in a group, but cannot find space on the first floor (which will likely be quite popular).

VIII. CLOSING THE LOOP

Once the space is reallocated for group and individual study, another study will be in order to determine how well the newly-designated spaces are functioning. This might take the form of a qualitative study—perhaps observing student use of spaces—or another survey could be distributed. In any case, providing the spaces students need is part of the ongoing work of an academic library and should always be considered a work-in-progress.

Assessment Findings

Finding per Measure

Registrar Outcome Set

Goal 2

Implement new technologies that will automate paper based processes that will improve student services and outcomes throughout Lehman College

Outcome: Increase usage of our automated iDeclare system

iDeclare is our automated declaration of academic plan/sub plan form. Fall 2016 was the go live term for iDeclare. Using fall 2016 and spring 2017 as the baseline we want to see if iDeclare usage has increased.

▼ **Measure:** New Technologies replacing our paper based processes

Detailed Description of Plan:	Increase usage of our automated iDeclare system (iDeclare is our automated declaration of academic plan/sub plan form. To implement Phase 2 (for second degree students to use iDeclare) and Phase 3 (graduate students to use iDeclare) . We will meet with IT to work on the implementation.
Acceptable / Ideal Target:	A 10% increase of usage since the first term of launch(fall 2016). The new implementation of phases 2 and 3.
Data and Resources:	CUNYfirst data and IT reports
Implementation Plan (timeline):	There are future enhancements coming for iDeclare(2nd degree students and Graduate students)At the end of Fall 2017 term we will do a fall to fall comparison and at the end of spring 2018 will will provide a spring to spring comparison.
Primary Contact and Additional Personnel:	John Lucente,Milagros Gonzalez-Gallardo, Rudranauth Tulsiram

Findings for New Technologies replacing our paper based

processes

Summary of Findings:

We are no longer accepting paper declaration of major forms, all undergraduates are now using the automated system. In the spring 2019 we implemented phase 2 of iDeclare to include the undergraduate 2nd degree students, declaring more than one major and declaring more than one minor are now available through iDeclare

Results :

Acceptable Target Achievement: Met

Recommendations for Future Action:

We will attempt to implement phase 3 of iDeclare to include all graduate matriculated students and adding enhancements so that students are able to (Re-declare) their current major if requirements have changed. This enhancement will ensure that the new policy passed through governance is adhered to.

Goal 3

To improve graduation procedures

Outcome: improve graduation procedures

Increase student outreach outcomes. Support the college's 90x30 effort to increase graduation rates.



Measure: Excelsior

Detailed Description of Plan:

The Excelsior Scholarship program will provide more than 940,000 eligible families and individuals the opportunity to attend college tuition free at CUNY schools. Tuition-free college will begin

immediately for students whose families make up to \$100,000 annually and extend to those making \$125,000 annually by 2019.

The credit accumulation requirement for the Excelsior Scholarship is measured starting from the first semester you began college. You must continue to meet the 30 credits per year completion requirement to receive the scholarship in subsequent years. A baccalaureate degree student will be expected to accumulate 120 degree credits in 8 semesters.

Acceptable / Ideal Target: 10% increase in the number applicants approved from 2017-2018 academic year

Data and Resources: Higher Education Services Corporation (HESC) and CUNYfirst

Implementation Plan (timeline):

Primary Contact and Additional Personnel:

Findings for Excelsior

Summary of Findings: The total number of Excelsior approved applicants for the year 2017-2018 was 689. The total number of approved applicants for the year 2018-2019 is 1,028. A 33% increase.

Results : Acceptable Target Achievement: Exceeded

Recommendations for Future Action:

Outcome: Excelsior eligibility increased by more than 10%.

No measures specified

Goal 4
Evaluate Classroom Space and Utilization


Outcome: Evaluate room space


We will be looking at the enrollment capacity and the room capacity to see which classrooms are under-utilized or over-utilized.

▼ **Measure:** Classroom Space and Utilization

Detailed Description of Plan:	Compare classroom capacity size to the number of actually students enrolled in an attempt to see which classrooms are under -utilized and which classrooms are over-utilized. This is essential as the college enrollment continues to grow.
Acceptable / Ideal Target:	We will be creating a baseline for the fall 2017 and spring 2018 to find classrooms that are under and over utilized.
Data and Resources:	Collaborate with institutional research and Informational technology.
Implementation Plan (timeline):	the end of the spring 2018 term.
Primary Contact and Additional Personnel:	John Lucente, Rudranauth Tulsiram, Milagros Gonzalez-Gallardo

Supporting Attachments:

 classroom_utilization v2.1.pptx (PowerPoint Presentation (Open XML))

 Excelsior_Spreadsheet_83018.xlsx (Excel Workbook (Open XML))

Findings for Classroom Space and Utilization

Summary of Findings:	Due to new University rooming software implementation for the 2019-2020, this is an on going assessment.
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Results :

Acceptable Target Achievement: Not Met

Recommendations for
Future Action:

Overall Reflection

No text specified

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Assessment Findings

Finding per Measure

New SEEK Outcome Set

Goal 1
Enhance Student Success

Outcome: Objective 1.1 - Student Retention

Increase the retention of SEEK students

▼ Measure: Self-Regulation: Time Management

Detailed Description of
Plan:

Time management is an important factor that affects the performance outcome of students during their first year of college. In the last three years, the SEEK Program at Lehman college has administered the 3rd edition of the Learning and Study Strategy Inventory (LASSI) to incoming first year students. Time management has been identified in the LASSI results as one of the skills that needs to be looked at by the SEEK Program at Lehman College that may interfere in the students' academic performance and progress in their first year of college.

For this reason, the SEEK Program plan to assist students from cohort 2018 to make significant improvements on the strategies that they implement to manage their time. The average percentile scores for time management (TMT) in the last three cohorts are follow:

	June (TMT %)	December (TMT %)	
Cohort 2016	49.11	52.39	Sign. <.05
Cohort 2017	48.42	49.76	No Significant
Cohort 2018	47.05	???	

Acceptable / Ideal Target:	Our goal is to increase the time management percentile score of LASSI by at least three percentile points for a pilot group of students from cohort 2018. We expect an increase from 47.05 percentile to at least 50.05 percentile in the Time Management scale of LASSI.
Data and Resources:	LASSI assessment SPSS
Implementation Plan (timeline):	<p>1. June 2018: Administer the Pre-LASSI Assessment to incoming first year students</p> <p>2. Mid-October: Identify a pilot group of students from cohort 2018 who will complete a Self-Monitoring Time Management Workshop. Additionally, students will receive a presentation from high performing upper class students who have demonstrated effective use of time management skills during their tenure at Lehman.</p> <p>3. December 2018: Administer Post-LASSI Assessment</p>
Primary Contact and Additional Personnel:	Pedro Luna, Walter Valero, Lisa Jones, Diane Dellacorte

Findings for Self-Regulation: Time Management

Summary of Findings:	<p>The results from this assessment show that students from cohort 2018 significantly improve their time management skills. For example, the control group increased their time management skills by 3.81% and the pilot group by 6.66%.</p> <p>After analyzing the data from this assessment plan, we learned the following:</p> <ol style="list-style-type: none"> 1. With interventions, students can improve their time management skills 2. Different levels of interventions resulted in significantly higher outcomes in time management skills
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3. There seems to be a positive correlation between time management skills and retention. In short, the higher the percentile gain of time management scale of the LASSI assessment, the greater is the retention..


Results :


Acceptable Target Achievement: Exceeded


Recommendations for Future Action:

In summary, from this assessment, we learned that in addition to teaching the dedicated unit on time management in the SEEK FYI Seminar, adding a five-week, self-regulatory exercise, such as the Time Management Challenge and Support Group, may result in higher-level of time management skills development among first-year students. At this pilot stage, there appears to be a positive correlation between time management skill development and retention. Therefore, it is proposed to implement additional levels of interventions related to time management skills development with future cohorts.

Substantiating Evidence:

 Pre and Post LASSI for Cohort 2018 (Microsoft Excel)

 Retention Data for Cohort 2016, 2017 and 2018 (Excel Workbook (Open XML))

 SEEK Assessment Plan For 2018-2019 Academic Year (Word Document (Open XML))

Overall Reflection

We learned from this assessment that as we focus on improving student time management skills, other areas of LASSI improve as well, including Selecting Main Idea, Self-Testing, Information Processing and Test Strategies.

Ranking of LASSI.....Gains from Pre-Post

Selecting Main Idea (SMI).....9.03

Self-Testing (SFT) 8.14

Information Processing (INP)..... 8.07

Test Strategies (TST).....7.85

Time Management (TMT).....4.82

Anxiety (ANX)..... 4.16

MOT (MOT)4.09

Concentration (CON).....3.62

Use of Academic Resources (SMI) 3.15

Attitude (ATT).....0.03

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Assessment Findings

Finding per Measure

Reflections on the Experiences of UMLP Students within the UMLP Circle of Support Mentorship Program

Reflections on the Experiences of UMLP Freshmen

Outcome: Reflections on the Experiences of UMLP Peer Mentees

- ▼ **Measure:** Academic Performance of UMLP 100 Freshmen Mentees & Peer Mentors

Detailed Description of Plan:

UMLP Peer Mentees once assigned a UMLP Peer Mentor, develop an academic plan with their Mentor and the UMLP Academic Intervention and Success Coordinator to improve GPA's, written communication, study-buddy habits, consistent meetings with UMLP AIS Coordinator and through their involvement within the UMLP Circle of Support Mentorship and AIS Coordinator.

The development of written communication and study groups are important skill sets for student leaders, and are especially critical in retention and graduation.

UMLP Peer Mentees and Mentors will be provided pre-surveys, post surveys or reflection papers, and indicate those academic and supportive services utilized by UMLP Peer Mentees, as a result of the UMLP Peer Mentor relationship, direct and referral services.

The UMLP AIS and Mentorship Coordinator will continue to utilize the Peer Mentor/Mentee Survey

(Adobe Acrobat Document) to measure and work closely with the Office of Planning and Assessment to develop other rubric systems to measure the outcomes of UMLP First Year LEH 100 students and UMLP Paid Mentors. The UMLP Student Success Peer Mentoring program focuses on students supporting students.

Student Success Mentors assist First Year Students by:

- Enhancing the academic success of the mentee
- Encouraging positive self-discovery through campus involvement
- Assisting mentees by helping them navigate appropriate college support services
- Increasing cohort community through programs and activities

Also, the UMLP Paid Mentors are required to attend an initial training designed by the CUNY Black Male Initiative and ongoing training and workshops sessions in the fall and spring semester. These training sessions will provide potential importance of mentoring and required mentorship commitment; the dynamics within successful mentoring relationships; and discuss Proven/research-based techniques in mentoring Black and Latino males and females to achieve academic success and develop their leadership skills. Also, each proposed UMLP Student Peer Mentor must complete a pretest survey on their knowledge base of mentoring relationships.

Acceptable / Ideal Target:

Acceptable: Target: 65 % of UMLP Peer Mentees/Mentors will demonstrate improved GPA's, written communication, study-buddy habits, consistent meetings with UMLP AIS Coordinator and through their involvement within the UMLP Circle of Support Mentorship and AIS Coordinator.

UMLP Peer Mentor relationship and referral to supportive academic and student support services.

Data and Resources:

The Urban Male Leadership Program will work with the Division of Student Affairs, Division of Information Technology and the Office of Institutional Research, Planning and Assessment.

Implementation Plan
(timeline):

The Office of Institutional Research, Planning and Assessment has been especially important for guidance and development of pre-surveys, mid-term and final grade report surveys. UMLP staff will continue to request CUNY First Queries on all Mentees/Mentors during each semester to monitor and track their academic performance.

The identified time frame to collect data is during the fall 2018 and spring 2019 academic semesters. The designated mentoring relationships of UMLP Peer Mentors and UMLP Peer Mentees have been established and tracking will be throughout the yearly UMLP Mentor and UMLP Mentee pairings. Peer Mentees, to chart the progress of the mentoring and academic relationship. The UMLP Circle of Support Mentorship and AIS Coordinator will continue to monitor and make necessary recommendations to UMLP administrators throughout the academic semesters.

Each proposed UMLP Peer Mentee must complete a pre-test survey on their knowledge base of Mentoring relationships and academic involvement with the UMLP AIS Coordinator. Prior to the end of the academic year, UMLP Peer Mentees with successful experiences may consider transitioning into becoming UMLP Peer Mentors. Those outstanding, eligible UMLP Mentees will have an opportunity to participate in experiential learning opportunities, as paid UMLP Peer Mentors in the UMLP.

Acceptable / Ideal Target: Acceptable Target: 65 % of UMLP Peer Mentees within the UMLP Circle of Support Mentorship and AIS Program will indicate their benefit from successful exposure to the UMLP Circle of Support Mentorship and AIS Program, through their UMLP Peer Mentor.

UMLP Peer Mentees are selected based on enrolling in the UMLP LEH 100 Freshmen seminar class, enrolling into the UMLP and completion of a UMLP Circle of Support Mentorship Application.

These UMLP Peer Mentees have been matched with UMLP Peer Mentors for the 2018-2019 academic year.

Supporting Attachments:

UMLP Students will develop greater self-confidence, improved academic success, enhance their leadership skills and become aware or actively engaged in campus and community activities.

Outcome:

UMLP Students will increase the retention and graduation rates of African American and Latino Males and Females within the program.

Primary Contact and
Additional Personnel:

UMLP Circle of Support Mentorship Coordinator,
UMLP Assistant Director and UMLP Director

Findings for Academic Performance of UMLP 100 Freshmen
Mentees & Peer Mentors

Summary of Findings:

The UMLP Peer to Peer Mentors/Mentees consistently demonstrated their commitment to strengthening their Peer Mentoring relationships throughout this Assessment cycle by participating in monthly workshops and trainings provided by the UMLP Circle of Support Mentorship Coordinator and the CUNY Black Male Initiative Culturally Component Peer to Peer Mentorship Program. There were a total number of forty-five (45) participants measured for Academic Performance based upon Mentor/Mentee relationships. The mentors and mentees met in person at least twice per month and communicate by phone or e-mail at least once per week to discuss academic issues and progress, developed consistent Study-Buddy relationships, to increase their mid-term and final exam averages along with student check-in cluster meetings with the UMLP Mentorship and Academic Intervention and Success

Coordinator. All mentees and mentors participated together at UMLP Distinguished Speakers Series, UMLP Mentorship and Academic Workshops, the CUNY BMI Conference and other UMLP sponsored events. These events were free of charge and serve to build greater rapport and exposure to their mentoring relationships.

UMLP Mentorship Coordinator continuously communicated with the paid mentors and mentees, through group meetings, individual consultations, telephone, email and text messaging. The UMLP Mentorship Coordinator developed an open dialogue with the mentors and mentees to share constructive feedback, in an effort to effectively assist them throughout the mentor-mentee relationship. The students mentioned their appreciation to staff presenting them the opportunity after every workshop to communicate feedback and suggestions for future workshops. Students enjoyed the Mentorship and Academic Intervention one on one services. Students expressed the one-on-one sessions allowed them to share confidential issues and receive other campus resources related to their individual matters. Students also expressed appreciation for the welcoming and inspiring environment developed by the UMLP Ambassadors and staff. They mentioned a desire to visit, study and engage with the program because of the study buddy relationship, brotherhood and sisterhood atmosphere, and consistent professionalism provided by the UMLP staff.

The UMLP Mentorship Coordinator administered the Clifton Strengths for Students talent assessment, which is based on decades of research by Don Clifton and the Gallup, to the UMLP LEH 100 cohort. After completion of this assessment, students identified their top five natural talents and with additional support and

guidance from the UMLP Mentorship and Academic Intervention and Success Coordinators and their Peer Mentors, students are continuously developing these talents into strengths for academic success. The UMLP Mentorship and Academic Success Coordinators, and Peer Mentors utilized the assessment results to help mentees better align themselves with job and internship opportunities , academic support services from Academic Center for Excellence (A.C.E) and the Math Learning Center.

Furthermore, The UMLP and the Department of Social Work partnered to offer UMLP students an Experiential learning course entitled Social Work 250. This Experiential learning course gave UMLP students an opportunity to apply what they have learned about local government and housing policies in the classroom to serve the local Bronx community. This course utilized traditional classroom instruction and a 15 week internship opportunity with the local non-profit Neighborhood Benches. Fourteen (14) UMLP mentees participated in the Social Work 250 Experiential Learning Course.

In Conclusion, all the factors listed above have contributed to the overall GPA Increase of students engaged in the Mentorship program. The UMLP Mentorship Coordinator worked closely with the Academic and Intervention and Success Coordinator to provide continuous academic support and intervention for Mentoring participants. During this assessment period of 2018-2019, twelve (12) students or 27% of the students engaged in the Peer to Peer mentoring program have increased their overall cumulative GPAs. In the Spring of 2019, there was one (1) UMLP Circle of Support Student on the President's List (GPA 3.9-4.0), six (6) students on the Dean's list (3.5-3.89) and five (5) students with GPAs ranging from 3.0-3.49. Currently

there is one (1) student with a GPA of 1.94. This student is working closely with the Academic Intervention and Success Coordinator to improve his overall cumulative GPA.

Results :

Acceptable Target Achievement: Met

Recommendations for Future Action:

The UMLP Mentorship Coordinator and the UM.P Assistant Director will explore hosting and identifying additional mentorship workshops and research models proven to enhance (College Readiness, Achievement & Retention) for the UMLP Peer to Peer Mentorship Program participants.

Substantiating Evidence:

 2018-19 UMLP MENTORSHIP SURVEY (Word Document (Open XML))

Outcome: Reflections on the Experiences of UMLP Peer Mentors

No measures specified

UMLP Students will learn leadership development principles and receive experiential learning opportunities

UMLP Students will learn leadership development principles and receive experiential learning opportunities

Outcome: UMLP Students will increase the enrollment of African American and Latino Males into College

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No measures specified

Outcome: The Urban Male Leadership Program seeks to enhance Experiential Learning Opportunities with an Academic Department

No measures specified

Overall Reflection

The overall reflection of this assessment cycle allowed UMLP Ambassadors to take on the role of Peer Mentors and serve as mentors for incoming freshman (especially the UMLP LEH 100 cohort). The UMLP Mentorship Coordinator provided ongoing workshops for the Mentors/Mentees. The Mentorship Coordinator monitored and tracked mentorship relationship on a consistent basis. Overall, the UMLP Mentors/Mentees Academic Success contributed from the Circle of Support Mentorship Program incorporation of several different styles of mentoring. CSM utilized the traditional face-to-face mentoring as well as 'e-mentoring' (emails), tele-mentoring (phone calls and text messaging), as well as group mentoring. Students participated in all of the different styles to build and strengthen relationship. Furthermore, the UMLP Leaders of Tomorrow Leadership Three-Day Retreat provided the Mentors/Mentees workshops and teambuilding to Enhance their Academic & Leadership Skills'. This retreat was attended by eighteen (18) UMLP students, three (3) UMLP staff, and two (2) guest facilitators. The UMLP Leaders of Tomorrow Leadership Retreat was held at Edith Macy Conference Center in Briarcliff Manor, New York. The retreat workshops included: an Identity Formation Workshop entitled 'Turn My Swag On: Identity and Academic Success, Mentoring Workshop entitled 'Today is the Day! How my actions today affect Tomorrow' as well as a Personal Development Workshop titled 'Using Failure to Direct Future Success. Our last workshop held on Sunday was Triple A: Attaining Academic Achievement. Our UMLP student ambassadors and staff also participated in a dynamic team building exercise by the Drum Caf' to enhance communication, trust and leadership among the retreat participants throughout the weekend. The activity facilitated teambuilding from a multicultural perspective and identified the importance of diversity, based on ethnicity and thought. UMLP students and staff even engaged in morning exercise before breakfast.

The UMLP hosts training workshops for all Circle of Support participants to help foster a critical bond between mentors and their students. The Circle of Support Mentorship Program provided ongoing training and support to all participants in the following areas:

- ' Talent and Strength Assessment
- ' Benefits of Critical Thinking
- ' Peer Mentoring
- ' Positive Self Esteem
- ' Managing Family Dynamics
- ' Employability/Soft Skills ' Planning for Career Education
- ' Personal and Career Development
- ' Career-Academic Value Systems

- ' Developing Strategic Relationships
- ' Health and Fitness
- ' Balancing Work and Academic

Finally, the overall reflection of meeting the criteria for this assessment cycle was providing the the UMLP Freshman Seminar participants with the strength assessment resource Clifton Strengths for Students published by Gallup. The assessment is designed to measure what Gallup calls 'themes of talent' which after discover a student will continue to develop these talents into strengths. Upon completion, the students are given their top five themes of talent as a starting point to begin their journey of self -awareness. These strengths once identified and applied have shown to impact the quality of the students' academic and personal lives. According to Gallup, this impact on their lives can be tracked all the way to job engagement after graduation. The one hundred and twenty (120) questionnaire assessment was conducted by the UMLP Circle of Support Mentorship Coordinator. The results of the assessment has been viewed, collected, and filed by the UMLP staff with plans to link each student's results to other scholastic and extra-curricular opportunities on the campus and beyond. This Freshmen Seminar cohort was the first group of students whose performance inside and outside of the classroom was tracked in relation to their completion of the Clifton Strengths assessment.

Last Modified: 06/21/2019 09:46:34 AM EDT

Assessment Findings

Finding per Measure

Wellness Education & Promotion Program Outcome Set

Goal 1: Build individual and community capacity

To empower students with the tools to live a healthy and balanced lifestyle both during their academic career and in preparation for life after college.

Outcome: 1.4. Preventative education and services

Provide harm reduction education and services to students

- ▼ **Measure:** Focus group Discussion on Alcohol and Drug Use among Lehman College Students

Detailed Description of Plan:

In 2017, CUNY Lehman College received a grant from the New York State Office of Alcoholism and Substance Abuse Services (OASAS) to address the growing issues of alcohol and substance abuse among college aged youth in college campus communities in New York State. OASAS is the single State agency that is responsible for planning, developing, and regulating one of the largest addiction service systems in the US. This includes prevention, treatment and recovery services. Utilizing the Strategic Prevention Framework (SPF) from the Substance Abuse and Mental Health Services Administration (SAMHSA), the Lehman College Wellness Education and Health Promotion Program aims to conduct focus groups with students aged 18-24 years in order to better understand the perceptions of alcohol use and marijuana use on campus.

Research has shown that alcohol is still one of the most widely abused drug on college campuses with more than 80 percent of students reporting alcohol

use and almost half reporting binge drinking in the past 2 weeks. Students who binge drink are more likely to experience negative, and even potentially life-threatening consequences, than those who do not. These include poorer academic performance, accidents that cause serious injury, assaults and illegal activities such as drunk driving and vandalism.¹

Prescription drug misuse, a precursor to opioid misuse and abuse, is also an issue on college campuses. Research has shown that among people 18-22 years old, full time college students are twice as likely to use a stimulant for nonmedical reasons compared to those who are not in college or those who are part-time students.²

Information gained from focus groups will be utilized to plan and implement prevention activities throughout the academic year. Additionally, information acquired from focus groups will be shared with necessary campus constituents which include the vice president of student affairs, dean of students, counseling center staff, health center staff and students in the greater college community.

Acceptable / Ideal Target:

Sample size, n=40

Data and Resources:

Participants

All participants will be recruited from the Lehman College student body via email and in person outreach. Participants will be male and female students aged 18-24, currently enrolled in a degree granting program at Lehman College for the fall 2018 semester.

Procedures

Focus groups will meet four times during the fall in the Wellness Center located in the Old Gym room 007. Each focus group will comprise of a maximum 10 student participants, 1 moderator who is a full time staff member in the Wellness Education and Health Promotion office, and 1 note taker. Each session will be 2 hours in length and will be recorded for transcription at a later date. Students will be offered various items including roundtrip

Metrocard, water bottle or tumbler as compensation for participation.

All focus group sessions will be transcribed and analyzed utilizing software such as Atlas.ti or NVivo. Data will be analyzed for patterns and to identify important trends in alcohol consumption and marijuana usage. Sources for obtaining each substance will also be examined and highlighted as an area of interest.


Implementation Plan
(timeline):

September 2018: IRB Submission
October 2018: Recruitment
October 2018: Focus Group Discussions to be held
November-December 2018: Focus Group Discussions transcribed
January-February 2018: Focus Groups Discussions Analysis

Primary Contact and
Additional Personnel:

Dugeidy Ortiz
Ashmini Hiralall

Supporting Attachments:

 Focus Group Proposal (Word Document (Open XML))

Findings for Focus group Discussion on Alcohol and Drug Use
among Lehman College Students

Summary of
Findings:

Summary of Findings:

For the 2018-2019 academic Year, we proposed conducting focus groups with students to gather social norms around drinking behaviors among Lehman College students.

We held 6 focus group sessions during the 2018-2019 Academic year. Of those only 2 were somewhat well attended. Since we did not achieve the needed sample size, we shifted our project to look at the Campus AOD Policy and student's knowledge of the policy.

We created a short survey asking students:

- Age
- Gender
- Class year
- To their knowledge do they know if students drink on campus?

- How often do students drink on campus?
 - Do they know that Lehman has an AOD Policy?
 - Do they know CUNY's Amnesty Policy?
 - Do they know how to access Lehman's AOD Policy?
- We surveyed 42 (n=42) students.
- Average age of Participants was 25 years old-
 - Gender: 15 male, 25 identified as female
 - Class Year: 3 First Year, 5 Second Year, 8 Third Year, 18 Fourth Year, 4 other-Graduate Students, 2 did not report class
 - 18 students reported that students drink on campus, 21 students reported that did not drink
 - Students reported that to their knowledge they feel that they do not drink on campus often
 - 67.5% of students surveyed reported they are aware there is a CUNY AOD policy.
 - 77.5% of those surveyed report they do not know how to access the AOD policy.
 - 60% of those surveyed do not know of the CUNY Amnesty policy.

Results :

Acceptable Target Achievement: Met

Recommendations for Future Action:

These results have implications for our prevention work on campus. First- we are aware that some low-level drinking may be happening on campus. We are unsure if students are coming to class under the influence or if they are consuming within the campus. This was a random survey of students in the cafeteria, we would need a larger survey to confirm and establish a baseline of actual drinking on campus. Secondly, students reported low knowledge of the policies and how to access them. More work must be done to increase exposure and knowledge of the campus AOD policies to all students across the campus. This survey was just a quick snapshot and will be followed up by the larger RIA survey that we conduct every two years on student AOD use.

Substantiating Evidence:

 Brief Survey on AOD Policy.pdf (Adobe Acrobat Document)

Summary of findings and tables

**These Findings are
associated with the
following Actions:**

AOD POLICY
Campaign and
Pens
(Operational Plan;
2018-19
Assessment Cycle)

Overall Reflection

No text specified

Last Modified: 10/29/2019 02:55:23 PM EST