Monitoring Report to the
Middle States Commission on Higher Education
from
Herbert H. Lehman College, The City University of New York
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Subject of the Follow-Up Report:

"To request a monitoring report due by April 1, 2011, documenting evidence of the development and implementation of an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness, including evidence that (1) assessment results are used to improve planning, teaching and learning (Standards 7 and 14), and (2) establishment of measurable goals at the program and course level (Standard 14)."

Dates of the Evaluation Team Visit: March 8-11, 2009

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Background

Herbert H. Lehman College is one seven senior colleges within the City University of New York (CUNY), the nation's largest public urban university. Established in 1931 and launched as an independent senior college after Hunter College consolidated its operations into Manhattan in 1968, the campus has been serving the Bronx community and surrounding region as an intellectual, economic, and cultural center for eighty years.

Lehman is foremost a liberal arts college offering 76 undergraduate majors as well as 46 graduate degree programs. Fall 2010 enrollment of 12,155 is close to the all-time high established just one year earlier and reflects a 37% increase from a decade ago. Eighty-one percent of students are pursuing undergraduate degrees, with Business Administration, Sociology, and Nursing accounting for nearly one-third of declared majors. The majority of graduate students are enrolled in education programs.

Consistent with its mission, the demographic makeup of the College reflects the surrounding area and is typical of CUNY's colleges. Over half of the undergraduate population is of Hispanic descent and nearly one in four is African American. In addition, over two-thirds (69%) of students are female and 58% are over the age twenty-five. While most Lehman undergraduates attend full-time, many students have familial and occupational responsibilities that make participation in campus life challenging.

Reflecting the growing trend in higher education, Lehman enrolls large numbers of students who have previous higher education experience. In fact, during the past academic year, transfers made up over two-thirds (68%) of all entering undergraduate students. Many students transfer from sister CUNY community colleges, but large numbers also come from other public and private two and four-year institutions.

As part of the City University of New York, the College operates within the guidelines adopted by the Board of Trustees of CUNY (10 of whom are appointed by the Governor of New York and 5 of whom are appointed by the Mayor of New York City), which sets policies for all institutions under its direction. However, beyond these guidelines, Lehman, like the other colleges, operates largely independently with policies and procedures established by the administration within the framework of a shared governance structure with faculty.

Assessment and Planning

In terms of assessment and planning, a hybrid approach also prevails. The University's Performance Management Process (PMP) aligns with CUNY's Master Plan and links planning and goal setting by the University to its 23 colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. At the same time, the College's mission, goals and strategic plan are established by the College and provide the framework that guides day-to-day decision making. Program planning, including the General Education curriculum, is managed by the College with the approved consent of

the University's Office of Academic Affairs. Student learning outcomes assessment policies and practices are the responsibility of each college.

For many years, Lehman has had mechanisms to gather data on programs and services to evaluate and improve institutional effectiveness. In addition to the PMP, the College regularly administers the National Survey of Student Engagement (NSSE), the CUNY Student Experience Survey (SES) and an annual graduate survey to obtain student feedback on programs and services. Departments and programs also collect data on their own to help improve the student experience and student learning.

While the above examples, and others, have been somewhat useful in guiding improvement discussions, past assessment efforts, for the most part, were loosely-organized, tending to be based primarily upon indirect or anecdotal evidence. Data that was gathered often was not widely distributed or emphasized as a means to drive institutional effectiveness. Moreover, there was no committee or single office in place to help lead improvement efforts.

In terms of student learning outcomes assessment, until recently there have been few organized processes in place to document the degree to which students achieved articulated goals and objectives at the program level. In fact, few programs had goals in place at the time of the Middle States Commission's decennial review in April 2009. The few initiatives that were undertaken in the middle part of the last decade (e.g., Collegiate Learning Assessment in 2005/06) were one-time events, which resulted in few substantive changes.

The report and supplemental documents that follow describe the College's efforts to develop and implement an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness. Some of these efforts were underway prior to the College's decennial review but, by and large, they have been initiated within the past eighteen months as a result of the College's increased commitment to integrate assessment into institutional planning and resource allocation.

The first part of the report addresses the College's efforts to improve institutional effectiveness. The assessment of student learning, of course, is a fundamental part of this effort; however, the focus of this section is on the College's efforts to improve processes, procedures and protocols at the institutional and administrative levels. A description of the institutional planning framework, including the PMP and the College's Strategic Plan, is provided, as are the results from several administrative assessments from the past year.

Student learning outcomes assessment is the focus of the second half of this report. Here, we describe the many new processes and procedures implemented in the past two years. Additionally, examples of General Education and program level assessments are presented, which will provide evidence that assessment results are being used to improve student learning.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

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 purpose of the PMP is to:
- Ensure clarity about CUNY and Lehman College priorities and expectations for the academic year
- Recognize and acknowledge progress at all levels
- Unite a diverse set of colleges into an integrated University
- Ensure that the CUNY Master Plan, (which is approved by the New York State Board of Regents every five years), guides the plans and priorities of the colleges while each retains its own identity, mission, and governance
- Introduce more accountability into the system

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) calculates quantitative indicators ("main indicators" that directly relate to performance and are regularly assessed, and "context indicators" that help campuses

interpret the "main indicators"). During the current academic year, 107 indicators were provided. Additional information on the PMP can be found via the following URL: www.cuny.edu/about/administration/chancellor/performance-goals.html.

At the end of each academic year, each college measures its performance against the PMP targets that were established 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. Table 1 highlights the annual PMP cycle.

Table 1: Annual Performance Management Process Cycle

Spring Semester:	CUNY goals and targets for the next academic year are distributed.
June:	PMP year-end report for the current academic year is due ; The President's year-end letter to the CUNY Chancellor is due ; Program review reports (several programs reviewed each year) is due Next academic year PMP "Goals and Targets" report is due
July:	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." The presidents are told into which quintiles their campuses' scores fall, as well as whether or not the scores met expectations. As in the past recent years, outcomes for retention/graduation and revenues carry double the weight of other outcomes due to their importance to the future of the University (CUNY).
August:	The CUNY presidents meet individually with the Chancellor The campus community (faculty, staff, and administrators) at each school: • 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

Specific targets, tied to the PMP's objectives, are highly consistent on a year-to-year basis, allowing for multi-year outcomes and comparisons. In terms of continuity, 27 out of 33 (82%) of the 2008-09 PMP target objectives were also in effect in the 2010-11 PMP report. Two new target areas were introduced by 2010-11, two earlier targets were replaced by new ones, one was eliminated, and one was revised. Selections of indicators from the 2009-10 PMP are located in Appendix A.

The College's performance is described as "Having Met", "Partially Achieved", "Achieved" or "Achieved or Exceeded" its targets. During the two most recent academic years, Lehman College has either "Achieved" or "Achieved or Exceeded" two-thirds to three-quarters of its annual targets, while reducing the number of targets that it did not achieve. It also achieved the new targets in one-third of the categories in which it previously fell short. These data provide credible evidence that Lehman College is meeting its mission and goals.

Table 2: Performance Management Report Outcomes

Academic Year	Data Not Available	Target Changed	Not Met	Partially Achieved	Achieved	Achieved or Exceeded
2008-09	3%	0%	13%	14%	53%	17%
2009-10	6%	1%	6%	12%	64%	12%

Notes: Partially Achieved: In progress, partially achieved, or partially achieved/in progress; Not Met: Target not met, not achieved/target changed going forward, or target deferred. Percentages may not add up to 100% due to rounding.

Beginning with the 2009-10 PMP, two of the targets are tied to assessment. *University Target 1.3* states, "Program reviews with analyses of enrollment and financial data will shape academic decisions and allocations by colleges." *University Target 3.6* declares, "The colleges will show progress on implementing faculty-driven assessment of student learning." The 2010-11 PMP builds on the assessment framework articulated in the 2009-10 PMP. *University Target 1.3* states that "Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation."

Within each of the CUNY targets, more specific targets are laid out for Lehman College. Those targets have led to a number of significant decisions, actions, and program/service changes. Examples from the 2008-09 and 2009-10 PMP reports include:

- Periodic meetings of the Presidents of Lehman College, Bronx Community College, and Hostos Community College to discuss issues of common concern, to ease the transition of transfer students to Lehman College, and increase the success of transfer students at Lehman College was made (2008-09 PMP).
- A review of transfer student processing that led to the development and implementation of an admissions checklist and group advising for transfer students and the development of new policies to enhance the retention of students on probation (2008-09 PMP).
- New strategies in the College's Enrollment Management Plan to enhance recruitment, improve persistence, and facilitate student progress toward graduation (2008-09 PMP).
- Creation of a Task Force on Retention, Progression, and Graduation (2009-10 PMP).
- Establishment of an Office of Assessment and Planning within the Office of Institutional Research, Planning and Assessment; hired a full-time assessment coordinator; hired a full-time research specialist to focus on institutional effectiveness (2009-10 PMP).

- Establishment of a Research Advisory Board to examine the research environment and make recommendations to improve Lehman College's ability to attract research funding (2009-10 PMP).

Excerpts from the President's letters to the CUNY Chancellor are located in Appendix B.

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* (Appendix C). 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 was a fundamental aspect of the plan and is anchored in various provisions of it. Table 3 below highlights the goals and objectives explicitly pertaining to assessment.

Table 3: 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.
- ■ 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.
- ■ 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 focused on institutional effectiveness to improve overall performance.
- ■ Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

Evaluation 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 Middle States report, the College has made progress in building and implementing systemic and continuing assessment. As part of this process, the College has developed an action plan to align the PMP with the Strategic Plan (Achieving the Vision).

Lehman's assessment of institutional effectiveness is a component of the Middle States Commission on Higher Education's (MSCHE) four-step planning-assessment cycle, as noted in Table 4 below.

Table 4: 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. Its timeframe mirrors the PMP, as indicated in Table 5.

Table 5: Annual Institutional Effectiveness Assessment Timeline

June	• Written administrative unit assessment plans 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) are linked (i.e., the specific PMP target or objective from the Strategic Plan), the related unit objectives, the assessment methods that will be deployed, and any targets or benchmarks that will be referenced • The Institutional Effectiveness Coordinator will provide assistance and suggestions to the units in advance of their assessment plans and will meet with the relevant unit heads
August	• Unit assessment plans are finalized • The Institutional Effectiveness Coordinator maintains a copy of the plans
Sep – April	• Units conduct their assessment activities
May – June	• 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

In 2010-11, institutional effectiveness efforts had an accelerated timeframe in order to generate results in time for this report. This first annual exercise will also allow units to develop baselines and benchmarks that will provide context for future assessment activities.

Pending the outcomes of the first annual institutional effectiveness effort and feedback from the units, the annual process may be refined. Furthermore, the Office of Assessment and Planning will use the results of the first institutional effectiveness exercise to design informational and educational efforts to enhance future iterations of the institutional effectiveness assessment process.

In the initial institutional effectiveness assessment effort, 36 administrative units were contacted to participate. Of these, 31 or 86% provided mission statements, goals for assessment, and related objectives. By January, 25% had provided preliminary findings. Examples from these initial assessment results are highlighted in the following section.

In addition, the President established a Productivity and Budget Planning Committee in November 2010 (Chaired by the College's Vice President for Administration and Finance, Vincent Clark). The Committee was comprised of a broad cross-section of the college community (administrators, faculty, and staff), including representation from the Office of Assessment and Planning. Its mandate was to identify opportunities for efficiency improvements, budget savings, and the generation of additional income. The establishment of the Committee is consistent with the College's strategy of building upon its strengths by pursuing proactive, thoughtful and deliberate courses of action.

A report providing the preliminary findings and recommendations was released in February 2011. The report identified specific savings and revenue enhancements amounting to approximately $590,000. Areas examined by the Committee included advertising,

procurement, parking & rental fees, program reviews/potential instruction savings, paperwork reduction, executive searches, temporary services, and unfunded initiatives. At the end of February, the Committee's working groups were tasked with developing implementation plans for the recommended savings/revenue enhancements.

Administrative Assessment Results

Campus Life

Goal: For students to complete the 7 module program in the Track I *Student Leadership Development Certificate Program*, including 15 hours of community service. This goal is tied to Objective 2.3 in Lehman College's Strategic Plan that states that the College will enhance initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects.

Track I is designed to explore the basics of various leadership styles and theories, to emphasize the importance of ethics and integrity in leadership, and to emphasize the importance of developing a personal approach to effective leadership based on the Social Change Model of Leadership Development. One of the objectives related to Campus Life's goal was to examine how well Lehman's students performed on the attributes of the Social Change Model of Student Leadership Development relative to their peers nationwide in assessing the effectiveness of Track I.

Toward that end, participating Lehman students took part in the Center for Student Studies national Socially Responsible Leadership Scale (SRLS) questionnaire. Lehman College's students performed well above the national averages on nearly 40% of the criteria and at or above the national average on all the other criteria. The results of the SLRS study indicate that Track I has been effective overall.

Campus Life plans to expand its work to compare the SLRS results for Track I students with various questions of the National Survey of Student Engagement that are related to the Social Change Model, e.g., Question 11n, which relates to "developing a personal code of values and ethics."

Career Services

Goal: Career Services chose to assess how well they are preparing students for the job search, focusing on resume development. Students would learn to prepare professional resumes through sessions with career counselors and resume workshops offered by the Career Services Center.

The Career Services Center chose to assess the effectiveness of its workshops. During the 2010 fall semester, six workshops were offered. Two of the workshops involved pre- and post-workshop testing.

On the pre-workshop test, the students had an average score of 44, with 80% having pre-workshop test scores of 60% or lower. After the workshops, the average score increased to 92, suggesting that the workshop participants had collectively learned 86% of the material that was unfamiliar to them prior to the workshop.

In addition, Career Services also conducted an exit survey of students who attended the workshop. Questions covered whether the instructor's objectives were clear, the instructor was well-prepared, the instructor was responsive to participants' needs, the instructor accomplished the objectives of the workshop, and the level of instruction was appropriate for the participants' abilities. Every student provided an "excellent" rating for the instructor for all five attributes.

The results were promising, but the sample size was small. To increase the sample size, Career Services plans to increase the number of workshops during the spring 2011 semester and to increase workshop participation through outreach and class visits.

Information Technology

The Information Technology (I.T.) division established numerous goals and targets for purposes of assessment. I.T. tied its goals/targets both to the PMP and Strategic Plan.

One goal/target was to create and implement an I.T. Strategic Plan to guide the development of a technological environment on campus that is integrated into teaching, research, and learning. Development and implementation of I.T.'s Strategic Plan is a multi-year goal/target and is identical to Objective 3.1 of the College's Strategic Plan.

The initial phase of developing I.T.'s Strategic Plan involved hiring a consultant to assist with the project. The consultant's report was completed and submitted to Lehman College's President in January 2011. The report provided recommendations that can be implemented immediately to improve services and resource allocations. It also advances the development of I.T.'s Strategic Vision and Strategic Plan. The consultant's report validated a number of projects that had been planned or were in the process of being implemented, including improved data access for the College's offices, shifting to a managed wireless network environment, and focusing on improving the Help Desk's services. That report will be integrated into a strategic plan by the end of the spring 2011 semester.

A second goal/target involved developing a course attendance reporting application for use during the first few weeks of each semester. This goal/target was tied to Objective 3.1 of the Strategic Plan, as it expanded a technological environment that promotes administrative and academic efficiency.

This project was completed and implemented. During the fall 2010 semester, faculty were able to report attendance online. This online application has improved the College's compliance with attendance reporting and has significantly cut-down on the resources required for the manual entry of grades by the Registrar's office.

Special Academic Sessions

Goal: To increase winter session and summer semester enrollment by 10% and profitability by 15%. This goal is tied, in part to Objective 2.2 in the Strategic Plan that calls for the College to offer the courses and support services necessary to increase student retention, progression, and four-year and six-year graduation rates.

Related objectives included increasing the number of visiting students during both the winter session and summer semester, increasing the number of course selections offered during both sessions, and tracking course-by-course profitability.

During the 2011 winter session, visiting students increased 35% on a year-to-year basis. In addition, the number of sections offered increased nearly 8% to 85. This increase occurred despite the loss of seven graduate sections tied to the Teaching Fellows and Teach for America programs that were discontinued at Lehman College.

Profitability declined 7% on account of higher enrollment of undergraduate students relative to graduate students. Tuition rates for undergraduate students are lower than those paid by graduate students. The student mix resulted from the discontinuation of the above-noted graduate sections and fully accounted for the modest decrease in profitability.

Based on the enrollment and profitability data, Special Academic Sessions is proactively engaging faculty about "guaranteed enrollment." Furthermore, the data has been incorporated into the planning process. That process aims to enhance Lehman College's course and support services offerings.

The Urban Male Leadership Program

Goal: To increase academic achievement, as measured by GPA, for Black and Latino male students by increasing their participation in Urban Male Leadership Program's (UMLP) Academic Intervention and Success (AIS) services.

The UMLP was established as part of a 2004 CUNY initiative to increase, encourage, and support the inclusion and educational success of underrepresented minority students in higher education. The UMLP provides support to students by strengthening their academic skills, encouraging their personal development, and facilitating character enrichment.

The UMLP's AIS program provides at-risk students with academic and social support. One of the UMLP's objectives was to assess the effectiveness of the program using GPA data for program participants. The following two tables show the change in GPA between the fall 2009 and spring 2010 semesters for AIS participants who attempted and completed 9 or more credits during each of those semesters.

Table 6a: Students with fall 2009 GPAs < 3.00:

Participation Level	Mean GPA Change	Median GPA Change	% with Higher GPA	% with Lower GPA
Rare	-0.123	-0.147	50%	50%
Moderate	+0.413	+0.695	67%	33%
Often	+0.430	+0.505	91%	9%

Table 6b: Students with fall 2009 GPAs between 3.00 - 3.50:

Participation Level	Mean GPA Change	Median GPA Change	% with Higher GPA	% with Lower GPA
Rare	-0.466	-0.601	25%	75%
Moderate	-0.173	-0.075	38%	62%
Often	+0.022	0.000	50%	50%

Source: The tables were constructed from the 2009-2010 Academic Intervention and Success Outcomes Report.

The data indicates that the UMLP's AIS program is effective in enhancing the academic performance of participants who entered the program with a fall semester GPA below 3.0. It is also effective in sustaining the academic success of participants who entered with a fall semester GPA of 3.00 to 3.50. The results of the AIS program assessment will be used to refine outreach efforts and to expand the participation level of those engaged within the program.

Other Initiatives

In addition to developing and implementing a formal annual institutional effectiveness process for administrative units, the College also has taken concrete steps to build upon and solidify a foundation on which a culture of assessment will flourish.

In 2010, an institutional effectiveness page was created on the Office of Assessment and Planning's website. This section contains a compilation of online resources from the Middle States Commission on Higher Education and a variety of checklists and templates to help guide units through the assessment process. A catalog of suggested quantitative and qualitative measures for helping assess non-academic units, and a short institutional effectiveness manual is also posted to this site.

In addition, as noted in Table 7, the site also provides survey results and other College data to help maximize its use by academic and non-teaching units. Information from the Cooperative Institutional Research Program (CIRP) Survey, CUNY Student Experience Surveys, the National Survey of Student Engagement (NSSE), along with the Lehman College Data Book and 2010-2020 Strategic Plan are available. All of this material can be accessed at http://www.lehman.edu/research/assessment/data.php.

Table 7: Summary of Institutional Effectiveness Initiatives

The *Cooperative Institutional Research Program (CIRP):* A national survey of incoming freshmen conducted among 700 higher education institutions and to over 400,000 entering students. The survey covers a wide range of student characteristics. *CUNY Student Experience Survey:* Conducted every two years. Measures the profile and socioeconomic status of undergraduates, use of student time, and student satisfaction with various aspects with faculty and programs and services. Comparisons amongst CUNY colleges are provided. *National Survey of Student Engagement (NSSE):* A national survey of first- and fourth-year college students that focuses on questions related to academic challenge, active learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment. *Lehman College Data Book:* This annual publication of the Office of Institutional Research contains extensive data including a snapshot of Lehman College's student body, faculty and staff, and performance metrics such as retention, and graduation rates.

In fall 2010, the College participated in the John N. Gardner Institute for Excellence in Undergraduate Education's *Foundational Dimensions Transfer Focus* study. Well over 100 faculty and staff participated on nine committees during this comprehensive self-study process. The Improvement committee addressed assessment and institutional effectiveness. Among the items it investigated were: the extent with which assessments are used specifically with respect to transfer students, how well data is disseminated across campus, what strategies are employed to improve the transfer student experience, and the sources of data/evidence for evaluating the transfer student experience.

This exercise led to numerous recommendations aimed at advancing systematic assessment processes. These include improving the credit evaluation process, developing and implementing an application tracking procedure, and regularly administering a transfer student survey. The Improvement Committee's complete report can be found in Appendix D.

Another notable initiative was the creation of a task force to examine the rates of student retention, progression and graduation. Formed at the request of the CUNY Chancellor in 2009, Lehman's Task Force on Retention, Progression, and Graduation was comprised of members representing a broad cross-section of the campus community.

In its final report (Appendix E), the Task Force recommended a Sophomore Success Initiative and a one-stop Transfer Center. The Sophomore Success Initiative aims to increase retention and persistence among the College's sophomores through better targeted academic advising, enhanced use of technology, expanded outreach, and the use of assessment to inform decision making. The Transfer Center was recommended to facilitate a smooth transition for transfer students and to improve transfer student retention and graduation rates by guiding them through the admissions and financial aid processes and informing them about academic and support resources available on campus.

The College is also currently pilot-testing a Business Intelligence (BI) system that for the first time, will provide administrators and faculty with real-time information that is critical to planning, resource allocation, implementation, and assessment of the College's programs,

services, and administrative operations. The Oracle-based BI tool provides the ability to link disparate data in a contextual view for improved decision making. It draws upon data from the College's various data systems as well as CUNY's Administrative Data Warehouse (ADW). While it will provide a view of key data regarding enrollment, graduate rates and budget status, its metadata capabilities allow users to build reports and customized dashboards. Its aggregation of data permits users to drill down and create a wide array of reports, charts, graphs, and diagrams. Full production of the BI is planned for May 2011.

One final initiative of note was the linking of goals, objectives, targets, and quantitative data from the Strategic Plan, PMP, Lehman College Data Book, National Survey of Student Engagement, and CUNY Student Experience Survey to each administrative unit. Undertaken by the Office of Assessment and Planning, this document provides administrative units with a better understanding of the type of information the College has on-hand related to their activities. This document serves to increase their utilization of existing information in shaping their goals/decisions/program and service changes, and reduce redundancy in obtaining information that is currently available. The map is located in Appendix F.

The above pages document the substantial progress made during the past two years by the College to build a formalized framework for the organized and continuous assessment of institutional effectiveness. The College has developed online resources to guide administrative units, mapped existing data to the units to facilitate the use of that data, and launched the first regular unit assessment cycle that extends beyond the well-established PMP. In that first cycle, unit participation has been high. In the near-term, the College seeks to build upon that foundation. It will review the results for the first assessment cycle and refine the assessment processes for 2011-12. It will also collaborate with the various administrative units to further increase their use of data to inform planning, decision making, and program/service improvements. Finally, consistent with the Strategic Plan, the College will more closely integrate all aspects of planning, enrollment management, and assessment. Overall, the progress to date has nurtured the rise of a culture of assessment at Lehman. The College's future activities will solidify and deepen that culture.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Infrastructure

Over the past eighteen months the College has put into place a deliberate and organized structure to help develop and implement an organized and sustained assessment process to evaluate and improve student learning. The structure permeates all levels of the College from senior management to departmental levels.

At the heart of this structure is the Office of Assessment and Planning. After a comprehensive search, an assessment coordinator was hired in August 2009. The coordinator's original function was to work in the Office of Institutional Research, Planning and Assessment to assist faculty with developing learning outcomes and assessment plans. In order to establish a strong presence for the assessment process, the Director of Institutional Research, Planning and Assessment petitioned the Provost to split the department into two separate units, the Office of Assessment and Planning and the Office of Institutional Research, with both offices remaining under the supervision of the Director of Institutional Research, Planning, and Assessment. The division of the offices was approved. This new assessment office was established not only to reflect the increased importance of assessment across the College, but also to ensure that assessment becomes ingrained in the fabric of the institution. The office is staffed with an Associate Director for Assessment (formerly Assessment Coordinator) and two new employees, including an institutional effectiveness coordinator who is responsible for coordinating administrative assessments college-wide. The college has invested substantial resources, not only in hiring full-time staff, but also in building a separate and appropriate physical space for the Office of Assessment and Planning.

The assessment coordinator's (Associate Director) role has been complemented by the creation of two new associate dean positions in the Divisions of Arts and Humanities and Natural and Social Sciences. These positions were created at the start of the 2009/10 academic year to, among other things, ensure that assessments of student learning are regularly undertaken and that each department is meeting the guidelines and deadlines established by the College's Assessment Council (see description below). The assessment coordinator and the associate deans meet regularly with faculty to discuss their progress and to offer advice on how to improve their assessment practices.

At the departmental and program levels, assessment activities are being coordinated by 32 faculty "Assessment Ambassadors." Appointed by their department chairs at the start of the 2009/10 academic year, these individuals serve as the coordinators of assessment activities within each department. They play a crucial role in the organizational structure as they are

the primary conduits of information from the assessment coordinator and the Dean's Offices to the faculty. The ambassadors are also responsible for ensuring that assessment plans are carried out each semester.

Assessment Council

An important component in the College's efforts to sustain an organized assessment process is the Lehman College Assessment Council. Initially formed in fall 2008 to organize assessment documentation gathered prior to the Middle States decennial review later that academic year, this faculty driven Council consisting of twelve faculty members from a cross-section of disciplines, has become an important force in helping to build a culture of assessment across the College.

For the past two years, the Council has held a series of faculty workshops designed to introduce ambassadors to the vocabulary and techniques of outcomes assessment. These well-attended events have drawn faculty from across the disciplines and have focused on a variety of topics such as writing measureable learning goals, selecting assessment tools, and analyzing and summarizing results. In spring 2011, the Council is expanding its professional development outreach by sponsoring an "Assessment Day" event that will provide faculty and assessment ambassadors the opportunity to showcase some of their assessment projects, and offer a forum to discuss some of the challenges they have faced in the first year of formalized, college-wide assessment.

In addition to its role in promoting assessment through its professional development offerings, the Council has also been busy codifying its role within the organizational structure. By-Laws were created to outline the council's structure (membership, tenure, etc.), and to establish the purpose, goals and tasks of the Council (Appendix G). The Council has adopted the following four goals:

- Advise and update the Provost, Deans' Council (Deans and Directors in Academic Affairs) on all matters concerning the development of a successful plan for assessing student learning outcomes. The plan must be in accord with Middle States standards and established best practices in assessing student learning.
- Advise and consult with department/program chairs and individual faculty members to develop and improve learning goals and assessment plans at the department/program level and course level.
- Promote efficient coordination and effective communication of assessment initiatives to the greater Lehman community.
- Help prepare reports for Middle States documenting evidence of the development and implementation of an organized and sustained assessment process to improve student learning.

The Assessment Council's role in helping to build an assessment culture at Lehman is reflected in the activities and recommendations in the Council's annual report submitted to the Provost in June of 2010 (Appendix H). Many of the recommendations included in this report have either been enacted or are in the process of being implemented.

For example, the College made the decision to pursue the purchase of assessment management software. The software would consolidate a sustained assessment process by organizing the collection of data and other assessment-related information, facilitate analysis of data for the purpose of planning and program/service/learning outcomes improvements, and provide easy access to near real-time reports that would better inform decision making.

In summer 2010, a committee comprised of faculty, administrators and staff was formed to review products from several leading vendors. Meeting throughout the fall, the committee, along with a team from the Division of Education, reviewed four products as well as several e-portfolio solutions. A recommendation was made to the Provost in February 2011 to purchase *TaskStream,* which will also assist the Division of Education in fulfilling its accreditation requirements. Implementation is tentatively scheduled for fall 2011.

New Policies

In addition to enhancing the organizational structure to support assessment and devising new strategies to ensure that assessments are occurring at the program and course levels, the College has also put into place several new procedures to ensure that assessment continues to be a part of curriculum planning. First, beginning in 2010, all new course proposals submitted to the College's Undergraduate Curriculum Committee for review must include course-level learning objectives (Appendix I). This is a notable departure from previous proposals which required only brief descriptions and rationales in order for course proposals to move forward in the approval process.

In addition to new course proposals, assessment language also has been inserted into the proposals for changes to existing courses and changes to degree requirements. In both cases, petitioners must explain how the change will impact the learning goals and objectives of the department and major/program (Appendix J, K).

Revisions to the Annual Departmental Report have also been made. Each year department chairs submit to the Provost and Senior Vice President for Academic Affairs a report summarizing the activities of the department for the past year (Appendix L). In 2010, the report template was revised, and a new item was inserted requiring departments to summarize assessment activities that have taken place, as well as changes that have occurred as a result of these assessments (Item XI). The first annual departmental reports containing this new information will be available at the conclusion of the 2010/11 academic year.

Finally, the College has also revised its program review procedures. Every ten years, on a rotating basis, every major/program is subject to a comprehensive self-study highlighting achievements, trends, enrollment and other notable changes. New guidelines adopted in 2011, now require programs to provide interim 5-year reports, indicating how they have assessed student learning and how they are using assessment results to help improve teaching, learning and program planning.

Communication Strategies Related to Assessment

In late 2009, the Office of Assessment and Planning launched a web site dedicated to the assessment of student learning and institutional effectiveness. Modeled after exemplary web sites at other institutions, the site provides faculty and staff with a wealth of information including a glossary of terms, references, templates, links to disciplinary associations and minutes and presentations from Assessment Council events. In addition, it also has space dedicated to program goals and objectives, curriculum maps and assessment plans. The site can be accessed at http://www.lehman.edu/research/assessment/.

The Office of Assessment and Planning also publishes a semi-annual newsletter. The newsletter provides updates to College planning and assessment activities and keeps the College community abreast of national and regional trends in assessment. A copy of the spring 2010 edition may be found in Appendix M.

Finally, faculty are now exposed to assessment from the time they begin their careers at Lehman. At the request of the Assessment Council, assessment is now an integral part of the new faculty orientation program. In December 2010, the Assessment Council chair and assessment coordinator met with approximately 20 new faculty hired within the past year to explain the College's assessment process. The College's expectation for their participation in assessment activities was also emphasized.

Assessment of Student Leaning Timeline

After receiving the Middle States Commission on Higher Education's request for a monitoring report in June 2009, the College moved swiftly to develop an assessment implementation plan that would satisfy the Commission's standards, while also establishing a process that was both practical and sustainable for long-term success. In early fall 2009, the Assessment Council and the assessment coordinator developed a timeline that attempted to strike this balance. However, after consultation with representatives from the Commission, the timeline was subsequently accelerated to ensure that the College was proceeding at a pace sufficient to bring it into full compliance with the Commission's standards. The timeline located in Appendix N is the document that has guided the College's assessment process for the past two years.

The first step in this process called for the newly appointed assessment ambassadors to lead discussions with their colleagues about appropriate learning goals and objectives for each program or major within their respective departments. Up until this point, few undergraduate programs (with the exception of several specialized accredited disciplines) had department approved, articulated learning goals in place. To assist them with this task, the Assessment Council held a workshop at the start of the fall 2009 term entitled: *A Collaborative Approach to Writing Learning Goals*. Additionally, the assessment coordinator and associate deans attended numerous departmental meetings and met with each assessment ambassador individually to revise statements and to answer questions regarding the College's assessment process throughout the fall of 2009.

The new timeline required each undergraduate program to have learning goals and objectives in place at the conclusion of the fall 2009 semester. With the exception of a few programs, all met this deadline, and at this point, almost all undergraduate programs now have fully articulated learning goals and objectives in place. These statements are readily available to the public via departmental web pages as well as on the Office of Assessment and Planning's web site http://www.lehman.edu/research/assessment/.

The next step in the assessment process called for each program to identify learning opportunities at points in the curriculum where students were expected to demonstrate learning of articulated objectives. The Assessment Council once again offered training on how to complete this task. Departments also were provided templates and examples from other institutions to assist in these efforts. By March 2010, 32 programs had devised "curriculum maps" that identified the places in the curriculum where learning objectives were introduced, developed or mastered.

In a few instances, the mapping process spurred conversations amongst faculty that revealed gaps whereby learning objectives were not being adequately addressed. These departments have been working to revise course offerings to ensure that all objectives are being covered. The English department, for example, realized that it was not adequately introducing literary terminology, methods and various lenses of interpretation in writing in first year courses. As a result, they revised their curriculum map and pedagogy to reflect this important fundamental objective. In the Department of Economics and Business, faculty engaged in spirited debates over which objectives should be addressed in which courses.

At the same time departments were submitting curriculum maps, they were also busy creating plans to assess one or more of their program's learning objectives. Guidelines established by the assessment coordinator (in accord with Middle States requirements) required a direct assessment of student learning; however, indirect approaches were also permitted as long as they were used as supplements to direct evaluations of student learning. With few exceptions, most departments elected to carry out course embedded assessment projects using artifacts from course assignments. Throughout the spring 2010 semester, tests, papers and other documents were gathered. At the conclusion of the semester, results were computed, analyzed and submitted to the assessment ambassador and the Dean's offices for review. A template designed by the Assessment Council was created to assist ambassadors with this task (Appendix O).

To complete the assessment cycle, this past fall all departments were expected to finish their initial reports by doing the following:

- Disseminate and discuss assessment results with their colleagues
- Interpret their results
- Explain how they planned or were currently using their findings to initiate strategies to improve teaching and learning
- Discuss if implemented changes have helped to improve achievement of assessed learning objectives.

The above information was submitted to the Deans' offices and the Office of Assessment and Planning near the conclusion of the fall semester. A discussion of some of the results from these assessments can be found under the heading *Assessment Results* that follows.

In addition to completing spring assessment reports, throughout the fall of 2010, each department began a new assessment cycle by choosing a second program level objective to assess. Once again, assessment plans were submitted to the Office of Assessment and Planning; however, this time departments were given the option of undertaking an indirect assessment of student learning. Few departments elected to take this route; most chose to assess a second program level objective or to repeat the assessment undertaken the prior semester. Results from these assessments are being submitted as of this writing. Full assessment reports reflecting how results are being used to improve teaching and learning are due at the conclusion of the spring 2011 term. A table reflecting the progress that has been made to date is located in Appendix P.

Professional Development

To help faculty and administrators better understand both how to conduct meaningful assessments of student learning as well as comprehend the expectations of Middle States, the College has provided opportunities for employees to attend numerous professional development events. In the past two years, nine different faculty and administrators have attended five Middle States sponsored workshops and conferences. In addition, in 2009 and 2010 two faculty members and the assessment coordinator attended the annual Assessment Institute in Indianapolis. At the most recent Institute in October, a panel comprised of the assessment coordinator, an assessment ambassador and an assessment council member presented a session entitled, "*From 0 to 60: Developing an Assessment Process at Lehman College.*" The focus of this presentation was on the College's first year of a formalized assessment from the perspectives of each of the presenters. A copy of this presentation is available on the Office of Assessment and Planning's web site.

In addition to these external events, numerous professional opportunities are available to faculty both at the College and within the CUNY system. As mentioned above, the Lehman College Assessment Council sponsors workshops throughout the year. These events are presented by council members and are open to all faculty. Past presentations are posted on the Assessment Council's web page - http://www.lehman.edu/research/assessment/council-documents.php.

The University also has an active Assessment Council. Comprised primarily of assessment coordinators of each CUNY college, the CUNY Assessment Council meets monthly to share ideas and discuss common challenges. The Council also sponsors two workshops each semester at which invited faculty from CUNY's campuses discuss assessment projects and offer insights into assessment strategies. The Lehman assessment coordinator and several faculty have attended these events.

Finally, this past summer, a new forum for professional development has emerged to assist the New York State higher education community. The Assessment Network of New York, or ANNY, is a network of assessment professionals established to advance quality assessment and institutional effectiveness of institutions of higher education in New York State. The founding members, including Lehman's Associate Director for Assessment, met several times throughout the latter half of 2010 to build the framework for this new organization, and to plan a conference in April 2011. More information about ANNY can be found by visiting - www.oneonta.edu/anny/.

Course Level Learning Goals

The College has made tremendous strides in ensuring that all courses throughout the institution contain learning objectives. While many programs, particularly in the accredited disciplines, have had well developed course-level objectives for many years, previous collections of syllabi revealed that many other programs were much farther behind. Moreover, previous reviews also disclosed that many instructors were not including other important items on their syllabi such as course descriptions, contact information, or other items found on syllabi at most other institutions.

To ensure that all courses have learning objectives in place, a committee comprised of the assessment coordinator, division deans, the associate provost and several faculty members was formed to devise syllabi guidelines. The agreed upon guidelines require clearly articulated course learning objectives as well as established expectations for all College syllabi. The adopted guidelines can be found in Appendix Q**.**

The assessment coordinator sent the syllabi guidelines to assessment ambassadors and department chairs with instructions to distribute the new guidelines to faculty in their department. Ambassadors requested that faculty within their departments revise their syllabi (as needed) to ensure that all adhered to the new guidelines. They were then to send the revised documents back to their assessment ambassador prior to the start of the fall 2010 term. Assessment ambassadors, in turn, sent these documents to the Office of Assessment and Planning which reviewed them to ensure compliance with the College's new guidelines.

Statistics compiled by the Office of Assessment and Planning revealed that 83% of fall 2010 undergraduate courses now contain course-level learning objectives, and that the overwhelming majority contain the other items listed in the guidelines. Departments have been instructed that all courses must have learning objectives in place by the end of the 2010/11 academic year. A summary of these results is noted below in Table 8.

Table 8: Fall 2010 Syllabi Collection
Adherence of Items on Guidelines

Course Info	90%	Grading Policy	78%
Contact Info	86%	Disability Statement	59%
Office Hours	79%	Calendar	73%
Learning Objectives	83%	Attendance Policy	61%
Materials	90%	Integrity Statement	47%
Technology Statement	51%		

Program Assessment Results

As noted above, the assessment process calls for each program to assess at least one learning objective each semester with faculty free to choose the objectives and the methods by which the objectives will be assessed. For the first round of formal assessments that occurred last spring, the majority of programs elected to gather evidence of student learning through the use of written assignments. Nearly half of all programs chose this method. In almost all cases, these assignments were accompanied by agreed upon rubrics, which in many instances, were used across multiple sections of a course. The next most favored approach was multiple choice tests. One-third, chose this strategy. Table 9 below summarizes the evidence uses to assess student learning in spring 2010.

Table 9: Spring 2010 Assessment Projects
Evidence Used to Assess Student Learning

	N	%*
Writing assignments	12	44%
Multiple Choice Exams	9	33%
Pre/Post Tests	5	19%
Short Essay Exams	3	11%
Presentations	3	11%
Observations/Discussions	3	11%
Compositions	2	7%
Ratings of field supervisors	2	7%
Group projects	1	3%

N=27   *several programs used multiple methods

Many of the assessment projects undertaken were well thought out and provided useful insights into students learning. In several instances, assessments have spurred constructive conversations within departments and have led to valuable recommendations and important changes. A few examples follow.

History

In fall 2008, the History department discovered that relatively few instructors were assigning research papers. As a result of this assessment, the department instituted a new requirement: to major in history, one must take two R ("research") courses. R courses are designed to help students meet the following learning objectives of the history major:

- Encounter primary sources
- Contextualize historical events and describe change over time
- Acquire and analyze historical source materials
- Produce written evidence of research competence

Throughout the 2009/10 academic year faculty worked to determine if these objectives were addressed. Course syllabi and writing samples were collected to ensure that this was so. Initial reviews revealed that in contrast to 2008, all majors over the course of their academic career will learn to acquire and critically engage both primary and secondary sources, place the sources in appropriate historical context and most important, write research papers.

To answer the question as to whether students are becoming more competent with regard to the above objectives, the history assessment committee elected feedback from instructors teaching research intensive courses. There was a general consensus that students seemed to be performing better on research papers and were producing higher quality results. To check this proposition, one committee member reviewed the sample of papers assessed for research purposes and scored them according to the rubric for writing. The averages for papers in research classes were much higher than those in the regular sample, thereby suggesting that the research courses are effective in helping students improve their writing. Additional research is needed to verify these results, as well as to determine whether this trend is true for individual students.

Business Administration

The Business Administration program, like the History Department, used a course embedded approach to assess student learning. Employing mixed methods, they assessed the following two program level learning objectives:

- Explain the four primary functions of management
- Employ presentation and other electronic software to enhance oral and written communication

Assessment of the first objective was evaluated in three ways: students were given a case study to read and expected to answer a series of questions, students were called upon to explain their understanding during class lecture reviews, and students were given a quiz that tested their understanding of management concepts. Results revealed that approximately 80% of students are grasping the overall concepts of management functions, but smaller percentages are demonstrating a comprehensive understanding of each management function.

To stress the importance of these concepts, program syllabi are being modified to ensure that the four functions of management are included moving forward.

To assess the second objective, class presentations were scored with a rubric developed by a faculty member. Results of this assessment exposed deficiencies in students' abilities to master the use of presentation software to make presentations – just 20% of students were able to master this task. Since public speaking is an integral part of management, the department was concerned that students were not being sufficiently trained to learn this important skill. Consequently, the department decided that a lecture on public speaking methodologies, as well as specific proven practices that help speakers make polished presentations using appropriate software be added to the curriculum. Results of these changes will be available in the coming months.

Sociology

The Sociology Department focused their assessment on the ability of students to calculate and interpret descriptive statistics – an important skill set for students majoring in Sociology and the social sciences. The assessment consisted of an online test, required of all students enrolled in a junior level research course, administered near the conclusion of the spring semester. Results indicated that students are generally able to identify and interpret variables in simple bivariate hypotheses; however, they need more practice with complicated descriptive statistics involving bivariate charts and tables.

Results of the test were made available by the department's assessment committee to all full-time faculty at a departmental meeting in fall 2010. At this lively gathering, faculty shared ideas as to what graduates should have learned with regard to quantitative reasoning and how to best go about teaching the various topics. In the end, the department decided to undertake additional assessments and to continue departmental discussions in the upcoming semester; however, they did agree to make a couple of notable changes. First, quantitative reasoning skills will now be taught across the curriculum, not just in research methods courses as had been the previous practice. Secondly, instructors will now be given clearer expectations about the kinds of statistics to cover in class – i.e., instructors were encouraged to go beyond simple univariate and bivariate statistics and relationships to complicated descriptive statistics and to increase the amount of time lecturing on these topics, as well as increasing the number of student exercises in class and at home.

Puerto Rican Studies and Latin American and Caribbean Studies

In spring 2010, students enrolled in 200-level courses in Puerto Rican Studies and Latin American and Caribbean Studies were assessed on their ability to achieve four program level objectives. Students demonstrated their achievement by writing full-length essays, (and in one instance, preparing a multimedia presentation), in which they had to demonstrate overall knowledge of the topic assigned, analytic breadth and grammatical standards. A common rubric developed by the department's assessment committee was used to score student work.

Results from both programs revealed that approximately three-fourths of students were meeting pre-established benchmarks set by the department; however, somewhat disconcerting was the fact that nearly one-quarter of students were not succeeding. The results of these assessments began an intensive process of evaluation of the Latin American and Caribbean Studies and the Puerto Rican Studies programs that continued into the fall 2010 and spring 2011 semester. The department identified three major areas that it planned to address the following semester. These include writing (e.g., what is the connection between writing-intensive courses and improved student learning?), curriculum (should the curriculums be revised?), and student advisement (e.g., How can students be better prepared for advanced courses?). Two changes that have already taken place as a result of these assessments include the establishment of new advising guidelines to ensure that students are receiving the same information, and the creation of a curriculum committee for each program to work on curriculum revisions.

General Education Assessment

The General Education program is a 47-54 credit requirement consisting of foundation courses, distribution area courses and synthesis or capstone courses. Transfer students who have earned associate's degrees from CUNY or SUNY community colleges are exempted from the lower division General Education requirement, but are required to complete the upper division General Education Requirement (LEH 300/301) and one course designated as writing intensive before graduating.

The entire General Education curriculum is designed around a set of core fluencies, which each course develops to varying degrees. The core fluencies are basic to all the coursework, including the required English composition, foreign language courses, mathematics, natural science courses, Distribution Area courses, capstone (LEH300/301) sections, and writing intensive sections. These fluencies represent the skills or abilities to think, communicate, analyze, interpret, etc., and are developed over a student's entire undergraduate career. The fluencies serve as the College's de facto institutional learning goals.

In addition to the core fluencies, the General Education curriculum's seven Distribution Areas and Natural Science requirement are designed to develop specific applied competencies, which are the goals and learning objectives of the Distribution Areas. The Distribution Areas have been the primary focus of student learning assessment for the past year. The process by which the assessment of the applied competencies has been carried out is outlined below.

For the past year, the General Education Liaison committee (which oversees the Gen Ed program), in consultation with the College's Assessment Council, has worked to revise learning objectives (applied competencies) common to all courses regardless of discipline for each of the Distribution Areas (see Appendix R). Many Distribution Area courses are also program level requirements, and are therefore the focus of program and departmental assessments as well.

The plan to assess student learning within the Distribution Areas was developed in April 2010 and consists of course embedded portfolios that were modeled after the nationally recognized programs at James Madison University and the College of William and Mary. The portfolio is a mixed method approach consisting of the following:

- A minimum of three assignments (e.g., tests, papers, project) designed to assess one or more of the distribution area competencies
- Samples of student work (a minimum of six randomly selected students from selected courses)
- A faculty reflection indicating which objectives were addressed, how the instructor assessed them, and how well students achieved them.
- An overall score as to how well the learning objectives were met in each course and how well students achieved the learning objectives

Pilot assessments of student learning using the above portfolio protocol were undertaken in fall 2010. Three Distribution Areas were chosen: Area 2 – *Socio-Political Structures*, Area 6 – *Historical Studies*, and Area 7 – *Knowledge, Self and Values*. Randomly selected courses from each area were identified for review at the start of the semester, and instructors were notified shortly thereafter if their course was part of a General Education assessment plan for the semester. All instructors in the chosen sections were directed to submit artifacts from six pre-selected students to the area liaison at the conclusion of the semester.

The goal of the plan was to sample 15-20% of the courses offered within each area. The actual sample was composed of: 12% of Area 2 courses, 12% of Area 6 courses, and 17% of Area 7 courses. From each course, one assignment assessing students' learning of one area learning objective was selected. Scoring rubrics were created for each area and used by each Distribution Area Liaison to determine the extent to which students' work demonstrated mastery of the objective. The Associate Provost for Undergraduate Studies and Online Education and the Director of General Education then reviewed the Liaison's reports. The results are summarized below. Details concerning the scoring rubrics and individual course data are in the Appendix S.

Distribution Area 2 – Socio-Political Structures

Overall 75% of students met or exceeded learning expectations in Distribution Area 2. However, objectives 3 and 4 revealed some weaknesses, as the students performed relatively more poorly on these items. As indicated in Table 10a below, the average score on the 1-4 pt scale was 2.0 for Objective 3 and 2.8 for objective 4.

Table 10a: Distribution Area 2 Summary

Objective	Number of courses assessing objective	% Students meeting/exceeding expectation	% Students approaching/below expectation	Average Score
1	2	83	17	3.0
2	1	100	0	3.5
3	1	50	50	2.0
4	1	67	33	2.8
Average score:				2.9

Objective 3, relating to students' ability to interpret and apply macroeconomic concepts, clearly gave students the most problems. It was assessed via short essays in an introductory economics course. Students were asked to pick a government program that they felt should be expanded and answer: (1) What would the opportunity cost of the program would be; and (2) How would you persuade others that this cost is worth incurring? Results revealed that half of the students in the sample scored below expectations as they had difficulty understanding and expressing policy impacts, and misinterpreted some concepts. These results have led us to reconsider the introduction of concepts and potential curriculum revisions. Additional data is being collected this semester to further investigate whether changes to this course are needed to ensure that students are learning the basics of economics before moving on to more advanced courses.

Distribution Area 6 - Historical Studies

Similar to Area 2, 75% of the students met or exceeded learning expectations in this area, as indicated in Table 10b. Again, scores were computed on a 1-4 scale. There was a high degree of consistency in the scores for each objective which is especially noteworthy as two of the three objectives were assessed in different courses.

Table 10b: Distribution Area 6 Summary

Objective	Number of courses assessing objective	% Students meeting/exceeding expectation	% Students approaching/below expectation	Average Score
1	1	67	33	3.1
2	2	83	17	3.2
4	2	75	25	3.1
Average score:				3.2

Student learning in this area was predominately assessed through written assignments. For example, in one course students completed a paper comparing and contrasting arguments advanced by two historical figures. The liaison's comment on the student work was: "Although there is great variety in terms of writing abilities and basic skills, all students were able to place the men's arguments in the appropriate historical context."

Distribution Area 7 - Knowledge, Self and Values

This was the highest scoring area in terms of meeting objectives; 82% of the students met or exceeded learning expectations in this area. Scores were computed on a 1-4 scale. There was again a high degree of consistency in the scores for each and two of the three objectives were assessed in different courses.

Table 10c: Distribution Area 7 Summary

Objective	Number of courses assessing objective	% Students meeting/exceeding expectation	% Students approaching/below expectation	Average score
1	2	75	25	3.1
2	3	89	11	3.5
4	1	83	17	3.5
Average score:				3.2

Student learning in this area was predominately assessed through final exams or final papers. For example, in one course 5 of the 6 student final exams demonstrated an understanding of concepts of central moral theories fulfilling an area objective.

Conducting the pilot taught the program valuable lessons for the continuation of the General Education assessment framework:

- Given that this was the first pilot and faculty teaching these courses were simply asked to participate, the number who chose to partake in this project was encouraging.
- Instructors need more specific direction about submitting relevant components of student work. For example, many faculty submitted entire examinations or papers, when only specific questions or sections were related to the area objectives. The introductory letter to faculty has been revised to address this issue.
- The amount of staff time required to collect, collate and organize the submitted student work was underestimated. Sufficient staff support will be necessary for future larger-scaled data collections.
- The liaisons felt the objectives and scoring rubrics were clear, however when they were connected to student work, they seemed less so. One specific issue that emerged was that a single piece of student work might address several objectives. Identification of the "primary" objective in such cases was difficult and there were differences among the three reviewers.
- The course portfolios are too complex to be thoroughly reviewed piecemeal during the academic semester. Conducting the reviews over a more intensive 1-2 day period during the summer seems more appropriate and feasible, especially when more courses/student work are included.

Based on the pilot, the following timetable for the future is suggested:

- Spring 2011 – Liaisons will meet to collectively complete the review of the pilot data (review of faculty reflections has not been completed) and discuss the pilot results. This review will focus on the specific areas where student deficiencies were uncovered, most notably in Area 2, as noted above.
- They also will select four areas for assessment in 2011-2012 (half should be from areas uninvolved in the pilot), establish the target number of courses to be involved from each area and the number of students sampled from each course, and nominate three-person review teams for each of the selected areas.
- Summer 2011 – Secure funding so that the four review teams can meet for 1-2 days to use the data collected in the pilot for training in connecting student work to area objectives. Thus, a clearer set of rubrics and review procedures will be established.
- Fall 2011 – Collect data from two of the selected areas.
- Spring 2012 – Collect data from the remaining two areas.
- Summer 2012 – Review teams review portfolios and prepare reports to the Liaisons' Committee and Undergraduate Curriculum Committee.
- 2012-2013 – repeat process with remaining areas and include Natural Science area courses. Also work with faculty/departments from areas assessed in prior year to strengthen identified weaknesses.

Quantitative Reasoning

A second focus of assessment in the General Education curriculum has been quantitative literacy, which is one of the program's core fluencies. With the help of a CUNY grant to assess and improve quantitative literacy (awarded in 2009-2010), the college has established a Quantitative Literacy Initiative to assess the current state of student learning with regard to this core fluency and to suggest ways to improve the teaching of quantitative literacy (also called quantitative reasoning).

As part of the assessment of quantitative literacy teaching and learning, the Initiative conducted a survey of student learning, preparation, and attitudes in this area. A comprehensive instrument was administered to students in LEH300/301 sections, the students of which are juniors and seniors, transfers and native students. The instrument used in the survey is a variation of one developed by the Sociology Department in their quantitative literacy program three years ago.

The results of this assessment provide the basis for two program changes. The first change is in the method of administering the assessment instrument: the process needs to be improved in order to provide more reliable and useful data about student learning in this core area. The survey was completed by those students who felt more confident in their quantitative skills, and among these respondents, the assessment was not completed to the end by all students. Nonetheless, among the students who completed the assessment to the end, there were still persistent problems, e.g. weakness in understanding and manipulating quantities expressed in percentages. The results, however limited the data, confirmed the impressions of those in the Initiative that students do not have adequate learning opportunities in quantitative reasoning and this has informed discussions about how to improve teaching and learning in this area. In the spring 2011, faculty in the Initiative Workshop are piloting 10 sections of General Education courses in which they will use materials and methods which they have developed in the fall Workshop sessions.

The second change to emerge from the results of this assessment is an improvement in the assessment tool. We realized that we needed a more sophisticated and useful assessment tool of student learning in quantitative literacy. The Initiative identified the CAT (Critical Thinking Assessment Test) as a more effective way to assess the state of student learning not only in the area of quantitative reasoning, but also in analytical thinking (or critical thinking) and in reading comprehension and written communication – two equally central fluencies whose mastery are also objectives of the General Education program. The CAT, created and managed by Tennessee Technology University, is a nationally normed short-answer essay test graded by faculty. (See http://www.tntech.edu/cat/overview/) Lehman's Quantitative Reasoning Initiative has been awarded a grant for training faculty in scoring the test and for administering the CAT, which will be done in the spring 2011.

Online Education

At Lehman College a significant portion of student learning takes place online. In fall 2010, more than 12% of classroom learning (measured in course enrollment) took place online – asynchronous and hybrid sections in roughly equal parts. This represents regularly enrolled undergraduate and graduate students in traditional programs, none of which is offered exclusively online. The fact that one in eight student enrollments is online nonetheless indicates a significant institutional commitment to this mode of teaching and learning. This commitment is consistent with Lehman's mission and vision statement to provide "greater access to courses through online learning." The goal to increase access represents a strengthening of existing and newly created traditional programs.

The same rigorous standards for quality in the creation of new programs and courses and for maintaining the quality of teaching and learning applies to online courses as they do for the curriculum as a whole. There are no courses or programs at Lehman created exclusively for online delivery. Furthermore, nearly all the instruction online is delivered by faculty who have taught at Lehman or are currently teaching classroom-based courses in departments. Hybrid courses, in which typically one half of the teaching and learning occurs in a classroom, have increased to represent more than half online instruction, and are an extension of the traditionally delivered curriculum into cyberspace. Online courses share the same objectives and standards as their classroom versions, they serve the overall program goals and objectives in the same way, and the supervision of instruction and responsibility for quality likewise rests with the academic department, i.e. the chair, the department P&B committee, and department curriculum committees and assessment representatives.

Much of the instructional support and faculty development is provided by the Office of Online Education and the Division of Education's Technology Office (although increasingly departments and divisions have created their own online and technology committees and workshops). The most intensive, sustained form of faculty development are workshops which include stipends and other forms of support for the instructor-participants. The current Hybrid Initiative Workshop, supported by funds from CUNY, is typical: some 30 faculty meet together monthly and also individually with the Associate Director in a process that will result in new hybrid courses by each participant. The emphasis of these workshops, as it is in the individual training provided by the Office, is on pedagogy and the effective use of technology (Blackboard, in class devices, Web 2.0 applications) to increase student learning. The Associate Director also conducts regular luncheon meetings to discuss teaching with technology and effective online pedagogy. The Blackboard Support Specialist conducts regular sessions to explain and provide guidance to instructors learning Blackboard technology, as well as other common teaching and research applications. Faculty in the Division of Education also participate in regular workshops and informational sessions for the use of electronic and online technology in teaching, especially as applicable to teaching in the K-12 environment.

Students are provided special support to enhance their success in online learning, in addition to the normal advising and academic support programs at Lehman. The students are notified that a course is either wholly (asynchronous) or partly (hybrid) online when they register. Not only does the section have a distinctive designation, but the Registrar's description of the

course in the class schedule includes an online category: none, partly, wholly online. At the beginning of the semester all students are directed to the Student Orientation site for information on the special demands of online learning.   This is basically the Online Education Information for Students that appears on the Lehman home page. In addition, we have instituted a tab within Blackboard which provides orientation for students taking an online course for the first time. (In fall 2010, only two in five students reported that they were taking an online course for the first time.) For freshmen, part of the Freshman Seminar (LEH100) offered in each of the Freshman Year Initiative blocks is devoted to teaching students about Blackboard and online learning. Generally, students in asynchronous courses in fall 2010 responded that they had the necessary technical skills and equipment (97%) and most (93%) reported that there was adequate technical support to assist them with any problems.

In 2006 we conducted an analysis of student satisfaction with online learning, of their own perception of the difficulty and level of engagement in online courses, and of the grades earned in online asynchronous courses as compared to college-wide averages. The results of this study prompted a targeted effort to provide more student support for asynchronous online learning. This included a new student orientation flash movie, stronger emphasis on communication with struggling students on the part of faculty, and more attention to the design and effective implementation of proven online learning teaching techniques in expanded sessions of faculty development.

We now are gathering data on student satisfaction and student success online in order to understand the effect of our efforts over the past five years. The same student evaluation of teaching and learning has been used over this period (2007-2010), just as was used for the initial survey (2004-2006). A preliminary analysis of the data indicates that the high level of satisfaction continues, as does the perception of spending more time in online courses than in regular classroom learning.

We are currently analyzing grades to see whether there has been any improvement in the relatively high number of students who withdrew from online courses. The proportion of students who are taking an online course for the first time has remained constant since fall 2006: around 41%. This suggests that the ratio of experienced to inexperienced students has remained steady, and therefore the change in the overall rate of success or academic failure cannot be attributed to sets of users whose expertise has changed noticeably.

Graduate Assessment

Graduate programs account for less than 20 percent of the College's total enrollment. Most students are enrolled in programs with specialized accreditation and assessments of these programs are largely driven by standards set forth by these accreditors. By far, the highest enrollment is in teacher education programs (68%), which are under the purview of the National Council of Accreditation of Teacher Education (NCATE).

NCATE accredits units based on evidence provided by an institution for each of six standards. The first standard focuses on demonstrating that students have acquired the

knowledge, skills, and professional dispositions necessary to be effective teachers. Part of the requirements for meeting this standard is that every departmental program leading to teaching certification demonstrates that students meet a series of learning standards specific to their discipline. To demonstrate student learning, each program must provide data from six to eight assessments designed to directly measure student outcomes related to standards and performance indicators established by the national professional organization for the discipline. All of the programs in the Division of Education have provided evidence of meeting the standards of their respective professional organizations and are nationally recognized.

The Counseling program must meet standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Similar to the process for NCATE, the program must demonstrate that graduates show evidence of having acquired the knowledge and skills required of effective school counselors, and it must demonstrate that a systematic developmental assessment of each student's progress throughout the program is conducted.

In addition to meeting NCATE and CACREP standards, the Division of Education also measures student learning by pass rates on the New York State certification exams. Beginning in 2004, in order to receive initial New York State teaching certificate in most fields, candidates are required to achieve passing scores on the Liberal Arts and Sciences Test (LAST), the elementary or the secondary version of the Assessment of Teaching Skills—Written (ATS–W), and a Content Specialty Test (CST) in their area of certification. As indicated in Table 11 below, Lehman students have performed exceedingly well.

Table 11: NYS Teacher Certification Examination Results: 2008-09

Examination	Lehman	CUNY
LAST	98%	97%
ATS-W	99%	99%
CST	93%	92%

Lehman's second largest graduate discipline, as measured by enrollment, is Social Work. The program is accredited by the Council on Social Work Education (CSWE) and is designed to reflect CSWE's ten competency areas. Each competency area has performance outcomes - practice behaviors of knowledge, values, and skills needed for generalist practice, which are assessed regularly by the department. The assessment protocol is multi-faceted and includes the following:

- A student self-evaluation of accomplishment of practice behaviors identified in each course
- A student self-evaluation of all practice behaviors at the conclusion of the program
- An analysis of practice behaviors in fieldwork evaluations that are filled out by student's fieldwork instructors in their internship agencies at the conclusion of each academic year

The Speech-Language Pathology program is another accredited program. It is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Integral components of ASHA certification standards are the Praxis Examinations in Audiology and Speech-Language Pathology. As was the case with the NYS Teacher Certification Exams, Lehman students have performed very well. Table 12 below provides the pass rates for the past three years.

Table 12: Praxis Examination Results: 2007/08 – 2009/10

Period	No. of students taking exam	Number of students passed	Pass rate
2009/10	57	54	95%
2008/09	35	33	94%
2007/08	32	32	100%

Conclusion

Through assiduous planning and action, this report demonstrates that Lehman College has addressed MSCHE's concerns regarding Lehman College's compliance with Standards 7 and 14. Over the past two years, the College has made major strides in developing and implementing an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness. New structures have been created, fresh policies and procedures have been adopted, and evidence is now being gathered and used to improve planning, teaching and learning.

The report also highlights the numerous ways evidence is being used to guide decisions across the College. As noted above, CUNY's PMP drives planning and assessment activities at the institutional level. The annual goals and targets in the PMP are reviewed throughout the year and have resulted in numerous program and service changes. The College's recently adopted strategic plan will further guide the college's activities. The plan is currently being "operationalized" to ensure that appropriate targets are in place to measure progress toward completion of the plan.

Administrative units, for the first-time, have developed goals and objectives and have undertaken organized and deliberate assessment projects. Results from several of these projects are highlighted above. Since this was the first experience for many departments to reflect upon and measure their activities, we expect the quality and substance of assessment results to improve this upcoming year.

On the academic side, assessment is becoming part of the fabric of the institution. In the past two years, most departments have advanced from a point of having no articulated learning objectives at the program or course levels, to having undertaken two full cycles of assessment projects. Results from these assessments are being used to improve program planning, teaching and student learning. Examples of several ways in which assessments have been used to make improvements to programs are noted.

With a strong foundation now in place, the College will continue to build upon the current structure so that its assessment processes are sustained going forward. To do so, it will use the results from its recent academic and administrative assessment experience to refine and enhance its annual assessment activities. It will also leverage the combination of its regular recurring assessment cycles with the PMP, Strategic Plan implementation, Business Intelligence system and assessment management software roll-outs to develop and sustain a closer integration of planning, resource allocation, and continuous assessment.

Appendices

Appendix A

Select Performance Management Plan Results: Fall 2009

Critical Indicator	Lehman College	Senior Colleges	CUNY
% of FTEs delivered by full-time faculty to undergraduates	46.9%	45.5%	46.6%
% of instructional hours delivered by full-time faculty to undergraduates	47.1%	44.2%	46.9%
Undergraduate student-faculty ratio	15.3	17.5	18.2
% of freshmen passing gateway composition and math courses with a C or better	80.3%	81.6%	77.3%
% of freshmen passing gateway composition with a C or better	90.1%	90.7%	84.4%
% of freshmen passing gateway math with a C or better	67.6%	64.2%	63.7%
One-year retention rate for full-time first-time freshmen	77.1%	81.8%	80.7%
One-year retention rate for first-time freshmen (under-represented minorities)	76.9%	79.1%	78.0%
One-year retention rate for first-time freshmen (non-underrepresented minorities)	78.2%	84.1%	83.1%
One-year retention rate for first-time freshmen (males)	76.0%	81.4%	80.0%
One-year retention rate for first-time freshmen (females)	77.7%	82.2%	81.2%
% of baccalaureate students who have declared a major by the 70th credit	85.7%	78.1%	83.0%
Two-year retention rate for full-time first-time freshmen	57.9%	67.5%	66.2%
% of full-time first-time freshmen who graduated within 4 years*	14.0%	20.2%	19.8%
% of full-time first-time freshmen who graduated within 6 years**	30.8%	44.5%	43.3%
Student satisfaction with academic support services***	3.00	2.93	2.93
Student satisfaction with student services***	3.04	2.76	2.83
Student satisfaction with access to computer technology***	2.98	2.93	2.95
Mean SAT score of regularly-admitted first-time freshmen	989	1084	1057
Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen	83.7	85.8	84.9

NOTES:
*Entering class of fall 2005
**Entering class of fall 2003
*** 2010 data

Appendix B

Excerpts from the President's Letters to the CUNY Chancellor: 2008-09, 2009-10

2008-09 Academic Year	2009-10 Academic Year
The report will show that to a large extent, we have achieved the targets or progress is being made to accomplish the targets. Some retention and graduation indicators continue to present a challenge, but we are confident that the strategies instituted last year, including the higher freshmen and transfer admission standards, will produce positive results in the years ahead.	There continues to be a steady improvement in several retention and graduation indicators as evidenced by the 3.1% increase in the percentage of students who have declared a major by the 70th credit (85.7% as of fall 2009); a 5.1% increase in the one-year retention rate (77.1% as of fall 2008), and increases of 1.2% and 7.2% respectively in the one-year and two-year retention rates for transfer students (75.9% for fall 2008 and 68.1% for fall 2007). The four-year graduation rate for the entering class of fall 2005 at 14% represents a 2.3% increase from the previous year…
We anticipated a drop in enrollment due to the implementation of more rigorous math competency standards that became effective beginning with the cohort applying for spring 2008 admission; however, that decline did not occur. Instead enrollment reached an all-time high of 11,860 students…	The indicators that failed to show a similar upward trend include the two-year retention and six-year graduation rates for full-time first-time freshmen, each of which declined 1.2% and 2.8%, the four-year and six-year graduation rates for full-time transfers, which decreased 3% and 3.1% respectively…
Earlier this year, I convened a meeting of the presidents of Bronx Community College and Hostos Community College along with the Provosts and Vice Presidents for Student Affairs of each school. The purpose was to develop a formal structure that would meet three or four times a year to identify issues of common concern and collaborate on ways to ease the transition and improve the success of community college students to Lehman…	Much of the progress that has been made can be attributed to initiatives implemented during the past few years, such as the adoption of more rigorous math competency standards for the spring 2008 admission cohort to new, higher admission standards for first-time freshmen and transfer students entering in fall 2009.
A review of transfer student processing resulted in the development of an admissions checklist and group advising, and new policies for the retention of students on probation are being developed.	Since January 2009, I have had regular meetings with the presidents of Hostos Community College and Bronx Community College and their senior staff to explore ways to ease the transition of students who transfer from their institutions to Lehman.
This year, I am pleased to report that in these challenging economic times the College has met or exceeded its fundraising goals.	This spring, *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020* was distributed to the campus community.
Lehman College was named to the President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities. This is the highest Federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.	A full-time assessment coordinator was hired last July to work with faculty to develop assessment plans and integrate assessment into the College's planning process, and a full-time research specialist was recently hired to focus on institutional effectiveness plans.
Lehman faculty continue to garner national recognition for their scholarship, contributions to the community, and professional achievements…	

ACHIEVING THE VISION
By Building on a Strong Foundation

STRATEGIC DIRECTIONS FOR LEHMAN COLLEGE   2010 – 2020
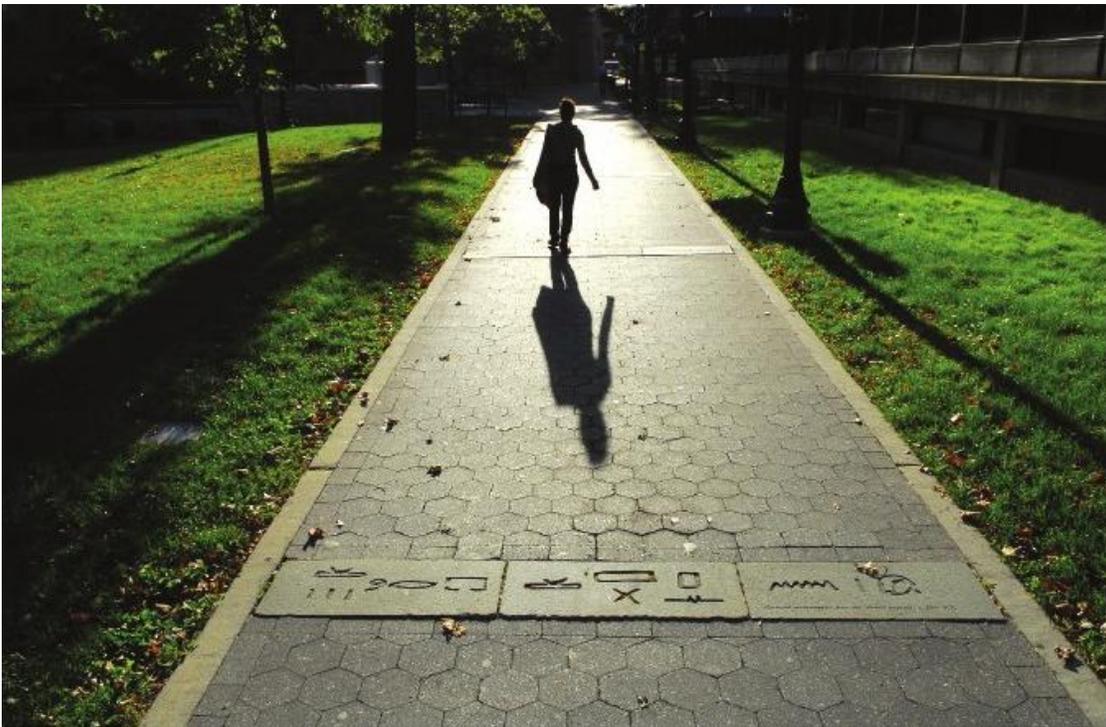
CONDENSED VERSION

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.

VISION

Lehman College has entered a new era in its history as an institution of higher education. Already known for its outstanding faculty, dedicated staff, superb library, art gallery, theaters, speech and hearing clinic, and athletic facilities, the College will now build a new state-of-the-art, environmentally "green" science facility that will invigorate faculty and student research as well as prepare Lehman students for science-based careers.

Supported by the University's expanding technological resources, the College will promote creative teaching strategies, greater access to courses through online learning, off-campus access to library resources, and enhanced student services. The new Multimedia Center will stimulate technological innovation in all areas of communications and the arts for both the College and the region.

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Now, the College looks forward to providing a residential experience to attract a wider range of students and to developing new learning communities to enhance student success.

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs, such as environmental studies and international business, along with study abroad and experiential learning opportunities. The College's geographic information systems and numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region. Service learning and internship opportunities will be further developed to foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

Recognized for small classes, close interaction between students and faculty, a successful Teacher Academy and Honors College, and a caring and supportive environment, Lehman College will celebrate its fiftieth anniversary in 2018 as the college of choice in the region, committed to preparing students for graduate studies, professional careers, and lifelong learning.

VALUES

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING

Objective 1.1:
Recruit, support, and retain distinguished faculty.

- Develop a plan for the hiring of new faculty of the highest quality, committed to both teaching and research that is aligned with College strategic priorities and follows the goals and principles of the College's affirmative action program.
- Support and reward creative teaching and excellence in research and scholarship.
- Support the professional development of new and mid-career faculty members through orientations and ongoing mentoring by senior faculty.
- Enhance intellectual and cultural activities on the campus.
- Foster academic leadership development opportunities for department chairs.

Objective 1.2:
Support existing academic programs and develop programs of exceptional quality informed by a rigorous review process.

- Ensure that liberal arts and sciences remain the core emphasis of the College, while strengthening professional programs.
- Strengthen general education and provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional curricula.
- Strengthen and expand existing programs in STEM disciplines and health sciences.
- Develop, strengthen, and realign programs in emerging fields of knowledge.
- Pilot new programs through the School of Continuing and Professional Studies.
- Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs.

Objective 1.3:
Achieve greater external recognition and success of academic programs.

- Establish new administrative units to house several professional programs, such as a School of Education, School of Health Sciences, Human Services, and/or Nursing, School of Business, and a School of Continuing and Professional Studies.
- Foster a dynamic research/creative activities environment to promote both student achievement and greater faculty success.
- Develop a robust collaboration and alignment between academic programs in the arts and campus entities dedicated to the visual and performing arts.
- Seek professional accreditation in all program, where available, such as AACSB accreditation for business Programs.

Objective 1.4:
Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained campus environment that supports teaching, research, learning, and quality of life.

- Develop and implement a plan for the renovation and upkeep of classroom and office buildings that offers an inviting and attractive environment with appropriate technology.
- Increase faculty engagement in campus life by improving non-instructional facilities.
- Assess Library needs guided by best practices of space utilization to promote the increased use of its resources for study and research.

GOAL 2: ENHANCED STUDENT SUCCESS

Objective 2.1:
Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the College's mission.

- Maintain policy of raising undergraduate freshman and transfer admissions standards in line with other leading senior CUNY colleges.
- Continue to develop and implement a comprehensive enrollment management plan to shape Lehman's student composition in accordance with CUNY's projections for growth.
- Support collaborative efforts between Lehman College and its principal feeder community colleges to improve credit transfer and ensure a smooth transition for students.

Objective 2.2:
Strengthen academic resources and student support services.
- Develop a coordinated institutional approach to undergraduate advising.
- Offer the courses and support services necessary to increase student retention, progression, and four-year and six-year graduation rates.
- Improve the quality and availability of academic and student support services as well as IT technical support.
- Develop an alumni mentoring program to support students in their career and professional development and encourage lifelong ties to the college.

Objective 2.3:
Enhance student experience and life on campus.

- Create a College Center, a "center of gravity" for the campus, serving student government, student organizations, and students, faculty, and College activities, as well as providing space for College services.
- Establish a student housing program to provide on-and-off-campus accommodations.
- Enhance initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects.
- Prepare students to live and work in the global community through new interdisciplinary programs, study abroad, and experiential learning opportunities.
- Assess the feasibility of moving Lehman intercollegiate athletics from NCAA Division III to Division II.

GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS

Objective 3.1:
Integrate institutional planning and assessment to improve effectiveness.

- 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 focused on institutional effectiveness to improve overall performance.
- Create and implement an IT strategic plan to guide the development of a technological environment on campus that is integrated into teaching, research, and learning.
- Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

Objective 3.2:
Strengthen existing sources of revenue support, and create new resources, for student and faculty research and outreach programs.

- Increase funding from individuals, corporations, and foundations and coordinate fundraising through the Division of Institutional Advancement in partnership with the Lehman College Foundation.
- Expand and deepen faculty skills and expertise and increase support in seeking government and foundation research awards.

Objective 3.3:
Increase visibility and alumni engagement.

- Develop and implement a strategic marketing and communications plan to enhance the College's image and standing.
- Develop and implement a plan to promote greater alumni engagement in the life of the College.

GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE

Objective 4.1:
Enrich the community through increased engagement of the College's resources.

- Increase engagement of faculty, staff, and students in outreach, service, and partnerships to contribute to individual achievement and the transformation of lives and communities in the Bronx and surrounding region.
- Increase participation of the general public in cultural programs and events on campus.

Objective 4.2:
Improve the health and educational well-being of the community.

- Strengthen on broaden the College's connections with New York City schools to improve student academic achievement.
- Improve the health and well-being of the community through research, service, recreational programs, and partnerships.
- Promote a healthier and greener environment through example and partnerships with government agencies, educational institutions, organizations, and businesses.

Objective 4.3:
Contribute to the economic vitality of the Bronx and surrounding region.

- Address workforce needs through collaborations with employers in growing and emerging sectors of the economy.
- Encourage entrepreneurship and economic diversification through the activities of the School of Continuing and Professional Studies, the Bronx Small Business Development Center, and Lehman/CUN centers and institutes.

Appendix D

Foundations of Excellence: Transfer Focus
Improvement Committee Report

<u>Recommended Action Items</u>

- **Assess new transfer student orientation** *(High priority)*
  Conduct assessment of the effectiveness of the orientation program. Metrics such as attendance statistics, and student satisfaction scores would be useful in this regard. The Division of Student Affairs should carry out assessments of these events regularly.

- **Advance Systematic Assessment Processes** *(High priority)*
  The College has recently formed an Office of Assessment and Planning to organize and help manage the assessments of administrative offices across campus. Each unit in the College is devising assessment plans and is beginning to gather evidence related to specific goals. As each department develops their assessments, they should be examining specific populations (e.g., transfer students), to determine if there are specific programs and services needed to help service these groups more effectively.

  The Office of Assessment and Planning should assist offices with their assessments by providing guidance and strategies that will assist offices in their assessments pertaining to transfer students.

- **Create focus Groups of Transfer Students w/ different levels of academic and student life experience** *(High priority)*
  Focus groups could occur on various levels. For example, programs could use student feedback to identify needs and to ascertain satisfaction with such things as course offerings, course schedules, etc. Student Affairs could use focus groups to help decide the types of extracurricular activities to offer students. Focus groups could be facilitated be trained staff or by outside consultants.

- **Mandatory professional development focused on customer service for faculty/staff who regularly interact w/ transfer students** *(High priority)*
  A common thread in the transfer student focus group was substandard level of customer service. For example, several students indicated that some Lehman staff had "bad attitudes" when dealing with transfer students. Another student indicated that she was led to expect "less service" at Lehman due to lower tuition. Another said she received conflicting information from staff and that faculty were often not available to sign forms

  As a result of these experiences, the committee recommends that College employees be required to engage in customer service training to assist in their interactions with students and staff. This training should be organized by Human Resources and

followed-up with on-going assessments of the level of service provided by front-time staff and others.

- **Improve Credit Evaluation Process** *(High priority)*
  The process for evaluating transfer credits at the College is currently a slow one. Students often complain that they have to wait to see division advisors to get needed signatures. Students have also indicated that they cannot decipher who is doing the transfer evaluations for each division.
  In addition, once credits are evaluated they do not become immediately available for students to view on their transcripts. As a result, they are often required to come to campus to get specific permissions for courses for which they have already earned prerequisites. The time consuming necessity to come in person with paper evaluations means that transfer students frequently miss the opportunity to register for required classes before they become filled with current students.

  Perhaps most important, there is no comprehensive database of course equivalencies readily available to advisors. This results in the potential for inconsistencies in the evaluation of transfer credits. Students have indicated that some professors are careful about evaluating transfer credits, while others mark 'elective' for almost every transfer course. We recommend that the current comprehensive course equivalency database be made available to advisors, and be accompanied by clear guidelines for creating equivalencies as soon as possible.

- **Implement College-wide document scanning & management solution** *(High priority)*
  Document scanning software will facilitate the seamless sharing of student information with various offices across campus and help to eliminate the current need for students to obtain "hard" copies of documents from various offices across campus. A document scanning and retrieval tool would provide offices with the ability to view these documents on-line and prevent students from being directed from one office to another unnecessarily.

  The ability to view transfer student transcripts electronically is one important use for a scanning solution. Currently, if a student tells their faculty advisor that they completed a course at a previous institution, but the class does not appear on their Lehman transcript, the advisor has no way of confirming what was on the original transcript. An online file with relevant student information would prevent such problems, since the advisor would have access to the student's complete file.

  A second important utility for the document scanning and management tool relates to problems students often experience when they apply for graduation. A-1 forms, grade change forms and change of major forms are examples of documentation that could be collected in such a file. This should be available to admissions, advising, registrar, and financial aid offices do that the personnel in these offices can have a complete picture of students' records.

- **Utilize Degree Works to its fullest potential** *(High priority)*
  There is not a unified body for the campus advisement community. Every department/program handles advisement using their own methods and practices. Therefore, interest in DegreeWorks is not unified However, DegreeWorks provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help students and their advisors negotiate the institution's curriculum requirements. DegreeWorks is available at Lehman College, but it is not widely used. Academic advising is mostly done manually, which is inefficient and time consuming.

  One reason faculty advisors do not widely use DegreeWorks in the Advisement process may be due to the fact that it does not directly connect to the software used for adding permissions for courses (LCMIS). Because the LCMIS system provides access to both student transcript screens and course permission screens, faculty may tend to use the LCMIS system to review transcript data in order to add course permissions and check on major/minor codes. DegreeWorks, in contrast, is accessed through the CUNY Portal. The two systems need to be integrated so that advisors can move easily back and forth between the two systems.

  Secondly, DegreeWorks currently has some limitations. There are certain groups of students in which it will not be 100% accurate due to either the product's programming limitation/interpretation of college rules, or the vast amount of exceptions that determine a particular student's requirements.

  We recommend that the College put more resources behind this product so that it is used to its fullest potential. It has the potential to be extremely powerful tool for administrators and advisors alike. It would help advisors review major or general education GPA's and isolate information on students who may need additional support in earning their degree. The VP for Enrollment Management should take the lead on this project.

  More marketing and training needs to be done to make advisors aware of the product's presence and value. Its use is not mandated and past attendance at trainings has been poor. Behind every projects success is strong executive support/mandates, so training has to be mandated. The Office of the Provost must mandate the use of DegreeWorks.

  In addition, more faculty need to be involved in testing and report any inaccuracies.. We recommend that an implementation team/committee consisting of Academic Advisement, SEEK, LSP, AD, representatives from the divisions, DegreeWorks' Coordinator (registrar's Office), and CUNYFirst Project manager be created to ensure system's growth and use. The use of DegreeWorks can grow with more involvement by the main users who should be "faculty advisors."

- **Develop the Ability to Track Application Status** *(High priority)*
  Students do not currently have the ability to view the status of their application online or otherwise as is often provided at other (non-CUNY) institutions. PeopleSoft

implementation may assist with this issue, but it is still several years away. The College needs to ensure that students' access to their applications is part of the implementation plan. Assessments need to determine if students are accessing and using this information and whether the information is accurate. Admission Processing at CUNY Central should work with the Lehman College IT and Admission Department to ensure that that this occurs

- **Regularly Administer a Transfer Student Survey** *(High priority)*
  A transfer student survey administered regularly to collect data specific to the experiences of transfer students should be implemented on a regular basis. This will help to ensure that the College provides programs and services that meet the unique needs of transfer students. The Office of Institutional Research should pursue a commercial product that will allow for comparative scores with other institutions.

- **Provide useful information to College community through a readily available, online "data warehouse"** *(High priority)*
  Relevant general institutional transfer student data/information is not routinely disseminated to faculty and staff. We recommend that College data be stored in an easily accessible, secure online reporting "warehouse" where those who need data for particular purposes such as looking for trends in transfer student experiences in their programs or for grant writing can access it at their convenience. Projects currently being developed and implemented by the College are the CUNY Administrative Data Warehouse (ADW) system and the Oracle Business Intelligence system. It is imperative that these systems have the ability to create customizable reports based on one's own parameters. These reports could assist in strategic planning efforts, program planning, and enrollment management functions of the College. Additionally, a reporting system can assist in identifying trends with regard to transfer students.

- **Assess Assisted Registration/Common Advisement** *(Medium priority)*
  Gather additional evidence to support the contention that assisted registration/common advisement should be expanded. The current practice seems to work well, but there are many times when this service is not available. The Division of Academic Affairs should spearhead an initiative to examine this service. See Performance Indicator 9.1-2.

- **Evaluate Communications Strategies** *(Medium priority)*
  Assess the effectiveness of the communications, communication sequence, and/or communication methods to Entering Transfer Students. For example, the College needs to closely examine the flow of college communication from the time a student applies to the time a student registers. Among the questions the College needs to ask are:

  - Are transfer students receiving all of the necessary documents?
  - Do they know how to apply for financial aid?
  - Do they know how and where to go to get their credits evaluated?
  - Are the contacted in a timely fashion?
  - What is the best way to reach students?

The Division of Enrollment Management should examine the flow of communications to transfer students to ensure that the College is effective in meeting their needs.

- **Use NSSE to inform decision making** *(Medium priority)*
  Disaggregate the NSSE survey data to determine whether there are differences between transfer and non-transfer student responses. The Office of Institutional Research should supply this information to the College community.

- **Implement PeopleSoft Enterprise Resource Planning software and use to its fullest potential** *(Medium priority)*
  PeopleSoft will allow for increased sharing of information across campus; however, its implementation is still several years away. When it is up and running, access needs to be granted in a way that does not unnecessarily limit information to faculty/staff that might prove useful in assisting transfer students. Lehman's Department of Information Technology and the CUNY IT Department need to work collaboratively to ensure that PeopleSoft is used to its fullest potential.

- **Encourage and fund visits to other institutions to benchmark best practices** *(Medium priority)*
  Visits to other institutions can provide employees with valuable ideas, which they may be able to apply at Lehman in an effort to improve services to transfer students.

Appendix E

Report of the Task Force on Retention, Progression and Graduation
Lehman College, The City University of New York
November 2009

Introduction:

The purpose of this report is to provide recommendations for improving undergraduate student retention, progression, and graduation at Lehman College. For purposes of definitions, retention means that a student who has not graduated remains enrolled at Lehman College. Progression concerns a student's credit accumulation toward graduation. Graduation means a student receives a baccalaureate degree from Lehman College.

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.

With approximately 50% of its student body comprised of Hispanic students, Lehman College is in the forefront of helping improve nationwide educational attainment in the context of the nation's changing demographic mix. In 2000, Hispanics accounted for 12.5% of the nation's population. In 2008, Hispanics comprised 15.4% of the population. The Census Bureau projects that Hispanics will make up 30.2% of the population by 2050. At the same time, 13.3% of Hispanics had attained a four-year college degree vs. 29.4% of all U.S. residents and 31.8% of non-Hispanic U.S. residents.

Enhancing retention, progression, and graduation for all students is consistent with Lehman College's commitment to preparing them for the demands they will face in their professions and as citizens in an increasingly sophisticated global environment. Lehman's success in achieving improved outcomes contributes to elevating growth in national educational attainment.

Background:

In early August 2009, Chancellor Matthew Goldstein asked the presidents of the senior colleges to establish and chair a task force to examine the rates of student retention, progression and graduation at their respective institutions and recommend one or two special initiatives that can be undertaken to improve them.

A task force was convened with members representing a broad cross-section of the campus constituencies. The focus of the task force was on undergraduate students. At the conclusion of its meetings, the task force developed this report that recommends specific steps that Lehman College will take to address student retention, progression and graduation, subject to financial ability.

Since September, the task force held 5 meetings. Each meeting was 1½ hours in duration. The task force heard presentations from key faculty members and administrators from Lehman College, reviewed data from the College's Institutional Research Office, and examined reports and other literature relevant to the issue of college retention, progression, and graduation.

The purpose of this exercise was to analyze the issues in question, to gain a better understanding of the obstacles faced by students as they make their way through Lehman (and at CUNY community colleges before they enroll at Lehman), and to focus the College's efforts on those variables that are within its control as well as on promising programs and other initiatives aimed at improving student retention and graduation rates that have remained remarkably impervious to improvement over the years.

Based on the fall 2008 edition of the *Lehman College Data Book* and data furnished by Lehman College's Institutional Research office, several items are particularly relevant to the task force's work:

- Approximately 70% of the attrition for regular first-time, full-time freshmen and SEEK freshmen occurs within the first two years.

- Approximately one-fourth of regular first-time, full-time freshmen exit Lehman College within one-year and around 40% have departed after two years. More than a quarter of SEEK freshmen exit Lehman College within one year and just over 40% of SEEK freshmen had departed after two years.

- The 1999-2007 cohorts of regular first-time, full-time freshmen had average graduation rates of 14% after four years and 35% after six years. For SEEK freshmen, the respective graduation rates came to 4% and 30%.

- Around one-quarter of transfer students exit Lehman College within one year and about 37% depart within two years.

- Attrition rates varied substantially among transfer students depending on whether they arrived at Lehman College with or without an Associate Degree. Transfer students who arrived from CUNY community colleges with a degree had cumulative attrition rates of 22% and 30% after one and two years respectively. Those who arrived from CUNY community colleges without an Associate Degree had cumulative attrition rates of 25% and 36% after one and two years.

- The 1999-2007 cohorts of transfer students had average graduation rates of 15% after two years and 49% after four years.

- Graduation rates also varied depending on whether a transfer student arrived at Lehman College with an Associate Degree. For students who transferred from a CUNY community college with an Associate Degree, graduation rates were 22% after two years and 64% after four years. For those who arrived from CUNY community colleges

without an Associate Degree, the comparable graduation rates were 15% and 49%.

- The number of full-time transfer students has been increasing steadily. Reflecting that trend, the fall 2009 cohort of full-time transfer students was almost 80% larger than the fall 1999 cohort (855 students vs. 478 students). This trend has been driving the number of total transfer students higher, while the number of part-time transfer students has grown more slowly.

Lehman College offers a broad range of services aimed at enhancing students' academic skills, improving their self-management capabilities, and facilitating their integration on campus. Services include academic advising, instructional support, counseling, workshops/information, sports programs, and cultural events.

In addition, Lehman College is pursuing a number of efforts aimed specifically at improving retention, progression, and graduation outcomes. Those activities include:

- ***Increased Minimum Admissions Requirements:*** Lehman College now requires first-time freshmen to have completed 16 credits in college preparatory classes, with an average of 80 or above in such courses, and a combined verbal and math SAT score of 900 or higher (or the ACT equivalent). In 2010, the SAT requirement will increase to 940. Students transferring to Lehman College with fewer than 12 credits must satisfy Lehman's freshmen admissions requirements; applicants transferring with 12-24 credits must satisfy either Lehman's freshmen admissions requirements or have a minimum GPA of 2.75; students transferring with 24 or more credits must have a minimum GPA of 2.3; and, students transferring with an Associate Degree must have a minimum GPA of 2.0. Academic literature highlights a link between high school average/GPA at community colleges and student performance at four-year colleges (grade and graduation outcomes). Admitting better prepared students should lead to improvements in retention, progression, and graduation rates.

- ***Freshman Year Initiative:*** Lehman College offers an award-winning, nationally recognized program for first-year students. The Freshman Year Initiative promotes an interdisciplinary curriculum, faculty collaboration, a Freshman Seminar that addresses the transition from high school to college life, peer support through learning communities, and a broad range of support services including tutoring, supplemental instruction, and counseling.

- ***30-Credit Campaign:*** This initiative is designed to encourage students to register for 30 credits per calendar year so as to increase their credit accumulation in order to graduate earlier. Additional credits toward the 30-credit goal may be earned during the winter and/or summer sessions.

- ***Majors Fair:*** This annual event is designed to provide students with more information on the majors that are offered at Lehman College. It is targeted at second-year students, but all students who are seeking information related to majors may attend.

Recommendations:

The combination of the data and ongoing efforts at Lehman College reveal:
- A need to deepen efforts to retain second-year students
- A need to expand efforts to retain transfer students
- A range of existing academic and support services that could be coordinated to better address the needs of second-year students and transfer students

To address those issues and to leverage the wide range of services already available at Lehman College, the Task Force recommends implementing a comprehensive Sophomore Success Program (SSP), opening a one-stop Transfer Center, and making retention, progression, and graduation a college-wide effort. Although there is overlap among undeclared second year students and transfer students who have not selected a major, the differences in needs and experiences among those two groups of students justify a solution that targets those groups separately. Each of the three recommended steps seeks to improve a student's retention, progression, and ultimately prospects for graduation, by improving his or her academic or social integration on campus. Furthermore, the recommendations will be accompanied by the development of robust and ongoing assessment measures to maximize their prospects for improving the retention, progression, and graduation outcomes for sophomores and transfer students.

I. Sophomore Success Program

Description
A comprehensive Sophomore Success Program (SSP) will focus on increasing retention of second-year students through targeted advising. The outcomes of the program include:

- Reducing second-year attrition
- Increasing credit accumulation of sophomores while they maintain a good GPA
- Raising four- and six-year graduation rates
- Increasing third-semester declaration of academic majors
- Improving student satisfaction with faculty interaction
- Improving student satisfaction with academic advising

The comprehensive SSP will target undeclared students with 24-59 credits, building on existing academic and student support services through better coordination and integration. These services will be combined with new components in order to enhance sophomore retention.

Existing Academic and Student Support Services
- 30-Credit Campaign
- Spring Majors Fair
- A map/guide to the campus, offices, and services
- Integration of the DegreeWorks and STARS (Student Tracking, Advising, and Retention System) is imminent. DegreeWorks is an online auditing system to help faculty and staff with academic advising and to help students determine how far along they are toward completion of their degree. DegreeWorks lets students know what

requirements toward a degree they have satisfied, what requirements remain, and allows them to answer a variety of "what if" questions, e.g., "What if I change my major?" STARS is a web-based project developed in-house to assist faculty/advisors/staff in tracking student advising contacts and performance. It provides a set of advisement functions that complement DegreeWorks and so helps advisors assist students in their quest toward graduation. The system provides consolidated views of student information, translating obscure SIMS coding into easily understandable explanations. It also allows faculty and staff to keep written comments on advising sessions, see the comments made by their departmental colleagues in previous sessions, and to make referrals to other support services as needed. Our ability to personalize and access student information is expanded as each office is given the option of tracking its own items of interest (e.g., reasons for student visits, types of services rendered, etc.), as well as given the opportunity to generate a variety of standardized reports. It automatically updates each night from SIMS.

New Components of the Proposed Sophomore Success Program

Lehman College's existing efforts will be combined with the following new components in order to form a broader "Sophomore Success Initiative."

- **Sophomore Success Coordinator:** This full-time coordinator (HEa) will be located in the Office of Academic Standards and Evaluation. This coordinator will oversee campus-wide sophomore activities, coordinate among departments/programs/support services, help develop sophomore programs/events, disseminate information on services and activities to sophomores, and would put in place outreach to all students who completed their first year of study in good academic standing but did not register for their second year. Examples of possible activities include financial aid planning sessions, community service opportunities for sophomores, the spring majors fair, participation in internships, and sophomore career development workshops.

- **Academic Intervention Coordinator:** This full-time coordinator (HEa) will be located in the Office of Academic Standards and Evaluation. This coordinator will focus on at-risk students, e.g., students who stop attending class, with 24-59 credits. This person will be responsible for implementing needed interventions such as an early alert system and mandatory advisement for undeclared students. Software tools such as DegreeWorks and STARS will facilitate this person's efforts.

- **Outreach to students in good academic standing:** Lehman College would monitor student registration activity and National Student Clearinghouse data to identify would-be sophomores who did not register or transfer to another school even as they are in good academic standing (GPA of 2.0 or higher). Lehman College would contact all such students during the summer in advance of the start of fall classes and assist them in resolving any difficulties so they can continue to attend/re-enroll.

- **Mandatory Academic Advising for Undeclared Students:** Students who have not declared a major after their third semester (or after having earned 36-45 credits) will be required to meet with an Academic Advisor, with a stop placed on their registration until they do so.

- ***Open Campus Days:*** Academic departments, representatives from other campus offices, and upper-level students in various programs will participate to provide an inviting setting for sophomores to explore prospective majors. These days will take away the stress/pressure associated with committing to a particular field of study. They will also provide opportunities for faculty, upper level students, and sophomores interested in given majors to interact. The Open Campus Days concept can also be expanded to attract sophomores to internship possibilities, community service, clubs/organizations, and other on-campus activities. An Open Campus Day will be held during the fall semester and another one during the spring semester.

- ***Student Mentors:*** Student mentors could complement Lehman College's varied support services in providing assistance related to the developmental needs of sophomores. Student mentors could be drawn from Master's students in the Social Work and the Guidance and Counseling programs and from upper classmen with GPAs of 3.25 and above.

- ***Senior Student-led Workshops:*** Seniors with strong academic records would lead workshops on academic/career goals, social goals, financial planning goals, extracurricular goals, and health goals for sophomores. Seniors leading the seminars would be trained by the respective on-campus offices.

- ***Program Evaluation and Assessment:*** Assessment will be tied to planning and implementation. Concrete indicators will be identified, recorded, and reported, to facilitate the Sophomore Success Program Coordinator's work, provide "early warning" for potential at-risk students who might need targeted services, and allow for an evaluation of the program's effectiveness/performance. Such data will specifically address the SSP's objectives. Among other things, registration, retention, academic performance, credit-accumulation, commitment to academic majors, participation in on-campus organizations, graduation outcomes, student use of services, student satisfaction and related outcomes from the use of services will be regularly measured and reported.

  Student feedback will be solicited. Focus group activity and/or student surveys will complement the institutional and departmental data collection effort.

II. Transfer Center

Transfer students comprise the largest cohort of new students at Lehman College. Over the past five years, transfer students accounted for approximately 57% of new Lehman students. Transfer students accounted for just over 60% of new students in fall 2009. Given the number of transfer students enrolling at Lehman College, unique issues relevant to transfer students, and the College's objective of increasing overall student retention, progression, and graduation, Lehman College will launch a Transfer Center to address the needs of transfer students more effectively.

Description

A Transfer Center will be a one-stop location at which the varied needs of transfer students would be addressed. The outcomes of the proposed center include:

- Facilitating a smooth transition for transfer students who come to Lehman College, with an emphasis on those who come from CUNY community colleges

- Guiding transfer students through the admission, registration, advisement and financial aid processes

- Improving transfer student retention

- Raising enrollment rates for transfer students

Components of the Proposed Transfer Center

- *Located in the Proximity of Key Offices:* The Transfer Center will be located in close proximity to the Registrar's and Admission's Transfer Evaluation offices. The location is based on services that are most widely used by transfer students.

- *Transfer Center Personnel:* A full-time administrator (HEa) will manage the Transfer Center. This person will oversee campus-wide transfer student activities and oversee the Transfer Center's staff. The Transfer Center will have two counselors (aHEO) who will be cross-trained to counsel students, a COA who will serve as a receptionist and perform clerical responsibilities, and two part-time college assistants.

- *Transfer Center Services:* The Transfer Center will assist transfer students in selecting academic programs at Lehman College; guide transfer students through the admissions process; explain the transfer credit evaluation process; provide guidance to transfer students as they begin the financial aid process; assist students in completing the online Free Application for Federal Student Aid (FAFSA); aid transfer students with registration; provide information sessions/workshops on issues such as academic programs, financial aid, admissions and advisement; direct transfer students to appropriate resources at Lehman College; and, answer questions transfer students might have. The Transfer Center will also be responsible for a transfer student mini-site. The mini-site would consist of dedicated webpage(s) and perhaps podcasts relevant to transfer students within the Lehman College website.

  The Transfer Center will provide a formal mechanism by which Lehman College will deepen its existing relationships with CUNY's community colleges, assist in increasing interaction between Lehman College's faculty/staff and corresponding faculty/staff at the community colleges, and develop new relationships in additional areas of mutual interest, i.e., assessment, financial aid, and dual admissions, that will improve transfer student retention, progression, and graduation. It will engage in outreach to its community college counterparts, community college staff, and community college students who plan to transfer to Lehman College.

- *Program Evaluation and Assessment:* Concrete indicators for assessing the Transfer Center's services will be identified, recorded, and reported to allow for an evaluation of the Transfer Center's effectiveness/performance. Among other things, statistics on services rendered and outcomes of those services, transfer student retention, graduation outcomes, student satisfaction will be regularly measured and reported.

III. College-wide Initiative

To maximize Lehman College's ability to meet its objective to increase student retention, progression and graduation will require full mobilization of the college community.

Description
A college-wide initiative will leverage the College's departments, faculty, and staff in improving student retention, progression and graduation. The objectives of the initiative would include:

- Allow for faculty and departmental participation in areas concerning student retention, progression and graduation
- Strengthen departmental efforts, e.g., majors advisement
- Create an ongoing mechanism for addressing issues related to student retention, progression and graduation

Components of a Proposed College-wide Initiative

- *Examine the Feasibility of a Faculty Retention and Graduation Committee:* The President, Provost and Deans will examine the feasibility of having the College's departments create a committee comprised of faculty and/or departmental advisors to complement the Sophomore Success Program's and Transfer Center's efforts. This committee could address student retention, progression and graduation at a departmental level, disseminate information on related issues and outcomes to faculty members, allow for a sharing of departmental insights/practices, and enhance departmental advising and mentoring. This committee would collaborate with the Sophomore Success Coordinator, Academic Intervention Coordinator, and Transfer Center personnel.

- *Review Articulation Agreements:* Articulation agreements will be reviewed and strengthened. In areas where such agreements do not exist but would be beneficial, they will be developed.

- *Collaboration with Community Colleges:* Lehman College will intensify ongoing efforts aimed at strengthening and sustaining collaboration with CUNY's community colleges on a wide range of areas of mutual interest. Collaboration will be aimed at increasing overall student success, particularly for prospective transfer students.

- *Regular Reporting:* Reports on student retention, progression, and graduation developments and outcomes will be regularly shared with the Lehman College community.

Appendix F
Institutional Effectiveness Map

Division/Unit	Contact	Strategic Plan	PMP Report	LCPGT	CUNY SES	NSSE	LC Data Book
Administration in General		G3, O3.1	PP48-51, PP-54-58,	TO4.2, TO4.3	T9f	8c, 10b, 13,	PP34-39, 58-68
Enrollment Management	**Robert Troy**	G2, O2.1	PP81-91	TO7.1			PP1-28, 58-68
Academic Standards & Evaluation	Liliana Calvet	G2, O2.2	P78		T8, T9b	12	
Admissions & Recruitment	Laurie Austin	G2, O2.1	PP81-91		T9d		PP1-28
College Now	Pedro Baez		PP102-106	TO7.3			
Enrollment Research and Process	Javiel Mercado	G2, O2.1					
Graduate Studies	Ann Worth		P58	TO4.3			P1, 23-28, 65-
Registrar	John Capocci		P79	TO9.2	T7, T9d		
SEEK	Annette Hernandez		PP35-36	TO3.2			P10, P16, P38
Special Academic Sessions	Richard Finger	G1, O1.2	PP27-34;	TO1.3, TO8.2			
Testing & Scholarships	Scott Dames		PP46-47	TO3.4	T9d		
Student Affairs	**José Magdaleno**			TO6.1			
Athletics/APEX	Martin Zwiren	G2, O2.3	P79		T5, T9b, T9c	6b, 9d, 10f	
Campus Life	Michael Sullivan	G2, O2.3	P79		T5, T8, T9c	9d, 10f	
Career Services	Nancy Ann Cintron	G4, O4.3	P79		T9c	1o, 7a, 9c	
Child Care Center	Jaci Maurer		P79		T9c		
Community Services	Amanda DuBois	G2, O2.3	P79		T5	7b, 7f, 11i,	
Counseling Center	Annecy Baez		P79		T5, T9c	10d, 10e	
Financial Aid	David Martinez		P79	TO9.2	T9d	9b	P70
International Student Coordinator	Ann O'Sullivan		P79		T9c		
Judicial Affairs	Vincent Zucchetto						
Lehman College Association							
Peer Education Program							
Student Disability Services	Merrill Parra		P79		T9c		
Student Health Center	Cindy Kreisberg		P79		T9c	6b	
Student Housing	John Holloway	G2, O2.3	P79				

Division/Unit	Contact	Strategic Plan	PMP Report	LCPGT	CUNY SES	NSSE	LC Data Book
Urban Male Leadership	Michael Deas		P79				
Veterans/Reservist Services	Merrill Parra		P79		T9c		
Wellness Ed and Promotion Prgrm	Kate Greenberg						
Institutional Advancement	**Mario DellaPina**						
Alumni Relations Development	Cristina Necula	G3, O3.3					
Art Gallery	Susan Hoeitzel	G4, O4.1				6a	
Development			PP107-108	TO8.1			
Lehman College Foundation	Fredrick Gilbert			TO9.1			
Media Relations	Marge Rice	G3, O3.3					
Performing Arts Center	Eva Bornstein	G4, O4.1				6a	
IT Services	Ronald M. Bergmann	G3, O3.1	P80	TO9.2, TO9.5	T5, T6, T9e		
Finance and Administration	Vincent W. Clark	G3, O3.1	PP109-112, P115	TO9.4			PP71-72
Campus Planning & Facilities	Rene Rotolo	G1, O1.4			T9f		P73
Budget	Bethania Ortega	G3, O3.1	PP109-112, P115	TO8.2, TO8.3,			PP71-72
Business Office	J. Edward Robinson				T9d		
Human Resources	Eric Washington						
Payroll	H. Diane Wallace						
Public Safety	Domenick Laperuta				T9f		
Environmental Health and Safety	Ilona Linins						
Provost	**Mary Papazian**						
Research and Sponsored Programs	Stephanie Endy	G3, O3.2	PP113-114	TO2.2, TO8.5			P69
Institutional Research	Susanne Tumelty	G3, O3.1					Publication
Library	Kenneth Schlesinger	G1, O1.4		TO2.1	T9b		PP71,73-74

Abbreviations:

CUNY SES = CUNY Student Experience Survey	*O = Objective*
G = Goal	*P=Page/PP=Pages*
LC Data Book = Lehman College Data Book	*T = Table*
LCPGT = Lehman College Performance Goals and Targets	*TO = Table with associated objectives*
NSSE = National Survey of Student Engagement	

Sources:

CUNY Student Experience Survey (2008)
Lehman College Performance Goals and Targets (2009-10)
National Survey of Student Engagement (2009)
Performance Management Plan Report (2008-09)
Strategic Plan: "Achieving the Vision"

Appendix G

Assessment Council By-Laws

SECTION I – SCOPE OF RESPONSIBILTY

I. PURPOSE

Student learning is at the heart of Lehman College's mission. It is the primary reason why the college exists. An effective process of assessing student learning will help improve teaching and learning and demonstrate to internal and external audiences the effectiveness of current learning methods. The Assessment Council of Lehman College will work to facilitate the development and implementation of an organized and sustained assessment process to evaluate and improve student learning that will make Lehman College an institution of academic excellence for years to come.

II. GOALS

The Assessment Council is charged by the Provost with accomplishing four primary goals:

A. Advise and update the Provost and Dean's Council on all matters concerning the development of a successful plan for assessing student learning outcomes. The plan must be in accord with Middle States standards and established best practices in assessing student learning.

B. Advise and consult with department/program chairs and individual faculty members to develop and improve learning goals and assessment plans at the department/program level and course level.

C. Promote efficient coordination and effective communication of assessment initiatives to the greater Lehman community.

D. Help prepare reports for Middle States documenting evidence of the development and implementation of an organized and sustained assessment process to improve student learning.

III. TASKS

1. Develop statement of principles of good assessment process
2. Organize workshops to assist faculty in developing and executing assessment plans
3. Review learning goals of departments/programs
4. Make recommendations to department/program chairs
5. Assist in developing assessment resources for Lehman College
6. Create college-wide student learning assessment plan with guidelines and timelines as needed
7. Coordinate assessment related activities throughout the Lehman community
8. Issue an annual report to the Provost documenting student learning assessment efforts
9. Recommend incentives for participation in assessment efforts
10. Review the usefulness of assessment strategies, reporting strategies and feedback processes.

SECTION II – ORGANIZATION

I. STRUCTURE

A. MEMBERSHIP

Assessment is part of the student/learning process, and as such, it should be a faculty driven process. The College firmly believes that faculty should assume the leadership role in planning and implementing a student learning outcomes assessment program. The council's activities will be supported by the institutional structure of the college including the assessment coordinator.

Council representatives shall be appointed by the associate deans based on recommendations from department chairs. The council shall be comprised of faculty from a cross-section of disciplines from all three academic divisions and the General Education curriculum. The representatives shall be predominantly full time. The council shall consist of no fewer than twelve members and no more than eighteen members.

The council shall be made up of three officers:

> *Chair* – The chair shall preside over Assessment Council meetings, distribute the assessment council agenda, consult and update the provost on assessment related activities, and draft an assessment report each year. The chair shall be elected by a majority of the council.

> *Vice Chair* – The vice chair shall be elected by a majority of the council. He/She shall assist the chair and preside over Assessment Council meetings in the absence of the chair. The vice chair shall assume the position of chair upon completion of the chair's term.

> *Secretary* – The secretary shall be elected by a majority of the council. He/she will be responsible for maintaining detailed notes of the council's proceedings. Notes shall be distributed to council members and the Provost as soon as possible following each meeting. In the absence of the secretary, a council member shall be chosen from among attendees to document the proceedings.

B. TENURE

Council members are expected to serve for a minimum of three academic years. Officers will serve for one academic year. A three year length of service will help to ensure continuity within the council as it helps to build a "culture of assessment" across Lehman College.

C. RESIGNATION AND REPLACEMENT

Council members who are regularly unable to participate in council activities may be asked to resign from the council by a majority vote of the council. Members asked to resign must request and receive written permission from their appointing associate deans.

In instances wherein a council member is temporarily unable to attend council activities for a prolonged period of time, the appointing associate dean will be solicited by the chair to appoint a

temporary replacement. This person will serve on the council until the original member is able to return.

II. MEETINGS

The Assessment Council shall meet a minimum of once per month per academic year. There shall be a minimum of eight meetings per annum. Meetings shall be held at suitable times to help ensure the maximum participation of council members. The chair shall have discretion to convene additional meetings shall the need arise to meet more frequently. A majority of the council will constitute a quorum.

III. SUBCOMMITTEES

On occasion, the Assessment Council may wish to establish subcommittees or workgroups to address specific tasks associated with the college's assessment program. Subcommittees may be created with the consent of the majority of the council. The role of subcommittees will vary depending on the issues at hand.

IV. AMENDMENTS

Proposed amendments to the by-laws may be put forth by any council member. Amendments to the by-laws must be approved by three-fourths of the council.

LEHMAN COLLEGE ASSESSMENT COUNCIL
YEAR-END REPORT: 2009-2010

I. Goals 2009/2010

1. Begin integrating assessment into the strategic planning process.

Completed: While the Middle States' report itself prompted the inclusion of assessment in the strategic planning report, members of the assessment council participated in the "town hall" meetings and advocated for its inclusion. We were happy to see assessment prominently featured both in the strategic planning document and in the "Achieving the Vision" report recently released by the President's office.

2. Begin revising Departmental Annual Report forms to include assessment reporting. Provost's office will forward current template to Assessment Council. Goal: Complete revision by end of fall 2009 for use at end of 09/10 Academic Year.

In progress: Other college wide documents have been revised to include assessment components. While we realize the difficulty of revising the multitude of forms used by the departments in various reporting processes, we believe this will be essential to institutionalize the assessment process.

3. Formation of a committee on revision of tenure and promotion criteria. New criteria will seek to redress imbalance between scholarship and teaching/learning. Assessment Council will send representative.

Ongoing effort: More work needs to be done in this area.

4. Either above committee or some other group will be charged with defining "teaching excellence" and will identify best practices/aspirant institutions.

Ongoing effort: More work needs to be done in this area.

5. As part of engaging Deans in budgeting, administration will seek to formalize methods for "budgeting for change." Funds will be available to feedback into programs based on assessment results. Identifying problems in programs will be rewarded. Need based budgeting will require documenting needs through assessment.

In progress: The Council was pleased to hear this notion brought forth in college forum throughout the academic year. However, we believe it is still necessary to revise the departmental annual report template to include this provision in a formal fashion.

6. Assessment Council will talk to the Governance Committee of the Senate in order to determine best ways to communicate with Senate Committees.

In progress: The Senate Committee on Academic Freedom has contacted the Assessment Council. Conversations between the two bodies have taken place. It will be in the best interest of all parties

to work together to ensure that the assessment process remains transparent and responsive to the needs of faculty, while at the same time fulfilling our accreditation requirements. Continued communication is advised.

I. Accomplishments/Activities

By-Laws
The Council adopted written By-Laws, further formalzing the scope and structure of the Council.

Institutionalizing Assessment
Requested that Chairs designate an "Assessment Ambassador" for their programs, a designee to coordinate assessment activities. This was extremely useful and successful.

The Council worked with Assessment Coordinator to define the departmental assessment cycle.

The Council consulted with Assessment Coordinator in crafting the language regarding assessment included in the division level course proposal form.

Outreach
Fall 2009 - The council revised the time-line for first cycle of assessment to expedite the process and presented that time-line to the chairs at fall Chairs' Workshop.

Fall 2009 - The council met with the new Associate Deans to bring them up to speed on the direction assessment at the college and to inform them of the new time-lines.

General Education Assessment
The Council met with the Gen Ed Liaisons committee and with the Gen Ed coordinators on numerous occasions. After making several recommendations to the General Education Committee regarding their proposed assessment plan, much progress was made in this important area.

Sponsored Workshops
The Assessment Council organized and facilitated a series of workshops open to all faculty that were designed to educate them about the assessment process and to provide them with practical strategies to begin assessing student learning in their programs/majors. The events were held in the Library periodicals room on the following dates. The number of people in attendance is indicated in parentheses:

September 30 – A Collaborative Approach to Writing Learning Goals (39)
November 4 - Honing Student Learning Objectives: Beginning the Assessment Process (27)
February 24 – Selecting Assessment Tools for Gathering for Gathering Evidence of Learning Outcomes (18)
April 16 – Closing the Circle: Analyzing and Summarizing Assessment Results (26)

<u>Development Activities</u>
Several faculty, council members and administration staff attended national, regional and local assessment events this past year. These events included:

September 24-25 – Meeting Middle States Expectations for Student Learning Assessment, Newark, DE (2)
October 26-27 – 2009 Assessment Institute, Indianapolis, IN (3)
December 9-11 – Middle States: Annual Conference, Philadelphia, PA (4)
March 8 – Middles States: Becoming An Assessment Facilitator, Philadelphia, PA (5)
April 16 – CUNY: Assessment in the Sciences and Mathematics, NYC (3)
April 30 -- CUNY UFS: Middle States Review – Opportunities and Pitfalls (3)

<u>Web Site</u>
The Council provided guidance regarding the new Assessment website. All Council minutes, workshops and other documents can be found via the following link:
http://www.lehman.edu/research/assessment/

<u>Newsletter</u>
The Assessment Council contributed an article to *Assessment Central*, the new Lehman newsletter dedicated to assessment.

III. Immediate Recommendations to Administration

1. Formally recognize Assessment Ambassadors and Assessment Council members (letters of appreciation, creation of annual luncheon or "Assessment Day").

2. Purchase assessment and planning software to help facilitate processes across campus.

3. Further encourage faculty through increased involvement of chairs and deans.

4. Incentivize participation in assessment, perhaps including release time, stipends, grants. Include assessment in PPT decisions.

5. Provide a budget for the Assessment Coordinator to facilitate the implementation of assessment initiatives and continue faculty professional development in the area of outcomes assessment through participation in conferences.

6. Appoint new Assessment Council members. Begin to develop sustainable membership model.

7. Clarify role of all participants in assessment from administration to faculty (define role of Chairs, role of Assistant Deans, role of Deans, role of Provost, etc.).

IV. Goals for Next Year

During 2010-2011, the Assessment Council plans to continue to support the institutionalization of the assessment process. In order to do this we will:

1. Collaborate with other local colleges/universities to bring in nationally recognized speaker on assessment for event in Fall 2010;

2. Continue to support faculty from departmental and general education programs in their efforts to design effective assessment plans that use student learning data to improve teaching & learning;

3. Participate in the faculty orientation to engage new faculty in the assessment process at the college;

4. Create opportunities for college faculty to share their assessment work with each other;

5. Provide Council representation on a committee to review tenure and promotion criteria to ensure that the outcomes assessment and the scholarship of teaching and learning is valued on par with scholarship in the disciplines;

6. Assist in the revision of the Departmental Annual Report format to include assessment reporting;

7. Maintain ongoing communication with faculty, college administration (Provost, Deans, Associate Deans), and relevant faculty governance committees (Faculty Senate & Committees) regarding Council's assessment work;

8. Explore a variety of faculty incentives to promote a culture of assessment on campus;

9. Begin developing a document/statement on best-practices in the ethical use of assessment process/results.
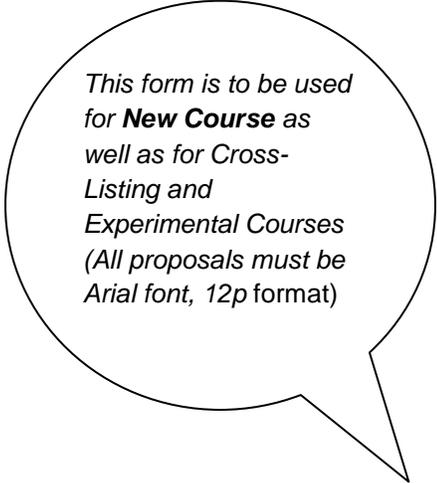
Appendix I

New Course Proposal Form

*This form is to be used for **New Course** as well as for Cross-Listing and Experimental Courses (All proposals must be Arial font, 12p format)*

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF_____

CURRICULUM CHANGE

1. Type of change: (*Please indicate request)*

2. Course Description:

3. Rationale:

4. Learning Objectives (By the end of the course students will be expected to):

5 .Date of Departmental Approval:

Appendix J

Change to an Existing Course Form

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF_____

CURRICULUM CHANGE

1. **Type of Change:** (*Please indicate change being requested for this course)*

2. **From:**

3. **To:**

4. **Rationale (Explain how this change will impact learning goal and objectives of the department and Major/Program):**

5. **Date of departmental approval:**

Appendix K

Change in Degree Requirement Form

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of_____

Curriculum Change

Hegis #
Program Code

1. **Type of Change:** *(Please indicate change being requested for this program)*

2. **From:**

3. **To:**

4. **Rationale (Explain how this change will impact learning goal and objectives of the department and Major/Program):**

5. **Date of departmental approval:**

Appendix L

Departmental Report Template

I.   TABLE OF ORGANIZATION - July 1, 2009 – June 30, 2010

Department of

Name of Chair:

Departmental Staff:

II.   Current Faculty:

III.   Faculty Appointed Over Last Three Years:

Name	Title

IV.   Faculty Non-renewals/Resignations/Retirements Over Last Three Years:

Name	Title

V.   Faculty Promotions in the Last Year (2009-10):

Name	Promoted to the Title of

VI.   List of Ongoing Funded Programs (Grants & Contracts) Continued from Previous Years:

Faculty	Title/Project	Funding Total Awards/Years

VII. **List of Funded Programs Established During 2009-10:**

Faculty	Title/Project	Funding Source

VIII. **List of Majors and Enrollments in Majors by numbers of students and FTEs:**

IX. **Numbers of Graduate Students (Masters and Doctoral) by numbers and FTEs and Numbers of Postdoctoral Fellows:**

X. **Summary of Major Curricular Changes to Academic Programs in 2009-2010:**

Undergraduate:

Graduate:

XI. **Assessment Activities and Changes resulting from Assessment in 2009-2010:**

XII. **Accomplished goals: 2009-10**

XII. **Anticipated Changes in Community Outreach and Internship Programs:**

XIII **Departmental Goals and Objectives for the forthcoming year:** (including brief description of needs to attain these):

XIV. **Publications** (refereed journal articles, books, monographs chapters, abstracts, invited reviews, reports, papers presented). Please provide full bibliographic listings.

XV. **Seminars, Conferences, Colloquia Hosted By Department in 2009-2010 :**

All Annual Reports are due in the Office of the Dean no later than July 15th.

ASSESSMENT CENTRAL

WELCOME

For the past year, learning outcomes assessment has been a topic of numerous conversations and meetings across campus. But many of you may still be wondering what assessment is all about and why we, as a college community, need to be actively engaged in it. Assessment Central was created to help demystify the process, explain the steps being taken to help improve teaching and learning, and demonstrate to internal and external audiences the effectiveness of current teaching and learning methods.

Assessment Central will also update the College community on assessment activities and events, educate you on important assessment topics, and showcase assessment projects undertaken across the College. We hope that you enjoy this inaugural edition.

ASSESSMENT: A BRIEF HISTORY

Formal assessment of student learning may be new to Lehman College, but it is a process that has been underway in higher education for over two decades. Since the mid-1980s, with the reauthorization of the Higher Education Act, outcomes assessment language has been included in the nation's regional accreditors' standards. Coinciding with the learner-centered movement and gaining momentum with Barr and Tagg's seminal 1995 article, *A New Paradigm for Undergraduate Education,* student learning outcomes assessment began to take on increased prominence at postsecondary institutions all across the nation throughout the 1990s.

In the late 1990s, assessment efforts were furthered as several regional accreditors began to strengthen their assessment language. In response, colleges in several regions began to create assessment plans, and several new assessment tools were developed to meet these new expectations. In 2002, the Middle States Commission on Higher Education joined in with the publication of *Fourteen Characteristics of Excellence*, which further emphasized the importance of Institutional Assessment (Standard 7) and Assessment of Student Learning (Standard 14). Now eight years later, Middle States continues to take an increasingly rigorous stance in ensuring that these two standards are being met by institutions in the region.

While often reviled by critics for creating unnecessary mandates for institutions, Middle States and the regionals are actually peer reviewers that act on behalf of the Federal Government to be reliable authorities regarding academic quality and student achievement

"…institutional assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued."

— *Trudy Banta, et al.* Assessment in practice: Putting principles to work on college campuses

ASSESSMENT CENTRAL

ASSESSMENT: A BRIEF HISTORY (continued)

for the American public. The Feds use the regionals as gatekeepers of over $90B spent annually on Federal student aid. Rather than prescribe standards as they have done at the elementary and secondary school levels, the Feds afford Middle States and the other regionals the autonomy to establish and enforce quality standards for institutions within the regions.

In recent years, assessment has taken on even more significance as the peer review accreditation system has come under increased scrutiny. Segments of the public view the current system as broken and deem the regionals poor arbiters of educational quality. Detractors have argued that educational standards have been steadily declining, while tuition and related expenses have been exponentially increasing. With most well-paying jobs requiring at least some level of postsecondary education, the public increasingly has been calling for higher education to become more accountable for student success. Many are demanding proof that students are receiving the high-quality education they are promised and are paying for.

The Federal Government also has been calling on higher education to enhance quality by becoming more accountable to its stakeholders. In 2005, former U.S. Secretary of Education Margaret Spellings appointed a commission charged with recommending strategies for reforming postsecondary education for the twenty-first century. Among the numerous recommendations in the report released the following year was one for postsecondary institutions to measure and report meaningful student learning outcomes. The report called for these outcomes to be made available to students and reported in the aggregate publicly. While many of the recommendations of the commission were not codified into law, they were an integral part of the Higher Education Act's most recent reauthorization negotiations in 2008, and many of them are sure to resurface again in the years ahead.

Clearly, demands for accountability are not going away anytime soon. As Judith Eaton of the Council of Higher Education Association suggests, as a society we all want government, charities, churches, and corporations to be increasingly accountable for our tax dollars and contributions. In this climate, she states, it is "more and more difficult for colleges and universities, which spend hundreds of billions of public and private dollars annually, to argue persuasively that they should not be more accountable for what they produce with those dollars."[1] At an institution like ours, which receives a large percentage of its resources from public funds, this argument is especially difficult to make.

More important than any of these outside influences, the need to engage in assessment must occur for the benefit of our students. As educators, we want to ensure that our students receive the world-class education that we promise them. We want our graduates to further their studies, to be employable, and to be successful in an ever-changing and increasingly competitive world. Assessing student learning is a critical process that we can employ to help ensure that students are meeting goals and achieving what we want them to achieve. Implemented correctly, this process will better prepare our students, improve our teaching, and help to make Lehman the best institution it can be. ■

[1] Judith Eaton, "Institutions, Accreditors, and the Federal Government: Redefining Their 'Appropriate Relationship'," *Change* Sep./Oct. 2007: 21.

Visit the new assessment web site at:
http://www.lehman.cuny.edu/research/assessment/

LEHMAN COLLEGE ASSESSMENT COUNCIL

by Robert Farrell

Given all the talk about Middle States and accreditation requirements lately, it can often seem as though learning outcomes assessment is being imposed on us from outside. It's not. The pace at which we've been formalizing the assessment process here at Lehman has, it's true, been stepped up due to our accreditor; however, the reason why we're formalizing it is not. We're doing this because we're a faculty deeply concerned with excellence in teaching and learning.

The Lehman College Assessment Council was formed in the fall of 2008 to organize assessment documentation gathered prior to our Middle States visit last spring. It was also charged with envisioning the place assessment would have within the institutional structure of the College. Faculty from across the divisions were asked by their chairs, at the request of the Provost, to be a part of this group. Members have continued to be nominated for formal appointment in this way. Appointments are for three-year terms; a chair, a vice-chair, and a secretary are elected within the Council, with the vice-chair succeeding the chair after a two-year term.

Over the past year-and-a-half, the Council also has put together an ambitious but realistic timeline for institutionalizing outcomes assessment at the College. In support of this, we have held a series of faculty workshops designed to introduce departmental "assessment ambassadors" to the vocabulary and techniques of outcomes assessment.

The Council has subsequently defined itself as an "advisory body" to faculty, the Deans' Council, department chairs, the Provost, and other stakeholders responsible for ensuring that student learning objectives are assessed. One of the Council's main tasks is to identify needs and opportunities in the area of outcomes assessment and make recommendations to address them. Such recommendations have already had positive, tangible effects.

We're required to be assessing our programs' stated objectives on a semester-to-semester basis. There's no avoiding this. But given this reality, it's vital that outcomes assessment remain a faculty-driven and faculty-guided process.

More about the Council and its work can be found under "Assessment Council" at *www.lehman.cuny.edu/research/assessment*. ∎

LEHMAN COLLEGE ASSESSMENT COUNCIL

Robert Farrell, Chair

Nancy Dubetz, Vice Chair

Lynn Rosenberg, Secretary

Salita Bryant
Judith Fields
Marisol Jimenez
Teresita Levy
Robyn Spencer
Minda Tessler
Janette Tilley
Ester Wilder

LEHMAN COLLEGE

Raymond Galinski, Administrative Coordinator

WHERE WE ARE; WHERE WE ARE GOING

Lehman College underwent its decennial review by the Middle States Commission on Higher Education last spring. Thanks to the hard work and dedication of the College community, the College's accreditation status was reaffirmed last June. Middle States, however, has also requested the following:

...a follow-up monitoring report due by April 1, 2011 documenting evidence of the development and implementation of an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness, including evidence that (1) assessment results are used to improve planning, teaching, and learning (Standards 7 and 14), and (2) establishment of measurable goals at the program and course levels (Standard 14).

Requests for monitoring reports are not rare, but they do require us to make progress in meeting Middle States' standards. A monitoring action indicates that the Commission has identified one or more standards with which an institution may not be in compliance, if the institution fails to give due attention and continue to make progress. A substantive, detailed report indicating how the institution is meeting the standards is required in response to the action.

For the past year, the College has taken several steps to develop and implement an organized and sustained assessment process. Last academic year, the Lehman College Assessment Council was formed to help facilitate the process of assessing student learning across the institution. In August, Raymond Galinski was hired as the College's full-time assessment coordinator. He is working with faculty to develop assessment plans and to integrate assessment into the College's planning process. Additionally, two new associate dean positions in the Divisions of Arts and Humanities and Natural and Social Sciences were established to help coordinate these efforts at the division level.

This past fall, assessment ambassadors in the Division of Arts and Humanities and Natural and Social Sciences were hard at work developing learning goals and objectives for all undergraduate programs. These form the foundation of the assessment process and reflect the knowledge, skills, abilities, and habits of mind that graduating students are expected to possess at the conclusion of their programs of study. Ninety percent of programs have completed this first step.

This spring, the second and third steps of the assessment process are occurring – mapping learning opportunities and assessing objectives. The data collected at the conclusion of this semester will be tabulated and reported back to departments and divisions by the end of May. Next fall, faculty will discuss findings and report what they have learned from the results and explain how the information is being used to improve planning, teaching, and learning. This process of assessing objectives, analyzing data, and using results for improvement is one that will be repeated continuously as we work to build a culture of ongoing evaluation, reflection, and improvement at Lehman.

Appendix N

Student Learning Outcomes Assessment Timeline

Spring 2010
• *First Assessment Plan*
• *Programs begin gathering evidence*
• *Supporting workshops*
• *Results and Analysis reported*
• *Learning objectives on syllabi*

Spring 2011
• *Middle States report due April 1*
• *Second completed assessment cycle of student learning goals*
• *Analyze evidence*
• *Report on how fall assessment results were used*

Ongoing assessments
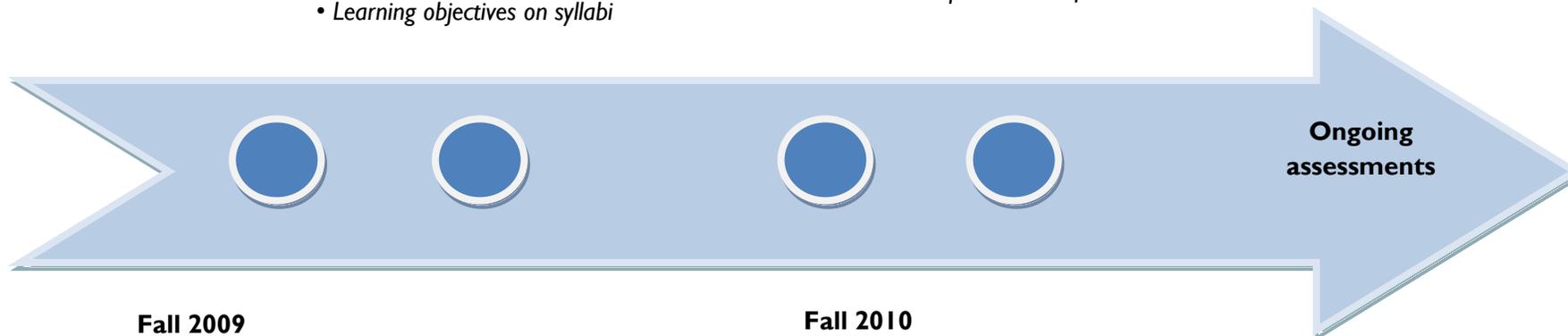
Fall 2009
• *Articulate learning goals and objectives for majors and programs.*
• *Identify learning opportunities in curriculum and places where students demonstrate learning of objectives. (February 16 target date)*

Fall 2010

• *First completed assessment cycle of student learning goals*
• *Identifying goal/objective and begin gather evidence on second goal (9/15)*
• *Report on how spring assessment results were used (11/15)*
• *Supporting workshops through the fall semester*
• *Submission of fall assessment results*
• *Syllabi collection*

Appendix O

LEHMAN COLLEGE
STUDENT LEARNING ASSESSMENT REPORT TEMPLATE

Semester:	Date of Submission:
Department:	Department Chair:
Program/Major:	Assessment Ambassador:

I.   ASSESSMENT PLAN
What were the planned assessment activities for this academic year? (You may copy/paste from your program's assessment plan)

	Learning Objectives	Learning Opportunities (Courses and Projects)
1		
2		
3		
4		
5		

II.   BENCHMARKS
Describe the expected outcomes of this activity and the program's criteria for success. (e.g., we expect 80% of students to score 75% or better on the major field test, 80% of students will be able to cite sources in the proper style).

III. ASSESSMENT METHODS

    A.   Describe when, where and how (i.e., through what activity) students demonstrated their achievement of the objective(s).

    B.   Describe who assessed students' work and the methods and procedures used to compare students work to the performance characteristics/criteria (attach rubrics, test questions and other supporting criteria in Appendix A).

    C.   If you changed the assessment methods since you plan was submitted, describe the change, including a brief explanation of why the change was made.

IV. RESULTS AND CONCLUSIONS

A. Describe how students performed on each objective. Compare how students performed as compared with your expectations.

B. Were these expectations reached, exceeded, not reached? If applicable, attach your data summary (not raw data) in Appendix B.

C. Describe how the program interpreted these results. What do the results mean?

V. REVIEW - DISSEMINATION OF RESULTS

Describe how the results will be, or currently are being disseminated. Describe any relevant responses from students, faculty, staff or others.

VI. USING RESULTS FOR IMPROVEMENT
A. Explain the implications of the assessment results for the program.
B. How can the results be used to improve planning, teaching and learning?
C. Are changes in the program suggested? If so, what kinds of changes? Are changes in the assessment plan indicated? If so, what kinds of changes? The program changes may refer to curriculum revision, faculty development, changes in pedagogy, student services, resource management and/or any other activity that relates to student success.
D. What, if any, additional information would help inform decision making regarding student achievement of the objective(s)?

VII. IMPLEMENTING CHANGE
Describe the strategies that will be implemented (if necessary) for program improvement as a result of the conclusions drawn from the assessment activities. If additional resources are required to implement changes, please indicate.

VIII. CLOSING THE LOOP

Have the changes implemented above improved student achievement of the learning objective(s)? (Please describe)
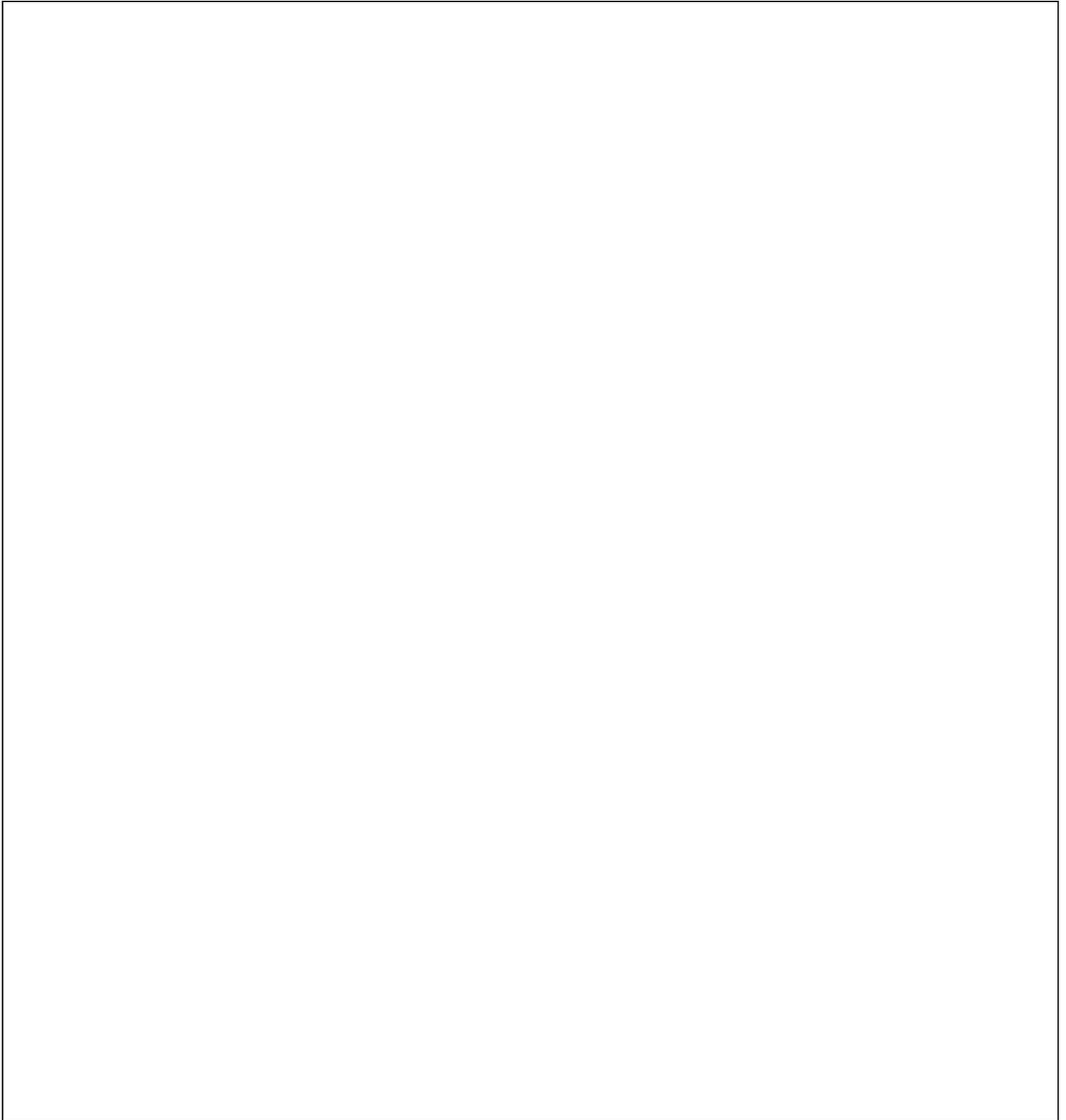
ASSESSMENT REPORT
APPENDIX A

ASSESSMENT CRITERIA

Please describe the assessment measures used: (Use additional sheets if necessary)

> ➤ If you utilized items on quizzes and/or items on multiple choice/fill-in-the-blank exams to measure your objectives, please cut and paste sample items that correspond to *each* learning objective in your assessment plan.

> ➤ If you utilized components of essay exams and/or components of papers/projects, please attach the 1) text of the assignment and 2) <u>either</u> a sample scoring rubric, scoring criteria or a narrative that describes the criteria you used to measure student learning on each of the objectives in your assessment plan.

> ➤ If you utilized other assessment methods, please provide an example of the method and the criteria you used to measure student learning on each of the objectives in your assessment plan.

ASSESSMENT REPORT
APPENDIX B

SUMMARY OF ASSESSMENT RESULTS

Identify the number of students who achieved at each level for each learning objective used in your assessment. You may use the following table or a table based on a different scale. You may also attach charts and graphs if desired.

Learning Objective	Exceeds	Meets	Approaches	Does not meet

Appendix P

Assessment Progress Map

DIVISION/Department	DEGREE PROGRAMS	--- Fall 2009 ---		--- Spring 2010 ---			--- Fall 2010 ---	
		Goals / Objectives	Curriculum Maps	Assessment Plan	Assessment Data	Assessment Report	Assessment Plan	Assessment Data
Division of Arts and Humanities								
African American Studies	African American Studies (BA)	X	X	X	X	X		
Art	Art (BA) (BFA)	X	X	X	X	X	X	
	Art History (BA)	X	X	X	X	X		
English	English (BA)	X	X	X	X	X		
History	History (BA)	X	X	X	X	X	X	X
Journalism, Communication, Theatre	Dance/Theatre (BFA)	X	X	X	X	X	X	X
	Theater (BA)	X	X	X	X	X	X	X
	Mass Communications (BA)							
	Multilingual Journalism (BA)							
Languages and Literature	French (BA)	X	X	X	X	X	X	
	German (BA)							
	Greek (BA)							
	Greek and Latin (BA)							
	Hebraic and Judaic Studies (BA)							
	Italian (BA)	X	X	X	X	X	X	
	Latin (BA)							
	Russian (BA)	X	X	X	X	X	X	
	Spanish (BA)	X	X	X	X	X	X	
Latin American and Puerto Rican Studies	Puerto Rican Studies (BA)	X	X	X	X	X	X	X
	LA and Caribbean (BA)	X	X	X	X	X	X	X
Linguistics	Linguistics (BA)	X	X				X	
Music	Music (BS)	X	X	X	X	X	X	X
Philosophy	Philosophy (BA)	X	X	X	X	X		
Speech/Lang Hearing Sci	Speech Pathology / Audiology (BA)	X	X	X	X	X	X	X

		--- Fall 2009 ---		--- Spring 2010 ---			--- Fall 2010 ---	
DIVISION/Department		Goals / Objectives	Curriculum Maps	Assessment Plan	Assessment Data	Assessment Report	Assessment Plan	Assessment Data
Division of Natural and Social Sciences								
Anthropology	Anthropology (BS)	X	X	X	X	X	X	X
	ABC (BS)	X	X	X				
Biological Sciences	Biology (BA)	X	X	X	X	X		
Chemistry	Chemistry (BA)	X	X	X	X	X		
Economics Accounting and Business Administration	Accounting (BA) / (BS)	X	X	X	X			
	Business Administration (BBA)	X	X	X	X	X		
	Economics (BA)	X	X	X				
Environmental, Geographic and Geological Sciences	Geography (BA)	X	X	X	X	X	X	
	Geology (BA)	X	X	X			X	
	GIS (CRT)	X	X	X	X	X	X	
Health Sciences	Dietetics, Food & Nutrition (BS)	X	X	X				
	Health Ed and Promotion (BS)	X	X	X	X	X		
	Health N-12 Teachers (BS)	X	X	X	X	X		
	Health Services Admin (BS)	X	X	X	X			
	Recreational Education (BS)	X	X	X	X		X	
	Exercise Science (BS)	X	X	X	X	X	X	
Math and Computer Science	Computer Science (BA)/(BS)	X	X					
	Computer Info Systems (BS)	X	X					
	Mathematics (BA)	X	X	X	X	X	X	
	Computer Graphics and Imaging (interdisciplinary) (BS)							
Nursing	Nursing (BS)	X	X	X	X	X	X	
Physics and Astronomy	Physics (BA)	X	X	X	X	X	X	X
Political Science	Political Science (BA)	X	X	X				
Psychology	Psychology (BA)	X	X	X	X	X		
Social Work	Social Work (BA)	X	X	X	X	X	X	
Sociology	Sociology (BA)	X	X	X	X	X	X	X

NOTE: As of March 15, 2011

LEHMAN COLLEGE
SYLLABI GUIDELINES

REQUIRED ITEMS

1. **Course Information**
    Course Title, Course Number, Credits, Course Description (from catalogue), Pre/Co requisites, Location, and Meeting Days/Times

2. **Instructor Information**
    Instructor's name, contact information (phone, email, other), office hours, etc.

3. **Course Learning Objectives**
    These objectives must be measurable and must be reflected in assignments and grading criteria. Course objectives must also link to stated program level goals/objectives and/or general education distribution area objectives. Syllabi for multiple sections for the same course should have a single set of learning objectives.

4. **Materials**
    Required and recommended textbooks, articles, and other materials that will be used in the course. Indicate whether materials will be on reserve in the library.

5. **Use of Technology and Blackboard Information (if applicable)**
    Example - We will be using a Blackboard site for much of the class activities. It can be accessed through the Lehman website at www.lehman.cuny.edu. We will go over how to access the site and its topography during the first week of class. If you have any questions about your Lehman email address or your password, or if you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

6. **Grading Policy**
    Describe the grading procedures, including the components of the final grade and the weights assigned to each component (for example, homework, term papers, midterms and exams).   Also indicate if grades will be curved or if certain grades will be dropped. Also indicate if extra credit assignments will be permitted.

7. **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

8. **The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)**
The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at http://www.lehman.edu/issp, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

SUGGESTED ITEMS

Calendar
A schedule of daily or weekly assignments and topics. It may include reading assignments, exam dates, paper due dates, etc.

Attendance Policy (from student handbook)
Students are expected to attend classes regularly, and instructors are required to record attendance for grading and counseling purposes. Individual instructors, as well as departments or degree programs, may establish specific attendance requirements. Instructors have the right to weigh attendance and class participation in determining grades. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly for continuing eligibility.

Academic Integrity and Plagiarism Policy
Statement may be found in student handbook. For more information refer to http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf.

Classroom Specific Policies
Include statements important to the instructor such as use of cell phones, lateness, make-up exams, class participation, etc.

Appendix R

General Education Goals and Measurable Learning Objectives

Fluencies (also called Basic Skills, Competencies) are common to all the General Education required courses. They are skills or abilities to think, communicate, analyze, interpret, etc. These fluencies are developed over the student's entire undergraduate career.

Communication and Language (written, oral, using English and other languages; also visual-graphic, aural non-verbal languages): Students will:

A. Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
B. Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understands, and shaping the whole work.
C. Demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.
D. Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
E. Use graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.

Scientific (using laboratory technology and methodology, experimentation and demonstration, observation and confirmation): Students will:

A. Exhibit mature understanding that scientific inquiry is based on the search for mechanistic laws and predictability.
B. Demonstrate understanding of the major principles and theories of a particular scientific discipline.
C. Recognize the cycle of systematic study resulting from the interplay among hypotheses, experiments, and theories.
D. Make defensible claims based on scientific evidence and experimental conclusions.
E. Exhibit skill in formulating complete and clear hypotheses, and in designing and testing working hypotheses, including use of appropriate experimental controls.
F. Produce analyses, interpretations, or sound scientific conclusions fully and clearly supported by the data collected.

Informational and technological (using Internet and similar shared resources, computerized and multimedia data): Students will:

A. Effectively define the scope of the research question or thesis, effectively determine key concepts, and select types of information (sources) that directly relate to concepts or answer research questions.
B. Access information using effective, well-designed search strategies and most appropriate information sources.
C. Thoroughly (systematically and methodically) analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.

D. Communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.
E. Correctly employ information use strategies such as use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.
F. Demonstrate an understanding of the ethical and legal restrictions on the use of published, proprietary, confidential, private, and/or personal information.

Quantitative (using and understanding mathematical concepts, expressions, and graphical representations): Students will:

A. Provide accurate explanations of information presented in mathematical forms, and make appropriate inferences based on that information. (For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.)
B. Skillfully convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
C. Attempt calculations that are essentially all successful and sufficiently comprehensive to solve the problem elegantly (clearly, concisely, etc.)
D. Use the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.
E. Explicitly describe assumptions and provide a compelling rationale for why each assumption is appropriate, as well as show awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
F. Use quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explicate it clearly and effectively.

Critical and Analytical (using multiple disciplinary tools to compare and contrast, to make connections and explain relationships): Students will:

A. State the issue/problem clearly and describe it comprehensively, delivering all relevant information necessary for full understanding and to develop a comprehensive analysis or synthesis.
B. Thoroughly (systematically and methodically) analyzes their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
C. Synthesize others' points of view within a position (perspective, thesis/hypothesis).
D. Provide conclusions and related outcomes (consequences and implications) that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
E. Independently create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.
F. Adapt and apply independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

The Applied Competencies: Areas of Distribution

Within the General Education curriculum are seven Distribution Areas. Each of the Areas is designed to offer courses that develop specific applied competencies. The seven Applied Competencies, which are the focus of the Distribution Areas, are developed in many other courses as well, including the capstone General Education LEH300 and LEH301.

Applied Competencies are the goals and learning objectives of the Distribution Areas. These areas or subjects comprise basic knowledge, the practical results of thinking, communicating, interpreting as applied to distinct bodies of knowledge. There are seven areas, plus Natural Science. There are six basic categories of Applied Competencies:

Applied Socio-Politico-Economic Competencies: To acquire systematic knowledge of individuals, their impact on society, society's impact on them and how individuals are constituted within a social context. Analytical understanding of current political, economic and social structures, issues and relationships, and of the impact of socio-political structures.

Area 1: Individuals and Society. Specific Area objective: To introduce students to modes of inquiry and systematic ways of thinking about individuals and their positions in societies. Students who succeed in courses in this area will be able to demonstrate one or more of the following:

- An understanding of large scale social processes on a global scale, as well as an ability to understand the significance of race, gender, socioeconomic status, sexuality, and spirituality for diverse members of American society on a smaller scale.
- Comprehension of the individual's impact on society and society's impact on individuals within socio-political structures through such phenomena as citizenship, migration, crime.
- An understanding of how individuals learn, develops, form personalities, participate in social interactions, and solve problems, including an appreciation of individual differences, disorders, and of neurological development.
- Knowledge of scientific concepts, theories, qualitative and quantitative methods of research and their application (using the tools of such disciplines as anthropology, linguistics, psychology, sociology, political science) in analyzing human relationships in society, concepts of culture, socialization, stratification, and causes and effects of inequalities.

Area 2: Socio-Political Structures. Specific Area objective: To introduce students to typical modes of inquiry and a systematic way of thinking about the organizations and institutions of society. Students who succeed in courses in this area will be able to demonstrate one or more of the following:

- Systematic ways of thinking about how human cultural, economic and political activities and institutions are organized and related.
- An understanding of the impact of human activities on a range of environmental issues and systems, problems and opportunities, and of how local/regional/global environmental issues and policies shape socio-economic and socio-political structures and vice-versa.
- An ability to interpret and apply macroeconomic concepts and indicators, as well as analyze the impact of fiscal and monetary policies on output, employment, and prices.

- An understanding of important political issues in the U.S. and around the world, including the interrelationship of various institutions and their roles in policies and outcomes, and a broad understanding of U.S. governing institutions, actors and political processes, including how contemporary public policies are developed and implemented.

Applied Aesthetic Competencies (literature and the arts): To understand the complexity of texts, their underlying process and structure, and their relationship to the human experience; to appreciate creative/artistic expression in order to participate actively in individual aesthetic and creative experiences; and to use works of literature and art as a basis for phenomenological analysis and interpretation of the human condition, and determine which analysis and interpretation may lead to a truth, some truth, or an approach to truth.

Area 3: Literature. Students who successfully complete courses in this area will be able to demonstrate one or more of the following:

- An understanding of the complexity of literary texts, their underlying process and structure, and their relationship to the human experience.
- A desire and ability to read literary texts beyond the confines of the course.
- The ability to articulate ideas on the nature and substance of literary texts, their history and significance, both orally and in writing.
- Area specific information and library skills, such as retrieval of information about an author, a topic, a myth, etc.; the effective use of electronic card catalogues and databases, and the ability to create a bibliography with citations in MLA format.

Area 4: The Arts. Students who successfully complete courses in this area will be able to demonstrate one or more of the following:

- A broad and deep understanding of at least one medium of creative/artistic expression, including the historical and cultural context in which it exists.
- "Artistic literacy" comprising analytic skills in such areas as the visual, musical, plastic, and performing arts.
- An ability to evaluate the creative process and its product and to communicate this evaluation using domain-appropriate criteria.
- The ability to reflect upon and convey the experience of participating actively in individual aesthetic and creative experiences.

Applied Cultural Competencies: To analyze processes, problems, and prospects in diverse cultures and societies by examining social and cultural diversity worldwide and by understanding the historical processes that give rise to diversity; to understand cultural components such as identity, race and ethnicity, nationality, family, history, language, gender, economy, ecology, technology, philosophy, aesthetics, politics, ideology, values, religion, migration, and the dynamism of culture.

Area 5: Comparative Culture. The specific objective of this area is to develop students' understanding and appreciation of cultural dynamics from a comparative perspective. Students who successfully complete courses in this area will meet this objective by demonstrating one or more of these abilities:

- Articulate insights into their own cultural rules and biases (e.g. seeking complexity; awareness of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
- Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- Interpret intercultural experience from the perspectives of their own and more than one world view and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.
- Ask complex questions about other cultures, seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Applied Historical Competencies: To interpret the past through documents, artifacts, and other primary source materials in order to understand the past and the present in historical context by locating and evaluating traditional and Internet sources, forming an interpretation based on these sources, and communicating ideas and conclusions about major events, ideas, institutions, personalities, and changes of the past.

Area 6: Historical Studies. Students who successfully complete courses in this area will demonstrate one or more of the following:

- Understanding of and critical thinking about major events, ideas, institutions, personalities, and changes of the past.
- An ability to explain the significance of primary source materials (documents, artifacts, creative works) in the context of past and present events.
- Competence in locating and evaluating traditional and online sources and in forming a cogent interpretation based on these materials.
- Success in communicating their ideas and conclusions orally and in writing.

Applied Competencies in Individual Values: To use systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy in order to develop an ability to reflect critically on systematic modes of thought, and specifically to rearticulate important arguments and modes of thought.

Area 7: Knowledge, Self, and Values. Students who successfully complete courses in this area will meet this objective through one or more of the following:

- Demonstrate an appreciation for fundamental concepts and interpretations of the meaning and significance of human life, as expressed through myth, politics, religion, morality, and philosophy.
- Discuss in detail/analyze fundamental theories, present the gist of these theories, and accurately explain their details.
- Recognize ethical issues when presented in a complex, multilayered context and recognize cross-relationships among the issues; apply independently ethical perspectives/concepts to an ethical question, accurately, and discuss full implications of the application;
- Demonstrate development of their own comprehensive worldviews.

Applied Scientific Competencies: To demonstrate critical thinking and problem solving as applied to the natural world; to discuss, present, and write about science concepts; and to analyze and evaluate data and articles published in various media.

Natural Science: General Education courses in the natural sciences have as their primary objectives the development of critical thinking and science literacy. Students who successfully complete courses in this area will demonstrate one or more of the following:

- Critical thinking and problem solving skills and to apply these skills to learning about the natural world.
- Effective science communication skills that will allow them to discuss, present, and write about science concepts.
- Broad understanding of major principles and theories of a particular scientific discipline.
- Information and science literacy that will allow them to analyze and evaluate data and articles published in popular science journals, the Internet, newspapers, and magazines.

Appendix S

General Education Assessment Rubrics

Table 1 – Distribution Area 2

Criteria Categories	Level	Course AAS 166: LO#1	Total Students	Course ECO166: LO#3	Total Students	Course GEH101: LO#2	Total Students	Course POL 166: LO#1	Total Students	Course POL 166: LO#4	Total Students
Exceeds expectations: highly developed response	4	Clear, systematic, detailed understanding of relationship between culture, politics, economics and role of institutions and organizations.	1	Clearly describe with detail the concepts of macroeconomic policy and its impact, with examples.		Clear, comprehensive analysis of location of the Bronx in relation to surrounding regions accompanied by maps, with a clear understanding of mapping and locations and the environment.	3	Clear detailed understanding of U.S. contemporary political and public policy issues (such as 'Don't Ask, Don't Tell" and the "U.S. economic bailout policy") and the government institutions behind them, including implications for individuals, the American economy and society.	1	Well researched, clearly written analysis of a political person and how this individual impacted the American political process today, with full illustrations and clear examples.	1
Meets expectations: developed, clear response	3	Clear description of relationship between culture, politics, economics and role of institutions and organizations, some detail.	4	Describe generally concepts of macroeconomic policy and its impact	3	Clear analysis of location of the Bronx in relation to surrounding regions accompanied by maps.	3	General understanding of U.S. contemporary political and public policy issues and the government institutions behind them, and expressing an awareness of the implications for individuals and society.	4	An analysis of a political person, using multiple sources, to how this individual impacted the American political process.	3
Approaching expectations: emerging structure, general clarity	2	Discussion of aspects of culture, politics, economics, with mention of institutions and organizations.	1	Identify macroeconomic policy, showing some understanding.		Understanding of important aspects of location of the Bronx in relation to surrounding regions.		Able to identify U.S. contemporary political and public policy issues and the government institutions behind them.	1	Historical account with little analysis of how the chosen individual influenced American politics.	2
Below expectations: beginning understanding, but satisfactory	1	Able only to partially describe the culture, politics or economics of the institutions		Unable to show a clear understanding of macroeconomic policy	3	Minimal understanding of major aspects of the Bronx or its relation to surrounding regions		Unable to identify important U.S. contemporary political and public policy issues		Poorly researched, general biographical presentation of selected political figure.	
Average Score			3		2		3.5		3		2.83

Table 2 – Distribution Area 6

Criteria Categories	Level	Course ANT 212" LO #4	Total Students	Course HIS 242: LO#4	Total Students	Course HIS 250: LO#2	Total Students	Course HIS 243: LO#1	Total Students	Course HIS 244: LO #2	Total Students
Exceeds expectations: highly developed response	4	Demonstrate clear, detailed understanding of archeological concepts and techniques, ability to analyze them, and to show why they are important	1	Clearly present a document's content, demonstrating full understanding, including detailed interpretation, with clear opinions and thoughtful evaluation	3	In-depth understanding of primary and secondary sources, with thoughtful analysis of goals, opinions, intended audiences, as well as critical evaluation of the message	2	Communicate a clear, detailed understanding of the readings, fully define and explain the main arguments presented by the sources	3	Demonstrate full understanding of arguments made by primary sources, place source's arguments in appropriate historical context, and provide examples to highlight historical differences	3
Meets expectations: developed, clear response	3	Demonstrate a general understanding of archeological concepts and techniques, and why they are important	3	Understand major aspects of a document's content, with some detailed interpretation evaluation	2	Clear use of primary and secondary sources, with comments on historical context, including comments on the message	2	Demonstrated an understanding of the readings, and explain arguments presented by the sources	1	Understanding of arguments made by primary sources, with some awareness of appropriate historical context	3
Approaching expectations: emerging structure, general clarity	2	Show a general knowledge of some archeological concepts and techniques	2	Describe aspects of a document's content, without major misinterpretation and with some evaluation	1	Use both primary and secondary sources, including some historical interpretation of the material	2	Show some an understanding of the readings, with explanation of some points made by the sources	2	Able to describe arguments made by primary sources, with some comment on historical context	
Below expectations: beginning understanding, but satisfactory	1	Unable to clearly identify several major archeological concepts.		Unable to describe a document or provide interpretation or evaluation		Poor use of primary and secondary sources, with limited historical understanding		Shows little understanding of the readings.		Unable to convey the content of primary sources, little awareness of context	
Average Score			2.8		3.3		3		3.2		3.5

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Table 3 – Distribution Area 7

Criteria Categories	Level	Course ACU 266: LO#2 (ACU266)	Total Students	Course AMS 111: LO#2	Total Students	Course PHI 171 LO#2	Total Students	Course PHI 172B LO#1	Total Students	Course PHI 173 LO#1	Total Students	Course PHI 175 LO#4	Total Students
Exceeds expectations: highly developed response	4	Clearly explain relevant myths in detail, compare values	2	Explain detailed views of central cultural figures and their significance	1	Analyze views of author, evaluate re counter arguments	4	Explain central concepts of Kant's theory of morality in comparison to other central concepts.	2	Clearly explain main theories of justice, also some of their central concepts	4	Fully explain details of various religious beliefs and evaluate with counter arguments	4
Meets expectations: developed, clear response	3	Explain the myths with some detail	3	Describe views and approaches of figures and values	4	Views of author clearly analyzed, explained	2	Central concepts explained fully, little comparison	3	Explain main theories of justice clearly		Explain various relig. Beliefs and evaluate them	1
Approaching expectations: emerging structure, general clarity	2	Explain several myths, understanding relevance		Describe the views of several figures with understanding		Author's views adequately described in general	1	Kant's central concepts of morality explained		Explain some theories with uneven clarity	1	Describe the beliefs but not evaluate or explain	1
Below expectations: beginning understanding, but satisfactory	1	Unable to explain the myths or their significance	1	Unable to identify values of important figures	1	Author's view not clearly described or analyzed		Unable to explain Kant's central moral concepts	1	Unable to identify or explain theories of justice	1	Unable to describe or identify the beliefs	
Average Score:			3		3		3.7		3		3.17		3.5