



Periodic Review Report

Presented by:

Lehman College

Ricardo R. Fernández, President

250 Bedford Park Boulevard West

Bronx, NY 10468

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MSCHE Decennial Visit

March 8-11, 2009

www.lehman.edu



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PERIODIC REVIEW REPORT COMMITTEE

Executive Committee:

<p>Provost and Senior Vice President Anny Morrobel-Sosa Vice President for Finance and Administration Vincent Clark Vice President for Global Partnerships and Workforce Development Marzie Jafari Dean of Arts and Humanities Deirdre Pettipiece, Chair Director of Institutional Research Susanne Tumelty Institutional Effectiveness Coordinator Donald Sutherland Assessment Coordinator Raymond Galinski Associate Professor of English Salita Bryant, Co-Chair</p>

Working Groups:

<p>Challenges and Opportunities</p> <ul style="list-style-type: none"> • Dr. Salita Bryant, Associate Professor of English and co-chair of the Periodic Review Report Executive Committee • Dr. Penny Prince, Assistant Professor of Music • Lynne Van Voorhis, Assistant Dean of Undergraduate Students and Study Abroad • Liliana Calvet, Director of Academic Standards and Evaluation • Donald Sutherland, Institutional Effectiveness Coordinator • Dr. Robin Kunstler, Professor of Health Sciences 	<p>Enrollment and Finance Trends and Projections</p> <ul style="list-style-type: none"> • John Dono, Manager of Academic Support Services • Ann Worth, Director of Graduate Studies • Laurie Austin, Director of Admissions • Richard Finger, Director of Special Academic Sessions • Bethania Ortega, Budget Director
<p>Assessment Process and Plans</p> <ul style="list-style-type: none"> • Dr. Salita Bryant, Associate Professor of English and co-chair PRR Executive Committee • Raymond Galinski, Coordinator of Assessment • Althea Forde, Director of Instructional Support Services • Jennifer Poggiali, Instructional Technologies Librarian • Donald Sutherland, Institutional Effectiveness Coordinator 	<p>Linked Institutional Planning and Budgeting Processes</p> <ul style="list-style-type: none"> • Donald Sutherland, Institutional Effectiveness Coordinator • Lourdes Perez, Director of Administrative Operations • Dr. Deirdre Pettipiece, Dean of Arts and Humanities and chair PRR Executive Committee • Dr. Salita Bryant, Associate Professor of English and co-chair PRR Executive Committee

CHAPTER 1: EXECUTIVE SUMMARY

Overview of Lehman College

With over 12,000 students and more than 62,000 alumni, [Lehman College](#) serves the Bronx and its surrounding region as an intellectual, economic, and cultural center. Lehman is one of eleven senior colleges within the [City University of New York](#) (CUNY), the nation's largest public urban university.

Lehman College provides a liberal education through 50 undergraduate majors as well as more than 40 graduate degree programs. Fall 2013 enrollment was 12,085. 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 either education programs or nursing.

Consistent with its [mission](#), the demographic makeup of the College reflects the surrounding area and is typical of the diversity of CUNY's colleges. Nearly half of the undergraduate population is of Hispanic descent and nearly one in three is African American. In addition, over two-thirds (68%) of students are female and nearly 61% of undergraduate students are over the age of 22. While most Lehman undergraduates attend full-time, 41% attend part-time, since many students have familial and occupational responsibilities that make full-time participation in their course work challenging. The large transfer population also creates challenges for effective scheduling and advising, as many transfer students are working and have family responsibilities; these challenges have been met with increased hours in summer advising, and scheduling that is now more responsive to enrollment needs.

Strategic Planning: *Achieving the Vision*

In fall 2008, President Ricardo Fernández charged the Strategic Planning Council, comprised of faculty, staff, and administrators, with developing a ten-year strategic plan to guide Lehman College. The Council held 19 meetings and examined a significant amount of data and reports, engaged in discussions with senior administrators and held town hall meetings to identify the issues, challenges, and opportunities the College faced in the decade ahead. The ideas and recommendations that emerged from this process were published in the [Strategic Planning Council Report \(2010\)](#). This Report provides the substance and context for the goals, objectives, and strategies presented in [Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020](#). During the latter part of the spring 2010 semester, *Achieving the Vision* was widely shared with the campus community prior to its adoption and implementation.

Guided by the *Strategic Planning Council Report* and *Achieving the Vision*, Lehman College is moving forward with direction and purpose towards its four strategic goals:

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

Lehman College Organization and Governance

As part of the [City University of New York](#), the College operates within the guidelines adopted by the 17-member Board of Trustees of CUNY (ten of whom are appointed by the Governor of New York and five of whom are appointed by the Mayor of New York City, one ex-officio trustee who is the chairperson of the University Student Senate and 1 ex-officio non-voting trustee who is the chairperson of the University Faculty Senate), 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, the Lehman College Senate.

The College Senate is a unicameral body of 102 members, representing the faculty, students, and administration of the College and it is presided over by the President. Subject to the authority of the Bylaws of the Board of Trustees of the City University of New York, the College Senate is responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.

In addition to the governing bodies identified above, Lehman College faculty and staff are members of 15 collective bargaining units,

Faculty and Staff

Of the 378 full-time faculty members at Lehman College, over one-third are black, Hispanic, or Asian American. Most courses are taught by ranked permanent faculty and well-qualified adjunct faculty, with a small number of courses taught by graduate students from the doctoral programs at the CUNY Graduate Center. During Fall 2013, for example, 58 graduate students taught roughly 80 courses. Lehman College employs 559 full-time staff members, including the following distribution of positions: 22 executive/administrator, 104 managers, 134 professional, 30 paraprofessional/technical, 115 secretarial/clerical, 115 maintenance, and 39 skilled. All staff are unionized, with the exception of the executive administration. Collective bargaining takes place at the city and state level, with local representatives at each campus, including Lehman.

Students

As indicated in the table below, Lehman College's Fall 2013 enrollment was 12,085 students, which represents a slight planned increase from the preceding year (slight in light of an additional increase in admissions standards). Currently, roughly 57% of our undergraduate students are full-time, and 43% part-time, with a total of 588 incoming freshman and 1,712 incoming advanced standing transfers. Increasingly, Lehman College has experienced two principal trends in its undergraduate enrollment. First-time freshmen, who once comprised a majority of new full-time undergraduate students, now make up a minority share of such students. Since 2011, more than 70% of new undergraduate students have been transfer students.

Table 1.1 Fall 2013 Student Demographics

	Undergraduate Students	Graduate Students
Asian/Pacific Islander	6.6%	5.0%
American Indian/Alaskan Native	0.1%	0.2%
Black/Non-Hispanic	31.1%	27.6%
Hispanic	49.2%	33.5%
White/Non-Hispanic	9.2%	26.7%
Non-Resident Alien	3.8%	7.0%
Full-time	57%	12.4%
Reside in the Bronx	27	34
Average Age		
Female	68.4%	74.9%
Male	31.6%	25.1%

Lehman College's five schools offer Bachelor's and Master's degrees in the professions, sciences, liberal arts and education in more than 100 programs. In 2012-2013, Lehman granted 2,504 Bachelor's and Master's Degrees and Certificates.

PREPARATION OF THE PERIODIC REVIEW REPORT

The ideas and recommendations that emerged from the strategic planning process are contained in the [Strategic Planning Council Report](#) (January 2010). This Report provided the substance and context for the goals, objectives, and strategies that, during the latter part of the spring 2010 semester, would result in the initial draft of *Achieving the Vision*. That initial draft was widely shared with the campus community and other constituents; subsequent revisions were undertaken as a result of the feedback provided, and the final draft of the 10-year strategic plan, [Achieving the Vision 2010-2020 by Building a Strong Foundation: Strategic Directions for Lehman College](#), was adopted in 2010 as our new strategic plan. It was in the middle of these planning processes that our 2009 decennial self-study was undertaken. As the follow up documents to MSCHE indicate, the strategic plan, and in fact, strategic planning, has increasingly governed institutional processes, particularly those associated with allocating resources. The executive administration has placed the strategic plan and its goals at the center of workflow and accountability across campus.

In May, 2013, after the Provost and Senior Vice President for Academic Affairs charged the PRR Executive Committee with the task of drafting the report, the Committee began meeting and working immediately. A SharePoint site populated with all relevant MSCHE and institutional documents, an email listserv for all PRR correspondence, a timeline and calendar for milestones and deliverables, and a plan for execution were all put in place by July 1, 2013. To ensure our success in producing a quality document, the Provost facilitated key executive committee members to attend the Middle States Conference in Philadelphia in 2013. Six faculty and professional staff subsequently attended the conference with particular attention to the sessions on PRRs.

Executive Decisions: Garnering Information through the PRR Survey

Although the self-study in 2009 was a very successful experience, it was clear that subsequent reports to MSCHE would be reflective of crucial changes in our institutional operations due to the new strategic plan. Therefore, the PRR Executive Committee determined that an investigation of how the new strategic plan and its goals were being operationalized across campus through the strategic plans of individual units would be crucial. To ensure information related to strategic planning was provided by as many units as possible, an electronic survey was created and is appended in this document. While the survey solicited specific information related to strategic planning, and by extension, assessment of progress towards planning goals, it also provided a platform to ensure that all Lehman College units had an opportunity to participate in the periodic review report process in a meaningful way. By providing insights into how their units operate, unit heads supplied information that was both useful and enlightening; this created a holistic picture

of how the strategic planning process is being implemented in tangible ways to support resource allocation and decision-making across the campus. The surveys were sent electronically to all managers and, while their responses varied somewhat, the overall indicators were very positive. Some highlights are below:

Table 1.2 PRR Survey Results

Units with Strategic Plans (SP)	56%	Those with plans linked to college SP	100%
SP available to constituents	86%	SP available electronically	92%
SP impacts resource allocation	78%	Personnel hiring important component of SP	71%
Assessment of progress towards SP goals is reviewed	100%	Data generated is used and shared	92%

Working Groups

In addition to investigating strategic planning and assessment of progress towards Lehman’s strategic goals, the PRR Executive Committee created working groups focused on each of the elements in the report.

These working groups proved to be effective and the information gathered by them was instrumental in the initial drafting of the document. All preliminary and subsequent information and documentation was shared with the Executive Committee via the Sharepoint site. Their work also revealed the gaps in information that needed to be filled by additional institutional members and units; these individual requests were met with prompt and useful responses and documentation.

Sharing Information on the PRR’s Progress and Revising Drafts

At key points during the year, the chair of the Executive Committee shared information related to the PRR process with campus stakeholders, including all faculty members at the monthly General Faculty Meeting, at the Deans’ Council, at the Provost’s Council, and at the President’s Cabinet. These progress reports provided effective information exchange and increased the willingness of Lehman’s constituents to participate in the PRR process.

Once the information provided by the survey and by the working groups was posted on the [SharePoint site](#), it was collated into the initial draft document and then reviewed by the Executive Committee, the President, and the Vice President for Finance and Administration. Subsequently, the draft was shared with the various bodies on campus acting as editors and collaborating authors (department chairpersons, President’s Cabinet, Provost’s Council, and numerous external readers) for revision.

SUMMARY OF MAJOR INSTITUTIONAL CHANGES SINCE THE 2009 SELF-STUDY

Since its last decennial self-study, Lehman College has experienced many major institutional changes most of which have transpired in direct response to institutional and programmatic strategic goals and initiatives, and all of which have direct bearing on Lehman's compliance to MSCHE Standards. From academic and administrative reorganization to new building construction, Lehman has quite literally transformed itself to continue to serve our mission and our dynamic student body. Due to the large number of changes, this area of the PRR is slightly longer than identified in the handbook, while the PRR in its entirety is well within the guidelines.

Highlights

- Change in student demographic from a majority of first-time freshmen to a majority of transfer students, beginning in 2009 and increasing annually since then.
- Reorganization from Academic Divisions to Schools.
- Creation of a new School of Health Sciences, Human Services, and Nursing
- Additions to Executive Administration, including:
 - Associate Director of Assessment and Planning, August 1, 2009 (newly-created position in support of student learning outcomes assessment, in tandem with creation of the Office of Assessment and Planning in Fall 2009)
 - Vice President of Information Technology and Chief Information Officer, (newly created position in support of improved and expanded Information Technology infrastructure and strategic plan July 1, 2010)
 - Director of the Office of Undergraduate Research, January 1, 2014 (newly-created position in support of STEM initiatives and strategic plan)
 - Vice Provost and Dean of Research, February 1, 2014 (newly-created position in support of [STEM initiatives](#))
 - Senior Policy Analyst, February 1, 2014 (newly-created position in support of data-driven decision making)
 - Vice President for Workforce Development and Global Partnerships and Dean of Adult and Continuing Education, February 15, 2014 (newly-created position in support of strategic goals in internationalization and distance education)
- Hiring of 63 permanent, tenure-track faculty.
- Opening of the new, totally "green" (USGB LEED Platinum certified) Science Hall.
- Opening of new Childcare Center.
- Opening of Teaching and Learning Commons program (new location scheduled for 2016).

- Conversion to CUNYfirst software program to increase efficiency in all institutional processes.
- Successful Capital Campaign--\$6,226, 692 was raised towards the FY 2013-2014 CUNY comprehensive fundraising goal. Additionally, the total comprehensive Capital Campaign total as of March 31, 2014 is \$54,952,302.
- Widespread adoption of strategic, evidence-based decision-making and resource allocation including Academic Affairs.
- Successful accreditation efforts in key areas of Academic Affairs.
- Assessment processes and findings as instrumental to decision-making in academic departments and Schools. These are discussed in detail in Chapter 5.

IMPACT OF CHANGES IN INSTITUTIONAL OPERATIONS AND ORGANIZATION

Academic Renaming and Addition of New School

At the time of the decennial accreditation, there were four units in Academic Affairs: the Division of Natural and Social Sciences, the Division of Arts and Humanities, the Division of Education, and the Division of Adult and Continuing Education. In the [Strategic Planning Council Report 2010](#) and the subsequent strategic plan itself, [Achieving the Vision](#), academic restructuring was proposed in support of meeting goals related to enhanced educational experiences. This proposal was adopted and the Divisions were reorganized into the following

- School of Arts and Humanities
- School of Education
- School of Natural and Social Sciences
- School of Continuing and Professional Studies

In addition to the reorganization of the existing academic Divisions, the Strategic Planning Council recommended the creation of a new school focusing on health science areas and a feasibility study regarding a new school of business. In 2013-2014, all associated programs in health science professions were relocated from the School of Natural and Social Sciences and the School of Arts and Humanities and aligned in the new School of Health Sciences, Human Services, and Nursing, headed now by its founding Dean.

Strategic Plan

As discussed above, in addition to the new school, since the last self-study, Lehman College has a new strategic plan, [Achieving the Vision](#), which is now guiding operations across the campus. The Plan is included in the Appendix.

General Education Curriculum

In Fall 2013, Lehman College, like all CUNY undergraduate campuses, instituted a new General Education program called [Pathways](#). The goal of *Pathways* is to ensure the smooth

transfer of credits from other colleges within CUNY, and in particular from community colleges in our system to our senior campuses. Thus far, Lehman College's implementation of the new General Education curriculum has been relatively smooth. Students are now entering under its guidelines and taking the new courses. More discussion of General Education and its assessment follows in later chapters.

Administration

As identified in the highlights above, there have been significant changes in executive administration at Lehman since the self-study. These strategic new hires, whether occupying an existing position or a newly created one, are a dynamic and talented group of individuals. In collaboration with existing administrators, faculty, and staff, these new executives have already made an impact on moving strategic college goals forward and bringing fresh ideas and innovation to the campus.

Full-time Permanent Faculty Hires

Since the self-study was submitted in 2009, Lehman College has hired 63 full-time permanent faculty members. These hires address the suggestion made by the visiting team to develop a plan for replacing retiring faculty and also support the strategic goals for student success, and excellence in teaching, learning, and research. Moreover, these new faculty are revising and reinvigorating our curricula and providing new areas of study such as digital communications, professional writing, and applied ethics for a dynamically changing student body, another key goal. We continue to hire new faculty with a plan to hire another 20 in the next two academic years to support new programming and strategic replacement of retiring faculty.

Science Hall

The new STEM facility, Science Hall, represents the first major building project on the campus in 18 years. The building was [dedicated in October 2012](#) and conducted its first classes in Spring 2013. It earned a LEED Platinum certification from the [U.S. Green Building Council](#) for an array of environmentally sustainable technologies, such as a rainwater/greywater system to clean and recirculate water for use in restroom flushing fixtures and rooftop solar panels to heat the building's water. Science Hall is the first [City University of New York](#) building to be awarded the highest green building ranking.

The 68,000 square foot four-story building designed by Perkins + Will Architects is the first of a three-phase complex that will create a "campus within a campus" dedicated to all the scientific disciplines – a place of interdisciplinary collaboration and discovery. The new \$70 million facility – built with capital funding from New York State with a rooftop greenhouse built with capital funding from New York City – spotlights the College's

strength in plant science instruction and research, emphasizing its interdisciplinary nature, while making science accessible to a broader community.

Opening of a New Child Care Center

In September 2013, Lehman College opened its state-of-the-art [Child Care Center](#), replacing the original center half its size. The 12,000 square-foot center was designed by Brooklyn-based Garrison Architects and built by Axis Construction. It is a modular facility with six classrooms, a multipurpose room, terraces designed to grow greenery, an atrium with an open stairway, and skylights offering a natural ventilation system. The \$6.3 million structure was built with capital funding from New York State. Now providing care for 135 children, the new Center effectively doubles the number of Lehman student parents who can now take advantage of on-campus care, the availability of which can make the vital difference to successful graduation. The opening of the greater capacity Center was a significant accomplishment for Lehman's retention and graduation goals.

Opening of the Teaching and Learning Commons

The [Lehman Teaching and Learning Commons](#) was established in the summer of 2010 to provide faculty development and advancement activities and to serve as a liaison between functioning and incipient faculty development and advancement programs. Since its inception, the Commons has provided a variety of activities including an annual new faculty orientation seminar, pedagogical workshops and seminars in the Scholarship of Teaching and Learning (SoTL), collaborative workshops with schools and programs within Lehman and in tandem with CUNY and external colleges. Currently, the Commons serves 368 full-time faculty and 504 part-time instructional staff in addition to maintaining oversight of two Title V grant initiated student peer support programs, the STAR Mentoring and Coaching Program and the Transfer Coaching Program. The Teaching and Learning Commons received capital funding from the New York City Council and the new facility is currently in design. The Teaching and Learning Center is expected to open in 2016.

CUNYfirst Conversion

In 2011, CUNY converted to a version of PeopleSoft. [CUNY Fully Integrated Resources and Services Tool](#) (CUNYfirst) is an Oracle/PeopleSoft Enterprise Resource Planning (ERP) System. Implementation of CUNYfirst in Student Administration, Human Resources, and Finance will impact Lehman College's operations in all areas, from registering for classes to bill payment.

Strategic Hiring and Resource Allocation: Provost's Office

Since her arrival in 2012, the new Provost and Senior Vice President for Academic Affairs has implemented a wide array of new practices in management operations that are all

driven by strategic goals, data, and assessment. This approach has made a dramatic change in decision-making across Academic Affairs, resonating from her office to the Deans' offices to the department chairs' offices insofar as that no request or decision is supported without appropriate analysis and substantiation to its relationship to strategic goals and/or student success initiatives. As a result, over the course of the past two academic years, Lehman College's academic operations have become much more practical, student-centered, and strategic. This pragmatic approach to resource allocation is directly in line with MSCHE guidelines and best practices in institutional effectiveness. To assist with the implementation of these practices, the Provost provided resources for two administrators to attend the Annual Institute on Best Practices in Institutional Effectiveness in Washington, D.C. in July 2013. The two representatives disseminated the information and experiences at Provost's Council and through Executive Committee meetings of department chairpersons. This outside perspective assisted with departmental and unit understanding of the need for data-driven decision-making and continues to inform and improve practices at the school, department, and unit level.

The President, the Provost and the Vice President for Administration and Finance are also initiating the process of [Prioritization of Academic and Administrative Programs and Services](#) as articulated by Robert Dickeson in his book outlining the process, which has now been used to reallocated resources and prioritize programs at over 300 institutions. Lehman has hired a policy analyst to assist with this extensive investigative process. Academic prioritization assists institutions in determining which of their programs are most important to their identity and sustainability. This process is a catalyst for close examination of all units and activities, and the goal moving forward is to ensure our institution's viability and continuing academic and economic value and ability to meet strategic goals as we move into the new higher education landscape.

NCATE accreditation for the Educational Leadership Program

In February 2012, the Master's Degree in Educational Leadership was nationally recognized and specially accredited by NCATE. This program leads to a New York State Initial Certification as a school building leader, and an Advanced Certificate leading to New York State Professional Certification as a school district leader. Program candidates are prepared to assume leadership positions in schools and/or districts, such as principal, assistant principal, department chair, dean and/or superintendent.

In 2007, the School of Education (SoE) as a professional education unit was accredited by the National Council for Accreditation of Teacher Education (NCATE), now known as the Council for Accreditation of Educator Preparation (CAEP). Since Fall 2011, the School of Education has been fully engaging in the self-study for the next round of accreditation visit by the CAEP scheduled for April 2015. The preparation for the accreditation consists of

three integral parts which include: 1) review of educator preparation programs by CAEP and Specialty Professional Associations (SPAs), 2) submission of the Institutional Report (IR), and 3) establishment of Online Exhibit that provides evidence in support of claims that NCATE unit standards are met. The following summarizes the progress that the School of Education has made:

The School of Education has been continuously improving through transformation of its educator preparation programs to meet the standards by CAEP and Specialty Professional Associations. In the last two years, there were 18 program reports submitted for review. As a result, 16 (89%) programs were either nationally recognized or nationally recognized with conditions, while 2 (11%) programs were recognized with probation. These two programs were the Graduate Program in Childhood Education, and the Graduate Program in Health Education. Both programs revised the coursework and made significant changes in assessment in response to the reviewers' concerns. In March 2014, both programs submitted their revised programs for review and are now awaiting the final decision by their SPAs. The School of Education expects to receive the final decisions in July 2014.

In terms of preparation for the IR and Online Exhibit, the SoE has completed the revised drafts of the Institutional Reports and has been revising and completing exhibit items and data required for the Online Exhibit. In August 2014, both the Institutional Reports and Online Exhibit will be submitted to the Council for Accreditation of Educator Preparation via its electronic system.

Other Accreditation/Certification

Continuing Education offers certificate programs in a variety of areas including healthcare, business and finance, and information technology that are certified by professional associations or industry-governing bodies. These groups set high standards that recognize students who have met predetermined qualifications. The qualifications are demonstrated through education, work experience, knowledge, and examination. Additionally, Continuing Education offers state licensure programs that incorporate the standards and requirements of private certifying bodies in their licensing statutes and require that an individual be certified in order to have state authorization to practice.

The approval process for offering certification is usually based on a combination of adhering to specific industry wide standards that are incorporated into the course curriculum, demonstrating teaching competence, and providing proper facilities such as laboratory space if required. Many healthcare programs also require clinical experience either in class and/or in the field to round out the didactic portion of instruction. Certification is often a renewable process subject to updating curriculum and showing professional development among faculty.

Productivity and Budget Planning Committee

To meet its fiscal challenges in 2010, President Fernández established a Productivity and Budget Planning Committee that developed budget savings of \$1,793,910; this included savings from efficiency improvements of \$187,000, as well as revenue increases of \$207,040, excluding changes in tuition. As most of Lehman College's operating budget is comprised of personnel- and personnel-related costs, the largest share of budget savings (\$1,315,540) came from the categories of Temporary Services and Other Than Personnel Services (OTPS). Lehman College also reduced its hiring activity while focusing on retaining and hiring full-time faculty.

HIGHLIGHTS OF THE PERIODIC REVIEW REPORT

Chapter 2: Summary of Institution's Response to Recommendations from the Previous Team Report on the 2009 Self-Study

This chapter illustrates how thoroughly and specifically Lehman College responded to the recommendations from the last [self-study](#) evaluation team, and to its own recommendations for institutional improvement and engagement with the Standards. The responses are provided in the context of the [recommendations](#) themselves for clarity of understanding by the Periodic Reviewers. As the Reviewers will note, Lehman College has dramatically altered its institutional practices the past five years to ensure that we have become a much more mission-centered, efficient, data-driven institution that uses strategic planning and assessment processes and findings to undertake operations institution-wide. Moreover, these processes and findings have now led to Lehman College undertaking [prioritization of academic and administrative programs](#) to ensure that moving forward, all programs and initiatives are those that are most important to our institutional identity and the students we serve.

Chapter 3: Major Challenges and Opportunities

This chapter illustrates our compliance with all 14 MSCHE Standards, and also identifies the specific challenges and opportunities we've faced. The most noteworthy of these are the new General Education program initiated under the City University of New York (CUNY) and the implementation of the new [CUNYfirst](#) software platform for most operational processes including enrollment management, human resources, student record-keeping, registration, procurement, and budgeting.

Chapter 4: Analysis of Enrollment and Finances

This chapter addresses the impact of enrollment shifts, changes in State and City funding, fundraising efforts, etc., on Lehman's ability to fulfill its academic and institutional mission.

It also addresses changes in programming and processes as a result of these changes, in addition to strategic responses to decreases in funding streams.

Chapter 5: Assessment of Institutional Effectiveness and Student Learning

This chapter illustrates dramatic improvements in institutional effectiveness as a result of much more data-driven decision-making across the campus. It provides linkages between the CUNY [Performance Management Process \(PMP\)](#) and our own strategic plan and progress towards its goals. The chapter also articulates the process administrative units use for assessment of their progress towards strategic goals; this process has resulted in a much more widespread understanding of strategic planning in general, a goal in and of itself. Moreover, the chapter also highlights the increased and consistent use of student-learning outcomes data at the department and School levels to determine allocation of resources. The chapter also articulates the many resources now aligned with strategic planning and assessment, including a fully staffed Office of Assessment, [a software system \(TaskStream\)](#) for assessment planning, execution, analysis, and reporting, and assessment coordinators in many academic programs receiving reassigned time for the collection, collation, and sharing of student learning outcome findings.

Chapter 6: Linked Institutional Planning and Budgeting Processes

This chapter is particularly important in illustrating Lehman College's measurable progress in institutional efficiency and effective, strategic resource allocation. The tables linking Lehman practices to the CUNY Master Plan and our own Strategic Plan are clear for ease of reading by reviewers. The operational budget is presented here, and with it the process by which it is allocated; it is also linked directly with strategic planning. The flow of discussion and decision-making and subsequent reporting on expenditures and balances articulated here demonstrates transparency and responsibility at all levels. The CUNY Compact funds (funds distributed to the campuses in the CUNY system for faculty hires and start-up funds) are also explained here.

STATEMENT OF REAFFIRMATION OF ACCREDITATION AND MONITORING AND PROGRESS REPORT OUTCOMES

2009 MSCHE Statement: *To reaffirm accreditation. 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 levels (Standard 14). The Periodic Review Report is due June 1, 2014.*

Monitoring Report Outcome: *To accept the monitoring report. To request a [progress report](#) due April 1, 2013 documenting evidence that assessment results are used to improve teaching and learning. The Periodic Review Report is due June 1, 2014.*

Progress Report Outcome: *To accept the progress report. The Periodic Review Report is due June 1, 2014.*

MSCHE Statement of Certification



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective October 19, 2012

Lehman College/City University of New York (CUNY)
(Name of Institution)

is seeking (Check one):
Initial Accreditation
Reaffirmation of Accreditation through Self Study
Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
Transfer of credit
Assignment of credit hours
Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]
(Chief Executive Officer)

05-29-14
(Date)

[Signature]
(Chair, Board of Trustees or Directors)

May 27, 2014
(Date)

CHAPTER 2
**Summary of Institution's Response to Recommendations from the Previous
Team Report on the 2009 Self Study**

**RECOMMENDATION 1: ANALYSIS OF RETENTION AND GRADUATION RATES
(STANDARD 8)**

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

Also Lehman College's recommendations to itself that it:

Monitor the impact of raising admissions standards on student admissions and retention.

Continue to identify and address issues that cause students to "stop out or transfer from Lehman."

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

Since the report from the visiting team in response to our 2009 self-study, Lehman College has undertaken the recommended analysis of retention and graduation rates recommended by the visiting team. As a result of the analysis, a series of activities and curricular revisions have been undertaken:

- In 2009, the CUNY Chancellor asked senior colleges to create task forces to examine student retention, progression, and graduation. The Retention, Progression, and Graduation Task Force that reviewed a wide range of data concerning student retention, progression, and graduation at Lehman College, examined national best practices, and provided recommendations. The Task Force recommended increased efforts to retain second-year students. In 2012, Lehman College received a \$3.2 million dollars, five-year Title V grant from the Department of Education, to fund our [Sophomore Year Initiative](#).
- Another recommendation concerned the expansion of efforts to retain transfer students. This recommendation, coupled with the College's Fall 2010 participation in the John Gardner Institute for Excellence in Undergraduate Education's *Foundational Dimensions Transfer Focus Study*. The study involved more than 100 faculty and staff members and consisted of nine committees that undertook a rigorous and comprehensive look at the College's transfer experience, transfer-related data, and transfer-student-related assessment culminating in the development of a [Virtual Transfer Center](#).
- Participation in "[Pathways](#)" General Education program: Starting in Fall 2013, CUNY implemented the initiative across its undergraduate colleges. *Pathways* establishes a new system of general education requirements and new transfer guidelines across

CUNY -- and by doing so reinforces CUNY's educational excellence while easing student transfer between CUNY colleges without loss of credits earned at community colleges.

- [Lehman College Dashboard](#) (LCD) in September 2012. The LCD is an Oracle-based business analytics tool that is available to Lehman College administrators and executives with near real-time data for helping them analyze trends, examine student admissions, retention and progression data, obtain faculty workload information, and other key metrics. This new tool is being heralded as a “best practice” by CUNY and will now be shared with all CUNY campuses.
- A “CUNY in the Bronx Financial Aid Council” with representatives from Lehman College, Bronx Community College and Hostos Community College was established during the 2012-13 academic year to promote awareness of TAP and PELL regulations and to facilitate the implementation of the [CUNYfirst](#) financial aid module.

RECOMMENDATION 2: IMPLEMENTATION OF ASSESSMENT COUNCIL PLANS (STANDARD 14)

Lehman College should implement the plans put together by the Assessment Council. This should include meeting the timelines for completing the plan. The Team agrees that Lehman College should complete the hiring of the Assessment Coordinator. Lehman College should clearly articulate student learning outcomes at the program level. Lehman College should integrate assessments in the new strategic plan that is currently being developed. Lehman College should allocate sufficient resources to assure success of the student learning outcomes process.

Also Lehman College’s recommendation to itself that it:

Evaluate and implement recommendations of the Assessment Council.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Created in 2009, the Assessment Council at Lehman is a permanent body with its own Bylaws. It serves as an advisory body to faculty, the Deans’ Council, department chairs, the Provost, and other stakeholders with an interest in student learning outcomes.
- Lehman College has adopted the Assessment Council’s major initiatives, including the timeline for launching formal and periodic academic assessment cycles.
- The Assessment Council holds periodic workshops for faculty throughout each academic year focusing on creating effective student learning outcomes, collecting and using data for improved teaching and learning, and using assessment findings for departmental planning.
- The Assessment Coordinator’s [annual reports](#), examples for effective outcomes’ assessment, and other documents are posted on the Office of Assessment and Planning website.

- Assessment data generated by all assessment activities are used to make strategic decisions at the program, department, and school level; for example, at the request of the Dean in the School of Arts and Humanities, student learning outcomes' data must be used as evidence for curricular revision, requests for speakers or other co-curricular activities, for new hires, and for additional operational resources.
- Lehman was selected as one of nine academic institutions nationwide to participate in the American Council on Education's "[Change and Innovation Lab](#)", an 18-month initiative funded by the Lumina Foundation to implement significant and sustainable initiatives that can be replicated to increase the number of first-generation and nontraditional students who gain a college degree.

RECOMMENDATION 3: HIRING OF AN ASSESSMENT COORDINATOR (STANDARD 14)

The Team agrees that Lehman College should complete the hiring of the Assessment Coordinator.

Also Lehman College's recommendation to itself that it:

Hire a full-time Assessment Coordinator to link the College's various assessment activities and provide assistance to the Assessment Council.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

In Fall 2009, Lehman College hired an Assessment Coordinator and an Institutional Effectiveness Coordinator. These two positions have since organized and led all activities related to these two key areas: these activities include assessment retreats and workshops, Periodic Review Report working groups, for example. Additionally, the Schools have also appointed assessment coordinators at the department levels and provided most of them with reassigned time to ensure effective and consistent collection, reporting, and action-planning related to student learning outcomes and program assessment.

RECOMMENDATION 4: ARTICULATE STUDENT LEARNING OUTCOMES AT THE PROGRAM LEVEL (STANDARDS 12 and 14)

Lehman College should clearly articulate student learning outcomes at the program level.

Also Lehman College's recommendation to itself that it:

Further develop student learning outcomes and assessments of those outcomes at all levels: General Education majors/programs, and institutional.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Lehman College was selected for participation in [AACU's Integrative Learning and the Departments](#) initiative in Fullerton, CA in July 2014, a residential program intended to prepare future faculty leaders in the use of integrative learning for the development of coherent and intentional student learning pedagogies, goals and outcomes.
- Student learning goals and objectives for Lehman College's departments are listed on its website (<http://www.lehman.edu/academics/departments-programs.php>).
- Lehman College's syllabi guidelines require that all instructors provide measurable course learning outcomes in their syllabi.
- All new course proposals are required to include learning outcomes.
- Programs seeking to modify existing courses and/or degree requirements are required to provide an explanation of the impact of the change(s) on learning goals and outcomes.

RECOMMENDATION 5: INTEGRATE ASSESSMENT IN THE STRATEGIC PLAN (STANDARDS 7 AND 14)

Lehman College should integrate assessments in the new strategic plan that is currently being developed.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Assessment has been woven into the Strategic Plan. Objective 1.2 calls for support of existing academic programs and development of new quality programs "informed by a rigorous review process." Strategy 1.2.6 calls for the College to "foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs." Objective 3.1 states that the College will "integrate institutional planning and assessment to improve effectiveness." Strategy 3.1.1 calls on the College to "better integrate" budget planning, resource allocation, and institutional assessment. Strategy 3.1.2 states that the College will "foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance." Strategy 3.1.4 declares that the College will "create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives."
- Strategies 1.2.6 and 3.1.2 were implemented with Lehman College carrying out annual assessment cycles beginning with the 2010-11 academic year for academic programs and administrative units. Details concerning academic and institutional assessment are provided in Chapter 5, along with the College's 2011 Monitoring Report and 2013 Progress Report.
- The Assessment Council's periodic workshops for faculty have assisted in the implementation of Strategy 1.2.6.

- Strategy 3.1.1 is embedded in the annual Performance Management Process and regular and recurring budget reviews that take place each academic year. Capital budget requests and the allocation of CUNY Compact funds is tied to the College's strategic plan, which is assessed to measure progress toward strategic goals and objectives. Details from the latest assessment of the Strategic Plan are provided in Chapter 5.
- Strategy 3.1.1 was facilitated with the introduction of the Lehman College Dashboard (LCD) in September 2012.
- Strategy 3.1.4 was implemented with the hiring of an Assessment Coordinator, Coordinator of Institutional Effectiveness, and establishment of the Office of Assessment and Planning. Two Associate Dean positions were created to facilitate assessment.

RECOMMENDATION 6: ALLOCATE SUFFICIENT RESOURCES TO ASSURE SUCCESS OF THE STUDENT LEARNING OUTCOMES PROCESS (STANDARD 14)

Lehman College should allocate sufficient resources to assure success of the student learning outcomes process.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Annual funding for the staff and supplies related to the Office of Assessment and Planning. Dedication of more than \$700,000 in CUNY Compact funding for enhancing institutional planning and assessment over the past three years (See Chapter 6).
- Funding to promote attendance and participation among Assessment Office staff, college faculty, and college administrators at the MSCHE annual conference, Assessment Network of New York (ANNY) conferences, and other assessment-related conferences and workshops.
- An annual subscription to the [Taskstream](#)® online assessment data management system.
- Allocation of more than \$1.3 million in CUNY Compact funding over the past three years for academic resources and student support services (see Chapter 6).
- Funded assessment coordinators in most departments.
- Associate Deans in all schools with dedicated time toward assessment oversight and follow through.

RECOMMENDATION 7: DEVELOPMENT OF A STRATEGIC PLAN (STANDARD 2)

The College recommended to itself that it:

Develop a Strategic Plan to address replacement of retiring faculty, staffing, new programs, and developing curricula.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Lehman College's faculty, staff, and administrators participated broadly in the development of a [Strategic Plan](#) that was implemented in 2010.
- Based on the latest assessment of its Strategic Plan, Lehman College has made considerable progress in implementing its strategic goals and objectives (See Chapter 5).
- Introduction of the Lehman College Dashboard (LCD) in September 2012 that contains, among other things, faculty workload data to help inform planning, resource allocation, and decision making.
- Strategic faculty hiring process that is based on data related to strategic goals, in addition to student enrollment, faculty complement, and new programs and initiatives. The Provost and Senior Vice President for Academic Affairs solicit proposals for new hires from the Deans who are then required to present the data and also rank their requests in light of strategic need. The Provost then presents an overall total ranking in light of strategic needs of the institution prior to awarding the lines.

RECOMMENDATION 8: RESOURCES FOR STUDENT AND FACULTY USE OF TECHNOLOGY (STANDARD 3)

The College recommended to itself that it:

Provide upgraded and additional resources for student and faculty.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Information Technology (I.T.) developed a strategic plan in 2012 to guide its activities toward the integration of teaching, research, and learning.
- Development of an I.T. Resource plan in 2012.
- Identification of key I.T. performance metrics in 2012.
- Introduction of the [StudentConnect](#) website to allow students to access a variety of online tools and services.
- Introduction of the [LehmanConnect](#) website to allow faculty and staff to access a variety of online tools and services.
- Introduction of [LehmanMobile](#) in 2012. This platform provides information to students, faculty, and visitors such as maps, event information, daily class schedules, and access to library resources over smartphones and tablets.
- Creation of a student assessment to determine level of readiness and potential success in online learning by the Dean of Arts and Humanities, the Vice President for Information Technology, and the Online Teaching and Learning technology specialists.

RECOMMENDATION 9: CENTRALIZATION OF POLICIES AND PROCEDURES (STANDARD 6)

The College recommended to itself that it:

Centralize policies and procedures on the College website.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Lehman College's [policies and procedures](#) are available on a single webpage.

RECOMMENDATION 10: CONTINUED USE OF SURVEYS (STANDARDS 7 AND 14)

The College recommended to itself that it:

Continue to conduct surveys of students, alumni, and faculty for expanded feedback and data.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Lehman College continues to participate in a range of surveys. Lehman College conducted a survey of alumni during the 2012-2013 academic year. It participates in the biennial CUNY Student Experience Survey. It also takes part in the National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI). Academic and administrative units also conduct periodic surveys of users.
- A new survey related to strategic planning and assessment across all units on campus was created and used in support of this Periodic Review Report.
- Customer satisfaction surveys were sent out by the Vice President for Administration and Finance, and also by the Vice President for Student Affairs. These surveys were administered in following Student Affairs Units: Counseling Center, Career Services Center, Community Engagement and New Student Programs, Student Health Center, Office of Campus Life, Wellness Education and Promotion, and the Office of Disability Services. Survey results have been used to assess and improve services, programs and activities sponsored by these departments.

RECOMMENDATION 11: CONTINUED IMPLEMENTATION OF THE COLLEGE FACILITY MASTER PLAN (STANDARD 7)

The College recommended to itself that it:

Continue implementation of the College Facility Master Plan, including the securing of funding for Phase 2 of the Science Building.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Lehman College completed a Facility Master Plan amendment in 2010 titled “Swing Space Planning Study” which aligns Lehman’s Facility Master Plan with its Strategic Plan.
- Lehman College opened its new [Science Hall](#) (Phase 1) Spring 2013.
- Lehman College opened its new [Child Care Center](#) in Fall 2013.
- Lehman College has received \$41 million in funding from New York State for a new Nursing Facility to be located in the Davis Hall parking lot, which will begin design Fall 2014; once it is completed, the T-3 Building can be demolished making way for Science Hall Phase II to proceed.
- The new Lehman College Student Health Center facility has completed design and is expected to bid Fall 2014.
- Shuster 017 was transformed into a staff lounge in 2013.
- Lehman College has received capital funding from the New York City Council to renovate the first floor spaces of Davis Hall vacated by the move to Science Hall Phase I for the Social Work Program, thus establishing Davis Hall in combination with the Nursing Facility as the facility for the new School of Health Sciences, Human Services, and Nursing.
- Bid documents are nearing completion for the relocation of the Student Health Center from the T-3 Building to the Old Gym Building. The project should bid and begin construction Spring 2015. This renovation will be the first in a series planned to begin to convert the Old Gym Building into the new Student Center.
- Round 1 CUNY lab renovations modernized the Davis Hall room 311 Organic Chemistry Lab.
- The Organic Chemistry teaching lab (Davis Hall, Room 305), Health Science Food teaching Lab (Gillet Hall, Room 425) and Food Chemistry Lab (Gillet Hall, Room 419) (Round 2 CUNY lab renovations) were completely renovated.
- Round 3 of CUNY lab renovations is proceeding to design and includes two new Anatomy and Physiology teaching labs on the second floor of Davis Hall rooms 201/203 and 237/237a and a new Middle and High School Science Education teaching lab in Carman Hall rooms B11/B15.

RECOMMENDATION 12: THE NEW BELL SCHEDULE (STANDARD 7)

The College recommended to itself that it:

Assess the effectiveness of the new bell schedule (for the improved utilization of faculty and classroom space, effective Spring 2009).

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

The Bell Schedule Committee was charged by President Fernández to review the bell schedule and to make recommended changes that encourage maximum space utilization and benefit Lehman College students. The Committee reviewed many documents in order to develop an appropriate schedule. The Committee also developed and, with the help of the Student Affairs Office, administered a survey of Lehman students to gather information on questions that were not addressed by the archival data at hand.

The following recommendations were forwarded by the Committee.

1. Change the afternoon schedule to allow more class offerings in these underutilized time slots and change the free hour from
 - a. Wednesday 2:00-3:30 pm to Monday and Wednesday 3:30-5:00 pm.
2. Organize the schedule so that certain times are not crossed over by any bell schedule time
 - a. (11:00 a.m.; 2:00 p.m.; and 6:00 p.m.).When scheduling classes that must meet off-bell, departments should not cross over these times.
3. Addition of four-hour, twice a week class times:
M,W and T,Th at 8:00 – 9:40 a.m.; 9:00 – 10:40 a.m.; 11:00 a.m. – 12:40 p.m.; and 12:00 – 1:40 p.m.
4. Addition of three-hour, once a week, class times on Fridays:
9:00 – 11:40 a.m.; 12:00 – 2:40 p.m.; 3:00 – 5:40 p.m.
5. Revise the Saturday and Sunday schedules:
three-hour, once a week
9:00-11:40 am (S) and (Su)
12:00-2:40 pm (S) and (Su)
3:00-5:40 pm (S) and (Su)
four-hour, once a week
9:00-12:30 pm (S) and (Su)
1:00-4:30 pm (S) and (Su)
6. Addition of an evening schedule for four-hour, once a week classes: M – F
6:00-9:30 p.m.
7. Addition of a 10-minute break into the schedule for any class session that is over 100 minutes.
Ex: three-hour, once a week class would be on the new bell schedule as 2:00-4:40, 160 minutes.

As a result of these changes, the new schedule makes for better utilization of class space and faculty time. The additional evening classes and revised weekend schedules enable more working students and students with families to continue their education at Lehman.

RECOMMENDATION 13: IMPLEMENTATION OF THE RECOMMENDATIONS OF THE TASK FORCE ON ADVISING (STANDARD 9)

The College recommended to itself that it:

Examine and implement recommendations of the Task Force on Advising.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

Implementation of the Degree Works Audit System

[*DegreeWorks*](#) is a computerized, Web-based degree audit program and academic advising tool that has been designed to assist students in reviewing their progress toward graduation. This program takes the courses from the student transcript (arranged chronologically) and reorganizes them so students can see the completed and remaining degree requirements by categories. The system is used by faculty advisors, professional advising staff and students.

- **Implementation of the [Sophomore Year Initiative \(SYI\)](#)**

Through the SYI, the College hired two academic advisors, one career advisor, and one personal counselor to help address students' academic, career, and personal needs. To help address advising issues, SYI implemented a "Major Fair" where all academic departments are represented. SYI also developed new "Pre-Major Clubs" and coordinates workshops to assist students in navigating their academic careers. The SYI program has implemented an electronic "early warning" system which facilitates the identification by faculty of students at academic risk. SYI Advisors reach out to students to provide support and guidance. SYI has substantially increased outreach efforts to at-risk students at Lehman. The initial report from the SYI initiative's first year demonstrates the effectiveness of the process to date is provided in the Appendix.

- **Created a [Virtual Transfer Center](#)**

The [Lehman College Virtual Transfer Center](#) supports the College's mission by providing accurate and comprehensive information to current and transfer students. The Center provides assistance to streamline the transfer process for a seamless transition to Lehman College. Through continued support, the Virtual Transfer Center connects transfer students with campus resources to facilitate their integration to the campus community as they

navigate their academic career. The Center provides information about advisement, academic requirements, articulation agreements, assisted registration, deadlines, financial aid and events and activities designed for transfer students. Lehman College received capital funding from the Borough President to construct a new transfer center and create a one-stop for student services on the first floor of Shuster Hall. The project has completed the design phase and expects to begin construction Fall 2014.

- **Hired additional Advising staff assigned to specific academic departments**

Two full-time advising professionals were hired to support the College's highest enrolled academic major, Business Administration. An additional full-time advisor was hired to support the Department of Mathematics and Computer Science and an additional full-time advisor was hired to support the Social Work Program. The College also hired a full-time advisor to work with students interested in preparing for Medical School, Dental School and other health careers.

- **Created an on-line scheduling system for the Advising Center**

To improve access to [Advisement Services](#), students are now able to arrange positions for general education advisement via the website.

- **Implemented "common advising" days/times for faculty advising during summer/winter session**

Through the establishment of a "common advising" schedule, students have access to faculty advisors from all academic departments on a regular and consistent basis.

- **Implemented "30 credits a year" Advising Campaign**

Through an individual advising and public promotional campaign, encourage students to consider winter session and summer session enrollment as opportunities to ensure earning a minimum of 30 credits a year. This approach is designed to reduce time to degree for all undergraduates.

- **Expanded group advising services for AA & AS degree transfer students.**

The group advising modality was implemented to make the advising process more efficient for transfer students with associate degrees. Group advising allows the college to more appropriately leverage available human resources to support these students. Common issues can be addressed in a group format allowing more time for one-on-one individual attention.

- **Increased recognition for academic achievement provided through the implementation of Dean’s List and Presidential Scholar on a semester rather than yearly basis.**

Students are now eligible for the Dean’s list or designation as a Presidential Scholar each semester. This provides a more attainable, goal setting opportunity and acknowledgement experience for students who do well academically. A new Transfer Student Honor Society has also been established for students that achieve at a high level (3.5 GPA).

- **Revised articulation agreements have facilitated the transfer and advisement process.**

In support of improved transfer processes for Bronx students, President Fernández promoted semi-annual meetings of Presidents, Provosts, Vice Presidents of Student Affairs and other administrators and faculty, as needed, of the three CUNY Bronx-based colleges (Lehman, Hostos, Bronx Community College). As a result, over 30 articulation agreements have been revised. In addition, discussions between the campuses to accommodate reverse transfer with Bronx Community College and Hostos Community College have led to the establishment of a reverse-transfer agreement amongst the three institutions known as *Going Forward in Reverse: the Reverse Transfer Program for CUNY in the Bronx* to be announced in July 2014. In addition, dual degree programs in Nursing with Bronx Community College and LaGuardia Community College have been finalized and are pending state approval. These agreements will strengthen our relationship with the community colleges and several baccalaureate-granting institutions, contribute to the efficient transfer of courses and credits, and enable students to better progress toward the completion of their degrees.

RECOMMENDATION 14: FACULTY SUPPORT AND MENTORING (STANDARD 10)

The College recommended to itself that it:

Provide ongoing program support and mentoring activities that assist faculty in improving teaching methods and in achieving tenure and promotion.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Development of the online Lehman Teaching and Learning Commons in 2011 to facilitate and share best practices in teaching. This program now provides orientation in early Fall and professional development workshops in teaching, learning, and assessment throughout the academic year for new and continuing faculty.

- Introduction of the Numeracy Infusion Course for Higher Education (NICHE) to help faculty better understand how to effectively teach numerical skills to students.
- Research Awareness Month to help familiarize faculty with research funding opportunities.
- Development of “Research Interest Groups” to promote faculty research funding requests.
- From 2010-2012, the [Lehman Writing Across the Curriculum](#) (WAC) program worked with 21 faculty representing fifteen departments to develop and disseminate writing-intensive guidelines and sample assignments for their upper-division majors courses.
 - Since 2010, Lehman WAC provided intensive year-long faculty development in writing across the curriculum for 44 faculty from nineteen departments (40 full-time, four part-time faculty). At the end of each year, each participant created a WAC e-portfolio of assignments and student work, introduced by an essay reflecting on the impact of WAC participation on pedagogy and student outcomes. These portfolios are disseminated in later WAC workshops and/or shared with faculty participants’ departmental colleagues.
 - Since 2010, Lehman WAC conducted outreach workshops on topics such as revision, argumentation, assignment development, and writing-to-learn for an additional 140 part-time and full-time faculty.
 - In January 2012 and January 2013, Lehman WAC co-developed and co-led two WAC/Quantitative Reasoning workshops serving nineteen faculty.
 - In January 2014, Lehman WAC organized and facilitated a day-long symposium attended by 80 faculty from Lehman and other CUNY campuses. Six WAC faculty presented successful assignments; Dr. Mya Poe (Northeastern University) focused her keynote talk on the future of college writing across the curriculum, with specific examples from her work with STEM disciplines.
 - In Spring 2014, Lehman WAC began working with eight faculty who are piloting digital writing projects and student e-portfolios in their classes.

RECOMMENDATION 15: IMPLEMENTATION OF THE RECOMMENDATIONS OF THE WORKING GROUP ON TEACHING EXCELLENCE (STANDARD 14)

The College recommended to itself that it:

Evaluate and implement the recommendations of the Working Group on Teaching Excellence.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

Workshops, one-on-one mentoring, and a variety of professional development activities and experiences for faculty are now provided every semester by the [Teaching and Learning Commons](#). The Teaching and Learning Commons also now provides New Faculty orientation for all incoming permanent faculty members. Once they have completed the orientation, new faculty are also encouraged to complete a series of professional

development workshops focused on “best practices.” Participation in these workshops is used in support of annual faculty evaluations, in addition to resulting in awards for participants.

RECOMMENDATION 16: REVISED STUDENT EVALUATION OF INSTRUCTION FORM (STANDARD 14)

The College recommended to itself that it:

Revise the form used for student evaluation of instruction.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Lehman College modified the [Student Evaluation of Instruction form](#). The form is now called the Student Evaluation of Teaching and Learning (SETL). The form asks why the student selected a given course, whether a syllabus was distributed, whether the syllabus was followed, how many classes a student missed, how many hours a student spent outside the class completing assignments, student perceptions of the workload, student perceptions of their knowledge and skills as they related to the course, grade expectations, instructional design (assignments, readings, outcomes), course management skills (instructor availability, whether assignments were returned promptly), the instructor’s pedagogical skills, and an overall course rating.
- The SETL is now distributed in electronic format.
- The [results of the SETL](#) are made available to each instructor at the end of the semester.

RECOMMENDATION 17: LONG-RANGE CURRICULAR NEEDS AND PLANS TO MEET THEM (STANDARD 14)

The College recommended to itself that it:

Assess long-range curricular needs and develop plans to meet them.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

- Development of Lehman College’s Strategic Plan took into consideration the College’s mission, vision, and values, as well as the changing landscape in which it operates.
- Arts and Humanities, Natural and Social Sciences, Continuing and Professional Education, and Education were reorganized into Schools.
- Creation of a Writing Council to address increased needs for all students to demonstrate strong written communication; Council’s year-long investigation and

analysis led to a pilot of new composition course curriculum. This will now be expanded.

- The College made a commitment to retaining a liberal arts core and intensifying its STEM-related activities.
- The College developed a STEM strategic plan during the 2012-2013 academic year and created a STEM Coordinating Council.
- The STEM Coordinating Council is charged with assessing progress toward that plan and facilitating implementation of that strategic plan.
- Lehman College is conducting a transparent and inclusive planning process that will examine all academic and administrative programs and services, focusing on their efficiency, effectiveness, and centrality to the College's mission, within the framework of shared governance. The prioritization process is the continuing implementation of our Strategic Plan: Achieving the Vision. The goals are:
 - Determine the strategic allocation and reallocation of existing resources.
 - Identify opportunities for generating new resources, based on how our programs and services contribute to student success and to Lehman's identity.
 - The prioritization process was launched March 12, 2014 and is expected to be completed by Spring 2015.

CHAPTER 3
Major Challenges and Opportunities

Table 3.1 Overview and MSCHE Standards Addressed in the Periodic Review Report

Standard	Highlighted Document(s)/Activity(ies)	PRR Section
1: Mission & Goals	Institutional strategic plan, PMP process	3, 5, 6, Appendices
2: Planning, Resource Allocation, Institutional Renewal	Budget projections and linkages; Enrollment data and projections; CUNYfirst	3, 4, 6
3: Institutional Resources	Budget; Faculty hiring; CUNYfirst	3
4: Leadership & Governance	Governance in developing the strategic plan	6
5: Administration	CUNYfirst	3
6: Integrity	Course Syllabi	5
7: Institutional Assessment	PMP process; Assessment processes; Budget-Planning linkage; CUNYfirst	3, 5, 6
8: Student Admissions & Retention	CUNYfirst; Foundations of Excellence; enrollment Trends	3
9: Student Support Services	Foundations of Excellence	3
10: Faculty	Faculty hiring	3
11: Educational Offerings	CUNY <i>Pathways</i>	3
12: General Education	CUNY <i>Pathways</i> ; Assessment processes	3, 5
13: Related Educational Activities	Academic program review	5
14: Assessment of Student Learning	Assessment processes; <i>Pathways</i>	3, 5

The Periodic Review Report (PRR) documents Lehman College’s compliance with all fourteen MSCHE standards. The major challenges and opportunities that define the College’s institutional environment impact most of those standards.

Over the next five years, Lehman College will be confronted by a number of major challenges. It will need to closely monitor undergraduate and graduate enrollment trends and be prepared to respond proactively to address the consequences of those trends. It will need to complete the implementation of the CUNY *Pathways* initiative (Standards 11, 12, and 14) that will reshape General Education across CUNY. It will continue to implement the CUNYfirst Enterprise Resource Planning (ERP) system (Standards 2, 3, 5, and 7). Furthermore, it will need to address its challenges and opportunities in the context of a still-challenging fiscal environment (Standards 2, 3 and 7).

Also during this timeframe, the Provost’s Council will be discussing the development of an Academic Master Plan that will be a further articulation of the Strategic Plan and the resulting prioritization proposals that will focus on the academic capacity and offerings for the next 10 years.

In three to four years (2017-2018), Lehman College will launch a new strategic planning process (Standard 2). The strategic plan will take into consideration changes that will have occurred or will be underway in the higher education landscape, the College’s financial

position, its enrollment, and replacement of retiring full-time faculty, commitments to a liberal arts-centered education and expansion of STEM programs, among other relevant factors (Standards 2, 3, 10, 12 and 13) in pursuit of its mission of serving the Bronx and surrounding region as an intellectual, economic, and cultural center.

Lehman College’s Progress Toward Strategic Goals

In September 2008, President Fernández initiated a strategic planning effort aimed at developing a ten-year plan for Lehman College. The strategic plan was implemented in 2010. Some of the major accomplishments to date are:

- Creation of the [Lehman Teaching and Learning Commons](#) to support goals for student success in learning.
- Opening of [Science Hall](#) in Spring 2013.
- Opening of the new [Child Care Center](#) in Fall 2013
- Creation of the [Office of Assessment and Planning](#) in Fall 2009
- Reorganization of Arts and Humanities, Continuing and Professional Education, Natural and Social Sciences, among other divisions, into Schools
- NCATE accreditation of the Educational Leadership Program
- Establishment of a Productivity and [Budget Planning Committee](#) resulting in nearly \$1.8 million in budget and efficiency savings and new revenue (Section 3.6)

Enrollment Trends

Since its Self-Study in 2009, Lehman College has experienced two principal trends in its undergraduate enrollment. First-time freshmen, who once comprised a majority of new full-time undergraduate students, now make up a minority share of such students. Since 2011, more than 70% of new undergraduate students were transfer students. All things being equal (no changes in enrollment management policy), the CUNY *Pathways* initiative aimed at facilitating the transfer process among CUNY institutions could sustain or perhaps reinforce the ongoing trend under which transfer students constitute a majority of new students. As yet, it is too early to tell.

Table 3.2 Composition of New Full-Time Undergraduate Students

Annual Data	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Freshmen	47%	46%	38%	39%	26%
Transfer Students	53%	54%	62%	61%	74%

As our transfer population has increased, so, too, has Lehman College’s admissions requirements for freshmen; these increased expectations have led to a more than 100-point rise in average SAT scores over the past five years for first-time freshmen. The Fall 2008 cohort had a mean SAT score of 921. The Fall 2013 cohort had an average SAT score of 1,030.

Table 3.3 Mean SAT Score for Regularly-Admitted, First-Time Freshmen

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Mean SAT Score	989	1,016	1,008	1,030	1,020

Breakdown of admissions by category:

Table 3.4 Lehman College Enrollment Data and Four-Year Trend

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	2009-2013	
						Change	%
Undergraduate Students:							
<i>New Students:</i>							
Regularly Admitted First-Time Freshmen	607	440	428	389	394	-213	-35.1%
SEEK/CD First-Time Freshmen	166	201	198	162	194	28	16.9%
Total First-Time Freshmen	<u>773</u>	<u>641</u>	<u>626</u>	<u>551</u>	<u>588</u>	<u>-185</u>	<u>-23.9%</u>
Transfers from Outside CUNY	594	467	658	728	933	339	57.1%
Transfers from CUNY Colleges	661	702	862	531	779	118	17.9%
Transfer Students	<u>1,255</u>	<u>1,169</u>	<u>1,520</u>	<u>1,259</u>	<u>1,712</u>	<u>457</u>	<u>36.4%</u>
Total New Students	<u>2,028</u>	<u>1,810</u>	<u>2,146</u>	<u>1,810</u>	<u>2,300</u>	<u>272</u>	<u>13.4%</u>
<i>Continuing & Readmitted Students:</i>							
Undergraduate Readmits	632	586	577	630	562	-70	-11.1%
Continuing Undergraduate Degree Enrollment	6,161	6,414	6,225	6,413	6,158	-3	0.0%
Non-Degree Undergraduate Enrollment	899	1,031	915	724	866	-33	-3.7%
Total Continuing & Readmitted Students	<u>7,692</u>	<u>8,031</u>	<u>7,717</u>	<u>7,767</u>	<u>7,586</u>	<u>-106</u>	<u>-1.4%</u>
Total Undergraduate Enrollment	<u>9,720</u>	<u>9,841</u>	<u>9,863</u>	<u>9,577</u>	<u>9,886</u>	<u>166</u>	<u>1.7%</u>
Graduate Students:							
New Graduate Enrollment	613	624	653	601	632	19	3.1%
Continuing Graduate Enrollment	1,558	1,406	1,578	1,528	1,432	-126	-8.1%
Non-Degree Graduate Enrollment	304	244	193	156	135	-169	-55.6%
Total Graduate Enrollment	2,475	2,274	2,424	2,285	2,199	-276	-11.2%
Total Enrollment	<u>12,195</u>	<u>12,115</u>	<u>12,287</u>	<u>11,862</u>	<u>12,085</u>	<u>-110</u>	<u>-0.9%</u>
Undergraduate FTEs	7,078	7,051	6,977	6,626	6,905	-173	-2.4%
Graduate FTEs	1,345	1,306	1,370	1,273	1,297	-48	-3.6%
Total FTEs	<u>8,423</u>	<u>8,357</u>	<u>8,347</u>	<u>7,899</u>	<u>8,202</u>	<u>-221</u>	<u>-2.6%</u>
Mean SAT Score (Regularly-Accepted, First-Time Freshmen):	989	1,017	1,011	1,030	1,020	31	3.1%

Table 3.5 Five-year Admission Trend

<u>Year (Fall)</u>	<u>Applied</u>	<u>Admitted</u>	<u>Enrolled</u>
2009	15291	3465	773
2010	14934	3217	641
2011	15348	3124	626
2012	15518	3612	551
2013	15717	3996	588

The declining yield is perhaps the result of a general nation-wide decline in enrollment and a local increase in SAT expectations. These enrollment trends will have implications for the College’s programs and services. A relatively larger transfer student population will place a premium on helping those students transition fully into academic and social life on campus. Academically-stronger, first-time freshmen could lead to opportunities for enhanced curricula and research possibilities.

The College’s Strategic Plan recognizes these implications in calling for the support for existing academic programs and development of “new programs of exceptional quality informed by a rigorous review process” (SP Objective 1.2) and for strengthening “academic resources and student support services” (SP Objective 2.2).

CUNYfirst

[The CUNY Fully Integrated Resources and Services Tool](#) (CUNYfirst) is an Oracle/PeopleSoft Enterprise Resource Planning (ERP) System. Implementation of CUNYfirst in Student Administration, Human Resources, and Finance will impact Lehman College’s operations in all areas, from registering for classes to bill payment.

CUNYfirst is replacing aging legacy systems and should help Lehman College and other CUNY institutions streamline and standardize many operations. CUNYfirst has been scheduled to be implemented in phases. Base processes for business, Human Resources, and academic structure have been introduced. Enhancements and new modules will be added in the coming years. All CUNY employees will be trained to use the new tools available in CUNYfirst.

Lehman was part of the Wave 2 implementation of CUNYfirst. Before implementation, Lehman Information Technology staff visited Wave 1/Vanguard colleges to learn from their go-live experience. Based on those visits, Lehman created a strong core team comprised of senior staff from the Bursar, Admissions, Registrar, Financial Aid, and Information Technology (BARFIT) offices. The team met weekly to plan, exchange information from

CUNY Conference Room Piloting/Users Acceptance Testing (CRP/UAT) sessions, and to complete organizational readiness tasks. Lehman was scheduled to go live in November 2011, but technical issues led to implementation being delayed until April 2012 for CUNY's Wave 2 schools. The delay allowed us additional time for planning and preparation.

The following CUNYfirst applications are now in place: Procurement (Purchasing/Accounts Payable), Campus Solutions (the base academic system for students, faculty and staff), the Financial Aid Module (Financial Aid), the Student Records Module (manages information related to a student's academic career through graduation), Student Financials Module (maintains student financial account information), Self Service Module (contains student, faculty, and advisor centers), Campus Community Module (provides a single source of shared data and permits maintenance of student information), Planning and Budgeting/Line Item Budgeting (the system for capturing approved budget data), Planning and Budgeting/Position Budgeting (helps prepare salary, earnings, and benefits budgets for positions and employees; budget amounts are inserted into the Line Item Budgeting module), Faculty Workload (captures instructional, research, and other activity among faculty members), Talent Acquisition Management (CUNY's recruiting system), Human Capital Management (the base Human Resources/Personnel system), and General Ledger (the base system for all CUNY financial transactions).

The transition to CUNYfirst has been challenging at times. During the Fall 2012 semester, issues related to CUNYfirst implementation had an enrollment and revenue impact. These included:

- The need to manually process transfer evaluations for the summer and Fall 2012 semesters. Processing was not completed for 400 students. These students were given early registration preference for the Spring 2013 semester.
- Delays in implementing the Student Academic Progress (SAP) resulted in 445 registered students being made ineligible for financial aid due to not meeting SAP requirements. Of that number, 125 students were not able to enroll at Lehman.
- Issues with the FACTS system resulted in TAP de-certification for a number of students. This problem was caused when TAP points were being picked up by FACTS from the payment roster rather than the RA (remittance advice). When students came to the Facts/*DegreeWorks* Support Center we manually corrected the students' awards. These corrections were undertaken in CUNYfirst and/or FACTS.
- Failure of *DegreeWorks* to update 3,800 student records led some students having to make multiple visits to the Office of the Registrar. A problem was discovered with *DegreeWorks* FORCE load in September 2012 (Approximately, 3800 students audits did not updated). A patch was applied to the *DegreeWorks* application to fix this problem. A re-run of *DegreeWorks* FORCE load was completed by Central Office and

program and pursuit was run thereafter to correct the records. A notification was sent to our TAP Officer at the time.

- Immunization service indicators were loaded incorrectly, resulting in students being blocked from registration. Students taking fewer than six credits were also subjected to immunization holds. The CUNYFirst Team indicated that our request for system modifications has been noted and will be addressed in the order it was received. In the interim, a manual review of student files and release of holds was conducted.

Pathways

In June 2011 the CUNY Board of Trustees passed a "Resolution on Creating an Efficient Transfer System." This resolution created a "unified General Education Framework for all colleges, including a set number of general education credits required across CUNY, [which] will clarify the General Education requirements that students must meet at any CUNY college, and will insure that General Education credits will transfer to other CUNY colleges." In response to this resolution, CUNY Central Administration and Office of Academic Affairs (OAA) instituted a program which it calls [*Pathways*](#) and which established structures and mechanisms to implement the resolution.

OAA, with the advice and consent of select senior faculty, created a structure of ten 3-credit 3-hour courses (30 credits) in a Common Core (consisting of Required and Flexible Cores). Senior colleges may also require up to 12 credits in a College Option. Although the courses in the Common Core were assigned student learning outcomes (often consistent with the AAC&U VALUE rubrics), they currently lack subject or disciplinary consistency. As a result the same course (General Psychology, for example) might earn different categories of General Education credit in different colleges and may weaken the effectiveness of some General Education learning goals across CUNY when students transfer.

The Board of Trustees resolution and its *Pathways* implementation met with widespread criticism from CUNY faculty and lawsuits filed by the [*Professional Staff Congress*](#) (the faculty union or PSC). Faculty complaints ranged from accusations of a centralized imposition of curriculum structures to a restriction that no liberal arts courses or programs can be required of all candidates for associate or baccalaureate degrees except as provided for or approved by *Pathways*. The Lehman College Senate joined in this criticism of the resolution and of *Pathways*.

Pathways will likely result in a reduction in the number of courses and credits in Lehman College's General Education program. Total General Education credits under *Pathways* ranges from 42 to 47 (with an allowance of five additional credits in STEM variant courses). Previously, students could take 48 to 56 General Education credits. *Pathways* could

improve the efficiency of the transfer process by decreasing the number of excess credits needed for graduation.

Nevertheless, Lehman College retained its three-tiered curriculum, whereby courses are required in Foundation, Distribution, and Integration stages throughout our implementation of *Pathways*.

- **Foundation** courses include basic skills of communication and quantitative literacy, namely English composition, foreign languages, and mathematics. To this stage we added the laboratory science requirement from the Required Core. Two courses of foreign language also remain here as in our 2002 General Education program since we included them in Lehman's College Option. The courses in Lehman's Foundation represent the Required Core plus part of the College Option.
- **Distribution** courses extend critical thinking across a range of liberal arts and sciences disciplines. Lehman's General Education program required students to choose one course each from seven different Distribution Areas plus two laboratory sciences. The current Distribution has been replaced by the Flexible Core, which includes five categories, one of which is a science (non-laboratory).
- The **Integration** stage is comprised of two variable topic, multidisciplinary three-credit courses for upper-division students, juniors and seniors. In the 2013 curriculum these courses are the second half of Lehman's College Option. The two courses have become five, which are discipline oriented and of which students are required to choose two from the four that do not represent the general area of their major. These liberal arts courses remain multidisciplinary, upper-level, multi-topic, and in this new configuration they serve to enrich the breadth of liberal arts learning for students in their junior and senior years. In addition to requiring the completion of 60 credits, these Integration courses now require that the student have declared a major.

In this way, Lehman has managed to retain the overall learning goals and emphases of its distinctive General Education program while at the same time offering courses that are consistent with the Board of Trustees' resolution and its implementation of *Pathways*.

Fiscal Challenges

Over the past five years, Lehman College has faced significant fiscal challenges due to a severe recession that substantially impacted state and city finances. The University sustained over \$300 million in operating budget reductions imposed by the State of New York to the senior colleges since FY 2009. Each of the fiscal years 2009 through 2012 included steep operational budget reductions totaling **\$6.9 million** in Lehman's allocation from the State. These reductions were offset by both personnel and non-personnel cost reductions, reallocation of resources, college's reserves and tuition increases. Personnel reductions were mainly achieved through attrition, strict vacancy and overtime control, an early retirement incentive, and a CUNY wide "hiring pause" for non-faculty positions.

Despite these financial challenges, the College efficiently managed resources and controlled expenditures to maintain positive year-end balances throughout the hardship years. For example, the College started FY2010 with a prior City University Tuition Reimbursement Account (CUTRA) reserve of approximately \$2.095 million, of which \$0.908 million was used to fund fiscal year shortfall thus leaving an opening CUTRA balance in FY2011 of about \$1.187 million. (Note: CUTRA enables each College to roll over into subsequent fiscal years excess tuition revenue, thus providing a limited ability to plan even though these are non-recurring resources).

The table below illustrates the College's tax-levy operating budget and year-end financial condition for the past five fiscal years.

Table 3.6 Tax-levy Operating

	FY2009	FY2010	FY2011	FY2012	FY2013
Operating Budget	76,374.7	81,830.0	80,642.8	81,864.5	85,766.9
Adjusted Expenditures	75,591.0	82,738.2	81,271.2	81,696.9	85,295.4
Operating Surplus/(Deficit)	783.70	(908.20)	(628.40)	167.60	471.50
CUTRA -Prior year reserves	1,475.9	2,094.8	1,186.6	558.2	725.8
Surplus/(Deficit)	2,259.6	1,186.6	558.2	725.8	1,197.3

Although the economy has continued to recover and New York State's finances have improved, risks persist. Risks cited by New York State's budget director include fiscal drag from federal budget changes, weak global economic growth, an expected slowing of corporate profit growth and continuing financial sector uncertainty. In that context, Lehman College will continue to closely monitor fiscal developments.

Nevertheless, Lehman has been moving ahead in implementing its strategic plan. In its latest capital funding request, the College sought \$281.6 million for strategic items including Phase 2 of Science Hall, a permanent home for its School of Health Sciences, Human Services, and Nursing, and a campus-wide technology infrastructure upgrade.

Lehman College Faculty

The faculty composition at Lehman College over the past five years:

Table 3.7 Faculty Complement (FT – full-time, PT – part-time)

Academic Year	FT				PT	Faculty
	Tenured	Tenure-Track	Not Tenure-Track	Total	Total	Total
2009-10	221	116	37	374	593	967
2010-11	235	113	36	384	516	900
2011-12	227	124	17	368	416	795
2012-13	228	119	32	379	416	795
2013-14	223	129	26	378	415	793

While the number of part-time faculty has declined, the number of full-time tenured and tenure-track has increased. The reduction in part-time faculty is the result of intense efforts to more effectively schedule and enroll classes to support more efficient use of resources and an overall reduction in use of adjuncts. This shift is also in keeping with the CUNY's goals of increasing permanent faculty.

Full-time Permanent Faculty Hires

Since the self-study was submitted in 2009, permanent faculty hiring has been an important activity; as a result, Lehman College has hired 63 full-time permanent faculty members. While nineteen replaced faculty departures due to retirement or separation, the attention to replacing departing faculty and hiring additional new faculty demonstrates a serious commitment to increasing permanent faculty members. These hires address the suggestion made by the visiting team to develop a plan for replacing retiring faculty and also support the strategic goals for student success, and excellence in teaching, learning, and research. Moreover, these new faculty are revising and reinvigorating our curricula and providing new areas of study such as digital communications, professional writing, and applied ethics for a dynamically changing student body, another key goal. We continue to hire new faculty with a plan to hire more than 20 new faculty in the next two academic years.

Foundations of Excellence

Although transfer students have comprised a significant percentage of Lehman's undergraduate enrollments, discussions revealed that Lehman College knew very little about its transfer student population and how those students were progressing toward completion of their degrees. In Fall 2010, President Fernández enrolled the college in John Gardner's [Foundations of Excellence](#) (FoE) program. FoE conducted comprehensive studies of transfer students at Lehman.

The FoE program provides a structure and allows an institution to design its own path to fulfilling its goals. Institutions have access to an online program (Foetec), which can be utilized as anything from a repository of documents to the development of the action plan itself. The online system (Foetec) set up the nine Dimension committees: *Philosophy, Organization, Roles and Purposes, Transitions, All Students, Diversity, Faculty, Learning, and Improvement*. The dimensions represent nine different lenses through which the study examined the transfer process and transfer students. Each committee was co-chaired, with one chair selected from the faculty and the other from the Higher Education Officer (HEO) staff. Each committee had approximately 10-12 members, including a student where feasible.

FoE also developed and administered a student survey. Faculty and staff were also surveyed about their perceptions of Lehman's transfer student population. Everyone involved in the process had access to all information collected and posted on the Foetec website, as well as to committee reports.

During the study, the groups discovered that various Lehman offices had already been studying Lehman's transfer students and in fact, a number of the FOE committee recommendations were about to be implemented. The Virtual Transfer Center and *DegreeWorks* enhancements were just two of the "in-progress" plans. Both have now been implemented.

Ironically, just as the college began its self-study, CUNY announced its *Pathways* initiative, aimed at easing the transfer process of CUNY associate college transfers into senior colleges. The CUNY initiative took more control than it had previously had over the general education programs at the various campuses and engendered much controversy over the right to shape curriculum. Individual campuses sought to frame the response to *Pathways* to meet their college's existing goals. Lehman committees worked to fit the curriculum within CUNY guidelines, yet still maintain a strong liberal arts identity.

A final report was presented to the Lehman College Senate in April 2011. The plan was to address the most pressing recommendations, including creation of a Transfer Council, which occurred in Fall 2012 and is currently chaired by Professor Robin Kunstler.

Representatives to the committee include faculty and staff from across the campus. The College has used the Transfer Council to develop solutions to issues, both long-term (consistent and regular communication among offices dealing with transfer students) and short-term (not enough seats for certain courses we know our transfer students need in their first semester). Participation in the FoE program and the required participation in the CUNY *Pathways* articulation process resulted in a revision of the General Education curriculum to a more manageable, transferable, and learning outcomes oriented program.

CHAPTER 4 Analysis of Enrollment and Finances

Analysis of Enrollment and Finances: 2010 – 2014 Data: Operating Budget

Overview: Lehman College's operating budget, which consists of State funding and anticipated student tuition, is allocated by the CUNY Central Office at the beginning of every fiscal year. The College's annual base budget is determined in advance and then supplemented by a series of New York State Budget Certifications throughout the fiscal year. These adjustments are specifically tied to new expenses, such as CUNY programs or mandatory contractual obligations. Allocations for fringe benefits, leased facilities and energy are funded centrally and do not appear in the College's budget. However, beginning Fiscal Year 2013, the energy budget was decentralized, allowing the college to retain accrued savings and invest in energy efficient projects generated from its energy budget (i.e. solar powered outdoor tables, LED light fixture heads, electric vehicles, window shades, etc.). In order to satisfy the College's annual tuition revenue target, Lehman collects student tuition revenue; in turn, these funds are transferred to CUNY Treasury and then to New York State. If the College collects revenue in excess of the target amount, the College can either spend the excess revenue; or deposit these funds into the College's CUTRA account to be carried forward and spend in future years. Every year, the College must submit to the University a multi-year financial plan. Lehman's Joint Senate and FP&B Long-Range Planning and Budget Committee, which includes faculty, student and staff representatives, are consulted in the development of the multi-year financial plan. Once the plan is approved and implemented, College and University personnel monitor spending, allocations and tuition revenue on a quarterly basis. Financial reports are presented to the College community and the appropriate committees on a regular basis. These reports are also posted to the Lehman Connect site. At the end of each year, CUNY issues consolidated audited financial statements that combine all college tax levy activities which are posted in the CUNY website.

CUNY Compact

The new CUNY Compact negotiated in 2011 between New York State and CUNY agreed, to use a five year tuition increase plan to fund improvements and new initiatives at the colleges. Compact revenues are directly linked to financing CUNY's Master Plan, which is committed to increasing full-time faculty, student services and enhancing student financial support. As part of this agreement, CUNY Colleges have to self-fund a portion of the planned investments by increasing enrollment, philanthropic support and creating savings through restructuring and efficiencies. The new tuition increases became effective fall of 2011. Since then Lehman has received a total of approximately **\$7.5 million** in Compact funds, out of which a total of \$1.0 million, \$3.3 million and \$3.2 million was received in FY2012, FY2013 and FY2014 respectively. Since the inception of the new Compact agreement, the College has hired a total of 48 personnel, consisting of 33 faculty and 15 non-faculty members (*see Table I – Compact Funds*).

Comprehensive & Capital Campaign

The Comprehensive & Capital campaign goal comprises all funds raised in support of Lehman College by entities including all affiliated 501(c)3s, centers, and institutes. The tables below illustrate Lehman’s annual Comprehensive Capital & Campaign totals, and projections through the 2015-2016 fiscal years. The campaign’s fundraising sources include alumni and other individuals (“friends”); foundations and corporations; fundraising consortia; other organizations (e.g., Bronx-Lebanon Hospital, Wildlife Conservation Society); in-kind gifts; deferred gifts (e.g., bequests, and CGAs); and pledges.

Lehman College Comprehensive & Capital Campaign: \$50 Million Goal – Completion Date of June 2015

Table 4.1 Amounts Raised 2010-2013

Fiscal Year	Alumni	Parents	Other	Fnds.	Corps.	Consortia	Other orgs.	Deferred	Pledges	In-kind, other gifts	FY Total
2010-2011	336,368	-	125,310	939,022	498,559	6,608	2,394,188	-	340,001	99,361	4,689,417*
2011-2012	509,094	-	126,177	840,583	1,536,930	7,283	1,572,935	145,000	88,078	565,462	5,391,542
2012-2013	467,768	-	43,175	2,177,238	670,104	3,515	3,053,223	-	50,000	2,628	6,449,650

*net after \$50,000 paid against pledges

Table 4.2 Projected Goals

Year	Annual Capital Campaign Goals	Annual Total Capital Campaign Goals
2013-2014	\$7,094,615	\$55,820,225
2014-2015	\$7,804,076	\$63,624,301
2015-2016	\$8,584,483	\$72,208,784

Additional Funding Sources

Lehman College recovers additional revenue from government grants and contracts. These revenues are reinvested in the institution to build research infrastructure. Specifically, funding is used to support salaries for staff in the Offices of Research and Sponsored Programs and Responsible Research Practices; operation of the Animal Care Facility; faculty and undergraduate research incentive programs; research equipment programs; and a portion is returned to Deans, Chairs, and Faculty to further develop ongoing research projects.

From FY2011 to FY2013, Lehman has seen a steady decline in recovery revenue from \$3.7M to \$3M. In FY2011, Lehman College received 94 awards totaling \$18.6M and in

From FY2011 to FY2013, Lehman has seen a steady decline in recovery revenue from \$3.7M to \$3M. In FY2011, Lehman College received 94 awards totaling \$18.6M and in FY2012 received 93 awards totaling only \$14.5M. The number of externally funded awards remains consistent; however the value of the awards reflects a decrease of \$4.1M. We attribute this decline to trends in federal government spending resulting from the recent economic downturn. Nevertheless, we have endeavored to increase recovery revenue by increasing research awards and by further diversifying our grant portfolio.

Table 4.3 Office of Sponsored Research Statement

Statement of Changes in Recoveries Funds and Interest Distribution - Cumulative						
LEHMAN COLLEGE						
FY 2013						
	Indirect Cost Recoveries	Release Time	Interest Distribution	Summer Salary Recoveries	Total	Percent Change from previous FY
Beginning Balance	0	0	0	0	0	
Indirect Cost Recoveries	1,582,093.69	0	0	0	1,582,093.69	-22%
Release Time Recoveries	0	621,082.87	0	0	621,082.87	4%
Admin Fee-College	0	0	0	0	0	
Summer Salaries	0	0	0	750,311.41	750,311.41	
Total Recoveries	1,582,093.69	621,082.87	0	750,311.41	3,004,708.47	
Statement of Changes in Recoveries Funds and Interest Distribution - Cumulative						
LEHMAN COLLEGE						
FY2012						
	Indirect Cost Recoveries	Release Time	Interest Distribution	Summer Salary Recoveries	Total	
Beginning Balance	137,261.24	242,672.19	198,373.91	75,854.93	654,162.27	
Indirect Cost Recoveries	2,030,107.01	0	0	0	2,030,107.01	-13%
Release Time Recoveries	0	595,534.59	0	0	595,534.59	-24%
Admin Fee-College	0	0	0	0	0	
Summer Salaries	0	0	0	937,621.76	937,621.76	
Total Recoveries	2,030,107.01	595,534.59	0	937,621.76	3,563,263.36	
Statement of Changes in Recoveries Funds and Interest Distribution - Cumulative						
LEHMAN COLLEGE						
FY2011						
	Indirect Cost Recoveries	Release Time	Interest Distribution	Summer Salary	Total	
Beginning Balance	113,305.80	197,789.02	190,707.91	921,896.98	1,423,699.71	
Indirect Cost Recoveries	2,322,957.11	0	0	0	2,322,957.11	-9%
Release Time Recoveries	0	786,593.09	0	0	786,593.09	17%
Admin Fee-College	0	0	0	0	0	
Summer Salaries	0	0	0	677,340.41	677,340.41	
Total Recoveries	2,322,957.11	786,593.09	0	677,340.41	3,786,890.61	

Capital Budget

Lehman College's capital budget is comprised primarily of [State and City allocations](#). The table below shows total funds received from each State and City funding source.

Table 4.4 Capital Budget

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Borough President/City Council Projects	\$732,000	\$998,150	\$1,300,000	\$1,400,000	\$3,500,000
NYS Capital Bonded Projects	\$30,000,000	\$7,000,000	\$3,500,000	\$10,000,000	\$0
NYS Minor Repair Funds	\$240,000	\$240,000	\$480,000	\$300,000	\$0

The anticipated request for capital funding for the next five years is presented in the table below.

Table 4.5 Five-Year Capital Plan Request FY 2013-14 through FY 2017-18
(Cost in Thousands)

Project Name	FY 13-14 Phase Req.	FY 14-15 Phase Req.	FY 15-16 Phase Req.	FY 16-17 Phase Req.	FY 17-18 Phase Req.	Five-Year Request
Nursing Education, Research and Practice Center	CE \$21,000					\$21,000
Multi-Media Lecture Hall (B)	DCE \$2,500					\$2,500
New Science Facility Ph. II (B)		DC \$30,000	C \$214,700	E \$7,000		\$251,700
Campus-wide Technology Infrastructure Upgrade	C \$4,200					\$4,200
Lovinger Theatre ADA and Code Compliance	DCE \$2,200					\$2,200
	\$29,900	\$30,000	\$214,700	\$7,000	\$0	

State Fiscal Situation and Enrollment Data and Trends

Beginning Fall 2009, the College planned for a smaller, but academically stronger freshman class to improve academic performance and retention rates. Starting in Fall 2009, and each subsequent year, either the SAT or CAA has been raised. The freshman admission standards for Fall 2008 were a minimum CAA of 80, and a minimum SAT score of 800. For Fall 2013 the minimum CAA was 82, and the minimum SAT was 950. The mean CAA in 2008 was 81.9, and the mean SAT score was 925, as compared to Fall 2013 when the mean CAA was 86.47, and the mean SAT was 1,030. In Fall 2008 the freshmen class was 1,001, and in Fall 2013 the freshmen class was 588.

In order to attract better prepared freshmen, the admissions office has increased the number of personal visits to high schools; increased information sessions, tours and high school group visits to campus; hosted numerous on-campus events for prospective students, their families and school counselors; involved faculty and administrators in outreach and yield activities, and implemented the Hobson's Connect system to improve communication with prospective and accepted students. New programs such as a BFA in Theater and a BFA in Multimedia and Performing Arts have been developed to attract students to Lehman. Among the programs which continue to attract large numbers of

undergraduate students to Lehman are nursing, business, psychology, health sciences and social work.

The College is engaged in multiple new initiatives designed to increase enrollment and bolster student retention. During FY 2013, a comprehensive analysis of students who had stopped attending was conducted to determine obstacles that prohibit students from continuing their studies. In response to this initiative, numerous work groups have been formed to address identified challenges. For example, an enrollment strategy is being developed to engage students who stop attending. The College is also focusing on enhancing its relationship with local community colleges with nineteen program articulation agreements being completed during FY 2013. It is anticipated that an additional ten program articulation agreements per year will be completed during FY 2014, 2015, and 2016. During FY 2014 formal transfer councils with four local community colleges were launched. The charge of these groups is to focus on issues relating to the transfer process, student retention, and graduation.

At the graduate level, Lehman College is partnering with local colleges to establish Assured Acceptance Agreements providing seamless *Pathways* for high performing students to transition into Lehman's graduate programs in the Arts and Natural Sciences. Since FY2010, the College has worked strategically at both the undergraduate and graduate levels to grow Winter Intersession and Summer Session course offerings. The growth in these sessions has contributed to improved student persistence rates.

The number of new transfer students entering Lehman has substantially increased over the past five years. In Fall 2009, Lehman enrolled 1,255 transfer students as compared to Fall 2013 when 1,712 transfer students enrolled. Transfers from CUNY colleges have remained steady, but the largest increase has been transfer students from outside CUNY. A plan to improve the transfer process has been underway and includes close communication with the transfer counselors at both CUNY and SUNY community colleges; regular recruitment visits; bringing groups of students on campus and helping them through the enrollment process; developing strong articulation agreements with community colleges; and creating new collaborative joint programs. In the near future, a one-stop Transfer Center will be opening which will offer students admissions, financial aid, advisement, and registration assistance.

The new graduate numbers have dropped slightly over the past five years, and this is mostly due to the downturn in education jobs. However, Lehman has launched new graduate programs to attract more students including: Applied Research Methods in Public Health Advanced Certificate Post Baccalaureate; Geographic Information Science Advanced Certificate; Geographic Information Science Master's Degree; Special Education Teacher, Birth – Grade 2 Advanced Certificate Post Baccalaureate; Special Education Teacher, Grade

1 – Grade 6 Advanced Certificate Post Baccalaureate; Special Education Teacher, Grades 7 – 12 Advanced Certificate Post Baccalaureate.; Middle Childhood Extension, Grades 5-6; and accelerated programs such as a five-year Biology BA/MS, and a five-year History BA/MA. Social Work, Speech, Nursing, and Business continue to attract many graduate students and have helped offset what could have been an even larger enrollment decline.

The overall goal of Lehman’s Adult Degree Program (ADP) is to help adult students gain greater job security and employment mobility in emerging occupations by earning a Bachelor’s degree. From 2008 to 2011, the program has graduated approximately 600 students. Currently, ADP enrolls over 1,000 students, an increase of 68% from 2008. Since 2008 ADP has made significant progress while retaining the original goal of the program in the arena of workforce education, international, and special accelerated programs. These recent developments began, and are continuing, with nursing programs in collaboration with industry partners, labor unions, and foreign institutions resulting in creating a successful model that could easily be replicated in many other fields such as business, education, and information technology. The collaborative programs of the ADP are extremely successful with high retention and graduation rates of 95%.

In recent years, the ADP had been shaped to be in line with the goals listed in *Achieving the Vision: Strategic Directions for Lehman College 2010-2020* and the PMP. The specific goals are: meeting revenue and enrollment targets; developing programs in emerging fields; supporting services to increase student retention and completion; piloting programs in collaboration with academic departments; preparing students to live and work in the global community by increasing the number of international programs; supporting student professional development by offering internships and externships; addressing workforce needs through collaboration with employers and encouraging entrepreneurship and economic development programs.

Overall enrollment numbers, as shown in the table below, increased from 10,922 in Fall 2008 to 12,115 in Fall 2011, and then declined in Fall 2012 to 11, 862 followed once again by an increase in Fall 2013. The decline can partially be attributed to the college going live on the CUNYfirst system, and the drop in freshmen enrollment due to increased admission standards.

Table 4.6 5-Year Enrollment and Data Trends

	2009	2010	2011	2012	2013
Regularly Admitted 1st Time Freshman	588	418	410	373	394
SEEK 1st Time Freshman	166	201	198	162	194
Total 1st Time Freshman*	773	641	626	551	588
Transfers from Outside CUNY	594	467	658	728	933
Transfers from CUNY Colleges	661	702	862	531	779
Total Advanced Standing Transfers	1255	1169	1520	1259	1712
Total New Students	2028	1810	2146	1810	2300
Undergraduate Readmits	631	586	577	630	562
Continuing Undergraduate Degree Enrollment	6011	6293	6203	6413	6158
Non-degree Undergraduate Enrollment	899	1031	915	724	866
Total Undergraduate Enrollment	9569	9720	9841	9577	9886
New Graduate Enrollment	613	624	653	601	632
Continuing Graduate Enrollment	1374	1607	1428	1528	1432
Non-degree Graduate Enrollment	304	244	193	156	135
Total Graduate Enrollment	2291	2475	2274	2285	2199
Total Enrollment	11860	12195	12115	11862	12085
Undergraduate FTEs	7,073.59	7,050.24	6,971.72	6,377.62	6,905.13
Graduate FTEs	1,345.91	1,307.42	1,369.83	1,191.40	1,297.00
Total FTEs	8,419.50	8,357.66	8,341.55	7,569.02	8,202.13

* Includes part-time first-time freshmen

Status of Transfer Council

The Transfer Council met during Spring 2013 with excellent attendance and representation from academic and administrative departments. Representatives from academic standards and evaluation, admissions, special programs and orientation presented information relevant to the experience of transfer students from application to admissions to orientation to registration. As a result of discussions surrounding these topics, suggestions were made about information provided to students regarding procedures, registering for courses, learning about minors and LEH courses that were immediately implemented.

A major recurring theme at every meeting was the availability of courses for transfer students. As the majority of these students are juniors who have completed their General Education requirements and are now beginning their major fields of study, adequate

numbers of sections of entry-level courses are essential to successful registration and timely completion of degrees. Almost all these courses are in the natural sciences, business, and health sciences. This continues to be our most pressing concern. Additional courses are being made available through a reallocation of available adjunct budget dollars via a new worksheet from Finance and Administration.

The items determined by the FoE initiative to be most pressing and addressed by the Transfer Council are:

Item 3 improved communication is one where we were successful as our representatives are campus-wide and all were active participants sharing useful information and providing suggestions and solutions to facilitate the transfer experience;

Item 4 regarding tracking is one we will discuss during Fall 2014 to determine our role in determining where students go;

Item 5 data access was similarly accomplished; a college-wide system that all on campus are aware of and using is not yet in place

Item 6 orientation was improved through suggestions and subsequent commitment to implement several new approaches.

Our agenda since Fall 2013 includes evaluating the process of this semester's enrollment process to determine improvements and areas for continued attention.

GENERAL EDUCATION AND “PATHWAYS”

As discussed in detail in Chapter 3, Lehman and all CUNY colleges now follow the guidelines of “*Pathways*” and this new General Education curriculum directly impacts enrollment, supporting as it does the assurance of accepted General Education credits from CUNY community colleges. This articulation ensures a continuing flow of transfer students to Lehman College.

FISCAL CHALLENGES

Over the past five years, Lehman College has faced significant fiscal challenges due to a severe recession that substantially impacted State and City finances. Since the end of the recession in 2009, the U.S. economy has recovered at a rate that has been persistently slower than the recoveries following recent recessions. However, the terms of a budget agreement between CUNY and New York State has increased the College’s financial resources. The centerpiece of that arrangement involved authority for CUNY undergraduate colleges to raise tuition by modest amounts over five years.

To meet remaining fiscal challenges, President Fernández established a Productivity and Budget Planning Committee that developed budget savings of \$1,793,910; this included

savings from efficiency improvements of \$187,000 as well as revenue increases of \$207,040 excluding changes in tuition. As most of Lehman College's operating budget is comprised of personnel- and personnel-related costs, the remaining budget savings of \$1,315,540 came from the categories of Temporary Services and the Other Than Personnel Services (OTPS). Lehman College also reduced its hiring activity while focusing on retaining full-time faculty. Although the economy has continued to recover and New York State's finances have improved, risks persist. Risks cited by New York State's Budget Director include fiscal drag from federal budget changes, weak global economic growth, an expected slowing of corporate profit growth and continuing financial sector uncertainty. In that context, Lehman College will continue to closely monitor fiscal developments.

Nevertheless, Lehman has been moving ahead in implementing its strategic plan. In its latest Capital Funding request, the College sought \$281.6 million for strategic items including Phase 2 of Science Hall, a permanent home for its School of Health Sciences, Human Services, and Nursing, and a campus-wide technology infrastructure upgrade.

CHAPTER 5 Assessment of Institutional Effectiveness and Student Learning

Assessment Process and Plans

This section of the report addresses Lehman College's continued compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning). What follows is a summary of the processes the College has put into place to assess institutional effectiveness and student learning, and to provide evidence that the results of these processes are being used to improve programs and services as well as inform planning and resource allocation decisions. Many of these processes were described in detail in the College's 2011 *Monitoring Report* and again in our *Progress Report* in 2013, so we will not discuss them at length here; rather, we will summarize these reports, fill in any missing gaps, and describe several new initiatives designed to improve the assessment of institutional effectiveness and student learning.

Background

Before providing an overview and analysis of the College's assessment processes, it is important to supply some context on how far the College has come since our 2009 self-study with regard to these two standards. Following our evaluation team visit the Commission requested a [Monitoring Report](#), due and submitted in April 2011, "...documenting evidence of the development and implementation of an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness..." This report detailed the numerous steps taken to build sustainable assessment processes throughout the College (in both academic and administrative areas). While some of these processes have since been modified to reflect the natural evolution of assessment at Lehman, the basic framework delineated in this report has remained intact.

In the College's second follow-up report, 2013's *Progress Report*, we described the continued evolution of academic assessment processes as it relates to the assessment of student learning. We also highlighted several initiatives recently underway at the time of that report. In the past year, assessment protocols have continued to mature and the initiatives set forth in 2012-2013 have continued to advance. With the support of senior leadership, the great strides that have been made in assessing student learning and institutional effectiveness continue in 2014.

Assessment of Student Learning (Standard 14)

[Assessment](#) of student learning is now a well-established and integrated process involving all academic departments. With the exception of several specialized accredited programs, and a few isolated initiatives, little systematic assessment of student learning had taken

place prior to 2009. In fact, few programs had articulated learning outcomes and many courses did not have learning outcomes. Following the 2009 evaluation team visit, the College moved swiftly to implement new processes and procedures to change this situation. Within four months after the team visit, a new full-time assessment coordinator was hired (both a self-study recommendation and an evaluation team recommendation), and by year's end, most undergraduate programs had approved and articulated learning outcomes (evaluation team and Self-Study recommendation). In addition, by the end of academic year 2009-2010 most undergraduate programs had also developed curriculum maps and undertaken their first formal assessments. While these first projects were intentionally designed to be modest in scope, they nonetheless helped to lay the foundation for more robust assessments that have taken place in ensuing years.

A new [Office of Assessment and Planning](#) was established in 2010 to provide programs with administrative support and consultative services. Its creation also addressed one of the recommendations of the evaluation team, - "...to allocate sufficient resources to assure success of the student learning outcomes process." In addition, two new Associate Deans positions were created to, among other things, to ensure that assessment guidelines were adhered to and deadlines were met.

Assessment activities at the program level are coordinated by departmental assessment coordinators (formerly known as assessment ambassadors) who work closely with their faculty colleagues, the College's Assessment Coordinator, and the Deans' offices to develop valid assessment plans, gather evidence of assessment results, and communicate assessment-related information to their colleagues in their departments. To facilitate these efforts and to enhance communication within departments, the College implemented a new assessment management system, [Taskstream](#), in 2011. This system allows departments to upload their assessment plans, results, and recommendations online so that the Deans and the Assessment Coordinator can see them online in real time.

Another important component of the academic assessment process has been the influential role played by the Assessment Council originally established in 2008. The Council sponsored several [workshops](#) from 2009 – 2012, ranging from the basic – *Writing Measurable Learning Goals*, to the more advanced – *Linking Assignments with Course and Program Goals*. The College also adopted several of the Council's initial proposals (evaluation team and self-study recommendation), including implementing an aggressive timeline for the first formal assessments in 2010.

In addition to enhancing the organizational structure to support assessment, several new policies and procedures were established to ensure that assessment was at the forefront of academic planning. Since 2010 all new course proposals must now contain learning outcomes (previous proposals required just a short course description). In addition,

programs seeking to make changes to existing courses and degree requirements must now explain how these changes will impact the learning goals and outcomes of the course and majors respectively. New syllabus guidelines were created requiring all courses to include course learning outcomes. Finally, annual departmental reports submitted to the Deans at the conclusion of each academic year were revised to include a summary of assessment activities.

General Education Assessment

Lehman's College's General Education program (Gen Ed) is another area where progress has been made in assessment processes. As highlighted in the *Progress Report*, Gen Ed undertook its second formal assessment in 2011 focusing on two of the curriculum's five core fluencies, *Communication and Language* and *Critical and Analytical Thinking*. Two objectives from each of these fluencies were examined. The results revealed that students were performing satisfactorily overall (not unexpected given these students' collective status as emerging juniors); however, room for improvement was also evident. The results also revealed wide variance in the types of assignments used to assess these objectives. A workshop sponsored by the Assessment Council and the Teaching and Learning Commons entitled *Designing Effective Assignments* was held in late 2012 to mitigate this issue.

An important development regarding the Gen Ed curriculum occurred just prior to the planning for the 2011 assessment that required an overhaul of the College's Gen Ed curriculum, and necessitated the postponement of planned assessments in 2012 and 2013. In June 2011, CUNY adopted a new degree-completion initiative "designed to create a new curricular structure that will streamline transfer and enhance general education across the University." Familiarly known as *Pathways*, the new *CUNY General Education Framework* originated from data revealing that students within the University were encountering many transfer issues due to disparate General Education requirements at the 23 colleges in the system. As a result, students were often forced to repeat courses, and frequently earned well over the 120 credits required for most baccalaureate degree programs. The new framework is designed to alleviate these problems by making student movement within the system more efficient, provide gateways for some of the more popular programs within the University, and ultimately improve time-to-completion.

In Fall 2013, the new Gen Ed curriculum was officially launched, and the first assessment of the new curriculum commenced. Its focus is on the five courses in the "College Option" component of the curriculum, also known as "Upper Division Education." Two of these courses must be taken by all students in order to graduate (native and transfer students alike). As was done with the last Gen Ed assessment in 2011, a sample of sections and a sub-sample of students were pre-selected. Writing samples from these students will be scored by a team of faculty members using the *American Association of Colleges and*

Universities (AAC&U) Value Rubrics for critical thinking and written communication. Results will be made available in Summer 2014.

Academic Program Level Assessment Process

Academic programs with no specialized accreditation or certification undergo a five-year program review overseen by department chairpersons and undertaken by them and additional faculty. These reviews examine faculty complement, program effectiveness, cost of programming/budget expenditures, progress on strategic and academic goals, and currency of program in light of national trends. These programs review reports are then provided to external reviewers, typically tenured faculty members at similar institutions, who read and respond to reports after conducting site visits. External reviewers' reports are then provided to the chairs and deans who use them for planning and strategic decision-making moving forward.

In addition to academic program reviews, assessment of student learning outcomes at the program level is a coordinated process spearheaded by one or more faculty representatives in each department (assessment coordinators) with support from the College's Assessment Coordinator and the Deans' offices. Modifications have been made along the way (e.g., assessments are now conducted on an annual basis instead of each semester), but the process has largely remained intact since its inception in 2009-2010.

As highlighted in our past two reports to the Commission, assessments have resulted in substantive changes to several programs, including History, Sociology, Mathematics, and Latin American, Latino, and Puerto Rican Studies. These changes have been particularly impressive given that in most cases, no additional funding has been provided to departments to either incentivize faculty participation or to fund new initiatives resulting from assessment findings. However, this is beginning to change. In 2013, the Dean of the School of Arts and Humanities allotted approximately \$60,000 to fund faculty release time for assessment coordinators to develop and plan robust assessments of student learning. Based on the results from these projects, competitive grants will be awarded to departments to fund new programs, courses, speakers and other initiatives designed to enhance student learning. The College will expand this program to other schools in the coming years.

The graduate programs in Nursing, Speech-Language Hearing Science, Social Work and Education are externally accredited. Collectively these four programs account for more than three-fourths of all graduate students. In 2012, the Nursing program undertook its decennial Self-Study and was reaccredited by the Collegiate Commission on Nursing Education (CCNE) last year. It is currently revising its assessment processes to meet the Commission's more rigorous standards and will be submitting a follow-up report in June. The Social Work program has well-developed assessment protocols in place and was

reaccredited in 2013 by the Council on Social Work Education (CSE). The MA program in Speech-Language Pathology is currently preparing for reaccreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Within the School of Education, several new developments have occurred since the submission of our *Progress Report*. The first relates to a shift from our locally developed Impact on Student Learning Assessment to the *edTPA* (Education Teacher Performance Assessment). New York State has adopted the *edTPA* as a certification requirement. The assessment consists of multiple measures that require candidates to demonstrate their ability to plan, to teach, and to assess student performance. Candidates are required to plan a series of 3-5 lessons, which are taught during student teaching. After video-recording these lessons, candidates write commentaries in response to specific prompts. Commentaries must be supported by the videotaped teaching episodes, samples of student work, and principles from research and/or theory. In Spring 2012, New York State Department of Education announced that candidates who would be applying for initial certification needed to take the *edTPA* in order to be certified to teach.

In order to support faculty, staff, and teacher candidates in making the shift, the School of Education put in place support structures, beginning in Fall 2012. First, a faculty leadership team has been established; the team meets regularly to identify needs, to problem solve, and to pull together resources. Second, both undergraduate and graduate program coordinators have worked with their faculty on curriculum revision so that course work aligns with *edTPA* requirements. Third, a web site has been developed to disseminate information about the *edTPA* and to provide online resources for faculty and teacher candidates. Fourth, regular workshops on writing and videotaping are offered to help candidates who need support in these areas. Finally, professional development opportunities have been provided for faculty, student teaching supervisors and candidates.

The second new development concerns the revision of the Alumni Survey and the Employer Survey. We have created the new instruments with Danielson's Components of Professional Practice as our framework. In this way, the evaluation of the quality of the educator preparation programs and our graduates is in line with the assessment of school personnel adopted by the New York City Department of Education. In order to increase the response rate on these two surveys, the School of Education is reaching out to both alumni and building leaders by inviting our graduates to SoE's professional development events and to participate in local educational consortia.

The third initiative underway is an attempt to collect rich, qualitative data on program graduates. In March 2014, the School of Education held its first principals' symposium. Building leaders will be asked to participate in focus groups and share their experiences

with Lehman College graduates teaching in their buildings. We hope that they will recommend actionable items for educator preparation programs so that we can better prepare teachers and school professionals for schools in the New York City area, particularly the Bronx.

Institutional Assessment Process (Standard 7)

Assessments of institutional initiatives are shaped by the College’s Strategic Plan, [Achieving the Vision, Strategic Directions for Lehman College 2010-2020](#). Adopted in 2010, the plan sets forth four institutional goals that guide the current and future direction of the College. And as explained in the following section of this report, this plan also aligns closely with [CUNY’s Master Plan](#), which articulates several broad goals related to each aspect of the University’s mission.

CUNY’s [Performance Management Process](#) (PMP) serves as the primary mechanism used to measure the College’s progress toward meeting the strategic plan and the CUNY Master Plan goals. In fact, 71% of the targets in the PMP align directly with the strategic plan. For the past five years, the College has closely monitored how well it has met the goals and targets articulated in the PMP. As indicated below, the College has achieved or exceeded most of the established benchmarks. In 2012-2013, the College saw a decline in the percentage of targets achieved or *achieved/exceeded*, along with a rise in those not met. Part of this development can be explained by the increased emphasis on student progression, retention, and graduation where improvement has been slower than expected. These are important targets that require further monitoring.

Table 5.1: Performance Management Report Outcomes (Annual Figures)

Academic Year	Data Not Available	Target Changed	Not Met	Partially Achieved/In Progress	Achieved	Achieved or Exceeded/Surpassed
2008-09	3%	0%	13%	14%	53%	17%
2009-10	6%	1%	6%	12%	64%	12%
2010-11	4%	0%	11%	10%	60%	14%
2011-12	3%	0%	8%	19%	44%	25%
2012-13	4%	0%	16%	12%	53%	15%

As for measuring the Strategic Plan itself, in 2013 the Office of Assessment and Planning closely mapped the plan to PMP targets. All of these targets were aligned with one or more strategies contained in the *Strategic Plan* (PMP targets cover 32 of the 45 strategies

contained in the plan). The figures only reflect unique PMP targets. PMP targets that apply to more than one strategy for each *Strategic Plan* goal or objective are counted only once.

Table 5.2: Strategic Plan Performance based on 2012-13 PMP Outcomes

Strategic Plan	Not Met	Partially Achieved/ In Progress	Achieved	Achieved/ Exceeded
Goal 1: Excellence in Teaching, Research, Learning	21%	9%	48%	18%
1.1 Recruit, support, and retain distinguished faculty	0%	20%	60%	20%
1.2 Support existing programs/develop new programs	26%	7%	44%	19%
1.3 Achieve greater external recognition	0%	33%	67%	0%
1.4 Enhance existing facilities/efficient use of space	N/A	N/A	N/A	N/A
Goal 2: Enhanced Student Success	29%	17%	31%	21%
2.1 Recruit well-prepared, promising, motivated students	18%	11%	33%	33%
2.2 Strengthen academic resources/support services	33%	17%	30%	20%
2.3 Enhance student experience and life on campus	0%	0%	100%	0%
Goal 3: Greater Institutional/Financial Effectiveness	2%	17%	61%	12%
3.1 Integrate institutional planning and assessment	3%	14%	62%	10%
3.2 Strengthen existing sources of revenue support	0%	27%	57%	0%
3.3 Increase visibility and alumni engagement	0%	25%	75%	0%
Goal 4: Engagement/Community Service	21%	7%	57%	7%
4.1 Enrich the community through increased engagement	N/A	N/A	N/A	N/A
4.2 Improve community health/well-being	11%	0%	78%	0%
4.3 Contribute to the Bronx's economic vitality	40%	20%	20%	20%

Note: The 2012-13 figures are based on a more comprehensive mapping done by the Office of Assessment and Planning. "N/A" indicates that no PMP targets mapped to any of the strategies for a given Strategic Plan objective. Any difference between the sum totals of the categories is applicable to rounding errors and/or data that was unavailable at the time of the report.

Close monitoring and mapping of the [Strategic Plan](#), is just one of the ways with which the College measures institutional effectiveness. The College also assesses strategic goals and objectives by regularly conducting surveys of students. For example, in the past two years, the College administered the National Survey of Student Engagement (NSSE), the CUNY Student Experience Survey (SES), and the Noel-Levitz Student Satisfaction Inventory (SSI). In addition, in 2010 the College participated in the John N. Gardner Institute for Excellence in Undergraduate Education's [Foundational Dimensions Transfer Focus Study](#), which was aimed at addressing strategic initiatives associated with facilitating student transfer.

NSSE collects information from first-year and senior students about the nature and quality of their undergraduate experience and in 2013 it was administered for the fourth time in the past ten years. Objective 2.2, (*Strengthen academic and student support services*) and Objective 2.3, (*Improve the quality and availability of academic and student support services as well as IT technical support*), are measured against two of NSSE's engagement indicators, Quality of Interactions (QI) and Supportive Environments (SE). For both indicators, Lehman students rated their experience on par with, or slightly above other regional public colleges and universities.

This is not to say that all results were positive. For example, "enhance initiatives that support student leadership training and professional development..." is one of the strategies related to Objective 2.3 and the NSSE results revealed that seniors have not participated in internship and field experience opportunities at the same levels as students from other institutions. A new initiative, known as the CUNY Service Learning Corp, is one of the ways the College is addressing this shortcoming. This program provides students service learning opportunities in community and not-for-profit organizations throughout New York City. Students gain valuable real-world work experience, earn a wage, and where appropriate, received college credit for their work. Last year, 91 students were placed at 44 partner sites throughout the city.

The CUNY Student Experience Survey is another tool used to assess the *Strategic Plan*. It is administered bi-annually (last conducted in 2012) to a sample of students at each college in the University system, thereby allowing for inter-campus comparisons. Like NSSE, many of the items on the SES align directly with *Strategic Plan* Objectives 2.2 and 2.3. Comparison with selected results from the last administration indicate that students are more satisfied than students from other CUNY colleges when it comes to academic and support services, but are less so when it comes to course offerings. Select results from the SES are provided below.

Table 5.3: SES Indicators Relating to Strategic Plan Objectives 2.2 and 2.3

	Lehman College	CUNY Senior College	Total CUNY
<i>Agreement (pct. rating Strongly agree or agree)</i>			
My college employs enough staff to meet my needs	54	51	53
Generally, courses are offered at times when I can take them	56	61	63
I would like my college to offer more courses in the evening	58	47	48
I would like my college to offer more courses on the weekend	49	42	31
I would like for my college to offer more fully online courses	48	41	40
<i>Satisfaction (pct. rating Very satisfied or satisfied)</i>			
Academic advising	56	55	58
Online advisement (<i>DegreeWorks</i>)	39	51	51
Library services	79	67	71
Personal counseling	55	46	50
Student organizations	54	50	53
Career planning and placement	53	43	45
Leadership development program	61	39	42

In addition to Objectives 2.2 and 2.3, several items from the SES addressed the quality of facilities, which is used to assess Objective 1.4: *Enhance existing facilities, promote efficient use of space, and ensure a well-maintained campus environment that support teaching, learning, and quality of life.* The percentage of students who indicated that they were very satisfied or satisfied with the facilities available to students is presented in the table below. Lehman scored higher than other CUNY colleges in all areas.

Table 5.4: SES Indicators Relating to Strategic Plan Objectives 1.4 - Percentage of Students Very Satisfied of Satisfied with Campus Facilities

	Lehman	CUNY Senior Colleges	Total CUNY
Science labs	51	50	54
Learning labs	62	54	60
Study areas	70	59	61
Athletic facilities	67	50	48
Library facilities	80	70	71
Condition of building & grounds	59	53	55

Administrative Unit Assessment

Lehman College has regularly assessed administrative units on an annual basis since Spring 2010. The 2012-2013 academic year marked the third assessment cycle since annual assessment was implemented.

Administrative units develop their assessment plans based on PMP targets, strategic goals and objectives, or their own unique circumstances or challenges. All administrative assessment plans and end-of-cycle reports are submitted to the Office of Assessment and Planning for review and feedback. The administrative unit assessment reports are evaluated based on criteria aimed at ensuring the measurability of assessment goals and objectives, description of the assessment process or methodology, clear description of the outcomes, and usage or planned usage of the assessment outcomes.

Table 5.5 Criteria for the Evaluation of Unit Assessment Reports

- The unit's assessment goal is explicitly and succinctly stated.
- The unit's assessment goal is related to Lehman College's mission, the College's strategic plan, the College's Performance Management Plan (PMP), the unit's strategy/operations/activities, or a problem that the unit is seeking to address.
- The unit's assessment objective(s) is (are) explicitly and succinctly stated.
- The unit's assessment objective(s) is (are) measurable.
- The unit has clearly provided a description of the process by which it evaluated its performance related to its assessment goal and objective(s).
- The unit has provided a clear description of the outcome of its assessment review.
- The unit has furnished reasonable supporting evidence related to its assessment outcome.
- The unit has clearly explained how it used or plans to use its assessment results.

To strengthen and sustain a culture of assessment, the outcomes from these reports are compiled in an [annual report](#) by the Office of Assessment and Planning. Outcomes and practices are shared in meetings with administrative units that occur throughout the academic year. The annual report also highlights topical themes, the most recent one being a focus on the Periodic Review Report. A sample annual report is included in the Appendix.

Administrative units also engage in informal assessment during the course of each year. Examples include planning and outcomes sessions, implementation meetings, and cross-unit collaboration on shared initiatives.

Use of assessment findings have led to service improvements. The Library used assessment outcomes to enhance its English 110 workshop and subsequent surveys have indicated improved student learning following those workshops. The Counseling Center introduced a

triage process to help assess at-risk students leading to a more than 90% decrease in hospitalizations via EMS. APEX/Athletics leveraged assessment findings to deepen collaboration with academic and student support services, leading to retention rates and 4- and 6-year graduation rates for student athletes that exceed the general Lehman College rates.

Sharing of Information on Institutional Effectiveness

Through his Lehman blog, the Coordinator for Institutional Effectiveness provides information on all aspects of Institutional Effectiveness, including academic and administrative assessment, strategic planning, and alignment of processes and practices with MSCHE Standards and institutional expectations. The Coordinator also regularly discusses the Periodic Review Report and other areas of MSCHE and continuing accreditation.

CHAPTER 6
Linked Institutional Planning and Budgeting Processes

Overview

All planning and resource allocation activities are guided by the [CUNY Master Plan](#) through the Performance Management Process (PMP), Lehman College’s strategic plan (*Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020*), and unit strategic plans.

CUNY Master Plan

The [CUNY Master Plan](#) establishes the direction for the integrated university (CUNY’s 24 colleges and professional schools). The Master Plan discusses the environmental context in which CUNY operates and sets broad goals related to each aspect of CUNY’s mission (commitment to academic excellence, maintain the University as an integrated system, expansion of access, and responsiveness to the needs of its urban setting). Each institution has the ability to express itself through its own mission, vision, values, and academic programs and services. This flexibility allows each institution to be more responsive to the needs and interests of the community it serves, than would be possible under a standardized approach. Within that framework, Lehman College has developed its own strategic plan with broad linkage to CUNY’s [Master Plan](#). Some notable examples:

Table 6.1 Linkages CUNY Plan and Lehman Plan

Area	CUNY 2008-12 Master Plan	CUNY 2012-16 Master Plan	Lehman College Strategic Plan
Assessment & assessment culture	Pages 20-21	Pages 28-30, 72	Strategies 1.2.6, 3.1.1, 3.1.2, and 3.1.4
College-high school collaboration	Page 26	Page 63	Strategy 4.2.1
Diversity	Pages 17-18	Pages 18-20	Strategy 1.1.1
Faculty recruitment, retention and support	Pages 14-19	Pages 15-18	Strategies 1.1.1, 1.1.2, 1.1.3, and 1.1.5
Library/Information Literacy	Pages 75-76	Pages 36-39	Strategy 1.1.3
Science/STEM	Pages 33-36 and 38-42	Pages 23-27, 34	Strategy 1.2.3
Study abroad	Pages 75-76	Pages 47-48	Strategy 2.3.4
Transfer/ <i>Pathways</i>	Pages 27-30	Pages 49-51	Strategy 2.1.3

[The Performance Management Process](#) (PMP) assesses campus progress toward the goals articulated in CUNY's Master Plan on an annual basis. Each campus establishes its annual goals, measures its performance, and reports the outcomes to the CUNY Chancellor. A majority of Lehman College's PMP targets are related to one or more objectives from the College's Strategic Plan. For example, Lehman College's 2012-2013 PMP targets covered 71% of the strategies incorporated in the Strategic Plan.

Lehman College Strategic Plan

In September 2008, President Fernández launched a strategic planning effort aimed at creating a 10-year plan for Lehman College. The Strategic Planning Council was comprised of eleven professors, three vice presidents, one assistant vice president, one dean, one associate dean, and one staff person, with the President and Provost serving ex officio. The Council held nineteen meetings, examined data and reports, and met with key College officers; the authors of the College's 2001 and 2005-2008 strategic plans; faculty, staff, students, and administrators. The Council's draft report was circulated throughout the community during Fall 2009. Town Hall meetings were held in October and November 2009. Comments from faculty, staff, students, and administrators were incorporated into the Council's final report, which was released in January 2010. This report was consolidated into Lehman College's current Strategic Plan. The Strategic Plan was shared with the entire college community during spring 2010.

Lehman College's Strategic Plan set forth four goals. The first goal concerned excellence in teaching, research and scholarship. This goal encompassed faculty recruitment, support, and retention; support for existing academic programs and development of new ones; development of greater external recognition and success of those programs; and, facility and space-utilization improvements. The second goal concerned enhanced student success. This goal encompassed student recruitment; strengthened academic resources and student support services; and enhanced student life on campus. The third goal concerned greater institutional and financial effectiveness through integrated institutional planning and assessment; expanded revenue sources; and increased alumni engagement. The fourth goal concerned commitment to engagement and community service through increased deployment of the college's resources in the community; improved health and educational well-being for the community; and contributions to the economic vitality of the Bronx and surrounding region.

The Strategic Plan committed the College to linking planning, [budgeting](#), and assessment. The plan set objectives to foster a culture of continuous assessment (Strategies 1.2.6 and 3.1.2), integrate budget planning, resource allocation, and assessment (Strategy 3.1.1), and

create an administrative infrastructure to support ongoing planning assessment, and continuous improvement initiatives (Strategy 1.3.4).

Since its implementation, Lehman has made considerable progress toward the goals set forth in its Strategic Plan. The College has reorganized a number of divisions and departments into schools. It has raised its admissions standards, and it has achieved a sizable increase in the retention of first-time, full-time freshmen. Lehman has established an Office of Assessment and Planning to build a culture of academic, administrative and institutional assessment. Lehman College's [Strategic Plan Progress Report](#) is linked here.

Lehman College's Operating Budget

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

As the college awaits for its Initial Operating Budget allocations, Lehman begins the following budget process: (1) The Office of Budget and Planning issues baseline reports to the President and Senior Administrators who review and request baseline adjustments for their respective divisions, as needed; (2) Divisions prioritize their requests within the goals and objectives of their respective area which are formulated by the Performance Management Process (PMP) and the Lehman College Strategic Plan; (3) Divisional submissions are reviewed and analyzed by the Office of Budget and Planning, as well as the Vice President for Administration and Finance. A report of the analysis is submitted to the President and his Cabinet for review and approval; (4) Lehman receives its Initial Operating Budget allocations from CUNY which include baseline as well as new funding; the Office of Budget and Planning verifies the funding distribution received and prepares a summary report for the Vice President for Administration and Finance. In turn, the Vice President makes recommendations to the President and Cabinet; (5) The President reviews, approves and/or rejects priorities for any new funding requests; and (6) The Office of Budget and Planning updates all budgets in the budgeting systems, sends budget allocation letters and monitors budgets throughout the year.

CUNY Compact

In 2005 former CUNY Chancellor Matthew Goldstein proposed the [CUNY Compact](#) a strategy aimed at creating a predictable revenue stream and leveraging philanthropic support. Under the Compact, New York State pays 100% of CUNY's mandatory costs and at least 20% of the costs for new academic programs and student service priorities. In addition to State funding, additional funding and savings are generated by small, steady tuition increases rather than the past infrequent but large increases; philanthropy; and increased efficiencies. The majority share of CUNY Compact funds is used to help finance the College's strategic initiatives. The new CUNY Compact negotiated in 2011 between New York State and CUNY agreed, to use a five year tuition increase plan to fund improvements and new initiatives at the colleges. The new tuition increases became effective fall of 2011. Since then Lehman has received a total of approximately \$7.5 million in Compact funds, out of which a total of \$1.0 million, \$3.3 million and \$3.2 million was received in FY2012, FY2013 and FY2014 respectively. Since the inception of the new Compact agreement, the College has hired a total of 48 personnel, consisting of 33 faculty and 15 non-faculty members (*see Table 6.3*).

Lehman College's Capital Budget

Lehman College's capital budget is funded from New York State and New York City allocations. Bonds issued by the Dormitory Authority of the State of New York (DASNY) generate financing for major State-funded capital projects. Minor state-funded capital projects are managed through the CUNY Construction Fund and New York City capital funds are bonded by NYC OMB and managed by CUNY. The College through CUNY submits to New York State a five-year capital improvement plan based on activities that are either critical to its mission and/or central to its strategic plan and in accordance with the adopted Master Plan and subsequent amendment. Requests to New York City for capital funds is made annually and submitted to the Bronx Borough President and the Bronx City Council.

Linked Planning and Budgeting

[Planning and budgeting](#) at Lehman College are linked in multiple ways as illustrated in the table below:

Table 6.2 Linkages Planning and Budgeting

Linking Mechanism	Linkage
Budget request instructions	As an example, the FY 2012-13 instructions stated, “All new requests should be related to the 10-year strategic plan, and should include the projected cost and financial impact of such increases on fiscal years 2014 and 2015.”
Budget request template	Units need to identify whether a new funding request is a strategic plan initiative.
Capital Budget	Capital funding for strategic items included: Concert Hall addition: \$6.33 million (SP Objective 4.1); Student Health Center Relocation: \$1.25 million (SP Objective 2.3); and Bookstore Relocation Design: \$0.27 million (SP Objective 1.4). Lehman College’s latest capital funding request was aimed at securing financing needed to fulfill key elements of the strategic plan: Phase II of Science Hall: \$251.7 million (SP Objective 1.2); a home for the School of Health Sciences, Human Services, Social Work and Nursing: \$21.0 million (to add to the \$20 million previously secured) (SP Objective 1.2); campus-wide technology infrastructure upgrade: \$4.2 million (SP Objective 2.2); Multi-Media Lecture Hall renovation: \$2.5 million (SP Objective 1.4); and Lovinger Theatre ADA upgrade: \$2.2 million (SP Objective 4.1)
CUNY Compact Investment Plan	This plan is aligned with the CUNY Master Plan. Among other things, each college is provided with a minimum faculty hiring level toward which CUNY Compact investment funds may be directed. One focus of faculty hiring is CUNY’s “Decade of Science” initiative, which is reflected in Lehman College’s strategic plan.
PMP	PMP incentive funds are distributed to enhance the ability of successful units to sustain their achievements. Those funds are intended for professional activities such as training and development, professional travel, materials for instruction and research, equipment, software, etc. Many of those uses are directly related to strategic plan objectives.

Lehman directs resources to strategic initiatives through its budgeting activities. The College has also taken steps to assure stability of funding for those initiatives. One example was the creation of the Productivity and Budget Planning Committee in 2010. At that time, Lehman was facing significant State- and City budget cuts in the aftermath of a severe economic contraction. The [Productivity and Budget Planning Committee](#) was established to identify opportunities for efficiency improvements, budget savings, and the generation of additional income. The committee was chaired by the Vice President for Administration and Finance. Savings achieved are as follows: Budget Savings \$1,399,870; Efficiency Improvements \$187,000; and Revenue Enhancements \$207,040 = Grand Total \$1,793,910. Budget allocations are used for personnel, equipment, renovations, and faculty/staff development consistent with the College's strategic plan. CUNY Compact funding helps finance the College's strategic objectives.

It is important to note that during the month of August, the College submits to the University a multi-year financial plan. As part of our budgeting process, Lehman's Joint Senate and FP&B Long-Range Planning and Budget Committee is chaired by a faculty member; with faculty, student and staff representatives; are consulted in the development of the multi-year financial plan. Once the plan is implemented, spending, allocations and tuition revenue are monitored quarterly by the College and the University Budget Office. Financial Reports are presented to the college community and the Joint Budget Committee on a regular basis. These reports are also posted to the intranet/Lehman Connect site ([Financial Plan and Year-End Reports uploaded for current and prior 3 years](#)). At the end of each year, CUNY issues consolidated audited financial statements that combine all college tax levy activities ([CUNY Financial Statements uploaded](#)).

The following table illustrates the allocation of CUNY Compact funding by Strategic Plan objective for the past three fiscal years (a detailed statement is included in the Appendix):

Table 6.3 Alignment of Resources with Goals

	FY2012	FY2013	FY2014	Totals
STRATEGIC GOALS				
SP1: Excellence in Teaching, Research, and Learning	\$336,000	\$1,604,477	\$1,518,714	\$3,459,191
1.1 Recruit, support, and retain distinguished faculty	\$336,000	\$1,456,552	\$1,214,162	\$3,006,714
1.2 Support existing academic programs/develop new programs		\$72,948		\$72,948
1.3 Achieve greater external recognition		\$74,977	\$145,750	\$220,727
1.4 Enhance existing facilities, promote efficient space utilization			\$158,802	\$158,802
SP2: Enhanced Student Success	\$116,367	\$524,704	\$756,941	\$1,398,012
2.1 Recruit well-prepared, promising, and motivated students		\$50,000		\$50,000
2.2 Strengthen academic resources and student support services	\$116,367	\$474,704	\$756,941	\$1,348,012
2.3 Enhance student experience and life on campus				
SP3: Greater Institutional and Financial Effectiveness	\$555,333	\$872,003	\$921,479	\$2,348,815
3.1 Integrate institutional planning and assessment to improve effectiveness	\$28,233	\$318,203	\$375,379	\$721,815
3.2 Strengthen existing sources of revenue and create new sources	\$527,100	\$553,800	\$546,100	\$1,627,000
3.3 Increase visibility and alumni engagement				
SP4: Commitment to Engagement and Community Service		\$265,516	\$41,865	\$307,381
4.1 Enrich the community through increased engagement of the College's resources		\$163,520	\$41,865	\$205,385
4.2 Improve the health and educational well-being of the community				
4.3 Contribute to the economic vitality of the Bronx and surrounding region		\$101,996		\$101,996
Total Strategic Funding	\$1,007,018	\$3,266,700	\$3,238,999	\$7,513,399
Total Funding	\$1,007,018	\$3,266,700	\$3,238,999	\$7,513,399
Strategic Funding as a Percentage of Total Funding	100.0%	100.0%	100.0%	100.0%

Since 2010, Lehman College has made numerous strategic hires. The College's strategic hires include a new Provost and Senior Vice President for Academic Affairs (SP Objectives 1.1, 1.2, 1.3, and 3.2); Alumni Director (SP Objectives 2.2, 3.2 and 3.3); two toddler teachers for the Child Care Center (SP Objective 2.2); a pre-health adviser (SP Objective 2.2); and, Assessment Coordinator, Institutional Effectiveness Coordinator, and administrative assistant to staff the Office of Assessment and Planning (SP Objectives 1.2 and 3.1, along with MSCHE's recommendation following Lehman College's 2009 Self-Study report).

CONCLUSION

As indicated throughout the body of this document, Lehman College has undergone significant change since the MSCHE decennial visit in 2009. Important additions to executive administration, faculty, and staff coupled with changing demographics in and characteristics of the student body have informed institutional processes and practices in dynamic and exciting ways. Challenges brought about by both the downturn in the economy and its subsequent recovery have been met with innovation and with strategic reallocation of resources; these in turn led to the decision to undertake a prioritization of academic and administrative programs and services, a process that is now well underway to support continued growth in institutional effectiveness and mission centeredness. Lehman's strategic plan, *Achieving the Vision*, drives the College at all levels, and units across campus now use their own linked strategic plans and goals as a matter of course. Institutional efficiency, linkages between planning and resource allocation, data-driven decision-making are operationalized under the transparent leadership of the President and his administration, and assessment of student-learning outcomes is an embedded and engaging process that guides Schools, departments, and programs. While Lehman College continues to adapt and respond to changes in the higher education landscape and in its own dynamic relationship with the students and community it serves, we are confident that this Periodic Review Report provides the Middle States Commission of Higher Education clear and compelling evidence that we continue to be in direct compliance with both the Standards for Excellence and our belief in being the best institution possible.

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