

THE PERIODIC REVIEW REPORT

presented by

Herbert H. Lehman College
The City University of New York

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Chief Executive Officer: President Ricardo R. Fernández

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Section I.
EXECUTIVE SUMMARY

The 1998 Middle States Report on Herbert H. Lehman College of The City University of New York contains a series of recommendations that urges the College to take action in several areas, including 1. Student recruitment and retention, student services and student life; 2. academic program development and evaluation, including student outcome assessment; 3. institutional research; 4. faculty development, incentives and rewards, and faculty participation in the College's governance; 5. affirmative action; 6. governance reform; 7. administration; 8. financial planning and use of technology for budget management; and 9. physical facilities.

All of the concerns of the Visiting Team's Report have been addressed and the overwhelming majority of the recommended changes have been implemented, as detailed in the report that follows this brief summary of its contents. The order in which the recommendations have been addressed may be different from the sequence listed in Points 1 through 9 above but all of the points are covered in the Periodic Review Report.

I. Administrative Changes Several major administrative changes have taken place at Lehman since its founding President, Dr. Leonard Lief, retired in June 1990. President Ricardo R. Fernández took office in September 1990. In 1991 a vice presidency (Institutional Advancement) was eliminated. In 1992 a new Provost and Senior Vice President of Academic Affairs, Dr. Rosanne Wille, was appointed; she serves as the chief executive of the campus in the President's absence. The position of Dean of Undergraduate and Graduate Studies was eliminated in 1992 and the functions of that office were transferred to the Division of Student Affairs. An Office of International Programs was established in 1992, headed by a Dean. In 1993 a new Vice President of Administration, Dr. Sebastian T. Persico, joined the senior administrative team. Acting Deans of Student Affairs, Arts and Humanities and Natural and Social Sciences were appointed in 1992, and searches are underway to fill the first two positions by September 1994 and the third by Fall 1995. The College has proposed to the CUNY Central Administration to create two academic divisions (Education and Nursing/Health Professions) out of its current Division of Professional Studies. A Deans' Council, chaired by the Provost and established in 1992, serves as a discussion and policy setting group for the campus on administrative issues that impact the academic programs and the quality of student, faculty and staff at the College. All of the academic deans are members, along with the Dean of Students and the Chief Librarian.

II. Academic Initiatives A Committee on College Requirements (CCR), elected by the Lehman College Senate in 1993, has begun a review of all graduation requirements, beginning with written English proficiency. In May 1994 the Senate approved the recommendation of the CCR that the College Writing Examination be

eliminated and that, in its place, several measures be instituted, including the development of a common examination at the end of English 090, an enrollment limit of 20 in all of the basic English composition courses, and the establishment of a College Writing Committee to serve as a resource for all departments desiring to enhance their students' writing skills. The CCR is also reviewing the College's CORE Curriculum and other requirements, such as Physical Education and Speech.

During the 1993-94 academic year, as a result of a comprehensive and ongoing review of its academic programs, 25 majors were eliminated in an effort to consolidate resources which will be used to strengthen existing programs or to develop new ones. The CUNY Lehman/Hiroshima College, which operated in Japan as a residential branch campus of Lehman and CUNY since 1990, suspended operations in January 1994. 200 Japanese students from the branch campus are currently enrolled at the Lehman home campus. The CUNY-wide Freshman Year Initiative, now in its third year, is aimed at improving retention and academic success by providing a cohesive, interactive (with peers and faculty), and supportive educational experience for students in their first two years of college (45-60 credits). Its positive impact on retention has been felt at Lehman. New graduate programs at the Masters level were approved in Science Education, English Education and in the Teaching of English to Speakers of Other Languages (TESOL). New undergraduate programs have been initiated in health services and computer science. Curricular revisions have taken place in several departments (English, Art, Romance Languages, and Philosophy). New programs are being planned of an interdisciplinary nature, such as the Art Department's and the Mathematics and Computer Science Department's collaboration on computer graphics and design; and the joint effort of the Departments of Romance Languages, Speech and Theatre, and English to establish a multi-lingual journalism program. Collaboration efforts with other CUNY colleges, such as Brooklyn College (Francophone language and literature), City College (Geological and Environmental Sciences) are moving forward through joint faculty appointments. A foreign language is planned with nearby private colleges and universities, such as Manhattan College and the College of Mount Saint Vincent, beginning in Fall 1995. Collaboration with the three neighboring public high schools (Walton, DeWitt Clinton and the Bronx High School of Science) has been expanded through the establishment of the Northwest Bronx Educational Park, which has a Lehman staff member as the coordinator (Dr. Judith T. Guskin) since September 1993.

III. Faculty Development In Fall 1991 a system of distributing a portion of the non-tax levy dollars generated by grant overhead charges was instituted to reward faculty for the success in obtaining external funds, to support their research, and to stimulate their professional development. Awards were established for excellence in teaching, research and scholarship, curriculum innovation and service among faculty. (Awards for

service were also created for other College staff.) A series of focus groups were initiated by the Provost in 1993, in response to faculty interests identified through a campuswide survey, and include a Speaker's Bureau, Brown Bag Luncheons, New Faculty Orientation, High School Teach-Ins, Faculty Development, Women's Issues, and Faculty Administrative Internships. A faculty development conference titled "Ending Pedagogical Solitude at Lehman College" was organized by the Faculty Development focus group in May 1994. Lehman faculty also take advantage of faculty development programs sponsored by the CUNY Central Administration.

IV. Affirmative Action and Diversity In 1988 the CUNY Board of Trustees mandated that each CUNY college establish a committee on pluralism and diversity. Lehman's committee has been active in promoting various initiatives, such as the creation of the Multicultural Students Association, which sponsors two major events yearly: a United Nation's Day Program in October and a Multicultural Festival in April. The position of Director of Multicultural Affairs was created to support a comprehensive approach to promoting a better appreciation of the cultural diversity that exists on campus. A full-time Affirmative Action Officer (Ms. Dawn Ewing-Morgan) was hired in August 1993. Ms. Ewing-Morgan also chairs the new college committee on sexual harassment.

While hiring of faculty and staff has been limited, given the loss of 130 lines and the large reductions in the operating budget that the College has suffered since 1988, progress has been made in the hiring of female faculty on tenure track lines (through the conversion of substitute lines) and in the hiring of faculty and staff in the protected classes.

V. Plant, Equipment, and Resource Enhancement The opening of the new Athletics and Physical Education Complex (The APEX) marks the most significant addition to the campus physical plant. A new greenhouse was completed and new computer laboratories have been built. The modernization of labs for biology and psychology has begun to take place. A new electronic data base system known as SIMS (Student Information Management System), which contains data on students (admissions, skills assessment, registration, records, financial aid, and billing), personnel, budget and programs. The process of registration has been made much more efficient with the advent of SIMS. A new Academic Computer Center has been included in the Governor's FY 95 budget allocation for CUNY and construction is expected to begin in 1996. The College's Academic Master Plan has been updated and requests have been made for major renovations of several buildings on campus and the replacement of the four "temporary" buildings. Various improvements have been made in the technology of the Library, such as CUNY+, the University-wide automated, integrated catalogue and circulation system, a new Local Area Network (LAN), and the addition of a CD-ROM system of literature searches.

VI. Student Life and Retention The refurbishing of the

Student Life Building, including the installation of a new roof in Summer 1994, was a significant accomplishment. The Student Cafeteria was renovated in 1993, along with a small cafeteria in Carman Hall, which receives heavy use from day and evening students. A Student Health Center, run by a nurse practitioner, was built in 1992 to serve the preventive health needs of students, including immunizations and basic primary care. In 1992 a Student Information Center was established to improve communication among administration, faculty and students, especially evening students who do not have access to certain campus services. An important health service --the peer counselors-- are active in disseminating crucial information about alcohol, drugs, and AIDS awareness. A Saturday orientation workshops for prospective students and their parents was started in 1993. The Division of Student Affairs holds a weekend Student Leadership Conference each Fall at an off-campus location. Leadership training, decision making and group dynamics, and conflict resolution are among the topics typically covered. An Office of Student Development was created in 1990 to coordinate better out-of-class activities for students. It includes several offices: Career Services and Cooperative Education, Counseling, and Student Activities. The Office of Academic Advisement encourages students who are experiencing academic difficulties to draw up a contract detailing the services they will use to assist them to complete their course(s) in a satisfactory manner.

VII. Assessment and Planning In 1992 the Office of Institutional Research was established and a Director was hired. Projects range from budget and enrollment analysis to program evaluation. The Freshman Year Initiative at Lehman was evaluated by this office, which found a higher return rate for participating students and well as higher grade point averages. It will be possible to maintain a longitudinal data base of new students and also to analyze data relative to potential enrollees and to the persistence rates of students. An evaluation report of the CORE Curriculum, funded by FIPSE, was presented to the college community in late 1992. Results were mixed, with students reporting that most CORE and distribution courses were useful introductions to later courses, and faculty stating that many students were not adequately prepared by the CORE for those later courses.

A Long-Range Planning Committee was established by the President in Fall 1990, made up of faculty, staff, administrators and students. In February 1992 a report was issued and the President responded in May 1992, deriving a set of priorities for the College, many of which reflected the recommendations of the 1988 Middle States Report. Presently a new faculty Long Range Planning Committee was formed in 1993, to which were added (at the President's request) two administrators and three students. A revision and update of the mission statement of Lehman College was prepared by a subcommittee of this body and approved by the College Senate in May 1994. It reaffirms the essential mission of Lehman as a liberal arts institution serving the Bronx, New

York City and lower Westchester County. The Long Range Planning Committee now serves as the first level of review for all curricular changes or new majors/programs in determining whether or not they fit the mission of the College. The College Personnel and Budget Subcommittee on the Budget assesses the potential budgetary impact of these changes or curricular additions. A process of departmental self-studies and external reviews was established by the President in 1991, with five departments taking part each year. To date seven reviews have been completed and eight others are scheduled to be finished by Fall 1994. These documents become the basis for future planning and budget and line allocation to departments. When all departments have completed their self-study and external review, the cycle will be repeated.

VIII. Governance A Committee on Governance was elected by faculty in Spring 1993. For the past eighteen months, with the support of the administration, it has been looking into issues of governance at Lehman College. Recommendations are expected in Fall 1994 on how the structure and operation of the Lehman College Senate can be made more efficient.

IX. Challenges Capital improvements in the physical plant of the College, as part of the implementation of the updated Lehman Master Plan, places a high priority on renovating the Old Gymnasium, Davis Hall (with an additional wing for science departments, Gillet Hall, along with the replacement of the four temporary buildings that have existed for more than two decades. A Multi-Media Center and a Learning Center are envisioned as well as an expanded Child Care Center.

The College's affirmative action efforts will be enhanced through an emphasis on training, education, accountability and monitoring (TEAM) involving all department chairs along with faculty and staff. As the number of retirements increases, an opportunity will be available to bring in new faculty and staff at the junior level, thereby adding gender, racial and ethnic diversity to several academic departments and other units of the College. A sustained effort is anticipated to bring about significant gains in this area in the balance of this decade.

Much remains to be done regarding the assessment of the basic skills programs across the College. We need to have better measures of outcomes for Lehman students in CORE courses, distribution courses, bilingual and ESL courses, and on their writing proficiency in English. We expect to expand data collection related to the Freshman Year Initiative, which has yielded promising results thus far. An expansion of the Institutional Research Office staff will be required if progress is to be made in this key area of interest to the College.

From the issuance of the last Report in Spring 1988, much has been accomplished at Lehman College to carry out the letter and spirit of the Visiting Team's recommendations. Yet we cannot rest on these achievements, significant as they may be, and we must redouble our efforts to reach the desired goals prior to the next accreditation visit in 1998. To this we commit ourselves.

Section II

INTRODUCTION AND CURRENT GENERAL REVIEW

Since its reaccreditation in 1988 by the Commission on Higher Education of the Middle States Association, a number of significant changes in administration, programs and plant have occurred at Herbert H. Lehman College of the City University of New York (CUNY). Many of these changes took place after the College's founding President, Dr. Leonard Lief, retired during the Summer of 1990, following 22 years of service as President. After a national search undertaken by the CUNY Board of Trustees during the 1989-90 academic year, Dr. Ricardo R. Fernández was appointed President, effective September 1, 1990.

A. Approach to Preparation of Periodic Review Report

In order to facilitate the researching and writing of this Periodic Review, President Fernández appointed a 10-member committee made up of faculty from all three divisions of the college and administrative representatives, chaired by Professor Anne Humpherys of the Department of English, who served as Chair of the 1988 Self-Study and was Dean of Arts and Humanities at Lehman from 1987-1992. (The list of members of the Committee for the Periodic Review Report is attached as Appendix 1.) This Committee broke into subcommittees covering three areas of review--Programs and New Initiatives; Administration, Planning, Governance, and Affirmative Action; Student Services and Life; Advisement and Retention. These subcommittees worked during the spring and fall of 1993 collecting data and other materials; a draft of the report was prepared by Professor Humpherys during the early part of the spring 1994 term. The draft was submitted to President Fernández, Provost Wille, the Deans Council, the Cabinet, and the Committee for the Periodic Review for their input, then revised, and approved by the Deans' Council and Cabinet on May 31, 1994.

B. Objectives, Format, Methodology of the Report

The new President of Lehman and the many changes and new initiatives and procedures that have followed his arrival provide the context for this Periodic Review Report. The objective of this Periodic Review is to describe the changes in administration, programs, student life, and plant that have occurred during the last five years, and to detail new initiatives, particularly those impacting on the College's academic programs, also including where relevant those areas which either are to be addressed in the immediate future or need to be. The organization of the report follows that suggested in the Commission on Higher Education's "Manual for Institutional Reports: the Periodic Review Report", that is Section I, an **Executive Summary** followed by Section II, an **Introduction and Current General Overview** followed by Section III, a **Narrative of the Significant Developments and Changes Since the Previous Evaluation** followed by Section IV, a **Description of the Current Procedures for Assuring Continuous Institutional Self-Study and Planning**, and concluding with Section V, **Future Issues and Challenges**. Finally, as part of the Periodic Review Report, a

number of appendices (numbered 1-XX) are submitted, including among other items catalogues, handbooks, audited financial statements, planning documents, collective bargaining agreements, and specific studies and reports done in the last five years that respond directly to the Visiting Team's recommendations.

C. Highlights of Narrative

1. Administrative Changes: In the first four years of President Fernández' tenure as President, Lehman has seen a reorganization of the administrative structure of the college, as well as an almost total change in personnel at the upper levels of administration. There is a new Senior Vice President of Academic Affairs and Provost, and a new Vice President of Administration. There are acting deans of Student Affairs, Arts and Humanities, and Natural and Social Sciences, and searches are currently underway to fill the first two of these positions with permanent appointments. It is anticipated that a search for Dean of Natural and Social Sciences will be conducted in the 1994-95 academic year. The administration has been streamlined by the elimination of one vice presidency (Institutional Advancement) and one full dean's position (Undergraduate and Graduate Studies) and redirected through the creation of a new dean's position (International Programs), while two areas of particular concern to the Visiting Team--Institutional Research and Affirmative Action--have been significantly strengthened through the creation of two new full-time professional appointments as recommended by the Visiting Team in 1988. The College is awaiting approval from the Central Office to split the Division of Professional Studies into a Division of Education and a Division of Nursing and Health Professions. Though the college has been unable to do much new hiring in the past five years, and has indeed shrunk in terms of full-time faculty by almost 10 percent, there have been, within the severe budgetary constraints, modest gains in the percentages and numbers of faculty in the protected classes.

2. New Academic Initiatives: There are a number of new academic initiatives, in particular a new international emphasis at the College, several new articulation programs with other CUNY institutions and colleges in the area, and a new organization of the Freshman Year enabled by a series of grants by the Central Office. A number of other collaborative projects, including both Lehman and other CUNY and/or private institutions, are in the planning stage. The Lehman College Senate in spring 1994 approved a new initiative concerning requirements in written English.

3. Faculty and Governance: There has been some modest hiring of faculty in the last five years: 46 on tenure track or Certificate of Continuous Employment track lines. Of the 46, 26 (57%) are female, 17 (37%) are in federally protected categories and 7 (15%) are in the CUNY protected class of Italian-American. In addition, the President and the Provost have instituted a number of initiatives, including focus groups, brown bag faculty research presentation lunches, and new awards both to encourage and to reward faculty endeavors in teaching, research, and service. There is a faculty committee working to develop

recommendations for the revision of the College's governance structure, as suggested by the Visiting Team.

5. Initiatives in Student Services and Student Life: There have been a number of new initiatives to address the concerns of the Visiting Team about the nature of student services at Lehman, including a new Student Information Center, a Student Health Center, and new energy into organization of the Student Leadership Conference. The administrative area of student affairs has also been streamlined and restructured to give a greater coherence to the area of student life, a process still underway as the college searches for a permanent Dean of Students. Retention remains a major concern for the college as a whole. Current efforts to address this issue include the new SIMS computerized system for student information which has enhanced the ability of advisors to identify at risk students earlier and thus to intervene in a more timely manner. The development of the Freshman Year Initiative (FYI) has also had a positive impact on retention rates from the first to the second year. At an academic department chairs' retreat in April 1994, retention was a major focus, and concrete suggestions emerged for faculty involvement in retention efforts.

5. Initiatives in Planning and Assessment: Of particular importance we think has been the move toward institutionalizing planning and assessment. Soon after he arrived, President Fernández began a series of discussions and retreats to discuss the College's mission. He also established a Long Range Planning Committee, made up of faculty, students, and administrators whose report is appendix 2. Provost Wille instituted a subcommittee of the College Faculty Personnel and Budget Committee (Chairs) to advise on financial planning and budgetary matters. The commitment to the process of evaluation and assessment is further evidenced by the appointment of Mr. Claude Cheek as the Director of Institutional Research in 1992. In addition, in 1991 the College began a process of departmental self-studies and external reviews, supported financially by the College, in which five departments take part each year. The cycle is completed in six years and then it is repeated. The FIPSE supported evaluation of the CORE curriculum has been completed (see appendix 3).

6. Plant and Equipment: The opening of the new 57 million dollar state-of-the-art Athletics and Physical Education Complex (APEX) in Spring 1994, provides opportunities at long last to address some of the conditions of student life which concerned the Visiting Team in 1988. The new APEX has already provided an influx of additional improvements to the campus, including the refurbishing of the playing fields and the laying of an outdoor track.

However, in the period since the Team Visit, the College has undergone three years of severe operating budget cuts at the same time that enrollment has increased modestly, all of which has limited the expansion of other resources and the replacement of equipment. Nonetheless the College has instituted a number of renovations and new systems. The Biology Department has a new

greenhouse and is also involved in the renovation and modernization of a teaching laboratory. We have seen the renovation of a research computer laboratory for Psychology, and a darkroom and computer research space for Geology and Geography. There are new computer labs in English Composition, in Sociology and Economics, and in Psychology. There is a project to renovate a room for the gross anatomy course required in the new Physician Assistant Program. There is also SIMS, a student information system that now allows computerized pre-registration and registration (still evolving) and information retrieval.

7. Library Initiatives: Despite the general budget cutbacks faced by all areas of the College, the Library has made a number of improvements. It has joined CUNY+, the university-wide automated integrated library system which includes a public access automated catalogue and a university-wide circulation system. Several full-text CD-ROM databases have been acquired, and a special allocation of \$100,000 by the President in 1992-93 has enabled the library to fill gaps in the book collection and develop a CD-ROM Local Area Network (LAN) in the Library. A \$25,000 grant from the Central Office is being used to connect the LAN to several academic departments through the campus ethernet backbone. The Library has equipped a bibliographic instructional classroom, added to video holdings and projection equipment, and upgraded TV monitors for classroom use. A trial bibliographic instruction program for area high school seniors has been funded by the CUNY Central Office.

Section III.

SIGNIFICANT DEVELOPMENTS AND CHANGES SINCE PREVIOUS EVALUATION, INCLUDING DOCUMENTATION OF RESPONSES MADE, OR ACTION TAKEN, WITH RESPECT TO RECOMMENDATIONS

A. Introduction

The developments and changes that have occurred at Lehman College over the past five years can be grouped under five broad categories: Administrative Changes (both personnel and structural); Academic Initiatives (both programmatic and faculty development and recognition); Plant, Equipment and Resource Enhancement; Developments in Student Life and Retention, and Planning and Continuous Institutional Self-study. Under these five categories the concerns of the Visiting Team in 1988 either have been or are being addressed, including the "need to develop a more participatory form of college governance which would encourage greater faculty involvement in academic management and planning;" the "need to reaffirm institutional commitment to social equity and affirmative action;" "the need to integrate more closely the various planning activities now under way at the College"; and "the need to focus greater attention and resources to student life and student development".

The suggestion that the College seriously examine its ability to carry out all of its commitments from undergraduate and graduate education through the large number of outreach

programs has been taken very seriously by the new administration at Lehman. There has been some consolidation, as well as limited expansion in areas that seem to promise the best service to both our students and the community (in Health Services Programs and in Bilingual Education), and a good deal of on-going evaluation and assessment. So far, thanks to the dedication and initiative of the faculty and the support of the administration and in some cases the Central Office of CUNY, Lehman College has been able to continue to fulfill all of the commitments to students and the community contained in its Mission Statement.

B. Administrative Changes

1. Senior Administration: Since the 1988 reaccreditation of Lehman College by the Commission on Higher Education of the Middle States Association, a number of administrative changes have occurred at Lehman College. Most significantly, the College's founding President, Dr. Leonard Lief, retired during the Summer of 1990, following 22 years of service as President. After a national search undertaken by the Board of Trustees of The City University of New York during the 1989-90 academic year, Dr. Ricardo R. Fernández was appointed President, effective September 1, 1990.

A number of structural and personnel changes within the College administration followed Dr. Fernández's appointment. All of the College's Vice Presidents have changed as a consequence of retirement, resignation, and restructuring. Following a national search by a faculty-student-administration committee, Dr. Rosanne Wille, formerly Dean of Nursing and Acting Provost at the College, was recommended to the Board of Trustees by President Fernández for the post of Provost and Senior Vice President for Academic Affairs, effective September, 1992. Dr. Sebastian T. Persico assumed the post of Vice President for Administration effective September 1, 1993, also following a national search. The position of Vice President for Institutional Advancement was eliminated in 1991, with its responsibilities divided among other executives of the College. Mr. Clarence Wilkes has been serving as Acting Dean of Students since 1992. A student-faculty-administration committee is now conducting a national search in order to fill the post, effective summer, 1994.

The academic divisional structure in place in 1988 continues, though a request has been submitted to CUNY Central office to split the current Division of Professional Studies into two separate divisions, each headed by a Dean, that is, a Division of Education and a Division of Nursing and Health Professions. This would provide greater focus for areas of significant curricular student interest and potential growth.

The three divisional academic deans now serve as part of a new Deans' Council, chaired by the Provost, which meets weekly to address administrative issues of importance to the academic programs and to the quality of student and faculty life at the college. Its membership includes the Deans of Professional Studies, Arts and Humanities, Natural and Social Sciences; the Dean of Students; the Dean of International Programs, the Dean of

Individualized Study and Continuing Education, and the Chief Librarian.

Other academic deanships have been reorganized. Firstly, in an effort to consolidate services, a new structure was implemented with the reorganization of the Office of Undergraduate Studies and Academic Advisement into the division of Student Affairs. The position of Dean of Undergraduate and Graduate Studies was eliminated as a result of the new plan. The office reports to the Dean of Students. The elimination of the Dean required that, on a regular basis, one advisor from the office coordinate the college's appeals committees, one of the former dean's major functions. In response to faculty concerns about the new structure, open hearings were held in May of 1993. As a result, the advisor who coordinates the appeals committees was appointed as Executive Assistant to the Provost for Academic Standards to serve as liaison between the Office of the Chief Academic Officer and the Office of Student Affairs. Secondly, a new Deanship for International Program Development has been established to oversee the College's expanding network of international program offerings.

Several other significant administrative appointments were made within the past two years, two to new positions created in response to the 1988 Middle States Review Team's recommendations. The position of Director of Institutional Research was established and Mr. Claude Cheek was appointed in July of 1992. A new, full-time Affirmative Action Officer, Ms. Dawn Ewing Morgan, was appointed effective September 1993. The Acting Chief Librarian, Dr. Daniel Rubey, was appointed Chief Librarian following a national search; a full-time Executive Director of the Lehman College Foundation, Dr. Ruth Abrahams, was appointed effective April 1993. Dr. Abrahams also oversees the areas of development and alumni affairs.

Currently the positions of Dean of Natural and Social Sciences and Dean of Arts and Humanities are both held by Acting Deans. It is anticipated that, following nationwide searches, permanent appointments will be made to the position of Dean for the Arts and Humanities by the beginning of the 1994-95 academic year, and to the position of Dean for Natural and Social Sciences by fall 1995.

2. Departmental Administration: During Spring 1994 the Department of Physical Education, Recreation, and Dance changed its name to the Department of Exercise, Sport, and Leisure Sciences. The Dance division is now part of the Department of Speech and Theater, and is located in the new physical education building (APEX). The Puerto Rican Studies Department has changed its name to the Department of Latin American and Puerto Rican Studies, incorporating the former Latin American and Caribbean Studies Program, which has reorganized its major so that students can major in Latin American and Caribbean Studies without having to also major in Puerto Rican Studies. The English as a Second Language (ESL) Program is discussing the advisability of seeking departmental status.

3. Governance: The new administrative team, in association with a number of faculty and student groups, has made a number of advances in the matter of college governance. Budgetary information and decision-making now involves a sub-committee of the Personnel and Budget Committee, thus bringing faculty directly into the process. The Long Range Planning Committee has been institutionalized and has already developed a revised mission statement that was approved in May 1994 by the Lehman College Senate. The Deans Council continues to study ways of enhancing faculty participation in various aspects of college administration and governance, and additional evolutionary changes are likely to occur during the next few years. In particular a new Committee on College Governance is currently studying the issue of local governance, one of the concerns of the Visiting Team in 1988, and it is expected that its report and recommendations will be issued in the Fall 1994 term.

C. Academic Initiatives

1. College Requirements: A newly-elected Committee on College Requirements began work in fall 1993 with a review of the College Writing Examination. In spring 1994 the committee submitted its recommendations to the Lehman College Senate which approved a resolution regarding the college-wide requirement on written English. To date this requirement consisted of a test -- the College Writing Examination-- administered by the Department of English as part of the required English Composition Course, English 102. The resolution passed by the Senate eliminated the College Writing Examination and called for the development of a common examination at the end of English 090. It also required that enrollments be kept to 20 students per composition class, and that the college establish a College Writing Committee to serve as a resource for all departments desiring to enhance their students' writing skills. The Committee on College Requirements is also reviewing the CORE courses and other requirements such as Physical Education and Speech.

2. Program Consolidation: In May 1994, as a result of a comprehensive and ongoing review of its academic programs, the College reported to the CUNY Central Administration that 25 majors were dropped in an effort to consolidate resources (see appendix 4).

2. New college-wide programs:

a. The Freshman Year Initiative is a University-funded retention program in its third year. More and more, the need to focus on new students in their first two or three years, or their first 45-60 credits, has become apparent. This program aims to create a cohesive, interactive, and fully supportive educational experience, as faculty and staff are committed to the idea that the freshman year must be a congruent experience, one of curricular integration and direct connection among the students, faculty and support staff. (An emphasis on the "freshman year" in CUNY often means two or more calendar years since credit accumulation for many first-time freshmen averages 10 credits per year.) The central premise of the program is to ensure heightened

intellectual development and preparedness of freshmen as they embark on their second year of college work. To facilitate these goals, interaction among instructors, peer tutors, and counselors--who constitute mentoring teams--is ongoing.

b. CUNY Lehman/Hiroshima College operated in Japan since April 1990 as a residential branch campus of Lehman College under an agreement among The City University of New York, the Research Foundation of The City University of New York, and the Nihon Anzen Kizai Corporation (NAK) of Hiroshima. Funding for the project was provided entirely by the Japanese sponsor. Lehman College conducted the academic program at the Hiroshima campus, and the Japanese sponsor provided the facility and support staff. Because of severe financial losses that NAK suffered in its business operations during the current economic downturn in Japan, the sponsor was unable to continue funding the project after December 1993, and the program in Japan is now suspended. However, two hundred Japanese students from the branch campus are currently enrolled at the Lehman home campus and several have earned a bachelors degree there.

c. Erasmus: Erasmus is a program of the European Union that supports student exchanges within European Union countries. The program is being expanded to include student exchanges between European and U.S. universities. The U. S. Department of Education and the European Union selected Lehman College to be the lead institution for the exchange in chemistry and the U.S. Department of Education supported the project through a FIPSE grant. The European partners are the University of Derby in England, the Universidad del País Vasco in Spain, and the Universität Osnabrück in Germany.

2. New degree programs on the graduate level:

Within the Department of Secondary, Adult and Business Education, two new programs were approved by the New York State Education Department: (1) the M.S. Ed. Program in Science Education and (2) The M.S. Ed. Program in English Education. A third new M.S. Ed. degree is TESOL: A program in Teaching English to Speakers of Other Languages, is currently under review by the NY State Education Department in Albany. The Department of Specialized Services in Education has had two new options within the M.S. Ed. in Teachers of Special Education approved by the New York State Education Department: (1) the Early Special Education Option and (2) the Bilingual Special Education Option. In 1994 both an M.S. in Pediatric Nursing and a post-masters Pediatric Nurse Practitioner Advanced Certificate were approved by the CUNY Board of Trustees. State approval is expected later this year. The Department of Health Services has obtained, through the American Dietetics Association, approval for the Plan V program and approved Pre-Professional Practice Program (AP4).

3. New Degree Programs at the Undergraduate Level: A specialization in Medical Records Coding within the B.S. in Health Services Administration was approved by the N.Y. State Education Department in May 1993. Mathematics and Computer Science has

implemented a B.S. program in Computer Science, as well as a new minor in Computer Applications.

Future Plans: The College plans the expansion of selected graduate programs, such as an M.S. in Exercise, Sport and Leisure Sciences [EXSL] as well as new programs in the training of bilingual elementary and secondary school teachers, special education and ESL teachers.

4. New initiatives in existing majors and courses:

a. On the graduate level: The entire graduate curriculum in English has been substantially revised, and the revisions will appear in the next catalogue. In particular, the M.A. option with a concentration in writing has been reorganized to concentrate on Composition Studies, in order to better meet the needs of secondary school teachers in the Bronx.

b. On the undergraduate level: The 1992 CUNY Chancellor's Academic Program Planning Proposal (known as the "Goldstein Report") has encouraged colleges to take a thoughtful look at under-enrolled or duplicated programs, and several departments have responded positively within the limited resources available. One such example is the Philosophy Department's development of a new major specialization in Ethics and Public Policy designed for students interested in examining fundamental moral questions through philosophical inquiry. In the Department of Art a new Specialization in Studio Art was approved in 1992.

An emphasis on the specific needs of many Bronx residents has led the Department of Romance Languages to develop a new course (Spanish 104) for students who have learned Spanish at home to help them make the transition to Spanish at the college level. Lehman is drawing more and more students from recent immigrants to the borough from Francophone countries in the Caribbean and Africa, and as a result two new distribution courses in Francophone literature have been developed, one in English for non-majors, French 232, and one in French for Majors, French 320. In 1993-1994 a major initiative in program enhancement is the anticipated joint appointment with Brooklyn college in Francophone Studies. In concert with Brooklyn faculty and the Graduate School, the Department of Romance Languages at Lehman has started a CUNY Consortium of Francophone Studies.

Students in the Department of Speech and Theater are working with BronxNet, the borough's public access television station. This video production group is located on campus, in an arrangement that offers students hands on training in exchange for studio space. Students have already produced a 15-episode dramatic series called "Raven's Nest." Faculty resources in mass communication have been enhanced by the appointment of an acting director, and a second appointment has been made with BronxNet partially funding a substitute position. It is expected that searches can be mounted for permanent positions over the next two years.

The Departments of History and Classical, Oriental, Germanic and Slavic Languages in 1993 consolidated a major in Classical Culture. Another new collaboration in the Division of Arts and

Humanities is the sharing of a new faculty member by History, Classics, and the Bilingual Program while the ESL Program is currently searching for an Assistant Professor in cooperation with the ESL Program at Brooklyn College. The Dance Program has established a cooperative relationship with Hunter College in Dance Education.

In the fall of 1995 a foreign language consortium of Lehman, Manhattan College and the College of Mount Saint Vincent will begin operation with limited cross-registration of students in several languages: Japanese, Russian, Chinese, Greek, Latin and German. This consortium also involves the first step in a new international collaboration with Shanghai Teachers' University. In the 1994-95 academic year, a Visiting Professor of Chinese (grant funded) from Shanghai Teachers' University will be at Lehman where he will give introductory courses in Chinese language, and courses/lectures in Chinese culture and literature, which will be open to students from all three colleges. The Professor will be provided with room and board by Manhattan College.

The Physics Department has offered a collaborative major with Hunter College since 1991, and is exploring the same idea with City College at this time. The Department of Chemistry has obtained a National Science Foundation (NSF) grant to run a developmental freshman chemistry program. Over the past two summers an experimental course, Problem Solving for Physical Science, was offered jointly with the Physics Department. The Department of Chemistry is also in the process of negotiating an articulation program with Manhattan College, and the Division of Natural and Social Sciences (through the Departments of Physics and Chemistry) is attempting to establish an articulation agreement with Turabo University in Puerto Rico.

The Department of Psychology's Minority Institution Research Development Program proposal was funded by the National Institute of Mental Health for three years, beginning in September 1993. This project, funded for approximately \$764,000, is training minority students to take advantage of opportunities for doctoral level research careers in mental health.

5. Future Departmental Initiatives: The Department of Art is developing a new major in computer graphics and has already received some grant funding in this area. There is a collaboration program between the Art Department and the Department of Mathematics and Computer Science to strengthen computer graphics teaching and application, and the two departments plan to share a joint appointment. The Department of Romance Languages has placed a number of students as interns for Hispanic newspapers, and the department has developed a proposal for a multi-lingual program in mass communications (broadcast and print media) which would involve the English, Speech and Theater, and Romance Languages Departments. In response to the Academic Program Planning initiative from the CUNY Central Office, a search is underway for a joint appointment with Brooklyn College for a Professor of Francophone Literature. The Department of

Geography and Geology is in the second year of planning an inter-departmental major in Environmental Sciences with the Departments of Biology and Chemistry. The College is also working on a collaboration program in Geology and Environmental Sciences with City College. A BA Program in American Sign Language/English Interpreting is being planned in collaboration with CUNY's La Guardia Community College. This will involve Departments of English, Romance Languages, Classical, Oriental, Germanic and Slavic Languages, Linguistics and the Program for the Deaf and Hard of Hearing.

6. New Outreach Programs:

a. The OFFICE OF CAREER SERVICES AND COOPERATIVE EDUCATION developed a Community Service Internship Program funded under a FIPSE grant in 1988. This initiative launched the College's community service program, facilitating placement of students in community-based agencies and the start up of the Observer newspaper project, which is run by Lehman students with staff assistance and serves the Kingsbridge and Fordham sections of the Bronx. Additional funding has supported continuation and expansion of the program, which now includes high school students involved in the newspaper project, as well as adult learners from Lehman's Adult Learning Center of the Institute for Literacy Studies. Additional funding has permitted the participation of college students in the research and development project which is attempting to qualify Fordham Road as a Business Improvement District (BID) under governmental guidelines.

b. The CENTER FOR SCHOOL/COLLEGE COLLABORATIVES has established a system of Science/Mathematics linkages which extend from kindergarten through the CUNY Ph.D. in Biological Sciences. The following programs in this center have been put in place since our last report to the Middle States Association:

1. The Dwight D. Eisenhower IIA program brings an innovative, experiential, project-based approach to the teaching of science to fourth through sixth graders. It began in the Summer of 1990, is federally funded through the New York State Education Department, and is staffed by faculty from participating Bronx schools.

2. The Math and Science Through Excellence in Research Program also began in the Summer of 1990. This program provides honor, average and at-risk students in grades nine through twelve with a thematic, real world approach to science and mathematics in areas such as forensic science, environmental science, ecology and architecture. Both Lehman College and high school faculty collaborate on curriculum development and delivery of instruction. Lehman's Departments of Chemistry and Biology are participants.

3. The Alliance For Minority Participation in Science came into being in 1992 with a \$5 million NSF grant sponsoring activities at most CUNY campuses for CUNY students. At Lehman, the main thrust of this program is the support of a science learning center for students in

mathematics, physics, chemistry and geology, where tutoring and some fellowship support is available.

c. In 1993-94 an NSF grant of \$175,000 to the College made it possible to implement a program of TEACHER PREPARATION AND ENHANCEMENT. During summers, this program will introduce teachers to an experiential approach to teaching mathematics and science. During the academic year, under the auspices of this program, a two-semester sequence of courses is being offered on an experimental basis to determine if the needs of beginning physics and chemistry students can be better served than they are at present by our CORE 106 and CORE 108 courses.

d. Another new Lehman initiative was funded by a \$500,000 HUGHES MEDICAL INSTITUTE grant this year. This program for selected high school students begins the summer before they enter their junior year, and continues through their sophomore year at Lehman. Opportunities for research are provided. Student support includes faculty mentors, student tutors and a computer-equipped study center.

e. The NEW YORK CITY MATH PROJECT, funded by NSF and the New York City Board of Education is a K-12 staff development program to upgrade the quality of mathematics education in public elementary and secondary schools in New York City. Since the summer of 1988, it has been training a network of teachers of mathematics to provide leadership in effecting meaningful curricular and pedagogical change. At present, there are 73 teachers from 33 public schools now actively involved in the project.

f. The TEACHER OPPORTUNITY CORPS began in 1992 to assist minority students who are uncertified elementary school teachers to obtain certification and earn a Masters degree from Lehman College. Teachers on sabbatical provide mentoring and counseling support is also given. The Lehman model is being replicated as an exemplary program in other regions of the state.

g. This year, THE BRONX EDUCATIONAL ALLIANCE, a consortium involving Lehman, Bronx Community College, Hostos Community College, local school districts, the Ford Foundation, and the Urban Partnership Program, was started to help students from high schools and two-year colleges make the transition to the demands of a four-year college.

h. Also, THE CUNY WORKFORCE DEVELOPMENT INITIATIVE PROGRAM, supported by Governor Cuomo in the 1993-94 executive budget, is designed to increase the science and mathematics preparation of pre-service elementary school teachers. A full-time substitute faculty line is currently funded for this purpose in the Department of Early Childhood and Elementary Education.

i. THE SOUTH BRONX HIGH SCHOOL/LEHMAN COLLEGE PHOENIX 1000 PROGRAM, established in 1989, is aimed at improving students' motivation and ability to remain in and graduate from high school and to enter the work force or to go on to post-secondary education. This replicates and extends a successful partnership among Lehman, South Bronx High School and The South Bronx Overall Development Corp.

j. THE NORTHWEST BRONX EDUCATIONAL PARK, involving Lehman College, DeWitt Clinton High School, Walton High School and The Bronx High School of Science came into being in 1993-94. This new initiative reinforces the idea that improving the quality of high school preparation for post-secondary schooling requires a focussed and long-term effort of building collaborative connections among the educational institutions in a community. It will increase communication between Lehman and each of the high schools, as well as identify needs and problems and enable the group to plan jointly how to address them, and to generate new programs. A "Bridge to College Program" has already begun, with support from the Ford Foundation Bronx Educational Alliance Project, which will enable selected high school juniors and seniors to enroll in some college courses, which is one of the most effective ways to support the transition to college.

k. The OFFICE FOR INDIVIDUALIZED AND CONTINUING EDUCATION has developed five major initiatives that have contributed to new opportunities for program development and/or funding. The Adult College Bridge Program prepares health care workers of Local 1199 of the Hospital Employees' Union for admission to college through counseling, educational assessment and course work. A Health Information Technology Program offers both contract-funded and community service programs. The Immigrant Medical Technologist Program provides retraining for immigrants and has expanded into the area of programs for refugees and asylum seekers. An academic enrichment and personal development program, The Academy of Health Saturday Enrichment Program, offers courses to Taft High School students. This program paved the way for Tech Prep, a program funded under the NY State Vocational and Technical Education Act that provides a transition from high school to post secondary education for students preparing for allied health fields. The Center for Language Development provides a range of Reading/Writing courses for native English speakers as well as levels of English as a Second Language for non-native speakers.

D. Faculty

1. Faculty Development: One of the concerns expressed by the visiting team was that of faculty development. Specifically the team felt the "opportunities for faculty development are ... too unevenly distributed and too few, especially with respect to junior faculty." The team recommended that "the college place the seeking of additional funding for faculty development as a major need among its priorities." The College has undertaken important initiatives in this direction in the last five years.

As of fall 1991, grant recipients and their respective academic departments receive a portion of the non-tax levy dollars generated by their grant overhead charges. These dollars may be used for equipment, supplies, conference travel, research assistants, and adjunct teachers. These funds also allow faculty to engage in development activities of their choosing.

The College has also organized a variety of faculty development programs and opportunities in order to help faculty realize their own research and personal goals, and also to better

prepare them as teachers in areas such as CORE, Composition, or advisement, which may be outside the area of their research expertise. Among the programs which have been ongoing for several years are the following:

a. Brown Bag Research Luncheons: At these luncheons, held in the Faculty Lounge in Carman B16, faculty members present their research findings or research designs to their peers, often prior to a paper presentation at a national or international conference. Faculty members across the College attend, and discussions following the presentation are often interdisciplinary in nature.

b. Faculty Training Seminar for Advisement: Twice yearly the academic advising staff offers faculty a seminar on the process of advising new freshmen and transfer students at registration. The faculty members, who serve as volunteer advisors during registration, are given an overview of the curriculum and the advisement process. This seminar helps to develop a working relationship between the departments and the advisement office and, as a result, matters of academic policy are better understood by faculty across the College.

c. Computer-Assisted Instruction in Nursing: This program introduces computer-assisted instruction for use by faculty as a retention tool for disadvantaged nursing students. Faculty members meet both in a seminar format and individually to learn about a variety of computer-assisted instruction (CAI) programs. These programs help students with test taking, review of course materials, and preparation for clinical instruction. Faculty members are assisted with integrating CAI into their classes.

d. Freshman Year Initiative: Integral to the Freshman Year Initiative project is the development and training of faculty, advisors, and counselors in order to devise and redefine an interdisciplinary cluster of courses in tandem with an innovative mentoring structure. A central goal of the project--to empower students to see "relationships" in the educational experience--becomes the organizing principle of weekly faculty meetings throughout the year. Advisers, counselors, and faculty meet regularly to discuss their respective roles in creating a comprehensive support structure for freshmen in their critical first year.

e. Prefreshman Summer Program: At the heart of the academic design of this project are the weekly faculty workshops from April through July out of which emerge rigorous curricula, creative course pairings, and a coherent plan for the strategic delivery of skills. Committed to these common objectives, faculty members collaborate on pedagogical approaches and strategies as they share expertise and experience. The operative mechanism in development is a shared sense of program mission.

f. In 1993, the Provost initiated a new series of Faculty Focus Groups for the purpose of drawing together faculty members with similar interests from a variety of departments to work on areas of importance to the college. A number of faculty members have entered enthusiastically into these groups and have already

made significant progress. At the present time, these focus groups include a Speaker's Bureau, the Brown Bag Research Luncheons group, a New Faculty Orientation group, a High School Teach-ins group, a Faculty Development group, a Women's Issues group, and a group to plan for faculty administrative internships.

The New Faculty Orientation group has held orientation meetings for all new faculty members. The Faculty Development focus group has prepared and distributed an anonymous questionnaire to survey faculty interests in five areas of development activities: Curriculum and Teaching, Research and Publication, Interest in Faculty Enhancement Activities, Working with Colleagues, and personal background data. The results of this survey will be used to plan faculty development activities. This focus group sponsored a Faculty Development Conference "Ending Pedagogical Solitude at Lehman College" on May 20, 1994 with a guest speaker and panels and workshops designed by faculty for faculty. The Women's Issue focus group is involved in reorganizing the Women's Studies Program at the College.

g. In addition to faculty development programs run by the college, Lehman faculty members have been able to take advantage of several programs sponsored by central University offices. The University Affirmative Action Office sponsors a continuing faculty advancement program for CUNY faculty members close to completion of their Ph.D. Participants meet once a week for six weeks during the summer, and once a week during the fall and spring semesters. They receive three hours released time per semester to participate in the program. Since the program was established in June 1989, seven members of the Lehman faculty have participated.

The CUNY Office of Academic Affairs regularly sponsors faculty development seminars which are publicized and made available to all CUNY faculty. One example, the Writing for Publication Seminar, is a hands-on interdisciplinary seminar which includes the writing, critiquing, and discussion of professional papers, with the aim of improving opportunities for publication. Since the Writing for Publication seminar was established in 1987, five faculty members from Lehman have attended. A new seminar on Grants and Proposal Writing was established this academic year.

2. Faculty Prizes and Awards: In addition to increased opportunities for faculty development in research, curriculum, and teaching, the College has expanded its institutional recognition of faculty achievements in these areas. Faculty awards have been created to recognize and encourage excellence in both teaching and research. In order to highlight the importance of teaching at Lehman, in 1991/92 the college added two additional Teacher of the Year Awards to the single Teacher of the Year Award regularly presented at Commencement. In 1992/93 the award was renamed the Award for Excellence in Teaching and was again presented to three faculty members. In addition, in order to stress the importance of innovation and creativity in

teaching, the college created in 1991/92 five new Innovative Teaching Strategies and Creative Curricular Design Awards. Research was also recognized and encouraged by the creation of three new Research and Scholarship Awards. These new awards were first presented at Commencement in June 1992. In order to encourage newer faculty members, in 1993 the three awards were split into two categories, with one award reserved for new faculty and two for senior faculty. Finally, a new Service Award was created in 1991/92 and has been awarded to two faculty members.

3. Affirmative Action: One of the major concerns of the visiting team was a sense, shared by the College, of "a need to reaffirm institutional commitment to social equity and affirmative action." The College has been fully committed to this goal and, within the severe restraints on the ability to hire new faculty, has made progress. The University as well has mandated a number of initiatives university-wide that additionally support Lehman's efforts in this direction.

a. The President's Advisory Committee on to Promote Pluralism and Diversity In 1988, the Board of Trustees of The City University of New York mandated that each CUNY college establish a committee on pluralism and diversity. The committee established at Lehman has a faculty chair and 12 committee members, who represent faculty, administration and staff. Membership reflects the cultural/ethnic makeup of our faculty and staff population. The committee meets once a month, with sub-committees that meet every other week. The committee has co-sponsored lectures and programs acknowledging the contributions and celebrating the uniqueness of different ethnic groups on campus. The committee members spent time this past year re-assessing their mission and objectives and evaluating alternative strategies they can employ to become more effective facilitators of communication and agents of change. The committee will continue sponsoring and co-sponsoring programs and special events but they are laying the foundation for projects that will foster an inclusive campus climate, improve communications on campus, and strengthen campus and community relations. These objectives will be achieved, in part, through the expansion of communication channels and providing skills development opportunities for students and staff. The Committee currently is in the process of developing a comprehensive proposal to address the issues surrounding diversity.

b. Affirmative Action Officer The team recommended the acquisition of expertise to assist the College in moving toward its affirmative action goals. Previously, compliance activities were divided among several individuals and for over one year, the person serving as the Affirmative Action Officer was in an acting capacity. Progress toward implementing this goal was realized in the 1992-1993 academic year when the President of Lehman College formed a committee to search for a full-time Affirmative Action Officer. In August 1993, Dawn Ewing Morgan was appointed the Affirmative Action Officer and all compliance functions are now

coordinated by the Affirmative Action Officer. Prior to her appointment, Mrs. Morgan had served as Equal Employment Opportunity Officer for a large mayoral agency and was employed by the New York City Commission on Human Rights, first as a Human Rights Specialist, then as the Supervisor of the Complaint Intake Division. Mrs. Morgan, who reports directly to the President, is responsible for ensuring Lehman's compliance with Federal, State and City equal opportunity laws and with regulations such as Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

c. Personnel Activities Appointments, to a large part, have been to replace staff lost through retrenchment and early retirement. Approximately thirty full-time faculty have been appointed to the professorial rank since 1989, over half have been female while members of the federally designated protected classes comprise one third of the appointments. Italian Americans have been designated a protected class by The City University of New York; this group represented 17 per cent of the new hires. Of the forty-nine administrative personnel hired, 39 per cent are female and 44 per cent are from the protected classes. Italian Americans constitute 12 per cent of the administrative appointments. Although underutilization has not been eliminated, the appointments indicate that good faith efforts are being made to improve the representation of the protected classes in the College's workforce.

d. Affirmative Action Plan The utilization analysis and other workforce data appear in the Affirmative Action plans prepared annually by the Affirmative Action Office. Copies of the Affirmative Action Plan are available in the Office of Affirmative Action, Personnel Office and the Reserve Section of the Library for review by faculty, staff and students. In addition, the utilization analysis and other pertinent sections of the Plan, with explanations, have been disseminated to the senior College officers so they can evaluate the impact of the personnel actions on the divisions under their jurisdictions. These data are also being shared with administrative directors, department heads and other personnel with hiring responsibilities so they can develop recruitment strategies that are sensitive to CUNY/Lehman affirmative action policies and procedures, and will help generate a diverse pool of candidates.

The majority of the reductions in the size of the full-time faculty came from early retirement initiatives; the college has no control over which faculty take advantage of these opportunities. Nonetheless, in the few faculty replacement lines which the college has been allowed to fill, there has been a vigorous effort to reach out to protected categories, which in CUNY also include Italian Americans. The result is seen in the margin of increase in representation of these groups. The college will continue its commitment to affirmative action programs. The hiring of a full-time Affirmative Action Officer is both a sign of that commitment, and an assurance that it will

be fulfilled to the degree that the College is allowed to make new hires.

E. Plant, Equipment, and Resource Enhancement

1. The most significant plant enhancement is the new Athletics and Physical Education Complex (APEX), which opened in spring 1994. This multi-million dollar state-of-the-art complex has already provided an influx of improvements, including refurbishing of the playing fields, the laying of an outdoor track, and five new outdoor tennis courts. In addition to courts for basketball and racquetball, it houses dance studios, an olympic size swimming pool, and state-of-the-art exercise equipment.

2. Second in importance is a system that now allows computerized registration (still evolving) and information retrieval. The University refers to the student data base as SIMS -- Student Information Management System. Locally the data base is referred to as 'CLASS' -- Computerized Lehman Administrative Student System. The student data base is the newest part of the system and consists of a modern integrated data base constructed with Computer Associates' IDMS product. The University developed the system and provides continuing applications and maintenance support to the college. The institutional research data base was established in 1992 and consists of data on students, personnel, budget, and programs. The data consists of a library of mainframe tape cartridges and a series of programs for manipulating the data and producing reports. For the most part the data covers the period from 1988 to the present. The college's Office of Institutional Research maintains the data base and develops applications for it. The College's Computer Center administers the system and produces specialized applications for local use. Currently the student data base consists of the following components: admissions, skills assessment, registration, records, financial aid, and billing.

3. Future building: A new academic computer center (\$11 million) is included in the Governor's FY 95 budget allocation for CUNY. If approved, as expected, by the State Legislature, construction will begin in 1996.

Requests for major renovations of three of the College's original buildings (Old Gymnasium, Davis and Gillet) and the replacement of four temporary buildings are included in the May 1994 review and update of the Lehman College Master Plan (see appendix 5).

4. New facilities: The Biology Department has a new Greenhouse and there are also four new computer labs--in English Composition, Sociology and Economics, Chemistry, and Psychology.

4. The Library has made use of automation to offer a number of improvements in service and access. Lehman has joined CUNY+, the university-wide automated integrated library system which includes a public access automated catalogue and a university-wide circulation system. Restructuring of the acquisitions budget and new funds made available by the college have enabled

the Library to subscribe to several full-text periodical databases. In addition, in 1992-93, in recognition of the previous reductions to its operating budget, the President allocated \$100,000 from the College's non-tax levy account to purchase of books and much needed equipment. The Library has developed a CD-ROM LAN which gives students and faculty access to ERIC, PsycLIT, CINHAL, MLA, and several other databases.

During the fall 1993 semester the President provided special funds to connect the Library to the campus ethernet backbone, and in the spring semester the CUNY Central Office provided \$25,000 to connect five departments to the Library LAN through the ethernet backbone, giving faculty and students remote access from departmental offices and classrooms.

Because of the increasing classroom use of video by the faculty, part of the additional funds were used to substantially upgrade the Library's video collection and to purchase video projectors and large-screen TV monitors for classroom use. We have begun to explore multi-media technology, and are planning to acquire workstations and a collection of materials designed to support the college's CORE curriculum.

In an effort to address the lack of library research skills among entering freshmen, we have developed an innovative program in bibliographic instruction for area high school students. During the spring semester 1994 the Library received \$10,000 from the CUNY Central Office to bring senior English and Social Studies classes from three area high schools to work with librarians and specially-trained student tutors.

F. Developments in Student Life and Retention

There are significant developments since the previous evaluation in the area of student services.

1. Facilities: Since 1988 we have refurbished the Student Life Building in order to provide a more pleasant environment in which students can pursue extracurricular activities. In Summer 1994 a new roof will be installed in the Student Life Building. These improvements were among the recommendations made at the time of the last evaluation. In 1993 we refurbished the Student Cafeteria as well and brought in a new catering service. Also the new Athletics and Physical Education Complex will greatly add to the facilities available not only to students but the entire Lehman community.

2. Of major importance on campus is the establishment of a new Student Health Center as an essential service to students. Funded by student fees, the Center is available to students as a source of information on personal health matters. Providing for the administration of vaccines, the Health Center has been helpful in helping students to comply with State of New York immunization regulations. Run by a Nurse Practitioner licensed to administer prescription drugs, it is also a primary care facility for many of our students who, otherwise, may not have the funds to pay for basic medical attention.

3. In 1992, Student Information Center was established to improve the lines of communication among administration, faculty

and students, and also to create networking between Lehman and its community. In particular the Center was established to meet the needs of the evening students who do not have access to certain campus services during the evening hours. It distributes information on a wide range of subjects--from administrative matters such as admissions and schedules of classes, to available social services, to student newspapers and magazines and to other extra-curricular activities.

4. New Student Services: An important health service, the peer counselors, under the guidance of the College's clinical counselor, are active in disseminating crucial information about alcohol, drugs, and AIDS awareness.

The Division of Student Affairs has created a new orientation program on Saturdays, organized as a set of workshops for prospective students to learn about financial aid, student life, majors, academic requirements, and the value of a liberal arts education. Parents are now invited to participate. Precisely because college is a new phenomenon for many families, the orientation enables parents to understand the types of demands that will be placed on their children.

For the past few years, the Division of Student Affairs has held a weekend Student Leadership Conference each Fall at an off-campus site. It has proven to be highly productive, providing leadership training, decision making, and group dynamics. The workshops that deal with conflict resolution are fundamental for the students' personal and professional development. Because quality of life affects retention, we believe both orientation and the Conference will prove to be positive forces.

5. Student Development: The Office of Student Development was created in September 1990 in order to coordinate better a number of out-of-class activities and experiences for students. Student Development includes several offices that were previously administered separately: Career Services and Cooperative Education, Student Life Building, Counseling, and Student Activities. Also available are several special competitive programs:

a. The Diamond Fellowship Program: This is a two-year honors program that aims to attract talented minorities into doctoral programs and encourage them to pursue careers in university teaching and research. Underwritten by a grant from the Aaron Diamond Foundation, this program provides a support and developmental structure extending from the end of the sophomore year and continuing through the junior and senior years.

b. Minority Participation in Graduate Education: Twelve students participated in this program in 1992. A project in Bronx Studies was its focus. It included an intensive summer session during which students, overseen by faculty mentors, acquired research skills and wrote a literature review for an academic-year project involving primary as well as secondary research, and a two-semester, academic-

year mentorship during which each student wrote a scholarly paper and prepared and delivered a symposium presentation.

c. Alliance for Minority Participation in Science:

Lehman is one of four City University of New York senior colleges participating in the NSF Alliance of Minorities Program in the Sciences (AMPS). The program is designed to increase significantly the number of minorities in science and engineering through program enrichment. The five-year, \$6 million grant began in January, 1993. Program activities are aimed at building more effective instruction in science and mathematics and at enhancing student skills, motivation and self-confidence.

6. Advisement and Retention:

a. In September 1993, Lehman College, as a college of The City University of New York, began the phased implementation of the Chancellor's College Preparatory Initiative (CPI). Conceived as a partnership between the University and the New York City Board of Education, the initiative is designed to strengthen the preparation of high school students so that they graduate prepared for college or ready for the world of work. Over a seven-year implementation period, the initiative requires the completion of a gradually-increasing number of high school academic units of all students entering CUNY. Students who do not meet the stipulated number of academic units are still admissible but they must make them up with equivalent college courses for which no credit is given toward a degree.

In the Fall of 1993 Lehman began to inform entering students about the CPI requirements and established how students deficient in any units would satisfy the requirements in Lehman course work.

b. As nationally indicated, academic advisement is one of the most crucial elements in retention. The Office of Student Advisement utilizes retention strategies for the traditional as well as the non-traditional at-risk students through advisement. We believe in early intervention in the form of call-ins, whereby students who are experiencing academic difficulties in one or more courses are brought in for advisement. Students who are dismissed for poor scholarship and whose appeal for continuance is granted must sign a probation contract. Contracts specify the terms of probation, including required attendance at a group meeting and an individual conference with an advisor. The purpose of intervention is not to intrude into the personal lives of students but to improve retention. Many --primarily first generation, commuting students-- need both group and one-on-one contact with College staff and with each other. This experimental initiative has proven successful. Each year at least 75% of students on contract reach the minimum retention standard.

c. Advisement in general has been enhanced by the new SIMS computerized system for student information. Advisors are now able to see a whole transcript electronically and have much more

information available, which increases the accuracy and effectiveness of advising.

7. Student Awards for Excellence: The Division of Arts and Humanities in 1994 established three awards of \$250 for "full time Lehman students in good standing who are majors in programs in Division of Arts and Humanities, or who have consistently demonstrated outstanding achievement at an advanced level in Arts and Humanities."

**SECTION IV
EVIDENCE OF CONTINUOUS
INSTITUTIONAL SELF-STUDY AND PLANNING**

The visiting team noted in its final report that the College needed "to integrate more closely the various planning activities now under way at the College" and supported the Self Study call for an Office of Institutional Research. In addition, the team confirmed an issue cited by the College: difficulties of long-range budget planning. In the past five years the College has had a number of important initiatives that have made and will continue to make the issues of ongoing self-study and long-range planning part of the normal operation of the College.

A. Office of Institutional Research

Perhaps most significant has been the appointment in 1991 of a full-time Director of Institutional Research, Mr. Claude Cheek. The director reports to the college's provost and works on a wide array of projects, ranging from budgetary and enrollment analysis to program evaluation. He also responds to many requests for statistics and information from within and without the college, and maintains an electronic data base of information relating to students, personnel, curriculum, and budget. A one-person office of institutional research is, of course, limited in what it can accomplish, but the office has been able to provide a steady stream of basic statistics and occasional short reports and surveys.

1. The College's management information system consists of a student records data base on a IBM mainframe computer on the campus, and a personnel data base and a financial accounting data base on the University's computer in Manhattan. Extracts from these data bases are taken at regular intervals and comprise the college's institutional research data base, which is also kept on the university's computer.

2. Freshman Year Initiative Evaluation In October 1993, the Office of Institutional Research did an evaluation study (appendix 6) of the new Freshman Year Initiative, described in Section III. The evaluation covered the years 1992-1993. The results were very promising. Students in the program completed their first year of study with grade point averages that were on the whole three-tenths of a point higher than those for students in the control group. (Program students averaged a G.P.A. of 2.90; control group students, 2.60). Moreover, the second-year return rate for program students is noticeably higher than that

for control group students--67.6 percent versus 60.4 percent. Since the Freshman Year Initiative has as its main goal the enhancement of retention these initial results are very satisfactory. Of course, there will be follow-up evaluations which will track students to graduation and the full impact of the initiative on retention will not be visible for several years.

3. Enrollment patterns over past five years and projections for the future Between 1988 and 1993 Lehman's enrollments rose by an average of just under 3 percent per year, even as New York City's high schools graduated fewer and fewer students. The College was able to increase its enrollments of re-admitted students and of new transfer and new graduate students, effectively offsetting losses in new freshmen (see appendix 7). The College was also helped by higher tuition charges that encourage students to take larger programs (15-18 credit hours) in order to increase credit accumulation and to graduate sooner.

Enrollments increased approximately 15 per cent over the last five years but are unlikely to grow as quickly over the next five. Enrollments of re-admitted and new transfer students appear to have peaked. Graduate enrollments, though up in 1993, are not expected to go higher soon. (Two-thirds of the graduate increase is in education. Much of the education increase is occasioned by new teacher certification requirements. About half of the additional education enrollment comes in the form of non-degree students taking professional training in courses paid for by outside agencies. It is questionable whether these sources can sustain additional increases in graduate enrollment.) Total enrollment (measured in credit hours) rose only slightly in 1993. Most important, the decline in freshmen enrollment shows little sign of slowing.

Since 1989 the number of Bronx high school graduates has declined slowly but steadily, decreasing 16.7 per cent, or an average of 3.3. percent per year. Initially, the college was able to buck this trend, and in 1989 and 1990 substantially increased the number of freshman it admitted. But thereafter the tide turned, and freshmen admissions dropped sharply. In the three years between 1990 and 1993, enrollment of new freshmen dropped over 20 per cent. (See appendix 7)

As the Bronx market has declined, competition for Bronx high school graduates has increased. Graduates of public high schools are the largest segment of the Bronx market, and, of course, the largest segment of each freshmen class. (See appendix 7). The college's share of this market segment fell approximately 5 per cent between 1990 and 1992. Most of what the college lost, it lost to other CUNY colleges. Between 1990 and 1992 these other CUNY schools increased their share of the pool of Bronx public high school graduates by about two-thirds of what Lehman lost. To address this phenomenon, the Office of Admissions has hired a new recruiter and a second one will be hired in 1995. The CUNY Office of Student Affairs is working with Lehman staff to improve the College's outreach to schools in the Bronx, and is also

providing financial resources. A new Lehman Viewbook and poster was designed, printed and distributed to area school counselors with the help of CUNY Central Office. A focus group of faculty and staff has been meeting for several months to come up with strategies for wider outreach into lower Westchester County high schools, which are seen as a potential source of students for Lehman.

Projections by the New York State Department of Education forecast an upturn in the numbers of graduates of New York City high schools, averaging seven-tenths of one per cent per year through 1999. This anticipated increase should stabilize the college's enrollments and perhaps even foster a slight growth. During the five year period beginning Fall 1994, the college's enrollments are expected to rise modestly--between two and five per cent. The estimate assumes a small increase in the pool of high school graduates and no change in the college's share of its market.

4. In terms of persistence rates for full-time freshmen entering Lehman, the Office of Institutional Research has generated some figures that indicate a fair degree of stability. Students entering the college as full-time freshmen stay an average of six terms. For full-time freshmen entering Lehman since fall 1986, the four-year graduation rate is just 2 per cent, but the five-, six-, and seven-year rates are appreciably higher --thirteen, twenty-two, and twenty-four per cent, respectively. This reflects the financial needs of the student population --many must work to support themselves and their families. Combined with other pressures, this translates into students taking longer than the four years to graduate. (For example, 7 per cent of the fall 1986 cohort was still in attendance in the fall of 1993, while 4 per cent was in attendance elsewhere in the University six years later.) Students may sometimes attend full-time and then drop to part-time, or they may drop out altogether and re-enter at a later date (see appendix 8). This pattern of student enrollment, and its implications for retention efforts, is standard for almost all colleges in the City University; thus, Lehman's retention statistics are not that different from other institutions within the system.

5. Statistics generated by the Office of Institutional Research show that, in absolute numbers, graduations for 1992-1993 are the highest they have been since 1988 for both graduate and undergraduate degree recipients. (See appendix 9)

B. Evaluation of CORE Curriculum

As the original Self Study indicated, the College engaged in an evaluation of the CORE Curriculum under a FIPSE Grant. That evaluation has been completed and the report of the Lehman College Committee to Evaluate the New Curriculum was presented to the college community in October, 1992. The evaluation centered on two questions:

1. Are students who complete the core and distribution courses prepared for subsequent college work, and are they better prepared than students who do not take these courses?

2. Does the new curriculum adequately prepare our students to comprehend, analyze, and write about intellectual matters?

The evaluation is mixed. Most students surveyed felt that the core and distribution courses do serve as useful introductions to later course work. Students did not rank all courses equally, however, and did rate some courses negatively. Two-thirds of the faculty believe the new curriculum serves at least satisfactorily in introducing students to later courses, but most of the faculty also feel that students are not adequately prepared for those later courses.

As part of its evaluation, the committee drew upon students' responses to two writing exercises given to students who had taken the core and distribution courses, as well as to students who had not. Analysis of the responses also yielded mixed results. While the new curriculum seems to help students in their first year of study, it seems to have no effect upon students' performances after the first year. Beyond the first year, students who have taken the new curriculum are indistinguishable from students who have not.

In conclusion, the committee notes that while "most Core courses received positive ratings," a considerable gap remains between students' performance and the faculty's expectations. The committee's chief recommendation is to raise the goals of the new curriculum (the development of critical intellectual and academic skills) to the level of an explicit requirement -- something apart from course work, but required for graduation. It is hoped that a renewed emphasis upon these goals, together with new requirements, will accomplish what the course work alone did not. (See FIPSE Report, Appendix 3).

C. Long-range Planning Committee

One of the first committees that the new President of Lehman College established was a Long-range Planning Committee, co-chaired by two full professors and ex-deans, and made up of 30 faculty members, students, and administrators. The Committee worked for one year and issued a report in February 1992 (appendix 3). President Fernández responded in writing in May 1992 (appendix 3), deriving from the report a set of priorities for the college. These included reaffirming the College's commitment to liberal arts education; supported a reduction and reorganization of administration as well as an enhancement of faculty development and a recognition of its role in governance; supported increased attention to student retention and progression; and committed the College to an upgrading of science teaching facilities as well as an enhancement of the college's multi-cultural population and international programs, and a broadening of its outreach and community programs. Many of these priorities have been addressed already, as described in the preceding pages.

The Long-range Planning Committee process has been institutionalized. A new faculty Long Range Planning Committee was established during the 1993-94 year including seven faculty representing all of the college's academic divisions who were elected at large by the faculty, and three students and two administrators appointed by the President. A subcommittee of this group submitted to the General Faculty meeting in April 1994 a suggested revision of the College's Mission Statement. The Lehman College Senate approved the updated Mission Statement in May 1994, which maintains the essential characteristics of the College as a liberal arts institution. (See appendix 15.) Further, the Long Range Planning committee will now act as the first review level for all curricular changes or additions and will work with the College P&B Subcommittee on the Budget to assess budgetary impacts of suggested changes or additions.

D. Departmental Self Studies

Lehman College has instituted a systematic academic program review in the form of departmental self-studies, one of the most important college-wide initiatives to emerge from the 1988 Middle States report. In 1991 all department or program chairs were sent a nine-page "Guidelines for Department Self-Study." In addition, \$5,000 was allocated to each participating department to cover costs which typically include a departmental retreat and the consultant fees of a team of three outside evaluators. To-date seven self studies have been completed: Physical Education, Recreation and Dance (PERD), Academic Skills, Speech and Theater, Economics and Accounting, Chemistry, Biological Sciences and Psychology. Art is almost complete, and eight others are scheduled to be finished the end of the spring 1994 semester. The Department of Nursing is undergoing N.L.N. accreditation in spring 1995. All self studies, including those from the remaining departments, will be completed by 1996 (see schedule, appendix 10). The cycle of self-study and external team evaluation will be repeated after all academic departments have been evaluated.

While particulars vary, the reports articulate with great clarity a specific program's mission, initiatives taken, and the problems still to be solved. It is fair to say that staffing -- the replacement of lines lost to retirement and attrition-- is the overwhelming problem facing all departments and programs. Although the "Guidelines" issued by the Provost's office helped insure uniformity in the final reports, departments undertook their self-studies in a variety of ways. Typical was the process established by the Department of Physical Education, Recreation and Dance (PERD). Its 15-member faculty, along with a conference facilitator, went on a one-day retreat. This was followed up by a transcript and outline of the proceedings which the department reviewed in small groups. At the end of this process three outside evaluators were retained, in effect one for each division: physical education, recreation and dance. As a result of the Self-study the program in Dance has moved to the Speech and Theater department and PERD has been renamed the Department of Exercise, Sport and Leisure Sciences.

While most departments followed the procedure used by PERD, the self-study process used by the Department of Specialized Services in Education (SSE) was a notable exception. SSE is a department within the Division of Professional Studies devoted largely to graduate training in reading, special education, and guidance. As with many other departments and programs, it has seen a dramatic loss of faculty (from 15 full-time lines to 9) in ten years. In preparation for the self study, the chair saw the process as an opportunity for the faculty not only to examine department's purpose and mission but to discuss "systemic" change as well. Through a series of weekly seminars, the new literature on literacy, feminist pedagogy, multicultural issues, and other cognitive areas was read and discussed in seminar-style weekly sessions. Thus, the department engaged in a process of re-educating itself. To further this end, the chair allocated money for the purchase of the books and other readings reviewed at the weekly seminars. This model established by Specialized Services in Education may prove to have considerable future benefit for Lehman during this period of resource reduction when departments and colleges will be forced to do more with fewer resources.

One of the key elements in this cycle of self-studies is the input from outside evaluators. Without their input the studies could quickly become self-serving. The external confirmation of departmental needs will aid the deans in evaluating fairly departmental budgetary and personnel requests.

E. Future Program Evaluations

A comprehensive review of the College's ESL and Bilingual Programs is scheduled for 1994-95. These programs, which began in the early 1970s, serve over 650 students, 80% of whom are Spanish speakers. Increasing numbers of students from other language backgrounds (Russian, Japanese, Chinese) are enrolling.

E. Financial Planning

1. Introduction Over the past five years, Lehman College's budget preparation and control functions, and its financial planning efforts have been consumed largely with implementing severe state-mandated budget reductions, while at the same time absorbing additional costs related to enrollment increases and normal economic inflation. Since the 1988-89 fiscal year, the College has cumulatively cut approximately \$7,800,000 from its operating funds (19% of its current budget), while simultaneously absorbing the additional costs related to an increase of 1,000 FTE students (an increase of 17% in FTE enrollment). The budget reductions were realized primarily through the elimination of 130 full-time employment positions, representing a 16% reduction in the College's full-time work force. While these reduced funding levels were achieved across the board, most were realized in functional areas that would least impact instruction and student services. Therefore, full-time general administration, academic support, and maintenance positions were reduced by 20%, whereas only 14% of full-time

instructional and student services positions were eliminated. In addition, the reduction in full-time instructional and student services positions was blunted by a corresponding increase of 27% in adjunct teaching hours, and the transfer of several "eliminated" positions to non-tax levy "soft" money.

The practice of "favoring" instruction during these years of fiscal retrenchment resulted in the amount of funds committed to instruction (expressed as a percentage of the College's total budget) increasing from 58% in the 1991-92 fiscal year to 60% in the current (1993-94) fiscal year.

2. New budgetary procedures In addition to the Faculty P&B Sub-committee on the Budget which now has input into allocations (described above), another change in the budgetary area is that the overall college budget has been decentralized in the past five years. The college is moving toward a model in which department chairs will have control over their annual adjunct budgets.

3. Financial projections For the most part the college's financial projections are a function of its enrollment. Almost all of the college's annual budget is funded with tax-levy monies. Appropriations from the state for operating expenses are based largely on enrollment. In times of financial difficulty the state may cut back somewhat on its funding. Over the last ten years the state (through the University) has funded the college based on a model and a formula for a student/faculty ratio of roughly 16 or 17 to 1. Although no CUNY college receives 100% of the funds generated according to this formula, we assume this funding formula and ratio will continue to be utilized by the State Division of the Budget and by the CUNY Central Administration.

SECTION V

FUTURE ISSUES AND CHALLENGES

A. Planning Now that it appears that funding levels have stabilized somewhat, the College can concentrate on developing structures for advanced financial planning and the allocation of resources. The Budget Sub-Committee of the Faculty Personnel and Budget Committee can provide the basis for developing such a structure.

B. Governance: Even though the new administrative team, in association with a number of faculty and student groups, has made a number of advances in the matter of college governance, governance remains an issue that continues to demand study and action. The way in which budgetary information and decision-making now involves a sub-committee of the Personnel and Budget Committee and the way in which the Long Range Planning Committee has been institutionalized in order to give it an ongoing role in planning and development indicate the direction the College will go in the future. The fact that the first action of the Long Range Planning Committee, the revision of the Lehman College Mission Statement, was successfully approved by the governing body also indicates that there is a new spirit of cooperation and innovative ideas in the College as a whole. Undoubtedly when the

the Faculty Committee on College Governance presents its report and recommendations in the Fall 1994 term, there will be not only many opportunities for discussion, but there will be as a final outcome significant changes in the governing structure of the College, in particular, changes which will enable the Lehman College Senate to function more efficiently.

C. Capital Improvements There are a number of needed capital projects, as outlined in the 1995-1996 Capital Budget Request (Appendix 5). The opening of the new Athletics and Physical Education Complex means that the college will need to decide what use to make of the Old Gym building. Other needed capital improvements include an upgrade of the Campus electrical service; the replacement of four temporary buildings; renovations and additions to Davis Hall to accommodate academic departments in the natural sciences, and a new bookstore; renovations and additions to Gillet Hall to accommodate social sciences as well as the Departments of Nursing, Health Services, Academic Skills and the Student Health Center; expansion of Child Care Center; the construction of a new Central Communications Station for an enlarged security/fire campus monitoring system; the development of a Multi-media Center that will serve as a focal point for audio, video and data communications throughout the campus, which the 10,815 gross square feet of space in Carman Hall (made available when the construction of the new academic computer center is completed) will be able to accommodate. In addition, there is a plan to establish a Learning Center to expand the work of the Writing Center; this project is awaiting funds, currently being sought from government grants.

D. Affirmative Action The affirmative action program will be enhanced through the use of the TEAM approach; Training, Education, Accountability and Monitoring. This approach, coordinated by the Affirmative Action Officer, utilizes the collective resources of the College Officers and other personnel to encourage institutional change. A strong emphasis is placed on developing the knowledge base and skill level of personnel responsible for search activities before they engage in the recruitment and selection process; information to educate faculty and staff about the goals and objectives of affirmative action, equal opportunity and diversity will be regularly disseminated through College communication channels; the executive officers, chairpersons and directors of administrative units will have a more expanded role in developing goals and objectives and implementing the affirmative action plan; and the feedback loop between the Affirmative Action Officer and College Officers will be strengthened.

E. Initiating regular assessments of all programs This remains a strong goal for the College. We have begun the task with the appointment of the Institutional Research Director and the initiation of academic departmental self-studies and external reviews. However, much of the assessment remains to be done. For example, in its 1988 report the Middle States evaluation team recommended that the college "undertake a more systematic

approach" to the assessment of its basic skills programs. The College spends a considerable portion of its budget to remedy deficiencies in the basic skills of its undergraduates. Approximately 70 percent of entering freshmen take at least one remedial course in their first term; approximately forty percent take at least two. Fully 17 percent of all the classroom hours of all undergraduates are in remedial subjects.

In proportion to the remedial activities within its walls, the College has to date not been able to devote a large amount of its resources to assessing these activities. Lehman has made progress towards this end, however. In the last five years two studies have been conducted on basic instruction in reading, writing, and mathematics. One was a departmental self-study by the Department of Academic Skills, a broad review of the department and its programs. The other was an evaluation of the early stages of the Freshman Year Initiative, conducted by the Office of Institutional Research (Appendix 6), but there has not been any formal study of basic instruction in mathematics. The previously mentioned upcoming evaluation of the ESL and Bilingual Programs in 1994-95 is one of the most recent moves in this direction.

Even with limited resources, the College will redouble its efforts in the next five years to regularly and systematically gather descriptive statistics on the effectiveness of its programs, a task that will be carried out by the Office of Institutional Research. On the assumption that the CPI (College Preparatory Initiative described above) will lead to a higher pass rate in the Freshman Skills Assessment Program, every two years, as the CPI requirements increase, the College will analyze the data on incoming freshmen to determine how the increasing graduation requirements in the high schools affect our students.

Formal studies might also be done more often, even if doing so means adopting shorter formats. A series of small studies, tightly focused on pre-defined questions, may prove to be more useful than the occasional large review.

* * * * *

It has been an exciting and challenging five years since the Team Visit in 1988. With the appointment of a new president, Lehman College has experienced many significant developments in its administrative structures, in the breadth and scope of its involvement in the community and in the world, and in the stabilizing of its financial base. The College has begun a process of evaluating itself at almost every level, and with the appointment of a Director of Institutional Research and a full-time Affirmative Action Officer has begun to provide the resources to make these self-evaluations thorough and ongoing. With the opening of the APEX facility, with the promised funding for a new computer center, with the beginning of planning for use of the space in the old gym, and with the refurbishing of the Student Life Building, the College also has begun to have the physical structures to enhance student life at Lehman both academically and in terms of extra-curricular activities.

Increased recognition of faculty in terms of awards and prizes as well as determined efforts on the part of the new administrative team to decentralize decision-making and to share information openly and widely have enhanced faculty morale and invigorated them both individually and in their committee and governance structures. The results of that enhanced morale and invigorated faculty energy will undoubtedly result in more academic innovations and more faculty involvement in the College as a whole. The College expects that the next five years will allow the new administration to consolidate its changes and gains and to move forward in terms of increased efforts to internationalize the curriculum, to continue to increase the number of faculty and staff in protected categories, and both to rationalize the departments and divisions of the college, and to develop the programs and structures that will enable us to make use of the changing structures of knowledge, the changing nature of the student population both at Lehman and the country at large, and to meet the challenges that all institutions of higher education will face at the beginning of the twenty-first century.

**LIST OF ATTACHED
APPENDICES AND SUPPORTING DOCUMENTS**

1. Members of the Committee for the Periodic Review
2. Report of the Long Range Planning Committee and Responses to the Report of the Long Range Planning Committee by President Ricardo R. Fernández
3. Report of the Committee Regarding the FIPSE-Funded Evaluation of the College's General Education Curriculum
4. Changes in New York State Education Department Inventory of Registered Programs
5. 1995-1996 Capital Budget Request
6. Freshman Year Initiative: Preliminary Evaluation
7. Student Enrollments, 1988-1999, including Numbers of New Freshmen and Trends in Graduation from Bronx High Schools
8. Freshman Persistence Rates
9. Degrees Granted 1988-1993
10. Schedule of Departmental Self-Studies
11. Current Catalogues: Undergraduate and Graduate
12. Collective Bargaining Agreement
13. City University of New York Combined Financial Statements and Combined Schedules. June 30 1993 (With Independent Auditors' Report Thereon)
14. 1993 Institutional Profile Summary
15. Revised Mision Statement of Lehman College

APPENDIX 1
Members of the Committee for the Periodic Review

Professor Anne Humpherys, Department of English, Chair

Professor Nathan Avani, Department of Secondary, Adult and Business
Education

Professor Juliana Bassey, Chair of Department of Academic Skills

Professor Ira Bloom, Department of Political Science

Ms. Liliana Calvet, Office of Student Affairs

Mr. Claude Cheek, Director of Institutional Research

Dean Fred Phelps, Dean of International Programs

Mr. David Rothschild, Department of Mathematics

Professor Dan Rubey, Chief Librarian

Professor Sally Webster, Chair of Department of Art

Mr. Xavier Totti, Department of Puerto Rican Studies

APPENDIX 2

Report of the Long Range Planning Committee
Response to the Report of the Long Range Planning Committee
by President Ricardo R. Fernández

Report of the Long Range Planning Committee

Linda Keen Frederick Shaw

February 6, 1992

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1 Introduction and Synopsis

In the fall of 1990, President Fernandez convened this long range planning committee. His charge to the committee was broadbased (see appendix 1).

As suggested in the charge, the committee was divided into subcommittees that covered various areas (see appendix 3). This division did not cover all bases; for instance, the library, the governance structure, registration, the admissions process and its standards, computing facilities and similar topics were not addressed by a particular subcommittee alone.

Our subcommittees constructed their reports by various methods; polls, hearings, random and non-random interviews. Their conclusions were read, judged, and condensed into the introduction and summary reports by the committee cochairs. The full subcommittee reports are placed as appendices (see appendices 4-10). *We strongly recommend that they be read as an integral part of this report.* This assembled report was then read, discussed and approved by the subcommittee cochairs on behalf of the committee.

During the course of the committee's work, the new administration of the College has begun to make policy and operational changes. Some of these follow the suggestions made in this report. We think this augurs well for the future.

A brief synopsis of the problems and recommendations in the full report follows:

1. Student expectations are badly out of synchronization with faculty resources and the College's mission.
 - (a) Involve faculty heavily in reassessing their academic programs. Emphasis in this program evaluation should be on how present faculty and resources can be improved and better coordinated with a more informed and better advised student body.
 - (b) Involve faculty heavily in academic advisement and mentoring of students.
 - (c) Make Lehman the first choice for CUNY-bound Bronx area students. It is now a second choice, even for many who end up here. This is an indication of the serious academic image problem that Lehman has for many students in the greater Bronx region.
 - (d) Clearly announce to prospective students the purpose of the College. Reinforce with seminars and advisement. Review the mes-

sage now given out by recruitment and admissions personnel; does it properly reflect the college's intentions?

- (e) Reassess the link between jobs and college. Build much stronger links through the cooperative education and similar programs not necessarily tied to specific professional programs. Scrutinize links between professional programs and jobs — do the professional programs really produce immediate major-specific jobs? Initiate further minority student programs, particularly in the sciences.
- (f) Detailed assessment of graduates, drop-outs, transfers-in and out is needed. We do not know what we are doing.

2. Findings in specific areas:

- (a) Faculty: a sense of community and self-respect is lacking. Physical facilities and rewards for good work are seriously lacking. Teaching load too high in many cases. Involving the faculty more heavily in academic advising and mentoring will exacerbate the problem unless equitable adjustments are made.
- (b) Conventional affirmative action tactics are nearly useless in many disciplines. Some alternative ideas are offered.
- (c) Students: gloriously varied but confused, badly advised and often hopelessly unprepared. Identify sooner and support better (financially and emotionally) those who can really benefit specifically from Lehman. Better study and relaxation facilities needed. Try a pilot dormitory. Admission could be by academic average coupled with need.
- (d) Administration: Historically many have perceived it as being distant, self-serving, often underqualified academically and disinterested in faculty and students. The committee finds the noticeably different attitude of the new administration a very hopeful sign.
 - The provost represents the academic core and central purpose of the College. As the highest academic officer, the provost represents and has administrative responsibility for the faculty, over 3/4 of whom come from traditional academic disciplines. Thus, the provost should have outstanding academic credentials. As second in command to the president, the provost must have full budgetary responsibility and real control of all academic activities.

- All academic deans must have appropriate academic credentials and those controlling divisions must have real authority and rank over all of their faculty, budgets, space and academic programs. All academic college-level programs must be subject to review and supervision by the divisional deans together with the provost and appropriately elected faculty. This includes special programs (Japan, deaf, ESL, etc.).
 - Administrative Affairs should be seen as a department for servicing the academic mission of the college and should be headed by an administrative dean only.
 - The president's principal advisory body should consist of the provost and the academic deans, assisted by the dean of students and the dean of administration.
 - Non-college level educational activities held under Lehman auspices (GED, continuing education, high school classes, etc.): Requests for facilities, space, faculty and budgets should be planned and must be coordinated with the relevant divisional deans and approved by the provost.
- (e) Programs; remedial, undergraduate and graduate: Careful internal and external evaluation of all required. The College is now partitioned between professional and ADP students in terms of its graduates. Only about 1/3 of graduates take the CORE. Relatively few of the admitted students get a degree anywhere, even after 7 years. Graduate programs are relatively successful and have received little attention and support to date.
- (f) The library: Its budget has been battered beyond belief. Investigate major expansion of on-line database subscriptions and electronic interlibrary loan systems to replace erosion of printed journal and book holdings. Without good library facilities, we will become more fragmented and even less of a college.
- (g) The governance system of college: It has disenfranchised faculty and done little for students. Needs drastic revision (now being studied by another group).
- (h) Facilities: Faculty office space and student study space are badly needed. Science and computing facilities need to be improved.
- (i) Community programs and relationships: Good already in many professional areas. Interaction with neighborhood groups, charitable agencies and cooperative education and intern programs

should be vastly expanded, however. There should be a single person responsible for coordinating this interaction.

- (j) College must make a major effort in influencing teaching in area public schools. Extend its facilities to teachers, help more with programs, try extending Macy-like programs or AP work where possible. Do much more to prepare our own undergraduates who are the potential teachers; *e.g.* encourage them to take science, math and the humanities.
- (k) The Gym, PAC, Gallery, Institutes, Continuing Education and other community outreach ventures must be self-sustaining yet tied directly to the college. These operations are primarily publicity for the college via public service and commercial activities. The college's operating budget cannot possibly underwrite them in any substantive way.

3. Remarks on budgetary priorities and flexibility:

- The College should be very wary of surrendering programs and departments. The only way to save significant amounts of money is to fire all the tenured faculty in the discontinued program (or department). Such drastic measures are likely to undermine the central mission of the college in the eyes of the faculty, students and public funding agencies.
- Some savings may be possible in the administration of small departments (*e.g.* combined secretaries, use of e-mail and better telecommunications).
- A critical and immediate review of the position, number and level of people on the administrative staff should be conducted. The Development office, the Grants office and all Institutes and non-credit bearing programs must remain or be put on a *self-supporting* basis. Grant monies now used by, but not generated by, some of these offices are sorely needed to support academic programs.
- Each department should plan with its divisional dean ways to conserve funds with minimal programmatic damage. This plan could be part of the evaluation process discussed elsewhere.
- A conservative estimate is that we could educate at least 500 FTE students at no extra cost via the currently empty slots in our liberal arts and science courses.

- The supply, equipment and personnel budgets for the administrative sector of the college should be carefully scrutinized by the appropriate committee of the college P&B.
4. A 'Plan Implementation' committee should be set up as a follow-up to this report. It should consist of 2 faculty members from the long range planning committee, 2 (non-chair) senior faculty members, one dean and one student. Its charge should be to review this report and the several other planning documents in progress and to monitor their implementation by the president and his designees in accordance with the following proposed time table.

Proposed Time Table

Year I

- Reorganize the administrative functioning of the College along the lines suggested in this report.
- Begin evaluation of all academic and non-academic programs for quality, importance to the stated mission of the College and effectiveness (cost per credit or hour, graduation rates, etc.) (The first third should be completed in this year.)
- Remove the non-college level activities from the hard money budget of the College.
- Set up incentives for creative and innovative faculty initiatives.
- Create a comprehensive report on all Lehman programs interacting with local schools.
- Review student recruitment efforts — remake the college image.
- Finish review of the Core, in particular the problem of the defunct science core.

Year II

- Alter the advisement system.
- Continue the evaluation of programs (the second third).
- Do a detailed study on drop-outs; why, who, can we change the situation?

- Search out further grant support for minority students in all disciplines.
- A space review and reorganization study should be underway, emphasizing the needs of students and faculty.

Year III

- Review and implement local school programs.
- Finish the cycle of evaluation of programs.
- Evaluate the Japan program after its 5th year.
- Massive alumni study and fundraising should be underway.
- Review the recruitment efforts and analyze their effects.
- Review the effectiveness of the new administrative structure.

2 The State of Lehman College

2.1 What is Lehman?

2.1.1 What is Lehman's mission?

In our mission statement, summarized in the President's charge to the committee (appendix 1), Lehman is the only four year liberal arts college of CUNY located in and serving the greater Bronx region. We make available quality education and preprofessional training to residents of the Bronx and the surrounding region. We also offer graduate training in some areas and outreach programs to the community.

In general, the committee found little dissension over the basic purpose of the College. It is a comprehensive four-year senior college on the model of Hunter, City, Brooklyn and Queens Colleges. Nearly 3/4 of our faculty and budget are in the arts and sciences, hence Lehman College is to the Bronx as Queens College is to Queens and Brooklyn College is to Brooklyn.

Although the adjectives 'quality' and 'academic' are sometimes hard to define, they are prime assets in the funding arena and in the search for students. Where these qualities exist or can be developed, they should be supported, for they are the central reference point and anchor for all else that the College does. As President Fernandez emphasized in his inauguration address: "...there is no corresponding need to compromise academic standards or to lower expectations of achievement with regard to these students. Our insistence on excellence must be unrelenting, especially with students who all too often have been the object of neglect and apathy in our educational system. It will take dedication ..."

2.1.2 Who are our students and why are they at Lehman?

Who are our present and potential students and what do they want? Do they really know what the College can give them and why they came here? Do we, as a liberal arts college, know what to do for *them*?

Our students possess very diverse ethnic backgrounds, ages and family situations. Roughly speaking, 2/3 are minority¹, 2/3 are women, 2/3 are perilously close to the poverty line, and more than 2/3 work. The average age of our undergraduates is 26; a large number are older returning students.

Most Lehman students are educationally underprepared and many are in desperate need of the most rudimentary academic skills. For example, about

¹Federal definition

2/3 of the entering students flunk the CUNY basic mathematics skills test. In spite of these many handicaps, our students come to Lehman to move up economically and socially (and often geographically) in this society. In common with most college students nationwide, they have little idea what a liberal arts education is, or what good it is, except that they expect it to place them in a job market that would otherwise be inaccessible. They are unaware that many potential employers are more interested in the ability of graduates to read, write and think, than in specific and limited technical training.

More by default than design, the College echoes the students' perception of a college degree as a job ticket. By underemphasizing the liberal arts, we risk keeping our students' horizons unnecessarily narrow. This carries the message that they are not good enough for a real liberal arts education, and that they should settle for lower status, limited horizon jobs. Since our students are so largely from the minority groups of our society, this 'anti-elitism' can have an effect the reverse of that wished. We may permanently 'ghettoize' many of our minority students into jobs with limited potential for advancement. We must educate for careers rather than train for jobs. To do otherwise may lower the image and achievement level of both the College and its students.

As the ad says; 'an informed consumer is our best customer'. At present, the considerable dislike of the required curriculum and the dearth of arts and sciences majors suggests the following alternatives: either the students are uninformed consumers about the purpose of a liberal arts college, or, most of the liberal arts faculty should be replaced with 'useful' teachers in 'applied' programs. We submit that the uninformed customer is not always right, and that the College has largely failed to present its intentions and its product to these students.

One result of this confusion of purpose is that many liberal arts students do not necessarily follow exactly the prescribed college educational requirements; *e.g.* transfer and ADP students. Other students, particularly in areas such as the sciences, complained to the committee about 'low standards' and the low level of 'competition' in many regular classes. The College requirements and, in fact, the whole curriculum obviously need immediate attention.

2.1.3 Who are the faculty?

The majority of the faculty come from traditional academic backgrounds (chart 1). A significant number have international reputations in their fields and are active scholars. They are, for the most part, in mid-career, and are tenured. They are not due to retire in large numbers for the next ten years. The union contract provides no carrots or sticks for the faculty; salary is determined by time in rank, and not by performance; criteria for promotion are ill-defined; there are few rewards for being innovative or creative in the classroom, in developing curricula, for mentoring or for quality research or scholarship.

Under these circumstances, it is amazing how hard most of the faculty work, and how successful they are with students who are often unprepared to take college level courses. The subcommittee on the faculty and CUNY-wide studies both underline the faculty's continuing strong commitment to the College and its students.

2.2 The Fundamental 'Mix-match' Problem

Our general problem is: how can the college remain viable and serve its students while maintaining its *raison d'être*?

Although a 'quality' and 'academic' institution in many respects, we find the College confused over its role as a job producer. Except in computer science, the College has made no serious consistent effort to address how its predominantly tenured liberal arts faculty and their programs can profitably intersect with the expressed job 'goals' of the typical entering student. This is the prime question facing Lehman in the next few years, years that promise to be financially lean.

2.2.1 The past approach of the administration to the mix-match problem

The administration, short of money and increasingly unsure of what the College is supposed to be, historically has sought short term, piecemeal solutions to the problems of 'student demand', budgetary cuts and university directives. Many of these responses have taken the form of special programs, institutes, cooperative high school programs and massive remedial efforts. Some, happily, have borne fruit; to be really effective though, these need more support than they have been given. Others, however, have become

private political preserves with a tenuous relationship to the central mission of the College.

In its approach to these problems, the administration has regularly circumvented the faculty, who are legally, not to mention traditionally, the body who determines what is to be taught. Many individuals on the faculty have reacted by becoming frustrated and alienated.

Over time, the role of the administration in the mentoring and advisement of students has increased. Perhaps this stems from the increased teaching load given the faculty. In any event, the net effect has often been to reinforce students' prejudices and insecurities about programs in the sciences and mathematics. Conversely, the administration has offered little help or encouragement to help these and the other academic programs develop and change in appropriate and useful ways.

2.2.2 Suggested approaches to the mix-match problem

The faculty

In many ways, we are squandering our principal resource and budget item, the faculty. They will not be easily retrained to be administrators or remedial teachers. It will be difficult and badly damage the College's already tarnished image to fire them. They should be doing what they were hired to do — be reasonably competent college faculty. If we tell them they are unimportant, as we now do, and implicitly allow our uninformed students to drift into a very few study areas with little advisement or counseling, the College will continue its aimless drift downstream.

If we do not replace the arts and sciences faculty as they retire, the problem of 'surplus' liberal arts faculty will be gone. We then face a serious new question; is Lehman to be a comprehensive four year college or simply a professional school? Expansion of the undergraduate professional programs risks a fundamental change in the kind of institution the College claims to be. Indeed, staffing difficulties in at least one of these professional programs suggests that it has reached or exceeded optimum size for the resources and image of the College.

To remain a serious college and offer real hope to the minorities of the Bronx, Lehman will have to examine closely all of its remedial and traditional programs.

A realistic approach and one that coincides with the College's mission is to help the faculty to redevelop the arts and sciences curricula in positive

ways. New programmatic initiatives should be listened to and given tangible encouragement.

Departments and programs should be evaluated both from inside and by outside evaluators. The evaluators can be an excellent source for constructive suggestions. Although the process has already begun, it needs explicit guidelines, heavy faculty input and standardization.

Who tells the students what?

As much advisement as possible should be done by the faculty, and by this we mean *academic advisement* about education and careers, not necessarily the administrative nuts and bolts of credit counting. This is our only alternative to the current non-plan.

At present most faculty meet students only as members of classes. Students who think that the best path to a job is to become an accountant, nurse or teacher (and major in psychology) often think their required Core and distribution courses are irrelevant. Such attitudes contribute to a counterproductive atmosphere in the classroom. As academic advisors who help students plan their programs starting with their freshman semester, faculty members could encourage and broaden the interests of their advisees on an individual basis. (At our hearings this system was promoted by one of our most successful MBRS transfer students who had experienced it before coming to Lehman.) The new, grant-supported 'Freshman Initiative' is an experiment in retaining freshman (see ref 24). It should be evaluated and perhaps expanded.

In any event our current advising system must change, as the College risks losing any claim to being a comprehensive senior college if our students are funneled primarily into the preprofessional programs. We do not hope to be Harvard —but to reiterate, we must maintain our integrity, identity and funding as a comprehensive senior college.

It is important to remember that we can absorb a large number of students into our liberal arts programs at essentially no incremental cost since we have faculty in place teaching sections that are not full.

The role of cooperative education and career placement

Another student information and advisement channel that should be expanded is cooperative education and career placement.

Although the data are piecemeal, the cooperative education and career placement program is probably the best place to study how our present liberal arts programs intersect the 'world-of-work'. It is also the best way to

tell our underinformed students what varied kinds of work exist. The directors of that program note that employers still primarily value an employee's ability to read, write and think. The subject is often relatively unimportant as long as it is taught well. The program should be challenged for suggestions and probably massively expanded. In addition, it is probably the best place to track the now unknown destinations of our graduates.

Expanding graduate programs

Good applied graduate and 5 year programs, fed by a solid liberal arts undergraduate curriculum should seriously be considered. The College may have a chance for new initiatives here at little expense. In fact, the graduate studies subcommittee notes that much could be done to encourage this growing sector of the College's mission. Increasingly, a bachelor's degree is merely a start to the educational or credentialing process.

Recruiting students

Since our budget is partly related to our enrollment, it behooves us to recruit students. Moreover, from a financial point of view, we should recruit students prepared and willing to take liberal arts courses since they do not increase our costs. This is in sharp contrast to students who need substantial remediation and to students who take courses in our already overloaded preprofessional programs.

Until recently, Lehman has made little effective effort to recruit students. We now have an active enrollment office. One of the early findings by that office was that a solid majority of senior college CUNY-bound Bronxites preferred a college other than Lehman. We would be more likely to find liberal arts majors among the students who can qualify for their first choice campus. We therefore need a more effective recruitment program to make sure CUNY-bound students from the greater Bronx region make Lehman their number one choice. Both the good students and the remediation problems should be more equitably shared across the system.

Dormitories and better study and relaxation facilities should be investigated as ways to make Lehman more attractive to potential students.

2.3 What do we do well at Lehman?

So far, in much of this introductory section, we have commented on Lehman's difficulties vis-a-vis its prime purpose. They are substantial and need correction. Lest we paint picture of doom and decline, however, there are many extraordinarily good things on which the College can build.

- Compared to other CUNY faculty and students (Refs. 13,15 and subcommittee reports) the Lehman community is relatively free of racial tension, the students are moderately happy with their choice of college (over 90% according to one report, as contrasted with a CUNY-wide average of under 90%)and safety is a minor issue.
- Many of the faculty are good as teachers and often as scholars. They take pride in their work and are respected nationally and internationally. Many students (understandably) and a few members of the administration (inexcusably) have little understanding of much of what college teachers (as they are wont to call them) were hired to do. (Are they really supposed to do different things than high school teachers?) In spite of this, many of the faculty continue happily on with their careers.
- What students are we good with? Not surprisingly, we do best with students who have a good, conventional high school record or those that have already had some successful post secondary education — to wit our transfer students (see chart 3). The maturity of many older (often evening) students stands them in good stead. We have had some success in preparing graduates for professional schools and programs. For example, the MBRS and MARC grants have given some of our better science students a solid start on academic and medical careers. We could do even better in preparing students for subsequent professional training and graduate study. Last, but not least, we have some large and excellent preprofessional programs and many graduates of these programs do well.
- The extraordinary age, cultural and ethnic mix of the Lehman campus is a resource and a delight matched by few other colleges in this country. This is the kind of environment where, given proper ambiance and atmosphere, a truly liberal education can be earned by all.

2.4 How 'successful' is Lehman at accomplishing its mission?

2.4.1 The measurement of 'success'

An important issue, on which the committee spent considerable time, is how to measure 'success'. In a time of tight budgets, administrative flux, high unemployment in the outside world, and an uncertain student supply; no program is likely to want blunt, negative judgements about effectiveness or

success. Clearly, in some cases, the traditional criterion of graduation is inapplicable. How, for instance, would one judge remedial skills, continuing education, or a community clinic on this basis? How would one evaluate the success of the Core program? Some academic judgements thus remain in the realm of taste or must be judged in other ways. Nevertheless, the committee finds the track of students through the College to graduation a proper and central concern. *If we graduated no students, we could hardly call ourselves a college.* We might be important and necessary, but we would not be a college and the state would not fund us appropriately.

2.4.2 Who graduates?

When students enter Lehman, most expect to graduate (about 68%, see refs. 8,13,15). Most do not. Charts 2 and 4 give the origins and trajectory of the 1990 graduating class based on the Registrar's data and show this clearly.

Two questions may be posed:

First, is this a typical large public university pattern? The answer is probably yes, although the data are soft. A national graduation rate of 35 to 40 percent appears occasionally in the literature. (Lavin, ref. 21, claimed ca. 45%). Our rates are on the low side of these figures.

Second, is it the record of a humane and economical process? The judgement would have to be more guarded on both counts. Much money is being wasted and much disappointment and self-doubt is being generated in both faculty and students.

2.4.3 Why do students leave Lehman before graduation?

Sixty-five to eighty percent of Lehman students leave (depending on entry category, chart 3) before graduation. Several reasons are suggested:

1. academic failure
2. they transfer elsewhere
3. financial trouble
4. insufficient advisement, counselling and support mechanisms provided by the College
5. personal problems and/or disinterest.

Older data and comparisons with academic drop numbers suggest 2, 3, 4 and 5 account for well over half of those who leave. The college only

drops somewhere between 10 and 15% of its students annually for poor performance. By contrast, nearly 20% of our juniors fail to return for their senior year, even though they are in good standing. Did they transfer to New Paltz or Hunter because they thought those degrees were more prestigious? Did money run out? We are not sure; the information has not been gathered. An important assignment for the very near future is to analyze these students and see if the College can retain them. A happy alumnus is an important asset.

Considering transfers further, many doubtless transfer out for a variety of reasons. We also, however, take in large numbers of transfers — 52% or so of a graduating class will be transfers, representing a distillation of some 1300 transfers-in. Two comments should be made. First, how do we manage to lose so many transfers, many of whom already have completed so much college work? Second, for this study, we have made the argument that we get back at least as many transfers as we lose. Again, perhaps we should worry less about why students transfer out than why we lose them after they transfer in.

Money troubles are a second important part of the dropout equation. Academic status and financial troubles are interlocked. If students are poorly prepared, they use up their funding before getting firmly into the academic mainstream. Neither the students nor the taxpayers should routinely finance non-college work with college tuition funds. These funds are too scarce to be spent this way. Better motivated students from similar backgrounds could use this money for solid college work. While the Chancellor's college preparatory initiative may help this problem in the future, the College should alter its curriculum and its scholarship distributions as much as possible to encourage able and remediable students to attend Lehman and spend their scarce dollars and tuition aid on a solid education.

We recommend review and updating of the 12/86 report to the senior administration (ref. 23) on full-time enrollment problems. This is an excellent summary of many of these matters.

Contented non-graduates

The final consideration that surfaced in committee investigations is a claim that at least some matriculated dropouts are happy with their experience at Lehman. For those leaving with acceptable academic averages, this may be true and might apply to over half the drop outs. Perhaps as many as a third of the drop outs, however, flunk out. The information is very approximate and requires research. It is certain that where poor academic

performance is the key factor in a student's departure, that someone's time, money and emotional energy have been largely wasted.

2.4.4 Alumni

Another measure of 'success' is what happens to alumni:

Lehman College now has well over 20,000 alumni. Who are they? Where are they? What do they think of their Lehman experience? We do not know, except for a few follow-up studies conducted for specific program self-studies (*i.e.* Social Work, MBRS reports, etc.). The College will have to remedy this. Many on campus have their favorite anecdotes, but there is no real information. The failures usually do not come back to chat, nor do many of the really successful. We must make an effort to acknowledge our graduates and to give them a sense of loyalty and identity with Lehman.

2.5 Summary

- The College remains primarily a comprehensive senior college in budget, faculty composition and spirit.
- This fact is virtually unknown to our clientele, the public and, probably, our funding sources.
- Student perceptions and goals mesh poorly, in many cases, with this image.
- The college is almost totally ignorant of the effect of its programs and the fate of its alumni.
- The goals and interests of the faculty and students must be brought into closer alignment. As a worst case description, many students are misinformed and poorly advised and many faculty are defensive and puzzled.
- All programs should be self and externally evaluated regularly. Administrative functions should also be evaluated regularly, or be subject to steering or advisory committees. The college frequently has wandered into a variety of adventures, academic and non-academic, without adequate evaluation or discussion.

- The college can do much to alleviate these problems without the expenditure of large amounts of money or large political or programatic dislocations.
- There is a large body of goodwill and ability still present in all corners of the campus. Communication and mutual respect should be fostered, particularly by the administration. The current climate of selfishness and overpoliticized combat, now so frequent and fed by constant crises, must change under the new administration.

3 Subcommittee Activities and Conclusions Drawn from their Reports

3.1 The Subcommittees

As suggested in the charge, the committee was broken into subcommittees that covered various areas (see appendix 3). The breakdown did not cover all bases; for instance, the library, the governance structure, registration, the admissions process and its standards, computing facilities and similar topics were not addressed by a particular subcommittee alone.

Largely by accident we discovered several independent planning committees on campus; there are committees on the Core, the Governance, the Gym, and others. The Gym committee has already submitted its report, which suggests an enormous financial adventure by the College — the report estimates that the new non-janitorial staff will cost almost *1 million dollars* in the fifth year of operation.

Various of these other committees will issue reports supporting or conflicting with our report. At present, it is not clear how or by whom all of these suggestions will be evaluated, implemented or disregarded. We view this with some concern, and feel there should be College P&B and Senate/General Faculty discussions of these reports.

Our subcommittees constructed their reports by various methods; polls, hearings, random and non-random interviews. Their conclusions were read, judged, and condensed into the above introduction and the following summary reports by the committee cochairs. The full subcommittee reports are placed as appendices (see appendices 4-10). The assembled report was then read, discussed and approved by the committee.

Some comments on our statistics, or 'one good anecdote is worth a thousand bits of information' (if you pick the right anecdote):

The conclusions and recommendations of this summary and the individual subcommittee reports rest, in many cases, on numerical data gathered by us or furnished by college offices. Such data are always subject to argument, change, and relatively large standard deviations. They are, however, superior information to the anecdotes, vague generalizations and political statements by which much of the campus has been governed in the past.

The conclusions of this report, however, are unlikely to be changed in most cases by deviations even as large as 5%. Thus, for instance, although the graduation rate for transfer students for 1990 is 35%, the figure has not changed materially for several years, and a general statement that 'about 35%' of transfers graduate is adequate, we contend, to the use of this report by the college. Indeed, one striking feature of Lehman statistics is that they usually change little from year to year. The situation is a relatively static one which will probably stand still long enough for policy decisions to remain applicable for several years.

3.2 Conclusions

This section contains a discussion of important issues facing the college. It is assembled from subcommittee reports (see appendices) and open hearings and is summarized and commented upon by the co-chairs of the long range planning committee. Some of these topics were highlighted in the earlier, introductory sections.

Academic programs

- Undergraduate programs. Need assessment. Need publicity. Transfers need analysis, as they are over half of our graduates. Drop-outs need analysis, to pinpoint where and on whom we should concentrate our efforts. Can we sort out potential survivors and concentrate on them? The Provost's Core committee must deal promptly with what appears to be a set of serious and troublesome problems in the Core curriculum.
- Graduate programs. Need assessment. Need publicity for the viable ones. Masters graduates make up a substantial part of our graduating classes, but this is not recognized. Are there new programs that would be appropriate, marketable, and largely cost free?
- Professional programs. Need assessment, as many are very expensive in spite of their solid enrollments. Do the graduates get placement, and

are they content with their programs? Would 5 year professional programs work better in some instances, giving our graduates a broader and better education?

- Remedial programs. As the report of the subcommittee on remedial programs shows, we do fairly well at getting students through the basic skills test. The real question is do these programs move students towards the main curriculum promptly and successfully? Are they costing the college too much in terms of scarce student aid funds, teaching budget, and image? Can we identify in advance those students who will not be able to pass the basic skills tests in a reasonable amount of time (say several semesters)? Can we help such students in other less costly ways?

- Special academic programs.

- The program for the Deaf: The program needs evaluation in terms of its potential market, how it currently serves its students and several specific complaints about facilities received in hearings. It is expensive, but has good students and is one of the few in the east. At present, it is unclear where it fits in the administrative, financial, and governance structure of the College.

- The Japan program: Well funded at present, with modest student appeal. Overall funding must be assessed carefully, lest we be left with financial obligations at a future date. Is there a clear function and plan for this program? Many faculty and students remain ignorant or suspicious of the program at present. The divisional deans together with their chairs must have control over faculty assignments to the program.

Although money might prove a serious issue, do we do enough to encourage other kinds of international programs? Could we start exchange programs with Central and South American universities? With east European and Russian universities? With other North American colleges? The interests of our polyethnic student body are varied — can we help them find their own roots while they outgrow their parochial Bronx-bound lives?

- Institutes: They must report to the President or Provost. They should not get any budgetary support from the College and should bring in revenue to more than cover their use of College resources.

- Continuing Education: Should continue to be financially self-sustaining. We must explore ways to make better use of their resources for the College. *e.g.* It might underwrite some of the pre-college level ESL and math courses.

Faculty concerns

- Little sense of shared community. This might be addressed via better food and lounges, but much of the problem stems from administrative attitudes and ignorance towards and about the college faculty. Respect and interest, plus the presence of academically qualified administrators, would go a long way in this regard. The faculty do not have all the answers, but the College will cease to be a college without their involvement and interest.
- The teaching load is high in many cases and is neither conducive to creative and innovative teaching nor to high quality research. This issue must be addressed, particularly if we propose to move more of the 'real' academic advising to faculty.
- The facilities are scruffy, outdated and downright embarrassing in many cases. 'The campus may be tree-lined, but one can see the trees right through the holes in the walls.' This is a very difficult budget area. Although clean-up needs much hard work, it would be useful to approach departments and programs, perhaps encouraging 'facilities or building committees' (analogous to the parking committee and others) which could oversee and report on these matters.

Office and research space is inadequate in a number of cases. Faculty who wish to be on campus and want private offices or research space should have it.
- The present system of allocation and control of space is a disorderly jungle of squabbling claimants and ill-used space. The academic deans should be allocating all space, with the advice of chairs and faculty involved.
- Affirmative action. Nationwide, potential faculty must scramble for a very few positions, but accomplished minority scholars in most disciplines are highly sought after and receive multiple offers with many perks. Therefore, the reality is that no matter how hard we try, we

cannot offer the salary, teaching loads or research facilities available for these candidates at competing universities.

Instead, we need to find other ways to offer our students role models in the classroom. We could create ABD instructor positions within which we give time and help for thesis completion. These positions could be used to encourage minority graduate students from CUNY and elsewhere to come here. We could, as suggested by one dean, guarantee our good minority students instructional or research positions contingent upon successful graduate work. Overcoming the contractual problems inherent in this would require imagination and goodwill, but the result might be well worth the adventure.

We should also, as a longer range project, try to feed more of our own undergraduates into CUNY graduate programs, particularly in the sciences. We could reserve three 'graduate assistant A' positions for Lehman alumni enrolled in CUNY arts and science graduate programs. Finally, there are well-supported visiting minority scholar programs, both governmental and private, which might be looked into as a means of recruiting minority faculty. In most academic areas, however, attracting established minority faculty will mean a financial outlay two to three times the price of a non-minority faculty person, or conversely, hiring third rate candidates.

The affirmative action officer should be a tenured faculty member and must work in concert with a revitalized affirmative action committee.

Student concerns

- Make great effort to increase scholarship or fellowship aid available through government grants programs for minority education and by alumni solicitation.
- Ensure that adequate and attractive study and food facilities and course offerings are available across the campus and the schedule. Evening, where many of our better students are, is particularly ill-served at present. Many of these students are highly motivated and they are older with correspondingly less tolerance for grubby facilities. We should cater to them. Increase evening and week end offerings and administrative services as part of the regular program.
- Increase and extend open-format instructional facilities, such as the Math Lab, Writing Lab, and Computer Center. These are exceedingly

important, both for their low cost instructional capabilities and the 'home' they provide for students. The library is also an important resource and its hours and services must be equally available to all students.

- All offices, particularly administrative personnel who have daily contact with students, have to be told repeatedly that the student must be treated with interest and respect. Without the student, there is no college.
- The possibility of dormitories should be looked into; providing housing for students in the Japan program together with regular academically successful Lehman students might be practical and profitable for all concerned.

Administrative matters

The college must have an academically qualified and energetic administrative staff. The past arrangements have seen a series of constantly shifting political arrangements and perks, with almost total disdain for the faculty, students and the academic purpose of the College. Several suggestions have been offered in committee for reorganizing the administrative structure. Whatever structure proves comfortable for the provost and president, it must give the provost and the deans of academic departments real responsibility for all academic programs. They represent the bulk of the budget and faculty. To carry out this authority effectively, the academic deans must have appropriate academic credentials.

- Office of the Provost: As the highest academic officer, the provost represents the faculty, over 3/4 of whom come from traditional academic disciplines. Thus, the provost must have outstanding academic credentials. The provost must have real control of all academic activities and full budgetary responsibility.
- Decanal Offices: The divisions must make academic sense. The divisional deans must have full academic control of the budgets, faculty and lines in their divisions. Dean Humpherys proposal (see administrative subcommittee report) to fragment the administration into remedial, evening and a variety of other endeavors will undoubtedly prove troublesome. The Math and Puerto Rican Studies Departments,

for instance, have proved at least as effective in remedial work as a separate unit could have. With regard to deans of separate times of the day, the College spent considerable effort in doing away with a separate and repetitive night 'school' many years ago. What we now need to do is work harder to develop programs and program schedules to fit student needs, not appoint new deans with no power over faculty.

While appointing deans of this and that program may serve to highlight some programs, it will divide the faculty, start further space and budgetary wars, and prevent the effective management of the College by its principal academic officers. It is the province of the provost or president to move those academic officers in new directions when necessary, not create parallel administrative units which promote infighting and general confusion.

- Council of Deans: This suggestion, made by the subcommittee, has been implemented by the President. The intent is to give academically qualified and concerned administrators a forum for working out academic concerns and conflicts. It should be the primary advisory body to the president.

We are concerned that this council gathers a variety of apples and oranges together as 'equal' deans. The divisional deans control academic programs and accompanying faculty; their role is quite different from the deans whose function is strictly administrative. The ability of the divisional deans to supervise and control academic activities and the faculty connected to such activities is paramount and must be preserved in any proposal to restructure the administration. Any such reorganization must have the active participation and interest of the faculty. It is time to establish clean lines of command and consultation for responsible and academically qualified administrators. Only in this way can the College rationally and efficiently pursue its principal mission.

- Evaluation of administration: Should be conducted annually by a faculty committee in the manner suggested in the subcommittee report.
- President's Cabinet: This body is essentially held over from a previous administration. It has long been very short on personnel experienced in the academic life of the College. The president needs the advice

of many of the cabinet members, but less than that of the council of deans or a cross-section of faculty.

- Office of Administrative Affairs: This office should be headed by an administrative dean and, as the subcommittee recommends, it should not have total budget control as it currently does.
- Office of Student Affairs: Responsibilities and structure as suggested in the subcommittee report would be better. Matters of academic policy, including academic advisement and the registrar, belong under the provost. The head of this office should be an administrative dean, counter to the recommendation of the private consultant's report to the president that it should be a vice president.

The registrar should report to the the council of deans, as the information and activities of that office are key to the academic life of the College.

- Office of Academic Advisement: With its present staffing, it is basically in the credit counting business together with the registrar. It cannot adequately conduct academic advisement and it often inadvertently sets academic policies without consultation with or approval of the appropriate faculty bodies. The operations should be more closely linked with the registrar under the provost, in a manner to be determined by the president and the council of deans. Actual programmatic academic advisement should be augmented in the departments and programs by the faculty, again in a manner to be determined by the provost, the academic deans and the faculty themselves.
- Terms of office: We think there is merit to limited terms for administrators, including departmental chairs. Although difficult to implement legally and politically, we would like to see long entrenched political alliances and business-as-usual periodically shaken up. Limited terms potentially can do this without the distress which usually accompanies political revolution. We would hope those ending their terms had sufficient additional professional identity not to suffer serious personality shock. Much of the anger and fear encountered in administrative and faculty circles stems from an 'I know how to get mine, and it will be at the expense of yours' attitude. We think this attitude stems in considerable part from stagnant channels of power and communication. The pot needs stirring.

Community Matters

- Interaction with the community: This takes many forms beyond the obvious fact that most of our students are part of the community. Educating them well is our primary job. However, many current programs and possible ideas have come to light which are notable:
 - The various health related programs now service clinics, give consultation, and serve internships in the community. These should be tallied, evaluated and, where feasible, expanded.
 - Also noted above, cooperative education and job placement are keys to our success. Activities of this program should be studied and probably greatly expanded. A volunteer student 'urban corps' might be assembled out of this office or elsewhere, to offer help to borough offices (There is some of this already. For instance, Hunter runs a city internship program.)
- Outreach programs: The committee co-chairs earlier responded to the role of the College vis-a-vis the Bronx Strategic Policy document (ref 25). Part of that response, coded to the pages of that document, is included as appendix 11.
- The subcommittee has suggested that there be a single person in the College to support and keep track of all interaction with the community. We suggest this be a member of the College Relations office.

Other reports

- Gym building committee report: This report shows that the new Gymnasium and its concomitant programs will be a major undertaking, physically and financially. The committee contained no faculty other than members of the Physical Education program and no students. There should be input from these groups in an ongoing evaluative process as the facility grows.
- Continuing education is a money making operation that also is an important service to the community. It should be reviewed, and its role in some ESL and other non-college level instruction important to the community should be evaluated.

- Community groups: several community groups appeared at the hearings. Some had been involved in academic programs or continuing education at the College. They asked for more such programs, and the College should investigate this. Some, however, were eager to be volunteer tutors and mentors themselves or to support student interns in their various organizations. The Bronx is often seen as a borough of desperate and impoverished people. These community groups represent a different side of the Bronx. In fact, they can help our students help their own community through the various programs already in place.
- Additional items of concern raised at committee open hearings and in submitted documents:
 - Computer usage and availability and service remains a problem in the minds of many. Do we have too many overlapping control systems, is the academic center too large or too badly laid-out to function well? is there enough equipment for all who want it? Can service be better and more quickly provided to all who need it? We suggest that the academic computing committee take up these matters, and that their solutions be listened to.
 - Further thoughts on evaluation: A formal 'suggestion system' was offered for students, faculty and administration. We think the idea has some merit, particularly as a part of program and function evaluation.
 - We received a lengthy and articulate presentation on the need to build a reward system and better morale among buildings and grounds personnel. If poor personnel policies have contributed to the present poor maintenance of much of the campus then they do indeed need study and revision.
 - Last, but definitely not least, we received reports of the Math and Writing Labs, which reminded us that much important instruction and a sense of 'home' and 'place' are provided by our several open instructional facilities of this sort. These facilities probably produce more 'student learning and satisfaction units' per dollar than most other academic activities on campus. They are exceedingly important, should be expanded to more departments and programs, and can do much to make Lehman a more effective and humane learning environment.

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Chart 1 (see note p. 36)

Program statistics, 1990 faculty, student hours taught and graduates.

ooooo = FT faculty, xxxxx = FTE part-time faculty. Numerical total is FTE faculty.

***** = FTE student hours taught, fall 1990.

= number of undergrad. degrees. &&&&& = number grad.deg.

	0	5	10	15	20	25	30	35	40	45
Faculty	0	5	10	15	20	25	30	35	40	45
Stu.Hrs.	0	80	160	240	320	400	480	560	640	720
Degrees	0	20	40	60	80	100	120	140	160	180

ACS oooooooooooooooooooooxxxxxx 23
 ***** 455
 no degree offered

ART ooooooooooooo 11
 ***** 200
 ### 16

BLS oooooo 6
 ##### 100
 @ 2

COGS oooooooo 8
 ##### 70
 @ 2

ENG oooxxxxxxxxxxxx 43
 ##### 700
 ##### 38

HIS oooooooooo 8
 ***** 170
 @@@ 16

MUS oooooooooxx 10
 ***** 140
 @ 5

PHI ooooooooox 9
 ***** 170
 @ 1

PRS oooooooooooooooooooooooooxxxxxxxx 22
 ***** 400
 @ 5

RML oooooooooooooooooooooooooxxx 20
 ***** 315
 @ 5

S/T oooooooooooooooooooooooooxxxxx 21
 ***** 295
 @@@@ 49

Division totals: 181 FTE faculty, 3015 student hours taught,
 139 graduates

ANT ooooooooooooo 11
 ***** 130
 @ 8

BIO oooooooooooooooooooooooooxxxxx 20
 ***** 240
 @@@@ 17 (Ph.D. not included)

CHE oooooooooooooxxx 15
 ***** 200
 @ 9

ECO oooooooooooooooooooooooooooooxxx 27
 ***** 590
 @ 174

GEO oooooo 6
 **** 60
 @ 1

MAT oooooooooooooooooooooooooooooxxxxxxxx 34
 ***** 620
 @ 77

PHY oooooox 7
 ***** 90
 @ 0 (tally is 1 for most earlier years)

POL oooooox 8
 ***** 125
 @ 25

PSY oooooooooooooxxx 17
 ***** 330
 @ 86

SOC ooooooooooooo 15.
 ***** 250
 @ 74

Div. totals: 160 FTE faculty, 2636 student hours taught, 471 grads

ELE ED 0000000000000000xxx 19
 ***** 300
 ##### 72

HS 00000000x 10
 ***** 160
 0000000000000000### 74

PHY ED 000000000000000 15
 ***** 225
 0000### 30

SEC ED 000000000000000 17
 ***** 200
 00000##### 38

SPEC ED 00000000000000xxx 16
 ***** 200
 ##### 95

NUR 000000000000000000000000000000xxx 31
 ***** 400
 000000000000000000000000##### 119

Div. totals: 108 FTE fac, 1485 student hours taught, 428 grads.

IBAP 000000000000 47 (non-conventional major)
 (Adult Degree (and others?) not taking a
 conventional major).

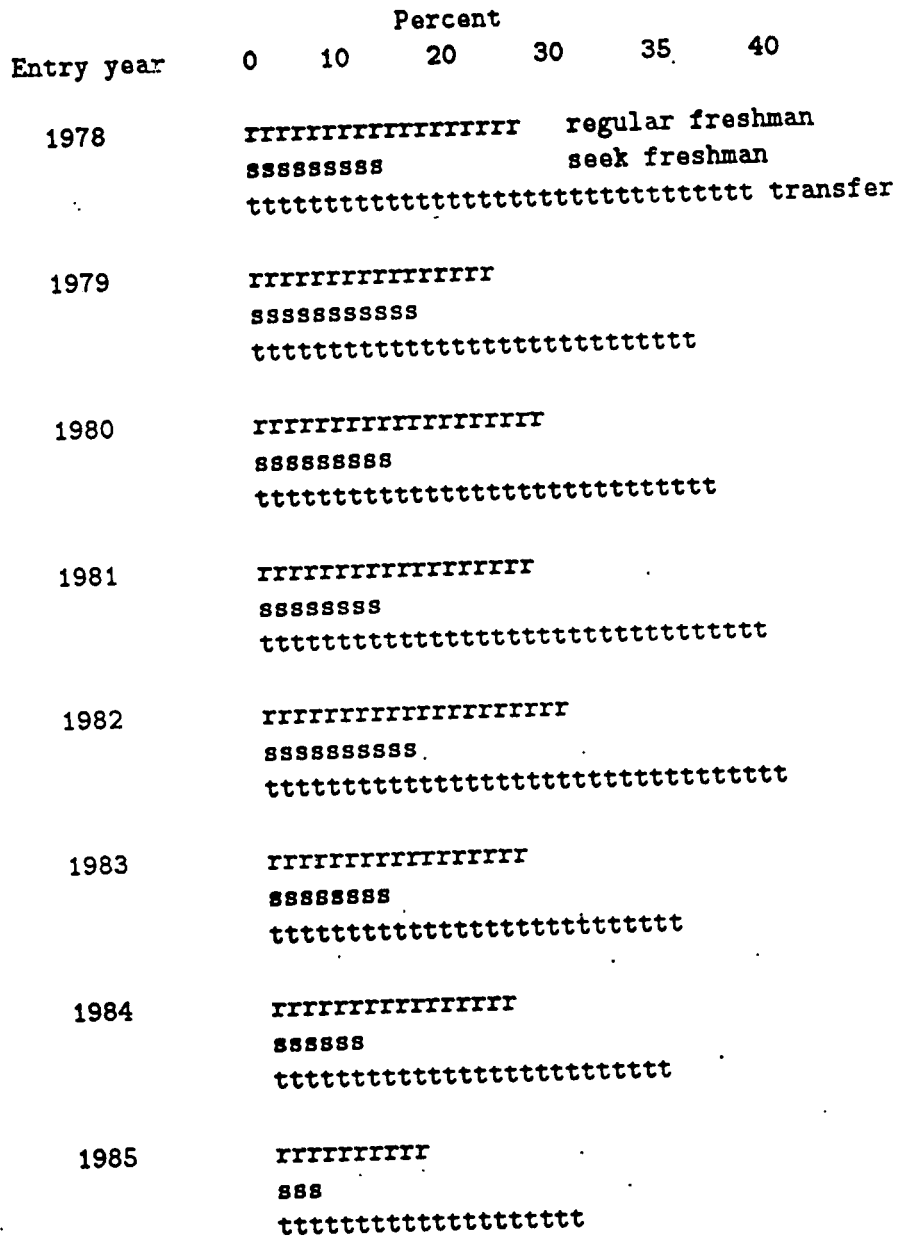
ADP-LSP 000 146
 (conventional major. These are also distributed to the
 departments above).

Grand totals: undergraduate- 771
 graduate - 325

Notes: FT faculty counted regardless of leaves (excluding f.t. adm.), rel. time, grad. ctr. activity, while FTE fac. counts teaching. The difference between the two is thus not entirely a reflection of the adjunct count or actual teaching load. Also, 37 FTE faculty and their student hours originally attributed to ADP, LSP and CORE have been uniformly distributed to Arts and Sciences Departments. This tends to inflate the student hours taught by the smaller liberal arts/sciences departments, but probably is a reasonable reflection of their greater involvement in these general distribution courses. A 10% error in any number could be present, as noted in the text.

Chart 2

Cohort graduation rates from Lehman
(by end 1990)



1986 rrr
 s
 tttttttttttt

1987 0
 0
 tttttttttt

1990 graduates: Freshman/SEEK combined cohorts	286
Transfer cohorts	436
pre '78 cohort	49

Who entered in these classes?

1978: 1197 regular and SEEK freshmen, 26% had 80 or above.
 885 transfer students
 426 readmits

1987: 744 freshmen, 40% had 80 or above
 633 transfers
 457 readmits

For comparison:

1990: 967 freshmen, 28% had 80 or above
 788 transfers
 405 readmits

Chart 3

Some scattered data on transfers:

-Fall 1983 CUNY transfers with AA degrees from BCC, BMCC and Hostos: There were 123. By 1987, 19% had graduated, only 3 were from Hostos.

-Transfer students graduating from 9/90-6/91:

Distribution of courses taken based on 10,794 enrollments, number of students=436:

course level	Percent									
	0	5	10	15	20	25	30	35	40	
R,D,C	XXXXXXXXXXXX									
100	XX									
200-300	XX									
400	XXXXXXXXXX									
GR	X									
CORE	XXXXX									

Chart 4

Graduation rates, class of 1990.

Assumptions: -Seven years to graduate (from chart 2).
-entering numbers calculated from known graduation rates for several classes seven years back.

0 2 4 6 8 10 12 1400 students

XXXXXXXXXXXXXXXXXXXXXXXXXXXX 1,000 entering regular freshmen
00000000 270 regular freshmen graduating. Rate = 25%

XXXXXXXXXX 320 entering SEEK freshmen
00 50 SEEK freshmen graduating. Rate = 12%

XXXXXXXXXXXXXXXXXXXXXXXXXXXX 1300 entering transfers
00000000000000 520 graduating transfers. Rate = 35%
-over half are from non-CUNY sources
-most take about 60 credits
-10% take CORE

-About 200 of all 770 graduates have no specific college distribution requirements (LSP and ADP).

-About 50 of those 200 have a self-designed major.

-Although further analysis would be needed to separate, for instance, how many transfers are in ADP, it seems clear that relatively few of our graduates experience much of our distribution/CORE offerings.

Charge to committee

Long Range Planning Task Force

Since its establishment on July 1, 1968 as an independent unit of the City University of New York, Lehman College has developed into a comprehensive senior college which provides an array of undergraduate and graduate programs and services to a growing and rapidly changing student body. In addition to its academic functions, the college represents a major cultural resource to the Bronx and to New York City through the various activities sponsored by the Lehman Center for the Performing Arts and the Lehman Art Gallery.

In the past two decades, Lehman's student body changed to reflect the demographics of the Bronx. Currently it is composed largely of minority students, most of whom are African Americans and Hispanics/Latinos. Increasing numbers of older adults have enrolled as well and for many students a primary goal is to receive an education that will lead to immediate employment. Accordingly, we have witnessed a marked shift in the number of majors away from traditional liberal arts disciplines and into professional areas such as accounting, computer science, education, nursing, and other health-related professions. Lehman's identity as a liberal arts college is affected by these changes, which in turn suggest that a timely assessment of the institution's mission is needed in order to chart the course to be followed in the future. Not to undertake this task would be to abdicate our responsibility to CUNY and to the region we serve, and to surrender to others the power to define for ourselves what role --traditional and new-- Lehman will play in the coming years as the leading public four-year institution of higher education in the Bronx.

In order to plan for our future, I propose to appoint the Lehman College Long Range Planning Task Force. The purpose of this task force will be 1) to examine a range of issues related to the mission and goals of the institution, 2) to consult extensively with the various internal and external constituencies that have an enduring interest in Lehman College's development about how the college's identity and roles should be modified, and 3) to propose specific changes and new directions where warranted by current/projected conditions and needs in the college's service region and in the CUNY System.

The mission of Lehman College, as defined by its charter, is:

* to offer its students a sound and thorough liberal arts education -- including an introduction to the humanities and the natural and social sciences, study in depth in one discipline, and mastery of verbal expression and quantitative reasoning-- that will enable them to develop their intellectual powers and to become thoughtful and active citizens;

* to offer students the education they need for immediate access on graduation to a job or a profession or to the advanced study required for entry into a profession; to prepare students for jobs that enable them to be of service to their communities and to contribute to the improvement of the quality of life in those communities;

* to offer programs of graduate study for persons wishing advanced work in the liberal arts or advanced or specialized study in such professions as teaching and nursing;

* to collaborate with other institutions and agencies in the area, such as the New York Botanical Garden and Montefiore Medical Center, in offering programs that serve the needs of students and community members;

* to contribute to the advancement of knowledge through the research undertaken by a highly qualified faculty and by gifted students; to make available to the state and local communities the intellectual resources and skills of the faculty;

* to make available to all residents of the college region --New York City and its boroughs, especially the Bronx, and Westchester County-- the educational and cultural opportunities that will enlarge their knowledge and enrich their lives.

MEMBERSHIP AND SCOPE OF WORK

The Long Range Planning Task Force will be composed of elected and appointed faculty, staff, students and administrators representing a cross-section of the campus. It is anticipated that the work of the task force will be clustered around three principal areas of interest: 1) academic concerns, e.g., curriculum and programs, teaching, research, faculty and staff interests, organization and governance, and facilities; 2) students and student life, including recruitment and retention programs/services, and leadership development in the multicultural and multilingual environment that exists on campus; and 3) the relationship of Lehman College with the surrounding community, as exemplified by educational programs and outreach efforts, cultural activities and other services offered throughout the year.

STRUCTURE, PROCESS OF DELIBERATION, AND TIMELINE

Sub-committees will be established in order to focus discussion on concerns specific to each of these three areas. The final set of recommendations will be approved by the full committee and presented to the President for his review and action. In turn, the President will present his recommendations to the Lehman College Senate for discussion and action during the 1991-92 academic year.

Although the membership of the committee is limited, the sub-committees are encouraged to involve actively in their deliberations persons who have an interest in the outcome of the process. This should include other students, faculty and staff as well as members of the broader community outside Lehman College.

An appropriate starting point for the committee will be to re-examine the comprehensive self-study conducted in preparation for the ten-year evaluation and the Evaluation Report that the visiting team from the Commission on Higher Education of the Middle States Association of Colleges and Schools prepared and submitted to the college in spring, 1988. The various recommendations included in the evaluation report address areas that require attention and action. Another useful document may be the summary of the Report of the Bronx Development Council based on the reports prepared by four task forces and several special committees that appeared as a special supplement to the Daily News last March, a copy of which will be shared with Task Force members. The Bronx Borough President's office is issuing a new report this fall that will make specific recommendations for action to be undertaken by institutions across the borough to improve services and living conditions for residents.

ISSUES TO BE CONSIDERED

A. ACADEMIC ISSUES

Beyond these documents, there are concerns that center on the academic dimension, such as: what should be the character of Lehman as a "liberal arts" institution in the face of growing student interest in professional careers; the mix or balance between undergraduate and graduate programs; the need to consider establishing new academic programs in recognition of newly-identified needs and emerging populations (e.g., Dominican studies, urban/metropolitan policy studies and applied research, international affairs), and to eliminate or consolidate existing ones; the function of remedial offerings; the effectiveness of the Core curriculum; the appropriateness of proficiency and distribution requirements; purpose, validity and reliability of current skills assessment practices; enhanced collaboration, including joint programs and increased student transfer between Lehman, Bronx Community College and Hostos Community College; increased opportunities and financial support of faculty professional development and research; the importance of teaching and mentoring of students and the mechanisms needed to recognize and reward these activities; the need to establish faculty and staff recognition activities, e.g., awards for research, teaching, and meritorious service; the importance of affirmative action in promoting diversity among faculty, staff and administrators; the role of technology in promoting more effective instruction and enhanced engagement and learning by students; increased collaboration with area schools, especially Walton and De Witt Clinton high schools.

B. STUDENTS AND STUDENT LIFE

In this area, questions should deal with issues such as what may be the best way to foster a more friendly environment for students and to increase retention rates, especially for new freshmen; how to manage enrollment under severe fiscal limitations; how to create and promote a more positive image of Lehman College and its faculty, staff and student body in area schools and in the surrounding community; how to enhance financial aid opportunities for students; how to increase faculty-student contacts outside the classroom; enhanced student involvement in the governance of the college; services and programs to students who attend Lehman during evenings and weekends; increased recruitment of international students and activities/ programs to serve their needs; promotion of campus safety; child care needs of Lehman students; full access to campus for all students, including students with disabilities; better communication between students and administration; what physical facilities are needed to meet the needs of students?

C. COLLEGE/COMMUNITY INTERACTION

An expanded relationship between Lehman and the surrounding communities, particularly the borough of the Bronx, needs to be articulated. The array of academic offerings, programs and services that the college can offer to the surrounding communities should be increased, along with opportunities for evening and weekend courses leading to a degree for non-traditional students. How might the facilities of the college be made available on an expanded basis to community groups so that the public may benefit from them, e.g., the new athletic facility, the gallery, the PAC? How can the talents and skills of Lehman faculty be brought to bear through organized research and scholarship to improve conditions and bolster the quality of life in the Bronx? How might fundraising and other development activities be enhanced to support a wider range of activities for the Lehman community (students, faculty and faculty)? How might the alumni association be made stronger in its support of scholarships, awards, programs and other activities at Lehman College?

Clearly there are overlaps in the issues listed above, which are not meant to exhaust all the possible areas of concern that the Long Range Planning Task Force might address. A summary of the testimony presented by faculty, staff and students at various hearings to the Long Range Planning Committee appointed by former President Lief last spring will be made available as well for reference to issues brought up previously for consideration. It should be emphasized that the ultimate goal of this planning exercise is to develop a set of recommendations for action that will assist the college in positioning itself to respond to the challenges of the current decade as we prepare to enter the next century in a city, region, nation and world that is much different from what previous generations have known.

List of committee members

1. Christie Alcid
2. Jacqueline Aquilino
3. Cesar Ayala
4. Stanley Bank
5. Juliana Basse
6. Reuben Baumgarten
7. Sarah Beaton
8. Kamini Bishoo
9. Liliana Calvet-Petrella
10. Peter Carlo
11. Ceferino Carrasquillo
12. Margaret Donnelly
13. Nicholas Galli
14. Ann Haas
15. James Jervis
16. Linda Keen
17. Donna Kirchheimer
18. Carl Mann
19. Edward Pakel
20. Lizabeth Paravisini
21. Michael Paull
22. Salvatore Romano
23. Lucie Saunders

24. Gary Schwartz
25. William Seraile
26. Frederick Shaw
27. Patricia Thompson
28. Sara Webster
29. Clarence Wilkes
30. Rosanne Wille

List of subcommittees

1. Faculty Affairs. Co-chairs: Kirchheimer and Saunders
2. Student Affairs. Co-chairs: Schwartz and Wilkes
3. Undergraduate Programs. Co-chairs: Haas and Seraile
4. Remedial Programs. Co-chairs: Bassey and Carrasquillo
5. Graduate Programs. Co-chairs: Bank and Webster
6. Administration. Co-chairs: Baumgarten and Paull
7. Community Relations. Co-chairs: Jervis and Wille

Report of the Faculty Affairs subcommittee

LONG RANGE PLANNING COMMITTEE
SUB-COMMITTEE ON FACULTY AFFAIRS

Sarah Beaton, Margaret Donnelly, James Jervis, Donna Kirchheimer,
Lisa Paravisini,* Lucie Saunders, William Seraile

Introduction

Two findings stand out from our study. One is that most faculty members express strong positive feelings about students, and the other is that the faculty says the teaching load is too heavy. While we shall address these findings at greater length below, we need to begin with some amplification of them.

The faculty members, by and large, are committed to teaching, and take great satisfaction in the achievements of their students. Faculty members say they have gone beyond the usual expectations to re-tool for teaching underprepared students effectively, and for teaching multidisciplinary material in the core courses. They recognize their students' heavy burdens of responsibilities and respond sympathetically. Recurring expressions in the interviews are that the students are "great," "challenging," and that teaching them makes life at Lehman worthwhile because "something good for society is also being achieved."

Comments are almost universal that the course load is too heavy. These observations are more significant in the light of the faculty's commitment to students, teaching and research. The course load has been relieved for some people by released time. This system, however, creates envy and also means that the person who has released time must negotiate continually to maintain it. It is essential to give priority to this problem if the effectiveness of the college is to be maintained at a time when faculty is experiencing declining pay and larger class sizes.

To anticipate our conclusions, the most critical issue is faculty course load. Other significant problems include a general feeling of demoralization about faculty life at Lehman aside from the great interest in the students. This is relieved somewhat by the faculty's hopes about the new administration. The need for recognition of teaching, clarification of the rules for promotion and tenure, and improvement in the physical conditions of the college are additional concerns. We address these matters below.

The report is organized in the following sections: I) Methodology, II) Lehman College as a Community, III) Professional Development, IV) Teaching, V) Promotion and Tenure, VI) Offices, Amenities, Safety and Community Outreach, and VII) Recommendations.

I. Methodology

Data were obtained in interviews conducted with twenty-eight members of the Lehman College faculty. A random sample was drawn

*L. Paravisini took part in the research but not in writing the report.

45-1 *[Handwritten signature]*

from a master list of all faculty members at the College in the Spring of 1991. The sample includes eleven females and seventeen males, two full Professors (one distinguished), four Associate Professors, five Assistant Professors, two Substitute Assistant Professors and five Lecturers with CCEs. The length of time at the college varied from two to twenty-three years. As for tenure status, three of the respondents are non-tenured, four are Lecturers with CCEs, twenty-one are tenured.

Data were gathered utilizing a questionnaire developed by the sub-committee. The instrument included items about the participant's career experience at Lehman including those aspects deemed satisfactory and those less satisfactory. Information was also sought about support and recognition for teaching, service to the college and professional development. In addition, people were asked questions about their attitudes toward teaching in general, and their attitudes toward students in particular. Selected environmental questions were asked including topics related to office facilities, amenities and safety. Other items dealt with opinions regarding college governance such as extent of involvement, satisfaction and the like. Respondents were asked about the Japan Program, faculty housing and the college's role in the greater Bronx community. The topics of class size, scheduling and numbers of teaching hours were also explored. The interview findings were categorized and summarized by the group to form the basis for the final report.

II. Lehman College as a Community

Most faculty see Lehman only as where they teach, thus they speak of it in terms of their students rather than as a community of people who share some intellectual interest and social life. However, they desire more of an intellectual life here and more sociability by and large.

The general perception was voiced by one man who said, "There is a lack of sense of community among members of the faculty." Another person expressed several recurring themes as follows: "My perception of the college as a working class, open access institution is good ... the faculty is fragmented in this centrifugal environment." Others saw faculty as demoralized, insufficiently concerned with students, and having a negative perception of themselves and the college as a consequence of their own frustrations resulting from the conflicting demands of teaching, scholarship and other aspects of their lives. Some see Lehman as having an unresolved dilemma in that it is undecided whether it is a teaching or a research institution. Most point out that community building is hampered seriously by the fact that Lehman is a commuter college. One person expressed a common disquiet when he said, "It's broken and needs to be fixed." These perceptions of older faculty members, and of the younger faculty active in the college, tend to be confirmed by the virtual absence of any sense of the college at all among the newest faculty who lead their lives primarily within their departments, and even there, feel isolated. Overall, people see the college as a teaching institution which offers few opportunities for other kinds of participation in community life and little collegiality except within some departments.

The happier finding is that nearly everyone expresses hope that the college will change with the new administration. One interviewee contrasted the faculty's reaction to last spring's strike, when faculty came regularly to meetings, with an earlier strike, when faculty had stayed at home. Another professor spoke of how President Fernandez's interest in participatory democracy had reawakened his own enthusiasm and interest in college life.

Most people interviewed, with the exception of those whose lives are spent entirely within their departments, thought that faculty should have a greater role in college governance and that the lack of this participation had contributed to the disinterest of the previous administration in faculty concerns. A few faculty members see the Senate as a major institution of governance, but they evaluate it differently, some seeing it as good because it involves students, others disturbed by its ineffectualness and the hostility expressed in Senate meetings.

Faculty had a number of specific comments about what should be done. One common theme was that institutions to foster intellectual life and collegiality should be developed, and some tied this to developing a better sense of Lehman as a liberal arts college. As one person put it, "If there is a solution, it would be to develop an intellectual community through the exchange of ideas. Most important would be develop a sense of this as a liberal arts college and it will require administrative determination to make it happen." Many said that we need more lectures and workshops that would bring people together. Many linked the need for better offices and improved food services to improving the sense of Lehman as a community. As a commuter college, it is necessary to make Lehman College attractive for faculty to stay on campus. Nearly everyone pointed out that the heavy teaching loads reduced interest in community life. A few expressed interest in having a faculty club. Most people felt strongly that something should be done to improve Lehman as a community.

III. Professional Development

The faculty thought that Lehman ought to do more to nurture the professional growth of its faculty. One of the interviewees suggested that the college should take the lead now to retrain faculty to make use of new computer technology in the classroom. Others thought that the college should provide more support for the research efforts and scholarly activities of the faculty. The need for increased funding to attend professional meetings was pointed out. Faculty believes that more grant opportunities should be made available, coupled with, as noted in some interviews, a more "sensitive" and "helpful" grants office. The need for that office to make initial contacts and to focus on faculty in the early stages of their research careers was stressed. Needs for computers and office equipment as well as improvement in library holdings were identified. Other comments referred to broadening the criteria for granting sabbatical leaves.

The faculty members holding the title Lecturer, Full Time with CCE, complained that their unduly heavy teaching load, large classes, and four day schedules were obstacles to the completion

of doctoral studies. They said they felt trapped in a system with little or no opportunity for professional advancement.

The perception among many of the interviewees was that teaching and service to the students, college, and the community were given slight weight as criteria for promotion and tenure. One interviewee, summarizing the frustration and anger expressed by many about the promotion and tenure process, stated: "It is demoralizing for everyone when excellent teaching is overlooked in promotion and tenure. The process leaves room for abuse of individuals."

IV. Teaching

Despite the lack of preparation of some students, most faculty members find teaching at Lehman both challenging and rewarding. Not rewarding when it comes to tenure and promotion, but satisfying when they realize they have helped to shape a better future for someone. Everyone has success stories about students who have "made it." Most see themselves as excellent teachers but they want the college to give them lighter teaching loads and smaller class sizes. Faculty wants more resources to teach a diverse student body which ranges in preparation from "junior high to ivy league." People express particular concern about needing more time to work with students for whom English is a second language.

The majority of faculty interviewed were taxed by the heavy teaching load particularly since faculty members are expected to commit substantial amounts of time to research and publishing. Minority faculty members particularly say that an enormous amount of their time is devoted to students (nurturing, counseling, etc.) and that the college does not recognize their contribution. One faculty member stated, "the teaching load is double what it should be for people doing research...in 1975, the administration upped the teaching load, and it is an outrage that they took this route."

Released time was a sore point with nearly every interviewee. Faculty members want released time to improve teaching skills, to acquire more knowledge, or to have time for research. One interviewee noted, "Right now, it is horrible!" Another called for grant funding for additional released time because, "It is impossible to get released time!" Some had the belief that released time was given to those who were politically connected or knew how to manipulate the system.

V. Promotion and Tenure

Faculty generally questioned the current practice of granting tenure and promotion. Few knew what was expected of them as they prepared for the ordeal. The administration must emphasize what they look for in a successful candidate. Many aspirants have become jaded and have ignored effective teaching because they have heard that only publications count. Others are dismayed that no one wants to recognize good teaching. Many thought that too many full professors (who came along when tenure and promotion were easier) sit in judgment of them. This, they believe, is grossly unfair. Many feel disillusioned when they

strive to serve the community, teach, serve on college committees, publish, etc. and then hear from administrators that serving on major committees does not count, or that chairing a Middle States sub-committee "means nothing" for promotion.

VI. Offices, Amenities, Safety, Community Outreach

Approximately half of those interviewed complained specifically about their offices. Many said their offices were fine. There was full consensus, however, about lack of supplies, equipment, personnel, facilities and other resources traditionally available to faculty members with or in an office. Better office resources, including secretaries and student assistants, were linked to the faculty's ability to teach. Specific needs included better xeroxing facilities and updated audio-visual equipment, including VCRs and large screens for movies. A frequent comment was that the college should provide a computer in each faculty member's office. The physical plant was judged by one person as "lousy for scientific research," and the campus environment seen by others as "unattractive," and "poorly maintained." There were complaints about inadequate space and dirty buildings.

Better office facilities might increase sociability among faculty, leading, possibly, to a greater sense of community. If offices were more comfortable and more convenient for work, faculty might be more likely to have a greater presence on campus. This would increase their availability to students and to each other. One faculty member said, "We need a mass of people here. If we could come in and work in our offices, this could be achieved."

There was a consensus, that at Lehman College we could, and must, do more to reach out to the community. This was described by one faculty member as "a mandate." Faculty believes that the Bronx needs to be "built up." Faculty members were seen as "a rich reservoir of talent that should be tapped." Specific suggestions from faculty included the need for more programs devoted to ethnic groups and more tutoring for the community's residents. Faculty members thought we could offer consultation to social service, health care and mental health agencies. The schools should be a particular focus where diverse services could be offered. Faculty could have placements in local high schools, for example.

We were seen as serving the North Bronx, but not making the efforts we should to serve the entire community. We could bring provocative programs to the campus. The college could be a place where controversial issues are discussed and debated. The Lehman College campus could be a site for a "resource center for the grass roots organizations serving the Bronx," and for an "intellectual day center" for older community residents.

There were many comments about the potential for community connections for the college through the Center for Performing Arts. Suggestions included: gear programs to the tastes of the local population and involve community members in program planning.

The reactions to the Japan program were mixed. Some spoke of opportunities it offers to students and faculty. Others were

Report of the Student Affairs subcommittee

REPORT OF STUDENT MATTERS SUBCOMMITTEE
OF THE PRESIDENT'S LONG RANGE PLANNING COMMITTEE

After two organizational and discussion meetings in the month of February, 1991, the unanimous opinion of the committee membership was that the committee hold open hearings to allow for the collection of outlooks, attitudes, interests, needs, and perceived difficulties of the entire membership of the Lehman College campus community. This group of hearings was publicized to the campus community through the posting of 250 appropriately large and readable duplicated announcements. The schedule called for two weeks of hearings to take place twice during each week for a period of four hours on each scheduled day. Unfortunately, the scheduled hearings fell at the exact time that the Spring Strike took place, and they could not be conducted. The hearings were rescheduled for the two week period immediately subsequent to the Strike. The committee received comments from only one individual during its announced hearings. In addition, early in the summer session, it was suggested that all student leaders and prominent members of the Student Conference and CASA be contacted and offered the opportunity to testify. These students were then contacted by mail sent to their homes, and were informed that open hearings for the Student Matters Subcommittee would be held beginning after the second week of the Fall semester for a continuous period of eight

weeks. Set hours on two regularly fixed days each week (a total of four hours per week) were established. The response to this approach was nearly equally unsatisfactory as the first two sets of scheduled hearings. Only two students actually appeared and testified.

Related to the lack of interest was the practical difficulty the committee faced in that the nature of the area of investigation is amorphous. The concerns of all of the Long Range Planning Subcommittees embraced in some fashion the concept of Student Matters. All campus matters are student matters because it is the student who is to be served.

Despite the resulting paucity of response and interest, and the vagueness of the task, certain recurrent "themes" were discussed in the context of the committee. Certain of these "themes" also appear in past "student concerns" reports.

In short, the problems of past years are still the problems of this year. Review of this committee's minutes and the summary of a report to past President Leonard Lief by a Long Range Planning Committee in the Spring of 1990, indicate many areas needing change, reform, improvement, and attention in the area of student matters. Although many areas of concern are mentioned, the following are articulated with more urgency than others:

- * A need exists to enhance, and in some cases create, counseling and administrative services for evening and weekend students;

- * There must be more emphasis on student-sponsored events and use of College facilities;
- * A need for non-classroom student-use space exists;
- * There is a general need for more pre-professional advisement and career-related training programs;
- * There is a need for a study in what appears to be a lack of role models for the existing ethnic mix of students on the campus. There appears to be a disparity between the ethnic composition of the faculty and student body. How should this incongruity be dealt with?
- * There is a need for student housing.

What has plagued the College is an inability or unwillingness to deal with the realities of the educational needs of the Bronx population. The only mission is to educate the excluded regardless of how, when and why the population shifts, for it will never stop shifting if this century's patterns are indicative of what we can expect. College action in the listed areas will constitute real steps to meeting repeatedly articulated needs of the College's existing students.

THE COMMITTEE

wary, even suspicious, saying they did not have adequate information about the program. Several persons focused on concerns that the program might drain college resources.

Others contrasted the Japan program with the community outreach in the Bronx. "We should work just as hard on a program in the Americas, that is, on a program focused on our students and their communities." "Like going to Japan, we could also go to the Bronx!" One faculty member commented that the Japan program needs to be monitored by faculty.

Few faculty members commented about safety. Among those who did, suggestions included more visible security guards and vans to take students to the subway at night.

VII. Recommendations

The problems that faculty see as demoralizing--lack of a college sense of identity and nearly impossible course loads--call out for relief. We recognize that about one-half the faculty will probably retire within the decade; amelioration of the situation is necessary now, however, if good teaching is to continue. We make the following recommendations:

1. Reducing the teaching load routinely, not on the basis of patronage, is a first requirement. Unless faculty members have released time for research, graduate teaching or administration, they should have a nine hour course load. This is essential for maintaining the quality of teaching. Faculty could use the time to work on courses, develop ideas for research, and catch up on the work in their fields. This could be justified contractually as released time for course review. One possible means for achieving this goal, at present, might be to have every HEO--whom departments concerned considered qualified--teach one course a year. Their office work would be appropriately reduced. This approach would involve everyone in the college and would relieve the faculty burden. Funds from the Japan monies might be used as a short term means of achieving this goal.

2. Avoid over reliance on substitute and adjunct faculty as permanent faculty retire. A little of this temporary staffing adds variety and supports the graduate students; at the same time, however, reliance on short term faculty leads to demoralization and a teaching program having little coherence. Appointing too many short-term faculty members adds up to trying to get the job done on the cheap at the expense of students, long-term faculty and the short termers as well.

3. Recognize the need for faculty to spend more time "nurturing" and "counseling" students who come in with a variety of personal problems, diverse learning needs, as well as language barriers. Recognition can take the form of working seriously to reduce teaching loads, acknowledging this kind of faculty contribution in promotion and tenure decisions and looking for additional means to aid faculty to have more time for these endeavors.

4. Create a yearly seminar on preparing for tenure, and another on preparing for promotion. These would be led by faculty members experienced in the process. The seminars would be open to all faculty who will be coming up for tenure or promotion within the subsequent two or three years.

5. Give routine support to ABD lecturers to finish their doctorates. Chairs could be asked to identify them.

6. Reorganize the bell schedule in order to facilitate schedules that involve four courses, or day and evening teaching. This should help with maintaining our commitment to evening students as well as day students.

7. Encourage faculty to develop seminars on questions of mutual interest such as a critical consideration of the concept of the underclass. Develop these as scholarly meetings held monthly.

8. Establish a public lecture twice a semester. Some presentations might be made by distinguished professors on subjects of current interest to them.

9. A room in a central place (or two rooms at different ends of campus) should be set aside as a lounge area for faculty. The area needs to be accessible to people from all over campus. Keep it simple but have a hot plate for heating water for tea, instant coffee.

10. Put more effort into office upkeep. At least, repair broken windows and holes in the walls. Everyone should have, at a minimum, a desk and bookcase.

11. Consider expanding student movie programs to include faculty. Show film classics, new things of special interest, perhaps with tea beforehand.

Report of the Undergraduate Programs subcommittee

REPORT TO THE
LONG RANGE PLANNING COMMITTEE
FROM THE
SUBCOMMITTEE ON UNDERGRADUATE PROGRAMS

Ann. Pollinger Haas, Co-Chair
William Seraille, Co-Chair
Donna Kirchheimer
Reuben Baumgarten
Salvatore Romano
Clarence Wilkes

January 1992

47-a

The Subcommittee on Undergraduate Programs met on a regular basis through the Spring 1991 and Fall 1991 semesters. From the outset, we set as our goal to identify the key areas of concern related to the undergraduate academic programs at Lehman and to make recommendations about how these concerns might be addressed. We chose to concentrate on general issues affecting the academic programs as a whole rather than attempting to evaluate individual programs in any specific way.

Towards this end, we spoke with representatives of a wide variety of major programs on campus, and also with representatives of Adult and Continuing Education. Although we decided to concentrate essentially on the major programs, because of the impact of the core program on many of the majors we also spoke with individuals who have been involved with the core and its evaluation over recent semesters. Finally, we designed and distributed a questionnaire among upperclass students in order to elicit feedback from them about the major programs they are pursuing. (A summary of the specific findings of this survey is appended to this report).

After considerable discussion, we have identified the following issues as those most in need of attention.

1. Academic leadership

There is considerable feeling among many departments that the academic leadership of the College needs to be significantly strengthened. As budgetary restrictions loom larger and larger, it is becoming increasingly important for the College to define its academic goals more clearly, plan its programs in accordance

with those goals and allocate its resources in a directed, coherent way. In the view of the Subcommittee, the Provost should provide the key leadership in this domain, working in close concert with the Divisional Deans.

An essential element of such leadership would be to formulate and promulgate an overall academic plan for the College, and to link such a plan to the College's academic budget. It is increasingly apparent that Lehman cannot adequately support all of the academic programs currently being offered. Several programs and departments have been badly depleted of faculty and/or students over the years, and this must be addressed. In order to offer a coherent major curriculum, a minimal number of faculty and also a minimal number of students is necessary.

Although fluctuations need to be anticipated, especially in regard to student interest and demand for particular programs, in the view of the Subcommittee, the provost, in consultation with the Divisional Deans and the particular department and program heads, should conduct a detailed analysis of small programs at the College and make clear recommendations to the President about their future within the context of the College's overall academic plan. If these programs are deemed to be worthwhile in terms of Lehman's academic mission, ways must be found to insure their quality and integrity.

One factor that should be specifically examined is the negative impact the core program appears to be having on the ability of some small departments to offer a variety of courses in the major. In some departments faculty are devoting a significant part of their teaching responsibilities to the core and it

is not clear that this is the most effective use of their skills and time.

Also related to academic leadership is the responsibility for the academic budget of the College. The Subcommittee recommends that the responsibility for the academic budget be given directly to the Provost without intervention from any other administrative office. This budget needs to be administered with a clear and focused view of how individual academic programs are currently functioning, as well as the College's short and long-range plan for their development or retrenchment. Budgetary allocations should be made with an eye to the future, rather than as is currently the case, on the basis of the level of support given a program during the past academic year. In short, the functions of academic planning and academic budgeting must be coherently linked. Another function of academic leadership at the College should be to facilitate better linkages between individual departments in order to make maximum use of available resources. Relevant here are such issues as cross-listing of related courses and scheduling of classes in order to meet the needs of more than one department. This function should rest primarily with the Divisional Deans, but many possible intradepartmental linkages cut across the present academic divisions, and therefore the Provost's Office may need to be involved with this as well. In this regard, the Subcommittee questioned whether the present divisional structure is conducive to facilitating collaboration among related departments, since in some cases the departments within a particular division may share

more with departments outside the division than within it.

Relatedly, the Provost should provide leadership in systematically exploring and establishing linkages between the academic programs and Continuing Education. This unit of the College is currently offering a wide variety of remedial programs as well as technical programs (eg. paralegal, medical records, etc.) which have relevance for some of the regular academic programs. Greater integration of these resources within the College as a whole would seem to be desirable.

The Subcommittee's final recommendation in regard to academic leadership is that a mechanism be established for systematic evaluation by faculty of the academic administration. There currently appears to be a widespread feeling among faculty that some of the College's academic officers are ineffective as administrators and provide little in the way of academic leadership. Such a preception does not encourage the kind of trust and cooperation between faculty and administration which is necessary if the College is to meet the challenges it faces over the next five years.

2. Program evaluation

The Subcommittee is strongly supportive of the President's recent initiative regarding regular, systematic evaluation of the College's academic programs. The purpose of these evaluations should be made clearer to the departments, however, and it should be clarified as to who will have access to the evaluation data.

The Subcommittee recommends that the evaluation include systematic input of students in the major program, both currently

enrolled students and graduates. As part of the Subcommittee's work, a beginning was made in terms of surveying current students, but few programs now have systematic information about the educational or career paths of students after graduation. The perceptions of graduates on what they have gained from their education at Lehman should constitute an essential part of program evaluation. In order to encourage all programs to conduct regular surveys of graduates, it would be helpful for the College to develop and distribute a generic data collection instrument, which individual departments could modify or expand based on their particular needs or interests.

3. Declaration of major

A significant problem experienced by most undergraduate programs at the College is the failure of many students to officially declare their majors until quite late in the program. This makes it difficult for departments to knowledgeably plan their academic offerings and makes meaningful academic advising extremely difficult.

The Subcommittee recommends that the responsibility for signing students into the major be put back into the departments who have the most direct contact with students and are in the best position to distribute and collect the declaration of major forms. Some department Chairs have devised their own systems of determining the number of students in each of their areas of concentration, and in some cases their numbers differ considerably from those which the Registrar generates based on the official College form submitted by students. If the departments were to

see it as in their own interests to officially enroll students in the major, it is likely that this task would be more efficiently accomplished at the department level.

4. Location of academic programs on campus

Several departments suggested that a more coherent allocation of space on campus would facilitate better cooperation among related programs. In view of the fact that the construction of the new gym building will open up the old gym for other occupants, it may be possible to reallocate space on campus in such a way to put related programs in closer proximity of one another. The Subcommittee recommends that a committee of administrators, faculty and students be appointed by the President to look specifically at campus space and make recommendations as to long-range allocation.

APPENDIX TO
REPORT OF THE SUBCOMMITTEE ON
UNDERGRADUATE PROGRAMS
SUMMARY OF RESULTS OF STUDENT SURVEY

In November 1991, the Subcommittees on Undergraduate Programs developed and distributed a Major Program Survey (attached), to be completed by Lehman students who had selected a major program. Copies of the survey were provided to instructors in all 300 and 400-level courses being offered during the Fall 1991 semester (N=305) in which a total head count of approximately 4,000 students were enrolled. Students were asked to complete the survey only once.

A total of 1028 survey forms were returned, representing 31 different areas of concentration at Lehman. As shown in Table 1, survey respondents constituted about 47% of the total number of declared majors in these areas, according to the Registrar's Fall 1991 figures. In some cases (Anthropology, Chemistry, DFN) the number of respondents indicating that area of concentration exceeded the Registrar's total for declared majors, pointing up the problem with declaration of majors that was discussed in the Subcommittee's report. In about two-thirds of the areas of concentration, survey respondents constituted at least half of the number of declared majors, and thus, it is felt the survey results are overall quite generalizable. Notable exceptions are the areas of Biology, Nursing, and Corporate Training in which fewer than one-quarter of the number of declared majors responded.

Table 2 presents a breakdown of students by area of concentration according to three background variables: percent fulltime students, percent night students, and percent employed. As shown in the first column of data in this table, the percentage of fulltime students ranges from a high of 100% (Philosophy) to a low of 25% (Chemistry). Chemistry was the only area of concentration in which fewer than 50% of the respondents

TABLE 1: DISTRIBUTION OF RESPONDENTS BY AREA OF CONCENTRATION

	<u>No. of Respondents</u>	<u>*Total No. of Declared Majors</u>	<u>% Response</u>
Anthropology	7	6	116%**
Art	26	35	74%
Biology	4	65	6%
Black Studies	6	11	55%
Chemistry	4	1	400%**
Economics/Accounting			
Economics	33	62	53%
Bus. Management	67	144	46%
Accounting	141	323	44%
English	56	85	66%
Health Services			
Health Srv. Admin.	48	61	79%
Health Education	17	28	61%
Dietetics, Nutrition	37	35	106%**
History	26	40	65%
Math/Computer Science			
Math	17	26	65%
Computer Science	24	93	26%
Computing & Management	49	95	52%
Music	14	14	100%
Nursing	58	276	21%
Philosophy	5	6	83%
Physical Ed., Rec., Dance	8	31	26%
Physics/Astronomy	1	1	100%
Political Science	35	54	65%
Psychology	161	287	56%
Puerto Rican Studies	5	1	36%
Spanish	32	37	86%
Secondary, Adult, Bus. Ed.			
Business Education	10	28	36%
Corporate Training	6	30	20%
Sociology/Social Work			
Sociology	56	106	53%
Social Work	26	97	27%
Speech & Theater			
Speech/Mass. Comm.	32	50	64%
Speech pathology	15	32	47%
TOTAL	<u>1028</u>	<u>2173</u>	<u>47%</u>

* Registrar's figures for Fall 1991

** The number of respondents indicating these majors exceeded the number of declared majors according to the Fall 1991 Registrar's figures.

TABLE 2: BACKGROUND DATA ON STUDENTS BY AREA OF CONCENTRATION

	<u>Percent Fulltime</u>	<u>Percent Night Students</u>	<u>percent Employed</u>
Anthropology	67	29	57
Art	56	24	52
Biology	75	50	50
Black Studies	67	67	83
Chemistry	25	50	100
Economics/Accounting			
Economics	72	32	81
Bus. Management	79	28	74
Accounting	78	41	82
English	76	42	84
Health Services			
Health Srv.Admin.	65	49	80
Health Education	73	20	73
Dietetics, Nutrition	55	30	87
History	68	33	83
Math/Computer Science			
Math	65	47	81
Computer Science	73	57	86
Computing & Management	86	35	69
Music	85	0	77
Nursing	70	4	73
Philosophy	100	20	80
Physical Ed., Rec., Dance	67	0	83
Physics/Astronomy	*	*	*
Political Science	85	24	82
Psychology	67	39	80
Puerto Rican Studies	60	40	75
Spanish	79	21	62
Secondary, Adult, Bus. Ed.			
Business Education	50	78	90
Corporate Training	50	50	67
Sociology/Social Work			
Sociology	58	57	78
Social Work	92	0	68
Speech & Theater			
Speech/Mass. Comm.	87	7	77
Speech Pathology	71	7	71

*Not analyzed since only one major responded to survey.

TABLE 2: BACKGROUND DATA ON STUDENTS BY AREA OF CONCENTRATION
(continued)

	<u>Percent Female</u>	<u>Percent Over 30</u>
Anthropology	67	80
Art	83	54
Biology	75	0
Black Studies	100	50
Chemistry	0	50
Economics/Accounting		
Economics	47	38
Bus. Management	71	24
Accounting	59	24
English	69	31
Health Services		
Health Srv.Admin.	89	56
Health Education	80	53
Dietetics, Nutrition	87	55
History	58	54
Math/Computer Science		
Math	29	41
Computer Science	48	36
Computing & Management	47	14
Music	31	46
Nursing	94	32
Philosophy	40	20
Physical Ed., Rec., Dance	17	50
Physics/Astronomy	*	*
Political Science	41	24
Psychology	89	38
Puerto Rican Studies	100	80
Spanish	66	55
Secondary, Adult, Bus. Ed.		
Business Education	100	70
Corporate Training	100	83
Sociology/Social Work		
Sociology	90	57
Social Work	80	48
Speech & Theater		
Speech/Mass. Comm.	63	10
Speech Pathology	100	29

*Not analyzed since only one major responded to survey.

indicated attending Lehman on a fulltime basis. In exactly 60% of majors, between half and three-quarters of respondents said they attended fulltime; and in the remaining 37%, more than three-quarters indicated fulltime attendance.

As seen in the second column of Table 2, the majors were found to differ considerably in the percent of students attending Lehman primarily or exclusively at night. In seven areas of concentration (Biology, Black Studies, Chemistry, Computer Science, Business Education, Corporate Training, and Sociology), at least half of the respondents reported themselves to be night students, while in an almost equal number (Music, Nursing, PERD, Social Work, Speech & Theater, and Speech Pathology), fewer than 10% of respondents were night students.

The third column of this table shows that in a large majority of areas of concentration (63%), at least three-quarters of survey respondents are employed in addition to going to school. In the remainder of majors, between 50% and 74% are employed.

As seen on the second page of Table 2 (p.4), the areas of concentration are also quite diversified in terms of their gender and age makeup. In almost half (14 or 47%), at least three-quarters of the respondents were female, and in only three majors (Math, Music and PERD) did fewer than 40% indicate they were female. In terms of age, three majors (Anthopology, PR Studies and Corporate Training) appear to have particularly large proportions of students (i.e. at least three-quarters) over 30, while in seven (Biology, Business Management, Accounting, Computing and

Management, Philosophy, Political Science and Speech/Mass Communication), fewer than one-quarter of the respondents were over 30. In the remainder of the majors, between about one-third and one-half of the respondents were in this age group.

Table 3 (pp. 9-11) presents the average ratings given by respondents to nine different aspects of the major program: the quality of teaching, by faculty in the major program, the sensitivity of faculty to students' needs and concerns, the availability of faculty, the quality of academic advising, the quality of career guidance, the quality of the major program compared to similar programs at other schools, the quality of the students pursuing the major at Lehman, the likelihood of getting a good job with a bachelor's degree in the major, and the likelihood of getting accepted into graduate or professional school with good grades in the major. These ratings were made using a scale of 1-4 (poor, fair, good and excellent).

With regard to the quality of teaching, respondents overall rated this aspect quite favorably, giving average ratings of 3 or above (i.e. at least "good") to 22, or about 73%, of the 30 areas of concentration rated. No major was given an average rating of less than 2.5 (halfway between "fair" and "good"). Ratings given to the aspects of the sensitivity and availability of faculty were generally less favorable. Regarding sensitivity of faculty to students' needs and concerns, only 12, or 40%, of the majors received an average rating of 3 or above. In terms of faculty availability to students, 15 majors or 50%, received average ratings of 3 or above.

As seen on the second page of Table 3 (p.10) students were overall fairly critical in rating the quality of academic advising and career guidance provided by their major programs. Only 8 majors (27%) received an average rating of 3 or more regarding academic advising; and only 3 (10%) received such a rating in regard to career guidance.

Likewise, as shown in the last column on page 10, only 8 majors were given average ratings of 3 or more, indicating they were at least "good" compared to similar programs at other schools. Relatedly, as seen in the first column on page 11, students in only 5 majors (17% of the total) rated their follow students as at least "good" (3.0 or more).

Finally, students in most majors were somewhat pessimistic about their prospects for getting a good job with a bachelor's degree, with only 5 majors (17%) receiving an average rating of 3 or above on this aspect. Somewhat surprisingly, however, 24 majors (80%) were given such a rating in terms of leading to acceptance into graduate or professional schools.

The data in Table 4 (p.12) provide a summary perspective in terms of students' overall satisfaction with their areas of concentration at Lehman. In only 8 majors (27%) did at least half of the respondents describe themselves as "highly satisfied" with the programs they were pursuing. In 12 majors (40%) at least half of the respondents said that they would recommend the Lehman's program "with no reservations" to a friend who was considering pursuing that major in college.

While this summary report has presented the highlights of the student survey, a considerable amount of additional analysis could be done to the data which were obtained. Attached to this report are summaries of the raw data for each of the 31 areas of concentration, and the full data set is available on computer disk (formatted for analysis by SPSS) should additional information be wanted. Overall, the survey points to a key strength of most of Lehman's undergraduate programs - the quality of teaching provided by faculty - but suggests some areas, particularly regard advising, which need further development and strengthening.

TABLE 3: AVERAGE RATINGS GIVEN TO SELECTED ASPECTS OF MAJOR PROGRAM

	<u>Quality of teaching</u>	<u>Sensitivity of faculty</u>	<u>Availability of faculty</u>
Anthropology	3.5	3.7	3.2
Art	3.4	3.3	3.1
Biology	3.3	2.5	3.3
Black Studies	3.8	3.8	3.6
Chemistry	3.0	3.0	2.7
Economics/Accounting			
Economics	3.0	2.8	3.2
Bus. Management	2.7	2.5	2.8
Accounting	2.7	2.5	2.7
English	3.2	2.9	3.0
Health Services			
Health Srv.Admin.	3.2	3.3	3.2
Health Education	2.9	2.7	2.5
Dietetics, Nutrition	3.1	2.6	2.7
History	3.5	3.2	3.3
Math/Computer Science			
Math	3.0	3.0	2.8
Computer Science	2.8	2.9	2.8
Computing & Manag.	2.8	2.4	2.7
Music	3.5	3.4	2.9
Nursing	2.5	2.4	2.5
Philosophy	3.4	3.6	3.5
Physical Ed., Rec., Dance	3.2	2.9	2.8
Physics/Astronomy	*	*	*
Political Science	3.3	2.9	2.9
Psychology	3.0	2.7	2.7
Puerto Rican Studies	2.6	2.6	3.2
Spanish	3.1	2.8	2.9
Secondary, Adult, Bus. Ed.			
Business Education	3.4	3.1	3.3
Corporate Training	3.0	3.3	3.5
Sociology/Social Work			
Sociology	3.1	2.8	2.9
Social Work	3.3	2.9	3.0
Speech & Theater			
Speech/Mass. Comm.	2.9	2.6	3.0
Speech Pathology	3.3	3.3	3.4

*Not analyzed since only one major responded to survey.

TABLE 3: AVERAGE RATINGS GIVEN TO SELECTED ASPECTS OF MAJOR PROGRAM
(continued)

	<u>Quality of academic advising</u>	<u>Quality of career guidance</u>	<u>Quality of major vs. other schools</u>
Anthropology	2.8	2.7	2.5
Art	3.0	2.9	2.9
Biology	3.0	2.8	2.3
Black Studies	3.4	3.8	3.2
Chemistry	1.8	1.0	1.0
Economics/Accounting			2.7
Economics	2.6	2.4	2.5
Bus. Manag.	2.3	2.2	2.6
Accounting	2.4	2.3	2.5
English	2.5	2.2	
Health Services			3.0
Health Srv.Admin.	3.2	2.6	3.1
Health Education	2.7	2.7	2.9
Dietetics, Nutrition	2.5	2.2	2.9
History	2.8	2.4	
Math/Computer Science			2.6
Math	2.7	2.5	2.6
Computer Science	2.8	2.1	2.3
Computing & Manag.	2.4	2.3	2.8
Music	2.5	2.2	2.7
Nursing	2.3	2.2	2.5
Philosophy	3.2	2.3	2.7
Physical Ed., Rec., Dance	2.6	2.4	*
Physics/Astronomy	*	*	
Political Science	2.8	2.3	2.6
Psychology	2.5	2.3	3.0
Puerto Rican Studies	2.0	2.3	2.9
Spanish	3.1	2.8	
Secondary, Adult, Bus. Ed.			3.6
Business Education	3.3	3.0	3.0
Corporate Training	3.3	3.0	
Sociology/Social Work			2.7
Sociology	2.6	2.4	3.2
Social Work	2.8	2.7	
Speech & Theater			2.2
Speech/Mass. Comm.	2.8	2.3	3.0
Speech Pathology	2.7	2.7	

*Not analyzed since only one major responded to survey.

TABLE 3: AVERAGE RATINGS GIVEN TO SELECTED ASPECTS OF MAJOR PROGRAM
(continued)

	<u>Quality of students in in major</u>	<u>Likelihood of job with B.A/B.S.</u>	<u>Likelihood of acceptance to grad. sch.</u>
Anthropology	3.0	2.3	3.0
Art	2.7	2.4	3.1
Biology	2.3	2.8	2.8
Black Studies	3.0	3.2	3.6
Chemistry	2.0	3.0	3.3
Economics/Accounting			
Economics	2.7	2.7	3.0
Bus. Manag.	2.6	2.7	3.0
Accounting	2.6	2.9	2.9
English	2.5	2.4	2.9
Health Services	2.7	2.8	3.2
Health Srv.Admin.			
Health Education	2.6	2.9	3.1
Dietetics, Nutrition	2.5	2.6	2.9
History	2.9	2.6	3.2
Math/Computer Science			
Math	2.8	2.9	3.0
Computer Science	2.5	2.7	3.0
Computing & Manag.	2.7	2.6	3.0
Music	2.6	2.1	3.3
Nursing	2.5	3.5	3.4
Philosophy	2.3	2	3.4
Physical Ed., Rec., Dance	3.2	2.7	3.3
Physics/Astronomy	*	*	*
Political Science	2.7	2.2	3.2
Psychology	2.7	2.3	2.9
Puerto Rican Studies	2.8	2.8	3.5
Spanish	2.5	2.7	3.0
Secondary, Adult, Bus. Ed.			
Business Education	3.1	3.2	3.3
Corporate Training	2.8	3.0	3.0
Sociology/Social Work			
Sociology	2.6	2.5	3.0
Social Work	3.0	2.4	3.3
Speech & Theater			
Speech/Mass. Comm.	2.5	2.3	2.9
Speech Pathology	2.7	2.4	3.1

*Not analyzed since only one major responded to survey.

TABLE 4: OVERALL SATISFACTION OF STUDENTS BY AREA OF CONCENTRATION

	<u>Percent Highly Satisfied</u>	<u>Percent Recommending Program Without Reservation</u>
Anthropology	67	60
Art	46	48
Biology	25	25
Black Studies	67	40
Chemistry	25	50
Economics/Accounting		
Economics	39	41
Bus. Manag.	28	23
Accounting	30	26
English	38	29
Health Services		
Health Srv.Admin.	50	54
Health Education	53	57
Dietetics, Nutrition	39	42
History	73	58
Math/Computer Science		
Math	35	50
Computer Science	33	23
Computing & Manag.	20	29
Music	46	50
Nursing	18	23
Philosophy	40	25
Physical Ed., Rec., Dance	25	38
Physics/Astronomy	*	*
Political Science	44	39
Psychology	41	33
Puerto Rican Studies	40	75
Spanish	47	42
Secondary, Adult, Bus. Ed.		
Business Education	70	90
Corporate Training	50	67
Sociology/Social Work		
Sociology	40	38
Social Work	65	62
Speech & Theater		
Speech/Mass. Comm.	9	23
Speech Pathology	47	60

*Not analyzed since only one major responded to survey.

Report of the Remedial Programs subcommittee

Report of the Sub-Committee on
Remediation and Compensatory Programs

Submitted by Juliana Bassey
January 21, 1992

The Sub-Committee on Remedial and Compensatory Programs met regularly during the Spring 1991 and the Fall 1991 semesters. The committee membership for this period included the following individuals:

Mr. C. Aviles (student)

Ms. K. Carmody

Dr. C. Mann

Prof. L. Paravisini

Prof. L. Saunders

Prof. G. Schwartz

Prof. J. Basseby (Chair)

During the Fall, 1991 semester, the committee lost three of its members: Ms. Carmody, Dr. Mann and Professor Paravisini. Two replacements were provided in November, 1991; Ms. Liliana Calvet-Petrella and Prof. Carrasquillo. These two new members have not participated in the review process. However, copies of this report will be sent to them in the event that the committee, being long-range, continues to deliberate.

The committee reviewed the work of the following programs:

Academic Skills/SEEK

ESL/Bilingual

Remedial Math/Math Laboratory

Writing Center

The committee was unable to review the Program for the Deaf and Hearing Impaired.

The review process used by the committee included interviews of program faculty and administrators and review of evaluation and self-study documents provided by the programs.

In addition, the committee chairperson held follow-up conferences with program personnel to obtain additional information and/or clarification of issues.

The committee, in the Spring 1991 semester, defined its role as "helping to determine the measures that could improve the effectiveness of the programs under review." To this end, it was decided that the following concerns be addressed:

the relationship between high attrition and the effectiveness of these programs;

the appropriateness of current placement tests and the exit criteria of these programs;

the role of advising in the placement of students in these programs.

To help frame the context within which these concerns were reviewed, the following position papers and reports were consulted:

1. The condition of Latinos in the City University of New York by Ricardo Otheguy. The Otheguy Report addresses the following areas:

Policies and practices governing placement in Academic Skills, Bilingual and ESL courses;

The impact of remedial placement on retention;

The impact of the Skills Assessment Tests on racial and linguistic minorities;

ESL Curriculum and effective ESL pedagogy.

2. The Math Lab: A Five Year Report. Prepared by Robert Sutliff. Statement to Long Range Planning Committee of Lehman College. These documents address the following:

- Better retention techniques;
- Role of Counseling in the retention of students;
- Adequate funding;
- Development of supplementary materials.

3. The Writing Center Annual Report for the 1989-1990 prepared by David C. Fletcher. This document addressed the following areas:

- Preparation of Tutors to assist students in reading/writing across disciplines;
- Special needs of ESL students;
- Special needs of students for whom standard English is a second dialect.

4. Middle States Self Study and Evaluation Reports on ESL and Academic Skills.

Oral presentations to the committee were made by the following people:

Marc Ward	The ESL/Bilingual Program
Joseph Enright	Cooperative Education Program
David Fletcher	The Writing Center
Elizabeth Cooper	The English Composition Sequence

Findings

The programs have been effective in meeting their stated goals--enabling students to pass the Basic Skills Assessment tests (BSATs). Approximately 50% - 60% of students in remedial and compensatory programs pass the BSATs at the end of each semester. The pass rates increase to approximately 65% - 70% when the BSAT results of successful students who participate in inter-session programs and summer programs are included.

However, there is unanimous agreement among program faculty and administrators that passing scores on the BSATs are not sufficient to ensure student retention nor successful completion of academic work at Lehman College. Each program presented proposal for curricular modification which will ensure that students will be adequately prepared for the rigorous academic study required in a four-year Liberal Arts institution. These proposals are still under discussion. Set forth below are the major recommendations garnered from proposals, oral presentations and follow-up interviews. A more detailed discussion of each proposal is appended to this report.

The Committee Chair plans to present a second report at the end of the academic year when these proposals will have become program policies.

The Academic Skills/SEEK Program

The Department/Program proposes the development and implementation of a research, inquiry-based, technology-supported reading and writing curriculum for students in its skills development program. There has been more than sufficient evidence to support the contention that more traditional methods of teaching reading and writing have not been successful for a significant number of students enrolled in Academic Skills courses. These traditional methods have focused, for the most part, on teacher-centered classrooms where lecture is often the primary mode of instruction, and, where more often, the emphasis is on the writing of five-paragraph essays prepared by paper and pencil or pen. Also, because of the emphasis on preparation for the Writing Assessment Test which is the sole criterion for exit from ACS courses (which explains instructional attention to the five-paragraph essay), students often go on to other courses underprepared to meet the requirements that they be able to demonstrate facility with a variety of reading and writing strategies as well as with library and research skills. Therefore, it has become increasingly apparent that new and innovative approaches are needed to better address the individual and group needs of this population, for whom standard English often is a second language or a second dialect, and who have been underprepared by their previous schooling and who have had little exposure to traditional modes of academic discourse.

The use of computers (wordprocessing and Realtime Writer (RTW) - an interactive, local-area networked system) has proven particularly successful in the teaching of these students. Several ACS teachers have consistently used these two technologies in their classes. One has used them for over six years in all her writing classes with notable effect and has developed methodologies to enhance their effectiveness. (During the recent SEEK Pre-Freshman Program, there was a 32 percent increase in the numbers of students who passed the Writing Assessment Test, from 16 of 57 students in 1990 to 34 of 57 students in 1991. Also, there was a 14 percent increase in Reading Assessment Test passes, from 49 percent to 63 percent. Further, in several questionnaires, students indicated that they thought writing and dialoguing on computers, using wordprocessing and RTW, was of primary importance to this success.)

Perhaps, the use of computers has been useful in the teaching of writing because the literature has shown this technology, if so used, allows for interaction, collaboration and dialogue, thus operationalizing composition theories that define writing as a social and communal activity. This communicative concept because of its emphasis on interaction, collaboration and dialogue appears to be more accessible and acceptable to those students in ACS (and the SEEK Pre-freshman Summer Program) who have received such theory-based instruction.

In addition, the current ACS classroom use of peer tutors, who have been specially trained in various literacy theories, as well as those that stress writing as social activity, and in the various uses of the computer in ESS 376/377, the tutor training course, has also reinforced, in very real ways, the ideas of interaction, collaboration and dialogue. In addition, tutors, who work with students one on one or in small groups, provide an audience of more experienced writers for student writers. Since its inception, "tutors in the classroom," has been well received by students.

The addition of a multi-media component (using CD and laser resources) to this model would vastly enrich and expand this student-centered, computer-, peer-tutor supported pedagogy. The proposed project would integrate multi-media (along with the other computer technologies previously mentioned) into an alternative, research and inquiry-based curriculum for those students who would most profit from such a non-traditional pedagogy. In addition, to stressing a rigorous attention to writing and reading over a wide range of academic and intellectual experiences, the alternative curriculum would equally stress the learning of research and library skills, using traditional methods and the new technologies - CD ROM and other computer-initiated searches, and laser-generated and multi-media resources.

The Department/Program also proposes a redistribution of the hours of two of its courses:

<u>Current Distribution</u>	<u>Proposed Distribution</u>
Integrated Language Studies I) (ACS040) 8 hrs. 2 credits)	5 hrs. classroom instruction
Integrated Language Studies II) (ACS041) 8 hrs. 2 credits)	3 hrs. mandatory attendance to supplemental instructional activities. Peer or graduate student assisted work in Learning Resources Centers of the college..the library, Writing and Reading Labs and Computer Labs.

The ESL/Bilingual Program

At present, approximately 50% of students who register in ESL/BIL005 must repeat the course each term. The C.U.N.Y. Writing Assessment Test is the main exit criterion, and many instructors feel that a significant number of students who receive the grade of NC in ESL/BIL005 have made significant progress which should be recognized despite the fact that they are not yet able to pass the Writing Assessment Test. Furthermore, although the ESL curriculum presently consists of a five-level sequence of courses, most students enter the program at level 004 or 005. When the sequence was originally implemented in the 1984-86 academic years, this demographic pattern was not anticipated, and, in fact, the existing course descriptions reflect an assumption which has not been the case in practice: that language skills mastered at earlier stages of the ESL sequence are carried

through to the higher levels. The ESL sequence, is thus effectively reduced to a one or two-level sequence for most students. Our more advanced students tend to be "fluent but not accurate" in their speaking and writing, and the original course descriptions assume a greater accuracy than what has been the case.

Another factor that was not recognized in the course descriptions for the original five-level sequence is that most multi-level ESL programs are based on at least two groupings (high and low) at each of the three proficiency levels "beginner", "intermediate", and "advanced". Some programs offer seven, eight, or even 10 levels. This approach to proficiency levels recognizes that a language learner, especially at the higher levels, requires time, exposure, and practice to begin to use language skills more or less naturally. This is why unlike math skills, which might be concentrated into short intensive "mini-courses", it is very difficult to compress the time frame of language acquisition.

The Lehman ESL curriculum seems to assume that language acquisition at the advanced level occurs more quickly than at lower levels. The current passing rate in 005 would indicate otherwise. We hope that an experimental 006 might begin to "institutionalize" the following revised timetable for progressing through language proficiency levels:

	Current		Proposed	
Beginner	001	low	001A	low
	002	high	002a	
			002b	high
Intermediate	003	low	003	low
	004	high	004	high
Advanced	005	low and high	005	low
			006	high

An experimental level 006 in the ESL sequence, however, would not be required for all students. Since we would continue to give the Writing Assessment Test examination at the 005 level, students who pass at that level would move directly to ENG/ESL 090, and skip over the 006 level.

In short, we propose to take what is now a single population (ESL/BIL 005) and divide it in the experimental period into two groups (005 and 006) according to the placement criteria described below.

We expect that students at this level will have scored a 6 on the Writing Assessment Test, a Pass on the Reading Assessment Test, and no less than 80% on the grammar section of the CELT (Comprehensive English Language Test), published by McGraw-Hill and used at present as a component of all ESL final examinations in levels 001-004. We would extend the use of the CELT to 005.

OVERVIEW OF PROPOSALS FOR EXPERIMENTAL COURSES
IN ENGLISH AS A SECOND LANGUAGE, MARCH 1991

Current and Proposed ESL Sequence
(Experimental Courses in Boldface)

Approx # of Students	Level	Hours	Credits	Courses
25	Low-Beginner	15	8	ESL/BIL 001
50	High-Beginner	15	8	ESL/BIL 002
100	Low-Intermediate	9	4	ESL/BIL 003
200	High-Intermediate	6	2	ESL/BIL 004
225	Low/High-Advanced	5	2	ESL/BIL 005

Totals	600	50 hrs	24 crs	5 levels
25	Low-Beginner	9	4	ESL/BIL 001A
25	Beginner	9	4	ESL/BIL 002a
25	High-Beginner	9	4	ESL/BIL 002b
100	Low-Intermediate	9	4	ESL/BIL 003
200	High-Intermediate	6	2	ESL/BIL 004
150	Low-Advanced	5	2	ESL/BIL 005
75	High-Advanced	5	2	ESL/BIL 006

Totals	600	*52 hours exiting from 006	*22 crs	7 levels
		*47 hours exiting from 005	*18 crs	

*NOTE: Total hours/credits in the Program represent a theoretical student who enters at the 001 level and passes through the sequence without skipping levels and exits at 005 or 006.

The Math Laboratory

The laboratory seeks to reinforce and expand an already excellent support system for Lehman students, that will continue to encourage student success in all levels of mathematics instruction. It proposes the development of new and more effective ways of improving the quality of Math education through the replication of the work of Uri Treisman of the University of California, Berkley. That is, the development of a tutor based workshop approach for students in non-remedial mathematics courses.

Additional Recommendations:

1. extend hours of operation on weekdays;
2. extend hours of operation to weekends;
3. extend period of operation to summer session;
4. purchase computer equipment for educational use, or administrative use to ease the overload of paperwork;
5. tutor training in related subject areas, educational techniques and computer literacy;
6. develop courseware for computer assisted instruction.

Some of these recommendations can be accomplished by seeking funds from grants and special programs, as is being done currently. However, this method of funding does not guarantee basic support for these programs. It is recommended that Lehman College reaffirm its commitment to the basic funding of innovative learning centers by providing the financial assistance they so clearly need.

The Writing Center

The Center seeks to continue to adequately provide tutoring in writing and reading for students with multi-linguistic and multi-cultural backgrounds. In the quest, the center will continue to prepare tutors to meet this challenging task through the tutor preparation course, ESS 376/377.

Recommendations:

1. Continuation of the "tutor-as-researcher" approach of ESS 376/377. "Writing and Tutoring at the College Level";
2. Development of a stronger ESL component for ESS 376/377;
3. Allocation of additional funds to provide tutoring for the number of students requesting tutoring but are unable to be tutored;
4. Continuation of the collaborative critical writing and reading project developed with Professor Stanley Bank and Professor Elizabeth Cooper;
5. Continuation of collaborative projects with The SEEK Program and the Program for Deaf and Hearing Impaired students;
6. Development of additional collaborative projects based on the Bank-Cooper-Fletcher project with Lehman faculty to provide specialized tutoring for discipline specific writing;
7. Continuation of the focus of the Writing Center Advisory Committee on supporting Lehman faculty's development of practices to assist students in improving their reading and writing within disciplines.

The committee will continue its review and it is believed that by the end of the Spring, 1992 semester some definite recommendations will be made concerning the following:

the relationship between high attrition and the effectiveness of these programs;

the appropriateness of current placement tests and the exit criteria of these programs;

the role of advising in the placement of students in these programs.

Report of the Graduate Programs subcommittee

LEHMAN COLLEGE
PRESIDENT'S LONG-RANGE PLANNING COMMITTEE
Sub-Committee on Graduate Programs

Goals

The goals of the Subcommittee on Graduate Programs were

- (1) to investigate the role of graduate education in the mission of the college, both as it is articulated and as it actually functions
- (2) to ascertain the degree to which the graduate programs serve the needs of the college, its students, and the Bronx and surrounding areas
- (3) to ascertain whether the present administration of graduate programs is structured to most effectively address the needs of graduate students and programs
- (4) to ascertain whether the programs currently offered are those most needed
- (5) to ascertain the graduate programs' impact upon and relationships with our undergraduate programs and students, and other programs in the college and the university
- (6) to make recommendations to address problems discovered and to strengthen the college's effectiveness in graduate education

Methodology and Summary of Work

The subcommittee began with discussion, since its membership represented current and former graduate coordinators, a college administrator, and faculty teaching in graduate programs at Lehman and at the Graduate Center. It consulted published documents such as New Directions for the Bronx (a report of the Bronx Development Council), the Strategic Policy Statement of Bronx Borough President Fernando Ferrer, and the Lehman College Bulletin. It consulted data on graduate and undergraduate enrollments and degrees awarded.

Interviews were conducted with the Dean of Graduate and Undergraduate Studies, with the college Graduate Advisor, and with faculty members. A joint meeting was held with the Ad Hoc Committee for Graduate Study, and since a member of this subcommittee sat on that committee, the material it assembled and generated was easily available.

Finally, open hearings were held, at which a number of graduate coordinators and other concerned faculty members spoke. No students attended the hearings, but students were consulted by committee members.

The committee discovered that graduate students account for a larger proportion of the college's student body than it had suspected, and an even larger proportion of the degrees awarded are graduate degrees. It found wide-spread dissatisfaction with the allocation of resources to graduate programs, the availability of services and facilities to graduate students, and the recognition accorded the graduate effort of the college. Representatives of joint Lehman-Graduate Center programs whose students take courses and do their research at Lehman were especially disturbed at the lack of recognition these programs receive. Indeed, there were such programs on campus of which the sub-committee members had been unaware. Representatives of a number of programs were disturbed not only by lack of equitable funding and recognition, but by the college's failure to attract students and faculty by making its graduate and research efforts more public.

The sub-committee saw the beginnings of an effort to provide administrative leadership to the graduate effort, but questioned whether such leadership should rest with any administrative officer except a dean representing faculty.

Finally, the subcommittee saw a need to consider the college's obligation to students and potential students in those programs leading to degrees required for licensure, certification, or other credentials, and its obligation to provide programs most clearly suited to the needs of the region.

Sub-Committee on Graduate Programs
Recommendations

I. Lehman College should clarify the place of graduate study in the mission of the college, taking the following into consideration:

- a. the number of students enrolled in graduate programs. The raw numbers understate the importance of the programs: although approximately 15% of students at Lehman are graduate students, approximately 29% of the degrees awarded June, 1991 were graduate degrees. (These figures do not reflect the doctoral students on campus in joint Lehman College-Graduate Center programs.)
- b. their direct effect on our undergraduate students. The graduate programs serve, among others, the best academic students among our undergraduates. Even before graduation, they are able to see possibilities for continued study and advancement. M.A. and M.S. programs can serve as the first graduate steps to more advanced study at CUNY and elsewhere.
- c. their effect on the college and its faculty. Graduate programs affect the image of the college and its ability to attract research-oriented faculty members.
- d. the college's obligation to the region. As the public senior college serving the Bronx, Lehman should respond to the area's need for an educated, credentialed force in business, health care, and education.

II. The college should consider the status of the funding of graduate programs and the allocation of funds to provide services to graduate students:

- a. Resources should be allocated equitably (noting that the revenues generated per credit are greater for graduate than undergraduate students) so that graduate students are provided with a reasonable level of services, considering that most are late-afternoon/evening students and that many cannot leave work until 5 P.M.
 1. Graduate students need administrative offices and services and academic advisement available to them after 5 P.M.

2. There are no facilities or programs of activities to enhance the quality of campus life for graduate students (e.g. support systems, lectures, lounges), who pay fees but have no access to them.
 3. Library resources should take into consideration the needs of graduate students, including the doctoral students on our campus.
- b. There is no graduate-level assistance with writing to parallel the preparation provided by the Writing Center for undergraduates.

III. The college should consider the need for the centralization of the administration of graduate programs without impinging on department and program differences:

- a. Review and develop policy consistent across programs regarding criteria for admission, retention, and graduation
- b. Without increasing the number of administrators on campus, the college should assign responsibility for graduate programs to a dean representing faculty. Responsibilities would include budget, programs, lines, faculty issues.
- c. Establish an Office of Graduate Studies including a full-time head of graduate advisement. This office should be open hours appropriate to our graduate population. In this office or elsewhere, a full-time person handling graduate records and graduate admissions is needed.
- d. A new Senate standing committee paralleling CASE and restricted to graduate students and faculty actively involved in graduate education should be established.

IV. The college should foster the growth and development of graduate programs in the following ways:

- a. Departments should be encouraged to develop joint bachelor's/master's programs in and/or between disciplines. In some areas, dual master's degree programs might be developed. The possibility of formal master's-doctoral program affiliations should be investigated with the Graduate Center.

- b. The college should reconsider establishing the Master of Public Administration program, which seems to answer a real need in the Bronx for the training of administrators in the public sector.
 - c. Teaching assistantships for graduate students should be made available, offering tuition waivers in return for academic services below the level of those performed by adjunct faculty.
 - d. Our graduate programs are not only underfunded, but underappreciated and underpublicized. They should be publicized in a serious manner. Our bulletin boards are full of attractively printed material publicizing graduate programs all over the country--except at Lehman. The same is true at public schools, where only the more attractive material is posted. The college requires a coherent recruitment effort for the graduate programs.
 - e. Our affiliations with doctoral programs should be publicized. Other CUNY colleges do so, and the publicity attracts the more qualified undergraduates. All the fields in which doctoral students study, teach, and do research on the Lehman Campus under Lehman faculty should be recognized on and off campus, in the catalog, in the telephone directory.
 - f. Matriculated graduate students, including those recently matriculated, should be enabled to register early.
- V. The college should attempt to deal with problems within programs and departments:
- a. Are there dormant programs which should be dropped, or perhaps temporarily removed from the catalog?
 - b. In some departments, practica and research courses are too large. The college should be building up the research components of graduate degrees to achieve parity with other institutions which support and foster research.
 - c. In some departments, students taking a grade of "INC" in a research course complete their research in consultation with a faculty member who receives no program credit for this work.

If the student is taking no courses that semester, he or she pays a maintenance of matriculation fee, but the department likewise receives no credit. There are cases in which this situation places a severe burden on faculty members and departments.

- d. Some graduate coordinators must either admit more students than their programs can reasonably handle well or reject qualified students who require the degree for employment or continued employment in a credentialed field.

Report of the Administrative Matters subcommittee

**Report of the Administration Subcommittee of the Long Range
Planning Committee**

November 11, 1991

Reuben Baumgarten and Michael Paull, Co- Chairmen

This Subcommittee met every week during the Spring and Fall semesters. During this time it interviewed administrators and staff from the main administrative branches of the College. Among those interviewed were Vice President Jack Weiner, Dean Ruth Lugo-Alvarez, Dean Ruth Milberg-Kaye, Dean Oscar Fisch, Dean Anne Humpherys, Dean Tom Minter, Dean Anne Rothstein, Professor Frederick Shaw, Professor Herbert Danzger, Professor Beatrice Goodwin, Professor Anthony Patti, Professor Linda Keen, Professor Robert Feinerman, Professor Thomas Jensen, Professor George Corbin, Professor Luis Losada, Professor Ann Pollinger-Haas, Dr. Carl Mann, Dr. Paul Kreuzer, Dr. Edward Pakel, Carla Asher, Edwin Claudio, and Milton Santiago. In addition, the Subcommittee studied administrative plans of other colleges within the CUNY system, and held open-hearings for faculty, staff, and students. As a result of this process, the Subcommittee became aware of key issues concerning the Lehman administrative structure. This report can only highlight some of the more important issues.

PROVOST'S OFFICE

The Subcommittee recommends that the Provost's Office be structured as the academic center of the College in which the Provost is authorized by the President to make those academic and budget decisions that impact on the faculty and the curriculum. To this end the Provost's duties need to be defined more clearly to include the allocation of the academic budget and the evaluation of the faculty. Explicit in this statement is the strong recommendation that the Provost's office be part of decision making process in determining the academic budget which is allocated to it each year.

REPORT

PROCESS

The Sub-Committee for Community Matters, of the Long Range Planning Committee, began its study of the relationship of the College with its surrounding community in January of 1991 and, despite an abatement in its efforts during the Spring campus disruptions, continues to study this relationship with an increasingly expanding view of the Lehman community, which includes not only the Borough, but also the City, the State and the Nation.

The Committee gathered information via committee meetings with various College representatives and members of organizations from the community. Interviews with representatives of College and community constituencies were also done by individual members of the Committee. Finally, open hearings were held where representatives of both on and off campus entities were invited to address the issue of how the College is perceived as being involved with the community and how it might change, add or enhance those involvements.

An analysis of the information gathered provides a relatively straight forward assessment of how the College is now participating in practical ways in the affairs of the surrounding community and

also provides evidence of the need for administrative adjustments at the College which address identified concerns, including the need to broaden the definition of "community."

FINDINGS

The findings are neither particularly surprising nor esoteric in nature but do reveal basic concerns the College must address.

-- A first finding is that the areas the College is currently involved in with the community are in fact the same areas where the community desires College participation. The attached detailed summary, "Community Concerns and College Endeavors," itemizes the expressed concerns of the community and also, utilizing the same categories, shows the existing College programs and endeavors which do now, or can in the future, address the community's concerns. The similarity of what community representatives express as the services and functions they would like the College to provide and the existing structures and services the College does already provide is striking. There is an obvious identity between the interests of the surrounding community and existing College programs and endeavors.

-- Analysis of the information gathered by the committee, as revealed in part by the "Community Concerns and College Endeavors"

One of the problem areas within the Provost's Office is the administration of the academic programs. The complexity of the problem has led to alternative recommendations. The divisional structure needs to be examined. For example, the Subcommittee discussed the possibility of reorganizing the present divisions, e.g., a Division of Nursing, a Division of Education and Community Services, a Division of Liberal Arts and Sciences, and a Division of Adult and Continuing Education. If a divisional structure is maintained, the academic Deans should have more responsibility in decision making, i.e., the scheduling of classes, and the evaluation of programs (which means that the Deans need to have control of their own academic budget).

A second possibility was presented to the Subcommittee by Dean Humpherys. In her plan, the academic administration would be headed by a Provost who would function as the Dean of the Faculties. Under the Provost would be five academic deans:

1. The Dean of Arts and Sciences. The Dean would have oversight responsibility for 20 academic departments as well as all academic programs, including the Bronx Institute, City and Humanities, Women's Studies, Latin American Studies, Italian Studies.

2. The Dean of General Education. The dean would have responsibility for all general education departments and programs, that is the Department of Academic Skills, the ESL-Bilingual Programs, Math remediation, the Program for the Deaf and Hearing Impaired, the Pre-freshman Summer and Intercession Programs, the Freshman Year Initiative, the Composition Program, the Core Program, the Literacy Institute, the Writing and Language Labs, and all Writing Across the Curriculum. The Dean of general Education would also be responsible for coordinating retention efforts and for faculty development programs.

3. The Dean of Professional and Graduate Studies, including nursing. (Although the Subcommittee believes that graduate studies should be represented by an academic dean, there was no agreement as to which would be the appropriate dean.)

4. The Dean of Undergraduate Studies, whose responsibilities would be for advising and standards and appeals.

5. The Dean of Special Programs and Continuing Education. Responsibility for the evening program would be specifically part of this dean's oversight.

An alternative to a divisional structure would be to centralize the academic administration directly in the Provost's Office with Associate Provosts responsible for academic programs on the undergraduate and graduate levels.

The question of which of these structures would work the best is beyond the ken of the Subcommittee. This is a planning decision whose ramifications are wide-reaching. Therefore, the Subcommittee suggests that a Counsel of Academic Deans be created to consider planning issues such as this and that the Counsel consult with the Executive Committee regarding structural changes in the Provost's Office.

Regardless of the structure, the Subcommittee strongly recommends that two administrative functions be placed directly in the Provost's Office. The first of these is student advisement and the second is a structure that would coordinate and oversee institutional research and the Registrar's Office.

There is a need to organize evening and weekend programs, both credit and non-credit, for non-traditional students. This is the fastest growing part of the College and it has no official administrative representation. This could be done under the auspices of a School or Division of Adult and Continuing Education.

Graduate programs need to be represented within the administrative structure. One way of doing this is presented in Dean Humpherys recommendation, that the Dean of Professional Studies become the Dean of Professional and Graduate Studies. Other recommendations are sure to come from the Subcommittee on Graduate Programs.

External programs and institutes, such as the Literacy Institute and the School/College Collaborative need to be coordinated under a single administrative unit.

VICE PRESIDENT FOR ADMINISTRATION

The Subcommittee recommends that the Office of the Vice President for Administration be responsible for those parts of the budget that apply to the physical plant of the college, and that Security, Buildings and Grounds, Campus Facilities and Maintenance, and the Business Office also be administered by this office. As has been stated previously, the academic budget should be directly allocated to the Provost's Office.

THE OFFICE OF STUDENT AFFAIRS

The Subcommittee did not agree with the consultants' report that the office should be administered by a Vice President. This position would be justified if the duties of the office were expanded to include advisement; but the Subcommittee believed that advisement is an academic function and, as such, should remain in the Provost's Office. As it stands,

the distinction between Deans and Directors in this office is unclear. Finally, the Subcommittee suggests that the office could be more student centered, with an emphasis on counseling, and that there be less compartmentalization of student services.

PRESIDENT'S OFFICE

The Subcommittee recommends that the Presidential Cabinet have a more equitable balance between Administrative and Academic representation. Part of the problem is perception. The faculty believe that it is the Cabinet that makes most of the decisions regarding the academic budget and there is only one academic representative, the Provost, on the Cabinet. Strengthening the Provost's Office and creating a Counsel of Deans would help to alleviate this problem.

EVALUATION

As a last recommendation, the Subcommittee believes that there should be an annual evaluation of the administration. This is a critical area for the Subcommittee. Instituting such an evaluation will deal with the inordinate distrust that exists between faculty and administration. Perhaps a faculty committee on administration evaluation, similar to the one at Brooklyn College, could be established.

Finally, the Subcommittee believes that one of the main problems facing the administration, no matter the structure, is faculty perception. This is not a new problem nor is it unique to Lehman. Many of the faculty that we interviewed thought that the administration is too large and that it does too little, overpaid and under worked. In part, this perception comes from a lack of knowledge as to what exactly the administration does. Implicit in this statement is that the administration is a monolith consisting of fungible components. One way of addressing the issue of faculty perception of the administration is to formalize the evaluation procedures recommended above.

Report of the Community Affairs subcommittee

attachment, shows a finding that the College 's perception of its community, at least operationally, is that of a very local community. It can be argued that the community is a parochial one and that the College view of "community" is a parochial one as well. In the main, the College addresses issues and concerns of constituencies of the Bronx only, and, more particularly, of the West Bronx.

-- Another finding is that there is a substantial lack of knowledge and understanding concerning the existing programs the College already provides. Time after time during the information gathering sessions, representatives from both on and off campus would indicate surprise that a certain College activity already existed and that it provided a particular service to the community. A broad ignorance exists of the "big picture" of College services to the community. The perception is that the College is dealing in a decentralized fashion in administering its community-related programs. With its many programs being administered in a decentralized manner, needless overlap and duplication result, a consistent philosophy is lacking, and competing goals and objectives compromise the College's efforts.

-- A final finding is that the decentralization and apparent lack of communication and publication of the existing programs at the College, result in a perception of the College by the community as being "standoffish" or "indifferent" to the needs and desires of the surrounding community.

RECOMMENDATIONS

Based upon its findings, the committee recommends the College establish a formal structure which shall report directly to the President. This structure shall address community matters.

The role of this entity shall include, but not be limited to, the following concerns:

-- There is a need for a more centralized and coordinated approach which identifies all existing community-related involvements and brings together the key operatives of those programs into a single forum where information and objectives can be shared and where existing programs can be made to enhance and assist one another. This structure shall coordinate and centralize all College efforts, and shall establish a consistent institutional policy relative to community interaction by the College. The key representatives who should participate should be drawn from representatives of the various offices and departments already involved with community activities. (service)

-- A comprehensive description of the College's endeavors must be created and disseminated in an affirmative and overt way to the community. An overt effort to publicize the "big picture" of

College efforts is required. Amongst other things, this effort is an attempt to remove the false image of the College as being "standoffish" or "indifferent" to community concerns.

-- The community which the College now serves is basically a local Bronx community. There is a need to continue the study of College/Community interaction and to develop and redefine the concept of community to include other clientele and constituencies beyond the local Bronx community.

-- The current approach of the College to community interaction is fragmented and lacks a clear philosophy of engagement. A clear philosophy of institutional involvement with the community, along with basic goals, objectives and desired outcomes must be created. The College, as a Liberal Arts institution, must consider what the nature of its involvements should be. For example, recent literature stresses the "Interactive University." In this approach, the institution is pictured as extensively involved in community affairs and as playing a vital role in the community's economic well-being and quality of life. The institution is seen as greatly interactive, is involved in a partnership with the community, and is fundamentally concerned with "bonding" with the community. It participates in addressing important social, cultural and economic

issues effecting the the community and the university. There is an "equity of interest" between the community and the university so that the university not only provides to the community but also gains from the community because of its involvement. The College needs to determine its own particular philosophy and approach and to aggressively implement and publicize that approach.

ATTACHMENTS

SUMMARY

COMMUNITY CONCERNS AND COLLEGE ENDEAVORS

The following indicate areas where the information gathered pointed out that assistance to the community from the College would be desirable. Immediately following, and utilizing the same identified categories is an itemization of existing College programs which address the community concerns.

COMMUNITY CONCERNS

- * Involvement in the economic development of the Bronx
 - act as a resource center for community development for not-for-profit organizations, local development corporations and merchants associations.
 - provide expertise in local economic development via faculty participation.
 - provide student volunteer workers or internship arrangements at no cost to local not-for-profit and profit agencies.
 - art as business, an art zone.

* Provide Professional Development

- develop professionals including nursing and health administration personnel.
- go into the local health agencies and provide expertise from faculty and students.

* Provide Conference and Meeting Facilities for Community Groups and Agencies

- create a conference center with appropriate facilities and availability to community groups.
- provide on campus officing for community groups and agencies.

* Provide a Cultural Center and Related Services

- provide displays of the performing and visual arts predicated upon a multi-cultural approach.

* Develop Collaborative Relationships with Local Public Schools

- joint programs
- teacher development
- bring "kids" to the campus as a learning experience
- provide technical assistance and expertise by Lehman faculty at local schools.

- * Provide Research on Bronx Cultural Development and History
 - art as business.
 - Bronx History Archives.

- * Provide Assistance in Environmental Enhancement and Maintenance
 - recycling
 - safety zones
 - beautification volunteers.

- * Increase Involvement in Day-to-Day Problems and Issues of Bronx Residents
 - formal and regular attendance at Community Board meetings.
 - active membership on service cabinets and agency policy boards.
 - formalize the liaison to political representatives in the Bronx.
 - formalize liaison to the Bronx Borough President's Office.

COLLEGE ENDEAVORS

The similarity of what community representatives express as the services and functions they would like the College to provide and the existing structures and services the College does already provide is striking. The needs articulated by the community can be related to services and functions already existing:

- * Involvement in the Economic Development of the Bronx
 - Existing credit-bearing courses provide internships in community, not-for-profit and business organizations.
 - Cooperative Education, credit-bearing and non-credit-bearing placements exist in community, not-for-profit agencies.
 - College Work-Study placements exist in community, not-for-profit agencies.
 - various pre-professional, non-credit and non-degree programs are provided by the College's Continuing Education Program.
 - Bronx demographic information is available to Bronx businesses and agencies via the Bronx Institute.
 - ✓ -- The Observer Program sponsored by College Career Services involving local merchant organizations.

* Provide Professional Development

- Student internships in Nursing, Speech Therapy, Recreation, Social Work, etc. via existing credit-bearing courses.
- Health Professions Institute.
- Accounting, Education and Health Services faculty as consultants.

* Provide Conference and Meeting Facilities for Community Groups and Agencies

- Utilization of College facilities on a free and low-rental basis is substantial. Conference and meeting space has been provided on a substantial basis over the years to the following representative community groups and agencies:

District 12, Bronx Borough President, Boy Scouts of America, South Bronx Overall Economic Development Corporation, Kingsbridge-Riverdale-Van Cortlandt Development Corporation, Veterans Administration, Transit Authority, various agencies of the Mayor's Office, local United Cerebral Palsy, Family Support District 12, Bronx Borough President, Boy Scouts of America, South Bronx Overall Economic Development Corporation, Kingsbridge-Riverdale-Van Cortlandt Development Corporation, Veterans Administration, Transit Authority, various agencies of the Mayor's Office, local United Cerebral Palsy, Family Support Systems, Inc., American Cancer Society, Girl Scout Council of Greater New York, New York Lung Association, Bronx Council for Environmental Quality,

Community Bd. 7, Community Bd. 8, Bronx Women's City Club of New York, Bronx Developmental Services, Bronx Mental Retardation Services, Bronx Council on the Arts, Decatur Democratic Club, Bronx Regional Planning Council and Commission, Bronx Advisory Council on Alcoholism, Bronx Italian Heritage Club, Benjamin Franklin Reform Democratic Club, Network Organization of Bronx Women, Inc., Bronx Divisions of the New York City Police Department, Creative Arts for Youth, Inc., Bronx County Historical Society and others.

* Provide a Cultural Center and Related Services

- Performing Arts Center programs, including the Concert Hall and Theatre programming.
- Music Department campus and community programs
- Lehman College Art Gallery
- Bronx home of the Bronx Symphony and Bronx Opera
- numerous Music and Speech & Theatre Department productions, provided free to the community.
- Programs for school and high school students provided in the Concert Hall.
- "Bronx Presenters" use of the Theatre and Concert Hall.

* Develop Collaborative Relationships with Local Public Schools

- a multiplicity of programs are subsumed under the Lehman Center/College Collaboratives in the Division of Professional Studies.

* Provide Research on Bronx Cultural Development and History

- Bronx Institute
- Bronx Demographic Data Center (BI)

* Provide Assistance in Environmental Enhancement and Maintenance

- College Recycling Program
- Adopt a Subway Program
- Local area and campus beautification volunteers.

* Increase Involvement in Day-to-Day Problems of Bronx Residents

- Presidential Assistant is a liaison to designated political and community agencies and boards
- Political Action Committee
- College Relations Office functions.

Excerpts from the co-chairs response to the role of the College vis-a-vis the Bronx Strategic Policy Document (ref.23)

"It is also clear that the college can extend itself more to the community and help its own image and recruitment in the process. The first area where the college can help is in pre-college education in the Bronx. Two particular problems seem highlighted by the report. *First*, the schools are not graduating a proper proportion of the students they take in. *Second*, it is obvious that nothing much is happening to most students even before they drop out. Students should be able to do 'modest sums' and read well by the fifth or sixth grade, yet the job recruitment problems addressed in the policy document show difficulties in recruiting workers who can follow minimal instructions in laboring jobs, as one might expect of a sixth grader.

The teachers in these schools are underpaid, overworked, deal with a plethora of problems not appropriate to a school and frequently get laid off or bumped around the physically crumbling system because of budget shortages(82-1). It is quite clear that our society is not *really* serious about educating these young people. Education reports come and go, but they merely generate lecture circuit opportunities for their creators. Good teaching requires a decent and somewhat relaxed environment for teacher and student. What could Lehman do, or add to what it is now doing?

1. Teacher-oriented activities:

- (a) We should better organize our teacher education operation. It is our sense that potential teachers are not identified or given adequate guidance now at Lehman. Who are the myriad Psychology majors? (crypto-teaching majors?) How can we encourage science teachers? (Should there be undergraduate science/math major programs set up to produce teachers?) They might end up not quite as well trained in specific traditional disciplines as our present science graduates, but they would be better teachers than many of those now in the system.

We should actively work with all Bronx school districts to see what their needs are, and offer to train and supply both student interns and teachers tailored to the school. We are, however, worried that if we produce teachers they will not find jobs locally. Current anecdotal experience indicates to us that there are few jobs, even in the Bronx.

NOT TRUE
FOR SPECIAL
EDUCATION +
BILINGUAL
EDUCATION

G/V
courses

- (b) We should review our *TEP* (teachers returning for further work) programs. These are haphazardly administered and advised at the present point, as far as we can see. More undergraduate liberal arts courses offered at night should be given jointly with graduate credit sections, thereby increasing the course variety for these returning teachers. We have found this a good mix of students, most faculty prefer it, and it may make expansion of the night operation more palatable to the faculty. Furthermore, the faculty who have these returning teachers should be encouraged to offer themselves and the College as a continuing resource for the teachers. We need to help these teachers, whether with advice, maps, books, computer services or just a different library to visit.

Parenthetically, we probably should offer all Bronx teachers reduced rate tickets to campus affairs, parking, language instruction on a space available basis, and access to the library, computer center and gym. (It is possible that this now happens, but we are not aware of it, and neither are our teacher-students.) Most of these suggestions would make the teachers feel a little more respected and loved — surrounded as they are by a sea of apathy and pinched budgets. Most of these suggestions would cost us little, and help the reputation of the college.

- (c) We do not want to forget the facilities of the Art Gallery and the Performing Arts Center(158-4). There are good outreach programs at work now. These should be reviewed and probably expanded. Perhaps teachers should be invited to become free gallery or performing arts center members, the donation price being their production of high school students who attend or visit Lehman.

2. Dealing directly with pre-college students. Some supervised visits to the campus now occur, as noted above. These should be expanded if possible. Beyond this, the college should try to expand upon the ideas of the Macy/DeWitt Clinton program, whereby students are identified at the junior high level and tracked into a math and science intensive program(4-3,80-4). The carrot in this program is the medical science college degree, something the students readily relate to. Possibly similar things can be done with Bronx employers, who now complain that they cannot find literate employees locally(6-5,29-1,79-5,80-3,81-4). A

combined school, college and employer arrangement, working like (and probably through) the current Lehman cooperative education program might help other high school students see the point of staying with their education.

A number of NSF and NIH programs now exist which offer small amounts of money to encourage college students in this way. As many have said, however, the die is cast early in a student's career, perhaps by the seventh or eighth grade. The encouragement and support must start earlier. We should search for grant programs which would help at this level. Perhaps we can also get into the advanced placement and regent's courses business(78-4). Students would then be able to move through their four-year college program in less than the usual six years. Also, the college should pursue more aggressively the admission of *qualified* high school students on a space available basis to selected regular college courses.

Finally, the idea of adopting Walton and changing its image and focus so that it becomes a 'magnet' school attached to Lehman, has much to recommend it.

3. Beyond the Bronx education dilemma; other community programs

- (a) Health care professions. Lehman has a long-standing and widespread role in training health care professionals who work in the Bronx region(54-1). Students and faculty from Nursing, Social Work, Health Services, and Speech and Hearing now offer various internships and clinical activities to and in the community. Adding money and out-patient facilities to these programs will do much to help but there will never be enough money to solve the problem.

The report notes that much of the health care difficulty in the Bronx stems from poverty and ignorance. Health care information clinics may help to cut the flow of disasters into Bronx hospitals(33-3). We now do some of this through the various departmental programs. These and regular health services clinics should be expanded, with students doing much of the work, with credit and instead of formal course work. We suspect, as in most other disciplines, that two weeks of well-supervised field work is worth a formal semester course or more.

- (b) Troubled as some of it is, the Bronx is a marvelous laboratory for instruction, whether sampling the fish at Orchard Beach or analyzing housing patterns on 176 St. The College should seek ways, in conjunction with the Borough President's office, to help in gathering and interpreting information helpful to solving local problems. Again, these could take the form of student research seminar groups for credit, student honors papers, and the like. Faculty will complain somewhat about larger or more complicated workloads. This will thus probably cost the college some money but we see it as a good investment.
4. Establish a Bronx-Lehman College Urban Corps(viz. 30-3). We wonder whether such an idea might work, and how much it would cost. Could the borough president's office provide minimal funds? Could students work off part of their tuition? Completion and description of such projects might be an avenue for recruiting Adult Degree Program students into Lehman, partly curing the poor educational levels of the Bronx adult population(84-1,202-6).

In the end, as we have said above, outside money will never cure the problems of the Bronx. It will have to help and change itself. Getting the people into such projects, and getting them to value education and thus themselves is the best route out of the problem. Lehman can be an even more important part of this process than it is now."

APPENDIX 3

Report of the Committee Regarding the FIPSE-Funded Evaluation
of the College's General Education Curriculum



Date: October 9, 1992

To: President Ricardo Fernandez, Provost Rosanne Wille, the Faculty of the College, the College Senate

From: The Committee to Evaluate the New Curriculum

Subject: Report of the Committee Regarding The FIPSE-Funded Evaluation of the College's General Education Curriculum

INTRODUCTION

A new undergraduate curriculum in general education based on Core and Distribution courses was adopted without recorded dissent by the Lehman College Senate in April of 1983, and was put into full operation for all students entering the College in September, 1984. Installation and early development of the curriculum were supported in part by grants from the National Endowment for the Humanities and the Exxon Foundation.

At the time the curriculum was inaugurated, the then Provost, Robert Donaldson, appointed a Committee to Evaluate the New Curriculum, chaired by Professor John Richards of the Department of Chemistry. After more than a year of deliberations about possible directions to take in the evaluation, Professor Richards and Professor Richard Larson of the Department of English, on behalf of the committee, responded in the fall of 1985 to a call for proposals on the topic of program assessment from the Fund for the Improvement of Postsecondary Education of the U. S. Department of Education (FIPSE), by submitting a proposal for the assessment of the College's new curriculum. After negotiations during the year 1985-1986, the proposal was funded for three years, with a starting date of September, 1986; a no-cost extension was approved later for the period 1989-1990.

The years 1986-1989 were devoted to the development, trying out, and administering of the various evaluative procedures. The years 1989-1992 were devoted to compilation, processing, and evaluation of the large amounts of complex data collected, and to composing the several sections of this report.

The evaluation project had two primary goals: to assess the success of the Lehman's new general education curriculum; and to develop a "multiple perspectives" approach to curriculum evaluation. The perspectives chosen were: *an opinions perspective* obtained through questionnaires for faculty and students; *an outcomes perspective*, obtained from both written exercises designed to test students' reading and "critical thinking" abilities and evaluations of portfolios of student writings; and *a statistical perspective* gained from an examination of persistence rates before and after the introduction of the new curriculum. Because few explicit objectives and learning goals were included in the work which led to the 1984 general education curriculum, it was necessary to articulate such goals as part of this evaluation project. The goals developed were used in composing many of the questions asked in the questionnaires and in the design and scoring criteria of the Reading/"Critical Thinking" Exercises.

The evaluation was planned and carried out by the Committee to Evaluate the New Curriculum and several "working groups" of Lehman faculty. We are deeply indebted to the members of the Committee and working groups, and to the members of the college staff who provided support for this project. We also want to thank the faculty and administrators who provided comments on the various evaluation instruments as they were being developed, the instructors who administered the exercises or circulated questionnaires in their classes, and the many students who completed questionnaires, wrote responses to

the exercises, or submitted writing portfolios; without their efforts this evaluation would not have been possible. (See Appendix I for the names of the participants in the project and specific acknowledgements.)

This report presents the principal results of the evaluation and a series of recommendations.¹ Some additional information about certain aspects of the Reading/"Critical Thinking" Exercises is presented in Appendix II. More detailed results and information about other aspects of the evaluation project are available on request.

PRINCIPAL RESULTS

Student Questionnaire

A questionnaire, developed by a committee of faculty, was administered to a sampling of students late in the fall of 1989. The questionnaire was directed primarily at students who had completed 45 or more credits at Lehman and who were thus expected to have completed most of the Core courses and some of the Distribution requirements. 747 students enrolled at Lehman in the fall 1989 semester were identified as meeting these criteria. 694 of these "target" students were in classes where questionnaires were distributed. Responses were anonymous; students were asked to complete the questionnaire (in class or outside of class, at the instructor's discretion) and to return it sealed in an envelope provided. 294 students completed and returned questionnaires, of whom 204 were target students. Comparisons of demographic data for the students responding was similar to that for students with similar numbers of credits in the college as a whole, indicating the sample was reasonably representative. Descriptions of the principal results from the Student Questionnaire follow.

General Questions

Most all (80%) of the students responding to the questionnaire said that getting a liberal arts education was important to them, and a clear majority (60%) of those students said they believed they were getting such an education at Lehman.

Results specifically about Core courses

In terms of their *effectiveness in preparing students for later work in related areas*, the Humanities, Social Sciences, and Origins of the Modern Age courses received positive ratings;² while the rating for the Natural Sciences course was negative. The Social Sciences Core course was rated higher than the Humanities and the Origins of the Modern Age Core courses, and the ratings for all three of these courses were higher than the one given to the Natural Sciences Core course. (This question was not asked about the Quantitative Reasoning course.)

¹ Most of the results of this evaluation are derived from statistical tests; the other results reported are given in terms of frequencies or mean values of responses or scores. The criterion used to determine statistical significance was that there be a five percent or less probability that the difference measured arose by chance; that is, that one could be confident at the 95% level that the difference was a valid reflection of the opinions/data from which it was derived.

² For these (and most other questions in both the student and faculty questionnaires), five-point scales were used. Here the values (which are typical) were 1 = not effective, 3 = moderately effective, and 5 = very effective. For analysis purposes, the mid-scale value of 3 was defined as the "neutral" score - on the assumption that a respondent with no strong feelings would most likely select the mid-scale value, especially if it represented a mildly favorable response. Mean values of responses which were statistically different from - and lower than - 3 were defined as "negative" ratings; means which were statistically significantly different from - and higher than - 3 were defined as "positive" ratings.

For their *effectiveness as preparation for related Distribution courses*, the Social Sciences and Humanities Core courses received positive ratings, the Natural Sciences and Origins of the Modern Age courses negative ones, while the ratings of the Quantitative Reasoning and Mathematics 171 courses did not differ significantly from the neutral value.

With respect to *whether a given Core course stimulated interest in the area*, the Social Sciences and Humanities Core courses received mildly positive scores, Mathematics and Quantitative Reasoning neutral scores, and Natural Sciences and Origins of the Modern Age negative scores, with the differences between the ratings given both Humanities and Social Sciences courses being statistically significantly different from - and greater than - those given to both the Natural Sciences and Origins of the Modern Age courses.

Results specifically about Distribution courses

In terms of their *effectiveness in increasing students' "understanding of the questions people in a given area ask and how they go about answering them,"* all Distribution courses received positive ratings. The courses fell into three statistically different groups with those in the areas of Knowledge, Self, and Values, Comparative Cultures and Historical Studies receiving the highest ratings, those in the Literature, Arts, and Social Sciences areas receiving the next highest ratings, and those in the Natural Sciences area the lowest ratings. (It should be noted that these ratings were determined by averaging the scores given by students to *all* the courses taken in a given distribution area, so the results only provide information about student opinion of the success of the courses in each distribution area *as a group*.)

Comparisons of Core and Distribution Courses

When students' responses to a question about the importance of what they learned in Core courses were compared to their responses to a parallel question about what they learned in Distribution courses, it showed that students believed that what they learned in Core courses was less important to their education than what they learned in Distribution courses.

However, similar comparisons of responses to other questions show students believed that the Core courses, with one exception, were all more effective in attaining their "content-related" goals (as specified in the individual questions about each course) than were related Distribution courses in "increasing their understanding of the questions people ask (in a given area) and how they go about answering them." (In the case of the Origins of the Modern Age Core course and the Historical Studies Distribution area, the difference in the ratings given was not significant.)

Students self-assessment of their academic abilities and skills

Students were also asked to *assess their academic abilities and skills* - their spoken English, written English, mathematical/quantitative skills, ability to reason critically/analytically, factual/background knowledge, study skills, and their ability to use the library - *at the time they entered college*; they were also asked to *assess the degree of improvement which had occurred in those areas since that time*. Analyses of the responses indicate that, on average, students believe that,

when they entered college,

- their ability to read English was better than any of their other skills/abilities,
- their oral English was better than their written English,
- their ability to use the library was lower than all other skills;

and that, since entering college,

- their abilities in all areas had improved markedly,
- the degree of improvement in their mathematical/quantitative skills was less than the improvement shown in all the other areas,

- their oral English, written English, and reading of English skills all improved more than their ability to reason critically/analytically.

Student opinion about the usefulness of various courses and laboratories in improving their academic abilities and skills

Students were also asked *how much each of several types of courses and laboratories* - English composition, English as a Second Language, Academic Skills, Distribution, Core, Core Basic Logic, Mathematics 030, and Freshman Colloquia courses and the Reading, Writing, and Mathematics Laboratories - *helped them to improve their writing, reading, and mathematical skills*. The principal findings with respect to the *relative usefulness* of these courses and laboratories in helping students to develop particular skills were:³

- English Composition and English as a Second Language courses were rated more helpful in developing reading and writing skills than any of the other courses or laboratories.
- Students who took Academic Skills courses rated those courses more helpful than Distribution, Core, and the Core Basic Logic courses in developing writing skills; and better than Distribution and Basic Logic courses in developing reading skills.
- The Writing Laboratory was rated by those that used it as more helpful than Core courses in developing writing skills.
- Distribution courses were rated more helpful than Core courses or the Core Basic Logic course in developing reading and writing skills.
- Students who took Mathematics 030 or used the Mathematics Laboratory rated them more helpful in developing mathematics skills than Quantitative Reasoning or Mathematics 171.

Note: In some of these comparisons, part of the differences perceived by the students might arise from differences in the *levels* of the material covered in the courses being compared.

Student opinion about matters related to the implementation of the new curriculum

Students were also asked to report about various matters related to the "implementation" of the new curriculum, including the *amount of writing assigned in Core and Distribution courses*, the *frequency and helpfulness of instructors' written and oral comments on their written work* in those courses, and *how often they had the opportunity to revise and resubmit that work*. The principal findings were,³ among Core courses, that:

- more writing was assigned in the Humanities, Social Sciences, and Natural Sciences Core courses than in Origins of the Modern Age, Quantitative Reasoning, or Mathematics Core courses;
- comments on writing were made more often in Humanities than in any of the other Core courses, and were made less often in Mathematics 171 than in any other Core course;
- the comments given in Humanities were more often helpful than those given in any of the other Core courses, and comments given in Social Sciences were more often helpful than those given in the Natural Sciences Core course or Mathematics 171.

And, among Distribution courses, that

- more writing was assigned in the Literature Distribution courses than in any other, and more writing was assigned in the Comparative Cultures and Knowledge, Self, and Values courses than in the Social Sciences area courses;
- comments about their written work were given more often in Literature courses than in courses in other areas, and were given less often in courses in the Arts area than in most other areas;
- the comments given in Literature, Historical Studies, and Comparative Cultures courses were more often found helpful than those given in the Arts, Social Sciences, or Natural Sciences area courses (the ratings for courses in the Knowledge, Self, and Values area fell between those of these two groups of courses, but none of the differences in the ratings were found to be statistically significant); and the

³ The paired t-test approach was used in analyzing student responses. That is, items (here, courses) were compared "pairwise," using only the responses of students who answered questions about both the items being compared.

comments made in Social Sciences area courses were rated more helpful than those made in Natural Sciences area courses.

In addition to the findings based on statistical analyses described in the previous paragraph, interesting information is contained in the frequencies of negative responses⁴ to these same questions; these frequencies are expressed in Table I as percentages of all students responding to each question (typically about 200 students responded to questions about a given type of course, except for the Mathematics and Quantitative Reasoning courses, where the number of respondents was about 100).

Table I - Percentages of Negative Responses by Students to Questions about the Amount of Writing Assigned, the Frequency and Helpfulness of Instructor's Comments, and the Frequency of Opportunities for Revision of Their Written Work

CORE COURSES	No Writing Assigned ^a	Never Received Written or Oral Comments ^b	Instructor's Comments Were Never Helpful or Seldom Helpful ^c	Never Had an Opportunity to Revise and Resubmit Written Work ^d
Humanities	3-4	15	30-33	48-61
Social Sciences				
Natural Sciences	8	23-26	38-49	
Origins of the Modern Age	14-17			
Quantitative Reasoning				
Mathematics 171	26	35		
DISTRIBUTION COURSES	No Writing Assigned ^a	Never Received Written or Oral Comments ^b	Instructor's Comments Were Seldom or Never Helpful ^c	Never Had an Opportunity to Revise and Resubmit Written Work ^d
Literature	7	13-15	31-34	48
Comparative Cultures	11			
Historical Studies	14-17	21	38	54-64
Knowledge, Self, and Values				
The Arts	24-25	30-31	44-48	
Social Sciences				
Natural Sciences				

^a Includes the 0's from the five-point scale for the number of pieces of writing assigned where 0 = 0 pieces, 1 = 1 piece, 2 = 2-4 pieces, 3 = 5-10 pieces, 4 = 10 or more pieces.

⁴ Negative responses were defined as the lowest or the lowest and next to the lowest values on the five-point scales used; see footnotes for Table I.

^b Includes the 1's from the five-point scale for the frequency with which instructors gave written or oral comments about the student's written work where 1 = never, 3 = about 1/2 the time, 5 = all of the time.

^c Includes the 1's and 2's from the five-point scale for whether the instructor's comments about their writing were helpful where 1 = never, 3 = about 1/2 the time, 5 = all of the time.

^d Includes the 1's from the five-point scale for the number of writing assignments they were given the opportunity to revise and resubmit where 1 = none, 3 = about half, 5 = all.

While there might be *some* inaccuracy/"bias" reflected in the figures in Table I - and some of the figures can perhaps be explained in terms of the nature of the disciplines involved (e. g., revising assignments in some types of courses in the Arts may not always be appropriate) - the magnitudes of many of the figures are still of concern, especially considering that students were told to include *both in class and outside of class assignments* when answering this question.

Faculty Questionnaire

During the spring and fall semesters of 1988, all full-time and part-time faculty received questionnaires asking them to respond to questions about their experiences teaching at the College in the "new" (post-1984) curriculum. Faculty who had also taught in the "old" (pre-1984) curriculum were asked to respond to questions about their experiences in that curriculum and to make some comparisons between their experiences in the two curricula. 407 full-time faculty were sent questionnaires, 204 responded (a 50% return rate); 216 part-time faculty received questionnaires, 38 responded (an 18% return rate). The principal results from the Faculty Questionnaire follow.

Effects of the New Curriculum

When faculty members were asked to compare, in general, their experiences under the new (post-1984) curriculum with those under old (pre-1984) curriculum, their responses were most often either positive or neutral. Specifically:

- When asked to compare teaching under the new curriculum with teaching under the old curriculum, 83% of the 139 faculty responding said either that teaching was *as satisfying* (50%) or *more satisfying* (33%) under the new curriculum.
- When asked how well the Core served as an introduction to later courses at the College, two-thirds of the 109 faculty who answered said it functioned *satisfactorily* (32%) or *better than satisfactorily* (35%), with the remaining 33% saying it functioned *less than satisfactorily*.

However, when faculty were asked for their assessment of the level of student preparation for courses they taught under the new and old curricula, their responses were not as positive. In the faculty's opinion, the average level of student preparation for the courses they taught was less than "adequate" in almost every area (the only exception was the level of preparation in oral English, which was rated adequate). The means of the faculty's responses are given in Table II.

Table II - Faculty Evaluation of the Mean Level of Student Preparation for Courses at Various Levels of the Curriculum

	Compensatory Core Courses	Regular Core Courses	"Distribution" Courses - Old Curriculum	Distribution Courses - New Curriculum	300-400 Level Courses - Old Curriculum	300-400 Level Courses - New Curriculum
Mean Score for Level of Preparation ^a	2.0	2.0	2.1	2.3	2.6	2.6
Mean Score for Uniformity of Preparation ^b	3.2	2.8	2.1	2.3	2.3	2.3

^a A five-point scale was used where 1 = poor, 3 = adequate, 5 = excellent.

^b A five-point scale was used where 1 = widely disparate, 5 = very uniform.

The values in Table II show clearly that, in the opinion of the faculty:

- The "average student" was less than "adequately" prepared for courses at all levels of the curriculum - Core, Distribution, and 300-400 level courses - in both the old and new curricula.
- The average level of student preparation improves (from 2.0 to 2.6) as students progress through the curriculum.
- Students, on average, are better prepared in the new curriculum for Distribution courses than they were for comparable courses in the old curriculum⁵ (means of 2.3 vs 2.1, respectively).
- There is little variation in the *uniformity* (range) of the level of student preparation for different types of courses, except where students were specifically placed in different courses based on demonstrated skills levels (namely, in Compensatory or regular Core courses).

In addition to being asked to evaluate level of student preparation on an "*absolute*" basis, faculty were also asked to *compare* students' skills and abilities in speaking, reading, writing, mathematics, analytical reasoning/critical thinking and factual knowledge under the old and new curricula. Faculty opinion of students' abilities in these areas was that:

- students were generally better prepared to write in their courses in the new curriculum than they were in comparable courses in the old curriculum.
- students were (probably) better prepared to reason analytically in the new curriculum (this finding was statistically significant at the 10% probability/90% confidence level).

To obtain further information about the differences faculty perceived in student preparation under the old and new curricula (and to run a "check" on the internal consistency of the data), comparisons were made of the responses of each faculty member who answered comparable "absolute judgement" questions about both Distribution courses in the new curriculum and about the comparable courses in the old curriculum. The findings based on these calculated comparisons were in accord with those expressed by the faculty when responding to questions where they were asked to make the comparisons themselves, and they yielded a few more statistically significant differences. Specifically,

- Faculty judged students to be better prepared for the Distribution courses in the new curriculum than for the comparable courses in the old curriculum with respect to writing, analytical reasoning, reading, oral English and mathematical skills.

⁵ Under the old curriculum, there were no distribution courses *per se*. For the questions asking for comparisons of "distribution courses taught under the old and new curricula," the faculty responding chose for themselves - presumably appropriately - the course(s) they would be comparing to the Distribution courses they had taught in the new curriculum.

- Among the areas where faculty judged students to be better prepared in the new curriculum than in the old, they indicated that the degree of improvement found in writing was greater than that observed in reading or oral English, and that the degree of improvement in analytical reasoning was greater than that in shown mathematical skills.
- For 300-400 level courses, no significant differences were found between the level or uniformity of preparation under the two curricula except with respect to level of preparation in writing, which was found to be better in the new curriculum.

Implementation of the New Curriculum

A group of questions were asked about the degree to which certain of the provisions/expectations of the new curriculum had been implemented/realized. The principal findings were:

- Nearly all Core course instructors who responded to the questionnaire said that, for the course they taught, they did follow to a large extent the syllabus and guidelines as specified by the Core committee overseeing that course.
- Faculty who taught courses in the old curriculum which became Distribution courses in the new curriculum both before and after the introduction of the new curriculum indicated:
 - that *little change* was made in those courses with respect to the way they were taught, the level at which they were taught, or in the course content, but
 - that *some change* was made in the quantity of the writing assigned in Distribution courses in the new curriculum, and
 - there was some indication (10% probability/90% confidence level) that the writing assignments made in Distribution courses were more difficult than those made in comparable courses in the old curriculum.

Assessments of Compensatory Core, Bilingual, and Language Development Courses

The responses to essentially all questions about the effectiveness of Compensatory Core, Bilingual, and Language Development courses were *very positive*. Mean values of responses on five-point scales ranged from 3.5-4.7 - in contrast to the range of means for all the questions in the questionnaire about other courses of 2.7-3.7. This clearly suggests that the instructors of these courses had strong feelings about the courses (or, possibly, that they used the scales differently than other instructors). Because of the small number of faculty who had experience teaching these courses and therefore could answer questions about them, it was not possible to compare statistically responses about these three types of courses to those about the other courses.

Reading/"Critical Thinking" Exercises

Descriptions of the Exercises

As part of the effort to evaluate Lehman's new general education curriculum, two types of writing exercises were developed and administered in final form in the fall of 1988 and 1989. The exercises were designed to provide students with opportunities to demonstrate, through writing, the ability to read for the essential content of a text and to "think critically"/reason analytically in two different academic discourse contexts. The first type of exercise was "ill-defined" and "open-ended," in the sense that the questions asked had no "correct" answers, and the student was given little guidance about what to include in his/her response. The "prompts" of the "text-based" exercises contained a short text which raised one or more problematic issues, and asked the student to tell what the author of the text was saying and to explain the extent to which s/he agreed with the author's position. In the second type of exercise, the questions of the prompt were well-defined and did, in some respects, have correct answers. The prompts of the "data-based" exercises contained graphically displayed together with a "scholar's" interpretation of that data, and

asked the student to evaluate the scholar's theory in light of the data presented.⁶ (Copies of the exercises are found in Appendix II-A.)

Design of the testing procedure

Students were asked to respond to one text-based prompt and one data-based prompt during a regular (55 minute) class period of a course in which they were enrolled. Students were told when half the time available had elapsed, but they were not directed to divide their time in any particular way between the two exercises.⁷

The principal aim of this evaluation was to determine whether students who had followed Lehman's new curriculum. to accomplish this, both students who had followed Lehman's general education curriculum (represented by students in groups 2 and 6 - see below) and students who had not (represented by groups 1, 3, 4 and 5) were tested to see if there were any differences in their performances. The six groups were: (1) "beginning students" - those in their first semester of college; (2) "natives with Core" - students with 60-90 college credits all earned at Lehman who had taken at least three Core Courses (and, typically, several of their Distribution courses); (3) "new transfers" - transfer students who had earned all of their 60-90 college credits elsewhere; (4) "old transfers" - transfer students with 60-90 credits (no more than 30 of which had been earned at Lehman) who had taken no more than two Core Courses; (5) Lehman Adult Degree Program students with 60-90 credits; and (6) "one-year students" - a sub-group of the beginning students who were retested in the fall of 1989 after they had completed one year in college, following the College's general education ("Core") curriculum.

The second aim of the exercise-based part of evaluation was to determine to what extent students (in any or all of the groups) could demonstrate the level of performance expected of college students (as defined by the standards used in this evaluation). To accomplish this, students' performances were judged on an *absolute* basis. For this study, students in groups 2-6 were treated as a single group.

Sampling Procedures

Using data from the registrar, classes with high enrollments (four or more) of students in the "targeted" groups were selected and the instructors of these classes asked if they would administer the exercises to all students in their class during a regular class period. Of the 77 instructors approached, 53 agreed to participate, 7 declined, and 17 did not respond or could not be reached for a response. Due to absences on the day the exercises were administered, papers were not obtained from all targeted students. The number of papers received (with the number of targeted students in each group given in parentheses) were: beginning students, 123 (163);⁸ natives with Core, 54 (72); new transfers, 35 (53); old transfers, 49

⁶ The prompts for the text-based exercises contained either a quotation from Henry David Thoreau's "Civil Disobedience" or from E. M. Forster's "What I Believe." The prompts for the data-based exercises contained information about suicide or alcohol abuse rates among various groups as a function of age, and were derived from an article in the "Science Times" section of *The New York Times*.

⁷ While a possible lack of motivation on the part of the students - arising from the fact they were told their performances on these exercises would not become part of the permanent record at the college - and the time constraints of the testing procedure might have mitigated against students' performing at the maximum level of which they were capable, the tone of most of the students' answers suggests that they did seriously engage the questions during the time they had available.

⁸ Although papers were written by 123 of the 163 students targeted in this group, only 38 of these students were located and retested a year later; it was the papers of these 38 students that were scored and included in these studies.

(*) ; Adult Degree Program students, 32 (*)⁹ and students with one year in the core curriculum, 38 (123). (A * indicates that students in that group were not originally targeted, but were ultimately included in the study. Papers by students in these groups were taken from those collected along with the papers of the target students).

Scoring Procedures

The exercises were scored using detailed coding rubrics which permitted readers to "inventory" the type and quality of the "moves" students made when responding to each of the two types of prompts. The rubrics consisted of 26 (for the text-based exercise) or 32 (for the data-based exercise) individual questions or "measures," each having 2-9 possible coding values or "scores." Each student's paper was read independently by two readers and their scores added together to form the scores reported here. To achieve a consistent ("reliable") assessment of the students' responses, readers compared scores and where discrepancies occurred made a joint judgement about ("negotiated") the score to give the student on that measure.

The individual measures were grouped under seven "indices" designed to provide, through analysis of a student's written responses, evaluations of: (1) a student's ability to read a text, (2) a student's ability to read a graph, (3) a student's ability to consider subjects at different levels of abstraction, (4) a student's ability to "think critically," (5) the complexity of the student's thinking, (6) the quality of the student's basic writing structure, and (7) the quality of the student's written "argument." The index evaluating the student's written "argument" included measures assessing: (a) the validity, (b) the coherence, and (c) the completeness of the student's statements; (d) whether the student's generalizations were qualified or "problematized;" (e) the kinds of support the student provided for her/his statements (i. e., whether written works, recognized authorities, etc., were cited); and (f) whether the support given was appropriate to the student's argument.

Results

To determine whether students who had followed Lehman's new curriculum performed any differently than those who had not, performances of the various groups were analyzed on a *relative* basis by comparing the mean scores of the groups on the seven indices. The important findings from this analysis are:¹⁰

- Beginning students, when tested during their first semester in college, performed significantly less well in almost all areas than students who had completed 60-90 credits at Lehman or elsewhere.¹¹
- These same beginning students, when tested again a year later (after they had completed about 30 credits including at least three Core courses), improved enough to make their performances indistinguishable from those of students with 60-90 credits.
- The performance of students in the different groups of students with 60-90 college credits (as well as those with 30 credits including at least three Core courses) were indistinguishable in almost all areas assessed.¹¹ Specifically, the average performance of students who had followed Lehman's general education curriculum was no different than the average performance of students with the same number of credits who had not followed that curriculum.

⁹ This group was actually included 26 students in the Adult Degree Program and six students who were in the Lehman Scholar's Program.

¹⁰ The principal statistical tests used in these analyses were: one-way analysis of variance (ANOVA), Bartlett's test for homogeneity, Tukey's HSD test (adjusted by a harmonic mean to allow for unequal numbers of students in the groups - the Tukey-Kramer adjustment), and paired t-tests.

¹¹ On a few measures, old transfer students performed no better than beginning students - and less well than students in the other groups.

To determine to what extent students (in any or all of the groups) could demonstrate the level expected of college students (as defined by the standards used in this evaluation¹²), the students' responses were judged on an *absolute* basis. While the more comprehensive evaluation of this type would be one based on student's performance with respect to all of the seven indices (an evaluation that was essentially done as part of the study which looked for differences among the six groups), not all of the "moves" inventoried by the seven indices were specifically called for in the directions/prompts of the exercises. In order to judge students only in terms of the specific articulated demands of the exercises - and to more easily be able to compare the results of the exercises with those from the other parts of the evaluation - five "composite ratings" were developed using only the measures from the seven indices that were directly related to the specifically articulated demands of the exercises. The five composite ratings assess a student's ability to: (1) report what was said by an author in a short text, (2) reason critically/analytically about issues raised in that text, (3) report/draw on information contained in a graph, (4) reason critically/analytically about a "scholar's" theory purporting to explain data presented in a graph, and (5) structure their writing in a readable fashion.

The profile of the average student at Lehman with 30-90 college credits that emerges from the analysis of the exercises in terms of the five composite ratings is that of a student who:

- does not demonstrate an understanding of the essential content of a short, problematic text when asked to report what that text said,
- exhibits little ability to think critically/reason analytically when asked to structure a discussion about a problematic text,
- shows *some* ability to think critically/reason analytically about an issue when the approach to be taken with that issue has been defined,
- shows no inclination to report/draw on data presented in a graph (here, one taken from *The New York Times*) when asked to discuss an interpretation of that data,
- does demonstrate reasonable competency in the basic mechanics of writing.

A more detailed analysis of student performance with respect to these five composite ratings is found in Appendix II-B.

Evaluation of Student Writing Portfolios

Portfolios of students writings - collections of at least three of a papers chosen by the student to represent his/her written work at the college - were solicited from students who had completed 60 or more credits at the College. 69 portfolios were received, 20 of which were used in preliminary scoring efforts; the remaining 49 portfolios containing a total of 198 papers were used in the study described here. The results of the portfolio evaluation appear to be generally in keeping with the findings from the Reading/"Critical Thinking" Exercises and Student Questionnaire. More details of this aspect of the evaluation will be available in the future as "Appendix III."

Data Collected by the Registrar on Student Persistence Rates in the Old and New Curricula

Persistence rates - the percentage of students in a given cohort of entering students that are still enrolled at the college at any given point after they first registered - were obtained from the Registrar for the 1980-

¹² It should be noted (1) that the criteria for scoring the exercises grew out of both what the students included in their responses and what the faculty working developing the scoring scales for the exercises (who were from several widely different disciplines) thought the responses should contain, both in terms of the specific demands of the exercises and what they expected of students in their respective disciplines and (2) that all the "moves" inventoried in the scoring were actually exhibited in one or more of the student responses.

83 freshman cohorts (representing "native" students following the old curriculum) and the 1984-87 freshman cohorts (representing "native" students following the new curriculum). Persistence rates for transfer student cohorts entering Lehman during the same periods were also examined. Statistical analyses showed that:

- There was no difference between the average persistence rates after four and six semesters for the pre-1984 and post-1984 "native" student cohorts; nor between the average persistence rates after four and six semesters for the pre- and post-1984 transfer cohorts.
- And, though not directly relevant to this evaluation, no differences were found between the average persistence rates of "native" Lehman student cohorts and transfer student cohorts for the 1980-83 period nor for the 1984-1987 period.

CONCLUSION AND RECOMMENDATIONS

The findings from Student Questionnaire which merit serious consideration are:

- In most respects, most Core courses received positive ratings.
- However, the Core course in Natural Sciences was frequently rated lower than all the other Core courses, often receiving a negative rating.
- In a significant number of cases, course instructor's apparently did not provide students with comments on their written work; and, when comments were made, a significant number of them were found by students to be of little or no help.

The importance of most of the other findings about Core and Distribution courses lies in their usefulness as indicators of areas where improvements might be made. (To cite but one from a number of possible examples, the student responses suggest that the Humanities, Origins of the Modern Age, and Natural Sciences Core courses - more than the Social Science Core course - should be examined with respect to how they do - and do not - help to prepare students for later courses in related areas.)

The most significant general findings derived from the Faculty Questionnaire and Reading/"Critical Thinking" Exercises and Student Questionnaire are:

- For students who begin college at Lehman and follow Lehman's general education curriculum, the first year in college produces a significant improvement in their performance with respect to the abilities assessed here, but the next year or two does not seem to have much of an additional effect in this respect. This finding is in keeping with the faculty opinion that students were somewhat better prepared for Distribution courses than for comparable courses in the old curriculum. (This evaluation does not provide an answer to the question of whether it was the new curriculum or other factors - or some combination of the two - that caused this change.)
- More importantly, assessments of the level of student performance based on both responses to the Faculty Questionnaire and on the analysis of students' responses to the Reading/"Critical Thinking" Exercises suggest the performance of the "average student" at Lehman falls short with respect to many of the academic abilities and skills expected of a college student.

Important specific findings drawn from the results of the Student and Faculty Questionnaires and the Reading/"Critical Thinking" Exercises are:

- The results of the Exercises indicated the "average student" did not demonstrate the ability to read and report the essential content of a text; yet students rated their ability to read English best among all their abilities when they entered college (and said that it had improved significantly in the time since they entered college).
- Faculty judged that, under the new curriculum, students were better prepared to write; a finding in keeping with students saying that, since they entered college, their writing ability had improved more than any other. The results of the Exercises support these findings, at least in terms of students' "basic writing structure," which received a higher average rating than any of the other abilities assessed.

- Students said their ability in mathematics improved the least of all their abilities since entering college; the assessment of the faculty that answered questions about students' mathematical preparation said it was not strong; and the Exercises showed that few students demonstrated the ability to read data displayed graphically (or to critically consider the data when writing about a matter related to that data).
- Analytical reasoning ability was not singled out by students as being among their particular strengths; nor were students' performances on the Exercises notable in this area. In the faculty's opinion, students' ability to reason analytically has probably improved somewhat since the introduction of the new curriculum.

It is clear that the college should respond in a meaningful and productive way to these findings. Assuming that faculty are not going to change their standards and will continue to expect students to meet them - and that students will work earnestly and diligently to do so - the question becomes, *how can the "gap" between expectation and performance be closed?* We believe that new efforts - beyond what we as faculty are currently doing in the classroom - must be initiated. Specifically, that we, the faculty, must go beyond simply expecting/assuming that students will "naturally" acquire the requisite *general college level academic abilities and skills* as they go about learning the "content" of their various courses.

We therefore recommend that the college *as a whole* work to significantly improve the academic abilities and skills of Lehman students through the following measures:

- Develop college-wide goals with respect to specific learning and reasoning skills and abilities (this work might draw on the materials produced in this evaluation project).
- Communicate these college learning and reasoning ability goals *in writing* to students.
- Regularly evaluate students in all classes with respect to these goals.
- Help students to develop these skills through consultations with instructors in all college courses and by giving students opportunities to *improve through revision* initial submissions of assignments.
- Develop college-wide assessment standards based on the articulated goals and set up formal evaluation procedures to determine when a student has achieved each of these goals.
- Require that all students achieve all the goals before they graduate.

Steps which might be taken to act on these recommendations include:

- Set up a college committee to develop a list of the academic abilities and skills goals to be achieved by all students.
- Set up an office in the College (perhaps called the "Learning Goals Office") which would evaluate work submitted by students and keep records of the goals each student has met. (The office might also offer students comments about any unsatisfactory performances and direct them to other sources of help.)
- Tell students that they will be required to demonstrate achievement of the goals (one or more at a time) in the papers they write for courses; and that, when they believe they have written a paper in which they demonstrate they have achieved one (or more) of the goals, they are to submit it to the college for scoring, stating for which goal(s) the paper is to be scored. (For certain goals, the student might even be asked to mark the appropriate parts of the paper where they believe they have demonstrated competence with respect to those particular goals, a practice which would help them to focus on evaluating their own performances - and make the scoring go more quickly.)
- Have the readers who score the papers select outstanding papers from the ones submitted each semester and have the college award a prize for one or more of these papers (perhaps one in each learning goal category?).
- Include among the goals ones directed at assessing a student's writing ability (in terms that would permit these goals to serve in place of the present College Writing Examination).

The value of instituting such a broad-based, college-wide skills/abilities assessment and development program goes beyond gaining a means of *evaluating* a student's abilities: its very existence makes it likely that students - and faculty - will spend time *talking* about and *thinking* about the learning goals. It might even lead to students being asked to *write* about some or all of the goals, perhaps discussing how each is useful, and when employing one or more of them might even have a detrimental effect in an argument or written work. (A discussion of this sort would be a useful - and impressive - metacognitive act for a college student!)

The interest and cooperation of the faculty in carrying out this evaluation, and the care and earnestness with which students responded to long questionnaires and difficult exercises, suggest that the challenges of responding to the findings and recommendations of this evaluation can be met, thereby making a Lehman education even more valuable for all students.

Appendix I

PROJECT PARTICIPANTS AND ADDITIONAL ACKNOWLEDGEMENTS

Project Participants

The members of the Committee to Evaluate the New Curriculum (with their departmental affiliation and the years they served) are:

Shelley Ast, Academic Skills (1984-89)	Joan Mencher, Anthropology (1984-92)
Evelyn Hu-DeHart, History (1986-88)	Johanna Meskill, History (1986-92)
Barbara Jacobson, Sociology and Social Work (1987-92)	Susan Polirstok, Specialized Services in Education (1984-92)
Archie Lacey, (1984-86)	John Richards, Chemistry (1984-92)
Richard Larson, English (1984-92)	Lewis Schwartz, Philosophy (1984-92)
David Lavin, Sociology and Social Work (1984-1985)	Carol Sicherman, English (1984-87)
Weslee McGovern, Nursing (1984-92)	Carlos Yorio, English as a Second Language (1984-88)

The Committee to Evaluate the New Curriculum, in addition to planning the evaluation, served as the "working group" in developing the Faculty Questionnaire.

The members of the "working group" which developed the Student Questionnaire included:

Shelley Ast, Academic Skills	Susan Polirstok, Specialized Services in Education
Richard Larson, English	John Richards, Chemistry
Weslee McGovern, Nursing	Lewis Schwartz, Philosophy
Johanna Meskill, History	

The members of the "working group" which developed the Reading/"Critical Thinking" Exercises were:

Barbara Jacobson, Sociology	John Richards, Chemistry
Julia Jorgenson, Psychology	Lewis Schwartz, Philosophy
Richard Larson, English	Eve Zarin, English
Weslee McGovern, Nursing	

The members of the student writing portfolio group were:

Miriam Lahey, Physical Education, Recreation, and Dance	Susan Polirstok, Specialized Services in Education
Richard Larson, English	John Richards, Chemistry
	Larry Sullivan, Library

The scoring of the data-based Reading/"Critical Thinking" Exercises was done by Professors Jacobson, McGovern, and Karen Fung (a student with a B. A. in History who was completing a B. S. in Chemistry at Lehman). The text-based exercises were read by Professors Jacobson, McGovern, and Larson; they were joined for part of the work by Pamela Ansaldi, Fred Bilenkis, Natalie Collura, Will Friedman, Marie Gordon, Marilyn Horton, Gregory Pinney, Jane Pollack, and Brenda Sérotte; these readers were either adjunct lecturers at the College and/or graduate students in the City University. Portfolios were read by Karen Bonnick, a graduate student in English.

Data entry and processing was done by Angel Arcelay and Anthony Maldonado. The questionnaires were typed by Ellen Hegarty and Eileen Cropper. Statistical analyses were carried out by Professors Jacobson and Richards.

At two points, outside consultants were engaged to advise about planning and carrying out the project. They were:

Dean K. Whitla, Head of the Office of Instructional Research and Evaluation at Harvard University (in 1985) and
Gordon C. Brossell, Professor of Education at The Florida State University and President of Writing Assessment Specialists, Inc. (in 1988).

Additional Acknowledgements

From among the many dedicated persons officially associated with the project, we would like to single five persons for very special thanks:

Professors Barbara Jacobson and Weslee McGovern, who served tirelessly through endless meetings and scoring sessions, as well as providing invaluable contributions to the leadership of the project in the data collection and analysis and report writing phases of the project.

Lewis Schwartz, Chair of the Committee on College Requirements, for his perspicacity and enthusiastic encouragement during the developmental stages of the project.

Gilbert Watson, for his willing - and unflinching - execution of the innumerable tasks, large and small, that fell to him as part of his responsibilities in distributing and collecting questionnaires and tests and in keeping all records of the project.

Angel Arcelay, for patiently and carefully entering (and checking) literally hundreds of thousands of pieces of data, and then processing those data so they could be analyzed statistically.

We would also like to acknowledge the many members of the Lehman College community who, though not officially associated with the project, provided input and support for the project, especially:

Dean Anne Humpherys, for her thoughtful suggestions and ongoing support of the project.

Associate Dean Anne Rothstein, for consultations about data handling and processing, and for processing the data for a preliminary version of the faculty questionnaire.

Charles Schreiber, Registrar, for patient and knowledgeable advice on the forms of available student demographic data, and for providing that data.

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Ed Pakel, Director of Administrative Services, for helping the project to make the best use of its resources.

John Dono, of the Academic Computer Center, for his knowledgeable and time-saving suggestions about how to handle large amounts of data.

Associate Dean Fred Phelps, for his encouragement and advice about collecting data from students.

Professor Eileen Allman, for her support for the project including careful reviews of some of the evaluation instruments.

Barbara Bralver, Maria Colon, Rochelle Roper, and Valerie Luria of the Office of Grants and Contracts, for their cordial and timely help in negotiating the challenges of grant management.

Jack Globenfelt and Andrea Rockower of the Performing Arts Center for providing tickets to several events as rewards to students for submitting writing portfolios or writing exercises.

Richelieu Campbell, Freddy Leon, and Saul Molina of the College Duplicating Facility for their excellent and friendly service, even when providing it under pressure.

Appendix II-A

READING/"CRITICAL REASONING" EXERCISES -
DIRECTIONS AND PROMPTS

-- To the Student:

Currently the College is in the process of evaluating the new curriculum which went into effect in 1984. The exercise you are about to participate in is part of that effort.

During the next fifty minutes, you are asked to plan and write separate responses to two questions asking you to make judgements and support them. Your work will not be scored in the ways college essays are usually scored. There is no passing or failing score, and the scores will not become part of your record at the College.

Directions

1. On each booklet, print your name, social security number, and the course and section number of this class.

2. Answer each question in a separate booklet, and label each booklet with the name of the question.

3. You will have approximately 25 minutes for each of the two questions; you may do either one first. We hope that you will respond to both questions as fully as possible in the time available. Neither question has a single expected answer; you should express your thoughts freely.

4. To illustrate and support your arguments on each question, you are encouraged to draw on readings you have done, on discussions you have had as a student, and on observations you have made.

NOTE 1: If you have already participated in these exercises in another class this semester, see your instructor who will ask you to record, on a special sheet, your name, social security number, and the course and section number of the class in which you did the exercises.

NOTE 2: If you have already participated in these exercises prior to this semester, see your instructor who will give you a version of the exercise which you have not yet done.

Thoreau Question

The American essayist, Henry Thoreau once wrote, "It is not desirable to cultivate a respect for the law, so much as for [what is] right. The only obligation which I have a right to [take on] is to do . . . what I think is right."

In a written statement tell what you think Thoreau is saying and then explain carefully to what extent you agree with his position.

Forster Question

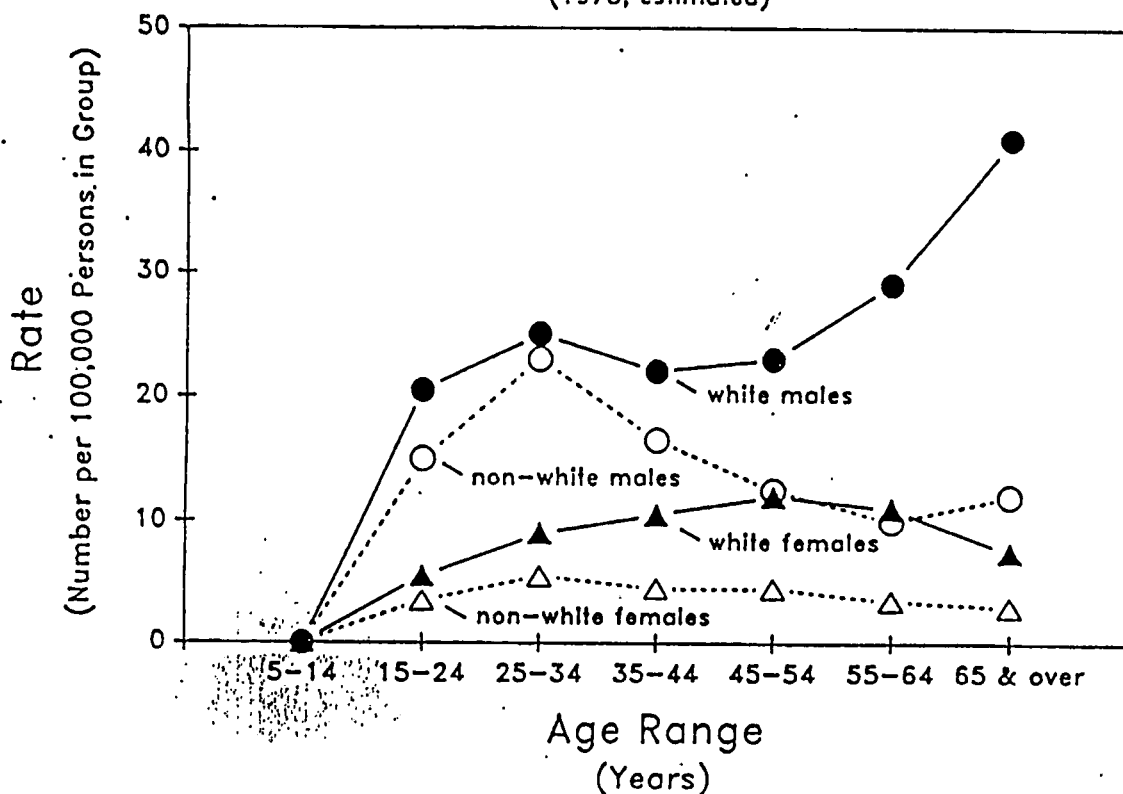
The British essayist and novelist, E. M. Forster once wrote, "If I had to choose between betraying my friend and betraying my country, I hope I would have the courage to betray my country."

In a written statement tell what you think Forster is saying and then explain carefully to what extent you agree with his position.

Suicide Question

U. S. SUICIDE RATE by Sex and Race

(1978, estimated)



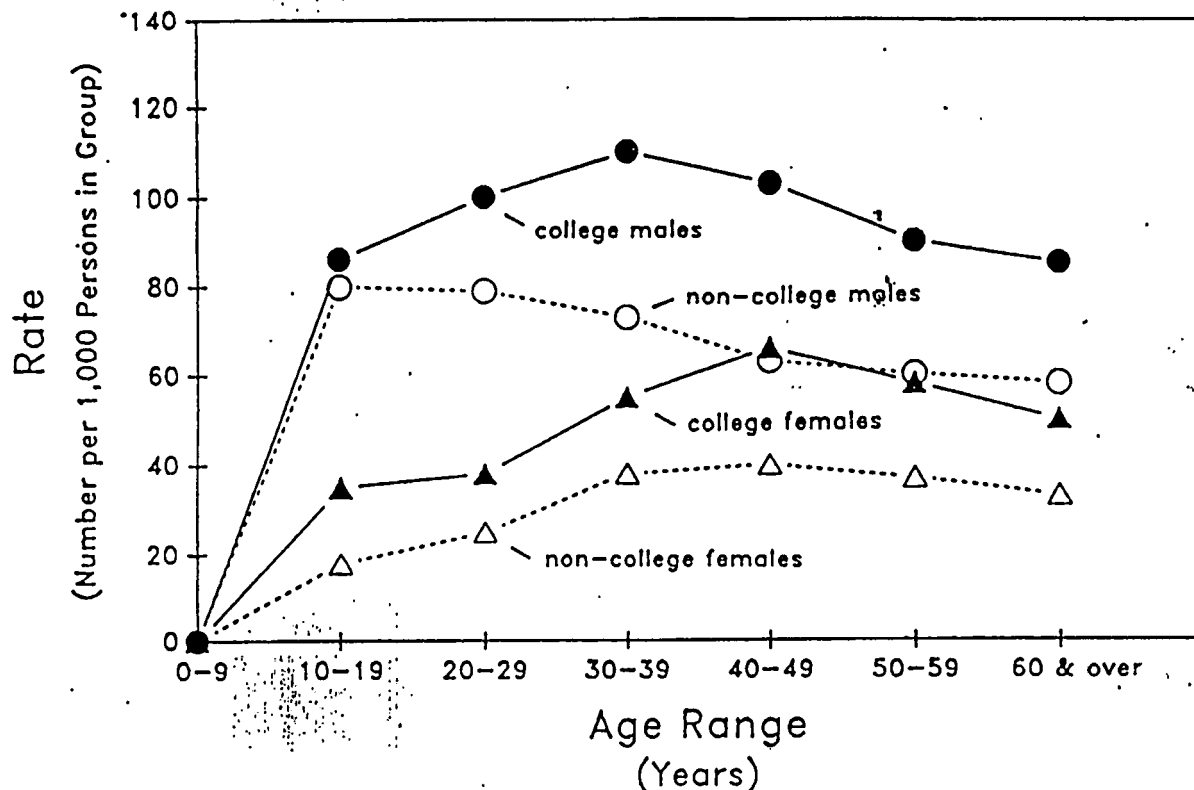
The graph above gives information about differences in suicide rates in the United States in 1978.

Researchers are now studying various sociological factors to explain why there are differences among these groups. Dr. Richard H. Seiden, Professor of Behavioral Sciences at the University of California's School of Public Health, writing in the January issue of the International Journal of Aging and Human Development, suggests that in old age the rates are higher for whites and lower for blacks because, among blacks, "only the strongest survive." They, he says, "are probably very different than whites whose advancement to old age is not so keyed to survival of the strongest." The black elderly, he says, feel "a triumph in surviving against adversity."

Is Seiden's theory a satisfactory way to explain the data presented in the graph? If not, what might be a more satisfactory way to explain them? Give reasons for your views. Be as specific as possible in your answer.

Alcohol Question

U. S. ALCOHOL ABUSE RATE by Sex and Education (1979, estimated)



The graph above gives information about differences in alcohol abuse rates in the United States in 1979.

Researchers are now studying various sociological factors to explain why there are differences among these groups. Dr. George S. Teubal, Professor of Behavioral Sciences at the University of Raleigh's School of Public Health, writing in the February issue of the International Journal of Alcohol and Drug Abuse, suggests that in young adulthood the rates are higher for college graduates and lower for those without a college education because "those with a college education generally have demanding, 'pressure-cooker' jobs." They, he says, "are probably very different than high school graduates who in young adulthood generally do not have such demanding jobs." Those who go to college," he says, "feel the tension of having to climb the ladder of success."

Is Teubal's theory a satisfactory way to explain the data presented in the graph? If not, what might be a more satisfactory way to explain them? Give reasons for your views. Be as specific as possible in your answer.

Appendix II-B

READING/"CRITICAL THINKING" EXERCISES - ANALYSIS BASED ON THE FIVE COMPOSITE RATINGS

Introduction

Presented here is an analysis of the performance of all students tested (who had completed 30-90 college credits) with respect to the five "composite ratings." These ratings assess only the "moves" which are specifically called for in the directions and prompts of the exercises. The five ratings assess whether, in written academic discourse, a student can demonstrate the ability to:

- (1) report what was said by an author in a short, problematic text,
- (2) reason critically/analytically about issues raised in that text when asked to do so by an open-ended, relatively "unstructured" prompt,
- (3) report/draw on information conveyed by a graph,
- (4) reason critically/analytically about a "scholar's" theory purporting to explain data presented in a graph when clearly directed to do so, and
- (5) structure his/her writing in a readable fashion.

The analysis below is intended to be self-contained, once the reader has read the exercise directions and prompts (which are found in Appendix II-A).¹ Complete descriptions of the measures comprising the five ratings are available on request.

Results

As noted in the summary report, there were no significant differences between any of the five groups of students who had completed 30 or more credits on any of these ratings; the only differences found were between the performances of beginning students in their first semester of college and those in the other five groups. For this reason, the results reported here are for the single "group" which includes all students with 30-90 credits.

Presented in Table I, for each of the five composite ratings, are the percentages of students who achieved a "satisfactory" (adequate) or better score (60% or more of the maximum score) and the percentage who received a "top" (commendable) or better score (80% or more of the maximum score), along with ratios of the mean score to the corresponding maximum possible score for each rating (and their decimal equivalents). The section which directly follows the Table I briefly summarizes the results displayed in the table; the sections after that describe the results for each of the five ratings in terms of the requirements for a maximum score and in terms of responses typical of an "average student" (whose scores would equal the mean scores for each rating).

¹ For the composite ratings related to the text-based exercises, only data from the Thoreau question were used (data from the Forster exercise were, however, used in forming some of the seven indices.) Data from both the alcohol abuse and suicide rates exercises were used in forming the graph-related composite ratings. Scores for the Structure of Writing Rating was formed by combining a student's performances on both the text-based (Thoreau) and on the data-based question they answered.

Table I - Level of Achievement of Students with 30-90 Credits on Exercises Testing Reading and "Critical Thinking" in Written Academic Discourse

Composite Rating	Percentage of students achieving 80%-100% of maximum score	Percentage of students achieving 60%-100% of maximum score	Mean score/ maximum score and corresponding decimal equivalent
Text reporting	24	47	9/18 = 0.5
Text analytical reasoning	11	38	21/42 = 0.5
Graph reporting	5	8	2/16 = 0.1
Graph analytical reasoning	18	62	19/32 = 0.6
Structure of writing	35	71	24/36 = 0.7

Brief Summary of Results It is clear from the figures in Table I that

- Less than one quarter (5 - 24%) of the students achieved "top" (commendable) scores in any area except in basic writing, where 35% did so.
- Less than half (8 - 47%) of the students achieved minimally satisfactory (adequate) scores for reading/reporting data from a graph, reading/reporting what was said² in a short, problematic text, and for the ability to reason analytically when discussing such a text.
- Some what more than half (71% and 61%, respectively) of the students achieved a satisfactory (adequate) or better score for basic writing structure and for their ability to reason analytically when responding to a "well-structured" question (one of the "graph" questions).²
- The "average student" (one whose scores equaled the mean scores) achieved 70% of the maximum score for basic writing ability, 60% of maximum for ability to reason analytically when responding a "well-structured" question², 50% of maximum for ability to read/report on a problematic text and for ability to reason analytically about such a text, and 10% of maximum for ability to read/draw on data presented in a graph when asked to discuss a "scholar's" theory about that data.

Text Reporting Rating Since students were explicitly asked in the "text-based" exercises to tell what they thought the author was saying, it was judged that a satisfactory performance should include a reporting of a considerable part of the essential content of the text (whether done in a straightforward or unexpected way). For the Thoreau question, this meant that for a maximum score (18), the student had to note Thoreau's need to set priorities between "law" and "right" as guides to action and recognize that for Thoreau "what I think is right" should be an individual's sole guide to action. As can be seen from the data presented in Table I, only 24% of the students in our sample reported 80% or more of this content and earn a "top" rating (score of 14 or higher); 47% were judged to have given a "satisfactory" reading - reporting on 60% or more of the material (score of 10 or higher). A response typical of an "average student" (corresponding to

² It should be kept in mind that the graph analytical reasoning rating did not include the requirement that the student refer to the data presented in the graph to achieve a maximum score.

the mean score of 8) was to say that Thoreau believed that an individual, rather than follow the law, could/should do whatever she/he wanted to do.³

Text Analytical Reasoning Rating The purpose of this rating is to evaluate the quality of the student's "analytical reasoning"/"critical thinking" when responding to the second part of the text-based (Thoreau) prompt which asked the student to explain the extent to which she/he agreed with the author's position. Since it was possible to demonstrate analytical reasoning abilities through a wide variety of moves, this rating was constructed from a comparatively large number of measures, including ones from the indices of critical thinking, abstract thinking, complexity of thinking and two measures assessing the validity and coherence of the student's written "argument"/discussion. A maximum score required that a student demonstrate the ability to (a) question legitimated laws/values, (b) realize that decisions and actions taken in matters of "law" and "right" could/should involve deliberation on the part of the individual, and (c) frame his/her reply as a coherent written argument free of contradictions.

The mean score of students on the analytical reasoning rating was the lowest of all but that for reporting data in a graph: only 11% of the students in the sample achieved a "top" score or better (80% of or more of maximum), and only 38% performed at the "satisfactory" level or better (60% or better of maximum). A typical student response (corresponding to the mean score of 21) was to say that "the law" (or laws) should be followed and that only criminals or selfish people disobeyed them. The average student's response did not consider the possibility of civil disobedience (by the student or others) or consider the conditions under which s/he or others might break the law. Demonstrations of analytical reasoning/critical thinking about "what is right" occurred even less frequently; students generally (implicitly or explicitly) accepted – rather than questioned – traditional moralities (however they defined them). The typical student's stance is aptly summarized by one student's statement: "If it's right for society, then it is right for me."

The Graph Reporting Rating assesses the extent to which students were able to make a verifiable statement about the data presented in the graph that was also correct. Achieving a maximum score required the student to report correctly on all four variables in the graph (e. g., gender, race, age, and suicide rate for the Suicide Question) and to acknowledge the "interaction effect" (the place where two of the four lines in the graph crossed). Only one student (out of 143) did so. Two more students correctly summarized the data described by the four variables but missed the interaction effect. Only 8% of the students sampled achieved even a "satisfactory" score (60% or more of the maximum) - which corresponded roughly to accounting for only two of the four variables; for example, saying "suicide rates are higher for men than for women."

Perhaps even more significant is a finding not evident from the data in Table I; namely, that even though students were directly asked to discuss the scholar's explanation of the data presented and

³ Only material written by the student which was unambiguously ascribed to the author was included in the Text Reporting Rating. However, even when the remaining material related to what the author had said (this was inventoried under the students discussion of the extent of their agreement with the author) was considered together with that scored under the Text Reporting Rating, most students still failed to deal meaningfully with a large part of the essential content of the text in *either* context.

to give an alternative explanation if they disagreed at all with the scholar's interpretation, 23% of them gave no reading of the data whatsoever. And, while the remaining 73% got credit for reading the graph, most (47% of the total) referred to the data only in the same way that the scholar did (and so may not have actually "read" the graph on their own at all). 30% of all students did give a reading of the graph that was *independent* (i.e., one that went beyond or diverged from the scholar's - incomplete and incorrect - reading) and *verifiable* (i. e., one that could be checked against the data) - but only about half of them (17% of all students responding) gave an independent reading that was verifiable *and correct*.

Graph Analytical Reasoning Rating The most significant finding about the students' ability to demonstrate analytical reasoning on the graph/data-based exercises is that, even though they were specifically asked to criticize the scholar's theory in light of the data in the graph, very few did so. When responding to the question about whether the scholar's theory was supported by the data, the vast majority of students focused almost exclusively on the scholar's theory itself, at most referring to the data only by repeating the scholar's reading of the graph.

Since so few students referred to the data in their discussion/"argument," it was decided to construct the Graph Analytical Reasoning Rating without requiring that the student refer to the graphed data to achieve a maximum score.⁴ A maximum score on this rating required a student to say that the scholar's theory was not a satisfactory way to explain the graphed data and to present an alternative, more satisfactory way to explain it, together with valid supporting statements (with the more variables/groups/lines/concepts included in the alternative, the higher the score).

In spite of the fact that in the data-based prompt the student was told much more specifically what her/his response should contain than in the text-based prompt - and in spite of the fact that the Graph Analytical Reasoning Rating did not require reference to the data in the graph to achieve a maximum score - only slightly more students got "top" scores for analytical reasoning on the data-based exercises (18%) than on the text-based one (11%). However, students were much more likely to achieve a "satisfactory" rating (60% or more of the maximum): 62% of the them did so, compared with 38% for the text-based exercise. (While this performance level might seem impressive, it must be kept in mind that the student could achieve a maximum score on this Graph Analytical Reasoning Rating without reference to the data in the graph.)

Structure of Writing Rating Basic writing ability was assessed by determining whether students' phrases and sentences were connected, whether their discussion had a main point/conclusion, and whether their syntax/grammar significantly obstructed communication with the reader. (For the Structure of Writing Rating, students' performances on the text- and data-based exercises were treated together.) As can be seen from Table I, scores in this area were the highest among the five composite ratings: 35% of the students achieved "top" or better scores on this rating (80% of better of the maximum score) and 71% achieved "satisfactory" or better scores (60% or better of the maximum).

⁴ One of the seven indices, the Critical Thinking Index, however, did include the requirement that the student criticize the theory *in light of the data* to achieve a maximum score.

APPENDIX 4

Changes in NYS Education Department Inventory of Registered Programs

Office of the Dean of Professional Studies • (212) 960-8401

MEMORANDUM

TO: *Professor William B. Pohle*

FROM: *Dean Thomas K. Minter* *Thomas K. Minter*

DATE: *May 3, 1994* *new*

RE: *Changes in the NYS Education Department Inventory of Registered Programs*

The attached document, which proposes changes and withdrawals of certain Lehman College Programs on the NYS Education Department Inventory of Registered Programs to reflect re-registration of Lehman College's Teacher Education Programs, is forwarded for placement on the agenda of the Lehman College Senate meeting of May 18, 1994.

The cover memorandum from Professor Paterno, the College Certification Officer, provides the rationale for the requested action.

If the Committee has any question, please contact Professor Paterno or me.

TKM:ra

*c:President Ricardo R. Fernández
Provost Rosanne Wille
Acting Dean Luis Losada
Acting Dean Joseph Rachlin
Professor Bob Delisle
Professor Miriam Lahey
Professor George Movesian
Professor Nesta Quarry
Professor Fran Tobin
Professor Domenica Paterno*

Division of Professional Studies - Department of Secondary, Adult and Business Education
Office of the Chairman • (718) 960-8171

Prof. *Domenica R. Paterno*, *Division Teacher Certification Officer*
Carman Hall * Room B 24-F * (718) 960 7896
Secretary * Carman Hall * Room B 33 * (718) 960 4993

1st May 1994

TO: Committee on Curriculum
Professor William B. Pohle, Chairman

FROM: Professor *Domenica Paterno*, *DP*
As: Teacher Education Certification Officer

RE: Changes in Undergraduate Bulletin Program Listings to Reflect
Re-registration of NYS Teacher Certification Programs

On the attached pages are changes that are to be made on the INVENTORY OF UNDERGRADUATE PROGRAM NAMES AND DEGREES AS REGISTERED WITH THE STATE OF NEW YORK as listed on Page 14 of the current (1993-1995) College Bulletin.

There is one Rationale for all the changes:

Each program granting the baccalaureate degree with a liberal arts or science major is identical to that program granting the degree and the teaching certificate. (Specific certificate study and testing requirements either conform to degree requirements or are extraneous to them.) There is unnecessary duplication in the way the programs are presently listed as two separate entities, when, in effect, the certificated program is solely an extension/variation of the baccalaureate program. The teaching certificate cannot be earned independent of the baccalaureate degree.

Therefore, with the guidance/approval of State Education Department officials, I propose that one of the duplicate listings be withdrawn, that of *[Major Subject Area] Teacher "7-12" or "N-12"*; and that the remaining listing of the baccalaureate degree program be revised and re-registered to include provisional teacher certification.

c: Dean Thomas K. Minter ✓
Acting Dean Luis A. Losada
Acting Dean Joseph W. Rachlin

Disk: Certification. Data File: CERT1. 5/1/94.

Re-registration "7-12" Programs

I.

From:

<u>Prog. Code</u>	<u>Program Title</u>	<u>Hegis #</u>	<u>Award</u>	<u>Certificate Title Type</u>	
02596	ART	1002	BA		
02577	ART N-12 TEACHER	0831	BA	ART	PROV

To:

02596	ART	1002	BA	ART N-12	PROV
02577 IS WITHDRAWN					

II.

From:

02561	BIOLOGY	0401	BA		
02562	BIOLOGY "7-12"	0401.01	BA	BIOLOGY 7-12	PROV

To:

02561	BIOLOGY	0401	BA	BIOLOGY 7-12	PROV
02562 IS WITHDRAWN					
				ELEMENTARY N-6	PROV

III.

From:

02661	CHEMISTRY	1905	BA		
02662	CHEMISTRY "7-12"	1905.01	BA	CHEMISTRY 7-12	PROV

To:

02661	CHEMISTRY	1905	BA	CHEMISTRY 7-12	PROV
02662 IS WITHDRAWN					
				ELEMENTARY N-6	PROV

Re-registration "7-12" Programs

IV.

From:

02634	ENGLISH	1501	BA	
02635	ENGLISH "7-12"	1501.01	BA	ENGLISH 7-12 PROV

To:

02634	ENGLISH	1501	BA	ENGLISH 7-12 PROV
02635	IS WITHDRAWN			ELEMENTARY N-6 PROV

V.

From:

02607	FRENCH	1102	BA	
02605	FRENCH	1102.01	BA	FRENCH 7-12 PROV

To:

02607	FRENCH	1102	BA	FRENCH 7-12 PROV
02605	IS WITHDRAWN			ELEMENTARY N-6 PROV

VI.

From:

02610	GERMAN	1103	BA	
02608	GERMAN "7-12"	1103.01	BA	GERMAN 7-12 PROV

To:

02610	GERMAN	1103	BA	GERMAN 7-12 PROV
02608	IS WITHDRAWN			ELEMENTARY N-6 PROV

Re-registration "7-12" Programs

VII.

From:

02628	HEBREW	1111	BA		
02627	HEBREW "7-12"	1111.01	BA	HEBREW 7-12	PROV

To:

02628	HEBREW	1111	BA	HEBREW 7-12	PROV
02627	IS WITHDRAWN			ELEMENTARY N-6	PROV

VIII.

From:

02613	ITALIAN	1104	BA		
02611	ITALIAN "7-12"	1104.01	BA	ITALIAN 7-12	PROV

To:

02613	ITALIAN	1104	BA	ITALIAN 7-12	PROV
02611	IS WITHDRAWN			ELEMENTARY N-6	PROV

IX.

From:

02624	LATIN	1109	BA		
02622	LATIN "7-12"	1109.01	BA	LATIN 7-12	PROV

To:

02624	LATIN	1109	BA	LATIN 7-12	PROV
02622	IS WITHDRAWN			ELEMENTARY N-6	PROV

Re-registration "7-12" Programs

X.

From:

02654	MATHEMATICS	1701	BA		
02651	MATHEMATICS "7-12"	1701.01	BA	MATHEMATICS 7-12	PROV

To:

02654	MATHEMATICS	1701	BA	MATHEMATICS 7-12	PROV
02651	IS WITHDRAWN				
				ELEMENTARY N-6	PROV

XI.

From:

02598	MUSIC	1004	BA		
02579	MUSIC N-12 TCHR	0832	BA	MUSIC N-12	PROV
-					
02597	MUSIC	1004	BS		
13805	MUSIC N-12 TCHR	0832	BS	MUSIC N-12	PROV

To:

02598	MUSIC	1004	BA	MUSIC N-12	PROV
02579	IS WITHDRAWN				
-					
02597	MUSIC	1004	BS	MUSIC N-12	PROV
13805	IS WITHDRAWN				

XII.

From:

02658	PHYSICS	1902	BA		
02660	PHYSICS	1902	BS		
02657	PHYSICS "7-12"	1901.01	BA	PHYSICS 7-12	PROV

To:

02658	PHYSICS	1902	BA	PHYSICS 7-12 PROV ELEMENTARY N-6 PROV
02660	PHYSICS	1902	BS	PHYSICS 7-12 PROV
02657	IS WITHDRAWN			

XIII.

From:

02620	RUSSIAN	1106	BA	
02619	RUSSIAN "7-12"	1106.01	BA	RUSSIAN 7-12 PROV

To:

02620	RUSSIAN	1106	BA	RUSSIAN 7-12 PROV ELEMENTARY N-6 PROV
02619	IS WITHDRAWN			

XIV.

From:

02617	SPANISH	1105	BA	
02615	SPANISH "7-12"	1105.01	BA	SPANISH 7-12 PROV

To:

02617	SPANISH	1105	BA	SPANISH 7-12 PROV ELEMENTARY N-6 PROV
02615	IS WITHDRAWN			

Re-registration "7-12" Programs

XV.

The following provisional certification program listing is withdrawn:

02668	EARTH SCIENCE "7-12"	1914.01	BA	EARTH SCI 7-12 PROV
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The following baccalaureate program is re-registered to include provisional teacher certification:

02666	GEOLOGY	1914	BA	EARTH SCI 7-12 PROV ELEMENTARY N-6 PROV
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XVI.

The following provisional certification program listing is withdrawn:

02672	SOCIAL STUDIES "7-12"	2201.01	BA	SOCIAL STUD 7-12 PROV
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The following baccalaureate programs are re-registered to include provisional teacher certification:

02674	ANTHROPOLOGY	2202	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
02687	BLACK STUDIES	2211	BA	SOCIAL STUD 7-12 PROV ELEMENTARY 6-N PROV
02677	ECONOMICS	2204	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
02682	GEOGRAPHY	2206	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
02679	HISTORY	2205	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
77311	ITALIAN-AMERICAN STUDIES	0399	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
85190	LATIN AMERICAN & CARIB- BEAN STUDIES	0308	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
02684	POLITICAL SCIENCE	2207	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
02556	PUERTO RICAN STUDIES	0308	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV
02686	SOCIOLOGY	2208	BA	SOCIAL STUD 7-12 PROV ELEMENTARY N-6 PROV

Re-registration "7-12" Programs

XVII.

The following provisional certification program listings are withdrawn:

02569	ELEMENTARY "N-6"	0802	BA	ELEMENTARY N-6 PROV BILNG EX ELEM PROV
08561	ELEMENTARY "N-6"	0802	BS	ELEMENTARY N-6 PROV BILNG EX ELEM PROV

The baccalaureate programs as indicated on the preceding pages are re-registered to include provisional elementary certification and the elementary bilingual extension.

The following baccalaureate programs are re-registered to include provisional teacher certification:

02670	PSYCHOLOGY	2001	BA	ELEMENTARY N-6 PROV BILNG EX ELEM PROV
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APPENDIX 5
1995-1996 Capital Budget Request

LEHMAN COLLEGE

1995 - 1996 Capital Budget Request
May 4, 1994

In 1968, the Dormitory Authority of the State of New York, with funding from the City University Construction Fund, contracted with the architectural and planning firm of Todd/Pokorny to develop a comprehensive Master Plan for Lehman College.

The Plan's primary goal was to take a campus designed to serve 3,500 students, and expand and renovate its academic, student-life, and administrative facilities to accommodate the College's current enrollment of approximately 10,000 students. In particular, the Plan proposed 923,000 gross square feet of new construction, in addition to substantial renovation of 544,000 gross square feet of existing buildings, for a total development of 1,467,000 gross square feet.

Begun in 1969 with architectural planning, the Plan was to be fully realized with construction completed by the end of 1975. Almost 20 years later however, while much of the Plan has been implemented, many of its goals have yet to be realized.

Virtually all of the College's capital development over the past 25 years has been consistent with, and in fulfillment of, its Master Plan. Currently, the primary focus of the College's capital plans in general, and its 1995-1996 capital budget request in particular, continues to be the full realization of its Master Plan -- a plan that, in essence, remains as current and relevant today as it was in 1968.

Since the College's 1995 - 1996 capital budget request can only be fully understood within the context of its Master Plan, an executive summary of the Plan follows.

Lehman College Master Plan: An Executive Summary

Space Planning: The space-planning criteria for the College's Master Plan are generally based upon the State University of New York's Guidelines for University Centers. These criteria relate to such space types as administrative and faculty offices, as well as classrooms and teaching laboratories. The Master Plan uses from the Guidelines, for example, such basic criteria as 120 square feet for the typical office, and 50 square feet for the typical teaching station in an undergraduate teaching laboratory, plus an allowance for preparation and storage.

In applying these criteria, each of the College's academic departments were studied to determine requirements for office space, teaching and laboratory space, research space, and special purpose requirements (e.g. dark rooms, language laboratories, etc.)

In addition, a roster of administrative, technical, and clerical personnel was developed for each administrative unit; and a direct relationship between this staff and administrative space requirements was established.

Overall space requirements for student activities and recreation facilities were also established based upon comparable programs at similar institutions elsewhere. The Plan recommends, for example, the inclusion of space for student organizations, student social and recreational activities, academic clubs, bookstore facilities, and food services.

Finally, a space-planning assessment for the library was developed in three parts, involving the collection itself, student and faculty readers, and the library staff and services.

Site Analysis: Studies regarding the development potential of building sites, the impact of adjacent uses, and the quality and character of the existing campus were conducted. In addition, the neighborhoods surrounding the Lehman campus were also investigated. Material was collected on population characteristics, community facilities, land uses, market values, transportation access, and traffic patterns to better understand the College within its larger context.

Site Selection: The 1968 Lehman campus contained four open areas of developable land. The "oval", then the center of the campus, was a formal village green. The "north lawn" was a park-like area to the north of Gillet Hall. To the north of the then Student Hall (now the Music Building) were six tennis courts. To the south of the Gymnasium was the "south field" which accommodated soccer and baseball events.

The Plan concludes that the center of the campus should be the crossroads, the meeting area, the place where students, faculty and the public come together. Also, academic facilities should be close to each other to minimize travel time between classes. Finally, the physical education and outdoor recreation areas should be at the campus edges.

When these conclusions were translated to the specifics of Lehman College, the site selection criteria dictated that physical education and recreation facilities should be developed in the north area of the campus, student life and community space should be developed in the oval area, and that the academic facilities should be developed in the south area of the campus.

Renovation: Net assignable floor area calculations were developed from construction drawings of the then existing buildings, and studies were performed to determine the feasibility of renovating these buildings to meet the previously defined program space requirements. As a result of this analysis, the Plan calls for the following renovations:

Gillet Hall is to be converted entirely to general classrooms, non-science laboratories, and faculty offices. The Plan proposes silicone coating of the exterior stone and extensive exterior painting. Interior renovation work includes air conditioning, extensive alterations including new offices and laboratories, improvements to the main lecture hall, and refinishing of the remaining interior spaces.

Davis Hall is to be converted to faculty offices, laboratories and special classrooms exclusively for the departments of biology and geology/geography. The exterior of the building requires pointing, silicone coating and painting of trim. Interior work involves partition changes, air conditioning, and refinishing of all areas.

Student Hall (now the Music Building) is to be renovated to provide for an expanded and improved central heating and air conditioning plant, expanded and improved cafeteria and kitchen facilities, and an extensively renovated theatre. The remaining interior spaces are to be subject to major repairs and refinishing, including partition changes and full air conditioning.

The Gymnasium is to be renovated into a student union and/or multi-purpose facility. The Plan suggests that the main gymnasium floor could be readily converted into a series of common rooms. The mezzanine could be converted into offices for student publications and organizations. The first floor provides 7,000 square feet for general purpose use. The renovation work would also include new partitions, lighting, extensive refurbishing, and central air conditioning. The exterior of the building requires pointing, silicone coating, and paint.

Shuster Hall is to be renovated to become the administrative center of the campus. Classrooms in Shuster would move into Carman Hall, and administrative departments would replace them. Renovation work includes interior partition changes, air conditioning, redesign of the interior court, redesign of the west-side loading dock, and an additional pedestrian entrance from Goulden Avenue.

The Library is to be converted into a Fine Arts Building. It would contain a gallery, studios, workshops, and offices for the art department. The high, well lighted perimeter spaces on the upper floor would be used for studios requiring high ceilings. The central portion of the upper floor becomes an exhibition gallery for students. The lower floor, formerly stack space, becomes offices, workshops, and small studios. Interior renovation work includes air conditioning, partition changes, improved lighting, exterior light control at the windows, and improved connections to Shuster Hall.

New Buildings: Construction of the following five new buildings, for a total of 395,000 assignable square feet, is proposed by the Plan:

A new Gymnasium (now The APEX) is envisioned that would double the College's then existing physical education and recreation facilities. Since it was determined that athletic facilities should not be situated in the heart of the campus, and that the current Gymnasium is totally inadequate for a co-educational enrollment of 10,000 students, a new facility is proposed for the north end of the campus. The new building would contain a swimming pool of regulation size, a basketball arena and other practice courts, exercise rooms, locker facilities, faculty offices for the department of physical education, and the College's infirmary.

A Music/Auditorium Building (now the Concert Hall) is proposed as a borough-wide cultural facility. Designed to seat 2,800, it is intended to be used as a concert hall, and as an assembly hall for College and public events.

A new Library is proposed for the central area of the campus overlooking the oval. The stack areas of the building would be located in a wing running parallel to the Jerome Avenue elevated train, with the main reading and reference areas facing the oval. In this way, the stack areas could be constructed without windows so that the sound from the passing trains would be deflected away for the quieter sections of the Library.

A Speech and Theatre Building would extend north from Student Hall (now the Music Building). It would contain a 500-seat theatre, workshops, and offices in one wing, and classrooms, offices, a speech and hearing center, the department of buildings and grounds, and central receiving in the other wing.

A Science Building is proposed for the area of the south field to provide facilities for the physical science departments not contained in Davis Hall (astronomy, physics and chemistry), and classrooms for the social science departments not accommodated in Carman Hall.

1995 - 1996 Capital Budget Request

A facility survey of the Lehman campus of 1994 reveals that many of the Master Plan goals conceived in 1968 have been realized. Plans to convert Student Hall into the Music Building, Shuster Hall into an administrative center, and the old Library into a Fine Arts Building have been accomplished, as well as the construction of four new buildings -- the Speech and Theatre Building, the Concert Hall, the Library, and The APEX. However, half of the renovations called for by the Plan -- the conversions of Gillet Hall, Davis Hall, and the old Gymnasium -- and the construction of a new Science Building, have yet to be realized some 25 years after initially conceived.

Davis and Gillet Halls were labeled 25 years ago by the Plan as "shabby" and "inadequate", and have only grown more so since. With the opening of The APEX in January, 1994, the old Gymnasium currently stands essentially vacant, receiving only sporadic recreational use.

As far as the College's need for a new science facility is concerned, Davis Hall (not originally built as a science facility) is far less adequate for the conduct of science instruction today than it was 25 years ago.

The College's Master Plan, therefore, is current yet unfulfilled. The renovation of the old Gymnasium and of Davis and Gillet Halls, and the construction of a new science facility are needed now more than ever.

Consistent with the College's desire to fully realize the campus envisioned in its Master Plan, its capital development priorities as they relate to CUNY's 1995 - 1996 capital budget are the following projects from its Master Plan that remain unfulfilled:

Old Gymnasium Renovation: The Gymnasium was built in 1930 in the Tudor Gothic style of the other original campus buildings. The building has six levels: a sub-basement mostly containing mechanical equipment; a basement partially at grade containing a pool, locker rooms, and classrooms; a first floor containing offices, locker rooms, and two auxiliary gymnasiums; a first floor mezzanine containing offices and locker rooms; a second floor containing the main gymnasium and two auxiliary gymnasiums; and a second floor mezzanine containing bleachers at the east and west ends of the main gymnasium.

The facility offers approximately 90,000 gross square feet of floor area including the sub-basement. Above the sub-basement level, the building contains 48,000 net square feet (including public halls and toilets), and 42,000 square feet of currently programmed space.

In October, 1987, the College contracted with the architectural and planning firm of Jan Hird Pokorny for an analysis and opinion regarding the reuse of the Gymnasium once a new athletic and physical education facility was constructed. At that time, the College identified various departmental space needs totalling 47,000 square feet of net programmable space. The types of spaces required by the College varied from faculty and administrative offices, to seminar rooms, non-science laboratories, and classrooms. Thus, there was a defined need for a mixed-use; classroom/office building.

The charge to Jan Hird Pokorny was to determine the most appropriate type of space uses for the existing Gymnasium building, and how much of the College's space needs could be accommodated within. Their recommendations follow:

Sub-Basement: A net programmable area of 3,600 square feet could be obtained by removing the existing pool retaining walls, and altering the sub-basement circulation system to create a large storage area, and by altering the space in the east and west wings to create laboratory and classroom space.

Basement: The basement level lends itself to small classrooms and laboratory spaces in the central, east and west wings, and two large lecture halls in the existing pool area, for 10,900 net programmable square feet.

First Floor: The programmable area and column spacing in the central wing would accommodate small classrooms, seminar rooms, and offices. In addition, each of the auxiliary gymnasium spaces could be divided with an intermediate floor creating 1,800 square feet of new space on the first floor mezzanine level. Total programmable floor space on this floor would be 8,900 square feet.

First Floor Mezzanine: The new floor area to be inserted in the upper east and west auxiliary gymnasiums could serve as small classrooms, laboratory and office spaces. The existing mezzanine office space at the north side of the central wing could continue as office space and/or seminar rooms, while the south mezzanine locker room could be converted to offices and/or seminar rooms and public toilets. These renovations would yield 8,800 programmable square feet.

Second Floor/Second Floor Mezzanine: The east and west auxiliary gymnasiums at the second floor do not have sufficient ceiling height or egress to allow for a new mezzanine floor level to be added. These high ceiling spaces would be most suitable for either large lecture halls (240 students), or subdivision into two smaller classrooms or into laboratories and offices. A mezzanine level could be added within the main gymnasium to create two floors for offices, classrooms, seminar rooms, and open clerical areas. These modifications would create 16,200 square feet of programmable space.

Technical Considerations: The building's steel and concrete structural frame would require alteration to accommodate new intermediate mezzanine floors. Upon review of drawings by Horst Berger, structural engineer for several of the newer campus buildings, the proposed mezzanines appear feasible without exceeding the column footing or capacities. The building's mechanical and electrical systems would have to be completely redone; and the building's new use would also require changes in fenestration and interior finishes.

Campus Electrical Upgrade: The College's electrical service has currently reached maximum capacity. In order to accommodate future capital projects that are currently funded, as well as additional projects envisioned in its Master Plan, the College requires a campus-wide electrical upgrade. The project will include additional transformer vaults and feeders, and new network service and interior distribution systems to provide additional service to all College buildings.

Davis Hall Renovation/Addition: Along with the renovation of Davis Hall to accommodate academic departments in the natural sciences, the College's Master Plan calls for the construction of a new bookstore, and a new science building. A 20,000 gross square foot bookstore would occupy the portion of the oval adjacent to the new Library and the old Gymnasium; and a science building, totaling 183,000 gross square feet, would claim a major portion of the south field.

Since formulation of its Master Plan, however, the College and subsequent consultants have reconsidered the notion of the south field and oval as potential building sites, and have concluded that these areas should remain open spaces for recreational and leisure use.

The College has also concluded that since Davis and Gillet Halls have historically served science departments, and since the bookstore is currently located in a temporary structure adjacent to Davis Hall, the need for 183,000 gross square feet of science building should be accommodated as additions to both Davis and Gillet Halls, and the 20,000 gross square feet of bookstore should be part of the Davis Hall addition.

Specifically, a 55,500 gross square foot science addition, and a 13,000 gross square foot bookstore addition to Davis Hall will constitute phase one of the project; and the renovation of the existing Davis Hall will constitute phase two. A floor-by-floor description of the renovation/addition follows:

Basement: The combined basement level will accommodate the natural sciences' research laboratories, the animal care facility, growth chamber rooms, storage facilities, and mechanical rooms for 22,847 net programmable square feet, and 4,500 net square feet storage area for the bookstore.

First floor: The combined first level will accommodate the natural sciences' specialty classrooms, lecture halls, computer laboratories, and faculty offices for a total of 25,655 net programmable square feet. The bookstore will be at grade level facing college walk, and will contain 4,500 net square feet.

Second floor: The combined second level will accommodate the biology, chemistry and anthropology departments' teaching laboratories, a computer laboratory, and faculty offices for 25,655 net programmable square feet. The bookstore mezzanine will accommodate offices and retail space in 2,500 net square feet.

Third floor: The combined third level will accommodate geology/geography and physics departments' general and specialty teaching laboratories, research laboratories, classrooms, lecture halls, a computer laboratory, darkrooms, and faculty offices for 25,655 net programmable square feet. The lower-level, 1,750-square-foot greenhouse will be relocated to the roof of the bookstore adjoining the plant physiology department laboratories located on the third floor.

Fourth floor: The combined fourth level will accommodate the natural sciences' teaching laboratories, research laboratories, specialty classrooms, faculty offices, and the astronomy department's observatory for 18,525 net programmable square feet.

Roof-top greenhouse: The existing 2,670-square-foot upper greenhouse will remain on the Davis Hall roof.

Technical considerations: The existing building's electrical system will have to be completely redone, and a mechanical system will have to be added.

Gillet Hall Renovation/Addition: An additional 86,800 gross square feet of the proposed science building will constitute the scope of the addition to Gillet Hall. The renovation of Gillet Hall will be phase one of the project, and the addition will be phase two. All of the academic departments in the social sciences will be housed in the expanded Gillet, as well as the departments of nursing, health services, academic skills, and the student health center. The addition will also allow the College to eventually eliminate three of its "temporary" buildings, creatively identified as T1, T2, and T3. A floor-by-floor description of this project follows:

Basement: The combined basement level will accommodate a large lecture hall, the health services department's teaching laboratories, storage facilities, and faculty offices for 22,000 net programmable square feet.

First floor: The combined first level will accommodate the upper level of the large lecture hall, the nursing department's teaching laboratories, classrooms, a computer laboratory, faculty offices, and the grade-level student health services center for 25,120 net programmable square feet.

Second floor: The combined second level will accommodate the health services department's and the seek program's classrooms, lecture halls, computer laboratories, teaching laboratories, and faculty offices for 25,120 net programmable square feet.

Third floor: The combined third level will accommodate the social sciences' teaching laboratories, computer laboratories, specialty classrooms, and faculty offices for 25,120 net programmable square feet.

Fourth floor: The combined fourth level will accommodate additional teaching laboratories, computer laboratories, specialty classrooms, and faculty offices for the social sciences for 14,481 net programmable square feet.

Technical considerations: The existing building's electrical and plumbing systems will have to be completely redone, and a complete mechanical system will have to be installed.

Child Care Center Expansion: The College's child care center, located in Temporary Building #3, consists of a 648-square-foot classroom, a 768-square-foot classroom with a 48-square-foot kitchen facility, and 624 square feet of administrative office space and bathroom facilities. The center has an enrollment of 40 children, and a waiting list of over 300 seeking admission. The need for expansion of the facility, and the services provided, is confirmed by the large number of those awaiting admittance.

The Department of Health, and Bureau of Daycare require 30 square feet per child for classroom space, and one toilet per 15 children. In conformance with these guidelines, the expansion will include the addition of three 750-square-foot classrooms, each with separate kitchen, bathroom and storage facilities, which will be sufficient to accommodate 25 children per classroom. The expansion will also include the addition of a 240-square-foot conference room, and 156 square feet of additional administrative office space.

Additionally, the outdoor playground area will expand by 2,500 square feet to accommodate the increased enrollment and expanded programs.

Design funds for this project are awaiting approval of the 1994 - 1995 State budget.

Central Communication Station: The central communication station will be a new, and enlarged security/fire station of approximately 1,250 square feet. It will be built on the median of the traffic circle off Paul Avenue, and will replace the security booth at Gate 10. A second central station, also a 24 hour, 7-day-a-week operation, would be located in the boiler plant.

Communication of various fire and safety information will be achieved via a fiber optic cable network which will connect all buildings and security and fire systems on campus to the two central station locations.

The central communication station is an integral part of the fire and security system project which is awaiting inclusion in the 1994-1995 State budget. It should be designed and built at the same time as the fire and security system.

Multi-Media Center: The 10,815 gross square feet of space in Carman Hall, made available through the construction of the newly-approved academic computer center, will accommodate a new multi-media center that will serve as a focal point for audio, video and data communications throughout the campus.

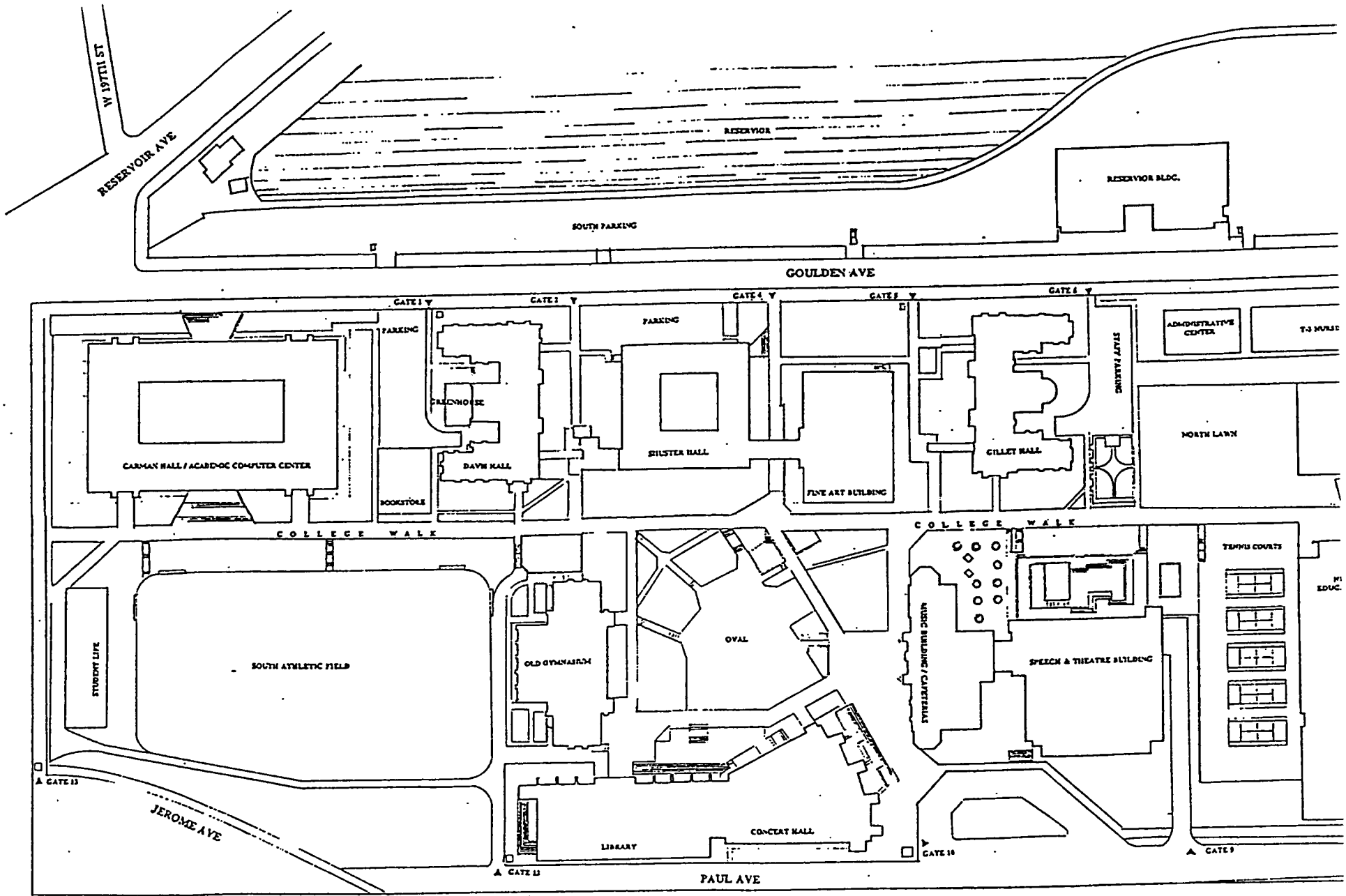
The facility will consist of a computerized, multi-media communication and control station, broadcast and media production studios, and editing facilities.

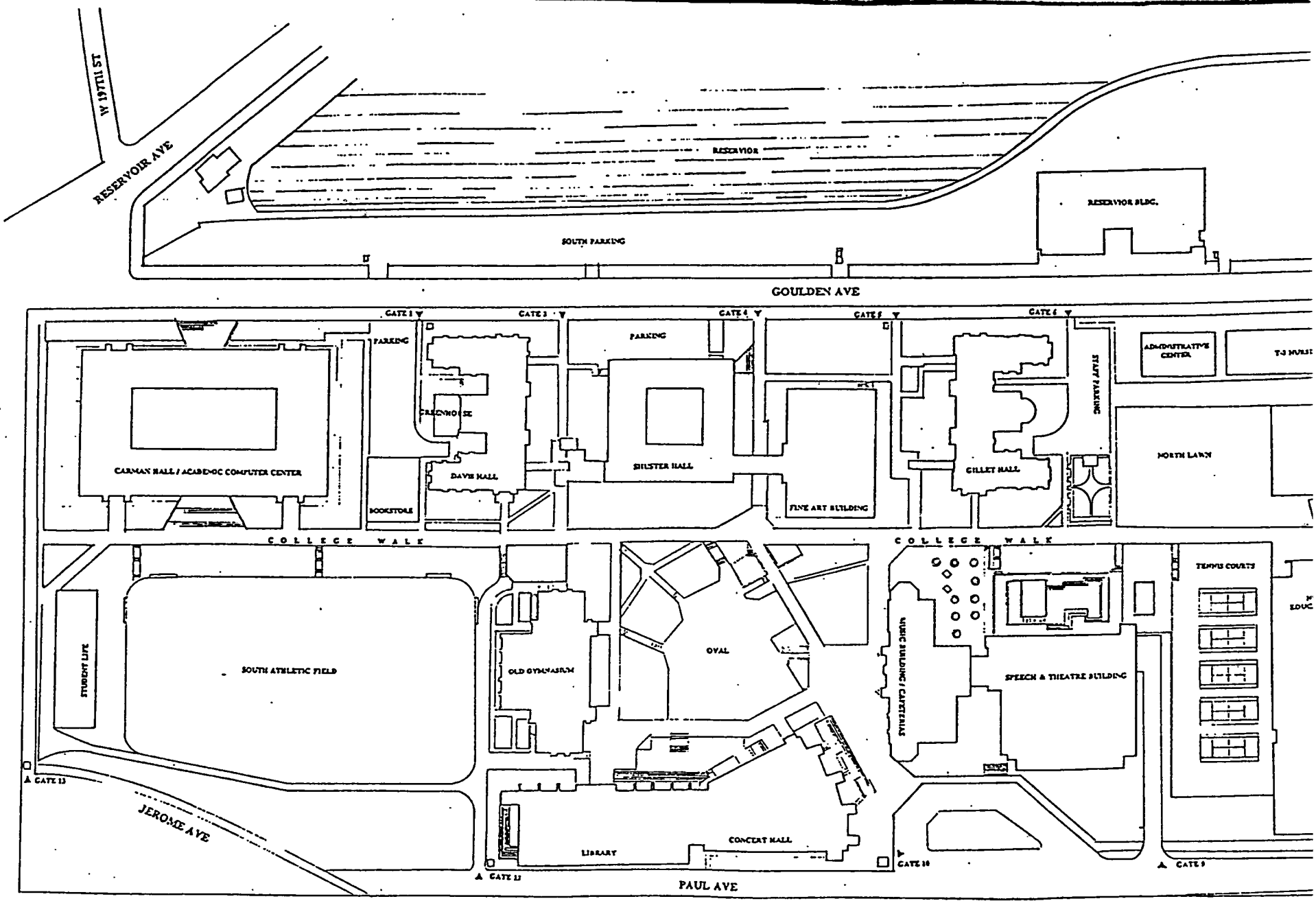
Also included will be satellite downlink and uplink systems for receiving and broadcasting programming, an interactive classroom video-conferencing system, and monitors in classrooms for both on-campus distribution and distance learning with other institutions. On-campus distribution will be via the fiber optic infrastructure requested in the fire and security capital project.

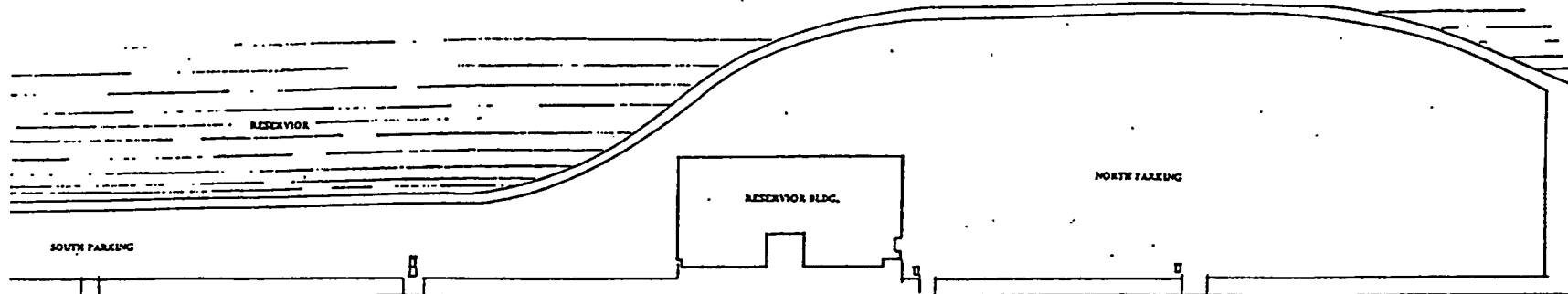
Update to the Lehman College Master Plan: In as much as the essentials of the College's 1995 - 1996 capital budget request are grounded in its Master Plan, the Plan, nevertheless, should be updated to reflect the relatively modest modifications that have been made to it over the past 25 years, and to help the College chart a long-term future course once the current Plan has been fulfilled.

1995 - 1996 Capital Budget Request Summary

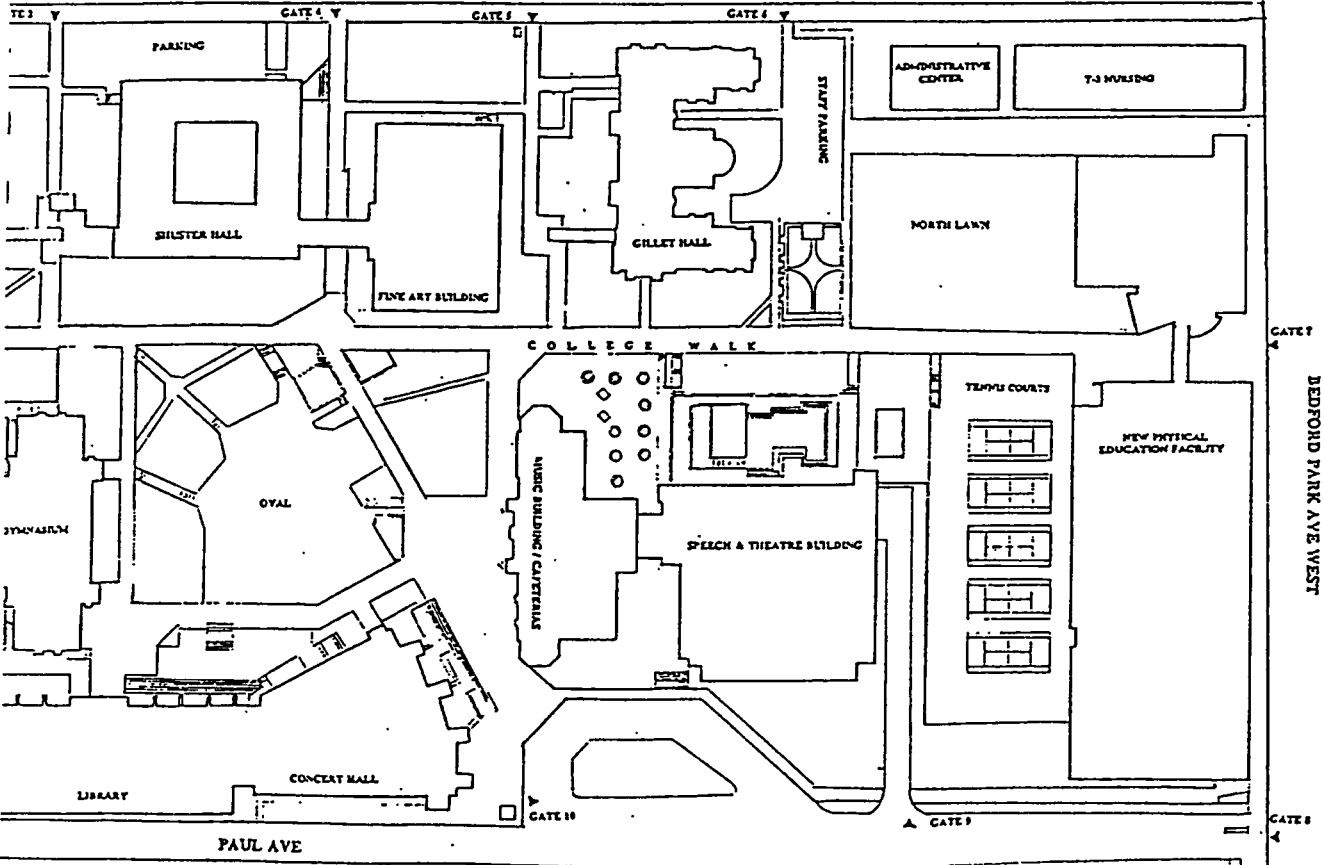
<u>Project</u>	<u>Cost</u>
Old Gymnasium Renovation	\$24,900,000
Campus Electrical Upgrade	\$ 2,500,000
Davis Hall Renovation/Addition: Phase I	\$22,700,000
Davis Hall Renovation/Addition: Phase II	\$32,400,000
Gillet Hall Renovation/Addition: Phase I	\$23,800,000
Gillet Hall Renovation/Addition: Phase II	\$26,000,000
Child Care Center Expansion	\$ 850,000
Central Communication Station	\$ 4,900,000
Multi-Media Center	\$ 4,500,000
Update to Master Plan	\$ 500,000

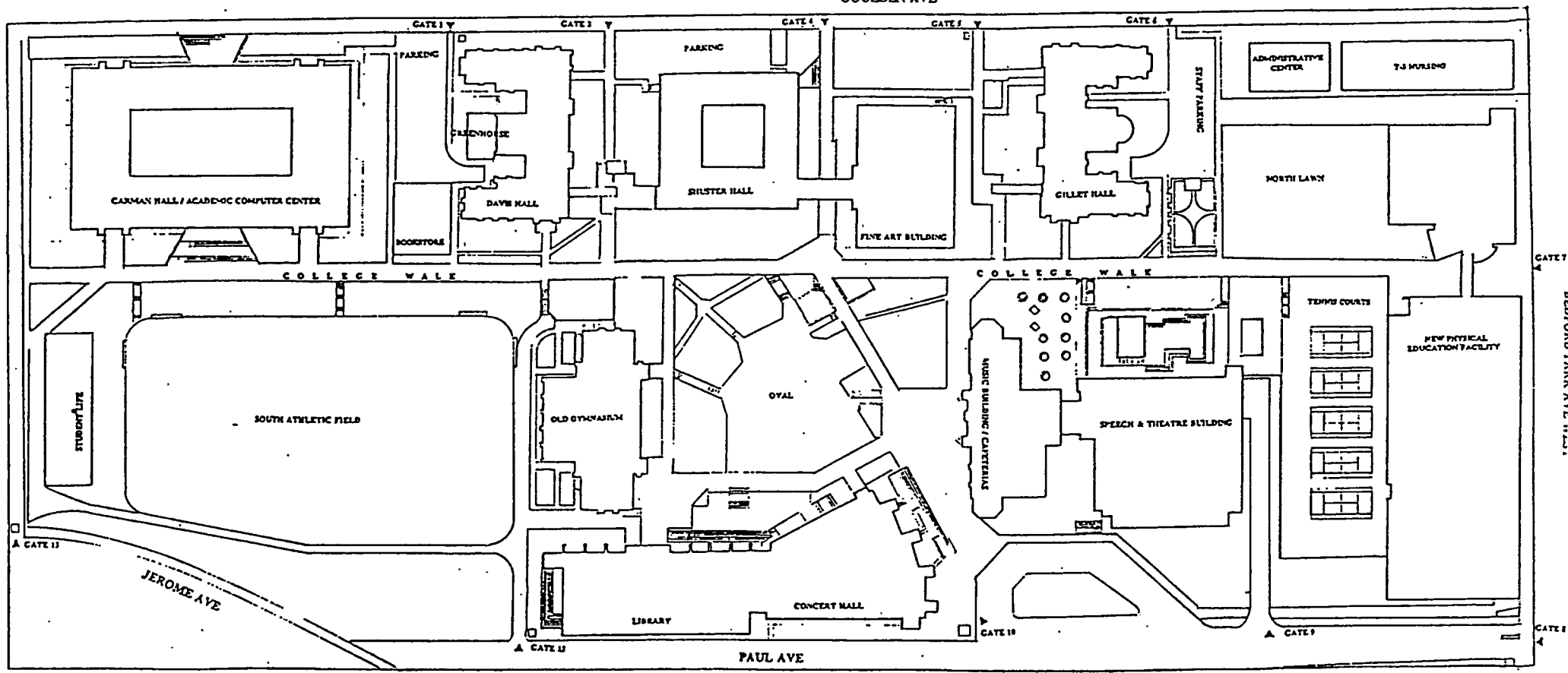
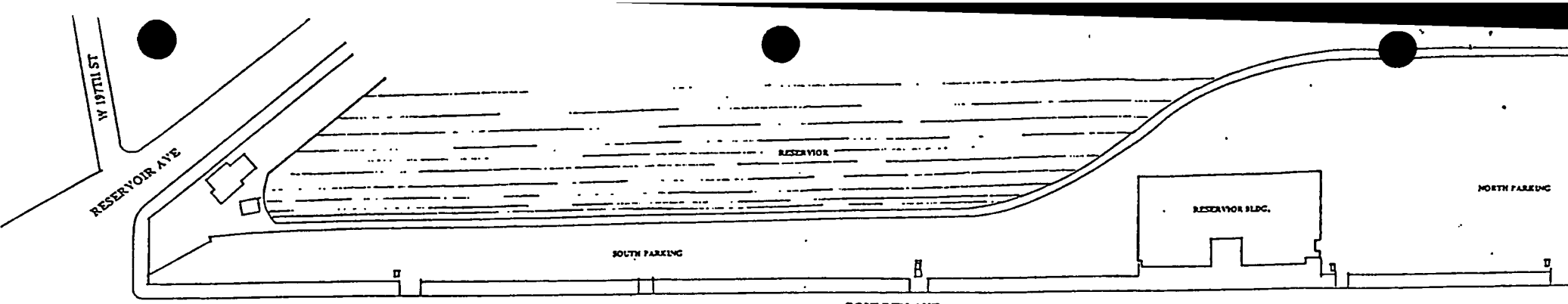




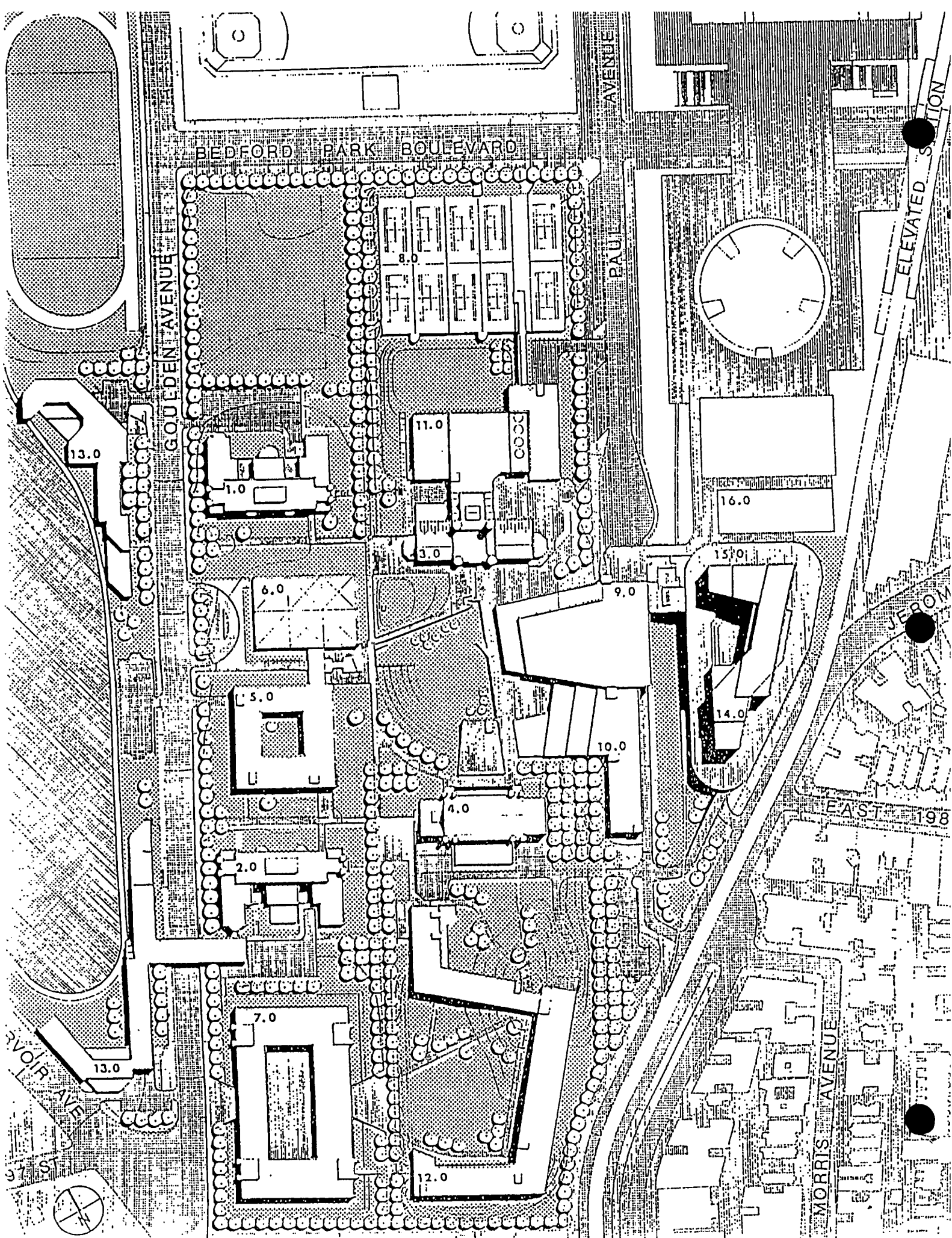


GOULDEN AVE





HERBERT H. LEHMAN COLLEGE 1994



BEDFORD PARK BOULEVARD

GOUDEN AVENUE

PAUL AVENUE

ELEVATED STATION

EAST 198

MORRIS AVENUE

13.0

5.0

6.0

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37 S



APPENDIX 6
Freshman Year Initiative: Preliminary Evaluation

October 29, 1993

To: Steven Wyckoff, Director
Freshman Year Initiative

From Claude Cheek, Director
Institutional Research

Re: Preliminary Program Evaluation

Attached is the result of our analysis of the performance of students in the Freshman Year Initiative in 1992/93. I am pleased to be able to tell you that the preliminary results are good and offer considerable promise. Students in the program completed their first year of study with grade point averages that were on the whole three-tenths of a point higher than those for students in the control group. (Program students averaged a G.P.A. of 2.90; control group students, 2.60). Moreover, the second-year return rate for program students is noticeable higher than that for control group students -- 67.6 percent versus 60.4 percent.

The attached preliminary evaluation contains some suggestions for follow-up studies and for fine-tuning the analytical model. I look forward to continuing this work with you in the coming year.

October, 1993

Freshman Year Initiative
Lehman College
Preliminary Evaluation

In its first year the program appears to have boosted the first-term grade point average of freshmen by just under three tenths of a point (from a mean G.P.A. of 2.6 for the control group, to a mean of approximately 2.9 for the program group). The effect is significant at better than the .005 level and was measured while controlling for individual differences in high school average.

Additionally, students in the program returned to begin a second year of study at a higher rate than did their counterparts in the control group: 67.6 percent for the program group versus 60.4 percent for the control group.

	Control Group	Program Group
First-term G.P.A.	2.60	2.90
2nd year return rate	60.4%	67.6%

The Comparison Groups

The program group consists of 185 students, who were first-time freshman in fall 1992, who attended full-time, and who received a score on the writing assessment test that placed them into English 090. A control group of 212 students was formed by applying these same criteria to the fall 1990 entering class. The high school average of the control group is comparable to that of the program group:

	Control Group	Program Group
High School Average	76.9	77.3

The Test Statistic

First-term index was used as the primary means of comparing the two groups. (Supplementary statistics for persistence to a third term

7
were also collected.) Covariance analysis was used to measure the differences in first-term grade point average between the groups. High school average served as the covariate.

The Statistical Model

The analysis was conducted using a three-step regression model, in which high school average (HSAVG) and a group indicator variable (GROUP1) were used to predict first-term grade point average (INDEXF1). A third independent variable (GRPXHSA1) was included to test for the presence of significant interaction between group membership and high school average. The computer output for the model is contained in Attachment 1.

Results of the Analysis

Membership in the program group accounted for an increase of 4 percent in the explained variation of first-term G.P.A. The increase is small but is significant at the .005 level and is associated with a three-tenths of a point increase in the mean G.P.A. of students in the program group.

Interaction between High school average and group membership was found to be insignificant, even at the 0.10 level, indicating that comparison of the groups with respect to high school average and first-term G.P.A. is not inappropriate.

Conclusions

It would seem that the program has had a positive and meaningful effect upon the academic fortunes of first-year college students. A three-tenths of a point increase in G.P.A. is a promising first-year result for programs of this type. Whether or not students in the program group hold on to this head start is the next key question.

Recommendations

Although the measured difference between the groups is statistically significant at better than the .005 level, the regression model accounted for under 10 percent of the total variation in the first-term index. This may be because the freshman coming to the college come from a broad mix of secondary institutions: Bronx public schools, Bronx parochial schools, foreign high schools, and various programs offering high school equivalency diplomas. There is likely a wide disparity in grading practices among these institutions. A different predictor variable, such as the number of high school academic credits, might increase the explained variation.

Fifty students who entered the college as first-time freshmen in the fall of 1992, and who met the criteria for entry into the program group, did not participate in the program. A small follow-

up study should be conducted to determine how this group compares to both the program and control groups. An important question is whether or not the overall performance of the program group would have been affected by the inclusion of these students. The present study assumes that these students were randomly excluded from the program group.

Lehman College's Office of Institutional Research is currently working on these two recommendations.

Attachment 1

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***** MULTIPLE REGRESSION *****
LISTWISE DELETION OF MISSING DATA
EQUATION NUMBER 1   DEPENDENT VARIABLE..   INDEXF1

BLOCK NUMBER 1.  METHOD:  ENTER      HSAVG

VARIABLE(S) ENTERED ON STEP NUMBER 1..   HSAVG

MULTIPLE R          .23897      ANALYSIS OF VARIANCE
R SQUARE           .05710
ADJUSTED R SQUARE  .05437      REGRESSION           1      SUM OF SQUARES      MEAN SQUARE
STANDARD ERROR     .72364      RESIDUAL            345     180.66107          10.94146
                                                .52366

----- F = 20.89440      SIGNIF F = .0000 -----
----- VARIABLES IN THE EQUATION -----
VARIABLE           B           SE B           BETA           T           SIG T
HSAVG              .019114      .004181      .238967        4.571      .0000
(CONSTANT)         1.264675    .324784      3.894          3.894      .0001
END BLOCK NUMBER 1  ALL REQUESTED VARIABLES ENTERED.

----- VARIABLES NOT IN THE EQUATION -----
VARIABLE           BETA IN PARTIAL MIN TOLER           T           SIG T
GROUP1             .200443     .206377     .999552        3.912      .0001
GRPXHSA1           .191475     .196226     .990268        3.712      .0002

*****

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Lehman College
Office of Institutional Research
October, 1993

Attachment 1

BLOCK NUMBER 2. METHOD: ENTER GROUP1

VARIABLE(S) ENTERED ON STEP NUMBER 2.. GROUP1

MULTIPLE R	.31187	ANALYSIS OF VARIANCE			
R SQUARE	.09726		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	.09202	REGRESSION	2	18.63608	9.31804
STANDARD ERROR	.70909	RESIDUAL	344	172.96646	.50281

F = 18.53195 SIGNIF F = .0000

----- VARIABLES IN THE EQUATION -----						----- VARIABLES NOT IN THE EQUATION -----					
VARIABLE	B	SE B	BETA	T	SIG T	VARIABLE	BETA IN	PARTIAL	MIN TOLER	T	SIG T
HSAVG	.018774	.004098	.234723	4.581	.0000	GRPXHSAL	-.685996	-.080604	.012463	-1.498	.1351
GROUP1	.297990	.076175	.200443	3.912	.0001						
(CONSTANT)	1.145721	.319703		3.584	.0004						
END BLOCK NUMBER	2	ALL REQUESTED VARIABLES ENTERED.									

Lehman College
 Office of Institutional Research
 October, 1993

Attachment 1

BLOCK NUMBER 3. METHOD: ENTER GRPXHSA1

VARIABLE(S) ENTERED ON STEP NUMBER 3.. GRPXHSA1

MULTIPLE R	.32114	ANALYSIS OF VARIANCE			
R SQUARE	.10313		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	.09529	REGRESSION	3	19.75985	6.58662
STANDARD ERROR	.70781	RESIDUAL	343	171.84269	.50100

F = 13.14696 SIGNIF F = .0000

----- VARIABLES IN THE EQUATION -----

VARIABLE	B	SE B	BETA	T	SIG T
HSAVG	.023038	.004984	.288030	4.622	.0000
GROUP1	1.306678	.677777	.878935	1.928	.0547
GRPXHSA1	-.013068	.008725	-.685996	-1.498	.1351
(CONSTANT)	.817736	.387041		2.113	.0353

END BLOCK NUMBER 3 ALL REQUESTED VARIABLES ENTERED.

APPENDIX 7
Student Enrollments, 1988-1999
including Numbers of New Freshmen
and
Trends in Graduation from Bronx High Schools

Student Enrollments, 1988 - 1999

Between 1988 and 1993 Lehman College's enrollments rose by an average of just under 3 percent per year, even as New York City's high schools graduated fewer and fewer students. By turns the college was able to increase its enrollments of re-admitted students and of new transfer and new graduate students, effectively offsetting losses in new freshmen (Table 1). The college was also helped by a change in tuition charges that encourages students to take larger programs.

Enrollments increased approximately 15 percent over the last five years, but are unlikely to grow as quickly over the next five. Enrollments of re-admitted and new transfer students appear to have peaked. Graduate enrollments, though up in 1993, are not expected to go higher soon.* Total enrollment (measured in credit hours) rose only slightly in 1993. Most important, the decline in freshmen enrollment shows little sign of slowing.

Since 1988 the number of Bronx high school graduates has declined slowly but steadily, decreasing 16.7 percent, or an average of 3.3 percent per year. Initially the college was able to buck this trend, and in 1989 and 1990 substantially increased the number of freshman it admitted. But thereafter the tide turned, and freshmen admissions dropped sharply. In the three years between 1990 and 1993 enrollment of new freshmen dropped over 20 percent (Figure 1).

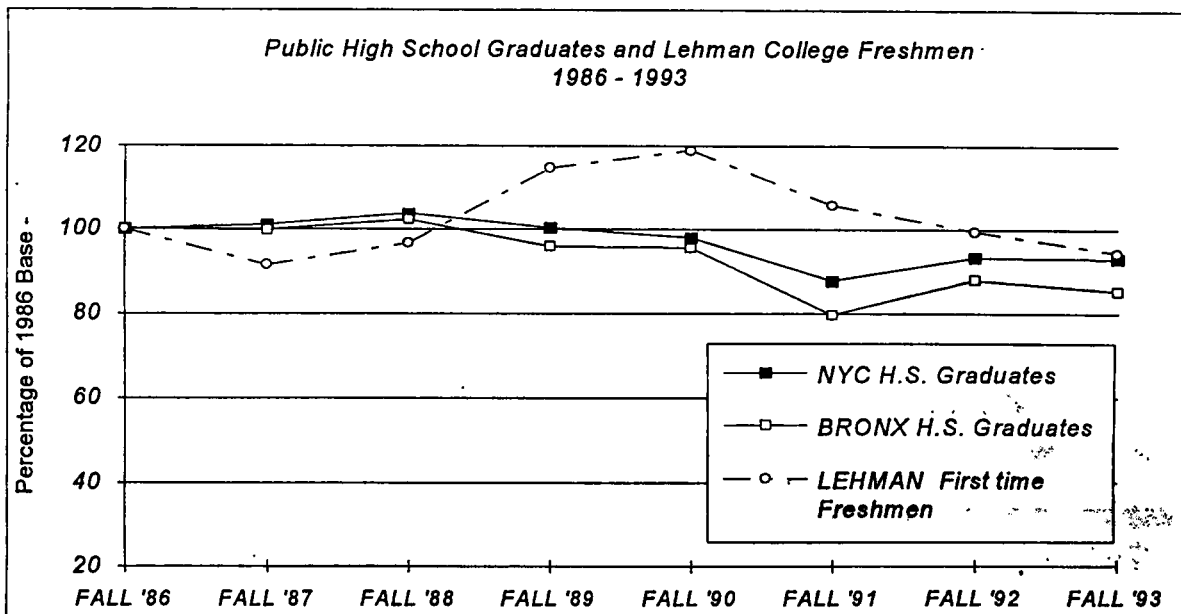


Figure 1

* Two-thirds of the graduate increase is in education. Much of the education increase is occasioned by new teacher certification requirements. About half of the additional education enrollment comes in the form of non-degree students taking professional training in courses paid for by outside agencies. It is questionable whether these sources can sustain additional increases in graduate enrollment.

APPENDIX 8
Freshman Persistence Rates

March 30, 1994

To: Provost Rosanne Wille
From: Claude Cheek

Re: Freshmen Persistence Rates

Attached is a table with persistence rates for full-time freshmen entering Lehman in one of the fall terms between 1986 and 1992. Some things worthy of note:

- Lehman's four-year graduation rate is just 2%, but our five, six, and seven year rates are appreciably higher -- thirteen, twenty-two, and twenty-four percent, respectively. (Figures are cumulative.)
- Seven percent of the fall 1986 cohort was still in attendance in the fall of 1993, seven years after entering the college, .
- Students entering the college as full-time freshmen stay an average of 6 terms.
- Of all students entering Lehman as full-time freshmen in the fall of 1986, approximately four percent were in attendance elsewhere in the university six years later. (This statistic comes from CUNY's Office of Institutional Research, not from the attached table.)
- Persistence rates appear to have changed little in the last seven years.

Term-to-Term Persistence Rates
(For Students Entering as Full-time, First-Time Freshmen)

FIRST TERM	TERM1	TERM2	TERM3	TERM4	TERM5	TERM6	TERM7	TERM8	TERM9	TERM10	TERM11	TERM12	TERM13	TERM14	Still	
															Graduated as of 6/93	Attending as of 9/93
Fall '86	669 100%	560 84%	431 64%	402 60%	299 45%	282 42%	253 38%	253 38%	209 31%	195 29%	125 19%	107 16%	71 11%	63 9%	161 24%	47 7%
Fall '87	593 100%	519 88%	384 65%	348 59%	276 47%	258 44%	231 39%	218 37%	173 29%	170 29%	117 20%	96 16%			129 22%	63 11%
Fall '88	622 100%	518 83%	409 66%	389 63%	295 47%	286 46%	250 40%	262 42%	229 37%	204 33%					78 13%	151 24%
Fall '89	754 100%	652 86%	478 63%	434 58%	340 45%	340 45%	307 41%	297 39%							17 2%	269 36%
Fall '90	775 100%	654 84%	488 63%	468 60%	381 49%	357 46%									3 0%	320 41%
Fall '91	699 100%	613 88%	485 69%	443 63%											0 0%	378 54%
Fall '92	672 100%	590 88%													0 0%	471 70%

Outlined boxes contain Cohort enrollment for Spring 1993

APPENDIX 9
Degrees Granted 1988-1993

Lehman College *Office of Institutional Research (718) 960-1190*

*The City University of New York
250 Bedford Park Boulevard West, Bronx, N.Y. 10468*

Degrees Granted Undergraduate, 1988 - 1993

<i>Hegis Code</i>	<i>Degree</i>	<i>Title</i>	<i>1988-89</i>	<i>1989-90</i>	<i>1990-91</i>	<i>1991-92</i>	<i>1992-93</i>
050200	BA	Accounting	34	33	47	35	49
050200	BS	Accounting	53	68	60	65	85
220200	BA	Anthropology	1	4	2	3	4
220200	BS	Anthropology (Intrdept)	6	4	6	5	1
100200	BA	Art	13	8	9	6	13
100200	BFA	Art	1	3	1	1	1
040100	BA	Biology	10	20	8	15	10
221100	BA	Black Studies	2	2	0	5	9
083800	BA	Business Education	3	7	3	5	6
190500	BA	Chemistry	1	2	1	2	0
190500	BS	Chemistry	1	7	4	3	4
150300	BA	Comparativ Lit (Intrdept)	1	0	0	0	0
070100	BA	Computer Science	22	22	15	11	9
070100	BS	Computer Science	0	0	5	5	10
079900	BS	Computing Management	31	31	41	37	40
089900	BA	Corporate Training	7	11	10	12	9
089900	BA	Dance Education	0	0	0	0	2
100800	BFA	Dance Theatre	0	0	1	0	0
130600	BS	Dietetics Food and Nutrition	20	26	19	16	12
220400	BA	Economics	69	58	91	70	84
150100	BA	English	24	25	22	28	28
110200	BA	French	0	0	1	0	2
191400	BA	Geology	0	1	0	1	0
110300	BA	German	0	1	0	0	0
111000	BA	Greek	1	0	0	0	0
110100	BA	Greek & Latin	1	1	0	0	0
083700	BS	Health Educ & Promotion	5	7	9	6	7
083700	BS	Health Education (N-12)	0	0	1	1	1
120200	BS	Health Services Administration	28	26	32	28	26
220500	BA	History	14	12	15	12	18
110400	BA	Italian	1	0	1	0	2
030800	BA	Latin Am & Carrib St	0	1	0	1	1
150500	BA	Linguistics	2	0	0	0	0
170100	BA	Mathematics	3	3	11	7	9
100400	BA	Music	3	1	0	0	1
100400	BS	Music	1	0	0	0	0
CUNY BA*	BA	Music	11	12	8	14	4
120300	BS	Nursing	93	90	86	85	95
150900	BA	Philosophy	4	1	2	3	6
083500	BA	Physical Education	9	9	13	9	13
190200	BA	Physics	0	0	1	0	0

*CUNY BA students studying music whose home college is Lehman. Not counted in totals.

APPENDIX 10
Schedule of Departmental Self-Studies

Office of the Provost and Vice President for Academic Affairs • (212) 960-8221

Memo To: President Fernández
From: Rosanne Wille, ^{fw} Provost
Re: Departmental Self Studies
Date: November 5, 1993

Following you will find the complete schedule of Departmental Self Studies:

1991 - 1992	PERD	completed
	Academic Skills	completed
	Speech & Theater	completed
	Economics and Accounting	completed
	Biological Sciences	completed
1992 - 1993	ECE	in progress
	Art	in progress
	Romance Languages	in progress
	Sociology/Social Work	in progress
	Chemistry	in progress
1993 - 1994	History	in progress
	Philosophy	in progress
	SABE	in progress
	SSE	in progress
	Math/Computer Science	in progress
	Psychology	in progress
1994 - 1995	Puerto Rican Studies	
	English	
	Physics/Astronomy	
	Political Science	
	Health Services	
1995 - 1996	COGS	
	Black Studies	
	Music	
	Geology/Geography	
	Anthropology	

*missing NLN
accreditation 1993-1994*

The Deans are working closely with Departments with work in progress for more than one year to facilitate completion of the work. All Departments are being strongly encouraged to complete the Self Studies as soon as possible.

cc: Deans

APPENDIX 11
Current Catalogues
Undergraduate and Graduate

APPENDIX 12
Collective Bargaining Agreement

APPENDIX 14
1993 Institutional Profile Summary

Lehman College

THE CITY UNIVERSITY OF NEW YORK

Office of the Provost and Senior Vice President
250 Bedford Park Boulevard West
Bronx, New York 10468

(718) 960-8222 FAX (718) 960-8042

March 11, 1994

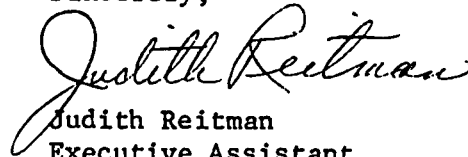
Mr. Alan Gold
Administrative Assistant for
Records Management
Commission on Higher Education/AIP
Middle States Association
3624 Market Street
Philadelphia, PA 19104

Dear Mr. Gold:

I am enclosing the Annual Institutional Profile Summary from Lehman College of The City University of New York and current Undergraduate and Graduate Bulletins.

If you have any questions, please call me at (718) 960-8223.

Sincerely,



Judith Reitman
Executive Assistant
to the Provost

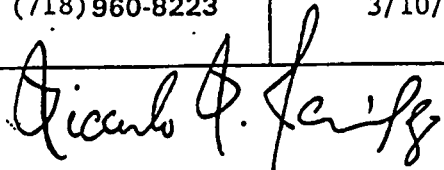
Encls.
JR:mc

cc: President Ricardo Fernández
Provost Rosanne Wille
Mr. Claude Cheek
Professor Anne Humpherys
Mr. David Hyllegard

DUE DATE: 1/31/94

COMMISSION ON HIGHER EDUCATION
MIDDLE STATES ASSOCIATION
ANNUAL INSTITUTIONAL PROFILE

A. GENERAL INFORMATION: (See instructions before making changes or additions)

INSTITUTIONAL NAME & ADDRESS:		INSTITUTIONAL CODE:	NY017.8X	ID NO:	0284
(1) CUNY Herbert H. Lehman College		(6) INSTITUTION TELEPHONE:			
(2) Bedford Park Boulevard West		(718) 960-8000			
(3) Bronx (4) NY (4A) (5) 10468		(7) TELEFAX NUMBER:			
(8) NAME & TITLE, CHIEF EXECUTIVE OFFICER:		(9) CEO PHONE:			
Dr. Ricardo R. Fernandez , President		(718)960-8111			
(10) NAME & TITLE, CHIEF ACADEMIC OFFICER:		(11) CAO PHONE:			
Dr. Rosanne Wille, Sr. VP Acad Aff/Provost		(718)960-8222			
(12) NAME & TITLE, GOVERNING BOARD CHAIR:		(13) BOARD CHAIR'S ADDRESS:			
James P. Murphy		535 East 80th Street New York, NY 10023			
(14) MULTI-UNIT SYSTEM/DISTRICT:					
(a) NAME OF SYSTEM/DISTRICT:			(b) NAME & TITLE, SYSTEM DISTRICT CEO:		
CUNY			Dr. W. Ann Reynolds, Chancellor		
(c) ADDRESS OF CENTRAL ADMINISTRATION:					
535 E. 80th Street New York, NY 10021					
(15) PERSON COMPLETING FORM: (Name and Title)		(16) PHONE NO:	(17) DATE COMPLETED:		
Judith Reitman Exec. Asst. to the Provost		(718)960-8223	3/10/94		
(18) CEO SIGNATURE:					

B. INSTITUTIONAL INFORMATION

(1) TYPE OF INSTITUTION:	(2) DEGREES OFFERED:	(3) INSTITUTIONAL CONTROL:
Comprehensive	B M	Public
(4) AFFILIATION:	(5) INSTITUTIONAL CALENDAR:	(6) INITIAL ACCREDITATION:
Local/state	Semester	1968
(7) REACCREDITATION	(7A) VIA:	(8) INSTRUCTIONAL CONTACT HOURS REQUIRED?
1988	S	Yes

E. PERSONNEL (FACULTY AND ADMINISTRATION AND STAFF)

(1) FACULTY	NRA	B	AI/AN	A/PI	H	W	TOTAL
FACULTY FULL-TIME MALE	2	8	0	9	19	166	204
FACULTY FULL-TIME FEMALE	0	18	0	3	11	98	130
FACULTY PART-TIME MALE	0	1	0	4	4	17	26
FACULTY PART-TIME FEMALE	0	1	0	0	1	6	8
ADJUNCT/VISITING MALE	4	7	0	3	11	78	103
ADJUNCT/VISITING FEMALE	3	17	0	6	18	84	128
INSTRUCTION/RESEARCH ASSISTANT MALE	6	0	0	0	0	3	9
INSTRUCTION/RESEARCH ASSISTANT FEMALE	0	0	0	1	0	5	6
TOTAL FACULTY	15	52	0	26	64	457	614

(2) TENURE STATUS	NRA	B	AI/AN	A/PI	H	W	TOTAL
A. FULL-TIME MALE	1	6	0	6	14	150	177
B. FULL-TIME FEMALE	0	16	0	3	6	74	99
TOTAL	1	22	0	9	20	224	276

E. PERSONNEL (FACULTY AND ADMINISTRATIVE AND STAFF)

(3) ADMINISTRATION	NRA	B	AI/AN	A/PI	H	W	TOTAL
EXECUTIVE, ADMINISTRATIVE MANAGERIAL MALE	0	5	0	0	4	25	34
EXECUTIVE, ADMINISTRATIVE MANAGERIAL FEMALE	0	3	0	1	1	15	20
PROFESSIONAL / NON-FACULTY MALE	3	9	0	6	11	39	68
PROFESSIONAL / NON-FACULTY FEMALE	0	10	0	1	9	29	49
TOTAL ADMINISTRATIVE	3	27	0	8	25	108	171

(4) STAFF	NRA	B	AI/AN	A/PI	H	W	TOTAL
CLERICAL/SECRETARIAL MALE	13	27	0	11	14	23	88
CLERICAL/SECRETARIAL FEMALE	3	54	0	11	58	151	277
SKILLED CRAFTS MALE	0	2	0	0	0	6	8
SKILLED CRAFTS FEMALE	0	2	0	0	1	21	24
TECHNICAL/PARAPROFESSIONAL MALE	0	35	0	2	36	26	99
TECHNICAL/PARAPROFESSIONAL FEMALE	0	11	0	0	6	0	17
SERVICE/MAINTENANCE MALE	0	2	0	0	4	19	25
SERVICE/MAINTENANCE FEMALE	0	1	0	0	0	0	1
TOTAL STAFF	16	134	0	24	119	246	539

(5) GOVERNING BOARD	NRA	B	AI/AN	A/PI	H	W	TOTAL
MALE		2		1	1	7	11
FEMALE					1	3	4

Main Library Address

250 Bedford Park Blvd. West
Bronx, NY 10468

USE:

(1) Circulation Transaction - General Collection	45,516
(2) Circulation Transactions - Reserve Collection	5,899
(3) Interlibrary Loans - Received from other Libraries	1,139
(4) Reference Transactions Per Typical Week	1,144
(5) Information Services to Groups - No. of Presentation Per Typical Week	9

ACCESS:

(6) Public Service Hours Per Typical Week	69
---	----

COLLECTIONS:

(7) Number of Volumes	510,597
(8) Number of Titles	369,660
(9) Number of Current Serial Subscriptions	1,769

G. SPECIAL PROGRAMS

1. Are special programs provided for students who do not meet prevailing entrance requirements? Y

2. Are the following academic support services offered?

Y = YES N = NO

(A) Tutoring	Y
(B) Counseling	Y
(C) Basic Skill Courses	Y
(D) Academic Advisement	Y
(E) Survival Skills	N
(F) Group Study Sessions	N
(G) Other	

If Yes, please specify:

3. Are these programs supported by regular budget allocations or outside funding? (PLEASE SPECIFY)

H. FINANCES

DATE OF MOST RECENT AUDITED FINANCIAL STATEMENTS: 6/30/93

BALANCE SHEET

In Thousands

CURRENT FUNDS

Cash	807
Fund Balances:	
Unrestricted	(2,510)
Restricted	359

ENDOWMENT FUNDS:

Fund Balances:	
Unrestricted	
Restricted	361

PLANT FUNDS:

Estimated Replacement Value of Physical Plant	Data not available
Total Plant Indebtedness	Data not available on a college basis
Estimated Cost of Deferred Maintenance	Data not available
<u>Current Fund Revenues, Expenditures and Transfers (Total Unrestricted and Restricted)</u>	

REVENUE:

Tuition and Fees	21,000
Government Appropriations:	
Federal	
Through State Channels	
State	35,452
Local	359
Government Grants and Contracts:	
Federal	8,521
State	
Local	3
Private Gifts, Grants, and Contracts	58
Endowment Income	25
Sales and Services of Educational Activities	
Other Revenues	1,545
Total Educational and General Revenues	66,963
Auxiliary Enterprises	50
TOTAL REVENUES	67,013

EXPENDITURES:

Instruction	32,413
Research	201
Public Service	1,416
Academic Support	2,445
Includes Library Expenditures of	1,915
Student Services	4,015
Institutional Support	8,811
Operation and Maintenance of Plant	7,136
Scholarships and Fellowships	10,326
Mandatory Transfers:	
Debt Service	
Other	
TOTAL E & G EXPENDITURES AND MANDATORY TRANSFERS	66,763
Auxiliary Enterprises	269
Other Transfers	8
TOTAL EXPENDITURES	67,038
Excess of Revenues Over Expenditures & Transfers/Deficit	(25)

I. INSTITUTIONAL DESCRIPTION

Public (local/state) comprehensive college, a unit of the City University of New York, offering baccalaureate and master's degrees; site of the CUNY doctoral program in plant sciences. Study abroad program in France. Professional accreditation in teaching (B, M, NCATE), nursing (B, M, NLN), speech-language pathology and audiology (M, ASLHA), and social work (B, CSWE). American Dietetics Association - approved Plan V program and approved Pre-Professional Practice Program (AP4).

J. SIGNIFICANT INSTITUTIONAL CHANGES DURING THE PAST ACADEMIC YEAR

Appointment of Dr. Sebastian Persico as Vice President for Administration September 1993.

Appointment of Ms. Dawn Ewing-Morgan as Affirmative Action Officer August 1993.

Appointment of Dr. Daniel Rubey as Chief Librarian July 1993.

Appointment of Dr. Ruth Abrahams as Executive Director of the Lehman College Foundation April 1993.

Five new tenure-track faculty were hired on new lines. One Substitute line was converted to appoint a full-time Lecturer on Certificate of Continuous Employment track and 9 tenure-track faculty were hired on lines resulting from conversions of existing full-time Substitute faculty lines. A Substitute Instructor with expertise in Elementary School Science Education was hired on a Workforce Development Initiative.

Bronx Net, the public access television station of the borough, is now located at Lehman and offers our students hands on training in exchange for studio space.

K. SIGNIFICANT CHANGES DURING CURRENT/NEXT ACADEMIC YEAR

Suspension of the academic program at Lehman's branch campus in Hiroshima, Japan in Spring 1994. Over 200 Japanese students enrolled in Lehman's Bronx campus.

Occupancy of the new \$57 million Athletics and Physical Education Complex (the APEX) building in February 1994.

Searches are underway for the positions of Dean of Student Affairs and Dean of Arts and Humanities.

Our proposals for an M.S. in Pediatric Nursing and a Post Masters Pediatric Nurse Practitioner Advanced Certificate were approved by the CUNY Board of Trustees in February 1994. State approval is being sought and is expected later on this year,

The Dance Program and its faculty will move from the Department of Physical Education Recreation and Dance to the Department of Speech and Theatre. The PERD department will be retitled Exercise, Sport and Leisure Sciences.

The Latin American and Caribbean Studies Program will become part of the former Department of Puerto Rican Studies, which will now be called the Department of Latin American and Puerto Rican Studies.

New York State Education Department approved our Bilingual (Spanish/English) Secondary Certification.

Lehman's proposal for an M.S. Ed. in Teaching English to Speakers of Other Languages is being reviewed in Albany.

DOMESTIC OFF-CAMPUS PROGRAMS

ID NO: 0284

ACCESS CODE: NONE

INSTITUTIONAL CODE:

INST. NAME: _____

TITLE AND NAME OF PERSON COMPLETING THIS FORM: _____

TELEPHONE: _____

PROGRAM NAME: _____

PROGRAM LOCATION (CITY AND STATE): _____

TELEPHONE: _____

For Commission records on domestic off-campus programs, please complete this form, noting all educational activities your institution offers off-campus, either separately or in cooperation with other institutions. The required information pertains to off-campus programs which your institution plans, organizes, recruits, manages and/or directs.

NAME & TITLE OF OFF-CAMPUS DIRECTOR: _____

TELEPHONE: _____

ADDRESS: _____

FAX NUMBER: _____

What percentage of the students are minority (B, H, A/PI, AI/AN): _____

	YES	NO
Are credits offered toward a degree?		
Are non-credit courses offered?		
Are there other special courses and programs?		
Is there an on-site library/learning resources center?		
Are main campus collections accessible to students?		
Are library/learning resources provided through cooperative arrangement(s) with college/university or public libraries.		
Are computing courses offered?		
Are on-site computer labs available?		
Are counseling/advisement services available?		
Are business services on-site (Bursar, Financial Aid for example)?		
Are tutoring services available?		
Are there bookstore services?		
Is there a student lounge?		
Are duplicating and other instructional support services provided?		

Please use the back of this sheet to describe any available student activities supported by the institution.
Co-sponsoring institutions(s) or contracting party of any (please specify):

STUDY ABROAD PROGRAMS

ID NO: 0284

ACCESS CODE:

INSTITUTION CODE:

Commission records on Study Abroad activities, please complete this form, noting educational activities your institution sponsors or co-sponsors abroad, either separately or in cooperation with other institutions. Only list programs your institution offers to students for academic credit, and for which your institution has major responsibility in planning, organizing, recruiting, managing, and directing.

INSTITUTION NAME & ADDRESS:

The City University of New York
 Herbert H. Lehman College
 Bronx, NY 10468-1589

LEGEND: Check N if program is new.

Check A if program is active

PROGRAM TITLE/LOCATION/EMPHASIS LANGUAGE OF INSTRUCTION	N	A	USUAL NUMBER OF STUDENTS			
			FULL YEAR	FALL	SPRING	SUMMER
Exchange Program in Chemistry with European Community (Union) - through FIPSE	Y		7			
CUNY/LEHMAN-HIROSHIMA HIROSHIMA, JAPAN (Suspension of academic program Hiroshima, Japan Spring 1994)		Y		15	0	0
NY/PARIS EXCHANGE PARIS, FRANCE		Y	1			

CO-SPONSORING INSTITUTION(S) IF ANY:

NAME OF PERSON COMPLETING FORM:

Lynne Van Voorhis

NAME, TITLE, PHONE NUMBER OF HOME CAMPUS
 BASED INDIVIDUAL RESPONSIBLE FOR ALL STUDY
 ABROAD PROGRAMS: LYNNE VAN VOORHIS
 DIRECTOR OF INTERNATIONAL PROGRAM OFFICE

TITLE:

DIRECTOR OF INTERNATIONAL PROGRAM OFFICE

ADDRESS: HERBERT H. LEHMAN COLLEGE
 250 BEDFORD PARK BLVD. WEST

CITY/STATE/ZIP:

BRONX, NY 10468-1589

TELEPHONE: 718-960-8350

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Lehman's proposal for an M.S. Ed. in Teaching English to Speakers of Other Languages is being reviewed in Albany.

C. ENROLLMENT: Head Count by Race/Ethnicity As of Fall: 1993

Legend: NRA = Non-Resident Alien
 B = Black American, Non-Hispanic
 AI/AN = Native American Indian/Alaskan Native
 A/PI = Asian/Pacific Islander
 H = Hispanic
 W = White American, Non-Hispanic
 U = Unknown

(1) Undergraduate	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
FULL-TIME MALE	118	419	2	79	645	273		1536
FULL-TIME FEMALE	108	1077	7	92	1707	363		3354
PART-TIME MALE	22	311	3	70	375	357		1138
PART-TIME FEMALE	26	991	5	78	892	647		2639
TOTAL	274	2798	17	319	3619	1640		8667

(2) Graduate/Professional	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
FULL-TIME MALE	13	10	-	4	4	15		46
FULL-TIME FEMALE	5	13	-	4	6	38		66
PART-TIME MALE	12	64	-	14	102	231		423
PART-TIME FEMALE	13	254	6	34	267	576		1150
TOTAL	43	341	6	56	379	860		1685

(3) GEOGRAPHIC ORIGINS OF ENTERING STUDENTS (Residence at time of admission)

(a) No. IN-STATE 1642 (b) No. OUT-OF-STATE 18(c) No. INTERNATIONAL 47 (d) No. UNKNOWN -

(4) FTE Last 5 Years:

1992-93:	1991-92:	1990-91:	1989-90:	1988-89:
<u>6817</u>	<u>6620</u>	<u>6509</u>	<u>6328</u>	<u>6020</u>

(4a) Specify FTE Formula: Undergraduate: (student credits and remedial & developmental
& compensatory hours) / 30 credit hours. Graduate: student credit hours/24
credit hours.

D. RETENTION AND GRADUATION RATES

PART I

Retention: For Most Recent Cohort (Year of Entry) 1988 1988 - 4 Year
 1990 - 2 Year

RACE/ETHNIC GROUP	TOTAL Entering	ATTRITION (As of F93)	TRANSFER (As of F93)	CONTINUING (As of F93)	GRADUATED (As of F93)
NRA	5	3	N/A	-	2
B	76	34	N/A	28	14
AI/AN	-	-	N/A	-	-
A/PI	15	5	N/A	5	5
H	134	72	N/A	46	16
W	96	44	N/A	26	26
TOTAL	326	158	N/A	105	63

Two - Year Institutions: % Students entering with an expressed intent to graduate N/A

PART II

(a) % Students graduating with entering class (only four-year institutions):

1993	1992	1991
19.9	18.3	18.8

(b) On Average, % Baccalaureate degree students graduating in:

4 Years	5 Years	6 Years
19.9	28.9	14.4

(c) On Average, % Associate degree students graduating in:

2 Years	3 Years	4 Years
---------	---------	---------

Is your institution engaged in an academic alliance or partnership with a secondary or elementary school? (Circle One)

1. YES 2. NO

APPENDIX 15
Revised Mission Statement of Lehman College

LONG RANGE PLANNING COMMITTEE

The Long Range Planning Committee of the General Faculty of Lehman College

Believing that a new Mission Statement of Lehman College is needed for the College as it prepares to meet the challenges of the Twenty-first Century,

Moves that the Lehman College Senate substitutes for the existing Mission Statement the following:

From: Mission of the College

The mission of Lehman College is

* to offer its students a sound and thorough liberal arts education-including an introduction to the humanities and the natural and social sciences, study in depth in one discipline, and mastery of verbal expression and quantitative reasoning-that will enable them to develop their intellectual powers and to become thoughtful and active citizens;

* to offer students the education they need for immediate access on graduation to a job or a profession or to the advanced study required for entry into a profession; to prepare students for jobs that enable them to be of service to their communities and to contribute to improvement of the quality of life in those communities;

* to offer programs of graduate study for persons wishing advanced work in the liberal arts or advanced or specialized study in such professions as teaching and nursing;

* to collaborate with other institutions and agencies in the area, such as the New York Botanical Garden and Montefiore Medical Center, in offering programs that serve the needs of students and community members;

* to contribute to the advancement of knowledge through the

LONG RANGE PLANNING COMMITTEE

needs of the region through access to the college's facilities and expertise in the academic disciplines, professional fields and the fine and performing arts.

Explanation

The Long Range Planning Committee, a committee of the general faculty, was elected in the Spring of 1993. Since the Fall of 1993 one of the tasks of this committee has been to revise the mission statement of the college. This project was undertaken because the committee believes that a new statement of purpose for the college is needed as it prepares to meet the challenges of the Twenty-First Century.

The committee was originally a faculty committee composed of Lucie Saunders, chair, Reuben Baumgarten, James Jervis, Anthony Patti, Lewis Schwartz, William Seraile, and Susan Voge. The committee examined mission statements from a number of institutions across the country and held meetings extending over two semesters. At the Faculty Meeting of November 10, 1993, a preliminary draft was submitted for discussion. The committee invited departments and individuals to submit in writing proposals for the revised statement. On the suggestion of President Fernandez, the committee membership was broadened to include administrators and students for the purpose of writing a new mission statement. In the Spring of 1994 the following members were added to a sub-committee appointed to write a new mission statement: Dean Michael Paull, Dean Luis Losada, Stalin Acosta, Vincent Cunelly, and Adrian Ramos. An Open Hearing on the mission of Lehman College was held April 13. On April 14 the Long Range Planning Committee met and agreed on the attached revised Mission Statement which was submitted for discussion at the meeting of the General Faculty on April 27, 1994.