Lehman Summit on Student Success (LS3): Organizing People, Process, Technology and Data
WELCOME AND OVERVIEW

Daniel E. Lemons
President, Lehman College
FRAMING THE CONVERSATION

Daniel E. Lemons
President, Lehman College
Peter O. Nwosu
Provost and Senior Vice President for Academic Affairs and Student Success
Timothy Renick
Senior Vice President for Student Success
Professor of Religious Studies
Georgia State University
Transforming Student Outcomes Through Data and Institutional Change

Timothy M. Renick, Ph.D.
Sr. Vice President for Student Success
twitter: @tim_renick
The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

- **Top Income Quartile**: 82.4%
- **Third Income Quartile**: 72.4%
- **Second Income Quartile**: 53.1%
- **Bottom Income Quartile**: 14.9%

Changing Demographics

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%

SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data
34,000 Students on the Atlanta campus
53,000+ Students as of 2016 with Perimeter College consolidation
Graduation Rates by Race & Ethnicity

Where we were: 2003

- **WHITE**: 31.6%
- **AFRICAN AMERICAN**: 25.6%
- **HISPANIC**: 22%
Changing Demographics: Race & Ethnicity
Low-Income Students

Percent of Georgia State Undergraduates on PELL

- Fall 2007: 31%
- Fall 2008: 32%
- Fall 2009: 40%
- Fall 2010: 48%
- Fall 2011: 51%
- Fall 2012: 56%
- Fall 2013: 58%
- Fall 2014: 59%
- Fall 2015: 59%
- Fall 2016: 59%
- Fall 2017: 59%
SAT SCORES
-33 points
$40 million

Appropriations Cuts
Are We the Problem?
19%

Percent of Confirmed Freshmen Who Did Not Enroll
Summer 2015
Summer Melt

Fall 2015

Confirmed GSU Freshman Who Never Attended Any College: 278
Non-white 76%
First Generation 45%
Low Income 71%
Avg. High School GPA 3.34
The Hidden Obstacles to Enrollment

- Federal Financial Aid Application
- Verification Request
- State of Georgia Immunization Proof
- Taking Placement Exams
- Registering for Classes
Personalized Interactions Before Enrollment

Source: EAB
Portal to Guide Students Through Next Steps

Which resources matter most to you?

- Select any of our student services that interest you, and we'll add appropriate information to your path.

A Few Recommendations:

- **Child Care**
  On campus and nearby child care options to help while you are in class.

- **First Generation to Attend College**
  Resources to help new students learn the ropes and lingo of college.

- **Commuting Services**
  Learn the different ways you can get to and from campus.

- **Student Technologies**
  Get help with all apps, gadgets, and sites that can enhance your campus experience.

All Student Services:

- **Tutoring & Academic Support**
  A great resource for help outside the classroom for your work inside the classroom.

- **Career Guidance**
  Helping you find the right career path and prepare you for the job market. It’s never too early to start!

- **Housing Services**
  Resources to help you find a place to stay near campus.

- **Mentorships**
  Helping you connect with experience students who can help guide your way.

- **Clubs and Activities**
  Grow and have fun! Get involved in one of our many on-campus activities.

- **Disability Services**
  Providing support and equipment to qualified students with physical, mental, or educational needs.
Which parent do I use on the FAFSA?
Jan 19 2017 6:38:13 PM

For info on which parent's information to use on the FAFSA, reply with the option that best describes your parents' marital status: Never Married Unmarried and both parents living together Married Remarried Divorced/Separated Widowed If none of these options are applicable, check out Lusa.gov/1Ogf1cg

Divorced
Jan 19 2017 6:38:40 PM

If your parents are divorced, the custodial parent (or the one you lived with the most in the past 12 months) is usually responsible for filling out the FAFSA. Check out this website to learn more: Lusa.gov/1Ogf1cg

OK and when is it due?
Jan 19 2017 6:39:07 PM

The FAFSA is available starting Oct. 1. Fill it out ASAP! (Use last year's tax info.) Some aid is first-come, first-served, so don't delay! fafsa.gov
Three-Year Drop in Summer Melt: 37%
Pilot: Continuing Students
Supported by the Dell and ECMC Foundations

Students who started the semester with a balance: -49%

Students with Account Balance Who Opened a ticket with Financial Aid: +33%

Student meeting with Advisor within one week of being contacted: +28.5%
Average Number of Majors Cycled Through By Graduating Seniors in 2010

2.6
Freshman Learning Communities & Meta Majors

Freshman Learning Communities with block schedules of 5 to 6 courses: 95% of non-Honors freshmen (Opt-out model)

1st Year GPA

<table>
<thead>
<tr>
<th>Group</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>No FLC</td>
<td>2.73</td>
</tr>
<tr>
<td>FLC</td>
<td>2.96</td>
</tr>
</tbody>
</table>

Retention

<table>
<thead>
<tr>
<th>Group</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>No FLC</td>
<td>81%</td>
</tr>
<tr>
<td>FLC</td>
<td>85%</td>
</tr>
</tbody>
</table>
Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science
## Academic Guides with Live Job Data

### Program Picker
Take control of your future! Explore majors and certificates that work for you.

<table>
<thead>
<tr>
<th>Major/Program</th>
<th>Classes/Credits</th>
<th>Time to Complete</th>
<th>Financial Aid</th>
<th>Total Tuition</th>
<th>Outcomes</th>
<th>Average Salary</th>
<th>Hiring Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing A.S.</td>
<td>20 classes / 60 credits</td>
<td>2 years</td>
<td>Selected</td>
<td>$9,176 in state</td>
<td>High rate of transfer to 4-year colleges</td>
<td>$38,500</td>
<td>129 job posts</td>
</tr>
<tr>
<td>Medical Office Assistant Certificate</td>
<td>8 classes / 24 credits</td>
<td>1 year</td>
<td>May not be Financial Aid</td>
<td>$3,641 in state</td>
<td>Students seek employment or another stackable certificate</td>
<td>$29,129</td>
<td>137 job posts</td>
</tr>
<tr>
<td>Radiologic Technology A.A.S.</td>
<td>20 classes / 55 credits</td>
<td>2 years</td>
<td>Selected</td>
<td>$8,850 in state</td>
<td>Most students seek employment post-graduation</td>
<td>$37,819</td>
<td>459 job posts</td>
</tr>
<tr>
<td>Health Studies A.S.</td>
<td>20 classes / 62 credits</td>
<td>2.25 years</td>
<td>Selected</td>
<td>$9,427 in state</td>
<td>High rate of transfer to 4-year colleges</td>
<td>$42,774</td>
<td>661 job posts</td>
</tr>
</tbody>
</table>

Click to explore more options.
Faculty and Department Seed Grants

The Department of History
Skills-Based Approach to U.S. History Survey Courses

- Use Tableau to interpret historical data
- Data viz software as tool for presenting historical findings
- Did NOT require any alteration to existing SLOs
My GSU Experience

Katon Vicknair
Georgia State University student proudly showcasing my work and projects
https://portfolium.com/KatonVicknair

Overview

Education
Studio Concentration - Interior Design (2020) at Georgia State University

Work Experience
Sales Representative at Vector Marketing

Lives In
Atlanta, GA

21
Projects
45
Skills
49
Connections

SHOW ▼ SORT BY ▼ Clear current search query, filters, and sorts

- The Other Side of Me
  For this project, we were supposed to use mainly cardboard to create a head two times the size of our...
  Art & Design
  Photography
  
- Aperture Demo (Shallow Depth of Field)
  Five images with a shallow depth of field (one thing in focus). Only used natural light, no flash. White...
  Photography

- Night Photography: Long Exposure (Pt. 1 of 2)
  Ten images during night with long exposures (under 1/15 of a second).
  Tripod was used to prevent camera...
  Photography

Skills

Search Katon's skills...

Photography
  20

Night Photography: Long Exposure (Pt. 1 of 2)
Ten images during night with long exposures (under 1/15 of a second).
Tripod was used to prevent camera...
Meetings of Pre-Seniors with Career Counselors

685% 3-year increase

<table>
<thead>
<tr>
<th>Year</th>
<th>FLC</th>
<th>No FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>809</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>6,355</td>
<td></td>
</tr>
</tbody>
</table>
-32%

Drop in Major Changes After the Freshman Year
43%

Percent of Students Receiving Non-Passing Grades in Introductory Math Courses in 2008
Strengthening Math Pathways

Pre-Calculus, College Algebra, Intro to Statistics

• DFW Prior to Change: 43% DFW
  Today: 28% (35% drop)

• Number of Students enrolled in courses taught through the MILE, 2017-18: 8,500

+1,275 Students Passing
## Adaptive Learning at Scale

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Students</th>
<th>Sections</th>
<th>DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1101</td>
<td>American Government</td>
<td>4694</td>
<td>55</td>
<td>16.3%</td>
</tr>
<tr>
<td>MATH 1070</td>
<td>Elementary Statistics</td>
<td>2701</td>
<td>76</td>
<td>25.2%</td>
</tr>
<tr>
<td>ECON 2105</td>
<td>Principle of Macroeconomics</td>
<td>2340</td>
<td>38</td>
<td>19.2%</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to General Psychology</td>
<td>2252</td>
<td>26</td>
<td>21.8%</td>
</tr>
<tr>
<td>POLS 2401</td>
<td>Global Issues</td>
<td>2250</td>
<td>35</td>
<td>18.9%</td>
</tr>
<tr>
<td>FILM 2700</td>
<td>History of the Motion Picture</td>
<td>2226</td>
<td>59</td>
<td>15.2%</td>
</tr>
<tr>
<td>ECON 2106</td>
<td>Principles of Microeconomics</td>
<td>2122</td>
<td>31</td>
<td>24.7%</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>Introduction to Mathematical Modeling</td>
<td>2019</td>
<td>56</td>
<td>26.5%</td>
</tr>
<tr>
<td>MATH 1111</td>
<td>College Algebra</td>
<td>1540</td>
<td>45</td>
<td>20.2%</td>
</tr>
<tr>
<td>SOCI 1101</td>
<td>Introductory Sociology</td>
<td>1432</td>
<td>29</td>
<td>20.2%</td>
</tr>
<tr>
<td>MATH 1113</td>
<td>Pre-calculus</td>
<td>1289</td>
<td>34</td>
<td>27.5%</td>
</tr>
<tr>
<td>CHEM 1211</td>
<td>Principles of Chemistry I</td>
<td>1096</td>
<td>37</td>
<td>17.2%</td>
</tr>
<tr>
<td>BIOL 1103</td>
<td>Introductory Biology I</td>
<td>1051</td>
<td>48</td>
<td>24.8%</td>
</tr>
</tbody>
</table>
Eliminating Bottlenecks: Peer Tutors

Supplemental Instruction (SI)

<table>
<thead>
<tr>
<th>Course</th>
<th>No SI</th>
<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>2.41</td>
<td>2.91</td>
</tr>
<tr>
<td>POLS</td>
<td>2.60</td>
<td>2.93</td>
</tr>
<tr>
<td>PHIL</td>
<td>2.68</td>
<td>2.74</td>
</tr>
<tr>
<td>CHEM</td>
<td>2.55</td>
<td>2.74</td>
</tr>
<tr>
<td>ACCT</td>
<td>2.15</td>
<td>2.64</td>
</tr>
<tr>
<td>PHYS</td>
<td>2.06</td>
<td>2.73</td>
</tr>
<tr>
<td>CRJU</td>
<td>1.89</td>
<td>2.26</td>
</tr>
</tbody>
</table>

Course GPA
- No SI: 2.41
- SI: 2.91

One-Year Retention
- No SI: 83.5%
- SI: 91.2%

Students: 9,700
1,000+

Number of Fully Registered Students Being Dropped Each Semester for Non-Payment in 2010-2011
Who were we dropping?

- Seniors
- Academically on track
- Balance below $1,500
Panther Retention Grants

Average Grant: $900

Seniors Graduated: 78%

Grant Recipients Graduated 2016-17: 1,321
5,760

Students Who Dropped Out of Georgia State in 2010
Advisement: GPS Advising
Predictive Analytics Project with EAB

10 YEARS OF DATA | 2.5 MILLION GRADES | 800+ ANALYTICS-BASED ALERTS

144,000 STUDENT RECORDS | 30,000 STUDENTS TRACKED DAILY
# Registration Tracking and Academic Maps

## B.S. in Chemistry

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)</td>
<td>• Complete ENGL 1102 or 1103 (C or Better)</td>
</tr>
<tr>
<td>• Complete MATH 1113 or Higher (B- or Better)</td>
<td>• Complete MATH 2211 or Higher (B- or Better)</td>
</tr>
<tr>
<td>• Complete CHEM 1211K (B- or Better)</td>
<td>• Complete CHEM 1212K (B- or Better)</td>
</tr>
<tr>
<td>• Maintain a cumulative GPA of 2.25 or Better</td>
<td>• Maintain a cumulative GPA of 2.25 or Better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete CHEM 2400 (B- or Better)</td>
<td>• Complete CHEM 3410 (C or better)</td>
</tr>
<tr>
<td>• Complete MATH 2212 (C or better)</td>
<td>• PHY 2212k (B- or Better) (C or better)</td>
</tr>
<tr>
<td>• Complete PHY 2211k (C or better)</td>
<td>• Maintain a cumulative GPA of 2.25 or Better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete CHEM 4000 with a C or Better</td>
<td>• Complete CHEM 4010 with a C or Better</td>
</tr>
<tr>
<td>• Complete CHEM 4110 with a C or Better</td>
<td>• Complete CHEM 4120 with a C or Better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 7</th>
<th>SEMESTER 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete CHEM 4160 with a B- or better</td>
<td>• Complete CHEM 4190 with a C or Better</td>
</tr>
</tbody>
</table>
Performance in ‘Marker’ Courses

Graduation Rate in Major by Introductory Course Grade

**Introduction to Chemistry**
Natural Science majors

- A: 70.0%
- B: 66.7%
- C: 39.5%
- D/F: 8.3%

**Comparative Politics**
Political Science majors

- A: 81.8%
- B: 73.9%
- C: 25.0%
- D/F: 6.2%

**Music Theory I**
Music majors

- A: 66.7%
- B: 55.5%
- C: 12.5%
- D/F: 0.0%
58,260
Results: Increased Retention

Increased Average First Term Retention
Fall to Spring Retention

Fall 2010: 83.4%
Fall 2011: 84.6%
Fall 2012: 87.9%
Fall 2013: 89.0%
Results: Decline in Time to Degree

Credit Hours at Completion: All Bachelors Students

2009-10: 140
2010-11: 140
2011-12: 141
2012-13: 141
2013-14: 138
2014-15: 135
2015-16: 133
ROI for Students

$18 million

Savings to the Class of 2018 in tuition and fees when compared to the Class of 2012
Confounding Expectations

STEM Degrees Conferred Since 2011 (with enrollment change)

Black  +167% (50%)
Black Male  +221% (54%)
Hispanic  +388% (118%)
Impacts
Growing Recognition
The Cost of Inaction

The Calculus of Student Success: ROI

1-point increase in retention = **325 students**

Average student tuition & fees annually/student = **$9,800**

ROI for each 1-point increase = **$3.18 million/year**
Georgia State Undergraduate Degrees Awarded

2010-11: 4,222  
2018-19: 7,303

INCREASE: 3,081 (+73%)
# Bachelor’s Degrees Awarded by Group

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2018 - 19</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>1,001</td>
<td>2,241</td>
<td>+1,039</td>
<td>+124%</td>
</tr>
<tr>
<td><strong>Pell</strong></td>
<td>1,298</td>
<td>3,711</td>
<td>+1,659</td>
<td>+186%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>196</td>
<td>567</td>
<td>+313</td>
<td>+189%</td>
</tr>
</tbody>
</table>
Graduation Rates by Race & Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2003</th>
<th>Today</th>
<th>Today, with Clearinghouse Data Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>32%</td>
<td>50%</td>
<td>78%</td>
</tr>
<tr>
<td>African American</td>
<td>26%</td>
<td>58%</td>
<td>78%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>57%</td>
<td>81%</td>
</tr>
</tbody>
</table>
#1 in Degrees Conferred to African Americans

Top 100 Degree Producers: Non-Profit Universities

2018 African-American Bachelor's - All Disciplines Combined

<table>
<thead>
<tr>
<th>Institutions</th>
<th>State</th>
<th>Total</th>
<th>%Grads</th>
<th>%Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Georgia State University</td>
<td>GA</td>
<td>1,930</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>2 FAMU</td>
<td>FL</td>
<td>1,477</td>
<td>95%</td>
<td>-7%</td>
</tr>
<tr>
<td>3 University of Central Florida</td>
<td>FL</td>
<td>1,401</td>
<td>24%</td>
<td>-1%</td>
</tr>
<tr>
<td>4 University of Maryland-University College</td>
<td>MD</td>
<td>1,443</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>5 Howard University</td>
<td>D.C.</td>
<td>1,194</td>
<td>78%</td>
<td>0%</td>
</tr>
<tr>
<td>6 North Carolina A &amp; T State University</td>
<td>NC</td>
<td>1,227</td>
<td>91%</td>
<td>6%</td>
</tr>
<tr>
<td>7 Florida International University</td>
<td>FL</td>
<td>1,087</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>8 Florida Atlantic University</td>
<td>FL</td>
<td>1,054</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>9 University of Memphis</td>
<td>TN</td>
<td>1,011</td>
<td>33%</td>
<td>3%</td>
</tr>
<tr>
<td>10 The University of Texas at Arlington</td>
<td>TX</td>
<td>992</td>
<td>13%</td>
<td>-7%</td>
</tr>
</tbody>
</table>

Source: Diverse Issues in Higher Education, 2018
15 Minute Break
Stretch and Grab a Snack! 😊
APPROACHING STUDENT SUCCESS WITH INTENTIONALITY

Jonathan Gagliardi
Assistant Vice President
Strategy, Policy and Analytics
APPROACHING STUDENT SUCCESS WITH INTENTIONALITY

SCALING IMPACT THROUGH STRATEGIC ALIGNMENT
Colleges and universities operate in a dynamic environment
According to the ACOT, transformation is a process that:

- leverages **continuous improvement** strategies
- revolves around the **student experience**
- leads to the redesign of **institutional functions**
- results in **equitable students outcomes**
A strategic approach to student success is multidimensional and collaborative by nature.

1. Have a clearly defined aspiration
2. Understand our capacity to deliver
3. Develop systems to monitor and facilitate progress
4. Adopt strategies to ensure our success

Adapted from Education Delivery Institute (EDI)
We are currently in the process of organizing and aligning our efforts.
Together, the Lehman College community has rallied around the 90X30 Challenge—our aspirational and inspirational goal.

In 2017, Lehman launched a grand challenge—to double the number of high-quality degrees and certificates our students will earn by the year 2030 from 45,000 to 90,000.
The Strategic Growth and Investment Plan (SGIP) represents a campus wide effort focused on ensuring the long-term sustainability of the College.
Lehman has also joined the AASCU Center for Student Success (CSS)

As part of the CSS, we have engaged in a campus institutional transformation assessment, and taken inventory of our student success work

There’s a lot to be proud of!
Mission: The Strategy, Policy, and Analytics function engages the campus in an evidence-based process of continuous improvement.

Vision: The Strategy, Policy, and Analytics Function will become a national model for using evidence to facilitate transformational change and student success.

We work collaboratively with AA, IT, EM, and Finance to:

- Cultivate a culture of evidence-based decision making, continuous improvement and assessment
- Facilitate better data utility
- Successfully fulfill the transactional work of IR while transitioning to a change leadership role; and
- Develop and produce a series of analytics products that center around the campuses shared vision and goals.
Together with Academic Affairs, the college has taken a deeper dive into DWIF patterns and course grades. The findings have revealed opportunities for grantmaking and continuous improvement in critical thinking and quantitative reasoning.
Combining Factbook data and Student Success Dashboard data has helped us better understand 90X30.

Additionally, cross-divisional efforts have led to the development of enrollment dashboards, and efforts are underway to develop tools for deans, department chairs, and other important community members!
New York State Labor data has given us insight into post-graduate outcomes and academic program renewal

Environmental Science Supplement
High-Priority Majors
Prepared by: Donald Hoffman, ORMPA

**Purpose:** The purposes of this examination are to gain insight into:

1. **The occupational areas that are defined by high employment growth and high wages over the past three years in New York State.**
2. **The impact that the growth is associated with the subset of the occupations within those occupational areas that require a Bachelor’s Degree or more.**

The information can allow a college or university to assess how its programs and curricula are connected to labor force needs. Labor force needs are an important aspect of post-graduate outcomes, but not the only element. Other post-graduate outcomes, including further study, civic engagement, and overall personal growth and satisfaction of a student’s goals are important. These outcomes are beyond the scope of this examination. Together, the broad definition of post-graduate outcomes includes: post-graduate education needs and post-graduation outcomes within degree-graded programs or key indicators of educational and institutional efficiencies.

**Key Takeaways:**

- The skills and knowledge provided to students enrolled in Lehman College’s five most popular majors are in demand in the New York State labor market (particularly in Business, management, and health-related areas). The employment growth-wage growth data in this report coupled with the unemployment and wage outcomes published by DOL’s Center for the Analysis of these regions in the New York State labor market.

- Lehman College has allocated substantial resources (pensions and funding) and completed substantial infrastructure to offer these majors. The data between College is positive to scale up training in these fields through on-campus and online course (as lower line/employment growth is in College has had a much larger presence in these areas).

- Lehman College’s strengths in developing students with in-demand skills and knowledge gives the College leverage to pursue partnerships with local companies, non-profits, and the New York City/Brooklyn governments.

- Lehman College can use the New York State employment and wage data in conjunction with its offerings to determine public awareness of the work, attract promoting students, and strengthen the social- and economic-mobility value of its brand.

- Lehman College has opportunities that includes:
  - Leveraging its programs to strengths in Continuing and Professional Studies program and expanded access to opportunities for New York City residents who are age 25 and older; and some college education, and do not meet possess a college degree or high-quality credential.
  - Expanding resources of its offerings in fields which are in high-salary majors and in which employment wages in New York State have been growing.
  - Building partnerships with in-demand majors to strengthen the skills, knowledge, and labor force competitiveness of its graduates.

- Lehman College should take a closer look at the skills and knowledge provided through its General Education and Liberal Arts offerings (and these student learning outcomes) and map it to the workforce needs that are the result of either the state or the New York Labor Department’s effort such as "Planning the American Dream: Liberal Education and the Future of Work." July 2020’s that either the campus of the future, those skills, and a shaping course that would better connect the College’s Liberal Arts graduates with career opportunities and increase the relative attractiveness of Liberal Arts majors.

<table>
<thead>
<tr>
<th>Profile of High-Growth Occupational Areas in New York State:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine high-growth occupational areas had median wages that exceeded the New York State median wage. Five (16%) were in areas with employment that was below the New York State median for occupational areas. Four (16%) were in areas with employment that exceeded the New York State median for occupational areas. In addition, five of the high-growth occupational areas were defined by median wages that were below the New York State median.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Area</th>
<th>2017 Median Employees</th>
<th>2017 Median Wage</th>
<th>3-Year Annualized Employment Growth</th>
<th>3-Year Annualized Wage Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture &amp; Engineering</td>
<td>132,340</td>
<td>$79,500</td>
<td>1.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Business &amp; Financial Operations</td>
<td>343,880</td>
<td>$79,240</td>
<td>4.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Community &amp; Social Services</td>
<td>178,390</td>
<td>$47,940</td>
<td>2.3%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Computer &amp; Mathematical</td>
<td>259,090</td>
<td>$67,930</td>
<td>5.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Construction &amp; Extraction</td>
<td>332,420</td>
<td>$57,550</td>
<td>3.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Healthcare Practitioners &amp; Technicians</td>
<td>535,950</td>
<td>$76,880</td>
<td>2.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Legal</td>
<td>111,110</td>
<td>$103,210</td>
<td>2.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Management</td>
<td>470,000</td>
<td>$119,840</td>
<td>1.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Protective Services</td>
<td>290,880</td>
<td>$45,000</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

| Total (New York State) | 922,070 | 132,000 | 1.5% | 2.2% |

**Growth Rate Key:**

- 75% of the New York State Average or Less
- 125% of the New York State Average or More
We are also developing a deeper understanding of the impact we have on civic engagement

- 2016 voting rate: 53.1% vs. 50.4% for all institutions (2012 voting rate: 49.5% vs. 46.9% for all institutions)

- 2016 voting rate: 53.1% vs. 52.9% for Master’s Institutions and 52.1% for Public Master’s Institutions (2012 voting rate: 49.5% vs. 49.4% for Master’s Institutions and 48.7% for Public Master’s Institutions)

- Lehman’s undergraduate voting rate rose from 48.9% in 2012 to 50.1% in 2016; its graduate voting rate rose sharply from 50.0% in 2012 to 57.2% in 2016.

![We are also developing a deeper understanding of the impact we have on civic engagement](image-url)
Our six-step process for continuous improvement ensures we move to actions that promote student success and equity.
Conclusions

- Our student success work has contributed to the Lehman College’s unprecedented success

- As we continue to work towards our 90X30 challenge, a coordinated and organized approach will magnify the opportunity of our work

- By focusing on the intersection of people, process, technology, and data, the College can continue to improve student outcomes, and ensure equity, upward mobility, and sustainability

- We are on the cusp of being a national model!
At your tables, discuss and answer the following questions:

a) What have you learned this morning about Lehman that most surprised you? (write on Blue Card).

b) Are there lessons or strategies you learned from Dr. Renick that you plan to apply to Lehman? (write on Yellow Card).

c) What is the one thing you could do to align and enhance your ongoing work? (write on Green Card)

Put the cards on the corresponding post-it notes throughout the room
THANK YOU!

APPROACHING STUDENT SUCCESS WITH INTENTIONALITY:
SCALING IMPACT THROUGH STRATEGIC ALIGNMENT

September 13, 2019
LUNCH
BON APPÉTIT! 😊
MEETING STUDENTS WHERE THEY ARE

Stanley Bazile
Executive in Charge, Student Affairs
Dean of Students
MEETING STUDENTS WHERE THEY ARE

Moderator
Stanley Bazile

Panelists
- Karen Smith Moore, Director, Counseling Center
- Dugeidy Ortiz, Director, Wellness Education and Health Promotion Program
- Suzette Ramsundar, Associate Director, Campus Life
- Conrad Walker, Director, Strategic Initiatives and Special Projects
Enhancing the Student Experience Through Technology

Lehman College Summit on Student Success
September 13, 2019
Digital experience planning considerations

- Student journey
- Consistent, frustration-free experiences
- Collaborative, personalized, self-service
- Metrics
Agenda

LEHMAN 360

ENHANCED MOBILE APP

CHATBOT PILOT

DISCUSSION
• Total Visits: 10/2017 to present: 446,600
  • Unique visits: 18,913
  • Desktop visits: 44,400
  • Mobile visits: 402,200

• Visits from 8/27/19 – 9/10/19: 38,400
  • Summer 2019: 107,300
  • Spring 2019: 123,750
Enhanced Mobile App
Mobile App Visits

App Name: LehmanCollege

App Usage:
- Total Visits: 140,499
- Unique Visits: 8,053
- New Visits Percent: 5.02%

All Visits:
- Total Visits: 140,499
- Unique Visits: 8,053
- New Visits Percent: 5.02%
- Total Activities: 412,360
- Activities Per Visit: 2.93
- Average Time: 00:00:24
LEHMAN COLLEGE

INTRODUCES

Lehman Lightning Bot!!!

Try it out
Hi, I'm Lehman Lightning Bot!

I am a virtual assistant and can answer your most common questions. Please be patient with me, I'm just learning to spread my wings and fly! How can I help you?

What are directions to Lehman

Lehman College is located on Bedford Park Boulevard West and Goulden Avenue in a residential area in the northwest Bronx, south of Van Cortlandt Park and west of the New York Botanical Garden—near the border of Westchester County.

Maps and Directions
http://lehman.edu/admissions/maps/…

Lehman College is located at 250 Bedford Park Boulevard West, Bronx, NY 10468.
Discussion & closing remarks
15 Minute Break
Stretch and Grab a Snack! 😊
Open Educational Resources at Lehman College

- Stacy Katz, Assistant Professor, Open Resources Librarian-STEM Liaison
- Alexander Nunez-Torres, Assistant Professor, Economics and Business
- Jennifer Van Allen, Assistant Professor, CLLSE
- Dhipinder Walia, Lecturer, English
- Anne Rice, Assistant Professor, Africana Studies
Open education is not a single-issue struggle because our students do not live single-issue lives.
The cost barrier kept 2.4 million low and moderate-income college-qualified high school graduates from completing college in the previous decade.
College Textbook Prices Have Risen 1,041 Percent Since 1977

by BEN POPKEN
Nearly 40% of CUNY students come from households with annual incomes of less than $20,000.
The average student should budget
$1,230 - $1,390
for textbooks and course materials in 2016-2017

CUNY = $1,364
A student just emailed to ask me what her options are for buying books so she will know HOW MUCH PLASMA SHE NEEDS TO DONATE.
NEED BOOKS?
NO WORRIES. DONATE PLASMA.

Earn $250 in your first 5 donations!

grifolsplasma.com

Biomat USA & Talecris Plasma Resources

GRIFOLS
Open Educational Resources

“teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

https://hewlett.org/strategy/open-educational-resources/
13 Peer Reviewed Studies of Efficacy
95% Same or Better Outcomes
Zero Textbook Cost Courses

Open Educational Resources
  Creative Commons Licensed Materials
  Public Domain Materials
  Faculty Developed Materials

Library-Licensed Resources
  Traditional Copyright - but no cost to students

Fair Use
  Traditional Copyright - but no cost to students
OER Panel

Moderator
Stacy Katz, Assistant Professor, Open Resources Librarian-STEM Liaison

Panelists
• Alexander Nunez-Torres, Assistant Professor, Economics and Business
• Jennifer Van Allen, Assistant Professor, CLLSE
• Dhipinder Walia, Lecturer, English
• Anne Rice, Assistant Professor, Africana Studies
Tell us about your course and why you chose to use OER.
How did you find and select the OER for your course?
In what ways, if any, has using OER changed your teaching practices?
What do your students think about the OER course materials?
What advice would you have for faculty considering using OER?
STRENGTHENING THE STUDENT LIFECYCLE

Presenters
- Reine Sarmiento, VP for Enrollment Management and Associate Provost
- Ronald Banks, Director, Strategic Persistence Initiatives
Bronx Transfer Affinity Group (BTAG)
Kickoff meeting was on February 9, 2018

Provosts from BCC, Guttman, Hostos and Lehman College; strong support from CUNY Central

Building relationships across all 4 campuses
Why is the focus on transfer students important?

- 75-80% of our incoming students each year are transfers.
- Nationally, 80% of incoming community college students have completing a bachelors degree as their ultimate goal (87% at CUNY).
- The six-year bachelors degree graduation rate for these students is 17%. At CUNY it is only 11%.
- Improving the outcomes for transfer students is one of the keys to accomplishing 90x30.
Articulation Team Activities

- Guaranteed Admission Agreements
- Analysis of Transfer Pathways
- “Transfer What If” In DegreeWorks
- Pre-Transfer Advisement
- Blanket Articulation Agreements
- Program Alignment Tables
Advising and Student Supports Team Activities

- Review and Update Orientations
- Create a Culture of Graduation and a Graduation Habit
- Develop BTAG Landing Page
- Transfer Advising Summit
Transfer Advising Summit

- Presidents, Provosts, Politicians, & Proclamations
- Academic Advising and Articulation Agreements
- Chat & Chow with the Chancellor
- Students Sharing Stories of Success
- Fascinating Facts from Financial Aid Folks
- Transfer Technology Tools
- Overcoming Obstacles
- Lexa Logue’s Leaky Pipeline Lecture
Next Steps for BTAG

- Review of Transfer Policies
- Leverage TWIF and 2+2 Maps
- Welcome BMCC
- Advising Summit with Faculty Track
- Curriculum Challenges

BTAG 2.0
STRENGTHENING THE STUDENT LIFECYCLE

Presenters

- Reine Sarmiento, VP for Enrollment Management and Associate Provost
- Richard Finger, Senior Director of Enrollment Management
The Lehman College “Funnel Huddle”
Enrollment Growth

<table>
<thead>
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<th>Year</th>
<th>Headcount</th>
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<td>2014</td>
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<td>2016</td>
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<td>2017</td>
<td>14130</td>
</tr>
<tr>
<td>2018</td>
<td>15148</td>
</tr>
<tr>
<td>2019</td>
<td>15452</td>
</tr>
</tbody>
</table>
Innovation via Collaboration

Electronic Transfer of Credit (eTCE) System
Senior Success Initiatives
Advisor “CDAD” Hotline
Policy Renewal
Fall Through Project
Differentiated A/R Engagement
Cancellation Process
Application Mining

Improved Student Experience
AFTERNOON PANEL
ENGAGING PRACTICES BY FACULTY AND STAFF TO INCREASE STUDENT SUCCESS

Moderator
Pamela Mills

Faculty and Staff Panelists
- Vani Kannan, English
- Bret Maney, English
- Christine McKenna, Journalism and Media Studies
- Merrill Parra, Disability Services
- Chris Buonocore, Enrollment Management
- Esther Wilder, Sociology
- Robyn Spencer, History
FINAL THOUGHTS

Peter O. Nwosu
Provost and Senior Vice President for Academic Affairs and Student Success
Daniel E. Lemons
President, Lehman College
Thank you for being part of the first Lehman Summit on Student Success (LS3): Organizing People, Process, Technology and Data

On your way out, please complete the LS³ evaluation!

Happy Weekend!! 😊