

**Herbert H. Lehman College**

**Supplemental Information Report (SIR)**

**Submitted to the  
Middle States Commission on Higher Education (MSCHE)**

**Prepared**

**by**

**President Daniel Lemons**

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## List of Abbreviations Used in the Report

A list of abbreviations is provided for the convenience of the reader. For each section of the SIR, the name of an entity will be provided in full when it is first mentioned, followed with the abbreviation in parenthesis. Subsequent mentions of the entity in the narrative will be referred to by its abbreviation.

AAC	Academic Assessment Council
AES	Administrative and Educational Support
A&H	Arts and Humanities
AMS	Assessment Management System
ALO	Accreditation Liaison Officer
APAPEE	Associate Provost for Academic Programs and Educational Effectiveness
APR	Academic Program Review
CUTRA	City University Tuition Reimbursement Account
CUNY	City University of New York
DWIF	Drop, Withdraw, Incomplete, Failure Rates
EVC	Executive Vice Chancellor
GE	General Education
GEC	General Education Council
HIP	High Impact Practices
IEP	Institutional Effectiveness Plan
ILD	Institutional Learning Domain
ILO	Institutional Learning Outcome
IT	Information Technology
KPI	Key Performance Indicator
MSCHE	Middle States Commission on Higher Education
NSS	Natural and Social Sciences
OAAE	Office of Assessment and Educational Effectiveness
OIR	Office of Institutional Research
OIPCE	Office of International Programs and Community Engagement
OOE	Office of Online Education
OPA	Office of Prestigious Awards
OTPS	Other Than Personnel Spending
PDC	Provost's and Deans' Council
PMP	Performance Management Process
PPO	Program Performance Outcomes
PSC	Professional Staff Congress
SCPS	School of Continuing and Professional Studies
SIR	Supplemental Information Report
SGIP	Strategic Growth and Investment Plan
SLO	Student Learning Outcome
SSD	Student Success Dashboard
UCC	Undergraduate Curriculum Committee

## **I. Introduction to the Supplemental Information Report, Preparation and Context**

This *Supplemental Information Report* (SIR) describes the progress Lehman College has made regarding assessment and institutional effectiveness following the June 28, 2019 action letter from the Middle States Commission on Higher Education (MSCHE). In that letter, the Commission acknowledged receipt of the college's self-study report, noted the visit of its representatives to the college, reaffirmed the college's accreditation, scheduled the next evaluation visit for 2027-2028, and requested the submission of the SIR by March 1, 2020.

This SIR includes:

- A brief statement on how the report was prepared and context for the SIR;
- A narrative section detailing the evidence and actions for each of the requests related to Standard V and Standard VI; and
- A concluding section that reflects on how the college's responses have impacted the institution and will continue to guide the work of Lehman College in the years ahead.

The SIR provides additional documentation in the appendix section of the report as further evidence of the college's progress on Standards V and VI since the Commission's June 28, 2019 action letter.

Since the April visit of the Commission's representatives to the institution, Lehman College experienced a change in presidential leadership. Dr. José Luis Cruz, who served as the college's third president, was named CUNY's executive vice chancellor (EVC) and university provost. Dr. Daniel Lemons, former provost at CUNY's City College, who served as Lehman's interim dean of Academic Affairs, was named interim president of the college. Both appointments became effective July 1, 2019. The smooth transition in presidential leadership has allowed for stability and continuity in advancing the college's key strategic initiatives, including the development of the SIR as requested in the Commission's June 28, 2019 action letter.

In Lehman's Response to the Evaluation Team Report, the college noted that it had approached the Self-Study process as an opportunity to not only demonstrate compliance with MSCHE standards for accreditation and requirements for affiliation, but also to further advance a meaningful institutional planning and visioning framework. Lehman also acknowledged with appreciation the work performed by the Evaluation Team and looked forward to reflecting on the team's observations as we advance the development of our next five-year Strategic Plan (2020-2025).

Following the Commission's action letter, Lehman's provost as well as the interim vice provost for Academic Programs, who also served as Accreditation Liaison Officer (ALO), held an initial meeting on August 12, 2019, to discuss the scope of activities, deliverables, and timelines for addressing MSCHE's two requests regarding Standards V and VI. Subsequent meetings were held with multiple stakeholders throughout the fall 2019 semester to assess progress on the various activities and deliverables. These activities and deliverables included the following: implementing a simplified and uniform six-step assessment process for all programs including general education; creating the Office of Assessment and Educational Effectiveness (OAEE) with a dedicated office space to support assessment activities;

appointing a faculty director and adding new personnel; investing in department-level assessment liaisons; and providing professional development opportunities on assessment for faculty and staff. Other activities and deliverables included the: development of an Institutional Effectiveness Plan (IEP) (Appendix 001), that codifies our existing institutional effectiveness framework into one single document; creating and implementing a Strategic Growth and Investment Plan (SGIP) (Appendix 002); completing the final report of the college's current strategic plan, *Achieving the Vision*; launching the development of the 2020-2025 strategic plan; and completing the annual CUNY Performance Management Process (PMP) to respond to system-wide expectations of CUNY's 25 campuses. The implementation of these major initiatives has taken place or was started during summer and fall 2019.

The preliminary draft of the SIR was completed in late January 2020 and was then distributed to the President's Advisory Board (comprised of the President's Cabinet and Deans) and the Office of CUNY EVC and University Provost in early February for review and input. Feedback received from these groups further helped to strengthen the document. On February 25, 2020, following President Lemons' approval, the ALO successfully submitted the SIR to the Commission. Throughout the SIR process, the college utilized a consultative approach and involved a diverse group of campus stakeholders to develop the college's SIR.

The work described in this SIR responds to the Commission's request to provide "further evidence of (1) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement in all programs including general education (Standard V), and, (2) the development and implementation of organized and systematic assessments that evaluate the extent of institutional effectiveness (Standard VI)." The work described in this SIR is also sustainable and reflects a decade-long commitment to continually improve, refine, and adapt our processes and practices in order to advance our institutional mission and strategic priorities within CUNY, a system committed to access, equity and excellence, as well as seamless transitions for the over 275,000 students it serves.

**II. RESPONSE TO STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT**

Lehman College has an established culture of assessment since at least 2009. Both academic programs and AES units across the college participate in assessments and utilize results for continuous improvement. Indeed, broader recognition of the centrality of robust assessment to the promotion of student success is embodied in our current Strategic Plan (which ends this semester), a plan that calls for 1) creating the administrative infrastructure necessary to support on-going planning, assessment, and continuous improvement initiatives, 2) strengthening general education, and 3) providing a curriculum and the resources essential to outstanding liberal arts and sciences and professional curricula. Assessment and institutional effectiveness are also explicitly elevated as top priorities of our 2020-2025 strategic plan currently being developed, ensuring that a culture of evidence and continuous improvement further informs every facet of college operations.

**a. Summary of Actions and Evidence Presented**

<b>MSCHE Request</b>	<b>Lehman College’s Actions &amp; Evidence</b>
<p>Document “further evidence of the development and implementation of organized and systematic assessments that evaluate the extent of student achievement in all programs including general education (Standard V)”</p>	<ul style="list-style-type: none"> <li>• Began full implementation of a uniform six-step assessment process adopted in spring 2019 for all programs, including general education, to simplify assessment work already in place and further support continuous program improvement;</li> <li>• Improved support and clarified responsibilities by creating the Office of Assessment and Educational Effectiveness (OAEE), expanding the role of the Academic Assessment Council (AAC) to include Administrative and Educational Support (AES) units, began the process of making AAC a standing committee of the College Senate;</li> <li>• Revitalized the process for Annual Academic Program Assessment, including increased investments for continual improvement in program quality through strengthened professional development opportunities for faculty and staff and funding of 3-credit hour release time for department assessment coordinators;</li> <li>• Updated the process and timelines for Academic Program Reviews;</li> <li>• Reconstituted the General Education Council (GEC) to guide General Education (GE) assessment and improvement, developed a multi-year plan for GE assessment that aligns with Lehman College’s 2020-2025 strategic plan, and completed an analysis of GE lower division gateway courses and used the results to begin implementation of interventions to improve student performance;</li> <li>• Strengthened AES assessments;</li> <li>• Utilized college-wide assessment to assess capacity and readiness to advance student achievement; and,</li> <li>• Took steps to replace its online platform for tracking and documenting assessment activities based on feedback from the college community.</li> </ul>

**b. Lehman’s Six-Step Assessment Process**

In spring 2019, Lehman College codified the framework it has used for assessment of student learning and engagement into a simplified and uniform six-step process. On March 23, 2019, the provost outlined the six key elements of this process to the newly formed AAC in his

presentation titled “Are our students learning?” A diagram of the six-step assessment process is provided in Appendix 001. Beginning in fall, 2019, academic departments and AES units were expected to develop annual assessment plans/reports to include all six steps to be completed as follows: the first three steps in fall 2019 and the last three steps in spring 2020.

On May 6, 2019, the college held a day-long assessment workshop titled: “Assessment Unpacked: Why? How? & Now What?” as part of its ongoing work of building continual capacity on assessment. More than 60 faculty, staff, and administration attended the workshop, facilitated by Dr. Su Swarat, Assistant Vice President for Institutional Effectiveness at California State University, Fullerton. Participants identified areas for further discussion and improvement, including how general education assessment should mesh with departmental assessment.

On November 25, 2019, OAEE and AAC facilitated a workshop on the six-step assessment process for department assessment coordinators. More than 30 faculty members (full-time and adjunct) attended the workshop. Examples of assessment artifacts as well as strategies for closing the loop were shared by facilitators. The 2019-2020 assessment calendar was also reviewed ([Appendix 001](#)), along with highlights of college data from the National Survey of Student Engagement (NSSE), provided by the Office of Institutional Research (OIR).

### **c. Support and Responsibilities: Office of Assessment and Educational Effectiveness (OAEE), Academic Assessment Council (AAC)**

The new OAEE includes a senior faculty on 9-units of reassigned time to serve as director and a full-time professional staff, who serves as manager of assessment and institutional effectiveness. Funding has been provided for a permanent director and an administrative support staff for the unit. The OAEE has responsibility for: overseeing college-wide assessment process and infrastructure, coordinating and organizing the development and reporting of systematic assessments for all academic departments and AES units, providing technical support that ensures compliance with assessment-related activities for both institutional and disciplinary accreditations, facilitating the process for academic program reviews, fostering the development of assessment expertise and culture on campus, and working closely with the college community in supporting, sustaining, and enhancing Lehman’s mission and strategic goals. Dedicated office space for OAEE has been established in Shuster Hall to provide a central place where faculty and staff can seek regular and ongoing technical support for assessment activities. OAEE reports to the Associate Provost for Academic Programs and Educational Effectiveness (APAPEE).

The reconstituted AAC, which now includes AES units, works closely with the OAEE and departments to ensure coordinated assessment efforts on campus. The AAC, which is comprised mainly of faculty and staff, was approved on May 1, 2019 by the College Senate, as an ad-hoc committee of the Senate ([Appendix 003](#)). AAC members are charged with 1) facilitating periodic workshops on assessment for faculty and staff and 2) reviewing annual assessment plans in order to provide suggestions to campus units for strengthening assessment planning and reporting. AAC members led the November 25, 2019 faculty assessment coordinators’ workshop and will lead a similar workshop for AES units in spring 2020. Moreover, AAC members have also been engaged in the design and creation of workshops related to improving the accessibility and utility of data to both department chairs and members of the Division of Academic Affairs and Student Success.

In fall 2019, the AAC submitted a recommendation to the College Senate Governance Committee to make the AAC a standing committee of the senate, an action that would help a lasting culture of evidence take root. A formal resolution to this effect, which will result in an amendment to the Senate's Bylaws, will be presented for approval by the College Senate Governance Committee to the full College Senate in spring 2020. The approval will reflect the expanded role of the AAC to include AES units, and the council will become known as the Assessment Committee of the College Senate. On December 11, 2019, AAC's first report on assessment was presented to the College Senate ([Appendix 004](#)).

#### **d. Annual Academic Program Assessment**

Assessment of student learning also has continued to take place at the department or program level since the evaluation team's visit. For AY 2018-2019, 82% of our 27 academic departments completed assessment activities. For example, the foreign languages program conducted a repeat assessment of students' ability to express themselves on a variety of topics in grammatically-correct and semantically-accurate speech. Oral interviews related to course content were administered to students by instructors using a rubric to determine language mastery. Acceptable targets for pronunciation, grammar, and vocabulary were largely achieved with increased students' scores compared to previous years' results. Nevertheless, to further enhance mastery of oral skills, a recommendation was made for daily speaking exercises and class presentations by students. The Economics and Business department assessed BBA students' abilities to demonstrate knowledge of business ethics/corporate responsibility competencies within their chosen field of study, as well as knowledge of global/multicultural perspectives. Responses to questions embedded in a quiz showed that 81% of students provided the correct responses, meeting the 80% benchmark set by the department. As a result, the department determined to continue its current practices. The English department conducted a follow-up assessment of students' ability to use critical and interpretative methods. Student performance was evaluated by a faculty team that scored student essays using a rubric. Each essay was scored twice to ensure consistency. Overall, 79% of essays met the rubric's expectations. However, the share of essays not meeting the required threshold was higher than expected. Based on a review of the results, the department concluded that the written assignments were assessed too early in the semester, and two workshops have been scheduled during AY 2019-2020 to share pedagogies for improving student learning. Student artifacts will be re-assessed in AY 2020-21 to determine the impact of the department's initiatives on student performance. Social Work continued its multi-year assessments of student writing to ensure that graduates can write at a suitable level for professional social work agency practice. The program used a combination of direct (pre- and post-test assessment of writing) and indirect assessment (survey of student perceptions concerning their writing). Based on finding that showed students' performance somewhat below the program's benchmark rate, the department added an English course, increased the number of scaffolded writing assignments, and encouraged instructors to attend the college's "Writing Across the Curriculum" workshops. The impact of these measures will be assessed again from fall 2020 through spring 2022.

For AY 2019-2020, 88% of our 27 academic departments submitted assessment plans during the fall 2019 semester based on the first three steps of our simplified and uniform six-step assessment process. ([See Appendix 005 for a sample of submitted assessment plans](#)). The majority of the academic departments plan to utilize direct measures to assess student

performance such as lab reports, papers, and standardized tests, drawing from AAC&U or locally developed Lehman rubrics.

More than 115 members of the campus community participated in the three workshops that presented the six-step assessment process. The college has also invested additional resources into college-wide assessment activities, including \$25,000 in college funding for AY 2019-2020 to support professional development opportunities that will strengthen faculty and staff expertise in assessment and quality assurance processes. Additional workshops are planned for AES units, and the AAC has positioned itself to take the lead in facilitating these workshops, reviewing assessment plans, and providing feedback to academic departments and AES units. OAEE also meets with schools/departments and AES units to provide individualized support and guidance. OOE has also offered multiple workshops to faculty on online teaching and learning, such as:

- Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty: This two-week, customized, asynchronous workshop is offered by OOE. Thus far in AY 2019-2020, 76 faculty completed this workshop. A total of four will be held during this period.
- Monthly Webinar Series on Teaching and Learning: Four webinars, attended by 320 members of the Lehman community, have been held thus far in AY 2019, including *Communication Strategies for Student Engagement*; *Using Mid-Semester Student Feedback to Improve Your Courses*; *Teaching Larger Classes: Maintaining Quality and Your Sanity*; and *Time-Saving Techniques for Course Planning and Preparation*.

A number of other professional development opportunities have been offered on topics ranging from the use of Open Educational Resources (OER) to teaching larger classes. With the new CUNY/Professional Staff Congress (PSC) contract, Lehman College will now be able to strengthen online learning assessment, with OOE and OAEE coordinating this effort.

As Lehman's four divisions, five schools, and 27 academic departments differ in assessment expertise and infrastructure, the college has invested in assessment coordinators for each academic department, providing three-units of course release time for each faculty assessment coordinator, an investment amounting to approximately \$108,000, reflecting the college's strong commitment to continual quality improvement. Faculty members coordinate assessment activities in their respective departments, participate in college-wide assessment workshops, report and document assessment activities using the six-step process, and ensure that assessment results are used for continuous improvement to assure meaningful improvements and decision-making in curriculum and pedagogy in ways that enhance the discipline and support student achievement. Together, these efforts are aimed at strengthening the college's culture of assessment, providing a mechanism by which faculty and staff share assessment practices and insights, serving as a forum by which faculty and staff can raise questions and discuss assessment-related issues, and offering a means by which assessment work and those involved gain recognition from their peers on campus.

#### **e. Academic Program Reviews (APR)**

All 27 academic departments and the 140 academic programs (76 Undergraduate and 64 Graduate) at Lehman College go through a rigorous APR process every five years, utilizing the APR Guidelines, which were revised in August 2019. (Appendix 009). APR provides an

opportunity for self-reflection and analysis about the overall quality and effectiveness of each academic program, consistent with program-level goals, college mission and strategic priorities. Included in the review are the following: 1) program's alignment to institutional learning domains and general education outcomes, 2) evidence of demonstrable use of assessment results for improvement, 3) faculty productivity in relation to teaching, research, and service, 4) student engagement and support services, 4) program's comparability to other similar programs, 5) program strengths, weaknesses, opportunities, and threats, and 5) a plan for the next five years.

Lehman's APR process consists of four key components: 1) a self-study, 2) an external peer review, site visit, and report, 3) a discussion of the review between the program and the administration, and 4) development of an action plan to utilize results for continuous improvement. Responsibility for the APR is vested in the APAPEE, in collaboration with School deans, department chairs and faculty. The APR guidelines do not replace reviews of programs that are subject to an accreditation process by external agencies. Such programs have continued their accreditation efforts, and, therefore, have essentially continued their program reviews.

In spring 2019, the department of Nursing went through successful re-affirmation of accreditation, while the department of Social Work completed a site team visit in fall 2019 for its specialized accreditation with the Council for Social Work Education (CSWE) for the B.A. in Social Work and the Master of Social Work. The Office Academic Programs and Educational Effectiveness (OAPPEE) reviews the self-study reports for the specialized accreditations and requests additional information as appropriate in the event that the self-study report does not address any of the information in the college APR guidelines. Overall, the results of the self-study reports for specialized accreditations are used for continuous improvement that advances the curriculum and student achievement. For example, three resource issues requiring improvements/interventions resulted from the Social Work self-study: 1) providing additional office space for adjunct faculty, 2) increasing the percentage of re-assigned time for the undergraduate program director, and 3) providing additional administrative support for the department due to its increased enrollment. The last two issues have been resolved, while discussions have begun with the vice president for Administration and Finance for temporary space to accommodate adjuncts and full-time faculty that will require swing space once construction commences on their new suite of offices on the first floor of Davis Hall to full accommodate their space needs. Lehman currently has \$7 million for the renovation and has requested \$1,050,000 from NY City Council to furnish and equip the new space. In February 2020, CSWE re-affirmed the accreditations of our two Social Work programs.

In spring 2019, OAPPEE updated the APR schedule from 2020 to 2025 ([Appendix 010](#)), and the revised guidelines was adopted in August 2019 following feedback from the PDC. Six academic departments are scheduled to go through this process in 2020-2021: Languages and Literatures; Health Sciences (Recreation, Exercise, Health Services); Chemistry; Counseling, Leadership, Literacy, and Special Education; Early Childhood and Childhood Education; and Middle and High School Education. Another five are scheduled for 2021-2022: History; Philosophy; Health Sciences (Dietetics, Nutrition, Education); Anthropology; and Mathematics. The APAPEE/ALO serves as the repository of all APRs and has responsibility for: 1) coordinating the APR process through OAPEE, 2) ensuring that the results and recommendations from APR action plans are

documented and shared with school deans, department chairs and faculty, 3) assuring that action plans are followed and achieved, and 4) apprising the provost of progress on the action plans.

**f. General Education (GE)**

The college took additional steps in fall 2019 to further strengthen faculty engagement with and bolster the infrastructure support for general education by re-establishing the General Education Council (GEC), as a sub-committee of the faculty-led Undergraduate Curriculum Committee (UCC) of the College Senate. GEC functions include oversight of the GE Curriculum, provision of technical support and guidance for GE assessment, and an annual report on assessment of GE to the provost and the UCC, to include how well Lehman students are attaining the seven General Education competencies at the core of the Lehman Experience of *educated, empowered, and engaged* citizens. Two other sub-committees of the UCC (LEH 100 Liaisons Committee and LEH 300 Liaisons Committee) exist to oversee the 100-level *Freshman Seminar* and 300-upper level GE courses respectively. A multi-year GE assessment plan spanning AY 2019-2020 through AY 2024-2025 was finalized in spring 2020 in concert with the college’s strategic planning process to guide the work of the GEC (Appendix 007). Components of the plan include assessment of such essential skills as information literacy and critical thinking, written and oral communication, and multicultural awareness. OAEE and APAPEE provide leadership and coordination for this plan. The following example shows the plan for 2019- 2021:

AY 2019-2020	AY 2020-2021
<ul style="list-style-type: none"> <li>• General Education Council (GEC) re-establishment completed by the UCC.</li> <li>• Collection of artifacts from LEH 351-355 course sections.</li> <li>• OAEE reviewing NSSE for evidence related to GE learning outcomes.</li> <li>• DWIF analysis completed and course redesign launched based on the findings.</li> <li>• LEH 100 and 300 Liaisons Committees reviewing revisions to 100- and 300-level courses for alignment with ILOs.</li> <li>• Required English Composition and Mathematics/Quantitative Reasoning courses revised based on prior assessments from the CUNY Momentum Campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• ILOs to be assessed: Critical Thinking and Information Literacy (in the LEH 351-355 courses)</li> <li>• Critical Thinking:               <ul style="list-style-type: none"> <li>- <i>Step 1:</i> Students will apply critical thinking to analyze, integrate, and evaluate information.</li> <li>- <i>Step 2:</i> 75% of students will score an average of 2 or above on the AAC&amp;U’s critical thinking rubric.</li> <li>- <i>Step 3:</i> Direct assessment. Review of written artifacts using the AAC&amp;U’s critical thinking rubric.</li> </ul> </li> <li>• Information Literacy:               <ul style="list-style-type: none"> <li>- <i>Step 1:</i> Students will demonstrate the ability to identify, locate, evaluate, effectively and responsibly use and share information for assessing problems.</li> <li>- <i>Step 2:</i> 75% of students will score an average of 2 or above on the AAC&amp;U’s information literacy value rubric.</li> <li>- <i>Step 3:</i> Direct assessment. Review of written artifacts using the AAC&amp;U’s information literacy value rubric.</li> </ul> </li> </ul>

AY 2019-2020	AY 2020-2021
	<ul style="list-style-type: none"> <li>• Collect artifacts from LEH 100 course sections</li> <li>• Collect artifacts from the writing intensive courses.</li> <li>• Complete the first three steps of the six-step assessment process for the outcomes to be assessed in the writing intensive courses during AY 2021-2022.</li> <li>• Implement course design changes in high DWIF courses and assess the effectiveness of the changes.</li> </ul>

GE assessment also has continued since the Commission’s action letter of June 28, 2019. During fall 2019, select ILOs were assessed at a department/program level as part of a pilot initiative aimed at developing and refining Lehman College’s multi-year General Education Assessment Plan. For example, the BA English program conducted an assessment of written communication comparing English majors with non-majors. Overall, the department found that English majors were more proficient than non-English majors, but that the percentage of papers falling short of rubric-guided expectations was greater than anticipated. The BA History program examined critical thinking within the context of students’ designing research questions. During AY 2014-2015, 42% of students scored 4 or 5 on a 5-point rubric. In AY 2018-2019, the figure was little changed at 47%. Separately, the BA Latin American and Caribbean Studies program found inconsistent performance when using the AAC&U critical thinking rubric to examine research papers. Based on the findings, some of which are documented above, Lehman introduced the Library’s online information module to augment the teaching of information literacy, and a decision was also made by the college to emphasize assessment of critical thinking and information literacy in the early part of its General Education assessment plan.

In summer 2019, the provost commissioned a major analysis of lower division GE courses to identify bottlenecks that impact students’ progression, retention, and completion. The analysis conducted by the OIR spanned a period of five years from AY 2014-2015 through AY 2018-2019 and revealed opportunities for improvements in pedagogy and curriculum to drive student achievement. The findings led the provost to begin a series of campus-wide conversations in fall 2019 focused on continuing improvements in GE outcomes, which resulted in the approval of funding from the president in the amount of \$100,000 to support innovative and promising pedagogies that advance student learning. In fall 2019, the college launched the *Student Success Course Redesign Initiative: High DWIF/High Enrollment General Education Courses*, inviting proposals from faculty and academic departments for innovative pedagogies that will improve student learning, engagement, persistence, and graduation ([Appendix 006](#)). Redesign of selected proposals utilizing the six-step assessment process, will commence in spring 2020, after all awardees participate in the Office of Online Education (OOE) course redesign workshop.

**g. AES Assessments**

Lehman's commitment to student achievement and continuing quality improvement has included assessment activities across the college and within AES units. For AY 2018-2019, 81% of AES units completed assessment activities. For AY 2019-2020, 98% of AES units submitted assessment plans in fall 2019. (See Appendix 008 for a sample of submitted plans). Like the academic departments/programs, AES units' submissions began using the six-step assessment process. The plans submitted in fall 2019 include the first three steps: 1) unit-level SLOs or Program Performance Outcomes (PPOs) to be assessed, 2) the criteria for measuring success, and 3) the methods for data collection. The remaining three-steps, which will be completed in spring 2020, include 4) collection and analysis of data, 5) how results would be used for improvement, and 6) reporting and documentation of results. A review of the AES plans shows the use of both direct and indirect assessment measures. The direct measures make significant use of rubrics, while indirect measures utilize mostly surveys to identify students' perceptions on a variety of program outcomes. For example, the Career Exploration & Development Center will use direct observation to assess students' ability to craft an "elevator pitch" for introducing themselves in a professional setting to prospective employers. The Library will assess the effectiveness of its online information literacy tutorial using an AAC&U information literacy value rubric. IT will assess the effectiveness of the conversational chatbot that it has piloted for students. The Counseling Center will introduce pre- and post-test assessment to its workshops to better measure the impact of its educational activities and outreach. These assessments provide further evidence of college-wide engagement in organized and systematic continuing quality improvement efforts in support of student achievement.

#### **h. College-wide Assessments**

Two major college-wide reviews were completed in fall 2019 to assess college capacity and readiness to advance student achievement and support our increasingly diverse student population, now at 15,500 for fall 2019, a 3% increase from the previous year. First, the *Provost's Committee on Re-entry* submitted its final report on November 26, 2019, recommending strategies for a well-coordinated system of college care and support services to assist previously incarcerated men, women and youth to successfully participate in college at Lehman. The group's work is consistent with Lehman's mission of social justice, equity and opportunity, and builds on ongoing faculty-led efforts to support students impacted by the justice system in their academic endeavors. The provost will announce initial steps in early spring 2020 to advance the recommendations submitted by the committee. Second, the *President's Taskforce on Food Insecurity and Homelessness* completed an inventory of services available to Lehman students, and submitted its report on December 17, with recommendations for a strengthened system of support for students at risk. Lehman's food pantry, housed in our Office of Campus Life, was established in 2017, as a result of a capstone project by students from the Herbert H. Lehman Leadership Center. In fall 2019, Lehman received additional philanthropic support to expand the pantry and will be examining ways to advance the recommendations of the President's Taskforce. The food pantry is accessible to all Lehman students, and about 100 students, on average, utilize the pantry each week.

Lehman also implemented a comprehensive assessment of our career services unit in fall 2019 following the appointment of a new director. This assessment has resulted in stronger alignment with system-wide focus on workforce development and sector engagement. A team of specialists from our CUNY central office visited Lehman in summer 2019 and presented the framework for

workforce development and inter-sector engagement to the PDC. The college has also implemented a centrally-managed but locally-informed decentralized career services model, where a career services specialist has been assigned to each of our five schools. Each specialist works closely with the executive committee of each school (comprised of the dean, associate dean, and department chairs) and is responsible for career and workforce development-related initiatives/issues relevant to the disciplines in the school. As a result of the career services assessment, college career fairs will now be focused on sector engagement with CUNY providing support for bringing employers to Lehman College. Finally, career services specialists will be able to participate in regional meetings to hone their expertise and build network of opportunities that help increase student achievement.

Between summer and fall 2019, the college also implemented several initiatives to support student achievement. Based on the study and recommendations of the Provost's Taskforce on Internationalization, various units that support international students and community engagement services were consolidated into a single unit, *The Office of International Programs and Community Engagement* (OIPCE), with an additional staff person hired in December 2019, to provide strengthened support for our international student population. Based on feedback from students, the college completed and held the grand opening of the Library's Reflection Space on the 3<sup>rd</sup> floor of the Library, a quiet space for meditation and reflection for our students. Also, a renovation of the first floor of the Library was completed in fall 2019 based on the college's Master Plan and student survey data. The renovation provides additional study space and work stations for our students, with the grand opening of the facility scheduled for spring 2020.

Finally, Lehman College continues its commitment to improving the student achievement goals for our PMP report to the CUNY Chancellor. The most recent PMP report shows that student outcomes have improved substantially in recent years. Forty-nine percent of full-time, first-time students who entered Lehman in Fall 2012 graduated in six years. This represents a twelve-percentage point increase in comparison to the graduation rate for the 2008 student cohort (37.1%). Preliminary data from the college's Student Success Dashboard (SSD) indicates that the six-year graduation rate will rise above 53% for Fall 2013 first-time full-time freshmen. The college's four-year graduation rate for first-time, full-time students has also improved substantially. First-time, full-time students who arrived at Lehman in Fall 2014 graduated at a rate (28.2%), which was nearly ten percentage points higher than 2010 full-time, first-time students (18.7%). Data from the SSD indicate that four-year graduation rates for the Fall 2014 first-time full-time cohort will again improve, rising above 33%. Although the four-year graduation rate of transfer students declined 4.6% points between Fall 2013 (59.1%) and Fall 2014 (54.5%) entering cohorts, Lehman has consistently been a leader in transfer graduation rates, with a rate above the senior college average in each of the previous five years.

Metrics related to retention have remained steady, while measures related to academic momentum have improved. The percentage of fall full-time, first-time freshmen retained in the fall increased between Fall 2017 to Fall 2018 from 80.7% to 82.5%, a rate nearly identical to Fall 2014 (82.6%). At the same time, students are earning more credits, and successfully completing a larger proportion of their courses. Since Fall 2014, the percentage of fall full-time first-time freshmen who earned 30 or more credits in the first year increased from 44.8% to 62% in Fall 2018, which was the highest such increase among all senior colleges. During the same period,

the percentage of credits attempted that were earned by first-time freshmen attempting 30 or more credits during the academic year increased from 92% to 95.8%.

The postgraduate outcomes of Lehman graduates compare favorably to those of graduates from other senior colleges. In each of the last five cohorts for which data are available, a higher percent of Lehman's graduates was employed in New York State within one year of graduation than graduates of any other senior college. A total of 83.9% of Lehman's 2014-15 baccalaureate degree graduates were employed in New York State within one year of graduation, which was 5.1 percentage points higher than the university average. This can be explained, in part, by a commitment to experiential learning opportunities. The percent of Lehman undergraduates who participated in an internship (25%) was higher than the senior college average (24.5%), according to a 2019 CUNY-wide career readiness survey. Lehman is also a stepping stone to further study. Compared to the university average (18.6%), a higher percent of 2014-15 Lehman baccalaureate degree earners (19.6%) continued their education one year after graduation.

**i. Assessment Reporting: Assessment Management System (AMS)**

Since 2011, Lehman has used *Taskstream* as its primary AMS to help streamline and standardize reporting and documentation of assessment practices at an annual cost of \$35,000. The recent adoption of a simplified and uniform six-step assessment process was an opportune time to determine whether or not *Taskstream* remained well-suited to campus needs. This led the AAC to explore a more efficient electronic assessment management system. In fall 2019, the provost accepted the recommendation of the AAC to discontinue the use of *Taskstream*, and successfully archived and made accessible to the college all assessment records currently in the system. In the interim, the college is utilizing an electronic *Dropbox* system structured along the lines of our six-step assessment process to report and document assessment activities for AY 2019-2020. Steps are underway to identify a new AMS. Conversations with vendors have begun, and a new AMS is expected to be chosen in spring 2020 and implemented later in 2020. This new system will be selected based on whether or not it can: 1) allow for uniform documentation of our six-step assessment process; 2) permit each academic department or AES unit to track student learning outcomes or unit performance outcomes; 3) map the relationship of each outcome to college ILOs and the college Strategic Plan goals and, 4) fit with the college's tech eco-system. Each department or unit will also be able to report the extent to which it has met the SLOs and/or PPOs and implemented improvement actions in furtherance of the college's mission and goals.

**j. Summary**

The many activities described in this section provide further evidence of the development and implementation of a continually maturing and comprehensive culture of organized and systematic assessment within our academic departments/programs including general education as well as our AES units in support of student achievement. While providing centralized support, the college continues to promote a faculty/staff-driven approach to assessment by transferring ownership to individual departments and units. What our intentional approach makes clear is that Lehman College continues to embrace educational effectiveness assessment as a most significant process of planning, self-reflection and renewal in furtherance of our central mission of transforming lives and igniting new possibilities. Our tenet remains the same: a strong focus on student success, equity and upward mobility through high-quality education in a vibrant and caring academic community.

### III. RESPONSE TO STANDARD VI: INSTITUTIONAL EFFECTIVENESS

Lehman College’s IE framework ensures that the College’s processes, resources, structures, and culture are well aligned with one another, as well as the college’s mission, vision, and values, and those of CUNY. The college takes an intentional, integrated, and comprehensive approach to continuous improvement which extends across academic and AES units and divisions. Lehman’s approach to IE focuses on the intersection of student achievement, social mobility, academic quality, and institutional sustainability. The IE framework, which emphasizes planning, budgeting, assessment, decision-making, and action, is guided by the college’s recently adopted six-step assessment process. The MSCHE site visit and evaluation, which provided the institution with fresh perspectives on how to reinforce our already sustainable and thriving culture of institutional effectiveness, led to a number of positive changes that will maximize IE resources, strengthen IE structures, and grow and make more resilient the college’s culture of evidence. Those actions are noted in the following pages.

#### a. Summary of Actions and Evidence Presented

MSCHE Request	Lehman College’s Actions & Evidence
<p>Document “further evidence of the development and implementation of organized and systematic assessments that evaluate the extent of institutional effectiveness (Standard V1)”</p>	<ul style="list-style-type: none"> <li>• Codified the IE framework into a single IEP document that further clarifies campus-wide expectations and timelines for all activities and processes that support our institutional effectiveness efforts and began implementation of that plan, including reintegrating the Office of Institutional Research (OIR) into the Division of Academic Affairs and Student Success to enhance synergy and coordination;</li> <li>• Completed analysis of progress on the current strategic plan and began the development of the 2020-2025 Strategic Plan and assessed the feasibility of the 90X30 Challenge, which seeks to increase the number of degrees and high-quality credentials awarded by the college from 2017 to 2030 to 90,000, and aligned the college’s ongoing strategic planning efforts with the most recent CUNY budget proposal to the State legislature;</li> <li>• Developed and began implementation of the Strategic Growth and Investment Plan (SGIP) as a blueprint for strengthening the college’s long-term health and financial sustainability, based on a comprehensive review of current budgetary climate;</li> <li>• Conducted an Institutional Transformation Assessment (ITA), which focused on developing robust IE structures that enhanced teaching, learning, advising, and student transitions and achievement;</li> <li>• Developed and began implementing a GE assessment plan, and implemented a number of structures and assessments to strengthen the college’s continuous improvement efforts moving forward; and,</li> <li>• Invested in faculty development to support assessment and the IEP.</li> </ul>

#### b. The Institutional Effectiveness Plan (IEP)

Lehman has been very intentional about assessing and aligning its current and future strategic plan, the 90X30 Challenge, and CUNY’s own emerging priorities. The college has also

conducted extensive assessments of its programs and services, infrastructure, and IE capacity in an effort to effectively develop a culture of evidence and continuous improvement. The insights gathered from these collective efforts were used to inform the development of a written IEP (Appendix 001).

The IEP offered an opportunity for the college to clarify its approach to IE, defining it as an intentional, integrated, and comprehensive approach to continuous quality improvement by which an institution demonstrates how well it is accomplishing its mission. This approach allows the institution to set clear strategic goals, regularly measure performance against these goals, report and document evidence of success, and continuously strive to improve results.

Lehman’s IEP is led by the College President. The President’s Advisory Board (PAB), consisting of the cabinet and school deans, provides oversight and advises the President on budgetary priorities in alignment with the strategic plan. The Provost and Senior Vice President for Academic Affairs and Student Success coordinates related activities under the IEP, in collaboration with cabinet officers, school deans, and the College Senate. Major activities embedded in the IE function include assessment, academic program review, institutional accreditation, disciplinary accreditation, strategic planning, the CUNY PMP, budgeting and planning, and periodic assessments. Each of these functions has an implementation team, a technical support team, a leadership team, and a primary point person. Together, these stakeholders assure accountability and work to ensure that each IE activity is executed in a consistent and integrated manner. The following table provides an example:

<b>Activities</b>	<b>Implementation Team</b>	<b>Technical Support Team</b>	<b>Leadership Team</b>	<b>Primary Point Person(s)</b>
Assessment, including GE	<ul style="list-style-type: none"> <li>• Academic Units (departments, programs, centers, institutes)</li> <li>• Administrative &amp; Educational Support (AES) Units</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Assessment Council (AAC)</li> </ul>	<ul style="list-style-type: none"> <li>• Provost</li> <li>• Associate Provost for Academic Programs &amp; Educational Effectiveness (APAPEE)</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Provost for Academic Programs &amp; Educational Effectiveness (APAPEE)</li> </ul>
Academic Program Review	<ul style="list-style-type: none"> <li>• Academic Units</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Assessment &amp; Educational Effectiveness (OAEE)</li> <li>• Offices of the School Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Provost</li> <li>• APAPEE</li> <li>• Deans</li> </ul>	<ul style="list-style-type: none"> <li>• APAPEE</li> </ul>

For academic assessment, each academic unit/department is responsible for program-level outcomes and related assessments to ensure students acquire and demonstrate skills and competencies necessary to pursue further study. They also develop and implement multi-year assessment plans in alignment with the college’s mission, vision, and values; institutional

learning domains, ILOs, and SLOs. School deans and associate deans develop and execute multi-year assessment and IE plans for their schools that cascade upward into the broader IEP and GE assessment plan. As it relates to AES assessment, vice presidents, dean of students, chief librarian, and appropriate divisional heads are responsible for implementing AES assessment activities and ensuring they occur with regularity. Together, they develop, maintain, and disseminate SLOs to support Lehman's institutional learning domains and institutional learning outcomes. As discussed in Standard V earlier, the AAC works across academic and AES units as an ad hoc committee of the Lehman College Senate to review and recommend changes to IEP and assessment activities, and also seeks out ways to nurture and scale out a culture of evidence and continuous improvement by providing resources, guides, and professional development opportunities. More specifically, the GEC oversees the Pathways General Education curriculum and provides technical support and guidance for General Education assessment and program review.

These structures are supported by the OAEE, which was established in Fall 2019. The office is led by the Director of Assessment and Educational Effectiveness, who provides leadership in organizing and coordinating the college's academic, administrative and educational support units' assessment activities in a systematic and efficient manner. The OAEE works in tandem with the OIR, which now has been reintegrated into the Division of Academic Affairs and Student Success to enhance synergy and coordination. OIR provides timely, official, integrated, and actionable data to internal and external stakeholders to support planning and implementation. OIR coordinates the college's participation in a number of national surveys, like NSSE and COACHE, and also, national initiatives like the AASCU CSS, which includes technical assistance that enhances assessment efforts. Until recently, the unit, housed in Academic Affairs, reported to the AVP for SPA within the Office of the President.

Perceiving the college needed more effective integration and communication between Cabinet and academic programs in Spring 2019, then President José Luis Cruz instituted the PAB, consisting of both constituencies (cabinet and school deans), which he chaired. This body, which has continued under current President Daniel Lemons, meets monthly, and is charged with reviewing assessment and institutional effectiveness outcomes, metrics, and recommendations from shared governance bodies. The PAB advises the President and the Provost on priorities in the best interest of the institution, mapped to the Strategic Plan, assessment outcomes, and CUNY's PMP. This approach ultimately empowers the college's senior leadership to chart future strategic directions in a process that is integrated, intentional, inclusive, and respectful.

At the core of Lehman College's IEP is the six-step assessment process, discussed earlier, which promotes evidence-based decision-making and provides a foundation for continuous improvement in program and institutional quality. Through this process, AES Units:

- Set clear program goals that are informed by the college's mission and Strategic Plan, as well as key performance indicators in CUNY's PMP; regularly measure performance against these goals; report and document evidence of performance; continually work to improve outcomes.
- As appropriate, program-level goals are converted into: Student Learning Objectives (SLOs), which demonstrate alignment with the college's three institutional learning

domains of *Educated, Empowered, and Engaged*; and the seven institutional learning outcomes, reflecting core characteristics expected of a Lehman graduate.

- Assessment activities are reported, tracked, and documented in the college's electronic assessment management system.

Some recent examples of AES and academic assessment are:

- The Library conducted a survey of students to better understand student use of library spaces in order to improve service to students and support their academic success. Four types of spaces were rated as very important to students: quiet spaces, spaces for individual work, spaces for group work, and study room(s). The Library concluded that it needs to maintain quiet environments for individual study and appropriate environments for group work. The study was initiated by the Library's Public Services Committee to gather evidence for rezoning the Library's quiet and group study areas. The results will be utilized to improve the Library's quiet and group study areas as part of its rezoning work into 2020. Following the changes, the Library will conduct a new assessment on the effectiveness of the changes to "close the loop."
- Career Services made significant changes in how it engages students in their career assessment process (name change, updated website, introduced evening hours, and use of technology to better accommodate students' schedules, etc.). It then assessed the impact of those changes overall on student participation in the unit's workshops and activities. During 2018-19, Career Services increased its activities by 76% to accommodate student demand. The number of students who participated in its activities rose 99%. The data was used to guide the Center's programming and expand its partnerships. Career Services plans to further expand its collaborations with faculty and interest groups on campus using a career adviser as a liaison for each of Lehman's five schools. Career Services has also engaged in discussions with CUNY's Sector Innovative Team to partner on employer engagement initiatives.
- The Psychology department assessed students' ability to demonstrate factual knowledge and conceptual understanding in an essay-format final exam question. Students were asked to describe and discuss definitions of abnormality, strengths and weaknesses of different research methods, and multiple etiological factors in psychological disorder. This was a repeat assessment from 2016. More than 80% of students demonstrated significant improvement in their knowledge of factual information of topics relevant to abnormal psychology. Students showed less improvement in demonstrating conceptual understanding of more sophisticated topics. The findings suggested that independent writing assignments are effective in helping students gain deeper conceptual understanding. These findings replicated those of the 2016 assessment exercise. Psychology instructors are now being encouraged to consider allowing students to participate in more independent activities such as writing assignments to engage students with more sophisticated content.

Additional measures have been taken to ensure that academic and AES assessment remain intermingled. These include aligning both assessment calendars, and using indirect assessments like NSSE, and COACHE to identify opportunities for academic and administrative divisions to work together to improve student achievement by using evidence to enhance teaching, learning, and advising. One of the more recent examples of assessment that did so included a series of

grade analyses, including the previously mentioned DWIF report, and also, a course grade analysis that looked at the number of students, average course grade, and standard deviation. Together, these reports identified opportunities to improve two ILOs: critical thinking and quantitative reasoning (to be assessed in AY 2020-2021). These kinds of high-level assessments are used to take a deeper dive into specific courses or course sequences, especially within general education, for which the College recently developed a comprehensive plan ([Appendix 007](#)). In fact, they have already led to actions such as the course redesign of select GE courses initiated by the provost in Fall 2019.

### **c. Strategic Planning and 90X30 Challenge**

The college is presently guided by its current strategic plan, *Achieving the Vision* (which concludes at the end of this academic year), and the 90X30 Challenge, which seeks between 2017 and 2030 to award 90,000 degrees and high-quality credentials. Recent actions taken by the college have been designed to build on these guiding plans and aspirations by promoting an ongoing commitment to institutional effectiveness and continuous improvement, and to further align its internal processes and structures.

*Achieving the Vision* explicitly calls out greater institutional and financial effectiveness as its own priority. Elements of institutional effectiveness and assessment are also embedded within each of the other priorities, which include excellence in teaching, research, and learning; enhanced student success; and a commitment to engagement and community service. Developed in August 2019, the final report on *Achieving the Vision* noted a number of foundational achievements related to institutional effectiveness. Some more recent achievements have included the creation of a new Strategy, Policy, and Analytics function led by an Assistant Vice President; and the establishment of a newly restructured assessment council that includes academic and administrative units ([Appendix 011](#)).

The 90X30 Challenge, launched in 2017, is a call to action to boost educational attainment rates in the Bronx by broadening access and enhancing the student experience. Underlying the challenge is a commitment to the use of data analytics and a culture of evidence. Over the last year, the college has conducted an extensive 90X30 feasibility study. The study revealed multiple pathways to achieving 90X30 based on an analysis of 10 years of student cohorts, in addition to numerous internal and external data sources. This has allowed the college to align its various efforts and resources in pursuit of its challenge. For example, using the 90X30 feasibility study, a recent space utilization analysis, and an analysis of internal and external budgetary realities, senior campus leaders determined that the development of an extension school should emerge as an institutional priority ([Appendix 012](#)). Many actions specifically related to educational effectiveness assessment have been implemented as a result of these efforts and can be reviewed on page 4.

Lehman has also focused on strengthening the degree to which it is aligned with CUNY priorities. Recently, CUNY concluded its PMP process, which resulted in Lehman developing a number of goals related to student success, academic momentum, diversity, and student well-being. These goals will also be embedded into the college's 2020-2025 ongoing strategic planning process. More recently, CUNY delivered its FY2021 University Budget Request, which called for additional funds in key areas, which include P-16, student success, pedagogical

innovation, online education, workforce development and engagement, research, student health, and university infrastructure. Upon receiving this, the college mapped this budget request to the draft reports prepared by each strategic planning taskforce ([Appendix 013](#)). By doing so, Lehman hopes to maximize opportunities for impact and support by leveraging the economy of scale provided by the system.

#### **d. Strategic Growth and Investment Plan (SGIP)**

The college also used the recently completed *2019 Self-Study*, and the *2019 Thematic Priorities from Direct Reports to the Provost* as opportunities to assess promises and challenges facing the campus. Institutional effectiveness, data-informed decision making, and assessment were repeatedly called out in both documents, specifically within the context of student achievement, pedagogical innovation, and financial sustainability. This led to the development of the *Strategic Growth and Investment Plan (SGIP)* in spring 2019, which is designed to allow Lehman to take additional efforts to strengthen institutional effectiveness. The SGIP seeks to strengthen the long-term health and financial sustainability of Lehman College with a focus on data-informed decision making, continuous improvement, and institutional effectiveness. Also, the college's current strategic planning process includes a taskforce specific to institutional effectiveness, and all taskforces have pointed to the need for better and more integrated data, which will help pave the way for additional improvements and better internal alignment.

SGIP is designed to help Lehman College navigate an increasingly volatile climate, characterized by collective bargaining negotiations, growing state budget deficits, and an aging and shifting population. These accelerating trends pose risks to the college's financial model, which has increased the importance of an aligned and integrated approach to institutional effectiveness ([Appendix 001](#)). At the moment, the college has a sufficient fund balance in The City University Tuition Reimbursement Account (CUTRA) to carry it through the next two-three years, more so than a number of other CUNY colleges. However, projected expenses will increasingly exceed income over the coming years, so it is imperative that the college chart a new course that corrects this growing imbalance and that is sustainable into the foreseeable future. Rather than wait to do this, Lehman must plan for the future, and the strategies outlined and aligned in these planning efforts improve the college's capacity to leverage existing opportunities to advance a growth and investment climate in support of our financial sustainability and long-term health. Key actions taken since May 2019 include the following:

- About \$847,000 in Provost Strategic Funds (a combination of new investments and some savings), which were derived as a result of giving individual schools greater budgetary control of their adjunct budgets, have been invested in hiring five new faculty lines; curricular renewal initiative related to the speech and hearing program in the School of Health Sciences, Human Services and Nursing; adjunct funding for the School of Natural and Social Sciences and LEH courses; support for NSS large-lecture courses; and a proposed EdD in the School of Education.
- \$180,000 has been invested in educational program development and innovations in pedagogy specifically related to redesign of GE lower division courses with high failure rates.
- \$80,000 has been invested in the Lehman Professors of Excellence Program, which is designed to recognize faculty members of outstanding merit and national and

international reputations whose work enriches the college across three areas of scholarship, teaching and service. The guidelines for the program will be being finalized in spring 2020.

Lehman's comprehensive approach to assessing and aligning its efforts have surfaced a number of common themes. Perhaps most notably, these efforts, the recent self-study suggestions, and the guidance from MSCHE have made clear that a major opportunity exists to take a more systematic approach to structuring and organizing the college's IE work.

**e. Institutional Transformation Assessment (ITA)**

Efforts to align the college's IE work, coupled with the findings of the self-study process have made clear the campus community's desire for a more systematic and organized approach to IE. As stated earlier, Lehman College moved quickly to adopt a simplified and uniform six-step assessment process for both academic and AES units, which provides a standardized framework for its ongoing work on assessment. For the implementation of that framework to be successful, the college needed to more deeply understand the structures, processes, and data available to do so. This led to a number of major meta assessments taking place, including the AASCU Institutional Transformation Assessment (ITA).

Beginning in April 2019, the college administered the ITA, a broad, multi-topic self-assessment tool and accompanying process that is one part of institutional transformation ([Appendix 014](#)). Funded by the Bill & Melinda Gates Foundation and created by content experts from across higher education, the tool is currently comprised of nine rubrics that provide a relatively quick starting point for institutions to self-assess their practices against the state of the field. The ITA also helps institutions and their partners identify strengths and opportunities for improvement across these topic areas through reflective conversations on the assessment results. These reflections and subsequent prioritizations set the stage for institutions to act on the information to help more students succeed. In total, 47 responses were received from key senior academic and administrative leaders and managers across the campus. Those responses revealed a number of strengths, including advising, information technology, leadership and culture, and student success policies. It also revealed areas for growth, particularly related to areas crucial to effective IE, including institutional research and data use, a more nuanced approach to strategic finance, and digital learning.

The ITA findings broadened Lehman's understanding of IE improvement opportunities and contributed to a number of action steps mentioned below. It also led the college to assess the scope, scale, impact, and data and assessment infrastructure of its student engagement initiatives. To that end, in December 2019, as part of the strategic planning process, and as a follow-up to the ITA, the Taskforce on Enrollment Management and Student Success launched the Student Engagement Initiative Inventory. The survey, which remains open, had as of January 16, 2020, received 54 responses. The responses revealed that of the 54 initiatives, 94% of programs captured data to routinely monitor and track the progress of their initiatives and 80% had been assessed.

The findings of the inventory validated that data on campus remain somewhat siloed, and that better integration could lead to improved institutional effectiveness. As a result, the AVP for

Strategy, Policy, and Analytics, and the VP for IT and CIO have collaborated to hold follow-up meetings related to data governance and utility. These meetings have included a workshop on newly connected student and financial aid data, and discussions about how to take inventory of campus data assets as part of the strategic planning process. These steps will help to ensure that the college's IE infrastructure is enhanced, and adoption of the six-step assessment process is broadly implemented and deeply embedded within organizational structures and routines. All together, these meta-assessments have helped the campus to better understand how to effectively continue with building a culture of evidence and continuous improvement and contributed to the development of the IEP. The IEP document further clarifies campus-wide expectations and timelines for all activities and processes that support our institutional effectiveness efforts.

#### **f. General Education (GE) Assessment**

Lehman College's GE offerings are central to the Lehman academic experience. They provide students with the skills and capacities that allow them to grow into educated, empowered, and engaged citizens. GE extends across all areas of the college. The administrative officers responsible for GE are presented in the table on page 15. They also include the Undergraduate Curriculum Committee (UCC) which is a Standing Committee of the Lehman College Senate, and three subcommittees of the UCC: the General Education Council (GEC), the LEH 300 liaison committee, and the LEH 100 liaison committee. These entities were discussed in the section on Standard V. The college has identified several forms of assessment to further guide a strengthened culture of GE assessment that are described in the GE assessment plan ([Appendix 007](#)).

With clearly defined aspirations for IE and GE that are now codified in the IEP and GE assessment plans, and a deeper understanding of the college's capacity to develop and sustain a culture of evidence and continuous improvement, Lehman is now well positioned to continue advancing the implementation of the IEP. In addition to the steps taken related to IE, and academic and AES assessment noted on pages 4 and 14, clear timelines and calendars have been identified. These are available in the IEP and GE assessment Plan ([Appendices 001 and 007](#)).

#### **g. Professional Development**

A number of workshops focused on providing the college community with professional development related assessment were conducted over the last six months. These include: a March 23, 2019 presentation that focused on the six-step assessment process for both academic and AES units titled, "Are our students learning"; the May 6, 2019 day-long assessment workshop titled, "Assessment Unpacked: Why? How? & Now What"; and the November 25, 2019 assessment workshop for department assessment coordinators that featured, among other things, presentations on the six-step assessment process, examples of course assessment, and key findings from the NSSE survey. A number of other workshops were also conducted, which include the following:

- The Lehman Summit on Student Success: Held on September 12, 2019, LS3 was keynoted by Tim Renick, Senior Vice president for Student Success at Georgia State University. His address to campus featured the use of data to improve student outcomes while promoting equity. The day included presentations that highlighted how the college was aligning its continuous improvement efforts and student engagement initiatives

towards its strategic plan and 90X30 challenge; innovative initiatives from the School of Natural and Social Sciences (NSS) and Arts and Humanities (A&H), the Library's work on OER; and reports from the Taskforce on Reimagining the School of Continuing and Professional Studies, and the Taskforce on Internationalization.

- The SGIP Workshop for department chairs, deans, associate deans, and members of the President's Cabinet on August 24, 2019, focused on how schools and departments can learn from one another and thrive if resources are managed as well as possible to strengthen Lehman's long-term financial health and sustainability ([Appendix 002](#)).
- AASCU Data Tool: As part of the AASCU CSS, the college has worked to, for the first time, bridge together student success and financial aid data. In an effort to ensure that the data tool was broadly understood and used, the AVP for SPA conducted a workshop on December 6, 2019, that gave participants hands on training focused on using the data tool to facilitate improved student outcomes.
- Provost's Professional Development Series (PPDS) launched in spring 2019 to empower academic leaders for success. Under this initiative, a survey of department chairs was administered and completed in March 2019 to identify topical areas for leading and managing the academic unit for which professional development will be provided. A committee (comprising of one department chair from each of our five schools) chaired by HSH2N Interim Dean Elin Waring plans and coordinates the PPDS. Since the launch of this initiative, three workshops have been held: 1) Empowering Academic Leaders for Success facilitated by Sonya Andrews, former Provost, Portland State University, held on April 18, 2019; 2) Developing Our Bench: New Department Chair Orientation facilitated by Lehman provost held on October 28, 2019; and 3) CUNYfirst Workshop designed to heighten department chairs' awareness of the college's Enterprise Resource Planning system, CUNYfirst, conducted on December 17, 2019. Follow-up sessions are planned for spring 2020. Another workshop on fundraising has been scheduled for February 28, 2020, and will be facilitated by Ms. Rachelle Butler, former Vice President for Development and Institutional Advancement, CUNY's City College of New York.

Together, in combination with the previously mentioned workshops on assessment and funds that have been allocated for contextual and continuous assessment activities, the college has redoubled its commitment to build expertise and capacity that help promote a culture of evidence across academic and AES divisions. Additional follow-up professional development opportunities will further improve IE at Lehman College.

#### **h. Summary**

The Institutional Effectiveness Plan described in this section demonstrates how Lehman College's dynamic and integrated assessment programs empower stakeholders to self-reflect and embrace methods for continuous improvement. Thereby, the institution has responded programmatically to MSCHE's charge of developing and implementing organized and systematic assessments that evaluate the extent of institutional effectiveness in a sustainable manner by using evidence and engaging and empowering the campus community. A number of key actions have been taken to develop and implement a comprehensive approach to IE, including clearly defining IE within the context of the college and its mission, vision and values; understanding Lehman's capacity to deliver on this vision for IE as encapsulated in the six-step assessment process; and developing the structures and measures to monitor and track the

progress towards a culture of evidence and continuous improvement at the intersection of student achievement and institutional sustainability. This intentional approach to designing and implementing IE, informed in part by MSCHE, has helped to strengthen ongoing, annual efforts to close the loop and document process improvements in curricular, pedagogical, and administrative activities. College administration, in concert with senior academic leadership, can intentionally revisit strategic priorities to facilitate them with revenue sources in the service of sustaining and enhancing student achievement and success.

#### **IV. CONCLUDING STATEMENT**

Overall, the investments in infrastructure support and the vibrant assessment and institutional effectiveness activities described in this SIR demonstrate the college's ongoing commitment to continuing improvements in student learning and institutional quality in support of Standards V and VI. As shown throughout the SIR, we have taken intentional steps to ensure that Lehman's culture of organized and systematic assessment and institutional effectiveness will be sustained going forward to ensure continuing compliance with relevant MSCHE standards for accreditation, and the requirements of affiliation. In this regard, we: 1) restructured the APAPEE position to include the assessment and institutional effectiveness functions and completed the permanent search for this position in December 2019; created the OAEE with staff support, providing a dedicated office space for the unit, and appointing a faculty director, reporting to the APAPEE, to lead assessment and institutional effectiveness activities 2) invested in assessment coordinators for each academic department, providing three-units of course release time for each faculty assessment coordinator, an investment amounting to approximately \$108,000 annually, reflecting the college's strong commitment to continual improvement in expertise and capacity 3) began full implementation of a simplified and uniform six-step assessment process adopted in spring 2019 for all programs including general education to support program improvement providing \$180,000 in funding for curricular renewal and pedagogical innovations, 4) reconstituted the GEC to enhance GE assessment and developed and began implementation of a multi-year GE assessment plan, 5) broadened the composition of the newly established Academic Assessment Council, and began the process of making it a standing committee of the College Senate to be named the Assessment Committee, with the charge to work closely with the OAEE and departments/programs to ensure coordinated assessment efforts on campus, including providing ongoing workshops to faculty and staff to deepen the culture of assessment and continuing quality improvements, 6) updated the process and timelines for APRs and using APR results for improvements, 7) codified our IE framework into a single IEP document that clarifies campus-wide expectations and timelines for all activities and processes that support our institutional effectiveness efforts, 8) took steps to replace Lehman's online platform for tracking and documenting planning and assessment activities based on feedback from the college community, 9) completed analysis of progress on the current strategic plan and began the development of the 2020-2025 Strategic Plan, 10) assessed the feasibility of the 90X30 Challenge, designed to increase the number of degrees and high-quality credentials awarded between 2017 and 2030 to 90,000, 11) conducted an Institutional Transformation Assessment to further enhance learning, advising, and student transitions and achievement, and 12) developed and submitted Lehman's plan for the system-wide CUNY PMP that establishes KPIs that help evaluate the extent of our institutional effectiveness efforts. These are intentional and tangible steps that demonstrate our continued commitment to sustaining what we have put in place to support Lehman's organized and systematic assessment and IE efforts.

Our fiscal health remains strong. The college experienced a positive \$9.6 million balance in our reserve account ending fiscal year 2019, which represents 52% of all reserve account balances combined for CUNY's 11 senior colleges. In spring 2019, the provost initiated the development of the college SGIP as a blueprint for strengthening Lehman's long-term financial health and sustainability. The plan decentralizes adjunct spending, for the first time in the college's history, and gives autonomy to school deans to manage their adjunct spending, calls for efficiencies in curriculum planning and scheduling, expands the college's international footprint, expands on the college's ongoing work on innovative pedagogies and online learning, and re-imagines the School of Continuing and Professional Studies (SCPS) to collaborate more efficiently with our four academic schools in developing and delivering quality stackable credentials and certificates to serve the needs of the region. On August 23, 2019, the provost hosted a workshop for academic leaders (department chairs, associate deans, and deans) on the SGIP, attended by the president and cabinet-level officers. President Lemons presented on the national landscape for higher education, Vice President for Administration and Finance Rene Rotolo presented on Lehman's fiscal outlook, and NSS interim dean Pam Mills presented on innovative pedagogies for enhancing student achievement and improving efficiencies.

As CUNY's only four-year public institution in the Borough of Bronx, Lehman College's history demonstrates its commitment to student learning and achievement and its vital role as an engine of upward mobility in a region ranked near the bottom five percent of counties in the nation for economic mobility for children in poor families. The Bronx also lags in educational attainment in the state, with only 27.7 percent of residents aged 25 to 64 with at least an associate degree. If each of the estimated 462,000 Bronx residents over 25 who have a high school diploma or above, but no bachelor's degree had a path to obtain one, the impact on the borough would be substantial. Recognizing its role as CUNY's most-mission critical institution, we launched the 90X30 challenge in 2016 to boost educational attainment in the borough. Our internal analysis shows that if we achieved 90x30, in one year alone, the region would realize an estimated \$1.03B in additional income, and \$251.4M in additional tax revenue for the Bronx (assuming a 24.2% rate).

Consequently, we have organized the college's work around people, structure, technology, data, policy, and process to pursue a clear and singular purpose designed to improve the student experience and accelerate student success outcomes. Since the April 2019 visit to the college by the Commission's representatives, we graduated 3,676 students, the highest graduating class in Lehman's history, contributing to the largest increase in our six-year graduation rate over the last five years (11.9%), positively impacting our 90X30 goal of advancing educational attainment in the Bronx, and making Lehman the only senior college in CUNY to have increased its graduation rate in each of the last five years. Indeed, a 2019 analysis by *The New York Times* showed that Lehman's actual graduation rate was 9 percentage points higher than its expected graduation rate, giving it the highest positive gap among CUNY senior colleges. In fall 2019, we saw an enrollment headcount of 15,555 students (a 3% increase from the previous year), representing the largest such enrollment for Lehman College since 1975, when CUNY's free tuition policy was discontinued.

Our students also continue to garner national recognitions receiving competitive scholarships and fellowships funded by foundations, non-profit organizations, and government agencies to help

underwrite the cost of going to graduate school, studying abroad, conducting research, and engaging in other scholarly pursuits. In AY 2018-2019, our students won more than 70 awards, totaling more than \$2.3 million, besting the previous two years' records since OPA was established (34 awards totaling nearly \$608,000 for AY 2016-2017 and 58 awards totaling more than \$1 million for AY 2017-2018). In January 2020, the college was selected by The Fulbright Program as a "Fulbright Program Top Producing Institution for the 2019-2020 academic year." In three years, the OPA has helped our students receive 162 awards totaling more than \$4 million. Students have earned some of the most prestigious scholarships and fellowships in the nation:

- The Paul and Daisy Soros Fellowship for New Americans.
- The Jonas E. Salk Awards for medical or graduate education.
- The Boren Scholarship to study in Japan.
- Four students received Fulbright Fellowships to study in Bulgaria, Mexico and Poland.
- The Jeanette K. Watson Fellowship for Summer Internship.
- Fifteen students received funding to pursue graduate education at some of the finest colleges and universities in the nation.
- Eleven students received the Teach for America Fellowships.
- Two students received summer research development grants from the National Institutes of Health.
- Twelve students received Pre-Health Internship Awards.

Throughout this SIR, we have tried to provide a full description and discussion regarding the Commission's request and the actions we have taken to address and sustain them. We have provided further evidence documenting continuing progress on Standards V and VI, and where appropriate, we provided an analysis of the effectiveness of Lehman's actions on these issues in furtherance of overall institutional improvement. As the SIR demonstrates, our approach to continuing quality improvement is intentional, ongoing, organized, systematic, and comprehensive.

## **APPENDIX INDEX**

Appendix 001	Institutional Effectiveness Plan (IEP)
Appendix 002	Strategic Growth and Investment Plan (SGIP)
Appendix 003	AAC approved as an Ad Hoc Senate Committee
Appendix 004	AAC Report to the Senate
Appendix 005	Sample 2019-2020 Academic Assessment Plans
Appendix 006	Student Success Course Redesign Initiative
Appendix 007	General Education (GE) Assessment Plan
Appendix 008	Sample 2019-2020 AES Assessment Plans
Appendix 009	Academic Program Review (APR) Guidelines
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Appendix 011	Expansion of the AAC's Mandate
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**INSTITUTIONAL EFFECTIVENESS PLAN**

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## INTRODUCTION

### INSTITUTIONAL EFFECTIVENESS PLAN – DESCRIPTION

This Report is provided in response to reaffirmation of Lehman College's accreditation by the Middle States Commission on Higher Education (MSCHE) from its letter dated June 28, 2019.

In its action, the Commission declared:

*To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. To request a supplemental information report, due March 1, 2020, documenting further evidence of (1) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement in all programs including general education (Standard V), and, (2) the development and implementation of organized and systematic assessments that evaluate the extent of institutional effectiveness (Standard VI). The next evaluation visit is scheduled for 2027-2028.*

In Lehman President Jose Luis Cruz's Institutional Response to the MSCHE Evaluation Team Report [April 7-10, 2019] dated May 13, 2019 to President Elizabeth Sibolski of Middle States Commission on Higher Education, he states:

***Standard VI, Requirement 2:***

*Develop and implement a written institutional effectiveness plan that includes both student learning outcomes and administrative units that includes timelines, processes especially closing the loop activities, full college participation and accountability.*

*In the specific case of institutional effectiveness, Lehman College already has a framework in place comprised of planning, budgeting, assessment, and decision-making aimed at pursuing its mission, promoting student success and social mobility, and fostering continuous improvement.*

*At the heart of this framework is a plan characterized by regular timelines and activities. This plan includes CUNY's Performance Management Process (PMP), CUNY's budget and financial review process, annual academic assessment, and annual AES assessment. Each of these activities has its own timelines.*

*In addition, Lehman College periodically reviews its institutional policies, as noted by the Evaluation Team (p. 6). All of these components and activities are integrated into the broader planning, budgeting, assessment, and decision-making cycle at Lehman College, which are noted in pages 84-85 of the self-study, and represent our comprehensive approach to institutional effectiveness. These all are closely aligned with CUNY's Master Plan and Strategic Framework and Lehman College's mission, vision, values, and Strategic Plan. Together these elements serve as a full-featured institutional effectiveness plan, although they are not explicitly integrated into a single document – something Lehman is happy to undertake moving forward.*

Institutional Effectiveness is an intentional, integrated, and comprehensive approach to continuous quality improvement by which an institution demonstrates how well it is accomplishing its mission. This approach allows the institution to set clear strategic goals, regularly measure performance against these goals, report and document evidence of success, and continuously strive to improve results.

Lehman College’s Institutional Effectiveness Plan provides the structure and expectations by which the College implements and evaluates itself by means of a series of system-wide, institutional, and program-level outcomes to ensure the College is fully responsive to its mission and strategic goals.

The Plan consists of the following major components:

**STRUCTURE**

Lehman’s Institutional Effectiveness Plan is led by the College President. The Senior Leadership Team – consisting of the Cabinet and School Deans – provides oversight and designates budgetary priorities in alignment with the Strategic Plan. The Provost and Senior Vice President for Academic Affairs and Student Success coordinates related activities under the Plan, in collaboration with Cabinet officers, School Deans, and the College Senate.

The Institutional Effectiveness Plan’s major activities include:

- Assessment
- Academic Program Review
- Institutional Accreditation
- Disciplinary Accreditation
- Strategic Planning
- CUNY Performance Management Process
- Budget and Planning
- Periodic Assessments

Responsibility for each of these functions is outlined in the following Table:

<b>Activities</b>	<b>Implementation Team</b>	<b>Technical Support Team</b>	<b>Leadership Team</b>	<b>Primary Point Person</b>
Assessment <sup>1</sup>	<ul style="list-style-type: none"> <li>• Academic Units<sup>2</sup></li> <li>• Administrative and Educational Support (AES) Units</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Assessment Council</li> <li>• General Assessment Council</li> </ul>	<ul style="list-style-type: none"> <li>• President</li> <li>• Provost</li> <li>• Senior Leadership Team</li> <li>• Associate Provost for Academic Programs and</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Provost for Academic Programs and Educational Effectiveness</li> </ul>

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<sup>1</sup> Includes General Education assessment

<sup>2</sup> Includes Departments, Programs, Centers, and Institutes

			Educational Effectiveness	
Academic Program Review	<ul style="list-style-type: none"> <li>Academic Units</li> </ul>	<ul style="list-style-type: none"> <li>Office of Assessment and Educational Effectiveness</li> <li>Offices of School Deans</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Provost</li> <li>Associate Provost for Academic Programs and Educational Effectiveness</li> <li>Deans</li> </ul>	<ul style="list-style-type: none"> <li>Associate Provost for Academic Programs and Educational Effectiveness</li> </ul>
Institutional Accreditation	<ul style="list-style-type: none"> <li>Academic Units</li> <li>AES Units</li> </ul>	<ul style="list-style-type: none"> <li>Academic Affairs</li> <li>Office of Associate Provost for Academic Programs and Educational Effectiveness/Accreditation Liaison</li> <li>Office of Assessment and Educational Effectiveness</li> <li>Administrative and Educational Support (AES) Units</li> <li>Offices of School Deans and Chief Librarian</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Provost</li> <li>Associate Provost for Academic Programs and Educational Effectiveness</li> <li>Deans and Chief Librarian</li> <li>Vice Presidents</li> </ul>	<ul style="list-style-type: none"> <li>Associate Provost for Academic Programs and Educational Effectiveness</li> </ul>
Disciplinary Accreditation	<ul style="list-style-type: none"> <li>Academic Units</li> </ul>	<ul style="list-style-type: none"> <li>Offices of the School Deans</li> <li>Academic Affairs</li> <li>Office of Associate Provost for Academic Programs and Educational Effectiveness/Accreditation Liaison</li> <li>Office of Assessment and Educational Effectiveness</li> <li>Administrative and Educational Support (AES) Units</li> </ul>	<ul style="list-style-type: none"> <li>Provost</li> <li>Associate Provost for Academic Programs and Educational Effectiveness</li> <li>Deans and Chief Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Associate Provost for Academic Programs and Educational Effectiveness</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>Provost</li> <li>Vice Presidents</li> <li>School Deans</li> </ul>	<ul style="list-style-type: none"> <li>Office of the President</li> <li>Academic Affairs</li> <li>Offices of Vice Presidents</li> <li>Offices of School Deans</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Provost</li> <li>Assistant Vice President for Strategy, Policy, and Analytics</li> <li>Vice Presidents</li> <li>School Deans</li> </ul>	<ul style="list-style-type: none"> <li>Provost</li> <li>Assistant Vice President for Strategy, Policy, and Analytics</li> </ul>

			<ul style="list-style-type: none"> <li>Lehman College Senate</li> </ul>	
CUNY Performance Management Process	<ul style="list-style-type: none"> <li>President</li> <li>Provost</li> <li>Vice Presidents</li> <li>School Deans</li> </ul>	<ul style="list-style-type: none"> <li>Office of the President</li> <li>Assistant Vice President for Strategy, Policy, and Analytics</li> <li>Academic Affairs</li> <li>Office of Enrollment Management</li> <li>Office of Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Provost</li> <li>Senior Leadership Team</li> <li>Assistant Vice President, Strategy, Policy, and Analytics</li> <li>Lehman College Senate</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Assistant Vice President for Strategy, Policy, and Analytics</li> </ul>
Budget and Planning	<ul style="list-style-type: none"> <li>Vice President for Administration and Finance</li> <li>Provost</li> <li>College Senate Joint Committee on Budget and Planning</li> <li>Faculty Personnel and Budget Committee [Academic Chairs]</li> <li>Department Personnel and Budget Committees</li> </ul>	<ul style="list-style-type: none"> <li>Office of the Vice President for Administration and Finance</li> <li>Office of Budget and Planning</li> <li>Academic Affairs</li> <li>School Deans</li> </ul>	<ul style="list-style-type: none"> <li>President</li> <li>Vice President for Administration and Finance</li> <li>Provost</li> <li>Senior Leadership Team</li> <li>College Senate Joint Committee on Budget and Planning</li> </ul>	<ul style="list-style-type: none"> <li>Vice President for Administration and Finance</li> </ul>

## **INSTITUTIONAL EFFECTIVENESS PLAN ACTIVITIES, PROCESS, AND TIMELINES**

This section describes the Institutional Effectiveness Plan’s structural components, scope of activity, administrative and reporting structure, and timelines.

### **Assessment**

- A collective effort, involving systematic collection, analysis, and application of qualitative and quantitative data to improve student learning and achievement, as well as related services that support student success.
- According to MSCHE, “Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.”<sup>3</sup>
- Assessment permits the institution to report and document performance in student learning and achievement and in related support services, demonstrating accountability to both the College and its external partners.
- All academic and administrative units participate in assessment to support the College’s mission and strategic goals.
- The Associate Provost for Academic Programs and Educational Effectiveness coordinates assessment activities across the campus through the Office of Assessment and Educational Effectiveness.

### **Academic Program Review**

- Lehman College’s 140 academic programs (76 undergraduate and 64 graduate) – as well as Centers and Institutes – undertake a rigorous Academic Program Review (APR) process every five years, utilizing [APR Guidelines](#), revised in August 2019.
- APR provides an opportunity for self-reflection and analysis about quality and overall effectiveness of each academic program, center, or institute, consistent with program-level goals, institutional mission, and College strategic priorities.
- Responsibility for implementing APR is vested in the Associate Provost for Academic Programs and Educational Effectiveness, in collaboration with School Deans, Department Chairs, and faculty.
- Reviews contain the following elements: program’s alignment to institutional learning domains and General Education outcomes, including evidence of demonstrable use of assessment results for improvement; faculty productivity in relation to teaching/pedagogy, research, and service; student engagement and support services; program’s comparability to other similar programs; program strengths, weaknesses, opportunities, and threats; and a plan for the next five years.
- APR guidelines do not supersede or supplant reviews of academic programs subject to an accreditation process by external agencies.

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<sup>3</sup> MSCHE.org. *Standards for Accreditation and Requirements of Affiliation*, Standard V

- Lehman’s APR process consists of four key components:
  - Self-Study
  - External peer review site visit and Report
  - Discussion of the Review between the program and College administration
  - Development of an action plan to apply results for continuous improvement.

## Strategic Planning

- Lehman College has historically engaged in ten-year strategic planning cycles. These planning cycles have leveraged findings of the Self-Study Report submitted to the Middle States Commission on Higher Education (MSCHE) and feedback received from the Commission to plan and ensure continuous improvement.
- In Summer 2019, the College initiated the process of a new strategic planning cycle, which involves development of a five-year Strategic Plan for 2020-2025. This new five-year planning cycle responds to the changing higher education environment such as labor market demands, enrollment and resource planning, evolving technologies, as well as new expectations from external regulatory bodies such as accrediting agencies (for example, Mid-Cycle Reports following institutional accreditation),
- A 20-member Strategic Plan Steering Committee established by the President and co-chaired by the Provost and the Chair of General Faculty is guiding development. The Steering Committee is comprised of the Co-Chairs (faculty and administrators) of eight thematic Task Forces, including Institutional Effectiveness and Assessment.
- Responsibility for Strategic Plan implementation is vested in the President, Provost, President’s Cabinet, and School Deans.
- The Strategic Plan will include: updated Mission, Vision, and Values Statement, along with key priority areas; set of strategies for achieving each priority; and accompanying measurable targets for assessing progress. An accompanying budget and implementation plan will also be developed.
- To launch the plan, in Fall 2019 Lehman College engaged external consultant Sal Rinella to facilitate a half-day, well-attended College-wide workshop. In the afternoon, targeted focus groups of stakeholders met to chart development of the overall plan. A college-wide survey captured additional commentary to inform this process.
- The draft plan will be presented to the entire campus community in Spring 2020. The completed plan will be approved and adopted through Lehman’s governance process.<sup>4</sup>
- All documents related to the ongoing strategic planning process are accessible on the [Strategic Planning](#) website.

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<sup>4</sup> *Lehman College Guiding Statements (Values, Mission, and Vision) are approved by the College Senate, while the approval of the College Strategic Plan is vested in the President.*

### **CUNY Performance Management Process (PMP)**

- The Performance Management Process (PMP) is incorporated by the City University of New York system to assess college leadership and governance, and the extent to which the College is meeting institutional goals and contributing to system-wide goals. The process allows the system's senior colleges (including Lehman) as well as community colleges to report annually to the Chancellor on overall institutional effectiveness, particularly on specific metrics related to enrollment, student success, post-graduation outcomes, and finances.
- Responsibility for the PMP resides with the College President, with support from: the Provost; Vice Presidents; Assistant Vice President for Strategy, Policy, and Analytics; and the Senior Leadership Team. This cohort ensures coordination and alignment of College strategic goals with PMP goals. The Assistant Vice President for Strategy, Policy, and Analytics develops the preliminary college PMP Report.
- Annual targets set forth in PMP are categorized by specific goals and objectives critical to institutional performance. These targets are timely, measurable, and responsive to change.
- CUNY's Office of Institutional Research and Assessment (OIRA) collects and transmits data for both quantitative and context indicators. Quantitative indicators are main indicators that directly relate to performance and are regularly assessed. Context indicators are supplemental measures that help CUNY campuses interpret the main indicators.
- At the end of each academic year, every CUNY college measures its performance against PMP targets established the previous year and reports results to the Chancellor. Based on the outcomes of this review, PMP targets can be revised. Further, necessary program and service changes are developed and implemented by each CUNY college.
- The College's annual budget allocation from CUNY Central is tied to successful fulfillment of PMP goals.

### **Budget and Planning**

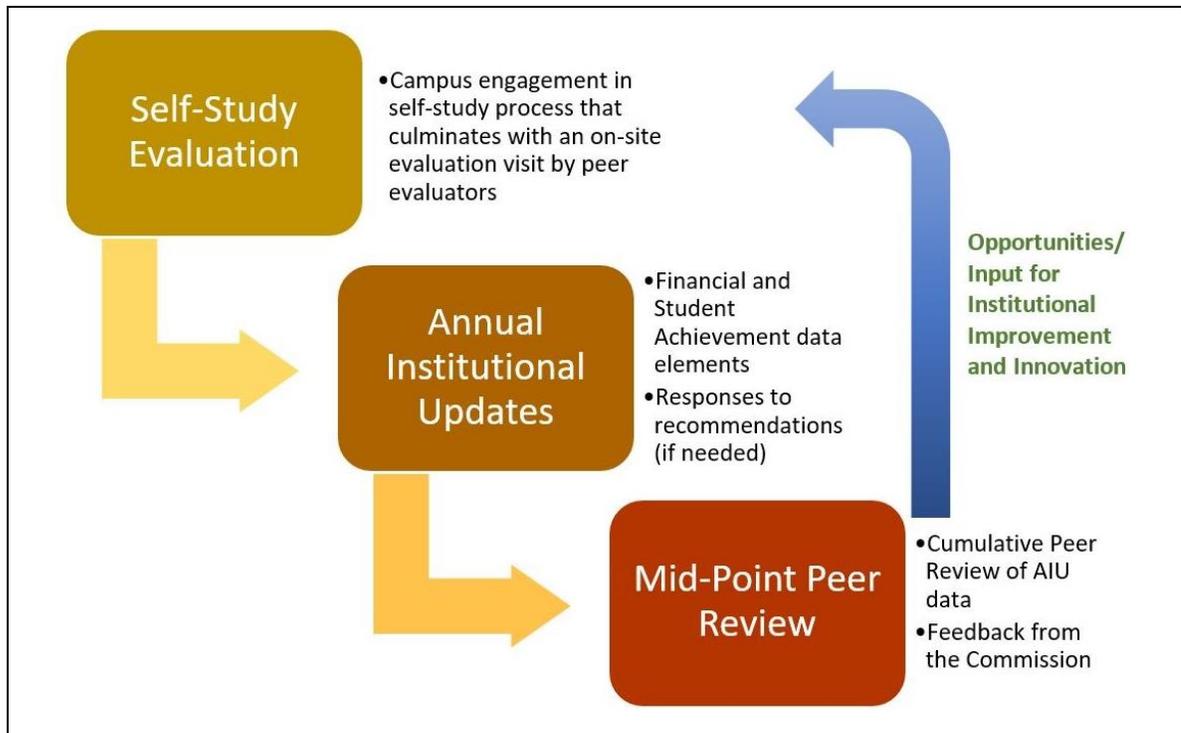
- New York State provides funding for CUNY's senior colleges using line item appropriations. The appropriated budget includes line items for each senior college, as well as for central administration/shared services, information technology, fringe benefits, building rental, and various CUNY programs.
- Responsibility for budget planning and implementation is handled by the President and Vice President for Administration and Finance in coordination with the Provost and Senior Vice President for Academic Affairs, Vice Presidents, Deans, and College Senate Joint Committee on Budget and Planning.
- Each year CUNY submits a tax-levy budget request to New York State for the entire system. The request is comprised of mandatory (baseline) needs and programmatic requests for increases in the operating budget.
- The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It includes requests for rent increases, fringe benefits, and operating costs for new buildings.
- The programmatic request is based on program initiatives outlined in CUNY's Strategic Framework and its Master Plan. University central leadership in consultation with CUNY governance bodies such as members of the Board of Trustees, college presidents, faculty and

student representatives develop the Framework and Master Plan, which is ultimately approved by the Board of Trustees.

- Individual colleges receive an initial allocation of their annual budget at the start of each fiscal year. Each college is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the annual revenue. Supplementary budget allocations are made periodically throughout the year to adjust for revenue collection and to disburse additional funds.
- CUNY allocates to each college its own customized portion of the overall CUNY audited financial report.

### **Accreditation**

- Accreditation is the primary means for assuring and improving quality in U.S. higher education.
- Lehman College is accredited by Middle States Commission on Higher Education (MSCHE), which coordinates institutional accreditations for colleges and universities in the mid-Atlantic region and a few other select locations.
- Programmatic or specialized accrediting agencies focus on specific academic disciplines. Lehman College has ten academic departments with 68 specific programs that have disciplinary accreditations.
- The accreditation process is based on voluntary peer review and involves a rigorous method of intentional self-reflection and self-regulation by an institution or program.
- The accreditation cycle is comprised of three distinct components:



- Responsibility for accreditation resides with the President, in partnership with the campus’ Senior Leadership Team (Cabinet and School Deans). The Associate Provost for Academic Programs and Educational Effectiveness, who serves as the College’s Accreditation Liaison Officer (ALO), manages this responsibility.
- The Associate Provost for Academic Programs works with School Deans and Department Chairs regarding programs with disciplinary accreditations, in conjunction with technical support from the Office of Assessment and Educational Effectiveness and appropriate college units.

### Periodic Assessment Activities

- Lehman College periodically pursues additional assessment initiatives ranging from surveys to specialized analyses to evaluate institutional effectiveness.

Examples include the following:

- COACHE Survey (2018-2019), which evaluates full-time faculty job satisfaction on several key indicators
- National Survey of Student Engagement (NSSE) (2018-2019), which gauges student perceptions on four key indicators
- DWIF Analysis (2018-2019), which assesses students’ performance in General Education gateway courses.

- The Senior Leadership Team applies results from these Surveys to decision-making and resource allocation to drive continual improvement in institutional quality.

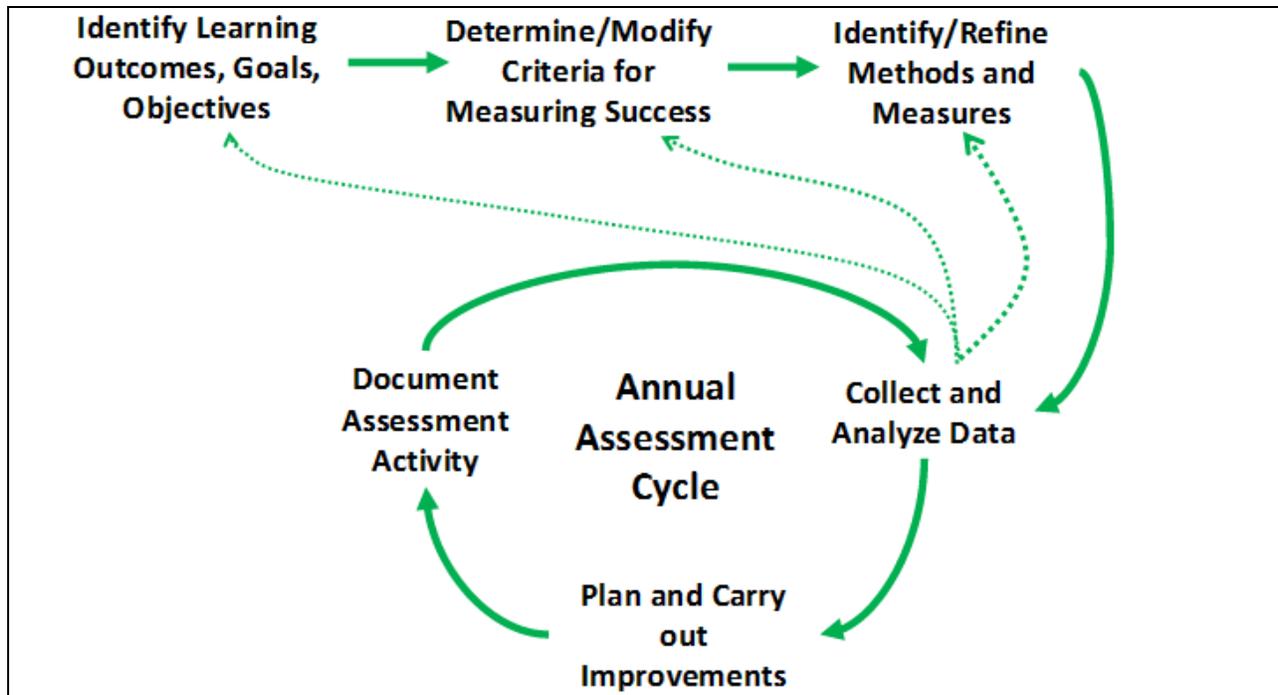
**PROCESS**

At the core of Lehman College’s Institutional Effectiveness Plan is the Six-Step Assessment Process, which promotes evidence-based decision-making and provides a foundation for continuous improvement in program and institutional quality.

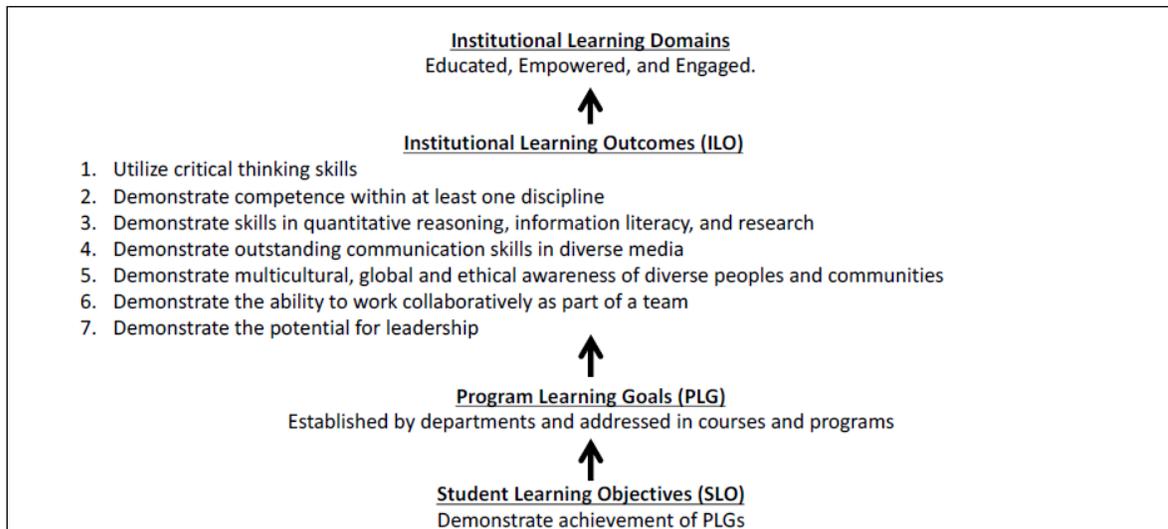
Through this process, Academic Programs and Administrative and Educational Support (AES) Units:

- Set clear program goals; regularly measure performance against these goals; report and document evidence of performance; continually work to improve outcomes.
- Program-level goals are informed by the College’s mission and Strategic Plan, as well as key performance indicators in CUNY’s Performance Management Process (PMP).
- As appropriate, program-level goals are converted into: Student Learning Objectives (SLOs), which demonstrate alignment with the College’s three institutional learning domains of *Educated, Empowered, and Engaged*; and the seven institutional learning outcomes (General Education), reflecting core characteristics expected of a Lehman graduate.
- Assessment activities are reported, tracked, and documented in the College’s electronic assessment management system.

The Six-Step Assessment Process is described below:



Lehman’s comprehensive approach to assessment cascades upwards from Student Learning Objectives to Institutional Learning Outcomes as demonstrated below:



### Assessment Management System

- Since 2011, Lehman invested annually in *Taskstream*, an electronic Assessment Management System (AMS) for reporting, tracking, and documenting assessment activities at the College.
- Based on academic and administrative feedback regarding *Taskstream*'s efficacy in serving the institutional effectiveness needs of the campus, we resolved to migrate away from it in Fall 2019.
- While all current assessment data in the system will be archived, in the interim the College is utilizing the electronic *Dropbox* system for collection, tracking, and documentation of assessment data.
- In Fall 2019, Lehman began to review alternative electronic assessment management systems. We plan to adopt a more comprehensive AMS including a strategic planning component during the Spring 2020 semester.
- Responsibility for managing AMS and reporting, tracking, and documenting assessment activities and related planning functions is vested in the Associate Provost for Academic Programs and Educational Effectiveness through the Office of Assessment and Educational Effectiveness.

### TIMELINES

#### Academic and Educational Programs

- Below is the timeline and related set of activities required for implementing assessment of all academic and educational programs at Lehman using the College’s Six-Step Assessment Process:

Timeline	Activity
Fall	<ul style="list-style-type: none"> <li>• Written Assessment Plans (consisting of the first three steps of the Six-Step Process outlined earlier) for the current academic year are collected by the Associate Dean of each School and Department</li> <li>• Assessment Plans are reviewed by the Assessment and Educational Effectiveness Office and Academic Assessment Council</li> <li>• Plans should include the unit Mission Statement, program goals that will be assessed, specific reference to Lehman College's goals to which unit's goals are linked, related unit objectives, assessment methods that will be deployed, and any targets or benchmarks that will be referenced</li> <li>• Changes made in response to prior assessment findings are included for assessment</li> <li>• The Assessment and Educational Effectiveness Office and Academic Assessment Council will provide assistance and recommendations to units in advance of their Assessment Plans and will meet with relevant staff as needed</li> <li>• Final Assessment Reports from the prior academic year are submitted</li> <li>• Assessment Office maintains copy of plans</li> </ul>
Fall to Spring	<ul style="list-style-type: none"> <li>• Academic programs/departments conduct assessment activities</li> <li>• Programs provide assessment outcomes/findings</li> <li>• Programs explain how results were used or will be used</li> <li>• Programs identify decisions/changes resulting from assessment findings</li> </ul>
Spring to Fall	<ul style="list-style-type: none"> <li>• Programs develop Assessment Plans for the next academic year</li> </ul>

### Administrative and Educational Support (AES) Units

- Below is the timeline and related set of activities required for implementing assessment of all AES units at Lehman using the College's Six-Step Assessment Process:

Timeline	Activity
Fall	<ul style="list-style-type: none"> <li>• Written AES plans for the current academic year are collected by the Institutional Effectiveness Coordinator</li> <li>• Plans should include the unit Mission Statement, unit goal that will be assessed, specific reference to Lehman College's goals to which the unit's goals are linked, related unit</li> </ul>

Fall to Spring	<p>objectives, assessment methods that will be deployed, and any targets or benchmarks that will be referenced</p> <ul style="list-style-type: none"> <li>• Changes made in response to prior assessment findings are included for assessment</li> <li>• The Institutional Effectiveness Coordinator will provide assistance and recommendations to units in advance of their Assessment Plans and will meet with relevant staff</li> <li>• Final Assessment Reports from the prior academic year are submitted</li> <li>• The Office of Assessment and Educational Effectiveness maintains a copy of plan</li> <li>• AES Units conduct assessment activities</li> </ul>
Spring to Fall	<ul style="list-style-type: none"> <li>• Units provide assessment outcomes/findings</li> <li>• Units explain how results were used or will be used</li> <li>• Units identify decisions/changes resulting from assessment findings</li> </ul>
	<ul style="list-style-type: none"> <li>• Units develop Assessment Plans for the next academic year</li> </ul>

### Academic Program Review (APR)

APR timeline (arranged according to the College’s five Schools) for all academic programs at Lehman appears in Appendix, Figure 1:

The following ten programs (arranged by School) are externally accredited and required to participate in the APR process:

- ***School of Health Sciences, Human Services, and Nursing (HS2N)***
  - Health Sciences – Dietetics
  - Nursing
  - Nutrition
  - Social Work
  - Speech-Language-Hearing Sciences
- ***School of Natural and Social Sciences (NSS)***
  - Chemistry
- ***School of Education (SoE)***
  - Counseling, Leadership, Literacy, and Special Education
  - Early Childhood and Childhood Education
  - Middle and High School Education

**CUNY Performance Management Process (PMP)**

The timeline and expectations for PMP are in Appendix, Table 1:

**Budget and Planning**

The CUNY Budget Phases and Timetable are in Appendix, Table 2:

## CONCLUSIONS

### INSTITUTIONAL EFFECTIVENESS PLAN – IMPLEMENTATION

The following components have coordinated responsibility for implementation of the Plan within an ongoing, annual reflective assessment review cycle:

#### Academic Units

- Responsible for program-level outcomes and related assessments to ensure students acquire and demonstrate skills and competencies necessary to pursue further study, realize career opportunities and growth, and participate in communities as engaged and informed citizens.
- Develop and implement multi-year Assessment Plans in alignment with college mission, institutional learning domains, institutional learning outcomes, and specific requirements of their discipline, as well as guidelines of Academic Program Review and applicable accrediting agency requirements.
- Develop and maintain syllabi that identify SLOs and, if appropriate, General Education outcomes.
- Design, accomplish, and follow up on annual assessment activities, as well as report and document evidence of use of assessment results in decision-making (closing the loop).
- Participate in periodic Academic Program Review and, if applicable, disciplinary accreditations.
- Participate in assessment and quality assurance activities that enhance continuous improvement at the program and institutional levels.
- The College has invested in considerable course released time to underwrite assessment activities. Each academic department appoints a faculty member who serves as department Assessment Liaison. This individual works with the Chair, faculty, and staff to promulgate quality assurance practices.
- Assessment Liaisons participate in campus-wide assessment workshops, provide technical support for department assessment activities, and report and document assessment activities utilizing the College's electronic platform to streamline and standardize assessment practices and reporting.

#### School Deans and Associate Deans

- Develop and execute multi-year Assessment and Institutional Effectiveness Plans for their Schools.
- Provide leadership in implementing department-level and School-wide assessments, ensuring all academic units have Assessment Plans and are utilizing the Six-Step Assessment Process.
- Collect Assessment Plans and Reports, assuring alignment of plans to College mission, institutional learning domains, and institutional learning outcomes.
- Disseminate assessment results, assure assessment is regular and ongoing, and that results are purposed for evidence-based decision-making, including improvements in academic programs, curriculum, and pedagogy.
- Monitor and confirm compliance with Academic Program Reviews as well as discipline-specific accreditation requirements.
- Encourage and facilitate opportunities for professional development and recognition on institutional effectiveness for faculty and staff.

### **Administrative, Educational, and Student Support (AES) Units**

- Develop and implement multi-year Assessment and Institutional Effectiveness Plans in alignment with College mission and Strategic Plan.
- Vice Presidents, Dean of Students, Chief Librarian, and appropriate Divisional heads are responsible for implementing AES assessment activities and ensuring they occur with regularity.
- Develop, maintain, and disseminate Student Learning Objectives (SLOs) to support Lehman's institutional learning domains and institutional learning outcomes.
- Develop and maintain performance outcomes related to services provided to support student learning in alignment with Lehman College's mission and strategic goals.
- Report and document assessment activities within the assessment management system.
- Complete all annual assessment activities that contribute to institutional accreditation as well as the College's quality assurance goals.

### **Academic Assessment Council**

- Ad hoc Committee of the Lehman College Senate coordinated by Associate Provost for Academic Programs and Educational Effectiveness.
- Periodically reviews the Institutional Effectiveness Plan and recommends changes as appropriate.
- Reviews and documents academic assessment information at institutional, program, and course level, including General Education and institutional learning outcomes.
- Reviews and documents assessment information from Administrative, Educational, and Student Support (AES) Units.
- Assists departments, programs, units, and faculty develop and implement Assessment Plans and shares assessment findings with appropriate stakeholders.
- Facilitates use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcomes development.
- Identifies and addresses assessment professional development requisites and opportunities, and distributes information on best practices.
- Advises on development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.
- Reports assessment outcomes and changes to the Provost and College Senate.

### **Office of Assessment and Educational Effectiveness**

- Established in Fall 2019 as a consequence of the Middle States accreditation process, this reconstituted office provides leadership in organizing and coordinating the College's academic, administrative and educational support units' assessment activities in a systematic and efficient manner.
- Comprised of the Director of Assessment and the Institutional Effectiveness Coordinator, who report to the Associate Provost for Academic Programs and Educational Effectiveness.
- Provides technical support for Academic Program Reviews as well as for disciplinary and institutional accreditations.
- Works closely with the Academic Assessment Council, General Education Council, Deans, administrators, and faculty to support, sustain, and enhance Lehman's academic and educational effectiveness mission and strategic goals.
- Facilitates systematic collection, review, and repurposing of information to evaluate the extent of student achievement of institutional and program learning outcomes.
- Provides Annual Report on Assessment, including General Education assessment.

### **Office of Institutional Research and Planning (OIRP)**

- Collaborates on institutional effectiveness planning and implementation as a vital partner and resource.
- Reports to the Provost and Senior Vice President for Academic Affairs and Student Success.
- Provides timely, official, and actionable data to internal and external stakeholders to support planning and implementation.
- Publishes an annual interactive Fact Book containing data on the College's student population, student success, degree programs and majors, faculty and staff, as well as facilities and finances.
- Provides technical support and guidance to develop enrollment and graduation projections.
- Coordinates the College's participation in a number of national surveys on a periodic basis such as National Survey on Student Engagement (NSSE).
- Reports official college data to external regulatory agencies such as the U.S. Department of Education Integrated Post-Secondary Education Data System (IPEDS).
- Provides data to internal stakeholders such as the College's senior leadership, Schools and Divisions to guide planning, decision-making, and resource allocation.

### **General Education Council**

- Oversees the Pathways General Education curriculum and provides technical support and guidance for General Education assessment and program review.
- Develops and implements multi-year plans for assessment of lower- and upper-level General Education courses that demonstrate students' mastery of core competencies noted in the diagram [Appendix, Figure 2], and in alignment with the College's institutional learning domains and MSCHE's required competencies.
- Develops and maintains clear and assessable Student Learning Outcomes for General Education LEH courses, identifies systematic methods for assessing them, and documents utilization of results for improvement.
- Provides technical support to guide periodic review of General Education as a program and recommends revisions of the General Education curriculum, consistent with the Pathways

framework, based on assessments.

- Provides Annual Report on Assessment of General Education to the Provost and Undergraduate Curriculum Committee, which includes how well Lehman students are attaining the seven General Education competencies at the core of the Lehman experience of *Educated*, *Empowered*, and *Engaged* citizens.

### **Senior Leadership Team**

As embodied in this Report, Lehman College's efforts have been directed to integrating existing component parts in order to craft a coherent and comprehensive Institutional Effectiveness Plan. Perceiving the College needed more effective integration and communication between Cabinet and academic programs – in Fall 2019 President Daniel Lemons instituted the Senior Leadership Team, consisting of both constituencies (Cabinet and School Deans), which he chairs. This body, which meets monthly, is charged with reviewing assessment and institutional effectiveness outcomes, metrics, and recommendations from shared governance bodies.

The Senior Leadership Team can then identify and prioritize budgetary allocations in the best interest of the institution, mapped to the new Strategic Plan, assessment outcomes, and CUNY's Performance Management Process. This paradigm ultimately empowers the College's senior leadership to chart future strategic directions in a process that is integrated, intentional, inclusive, and respectful.

### **SUMMARY**

Pursuant to the Middle States Commission on Higher Education's official notification of June 28, 2019, Lehman College instituted the following initiatives and aligned improvements during Fall 2019:

- Adopted the Six-Step Assessment Plan and offered workshops to integrate it into College culture and practices
- Proposed and received approval for new Ad Hoc Assessment Committee within College Senate in order to permanently incorporate assessment into governance structure
- Reinvigorated Academic Assessment Council and offered a number of well-attended workshops to support it
- Strengthened and promoted General Education Council as oversight committee
- Established physical Office of Assessment and Educational Effectiveness and appointed new Director of Assessment, supported by Institutional Effectiveness Coordinator
- Recruited new Associate Provost for Academic Programs and Educational Effectiveness
- Drafted and approved new Institutional Effectiveness Plan, with oversight from newly-charged Senior Leadership Team.

The College President, in consultation with the Senior Leadership Team, is ultimately responsible for successful implementation of the Institutional Effectiveness Plan. The Office of Academic Programs and Educational Effectiveness, in tandem with the Provost, is tasked with coordinating and sustaining quality

assurance and institutional effectiveness for both academic assessment and AES processes across the campus.

In this regard, the Office collaborates with stakeholders to:

- Provide opportunities for professional development and recognition to faculty and staff involved in institutional effectiveness, in particular, the College's Six-Step Assessment Process and its assessment management system.
- Foster and facilitate opportunities for sharing and dissemination of the Institutional Effectiveness Plan and related assessment findings within and outside the College.
- Guarantee that assessment and institutional effectiveness initiatives are regularly overseen by the College Senate and shared academic governance bodies.
- Aspire to achieve a quality assurance ethos that assists in periodically evaluating the Institutional Effectiveness Plan and assessment practices to assure efficacy for continuous improvement in institutional quality.

By respecting shared governance, the Institutional Effectiveness Plan demonstrates how Lehman College's dynamic and integrated assessment programs empower stakeholders to self-reflect and embrace methods for continuous improvement. Thereby, the institution has responded programmatically to Middle States' charge of developing and implementing organized and systematic assessments that evaluate the extent of institutional effectiveness going forward in a sustainable model.

Given ongoing, annual efforts to close the loop and document process improvements in curricular, pedagogical, and administrative activities, College administration, in concert with senior academic leadership, can intentionally revisit strategic priorities to facilitate them with revenue sources in the service of sustaining and enhancing student achievement and success.

## APPENDICES

Figure 1: Academic Program Review Cycle

School	Department	Next Program Review
A&H	Languages and Literatures	2020 - 2021
A&H	History	2021 - 2022
A&H	Philosophy	2021 - 2022
A&H	Art	2022 - 2023
A&H	Journalism and Media Studies	2022 - 2023
A&H	English	2023 - 2024
A&H	Latin American, Latino & Puerto Rican Studies	2023 - 2024
A&H	Africana Studies	2024 - 2025
A&H	Music, Multimedia, Theatre & Dance	2024 - 2025
HS2N	Social Work	2019 - 2020
HS2N	Health Sciences - Dietetics, Nutrition, Education	2021 - 2022
HS2N	Health Sciences - Recreation, Exercise, Health Services	2020 - 2021
HS2N	Speech-Language-Hearing Sciences	2023 - 2024
HS2N	Nursing	2022 - 2023
NSS	Chemistry	2020 - 2021
NSS	Anthropology	2021 - 2022
NSS	Mathematics	2021 - 2022
NSS	Computer Science	2022 - 2023
NSS	Economics and Business	2022 - 2023
NSS	Physics and Astronomy	2022 - 2023
NSS	Biological Sciences	2023 - 2024
NSS	Political Science	2023 - 2024
NSS	Earth, Environmental, and Geospatial Sciences	2024 - 2025
NSS	Psychology	2024 - 2025
NSS	Sociology	2024 - 2025
SCPS	Adult Degree, SDS & MALS	2022 - 2023
SOE	Counseling, Leadership, Literacy, and Special Education	2020 - 2021
SOE	Early Childhood and Childhood Education	2020 - 2021
SOE	Middle and High School Education	2020 - 2021

Figure 2: Characteristics of a Lehman Graduate

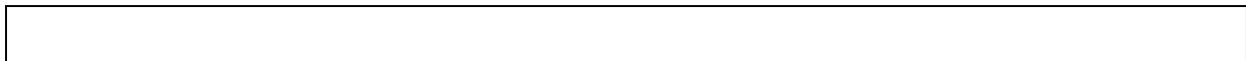
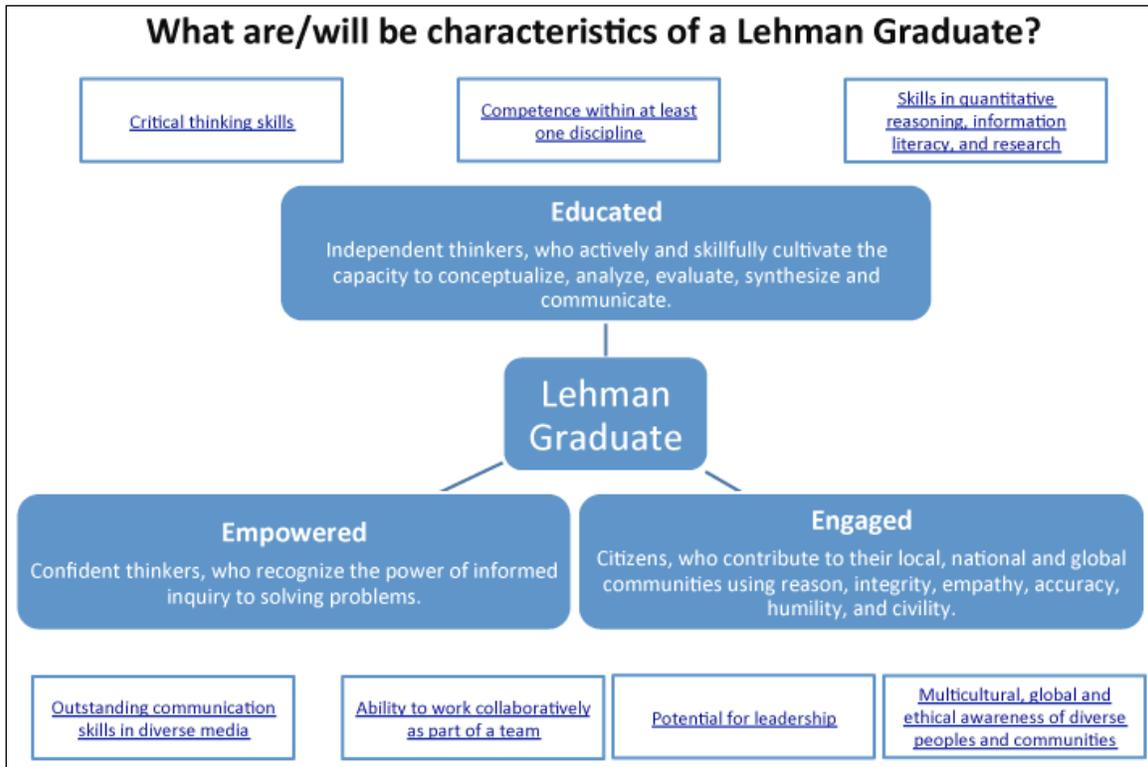


Table 1: CUNY Performance Management Process (PMP)

Timeline	Activities
Spring Semester	CUNY Goals and Targets for the next academic year are distributed
June	PMP Year-End Report for the current academic year is due. President’s Year-End Letter to the CUNY Chancellor is due. Program Review Reports (several programs reviewed each year) are due. Next academic year’s PMP Goals and Targets Report is due.
July	CUNY’s PMP Review Team surveys OIRA data, Reports from each campus, and additional performance metrics reported by Central Office staff. The Team scores each College’s performance in terms of absolute performance, as well as improvement (on each of nine objectives) on 100-point scale in which a score of 50 represents <i>Meets Expectations</i> .

August	<p>Presidents are informed into which Quintiles their campus' scores fall, as well as whether or not the scores meet expectations</p> <p>Outcomes for retention/graduation and revenues carry double weight of other outcomes due to their significance</p> <p>CUNY Presidents meet individually with the Chancellor</p> <p>Campus community (faculty, staff, and administrators):</p> <ul style="list-style-type: none"> <li>• Discuss results from the previous academic year</li> <li>• Develop and implement strategies for addressing PMP-related issues and for continuous improvement</li> <li>• Study campus-related issues (student satisfaction)</li> <li>• Refine Goals and Targets for the next academic year based on results from the most recent PMP Report</li> </ul>
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Table 2: Budget and Planning

## CUNY Budget Phases and Timetable

July - September	October – December	January – March	April - June
<p><b>Budget Request Development Phase</b></p> <p>University consults with various constituencies, including college leadership, and faculty and student governance organizations, regarding groups' budget priorities and concerns</p> <p>University prepares draft overview of Request and consults with Council of Presidents</p> <p>Budget request includes both the mandatory, or base-line needs, and the programmatic request.</p>	<p><b>CUNY's Board Approval Phase</b></p> <p>Draft Budget Request is presented to the Board of Trustees Fiscal Affairs committee for review and consideration</p> <p>Board hearing is held on draft Request</p> <p>Full Board considers Budget Request</p> <p>Board-approved Budget Request is formally transmitted to City and State Executive branches for consideration</p>	<p><b>Lobbying Phase</b></p> <p>State releases Executive Budget Recommendations</p> <p>City releases Financial Plan and Preliminary Budget</p> <p>Testimony on impact of NYS Executive Budget recommendations before NYS Senate Finance and Assembly Ways and Means Committees</p> <p>Testimony on impact of NYC Financial Plan and Preliminary Budget before NYC Council Finance and Higher Education Committees and Borough Presidents</p>	<p><b>Allocation and Adoption Phase</b></p> <p>April 1 is State deadline for budget adoption</p> <p>April 26 is deadline for release of City Executive Budget recommendations</p> <p>Testimony on impact of NYC Executive Budget before NYC Council Finance and Higher Education Committees</p> <p>June 5 is deadline for adoption of City Budget</p> <p>Board of Trustees adopts budget at the June Board Meeting</p> <p>Budget allocations to campuses are issued after Board adoption</p>

[http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/budget-and-finance/FY2020-Budget-Request\\_FINAL\\_OBF-Site-1.pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/budget-and-finance/FY2020-Budget-Request_FINAL_OBF-Site-1.pdf)



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**Strategic Growth and Investment Plan (SGIP)**

**Division of Academic Affairs and Student Success  
Lehman College  
The City University of New York**

**June 2019**

## Preamble

The Strategic Growth and Investment Plan (SGIP) seeks to strengthen the long-term health and financial sustainability of Lehman College as the most mission critical institution of The City University of New York (CUNY). It builds on the awesome mix of leadership, inspiration, and value creation for which Lehman College has been known for many decades. Our promise to educate, engage, empower, and to transform lives and ignite new possibilities is the reason young women and men, and adults in the Bronx and beyond come to us. We are the only premier anchor public institution in the Bronx, a vital community of teachers, learners, scholars, and activists at the crossroads of that promise, dedicated to an ideal, etched in stone by our founders, of working together to “enrich the human spirit and offer to as many as [could] realize their potential, the opportunity to be so enriched.”

SGIP is informed by this promise encapsulated in our 90x30 challenge, and supported by the priorities outlined in our planning documents, in particular two most recent documents, *The 2019 Self-Study* and the 2019 *Thematic Priorities from Direct Reports to the Provost*.

The Self-Study identifies seven (7) short-term operational initiatives that the College should pursue to support and extend our overarching goals of promoting upward mobility through educational attainment and serving as a cultural and economic hub for the Bronx and greater region. One such initiative is “developing policies and practices that will allow for the responsible expansion of online, graduate, and continuing education programs in high-demand areas.” In pursuing these policies, Lehman will solidify its standing as a national model of a progressive urban public educational institution serving a diverse, dynamic, and engaged community of learners.”

Furthermore, the thematic priorities that emerged from direct reports to the provost included six (6) key areas of focus for Lehman:

- Curricular Renewal and Innovation
- Enrollment and Student Success
- Research and Entrepreneurship
- Building and Developing the Team
- External Engagement, and
- Funding Support and Telling our Story

SGIP is also informed by CUNY’s current budgetary climate and the need for the College to be prepared to absorb any potential funding challenges arising from collective bargaining negotiations. At the moment, the College has sufficient savings in The City University Tuition Reimbursement Account (CUTRA) to carry it through the next two-three years, more so than a number of other CUNY colleges. However, projected expenses will increasingly exceed income over the coming years, so it is imperative that the College chart a new course that corrects this growing imbalance and that is sustainable into the foreseeable future. Rather than wait to do this, Lehman must plan for the future, and the strategies outlined in SGIP strengthen the College’s capacity to leverage existing opportunities to advance a growth and investment climate in support of our financial sustainability and long-term health.

While we have begun planning for the development of our 2020-2025 Strategic Plan, SGIP provides a framework for allocating new and realigning current resources to achieve strategic growth in support of our mission and vision. SGIP also calls for improving efficiencies and services without increasing costs. Other college divisions are also engaged in this process, which is coordinated by the President’s Senior Leadership Team (SLT), chaired by the Provost.

## Growth and Investment Strategies

Following multiple conversations with various stakeholders (e.g. President’s Senior Leadership Team, President’s Advisory Board, Division of Administration and Finance, and the Council of Deans), the Provost has approved the implementation of the following strategies for the Division of Academic Affairs and Student Success beginning Fall 2019:

1. **Re-imagine the School of Continuing and Professional Studies (SCPS):** to heighten collaboration between SCPS and the other four schools (A&H, NSS, SoE, and HS2N) in developing certificate programs, increasing Prior Learning Assessment (PLA) in support of graduate and undergraduate programs, and enhance opportunities for revenue sharing. Taskforce established by the President (chaired by Dr. Jane MacKillop and Dr. Dene Hurley) is completing its work in June.

2. **Increase the number of matriculated international students at Lehman College** to five (5) percent of the total student population based on a fall 2018 enrollment number. The plan should provide recommendations with respect to the following: identifying and/or expanding the types of support services at Lehman that may be unique to attracting and retaining international students at the College. Ad-hoc Committee established by the Provost (chaired by Dr. Teresita Levy) completed its work at the end of May.
3. **Expand Lehman's online footprint through Graduate Programs** in accelerated and cohort-based models, as well as offer adult learning in blended or hybrid and residential modalities. The Office of Academic Programs has received MSCHE substantive change approval to expand online learning, and will submit College application to NC-SARA to offer distance education across state lines. Schools are in discussion with the Provost regarding development of new programs and/or marketing of existing programs. Currently, we have four fully online degree programs, with three at the graduate level as follows:
  - Master of Arts in Health Education and Promotion
  - Master of Science in Business with a concentration in Human Resource Management (coming in Fall 2019)
  - Master of Science in Organizational Leadership (coming in Fall 2019)

And one at the undergraduate level as follows:

- Bachelor of Science in Nursing (RN to BSN)

We also have two Post-Masters Certificates recently approved by Middle States:

- Advanced Certificate in Health Education
- Advanced Certificate in Talented and Gifted Education

4. **Adjunct Budget will be decentralized effective Fall 2019** and autonomy has been given to School deans for the management of adjunct funding. Any balances from adjunct budget will remain with the school and used at the discretion of the dean in consultation with the School Executive Committee to advance operational/strategic needs. As discussed in our May 23 Deans' Council meeting, we will use FY 2018 (fall 2017 & spring 2018) expenditures as the base budget allocation for FY 2020 (fall 2019 & spring 2020). The savings generated from this base budget allocation will be used for re-investments in schools and across units in the Division of Academic Affairs and Student Success in support of strategic priorities (e.g. investments in international recruitment, and in graduate programs such as the doctorate in nursing practice, awaiting final approval from the governor, and the proposed doctorate in educational leadership from the SoE).
5. **We will implement strategies to build/increase/improve efficiencies in curriculum and schedule planning.** This includes developing degree maps and course rotation plans for all degree and certificate programs, offering courses in different delivery formats/modalities (e.g. jumbo courses by FT faculty), and optimizing class sizes. Achieving the optimal use of faculty time and expertise may also include more effective management of reassigned time and departmental staffing. Each dean will have flexibility to develop and implement strategies appropriate to the school, in consultation with the School Executive Committee, staying within budget, and ensuring that program and service needs are met. In summer 2019, the Provost's Office will offer a full-day Executive Workshop to deans, associate deans, department chairs, and leadership in Academic Programs and Enrollment Management on good practices for improving efficiencies in curriculum and schedule planning. This will be one of a series of workshops planned for the academic leadership team in the coming year under the Provost's Professional Development Series (PPDS). Innovative best practices developed within the schools will be shared in regular updates via the Provost's *eDigest*.
6. **Expand external partnerships and funding opportunities to support student learning, career opportunities, and faculty scholarship.** On the student learning and career opportunities space, Lehman is currently engaged in discussions with multiple partners and CUNY Central on apprenticeship programs. On the research and creative activities front, a new director for ORSP was hired this spring, and a taskforce on research and creative activities will begin work in fall 2019 to identify and leverage opportunities for external funding. Institutional Advancement will begin working with school deans this summer to identify funding priorities for the schools and develop strategies to meeting these priorities.
7. **Data and Technical Infrastructure:** In order to achieve the goals of this plan the campus will need to work together and with partners to enhance current data infrastructure, and build out needed elements which may not exist. In light of that, a key element of this plan will include a cross-divisional approach to data and data policy that

builds our capacity to deliver timely, accurate, relevant, and integrated data between SCPS and the other schools. It should also address siloes that exist, such as financial aid, so that measures of performance, productivity, and cost can be considered when making strategic decisions. Together with SPA, OIRPA, and IT, this should happen concurrently with other campus conversations.

## **Conclusion**

By implementing these action steps regarding resource planning, growth opportunities, and investment, we will:

- ensure that the College persists as the model of financial stability and remains relevant and competitive in the face of the uncertainty and disruption in today's higher education landscape;
- be able to meet the labor force needs of the Bronx and State of New York; and remain the premier anchor public institution in our region; and
- expand the college's revenue streams in ways that further help advance our mission and vision of transforming lives and igniting new possibilities.

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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, May 1, 2019  
Senate Meeting**

**Senators Present:** Abdul, H.; Alborn, T.; Ali, S.; Ali, T.; Amend, A.; Austin, L.; Baba, N.; Balde, G.; Bergmann, R.; Boston, N.; Britt, K.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cruz, D.; Daley, K.; Deckman, S.; Deprince, A.; Dominguez, V.; Farrell, R.; Finger, R.; Forde, A.; Fortunato-Tavares, T.; Garcia-Otero, N.; Hernandez, F.; Hernandez, T.; Hyman, D.; Jagmohan, A.; Jervis, J.; Johnson, M.; Luerssen, A.; Machado, E.; Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.; Markens, S.; Martín, Ó.; Mazza, C.; McKenna, C.; Nwosu, P.; O’Dowd, M.; Oh, H.; Olewuike, J.; Paniagua, S.; Prince, P.; Punu, K.; Qian, G.; Rice, A.; Rivera, R.; Rivera-McCutchen, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sailor, K.; Schlesinger, K.; Sekyere, R.; Scott, K.; Sisselman, A.; Trimarchi, Y.; Valentine, R.; Wangerin, R.; Waring, E.; Wynne, B. Yates, S.; Yubi Gomez, J.

**Senators Absent:** Allison, A.; Alto, A.; Badillo, D.; Bazile, S.; Blachman, S.; Budescu, M.; Cabrera, J.; Clever, R.; Collett, J.; Cruz, J.; DeJaynes, T.; Di Bello, M.; Doyran, M.; Eisenberg, M.; Fera, J.; Graulau, J.; Greaves, T.; Guzman, M.; Kolade, B.; MacKillop, J.; McCabe, J.; Mills, P.; Moreno, Q.; Munch, J.; Musah, S.; Navarro, V.; Ohmer, S.; Olumuyide, E.; Portalatin, S.; Reyes, D.; Reyes, N.; Rivera, J.; Sarmiento, R.; Sauane, M.; Schwittek, D.; Yavuz, D.

The meeting was called to order at 3:39 p.m. by Ms. Nadia Baba, who presided over the Senate in the absence of the President and the Chair of the Senate.

**1. Approval of the Minutes**

The minutes of the April 17, 2019 Senate meeting were approved by unanimous voice vote.

**2. Announcements and Communications**

**a. Report of the President—**

Ms. Baba called the Provost, Dr. Peter Nwosu, to the floor for announcements and communications. The Provost greeted all and brought attention to the President’s campus-wide announcement, which revealed that Dr. Cruz would be making a leadership transition. The Provost confirmed that Dr. Cruz would be stepping down as President of Lehman College to become the Executive Vice Chancellor and University Provost of The City University of New York. Dr. Nwosu congratulated the President on his appointment and urged all to view the transition not simply as recognition of Dr. Cruz’s exemplary leadership,

73 the SGA resolution to the Library proposal—not only to strengthen the advocacy of such,  
74 but to hopefully receive rewarding funds from the Office of CUNY Library Services.

75  
76 **REPORTS OF STANDING COMMITTEES–**

77  
78 **1. Graduate Studies**

79 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:  
80 Biological Sciences; Counseling, Leadership, Literacy and Special Education; Earth,  
81 Environmental, and Geospatial Sciences; Middle and High School Education; Nursing; and Speech-  
82 Language-Hearing Sciences. The proposals were approved by unanimous voice vote.

83  
84 Prof. DeSimone also presented one informational item for an experimental course in the Department  
85 of Speech.

86  
87 See Attachment II

88  
89 **2. Governance Committee**

90 Professor Susan Markens presented a resolution to transform the Academic Assessment Council to  
91 an Ad Hoc Committee of the Lehman College Senate. She opened the floor for discussion. There  
92 were no comments. Prof. Markens moved to approve the resolution and it was seconded. The  
93 resolution was approved by unanimous voice vote.

94  
95 See Attachment III

96 **3. Committee on Admissions, Evaluations and Academic Standards**

97 Prof. Penny Prince presented the list of graduate and undergraduate degree candidates for approval,  
98 which was contingent upon each candidate’s completion of the requirements for graduation. All  
99 degree candidates were approved for graduation by unanimous voice vote.

100  
101 Prof. Prince provided an update on the committee’s subcommittee, which was established in order  
102 to revisit the College’s policies on admissions. She informed that the subcommittee was in the  
103 process of writing a summary and recommendations.

**Academic Assessment Council  
Background Information  
Lehman College Senate, May 1<sup>st</sup> 2019**

Shortly, a resolution will be brought to the floor asking that the Academic Assessment Council (AAC), with its current membership, become an ad-hoc committee of the Lehman College Senate. The resolution also makes it clear that as an ad-hoc Senate committee, the AAC would need to report to the Senate at least one time in the Fall and at least one time in the Spring semester.

Before making this motion, here is some background on the council.

- In Fall 2018, it was announced that Lehman would create the AAC.
- The AAC's main objective is to support a culture of assessment and evidence-based decision making by developing, implementing and evaluating an overall assessment plan for academic programs.
- Nominations for faculty to serve on the committee were solicited from the College Deans & Department Chairs (email dated 11/20/2018) and from the faculty at-large (email dated 11/30/2018).
- President Cruz consulted with the Governance Committee about the AAC's place in the Lehman College Governance structure in the Fall 2018 term.
- Ultimately, all parties agreed that the AAC should be given time and the flexibility to make its own recommendations on its place in the governance structure.
- The Senate Governance Committee was asked by President Cruz to participate in the nomination and recommendation process, as well. Its list of names was sent to the President at the beginning of the Spring 2019 term.

**Action Items**

- I now move to bring this resolution to the floor. It requires a second because the Governance Committee has not yet had time to officially meet.
- Is there a second?
- Discussion & Vote

### **Lehman College Senate**

#### **RESOLUTION TO ESTABLISH THE ACADEMIC ASSESSMENT COUNCIL AS AN AD HOC COMMITTEE OF THE LEHMAN COLLEGE SENATE**

WHEREAS, the Lehman College Senate has the authority to create ad hoc committees for specific purposes and in accordance with Article IV, Section 3 of the Lehman College Senate Bylaws; and

WHEREAS, the Lehman College Senate may form ad hoc committees by appointment also in accordance with Article IV, Section 3 of the Lehman College Senate Bylaws; and

WHEREAS, the Lehman College Senate is committed to organized, systematic, and sustainable assessments of Lehman College's Institutional Learning Goals; and

WHEREAS, the Lehman College Senate views faculty, students, and administrators as equal stakeholders in effective, sustainable, and strategic assessment of student learning and achievement;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate establishes the Academic Assessment Council (AAC), with its current membership, as an ad hoc committee of the Lehman College Senate;

BE IT FURTHER RESOLVED that the AAC shall:

- Develop and implement assessments of the College's Institutional Learning Goals (Characteristics of a Lehman Graduate)
- Develop, coordinate and serve as a resource for assessments of General Education
- Serve as a resource for departmental program assessments
- Implement standards for assessment of educational programs
- Evaluate academic assessments to ensure continuous improvement
- Provide professional development in assessment for members and faculty
- Identify, develop and communicate best practices in assessment

BE IT FURTHER RESOLVED that the AAC shall report to the Lehman College Senate at least one time in the Fall semester and at least one time in the Spring semester;

BE IT FURTHER RESOLVED that the AAC shall recommend to the Senate its position within the Lehman College Governance structure, including whether it should become a standing committee of the Senate.

# **Academic Assessment Council**

# **Mission**

**The Academic Assessment Council (AAC) collects academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs); monitors assessment activity; fosters cross-program collaboration on assessment; works with departments, programs, and faculty in developing and implementing assessment plans and communicating assessment findings with appropriate stakeholders; facilitates the use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcome development; devises professional development activities and materials for faculty; and, advises on the development of broader academic assessment policy to promote student achievement and curricular and pedagogical improvement.**

## **MEMBERS:**

**Claudette Gordon**

**Nursing**

**Sharon Jordan**

**Art**

**Donna McGregor**

**Chemistry**

**Zoila Morell**

**Early Childhood and Childhood Education**

**Anne Rothstein**

**Early Childhood and Childhood Education**

**Devrim Yavuz**

**Sociology**

**Evan Senreich**

**Social Work**

### **Ex officio:**

**Stanley Bazile**

**Student Affairs**

**Jonathan Gagliardi**

**Institutional Research, Planning, and  
Assessment**

**Jane MacKillop**

**School of Continuing Education and  
Professional Studies**

**Vincent Prohaska**

**Academic Programs, Convener**

**Donald Sutherland**

**Academic Programs**

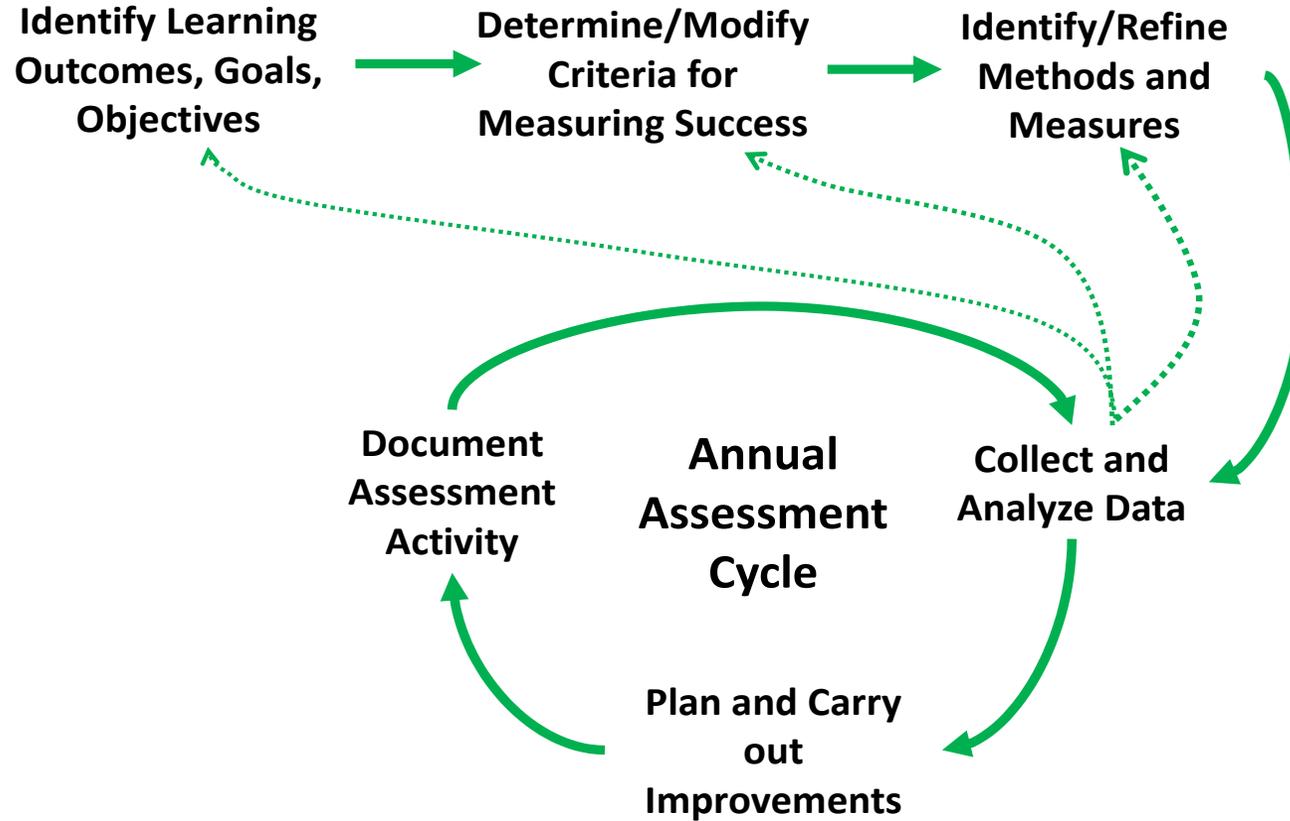
## **Timeline**

<b>First Meeting</b>	<b>March 21, 2019</b>
<b>Ad Hoc Senate Committee</b>	<b>May 1, 2019</b>
<b>Assessment Workshop</b>	<b>May 6, 2019</b>
<b>Dr. Swarat</b>	
<b>Revised Annual Program Assessment</b>	<b>September 17, 2019</b>
<b>Dropbox not TaskStream</b>	
<b>Template &amp; Use of 6-Step Process</b>	
<b>Feedback &amp; Progress Reports</b>	

## **Timeline**

<b>Software Demo</b>	<b>November 13, 2019</b>
<b>Submit Proposal for Senate Standing Committee on Assessment</b>	<b>November 20, 2019</b>
<b>Assessment Workshop 6-Step Process</b>	<b>November 25, 2019</b>
<b>Institutional Effectiveness Plan – draft</b>	<b>November 30, 2019</b>
<b>Assessment Workshops</b>	<b>Spring, 2020</b>
<b>Supplemental Report to MSCHE</b>	<b>March 1, 2020</b>

## Figure 5.2: Lehman College has a six-step assessment process



Institutional Learning Domains  
Educated, Empowered, and Engaged.



Institutional Learning Outcomes (ILO)

1. Utilize critical thinking skills
2. Demonstrate competence within at least one discipline
3. Demonstrate skills in quantitative reasoning, information literacy, and research
4. Demonstrate outstanding communication skills in diverse media
5. Demonstrate multicultural, global and ethical awareness of diverse peoples and communities
6. Demonstrate the ability to work collaboratively as part of a team
7. Demonstrate the potential for leadership



Program Learning Goals (PLG)

Established by departments and addressed in courses and programs



Student Learning Objectives (SLO)  
Demonstrate achievement of PLGs

Lehman College

Academic Program Assessment

Assessment Plan – Due by October 11, 2019

Department/Program: \_\_\_\_\_ English\_(Undergraduate)\_\_\_\_\_

Identify learning outcome(s), goal(s), objective(s) to be assessed:

Objectives 1.4 and Objective 1.5: “Upon completion of a B.A. in English, a graduate will be able to . . . apply the rules of English grammar” and “adhere to the formatting and documenting conventions of our discipline.”

Determine the criteria for measuring success:

Criteria for measuring success for each objective will be formulated through a rubric with four categories: 1) does not meet the standard; 2) meets the standard (low); 3) meets the standard; 4) meets the standard (high). Proficiency in grammar will be measured by identifying the number and severity of major errors (sentence fragments, run-on sentences, subject-verb agreement) and minor errors (diction, punctuation, spelling). Proficiency in formatting and documenting conventions will be measured by identifying whether or not the student has followed MLA guidelines for quotation format, margins, font size, spacing, citation format, and works cited.

Identify the method and measures:

Our Department Learning Goals and Objectives are formulated to measure what a student has learned “upon completion of a B.A. in English”; however, assessments to date have not always factored in class standing. To assess the degree to which our senior English majors have mastered English grammar and formatting conventions, we will collect 30 end-of-semester artifacts from Literature majors, as well as 10 artifacts each from Creative Writing and Professional Writing majors. We will also collect some 200-level student artifacts for comparative purposes. Groups of readers will score the student artifacts for proficiency in grammar and formatting according to a given rubric.

The timetable for the collection and analysis of data:

We collected student artifacts of graduating seniors in May 2019. Additional artifacts will be collected for any graduating seniors in December 2019. Readers from the Department will begin reading and scoring the artifacts in January and data will be collected, analyzed, and presented to the Department in February and March.

## History Department 2019-2020 Assessment Plan

In the 2019/2020 academic year, we will assess all outcomes in our "Critical Thinking" goal. This goal includes four desired outcomes, each of which can be measured directly. The assessment committee will collect and evaluate student artifacts using rubrics. We will use a random sample of students from non-research intensive 300-level classes. We will collect and evaluate student artifacts in the Fall Semester and deliberate and decide on response to the data in Spring 2020.

Outcome 1 Students will describe historical events from multiple perspectives.

We will randomly select papers of history majors enrolled in 300-level classes and evaluate according to the following rubric

1. The paper shows no evidence of historical thinking.
2. The paper uses a single perspective, or naively incorporates information from sources.
3. The paper suggests acquaintance with more than one perspective.
4. The paper suggests understanding of multiple perspectives.
5. The paper shows creativity and insight; the writer critically evaluates the different perspectives included.

When we last assessed this outcome, in 2016, students did extremely well. 97% of majors scored 3 or higher, and 61.8% scored 4 or higher. We would like to equal or better that performance.

Outcome 2 Students will formulate, sustain, and justify an historical argument using original ideas.

We will randomly select papers of history majors and evaluate them according to the following rubric:

1. The paper includes no discernible argument.
2. The paper has a thesis, but the argument is neither clearly articulated nor sustained.
3. The paper makes an argument and includes some evidence to support the argument.
4. The paper makes a clear argument and sustains that argument in a convincing manner.
5. The paper makes a clear, original, and convincing argument.

When we last assessed this rubric, in 2016, 94% of students scored 3 or higher, and 58.8% scored 4 or 5. We concluded that students were demonstrating basic competence, but that we could still work with them to support their arguments with better evidence. Unfortunately, the

department has lost a number of key personnel since then. We would be happy to equal those results.

Outcome 3 Students will place historical arguments into a larger scholarly narrative.

We will randomly select history majors and assess work from 300-level courses using the following rubric

1. The work has no argument
2. The work makes an argument, but the argument has no connection to the field.
3. The work makes an argument with suggestions of why the argument is significant.
4. The work discusses the findings of scholars, making a connection to existing literature even though the connection may not be fully satisfactory.
5. The work includes a discussion of relevant scholarly literature and situates its argument in this discussion

In 2016 82.3% of majors scored 3 or higher; 50% scored 4 or 5. We would like to do as well.

Outcome 4 Students will analyze a primary source of medium difficulty. "Analyze" means to describe its biases and situate it in a historical context.

We will randomly select history majors and collect papers from 300-level classes. We will evaluate the papers using the following rubric:

1. The paper does not have sources, or does not demonstrate awareness of appropriate sources.
2. The paper cites sources correctly, but does so in a matter that simply assumes the sources are accurate.
3. The paper includes discussion of the context and/or possible biases of at least one main source.
4. The paper includes discussion of context and biases of sources when appropriate.
5. The paper demonstrates insight into the historical and historiographical context of its sources.

In 2016, the results were disappointing. The average score was 2.7 (3 is basic competence, so students averaged lower than we think is the minimum of what they should demonstrate). Only 44.1% of students got 3 or higher, and only 23% scored 4 or 5. We have attempted to target assignments to this skill, and hope for better outcomes.

**Lehman College**

**Academic Program Assessment**

**Assessment Plan – Due by October 11, 2019**

Department/Program: Social Work: BA program

Identify learning outcome(s), goal(s), objective(s) to be assessed:

Previous to Spring 2018, all BA social work majors were required to complete two research courses in the Department of Sociology to meet their social work requirements. However, beginning in Spring 2018, students were no longer required to complete those courses. Instead, they were required to complete one new Social Work Research course (SWK-446) in the Department of Social Work. It is the purpose of this assessment to help determine if students are meeting the Competencies and Behaviors of this new course. More specifically, students will be assessed to see if they are meeting Competency 4: “Engage in practice-informed research and research-informed practice;” and Competency 9: “Evaluate practice with individuals, families, groups, organizations, and communities.” Competency 4 contains Behavior 11: “Use practice experience and theory to inform scientific inquiry and research;” Behavior 12: “Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;” and Behavior 13: “Use and translate research evidence to inform and improve practice, policy, and service delivery.” Competency 9 contains Behavior 28: “Select and use appropriate methods for evaluation of outcomes;” Behavior 29: “Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;” Behavior 30: “Critically analyze, monitor, and evaluate intervention and program processes and outcomes;” and Behavior 31: “Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.”

Determine the criteria for measuring success:

The Final Paper in SWK-446 is a major three-part assignment, with Part 1 due in Week 9 of the course, and Parts 2 and 3 due in Week 14 of the course. Based on this assignment, instructors will evaluate how students fulfilled Behaviors 11,12, and 13 of Competency 4 and Behaviors 28, 29, 30, and 31 of Competency 9 through use of a rubric.

Identify the method and measures:

All Instructors teaching SWK-446 will be given a guide demonstrating which parts of the Case Scenario assignment apply to each Behavior of Competencies 4 and 9. They will then rate each students' attainment of each Behavior through a 4-point scale: (4) Competent; (3) Approaching Competence; (2) Emerging Competence; and (1) Insufficient Progress. All instructors will place their evaluation of the two Behaviors on a Google-Sheet. The acceptable Benchmark will be that 80% of students attain (3) Approaching Competence for both Competency 4 and Competency 9 separately, when the Behaviors of each of the Competencies are averaged together.

The timetable for the collection and analysis of data:

As Social Work Research (SWK-446) is taught in both Fall 2019 and Spring 2020, the results for both semesters will be combined and assessed. Therefore, data collection will take place in both December 2019 and May 2020, with the analysis of the data completed by August 2020. There are two sections of this course in Fall 2019 and three sections of this course in Spring 2020.

## Sociology Assessment Plan 2019-2020

### *Sociology Major*

### *Department of Sociology*

The Department of Sociology has two assessment plans this year; administering the Levels of Conceptual Understanding in Statistics Test (Part I of the plan) and a review of research proposals students submit in our Advanced Methods class (SOC 303) to assess their ability to find sociological sources and use appropriate citation styles (Part II). In addition, members of our Department discussed assessment results from 2018-2019 during our first meeting and, in light of the new Senate ad-hoc committee, decided to take some steps which are shared in PART III.

#### ***PART I: Levels Of Conceptual Understanding in Statistics Test (LOCUS)***

##### ***1.1) Assessment Instrument***

The Sociology Department will continue for the fifth year to administer the LOCUS (Levels Of Conceptual Understanding in Statistics) test in multiple sections of two required courses: SOC 301 (Methods of Social Research) and SOC 345 (Quantitative Analysis of Sociological Data). As outlined in previous reports, the test was chosen because of its emphasis on conceptual rather than procedural understanding of statistics (ie: it was designed with the understanding that interpreting statistical results draws on a different set of skills than doing mathematical calculations). Furthermore, given that the test was developed to help assess the mastery of statistical concepts included in the Common Core, it was deemed to be a good way to gain an appreciation of the areas Lehman College students need to improve should they want to be qualified to teach in the school system. Given that the LOCUS has been administered multiple years and that results have been shared with instructors, it is deemed to be a good way to discern whether there are any changes to student performance. Like previous years, students will take the basic online version of the test, comprised of 23 "beginner" and "intermediate" level questions on the different phases of statistical research: formulating questions, data collection, data analysis and the interpretation of results (see <https://locus.statisticseducation.org> for the official LOCUS website and sample questions).

##### ***1.2) LOCUS Sample***

The LOCUS test will be administered both in the Fall and Spring semesters as a pre-test and post-test in all sections of SOC 301 (our introductory methods course) and all sections of our statistics course (SOC 345). SOC 301 was chosen in order to assess the level of preparedness SOC 301 students starting in the sociology major had in statistics and SOC 345, which students take closer to graduation, was chosen to assess whether our required course sequence has any impact on students' ability to do well on the LOCUS test. While, neither course is expected to cover all the material that the LOCUS intends to assess, the post-test will allow us to gauge

whether student scores improved following exposure to some of the material in both SOC 301 and SOC 345. All sections of 301 and 345 are expected to administer the test and as such we expect to have a sample size close to the previous years:

NUMBER OF TEST TAKERS 2015-2019				
TEST SECTION	2015-2016	2016-2017	2017-2018	2018-2019
SOC 301 Pre-test	124	359	180	154
SOC 301 Post-test	33	105	105	107
SOC 345 Pre-test	21	124	131	108
SOC 345 Post-test	26	114	85	102

### ***1.3) Sociology Learning Objectives and Desired Targets***

Parts of the LOCUS mesh well with the Sociology Program’s “GOAL III (research): the use of empirical evidence in sociology” and more specifically with the following sub-goals:

- propose a research design to answer sociological questions or test hypotheses
- implement methods of social data collection
- calculate and interpret descriptive and inferential statistics

Thus, a good score on the LOCUS would indicate that a student does fairly well in the above learning outcomes. Moreover, in addition to overall percentage scores the LOCUS provides scores by question level and topic, enabling us to isolate student preparedness and progress in the following areas:

- ✓ Formulate questions
- ✓ Collect Data
- ✓ Analyze Data
- ✓ Interpret Results

SOC 301 and SOC 345 do not necessarily cover all the skill sets the LOCUS seeks to measure in depth. Additionally, the sociology courses taken in between the two do not always present data in the same manner as the LOCUS, which measures certain specific aspects of statistics proficiency. This is partly due to disciplinary nomenclature which impacts the types of data visualization typically presented in publications within sociology. As such, we established the following goals.

- ✓ SOC 301 pre test: Establishing a baseline, no expectations

- ✓ SOC 301 post test: We expect to find improvements in the *collect data* and *formulate questions* section, with some minor improvements in the *interpret result* questions. Our acceptable goal is a median score of 50% and ideal goal a median of 75% on these three sections, in other words half of the class obtaining a mark equal to or higher to 50 and 75% respectively. We do not expect to see a dramatic increase on the *analyzing data* portion, as this topic is not really covered in SOC 301.
- ✓ SOC 345 pre test: We expect students in this group to score better in all four sections than students in SOC 301, due to exposure to various aspects of statistics in required and substantive courses. This may change if more students take SOC 345 immediately following SOC 301.
- ✓ SOC 345 post test: We expect to see an improvement mainly in the *analyzing data*, *interpreting results* and *data collection* portions. An acceptable target is, as for SOC 301, a median score of 50% and an ideal goal a score of 75%. Given that *formulating questions* is explicitly covered in other courses and not 345, we do not expect to find a significant increase.

## ***PART II: Student Research Proposals***

During our first Department meeting of Fall 2019, the faculty agreed that we should revisit some of our previous assessment instruments in order to figure out where we stand as a program. In 2014-2015 the Department of Sociology had used the Research Proposal term assignment from our advanced methods class (SOC 303) in order to assess whether students were able to: (1) access peer reviewed sources, (2) cite them using the ASA style, and (3) distinguish sociological (or in the least social scientific sources) from other disciplines. We will use the same instrument again to assess all sections of SOC 303 in 2019-2020.

### ***2.2) Assessment Instrument***

We will use the reference page/annotated bibliography students prepare for their Research Proposals, an assignment where they propose a research project to then include a literature review and research design. The students are required to have at least 8 peer reviewed sources as part of the assignment. These sources will be scored from 1 (very unsatisfactory) to 4 (very satisfactory) on the following three levels:

- 1) The sources are peer reviewed
- 2) The sources are sociologically relevant and appropriate for the topic at hand
- 3) The student uses ASA citation style guidelines

In the past, our desired targets were 60% of the sample performing at “satisfactory” and “very satisfactory” levels on at least 6 of their sources and ideal targets were 80% of the group performing at this level. We will keep the same targets for consistency and comparison.

### ***2.3) Sample***

A random cluster sampling strategy will be used to pick 2-3 students from each section of 303. There are currently 8 sections of SOC 303 being offered and we expect a similar number in the Spring of 2020. Thus, we will have a total of 30-40 sociology majors in our sample.

### ***2.4) Learning Outcomes***

Objective IA: Compare and contrast a sociological perspective with other scientific perspectives;

Objective IVA: Access original and peer-reviewed published sociological research and data;

Objective IVB: Distinguish credible peer-reviewed published sociological research and knowledge from other information;

### ***PLAN III: CLOSING THE LOOP***

- ✓ While it is not our common practice to evaluate individual sections as we do not want to discourage participation in our assessment efforts and we also value academic freedom, we noticed that some sections did particularly well in the post-test of the LOCUS. We will share best practices from these sections with the rest of the faculty.
- ✓ Our SOC 302 theory class has undergone significant revisions in recent years thanks to an ad-hoc theory committee. We will organize a meeting with the instructors of this class in order to determine which assignments could be used to assess mastery of sociological concepts.
- ✓ We will have a review of our learning outcomes in order to determine whether any warrant revisions in light of changes to the discipline and Lehman College's learning goals.

### **Student Success Course Redesign Initiative: High DWIF/High Enrollment General Education Courses**

#### **Program Description**

In keeping with its focus on student success, curriculum renewal and innovation, the Office of the Provost is pleased to announce a \$100,000 course redesign initiative to enhance student learning and retention, and promote innovations in pedagogy through the redesign of core, foundational, and gateway courses. To achieve maximum impact on student learning, engagement, and persistence, redesign efforts supported by this initiative in 2019-2020 will focus specifically on undergraduate General Education courses with high DWIF (Drop-out, Withdrawal, Incomplete, and Failure) rates ( $\geq 15\%$  over 5 years) and high enrollments (at least 400 students per course over 5 years), as determined by a recent analysis conducted by the Office of Institutional Research. Student performance in these courses creates a significant barrier to their ability to make progress toward degree completion. The **Student Success Course Redesign Initiative: High DWIF/High Enrollment General Education Courses** intends to improve student learning and performance to remove these barriers to student success. Eligible courses for 2019-2020 are: ARH 141, BIO 173, DNC 235, ENG 223, ENG 229, ENG 234, GEH 101, GEO 101, HIS 243, HIS 244, JRN 211, MAT 132, MAT 171, MAT 172, MAT 175, MAT 176, MSH 114, PHI 170, PHI 171, PHI 173, PHY 166, POL 166, POL 217, POL 230, POL 241, POL 266, PSY 166.

#### **Scope of Proposal**

The Office of Online Education (OOE) is coordinating this initiative and is available to consult with chairs and faculty members on proposal development and project implementation.

Faculty members are encouraged to submit proposals leading to course redesign and instructional innovation that draw on best practices in teaching and learning, and that will lead to significant improvements in student learning, engagement, persistence, and graduation. Course redesign supported by technology-enhanced modalities (including digital learning) is especially encouraged. The course redesign process should be led by faculty members who are actively involved in teaching the courses to be redesigned.

- All proposals will be considered, although it is preferred that proposals commit to converting more than one course section.
- Faculty Team proposals are highly encouraged but individual faculty proposals will also be considered.
- Budget may include the following:
  - a) faculty compensation for course redesign (e.g., NTA hours during the summer; in anticipation of ratification of the collective bargaining agreement\*, proposals may include a faculty stipend of up to \$2500);
  - b) faculty compensation to train other faculty on adopting the course model (e.g., summer NTA hours)
  - c) faculty professional development (e.g. online webinars, books, travel)
  - d) technology (e.g. equipment, licenses, training, etc.)
  - e) other
- The course redesign work must be completed during Spring, Summer, 2020 and redesigned courses must be taught no later than Fall 2020.
- The proposal review team is comprised of Deans or their representatives, the Office of Online Education, and faculty who presented at the CUNY Bronx EdTech Showcase.

- All awardees will participate in professional development programming administered by the Office of Online Education to support the course redesign process in Spring 2020, including a three-hour "kickoff" workshop. The workshop and other activities will focus on best practices in technology enhanced learning and instructional design informed by research on effective student engagement strategies.

### **Timeline:**

- November 11: Initiative published
- December 6: Proposals due
- December 9-13: Review and selection of proposals by proposal review team
- December 17: Awardees announced
- February - May 2020: Faculty participate in professional development programming offered by the Office of Online Education and develop proposed projects (course revisions and more)
- Fall 2020: Faculty pilot redesigned courses

### **Guidelines for Proposal Preparation**

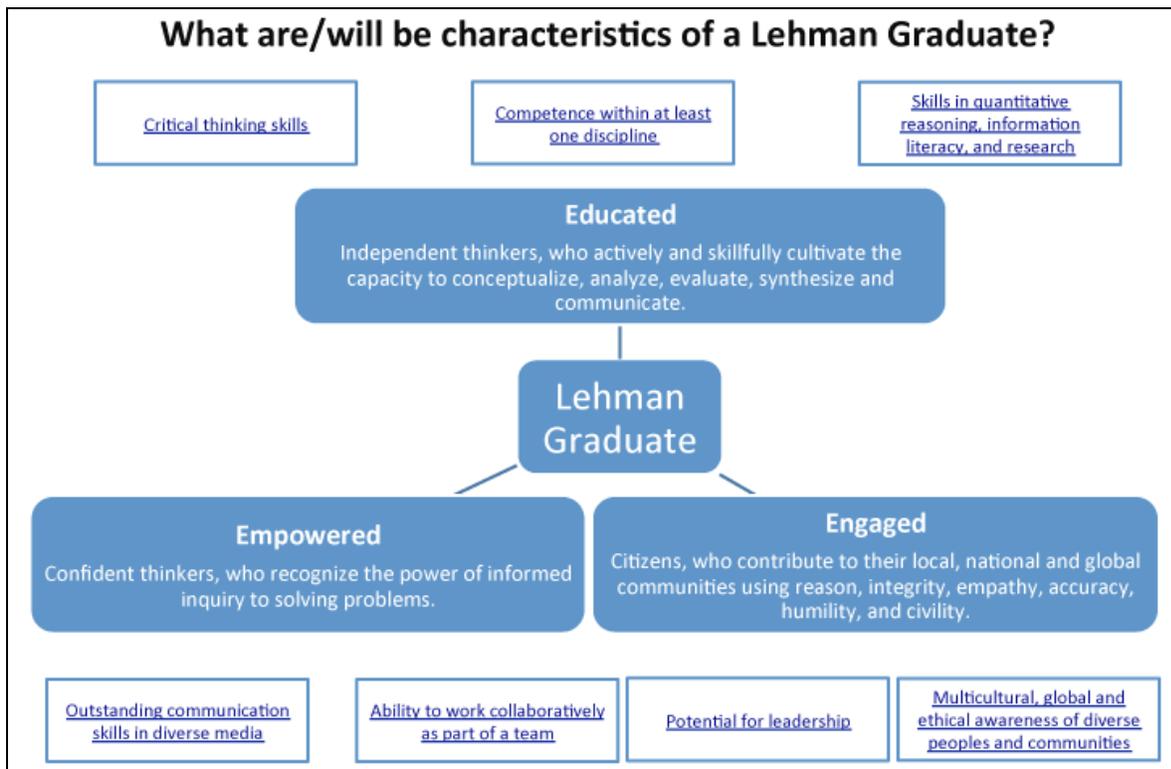
- A proposal narrative that includes:
  - A cover page with proposal title and name(s) of faculty member(s) submitting proposal, the department chair's sign-off, and the dean's sign-off
  - an executive summary
  - a description of the project
  - course titles, number of courses and sections to be redesigned and delivered in the Fall of 2020. Estimated enrollment data should also be included.
  - a description of how the project will be structured and organized, who leads it and who the partners will be should be part of the narrative. If the approach is the same for multiple projects, please provide a rationale.
- An assessment (how will you assess the success of the course redesign?) e.g. % of drop in DWIF; other measures of improved student learning.
- A completed line item budget and project timeline.
- Proposals should address how the instructional strategies selected for the redesign will:
  - foster active, experiential, and/or cooperative learning
  - help students better understand the goals of the course and provide timely and effective feedback to them on their learning
  - enrich student's critical thinking and problem-solving abilities
  - employ effective and appropriate applications of technology in teaching and learning
- Faculty should coordinate the proposed project with their department chair.
- The full proposal should be no longer than 5 pages.
- Submit questions and proposal to Olena Zhadko ([olena.zhadko@lehman.cuny.edu](mailto:olena.zhadko@lehman.cuny.edu)), Director of Online Education.

\*If collective bargaining agreement is not ratified, other faculty compensation may be offered.

## Appendix 007

### General Education Assessment

Lehman College's General Education offerings are central to the Lehman academic experience. They provide students with the skills and capacities that allow them to grow into educated, empowered, and engaged citizens.



### Structure

General Education extends across all areas of the College. Thus, the administrative officers responsible for General Education start with the President, the Provost and Senior Vice-President for Academic Affairs and Student Success, the Associate Provost for Academic Programs and Educational Effectiveness, and the School Deans. Reporting to the Associate Provost for Academic Programs and Educational Effectiveness, faculty supported through released time primarily responsible for assessing General Education are the Director of Assessment and Educational Effectiveness, and the Director of General Education. Organizations responsible for assessing General Education are the Academic Assessment Council (AAC) which is an Ad Hoc Committee of the Lehman College Senate, the Undergraduate Curriculum Committee (UCC) which is a Standing Committee of the Lehman College Senate, and three subcommittees of the UCC: the General Education Council (GEC), the LEH 300 liaison committee, and the LEH 100 liaison committee.

## GEC

The UCC re-established the GEC in fall 2019. The functions of the GEC are to:

- Oversee the Pathways General Education Curriculum and provide technical support and guidance for General Education assessment and program review.
- Develop and implement multi-year plans for assessment plans for lower- and upper-level General Education courses that demonstrate students' mastery of core competencies noted in the diagram below, and in alignment with the college's institutional learning domains and MSCHE's required competencies.
- Develop and/or maintain clear and assessable student learning outcomes for General Education LEH courses, identify systematic methods for assessing them, and document utilization of results for improvement.
- Provide technical support to guide periodic review of General Education as a program and recommend revisions of the General Education Curriculum, consistent with the Pathways framework, based on assessments.
- Provide annual report on assessment of General Education to the Provost and the Undergraduate Curriculum Committee, to include how well Lehman students are attaining the seven General Education competencies at the core of the Lehman Experience of *educated, empowered, and engaged* citizens.

The membership of the GEC consists of ten faculty representatives, one for each General Education area, plus ten ex-officio members and three students. The GEC began meeting in spring 2020.

## LEH 300 Liaisons Committee

As part of the General Education requirements, all students are required to complete two LEH 300-level courses, chosen from LEH 351, 352, 353, 354, and 355. As a subcommittee of the UCC, the LEH 300 Liaisons Committee oversees these courses, approves proposals for course sections, recommends changes to learning outcomes, and leads in course assessments. It consists of 5 faculty, one representing each course, appointed by the UCC, plus the Director of General Education and the Associate Director of Academic Programs.

## LEH 100 Liaisons Committee

All first-time, full-time first year students complete LEH 100, *Freshman Seminar*. As a subcommittee of the UCC, the LEH 100 Liaisons Committee oversees this course, approves proposals for course sections, recommends changes to learning outcomes, and leads in course assessment. It consists of 3 faculty appointed by the UCC, plus the Associate Dean of the School of Arts and Humanities, the Director of General Education and the Director of the Freshman Year Initiative.

## AAC

The AAC is an ad hoc committee of the Lehman College Senate coordinated by the Associate Vice President for Academic Programs and Educational Effectiveness. Its functions are:

- Periodically review the Institutional Effectiveness Plan (IEP) and recommend changes as appropriate.

- Collect and document academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs).
- Collect and document assessment information from Administrative, Educational, and Student Support (AES) units.
- Assist departments, programs, and faculty in developing and implementing assessment plans and communicating assessment findings with appropriate stakeholders.
- Facilitate the use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcome development;
- Identify and address professional development needs/opportunities in assessment and disseminate information on best practices in assessment.
- Advise on the development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.
- Report assessment outcomes and changes arising from assessment to the Provost and the College Senate.

### **General Education Assessment Process**

During fall 2019, along with the development of an Institutional Effectiveness plan, the College adopted a Six-Step Assessment Process for all institutional assessments. The six steps are: 1) Identify Learning Outcomes, 2) Determine criteria for Success, 3) Identify Methods and Measures, 4) Collect & Analyze Data, 5) Plan and Carry Out Improvements, 6) Document Assessment Activity. The General Education Assessment Plan was designed as a multi-year plan, informed by prior assessment data. The goal is to use assessment results for continuous improvement in fulfilling the College's Institutional Learning Outcomes (ILOs). As the College is developing a 5-year Strategic Plan for 2020 – 2025, the General Education Assessment Plan also is based on a five-year timeline.

To begin, select ILOs were assessed at a department/program level as part of a pilot initiative aimed at developing and refining Lehman College's multi-year General Education Assessment Plan. For example, the BA English program conducted an assessment of written communication comparing English majors with non-majors. Overall, the Department found that English majors were more proficient than non-English majors, but that the percentage of papers falling short of rubric-guided expectations was greater than anticipated. The BA History program examined critical thinking within the context of students' designing research questions. During 2014-15, 42% of students scored 4 or 5 on a 5-point rubric. In 2018-19 the figure was little changed at 47%. Separately, the BA Latin American and Caribbean Studies program found inconsistent performance when using the AAC&U critical thinking rubric to examine research papers. Based on the findings, some of which are documented above, and introduction of the Library's online information module that will augment the teaching of information literacy, Lehman College decided to emphasize assessment of

critical thinking and information literacy in the early part of its General Education assessment plan

Over the next five years, 2020 – 2025, several forms of assessment will be used:

1. Artifacts will be collected biennially from LEH 351-355 (year 1) and LEH 100 (year 2) sections. Artifacts will include both syllabi and student work. Because all students, native and transfers, must complete two LEH 300-level courses after completing 60 cumulative college credits, these courses serve as “capstone” General Education courses. Thus, assessments can measure student learning and skill acquisition both over the course of acquiring at least 60 college credits, as well as in the specific LEH course section. Students also can be identified as those who entered Lehman College as first-time, full-time freshmen and those who entered as transfer students, thus revealing difference in performance between these groups. Syllabi will be assessed to establish that learning outcomes are specified and covered in all course sections. Student work will be assessed by faculty volunteers using AAC&U rubrics, modifications of those rubrics, or Lehman-created rubrics.
2. Every third year artifacts (syllabi and student work) will be collected from Common Core (General Education) courses offered to first-time, full-time freshman or other General Education courses, such as Writing Intensive Courses, to ensure learning outcomes are being addressed in those courses.
3. Ad hoc assessments, such as the results of NSSE (National Survey of Student Engagement) will be used when available and appropriate.

## Timeline

### AY 2019 - 2020

1. Re-establish General Education Council. Completed by UCC.
2. Collect artifacts from LEH 351-355 course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2020 – 2021.
4. Evaluate evidence from NSSE that reflects General Education learning outcomes. To be completed by Office of Assessment and Educational Effectiveness.
5. Analyze DWIF (Poor, Withdrawal, Incomplete, Fail) grades in General Education courses. Completed by Office of Institutional Research. As a result of this analysis, a course redesign initiative was launched to redesign courses during spring 2020 for implementation in fall, 2020.
6. LEH 300 and 100 Liaisons Committees to examine revisions of LEH 351-355 and 100 courses to ensure alignment with Institutional Learning Outcomes.
7. As a result of prior assessments under the CUNY Momentum Campaign, revisions have been made to both the required English Composition and Mathematics/Quantitative Reasoning courses.

### AY 2020 - 2021

1. Assess artifacts from LEH 351-355 course sections. Outcomes assessed: Information Literacy and Critical Thinking.

<b>Step 1: Learning Outcomes</b>	<b>Step 2: Criteria for Success</b>	<b>Step 3: Methods/Measures</b>
Students will apply critical thinking to analyze, integrate, and evaluate information.	75% of students will score an average of 2 or above on the AAC&U's critical thinking value rubric	Direct assessment. Review of written artifacts using the AAC&U's critical thinking value rubric.
Students will demonstrate the ability to identify, locate, evaluate, effectively and responsibly use and share information for addressing problems.	75% of students will score an average of 2 or above on the AAC&U's information literacy value rubric	Direct assessment. Review of written artifacts using the AAC&U's information literacy value rubric.

2. Collect artifacts from LEH 100 course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2021 – 2022.
4. Collect artifacts from Writing Intensive course sections.
5. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2021 – 2022.
6. Implement course design changes in high DWIF courses and assess effectiveness.

#### AY 2021 - 2022

1. Assess artifacts from LEH 100 course sections. Outcomes assessed: TBD.
2. Assess artifacts from Writing Intensive course sections. Outcomes assessed: Written Communications.
3. Collect artifacts from LEH 351-355 course sections.
4. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2022 – 2023.
5. Collect artifacts from a Common Core area course sections.
6. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2022 – 2023.

#### AY 2022 - 2023

1. Assess artifacts from LEH 351-355 course sections. Outcomes assessed: Multicultural Awareness, Collaboration, Leadership, and Communication in Diverse Media.
2. Collect artifacts from LEH 100 course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2023 – 2024.
4. Collect artifacts from a Common Core area course sections.

5. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2023 – 2024.

#### AY 2023 - 2024

1. Assess artifacts from LEH 100 course sections. Outcomes assessed: TBD.
2. Collect artifacts from LEH 351-355 course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2024 – 2025.
4. Collect artifacts from a Common Core area course sections.
5. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2024 – 2025.

#### AY 2024 - 2025

1. Assess artifacts from LEH 351-355 course sections. Outcomes assessed: TBD.
2. Collect artifacts from LEH 100 course sections.
3. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2025 – 2026.
4. Collect artifacts from a Common Core area course sections.
5. Using the Six-Step Process, complete the first three steps for the outcomes to be assessed in 2025 – 2026.

## 2019-20 Assessment Cycle

### Assessment Plan

#### Mission Statement

The Career Exploration & Development Center (CEDC) assists Lehman students and alumni with all phases of their career development, to help them transition from college to career. This includes career exploration and counseling, deciding on a major, employer connections and internships. We strive to provide the highest standards of comprehensive and specialized services so that they may successfully meet the challenges of a globally competitive job market.

#### Measures

##### The Elevator Pitch

###### Student Engagement and Success

As a result of participating in The Elevator Pitch workshops, students will enhance their communication skills by managing employers' expectations, expanding their professional network, and strengthening future employment applications.

#### **Outcome: Students will be have a crafted sample to utilize in professional settings resulting in greater success**

As a result of participating in an Elevator Pitch workshop, 80% of the students will craft a pitch with a hook which will reflect goals/interests, skills, related extracurricular activity, and academic achievements required for introduction in professional settings.

#### ▼ Measure: Rubric

Detailed Description of Plan:

Employers have identified a soft-skill gap: Recent literature suggests that business schools and employers agree that the most important skills for workplace transition are soft skills, yet

findings indicate these skills are not being emphasized in curricula. A 2013 study surveyed employers on the most important employability factors for new graduates. Five of the six highest ranked factors were what the article identified as soft skills, which identified in rank order included listening skills, interpersonal skills, verbal communication, professionalism, and written communication skills.

Developing a strategy for soft skill development in our career development programs may help answer the value question asked by consumers of higher education. What does all of this mean for career services professionals? The goal of providing professional development training to students is to provide them with valuable information to prepare for the interview process and have the skills to transition seamlessly into the work force. As a result, our focus for this year's assessment would be on the enhancement of communication skills through the crafting of an elevator pitch. An elevator pitch is a brief, persuasive speech that used to spark interest in an organization and/or professional. Students can use it to introduce themselves in professional settings (i.e. recruitment events, career fairs, interviews), to sell a new idea to a CEO, to tell people about the change initiative that they are leading or what they do for a living. Thus, as a result, of participating in an Elevator Pitch workshop, 80% of the students will be able to craft a pitch with a hook to reflect goals/interests, skills, related extracurricular activity, and academic achievements required for introduction in professional settings.

Acceptable / Ideal  
Target:

80% of the students will craft a pitch with a hook which will reflect goals/interests, skills,

	related extracurricular activity, and academic achievements required for introduction in professional settings.
Data and Resources:	Elevator Pitch Worksheet, Completed Elevator Pitch and participation in Elevator Pitch workshop
Implementation Plan (timeline):	Fall 2019 and Spring 2020
Primary Contact and Additional Personnel:	Bascillia Toussaint

**Outcome: 70% of the students will be able to clarify their career goal(s) to match with their values, motivations and abilities**

As a result of participating in the Elevator Pitch workshop 70% of the students will be able to articulate themselves using appropriate grammar that is clear, concise and understandable.

▼ **Measure:** Rubric

Detailed Description of Plan:	Employers have identified a soft-skill gap: Recent literature suggests that business schools and employers agree that the most important skills for workplace transition are soft skills, yet findings indicate these skills are not being emphasized in curricula. A 2013 study surveyed employers on the most important employability factors for new graduates. Five of the six highest ranked factors were what the article identified as soft skills, which identified in rank order included listening skills, interpersonal skills, verbal communication, professionalism, and written communication skills.
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Acceptable / Ideal  
Target:

70% of the students will be able to clarify their career goal(s) to match with their values, motivations and abilities.

Data and Resources:

Elevator Pitch Worksheet, Completed Elevator Pitch, Participation in Elevator Pitch Workshop

Implementation Plan  
(timeline):

Fall 2019 and Spring 2020

Primary Contact and  
Additional Personnel:

Bascillia Toussaint

Supporting Attachments:

### Mission Statement

The Office of Admissions is responsible for attracting, admitting, and assisting in the enrollment of well-prepared and motivated students from the Bronx and the surrounding region and graduate degree programs. The Office provides professional and responsible customer service, and accurate information to the many internal and external constituents served.

### Measures

#### Admissions & Recruitment Outcome Set

##### Goal 1

Improve the effectiveness and efficiency of unit programs and services.

#### Outcome: Objective 1.1

Regularly assess core programs, services, and functions.

##### ▼ Measure: Commitment Deposits: Paid vs Waived

Detailed Description of Plan:

Comparative analysis of registration numbers of admitted students who accepted our admission offer and paid their commitment deposit versus those who accepted our admission offer and had a waived commitment deposit.

Future added metrics:

Also assess the impact on Lehman's registration numbers of students who accepted multiple offers of admission at CUNY Colleges versus those who

Acceptable / Ideal Target:	only accepted the offer of admission at Lehman College.
Data and Resources:	Admitted freshmen & transfer students. We will collect numbers of accepted and enrolled students. In addition, retention rates will be reviewed..
	Resources - UAPC, CUNYfirst, BI, Hobsons Connect
	Other Resources - Offices of Institutional Research and Information Technology
Implementation Plan (timeline):	August 31, 2019 - Submit draft.
Primary Contact and Additional Personnel:	Jose Mancebo, Peter Engel

▼ **Measure:** Graduate Admissions Recruitment Activities

Detailed Description of Plan:	The office of Graduate Admissions will continue to follow both Teaching Fellow Math Education cohort at the graduate level and the non-cohort group in this program. We will continue to assess whether or not the cohort model continues to prove to be beneficial to our students.
Acceptable / Ideal Target:	Teaching Fellow Math Education cohort at the graduate level and the non-cohort group in this program
Data and Resources:	In addition to assessing the enrollment rate from prospects through graduation, this report also reviews grade point average, credits per semester, and persistence.  Resources: Hobsons Connect, Events and Interviews, and ApplyYourself (AY); CUNYfirst (CF); Business Intelligence (BI); Information Technology (IT)
Implementation Plan (timeline):	September 1, 2019 - Assessment begins. August 31, 2020 - Submit draft.

### Mission Statement

The mission of the Freshman College is to provide a foundational academic experience that actively engages students in their intellectual, personal, and professional development. The Freshman College will foster a supportive environment leading to a successful college transition, overall academic achievement, and retention of students toward graduation.

### Measures

#### Office of Freshman College Goals

Goal Two\_ AY F'19-SU'20: Promote an environment that fosters interdisciplinary studies, collab. teaching & learning, & enhanced student srvs  
Increase collaboration between the Division of Information Technology, Institutional Research, Planning, and Assessment, and Freshman College to properly identify FTFT students' credits upon entry.

#### Outcome: Objective 2.1: FTFT Credits Upon Entry

A Working Group will be established by Freshman College to include representation from the areas of Enrollment Management, Freshman College, Information Technology, and Institutional Research, Planning, and Assessment to build an accurate, automated report, further analyzed to properly identify FTFT credits upon entry.

#### ▼ Measure: September 2020: FTFT Credits Upon Entry

Detailed Description of Plan:

A Working Group will be established by Freshman College to include representation from the areas of Enrollment Management, Freshman College, Information Technology, and Institutional Research, Planning, and Assessment to build an accurate, automated report, further analyzed to

Acceptable / Ideal Target:	properly identify FTFT credits upon entry Automated Report and Analysis, shared campus-wide: Exceptional Automated Report and Analysis: Exceed Expectations Report and Analysis, not automated: Meets Expectations Report, not automated, not analyzed: Needs Improvement Working Group not established; Unsatisfactory
Data and Resources:	1. CUNYfirst Reporting Tools 2. Information Technology Database (s) 3. Institutional Research, Planning, and Assessment Database (s)
Implementation Plan (timeline):	September 19': Working Group Established (FC) October 19': Preliminary dataset (s) created (IT & FC) November 19': Preliminary dataset (s) analyzed (IR & FC) February 20': Update to dataset (s) to include SP'20 FTFT (IT & FC) March 20': Update to analysis to include SP'20 FTFT (IR & FC) April 20': Automate report May 20': Communication plan to share campus-wide June 20': Final Report Completed
Primary Contact and Additional Personnel:	Deputy Director, Gina G. Immucci   Freshman College   Division of Enrollment Management

Goal One\_ AY F'19-SP'20: Provide a successful transition into the Lehman College community Freshman College will support, advise, and registered at least 70% of (applicable) FTFT students into LEH 100, Freshman Seminar. Thus, creating an initial baseline.

### **Outcome: Objective 1.1: Freshman Seminar Placement**

In addition to providing one on one academic advising appointments, Freshman College will develop a series of Group Advising and Registrations sessions to accommodate all (applicable) FTFT students in support of advisement and registration into LEH 100, Freshman Seminar.

▼ **Measure:** September 2020: Freshman Seminar Placement

Detailed Description of Plan:	In addition to providing one on one academic advising appointments, Freshman College will develop a series of Group Advising and Registration sessions to accommodate all (applicable) FTFT students in support of advisement and registration into LEH 100, Freshman Seminar. Thus, creating a baseline of 70% registration into LEH 100.
Acceptable / Ideal Target:	>71% Registration: Exceptional 70% Registration: Meets Expectations 60-69% Registration: Needs Improvement
Data and Resources:	1. CUNYfirst Reporting Tools 2. IR Daily Enrollment Dashboard
Implementation Plan (timeline):	SP' 2019: Develop Group Advising and Assisted Registration Days SU' 2019: Provide and support proper advisement and registration into LEH 100, Freshman Seminar FA' 2019: Report on placement in to LEH 100, Freshman Seminar SP'2020: Expand report to include passing rate of LEH 100, Freshman Seminar
Primary Contact and Additional Personnel:	Deputy Director, Gina G. Immucci   Freshman College   Division of Enrollment Management

Last Modified: 09/26/2019 03:26:40 PM EDT

## Assessment Project 1: Information Literacy Tutorial

In the fall of 2018, the college launched an online tutorial designed to teach and assess information literacy among students in LEH 300 classes. This tutorial, created by library faculty, was built around the AAC&U's Information Literacy VALUE Rubric (<https://www.aacu.org/value/rubrics/information-literacy>). The tutorial includes four modules which address the following competencies defined in the rubric:

- Determine the Extent of the Information Needed
- Access the Needed Information
- Evaluate Information and its Sources Critically
- Access and Use Information Ethically and Legally

Each module addresses two learning outcomes drawn directly from the rubric. Since the tutorial is pitched at a beginner level, these learning outcomes aim to move students up from a relatively low point in the rubric (level 1 or 2).

The tutorial concludes with a 20-question, multiple choice Blackboard quiz. Quiz questions map directly to the learning outcomes articulated in the modules, but do not duplicate the scenarios presented in the modules. This quiz was intended as the main assessment tool for the tutorial, as well as a means to assess students' information literacy.

The library proposes to assess students' information literacy using the quiz scores, learning outcomes, and rubric. If available, the library would appreciate assistance from the Office of Institutional Research to perform statistical analysis of the quiz data. If not available, the library will study the raw quiz scores. The library expects this assessment will also reveal areas in which the tutorial and quiz can be improved.

### Guidelines for Academic Program Review Lehman College, City University of New York

Office of the Vice Provost for Academic Programs  
Revised August 2019

All academic programs, centers and institutes shall conduct formal periodic program reviews.

An academic program review consists of:

1. a self-study;
2. an external peer review, site visit, and report;
3. a discussion of the review between the program and the administration;
4. development of an action plan to utilize results for continuous improvement.

These guidelines do not supersede or replace reviews of academic programs that are subject to an accreditation process by external agencies. Those programs are addressed later in this document.

#### **Self-Study**

The self-study encourages faculty and staff to analyze the overall effectiveness and quality of the program. Specifically, the self-study should look back over the past 5 years (or since the most recent program review) and, utilizing qualitative and quantitative data, address:

- The relation of the program to the College's mission, vision, and goals: addressing such questions as how the program *educates, empowers, and engages* students and contributes to achieving the College's *Institutional Learning Goals*; how the program advances 90X30; and, how the program integrates the College's *Strategic Plan*.
- The program's curriculum in relation to desired outcomes: addressing such questions as how the program compares to comparable programs and/or norms established by relevant professional organizations; how the program ensures students can achieve program learning goals; how the program assesses student learning; how the program collaborates with/supports other programs within the College; how the program considers and addresses student perceptions and expectations.
- The faculty's activities in scholarship, teaching and professional service, including faculty development and pedagogical innovations.
- The program's use of assessment for continuous improvement.
- Future directions for the program, based on an analysis of the program's current strengths and weaknesses, external opportunities and obstacles, forecasts for the program's field, and changes implemented since the last program review. A plan and timeline for the next 5-year period should be developed.

## **External Peer Review**

Normally, there will be two reviewers. They should be selected from different appropriate institutions and professional organizations. The department will nominate reviewers to the Dean, along with pertinent biographical information such as current position, area of specialization, relevant professional experience, where and when the Ph.D. was granted, and other distinguishing academic credentials. Reviewers must be from outside of the CUNY system and any connections that a proposed reviewer may have with the department or any of its members need to be disclosed. The Dean may seek additional names and will then select reviewers with the approval of the Vice Provost.

The Dean will send the departmental self-study to the reviewers at least two weeks in advance of the visit. The Department Chair will establish a schedule for, and oversee, the visit. The site visit will consist of interviews with faculty, students, administrators and alumni (to the extent possible).

The final report should be submitted to the Dean and the Department Chair within four weeks of the site visit.

## **Action Plan**

After the department has had an opportunity to examine the report for accuracy and consider its recommendations, the Vice Provost's Office will schedule a meeting of the department P&B or the entire department, the Vice Provost, the Dean, and Associate Dean for a discussion of the report and the department's reaction to it. Following this meeting, the department will develop an action plan for the next five years. The goals and timeline articulated by the department should be as explicit as possible. Two months after the meeting to discuss the report, the department's draft action plan should be submitted to the Vice Provost and Dean. The Vice Provost and Dean may recommend revisions of the draft plan or additional meetings. Once the plan is finalized, the Vice Provost will send the department and Dean a formal written acceptance.

## **Programs with External Accreditation**

Generally, external accreditors request the same information as in a self-study and often conduct a site visit. In such cases, the external accreditation will take the place of the self-study and site visit components of the academic program review process. However, the program must complete a statement addressing the following issues: The relation of the program to the College's mission, vision, and goals; how the program *educates*, *empowers*, and *engages* students and contributes to achieving the College's *Institutional Learning Goals*; how the program advances 90X30; and, how the program integrates the College's *Strategic Plan*. This statement is attached to the final accreditation report submitted to the Dean and Vice Provost prior to their meeting with the department to consider the accreditation recommendations.

## Program Review Timeline

	<b>Activity</b>
March	Identification of programs to be reviewed in the following academic year. Department considers potential reviewers.
Fall semester	Department writes self-study.
October	Reviewer nominations due in Dean's Office by mid-October. Dean selects review team, secures approval of Vice Provost by end of October. Chair then initiates contacts to coordinate site visit dates.
December	Self-study due to Vice Provost and Dean.
Six weeks from site-visit	Dean's office and the department coordinate the site visit itinerary. Draft schedule due a month prior to the site visit.
At least two weeks prior to site-visit	Dean's Office sends final self-study to the reviewers.
Spring	Site visit.
Four weeks after site visit	Reviewers' report due.
Three weeks after receipt of reviewers' report	Meeting with Vice Provost, Dean and department to consider report and issues to be addressed in the action plan.
Two months meeting about reviewers' report	Five-year action plan due to Vice Provost and Dean.

# Appendix 010

## Academic Program Review Calendar:

School	Department	Next Program Review	Notes
A&H	Languages and Literatures	2020 - 2021	
A&H	History	2021 - 2022	
A&H	Philosophy	2021 - 2022	
A&H	Art	2022 - 2023	
A&H	Journalism and Media Studies	2022 - 2023	
A&H	English	2023 - 2024	
A&H	Latin American, Latino & Puerto Rican Studies	2023 - 2024	
A&H	Africana Studies	2024 - 2025	
A&H	Music, Multimedia, Theatre & Dance	2024 - 2025	
HS2N	Social Work	2019 - 2020	concurrent with external accreditation
HS2N	Health Sciences - Dietetics, Nutrition, Education	2021 - 2022	next external accreditation in 2025
HS2N	Health Sciences - Recreation, Exercise, Health Services	2020 - 2021	
HS2N	Speech-Language-Hearing Sciences	2023 - 2024	concurrent with external accreditation
HS2N	Nursing	2022 - 2023	concurrent with external accreditation
NSS	Chemistry	2020 - 2021	concurrent with external accreditation
NSS	Anthropology	2021 - 2022	
NSS	Mathematics	2021 - 2022	
NSS	Computer Science	2022 - 2023	
NSS	Economics and Business	2022 - 2023	
NSS	Physics and Astronomy	2022 - 2023	
NSS	Biological Sciences	2023 - 2024	
NSS	Political Science	2023 - 2024	
NSS	Earth, Environmental, and Geospatial Sciences	2024 - 2025	
NSS	Psychology	2024 - 2025	
NSS	Sociology	2024 - 2025	
SCPS	Adult Degree, SDS & MALS	2022 - 2023	
SOE	Counseling, Leadership, Literacy, and Special Education	2020 - 2021	concurrent with external accreditation
SOE	Early Childhood and Childhood Education	2020 - 2021	concurrent with external accreditation
SOE	Middle and High School Education	2020 - 2021	concurrent with external accreditation

Proposal to Senate Governance Committee

Assessment Committee

a) Membership:

Thirteen members as follows: six elected faculty; three elected students; four administrators: one each from Academic Affairs, Student Affairs, Enrollment Management, Administration and Finance.

b) Functions:

- i. Periodically review the Institutional Effectiveness Plan and recommend changes;
- ii. Collect and document academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs);
- iii. Collect and document assessment information from Administrative, Educational, and Student Support (AES) units;
- iv. Assist departments, programs, and faculty in developing and implementing assessment plans and communicating assessment findings with appropriate stakeholders;
- v. Facilitate the use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcome development;
- vi. Identify and address professional development needs/opportunities in assessment and disseminate information on best practices in assessment;
- vii. Advise on the development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.

# Appendix 012

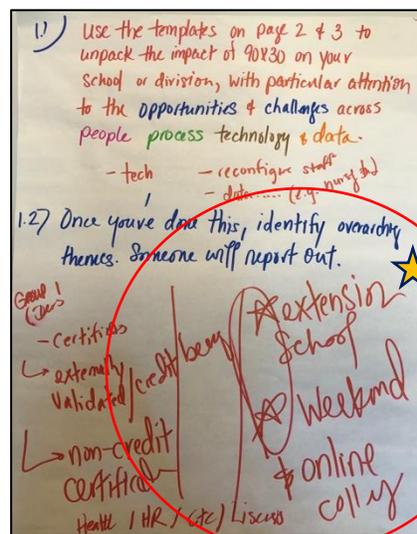
## PAB Retreat Meeting Output

**Morning Summary:** There were two teams. The first team included the Deans, and the other group included administrators. The purpose of the discussion was to unpack the impact of 90X30 on individual schools and divisions, with a focus on people, process, technology, and data.

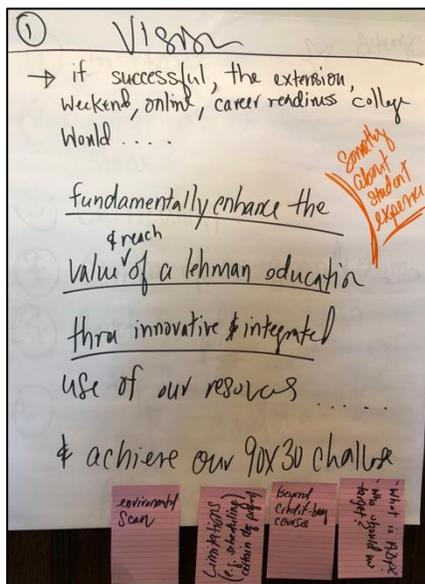
The team composed of the Deans chose to take a deep dive into the importance and variety of credentials. Some are well-validated and credit-bearing and others are non-credit bearing. Many, which are focused on licensure in fields including Health and Human Resources, represent major opportunities to enhance the career trajectories of our students. In light of that, **The group proposed the idea of an extension school of sorts.** The team composed of the other participants unpacked the opportunities and challenges related to people, process, data, and technology. A few themes emerged from these conversations, including:

- Developing a cohesive and prioritized resource strategy;
- Upskilling and reskilling many of our staff in light of Lehman’s ongoing transformation;
- Modernizing and optimizing our human, physical, and digital infrastructure;
- Telling Lehman’s story in by focusing on our globally reflective students, staff, and faculty; and
- Taking a deeper dive into learning modalities and space optimization.

Interestingly, this team concluded with the broader idea of developing a weekend or online college. **Given that both teams landed in a similar place, the remaining time was spent unpacking what it would take to develop something like this.**



**Afternoon Summary:** Rather than focus on getting to a set of big ideas, the consensus generated allowed us to focus instead on what a new college would look like. First, we thought about what a vision could be. The group came up with the following working draft.



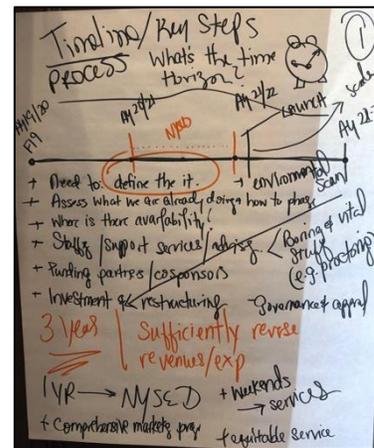
“If successful, the extension, online, career readiness, **weekend** (Struck Through Based on Later Conversations) would fundamentally enhance the value and reach of a Lehman education through the innovative and integrated use of resources to enhance the student experience and achieve our 90X30 challenge by increasing educational attainment in the Bronx and region.”

In order to understand this, it was suggested that an environmental scan/business plan be developed, and that we think about what our limitations could be. Additionally, the group thought it would be important to think beyond credit-bearing courses, and to leverage the infrastructure and programs we already have to help launch something like this successfully.

Finally, Dean Mills noted the importance of an approach that allowed for a top-down and bottom-up effort to converge.

**Following this, the group brainstormed for an hour, thinking of what some of the core components and key considerations should be.** They included the following:

- Should something like this be open access?
- Could a new approach serve as an incubator for new programs and pedagogical innovations that eventually could be scaled throughout the college?
- Does it make sense to include a co-op component (e.g., should it be internship based)?
- What are the implications for work-study?
- How do we think of pre-baccalaureate programs, post-baccalaureate programs, certificates with no on ramps for a bachelor's or master's degree, and certificates that can be stacked or converted to such credentials?
- Would we charge undergraduate or graduate tuition?
- Where should we first focus our energy? Should we launch graduate programs because they are in theory revenue generators? What can be done quickly to prove the concept and gain more experience?
- Do we have the appropriate enrollment capacity? What are the implications of this on enrollment and support operations? Do we need a weekend administrator?
- What are the implications for this regarding accreditation?



**Timeline and Next Steps:** After the brainstorming session that focused on the vision and key considerations, the group took a brief break. Following the break, the remainder of the meeting was spent identifying what a timeline and key milestones for the development of a new college or program.

In order to facilitate this process, it was important that the development and maturation of such a program be phased-in over the course of the next three years in a manner that would allow the College to sufficiently reverse the structural deficits that have expenses outpacing revenues and drawing down on our reserve balance.

Year 1 (End of FY20)	Year 2 (End of FY21)	Year 3 (End of FY22)
<ul style="list-style-type: none"> <li>• Have program applications and approvals for NYSED, MSCHE set so that in AY20-21 things can be launched.</li> <li>• Ensure that the design of a new school/program be done in a way that ensures equitable service.</li> <li>• Have comprehensive marketing plan developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement key components identified in year 1.</li> <li>• Develop systems and processes to monitor and assess progress and continuously improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a fully operational college with a series of signature programs.</li> <li>• Have a multi-year scaling strategy developed.</li> </ul>

<ul style="list-style-type: none"> <li>• Determine staffing/support services.</li> <li>• Identify funders and partners, like philanthropy, industry, and the central office.</li> <li>• Launch early pilots</li> <li>• Develop support approaches/budgets.</li> <li>• Develop metrics</li> </ul>		
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**Next Steps:** At the conclusion of the meeting a series of next steps were identified to help sustain the momentum over the course of the next three months. They are included in the table below:

Thirty Days	Sixty Days	Ninety Days
<ul style="list-style-type: none"> <li>• Define and narrow focus of 90X30.</li> <li>• Organize content around 90X30.</li> <li>• Use upcoming cabinet/PAB meeting to map out student success work and align work (effectively, the exercises we did not do).</li> <li>• Prepare for S. Rinella’s arrival.</li> <li>• Embed some of the communications around 90X30, and some of the output of this meeting, into the kickoff of the strategic plan.</li> <li>• Send out most recent space utilization study.</li> </ul>	<ul style="list-style-type: none"> <li>• Bake exercise 2B into the strategic planning efforts for each taskforce.</li> <li>• Develop a targeted marketing strategies for master’s programs and other pertinent certificates.</li> <li>• Determine the metrics that allow us to assess the viability of a new program(s).</li> <li>• Ongoing effort to firm up the important metrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the impact of targeted financial aid, with a particular emphasis on summer and winter scholarships.</li> <li>• Have a well-developed, conclusive plan for the launch of this new school/college.</li> <li>• Establish a taskforce and begin the work.</li> <li>• Ongoing effort to firm up the important metrics.</li> </ul>

**Parking Lot:** Additional items were raised and documented for further action.

- The group discussed whether or not to create a program like Georgia State’s Panther retention grants based on Kenneth’s suggestion. **At the end of the meeting, the group agreed that this should be done and steps should be taken to do so.** This likely included Kenneth, Susan, Reine Sarmiento.
- Would it be possible to examine what would be needed to develop a summer scholarship program that would enable students to take summer courses without drawing down on other forms of financial aid? This was raised because there is anecdotal evidence that involvement in either summer or winter makes a difference in retention and outcomes.
- As we think about 90X30, does it make sense to refine our language and focus on the additional undergraduate degrees that would be needed?

- Related to certificates, have we accounted for all of them? How would we do so? *Note that Jane has already reached out to Jonathan regarding this.*
- Dawn raised a good point regarding the external factors that shape our financial model, and Ron provided some nuance related to micro-population trends in the Bronx. These should be incorporated into the external environmental scan provided in preparation for the meeting.
- Kenneth noted that we needed to be sure to effectively communicate a message of focused, contained, and responsible growth.
- Peter and Ron noted that our efforts are the result of an intentional process of transformation and continuous improvement.

# Appendix 013

CUNY Budget Categories and Plans		Strategic Plan Taskforce									90X30 & SGP
		Anchor Institution	Diversity and Campus Climate	Enrollment and Student Success	Faculty and Staff Success	Institutional Effectiveness and Assessment	Program and Curriculum	Revenue and Facility Optimization			
3	<b>Expanding Access, Enhancing Learning, Accelerating Success (Shade Denotes a High Degree of Alignment)</b>										0
4	CUNY On Track										0
5	<b>College Now</b>	1						1			2
6	<b>Early College/P-Tech Schools</b>	1		1				1			2
7	<b>Teacher Training and Career Supports</b>	1		1				1		1	4
8	Full time faculty (64 cluster faculty hires)		1		N			1		1	2
9	Math Start/ASAP			1				1			3
10	Support for Adult Learners via College Navigators		1								2
11	Accelerate, Complete, and Engage			1						1	2
12	Pedagogical Innovation			1	1	1		1		1	5
13	Online Education			1	1			1	1	1	5
14	Student Financial Assistance			1					1	1	3
15	No subcategory										
16		3	2	8	2	1	6	2	6		
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Directly Related to Lehman Extension  
 Partially related to Lehman Extension  
 Related to some facet of the CUNY Budget Proposal  
 Potential missed opportunity  
 Additional Suggestions

# INSTITUTIONAL TRANSFORMATION ASSESSMENT

## MVP BETA



The **Institutional Transformation Assessment** is an inquiry and learning tool designed to help institutions better understand their strengths and areas for improvement, in order to prioritize transformation efforts.

### INDIVIDUAL REPORT

This report shows a summary of your responses to the assessment along with your answers to each question. The group's responses to the assessment will be used as a key input in the consensus discussion.

### STUDENT SUCCESS FRAMEWORK COMPONENTS

**Pathways** measures an institution's state of adopting essential guided pathways practices at scale.

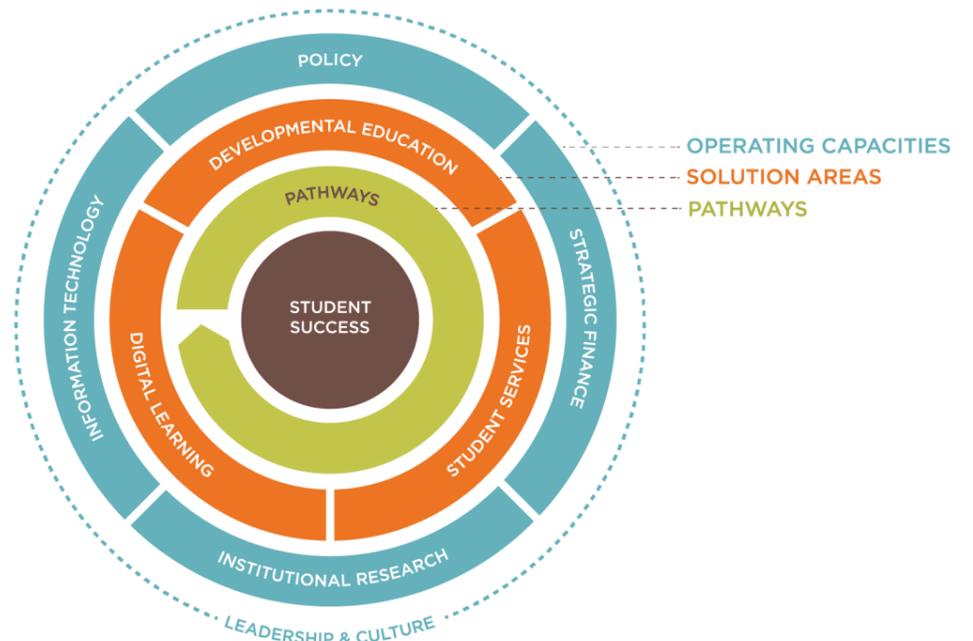
**Solution Areas** measure the state of an institution's implementation of three focused areas:

- Developmental Education
- Student Services
- Digital Learning

**Operating Capacities** measure the state of an institution of five operating areas:

- Leadership & Culture
- Policy
- Strategic Finance
- Institutional Research
- Information Technology

### STUDENT SUCCESS FRAMEWORK



## SUMMARY REPORT MECHANICS

### OPERATIONAL CAPACITIES & SOLUTION AREAS RATING DEFINITIONS

The section below summarizes your responses to the assessment into four capability groupings. In general these categories can be defined as:

**Emerging** - A fairly low level of capability maturity, in that limited capabilities exist or those that are present do not exist in any pervasive, repeatable manner.

**Developing** - An increased level of capability over "non-existent", generally characterized by inconsistent execution and limited repeatable processes

**Accomplished** - A moderately high level of capability maturity, with consistent execution and repeatable processes

**Exemplary** - The highest level of capability maturity, characterized by high level of execution, process standardization, and continuous monitoring and feedback to achieve the desired results, that are formalized and part of the way the institution "does business" on a consistent basis

**I don't know/unsure** - You don't know the answer to a question, or you are unsure if your institution is implementing or following this practice

**Not applicable** - This question does not apply to my institution's context

### PATHWAYS RATING DEFINITIONS

There are different capability groupings for the **Pathways** section. This section follows the 5-scale rubric as follows:

**Not Occuring** - Institution is currently not following or planning to follow this practice

**Not Systematic** - Practice is incomplete, inconsistent, informal, and/or optional

**Planning for Implementation** - Institution is planning to implement the practice at scale

**Implementation in Progress** - Implementation of the practice is in progress for all students

**At Scale** - Practice is implemented at scale—that is, for all degree-seeking students

**I don't know/unsure** - You don't know the answer to a question, or you are unsure if your institution is implementing or following this practice

**Not applicable** - This question does not apply to my institution's context

### RATING MATHEMATICS

Each ordinal response was assigned a numerical value. The average of the data set for each category was used to determine the overall rating for that category. In the case where the average is not an integer, the number was rounded up or down depending on the mode of the data set.

QUALITY OF IMPLEMENTATION	NUMERICAL VALUE
EMERGING	1
DEVELOPING	2
ACCOMPLISHED	3
EXEMPLARY	4

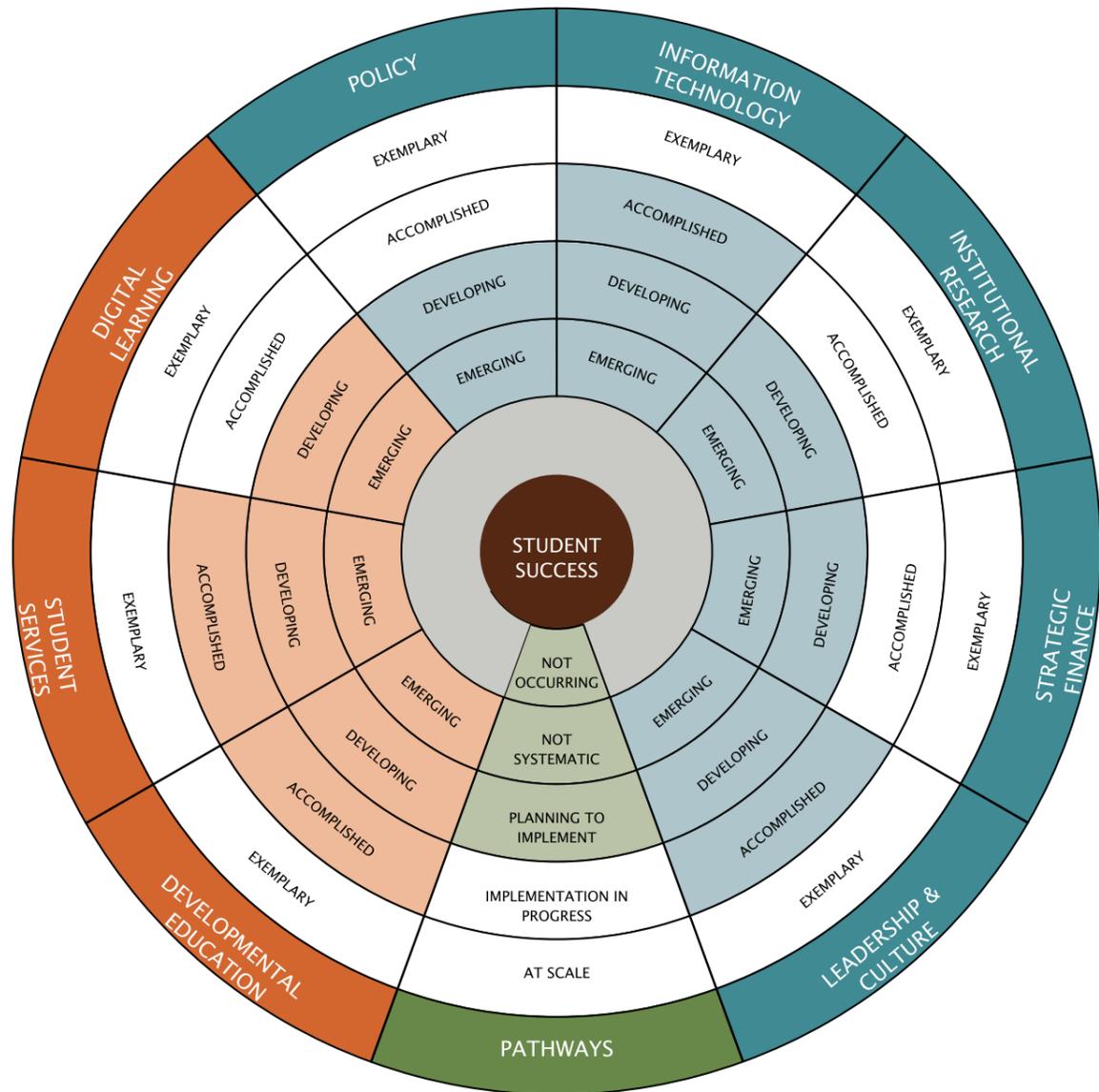
SCALE OF ADOPTION	NUMERICAL VALUE
NOT OCCURING	1
NOT SYSTEMATIC	2
PLANNING FOR IMPLEMENTATION	3
IMPLEMENTATION IN PROGRESS	4
AT SCALE	5

# YOUR INDIVIDUAL ASSESSMENT RESULTS

## WHAT DOES THIS REPRESENT?

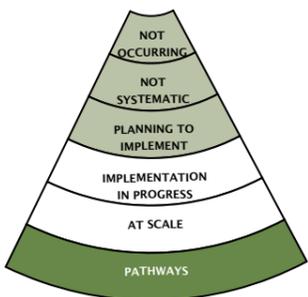
This is a high level view of your assessment results. It displays an aggregate rating for each section of the student success framework based on the answers you gave for each question in the assessment.

The pages that follow show how you answered questions in each section to arrive at these aggregate ratings.



### PLANNING TO IMPLEMENT

Pathways



## PATHWAYS

Pathways focuses on measuring your institution's focus on and ability to define student pathways, map pathways to student end goals, help students choose a pathway, keep students on a pathway, and ensure that students are learning.

	NOT OCCURRING	NOT SYSTEMATIC	PLANNING TO IMPLEMENT	IMPLEMENTATION IN PROGRESS	AT SCALE	Not Applicable	Unsure / I don't know	
1	The institution emphasizes long-term student education planning for an entire program/degree linked to transfer and career plans, rather than course selection for the current or upcoming term.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know

## MAPPING PATHWAYS TO STUDENT END GOALS

		NOT OCCURRING	NOT SYSTEMATIC	PLANNING TO IMPLEMENT	IMPLEMENTATION IN PROGRESS	AT SCALE	Not Applicable	Unsure / I don't know
2	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
3	Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
4	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know

## HELPING STUDENTS CHOOSE AND ENTER A PATHWAY

5	Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
6	Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas" not just in college-level math and English.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
7	Required math courses are appropriately aligned with the student's field of study.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
8	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
9	The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know

## KEEPING STUDENTS ON THE PATH

10	Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
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		NOT OCCURRING	NOT SYSTEMATIC	PLANNING TO IMPLEMENT	IMPLEMENTATION IN PROGRESS	AT SCALE	Not Applicable	Unsure / I don't know
11	Students can easily see how far they have come and what they need to do to complete their program.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
12	Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
13	Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
14	The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know

## ENSURING THAT STUDENTS ARE LEARNING

15	Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
16	Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
17	Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
18	Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know

		NOT OCCURRING	NOT SYSTEMATIC	PLANNING TO IMPLEMENT	IMPLEMENTATION IN PROGRESS	AT SCALE	Not Applicable	Unsure / I don't know
19	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know
20	The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale—that is, for all degree-seeking students	Not Applicable	Unsure / I don't know

ACCOMPLISHED

Operating Capacities



**LEADERSHIP & CULTURE**

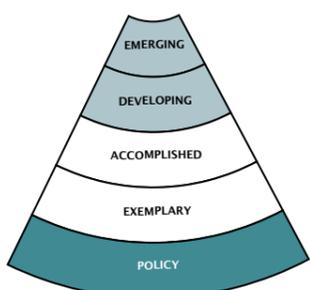
The Leadership & Culture capacity is an institution's ability to develop and lead execution of a strategic agenda focused on student success.

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
1	Senior leaders are publicly committed to improve completion and/or labor market outcomes and overall student success.	Student success improvement is not among the institution's stated or announced priorities.	Senior leaders in specific departments, schools or representing specific groups of students may have publicly committed to a student success improvement initiative.	The institution has stated student success improvement goals and identified key stakeholders and leadership.	Student success improvement is a highly visible and clear priority for the institution	Not Applicable	Unsure / I don't know
2	There is at least one senior position specifically dedicated to student success improvement.	Student success improvement is not a formal part of any senior executive's portfolio.	Student success leadership is limited to specific departments, schools, or groups of students. Institution-wide leadership is absent or not at a senior level.	Student success is a shared responsibility across several roles; leadership may be distributed or not at an executive level.	A dedicated leader of student success improvement initiatives reports directly to the president and/or serves on the cabinet.	Not Applicable	Unsure / I don't know
3	Individuals within and between departments and units collaborate and communicate to implement student success initiatives.	If student success initiatives are underway, they are being conducted by individual departments, schools, or groups, with little or no communication, awareness, or coordination.	Several stakeholders are collaborating and communicating. It may be a showcase or pilot project.	Key stakeholder roles and departments have been identified and most are committed to and involved in the initiative, but some areas are not involved, have declined, or are unable to participate.	All relevant stakeholders (individuals and departments) are collaborating and communicating in institutional student success initiatives.	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
4	Input from multiple stakeholders (e.g., IT, faculty, institutional research, students, staff, student affairs) is used when making decisions about student success goals and initiatives.	Student success goals and initiatives either have not been articulated at all or are not shared with others.	Decisions about student success goals and initiatives are made by a small group that does not represent most stakeholders.	Input from many internal stakeholders is used to make decisions about student success goals and initiatives, but some stakeholders may feel their input goes unheeded and the rationale for some decisions is unclear.	All relevant internal stakeholders participate actively in decision-making about student success goals and initiatives.	Not Applicable	Unsure / I don't know
5	Metrics of progress towards priority objectives related to student success are defined and shared across the institution.	Measurable outcomes and metrics towards priority objectives are generally understood but not specifically delineated in a formal document.	The strategic plan specifies some measurable outcomes and metrics towards priority objectives and there is limited information available to key constituents upon request.	Measurable outcomes and metrics are defined in the strategic plan and progress is reported periodically to key constituents in a clear and concise format.	Measurable outcomes and metrics of progress towards priority student success objectives are defined in the strategic plan and progress towards achievement is regularly evaluated and shared with the campus community and senior officials.	Not Applicable	Unsure / I don't know
6	Executives are accountable for achieving the institution's priority objectives.	The institution has an informal process to evaluate the performance of senior leadership.	A performance management system exists on campus but it is not specifically linked to priority objectives.	The institution is in the process of adopting a formal process to include priority objectives in a performance management system.	Achieving priority objectives are critical measures in an executive performance measurement system.	Not Applicable	Unsure / I don't know
7	Key human resources are effectively organized to achieve priority initiatives and roles and responsibilities related to business office, IT, IR are clearly differentiated and respected.	The institution has a traditional organizational structure that has received little attention over recent years.	Institutional leaders plan to review the roles and responsibilities for key operational areas and to make adjusts as needed.	An institutional review is underway and some roles and responsibilities have been revised or clarified.	Key institutional areas have been reviewed and realigned to ensure collaboration in achieving priority objectives.	Not Applicable	Unsure / I don't know
8	Leadership use of analytics when making decisions about student success initiatives.	Leadership makes decisions about student success with only marginal or no use of data. They have expressed no interest in employing analytics.	Leadership is interested in applying analytics to student success initiatives. Initial exploratory uses of analytics, such as a pilot project, may be in place with strong leadership interest.	Leadership employs analytics to inform some initiative-level decisions.	Analytics are used by leadership as a key component of initiative-level decisions.	Not Applicable	Unsure / I don't know

**DEVELOPING**

Operating Capacities



**POLICY**

The Policy capacity is an institution's ability to mobilize the support required to change laws, regulations, rules, protocols, and funding priorities governing operations whether or not the policies fall within the institution's formal authority to modify.

EMERGING

DEVELOPING

ACCOMPLISHED

EXEMPLARY

Not Applicable

Unsure / I don't know

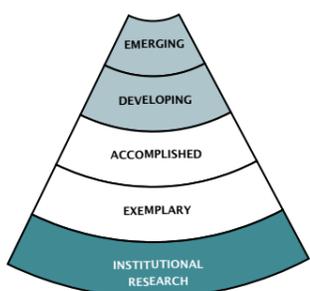
		<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>	<b>Not Applicable</b>	<b>Unsure / I don't know</b>
<b>1</b>	The institution has a clear definition of student success that emphasizes completion and/or labor market outcomes.	The institution does not have a clear definition of student success.	The institution has a definition of student success but it does not include completion and/or labor market outcomes.	The institution has a definition of student success that includes, but does not emphasize, completion and/or labor market outcomes.	The institution uses a clear definition of student success that emphasizes completion and/or labor market outcomes.	Not Applicable	Unsure / I don't know
<b>2</b>	The institution consistently uses a shared definition of student success.	The institution either does not define student success or the definition is unfocused, emphasizes different objectives, or is used inconsistently on campus.	The institution has a definition of student success and uses it in multiple contexts, but the definition is not yet an integral part of the institutional culture.	The institution uses a consistent definition of student success.	The institution uses a consistent definition of student success that is universally recognized on campus and used in major institutional processes or documents.	Not Applicable	Unsure / I don't know
<b>3</b>	Improving student success is prioritized among competing objectives.	The institution may have identified student success as an important goal, but has not given it unique importance among other institutional priorities.	The institution has made student success one of their top two or three priorities. They have allocated resources to specific projects or ideas on an ad hoc basis, but not within most core planning, budgeting, and personnel processes.	The institution has made student success one of their top two or three priorities and has systematically integrated a student success framework into their institutional planning, budgeting, and personnel processes. Budget and policy decisions are routinely based on student success considerations.	The institution gives student success top priority relative to other important goals and evaluates all major budget and policy decisions based on their impact on student success.	Not Applicable	Unsure / I don't know
<b>4</b>	The institution has a process for regularly communicating student success goals and performance to appropriate stakeholders.	The institutional community is not aware of any student success activities. Communications efforts are informal and ad hoc.	Communications about student success goals and performance are limited to particular groups, or infrequent.	A dedicated website or other "channel" exists to communicate about student success goals and performance.	Multiple communications venues (e.g., web site, social media, newsletters and emails, departmental and town hall meetings, media, events, etc.) are used to communicate student success goals and performance to all stakeholders. Someone is formally responsible for initiative communications. The institutional community helps spread the word about student success goals and current progress toward those goals.	Not Applicable	Unsure / I don't know

		<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>	<b>Not Applicable</b>	<b>Unsure / I don't know</b>
<b>5</b>	The institution has a strong process in place for identifying institutional policies and procedures in need of modification or improvement.	The institution knows some of the internal stakeholders needed to support policy change, but has not yet engaged them.	The institution has occasionally engaged internal stakeholders to develop and implement new policies and procedures. Engagement may not be especially wide or deep and transparency may be limited. Some stakeholders may not feel empowered to implement or recommend changes.	The institution ensures that key internal stakeholders are well informed about its policy agenda and has successfully engaged them in developing and implementing many important policies and procedures. Engagement is often wide (most or many members of key groups participate) and deep (policies significantly shaped by input from internal stakeholders), and the process is transparent to affected groups.	The institution is recognized regionally or nationally as having especially strong internal stakeholder engagement. Formal and transparent processes for engagement are in place and regularly used. Engagement is consistently wide and deep and has been sustained through significant leadership transitions at the institution.	Not Applicable	Unsure / I don't know
<b>6</b>	The institution has a strong process in place for identifying policies and procedures in need of modification or improvement and for ensuring effective implementation of changes.	The institution may have anecdotal awareness of problems with its policies and procedures and may have occasionally taken steps to address them, but has not actively sought to audit policies or anticipate problems before they emerge.	The institution has made at least one major systematic attempt to identify institutional policies and procedures that present a barrier to student success.	The institution has established and used a process to identify areas for policy and procedure improvement, implemented new policies, and followed up to evaluate results of the new implemented policies.	The institution has extensively and repeatedly used a process to review and improve its policies and procedures.	Not Applicable	Unsure / I don't know
<b>7</b>	The institution has the ability to identify and address barriers to student success in institutional policies and procedures.	The institution is aware that policies might hinder or aid the achievement of its strategic objectives, but has not yet engaged in systemic efforts to identify and change them.	The institution has identified and addressed some of the internal or external policies and procedures that need to be eliminated, modified, or adopted. There may be weak links in the team or process.	The institution has systematically identified internal and external policy barriers to achieving its strategic objectives and developed strong teams and processes to change them.	The institution has an outstanding and sustainable team in place. It has implemented and repeatedly used an ongoing process for reviewing internal and external policies and identifying and removing barriers to achieving strategic objectives.	Not Applicable	Unsure / I don't know
<b>8</b>	Institution has strong and effective processes in place to cultivate external stakeholders such that its requests for external policy support or change have been successful and it is seen as a willing and helpful collaborator by its peers and partners.	The institution knows some of the constituencies needed to support external policy change, but has not yet engaged them.	The institution has engaged some of the appropriate external stakeholder groups to institute some policy change, but lacks a strong process for one or more of them.	The institution has strong and effective processes in place to cultivate external stakeholders. Its requests for external policy support or change have been successful and the institution is seen as a willing and helpful collaborator by its peers and partners.	The institution is recognized among peers as a leader in making the case for policy support or change. Its effectiveness has been sustained through key leadership transitions (within or outside the institution).	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
9	The institution consistently and effectively engages external stakeholders in developing and improving student success policies and procedures.	The institution makes decisions affecting student success without significant involvement of external stakeholders. It does not regularly use the results of surveys, focus groups, or other processes to acquire more comprehensive input.	The institution occasionally uses surveys, focus groups, or other means to solicit input from external stakeholders and occasionally acts based on the results of that input. The processes for involvement are not systematic, and stakeholders may not understand the institution's decisions about acting on that feedback.	The institution consistently uses surveys, focus groups, or other means to solicit input from external stakeholders and frequently changes institutional policies and procedures based on the input received. External stakeholders understand why the institution sometimes chooses not to act upon their feedback.	The institution is recognized within its state or peer groups as responsive to and collaborative with external partners, and may be identified by external partners as an exemplar for other institutions.	Not Applicable	Unsure / I don't know
10	There are strong data and analytical resources available for policy and procedure development.	The institution has limited data and analytical resources for institutional policy development. Few real-time resources or forecasting tools are available, so the institution relies primarily on historical reports and analyses developed for other purposes, such as compliance or accreditation.	The institution has developed some data sources and analyses specifically to inform policy development that go beyond what is required for compliance and accreditation. Some core institutional functions have access to real-time reports and forecasts, but many do not.	The institution has developed real-time reports and forecast models for all major central administrative functions to inform institutional policies that affect student success.	The institution has developed data and analytical resources, including real-time and predictive reports, to support institutional policy development and adjustment across the institution, including faculty planning and student advising.	Not Applicable	Unsure / I don't know
11	Data resources are effectively and consistently used in the policy and procedure development process.	The institution's use of data and analytics to make and adjust institutional policies and processes is uncoordinated. These functions take place in separate units or are specialized functions of a small group of people.	The institution's use of data and analytics to make and adjust institutional policies and processes is coordinated, but the number of people involved is limited.	Virtually all academic and administrative units of the institution have access to and regularly use data and analytics to make and adjust institutional policies and procedures. They make use of real-time reports and forecasting techniques to anticipate and respond to issues as early as possible.	The institution's data and analyses are available to and used extensively by individual students, faculty and staff to inform their decisions and to create a constant feedback loop that informs institutional policy and procedure. Confidence in the systems is high.	Not Applicable	Unsure / I don't know

**DEVELOPING**

Operating Capacities



**INSTITUTIONAL RESEARCH**

The Institutional Research capacity is an institution's ability to use inquiry, action research, data, and analytics to intentionally inform operational, tactical, and strategic accomplishment of an institution's student success mission. The function—occurring inside and outside of an institutional research office—provides timely, accurate, and actionable decision support to administrators, faculty, staff, students, and other stakeholders.

EMERGING

DEVELOPING

ACCOMPLISHED

EXEMPLARY

Not Applicable

Unsure / I don't know

		<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>	<b>Not Applicable</b>	<b>Unsure / I don't know</b>
<b>1</b>	Data and institutional research are viewed as valued assets for decision making and continuous improvement of the institution.	In addition to mandatory reporting, the use of data by internal audiences is mainly served through one-off ad hoc requests.	Access to data and analytics is specifically aligned with the decision-making authority and needs of different audiences (e.g., boards of directors, faculty in governance roles, faculty in instructional roles, staff, students).	Data are frequently and widely used by a variety of audiences across the institution to inform decisions, demonstrating the genesis of a culture of evidence.	In a robust culture of evidence, data and IR are evaluated and improved with new tools, methods, and developments to proactively meet audiences' needs.	Not Applicable	Unsure / I don't know
<b>2</b>	There are established goals for staff and faculty data literacy.	There are positions which are designed specifically around data and analytic skills (e.g., staff in business intelligence/IR office).	Data knowledge and skills is included in position descriptions for all positions that collect data and/or support decision making.	Professional development is provided to individuals who collect data and/or support decision making aligned with position descriptions and expectations.	Goals are established for staff/faculty data literacy and a multi-year plan for reaching the established goals.	Not Applicable	Unsure / I don't know
<b>3</b>	Professional development opportunities exist to build skills for data collection, analysis and use.	Support is occasionally provided for conference or webinar attendance to build institutional research knowledge and skills.	Professional development opportunities are provided for faculty, staff, and administrators to grow institutional research skills, even if they do not work in an IR office.	A strategy has been established for developing employee capacities to collect, analyze, disseminate, and use data in support of their own position and their unit's work.	An established strategy exists to successfully enlarge the institution's pool of skilled employees who use data to inform operational, tactical, and strategic decisions which impact student success.	Not Applicable	Unsure / I don't know
<b>4</b>	Faculty and advisors use analytics to improve individual student success.	Faculty and advisors make decisions that affect student success with only marginal or no use of data. Few or none have expressed interest in employing analytics.	Some individual faculty and advisors use the available data and analytics to make some decisions, but most do not.	Many faculty and advisors apply analytics to help individual students and otherwise improve support.	Faculty and advisors use analytics on an ongoing basis to help individual students, inform curriculum and course design, and otherwise improve support.	Not Applicable	Unsure / I don't know
<b>5</b>	The institution applies student success metrics in policies and practices.	Metrics that measure institutional and student performance have been identified.	Data that support student success metrics are collected, quality-checked, and confirmed for all students, including subpopulations.	Relevant decision makers have access to student success metrics for all students, including subpopulations.	Student success metrics are used to confirm, change, or create academic policies and practices.	Not Applicable	Unsure / I don't know
<b>6</b>	Individuals and departments have access to data and data tools to inform decision making.	Data primarily come from existing administrative records and mandated reporting, and are generally used in the aggregate.	Access to data requires special skills or permissions that are limited to specific units.	Select decision makers have access to data and data tools to ask and answer questions related to their areas.	Institution has a process to evaluate and improve access to data and data tools for all decision makers, including administrators, faculty, staff, and students.	Not Applicable	Unsure / I don't know
<b>7</b>	The institution has established a level of oversight of student success data.	The institution has established some links across administrative units responsible for student success data.	The institution has formalized the links in the organizational structure so that cross-unit authority and responsibility for student success data is established.	A single administrative unit has ultimate responsibility for data oversight of student success data.	An administrative support structure has ultimate responsibility to confirm or change data, resources, and practices related to student success.	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
8	The institution uses data to inform unit-level and functional management.	Baseline student success metrics in support of the institution's goals have been established to facilitate decisions by unit administrators, faculty, and staff.	Access is provided to data and analytics to align with the decision-making needs of unit administrators, faculty, and staff.	Unit administrators, faculty, and staff use data and analytics to inform decisions and set priorities.	Each institutional unit uses continuous improvement processes to evaluate its data and analytics capacities.	Not Applicable	Unsure / I don't know
9	Using analytics predictively to inform student success initiatives.	The institution does not use predictive analytics to inform student success initiatives, but may be considering an initiative.	Use of data is primarily limited to monitoring and reporting, with little or no predictive capabilities.	Predictive analytics are in place and in use for at least one component of student success.	Predictive analytics are in place and in use in all feasible components of student success.	Not Applicable	Unsure / I don't know
10	Institution anticipates and evaluates new opportunities (tools/methods) for data and institutional research in support of student success.	No organized evaluation of new data tools/methods is established. Or, multiple units at our institution independently monitor and explore new vendor services, external data collections, and new analytical tools with only informal links between units.	The institution has formalized links in the organizational structure and in position descriptions so that authority and accountability for maintaining the institution-wide data and institutional research capacity are clearly established.	The institution has established a single individual/unit with ultimate responsibility for maintaining and growing the institution's data and institutional research capacity.	The institution has used the administrative support structure to confirm or change data resources and practices, and inform tactical, operational, and strategic decisions in support of student success.	Not Applicable	Unsure / I don't know

**DEVELOPING**

Operating Capacities



**STRATEGIC FINANCE**

The Strategic Finance capacity is the institution's ability regarding the strategic and effective allocation and management of resources in support of the institution's vision, mission, goals, and priority initiatives.

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
1	How do student success goals influence resource allocation decisions (financial, human, technological, facilities)?	Resources are not allocated strategically toward these outcomes using cost, performance data and basic statistics but rather based on historical funding levels, formulas or processes.	Student success has been identified as a priority outcome in the institution's strategic plan, and performance, cost data and analytics are broadly used to inform resource allocation decisions.	Student success has been identified as a priority outcome in the institution's strategic plan, and performance, cost data and analytics are used to dedicate resources to achieve this outcome.	Student success is clearly delineated as critical to the institution's mission and strategic plan. The institution uses relevant performance, cost data and analytics to enable strategic effectiveness.	Not Applicable	Unsure / I don't know

		<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>	<b>Not Applicable</b>	<b>Unsure / I don't know</b>
<b>2</b>	Does the institution have a multi-year financial plan, based on data-driven assumptions?	The college budgets on an annual basis.	The budget is developed annually however senior leaders have a multi-year financial model.	A multi-year budget model has been developed based primarily on historical financial measures.	The institution uses multi-year forecasts and, using sensitivity analysis, develops financial pro formas for the next 5 years, enabling it to understand the implications of current and future commitments and initiatives.	Not Applicable	Unsure / I don't know
<b>3</b>	Does the institution have processes in place to accurately assess costs related to programs and activities?	Cost estimates are based on traditional financial accounting systems and reports.	Individual units have developed internal processes to assess costs related to their programs and activities.	The institution has begun to develop a process to accurately assess the cost of programs, products and services.	Sufficient resources are planned to ensure the reasonable success of a priority initiative before the effort is undertaken.	Not Applicable	Unsure / I don't know
<b>4</b>	Are faculty and staff using financial data in their decision making and goal setting?	Little evidence that financial data are widely used by staff outside of the business office.	Faculty and staff use general financial data in decision-making.	Faculty and staff use financial forecasting at their departmental level.	Faculty and staff widely understand and use advanced costing techniques.	Not Applicable	Unsure / I don't know
<b>5</b>	Are processes in place to assess and report on the financial impact of achieving institutional strategies and outcomes?	The institution periodically reports both internally and externally on progress towards achieving priority initiatives.	Individual units have developed dashboards and other systems to measure and report progress on priority objectives.	The institution has begun to develop a campus-wide system to accurately measure and report progress on priority objectives.	The institution uses relevant performance and cost data to assess the financial impact of achieving priority initiatives and communicates these results both internally and externally.	Not Applicable	Unsure / I don't know
<b>6</b>	Does the institution periodically measure the financial costs and benefits of achieving priority initiatives?	Priority initiatives are periodically included in broader financial overviews.	Cost/Benefit analysis is sometimes utilized as a component of periodic program reviews.	Cost/Benefit analysis is used extensively in some but not all program reviews.	The institution measures the financial costs and benefits of achieving priority initiatives as return on investment, across financial and non-financial outcomes.	Not Applicable	Unsure / I don't know
<b>7</b>	Are faculty and staff incented to improve student success in a way that is aligned with the institutional vision?	Faculty and staff receive periodic reviews based upon traditional performance criteria, and/or revenue distribution formulae conflict with institutional goals.	Senior institutional leaders understand the need to align incentives with vision but have not yet begun developing a campus-wide system.	The institution has begun to develop a campus-wide system to accurately monitor, incent and motivate individual efforts that advance institutional goals.	Effective financial incentives have been developed and implemented throughout the campus to support the institution's vision and priority objectives.	Not Applicable	Unsure / I don't know
<b>8</b>	Are metrics and data of institutional financial health shared transparently and consistently both internally and externally?	Limited financial information is available to key constituents upon request, and definitions of terms vary throughout the organization.	Financial reports and key performance measures and data are available upon request by key constituents, and the budget process involves limited stakeholders.	Budget process and data are regularly presented in a clear and concise format, and constituents rely on them for key allocation decisions.	Financial / performance data and budgeting processes are understood and discussed regularly with constituents, and a high level of confidence exists with the data's accuracy.	Not Applicable	Unsure / I don't know

## INFORMATION TECHNOLOGY

The Information Technology capacity is the institution's ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success and develop and monitor meaningful student success initiatives.

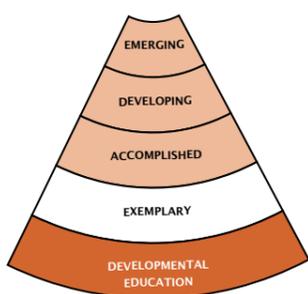
		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
1	IT provides institutional leadership, faculty, and advisors with tools and information they need to contribute to student success and to develop and monitor meaningful student success initiatives.	The institution lacks the resources, institutional commitment and direction, processes, policies, systems and infrastructure needed to manage and deliver data, analytics, systems, and technologies to support student success initiatives. No funding exists or is planned for new technology investments to support student success initiatives.	Connections between student success goals and data and information systems are weak or indirect, but planning is underway to strengthen them and to develop a roadmap for student success programs, services, and tools. Faculty, advisor, and student use of student success information systems and data to make decisions is optional and limited to enthusiasts.	IT is becoming a strategic asset in support of student success. Technology is in place to support most student success activities, as are processes and policies to support student success technologies. Faculty, advisors, and students are adequately supported and strongly encouraged to use student success information systems to support their work and data to make decisions.	IT is viewed as a strategic asset in supporting student success initiatives as a result of empowered end users and successful enterprise-wide interoperability. Technology is in place to support all student success activities and processes that are relevant to institutional student success priorities. Processes and policies to support student success technologies are well-documented, enforceable, and enforced. Use of data to make decisions is preferred throughout the institution.	Not Applicable	Unsure / I don't know
2	There is extensive faculty adoption and use of information systems that support student success (e.g., early alerts, advising systems, degree progress tracking).	Faculty do not use or have access to student success information systems.	Faculty use of student success information systems is optional, sporadic, and limited to enthusiasts.	Faculty are strongly encouraged to use student success information systems. Many do, and those who use the systems find them useful and reasonably easy to use.	Faculty use and see the usefulness of student success information systems. Faculty adoption is widespread and a seamless part of their work.	Not Applicable	Unsure / I don't know
3	There is extensive training for users (e.g., faculty, advisors, students) to make effective use of student success technology systems.	Little or no training or support is available to help faculty, students, and advisors use student success technologies.	Training and support to help faculty, students, and advisors is available as a one-off, or by special request as needed.	Training and support to help faculty, students, and advisors is available via web-based documentation and/or scheduled, generic training sessions.	Training and support to help faculty, students, and advisors is available institution-wide via general web-based documentation and training sessions and via customized consultations and training.	Not Applicable	Unsure / I don't know
4	Input from multiple stakeholders (e.g., IT, faculty, institutional research, students, staff, student affairs) is used when making decisions about student success technologies.	Student success systems and technologies, if present, are used or operated by individual departments. IT may either not be included in decision-making about student success technologies or be making decisions independent of other stakeholders.	IT's involvement may be limited (e.g., informing rather than consulting about decisions) or narrow. Or IT may make student success technology decisions without adequately consulting other stakeholders.	IT is informed of functional and technical requirements and participates in technology selection. Stakeholders (including IT) may not have a clear understanding of how technology choices will (or will not) contribute to the student success goals.	All relevant stakeholders participate actively in decision-making about student success technologies. IT is viewed as an integral stakeholder and can ensure that technology choices can achieve their intended objectives.	Not Applicable	Unsure / I don't know

		<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>	<b>Not Applicable</b>	<b>Unsure / I don't know</b>
<b>5</b>	Ability of information security policies and practices to safeguard data used for student success analytics.	Information security policies and procedures are not rigorous enough to safeguard data used for student success analytics. No thought is being given to assess or improve them.	Efforts are underway to adapt Information security policies, procedures, and tools to adequately safeguard student success data. Some are already adequate.	Information security policies, procedures, and tools for student success data are sufficiently rigorous and audited for compliance on an ad hoc basis. Consequences for violating policies are well-documented and clear to the institutional community, but may not be consistently enforced.	Information security policies, procedures, and tools to safeguard student success data are rigorous, and frequently or continuously monitored for compliance. Policies are well-documented and consequences for violating them are clear to the institutional community, and enforced.	Not Applicable	Unsure / I don't know
<b>6</b>	Extent to which data related to student success can be shared effectively among technology systems (e.g., SIS, LMS, advising, analytics, etc.).	Data from information systems relevant to student success are siloed and would require significant work to share among systems.	Data from information systems relevant to student success are siloed, but can be connected or shared with some effort on an ad hoc basis.	Key data elements from information systems relevant to student success can be shared among systems but data are not fully integrated and connected.	Key data elements from information systems relevant to student success are integrated and connected and available for use in analytics and reporting.	Not Applicable	Unsure / I don't know
<b>7</b>	Technology in place to help students and advisors plan a detailed course of study through degree or credential completion.	Technology to help students and advisors plan a detailed course of study through degree or credential completion is neither in place nor under consideration.	Planning is underway to evaluate technology to help students and advisors plan a detailed course of study through degree or credential completion.	Technology is currently in place to help some students and advisors plan a detailed course of study through degree or credential completion.	Technology is in place to help all students and advisors, institution-wide, plan a detailed course of study through degree or credential completion. Additional related technologies or enhancements are integrated with an overall student success roadmap.	Not Applicable	Unsure / I don't know
<b>8</b>	Technology to identify and intervene with students at academic risk.	Technology to identify and intervene with students at academic risk is neither in place nor under consideration.	Planning is underway to evaluate technology to identify and intervene with students at academic risk.	Technology is in place to identify and intervene with some students at academic risk.	Technology is in place, institution-wide, to identify and intervene with students at academic risk.	Not Applicable	Unsure / I don't know
<b>9</b>	Technology to identify and intervene with students at risk from non-academic factors (e.g., work, child care, transportation).	Technology to identify and intervene with students at risk from non-academic factors (e.g., work, child care, transportation) is neither in place nor under consideration.	Planning is underway to evaluate technology to identify and intervene with students at risk from non-academic factors (e.g., work, child care, transportation).	Technology is in place to identify and intervene with some students at risk from non-academic factors (e.g., work, child care, transportation).	Technology is in place, institution-wide, to identify and intervene with students at risk from non-academic factors (e.g., work, child care, transportation).	Not Applicable	Unsure / I don't know
<b>10</b>	Ability of technology systems to accurately track student progress and identify potential obstacles to degree or credential completion.	Technology to accurately track student progress and identify potential obstacles to degree or credential completion is neither in place nor under consideration.	Planning is underway to evaluate technology to accurately track student progress and identify potential obstacles to degree or credential completion.	Technology is in place for some students to accurately track student progress and identify potential obstacles to degree or credential completion.	Technology is in place, institution-wide, to accurately track student progress and identify potential obstacles to degree or credential completion.	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
11	Ability of technology systems to provide faculty and staff advisors with a unified, comprehensive view of a student's education planning and advising interactions.	Technology to provide faculty and staff advisors with a unified, comprehensive view of a student's education planning and advising interactions is neither in place nor under consideration.	Planning is underway to evaluate technology to provide faculty and staff advisors with a unified, comprehensive view of a student's education planning and advising interactions.	Technology is in place to provide some faculty and staff advisors with a unified, comprehensive view of a student's education planning and advising interactions.	Technology is in place, institution-wide, to provide faculty and staff advisors with a unified, comprehensive view of a student's education planning and advising interactions.	Not Applicable	Unsure / I don't know

**ACCOMPLISHED**

Solution Areas



**DEVELOPMENTAL EDUCATION**

The Developmental Education solution is the institution's capacity for comprehensive and integrated approaches for expediting students' progression through developmental education to gateway, college-level course completion.

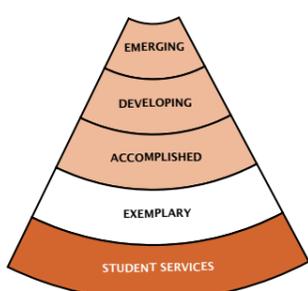
		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
1	The institution has clear goals and defined measurable outcomes for Developmental Education.	Goals and measurable outcomes for Development Education have not been defined or are not generally understood.	The strategic plan specifies some goals and measurable outcomes for Developmental Education, but progress is not tracked.	The strategic plan specifies goals and measurable outcomes for Developmental Education, and progress towards achievement is reported periodically to core team.	The strategic plan specifies measurable outcomes for Developmental Education, and progress towards achievement is frequently evaluated and shared with the campus community.	Not Applicable	Unsure / I don't know
2	Faculty and Staff Supports: The support the institution provides faculty and staff to improve individual practice and institutional policy for developmental education programs.	The institution does not offer professional learning opportunities for faculty and staff that are integrated within individual and departmental work portfolios.	The institution is committed to providing professional learning opportunities and is engaged in a process to develop them.	The college has developed professional learning opportunities that support faculty and staff as they make changes to developmental education curriculum, pedagogy and provision of student supports.	Sustained and meaningful professional learning opportunities help support faculty and staff to improve individual and institutional policy and practice. Professional learning is grounded in pressing problems of classroom practice that can be examined collaboratively within the context of specific improvement activities.	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
3	Acceleration: The way our institution limits students' time in developmental education.	The institution requires students to complete multi-semester, multi-course pre-requisite developmental education sequences before enrolling in college-level math and English.	Pilots are underway to eliminate multi-semester, multi-course developmental sequences.	Acceleration reform processes have replaced multi-semester and multi-course developmental education course sequences.	Students' progression through developmental education and gateway math and English courses is expedited by streamlining developmental education, co-enrolling in developmental education and gateway courses. These changes are associated with improved student outcomes.	Not Applicable	Unsure / I don't know
4	Alignment: The degree to which developmental education content is mapped to college coursework.	The institution does not map developmental education content to college-level coursework. Skills do not transfer to college-level performance tasks.	The institution is in the process of mapping college-level coursework to developmental education content and continues to identify ways for skills to transfer to college-level performance.	The institution clearly maps developmental education content to college-level courses and ensures that basic skills transfer to college level performance.	Content and performance requirements of developmental education courses are mapped and designed to more effectively prepare students for college coursework by replicating college-level tasks (with the appropriate level of support).	Not Applicable	Unsure / I don't know
5	Integration: The way developmental education solutions and associated supports propel students into college coursework in intended program of study.	The institution does not connect or explicitly integrate developmental and college courses with structured academic plans and basic skills are discretely from disciplines.	The institution has begun to integrate developmental and college courses by identifying which skills are associated with each discipline.	The institution has a clear understanding of how developmental education and college courses are connected and integrated with academic plans.	Developmental and college courses and content are fully connected and/or explicitly integrated within structured academic plans and college-level courses. These processes contribute to increased student transfer and completion rates.	Not Applicable	Unsure / I don't know
6	Embedded Student Supports: The way our institution embeds students' academic and non-academic supports into developmental education instructional delivery and curriculum.	The institution offers marginal academic support to developmental education students. Students receive infrequent and unsystematic academic advising that focuses primarily on course registration and they are not required to take a student success course.	The institution offers limited academic support to developmental education students. Sustained and proactive advising is not routinely offered for all students or focuses only on academic planning and success.	The institution mandates that students receive academic support in developmental courses. Developmental math and English assignments are explicitly designed to enhance students' college know how and career and academic planning (e.g., lessons on study skills, time management, how to access school services). Students engage with advising on an ongoing basis and throughout the semester. Services are linked to career planning and transfer.	Institution exhibits widespread use of embedded academic and nonacademic supports for students into the curriculum and enacted through the instructional approaches used in developmental education courses. As a result of these support structures, student retention and completion rates are increasing.	Not Applicable	Unsure / I don't know

	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
<p><b>7</b> <b>Accurate Placement: The way our institution assesses students' academic and nonacademic strengths and weaknesses prior to or upon entry.</b></p>	<p>The institution assesses students' academic strengths and weaknesses using a standardized single instrument and lacks the data infrastructure to consider multiple measures.</p>	<p>The institution has identified a need to incorporate multiple measures into how it assesses students' academic and nonacademic strengths and is engaged in the process of creating a data infrastructure for it.</p>	<p>The institution is committed to using multiple measures to accurately place students into college-level courses and has the data infrastructure in place to use this approach.</p>	<p>Students' academic and non-academic strengths and weaknesses are assessed prior to or upon entry to college through the use of indicators of high school performance and student motivation or commitment to succeed in school. The placement process takes into account student goals or programs of study. There is evidence of impact on student outcomes based on these placement mechanisms.</p>	<p>Not Applicable</p>	<p>Unsure / I don't know</p>
<p><b>8</b> <b>Refinement: The systems to learn from our reform efforts and how we use those insights to refine reform activities.</b></p>	<p>The institution has minimal systems and mechanisms in place to define and measure student outcomes and use those outcomes to inform reform refinement.</p>	<p>The institution has in place processes and policies to define and measure student outcomes but has yet to use data to refine the reforms.</p>	<p>The institution consistently uses data from the reforms to make decisions about needed changes in programs, plans and strategies.</p>	<p>The institution routinely assesses the reform efforts and uses those insights to refine reform activities.</p>	<p>Not Applicable</p>	<p>Unsure / I don't know</p>
<p><b>9</b> <b>Scaling: The degree of institutional commitment to developmental education solution's potential to improve academic success and student progression.</b></p>	<p>Institutional policies, funding priorities, and individual roles and responsibilities reflect a limited commitment to developmental education reform and student success.</p>	<p>The college is in the process of reevaluating institutional policies, funding priorities, and individual roles and responsibilities in order to incorporate a stronger commitment to developmental education reform and student success.</p>	<p>Institutional policies, funding priorities, and individual roles and responsibilities reflect a strong commitment to recent reforms designed to scale and make developmental education reform more sustained in order to promote student success.</p>	<p>Institutional commitment to solution's potential to improve academic success and student progression serving all students who can benefit and aligning institutional resources accordingly (technically that's our institutionalization definition but we speak of them in tandem). Institution exhibits widespread use of all core features of the solutions with evidence of impact on student outcomes</p>	<p>Not Applicable</p>	<p>Unsure / I don't know</p>

**ACCOMPLISHED**

Solution Areas



**STUDENT SERVICES**

The Student Services solution focuses on assessing the provision of advising and support services—by leveraging technology—that are proactive, structured, personalized, sustained, and that connect advising and planning.

EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
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	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know	
1	Organizational Structure: The way our institution organizes student supports	Organizational structures (for example, institutional policies, funding priorities, job descriptions, technology infrastructure) largely restrict advising to course registration functions.	Organizational structures promote some efforts to provide advising and student support using SSIPP (sustained, strategic, integrated, proactive and personalized) strategies but have not adopted the full approach. (For example, a college may assign students to advisors, but provide little structural reinforcement to incentivize regular touchpoints).	The majority of organizational structures are designed to facilitate the provision of advising and student support using a SSIPP (sustained, strategic, integrated, proactive and personalized) approach.	All organizational structures are designed to facilitate the provision of advising and student support using a SSIPP (sustained, strategic, integrated, proactive and personalized) approach.	Not Applicable	Unsure / I don't know
2	Process Alignment: The integration of support across offices and departments	Organizational processes (for example, workflow guidelines, communication channels, and expectations) are largely set by individual departments. Some efforts at cross-departmental collaboration may be underway, but overall, student experiences vary depending on where and when they access advising and student support services.	Organizational processes have been streamlined across advising and student support services departments to promote a SSIPP (sustained, strategic, integrated, proactive and personalized) approach, but these services are largely disconnected from the rest of the institution.	Organizational processes have been streamlined across advising and student support services departments to promote a SSIPP (sustained, strategic, integrated, proactive and personalized) approach that connects student support to most departments across the institution.	As a result of streamlining organizational processes across the entire institution, all students receive advising and student support using a SSIPP (sustained, strategic, integrated, proactive and personalized) approach.	Not Applicable	Unsure / I don't know
3	Leadership: Multi-tiered, aligned leadership approach	Advising and student support services leaders operate in functional silos from one another. Leaders have different visions of advising and student support, and overall ownership for student support is unclear. Limited efforts have been made to engage end-users (i.e. advisors, faculty, students).	Advising and student support services are run by a leadership team consisting of multiple leaders who represent a cross-section of departments and positions (multi-tiered), but leaders are not fully aligned in their vision and/or have not clarified who is ultimately accountable for advising quality. Leaders have sought surface level engagement from end-users.	Advising and student support services are run by a multi-tiered leadership team with a shared vision of the SSIPP (sustained, strategic, integrated, proactive and personalized) approach and a clear accountability structure. End users are included in discussions, but not given any leadership authority.	Not only are advising and student support run by a multi-tiered leadership team as described under "accomplished," but there is also a deliberate effort to include and empower mid-level leaders and end users on the leadership team.	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
4	Vision of Benefits: The clarity of our institution's goals for advising and student support as student success efforts	Advising and student support services are primarily viewed as stand-alone functions, with little connection to larger goals for increasing student success.	A few key stakeholders view connecting advising to other services as key for fostering an institution-wide approach to student success. Plans for actualizing this vision are unclear.	A clear, actionable, and consistently understood vision of using the SSIPP (sustained, strategic, integrated, proactive and personalized) approach to connect advising and student support as part of an institution-wide student success effort is shared by most stakeholders across the college.	A clear, actionable, and consistently understood vision of using the SSIPP (sustained, strategic, integrated, proactive and personalized) approach to connect advising and student support as part of an institution-wide student success effort is shared by all stakeholders across the college.	Not Applicable	Unsure / I don't know
5	Technology Integration: Integration of advising / student support technology solutions with institutional enterprise systems	There have been limited efforts to integrate advising / student support technology solutions and other institutional systems.	Advising / student support technology solutions are integrated with some other institutional systems. Gaps in consistent information flow have been identified.	Advising / student support technology solutions are integrated with most enterprise systems. Information flow is mostly consistent and complete.	Advising / student support technology solutions are integrated with all enterprise systems. Information flow is regularly monitored for consistency and completeness.	Not Applicable	Unsure / I don't know
6	Advisor / Student Engagement: Advising promotes student learning in three categories: information, skills, and cognitive development, as well as providing affective support	Advising is primarily focused on information provision related to course registration and administrative tasks.	In addition to information provision, advising services are designed to incorporate some opportunities for skill building in areas such as academic planning or developing study skills. Some advisors provide affective support by helping students connect to individuals (staff, faculty) and institutional activities (clubs, events).	In addition to information provision and skill building, advising services are designed to promote cognitive development (critical thinking about education and career paths). It is standard practice for advisors to provide affective support by helping students connect to individuals (staff, faculty) and institutional activities (clubs, events).	All students receive advising services that are designed to promote student learning in all three key categories: information, skills, and cognitive development, as well as to provide affective support. Students' feedback on advising is regularly sought out as a means of improving services.	Not Applicable	Unsure / I don't know
7	Education Planning: Emphasis on long-term education planning for an entire program / degree linked to transfer and career plans, rather than course selection for the current or upcoming term	Education planning primarily consists of course selection for the current or upcoming term.	Efforts are being made to emphasize the importance of long-term education planning for an entire program / degree, but not all students have plans, and / or plans are not linked to transfer and career plans. Technology for education planning is used inconsistently.	Technology is leveraged to ensure that all students have an education plan for their entire program / degree that is linked to transfer and career plans.	Technology is routinely used to facilitate long-term education planning for an entire program / degree linked to transfer and career plans. Education plans are regularly reviewed to ensure that plans are up to date and that students are following them. If plans are not up to date or students are not following them, advisors intervene.	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
8	Student Analytics - Risk Identification and Early Interventions: Proactive efforts by faculty, advisors, and other support staff to use data to identify students who present risk factors and to connect them to services	Limited efforts are made to use student analytics to proactively identify and intervene with students who present risk factors related to completion.	Student analytics are primarily used to identify students who present risk factors and inform them of available services. Students receive little personalized follow-up from advisors or other support staff. The college has invested a minimal amount of time in considering how to use student analytics responsibly and ethically.	Advisors and other support staff actively monitor student analytics to identify students who present risk factors, and follow up with them according to protocols that outline responsible and ethical types of responses that are appropriate given the information conveyed through the data.	In addition to using student analytics to identify and follow up with students who present risk factors in a responsible and ethical manner, advisors and other support staff help students understand, critique, and act on the information contained in the data.	Not Applicable	Unsure / I don't know
9	Institutional Analytics: Use of data to promote continuous program improvement and to assess impact on student outcomes	Limited use of institutional data to promote continuous program improvement or assess impact on student outcomes.	Institution collects data related to program quality and impacts on student outcomes, but only some stakeholders have access to it.	Stakeholders across the institution have access to data related to program quality and impacts on student outcomes.	Personalized and actionable reports are regularly reviewed, updated, and used to inform and modify individual interventions as well as institution-wide initiatives. As a result, the data being collected show clear evidence of improved outcomes for students.	Not Applicable	Unsure / I don't know
10	Technology Use: Incorporation of advising / student support technology into everyday practice	Faculty, advisors, and other student services staff make minimal use of advising / student support technologies related to the three core functions of education planning, counseling and coaching, and risk targeting and intervention. Many advising processes are manual or paper-based.	Some faculty, advisors, and other student services staff use advising / student support technologies inconsistently or intermittently. Advising / student support technologies are used to support only or two of the core functions.	Most faculty, advisors, and other student services staff routinely use advising / student support technologies that support all three core functions.	Use of advising / student support technologies that support all three core functions has been fully institutionalized as necessary practice for all faculty, advisors, and other student services staff.	Not Applicable	Unsure / I don't know
11	Staff / Faculty Professional Development: Our provision of regular trainings that help support staff improve their service delivery	Limited professional development opportunities are offered related to advising, student support, and the use of associated technologies (professional development for student support).	Professional development opportunities for student support primarily focus on administrative tasks or the use of specific technology functions.	Professional development opportunities for student support emphasize how the provision of advising and student support using a SSIPP (sustained, strategic, integrated, proactive and personalized) approach changes the role of advisors and other support staff. Trainings also address how technology can be used to enhance the provision of this type of support.	Professional development for student support as described under "accomplished" is offered routinely. Trainings are revised as needs of advisors and other staff change.	Not Applicable	Unsure / I don't know

## DEVELOPING

## Solution Areas

**DIGITAL LEARNING**

The Digital Learning solution focuses on assessing the implementation of digital technologies and content for augmenting instruction to promote learning personalization, engagement, feedback, and outcomes.



		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
<b>1</b>	The institution has clear goals and defined measurable outcomes for Digital Learning.	Goals and measurable outcomes for Digital Learning have not been defined or are not generally understood.	A formal document specifies some goals and measurable outcomes for Digital Learning, but progress is not tracked.	A formal document specifies goals and measurable outcomes for Digital Learning, and progress towards achievement is reported periodically.	A formal document specifies measurable outcomes for Digital Learning, and progress towards achievement is frequently evaluated and shared with the campus community.	Not Applicable	Unsure / I don't know
<b>2</b>	Faculty Support: The institution's commitment to faculty engagement and professional development for digital learning.	There is limited / no evidence of faculty support for digital learning.	Standards for faculty engagement and professional development efforts have been undertaken.	Standards for faculty engagement and professional development efforts have been undertaken with opportunities to provide coaching and feedback on faculty performance.	Standards for faculty engagement and professional development efforts are followed with a defined and followed process of performance review.	Not Applicable	Unsure / I don't know
<b>3</b>	Institutional Support: The institution's efforts to ensure digital learning is "mission critical" and sufficiently resourced.	There is limited / no evidence that digital learning supports the institution's mission, values, and strategic plan.	Efforts to align digital learning with mission, values, and strategic plan are underway.	Efforts have been undertaken to align digital learning with the institution's mission, values, and strategic plan.	Efforts have been enacted to ensure digital learning is "mission critical" for the institution and sufficiently resourced.	Not Applicable	Unsure / I don't know
<b>4</b>	Technology Support: The institution's maintenance and continued assessment of our digital learning technology infrastructure.	There is limited / no evidence of support for a digital learning technology infrastructure	Efforts to develop a digital learning technology infrastructure are underway.	A well-coordinated digital learning technology infrastructure is in place and maintained.	A well-coordinated technology infrastructure is maintained and regularly assessed based on a standardized quality assurance process.	Not Applicable	Unsure / I don't know
<b>5</b>	Student Support: The institution's commitment to providing student support for learning in digital environments.	There is limited / no evidence of student support in digital learning.	Access to a limited number of support services is offered for learning in digital environments.	Access to a variety of support services is offered for learning in digital environments with efforts to coordinate and centralize these offerings.	A full array of support services are offered for learning in digital environments which are well coordinated and centralized,	Not Applicable	Unsure / I don't know

		EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	Not Applicable	Unsure / I don't know
6	Institution-Level Evaluation: The institution's process of evaluating the effectiveness of digital learning technology based on learning outcomes.	There is limited / no evidence of a process for evaluating the use of digital learning technology based on learning outcomes.	Ad-hoc evaluation is conducted to assess the effectiveness of digital learning technology based on learning outcomes.	A regular process of evaluation is conducted to assess the effectiveness of digital learning technology based on learning outcomes.	A regular process of evaluation is conducted to assess the effectiveness of digital learning technology based on learning outcomes and to explore and adopt new methods and tools based on student need and strong market awareness.	Not Applicable	Unsure / I don't know
7	Course Dev. / Instructional Design: The institution's design process for courses that use digital learning tools.	There is limited / no evidence of instructional design structure or principles in courses that use digital learning tools.	Course re-design efforts have been undertaken to align objectives, assessment, and curriculum to digital learning delivery.	Course redesign has been completed with clear alignment of objectives, assessment, and curriculum to digital learning delivery.	Course revision cycle has been executed to ensure alignment of objectives, assessment, and curriculum to digital learning delivery, and a process of continuous improvement is in place.	Not Applicable	Unsure / I don't know
8	Course Structure: The institution's commitment to providing equal access to digital learning resources and clear and transparent communication of expectations for learning in digital environments.	There is limited / no evidence of digital learning structures that promote equal access to resources and learning materials.	Restructuring efforts have been undertaken to provide equal access to resources and provide learning materials to communicate expectations for learning in a digital environment.	Courses have been re-structured to provide equal access to resources, and learning materials are in place to communicate expectations for learning in a digital environment.	Complete and equal access to resources and learning materials is offered which are curated to clearly and transparently communicate expectations for learning in a digital environment.	Not Applicable	Unsure / I don't know
9	Teaching and Learning: The institution's commitment to using digital learning tools to promote personalized learning.	There is limited / no evidence of course policies and practices in place to support personalized learning.	Efforts have been undertaken to adopt policies and practices that support personalized learning, including the use of analytics to support engagement and feedback between faculty and students.	Policies and practices are in place to support personalized learning, including the use of analytics to support engagement and feedback between faculty and students.	Policies and practices are in place to support personalized learning, including the use of analytics to support engagement and feedback between faculty and students, and regular assessment of stakeholder feedback and need is conducted to drive continuous improvement.	Not Applicable	Unsure / I don't know
10	Student Support for Digital Learning: The institution's methods for promoting student readiness and engagement with content, faculty, and peers in digital learning environments.	There is limited / no evidence of course structure to promote student readiness and engagement in digital learning environments.	Efforts have been undertaken to promote student readiness and engagement in digital learning environments.	Courses incorporate various methods of promoting student readiness and engagement in digital learning environments.	Courses incorporate various methods of promoting student readiness and engagement in digital learning environments, and are regularly reviewed and improved upon based on learning outcomes and changing student needs.	Not Applicable	Unsure / I don't know