



Periodic Review Report

Presented by:

Lehman College

Ricardo R. Fernández, President

250 Bedford Park Boulevard West
Bronx, NY 10468
June 1, 2014

MSCHE Decennial Visit
March 8-11, 2009

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PERIODIC REVIEW REPORT COMMITTEE

Executive Committee:

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

Working Groups:

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

CHAPTER 1: EXECUTIVE SUMMARY

Overview of Lehman College

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

Lehman College provides a liberal education through 50 undergraduate majors as well as more than 40 graduate degree programs. Fall 2013 enrollment was 12,085. Eighty-one percent of students are pursuing undergraduate degrees, with Business Administration, Sociology, and Nursing accounting for nearly one-third of declared majors. The majority of graduate students are enrolled in either education programs or nursing.

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

Strategic Planning: *Achieving the Vision*

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

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

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

Lehman College Organization and Governance

As part of the [City University of New York](#), the College operates within the guidelines adopted by the 17-member Board of Trustees of CUNY (ten of whom are appointed by the Governor of New York and five of whom are appointed by the Mayor of New York City, one ex-officio trustee who is the chairperson of the University Student Senate and 1 ex-officio non-voting trustee who is the chairperson of the University Faculty Senate), which sets policies for all institutions under its direction. However, beyond these guidelines, Lehman, like the other colleges, operates largely independently with policies and procedures established by the [administration](#) within the framework of a shared governance structure with faculty, the Lehman College Senate.

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

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

Faculty and Staff

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

Students

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

Table 1.1 Fall 2013 Student Demographics

| | Undergraduate Students | Graduate Students |
|-----------------------------------|---------------------------|----------------------|
| Asian/Pacific Islander | 6.6% | 5.0% |
| American Indian/Alaskan Native | 0.1% | 0.2% |
| Black/Non-Hispanic | 31.1% | 27.6% |
| Hispanic | 49.2% | 33.5% |
| White/Non-Hispanic | 9.2% | 26.7% |
| Non-Resident Alien | 3.8% | 7.0% |
| Full-time | 57% | 12.4% |
| Reside in the Bronx | 55.7% | 42.8% |
| Average Age | 27 | 34 |
| Female | 68.4% | 74.9% |
| Male | 31.6% | 25.1% |

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

PREPARATION OF THE PERIODIC REVIEW REPORT

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

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

Executive Decisions: *Garnering Information through the PRR Survey*

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

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

Table 1.2 PRR Survey Results

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

Working Groups

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

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

Sharing Information on the PRR's Progress and Revising Drafts

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

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

SUMMARY OF MAJOR INSTITUTIONAL CHANGES SINCE THE 2009 SELF-STUDY

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

Highlights

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

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

IMPACT OF CHANGES IN INSTITUTIONAL OPERATIONS AND ORGANIZATION

Academic Renaming and Addition of New School

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

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

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

Strategic Plan

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

General Education Curriculum

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

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

Administration

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

Full-time Permanent Faculty Hires

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

Science Hall

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

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

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

Opening of a New Child Care Center

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

Opening of the Teaching and Learning Commons

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

CUNYfirst Conversion

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

Strategic Hiring and Resource Allocation: Provost's Office

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

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

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

NCATE accreditation for the Educational Leadership Program

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

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

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

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

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

Other Accreditation/Certification

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

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

Productivity and Budget Planning Committee

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

HIGHLIGHTS OF THE PERIODIC REVIEW REPORT

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

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

Chapter 3: Major Challenges and Opportunities

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

Chapter 4: Analysis of Enrollment and Finances

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

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

Chapter 5: Assessment of Institutional Effectiveness and Student Learning

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

Chapter 6: Linked Institutional Planning and Budgeting Processes

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

STATEMENT OF REAFFIRMATION OF ACCREDITATION AND MONITORING AND PROGRESS REPORT OUTCOMES

2009 MSCHE Statement: *To reaffirm accreditation. To request a [monitoring report](#) due by April 1, 2011, documenting evidence of the development and implementation of an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness, including evidence that (1) assessment results are used to improve planning, teaching, and learning (Standards 7 and 14), and (2) establishment of measurable goals at the program and course levels (Standard 14). The Periodic Review Report is due June 1, 2014.*

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

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

MSCHE Statement of Certification



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

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

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

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

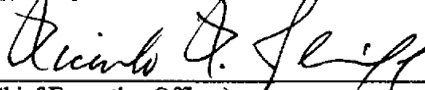
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under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

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

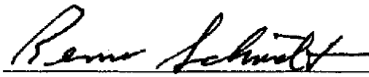
This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

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

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


(Chief Executive Officer)

05-29-14
(Date)


(Chair, Board of Trustees or Directors)

May 27, 2014
(Date)

CHAPTER 2

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

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

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

Also Lehman College's recommendations to itself that it:

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

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

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

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

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

Also Lehman College’s recommendation to itself that it:

Evaluate and implement recommendations of the Assessment Council.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

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

Also Lehman College's recommendation to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

Also Lehman College's recommendation to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

The College recommended to itself that it:

Provide upgraded and additional resources for student and faculty.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

The College recommended to itself that it:

Centralize policies and procedures on the College website.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

RECOMMENDATION 12: THE NEW BELL SCHEDULE (STANDARD 7)

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

The following recommendations were forwarded by the Committee.

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

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

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

The College recommended to itself that it:

Examine and implement recommendations of the Task Force on Advising.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

Implementation of the Degree Works Audit System

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDATION 14: FACULTY SUPPORT AND MENTORING (STANDARD 10)

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

The College recommended to itself that it:

Revise the form used for student evaluation of instruction.

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

The College recommended to itself that it:

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

Activities Demonstrating an Effective Response to and Implementation of the Recommendation

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

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

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

CHAPTER 3

Major Challenges and Opportunities

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

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

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

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

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

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

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

Lehman College's Progress Toward Strategic Goals

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

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

Enrollment Trends

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

Table 3.2 Composition of New Full-Time Undergraduate Students

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

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

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

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

Breakdown of admissions by category:

Table 3.4 Lehman College Enrollment Data and Four-Year Trend

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

Table 3.5 Five-year Admission Trend

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

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

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

CUNYfirst

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

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

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

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

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

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

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

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

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

Pathways

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

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

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

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

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

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

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

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

Fiscal Challenges

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

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

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

Table 3.6 Tax-levy Operating

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

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

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

Lehman College Faculty

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

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

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

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

Full-time Permanent Faculty Hires

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

Foundations of Excellence

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

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

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

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

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

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

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

CHAPTER 4

Analysis of Enrollment and Finances

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

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

CUNY Compact

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

Comprehensive & Capital Campaign

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

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

Table 4.1 Amounts Raised 2010-2013

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

*net after \$50,000 paid against pledges

Table 4.2 Projected Goals

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

Additional Funding Sources

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

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

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

Table 4.3 Office of Sponsored Research Statement

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

Capital Budget

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

Table 4.4 Capital Budget

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

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

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

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

State Fiscal Situation and Enrollment Data and Trends

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

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

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

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

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

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

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

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

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

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

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

Table 4.6 5-Year Enrollment and Data Trends

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

* Includes part-time first-time freshmen

Status of Transfer Council

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

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

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

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

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

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

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

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

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

GENERAL EDUCATION AND “PATHWAYS”

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

FISCAL CHALLENGES

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

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

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

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

CHAPTER 5

Assessment of Institutional Effectiveness and Student Learning

Assessment Process and Plans

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

Background

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

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

Assessment of Student Learning (Standard 14)

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

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

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

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

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

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

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

General Education Assessment

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

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

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

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

Academic Program Level Assessment Process

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

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

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

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

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

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

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

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

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

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

Institutional Assessment Process (Standard 7)

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

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

Table 5.1: Performance Management Report Outcomes (Annual Figures)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Administrative Unit Assessment

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

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

Table 5.5 Criteria for the Evaluation of Unit Assessment Reports

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

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

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

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

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

Sharing of Information on Institutional Effectiveness

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

CHAPTER 6

Linked Institutional Planning and Budgeting Processes

Overview

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

CUNY Master Plan

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

Table 6.1 Linkages CUNY Plan and Lehman Plan

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

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

Lehman College Strategic Plan

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

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

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

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

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

Lehman College's Operating Budget

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

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

CUNY Compact

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

Lehman College's Capital Budget

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

Linked Planning and Budgeting

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

Table 6.2 Linkages Planning and Budgeting

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

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

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

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

Table 6.3 Alignment of Resources with Goals

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

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

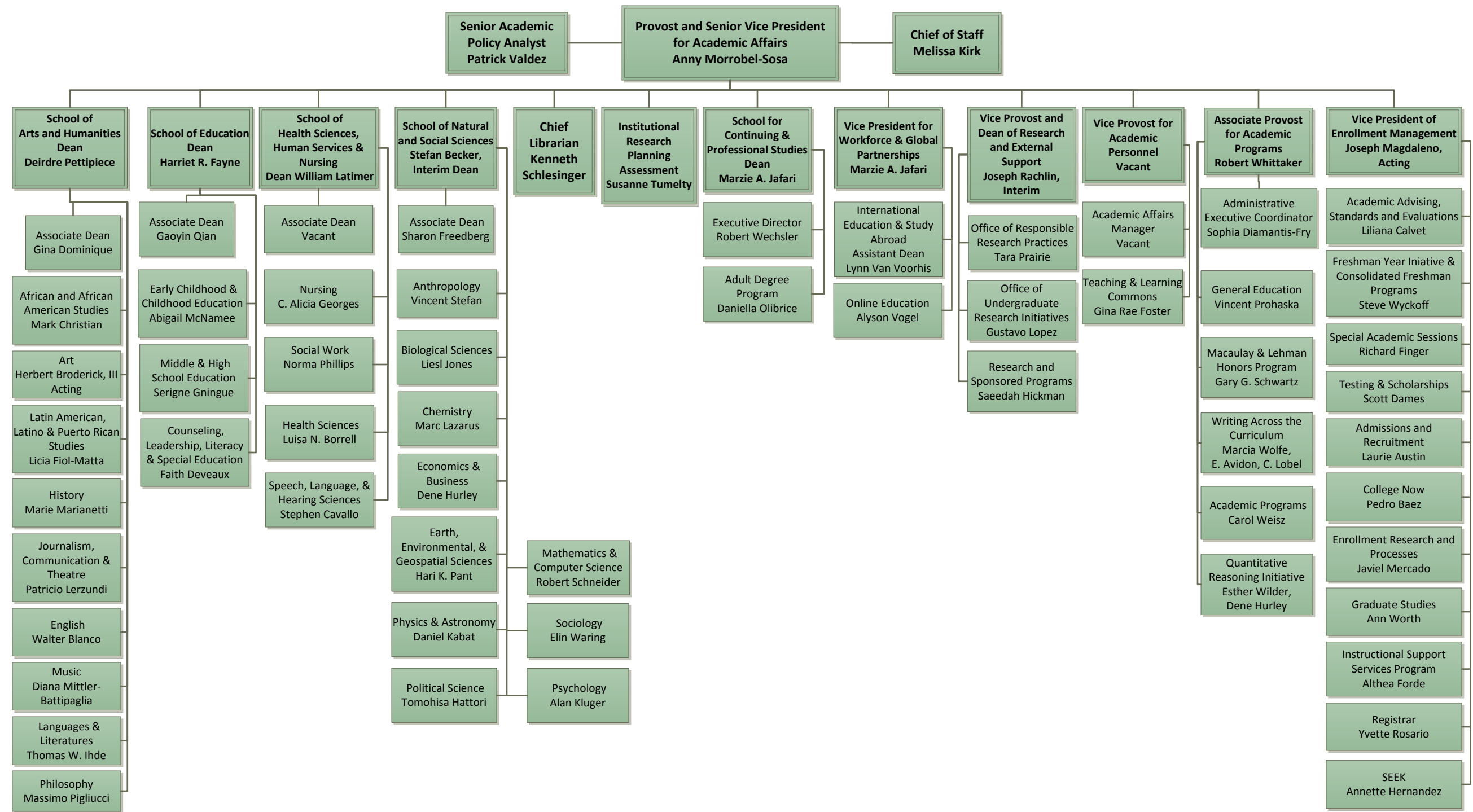
CONCLUSION

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

LIST OF APPENDICES

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- Appendix 2: Financial Statement 2011
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Organizational Chart for Academic Affairs (Current as of 5-9-14)



HERBERT H. LEHMAN COLLEGE

Statements of Net Assets (Unaudited)

June 30, 2011

(In thousands)

| | <u>2011</u> |
|--|--------------------|
| Assets: | |
| Current assets: | |
| Cash and cash equivalents | \$ 7,188 |
| Short-term investments | 304 |
| Restricted deposits held by bond trustees | — |
| Restricted amounts held by the Dormitory Authority of the State of New York | — |
| Receivables (net of allowance for doubtful accounts of \$3,103) | 15,666 |
| Prepaid expenses and other current assets | <u>221</u> |
| Total current assets | <u>23,379</u> |
| Noncurrent assets: | |
| Restricted cash | — |
| Long-term investments, unrestricted | 2,135 |
| Long-term investments, restricted | 1,677 |
| Restricted deposits held by bond trustees | — |
| Student loans and accrued interest receivable (net of allowance for doubtful loans of \$1,266) | 1,338 |
| Deferred financing costs | — |
| Capital assets, net | 9,790 |
| Other noncurrent assets | <u>—</u> |
| Total noncurrent assets | <u>14,940</u> |
| Total assets | <u>38,319</u> |
| Deferred outflow: | |
| Interest rate swap agreements | <u>—</u> |
| Total deferred outflow | <u>—</u> |
| Liabilities: | |
| Current liabilities: | |
| Accounts payable and accrued expenses | 16,049 |
| Compensated absences | 5,625 |
| Deferred tuition and fees revenue | 5,015 |
| Accrued interest payable | — |
| Current portion of long-term debt | — |
| Deferred grant revenue | — |
| Other current liabilities | 3,230 |
| Deposits held in custody for others | <u>1,228</u> |
| Total current liabilities | <u>31,147</u> |
| Noncurrent liabilities: | |
| Compensated absences | 2,682 |
| OPEB liability | 22,409 |
| Long-term debt | — |
| Federal refundable loans | 1,739 |
| Interest rate swap agreements | — |
| Other noncurrent liabilities | <u>—</u> |
| Total noncurrent liabilities | <u>26,830</u> |
| Total liabilities | <u>57,977</u> |
| Deferred inflow: | |
| Interest rate swap agreements | <u>—</u> |
| Total deferred inflow | <u>—</u> |
| Net assets (deficit): | |
| Invested in capital assets, net of related debt | 9,790 |
| Restricted: | |
| Nonexpendable | 153 |
| Expendable | 1,298 |
| Unrestricted | <u>(30,899)</u> |
| Total net deficit | <u>\$ (19,658)</u> |

HERBERT H. LEHMAN COLLEGE

Statements of Revenues, Expenses, and Changes in Net Assets (Unaudited)

June 30, 2011

(In thousands)

| | <u>2011</u> |
|---|--------------------|
| Revenues: | |
| Operating revenues: | |
| Tuition and fees (net of scholarship allowance of \$28,332) | \$ 33,835 |
| Grants and contracts: | |
| Federal | 45,546 |
| New York State | 8,377 |
| New York City | 2,932 |
| Private | <u>3,816</u> |
| Total grants and contracts | <u>60,671</u> |
| Sales and services of auxiliary enterprises | 794 |
| Other operating revenues | <u>482</u> |
| Total operating revenues | <u>95,782</u> |
| Expenses: | |
| Operating expenses: | |
| Instruction | 78,113 |
| Research | 3,323 |
| Public service | 2,145 |
| Academic support | 13,941 |
| Student services | 13,488 |
| Institutional support | 17,314 |
| Operation and maintenance of plant | 15,383 |
| Scholarships and fellowships | 18,735 |
| Auxiliary enterprises | 1,689 |
| Depreciation and amortization expense | 2,391 |
| OPEB expense | <u>5,284</u> |
| Total operating expenses | <u>171,806</u> |
| Operating loss | <u>(76,024)</u> |
| Nonoperating revenues (expenses): | |
| Government appropriations/transfers: | 68,097 |
| Gifts, grants, and contracts | 6 |
| Investment income, net | 52 |
| Interest expense | — |
| Net appreciation in fair value of investments | 699 |
| Other nonoperating revenue (expenses), net | <u>2,455</u> |
| Net nonoperating revenues | <u>71,309</u> |
| Loss before other revenues | <u>(4,715)</u> |
| Capital appropriations | 554 |
| Additions to permanent endowments | — |
| Total other revenues | <u>554</u> |
| Decrease in net assets | <u>(4,161)</u> |
| Net deficit at beginning of year | <u>(15,497)</u> |
| Net deficit at end of year | <u>\$ (19,658)</u> |

HERBERT H. LEHMAN COLLEGE

Statement of Net Position (Unaudited)

June 30, 2012

(In thousands)

Assets:

Current assets:

| | |
|---|---------------|
| Cash and cash equivalents | \$ 10,361 |
| Short-term investments | 249 |
| Receivables (net of allowance for doubtful accounts of \$2,257) | 25,267 |
| Prepaid expenses and other current assets | <u>1,659</u> |
| Total current assets | <u>37,535</u> |

Noncurrent assets:

| | |
|--|----------------|
| Long-term investments, unrestricted | 1,175 |
| Long-term investments, restricted | 1,574 |
| Student loans and accrued interest receivable (net of allowance for doubtful loans of \$1,156) | 1,170 |
| Capital assets, net | <u>191,424</u> |
| Total noncurrent assets | <u>195,343</u> |
| Total assets | <u>232,878</u> |

Deferred outflows of resources:

| | |
|--------------------------------------|--------------|
| Interest rate swap agreements | <u>4,627</u> |
| Deferred amount on debt refundings | <u>3,965</u> |
| Total deferred outflows of resources | <u>8,592</u> |

Liabilities:

Current liabilities:

| | |
|---------------------------------------|---------------|
| Accounts payable and accrued expenses | 19,002 |
| Compensated absences | 5,273 |
| Unearned tuition and fees revenue | 4,970 |
| Current portion of long-term debt | 2,342 |
| Unearned grant revenue | 118 |
| Other current liabilities | 6,028 |
| Deposits held in custody for others | <u>736</u> |
| Total current liabilities | <u>38,469</u> |

Noncurrent liabilities:

| | |
|-------------------------------|----------------|
| Compensated absences | 1,642 |
| OPEB liability | 26,821 |
| Long-term debt | 171,218 |
| Federal refundable loans | 1,508 |
| Interest rate swap agreements | <u>4,627</u> |
| Total noncurrent liabilities | <u>205,816</u> |
| Total liabilities | <u>244,285</u> |

Net position :

| | |
|--|-------------------|
| Net investment in capital assets | 22,491 |
| Restricted: | |
| Nonexpendable | 119 |
| Expendable: | |
| Debt service | 68 |
| Scholarships and general educational support | 1,538 |
| Loans | (223) |
| Other | (309) |
| Unrestricted | <u>(26,500)</u> |
| Total net position | <u>\$ (2,816)</u> |

HERBERT H. LEHMAN COLLEGE

Statement of Revenues, Expenses, and Changes in Net Position (Unaudited)

June 30, 2012

(In thousands)

Revenues:

Operating revenues:

| | | |
|---|----|----------------|
| Tuition and fees (net of allowance of \$30,526) | \$ | 42,191 |
| Grants and contracts: | | |
| Federal | | 37,216 |
| New York State | | 14,185 |
| New York City | | 1,803 |
| Private | | 3,898 |
| Total grants and contracts | | <u>57,101</u> |
| Sales and services of auxiliary enterprises | | 994 |
| Other operating revenues | | <u>606</u> |
| Total operating revenues | | <u>100,892</u> |

Expenses:

Operating expenses:

| | |
|---------------------------------------|-----------------|
| Instruction | 74,301 |
| Research | 2,455 |
| Public service | 2,384 |
| Academic support | 12,549 |
| Student services | 12,445 |
| Institutional support | 13,796 |
| Operation and maintenance of plant | 20,140 |
| Scholarships and fellowships | 16,484 |
| Auxiliary enterprises | 1,802 |
| Depreciation and amortization expense | 11,459 |
| OPEB expense | <u>6,785</u> |
| Total operating expenses | <u>174,601</u> |
| Operating loss | <u>(73,708)</u> |

Nonoperating revenues (expenses):

Government appropriations/transfers:

| | |
|---|-----------------|
| New York State | 67,140 |
| New York City | 107 |
| Gifts, grants, and contracts | 3 |
| Investment income, net | 52 |
| Interest expense | (5,633) |
| Net depreciation in fair value of investments | (121) |
| Other nonoperating expenses, net | <u>(2,850)</u> |
| Net nonoperating revenues | <u>58,699</u> |
| Loss before other revenues | <u>(15,010)</u> |

Capital appropriations

| | |
|--------------------------|---------------|
| Total other revenues | <u>25,382</u> |
| Increase in net position | <u>10,373</u> |

| | |
|--|-------------------|
| Net position at beginning of year | (11,712) |
| Effect of adoption of GASB 65 | (1,477) |
| Net position at beginning of year, as restated | <u>(13,189)</u> |
| Net position at end of year | <u>\$ (2,816)</u> |



LEHMAN COLLEGE

Statement of Revenues, Expenses, and Changes in Net Position (Unaudited)
June 30, 2013

| | University | Discretely Presented Units | Grand Total |
|--|----------------|----------------------------|--------------|
| Assets: | | | |
| Current Assets: | | | |
| Cash And Cash Equivalent | \$ 7,055,947 | 1,843,195 | 8,899,142 |
| Short Term Investments | 150,940 | 1,337,475 | 1,488,415 |
| Receivables (Net of Allowance for Doubtful Accounts of \$4,789,479 and \$2,259,606) | 21,433,573 | 566,573 | 22,000,146 |
| Prepaid Expenses and Other Current Assets | 280 | 267,516 | 267,796 |
| Total Current Assets | 28,640,740 | 4,014,759 | 32,655,499 |
| Noncurrent Assets: | | | |
| Restricted Cash | - | - | - |
| Long Term Investments | 2,867,868 | 5,906,693 | 8,774,561 |
| Student Loans and Accrued Interest Receivable (Net of Allowance for Doubtful Loans of \$203,412 and \$1,156,339) | 1,773,541 | - | 1,773,541 |
| Capital Assets, Net | 208,454,495 | 487,048 | 208,941,543 |
| Total Noncurrent Assets | 213,095,904 | 6,393,741 | 219,489,644 |
| Total Assets | 241,736,644 | 10,408,500 | 252,145,144 |
| Deferred outflows of resources: | | | |
| Deferred amount on debt refunding | 3,085,891 | - | 3,085,891 |
| Interest rate swap agreements | 4,627,006 | - | 4,627,006 |
| Total deferred outflows of resources | 7,712,897 | - | 7,712,897 |
| Liabilities: | | | |
| Current Liabilities: | | | |
| Accounts Payable Accrued Exp | 13,193,391 | 380,909 | 13,574,300 |
| Compensated Absences | 5,450,626 | - | 5,450,626 |
| Unearned Tuition & Fee Revenue | 3,830,193 | 100,494 | 3,930,687 |
| Current Portion Long Term Debt | 2,004,827 | - | 2,004,827 |
| Unearned Grant Revenue | 257,383 | - | 257,383 |
| Other Current Liabilities | 5,726,702 | (768,037) | 4,958,666 |
| Deposit held in custody for others | 1,732,794 | - | 1,732,794 |
| Total Current Liabilities | 32,195,918 | (286,634) | 31,909,284 |
| Noncurrent Liabilities: | | | |
| Compensated absences | 1,643,946 | - | 1,643,946 |
| OPEB Liability | 29,647,166 | - | 29,647,166 |
| Long Term Debt | 183,518,195 | - | 183,518,195 |
| Federal Refundable Loans | 1,685,618 | - | 1,685,618 |
| Interest Rate Swap Agreements | 4,627,006 | - | 4,627,006 |
| Other Non Recurring Liability | - | - | - |
| Total Noncurrent Liabilities | 221,121,931 | - | 221,121,931 |
| Total Liabilities | 253,317,849 | (286,634) | 253,031,215 |
| Net Position: | | | |
| Invested in Capital Assets, Net of Related Debt | 25,793,738 | 1,437,048 | 27,230,786 |
| Restricted: | | | |
| Non Expendable | 119,055 | 3,849,483 | 3,968,538 |
| Expendable: | | | |
| Debt Services | 68,410 | - | 68,410 |
| Scholarships Gen Ed Support | 1,666,264 | 3,063,028 | 4,729,292 |
| Loans | 1,017,195 | 14,948 | 1,032,143 |
| Other | 449,977 | - | 449,977 |
| Unrestricted | (32,982,947) | 2,330,627 | (30,652,320) |
| Total Net Position | \$ (3,868,308) | 10,695,134 | 6,826,826 |



LEHMAN COLLEGE

Statement of Revenues, Expenses, and Changes in Net Position (Unaudited)

June 30, 2013

| | University | Discretely Presented Units | Elimination Units | Grand Total |
|--|----------------|----------------------------|-------------------|--------------|
| Revenues: | | | | |
| Operating Revenues: | | | | |
| Tuition and Fees (Net of Scholarship Allowance of \$33,042,522 and \$28,087,780) | 35,175,021 | 1,646,509 | - | 36,821,530 |
| Grants and Contracts: | | | | |
| Federal Grants | 31,721,098 | 175,896 | - | 31,896,994 |
| New York State Grants | 13,075,359 | 174,664 | - | 13,250,023 |
| New York City Grants | 2,183,661 | 54,000 | - | 2,237,661 |
| Private Grants | 4,501,327 | - | - | 4,501,327 |
| Total Grants and Contracts | 51,481,446 | 404,560 | - | 51,886,006 |
| Sales Services Auxiliary Enter | - | 964,025 | - | 964,025 |
| Other Operating Revenues | 374,351 | 1,390,402 | (783,628) | 981,125 |
| Total Operating Revenues | 87,030,818 | 4,405,496 | (783,628) | 90,652,686 |
| Expenses: | | | | |
| Operating Expenses: | | | | |
| Instruction | 78,932,554 | - | - | 78,932,554 |
| Research | 2,167,128 | - | - | 2,167,128 |
| Public Service | 1,057,258 | - | - | 1,057,258 |
| Academic Support | 11,799,342 | 74,310 | - | 11,873,652 |
| Student Service | 11,898,368 | 2,702,404 | - | 14,600,772 |
| Institutional Support | 18,123,037 | 174,002 | - | 18,297,039 |
| Operation and maintenance of plant | 19,381,215 | - | - | 19,381,215 |
| Scholarships and Fellowships | 12,187,072 | 1,037,882 | - | 13,224,954 |
| Auxiliary Enterprises | - | 1,904,344 | (783,628) | 1,120,716 |
| Depreciation and amortization | 13,137,370 | 46,038 | - | 13,183,408 |
| OPEB expenses | 6,139,802 | - | - | 6,139,802 |
| Total Operating Expenses | 174,823,146 | 5,938,979 | (783,628) | 179,978,498 |
| Operating Loss | (87,792,328) | (1,533,484) | - | (89,325,812) |
| Nonoperating Revenues (Expenses): | | | | |
| Government Appropriations: | | | | |
| New York State Appropriations | 68,432,350 | - | - | 68,432,350 |
| New York City Appropriations | 736,134 | - | - | 736,134 |
| Gifts and Grants: | 2,214 | 748,491 | - | 750,705 |
| Investment Income Net | 30,778 | 159,884 | - | 190,662 |
| Interest Expense | (9,897,764) | (3,376) | - | (9,901,140) |
| Net appreciation in fair value of investments | 128,917 | 574,892 | - | 703,809 |
| Other nonoperating revenues(expenses),net | 4,559,019 | (61,717) | - | 4,497,302 |
| Net Nonoperating Revenues | 63,991,648 | 1,418,174 | - | 65,409,822 |
| Loss Before Other Revenues | (23,800,680) | (115,310) | - | (23,915,990) |
| Capital Appropriations | 26,877,265 | - | - | 26,877,265 |
| Total Other Revenues | 26,877,265 | - | - | 26,877,265 |
| Increase (Decrease) in Net Position | 3,076,585 | (115,310) | - | 2,961,275 |
| Net Position at Beginning of Year | (2,816,193) | 6,681,744 | - | 3,865,551 |
| Effects of adoption of GASB 61 | (4,128,700) | 4,128,700 | - | - |
| Net Position at Beginning of Year, as restated | (6,944,893) | 10,810,444 | - | 3,865,551 |
| Net Position at End of Year | \$ (3,868,308) | 10,695,134 | - | 6,826,826 |



THE CITY UNIVERSITY OF NEW YORK

Basic Financial Statements
and
Management's Discussion and Analysis

June 30, 2013

(With Independent Auditors' Report Thereon)

THE CITY UNIVERSITY OF NEW YORK

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KPMG LLP
345 Park Avenue
New York, NY 10154-0102

Independent Auditors' Report

The Board of Trustees
The City University of New York:

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of The City University of New York (the University), as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of 22 of the 73 discretely presented component units, which represent approximately 78%, 93% and 64%, respectively, of the assets, net position, and revenues of the discretely presented component units. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the 22 discretely presented component units, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.



Opinions

In our opinion, based on our report and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of The City University of New York as of June 30, 2013, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Other Matters

Emphasis of Matter

As discussed in note 2 to the financial statements, in 2013, the University adopted new accounting guidance Governmental Accounting Standards Board Statement No. 61, *The Financial Reporting Entity: Omnibus*. Our opinion is not modified with respect to this matter.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 3 through 16 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KPMG LLP

December 16, 2013

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

Introduction

The intent of Management's Discussion and Analysis (MD&A) is to provide readers with an overview of the changes in the financial position of The City University of New York (the University or CUNY) as of and for the years ended June 30, 2013 and 2012. Prior year balances have been reclassified to conform to the current year presentation.

The MD&A is designed to focus on current activities, resulting changes, and currently known facts with respect to the University's financial position. It should be read in conjunction with the accompanying basic financial statements and related footnotes.

For financial reporting purposes, the University's reporting entity consists of eleven (11) senior colleges, seven (7) community colleges, three (3) Graduate and Professional Schools, School of Professional Studies, School of Biomedical Education, and an Honors College. The University's financial statements also include the financial activity of the following other related organizations: Research Foundation of the City University of New York (RF-CUNY), and its subsidiary 230 West 41st Street LLC, and the City University Construction Fund (CUCF). These entities are deemed includable in accordance with Governmental Accounting Standards Board (GASB) Statement No. 61 (GASB 61), *the Financial Reporting Entity: Omnibus*.

The University is required to also include, as part of its reporting entity, twenty-two (22) college foundations, eighteen (18) auxiliary enterprise corporations, twenty-three (23) college associations and ten (10) child care centers of the individual colleges, as discretely presented component units. The financial activities of these organizations are not included in the discussion presented below. The basis for determining which University related organizations are considered to be part of the University's reporting entity is included in note 1 of the financial statements.

Financial Highlights (Comparison of Fiscal Years 2013 and 2012)

- For fiscal year 2013, the State of New York appropriated \$1.328 billion for CUNY, which represents an additional \$102.3 million in operating budget support for the senior and community colleges over the fiscal year 2012 level. For the community colleges, fiscal year 2013 State base aid per full-time equivalent (FTE) student increased by \$150, resulting in an operating budget increase of \$21.9 million. In fiscal year 2012, the State of New York appropriated \$1.226 billion for CUNY, which included a \$95.1 million reduction in senior college State aid from the fiscal year 2011 level.
- Similar to the trends across the country, CUNY continued to experience a significant increase in fringe benefit costs. For fiscal year 2013, health insurance payments increased by \$42 million, or 18.9% and pension payments increased by \$38.6 million, or 18.4%. These costs represent 18% of the University's overall Fiscal Year 2013 operating budget, and has increased from 16% in fiscal year 2012.
- Governor Andrew M. Cuomo approved on September 20, 2011 an amendment to CUNY's Master Plan, establishing The New Community College at CUNY. This is the University's first new community college in more than 40 years. In April 2013, CUNY received a \$25 million gift from the Stella and Charles Guttman Foundation to support the New Community College at CUNY and two other community college initiatives to boost student retention and graduation rates. In honor of the \$15 million endowment gift to

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

the New Community College at CUNY, the CUNY Board of Trustees passed a resolution to rename the New Community College to The Stella and Charles Guttman Community College.

- Several new buildings were opened during fiscal year 2013 and the most significant are discussed below:
 - Lehman College New Science Building – Phase I – The project constructed 55,000 square feet of a new science facility including laboratories for teaching, research and science learning centers. The building received the Gold Leadership in Energy & Environmental Design (LEED) certification.
 - Borough of Manhattan Community College's Fiterman Hall – located in Lower Manhattan, the 400,000 square-foot building includes an art center, café, approximately 80 Smart Classrooms and computer laboratories, as well as offices, library spaces, assembly rooms, music ensemble rooms and a rooftop conference center. This new facility replaces the original building which was destroyed in the 9/11 terrorist attacks.
 - City College's Marshak Science Building – provided a new and more thermally efficient exterior wall to the 13 story building. The 649,458 square foot building is the home of City College's Division of Science and contains teaching and research laboratories, classrooms, computer labs and gymnasiums.
- During fiscal year 2013, the University implemented GASB Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements* (GASB 60), and GASB Statement No. 61, *The Financial Reporting Entity: Omnibus an amendment of GASB Statements No. 14 and No. 34* (GASB 61), for further details, please see New Accounting Standards Adopted in note 2 of the financial statements..

Financial Position

An institution's net position (assets plus deferred outflows of resources less liabilities and deferred inflows of resources equal net position) are one measure of financial health or financial position. Increases and decreases in the University's net position over time are indicators of whether its financial health is sound or not.

CUNY's total net position increased by \$139.5 million, or 22.0%, between fiscal years 2013 and 2012.

The 2013 variance was primarily due to the following: (i) a \$40 million increase in net investment in capital assets mainly due to paying down our debt by \$229.7 million and capitalizing more capital assets, offset by depreciation and amortization expense of \$240.1 million; and (ii) a \$66.3 million increase in unrestricted net position mainly due to the gain on sale of capital assets of \$50 million and decrease in the RF-CUNY's other post employment benefits (OPEB) expense of \$26 million.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

The major components of the University's net position at June 30, 2013 and 2012 follow:

| | 2013 | 2012 |
|----------------------------------|-----------------------|-----------------|
| | <u>(In thousands)</u> | |
| Net position (deficit): | | |
| Net investment in capital assets | \$ 422,502 | 382,549 |
| Restricted nonexpendable | 62,528 | 45,108 |
| Restricted expendable | 268,949 | 253,126 |
| Unrestricted | <u>20,927</u> | <u>(45,370)</u> |
| Total net position | <u>\$ 774,906</u> | <u>635,413</u> |

Several nonfinancial factors are also relevant to the University's financial health. These include changes in the number and quality of its applicants, size of the first-year class, number of full-time faculty, student retention, graduation rates, building conditions, and campus safety. For example, an increase in the size of the first-year class could result in an increase of tuition and fees revenues.

Assets and Deferred Outflows of Resources

At June 30, 2013, the University's total assets and deferred outflows increased by \$373.6 million, or 5.5%. The variance was primarily attributable to increases in cash and cash equivalents, investments, and net capital assets, offset by interest rate swap agreements.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

The major components of the University's assets and deferred outflows of resources at June 30, 2013 and 2012 follow:

| | <u>2013</u> | <u>2012</u> |
|---|---------------------|------------------|
| | (In thousands) | |
| Assets: | | |
| Cash and cash equivalents | \$ 674,058 | 597,462 |
| Investments | 270,124 | 231,102 |
| Restricted deposits held by bond trustees | 375,814 | 390,103 |
| Restricted amounts held by DASNY | 50,370 | 36,845 |
| Receivables, net | 680,863 | 679,164 |
| Capital assets, net | 4,920,008 | 4,615,952 |
| Prepaid expenses and other assets | 43,611 | 39,874 |
| Total assets | <u>7,014,848</u> | <u>6,590,502</u> |
| Deferred outflows of resources: | | |
| Interest rate swap agreements | 74,711 | 108,353 |
| Deferred amount on debt refunding | 77,425 | 94,542 |
| Total deferred outflows of resources | <u>152,136</u> | <u>202,895</u> |
| Total assets and deferred outflows of resources | <u>\$ 7,166,984</u> | <u>6,793,397</u> |

The most significant fluctuations are discussed below:

Cash and cash equivalents are composed of highly liquid assets with original maturity dates of 90 days or less and include overnight purchase agreements, commercial paper and money market accounts. The balance increased by \$76.6 million between Fiscal Year 2012 and Fiscal Year 2013 primarily due to proceeds from the sale of property of \$53.4 million, and increases in cash at CUCF of \$5.2 million.

Investments are composed of debt and equity securities and certain other investments. The balance increased by \$39 million between Fiscal Year 2012 and Fiscal Year 2013 primarily due to a gift for the Stella and Charles Guttman Community College of \$24 million and an increase of \$12 million from market appreciation.

Capital Assets, net includes land, land improvements, buildings, building improvements, leasehold improvements, construction in progress, infrastructure, infrastructure improvements, intangible assets, artwork and historical treasures, and equipment, reduced by related depreciation. The 2013 variance was primarily due to capital asset additions of \$544.2 million offset by depreciation and amortization expense of \$240.1 million. The balance increased by \$304.1 million, or 6.6%, between fiscal years 2013 and 2012. Several new buildings opened during fiscal year 2013 and the most significant were Borough of Manhattan Community College's Fitterman Hall, City College's Marshak Science Building and Lehman College's New Science Building.

Interest Rate Swap Agreements are derivative instruments representing an agreement between two parties to exchange future cash flow. Fair value changes of effective derivative hedges are deferred on the statement of net

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Management's Discussion and Analysis

June 30, 2013

(Unaudited)

position until the hedged transactions occurs or the derivative ceases to be effective. Fair value changes of ineffective hedges are reported as investment income or loss on the statement of revenues, expenses, and changes in net position. The swap agreements entered into by the University were deemed to be effective. The balance decreased by \$33.6 million, or 31%, between fiscal years 2013 and 2012, due to the changes in the fair value of the swap agreements.

Liabilities

At June 30, 2013, the University's total liabilities increased by \$233.1 million, or 3.8%, between fiscal years 2013 and 2012. The variance was primarily attributable to increases in long-term debt and, OPEB liability offset by interest rate swap agreements.

The following summarizes the liabilities at June 30, 2013 and 2012:

| | 2013 | 2012 |
|---------------------------------------|---------------------|------------------|
| | (In thousands) | |
| Liabilities: | | |
| Accounts payable and accrued expenses | \$ 616,454 | 641,803 |
| Compensated absences | 123,551 | 127,341 |
| OPEB liability | 466,181 | 426,885 |
| Unearned tuition and fees revenue | 73,270 | 86,347 |
| Accrued interest payable | 80,940 | 79,605 |
| Long-term debt | 4,753,923 | 4,498,374 |
| Unearned grant revenue | 74,432 | 77,511 |
| Federal refundable loans | 28,667 | 28,763 |
| Interest rate swap agreements | 74,711 | 108,353 |
| Other liabilities | 99,949 | 84,002 |
| Total liabilities | <u>\$ 6,392,078</u> | <u>6,158,984</u> |

The most significant fluctuations are discussed below:

OPEB Liability increased by \$39.3 million, or 9.2%, between fiscal years 2013 and 2012. The 2013 increase was comprised of annual OPEB cost of \$99.4 million, offset by payments made during the fiscal year of \$33.8 million. Additionally, the OPEB liability at RF-CUNY decreased by \$26.3 million due to the increase in the discount rate (from 4.10% to 4.65%).

Long-Term Debt increased by \$255.5 million, or 5.7%, between fiscal years 2013 and 2012. The 2013 variance reflects \$444.5 in new debt issued through DASNY and \$40.7 million in new capital lease obligations, offset by \$229.7 million in debt service payments.

Interest Rate Swap Agreements decreased by \$33.6 million, or 31.0%, between fiscal years 2013 and 2012. The swap agreements entered into by the University were deemed to be effective. The decrease was due to the changes in the fair value of the swap agreements.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

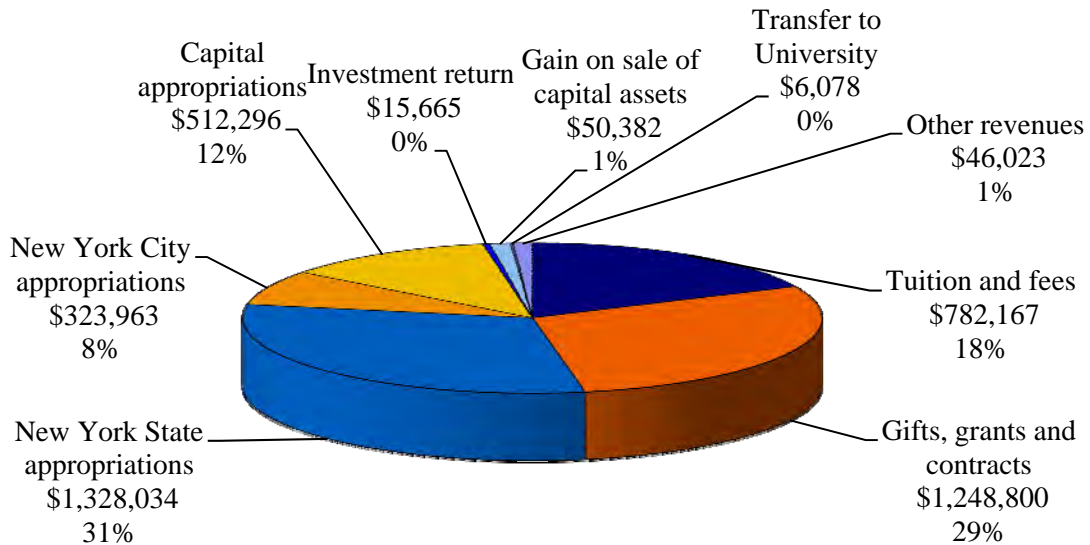
(Unaudited)

Statement of Revenues, Expenses, and Changes in Net Position

The Statement of Revenues, Expenses, and Changes in Net Position presents the operating results of the University, as well as nonoperating revenues and expenses. New York State and City appropriations, while budgeted for in operating activities, are presented as nonoperating revenues as prescribed by GASB. The major components of revenues are presented below:

Revenues

2013 Revenues



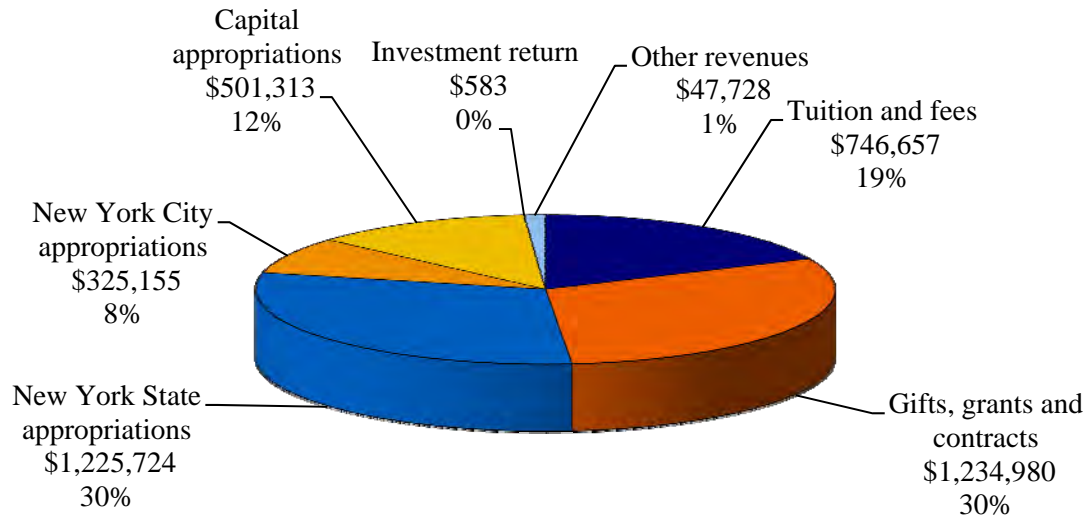
THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

2012 Revenues



THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

The University's revenues for the fiscal years ended June 30, 2013 and 2012 are presented below:

| | <u>2013</u> | <u>2012</u> |
|--|---------------------|------------------|
| | (In thousands) | |
| Revenues: | | |
| Operating revenues: | | |
| Tuition and fees, net | \$ 782,167 | 746,657 |
| Grants and contracts | 1,213,512 | 1,205,404 |
| Auxiliary enterprises | 4,124 | 2,868 |
| Other operating revenues | 41,899 | 44,860 |
| Total operating revenues | <u>2,041,702</u> | <u>1,999,789</u> |
| Nonoperating and other revenues: | | |
| New York State appropriations | 1,328,034 | 1,225,724 |
| New York City appropriations | 323,963 | 325,155 |
| Capital appropriations | 512,296 | 501,313 |
| Investment income, net | 3,493 | 4,761 |
| Net appreciation (depreciation) in fair value of investments | 12,172 | (4,178) |
| Gain on sale of capital assets | 50,382 | — |
| Transfer to University | 6,078 | — |
| Gifts and grants | 35,288 | 29,576 |
| Total nonoperating and other revenues | <u>2,271,706</u> | <u>2,082,351</u> |
| Total revenues | <u>\$ 4,313,408</u> | <u>4,082,140</u> |

The University's total revenue for fiscal year 2013 was \$4.31 billion, which represents an increase of \$231.3 million, or 5.7% greater than the prior year. New York State appropriations accounted for 31% of revenues generated by the University, followed by gifts, grants, and contracts at 29%, tuition and fees at 18%, capital appropriations at 12%, and New York City appropriations at 8%.

The most significant fluctuations are discussed below:

Tuition and Fees, net, increased by \$35.5 million, or 4.8%, between fiscal years 2013 and 2012. The fiscal year 2013 variance can be primarily attributed to increases in the undergraduate in-state tuition rate of \$300 per year which was partially offset by a 1.63% decrease in average annual FTE enrollment for 2013.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

The following depicts the University's enrollment trends for the past five years:

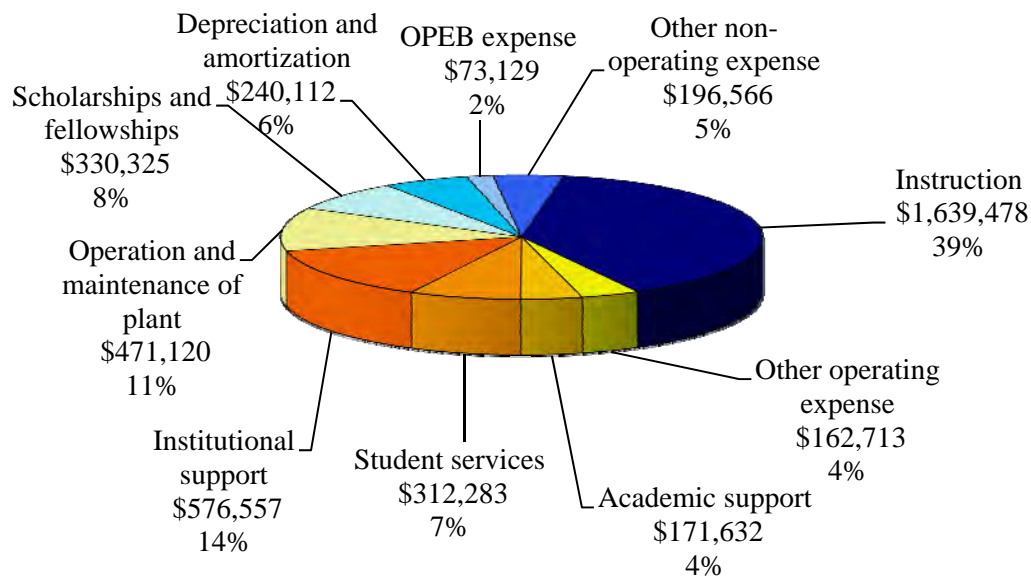
| | Student enrollment 2009 – 2013 Annual Average Headcount Enrollment and Full-Time Equivalent (FTE) Student Enrollment | | | | | |
|------|--|----------|---------|---------------|----------|---------|
| | Headcount | | | FTEs | | |
| | Undergraduate | Graduate | Total | Undergraduate | Graduate | Total |
| 2013 | 236,671 | 30,766 | 267,437 | 175,383 | 19,415 | 194,798 |
| 2012 | 236,863 | 32,268 | 269,131 | 177,783 | 20,247 | 198,030 |
| 2011 | 228,211 | 33,493 | 261,704 | 171,213 | 20,801 | 192,014 |
| 2010 | 225,681 | 33,076 | 258,757 | 169,080 | 20,523 | 189,603 |
| 2009 | 212,614 | 30,949 | 243,563 | 156,329 | 18,918 | 175,247 |

New York State Appropriations increased by \$102.3 million, or 8.3%, between fiscal years 2013 and 2012. This amount is mainly comprised of \$71.8 million in State aid for the senior colleges and, \$21.9 million in State aid for the community colleges.

Gain on Sale of Capital Assets was \$50.4 million in fiscal year 2013 resulting from the sale of property.

Expenses

2013 Expenses



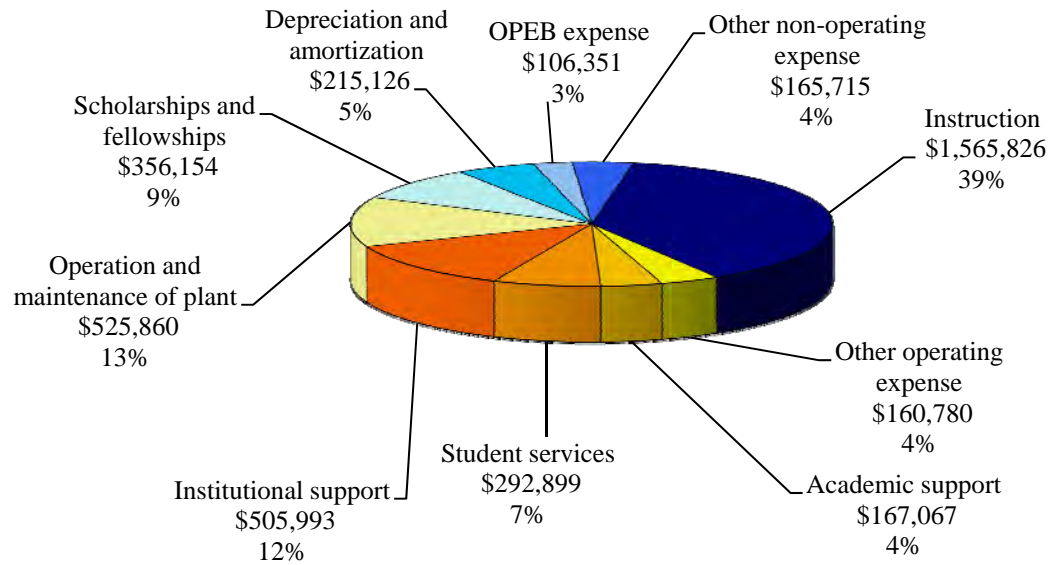
THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

2012 Expenses



THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

The University's expenses for the fiscal years ended June 30, 2013 and 2012 are presented below:

| | <u>2013</u> | <u>2012</u> |
|--|---------------------|------------------|
| | (In thousands) | |
| Expenses: | | |
| Operating expenses: | | |
| Instruction | \$ 1,639,478 | 1,565,826 |
| Research | 122,720 | 120,737 |
| Public service | 36,663 | 36,940 |
| Academic support | 171,632 | 167,067 |
| Student services | 312,283 | 292,899 |
| Institutional support | 576,557 | 505,993 |
| Operation and maintenance of plant | 471,120 | 525,860 |
| Scholarships and fellowships | 330,325 | 356,154 |
| Auxiliary enterprises | 3,330 | 3,103 |
| Depreciation and amortization expense | 240,112 | 215,126 |
| OPEB expense | 73,129 | 106,351 |
| Total operating expenses | <u>3,977,349</u> | <u>3,896,056</u> |
| Nonoperating expenses: | | |
| Interest expense | 199,355 | 162,190 |
| Other nonoperating (revenues) expenses | (2,789) | 3,525 |
| Total nonoperating expenses | <u>196,566</u> | <u>165,715</u> |
| Total expenses | <u>\$ 4,173,915</u> | <u>4,061,771</u> |

Total expenses for fiscal year 2013 were \$4.174 billion, which reflected an increase of \$112.1 million, or 2.8%, over the prior year. Thirty-nine percent of the University's expenses were spent on instruction, followed by institutional support at 14%, operation and maintenance of plant at 11%, scholarships and fellowships at 8%, and student services at 7%. The 2013 increases can be attributed to overall increases in payroll and related fringe benefit costs and building rentals, somewhat offset by early retirement savings.

The most significant fluctuations are discussed below:

Instruction expenses increased by \$73.7 million, or 4.7%, between fiscal years 2013 and 2012. The increase is mainly due to the addition of 169 full time faculty positions hired by CUNY's colleges and annual salary (i.e., step) increments as per contractual obligations and related fringe benefits. Efforts continue as part of the Master Plan to expand Academic Excellence and to hire more full time faculty.

Institutional Support expenses increased by \$70.6 million, or 13.9%, between fiscal years 2013 and 2012. This is due mainly to increases in contractual salary obligations (i.e. step), related fringe benefit costs, and first year operations of the Stella and Charles Guttman Community College.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

Operation and Maintenance of Plant expenses decreased by \$54.7 million, or 10.4%, between fiscal years 2013 and 2012. The decrease is mainly due to a reduction in expenses related to non-capitalizable capital projects and, retroactive payments made in fiscal year 2012 for Laborer and City Laborer titles, as a result of a New York City Comptroller's wage determination, which increased the hourly rates for those titles and authorized retroactive payments back to 2002. These decreases are offset by increases in rental expenses in Fiscal Year 2013.

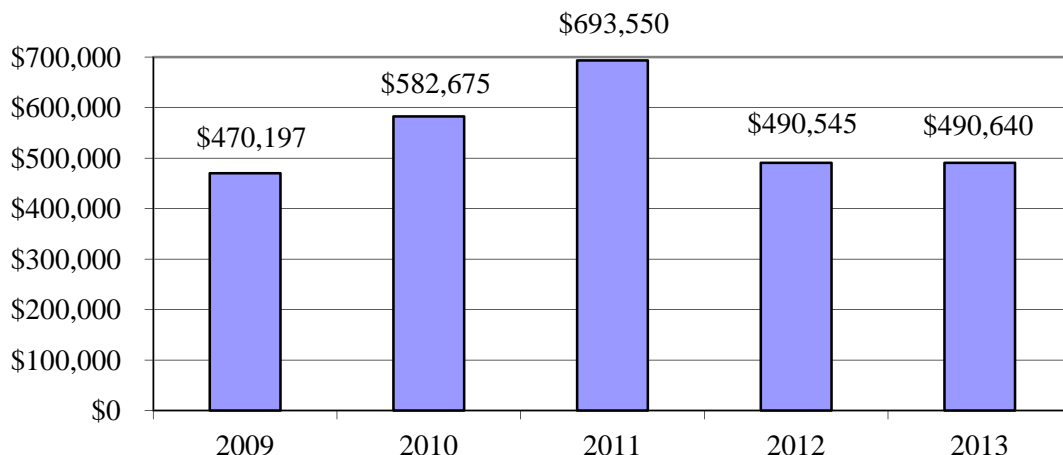
Capital Assets

At June 30, 2013, the University had approximately \$4.9 billion in capital assets, net of accumulated depreciation of \$3.3 billion. Annual depreciation and amortization expense totaled \$240.1 million for the year ended June 30, 2013.

The University's capital program addresses the major new construction, rehabilitation, and capital equipment needs of its colleges and is developed in accordance with the University's established priority system as articulated in its Master Plan. Funding is based upon a five-year capital plan, which is subject to final approval by the State. A complete list of project and construction costs is included in the Master Plan. Most of CUNY's capital program is conducted through the Dormitory Authority of the State of New York (DASNY) on behalf of CUNY.

The following depicts disbursements made by DASNY for the University's capital construction projects over the last five years:

DASNY Capital Construction Disbursements
(in thousands)



THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

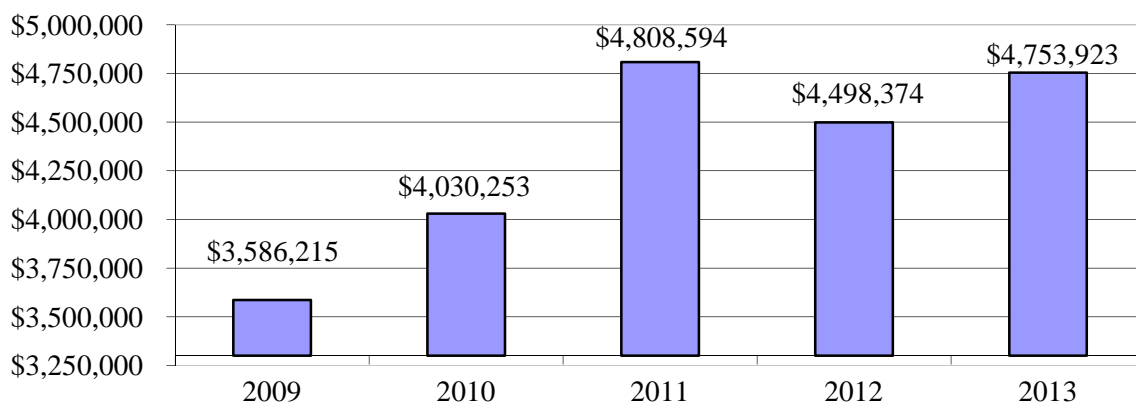
June 30, 2013

(Unaudited)

Capital construction disbursements remained consistent from prior year. Funding for capital construction and rehabilitation of educational facilities is provided principally through the issuance of bonds authorized by CUCF and funded through DASNY. Some rehabilitation projects are also funded through City and State appropriations.

The following summarizes the University's long-term debt:

Long-Term Debt (in thousands)



Debt increased by \$255.5 million, or 5.7%, between fiscal years 2013 and 2012. The 2013 variance reflects \$444.5 million in new debt issued through DASNY and the addition of new capital lease obligations of \$40.7 million, offset by debt service payments of \$229.7 million.

THE CITY UNIVERSITY OF NEW YORK

Management's Discussion and Analysis

June 30, 2013

(Unaudited)

Economic Factors that may Affect the Future

For the past number of years, the University has advanced a funding model known as the CUNY Compact. Now in its eighth year, funding is shared by the State and the City, the University, (through internal efficiencies), philanthropic sources and students, through managed enrollment growth and modest, predictable tuition increases.

In 2011, the State enacted legislation authorizing the University to implement a rational tuition policy that consists of modest annual tuition increases. The legislation includes a maintenance of effort provision requiring that State support for the senior colleges not be less than the amount provided the previous year. A similar provision exists for the City support level for the community colleges. The tuition increase plus the maintenance of effort provisions enable multiyear planning and position CUNY to compete more effectively in the national and international marketplace. It sends a powerful signal to families, donors, and the business community that New York is investing in its students and its future through stable support of its public university systems.

However, while there is a measure of stability in terms of funding, the University faces ever increasing fixed costs, including those for health insurance and pensions, and contractually mandated annual incremental salary increases. While the State and City have cut costs to balance their financial plans in 2014, gaps exist in 2015 and beyond. The result of budget pressures at the State and City level will have an impact on CUNY's budget.

THE CITY UNIVERSITY OF NEW YORK

Statement of Net Position

June 30, 2013

(In thousands)

| | Business-type activities | Discretely presented component units | |
|--|-------------------------------------|---|------------------|
| | University | Supporting organizations | Total |
| Assets: | | | |
| Current assets: | | | |
| Cash and cash equivalents (note 3) | \$ 674,058 | 85,264 | 759,322 |
| Short-term investments (note 3) | 23,139 | 79,562 | 102,701 |
| Restricted deposits held by bond trustees (note 8) | 175,427 | — | 175,427 |
| Restricted amounts held by the Dormitory Authority of the State of New York (note 8) | 50,370 | — | 50,370 |
| Receivables (net of allowance for doubtful accounts of \$97,227) (note 4) | 649,322 | 54,205 | 703,527 |
| Prepaid expenses and other current assets | 10,186 | 4,059 | 14,245 |
| Total current assets | <u>1,582,502</u> | <u>223,090</u> | <u>1,805,592</u> |
| Noncurrent assets: | | | |
| Restricted cash (note 3) | 29,606 | — | 29,606 |
| Long-term investments, unrestricted (note 3) | 88,991 | 37,480 | 126,471 |
| Long-term investments, restricted (note 3) | 157,994 | 471,425 | 629,419 |
| Restricted deposits held by bond trustees (note 8) | 200,387 | 28,221 | 228,608 |
| Long-term receivables (net of allowance for doubtful accounts of \$5,188) (note 4) | 31,541 | 80,214 | 111,755 |
| Capital assets, net (note 5) | 4,920,008 | 144,190 | 5,064,198 |
| Other noncurrent assets | 3,819 | 60 | 3,879 |
| Total noncurrent assets | <u>5,432,346</u> | <u>761,590</u> | <u>6,193,936</u> |
| Total assets | <u>7,014,848</u> | <u>984,680</u> | <u>7,999,528</u> |
| Deferred outflows of resources: | | | |
| Interest rate swap agreements (note 7) | 74,711 | 4,067 | 78,778 |
| Deferred amount on debt refundings | 77,425 | 1,737 | 79,162 |
| Total deferred outflows of resources | <u>152,136</u> | <u>5,804</u> | <u>157,940</u> |
| Liabilities: | | | |
| Current liabilities: | | | |
| Accounts payable and accrued expenses (note 6) | 616,454 | 37,716 | 654,170 |
| Compensated absences (note 7) | 93,195 | 345 | 93,540 |
| Unearned tuition and fees revenue | 73,270 | 4,893 | 78,163 |
| Accrued interest payable | 80,940 | — | 80,940 |
| Current portion of long-term debt (note 7) | 217,021 | 1,457 | 218,478 |
| Unearned grant revenue | 74,432 | — | 74,432 |
| Other current liabilities | 36,853 | 4,733 | 41,586 |
| Deposits held in custody for others | 47,843 | 1,790 | 49,633 |
| Total current liabilities | <u>1,240,008</u> | <u>50,934</u> | <u>1,290,942</u> |
| Noncurrent liabilities (note 7): | | | |
| Compensated absences | 30,356 | — | 30,356 |
| OPEB liability (note 10) | 466,181 | — | 466,181 |
| Long-term debt | 4,536,902 | 134,308 | 4,671,210 |
| Federal refundable loans | 28,667 | — | 28,667 |
| Interest rate swap agreements | 74,711 | 6,792 | 81,503 |
| Other noncurrent liabilities | 15,253 | 17,038 | 32,291 |
| Total noncurrent liabilities | <u>5,152,070</u> | <u>158,138</u> | <u>5,310,208</u> |
| Total liabilities | <u>6,392,078</u> | <u>209,072</u> | <u>6,601,150</u> |
| Net position: | | | |
| Net investment in capital assets | 422,502 | 26,326 | 448,828 |
| Restricted: | | | |
| Nonexpendable | 62,528 | 337,792 | 400,320 |
| Expendable: | | | |
| Debt service | 87,201 | — | 87,201 |
| Scholarships and general educational support | 103,611 | 284,137 | 387,748 |
| Loans | 13,566 | 31 | 13,597 |
| Other | 64,571 | 27,838 | 92,409 |
| Unrestricted | 20,927 | 105,288 | 126,215 |
| Total net position | <u>\$ 774,906</u> | <u>781,412</u> | <u>1,556,318</u> |

See accompanying notes to financial statements.

THE CITY UNIVERSITY OF NEW YORK
Statement of Revenues, Expenses, and Changes in Net Position
Year ended June 30, 2013
(In thousands)

| | Business-type activities | Discretely presented component units | | |
|--|-------------------------------------|---|---------------------|--------------|
| | University | Supporting organizations | Eliminations | Total |
| Revenues: | | | | |
| Operating revenues: | | | | |
| Tuition and fees (net of allowance of \$623,548) | \$ 782,167 | 31,805 | (52) | 813,920 |
| Grants and contracts: | | | | |
| Federal | 722,690 | 2,430 | — | 725,120 |
| New York State | 325,096 | 2,838 | — | 327,934 |
| New York City | 62,272 | 2,387 | — | 64,659 |
| Private | 103,454 | 199 | — | 103,653 |
| Total grants and contracts | 1,213,512 | 7,854 | — | 1,221,366 |
| Sales and services of auxiliary enterprises | 4,124 | 22,515 | (14) | 26,625 |
| Other operating revenues | 41,899 | 31,366 | (11,662) | 61,603 |
| Total operating revenues | 2,041,702 | 93,540 | (11,728) | 2,123,514 |
| Expenses: | | | | |
| Operating expenses: | | | | |
| Instruction | 1,639,478 | — | (776) | 1,638,702 |
| Research | 122,720 | — | — | 122,720 |
| Public service | 36,663 | 98 | (92) | 36,669 |
| Academic support | 171,632 | 45,073 | — | 216,705 |
| Student services | 312,283 | 36,303 | (4,958) | 343,628 |
| Institutional support | 576,557 | 18,900 | (131) | 595,326 |
| Operation and maintenance of plant | 471,120 | — | (2,718) | 468,402 |
| Scholarships and fellowships | 330,325 | 24,132 | — | 354,457 |
| Auxiliary enterprises | 3,330 | 43,554 | (3,053) | 43,831 |
| Depreciation and amortization expense | 240,112 | 3,364 | — | 243,476 |
| OPEB expense (note 10) | 73,129 | — | — | 73,129 |
| Total operating expenses | 3,977,349 | 171,424 | (11,728) | 4,137,045 |
| Operating loss | (1,935,647) | (77,884) | — | (2,013,531) |
| Nonoperating revenues (expenses): | | | | |
| Government appropriations/transfers: | | | | |
| New York State | 1,328,034 | — | — | 1,328,034 |
| New York City | 323,963 | 10 | — | 323,973 |
| Gifts and grants | 10,962 | 107,538 | — | 118,500 |
| Investment income, net | 3,493 | 12,293 | — | 15,786 |
| Gain on sale of capital assets | 50,382 | — | — | 50,382 |
| Interest expense | (199,355) | (556) | — | (199,911) |
| Net appreciation in fair value of investments | 12,172 | 43,454 | — | 55,626 |
| Other nonoperating revenues, net | 2,789 | 850 | — | 3,639 |
| Net nonoperating revenues | 1,532,440 | 163,589 | — | 1,696,029 |
| (Loss) income before other revenues | (403,207) | 85,705 | — | (317,502) |
| Capital appropriations | 512,296 | — | — | 512,296 |
| Additions to permanent endowments | 24,326 | — | — | 24,326 |
| Transfer to University (from Foundation) | 6,078 | (6,078) | — | — |
| Total other revenues | 542,700 | (6,078) | — | 536,622 |
| Increase in net position | 139,493 | 79,627 | — | 219,120 |
| Net position at beginning of year | 681,265 | 655,933 | — | 1,337,198 |
| Effect of adoption of GASB 61 (notes 2 and 17) | (45,852) | 45,852 | — | — |
| Net position at beginning of year, as restated | 635,413 | 701,785 | — | 1,337,198 |
| Net position at end of year | \$ 774,906 | 781,412 | — | 1,556,318 |

See accompanying notes to financial statements.

THE CITY UNIVERSITY OF NEW YORK

Statement of Cash Flows

Year ended June 30, 2013

(In thousands)

| | Business-type activities University |
|---|--|
| Cash flows from operating activities: | |
| Collection of tuition and fees | \$ 757,771 |
| Collection of grants and contracts | 1,217,383 |
| Collection of loans from students | 7,523 |
| Sales and services of auxiliary enterprises | 4,124 |
| Collection of other operating revenues | 29,923 |
| Payments to suppliers | (281,235) |
| Payments for utilities | (139,131) |
| Payments to employees | (2,087,757) |
| Payments for benefits | (801,887) |
| Payments for scholarships and fellowships | (330,325) |
| Payments for OPEB | (33,833) |
| Loans issued to students | (7,425) |
| Net cash flows used by operating activities | (1,664,869) |
| Cash flows from noncapital financing activities: | |
| New York State and New York City appropriations/transfers | 1,670,053 |
| Gifts and grants for other than capital purposes | 10,962 |
| Private gifts for endowment purposes | 24,326 |
| Decrease in deposits held in custody for others | 13,851 |
| Receipts from third parties | 3,150 |
| Net cash flows provided by noncapital financing activities | 1,722,342 |
| Cash flows from capital and related financing activities: | |
| Proceeds from capital debt | 444,520 |
| Capital appropriations | 512,296 |
| Proceeds from sale of capital assets | 53,423 |
| Purchases of capital assets | (549,255) |
| Principal paid on capital debt | (215,184) |
| Principal amount refunded | (155) |
| Interest paid on capital debt | (195,670) |
| Amounts paid for bond issuance costs | (4,361) |
| Decrease in restricted deposits held by bond trustees | 14,289 |
| Increase in restricted amounts held by the Dormitory Authority of the State of New York | (13,525) |
| Net cash flows provided by capital and related financing activities | 46,378 |
| Cash flows from investing activities: | |
| Investment income | 3,493 |
| Proceeds from sales and maturities of investments | 70,887 |
| Purchases of investments | (97,739) |
| Increase in restricted cash | (3,896) |
| Net cash flows used by investing activities | (27,255) |
| Increase in cash and cash equivalents | 76,596 |
| Cash and cash equivalents at beginning of year | 597,462 |
| Cash and cash equivalents at end of year | \$ 674,058 |

THE CITY UNIVERSITY OF NEW YORK

Statement of Cash Flows

Year ended June 30, 2013

(In thousands)

| | Business-type activities <hr/> University |
|---|--|
| Reconciliation of operating loss to net cash flows used by operating activities: | |
| Operating loss | \$ (1,935,647) |
| Adjustments to reconcile operating loss to net cash flows used by operating activities: | |
| Depreciation and amortization | 240,112 |
| Bad debt expense | 5,888 |
| Change in operating assets and liabilities: | |
| Receivables | (25,736) |
| Prepaid expenses and other assets | 2,106 |
| Accounts payable and accrued expenses | 26,963 |
| Unearned tuition and fees revenue | (13,077) |
| Compensated absences | (3,790) |
| OPEB liability | 39,296 |
| Unearned grant revenue | (3,079) |
| Other liabilities | 2,095 |
| Net cash flows used by operating activities | \$ <u>(1,664,869)</u> |
| Noncash transactions: | |
| Purchase of capital assets through capital lease | \$ 40,737 |
| Net appreciation in fair value of investments | 12,172 |

See accompanying notes to financial statements.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

(1) Organization and Reporting Entity

The City University of New York (the University or CUNY) is a public urban university located in the City of New York and founded in 1847 as the Free Academy. On April 11, 1961, governor Nelson A. Rockefeller signed the legislation to formally establish CUNY, uniting seven public urban colleges into a formally integrated system. The following colleges comprise the University:

Senior Colleges

Bernard M. Baruch College
Brooklyn College
The City College
The College of Staten Island
Hunter College
John Jay College of Criminal Justice
Herbert H. Lehman College
Medgar Evers College
New York City College of Technology
Queens College
York College

Community Colleges

Borough of Manhattan Community College
Bronx Community College
Eugenio María de Hostos Community College
Kingsborough Community College
Fiorello H. LaGuardia Community College
Queensborough Community College
Stella and Charles Guttman Community College

Graduate and Professional Schools

The Graduate School and University Center
CUNY School of Law
The CUNY Graduate School of Journalism

Other Schools

The William E. Macaulay Honors College
The Sophie Davis School of Biomedical Education
The CUNY School of Professional Studies

In addition to the colleges and schools listed above, it was determined that two other related organizations, including the Research Foundation of The City University of New York (RF-CUNY) and the City

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

University Construction Fund (CUCF), should be included in the University's financial reporting entity as blended component units. The key elements for inclusion in the reporting entity as blended component units is based primarily on fiscal dependency and a relationship of financial benefit/burden. Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus an amendment of GASB Statements No. 14 and No. 34* (GASB 61), modifies certain requirements for inclusion of component units in the financial reporting entity. This Statement also amends the criteria for reporting component units as if they were part of the primary government (that is, blending) in certain circumstances. For component units that currently are blended based on the "substantively the same governing body" criterion, it additionally requires that (1) the primary government and the component unit have a financial benefit or burden relationship or (2) management (below the level of the elected officials) of the primary government have operational responsibility for the activities of the component unit. The University may also be financially accountable for governmental organizations that are fiscally dependent on it. Other organizations for which the nature and significance of their relationships with the University are such that exclusion from the financial reporting entity would render the reporting entity's financial statements to be misleading or incomplete may also be included in the financial reporting entity.

The State of New York presents the senior colleges as part of the primary government of the State of New York, in its financial statements. Similarly, the City of New York presents CUCF as a component unit in its financial statements. In addition, the community colleges are reported as part of the primary government of the City of New York.

Separate legal entities meeting the criteria for inclusion in the blended totals of the University reporting entity are described below:

(a) RF-CUNY

RF-CUNY is a separate not-for-profit educational corporation and legal entity, which operates as the fiscal administrator for the majority of University-sponsored programs financed by grants and contracts. These programs are for the exclusive benefit of the University and programs include research, training, and public service activities.

230 West 41st Street LLC (the Company) was established on May 7, 2004 as a Delaware limited liability company. The Company was organized pursuant to the Limited Liability Operating Agreement (the Agreement) dated July 14, 2004 by RF-CUNY with a 100% interest in the Company. The Company was formed to acquire, own, and operate an approximately 300,000 square foot office building located at 230 West 41st Street in New York, New York. The Company will continue indefinitely, unless terminated sooner pursuant to the Agreement.

The University has a financial benefit/burden relationship with RF-CUNY and RF-CUNY is fiscally dependent on the University. Accordingly, financial activity related to RF-CUNY is included in the accompanying basic financial statements.

(b) CUCF

CUCF is a public benefit corporation, which has the authority to design, construct, reconstruct, and rehabilitate facilities of the University pursuant to an approved master plan. CUCF carries out operations which are integrally related and for the exclusive benefit to the University. The University

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

has a financial benefit/burden relationship with CUCF and CUCF is fiscally dependent on the University, and therefore, the financial activity related to CUCF is included in the accompanying basic financial statements.

(c) *Discretely Presented Component Units*

The majority of the University's colleges maintain auxiliary services, association organizations and child care centers. These entities are campus-based, not-for-profit corporations, which operate, manage, and promote educationally related services for the benefit of the campus community. Separate financial statements are issued for each of these organizations and may be obtained from the individual colleges.

Almost all of the University's colleges also maintain foundations, which are legally separate, nonprofit, affiliated organizations that receive and hold economic resources that are significant to, and that are entirely for the benefit of the colleges. Foundations carry out a variety of campus related activities such as soliciting and accepting donations, gifts, and bequests for University-related use and in some instances administering grants from governmental and private foundations for research and scholarships. Copies of the audit reports can be obtained by sending an inquiry to The City University of New York, Office of the University Controller, 230 West 41st Street, 5th floor, New York, New York 10036.

As a result, the combined totals of the campus related auxiliary services corporations, associations, child care centers and foundations are separately presented as discretely presented component units in the University's financial statements in accordance with presentation requirements prescribed by GASB.

Under GASB Statement No. 39, legally separate organizations meeting certain criteria should be discretely presented as component units. The criteria are:

1. The economic resources received or held by the separate organization are entirely or almost entirely for the direct benefit of the University/college, its component units or its constituents (e.g., students, faculty, and staff).
2. The University/college, or its component units, is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the separate organization.
3. The economic resources received or held by an individual organization that the University/college, or its component units, is entitled to, or has the ability to otherwise access, are significant to the University.

Each of the 22 foundations, 18 Auxiliary Enterprise Corporations, 23 Student Association Organizations, and 10 Child Care Centers listed below met these criteria, and are, therefore, discretely presented in the University's basic financial statements. All of the discretely presented component units (which are collectively called Supporting Organizations) listed below are June 30 year-ends.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

Foundations

Senior College Foundations:

- The Baruch College Fund
- The Brooklyn College Foundation, Inc.
- The City College 21st Century Foundation, Inc.
- The City College Fund
- The City University School of Law Foundation, Inc.
- The Graduate Center Foundation, Inc.
- The Hunter College Foundation, Inc.
- John Jay College Foundation, Inc.
- Herbert H. Lehman College Foundation, Inc.
- Macaulay Honors College Foundation
- Medgar Evers Educational Foundation, Inc.
- New York City College of Technology Foundation, Inc.
- Queens College Foundation, Inc.
- The College of Staten Island Foundation, Inc.
- School of Professional Studies Foundation, Inc.
- York College Foundation

Community College Foundations:

- Borough of Manhattan Community College Foundation, Inc.
- Bronx Community College Foundation, Inc.
- Eugenio María de Hostos Community College Foundation
- Kingsborough Community College Foundation, Inc.
- Fiorello H. LaGuardia Community College Foundation, Inc.
- Queensborough Community College Fund, Inc.

Auxiliary Enterprise Corporations

Senior College Auxiliary Corporations:

- Bernard M. Baruch College Auxiliary Enterprises Corporation
- Brooklyn College Auxiliary Enterprise Corporation

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

- The City College Auxiliary Enterprises Corporation
- Auxiliary Enterprises of the City University of New York – Graduate School and University Fiduciary Accounts
- Hunter College Auxiliary Enterprises Corporation
- John Jay College of Criminal Justice Auxiliary Services Corporation, Inc.
- Herbert H. Lehman College Auxiliary Enterprises Corporation, Inc.
- Medgar Evers College Auxiliary Enterprises Corporation
- Auxiliary Enterprise Board of New York City College of Technology, Inc.
- Queens College Auxiliary Enterprises Association
- The College of Staten Island Auxiliary Services Corporation, Inc. and Subsidiary
- York College Auxiliary Enterprises Corporation

Community College Auxiliary Corporations:

- Borough of Manhattan Community College Auxiliary Enterprise Corporation
- Bronx Community College Auxiliary Enterprises Corporation
- Eugenio Maria De Hostos Community College Auxiliary Enterprises Corporation
- Kingsborough Community College Auxiliary Enterprises Corporation
- Fiorello H. LaGuardia Community College Auxiliary Enterprises Corporation
- Queensborough Community College Auxiliary Enterprise Association, Inc.

Student Association Organizations

Senior College Association Organizations:

- Bernard M. Baruch College Association, Inc.
- Brooklyn College Student Services Corporation
- Brooklyn College Central Depository and Brooklyn College Athletics and Recreation Association
- College of Staten Island Association, Inc.
- The City College Student Services Corporation
- Doctoral and Graduate Students' Council of the City University of New York – Graduate School and University Center Fiduciary Accounts
- Undergraduate and Graduate Student Government of Hunter College of the City University of New York
- John Jay College of Criminal Justice Student Activities Association, Inc.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

- CUNY School of Law Student Association, Inc.
- Herbert H. Lehman College Association for Campus Activities, Inc.
- Medgar Evers College Student Faculty Association, Inc.
- College Association of the New York City College of Technology, Inc.
- Queens College Association
- Queens College Athletic and Recreational Funds
- Queens College Student Services Corporation
- SOJ Graduate Council
- York College Association, Inc.

Community College Association Organizations:

- Borough of Manhattan Community College Association, Inc.
- Bronx Community College Association, Inc.
- Eugenio Maria De Hostos Community College Association, Inc.
- Kingsborough Community College Association, Inc.
- Fiorello H. LaGuardia Community College Association, Inc.
- Queensborough Community College Student Activity Association

Child Care Centers

Senior College Child Care Centers:

- Baruch College Early Learning Center, Inc.
- Brooklyn College Child Care Services, Inc.
- City College Child Development Center, Inc.
- The Children's Learning Center at Hunter College, Inc.
- Ella Baker/Charles Romain Child Development Center of Medgar Evers College
- Child Development Center at Queens College, Inc.
- York College Child and Family Center, Inc.

Community College Child Care Centers:

- Borough of Manhattan Community College Early Childhood Center, Inc.
- Hostos Community College Children's Center, Inc.
- Fiorello H. LaGuardia Community College Early Childhood Learning Center Programs, Inc.

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The above organizations are discretely presented to allow the financial statement users to distinguish between the University and the supporting organizations. None of the supporting organizations are considered individually significant compared to the University and the total discretely presented component units. All significant inter-entity transactions have been eliminated.

(2) **Summary of Significant Accounting Policies**

In addition to GASB Statement Nos. 14, 39, and 61, which were discussed previously, the significant accounting policies followed by the University are described below:

(a) ***Measurement Focus and Basis of Accounting***

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's basic financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as promulgated by the GASB. Revenues are recognized in the accounting period in which they are earned and become measurable; expenses are recognized when incurred, if measurable.

GASB Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* (GASB 34), establishes financial reporting requirements that require the basic financial statements and required supplementary information (RSI) for general purpose governments should consist of: management's discussion and analysis, basic financial statements, and required supplementary information.

GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities – an amendment of GASB Statement No. 34* (GASB 35), establishes accounting and financial reporting standards for public colleges and universities within the financial reporting guidelines of GASB 34. In accordance with this statement, the University presents statements of net position, revenues, expenses, and changes in net position, and cash flows on a University-wide basis. The objective of this statement is to enhance the understandability and usefulness of the external financial reports issued by public colleges and universities.

(b) ***New Accounting Standards Adopted***

In fiscal year 2013, the University adopted two new accounting standards as follows:

GASB Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements* (GASB 60), requires governments to account for and disclose any service concession arrangements (SCA). The purpose of this statement is to establish reporting standards for SCAs and to differentiate between SCAs and other contractual service or management agreements with third parties. There was no impact on the University's financial statements as a result of the adoption of GASB 60.

GASB 61 modifies certain requirements for inclusion of component units in the financial reporting entity. This Statement also amends the criteria for reporting component units as if they were part of the primary government (that is, blending) in certain circumstances. For component units that currently are blended based on the "substantively the same governing body" criterion, it additionally requires that (1) the primary government and the component unit have a financial benefit or burden

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relationship or (2) management (below the level of the elected officials) of the primary government have operational responsibility for the activities of the component unit. The implementation of GASB 61 resulted in reporting certain components of the University which were previously reported as blended component units, as discretely presented component units and the effect of adoption of GASB 61 resulted in restating the University's net position. The following is a reconciliation of total net position at July 1, 2012 as originally presented and the restated July 1, 2012 net position for the University (in thousands):

| Net Position | Amount |
|---|-------------------|
| July 1, 2012 net position, as previously reported | \$ 681,265 |
| Discretely presented component units previously reported as blended | (45,852) |
| July 1, 2012 net position, as restated | <u>\$ 635,413</u> |

(c) Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

(d) Cash Equivalents

Cash equivalents are composed of highly liquid assets with original maturities of 90 days or less, and include overnight repurchase agreements, commercial paper, and money market accounts.

(e) Investments and Restricted Deposits Held by Bond Trustees

Debt and equity securities and certain other investments with readily determinable fair values are required to be reported at fair value. Accordingly, the University's investments and restricted deposits held by bond trustees are reported at fair value, which is based upon values provided by the University's custodian or current market quotations and assessed by the University for reasonableness, in the accompanying statement of net position. Nonmarketable investments such as hedge funds or other investment funds are carried at estimated fair value based on the net asset values reported by the fund managers. All investment income, including changes in the fair value of investments, is recognized as gain (loss) in the accompanying statement of revenues, expenses, and changes in net position.

If a derivative's hedge is effective in significantly reducing an identified risk of rising or falling cash flows or fair values, then its fair value changes are deferred on the statement of net position until the hedged transaction occurs or the derivative ceases to be effective. If a derivative hedge is not effective in reducing an identified risk of rising or falling cash flows or fair values, then the change in the fair value is reported as investment income or loss on the statement of revenues, expenses, and changes in net position.

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(f) Noncurrent Assets

Noncurrent assets include: (1) cash and other assets or resources commonly identified as those that are expected to be realized in cash or sold or consumed beyond the normal operating cycle (12 months or more); (2) restricted assets, which should be reported when restrictions on assets change the nature or normal understanding of the availability of the asset. For example, cash and investments normally are classified as current assets, and a normal understanding of these assets presumes that restrictions do not limit the University's ability to use the resources to pay current liabilities. But cash and investments held in a separate account that can be used to pay debt principal and interest only as required by the debt covenants and that cannot be used to pay other current liabilities should be reported as restricted assets; and (3) investments purchased with a long-term objective, which should not be reported as current assets, even though they are within one year of maturity, as the managerial intent was that the resources are not available for current uses or needs. Investments that are an endowment or externally restricted are reported as restricted long term investment and noncurrent assets.

Cash and investments that are externally restricted to make debt service payments or long-term loans to students, or to purchase capital or other noncurrent assets, are classified as noncurrent assets in the accompanying statement of net position.

(g) Capital Assets

Land, land improvements, buildings, building improvements, leasehold improvements, intangible assets, infrastructure, and infrastructure improvements are stated at cost or cost based appraisal values based upon an independent appraisal performed in 2002, with subsequent additions at cost at date of acquisition or fair value at date of donation in the case of gifts. Intangible assets, equipment, and works of art and historical treasures are recorded at cost at date of acquisition or appraised fair value at date of donation.

In accordance with the University's capitalization policy, only those items with unit costs of more than \$5,000 (excluding computer hardware, which has a threshold of \$1,000) and useful lives of two years or more are capitalized. Renovations to buildings, infrastructure, and land improvements that significantly increase the value or extend the useful lives of the structures are capitalized. Net interest costs on debt related to construction in progress are capitalized. University capital assets, with the exception of land, construction in progress, and works of art and historical treasures, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 40 years.

The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend assets' lives are not capitalized.

The University reports the effects of capital asset impairment in its financial statements and establishes accounting guidance for recording insurance recoveries.

The University is required to report pollution (including contamination) remediation obligations in its financial statements, which are obligations to address the current or potential detrimental effects of existing pollution by participating in pollution remediation activities such as site assessments and cleanups.

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(h) *Unearned Revenue*

Unearned revenue primarily consists of tuition and fees not earned during the current year and grant and contracts that have not yet been earned.

(i) *Noncurrent Liabilities*

Noncurrent liabilities include: (1) principal and interest amounts of debt obligations with contractual maturities greater than one year; (2) federal refundable loans; (3) estimated amounts of compensated absences and other liabilities that will not be paid within the next fiscal year; (4) other than postemployment benefits (OPEB) liability; and (5) interest rate swap agreements with contractual periods in excess of one year.

(j) *Other Postemployment Benefits*

GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, establishes standards for the measurement, recognition, and display of OPEB costs and related liabilities (assets), note disclosures, and, if applicable, required supplementary information in the financial reports of state and local governmental employers. OPEB includes postemployment healthcare, as well as other forms of postemployment benefits (e.g., life insurance) when provided separately from a pension plan.

OPEB cost is measured and disclosed using the accrual basis of accounting (see note 10). Annual OPEB cost is equal to the annual required contributions of the OPEB plan, calculated in accordance with certain parameters.

(k) *Net Position*

The University classifies its net position into the following three categories:

Net investment in capital assets

This represents the University's total investment in capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt also should be included in this component of net position.

Restricted

The restricted component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Generally, a liability relates to restricted assets if the asset results from a resource flow that also results in the recognition of a liability or if the liability will be liquidated with the restricted assets reported.

Nonexpendable restricted net position consist of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to

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be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Expendable restricted net position includes resources in which the University is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

Unrestricted

The unrestricted component of net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted component of net position.

Unrestricted net position represent resources derived primarily from student tuition and fees, State and City appropriations/transfers (appropriations), grants and contracts, and sales and services of auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the University, and used at the discretion of the governing board to meet current expenses for any purpose.

When an expense is incurred that can be paid using either restricted or unrestricted resources, the University's policy is to first apply the expense towards restricted resources, and then towards unrestricted resources.

(l) Revenue Recognition

Student tuition and fee revenues are recognized in the period earned. Included in revenues are appropriations from New York State and City, which are used for the reimbursement of operating expenses. Appropriations are recognized as the related expenses are incurred.

New York State and City appropriations remain in effect provided the expense has been incurred at June 30, 2013 and a liability established at September 30, 2013. Accordingly, an appropriation receivable is recorded for accounts payable and accrued expenses to be paid from these appropriations.

(m) Classification of Revenues

The University's policy for defining operating activities in the accompanying statement of revenues, expenses, and changes in net position is those that serve the University's principal purpose and generally result from exchange transactions, such as payments received for services and payments made for the purchase of goods and services. Examples include: (1) tuition and fees, net of scholarship allowances and bad debt; (2) sales and services of auxiliary enterprises; and (3) most Federal, State, local, private grants, and contracts. Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as contributions, operating and capital appropriations from the State and the City of New York, and investment income.

(n) Scholarship Allowances

Student tuition and fee revenues are reported net of scholarship allowances and bad debt in the accompanying statement of revenues, expenses, and changes in net position. Scholarship allowances

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are the differences between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on behalf of students. To the extent that these revenues are used to satisfy tuition and fees, the University has recorded a scholarship allowance.

(o) ***Income Tax Status***

The University is exempt from Federal income taxes under Section 115 of the Internal Revenue Code.

(p) ***Summary of Significant Accounting Policies Related to Blended Component Units***

Purchase Accounting for Acquisition of Real Estate

The fair value of 230 West 41st Street LLC's (the Company) acquired rental property is allocated to the acquired tangible assets, consisting of land, building, and identified intangible assets and liabilities, consisting of the value of above market and below market leases, other value of in place leases, and value of tenant relationships, based in each case on their fair values.

The fair value of the tangible assets of an acquired property (which includes land and building) is determined by valuing the property as if it were vacant, and the "as if vacant" value is then allocated to land and building based on the Company's determination of relative fair values of these assets. Factors considered by the Company in performing these analyses include an estimate of carrying costs during the expected lease up periods considering current market conditions and costs to execute similar leases. In estimating carrying costs, the Company includes real estate taxes, insurance, and other operating expenses, and estimates of lost rental revenue during the expected lease up periods based on current market demand. The Company also estimates costs to execute similar leases, including leasing commissions.

In allocating the fair value of the identified intangible assets and liabilities of an acquired property, above market and below market in place lease values are recorded based on the difference between the current in place lease rent and the Company's estimate of current market rents. Below market lease intangibles are recorded as part of liabilities, and amortized into rental revenues over the noncancelable period of the respective leases. Above market lease intangibles are recorded as part of assets and are amortized as a direct charge against rental revenues over the noncancelable periods of the respective leases.

The aggregate value of other acquired intangible assets, consisting of in place leases and tenant relationships, is measured by the excess of (i) the purchase price paid for the property over (ii) the estimated fair value of the property as if vacant, determined as set forth above. This aggregate value is allocated between in place lease values and tenant relationships based on management's evaluation of the specific characteristics of each tenant's lease. The value of in place leases is amortized to expense over the remaining noncancelable periods of the respective leases.

The weighted average amortization period for value of in place leases, above-market leases, and below-market leases is approximately five years.

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(3) Cash, Cash Equivalents, and Investments

GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, establishes disclosure requirements related to the following investment and deposit risks:

Custodial credit risk – deposits is the risk that, in the event of failure of a depository financial institution, the University will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party.

Custodial credit risk – investments is the risk that, in the event of failure of the counterparty (the party that pledges collateral or that sells investments to or buys investments from the University) of a transaction, the University will not be able to recover the value of the investment or collateral securities that are in the possession of an outside party.

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations.

Concentration of credit risk is the risk of loss attributed to the magnitude of the University's investment in a single issuer. The University is diversified and is not currently exposed to this risk.

Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of the investment.

Foreign currency risk is the risk that changes in exchange rates will adversely affect the value of the investment or deposit. The University's exposure to this risk is not significant.

(a) *Custodial Credit Risk – Deposits*

At June 30, 2013, cash and cash equivalents and restricted cash were held by depositories and amounted to \$687,479,880 of which \$7,751,757 was insured and \$679,728,123 was uninsured and uncollateralized, or collateralized with securities held by the pledging financial institution or by its trust department or agent but not in the University's name. The carrying value of such funds amounted to \$703,664,193 at June 30, 2013. The University's cash management policy does not address custodial credit risk for deposits.

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(b) *Investments*

At June 30, 2013, the University had the following investments (in thousands):

| Investment type | Amount |
|--|---------------|
| Mutual funds – equities | \$ 102,284 |
| Alternative investments | 90,723 |
| U.S. Treasury bills | 42,588 |
| Cash and cash equivalents | 8,684 |
| Certificates of deposits | 2,706 |
| U.S. corporate bonds | 11,397 |
| Equities | 5,842 |
| Beneficial interest in remainder trust | 1,820 |
| Foreign corporate bonds | 1,370 |
| Mutual funds – fixed income | 163 |
| U.S. government bonds | 2,154 |
| Foreign government bonds | 300 |
| Other investments | 93 |
| Total investments | 270,124 |
| Less short-term investments | 23,139 |
| Long-term investments | 246,985 |
| Long-term investments, unrestricted | 88,991 |
| Long-term investments, restricted | \$ 157,994 |

The University invests in various types of investments, each having their own unique exposure to risks, such as interest rate, market, and credit risks. The University's Investment Policy for the CUNY Investment Pool, stipulates that the investments shall be diversified by investment manager, by asset class and within asset classes. Alternative investments are primarily invested in marketable equity and debt securities.

(c) *Custodial Credit Risk – Investments*

The University's Investment Policy for the CUNY Investment Pool, which is comprised of long-term investments has a zero percent target allocation to cash and does not participate in programs that would have uninsured investments held by counterparties.

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(d) Credit Risk

At June 30, 2013, the University's investments in debt securities were rated as follows (in thousands):

| Type of debt security | Fair value | S&P credit rating |
|-------------------------------|-------------------|----------------------------------|
| U.S. corporate bonds | \$ 596 | AA+ |
| U.S. corporate bonds | 836 | A+ |
| U.S. corporate bonds | 1,250 | A |
| U.S. corporate bonds | 820 | A- |
| U.S. corporate bonds | 3,966 | BBB+ |
| U.S. corporate bonds | 3,263 | BBB |
| U.S. corporate bonds | 666 | Not Rated |
| Total U.S. corporate bonds | <u>11,397</u> | |
| U.S. government bonds | 601 | AA+ |
| U.S. government bonds | 1,553 | Not Rated |
| Total U.S. government bonds | <u>2,154</u> | |
| Foreign corporate bonds | 408 | AA- |
| Foreign corporate bonds | 962 | A |
| Total Foreign corporate bonds | <u>1,370</u> | |
| Foreign government bonds | 300 | A- |
| Total | <u>\$ 15,221</u> | |

The University's Investment Policy for the CUNY Investment Pool includes a target allocation to fixed income of 20%, as well as reference to specific guidelines for each investment manager. All of the Pool's fixed income is invested in commingled funds as follows: 1) 33% in US Government/Credit bond index, 2) 41% in 1-3 year U.S. Credit bond index, and 3) 26% is in global sovereign bonds. The average quality ranges from AA to AA2.

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(e) *Interest Rate Risk*

At June 30, 2013, the University's investments in debt securities had the following maturities (in thousands):

| Investment type | Fair value | Less than 1 year | 1 – 5 years | 6 – 10 years | More than 10 years |
|-----------------------------|------------------|---------------------|---------------|--------------|-----------------------|
| U.S. Treasury bills | \$ 42,588 | 42,588 | — | — | — |
| Certificates of deposits | 2,706 | 1,699 | 1,007 | — | — |
| U.S. corporate bonds | 11,397 | 1,333 | 10,064 | — | — |
| Foreign corporate bonds | 1,370 | — | 1,370 | — | — |
| U.S. government bonds | 2,154 | — | 1,549 | 605 | — |
| Mutual funds – fixed income | 163 | — | — | 77 | 86 |
| Foreign government bonds | 300 | — | 300 | — | — |
| | <u>\$ 60,678</u> | <u>45,620</u> | <u>14,290</u> | <u>682</u> | <u>86</u> |

The University's Investment Policy for the CUNY Investment Pool does specify that the primary purpose of the fixed income portfolio shall be to provide a hedge against the effects of a prolonged economic contraction and in order to achieve its primary purpose, its fixed income investments should be made primarily in long-duration, noncallable, or call-protected high quality bonds.

(f) *Investment Pool*

Certain assets included within investments in the accompanying financial statements are pooled on a fair value basis, with each individual fund subscribing to or disposing of units on the basis of the fair value per unit determined on a quarterly basis. At June 30, 2013, the investment pool had a fair value of \$203,228,138. The investment pool includes certain gifts and bequests received by the University, the use of which is restricted by donor-imposed limitations. During 2013, the University recorded a gain of approximately \$7,333,542, of net realized and unrealized appreciation related to donor-restricted expendable and nonexpendable donations.

In September 2010, New York State enacted the New York Prudent Management of Institutional Funds Act (NYPMIFA). The University has interpreted NYPMIFA as allowing it to appropriate for expenditure or accumulate so much of the donor-restricted nonexpendable endowments as is prudent for the uses, benefits, purposes, and duration for which the nonexpendable endowment funds are established.

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(4) Receivables, Net

Receivables consist of the following at June 30, 2013 (in thousands):

| Receivables, net | Amount |
|---|-------------------|
| Appropriations receivable | \$ 407,207 |
| Students and financial aid receivable | 119,664 |
| Grants and contracts receivable | 77,547 |
| Student loans receivables and accrued interest receivable | 32,469 |
| Other receivables | 43,976 |
| Total receivables, net | \$ <u>680,863</u> |

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(5) Capital Assets, Net

Capital assets consist of the following at June 30, 2013 (in thousands):

| | June 30, 2012 | Additions | Reductions | June 30, 2013 |
|--|--------------------------|------------------|-------------------|--------------------------|
| Buildings | \$ 2,640,927 | 758,747 | 1,733 | 3,397,941 |
| Building improvements | 2,386,061 | 172,386 | 27,835 | 2,530,612 |
| Construction in progress | 1,591,999 | 448,004 | 914,639 | 1,125,364 |
| Equipment | 493,591 | 50,698 | 25,900 | 518,389 |
| Infrastructure and infrastructure improvements | 140,685 | 8,481 | — | 149,166 |
| Land | 322,506 | — | 302 | 322,204 |
| Land improvements | 77,243 | 4,929 | — | 82,172 |
| Leasehold improvements | 14,460 | 29,250 | — | 43,710 |
| Internally generated software | 8,375 | 1,117 | — | 9,492 |
| Copyrights | 7,267 | 4,101 | — | 11,368 |
| Works of art and historical treasures | 12,086 | — | 90 | 11,996 |
| Total capital assets | 7,695,200 | 1,477,713 | 970,499 | 8,202,414 |
| Less accumulated depreciation: | | | | |
| Building | 1,380,992 | 75,324 | 615 | 1,455,701 |
| Building improvements | 1,183,598 | 104,651 | 13,345 | 1,274,904 |
| Equipment | 396,566 | 47,786 | 22,995 | 421,357 |
| Infrastructure and infrastructure improvements | 44,391 | 7,278 | — | 51,669 |
| Land improvements | 64,458 | 1,815 | — | 66,273 |
| Leasehold improvements | 7,207 | 2,163 | — | 9,370 |
| Internally generated software | 1,423 | 827 | — | 2,250 |
| Copyrights | 614 | 268 | — | 882 |
| Total accumulated depreciation | 3,079,249 | 240,112 | 36,955 | 3,282,406 |
| Total capital assets, net | \$ 4,615,951 | 1,237,601 | 933,544 | 4,920,008 |

Added to construction in progress is capitalized interest of \$26,011,193 for the year ended June 30, 2013.

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(6) Accounts Payable and Accrued Expenses

Accounts payable and accrued expenses consist of the following at June 30, 2013 (in thousands):

| <u>Accounts payable and accrued expenses</u> | <u>Amount</u> |
|--|--------------------------|
| Personnel services | \$ 167,497 |
| Fringe benefits | 164,807 |
| Capital projects | 65,152 |
| Due to City of New York | 40,684 |
| Due to State of New York | 13,157 |
| Vendors and other | <u>165,157</u> |
| Total accounts payable and accrued expenses | \$ <u><u>616,454</u></u> |

(7) Noncurrent Liabilities

Noncurrent liabilities at June 30, 2013 consist of the following (in thousands):

| <u>Noncurrent liabilities</u> | <u>June 30, 2012</u> | <u>Additions</u> | <u>Reductions</u> | <u>June 30, 2013</u> | <u>Current portion</u> |
|---|----------------------------|-----------------------|-----------------------|--------------------------|----------------------------|
| Long-term debt: | | | | | |
| Mortgage loan payable | \$ 57,383 | — | 979 | 56,404 | 1,041 |
| Capital lease agreements with DASNY | 4,393,239 | 444,520 | 221,961 | 4,615,798 | 209,043 |
| Macaulay Honors College loan | 16,600 | — | 1,800 | 14,800 | 1,800 |
| Capital lease obligation for condominium | — | 40,737 | — | 40,737 | 48 |
| Certificate of Participation (PIT) agreements | <u>31,151</u> | <u>—</u> | <u>4,967</u> | <u>26,184</u> | <u>5,089</u> |
| Total long-term debt | <u>4,498,373</u> | <u>485,257</u> | <u>229,707</u> | <u>4,753,923</u> | <u>217,021</u> |
| Other liabilities: | | | | | |
| Compensated absences | 127,341 | 3,874 | 7,664 | 123,551 | 93,195 |
| Federal refundable loans | 28,763 | 1,661 | 1,757 | 28,667 | — |
| Other noncurrent liabilities | 16,021 | — | 768 | 15,253 | — |
| OPEB liability | 426,885 | 71,320 | 32,024 | 466,181 | — |
| Interest rate swap agreements | <u>108,353</u> | <u>—</u> | <u>33,642</u> | <u>74,711</u> | <u>—</u> |
| Total other liabilities | <u>707,363</u> | <u>76,855</u> | <u>75,855</u> | <u>708,363</u> | <u>93,195</u> |
| Total noncurrent liabilities | \$ <u><u>5,205,736</u></u> | <u><u>562,112</u></u> | <u><u>305,562</u></u> | <u><u>5,462,286</u></u> | <u><u>310,216</u></u> |

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(a) Mortgage Loan Payable

On July 11, 2004, the Company, a blended component unit of the University, entered into a mortgage loan (the Loan) with a principal amount of \$62 million, which matures on August 11, 2014. The Loan bears interest at a rate of 6.19% and is payable in monthly installments of interest only through August 2006; thereafter, principal and interest payments are due in equal monthly installments of \$379,328. A balloon payment is due at maturity consisting of unpaid principal of \$55,184,007 and accrued and unpaid interest.

Under the terms of the Loan, the Company is required to deposit monthly payments of \$24,500 to escrow accounts maintained by the Company consisting of escrow accounts for building capital expenditures and tenant improvements, leasing commissions, lease cancellation fees, and other leasing costs. The Company had balances in escrow accounts, including interest earned, of approximately \$1,302,000 as of June 30, 2013. In addition, under the terms of the mortgage, the Company is required to deposit monthly payments to escrow accounts maintained by the Company for real estate taxes and insurance.

The following is a summary of future minimum mortgage payments required under the mortgage loan payable at June 30, 2013 (in thousands):

| Mortgage loan payable | Principal |
|------------------------------|------------------|
| Fiscal year: | |
| 2014 | \$ 1,041 |
| 2015 | 55,363 |
| | <u>\$ 56,404</u> |

The Loan is secured by the property and assignment of rents and other payments from the tenants.

The Loan is subject to certain restrictive financial covenants, including limitations on the incurrence of additional indebtedness. Management believes the Company is in compliance with all covenants at June 30, 2013. The Loan is subject to certain prepayment penalties if it is repaid prior to its maturity date.

Also, included in restricted cash are amounts to be funded for replacements and repairs, and leasing commissions as required by the loan agreement.

(b) Capital Lease Agreements with the Dormitory Authority of the State of New York

The University has entered into capital lease agreements for much of its capital assets with the Dormitory Authority of the State of New York (DASNY). In addition, the University has entered into various agreements for construction of other capital assets and the purchase of other equipment through the issuance of certificates of participation. The University has also entered into certain leases for leasehold improvements, which have been treated as capital leases.

Under the University's capital lease agreements with DASNY, construction costs are initially paid with the proceeds of bonds issued by DASNY. The bonds, with a maximum 30-year life, are repaid

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by DASNY via appropriations received from both New York State and New York City. Annual bond payments are secured by instructional and non instructional fees, State appropriations for University operating expenditures, per capita State aid to New York City, or New York State personal income tax receipts. Upon repayment of the bonds and the satisfaction of all other obligations under the agreements, all rights, title, and interest in the projects are conveyed to the State of New York (for senior colleges) or the City of New York (for community colleges).

The following is a schedule by year of future minimum lease payments under these capital leases, together with the net swap amount, assuming current interest rates remain the same, and the present value of the minimum lease payments at June 30, 2013 (in thousands):

| Capital lease agreements with DASNY | Principal | Interest | Swap, net | Total |
|--|------------------|-----------------|------------------|--------------|
| Fiscal year: | | | | |
| 2014 | \$ 193,570 | 263,150 | 14,977 | 471,697 |
| 2015 | 366,390 | 244,766 | 14,942 | 626,098 |
| 2016 | 368,070 | 215,588 | 14,942 | 598,600 |
| 2017 | 381,770 | 182,168 | 14,942 | 578,880 |
| 2018 | 202,380 | 157,469 | 14,374 | 374,223 |
| 2019 – 2023 | 763,685 | 656,021 | 55,997 | 1,475,703 |
| 2024 – 2028 | 643,425 | 484,580 | 28,091 | 1,156,096 |
| 2029 – 2033 | 634,295 | 320,059 | 3,440 | 957,794 |
| 2034 – 2038 | 614,235 | 154,402 | — | 768,637 |
| 2039 – 2042 | 241,055 | 23,932 | — | 264,987 |
| Total minimum lease payment | \$ 4,408,875 | 2,702,135 | 161,705 | 7,272,715 |
| Less amount representing interest | | | | (2,702,135) |
| Less swap, net | | | | (161,705) |
| Present value of net minimum lease payments | | | | 4,408,875 |
| Plus unamortized original issue premium, net | | | | 206,923 |
| Carrying amount of obligations | | | | \$ 4,615,798 |

Interest rates on DASNY obligations range from 2% to 6.1%.

During 2013, DASNY issued bonds for new construction with a par value of \$377,220,000 and original issued premium of \$67,130,656. In addition, DASNY issued refunding bonds with a par value of \$140,000 and original issued premium of \$29,452. Bond proceeds of \$158,417 were used to defease \$155,000 of existing debt. Under the terms of the resolutions for the defeased bonds, bond proceeds were paid directly to the bondholders of the defeased bonds. As a result, the refunded debt is defeased. The economic gain related to the defeased bonds amounted to \$24,163. The excess of the bond proceeds over the amount of debt defeased, \$3,417, and remaining unamortized premium and discount of \$102,410 are deferred and amortized in a systematic and rational manner over the

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remaining life of the old debt or new debt, whichever is shorter. There were no remaining unamortized bond issue costs, underwriter discounts, or any other related costs affiliated with the refunded debt.

As of June 30, 2013, a total of \$51,545,000 were defeased.

Interest Swaps

As a means to lower its borrowing costs, when compared against fixed-rate bonds at the time of issuance, at various times, DASNY issued certain variable interest rate bonds, and concurrently entered into 22 separate pay-fixed, receive-variable interest swaps with three counterparties. The swaps are undertaken as a part of the State's overall debt management program. The notional amounts of the swaps match the principal amounts of the associated debt. The swaps were entered into at the same time the bonds were issued. The swap agreements contain scheduled reductions to outstanding notional amounts that are expected to approximately follow scheduled or anticipated reductions in the associated "bond payable" category. The terms, including the fair values and credit ratings of the outstanding swaps at June 30, 2013, were as follows (in thousands):

| Pay-fixed, receive-variable swaps | | | | | | | | |
|-----------------------------------|-----------------|------------------|----------------------|----------------------------------|-----------------|---------------------------------|--------------|----------------------|
| Counterparty | Notional amount | Termination date | Swap fixed rate paid | a Variable swap rate received | Swap fair value | b Counterparty credit rating | Swap insured | Change in fair value |
| City University System | | | | | | | | |
| Consolidated Revenue | | | | | | | | |
| Bonds, Series 2008C and 2008D: | | | | | | | | |
| Hedging derivatives: | | | | | | | | |
| Citibank | \$ 214,309 | 1/1/25 to 7/1/31 | 3.36% | 65% of LIBOR | \$ (34,580) | A3/A/A | Yes | \$ 15,565 |
| Merrill Lynch | 124,422 | 1/1/25 to 7/1/31 | 3.36 | 65% of LIBOR | (20,066) | Aa3/AAA/NR | Yes | 9,038 |
| UBS | 124,422 | 1/1/25 to 7/1/31 | 3.36 | 65% of LIBOR | (20,065) | A2/A/A | Yes | 9,039 |
| Total pay-fixed swap | \$ 463,153 | | | | \$ (74,711) | | | \$ 33,642 |

a London Interbank Offered Rate

b Moody's/S&P/Fitch, respectively

At June 30, 2013, the swaps had a fair value of \$(74,711,000) and are included in interest rate swap agreements in the statement of net position. These swaps had a change in fair value during fiscal year 2013 of \$33,642,000. Interest rates have changed since the swaps were entered into; the pay-fixed, receive-variable swaps have a fair value of \$(74,711,000) (the fixed swap payment rate is higher than current comparable fixed rates). The fair values were estimated using the zero coupon method. This method calculates the future net settlement payments required by the swap, assuming that the current forward rates implied by the yield curve correctly anticipate future spot interest rates. These payments are then discounted using the spot rates implied by the current yield curve for hypothetical zero coupon bonds due on the date of each future net settlement on the swaps.

Market Access Risk. The swap agreements are exposed to market access risk. There is risk that DASNY will not be able to enter the credit markets or that credit will become more costly. If that occurs, expected cost savings from the swap may not be realized.

Credit Risk. At June 30, 2013, the swap agreements were not exposed to credit risk on those swaps with negative fair values. However, should interest rates change and the fair values of those swaps

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become positive, then the swap agreements would be exposed to credit risk in the amount of the swaps' fair value.

The guidelines set forth by DASNY require that the counterparties have credit ratings from at least one nationally recognized statistical rating agency that is within the two highest investment grade categories and ratings that are obtained from any other nationally recognized statistical rating agency for such counterparty shall also be within the three highest investment grade categories, or the payment obligations of the counterparty shall be unconditionally guaranteed by an entity with such credit ratings.

Interest Rate Risk. The pay-variable, receive-fixed interest rate swaps increase the exposure to interest rate risk. The variable interest rate to the counterparties is based on the Securities Industry and Financial Markets Association Municipal Swap Index (SIFMA). As SIFMA increases, the net payment on the swaps increases.

Basis Risk. The pay-fixed, receive-variable swap agreements are exposed to basis risk. DASNY is paying a fixed rate of interest to the counterparties and the counterparties are paying a variable rate representing 65% of the one-month LIBOR. The amount of the variable rate swap payments received from the counterparties does not necessarily exactly equal the actual variable rate payable to the bondholders. Should the relationship between LIBOR and actual variable rate payments converge, the expected cost savings may not materialize.

Termination Risk. The swap contracts use the International Swap Dealers Association Master Agreement (Master Agreement), which includes standard termination events, such as failure to pay, default on any other debt in an aggregate amount greater than the agreed-upon thresholds, and bankruptcy. The schedule to the Master Agreement includes additional termination events, providing that the swap may be terminated if either the downgrade of the applicable state supported bonds or the debt of the counterparty falls below certain levels. DASNY or the counterparty may terminate any of the swaps if the other party fails to perform under the term of the contract. If the counterparty to the swap defaults or if the swap is terminated, the related variable rate bonds would no longer be hedged and DASNY would no longer effectively be paying a synthetic fixed rate with respect to those bonds. A termination of the swap agreement may also result in DASNY making or receiving a termination payment. If, at the time of termination, the swap has a negative fair value, DASNY would incur a loss and would be required to settle with the other party at the swap's fair value. If the swap has a positive value at the time of termination, DASNY would realize a gain that the other party would be required to pay.

Rollover Risk. Since the terms of the individual swaps correlate to match the final maturity of the associated debt, the authority is not exposed to rollover risk.

(c) ***Macaulay Honors College Loan***

The University is obligated to repay the loan related to the purchase of the Macaulay Honors College Building.

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The following is the schedule by year of future principal and interest payments to TD Bank on behalf of the Macaulay Honors College Foundation, assuming current interest rates at June 30, 2013 remain the same (in thousands):

| <u>Macaulay Honors College Loan</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-------------------------------------|------------------|-----------------|---------------|
| Fiscal year: | | | |
| 2014 | \$ 1,800 | 419 | 2,219 |
| 2015 | <u>13,000</u> | <u>205</u> | <u>13,205</u> |
| Total minimum loan payment | \$ <u>14,800</u> | <u>624</u> | 15,424 |
| Less amount representing interest | | | <u>(624)</u> |
| Carrying amount of obligations | | \$ | <u>14,800</u> |

Interest rate range is between 6.54% and 30-day LIBOR (0.24%) plus 1.25%. At June 30, 2013, the variable interest rate was 1.44%.

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(d) *Capital Lease Obligation for Condominium*

The University entered into a condominium agreement in a building located at 205 East 42nd Street to relocate CUNY's central headquarters, previously located at 535 East 80th Street. The University entered into a 30 year "leasehold condominium" ownership structure with the Durst Organization for several floors in the building – approximately 165,000 rentable square feet of space – including a storefront that can be converted into a parking area. The leasehold condominium ownership structure provides the University with an ownership interest in its floors for the 30 year term of the transaction.

The following is a summary of future minimum payments required under this agreement at June 30, 2013 (in thousands):

| | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-----------------------------------|------------------|-----------------|----------------------|
| Fiscal year: | | | |
| 2014 | \$ 48 | 673 | 721 |
| 2015 | 53 | 670 | 723 |
| 2016 | 56 | 666 | 722 |
| 2017 | 60 | 662 | 722 |
| 2018 | 65 | 853 | 918 |
| 2019 – 2023 | 402 | 6,806 | 7,208 |
| 2024 – 2028 | 569 | 10,821 | 11,390 |
| 2029 – 2033 | 2,249 | 13,730 | 15,979 |
| 2034 – 2038 | 15,186 | 5,759 | 20,945 |
| 2039 – 2043 | <u>22,049</u> | <u>2,077</u> | <u>24,126</u> |
| Total minimum lease payment | \$ <u>40,737</u> | <u>42,717</u> | 83,454 |
| Less amount representing interest | | | <u>(42,717)</u> |
| Carrying amount of obligation | | \$ | <u><u>40,737</u></u> |

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(e) *Certificate of Participation Agreements*

The University has entered into various arrangements for the acquisition/rehabilitation of capital assets through the issuance of personal income tax bonds (PIT) also known as certificates of participation. The bonds are issued through a trustee and the University is responsible for payment to the trustee in an amount equal to the interest and principal payment made by the trustee to the certificate bond holders. There is no collateral associated with the bonds. The following is a summary of future minimum payments required under this agreement at June 30, 2013 (in thousands):

| | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-----------------------------------|------------------|-----------------|----------------|
| Fiscal year: | | | |
| 2014 | \$ 5,089 | 621 | 5,710 |
| 2015 | 5,213 | 495 | 5,708 |
| 2016 | 5,340 | 366 | 5,706 |
| 2017 | 2,256 | 269 | 2,525 |
| 2018 | 2,319 | 204 | 2,523 |
| 2019 – 2021 | <u>5,967</u> | <u>260</u> | <u>6,227</u> |
| Total minimum loan payment | \$ <u>26,184</u> | <u>2,215</u> | 28,399 |
| Less amount representing interest | | | <u>(2,215)</u> |
| Carrying amount of obligation | | | <u>26,184</u> |

Interest rates on Certificate of Participation obligations range from 2.18% to 2.87%.

(f) *Compensated Absences*

Employees accrue vacation leave based upon time employed, with the maximum accumulation generally ranging from 45 to 50 days. The recorded liability for accrued vacation leave, including the University's share of fringe benefits, is approximately \$97.2 million at June 30, 2013. Employees also earn sick leave credits, which are considered termination payments and may be accumulated up to a maximum of 160 days. Accumulated sick leave credits are payable up to 50% of the accumulated amount as of the date of retirement. The recorded liability for sick leave credits is approximately \$26.3 million at June 30, 2013.

(8) **Restricted Deposits Held by Bond Trustees and Restricted Amounts Held by the Dormitory Authority of the State of New York**

Restricted deposits held by bond trustees include bond proceeds not yet expended for construction projects and related accumulated investment income. Bond proceeds and interest income in excess of construction costs are restricted for future projects or debt service. In addition, restricted deposits held by bond trustees include reserves required for debt service and replacement under lease agreements, together with earnings on such funds.

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Restricted amounts held by DASNY represent funds that have been remitted to DASNY to be used for rehabilitation of capital assets or held for general operating purposes.

In accordance with GASB 40, restricted deposits held by bond trustee and restricted amounts held by DASNY by type at June 30, 2013 are as follows (in thousands):

| Deposits held by trustee and amounts held by DASNY | Fair value | Rating |
|---|-------------------|---------------|
| Type: | | |
| Cash and cash equivalents | \$ 159,260 | |
| U.S. Treasury notes and bonds | 38,828 | |
| U.S. Treasury bills | 117,498 | |
| U.S. Treasury Strips | 34,411 | |
| U.S. agency mortgage-backed securities | 76,187 | AA/Aaa/AAA * |
| Total | <u>\$ 426,184</u> | |

* S&P, Moody's, Fitch respectively

The funds are invested in securities with maturities of less than one year.

Restricted deposits held by bond trustee and restricted amounts held by DASNY are subject to the following risks:

(a) Custodial Credit Risk

Custodial credit risk for restricted deposits held by bond trustee and restricted amounts held by DASNY is the risk that in the event of a bank failure or counterparty failure, the University will not be able to recover the value of its cash and investments in the possession of an outside party. June 30, 2013, all of the \$426,184,000 is held by DASNY or the bond trustee, not in the University's name.

(b) Credit Risk

For an investment security, credit risk is the risk that an issuer or other counterparty will not fulfill its obligations. Under investment agreements, restricted deposits held by bond trustee and restricted amounts held by DASNY are invested with financial institutions at a fixed contract rate of interest. Because the security is essentially a written contract, there is no rating available for such an instrument; however, at the time the agreements are entered into, the underlying providers are generally rated in at least the second highest rating category by at least one of the nationally recognized rating organizations in accordance with established investment policy and guidelines.

(c) Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the University's investment in a single issuer. During 2013, restricted deposits held by bond trustee and restricted amounts held by DASNY were not exposed to concentration of credit risk.

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(d) *Interest Rate Risk*

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University does not have a formal investment policy for restricted deposits held by bond trustee or restricted amounts held by DASNY that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. Investments primarily consist of obligations of the U.S. Government and are reported at fair value with maturities of one year or less.

(9) **Pension Plans**

The University participates in three pension plans for its employees: the New York City Employees' Retirement System (ERS); the Teachers' Retirement System of the City of New York Qualified Pension Plan (TRS); and Teachers' Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF). ERS and TRS are cost sharing, multiple employer defined benefit plans administered by the City of New York. TIAA-CREF is a privately operated, multi-employer defined contribution retirement plan. TIAA-CREF obligations of employers and employees to contribute and of employees to receive benefits are governed by the New York State Education Law and City laws.

ERS and TRS provide retirement benefits, as well as death and disability benefits. These systems function in accordance with existing State of New York statutes and New York City laws.

ERS and TRS issue publicly available financial reports that include financial statements and required supplementary information. These reports may be obtained by writing to ERS at 335 Adams Street, Brooklyn, New York 11201, or TRS at 55 Water Street, New York, New York 10041.

TIAA-CREF provides retirement and death benefits for or on behalf of those full-time professional employees and faculty members electing to participate in this optional retirement program.

Funding Policy

Employer contributions to ERS and TRS are determined by the City of New York based on actuarially determined rates that, expressed as a percentage of annualized covered payroll, are designed to accumulate sufficient assets to pay benefits when due. Member contributions are established by law. Employees who joined ERS and TRS on or after July 1, 1977 are mandated to contribute 3% of their annual wages to the plans. Effective October 1, 2000, in accordance with Chapter 126 of the Laws of 2000, these members are not required to make contributions after the 10th anniversary of their membership date or completion of 10 years of credited service, whichever is earlier.

Employer and employee contribution requirements to TIAA-CREF are determined by the New York State Retirement and Social Security Law. Participating University employees contribute 1.5% for tiers one through four and 3.0% for tier five of salary on an after tax basis. Employer contributions range from 10.5% to 13.5% for tiers one through four, depending upon the employee's compensation, and 8.0% to 10.0% of salary for tier five, depending upon the employee's years of service. Employee contributions for 2013 amounted to approximately \$67.6 million.

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The required University contributions for the current year and the two preceding years were (in thousands):

| <u>Pension plans</u> | <u>ERS</u> | <u>TRS</u> | <u>TIAA-CREF</u> | <u>Total</u> |
|----------------------|------------|------------|------------------|--------------|
| Year: | | | | |
| 2013 | \$ 50,803 | 82,620 | 99,647 | 233,070 |
| 2012 | 49,731 | 62,504 | 99,869 | 212,104 |
| 2011 | 45,106 | 50,051 | 109,278 | 204,435 |

The University's contributions made to the systems were equal to 100% of the contributions required for each year.

(10) Postemployment Benefits

Plan Description. CUNY retirees receive retiree healthcare benefits through the New York City Health Benefits Program (Plan), which is a single-employer defined benefit healthcare plan. The program covers former CUNY employees who were originally employed by CUNY senior colleges or by CUNY community colleges. The program covers individuals who receive pensions from one of the following three pension plans within the New York City Retirement System (NYCRS):

- New York City Employees' Retirement System (ERS)
- New York City Teachers' Retirement System (TRS)
- New York City Board of Education Retirement System (BERS)

In addition, the program covers individuals under alternate retirement arrangements. The most significant alternate retirement arrangement is coverage under the Teachers Insurance Annuity Association – College Retirement Equities Fund (TIAA) rather than through the NYCRS. In addition to the participants of NYCRS and TIAA, the valuation also includes 28 CUNY employees covered under the Cultural Institutions Retirement System (CIRS), who are being treated the same as employees in TIAA.

The City of New York is assumed to pay for the coverage (Basic Coverage and Welfare Fund contributions) for retirees in NYCRS and TIAA who retired from community colleges. The City of New York also pays for the Ware Fund costs for nonpedagogical CUNY Senior College retirees of the NYCRS. In addition, the City reimburses CUNY employees the Part B premium for Medicare-eligible retirees and covered spouses for all covered CUNY employees, whether retired under NYCRS or TIAA, and whether retired from a senior or community college. The obligation for the coverage is considered an obligation of the City and not included in CUNY's valuation.

CUNY currently reimburses the City for Basic Coverage and Welfare Fund coverage for NYCRS senior college retirees except for those who retired from one of the NYCRS in nonpedagogical positions. CUNY is also currently billed for Basic Coverage and Welfare Fund coverage for all TIAA retirees, whether retired from a senior or community college.

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The City issues a publicly available financial report, which is available at: Office of the Comptroller, Bureau of Accountancy – Room 808, 1 Centre Street, New York, New York 10007.

Funding Policy. Postemployment Benefits other than Pensions (OPEB) includes Health Insurance and Medicare Part B Reimbursements; Welfare Benefits stem from the University's collective bargaining agreements. The University is not required by law or contractual agreement to provide funding for postemployment benefits other than the pay-as-you-go amount necessary to provide current benefits to retirees and eligible beneficiaries/dependants. For the fiscal year ended June 30, 2013, the University paid \$42.5 million, of which \$33.8 million was for senior colleges and \$8.7 million was for community colleges, which were paid to the New York City Health Retirement Trust Fund.

Annual OPEB Cost and Net OPEB Obligation. The University's annual OPEB cost (expense) is calculated based on the annual required contribution (ARC) of the employer, an amount that was actuarially determined by using the Frozen Entry Age Actuarial Cost Method (one of the actuarial cost methods in accordance with the parameters of GASB 45). Under this method, the excess of the Actuarial Present Value of Projected Benefits over the sum of the Actuarial Value of Assets and the Unfunded Frozen Actuarial Accrued Liability, is allocated on a level basis over the future salaries of the group included in the valuation from the valuation date to assumed exit. This allocation is performed for the group as a whole, not as a sum of individual allocations. The Frozen Actuarial Accrued Liability is determined using the Entry Age Actuarial Cost Method. The portion of this Actuarial Present Value allocated to a valuation year is called the Normal Cost. Under this method, actuarial gains (losses), as they occur, reduce (increase) future Normal Costs. The ARC represents a level of funding that is paid on an ongoing basis, is projected to cover normal cost each year, and amortize unfunded actuarially liabilities (or funding excess) over an open 30-year period. The results also take into account certain aspects of National Health Care Reform (NHCR) and its impact on certain benefits and on certain OPEB-specific actuarial assumptions. The following table shows the elements of the University's annual OPEB cost for the year, the amount paid, and changes in the University's net OPEB obligation for the year ended June 30, 2013 (in thousands):

| | <u>Amount</u> |
|--|--------------------------|
| Annual required contribution* | \$ 99,329 |
| Interest on net OPEB obligation | 15,627 |
| Adjustment to annual required contribution | <u>(15,526)</u> |
| Annual OPEB cost (expense) | 99,430 |
| Payments made | <u>(33,833)</u> |
| Increase in net OPEB obligation | 65,597 |
| Net OPEB obligation – beginning of year | <u>390,678</u> |
| Net OPEB obligation – end of year | <u><u>\$ 456,275</u></u> |

* This amount reflects a 30-year amortization as a level percentage of payrolls of the Unfunded Actuarial Accrued Liability on an open basis.

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The University's annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation for the fiscal year ended June 30, 2013 were as follows (in thousands):

| Fiscal year ended | Annual OPEB cost | Percentage of annual OPEB cost paid | Net OPEB obligation |
|--------------------------|-------------------------|--|----------------------------|
| June 30, 2013 | \$ 99,430 | 34.0% | 456,275 |

Funded Status and Funding Progress. As of June 30, 2012, the most recent actuarial valuation date, the Plan was 0% funded. The actuarial accrued liability for benefits was \$1,302 million (which represents the total present value \$0, resulting in an unfunded actuarial accrued liability (UAAL) of \$1,302 million). The covered payroll (annual payroll of active employees by the Plan) was \$942.1 million, and the ratio of the UAAL to the covered payroll was 138.2%.

The schedule of funding progress, shown below as required supplementation information, presents the results of OPEB valuations as of June 30, 2013 and looking forward, the schedule will eventually provide multi-year trend information about whether the actuarial values of plan assets are increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

| Schedule of funding progress (In thousands) | | | | | | |
|---|-----------------------------------|--|----------------------------------|---------------------------|----------------------------|--|
| Actuarial valuation date | Actuarial value assets (a) | Actuarial accrued liability (AAL) entry age (b) | Unfunded AAL (UAAL) (b-a) | Funded ratio (a/b) | Covered payroll (c) | UAAL as a percentage of covered payroll (b-a)/c |
| June 30, 2012 | \$ — | 1,302,005 | 1,302,005 | —% | \$ 942,104 | 138.2% |

Actuarial valuation involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status and the annual required contributions are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

The recently approved health care reform law could have significant accounting consequences for entities in diverse industries. Specifically, there are several provisions in the new law that might affect CUNY's measurement of its postretirement healthcare benefits obligation. There are certain provisions (if applicable) that are generally expected to either increase or reduce employer's obligations. It is very difficult at this stage to measure the impact of some of these provisions on CUNY's obligations. CUNY will continue to monitor developments, interpretations, and guidance relating to the law and incorporate the latest thinking in future measurements.

Additionally, beginning in 2018, NHCR will impose an excise tax on providers of certain "high cost plans" with total health care benefit values above certain thresholds. In considering the impact of the excise tax,

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projected potential tax amounts are estimated based on a reasonable set of assumptions, and concludes that the impact of the high cost plan excise tax on the CUNY OPEB valuation would be de minimis. Thus, any explicit liability for this potential additional future administrative cost is not included. Alternative assumptions and interpretations of the law could result in a greater financial impact.

Actuarial Cost Methods and Assumptions: CUNY employees and retirees are eligible for the same health benefits (both in active service and in retirement, if eligible) as employees and retirees of the City of New York. The health benefits are administered by the Office of Labor Relations (OLR). The City of New York is responsible for the cost of all OPEB benefits for Community College retirees, Welfare Fund costs for nonpedagogical CUNY Senior College retirees of NYCERS, and Medicare Part B premiums for all Senior College retirees.

The actuarial assumptions used for CUNY members of the NYCERS are the same as those used for City of New York members of the applicable retirement systems. According to the data provided by the New York City Office of the Actuary (OA), there are CUNY employees covered by NYCERS, TRS, and BERS.

Except as noted below, all other assumptions for TIAA employees and retirees (e.g., mortality, disability, rate of salary increase, discount rate, per capita claims costs, healthcare trend rates, and age-related morbidity) are the same as those used for members of TRS.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical patterns of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Valuation Date: June 30, 2012

Actuarial Cost Method: Frozen Entry Age Actuarial Cost Method. Under this method, the excess of the Actuarial Present Value of Projected Benefits over the sum of the Actuarial Value of Assets and the Unfunded Frozen Actuarial Accrued Liability (AAL) is allocated on a level basis over the future salaries of the group included in the valuation from the valuation date to assumed exit. This allocation is performed for the group as a whole, not as a sum of individual allocations. The Frozen Actuarial Accrued Liability is determined using the Entry Age Actuarial Cost Method, with the initial portion of the AAL frozen as of June 30, 2006, and subsequent portions frozen as of June 30, 2007, June 30, 2008, June 30, 2009 and June 30, 2010. The portion of the Actuarial Present Value allocated to a valuation year is called the Normal Cost. Under this method, Actuarial Gains (Losses), as they occur, reduce (increase) future Normal Costs.

Amortization: For purposes of these calculations, the Frozen Actuarial Accrued Liability is amortized as a level percentage of payroll over an open 30-year period.

Discount Rate: 4.0% per annum, compounded annually.

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Healthcare Cost Trend Rate: Covered healthcare expenses were assumed to increase by the following percentages each year:

| | Pre- Medicare Plans* | Medical (Post- Medicate) | Welfare Fund contributions |
|---------------------|-------------------------------------|---|---|
| Fiscal year ending: | | | |
| 2014 | 9.5% | 5.0% | 5.0% |
| 2015 | 9.0 | 5.0 | 5.0 |
| 2016 | 8.5 | 5.0 | 5.0 |
| 2017 | 8.0 | 5.0 | 5.0 |
| 2018 | 7.5 | 5.0 | 5.0 |
| 2019 | 7.0 | 5.0 | 5.0 |
| 2020 | 6.5 | 5.0 | 5.0 |
| 2021 | 6.0 | 5.0 | 5.0 |
| 2022 | 5.5 | 5.0 | 5.0 |
| 2023+ | 5.0 | 5.0 | 5.0 |

Inflation Rate: The assumed increase in premium rates.

| | |
|-----------------------------------|------|
| Medical: | |
| Initial rate | 9.5% |
| Ultimate rate | 5.0 |
| Fiscal year ultimate rate reached | 2023 |

Wage Inflation: 3.0% per annum, compounded annually.

Miscellaneous: The valuation was prepared on a going-plan basis. This assumption does not necessarily imply that an obligation to continue the Plan exists.

Blended Component Unit

RF-CUNY provides postemployment benefits, including salary continuance, to certain employees. The cost of these benefits is accrued over the employees' years of service. RF-CUNY also provides certain healthcare benefits to retired employees (including eligible dependents) who have a combination of age and years of service equal to 70 with a minimum age of 55 and at least 10 years of continuous service. RF-CUNY accounts for postretirement benefits provided to retirees on an accrual basis during the period of their employment.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

The following table sets forth RF-CUNY's information with respect to the postretirement plan at June 30, 2013 (in thousands):

| | | |
|-----------------------------|----|-----------------------|
| Benefit obligation | \$ | (100,528) |
| Fair value of plan assets | | <u>90,622</u> |
| Funded status as of June 30 | \$ | <u><u>(9,906)</u></u> |

(11) Commitments

The University has entered into contracts for the construction and improvement of various capital assets. At June 30, 2013, these outstanding contractual commitments were approximately \$444 million.

The University is also committed under various operating leases covering real property and equipment. The following is a summary of the future minimum rental commitments under noncancelable real property (in thousands):

| <u>Contractual commitments</u> | <u>Principal amount</u> |
|--------------------------------|--------------------------|
| Fiscal year: | |
| 2014 | \$ 66,222 |
| 2015 | 62,479 |
| 2016 | 53,086 |
| 2017 | 51,903 |
| 2018 | 44,632 |
| 2019 – 2023 | 188,900 |
| 2024 – 2028 | 141,620 |
| 2029 – 2032 | 70,155 |
| 2033 – 2043 | <u>53,813</u> |
| | \$ <u><u>732,810</u></u> |

For the year ended June 30, 2013, rent expense, including escalations of \$17.3 million, was approximately \$75.8 million.

(12) Litigation and Risk Financing

The University is involved with claims and other legal actions arising in the normal course of its activities, including several currently in litigation. Pursuant to the New York State Education Law, the State or City of New York (as applicable) shall save harmless and indemnify the University, members of its Board, and any duly appointed staff member against any claim, demand, suit, or judgment arising from such person performing his or her duties on behalf of the University. Further, any judgments rendered against such individuals will be paid from funds appropriated by the Legislature, which are separate and apart from the University's operating funds. While the final outcome of the matters referred to above cannot be determined at this time, management is of the opinion that the ultimate liability, if any, will not have a material effect on the financial position of the University.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

Liabilities for claims are accrued when it is probable that a loss has been incurred and the amount of the loss can be reasonably estimated.

CUNY is exposed to various risks of loss related to damage and destruction of assets, injuries to employees, damage to the environment or noncompliance with environmental requirements, and natural and other unforeseen disasters. CUNY's residence hall facilities are covered by insurance. However, in general, CUNY does not insure its educational buildings, contents or related risks and does not insure its equipment for claims and assessments arising from bodily injury, property damages, and other perils. Unfavorable judgments, claims, or losses incurred by CUNY are covered by the State or City on a self-insured basis. The State and City do have fidelity insurance on State/City employees.

(13) Financial Dependency

Appropriations from the State of New York and the City of New York are significant sources of revenue to the University. Accordingly, the University is economically dependent on these appropriations to carry on its operations.

(14) City College Dormitory

During 2005, the University entered into a support agreement with DASNY in connection with the issuance of CUNY Student Housing Project Insured Revenue Bond, Series 2005. The bonds having a par value of \$63,050,000 and premium of \$5,955,235 were issued to fund a nonrecourse loan from DASNY to Educational Housing Services, Inc. to finance construction of a student residence building on the campus of City College. Under the terms of the support agreement, the University has agreed to unconditionally guarantee the loan and transfer to the trustee amounts required to replenish deficiencies related to debt service payments and debt service reserve funds. The obligations of CUNY shall terminate upon the payment or legal defeasance of all of the Series 2005 bonds.

See note 17 for other debt guarantees by the University.

(15) Subsequent Events

1. On July 25, 2013, DASNY issued construction bonds with a par value of \$223,845,000 and original issued premium of \$18,599,893, on behalf of the University.
2. On October 24, 2013, DASNY issued construction bonds with a par value of \$225,890,000 and original issued premium of \$16,857,037, on behalf of the University.
3. Effective July 1, 2013, The City University of New York entered into a \$20.75 million agreement that gives the Pepsi-Cola Bottling Company of New York, Inc., exclusive rights to provide most carbonated and noncarbonated drinks on campuses for the next 10 years.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

(16) Condensed Combining Financial Statement Information

The condensed combining statements of net position, revenues, expenses and changes in net position, and cash flows for the University and blended component units as of and for the year ended June 30, 2013 are as follows:

Condensed statement of net position (in thousands):

| | University | RF - CUNY | CUCF | Eliminations | Total |
|----------------------------------|--------------|--------------|--------|--------------|-----------|
| Current assets | \$ 1,361,623 | 178,036 | 42,843 | — | 1,582,502 |
| Other noncurrent assets | 456,707 | 55,828 | — | (197) | 512,338 |
| Capital assets | 4,870,919 | 49,089 | — | — | 4,920,008 |
| Total assets | 6,689,249 | 282,953 | 42,843 | (197) | 7,014,848 |
| Deferred outflows of resources | 152,136 | — | — | — | 152,136 |
| Current liabilities | 1,091,382 | 200,127 | 29,027 | (80,528) | 1,240,008 |
| Noncurrent liabilities | 5,086,801 | 65,269 | — | — | 5,152,070 |
| Total liabilities | 6,178,183 | 265,396 | 29,027 | (80,528) | 6,392,078 |
| Net investment in capital assets | 429,816 | (7,314) | — | — | 422,502 |
| Restricted: | | | | | |
| Nonexpendable | 62,528 | — | — | — | 62,528 |
| Expendable | 268,949 | — | — | — | 268,949 |
| Unrestricted | (98,091) | 24,871 | 13,816 | 80,331 | 20,927 |
| Total net position | \$ 663,202 | 17,557 | 13,816 | 80,331 | 774,906 |

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

Condensed statement of revenues, expenses and changes in net position (in thousands):

| Description | University | RF – CUNY | CUCF | Eliminations | Total |
|---|-------------|-----------|-----------|--------------|-------------|
| Operating revenues: | | | | | |
| Tuition and fees, net | \$ 782,167 | — | 1,217,909 | (1,217,909) | 782,167 |
| Grants and contracts | 873,844 | 368,452 | — | (28,784) | 1,213,512 |
| Other operating revenues | 44,818 | 37,601 | 49,899 | (86,295) | 46,023 |
| Total operating revenues | 1,700,829 | 406,053 | 1,267,808 | (1,332,988) | 2,041,702 |
| Operating expenses: | | | | | |
| Other operating expenses | 3,432,288 | 368,452 | 1,529,920 | (1,593,423) | 3,737,237 |
| Depreciation and amortization | 237,219 | 2,893 | — | — | 240,112 |
| Total operating expenses | 3,669,507 | 371,345 | 1,529,920 | (1,593,423) | 3,977,349 |
| (Loss) income from operations | (1,968,678) | 34,708 | (262,112) | 260,435 | (1,935,647) |
| Nonoperating revenues (expenses): | | | | | |
| Government appropriations | 1,651,997 | — | — | — | 1,651,997 |
| Investment income | 3,003 | 476 | 14 | — | 3,493 |
| Interest expense | (195,615) | (3,740) | — | — | (199,355) |
| Net appreciation in fair value of investments | 12,172 | — | — | — | 12,172 |
| Capital appropriations | 512,296 | — | 262,113 | (262,113) | 512,296 |
| Additions to permanent endowments | 24,326 | — | — | — | 24,326 |
| Other nonoperating revenues (expenses), net | (11,154) | (4,950) | 4,306 | 82,009 | 70,211 |
| Total nonoperating revenues (expenses), net | 1,997,025 | (8,214) | 266,433 | (180,104) | 2,075,140 |
| Increase in net position | 28,347 | 26,494 | 4,321 | 80,331 | 139,493 |
| Net position, beginning of year | 680,707 | (8,937) | 9,495 | — | 681,265 |
| Effect of adoption of GASB 61 | (45,852) | — | — | — | (45,852) |
| Net position, beginning of year, as restated | 634,855 | (8,937) | 9,495 | — | 635,413 |
| Net position, end of year | \$ 663,202 | 17,557 | 13,816 | 80,331 | 774,906 |

Condensed statement of cash flows (in thousands):

| Description | University | RF – CUNY | CUCF | Eliminations | Total |
|--|----------------|-----------|--------|--------------|-------------|
| Net cash provided (used) by: | | | | | |
| Operating activities | \$ (1,681,078) | 2,934 | 13,275 | — | (1,664,869) |
| Noncapital financing activities | 1,722,398 | — | (56) | — | 1,722,342 |
| Capital and related financing activities | 42,993 | (978) | 4,363 | — | 46,378 |
| Investing activities | (31,354) | 3,844 | 255 | — | (27,255) |
| Net increase in cash and cash equivalents | 52,959 | 5,800 | 17,837 | — | 76,596 |
| Cash and cash equivalents at beginning of year | 487,559 | 108,490 | 1,413 | — | 597,462 |
| Cash and cash equivalents at end of year | \$ 540,518 | 114,290 | 19,250 | — | 674,058 |

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

(17) Discretely Presented Component Units

The University's discretely presented component units consist of college foundations, related-recognized auxiliary service corporations, student association organizations and child care centers. These supporting organizations are legally separate entities that provide services which support both academic and general needs of the colleges and their students. Their activities are funded through donor contributions, student activity fees, fees for services provided, special fund raising events, and earnings on investments.

The accounting policies of the discretely presented units conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities. All of the discretely presented component units follows GASB accounting pronouncements except the foundations, which follow applicable FASB standards. The financial statements of the discretely presented component units are presented using the GASB presentation.

The following is a reconciliation of total net position at July 1, 2012 as originally presented and the restated July 1, 2012 net position for the discretely presented component units (in thousands):

| Net position | Amount |
|---|--------------------------|
| July 1, 2012 net position, as previously reported | \$ 655,933 |
| Discretely presented component units previously reported as blended | 45,852 |
| July 1, 2012 net position, as restated | <u><u>\$ 701,785</u></u> |

(a) *Summary of Significant Accounting Policies*

Contribution Revenue

Contributions received, including unconditional promises to give, are recognized at fair value in the period received. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the net present value of their estimated future cash flows. Amortization of the discounts is included in contribution revenue. Contributions are considered available for unrestricted use unless specifically restricted by the donors.

Split Interest Agreements

Several of the foundations have received contributions from donors in exchange for a promise by the foundations to pay a fixed amount to the donor or other individuals over a specified period of time (normally the donor's or other beneficiary's life) and are recognized at fair value when received. The annuity payment liability is recognized at the present value of future cash payments expected to be paid. The net of these two amounts is recorded as contribution income.

Charitable Remainder Trusts

Several of the foundations have received charitable remainder trusts of various types, which are received by the college during the lifetime of the grantor, and carry with them the obligation to pay the grantor an annuity during his or her lifetime. Upon the death of the grantor, the trust is terminated, and the remaining value becomes the property of the foundation.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

(b) Investments

Investments are carried at fair value. Investments at June 30, 2013 consist of:

| <u>Investment type</u> | <u>Amount</u> |
|--|-----------------------|
| Cash and cash equivalents | \$ 24,260,804 |
| Certificates of deposit | 6,554,772 |
| U.S. Treasury bills | 4,606,616 |
| U.S. government bonds | 560,284 |
| Corporate bonds | 6,444,249 |
| Mutual funds | 245,167,795 |
| U.S. agency mortgage-backed securities | 4,022,048 |
| Equities | 80,179,492 |
| Beneficial interest in remainder trust | 5,742,506 |
| Alternative investments | 120,659,039 |
| CUNY investment pool | 22,968,711 |
| Other | 67,301,256 |
| Total investments | <u>\$ 588,467,572</u> |

(c) Contributions Receivable

Unconditional promises to give are recorded as contributions receivable, and in most cases are discounted over the payment period using the applicable discount rate in effect at the time of the contribution. Contributions receivable due in fiscal year 2014 amount to \$32,896,828 and are recorded in current receivables. Contributions receivable that are due in fiscal year 2015 and later amount to \$73,953,980 and are recorded in long-term receivables. At June 30, 2013, contributions receivable consisted of:

| | <u>Amount</u> |
|--------------------------------------|-----------------------|
| Contributions receivable | \$ 125,992,032 |
| Less allowance for doubtful accounts | 13,665,397 |
| Less discount to present value | <u>5,475,827</u> |
| Contributions receivable, net | <u>\$ 106,850,808</u> |

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

(d) Capital Assets

Capital assets consist of the following at June 30, 2013 (in thousands):

| | June 30, 2012 | Additions | Reductions | June 30, 2013 |
|--|------------------|---------------|------------|------------------|
| Buildings | \$ 64,613 | 24,896 | — | 89,509 |
| Building improvements | 4,996 | 433 | — | 5,429 |
| Construction in progress | 17,436 | 32,794 | — | 50,230 |
| Equipment | 16,310 | 1,165 | 8 | 17,468 |
| Infrastructure and infrastructure improvements | 1,720 | 76 | 187 | 1,608 |
| Land | 36 | — | — | 36 |
| Land improvements | 3,250 | 23 | — | 3,273 |
| Leasehold improvements | 400 | 214 | — | 614 |
| Works of art and historical treasures | — | 6,357 | — | 6,357 |
| Total capital assets | <u>108,761</u> | <u>65,958</u> | <u>195</u> | <u>174,524</u> |
| Less accumulated depreciation: | | | | |
| Building | 9,580 | 2,410 | — | 11,990 |
| Building improvements | 1,495 | 251 | — | 1,746 |
| Equipment | 13,926 | 178 | — | 14,105 |
| Infrastructure and infrastructure improvements | 765 | 233 | 8 | 989 |
| Land improvements | 844 | 191 | — | 1,035 |
| Leasehold improvements | <u>368</u> | <u>101</u> | <u>—</u> | <u>469</u> |
| Total accumulated depreciation | <u>26,978</u> | <u>3,364</u> | <u>8</u> | <u>30,334</u> |
| Total capital assets, net | <u>\$ 81,783</u> | <u>62,594</u> | <u>187</u> | <u>144,190</u> |

(e) Queens Student Residences Mortgage Loan

The Queens Student Residences, LLC (QSR) entered into a mortgage loan with RBS Citizens Bank, NA for financing Queens College Summit, Student Housing Building. In connection with the loan, the Queens Student Residences obtained a letter of credit of \$70,645,957 from RBS Citizens Bank, N.A. On May 10, 2012, the letter of credit termination date was extended to May 10, 2015. At June 30, 2013, the letter of credit was \$68,724,719.

Under the revised Reimbursement Agreement, the QSR has agreed, among other things, to reimburse the bank for amounts drawn on the letter of credit; to maintain a debt service coverage ratio of not less than 1.05 to 1; and maintain certain reserve accounts. Additionally, the QSR is required to make annual sinking fund payments and maintain a fixed interest rate swap agreement. QSR is in compliance with these requirements at June 30, 2013. The debt service coverage ratio is only required to be calculated at June 30.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

The following is the schedule by year of future principal and interest payments to RBS Citizens Bank, NA, assuming current interest rate and the present value of the net swap amounts at June 30, 2013 remain the same (in thousands):

| Queens student residences mortgage loan | Principal | Interest | Swap, net | Total |
|--|------------------|-----------------|------------------|----------------|
| Fiscal year: | | | | |
| 2014 | \$ 855 | 48 | 1,966 | 2,869 |
| 2015 | 995 | 47 | 1,941 | 2,983 |
| 2016 | 1,145 | 46 | 1,912 | 3,103 |
| 2017 | 1,300 | 45 | 1,879 | 3,224 |
| 2018 | 1,440 | 45 | 1,534 | 3,019 |
| 2019 – 2023 | 8,105 | 207 | — | 8,312 |
| 2024 – 2028 | 9,855 | 176 | — | 10,031 |
| 2029 – 2033 | 11,985 | 139 | — | 12,124 |
| 2034 – 2038 | 14,570 | 93 | — | 14,663 |
| 2039 – 2043 | 17,715 | 38 | — | 17,753 |
| Total minimum loan payment | \$ <u>67,965</u> | <u>884</u> | <u>9,232</u> | 78,081 |
| Less amount representing interest | | | | (884) |
| Less swap, net | | | | <u>(9,232)</u> |
| Carrying amount of obligations | | | \$ <u>67,965</u> | |

Swap interest rate is the 7-day USD-LIBOR-BBA times 67% and the fixed rate of the bonds is 3.0275%. At June 30, 2013, the 7-day USD-LIBOR-BBA rate was 0.10%.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

As a means to lower its borrowing costs, when compared against fixed-rate bonds at the time of issuance, Queens Student Residences concurrently entered into pay-fixed, receive-variable interest swap with the same bank, for which swap payments commence at future date. The notional amount of the swap is \$67,345,000 whereas the principal amount of the associated debt is \$67,695,000. The swap was entered into at the same time the loan was obtained. The swap agreement contains scheduled reductions to outstanding notional amounts that continue through fiscal 2018, the swap termination date. The terms, including the fair values and credit ratings of the outstanding swap at June 30, 2013, are as follows (in thousands):

| Counterparty | Notional amount | Termination date | Swap fixed rate paid | Pay-fixed, receive-variable swaps | | Swap fair value | Counterparty credit rating | Swap insured | Change in fair value |
|---|-----------------|------------------|----------------------|--|----|-----------------|----------------------------|--------------|----------------------|
| | | | | Variable swap rate received | | | | | |
| Hedging derivative: RBS Citizens, NA | \$ 67,345,000 | 4/23/2018 | 3.0275% | 7-days USD-LIBOR- BBA times 67% | \$ | (6,624) | A (S&P) | Yes | \$ 2,426 |

At June 30, 2013, the swap had a fair value of \$(6,623,935) and is included in interest rate swap agreements in the statement of net position.

Market Access Risk. The pay-fixed, receive-variable swap agreement is exposed to market access risk. There is risk that the Queens Student Residences will not be able to enter credit markets or that credit will become more costly. If that occurs, expected cost savings from the swap may not be realized.

Credit Risk. At June 30, 2013, the swap agreement was not exposed to credit risk as the swap has a negative fair value. However, should interest rates change and the fair value of the swap becomes positive, then the swap agreement would be exposed to credit risk in the amount of the swap's fair value.

Basis Risk. The pay-fixed, receive-variable swap agreement is exposed to basis risk. The Queens Student Residences is paying a fixed rate of interest to the counterparty at 3.0275% and receiving from the counterparty a variable rate representing 7-day USD-LIBOR-BBA times 67%. The amount of the variable rate swap payments received from the counterparties does not necessarily exactly equal the actual variable rate payable to the bondholders. Should the relationship between LIBOR and actual variable rate payments converge, the expected cost savings may not materialize.

Termination Risk. The swap contracts use the International Swap Dealers Association Master Agreement, which includes standard termination events, such as failure to pay, default on any other debt in an aggregate amount greater than the agreed-upon thresholds, and bankruptcy. The Queens Student Residences or the counterparty may terminate the swap if the other party fails to perform under the terms of the contract. A termination of the swap agreement may also result in the Queens Student Residences making or receiving a termination payment. If, at the time of termination, the swap has a negative fair value, the Queens Student Residences would incur a loss and would be required to settle with the other party at the swap's fair value. If the swap has a positive value at the time of termination, the Queens Student Residences would realize a gain that the other party would be required to pay.

THE CITY UNIVERSITY OF NEW YORK

Notes to Financial Statements

June 30, 2013

Rollover Risk. Since the term of the swap does not match the final maturity of the associated debt, the Queens Student Residences is exposed to rollover risk.

(f) College of Staten Island Student Housing Bond

The New York City Housing Development Corporation issued a bond of \$67,800,000 on behalf of the College of Staten Island Student Housing, LLC in order to finance a student housing facility to benefit students attending the College of Staten Island. The following is a summary of future minimum payments under this agreement at June 30, 2013 (in thousands):

| College of staten island student housing bond | Principal | Interest | Total |
|--|------------------|------------------|-----------------|
| Fiscal year: | | | |
| 2014 | \$ 602 | 2,000 | 2,602 |
| 2015 | 740 | 2,657 | 3,397 |
| 2016 | 755 | 2,643 | 3,398 |
| 2017 | 773 | 2,627 | 3,400 |
| 2018 – 2022 | 5,545 | 12,853 | 18,398 |
| 2023 – 2027 | 8,323 | 11,819 | 20,142 |
| 2028 – 2032 | 9,992 | 10,232 | 20,224 |
| 2033 – 2037 | 12,257 | 8,083 | 20,340 |
| 2038 – 2042 | 15,143 | 5,330 | 20,473 |
| 2043 – 2047 | 13,670 | 1,787 | 15,457 |
| Total minimum loan payment | \$ <u>67,800</u> | <u>60,031</u> | 127,831 |
| Less amount representing interest | | | <u>(60,031)</u> |
| Carrying amount of obligations | | \$ <u>67,800</u> | |

Interest rates on the College of Staten Island Student Housing bond obligations range from 1.395% to 4.150%.

(g) Macaulay Honors College Foundation

On behalf of the College, in fiscal year 2006, the Macaulay Honors College Foundation entered into a term loan with a financial institution for \$28,000,000, to enable the College to purchase a building. The building, which is owned by the College, is included in the financial records of the College. Under a separate agreement between the Foundation and the College, the College is required to make all loan payments on behalf of the Foundation.

THE CITY UNIVERSITY OF NEW YORK


Notes to Financial Statements

June 30, 2013

The remaining balance of \$14,800,000 is due in fiscal-year 2014. All interest and principal payments on the loan are made by the College on the Foundation's behalf.

For the purpose of hedging the risks of interest rates on its variance rate term loan, the Foundation entered into an interest rate swap agreement during fiscal-year 2006. Under the interest rate swap agreement, the Foundation pays a fixed rate of interest of 6.54% and received a variable rate of 30-day LIBOR plus 1.25% on the outstanding principal amount of indebtedness, which amounted to \$14,800,000 at June 30, 2013. The interest rate swap has a fair value of \$(168,000) and expires at the time the related debt matures. Based on the terms of the interest rate swap agreement and the hedged debt, management has not assessed ineffectiveness. The Foundation is exposed to credit loss in the event of nonperformance by the counterparty to the contract agreement. The counterparty to the contract agreement is a well-known financial institution and, as such, management does not anticipate nonperformance.

Lehman College
FY2009 to FY2016 Year-End Financial Report and Projections
 (000's)

Table II 

| | Year-End Actuals ¹ | | | | | Projection ¹ | | |
|---|-------------------------------|-----------------|-----------------|-----------------|-----------------|-------------------------|------------------|-----------------|
| | FY2009 | FY2010 | FY2011 | FY2012 | FY2013 | FY2014 (3rd QTR) | FY2015 | FY2016 |
| Operating Budget Allocation | | | | | | | | |
| Base Budget Allocation | 58,463.3 | 71,571.9 | 73,804.5 | 75,347.5 | 76,220.0 | 79,963.1 | 83,056.7 | 85,801.0 |
| Lump Sum and other Allocations | 17,911.4 | 10,258.1 | 6,838.3 | 6,517.0 | 9,546.9 | 5,817.4 | 6,272.1 | 6,272.1 |
| Total Tax-Levy Operating Budget: | 76,374.7 | 81,830.0 | 80,642.8 | 81,864.5 | 85,766.9 | 85,780.5 | 89,328.9 | 92,073.1 |
| Expenditures | | | | | | | | |
| PS Regular ² | 58,108.3 | 62,428.5 | 64,826.2 | 65,448.1 | 66,427.3 | 67,524.9 | 73,084.9 | 75,633.2 |
| Adjuncts | 9,227.8 | 10,418.8 | 9,778.4 | 8,599.0 | 8,182.4 | 8,443.2 | 8,107.2 | 7,771.2 |
| Temporary Services | 3,529.7 | 3,787.9 | 4,021.5 | 3,529.8 | 3,622.3 | 3,704.3 | 3,704.3 | 3,704.3 |
| OTPS | 8,479.1 | 9,270.8 | 6,853.9 | 5,762.7 | 6,474.7 | 7,046.4 | 7,046.4 | 7,046.4 |
| Total Expenditures | 79,344.9 | 85,906.0 | 85,480.0 | 83,339.6 | 84,706.7 | 86,718.7 | 91,942.7 | 94,155.0 |
| Non Tax-Levy support (Anticipated) | | | | | | | | |
| Refund to Code | 250.7 | 122.8 | | | 303.1 | | | |
| Revenue Overcollections | 3,503.2 | 3,045.0 | 4,208.8 | 1,642.7 | (891.8) | 1,600.0 | 1,600.0 | 1,600.0 |
| Adjusted Expenditures | 75,591.0 | 82,738.2 | 81,271.2 | 81,696.9 | 85,295.4 | 85,118.7 | 90,342.7 | 92,555.0 |
| | | | | | | | | |
| Operating Surplus/(Deficit) | 783.7 | (908.2) | (628.4) | 167.6 | 471.5 | 661.8 | (1,013.8) | (481.9) |
| | | | | | | | | |
| CUTRA (balance) | 2,259.6 | 1,186.6 | 558.2 | 725.8 | 1,197.3 | 1,780.7 | 766.9 | 285.0 |

Footnotes:

¹ Year-End actuals and projections exclude Technology Fees and Compact Philanthropy

² PS Regular forecast for FY2015 and FY2016 include about \$2.5m in projected Compact items and about \$xx in assumed filled positions

LEHMAN COLLEGE

Compact Funds -Draft

College Priorities By Division

Table I

| | | | FY2014 | | | FY2013 | | | FY2012 | | |
|--|----------------------------------|---------------|------------------------|-----|---|---------------|------------------------|-----|---------------|---------------------------|-----|
| | Strategic Goal and Objectives | # of Lines | Amount (w/ Fringes) | % | | # of Lines | Amount (w/ Fringes) | % | # of Lines | Amount (w/out Fringes) | % |
| 1) College Adjustments | | | | | | | | | | | |
| - College memberships increases and AA/EEO initiatives | 1.3.2 | | | | | | 34,977 | | | - | |
| College Adjustments Sub-Total: | | | | - | | | 34,977 | 1% | | - | 0% |
| 2) Academic Affairs | | | | | | | | | | | |
| - NEW Faculty positions | 1.1.1 | 13 | 1,026,209 | | | 14 | 1,233,840 | | 6 | 336,000 | |
| - School of Health Sciences, Human Services and Nursing: New Dean (Eff 1/14) | 1.3.1 | 1 | 120,750 | | | | | | | | |
| - School of Public Health | 1.3.1 | | | | | | | | | | |
| - Education: Divisional Operations Manager | 3.1.4 | | | | | | | | | | |
| - Biology: New CLT | 2.2.2 | | | | 1 | 72,948 | | | | | |
| - IBAP - Director of Adult Degree Program - HEA | 4.3.2 | | | | 1 | 101,996 | | | | | |
| - Support for Faculty Travel | 1.1.2 | | | | | 50,000 | | | | | |
| - Additional support for Faculty Recruitment/Searches | 1.1.1 | | | | | 16,000 | | | | | |
| - Accreditation: NCATE for School of Education | 1.3.4 | | | | | 20,000 | | | | | |
| -Assessment- Task Stream | 3.1.4 | | | | | 32,000 | | | | | |
| - 2nd year of Start-up funds for Center of Human Rights and Peace Studies | 1.3 | | | | | 20,000 | | | | | |
| - School of NSS: two aHEO lines for Mathematics and Business | 2.2.2 | 2 | 116,306 | | | | | | | | |
| - CUNY Institute of Mexican Studies - aHEO | 1.3 or 1.1.4 | 1 | 58,153 | | | | | | | | |
| - Support for Office of the Provost (Exec. Asst) | 3.1.4 | 1 | 160,582 | | | | | | | | |
| - Faculty/Adjunct: IGERT Support for Anthropology | 1.1.1 | | 94,400 | | | | | | | | |
| - Faculty/Adjunct: Support for Music | 1.1.1 | | 35,400 | | | | | | | | |
| - Undergraduate Studies: Pre-Health Advisor | 2.2.2 | | | | | 20,000 | | | 1 | 40,067 | |
| - Memberships increases | 1.3.2 | | 25,000 | | | | | | | | |
| - Library (Extended hours) | 2.2.2 | | | | | 18,681 | | | | | |
| - Financial Aid Package: Library/Textbooks | 2.2.2 | | 103,000 | | | 76,000 | | | | | |
| Academic Affairs Sub-Total: | | 18 | \$1,739,801 | 54% | | 16 | 1,661,465 | 51% | 7 | \$376,067 | 37% |
| 3) Enrollment Management | | | | | | | | | | | |
| - Admissions/ CUNYFirst new aHEO line | 2.2.2 | 1 | 53,002 | | | | | | | | |
| - Advertising in print, radio and on the web; Westchester recruiter | 2.1.2 | | | | | 50,000 | | | | | |
| - Special Academic Sessions and advertisement support | 2.2.2 | | | | | | | | | | |
| - Enr. Res. & Proc.- Director of Client Software Management - HEA; Temp &OTPS CF support ('11) | 2.2.2 | | | | 1 | 113,523 | | | | | |
| - Registrar: Transcripts paper ('13); CF data validation | 2.2.2 | | | | | 4,000 | | | | | |
| Enrollment Management Sub-Total: | | 1 | \$53,002 | 2% | | 1 | 167,523 | 5% | - | \$0 | 0% |
| 4) Institutional Advancement | | | | | | | | | | | |
| - PAC: Associate Director of Development and Marketing - HEA | 4.1.2 | | - | | 1 | 105,392 | | | | | |
| - Annual Phonothan | 3.2.1 | | | | | | | | | | |
| Institutional Advancement Sub-Total: | | - | \$0 | | 1 | \$105,392 | 3% | | - | | 0% |
| 5) Student Affairs | | | | | | | | | | | |
| - Child Care Teacher | 2.2.2 | | | | | 38,407 | | | | | |

LEHMAN COLLEGE

Compact Funds -Draft

College Priorities By Division

Table I

| | Strategic Goal and Objectives | # of Lines | FY2014 | | # of Lines | FY2013 | | # of Lines | FY2012 | |
|--|----------------------------------|---------------|------------------------|-------------|---------------|------------------------|-------------|---------------|---------------------------|-------------|
| | | | Amount (w/ Fringes) | % | | Amount (w/ Fringes) | % | | Amount (w/out Fringes) | % |
| - VP's Office: Peer Educator, Housing & Special Projects | | | | | | | | | | |
| - HEa *; Temp | 2.2.2 & 2.3 | | | | 1 | 78,093 | | | | |
| - Community Engagement/CUNY Service Corps (COA) and OTPS | 4.1.1 | 1 | 41,865 | | | | | | | |
| - Community Engagement: Student Programs and Community Engagement Assistant Coordinator - HEa | 4.1.1 | | | | 1 | 58,128 | | | | |
| - Support staff for Career Services, Financial Aid, Veteran's Affairs. | 2.2.2 | | | | | | | | | |
| -Support for Urban Male Initiative, APEX and Student with Disabilities | 2.2.2 | | | | | | | | | |
| - Financial Aid Package: Veteran's Affairs | 2.2.2 | | 12,000 | | | | | | | |
| - Financial Aid Package: Workstudy & SEOG | 2.2.2 | | 131,000 | | | 85,000 | | | | |
| - Financial Aid Package: Waivers | 2.2.2 | | 203,000 | | | 41,000 | | | 76,300 | |
| Student Affairs Sub-Total: | | 1 | 387,865 | 12% | 2 | 300,627 | 9% | - | 76,300 | 8% |
| 6) Information Technology | | | | | | | | | | |
| - Maintenance/contractual cost increases | 3.1.3 | | 99,133 | | | 141,500 | | | | |
| - Equipment for Faculty and Staff | 1.4.1 | | 100,000 | | | | | | | |
| -Web Design and development, Training, network, TrackIt!, ADA compliance and CUNY First support | 2.2.3 & 3.1.3 | | | | | | | | | |
| Information Technology Sub-Total: | | - | \$199,133 | 6% | - | 141,500 | 4% | - | \$0 | 0% |
| 7) Administration | | | | | | | | | | |
| - Bursar's supplemental CUNY First support | 2.2.2 | | 39,500 | | | | | | | |
| - HR CUNY First support | 3.1.4 | | | | | | | | | |
| - Campus Facilities: Maintenance/contract Increases; Facilities improvements; Classrooms/College painting program; Resource 25 | 1.4.1 | | 158,802 | | | 156,712 | | | | |
| - Safety, Labcoats, contractual increases and data entry | 3.1.2 & 3.1.4 | | | | | 130,052 | | | | |
| - Printshop Associate | 3.1.4 | | | | | 14,651 | | 1 | 28,233 | |
| - College ID Card upgrade; Internal radio communication upgrade | 3.1.4 | | 114,797 | | | | | | | |
| Administration Sub-Total: | | - | \$313,099 | 10% | - | \$301,415 | 9% | 1 | \$28,233 | 3% |
| 8) Other: Self-Financing Components: FY2014 | | | | | | | | | | |
| Philanthropy (scholarships); Efficiencies/restructuring | 3.2.1 & 3.1.4 | | 546,200 | 17% | | 553,800 | 17% | | 527,100 | 52% |
| Grand Total | | 20 | 3,239,100 | 100% | 20 | 3,266,700 | 100% | 8 | 1,007,700 | 100% |



Strategic Planning Council Report 2009-2019

Published: January 3, 2010

Strategic Planning Council Report

Introduction

The Strategic Planning Council is charged by the President of Lehman College with developing a plan to move the College forward during the period 2009-2019, a plan that should address the key issues that confront and will confront the College. The members of the Council are listed in the Appendix. Since September of 2008, the Council has held 19 meetings, usually meeting for two hours every other Friday morning. It has examined data and reports, and has benefitted from meetings with key College officers. The Council also benefitted from the work of the authors of the College's 2001 Plan¹ (chaired by Dean Michael Paull and Professor [then Acting Provost] Joseph Rachlin), both members of the Council, and from the 2005-2008 College Strategic Plan.² A draft of the Report of the Strategic Planning Council was circulated to the campus community for comment during the Fall of 2009, and two "Town Hall" meetings—one in October and one in November—were held to receive comments. In addition, the chair and other members of the Council met with faculty and student governance leaders. A number of comments were received from faculty, staff, students, and administrators, and the final edition of the Report incorporates a number of these comments.

One may ask why undertake to develop a ten-year strategic plan now. The College recently celebrated its fortieth anniversary and recently completed its fourth Middle States review.³ Enrollment is increasing and the state of the College is sound. We will not, however, be permitted to stand still. The milieu in which the College exists is changing rapidly. The City University is becoming more centralized and more hierarchical. The economic crisis is intensifying the competition within New York State between the independent colleges and the public colleges, as well as among the public colleges. Demographics are changing. During the next decade, the number of New York State high school graduates is expected to decline significantly,⁴ but immigration is likely to continue at a high rate and there is likely to be an influx of veterans. Our faculty will change. As discussed in Recommendations, II.B., over one-third of the current faculty, experienced and committed, many of whom contributed significantly to the development of the College, are very likely to retire. The student population is also changing, with a greater percentage of "traditional" undergraduate students and a greater percentage of graduate students.⁵

At least in the near term, tax-levy resources are likely to decline in real terms. Our community, the Bronx, is changing. And we need to admit, candidly, that, at present, there are aspects of the College that must be improved. At the same time, the impending changes offer great opportunities for the College during the next decade. The very solid foundation is here, built over 40 years—with the continuity of leadership of two outstanding presidents—as are the challenges. We need to apply knowledge, experience, wisdom, and vision to chart the College’s course during the forthcoming decade.

In developing its recommendations, the Council assessed the milieu within which Lehman College functions. Lehman College is, of course, a college within The City University of New York (CUNY), and The City University’s Master Plan for 2008-2012⁶ sets a direction for the entire University enterprise. Beyond CUNY, issues and controversies are roiling higher education within the United States, within the Middle States region, and within the New York State higher education community. The College has just successfully completed its decennial Middle States visit, but it is important to recognize the emphasis placed by the visiting team and the Middle States Commission on Higher Education, reflecting Middle States policy, upon improving on-going assessment and the establishment of measurable goals at the program and course levels.⁷ At the National level, the 2006 report—*A Test of Leadership: Charting the Future of U.S. Higher Education*—commissioned by former United States Secretary of Education Margaret Spellings, emphasized the need for greater accountability and for greater cost controls within higher education.⁸ A recent article in *The New York Times* reported that universities and colleges in three states—Indiana, Minnesota, and Utah—are starting pilot projects, supported by the Lumina Foundation for Education, to assure that degree programs in their states “reflect a consensus about what specific knowledge and skills should be taught.”⁹ This initiative comes as a response to developments in Europe—the Bologna Process—and its offshoot, “tuning.”¹⁰ Assessment and accountability are the common themes.

There are, as well, a set of realities the College will need to navigate during the next decade. The first, within The City University of New York, is the evolving vision of hierarchies among the University’s senior colleges.¹¹ The second is competition from both public and private colleges and universities within the region. The third is the likelihood of little improvement in the availability of tax-levy resources, particularly during the next three to five

years. The fourth is the turnover of faculty that the College is likely to experience during the next decade. And finally, there is the emphasis from many directions upon enhancing assessment and accountability. For planning, all of these elements require the application of what is sometimes called “competitive intelligence,” an ability to assess the circumstances likely to affect an organization over the long term.¹²

Framework

The members of the Council sought to answer three questions about Lehman College: 1) what three things would you wish to change; 2) what three things do you want to make sure we keep; and 3) what is it that you are most afraid the College will do? The answers to these questions form a framework for the recommendations we are making.

A very strong consensus emerged that the College must seek to preserve and protect the “feel” of the College, variously described as the sense of “intimacy,” the “small-college” feel of the campus, the pride in the campus, and the generally cooperative relationships that exist among and between faculty, students, and administrators. Other characteristics important to the essence of the campus include the centrality of the liberal arts, the quality of the faculty, the commitment to diversity, the engagement and involvement of the students, and the College’s involvement with the broader community.

A strong consensus also emerged around several needed changes. Changes must be made to enhance student success, retention, timely progression toward degree completion, and the overall student intellectual and co-curricular experience. Second, the College must present itself to the public with a clear and compelling image. Third, the campus environment, particularly the interiors of the most heavily used buildings—such as Carman Hall—must be made more attractive and more functional for students and faculty. In addition, a determined effort must be made to provide student housing and an attractive and functional college/student center for the campus. Fourth, a serious effort must continue to be made to increase the percentage of courses taught by full-time faculty members. Fifth, the College must carefully assess areas ripe for new academic program development, and, concomitantly, consider which programs should be cut back. Sixth, a more focused and goal-oriented system of enrollment management, including a focused plan for enrollment growth in professional programs, must be implemented. And a concerted effort must be made to increase the level of non-tax-levy funding brought into the campus.

A consensus also emerged about what members of the Council were most afraid the College would do. Foremost among the concerns were that the College would move away from its liberal arts core and that the quality of the faculty would be allowed to deteriorate. Also of concern were the possibility of “change for change’s sake,” the potential “silo effects” upon the College community of some proposed organizational changes, and a perceived trend toward greater “corporatization” on the campus. And perhaps, among the most emphatic, is the worry that there may be a failure to implement the planning recommendations and to continue an active planning process.

The recommendations set forth in the next section reflect the over-arching views just described, as well as the milieu within which the College operates. As it weighed potential recommendations, the Council considered six principles: 1) what are we passionate about; 2) what can we do very well; 3) what resources will be available; 4) what will serve the needs of New York State and New York City; 5) how will the recommendations fit within CUNY’s Master Plan; and, 6) how will the recommendations address the guidance of the Middle States Commission.

Recommendations

I. Lehman Identity: Lehman as a College of Choice

- A. Establish in the public mind a consistent Lehman identity emphasizing the “small college experience”—small classes, accessibility of faculty, and a supportive environment—in the setting of a comprehensive, mid-size college offering a broad range of quality curricula and programs and access to the intellectual resources of the CUNY system; a successful marriage of the liberal arts and professional programs; opportunities for international study and internships; and “world class” facilities within a “culture of inquiry, knowledge, and accomplishment.” We must deliver a unified and compelling message to important constituencies such as high school guidance counselors and political leaders, and we must deliver the message internally to students, faculty, and staff.
- B. Market the College, based upon its identity and image, and emphasizing its location
- C. Develop a motto consistent with the College’s identity and image
- D. Enhance the attractiveness of the interiors of the campus buildings

A part of Lehman's identity is its very attractive campus. The varying architectural styles of the buildings unite harmoniously within the College's 37-acre, park-like campus. The beauty of the campus, however, does not extend into the interior of many of the key campus buildings, particularly Carman Hall, the College's most heavily utilized building, thus undermining the image of the campus. The building interiors, finishes, and furnishings show their age and a lack of attention. Most building interiors have had minimal upgrades, and they provide few gathering spaces or seating areas for students.

1. Develop a long-range plan for the renovation of the interiors of Carman Hall and other classroom buildings to create more inviting and attractive interiors that will include student seating, as well as meeting and study spaces.
2. In the medium term, implement interior modernization and upgrading of Carman Hall, including the central courtyard plaza.
3. In the short term, improve the upkeep, maintenance, attractiveness, and furnishings of the most heavily used classroom buildings, including classroom interiors (chairs, desks, blackboards [or white boards]), window treatments, etc.¹³

E. Continue and enhance Lehman's emphasis upon community engagement and service¹⁴

II. **Academic Excellence**

A. A **liberal arts college** resting upon

1. rigorous liberal ("general") education for every undergraduate, including¹⁵
 - instilling an ability to analyze and master complex ideas and materials
 - critical thinking
 - mastery in the writing of English, including the ability to communicate effectively in a coherent and well-ordered manner¹⁶
 - mathematical competency
 - quantitative fluency, including competency in statistics
 - competent oral communication skills

- civic understanding and engagement, including government, history, economics, and geography
 - ability to use information technology effectively
 - scientific literacy
 - appreciation of the arts
 - understanding and appreciating diversity
2. to be assured by
 - a. rigorous and coherent general education requirements and upper division requirements consisting of two LEH courses—one writing intensive and one emphasizing quantitative fluency—and ENW 3--, an upper-level advanced expository writing course, the three courses to be required of all upper division students—transfer and generic
 - including careful supervision of adjunct faculty teaching these courses to assure that the curricular goals of each of the courses are met and to assure the on-going development of essential pedagogical skills by the adjunct faculty¹⁷
 - b. raising the level of the College’s mathematics requirement
 - c. a new requirement for quantitative fluency, denoted by “Q” sections¹⁸
 - d. to support the liberal arts requirements, a reexamination of the present 120-degree credit degree requirement limit for students majoring in disciplines or programs with unusually high credit requirement
 - e. requiring an appropriate “capstone” course for all undergraduates
 - f. systematic assessment of the overall general education program and individual courses to improve planning, teaching, and learning
 3. majors, professional programs, and minors that are rigorous and reflect the best of their disciplines
 - a. require an appropriate capstone course for all students
 - b. maintain for new and revised majors and establish for new and revised minors rigorous and explicit substantive criteria to be overseen by the College Curriculum Committee

- c. establish, in consultation with the College Curriculum Committee, College guidelines for courses now outside the purview of the College Curriculum Committee—such as, for example, hybrid and on-line courses, LEH courses, and LSP courses—including guidelines for assessing these courses
 - 4. a system of assessment—that involves measurable goals—including periodic review of all majors and minors by both the College and by outside teams from the discipline, to assure accountability and demonstrate program and student accomplishment
- B. An engaged and vital **faculty**
- engaged in disciplinary and inter-disciplinary scholarship and creative work
 - engaged with students
 - engaged with colleagues and with the College

At present, 85 of Lehman's 373 full-time faculty are 65 years of age or older and 143 are 60 and over. Consequently, it is likely that there will be a turnover of one-third or more of the full-time faculty during the next decade. This change will present Lehman with both a great challenge and a great opportunity. Lehman should seek the resources to make at least 250 new full-time, tenure-track faculty appointments during the forthcoming decade. The potential retirements and new positions will permit the realignment of faculty, reflecting program initiatives and enrollment trends. What is required involves:

- 1. the strategic appointment of 250 new, diverse faculty of the highest quality
 - committed to both research and teaching
 - of varying academic rank to reflect departmental needs and to address the absence—because of budgetary problems during the 1970s—in some disciplines of key “mid-level” faculty
 - involving appointments of senior-level faculty, including newly recruited Distinguished Professors, to strengthen the academic distinction of key programs

- taking into consideration New York State and City workforce needs, as well as National needs and priorities
 - using aggressive recruitment, following the goals and principles of the College's affirmative action program
 - the allocation and reallocation of these positions to be made after consultation through the on-going planning process¹⁹
2. proactive support for new faculty, including attractive recruitment packages, new faculty orientation, and active mentoring by the senior faculty
 3. further supported by encouraging phased retirements—using Resident series titles²⁰ and other mechanisms—to maintain faculty continuity
 4. encouraging continuing faculty intellectual advancement
 - a. in research, through encouraging research grants and sponsoring academic conferences at the College
 - b. in teaching, through supporting and rewarding creative teaching
 - c. by enhancing and cultivating intellectual and cultural activities on the campus through ongoing faculty seminars and colloquia
 5. with academic leadership provided by a corps of experienced departmental chairs—with records of research and creative activities—focused upon academic matters
 - a. by importuning that academic chairs hold the rank of Associate Professor or Professor
 - b. by liberating the time of the chairs through reducing the administrative burdens now imposed upon them and by strengthening departmental administrative support
 6. encouraging greater faculty engagement in campus life by offering proper support and facilities through
 - a. providing a faculty dining room that is available and attractive, and faculty meeting/seminar rooms and lounges in most buildings on the campus

- b. providing greater space for individual faculty, including individual offices insofar as possible
 - c. refurbishing faculty offices
 - d. providing space for emeriti faculty and administrators—perhaps in their departments—to encourage their continuing involvement with the College
- 7. maintaining a proper balance in faculty responsibilities for teaching, research, student advisement, and College governance
 - a. by adjusting faculty teaching load through released (reassigned) time for research, including time supported by grants, particularly Federal research grants
 - and providing additional support for grant preparation
 - b. by providing greater support for faculty research and scholarship and expanded opportunities for teaching graduate courses,
 - c. but avoiding faculty assignments that involve no teaching obligations
 - assuring that all faculty teach at least one course per semester at Lehman
 - d. by assuring that all faculty are involved in student advisement and mentoring
- 8. seeking to achieve the University goal of 70% of undergraduate instructional hours taught by full-time faculty²¹ (now just under 50%)

To some degree, these goals may be contradictory. Greater faculty reassigned time for research and other endeavors reduce the number of courses taught by a full-time faculty member. Department chairs and deans need to recognize and balance these needs openly and thoughtfully.

- 9. creating a faculty development program for adjunct faculty at the departmental level, emphasizing curricular and pedagogical matters

- C. Intellectually engaged, successful, and loyal **students**, to be achieved by
1. recruiting well-prepared, promising, and motivated students of diverse ethnicity and cultures
 - a. maintain policy, during the forthcoming decade, of raising—in line with the other leading senior colleges—undergraduate freshman and transfer admissions standards
 - for freshman admissions, by gradually raising SAT scores, as well as by raising the required high school average
 - b. recruit aggressively able Bronx-resident students
 - c. provide laptops or netbooks to all entering full-time freshmen
 - d. maintain and expand the College’s efforts to improve education and academic achievement in the Bronx public schools, including the work of the Bronx Institute, the Division of Education, and other college entities
 2. balancing freshman enrollment—in line with the other leading senior colleges—among SEEK, mainstream, honors, and international students
 - a. increase the percentage representation of honors and international (5%- 10%) students and reduce—in line with other leading senior colleges—the percentage of SEEK admissions to achieve an equitable, balanced responsibility for SEEK students among the leading senior colleges
 - b. recruit promising students through honors programs and scholarships
 3. improving student retention, progression, academic performance, and graduation rates²²
 - a. create a “**student bonding program**” (jointly by the Offices of Academic Affairs and Student Affairs) geared to improving student retention,²³ progression, academic performance, and graduation rates²⁴
 - i. provide special assistance to enable full-time, generic students in 120-credit programs to achieve their degrees within four years, including

- on-campus jobs
- funded undergraduate research opportunities
- paid internships
- ii. emphasize to freshmen the importance of a college education and the significance of the liberal arts
- iii. develop and enhance pipeline programs into undergraduate and graduate study in the STEM disciplines²⁵
- iv. offer the courses and support services necessary to enable students to complete 30 credits within 12 months
 - offer on-line, as suitable, key courses needed by students for graduation
 - seek authorization from the University to offer differential (lower) tuition for Lehman students taking Summer or Winter Session courses
- v. expand and improve student services for evening and weekend students, including IT technical support
- vi. improve the quality and availability of academic support services, including services for students with disabilities
- vii. systematically advise students about effective use of their financial aid eligibility and its relationship to academic progression and graduation
- viii. introduce the concept and meaning of a liberal arts education in LEH 100
- ix. continue and enhance academically-oriented initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects
- x. provide alumni mentors in suitable disciplines
- xi. provide attractive lounge and study space for students, including appropriate technology, in each College building and

implement the other recommendations set forth in Section III

b. implement a comprehensive **sophomore-year initiative**

The College has focused great attention upon freshmen (through the Freshman Year Initiative and other related programs) and upon upper-division students, who are advised by their departments. Many students, however, confront academic difficulties during their sophomore year and a more systematic focus upon the sophomore year students is essential

- i. encourage students who have made up their minds to declare their majors by the sophomore year and then assign them to the appropriate academic department for advisement in their majors
 - ii. enhance and encourage students to use academic support services
 - iii. urge faculty to refer students in need of help to academic support services
 - iv. develop a systematic advisement program for sophomores
- c. restructure **undergraduate advisement** in order to provide immediate (upon admission), systematic, continual, and focused academic advisement to all students, as well as pre-admission advisement feasible
- i. require that all students meet with a designated advisor at least once each semester prior to registration for the following semester, with a required “sign-off” by the advisor
 - ii. encourage students who have made up their minds to declare their majors as early as possible during their freshman or sophomore year and then assign them to the appropriate academic department for advisement in their majors²⁶
 - iii. establish a comprehensive system beginning in the freshman year for advising pre-professional students, including pre-law and pre-medical, pre-dental, and pre-veterinary students

- iv. clarify and publicize widely course progression requirements in the STEM and other “hierarchical” disciplines
- d. create a new system for assessing and addressing academic needs of **transfer students**

In the Fall of 2008, 1209 transfer students entered Lehman, more than the 1,001 first-time freshmen.²⁷ Issues involving improving the academic preparation of transfer students can only be solved by working closely and cooperatively with the principal feeder community colleges.

- i. establish a Council made up of the college presidents and chief academic officers of Lehman College and its principal feeder community colleges (within and outside CUNY) to address academic, advisement, and other issues faced by students transferring to Lehman College²⁸
 - ii. establish faculty disciplinary councils with the feeder community colleges
 - iii. enter into agreements with feeder community colleges to provide coordinated advisement for students interested in STEM and other “hierarchical” disciplines
- 4. Adjust the balance of undergraduate to graduate enrollment to 70% undergraduate and 30% graduate (from the present 80% / 20%).²⁹
 - 5. Determine and seek to maintain an optimal enrollment level for the College.

III. **Student Experience and Life on Campus**

- A. As a College priority, renovate the “Old Gym” to create a College Center—a “center of gravity” for the campus—serving student government, student organizations, and students, faculty, and College activities, as well as providing space for College services, including the student academic support services, IT support, the Bookstore, and the Student Health Center³⁰
 - initiate space planning and design processes immediately

- B. Create a housing program that will provide accommodations [housing]—1,000 beds, 350 on-campus and, long-term, up to 650 near the campus—for students
 - to serve, among others, honors college students, international students, post docs, full-time undergraduate students, and full-time graduate students
 - provide necessary 24-hour, seven-day services to support students in residence
- C. Encourage and enhance student intellectual and cultural activities on campus
- D. The Council considered a plan, proposed by the College's Athletic Director, to move Lehman inter-collegiate athletics into NCAA Division II (from Division III), an undertaking that would provide various benefits to the College, at a cost of approximately \$700,000 per year. Among other considerations, the plan would require an increase in the level of the current student activity fee. The Council recommends that a committee be appointed to consider the proposal and the related question of concomitant student fee increases.

IV. Academic Programs

- A. Maintain the core emphasis of the College upon the liberal arts and sciences
- B. Continue developing suitable professional programs³¹
 - view professional programs as emanating from the core liberal arts
- C. Develop, strengthen, and realign programs in emerging fields of knowledge, such as:
 - 1. digital communications and media
 - 2. informatics, involving computer science and its interdisciplinary applications
 - 3. health information technology, including health informatics³²
 - 4. STEM disciplines
 - environmental engineering and environmental sciences

5. teacher preparation, particularly for teachers in STEM disciplines, an acknowledged teacher shortage area, in line with The City University's plan for "The Decade of Science" (2005-2015).³³

D. Carefully manage and control quality and enrollment in very-high demand undergraduate programs, such as business,³⁴ through more systematic student advisement and by raising admissions standards for the program, or by capping enrollment.

-seek AACSB accreditation for business programs

E. Align use of specialized facilities with academic programs and program development

1. Science: Assess the opportunities offered by the new science buildings (Phases I and II) for developing one or more doctoral programs in biological and environmental sciences³⁵
 - a. evaluate, and, if desirable, expand Masters programs in STEM disciplines
 - b. initiate five-year Bachelors-Masters programs for exceptional students
 - c. involve STEM department chairs actively in space and program planning
2. As a matter of College policy, recognize that academic programs and departments have priority access to specialized college facilities
 - music and the performing arts
 - develop memoranda of understanding with academic departments regarding use of the 2300-seat Performing Arts Center hall and the 500-seat Lovinger Theater
 - with seamless coordination and greater transparency
3. Music and performing arts: consider new program in performing arts management
4. Nursing: Provide adequate and suitable space for the Nursing programs, including wet laboratories in a designated "Health Sciences Center"³⁶

5. APEX: Review new program opportunities in the fields of exercise science (health and wellness) and recreational education and therapy
6. The Library
 - a. expand Library hours of full service
 - b. add hours of limited service by opening first floor of the Library only for research and study space
 - c. address Library space needs by considering using high-density, compact shelving for periodicals and special collections in order to make more space available for student and faculty study and research
 - d. maintain hybrid model with emphasis upon continued development of electronic resources and IT capabilities within the Library
 - e. further develop informational literacy initiatives and activities
7. Speech and Hearing Sciences
 - assess cost-effectiveness of expanding programs in speech and hearing sciences at the graduate and undergraduates levels
8. Enhance the IT infrastructure, service, and support throughout the campus by
 - a. making each classroom a “smart classroom” and continually upgrading classrooms to incorporate new technologies
 - b. improving wireless access throughout the campus and continuing to improve wired and wireless networks by providing new networked services and by incorporating new technologies and new standards
 - c. staying abreast of and implementing new developments in academic IT
 - d. improving IT staffing
- F. Review and develop additional affiliation agreements with cooperating institutions
- G. Explore and develop potential **new program** areas, such as:
 1. Post-Baccalaureate Bridge Program for students seeking to attend medical, dental, or veterinary school

2. Pre-Veterinary Studies Program, aligned with existing pre-medical and pre-dental programs
 - develop agreements with veterinary schools in the region in order to smooth the admissions process for Lehman students
 3. Masters in English Composition and Rhetoric
 4. M.F.A. in Arts Management
 5. Programs in public management
 - Joint M.P.A.-professional programs [e.g. M.P.A./M.S. program]
 - Bachelor's in Public Administration
 6. Generic sequence of courses in management for several disciplines
 - public administration, health services administration, arts management, and business management
 7. M.B.A. Program in global-business management (for students with undergraduate degrees in the liberal arts and sciences)
 8. Combined five-year Bachelors/Masters programs in several disciplines for exceptional students
- H. For professional programs, as well as other appropriate disciplines, appoint advisory councils to provide support and counsel
- I. Use the Professional and Continuing Education program as a testing ground for new offerings, through creation of a School of Continuing and Professional Education
- J. Concomitantly—recognizing that there will be serious resource constraints—**reduce the size of and de-emphasize programs that are no longer “viable”**³⁷ through a process of academic program review
1. based upon the following criteria:
 - mismatch between demand and program capacity
 - for example, academic programs in which there may be an over-supply of graduates
 - comparative cost-effectiveness of satisfying demand for the program

- very low enrollment levels
 - very low student completion rates
 - weighing “institutional factors, such as projected enrollment, budgetary matters, [and] program priority”³⁸
 - unless there is a compelling reason to continue the program, such as its importance to the intellectual tradition of the College
2. supported by analysis of data, trends, and other significant information³⁹
 3. such decisions to be made in a participatory and collaborative manner, after consultation through the on-going Planning process⁴⁰

V. **Organizational Structure**

- A. To develop and enhance the College’s academic programs, as well as to enhance fund- raising possibilities, the Council endorses, in principle, the concept of establishing schools to house several professional programs, such as a:
 - School of Education
 - School of Health Sciences, Human Services, and/or Nursing
 - School of Business
 - and a School of Professional and Continuing Education
- B. In the implementation of a school structure (replacing the current divisional structure), the College should address the following:
 1. A College or School of Liberal Arts as the core, central academic organizational structure of the College
 2. Steps to assure that a “silo” or “stovepipe” effect will not lead to the loss of core College values
 3. Keeping Lehman College’s General Administration costs percentage below the senior college average⁴¹
 4. A pilot initiative with a single school—perhaps a School of Health Sciences, Human Services, and/or Nursing as the most likely candidate—to address policies, procedures, and relationships involving the following issues, among others:

- a. academic personnel practices and procedures
- b. curricular development and approvals
- c. collaboration with other elements of the College
- d. lines of organizational authority
- e. responsibility for arts and sciences disciplinary courses offered within professional degree programs

VI. **Resources**

- A. To offset deficiencies in the tax-levy budget, undertake major fund-raising initiatives, including
 - 1. a systematic alumni giving campaign
 - increase significantly alumni participation in annual giving from the present two percent to a level in pace with the other leading CUNY senior college benchmarks
 - 2. careful solicitation of major donors
 - a. set goals and purposes for major gifts, including endowed chairs, named professorships, student scholarships, centers and institutes, and library support
 - b. set targets for major gifts for the short term, medium term, and long term
 - 3. involving faculty, academic departments, and students in fund-raising activities
- B. Bond students to the College to create active and involved alums
 - encourage life-long ties to Lehman by providing automatic and no-dues first year membership for graduates in the Lehman College Alumni Association
- C. Intensify the College's already effective efforts to obtain grants, particularly Federal and Foundation research grants, and contracts

Implementation

The recommendations of the Council involve several discrete aspects of the College, and they fall into three time frames: short term, medium term, and long term. The thought and effort reflected in this report would be for naught if responsibility for implementing the recommendations is not clearly defined and if systematic and regular follow-up is not undertaken.

- A. The person with overall responsibility to oversee the implementation of these recommendations should be identified, and priorities among the recommendations and a time line for implementing each of the recommendations should be set.
- B. The locus of responsibility for implementing each of the recommendations, including measurable objectives, as well as responsibility for monitoring progress toward implementation, should then be identified, with the responsible person or office held accountable.⁴²
- C. Progress in implementing these recommendations should be reported regularly to the College governance bodies and to the College community.
- D. An on-going planning process, involving a Planning Group (or Steering Committee)—including faculty, students, staff, and senior administrators—to be consulted about progress and issues in the achievement of strategic targets as these recommendations are implemented, should be created.

Endnotes

1. The Strategic Planning Committee, *Lehman College Strategic Plan*, February 2001.
2. *Lehman College Strategic Plan: Three Year Planning Horizon 2005-2008*.
3. Herbert H. Lehman College, *Decennial Report to Commission on Higher Education, Middle States Association of Colleges and Schools, Comprehensive Self-Study Report*, January 2009.
4. National Center for Education Statistics, *Projections of Education Statistics to 2017*, at 69-70 [Table 25].
5. *Lehman College Data Book, Fall 2008*, at 8, available at <http://www.lehman.edu/provost/provostoffice/PDF%20Databook%20%20FA08%20BOOK%20FORMAT.pdf> and The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 86, available at <http://www.lehman.edu/provost/provostoffice/Lehman%20College%20Goals%20and%20Targets%20'09%20'10.pdf>.
6. The City University of New York, *CUNY 2008-2012 Master Plan*, approved by the CUNY Board of Trustees, June 23, 2008.
7. *Report to the Faculty, Administration, Trustees, and Students of Herbert H. Lehman College*, April 7, 2009, and letter, June 26, 2009, from Middle States Commission on Higher Education to President, Herbert H. Lehman College of CUNY.
8. Available from www.ed.gov and other sources.
9. Tamar Lewin, "Colleges in 3 States To Set Basics For Degrees," *The New York Times*, April 9, 2009, at A21.
10. See, e.g., Clifford Adelman, "*The Bologna Process for U.S. Eyes: Relearning Higher Education in the United States*," available at www.ihep.org/press-room/news_release-detail.cfm?id=164.
11. See, The City University of New York, *CUNY 2008-2012 Master Plan*, approved by the CUNY Board of Trustees, June 23, 2008, at 13, noting that "The University has endorsed City College's and Hunter College's aspirations to confer joint doctoral degrees in the sciences with the CUNY Graduate School. . . as well as City College's request for independent doctoral authority in engineering. **Over time, the University will consider other colleges' requests to grant doctoral degrees.**" [Emphasis added.] The potential for additional tiering among the senior colleges is evident, as is the potential opportunity for Lehman College.
12. See, e.g., Marisa Chicarelli, "Competitive Intelligence: The basics and benefits behind the buzzword," *New York Law Journal Magazine*, October 2008, at 20.

13. *See also*, Recommendations III.E.8.and II.C.3.a.xi regarding IT infrastructure.

14. The College offers an extensive array of activities and programs that engage and serve its external communities. These include academic activities (lectures, symposia and seminars, and special events), cultural programs (Performing Arts Center, Art Gallery, Lovinger Theater), and educational initiatives (High School of American Studies, Celia Cruz High School, Gear-Up and other Bronx Institute projects, Center for School-College Collaboratives, the Literacy Institute, the HUD grant, and other related projects). *See also* Sections II.C. 1.d, 3.a.xi, and IV.I.

15. President Obama has weighed in about the importance of a liberal-arts education: “I would argue that anybody—that young people generally are going to benefit from a good, solid liberal arts education.” David Leonhardt, “After the Great Recession: An Interview with President Obama,” *The New York Times Magazine*, May 3, 2009, at 39.

16. *See, e.g.*, Richard Anderson, “He Wants Subjects, Verbs and Objects,” *The New York Times*, April 26, 2009, at 2 BU, including a comment by the chief executive of Delta Air Lines: “More and more, the ability to speak well and write is important. You know, writing is not something that is taught as strongly as it should be in the curriculum.”

17. *See also*, section B.9 *infra*.

18. *See, e.g.*, Terry J. Lundgren, “Knock-Knock: It’s the C.E.O.”, *The New York Times*, April 12, 2009, at 2 BU, including a comment by the chief executive of Macy’s: “Coming out of college, we really like to have kids who like math, study math, and get it. And so I’d like to make sure there is an emphasis on math.”

19. *See* Implementation section, *infra*.

20. *See*, Article 36, Resident Series, Agreement between The City University of New York and the Professional Staff Congress/CUNY. Retirees are eligible for appointments in the Resident Series, in accordance with the conditions described in some detail in Article 36 of the Agreement. Other opportunities for phased retirements may be possible, particularly for participants in the Optional Retirement Program, TIAA-CREF.

21. Currently, approximately 50% of undergraduate instructional hours are taught by full-time faculty. The City University of New York, *Performance Management Report, 2008-09*, July 30, 2009, page 5.

22. The University reports that the percentage of full-time, first-time freshmen who graduate from Lehman in four and six years is considerably below the senior college average. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 55. A recent report of the American Enterprise Institute, based upon six-year graduation rate information submitted to the U.S. Department of Education, ranks Lehman as sixth among the nine CUNY senior colleges included in the report. Frederick M. Hess, Mark Schneider, Kevin Carey, and Andrew P. Kelly, *Diplomas and Dropouts: Which Colleges Actually Graduate Their Students (and Which Don’t)*, at 56 [table A5], available at

<http://www.aei.org/paper/100019>. In addition, the ratio of FTEs to headcount for Lehman undergraduates is also considerably below the senior college average. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 22. From a national perspective, the issue is considered in a recent newspaper column—David Leonhardt, “At Colleges, Too Few Diplomas,” *The New York Times*, September 9, 2009, at B1—that reviews a new book examining the causes of the dropout crisis: William Bowen, Matthew Chingos, and Michael McPherson, *Crossing the Finish Line*, Princeton University Press, 2009.

23. Retention rates for Lehman full-time, first-time freshmen one and two years after entry are below the senior college average. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 48 & 49.

24. For an elegantly written discussion of the obstacles faced by some of the College’s students, see [Professor] Margot Mifflin, Life Stories Unlocked by Literature, *The Chronicle of Higher Education, Observer*, Issue 38, May 29, 2009, at B20. Also of interest is a recent Federal study of Pell Grant recipients: Wei, C.C., and Horn, L., *A Profile of Successful Pell Grant Recipients: Time to Bachelor’s Degree and Early Graduate School Enrollment*, NCES 2009-156, National Center for Education Statistics, Institute of Education Sciences, July 2009.

25. For a discussion of an interesting pipeline program, see Freeman A. Hrabowski, III, and Kenneth I. Maton, “Change Institutional Culture, and You Change Who Goes into Science,” *Academe*, May-June 2009, at 11. Also of interest is a recent Federal Study of STEM students: Chen, Xianglei, *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education*, NCES 2009-161, National Center for Education Statistics, Institute of Education Sciences, July 2009.

26. See also, section II.C.3.b. *supra*.

27. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 83 & 84 .

28. Section 6201 of the New York State Education Law provides, in pertinent part, as follows: “Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units. . . .”

29. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 81 & 87.

30. This recommendation initially appeared in the College’s 1968 Master Plan for construction and is included in the current Master Plan update). It is overdue.

31. See IV.G., *infra*.

32. *See, e.g.*, Christine Larson, “Connecting the Dots Of Medicine and Data,” *The New York Times*, April 12, 2009, at 13 BU. As with the program in Computer Graphics (art and computer science), the College can combine its acknowledged strengths in computer science and the health professions

33. The City University of New York, *CUNY 2008-2012 Master Plan*, approved by the CUNY Board of Trustees, June 23, 2008, at 33-36.

34. *See, infra*, note 39.

35. *See, supra*, notes 6, 11, & 33.

36. Since 1972, the Nursing Department has been housed in a “temporary” building, which is now woefully inadequate for its programs.

37. *See, e.g.*, Goldie Blumenstyk, “In a Time of Crisis, College Ought to Be Making History,” *The Chronicle of Higher Education*, May 1, 2009, available at <http://chronicle.com/weekly/v55/i34a00103.htm>, and “Dead Programs Walking,” *Inside Higher Education*, April 30, 2009, available at <http://www.insidehighered.com/layout/set/print/news/2009/04/30/programs>.

38. *Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York (Effective January 1, 1976)*, Section I, 1).

39. For information regarding national changes in the number of bachelor’s degrees awarded in selected fields of study between 1996-97 and 2006-07, *see*, National Center for Education Statistics, *The Condition of Higher Education 2009 in Brief*, at 23 [Figure 11].

40. *See* Implementation section, *infra*.

41. *See*, The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 110.

42. The Council recognizes that some of the recommendations require approval by established College governance bodies, in accordance with Lehman College’s governance documents.

ACHIEVING THE VISION

By Building on a Strong Foundation

STRATEGIC DIRECTIONS FOR LEHMAN COLLEGE 2010 – 2020



CONDENSED VERSION



MISSION

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.



VISION

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

Supported by the University’s expanding technological resources, the College will promote creative teaching

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

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

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

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

VALUES

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

GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING

Objective 1.1:

Recruit, support, and retain distinguished faculty.

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

Objective 1.2:

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

- Ensure that liberal arts and sciences remain the core emphasis of the College, while strengthening professional programs.
- Strengthen general education and provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional curricula.
- Strengthen and expand existing programs in STEM disciplines and health sciences.
- Develop, strengthen, and realign programs in emerging fields of knowledge.

- Pilot new programs through the School of Continuing and Professional Studies.

- Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs.

Objective 1.3:

Achieve greater external recognition and success of academic programs.

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

Objective 1.4:

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

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

GOAL 2: ENHANCED STUDENT SUCCESS

Objective 2.1:

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

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

Objective 2.2:

Strengthen academic resources and student support services.

- Develop a coordinated institutional approach to undergraduate advising.
- Offer the courses and support services necessary to increase student retention, progression, and four-year and six-year graduation rates.

- Improve the quality and availability of academic and student support services as well as IT technical support.

- Develop an alumni mentoring program to support students in their career and professional development and encourage lifelong ties to the College.

Objective 2.3:

Enhance student experience and life on campus.

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



GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS

Objective 3.1:

Integrate institutional planning and assessment to improve effectiveness.

- Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.
- Foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance.
- Create and implement an IT strategic plan to guide the development of a technological environment on campus that is integrated into teaching, research, and learning.
- Create the administrative infrastructure necessary to support on-going planning, assessment, and continuous improvement initiatives.

Objective 3.2:

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

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

Objective 3.3:

Increase visibility and alumni engagement.

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



GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE

Objective 4.1:

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

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

Objective 4.2:

Improve the health and educational well-being of the community.

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

Objective 4.3:

Contribute to the economic vitality of the Bronx and surrounding region.

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



Strategic Plan Mapped to the PMP

Strategic Goal

1. Excellence in teaching, research, and learning

Strategic Objective

1.1 Recruit, support, and retain distinguished faculty:

1.1.1 Develop a plan for hiring new faculty...

1.1.2 Support and reward creative teaching and excellence in research...

1.1.3 Support the professional development of new and mid-career faculty members...

1.1.4 Enhance intellectual and cultural activities on campus

1.1.5 Foster academic leadership development opportunities for department chairs

1.2 Support existing academic programs and develop new programs of exceptional quality...

1.2.1 Ensure that liberal arts and sciences remain the core emphasis of the college...

1.2.2 Strengthen general education and provide a curriculum and resources essential to outstanding liberal arts and sciences...

1.2.3 Strengthen and expand existing programs in STEM disciplines...

1.2.4 Develop, strengthen, and realign programs in emerging fields of knowledge

1.2.5 Pilot new programs through the School of Continuing and Professional Studies

1.2.6 Foster a culture of continuous assessment focused on evaluating student learning outcomes...

1.3 Achieve greater external recognition and success of academic programs

1.3.1 Establish new administrative units to house several professional programs...

1.3.2 Foster a dynamic research/creative activities environment to promote both student achievement and faculty success

1.3.3 Develop a robust collaboration and alignment between academic programs in the arts...

1.3.4 Seek professional accreditation in all programs where available...

1.4 Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained campus...

1.4.1 Develop and implement a plan for the renovation and upkeep of classroom and office buildings...

1.4.2 Increase faculty engagement in campus life...

1.4.3 Assess Library needs guided by best practices...

2. Enhanced Student Success

2.1 Recruit well-prepared, promising, and motivated students...

2.1.1 Maintain policy of raising undergraduate freshman and transfer admission standards...

2.1.2 Continue to develop and implement a comprehensive enrollment management plan...

2.1.3 Support collaborative efforts between Lehman College and its principal feeder community colleges to improve credit transfer...

2.2 Strengthen academic resources and student support services

2.2.1 Develop a coordinated institutional approach to

undergraduate advising

2.2.2 Offer the courses and support services necessary to increase student retention, progression and four-year and six-year graduation rates

2.2.3 Improve the quality and availability of academic and student support services as well as IT technical support

2.2.4 Develop an alumni mentoring program to support students in their career and professional development...

2.3 Enhance student experience and life on campus

2.3.1 Create a College Center...

2.3.2 Establish a student housing program...

2.3.3 Enhance initiatives that support student leadership, training and professional development...

2.3.4 Prepare students to live and work in the global community through new interdisciplinary programs, study abroad, and experiential learning...

2.3.5 Assess the feasibility of moving Lehman's intercollegiate athletics from NCAA Division III to Division II

3. Greater institutional and financial effectiveness

3.1 Integrate institutional planning and assessment to improve effectiveness

3.1.1 Modify the budget planning and resource allocation process to better integrate them with institutional assessment...

3.1.2 Foster a culture of continuous assessment focused

on institutional effectiveness...

3.1.3 Create and implement an IT strategic plan...

3.1.4 Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives

3.2 Strengthen existing sources of revenue support...

3.2.1 Increase funding from individuals, corporations, and foundations...

3.2.2 Expand and deepen faculty skills and expertise and increase support in seeking government and foundation research awards

3.3 Increase visibility and alumni engagement

3.3.1 Develop and implement a strategic marketing and communication plan...

3.3.2 Develop and implement a plan to promote greater alumni engagement in the life of the college

4. Commitment to engagement and community service

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

4.1.1 Increase engagement of faculty, staff, and students in outreach services, and partnerships...

4.1.2 Increase participation of the general public in cultural programs and events on campus

4.2 Improve the health and educational well-being of the community

4.2.1 Strengthen and broaden the College's connections with New York City Schools...

4.2.2 Improve the health and well-being of the community through research, service, recreational programs, and partnerships

4.2.3 Promote a healthier and greener environment through example and partnerships...

4.3 Contribute to the economic vitality of the Bronx and surrounding region

4.3.1 Address workforce needs through collaborations with employers in growing and emerging sectors...

4.3.2 Encourage entrepreneurship and diversification through activities of the School of Continuing and Professional Studies, the Bronx Small Business Development Center, and Lehman/CUNY centers...

Sources:

1. 2012-2013 PMP
2. Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020

PMP (Lehman Target)

Summary Data:

| | |
|-------------------------|-------|
| Strategic Plan Targets: | 45 |
| Covered in PMP: | 32 |
| % covered in PMP: | 71.1% |

Target 2.4.1

Targets 2.1.1, 2.1.2, 2.1.3, and 2.2.1

Targets 2.1.1, 2.1.2, 2.1.3, and 2.2.1

None

Target 2.1.2

Targets 1.2.3, 1.3.1, 3.1.1, and 3.1.2

Targets 1.2.3, 1.3.1, 2.3.1, 2.3.2, 2.3.3,
3.1.1, 3.1.2, 3.1.3, 5.1.1, 5.1.2, and 5.2.2

Targets 1.2.4, 5.1.1, 5.1.2, and 5.2.2

Targets 1.3.5, 5.1.1, 5.1.2, and 5.2.2

Targets 1.2.2, 1.3.3, 5.1.1, 5.1.2, and
5.2.2

Targets 1.1.2, 1.2.2, 1.3.2, 1.3.4, 1.4.3,
3.1.3, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.4.1,
3.5.1, 3.5.2, and 9.3.3

None

Target 2.2.1

None

Targets 1.1.1 and 1.1.2

None

None

None

Targets 7.1.1, 7.1.2, 7.1.3, and 7.1.4

Targets 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.3.1,
7.3.2, 7.3.3, and 7.3.6

Targets 7.2.1, 7.2.2, and 7.2.3

Targets 3.3.1, 3.3.2, 3.4.1, 4.1.1, 4.1.2,

4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1,
4.3.2, 4.3.3, and 4.3.4

Targets 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.4.1,
4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2,
4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 6.1.3,
6.2.1, 6.2.2, 6.2.3, 6.2.4, and 9.2.1

Targets 1.2.5, 1.2.6, 1.3.1, 1.4.1, 1.4.2,
1.4.3, 1.4.4, 3.3.1, 3.3.2, 3.4.1, 4.1.1,
4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3,
4.3.1, 4.3.2, 4.3.3, 4.3.4, 6.2.2, 6.2.5,
6.2.6, 9.4.1, and 9.4.2

Targets 5.2.1, 5.2.3,

None

None

Target 6.1.2

None

Target 6.1.2

Targets 8.2.1, 8.3.1, 8.4.1, 8.5.1, 8.6.1,
8.7.1, 9.1.1, 9.1.2, 9.3.1, and 9.3.2

Targets 1.1.2, 1.2.1, 1.3.4, 1.3.6, 1.4.3,

6.1.1, 8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.4.1,
8.5.1, 8.6.1, 8.7.1, 9.1.1, 9.1.2, 9.3.1,
9.3.2, 9.3.3., 9.3.4, 9.4.1, and 9.4.2

Targets 1.2.5, 1.2.6, 1.3.6, 1.4.1, 1.4.2,
1.4.4. 6.2.5, 6.2.6

Target 1.3.6

Targets 2.2.1, 8.1.1, 8.1.2, 8.2.1, 8.3.1,
8.6.1, and 8.6.2

Targets 2.2.1, 8.3.1, 8.6.1, and 8.6.2

None

Targets 8.1.1, 8.1.2, 8.2.1, and 8.3.1

None

None

Targets 7.3.1, 7.3.2, 7.3.3, 7.3.4, and
7.3.5

Target 9.5.3

Targets 9.5.1, 9.5.2, 9.5.3, and 9.5.4

Targets 5.1.1, 5.1.2, 5.2.1, 5.2.3, and
6.2.4

None

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Performance Management Report

2012-13
Year-End University Report
Final

Office of Institutional Research and Assessment
July 10, 2013

**CUNY Performance Management Process
University Year-End Report - Final
2012-13**

Index of Main and Context Indicators

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1 Raise Academic Quality

1 Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.

Colleges will document efforts to move flagship/priority programs, graduate and scientific research programs to the next level

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.

Colleges will provide evidence of recognition/validation from external sources

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.

Colleges will submit a program review calendar indicating schedule of self-study, external review, and/or first year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year (template to be provided)

Colleges will submit documentation for a recently completed departmental program review (self-study, external review report, summary of recommendations/implementation plan, and resulting actions by the college)

1.4 Colleges will use technology to enrich courses and improve teaching.

Percentage of instructional (student) FTEs offered partially or totally online 2

Context: Percentage of instructional (student) FTEs offered totally online..... 74

Context: Percentage of instructional (student) FTEs offered partially online..... 75

Colleges will prepare additional reports on the use of instructional technology

2 Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

2.1 Colleges will continuously upgrade the quality of their full-time and part-time faculty, as scholars and as teachers.

Colleges will report on their efforts to build faculty quality through hiring and tenure processes and through investments in faculty development

2.2 Increase faculty research/scholarship.

Average pieces of scholarship or creative activity per full-time professorial faculty member 3

Context: Percentage of required faculty reporting scholarship (or no scholarship to report) - reporting compliance rate 76

2.3 Instruction by full-time faculty will increase incrementally.

Context: Percentage of instructional FTEs delivered by full-time faculty..... 77

Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty 4

Context: Percentage of instructional FTEs in graduate courses delivered by full-time faculty 78

Mean teaching hours of veteran full-time faculty 5

| | |
|---|----|
| Context: Number of veteran full-time faculty | 79 |
| Context: Mean teaching hours of full-time faculty eligible for contractual release time | 80 |
| Context: Number of full-time faculty eligible for contractual release time | 81 |
| Context: Undergraduate student-faculty ratio | 82 |
| Context: Number of full-time faculty | 83 |
| Context: Number of FTE part-time faculty | 84 |
| Context: Number of full-time executive and professional staff..... | 85 |
| Context: Mean hours of reassigned time for sponsored research for veteran faculty | 86 |
| Context: Mean hours of reassigned time for sponsored and unsponsored research for faculty eligible for release time | 87 |
| Context: Percentage of veteran faculty with reassigned time for sponsored research | 88 |
| Context: Percentage of faculty eligible for release time with reassigned time for sponsored and unsponsored research..... | 89 |

2.4 Colleges will recruit and retain a diverse faculty and staff.

Colleges will report on efforts to diversify faculty and staff

2 Improve Student Success

3 Ensure that all students receive a quality general education and effective instruction

3.1 Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative.

Colleges will present evidence of their curricular development and revision, and alignment of courses leading into the large transfer majors

3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

Baccalaureate

| | |
|--|----|
| Percentage of total credits earned of those attempted by SEEK students (SEEK students in a given fall term)..... | 6 |
| Context: Number of SEEK students in base of main indicator | 90 |
| Percentage of total credits earned of those attempted by ESL students (ESL students identified as students ever enrolled in an ESL course) | 7 |
| Context: Number of ESL students in base of main indicator | 91 |

Associate

| | |
|--|----|
| Pass rate in reading on exit from remediation | 8 |
| Pass rate in writing on exit from remediation | 9 |
| Pass rate in math on exit from remediation | 10 |
| Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit | 11 |
| Context: Percentage of associate degree students not proficient in reading upon initial testing who have met basic skills proficiency in reading by the 30th credit..... | 92 |
| Context: Percentage of associate degree students not proficient in writing upon initial testing who have met basic skills proficiency in writing by the 30th credit | 93 |
| Context: Percentage of associate degree students not proficient in math upon initial testing who have met basic skills proficiency in math by the 30th credit..... | 94 |

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

| | |
|---|----|
| Percentage of students passing freshman composition with C or better | 12 |
| Context: Percentage of students withdrawing from freshman composition | 95 |
| Percentage of students passing gateway mathematics courses with C or better | 13 |
| Context: Percentage of students withdrawing from gateway mathematics | 96 |
| Percentage of CLA target sample who were administered the CLA test..... | 14 |

3.4 Colleges will reduce performance gaps among students from underrepresented groups.

| | |
|--|----|
| Gap in the one-year retention rate between underrepresented minority and non-underrepresented minority first-time freshmen enrolled in a baccalaureate program (full-time entrants)..... | 15 |
| Gap in the one-year retention rate between underrepresented minority and non-underrepresented minority first-time freshmen enrolled in an associate program (full-time entrants) | 18 |

3.5 Colleges will show progress on implementing faculty-driven assessment of student learning.

Colleges will provide evidence that faculty are assessing student learning, using results to make improvements, and documenting the process

4 Increase retention and graduation rates and ensure students make timely progress toward degree completion

4.1 Colleges will facilitate students' timely progress toward degree completion.

Baccalaureate

| | |
|--|----|
| Percentage of freshmen and transfers taking one or more courses the summer after entry | 21 |
| Percentage of baccalaureate students who have declared a major by the 70th credit | 22 |
| Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms) | 23 |
| Ratio of FTEs to Headcount in baccalaureate programs | 24 |

Associate

| | |
|---|----|
| Percentage of first-time freshmen who complete freshman composition within 2 years of entry | 25 |
| Percentage of first-time freshmen who complete a credit-bearing math course within 2 years of entry | 26 |
| Ratio of FTEs to Headcount in associate programs | 27 |

4.2 Retention rates will increase progressively.

Baccalaureate

| | |
|--|----|
| One-year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later | 28 |
| Difference between actual and predicted (regression-adjusted) one-year retention rate of full-time first-time freshmen in baccalaureate programs | 29 |
| One-year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued) | 30 |

Associate

| | |
|---|----|
| One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later | 31 |
| Difference between actual and predicted (regression-adjusted) one-year retention rate of full-time first-time freshmen in associate programs | 32 |
| Context: One-year Retention Rate (system rate): Percentage of full-time first-time freshmen in associate programs still enrolled in any CUNY college one year later | 97 |

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Baccalaureate

| | |
|---|----|
| Four-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years | 33 |
| Difference between actual and predicted (regression-adjusted) four-year graduation rate of full-time first-time freshmen in baccalaureate programs | 34 |
| Context: Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years | 98 |
| Four-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years | 35 |

Associate

| | |
|--|-----|
| Context: Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years | 99 |
| Four-year Graduation Rate: Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within four years | 36 |
| Difference between actual and predicated (regression-adjusted) four-year graduation rate of full-time first-time freshmen in associate programs | 37 |
| Context: Six-year Graduation Rate (system rate): Percentage of full-time first-time freshmen in associate programs who graduated from any CUNY college within six years of entry | 100 |
| Context: Percentage of full-time first-time freshmen in associate programs who transferred outside of CUNY within six years of entry without having earned a degree from the college of entry..... | 101 |

Master's

| | |
|--|----|
| Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into the master's program..... | 38 |
|--|----|

5 Improve post-graduate outcomes

5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

| | |
|--|-----|
| Number of credentialed teachers (from traditional and alternative certification programs) | 39 |
| Percentage passing a Content Specialty Test (CST) | 40 |
| Context: Number taking a Content Specialty Test (CST) | 102 |
| Percentage passing the NCLEX exam | 41 |
| Context: Number taking the NCLEX exam | 103 |
| Context: Number of graduates from programs leading to the RN license | 104 |
| Context: Number of graduates from baccalaureate-level nursing programs for licensed nurses..... | 105 |
| Senior colleges will report mean test scores of their baccalaureate graduates on professional/graduate school entrance exams (MCAT, LSAT, GMAT, GRE) | |

5.2 Job and education rates for graduates will increase.

| | |
|--|-----|
| Context: Six-month job placement rate in career and technical education programs | 106 |
| Context: Six-month education placement rate in career and technical education programs | 107 |
| Six-month job and education placement rate in career and technical education programs | 42 |
| Colleges will report on post-graduate satisfaction rate of baccalaureate graduates one year after graduation (job and education) | |

6 Improve quality of campus life and student and academic support services

6.1 Colleges will improve the quality of student life and campus climate.

| | |
|--|----|
| Colleges will present evidence of improved quality of life and campus climate | |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Campus Climate..... | 43 |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Responsiveness to Diverse Populations | 44 |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Safety and Security | 45 |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Student Centeredness | 46 |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Campus Life | 47 |

6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services

Baseline satisfaction ratings of relevant Noel-Levitz scales will be established -

Academic Advising Effectiveness..... 48

Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Campus Support Services 49

Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Concern for the Individual 50

Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Academic Services..... 51

3 Enhance Financial and Management Effectiveness

7 Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Percentage difference between actual and target FTE enrollment..... 52

Total Enrollment 53

Total FTEs..... 54

Context: First-time Freshmen..... 108

Context: Transfers..... 109

Total Undergraduates 55

Context: New Graduates..... 110

Total Graduates 56

Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs 57

Context: Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL students 111

Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs..... 58

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Colleges will document efforts to communicate Pathways gen ed and major curricular requirements to students, faculty, and staff, change infrastructure in support of Pathways (e.g., DegreeWorks), and create dual admission/degree programs or other effective means of facilitating transfer

Baccalaureate

Context: Number of transfers from CUNY AA/AS programs 112

Context: Number of transfers from CUNY AAS programs..... 113

Associate

Context: Percentage of AA/AS recipients who transferred to a CUNY baccalaureate program 114

Context: Percentage of AAS recipients who transferred to a CUNY baccalaureate program..... 115

Context: Average first term GPA of transfers from AA/AS programs 116

Context: Average first term GPA of transfers from AAS programs..... 117

Context: One-year (Fall-to-Fall) retention rate of AA/AS transfers to baccalaureate programs 118

Context: One-year (Fall-to-Fall) retention rate of AAS transfers to baccalaureate programs 119

7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission

Percent of target College Now enrollment achieved..... 59

Context: Total College Now enrollment (high school and college credit courses)..... 120

Context: College Now enrollment in college credit courses..... 121

| | |
|--|-----|
| Context: Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses | 122 |
| Context: Percentage of College Now participants with previous enrollment in College Now high school and college credit courses | 123 |
| Number of seats filled in Adult and Continuing Education courses | 60 |
| 8 Increase revenues and decrease expenses | |
| 8.1 Alumni-corporate fundraising will increase 10%. | |
| Total Voluntary Support (weighted rolling average)..... | 61 |
| Context: Total Voluntary Support (annual amounts)..... | 124 |
| Colleges will provide evidence of increased alumni outreach | |
| 8.2 Colleges will make progress within a declared capital campaign. | |
| Colleges will make progress within a declared capital campaign | |
| 8.3 Each college will achieve its revenue targets and improve or maintain high collection rates. | |
| Colleges will provide evidence of meeting productivity and revenue targets | |
| Revenue (degree-credit) as a percentage of target..... | 62 |
| Revenue (non-credit/ACE) as a percentage of target..... | 63 |
| Collection rate | 64A |
| Collection rate (weighted, rolling, three-year average) | 64B |
| 8.4 Colleges will improve or maintain sound financial management and controls. | |
| General Administration as a percentage of total tax levy budget | 65 |
| Context: General Administration | 125 |
| 8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve. | |
| Colleges will provide evidence of financial health and a solid financial plan | |
| Percent of allocated budget retained as reserve | 66 |
| 8.6 Contract/grant awards will increase. | |
| Grants and contracts awarded (weighted, rolling, three-year average)..... | 67 |
| Context: Percentage of Total Award Dollars that are for Research..... | 126 |
| 8.7 Indirect cost recovery ratios will improve. | |
| Indirect cost recovery as a percentage of overall activity | 68 |
| 9 Improve administrative services | |
| 9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges. | |
| Colleges will present evidence of improved student satisfaction with nonacademic administrative support services | |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Admissions and Financial Aid Effectiveness | 69 |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Registration Effectiveness..... | 70 |
| Baseline satisfaction ratings of relevant Noel-Levitz scales will be established - Service Excellence..... | 71 |
| 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs. | |
| Percentage of FTEs offered on Fridays, evenings or weekends | 72 |
| Context: Percentage of FTEs offered on Fridays | 127 |
| Context: Percentage of FTEs offered on evenings..... | 128 |
| Context: Percentage of FTEs offered on weekends | 129 |
| 9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws. | |
| Colleges will provide evidence of compliance in target areas and evidence of a business continuity plan | |

9.4 All colleges will make progress on CUNYfirst implementation.

Colleges will provide evidence of participation in CUNYfirst training activities, effective communication, and change/change readiness activities

9.5 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan.

Colleges will provide evidence of annual progress implementing goals and initiatives from each of the seven areas of a college's multi-year sustainability plan (e.g., energy)

**University Performance Management Process
2012-13 Year-End Report - Final**

PART A. MAIN INDICATORS

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Target: 1.4 Colleges will use technology to enrich courses and improve teaching.

Percentage of instructional (student) FTEs offered partially or totally online

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 0.3 | 0.1 | 1.3 | 2.9 | 2.9 |
| Brooklyn | 10.5 | 11.5 | 13.3 | 15.4 | 8.4 |
| City | 0.2 | 0.0 | 0.4 | 1.0 | 1.3 |
| Hunter | 3.8 | 4.6 | 5.0 | 6.5 | 6.7 |
| John Jay | --- | --- | --- | 5.0 | 5.5 |
| Lehman | 6.6 | 8.0 | 10.9 | 13.6 | 15.4 |
| Queens | 10.8 | 1.5 | 4.4 | 1.8 | 2.8 |
| York | 0.9 | 1.1 | 2.1 | 3.0 | 4.5 |
| Senior College Average | 5.1 | 3.8 | 5.3 | 5.9 | 5.5 |
| Comprehensive | | | | | |
| John Jay | 3.4 | 3.3 | 4.2 | --- | --- |
| Medgar Evers | 2.9 | 2.3 | 2.6 | 2.5 | 3.0 |
| NYCCT | 1.4 | 5.0 | 4.0 | 5.0 | 5.8 |
| Staten Island | 0.9 | 1.3 | 1.7 | 2.5 | 2.8 |
| Comprehensive College Average | 2.0 | 3.1 | 3.2 | 3.5 | 4.1 |
| Community | | | | | |
| BMCC | 15.0 | 21.7 | 25.1 | 28.8 | 30.8 |
| Bronx | 1.2 | 2.0 | 2.2 | 2.0 | 1.9 |
| Hostos | 4.3 | 2.5 | 2.3 | 2.9 | 4.9 |
| Kingsborough | 10.9 | 13.7 | 14.3 | 18.3 | 3.2 |
| LaGuardia | 0.1 | 0.4 | 0.9 | 1.2 | 2.7 |
| New Community College | --- | --- | --- | --- | 5.2 |
| Queensborough | 0.5 | 0.8 | 1.3 | 2.4 | 3.0 |
| Community College Average | 6.8 | 8.9 | 10.0 | 12.1 | 10.3 |
| University Average | 5.1 | 5.4 | 6.6 | 7.8 | 7.1 |

Note: Values are computed as the number of student FTEs in sections designated as either partially or fully online divided by the total number of student FTEs. Both undergraduate and graduate courses are included. Sections with the instructional component either partially or totally online are determined by the designation in the colleges' student information system and submitted to OIRA as part of the fall Show-Reg/Performance data collection.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.2 Increase faculty research/scholarship.

Average pieces of scholarship or creative activity per full-time professorial faculty member.

| | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Senior | | | | | |
| Baruch | 0.7 | 0.7 | 0.8 | 0.7 | 0.8 |
| Brooklyn | 0.6 | 1.0 | 0.9 | 1.0 | 1.0 |
| City | 1.5 | 1.2 | 1.3 | 1.8 | 2.2 |
| Hunter | 1.3 | 1.3 | 1.5 | 1.5 | 1.6 |
| John Jay | --- | --- | --- | 0.5 | 1.3 |
| Lehman | 0.4 | 0.0 | 0.8 | 1.1 | 1.5 |
| Queens | 1.1 | 1.8 | 1.4 | 2.3 | 2.2 |
| York | 0.4 | 0.5 | 0.7 | 0.6 | 1.3 |
| Senior College Average | 0.9 | 1.0 | 1.1 | 1.3 | 1.5 |
| Comprehensive | | | | | |
| John Jay | 0.6 | 0.4 | 0.5 | --- | --- |
| Medgar Evers | 0.3 | 0.1 | 0.0 | 0.1 | 0.3 |
| NYCCT | 0.3 | 0.5 | 0.5 | 0.6 | 0.7 |
| Staten Island | 0.0 | 0.9 | 0.5 | 1.1 | 1.2 |
| Comprehensive College Average | 0.3 | 0.5 | 0.4 | 0.7 | 0.8 |
| Community | | | | | |
| BMCC | 0.1 | 0.2 | 0.1 | 0.1 | 0.5 |
| Bronx | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 |
| Hostos | 0.5 | 0.3 | 0.3 | 0.9 | 0.8 |
| Kingsborough | 0.2 | 0.4 | 0.3 | 0.6 | 0.5 |
| LaGuardia | 0.1 | 0.2 | 0.2 | 0.4 | 0.4 |
| New Community College | --- | --- | --- | --- | 0.0 |
| Queensborough | 0.4 | 0.4 | 0.3 | 0.5 | 0.6 |
| Community College Average | 0.2 | 0.3 | 0.2 | 0.4 | 0.5 |
| Graduate | | | | | |
| Graduate School | 1.2 | 1.3 | 0.8 | 1.4 | 1.5 |
| School of Journalism | 0.4 | 0.1 | 0.4 | 0.4 | 0.1 |
| School of Professional Studies | 0.0 | 0.0 | 0.0 | 0.0 | 1.3 |
| Law School | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |
| University Average | 0.6 | 0.7 | 0.8 | 1.0 | 1.1 |

Note: These data come from the CUNY Faculty Scholarship Collection. The works included have changed since last year's report. The work types counted this year are: Books authored, book chapters, conference presentations published as proceedings, peer reviewed journal articles, exhibits at curated art shows, direction/choreography/dramaturgy/design, music composition published/performed, and plays produced/performed. Averages reflect the number of works reported divided by the number of required faculty.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 50.6 | 49.4 | 49.0 |
| Brooklyn | 47.5 | 42.7 | 43.1 |
| City | 47.0 | 49.4 | 48.7 |
| Hunter | 41.0 | 35.9 | 32.8 |
| John Jay | --- | --- | 33.9 |
| Lehman | 44.5 | 44.1 | 48.1 |
| Queens | 46.7 | 43.1 | 41.0 |
| York | 51.3 | 55.6 | 49.7 |
| Senior College Average | 46.4 | 44.6 | 42.3 |
| Comprehensive | | | |
| John Jay | 41.6 | 37.1 | --- |
| Medgar Evers | 48.5 | 44.6 | 41.9 |
| NYCCT | 49.8 | 46.6 | 45.9 |
| Staten Island | 35.7 | 33.4 | 36.5 |
| Comprehensive College Average | 43.3 | 40.0 | 41.5 |
| Community | | | |
| BMCC | 46.2 | 44.3 | 45.9 |
| Bronx | 57.6 | 57.0 | 54.7 |
| Hostos | 61.5 | 56.1 | 53.8 |
| Kingsborough | 52.6 | 54.6 | 54.8 |
| LaGuardia | 40.4 | 41.0 | 39.4 |
| New Community College | --- | --- | --- |
| Queensborough | 51.9 | 52.2 | 49.8 |
| Community College Average | 49.8 | 49.5 | 48.6 |
| University Average | 47.1 | 45.6 | 44.8 |

Note: Annual FTEs reflect sections taught in fall and spring semesters. Beginning with fall 2009, this indicator is based on data from the faculty workload data collection from CUNYfirst. FTEs are apportioned for team-taught and cross-listed classes, but cannot be correctly apportioned for a very small number of classes that are both team-taught and also cross-listed/combined, due to limitations in the available data. This indicator is calculated by dividing the total number of student FTEs in undergraduate courses taught by full-time faculty members by the total FTEs in all undergraduate courses. Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both the numerator and the denominator). Other winter session sections are excluded. Full-time faculty members are defined as those of professorial rank, instructors and lecturers. Chairs are included. Instruction is credited to the faculty member's appointment college. Excludes College Now sections reported to OIRA as of May 1, 2013.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Mean teaching hours of veteran full-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 14.8 | 15.1 | 15.4 |
| Brooklyn | 15.8 | 15.4 | 15.9 |
| City | 16.5 | 16.1 | 14.1 |
| Hunter | 13.6 | 13.9 | 13.7 |
| John Jay | --- | --- | 15.0 |
| Lehman | 15.9 | 16.2 | 15.9 |
| Queens | 15.7 | 15.1 | 15.1 |
| York | 17.2 | 16.6 | 16.5 |
| Senior College Average | 15.3 | 15.2 | 15.0 |
| Comprehensive | | | |
| John Jay | 16.3 | 16.5 | --- |
| Medgar Evers | 15.2 | 15.8 | 15.2 |
| NYCCT | 19.7 | 20.1 | 19.1 |
| Staten Island | 15.9 | 14.9 | 16.8 |
| Comprehensive College Average | 17.1 | 16.8 | 17.4 |
| Community | | | |
| BMCC | 23.2 | 22.8 | 24.0 |
| Bronx | 21.7 | 20.9 | 21.7 |
| Hostos | 22.2 | 21.2 | 21.6 |
| Kingsborough | 21.3 | 20.8 | 22.5 |
| LaGuardia | 19.6 | 19.6 | 18.8 |
| New Community College | --- | --- | --- |
| Queensborough | 22.6 | 23.1 | 22.9 |
| Community College Average | 21.9 | 21.6 | 22.2 |
| Graduate | | | |
| Graduate School | 11.4 | 10.1 | 11.0 |
| School of Journalism | 5.3* | 9.0* | 9.0* |
| School of Professional Studies | --- | 6.0* | 10.0* |
| Law School | 10.0* | 10.7* | 11.5* |
| University Average | 17.1 | 16.8 | 16.7 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts. Teaching hours are: 1) annual mean contracted hours of veteran full-time professorial faculty (not eligible for contractual release time) who teach in both fall and spring as reported in the FWL; 2) the sum of annual (fall and spring) instructional workload hours (non-overload) of veteran full-time professorial faculty divided by the number of veteran full-time professorial faculty; 3) credited to a faculty member's appointment college. Eligibility for contractual release time is determined by the first appointment date to the professorial title series and tenure status. Chairs are included. Counselors and librarians, those in substitute titles, those on leave (all types, not just unpaid) and those with workload greater than 60 hours are excluded. City College excludes Sophie Davis School of Biomedical Education.

*Based on fewer than 25 faculty members.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Indicator

Percentage of total credits earned of those attempted by SEEK students (SEEK students in a given fall term)

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 92.1 | 94.8 | 94.6 | 94.2 | 95.9 |
| Brooklyn | 91.0 | 91.7 | 93.6 | 92.7 | 94.5 |
| City | 90.0 | 89.6 | 92.1 | 92.5 | 91.7 |
| Hunter | 89.1 | 89.5 | 89.9 | 91.8 | 93.1 |
| John Jay | --- | --- | --- | 87.6 | 89.8 |
| Lehman | 87.1 | 87.5 | 89.5 | 91.4 | 92.5 |
| Queens | 89.6 | 89.1 | 92.0 | 91.2 | 93.1 |
| York | 83.9 | 86.6 | 87.5 | 86.4 | 87.8 |
| Senior College Average | 88.9 | 89.7 | 91.4 | 90.9 | 92.2 |
| Comprehensive | | | | | |
| John Jay | 91.8 | 89.5 | 90.4 | --- | --- |
| Medgar Evers | 86.8 | 86.2 | 83.6 | 87.7 | 89.0 |
| NYCCT | 92.4 | 92.3 | 92.3 | 92.3 | 91.5 |
| Staten Island | 91.0 | 91.7 | 93.0 | 92.5 | 94.5 |
| Comprehensive College Average | 91.1 | 89.9 | 90.5 | 91.4 | 92.2 |
| University Average | 89.4 | 89.7 | 91.2 | 90.9 | 92.2 |

Note: Reflects the percentage of credits earned of those attempted; withdrawals (W, WA, and WN grades) are excluded from the base.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Indicator

Percentage of total credits earned of those attempted by ESL students (ESL students identified as students ever enrolled in an ESL course)

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Baruch | 94.2 | 94.9 | 95.8 | 95.5 | 95.2 |
| Brooklyn | 93.4 | 91.6 | 93.2 | 94.0 | 93.4 |
| City | 92.4 | 92.6 | 94.0 | 93.2 | 92.5 |
| Hunter | 90.3 | 90.8 | 93.3 | 95.3 | 93.9 |
| John Jay | --- | --- | --- | 96.2 | 95.6 |
| Lehman | 93.8 | 94.8 | 96.0 | 95.4 | 96.6 |
| Queens | 94.0 | 93.0 | 93.4 | 91.6 | 93.7 |
| York | 92.0 | 91.8 | 93.0 | 92.9 | 93.7 |
| Senior College Average | 93.3 | 93.0 | 94.2 | 94.0 | 94.2 |
| John Jay | 95.6 | 95.4 | 95.1 | --- | --- |
| Medgar Evers | 92.1 | 94.7 | 93.4 | 92.1 | 95.1 |
| NYCCT | 96.4 | 95.9 | 96.0 | 96.3 | 96.6 |
| Staten Island | 96.3 | 95.2 | 96.5 | 94.8 | 95.6 |
| Comprehensive College Average | 95.2 | 95.3 | 95.6 | 94.6 | 95.7 |
| School of Professional Studies | 100.0* | 91.7* | 87.9* | 98.2* | 87.8* |
| University Average | 93.7 | 93.5 | 94.5 | 94.2 | 94.5 |

Note: Reflects students who ever completed an ESL course at CUNY.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Methodology

Pass rate in reading on exit from remediation

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 60.9 | 53.9 | 42.9* | 25.0* | --- |
| Medgar Evers | 44.6 | 39.6 | 36.0 | 35.3 | 39.1 |
| NYCCT | 62.0 | 63.3 | 64.0 | 50.8 | 59.1 |
| Staten Island | 48.8 | 53.6 | 48.5 | 47.1 | 58.6 |
| Comprehensive College Average | 55.3 | 53.4 | 49.7 | 44.1 | 52.2 |
| Community | | | | | |
| BMCC | 47.2 | 45.1 | 46.5 | 44.7 | 48.3 |
| Bronx | 56.5 | 54.6 | 54.8 | 47.4 | 40.8 |
| Hostos | 34.9 | 35.4 | 31.3 | 33.6 | 30.9 |
| Kingsborough | 57.9 | 54.1 | 50.9 | 44.7 | 42.3 |
| LaGuardia | 39.0 | 35.3 | 34.6 | 36.3 | 38.4 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 46.4 | 52.3 | 48.7 | 42.4 | 42.6 |
| Community College Average | 45.7 | 45.1 | 43.6 | 41.7 | 41.8 |
| University Average | 47.5 | 46.4 | 44.4 | 41.9 | 42.7 |

Note: Pass rates reflect the number of students who passed a reading test divided by the number of students who took a reading test during the exit period or took a last-in-sequence reading course in the fall term. Pass rates for all years exclude non-degree seeking students.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Methodology

Pass rate in writing on exit from remediation

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 54.9 | 52.8 | 39.8 | 33.3* | 0.0* |
| Medgar Evers | 32.4 | 36.8 | 29.0 | 37.5 | 39.1 |
| NYCCT | 40.0 | 35.4 | 43.4 | 36.9 | 48.9 |
| Staten Island | 42.2 | 45.9 | 53.4 | 39.9 | 52.4 |
| Comprehensive College Average | 41.8 | 41.3 | 41.6 | 37.8 | 46.9 |
| Community | | | | | |
| BMCC | 38.1 | 44.3 | 38.6 | 33.1 | 61.5 |
| Bronx | 55.9 | 56.5 | 53.6 | 57.2 | 58.8 |
| Hostos | 33.3 | 35.6 | 33.5 | 34.4 | 35.0 |
| Kingsborough | 37.9 | 32.1 | 38.8 | 41.4 | 46.1 |
| LaGuardia | 36.8 | 37.5 | 45.9 | 44.2 | 40.7 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 45.9 | 41.3 | 47.6 | 40.0 | 40.8 |
| Community College Average | 39.6 | 40.9 | 42.5 | 39.8 | 50.2 |
| University Average | 40.1 | 41.0 | 42.3 | 39.5 | 49.8 |

Note: Pass rates reflect the number of students who passed a writing test divided by the number of students who took a writing test during the exit period or took a last-in-sequence writing course in the fall term. Pass rates for all years exclude non-degree seeking students.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Methodology

Pass rate in math on exit from remediation

| Associate Programs | | | | | |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
| Comprehensive | | | | | |
| John Jay | 29.7 | 49.8 | 46.6 | 40.0 | 40.0* |
| Medgar Evers | 15.3 | 23.2 | 24.9 | 30.7 | 28.4 |
| NYCCT | 29.7 | 30.3 | 28.1 | 37.0 | 33.9 |
| Staten Island | 29.5 | 31.7 | 32.9 | 46.5 | 38.2 |
| Comprehensive College Average | 26.7 | 32.1 | 30.2 | 37.7 | 34.4 |
| Community | | | | | |
| BMCC | 28.7 | 31.9 | 32.3 | 46.6 | 33.3 |
| Bronx | 27.1 | 29.7 | 20.7 | 38.3 | 39.9 |
| Hostos | 28.5 | 30.8 | 31.3 | 49.9 | 33.5 |
| Kingsborough | 29.7 | 25.6 | 32.8 | 39.8 | 50.7 |
| LaGuardia | 28.7 | 29.9 | 30.9 | 37.8 | 42.0 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 24.9 | 24.7 | 25.8 | 42.0 | 36.7 |
| Community College Average | 28.0 | 29.0 | 29.4 | 42.6 | 38.8 |
| University Average | 27.7 | 29.7 | 29.6 | 41.7 | 38.0 |

Note: Through fall 2010, pass rates reflect the number of students who passed the COMPASS Math 2 (Algebra) test divided by the number of students who took the COMPASS Math 2 test during the exit period or took a last-in-sequence math course in the fall term. In fall 2011 and fall 2012, pass rates reflect the number of students who passed the COMPASS Math 2 test or passed a last-in-sequence math course (grade C or better) divided by the number of students who took the COMPASS Math 2 test during the exit period or took a last-in-sequence math course in the fall term. Pass rates for all years exclude non-degree seeking students.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 71.5 | 74.9 | 78.5 | 76.5 | 83.3* |
| Medgar Evers | 64.5 | 66.6 | 69.3 | 73.7 | 66.1 |
| NYCCT | 92.0 | 90.6 | 91.4 | 88.9 | 75.1 |
| Staten Island | 89.2 | 88.9 | 85.4 | 86.5 | 67.1 |
| Comprehensive College Average | 82.3 | 82.8 | 83.8 | 83.7 | 70.8 |
| Community | | | | | |
| BMCC | 65.9 | 60.9 | 61.5 | 58.6 | 53.4 |
| Bronx | 52.7 | 45.5 | 45.8 | 46.1 | 39.9 |
| Hostos | 64.2 | 64.6 | 58.5 | 58.1 | 51.1 |
| Kingsborough | 57.1 | 52.3 | 46.1 | 43.7 | 42.3 |
| LaGuardia | 67.5 | 63.7 | 62.3 | 63.1 | 55.0 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 68.3 | 64.4 | 67.0 | 62.6 | 51.8 |
| Community College Average | 62.6 | 58.3 | 56.7 | 55.1 | 49.1 |
| University Average | 67.4 | 64.2 | 62.7 | 60.7 | 53.3 |

Note: This indicator is based on students who had earned between 25 and 35 credits by the start of the fall term and who were not initially proficient in one or more subject areas. Basic skills proficiency is based on data available in the SKAT database (and the Performance file for math) and reflects status at the beginning of the term. Students whose proficiency status is unknown because one or more test/exemption records is missing are excluded from the base. Starting from fall 2011, students are considered fully proficient if they 1) are proficient in reading and writing and 2) passed the math test prior to the term or passed a last-in-sequence math course starting from spring 2011 (grade C or better). For comprehensive colleges, the rates include students who entered at the associate level but were enrolled at the baccalaureate level at the time they were identified as having earned 25-35 credits.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

Percentage of students passing freshman composition with C or better

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 94.9 | 95.9 | 94.2 | 94.4 | 94.9 |
| Brooklyn | 79.5 | 82.8 | 83.1 | 81.7 | 89.0 |
| City | 91.5 | 92.5 | 92.8 | 91.1 | 93.6 |
| Hunter | 93.3 | 95.4 | 95.2 | 96.8 | 94.7 |
| John Jay | --- | --- | --- | 82.2 | 86.4 |
| Lehman | 87.7 | 90.1 | 88.3 | 92.9 | 91.2 |
| Queens | 93.1 | 91.8 | 92.8 | 91.9 | 91.4 |
| York | 81.3 | 80.9 | 84.7 | 84.8 | 85.1 |
| Senior College Average | 89.2 | 90.7 | 90.5 | 89.4 | 90.6 |
| Comprehensive | | | | | |
| John Jay | 82.2 | 82.1 | 83.6 | --- | --- |
| Medgar Evers | 71.8 | 70.4 | 73.2 | 68.6 | 71.3 |
| NYCCT | 84.2 | 84.6 | 84.4 | 87.1 | 84.1 |
| Staten Island | 91.5 | 91.1 | 92.0 | 92.5 | 91.8 |
| Comprehensive College Average | 84.0 | 83.6 | 84.7 | 85.4 | 84.5 |
| Community | | | | | |
| BMCC | 80.7 | 80.4 | 81.1 | 82.3 | 83.5 |
| Bronx | 84.1 | 78.4 | 78.4 | 80.5 | 82.8 |
| Hostos | 82.9 | 80.5 | 81.1 | 81.1 | 76.9 |
| Kingsborough | 86.7 | 88.1 | 85.4 | 84.6 | 83.3 |
| LaGuardia | 78.1 | 75.6 | 76.4 | 79.6 | 81.6 |
| New Community College | --- | --- | --- | --- | 63.5 |
| Queensborough | 87.0 | 86.6 | 85.1 | 83.1 | 82.3 |
| Community College Average | 82.8 | 81.8 | 81.4 | 82.2 | 82.2 |
| University Average | 84.8 | 84.4 | 84.2 | 84.8 | 84.7 |

Note: Based on students completing freshman composition in the fall of a given term. Students earning a C- (or lower) are not included in the numerator of the percentage calculation. Students are counted once for each course in a given semester. Grades of INC, PEN, AUD, ABS, W, WA, WU, WN, Y, L, NG and Z are excluded.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

Percentage of students passing gateway mathematics courses with C or better

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 61.4 | 50.6 | 54.9 | 51.4 | 56.8 |
| Brooklyn | 74.2 | 70.5 | 76.7 | 82.2 | 64.1 |
| City | 67.0 | 65.3 | 64.0 | 74.4 | 61.3 |
| Hunter | 58.0 | 72.8 | 78.3 | 77.1 | 79.6 |
| John Jay | --- | --- | --- | 64.4 | 69.2 |
| Lehman | 63.7 | 67.6 | 69.8 | 77.7 | 75.5 |
| Queens | 73.4 | 64.2 | 75.8 | 69.3 | 73.6 |
| York | 59.3 | 69.9 | 63.9 | 67.3 | 70.3 |
| Senior College Average | 64.3 | 64.2 | 67.7 | 67.4 | 68.9 |
| Comprehensive | | | | | |
| John Jay | 61.6 | 59.8 | 62.9 | --- | --- |
| Medgar Evers | 68.7 | 76.0 | 66.3 | 77.9 | 74.2 |
| NYCCT | 55.5 | 61.5 | 56.1 | 60.8 | 62.8 |
| Staten Island | 70.8 | 66.1 | 70.1 | 70.6 | 68.7 |
| Comprehensive College Average | 61.4 | 63.3 | 61.7 | 66.5 | 66.0 |
| Community | | | | | |
| BMCC | 69.1 | 71.3 | 74.9 | 73.4 | 71.9 |
| Bronx | 56.8 | 45.8 | 55.6 | 63.6 | 67.0 |
| Hostos | 67.6 | 68.1 | 66.1 | 74.9 | 81.1 |
| Kingsborough | 74.4 | 67.8 | 71.2 | 73.9 | 69.7 |
| LaGuardia | 59.5 | 59.6 | 62.5 | 62.8 | 61.2 |
| New Community College | --- | --- | --- | --- | 60.8 |
| Queensborough | 56.3 | 57.1 | 60.3 | 60.5 | 65.4 |
| Community College Average | 64.9 | 63.8 | 67.0 | 67.2 | 66.5 |
| University Average | 63.2 | 63.7 | 64.9 | 67.1 | 67.2 |

Note: Based on students completing a credit-bearing math course through pre-calculus in the fall of a given term. Students earning a C- (or lower) are not included in the numerator of the percentage calculation. Students are counted once for each course in a given semester. Grades of INC, PEN, AUD, ABS, W, WA, WU, WN, Y, L, NG and Z are excluded.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

New Indicator

Percentage of CLA target sample who were administered the CLA test

| | <u>2012-13</u> |
|--------------------------------------|----------------|
| Senior | |
| Baruch | 100.0 |
| Brooklyn | 100.0 |
| City | 100.0 |
| Hunter | 100.0 |
| John Jay | 100.0 |
| Lehman | 87.5 |
| Queens | 100.0 |
| York | 84.0 |
| Senior College Average | 96.4 |
| Comprehensive | |
| Medgar Evers | 75.5 |
| NYCCT | 81.5 |
| Staten Island | 99.0 |
| Comprehensive College Average | 85.3 |
| Community | |
| BMCC | 100.0 |
| Bronx | 93.0 |
| Hostos | 72.5 |
| Kingsborough | 78.0 |
| LaGuardia | 92.5 |
| New Community College | --- |
| Queensborough | 100.0 |
| Community College Average | 89.3 |
| University Average | 90.4 |

Note: This indicator is the percent of freshmen and seniors who were administered the Collegiate Learning Assessment (CLA) over the targets set (100 freshmen and 100 seniors) at each college.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.4 Colleges will reduce performance gaps among students from underrepresented groups.

Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)

| | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> | <u>Entering Class of Fall 2009</u> | <u>Entering Class of Fall 2010</u> | <u>Entering Class of Fall 2011</u> |
|--|--|--|--|--|--|
| Senior | | | | | |
| Baruch | | | | | |
| Underrepresented Minorities (URM) | 89.0 | 86.6 | 89.4 | 85.9 | 89.9 |
| Non-Underrepresented Minorities (non-URM) | 89.8 | 88.9 | 91.1 | 90.1 | 91.9 |
| URM-non-URM Gap | -0.8 | -2.3 | -1.7 | -4.2 | -2.0 |
| Brooklyn | | | | | |
| Underrepresented Minorities (URM) | 74.7 | 71.4 | 80.5 | 79.9 | 78.4 |
| Non-Underrepresented Minorities (non-URM) | 78.5 | 81.6 | 82.5 | 82.8 | 86.7 |
| URM-non-URM Gap | -3.8 | -10.1 | -2.0 | -2.9 | -8.3 |
| City | | | | | |
| Underrepresented Minorities (URM) | 81.9 | 79.9 | 82.9 | 85.8 | 80.9 |
| Non-Underrepresented Minorities (non-URM) | 80.6 | 78.9 | 83.9 | 85.6 | 86.0 |
| URM-non-URM Gap | 1.3 | 1.0 | -1.0 | 0.2 | -5.2 |
| Hunter | | | | | |
| Underrepresented Minorities (URM) | 82.9 | 82.7 | 82.7 | 85.8 | 88.6 |
| Non-Underrepresented Minorities (non-URM) | 83.9 | 84.8 | 85.5 | 85.2 | 85.7 |
| URM-non-URM Gap | -1.0 | -2.1 | -2.8 | 0.6 | 2.9 |
| John Jay | | | | | |
| Underrepresented Minorities (URM) | --- | --- | --- | 79.6 | 78.5 |
| Non-Underrepresented Minorities (non-URM) | --- | --- | --- | 76.5 | 76.8 |
| URM-non-URM Gap | --- | --- | --- | 3.1 | 1.8 |
| Lehman | | | | | |
| Underrepresented Minorities (URM) | 71.9 | 76.9 | 80.2 | 80.7 | 81.4 |
| Non-Underrepresented Minorities (non-URM) | 72.5 | 78.2 | 81.3 | 71.9 | 85.0 |
| URM-non-URM Gap | -0.6 | -1.2 | -1.2 | 8.8 | -3.6 |
| Queens | | | | | |
| Underrepresented Minorities (URM) | 84.2 | 84.5 | 85.3 | 90.3 | 85.6 |
| Non-Underrepresented Minorities (non-URM) | 85.0 | 86.3 | 88.5 | 86.1 | 87.1 |
| URM-non-URM Gap | -0.8 | -1.7 | -3.1 | 4.1 | -1.5 |
| York | | | | | |
| Underrepresented Minorities (URM) | 70.2 | 75.0 | 73.7 | 77.7 | 77.3 |
| Non-Underrepresented Minorities (non-URM) | 67.3 | 75.6 | 77.5 | 78.0 | 77.8 |
| URM-non-URM Gap | 2.8 | -0.6 | -3.8 | -0.3 | -0.6 |
| Senior College Average | | | | | |
| Underrepresented Minorities (URM) | 78.3 | 79.1 | 81.3 | 82.1 | 81.4 |
| Non-Underrepresented Minorities (non-URM) | 83.3 | 84.1 | 86.1 | 84.2 | 85.8 |
| URM-non-URM Gap | -5.0 | -5.0 | -4.8 | -2.1 | -4.4 |

Note: These indicators show the percentage of black, Hispanic and Native American freshmen who were still enrolled in the college of entry one year after entry as the retention rate for URM, and the percentage of Asian/Pacific Islander and white freshmen who were still enrolled in the college of entry one year after entry as the retention rate for non-URM. The gap is the difference between the two rates.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.4 Colleges will reduce performance gaps among students from underrepresented groups.

Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)

| | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> | <u>Entering Class of Fall 2009</u> | <u>Entering Class of Fall 2010</u> | <u>Entering Class of Fall 2011</u> |
|--|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | | | | | |
| Underrepresented Minorities (URM) | 73.6 | 75.3 | 76.2 | --- | --- |
| Non-Underrepresented Minorities (non-URM) | 70.1 | 74.1 | 77.4 | --- | --- |
| URM-non-URM Gap | 3.5 | 1.2 | -1.1 | --- | --- |
| Medgar Evers | | | | | |
| Underrepresented Minorities (URM) | 56.6 | 68.7 | 63.9 | 64.5 | 65.1 |
| Non-Underrepresented Minorities (non-URM) | 33.3* | 100.0* | 63.6* | 56.3* | 75.0* |
| URM-non-URM Gap | 23.3* | -31.3* | 0.3* | 8.2* | -9.9* |
| NYCCT | | | | | |
| Underrepresented Minorities (URM) | 78.8 | 79.5 | 73.4 | 78.5 | 73.9 |
| Non-Underrepresented Minorities (non-URM) | 79.4 | 82.0 | 76.1 | 67.2 | 81.9 |
| URM-non-URM Gap | -0.6 | -2.5 | -2.7 | 11.3 | -8.0 |
| Staten Island | | | | | |
| Underrepresented Minorities (URM) | 74.4 | 74.7 | 78.9 | 73.0 | 74.8 |
| Non-Underrepresented Minorities (non-URM) | 83.2 | 80.8 | 84.4 | 86.4 | 82.8 |
| URM-non-URM Gap | -8.8 | -6.1 | -5.4 | -13.5 | -8.0 |
| Comprehensive College Average | | | | | |
| Underrepresented Minorities (URM) | 70.9 | 74.5 | 74.8 | 70.8 | 72.1 |
| Non-Underrepresented Minorities (non-URM) | 75.6 | 77.6 | 80.3 | 83.7 | 82.7 |
| URM-non-URM Gap | -4.7 | -3.0 | -5.5 | -12.9 | -10.6 |

Note: These indicators show the percentage of black, Hispanic and Native American freshmen who were still enrolled in the college of entry one year after entry as the retention rate for URM, and the percentage of Asian/Pacific Islander and white freshmen who were still enrolled in the college of entry one year after entry as the retention rate for non-URM. The gap is the difference between the two rates.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.4 Colleges will reduce performance gaps among students from underrepresented groups.

Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)

| | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> | <u>Entering Class of Fall 2009</u> | <u>Entering Class of Fall 2010</u> | <u>Entering Class of Fall 2011</u> |
|---|--|--|--|--|--|
| University Average | | | | | |
| Underrepresented Minorities (URM) | 76.7 | 78.0 | 79.6 | 81.0 | 80.8 |
| Non-Underrepresented Minorities (non-URM) | 82.2 | 83.1 | 85.1 | 84.1 | 85.5 |
| URM-non-URM Gap | -5.5 | -5.1 | -5.6 | -3.1 | -4.8 |

Note: These indicators show the percentage of black, Hispanic and Native American freshmen who were still enrolled in the college of entry one year after entry as the retention rate for URM, and the percentage of Asian/Pacific Islander and white freshmen who were still enrolled in the college of entry one year after entry as the retention rate for non-URM. The gap is the difference between the two rates.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.4 Colleges will reduce performance gaps among students from underrepresented groups.

Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)

| | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> | <u>Entering Class of Fall 2009</u> | <u>Entering Class of Fall 2010</u> | <u>Entering Class of Fall 2011</u> |
|--|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | | | | | |
| Underrepresented Minorities (URM) | 61.5 | 66.8 | 69.2 | --- | --- |
| Non-Underrepresented Minorities (non-URM) | 67.5 | 69.2 | 69.0 | --- | --- |
| URM-non-URM Gap | -6.0 | -2.4 | 0.2 | --- | --- |
| Medgar Evers | | | | | |
| Underrepresented Minorities (URM) | 52.8 | 55.6 | 55.8 | 58.6 | 53.2 |
| Non-Underrepresented Minorities (non-URM) | 55.6* | 50.0* | 52.0 | 69.7 | 50.0 |
| URM-non-URM Gap | -2.8* | 5.6* | 3.8 | -11.1 | 3.2 |
| NYCCT | | | | | |
| Underrepresented Minorities (URM) | 58.3 | 56.7 | 61.2 | 61.9 | 62.1 |
| Non-Underrepresented Minorities (non-URM) | 69.1 | 70.0 | 72.8 | 72.9 | 73.5 |
| URM-non-URM Gap | -10.8 | -13.4 | -11.6 | -11.0 | -11.3 |
| Staten Island | | | | | |
| Underrepresented Minorities (URM) | 58.7 | 57.9 | 59.3 | 67.4 | 63.9 |
| Non-Underrepresented Minorities (non-URM) | 65.4 | 66.2 | 70.7 | 69.2 | 69.5 |
| URM-non-URM Gap | -6.8 | -8.3 | -11.4 | -1.8 | -5.5 |
| Comprehensive College Average | | | | | |
| Underrepresented Minorities (URM) | 58.5 | 58.6 | 61.2 | 61.8 | 59.8 |
| Non-Underrepresented Minorities (non-URM) | 66.8 | 67.7 | 71.0 | 70.8 | 70.9 |
| URM-non-URM Gap | -8.3 | -9.1 | -9.8 | -9.0 | -11.2 |

Note: These indicators show the percentage of black, Hispanic and Native American freshmen who were still enrolled in the college of entry one year after entry as the retention rate for URM, and the percentage of Asian/Pacific Islander and white freshmen who were still enrolled in the college of entry one year after entry as the retention rate for non-URM. The gap is the difference between the two rates.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.4 Colleges will reduce performance gaps among students from underrepresented groups.

Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)

| | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> | <u>Entering Class of Fall 2009</u> | <u>Entering Class of Fall 2010</u> | <u>Entering Class of Fall 2011</u> |
|--|--|--|--|--|--|
| Community | | | | | |
| BMCC | | | | | |
| Underrepresented Minorities (URM) | 59.9 | 58.9 | 63.6 | 60.9 | 63.1 |
| Non-Underrepresented Minorities (non-URM) | 65.6 | 65.6 | 72.3 | 73.3 | 71.3 |
| URM-non-URM Gap | -5.7 | -6.7 | -8.7 | -12.4 | -8.2 |
| Bronx | | | | | |
| Underrepresented Minorities (URM) | 61.1 | 64.9 | 60.9 | 57.6 | 54.8 |
| Non-Underrepresented Minorities (non-URM) | 62.9 | 72.1 | 60.2 | 65.2 | 60.3 |
| URM-non-URM Gap | -1.8 | -7.3 | 0.7 | -7.6 | -5.5 |
| Hostos | | | | | |
| Underrepresented Minorities (URM) | 60.5 | 56.7 | 62.7 | 63.4 | 64.2 |
| Non-Underrepresented Minorities (non-URM) | 58.8 | 61.0 | 66.7 | 68.5 | 77.3 |
| URM-non-URM Gap | 1.7 | -4.2 | -4.0 | -5.1 | -13.1 |
| Kingsborough | | | | | |
| Underrepresented Minorities (URM) | 61.5 | 66.2 | 63.8 | 62.4 | 59.9 |
| Non-Underrepresented Minorities (non-URM) | 70.9 | 74.5 | 75.4 | 71.6 | 74.0 |
| URM-non-URM Gap | -9.4 | -8.3 | -11.5 | -9.2 | -14.1 |
| LaGuardia | | | | | |
| Underrepresented Minorities (URM) | 59.7 | 60.5 | 65.4 | 63.9 | 62.1 |
| Non-Underrepresented Minorities (non-URM) | 74.1 | 74.9 | 75.2 | 76.4 | 73.4 |
| URM-non-URM Gap | -14.4 | -14.4 | -9.8 | -12.4 | -11.3 |
| New Community College | | | | | |
| Underrepresented Minorities (URM) | --- | --- | --- | --- | --- |
| Non-Underrepresented Minorities (non-URM) | --- | --- | --- | --- | --- |
| URM-non-URM Gap | --- | --- | --- | --- | --- |
| Queensborough | | | | | |
| Underrepresented Minorities (URM) | 59.9 | 65.1 | 68.0 | 69.4 | 65.8 |
| Non-Underrepresented Minorities (non-URM) | 71.1 | 73.6 | 76.2 | 75.1 | 73.2 |
| URM-non-URM Gap | -11.2 | -8.5 | -8.2 | -5.7 | -7.4 |
| Community College Average | | | | | |
| Underrepresented Minorities (URM) | 60.3 | 61.6 | 64.2 | 62.6 | 61.9 |
| Non-Underrepresented Minorities (non-URM) | 70.2 | 71.9 | 74.5 | 73.8 | 72.9 |
| URM-non-URM Gap | -9.9 | -10.4 | -10.3 | -11.2 | -11.0 |

Note: These indicators show the percentage of black, Hispanic and Native American freshmen who were still enrolled in the college of entry one year after entry as the retention rate for URM, and the percentage of Asian/Pacific Islander and white freshmen who were still enrolled in the college of entry one year after entry as the retention rate for non-URM. The gap is the difference between the two rates.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.4 Colleges will reduce performance gaps among students from underrepresented groups.

Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)

| | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> | <u>Entering</u> <u>Class of Fall</u> <u>2011</u> |
|---|--|--|--|--|--|
| University Average | | | | | |
| Underrepresented Minorities (URM) | 59.7 | 60.7 | 63.3 | 62.4 | 61.4 |
| Non-Underrepresented Minorities (non-URM) | 68.9 | 70.5 | 73.3 | 72.9 | 72.3 |
| URM-non-URM Gap | -9.1 | -9.8 | -10.0 | -10.5 | -10.9 |

Note: These indicators show the percentage of black, Hispanic and Native American freshmen who were still enrolled in the college of entry one year after entry as the retention rate for URM, and the percentage of Asian/Pacific Islander and white freshmen who were still enrolled in the college of entry one year after entry as the retention rate for non-URM. The gap is the difference between the two rates.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

Percentage of freshmen and transfers taking one or more courses the summer after entry

Baccalaureate Programs

| | <u>Fall 2007</u> | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 46.8 | 45.3 | 40.8 | 41.1 | 41.1 |
| Brooklyn | 31.7 | 34.0 | 33.9 | 29.4 | 26.5 |
| City | 27.3 | 26.8 | 27.7 | 30.2 | 31.0 |
| Hunter | 34.4 | 31.0 | 32.6 | 34.3 | 31.5 |
| John Jay | --- | --- | --- | 21.6 | 20.0 |
| Lehman | 27.1 | 28.3 | 28.8 | 32.1 | 25.6 |
| Queens | 32.6 | 33.9 | 30.4 | 30.9 | 30.8 |
| York | 19.9 | 23.1 | 22.7 | 20.6 | 21.1 |
| Senior College Average | 32.6 | 32.5 | 31.4 | 30.5 | 29.3 |
| Comprehensive | | | | | |
| John Jay | 16.7 | 18.6 | 22.7 | --- | --- |
| Medgar Evers | 27.9 | 30.3 | 24.2 | 25.8 | 15.7 |
| NYCCT | 25.6 | 24.0 | 24.5 | 21.0 | 20.1 |
| Staten Island | 24.0 | 20.4 | 20.3 | 18.7 | 16.8 |
| Comprehensive College Average | 22.6 | 22.1 | 22.7 | 20.8 | 18.1 |
| Community | | | | | |
| BMCC | 18.4 | 16.9 | 17.1 | 16.7 | 13.9 |
| Bronx | 22.0 | 20.2 | 19.2 | 19.1 | 16.7 |
| Hostos | 16.3 | 12.7 | 14.6 | 18.1 | 20.4 |
| Kingsborough | --- | --- | --- | --- | --- |
| LaGuardia | --- | --- | --- | --- | --- |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 23.5 | 21.8 | 24.7 | 22.0 | 23.3 |
| Community College Average | 20.3 | 18.3 | 19.7 | 18.8 | 17.8 |
| University Average | 26.5 | 25.6 | 25.5 | 25.0 | 23.4 |

Note: Based on a fall cohort of first-time freshmen and transfers still enrolled in the college of entry the following spring. Colleges are credited for students taking one or more summer courses at any CUNY college. Community college and university averages exclude Kingsborough, LaGuardia, and the New Community College.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

Percentage of baccalaureate students who have declared a major by the 70th credit

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 90.0 | 88.8 | 84.2 | 92.1 | 94.0 |
| Brooklyn | 83.8 | 86.6 | 90.9 | 86.1 | 88.6 |
| City | 77.6 | 84.9 | 83.6 | 80.5 | 80.3 |
| Hunter | 65.1 | 69.0 | 69.6 | 68.9 | 70.7 |
| John Jay | --- | --- | --- | 99.9 | 99.9 |
| Lehman | 82.6 | 85.7 | 84.9 | 86.0 | 85.0 |
| Queens | 62.5 | 64.3 | 62.6 | 69.2 | 69.9 |
| York | 97.4 | 78.3 | 70.0 | 64.6 | 71.6 |
| Senior College Average | 77.6 | 78.1 | 76.9 | 81.6 | 83.4 |
| Comprehensive | | | | | |
| John Jay | 100.0 | 100.0 | 99.9 | --- | --- |
| Medgar Evers | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| NYCCT | 100.0 | 100.0 | 99.7 | 99.6 | 99.7 |
| Staten Island | 95.8 | 96.1 | 90.2 | 92.2 | 97.3 |
| Comprehensive College Average | 99.0 | 99.0 | 97.4 | 96.4 | 98.8 |
| University Average | 82.2 | 83.0 | 81.6 | 83.7 | 85.7 |

Note: Based on students who have earned between 60 and 75 credits at the start of the fall term. A student is considered to have declared a major if they have a valid SED program code on the fall Show-Registration file submitted to OIRA each fall.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms)

Baccalaureate Programs

| | <u>Fall 2007</u> | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 28.2 | 28.6 | 28.9 | 28.1 | 28.1 |
| Brooklyn | 24.3 | 24.5 | 25.6 | 25.1 | 25.4 |
| City | 23.0 | 23.2 | 24.1 | 24.6 | 24.8 |
| Hunter | 25.5 | 25.8 | 25.7 | 25.9 | 26.5 |
| John Jay | --- | --- | --- | 23.1 | 23.0 |
| Lehman | 23.8 | 24.4 | 25.3 | 26.2 | 25.6 |
| Queens | 25.6 | 25.8 | 26.7 | 27.0 | 26.4 |
| York | 22.2 | 22.8 | 23.5 | 24.6 | 25.0 |
| Senior College Average | 24.9 | 25.2 | 25.8 | 25.4 | 25.6 |
| Comprehensive | | | | | |
| John Jay | 23.4 | 23.8 | 23.1 | --- | --- |
| Medgar Evers | 19.1 | 18.9 | 19.5 | 19.5 | 17.5 |
| NYCCT | 20.1 | 20.6 | 22.1 | 21.1 | 24.0 |
| Staten Island | 26.3 | 25.3 | 25.4 | 25.3 | 25.7 |
| Comprehensive College Average | 23.5 | 23.5 | 23.4 | 23.7 | 24.7 |
| University Average | 24.7 | 24.9 | 25.3 | 25.3 | 25.5 |

Note: Based on a fall cohort of full-time first-time freshmen who were enrolled in the same college the following spring.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

Ratio of FTEs to Headcount in baccalaureate programs

| Baccalaureate Programs | | | | | |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
| Senior | | | | | |
| Baruch | 0.830 | 0.842 | 0.837 | 0.823 | 0.827 |
| Brooklyn | 0.808 | 0.820 | 0.827 | 0.822 | 0.822 |
| City | 0.806 | 0.808 | 0.822 | 0.807 | 0.815 |
| Hunter | 0.791 | 0.796 | 0.799 | 0.804 | 0.814 |
| John Jay | --- | --- | --- | 0.824 | 0.826 |
| Lehman | 0.774 | 0.773 | 0.767 | 0.751 | 0.723 |
| Queens | 0.812 | 0.825 | 0.832 | 0.808 | 0.821 |
| York | 0.772 | 0.772 | 0.771 | 0.772 | 0.776 |
| Senior College Average | 0.802 | 0.809 | 0.812 | 0.805 | 0.808 |
| Comprehensive | | | | | |
| John Jay | 0.807 | 0.817 | 0.822 | --- | --- |
| Medgar Evers | 0.707 | 0.740 | 0.771 | 0.762 | 0.723 |
| NYCCT | 0.739 | 0.745 | 0.745 | 0.760 | 0.769 |
| Staten Island | 0.831 | 0.817 | 0.824 | 0.823 | 0.824 |
| Comprehensive College Average | 0.789 | 0.796 | 0.805 | 0.794 | 0.789 |
| Graduate | | | | | |
| School of Professional Studies | 0.525 | 0.511 | 0.527 | 0.517 | 0.540 |
| University Average | 0.797 | 0.804 | 0.808 | 0.801 | 0.803 |

Note: Based on undergraduate degree-seeking students in baccalaureate programs. University averages have been updated since the 2011-12 report to include the School of Professional Studies.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

New Indicator

Percentage of first-time freshmen who complete freshman composition within 2 years of entry

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 76.0 | 78.8 | 83.0 | 81.9 | --- |
| Medgar Evers | 59.9 | 57.6 | 63.9 | 59.7 | 64.0 |
| NYCCT | 75.5 | 77.4 | 78.9 | 81.0 | 82.1 |
| Staten Island | 81.4 | 80.5 | 81.1 | 83.8 | 84.0 |
| Comprehensive College Average | 75.9 | 77.1 | 78.7 | 79.0 | 79.7 |
| Community | | | | | |
| BMCC | 69.0 | 69.1 | 67.2 | 71.2 | 69.0 |
| Bronx | 54.0 | 53.5 | 53.9 | 57.3 | 63.8 |
| Hostos | 63.3 | 65.1 | 61.0 | 59.8 | 62.2 |
| Kingsborough | 70.1 | 72.2 | 71.2 | 70.4 | 67.5 |
| LaGuardia | 64.8 | 67.7 | 67.2 | 71.4 | 72.2 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 64.0 | 66.8 | 68.6 | 73.5 | 75.2 |
| Community College Average | 65.3 | 67.0 | 66.6 | 69.4 | 69.6 |
| University Average | 69.3 | 70.5 | 70.5 | 72.5 | 72.1 |

Note: Based on first-time freshmen seeking an associate degree in the fall of the cohort year who have successfully completed a freshman composition course within two years of entry. Students who are not retained at two years from entry and who have never enrolled in a freshman composition course are excluded from the base. Students who have enrolled in a freshman composition course and who are not retained after completing the course are counted in the base and as completers. Students who have enrolled in a freshman composition course, who are not retained and who received an F or withdrew from the course are counted in the base. Students earning an F or withdrawing from a course are not considered completers. Students enrolled in multiple freshman composition courses within the two years are counted once based on the highest grade obtained.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

New Indicator

Percentage of first-time freshmen who complete a credit-bearing math course within 2 years of entry

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 66.9 | 62.6 | 64.7 | 66.1 | --- |
| Medgar Evers | 45.7 | 47.9 | 47.9 | 50.6 | 51.1 |
| NYCCT | 68.6 | 69.6 | 70.8 | 74.3 | 75.5 |
| Staten Island | 58.5 | 61.2 | 57.8 | 57.1 | 63.1 |
| Comprehensive College Average | 63.8 | 63.9 | 63.8 | 65.2 | 67.8 |
| Community | | | | | |
| BMCC | 44.4 | 44.7 | 43.5 | 47.7 | 45.6 |
| Bronx | 22.1 | 26.2 | 24.2 | 27.6 | 31.2 |
| Hostos | 67.7 | 67.2 | 64.0 | 65.9 | 62.5 |
| Kingsborough | 39.8 | 38.6 | 38.6 | 41.7 | 40.9 |
| LaGuardia | 52.4 | 51.6 | 51.6 | 54.1 | 55.1 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 41.2 | 42.9 | 48.2 | 50.7 | 54.7 |
| Community College Average | 43.9 | 44.4 | 44.9 | 48.0 | 48.5 |
| University Average | 51.6 | 51.4 | 51.1 | 53.4 | 53.4 |

Note: Based on first-time freshmen seeking an associate degree in the fall of the cohort year who have successfully completed a credit-bearing math course within two years of entry. Students who are not retained at two years from entry and who have never enrolled in a credit-bearing math course are excluded from the base. Students who have enrolled in a credit-bearing math course and who are not retained after completing the course are counted in the base and as completers. Students who have enrolled in a credit-bearing math course, who are not retained and who received an F or withdrew from the course are counted in the base. Students earning an F or withdrawing from a course are not considered completers. Students enrolled in multiple credit-bearing math courses within the two years are counted once based on the highest grade obtained.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.1 Colleges will facilitate students' timely progress toward degree completion.

Ratio of FTEs to Headcount in associate programs

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 0.786 | 0.822 | 0.708 | 0.643 | 0.597 |
| Medgar Evers | 0.785 | 0.810 | 0.807 | 0.795 | 0.794 |
| NYCCT | 0.752 | 0.756 | 0.762 | 0.782 | 0.778 |
| Staten Island | 0.739 | 0.762 | 0.787 | 0.788 | 0.823 |
| Comprehensive College Average | 0.757 | 0.774 | 0.772 | 0.782 | 0.790 |
| Community | | | | | |
| BMCC | 0.748 | 0.774 | 0.763 | 0.770 | 0.772 |
| Bronx | 0.720 | 0.739 | 0.745 | 0.753 | 0.741 |
| Hostos | 0.750 | 0.760 | 0.765 | 0.759 | 0.740 |
| Kingsborough | 0.890 | 0.910 | 0.905 | 0.901 | 0.873 |
| LaGuardia | 0.839 | 0.834 | 0.850 | 0.840 | 0.786 |
| New Community College | --- | --- | --- | --- | 1.246 |
| Queensborough | 0.716 | 0.747 | 0.768 | 0.746 | 0.778 |
| Community College Average | 0.780 | 0.800 | 0.804 | 0.798 | 0.789 |
| University Average | 0.775 | 0.794 | 0.798 | 0.795 | 0.789 |

Note: Based on undergraduate degree-seeking students in associate programs.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.2 Retention rates will increase progressively.

One-year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> | <u>Entering</u> <u>Class of Fall</u> <u>2011</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 89.6 | 88.3 | 90.7 | 89.3 | 91.5 |
| Brooklyn | 77.2 | 77.9 | 81.9 | 82.0 | 84.2 |
| City | 81.3 | 79.5 | 83.3 | 85.7 | 83.6 |
| Hunter | 83.6 | 84.2 | 84.7 | 85.4 | 86.5 |
| John Jay | --- | --- | --- | 78.4 | 77.9 |
| Lehman | 72.0 | 77.1 | 80.4 | 79.0 | 82.1 |
| Queens | 84.8 | 85.8 | 87.8 | 87.0 | 86.8 |
| York | 69.6 | 75.1 | 74.9 | 77.8 | 77.5 |
| Senior College Average | 81.1 | 81.8 | 84.2 | 83.3 | 84.1 |
| Comprehensive | | | | | |
| John Jay | 72.3 | 74.9 | 76.7 | --- | -- |
| Medgar Evers | 56.0 | 69.2 | 63.9 | 63.8 | 65.5 |
| NYCCT | 79.0 | 80.2 | 74.4 | 74.1 | 77.0 |
| Staten Island | 81.6 | 79.7 | 83.4 | 83.6 | 81.4 |
| Comprehensive College Average | 72.9 | 75.8 | 77.3 | 78.4 | 79.2 |
| University Average | 79.7 | 80.7 | 82.7 | 82.9 | 83.7 |

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled in the college of entry one year later.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.2 Retention rates will increase progressively.

New Indicator

Difference between actual and predicted (regression-adjusted) one-year retention rate of full-time first-time freshmen in baccalaureate programs

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> | <u>Entering</u> <u>Class of Fall</u> <u>2011</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 6.0 | 4.6 | 7.6 | 4.6 | 7.3 |
| Brooklyn | -3.8 | -3.0 | -0.4# | -0.1# | 1.3# |
| City | -0.3# | -2.4 | 1.9 | 0.1# | -1.1# |
| Hunter | 1.9 | 1.9 | 2.2 | 1.2# | 2.3 |
| John Jay | --- | --- | --- | 2.2 | 0.8# |
| Lehman | -3.6 | 2.1# | 4.0 | 1.0# | 3.6 |
| Queens | 3.8 | 5.1 | 6.5 | 5.2 | 5.5 |
| York | -4.1 | 1.1# | -0.2# | 1.3# | 0.8# |
| Senior College Average | N/A | N/A | N/A | N/A | N/A |
| Comprehensive | | | | | |
| John Jay | -3.3 | 0.1# | 2.1 | --- | --- |
| Medgar Evers | --- | --- | --- | --- | --- |
| NYCCT | --- | --- | --- | --- | --- |
| Staten Island | 0.3# | -0.3# | 4.0 | 2.8 | 0.5# |
| Comprehensive College Average | N/A | N/A | N/A | N/A | N/A |
| University Average | N/A | N/A | N/A | N/A | N/A |

Note: "#" indicates that the RAPM value is not significantly different from zero (at the 5% level), indicating that a college's actual rate is statistically the same as its predicted rate. Ideally, a college with an actual rate that is significantly higher than its predicted rate is said to be "adding value". "----" indicates that while there were students in each of these cohorts, the cohort size was too small to create stable predictions and RAPM values.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.2 Retention rates will increase progressively.

One-year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued)

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> | <u>Entering</u> <u>Class of Fall</u> <u>2011</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 86.9 | 88.2 | 88.9 | 87.2 | 85.5 |
| Brooklyn | 72.7 | 75.3 | 76.5 | 77.3 | 74.6 |
| City | 72.9 | 74.0 | 71.5 | 74.9 | 74.3 |
| Hunter | 74.9 | 74.5 | 78.6 | 79.4 | 79.2 |
| John Jay | --- | --- | --- | 78.6 | 77.3 |
| Lehman | 74.7 | 75.9 | 76.2 | 76.6 | 75.3 |
| Queens | 77.2 | 78.9 | 79.0 | 79.3 | 79.1 |
| York | 65.2 | 65.8 | 65.7 | 69.4 | 70.4 |
| Senior College Average | 75.8 | 77.0 | 77.4 | 79.0 | 77.8 |
| Comprehensive | | | | | |
| John Jay | 74.1 | 77.4 | 81.7 | --- | --- |
| Medgar Evers | 60.8 | 56.8 | 72.4 | 65.5 | 70.0 |
| NYCCT | 76.4 | 75.5 | 79.2 | 77.3 | 72.9 |
| Staten Island | 78.9 | 80.1 | 75.9 | 73.9 | 76.1 |
| Comprehensive College Average | 74.3 | 76.0 | 78.4 | 74.1 | 74.5 |
| University Average | 75.5 | 76.8 | 77.6 | 78.3 | 77.4 |

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled one year later in the college into which they transferred (or earned the degree pursued from that college within one year of transfer entry). Students who earned a degree lower than that pursued and who are not still enrolled are not counted as retained.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.2 Retention rates will increase progressively.

One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later

Associate Programs

| | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> | <u>Entering Class of Fall 2009</u> | <u>Entering Class of Fall 2010</u> | <u>Entering Class of Fall 2011</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 63.1 | 67.3 | 69.1 | --- | --- |
| Medgar Evers | 52.8 | 55.5 | 55.7 | 59.0 | 53.0 |
| NYCCT | 61.2 | 60.4 | 64.7 | 65.3 | 65.8 |
| Staten Island | 63.4 | 63.5 | 67.0 | 68.7 | 67.6 |
| Comprehensive College Average | 61.5 | 61.8 | 64.6 | 65.1 | 63.8 |
| Community | | | | | |
| BMCC | 61.2 | 60.5 | 65.6 | 63.5 | 64.7 |
| Bronx | 61.2 | 65.2 | 60.9 | 58.0 | 55.0 |
| Hostos | 60.5 | 57.0 | 63.2 | 63.7 | 64.7 |
| Kingsborough | 66.2 | 70.3 | 69.1 | 66.5 | 66.8 |
| LaGuardia | 64.3 | 65.2 | 68.6 | 67.8 | 65.4 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 69.5 | 70.7 | 71.5 | 72.1 | 69.2 |
| Community College Average | 64.1 | 65.0 | 67.3 | 65.9 | 65.0 |
| University Average | 63.2 | 64.0 | 66.4 | 65.7 | 64.7 |

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled in the college of entry one year after entry. Prelude to Success students are excluded from the base.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.2 Retention rates will increase progressively.

New Indicator

Difference between actual and predicted (regression-adjusted) one-year retention rate of full-time first-time freshmen in associate programs

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> | <u>Entering</u> <u>Class of Fall</u> <u>2011</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | --- | --- | --- | --- | --- |
| Medgar Evers | -6.7 | -2.2# | -3.4 | -3.1 | -8.9 |
| NYCCT | -4.3 | -4.5 | -1.5# | -1.9 | -2.6 |
| Staten Island | -3.9 | -2.8 | -0.4# | -0.9# | -1.9# |
| Comprehensive College Average | N/A | N/A | N/A | N/A | N/A |
| Community | | | | | |
| BMCC | 4.9 | 1.5 | 3.0 | -0.4# | 1.5 |
| Bronx | 1.6# | 7.3 | 2.3 | -2.8 | -4.4 |
| Hostos | 0.7# | -1.3# | 3.1 | 1.7# | 4.2 |
| Kingsborough | 2.7 | 7.2 | 5.5 | 1.5 | 1.2# |
| LaGuardia | 1.1# | 2.7 | 6.0 | 3.1 | 0.8# |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 1.6# | 4.7 | 6.9 | 5.2 | 3.2 |
| Community College Average | N/A | N/A | N/A | N/A | N/A |
| University Average | N/A | N/A | N/A | N/A | N/A |

Note: "#" indicates that the RAPM value is not significantly different from zero (at the 5% level), indicating that a college's actual rate is statistically the same as its predicted rate. Ideally, a college with an actual rate that is significantly higher than its predicted rate is said to be "adding value".

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

New Methodology

Four-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 33.7 | 35.5 | 33.3 | 39.4 | 35.5 |
| Brooklyn | 23.2 | 21.7 | 26.8 | 24.1 | 24.5 |
| City | 10.4 | 7.4 | 8.4 | 9.7 | 12.1 |
| Hunter | 17.1 | 19.9 | 19.4 | 21.9 | 22.5 |
| John Jay | --- | --- | --- | 25.3 | 22.3 |
| Lehman | 11.7 | 14.0 | 14.4 | 14.8 | 14.1 |
| Queens | 26.1 | 26.0 | 25.7 | 25.1 | 27.2 |
| York | 3.5 | 3.7 | 4.2 | 4.9 | 7.8 |
| Senior College Average | 20.3 | 21.0 | 20.9 | 21.9 | 21.8 |
| Comprehensive | | | | | |
| John Jay | 21.1 | 19.1 | 21.1 | --- | --- |
| Medgar Evers | 0.0 | 11.11* | 5.1 | 5.3 | 4.1 |
| NYCCT | 5.3 | 2.9 | 5.2 | 3.4 | 3.7 |
| Staten Island | 26.4 | 24.8 | 24.5 | 28.0 | 21.8 |
| Comprehensive College Average | 18.5 | 17.8 | 18.9 | 17.6 | 14.1 |
| University Average | 20.0 | 20.5 | 20.6 | 21.6 | 21.2 |

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within four years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once. Students in five-year programs are excluded.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

New Indicator

Difference between actual and predicted (regression-adjusted) four-year graduation rate of full-time first-time freshmen in baccalaureate programs

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 9.0 | 9.9 | 7.8 | 10.5 | 6.7 |
| Brooklyn | 1.6# | 0.4# | 3.8 | 1.1# | 1.1# |
| City | -4.0 | -7.5 | -7.6 | -8.8 | -7.0 |
| Hunter | -5.4 | -4.5 | -6.4 | -4.0 | -4.3 |
| John Jay | --- | --- | --- | 11.9 | 10.1 |
| Lehman | 3.2 | 4.0 | 3.5 | 4.0 | 2.6 |
| Queens | 3.6 | 2.7 | 0.8# | -0.1# | 1.9 |
| York | 0.0# | -0.7# | -3.0 | -0.8# | -1.4# |
| Senior College Average | N/A | N/A | N/A | N/A | N/A |
| Comprehensive | | | | | |
| John Jay | 8.5 | 6.5 | 8.3 | --- | --- |
| Medgar Evers | 3.2 | 11.4# | 3.9 | 5.0 | 3.6 |
| NYCCT | 1.2# | --- | --- | --- | --- |
| Staten Island | --- | --- | -0.2# | 4.3 | -0.3# |
| Comprehensive College Average | N/A | N/A | N/A | N/A | N/A |
| University Average | N/A | N/A | N/A | N/A | N/A |

Note: "#" indicates that the RAPM value is not significantly different from zero (at the 5% level), indicating that a college's actual rate is statistically the same as its predicted rate. Ideally, a college with an actual rate that is significantly higher than its predicted rate is said to be "adding value".

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Four-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 65.1 | 65.5 | 67.4 | 68.3 | 69.3 |
| Brooklyn | 44.8 | 48.7 | 46.0 | 47.3 | 51.3 |
| City | 37.9 | 37.5 | 37.8 | 41.0 | 44.4 |
| Hunter | 46.5 | 47.2 | 47.0 | 50.0 | 48.6 |
| John Jay | --- | --- | --- | 52.1 | 57.8 |
| Lehman | 48.7 | 45.7 | 45.5 | 49.9 | 50.7 |
| Queens | 50.6 | 52.3 | 54.8 | 52.9 | 55.8 |
| York | 38.6 | 33.3 | 38.7 | 33.9 | 36.9 |
| Senior College Average | 48.5 | 48.9 | 49.6 | 50.7 | 53.0 |
| Comprehensive | | | | | |
| John Jay | 48.8 | 52.8 | 53.7 | --- | --- |
| Medgar Evers | 30.8 | 20.5 | 18.3 | 16.6 | 24.8 |
| NYCCT | 35.1 | 32.0 | 33.6 | 38.7 | 41.2 |
| Staten Island | 57.1 | 59.7 | 55.3 | 56.6 | 45.2 |
| Comprehensive College Average | 46.2 | 46.6 | 47.7 | 44.0 | 40.8 |
| University Average | 48.1 | 48.6 | 49.3 | 50.0 | 51.3 |

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within four years of transfer entry, from the college of transfer entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

New Indicator

Four-year Graduation Rate: Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within four years

Associate Programs

| | <u>Entering Class of Fall 2004</u> | <u>Entering Class of Fall 2005</u> | <u>Entering Class of Fall 2006</u> | <u>Entering Class of Fall 2007</u> | <u>Entering Class of Fall 2008</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 10.2 | 10.7 | 11.2 | 11.6 | 15.4 |
| Medgar Evers | 10.0 | 9.0 | 8.4 | 7.2 | 9.3 |
| NYCCT | 14.0 | 14.0 | 12.4 | 13.6 | 14.1 |
| Staten Island | 13.5 | 14.9 | 9.6 | 13.3 | 11.5 |
| Comprehensive College Average | 12.4 | 12.8 | 11.0 | 12.5 | 13.0 |
| Community | | | | | |
| BMCC | 15.9 | 17.1 | 19.6 | 21.0 | 19.1 |
| Bronx | 13.5 | 14.0 | 13.7 | 14.6 | 14.9 |
| Hostos | 17.2 | 14.0 | 19.3 | 21.9 | 14.8 |
| Kingsborough | 28.3 | 28.8 | 26.5 | 31.6 | 28.6 |
| LaGuardia | 20.3 | 20.8 | 19.9 | 22.2 | 20.9 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 20.0 | 18.2 | 18.9 | 22.7 | 20.8 |
| Community College Average | 19.5 | 19.5 | 20.0 | 22.6 | 20.6 |
| University Average | 16.9 | 17.1 | 16.6 | 19.1 | 18.2 |

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

New Indicator

Difference between actual and predicated (regression-adjusted) four-year graduation rate of full-time first-time freshmen in associate programs

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | --- | --- | --- | --- | --- |
| Medgar Evers | -7.4 | -7.9 | -5.7 | -6.0 | -4.0 |
| NYCCT | -3.8 | -3.6 | -5.0 | -4.3 | -4.5 |
| Staten Island | -6.5 | -5.4 | -10.0 | -6.6 | -8.1 |
| Comprehensive College Average | N/A | N/A | N/A | N/A | N/A |
| Community | | | | | |
| BMCC | 1.8 | 1.2 | 4.9 | 7.3 | 4.6 |
| Bronx | -1.2# | -0.9# | 0.0# | 1.3# | 1.7 |
| Hostos | 2.3# | -1.2# | 3.8 | 8.2 | 0.3# |
| Kingsborough | 9.6 | 10.4 | 8.4 | 13.5 | 10.2 |
| LaGuardia | 2.6 | 2.7 | 2.1 | 4.4 | 2.9 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 0.3# | -1.6 | 0.0# | 3.2 | 1.4 |
| Community College Average | N/A | N/A | N/A | N/A | N/A |
| University Average | N/A | N/A | N/A | N/A | N/A |

Note: "#" indicates that the RAPM value is not significantly different from zero (at the 5% level), indicating that a college's actual rate is statistically the same as its predicted rate. Ideally, a college with an actual rate that is significantly higher than its predicted rate is said to be "adding value".

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into master's program

Master's Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 74.4 | 77.9 | 79.3 | 76.7 | 78.0 |
| Brooklyn | 69.6 | 71.0 | 73.1 | 72.0 | 75.5 |
| City | 65.1 | 65.8 | 65.2 | 65.0 | 65.3 |
| Hunter | 71.9 | 72.9 | 73.5 | 74.1 | 74.4 |
| John Jay | --- | --- | --- | 58.9 | 55.0 |
| Lehman | 71.4 | 65.0 | 72.3 | 73.6 | 75.5 |
| Queens | 73.0 | 69.7 | 65.0 | 71.8 | 74.1 |
| Senior College Average | 71.2 | 71.3 | 71.3 | 70.8 | 72.3 |
| Comprehensive | | | | | |
| John Jay | 65.5 | 61.9 | 60.7 | --- | --- |
| Staten Island | 62.8 | 61.0 | 52.5 | 54.7 | 55.8 |
| Comprehensive College Average | 64.5 | 61.7 | 58.3 | 54.7 | 55.8 |
| University Average | 70.2 | 69.9 | 69.7 | 70.2 | 71.8 |

Note: Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. This is a system rate reflecting graduation from any CUNY college, which may not necessarily be the same college at which the student first entered the master's program.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Number of credentialed teachers (from traditional and alternative certification programs)

| | <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Brooklyn | 475 | 491 | 483 | 418 | 475 |
| City | 481 | 618 | 476 | 488 | 347 |
| Hunter | 419 | 436 | 528 | 767 | 748 |
| Lehman | 521 | 495 | 521 | 290 | 242 |
| Queens | 807 | 890 | 746 | 661 | 573 |
| York | 22 | 26 | 22 | 37 | 51 |
| Senior College Total | 2,725 | 2,956 | 2,776 | 2,661 | 2,436 |
| Comprehensive | | | | | |
| Medgar Evers | 12 | 15 | 14 | 11 | 13 |
| NYCCT | 2 | 9 | 5 | 4 | 4 |
| Staten Island | 236 | 223 | 217 | 237 | 234 |
| Comprehensive College Total | 250 | 247 | 236 | 252 | 251 |
| University Total | 2,975 | 3,203 | 3,012 | 2,913 | 2,687 |

Note: This indicator reflects the total number passing the LAST plus the total number of graduates from alternative certification programs in an academic year. Data for NYCCT for 2007-08 and 2008-09 have been updated since last year's report.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Percentage passing a Content Specialty Test (CST)

| | <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Brooklyn | 87 | 82 | 89 | 79 | 88 |
| City | 95 | 98 | 95 | 92 | 93 |
| Hunter | 96 | 96 | 97 | 96 | 99 |
| Lehman | 94 | 93 | 85 | 82 | 90 |
| Queens | 95 | 94 | 93 | 94 | 90 |
| York | 86* | 85 | 100* | 91 | 92 |
| Senior College Average | 93 | 93 | 92 | 90 | 92 |
| Comprehensive | | | | | |
| Medgar Evers | 82* | 93 | 64 | 48* | 94* |
| NYCCT | 100* | 100* | 100* | 100* | 100* |
| Staten Island | 87 | 88 | 90 | 92 | 95 |
| Comprehensive College Average | 87 | 89 | 87 | 88 | 95 |
| University Average | 93 | 92 | 92 | 90 | 92 |

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Percentage passing the NCLEX exam

| | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Senior | | | | | |
| Hunter | 91.9 | 89.2 | 90.1 | 75.8 | 95.9 |
| Lehman | 84.4 | 81.5 | 87.8 | 90.0 | 88.1 |
| Senior College Average | 87.6 | 86.2 | 89.4 | 81.1 | 93.4 |
| Comprehensive | | | | | |
| Medgar Evers | 100.0* | 100.0 | 82.9 | 89.1 | 83.3 |
| NYCCT | 90.7 | 82.1 | 95.2 | 91.5 | 95.1 |
| Staten Island | 80.3 | 84.7 | 90.8 | 78.0 | 88.3 |
| Comprehensive College Average | 85.3 | 85.2 | 91.2 | 84.3 | 89.9 |
| Community | | | | | |
| BMCC | 82.9 | 82.7 | 84.0 | 83.2 | 85.4 |
| Bronx | 86.0 | 81.4 | 90.6 | 71.8 | 86.0 |
| Hostos | 84.6 | 81.1 | 68.4 | 72.3 | 88.0 |
| Kingsborough | 89.9 | 91.7 | 91.7 | 80.6 | 75.9 |
| LaGuardia | 87.6 | 85.7 | 79.1 | 76.9 | 81.3 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 89.4 | 85.0 | 79.8 | 86.4 | 92.7 |
| Community College Average | 86.7 | 85.3 | 82.7 | 80.4 | 84.0 |
| University Average | 86.5 | 85.4 | 85.5 | 81.6 | 86.9 |

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.2 Job and education rates for graduates will increase.

Six-month job and education placement rate in career and technical education programs

| | <u>2006-07</u> <u>Graduates</u> | <u>2007-08</u> <u>Graduates</u> | <u>2008-09</u> <u>Graduates</u> | <u>2009-10</u> <u>Graduates</u> | <u>2010-11</u> <u>Graduates</u> |
|--------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Comprehensive | | | | | |
| John Jay | 97.6 | 98.1 | 92.9 | 87.8 | 100.0 |
| Medgar Evers | 100.0 | 95.8 | 94.4 | 87.7 | 90.1 |
| NYCCT | 98.6 | 94.6 | 92.7 | 89.7 | 94.4 |
| Staten Island | 92.4 | 98.8 | 77.6 | 89.1 | 92.0 |
| Comprehensive College Average | 97.4 | 96.2 | 90.9 | 89.0 | 93.9 |
| Community | | | | | |
| BMCC | 95.4 | 93.9 | 92.0 | 94.0 | 91.9 |
| Bronx | 96.7 | 90.7 | 88.5 | 91.1 | 91.4 |
| Hostos | 98.7 | 91.6 | 95.4 | 92.4 | 89.5 |
| Kingsborough | 95.2 | 95.5 | 94.1 | 90.2 | 93.0 |
| LaGuardia | 97.0 | 95.8 | 90.4 | 89.0 | 90.1 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 97.7 | 93.8 | 87.8 | 91.8 | 91.1 |
| Community College Average | 96.6 | 93.8 | 90.6 | 91.4 | 91.4 |
| University Average | 96.8 | 94.2 | 90.7 | 90.9 | 91.9 |

Note: Based on responses to a survey of certificate and associate graduates. Graduates were asked to report on their employment and education status six months after graduation. Figures reflect the percentage of respondents who reported being employed, in the military, or pursuing additional education or training six months after graduation.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.1 Colleges will improve the quality of student life and campus climate.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Campus Climate

2013

| | |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.98 (1.10) |
| Brooklyn | 4.85 (1.11) |
| City | 4.73 (1.04) |
| Hunter | 4.74 (1.12) |
| John Jay | 5.12 (1.07) |
| Lehman | 4.86 (1.11) |
| Queens | 4.69 (1.11) |
| York | 4.44 (1.17) |
| Senior College Average | 4.77 (1.14) |
| Comprehensive | |
| Medgar Evers | 4.35 (1.33) |
| NYCCT | 4.34 (1.19) |
| Staten Island | 4.42 (1.20) |
| Comprehensive College Average | 4.38 (1.22) |
| Community | |
| BMCC | 4.85 (1.23) |
| Bronx | 5.12 (1.13) |
| Hostos | 4.92 (1.08) |
| Kingsborough | 4.99 (1.17) |
| LaGuardia | 4.60 (1.25) |
| New Community College | 5.66 (0.97) |
| Queensborough | 4.83 (1.12) |
| Community College Average | 4.87 (1.21) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.1 Colleges will improve the quality of student life and campus climate.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Responsiveness to Diverse Populations

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 5.15 (1.29) |
| Brooklyn | 5.08 (1.24) |
| City | 4.67 (1.26) |
| Hunter | 5.08 (1.32) |
| John Jay | 5.29 (1.39) |
| Lehman | 5.16 (1.36) |
| Queens | 4.84 (1.34) |
| York | 4.76 (1.41) |
| Senior College Average | 4.99 (1.35) |
| Comprehensive | |
| Medgar Evers | 4.74 (1.48) |
| NYCCT | 4.68 (1.40) |
| Staten Island | 4.76 (1.39) |
| Comprehensive College Average | 4.72 (1.41) |
| Community | |
| BMCC | 5.15 (1.36) |
| Bronx | 5.25 (1.26) |
| Hostos | 5.18 (1.27) |
| Kingsborough | 5.19 (1.31) |
| LaGuardia | 4.97 (1.47) |
| New Community College | 5.35 (1.36) |
| Queensborough | 5.10 (1.38) |
| Community College Average | 5.12 (1.38) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.1 Colleges will improve the quality of student life and campus climate.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Safety and Security

2013

| | |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.87 (1.34) |
| Brooklyn | 4.36 (1.33) |
| City | 4.35 (1.22) |
| Hunter | 4.72 (1.23) |
| John Jay | 4.70 (1.26) |
| Lehman | 4.92 (1.17) |
| Queens | 4.37 (1.24) |
| York | 4.59 (1.24) |
| Senior College Average | 4.64 (1.29) |
| Comprehensive | |
| Medgar Evers | 4.31 (1.31) |
| NYCCT | 4.06 (1.33) |
| Staten Island | 3.91 (1.30) |
| Comprehensive College Average | 4.03 (1.32) |
| Community | |
| BMCC | 4.78 (1.20) |
| Bronx | 5.04 (1.18) |
| Hostos | 4.96 (1.11) |
| Kingsborough | 5.05 (1.13) |
| LaGuardia | 4.61 (1.25) |
| New Community College | 5.33 (1.09) |
| Queensborough | 4.75 (1.17) |
| Community College Average | 4.85 (1.20) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.1 Colleges will improve the quality of student life and campus climate.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Student Centeredness

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.79 (1.24) |
| Brooklyn | 4.83 (1.23) |
| City | 4.65 (1.19) |
| Hunter | 4.57 (1.29) |
| John Jay | 5.05 (1.17) |
| Lehman | 4.78 (1.24) |
| Queens | 4.61 (1.24) |
| York | 4.42 (1.27) |
| Senior College Average | 4.68 (1.26) |
| Comprehensive | |
| Medgar Evers | 4.32 (1.44) |
| NYCCT | 4.31 (1.31) |
| Staten Island | 4.40 (1.30) |
| Comprehensive College Average | 4.35 (1.33) |
| Community | |
| BMCC | 4.83 (1.33) |
| Bronx | 5.13 (1.19) |
| Hostos | 4.98 (1.14) |
| Kingsborough | 5.05 (1.26) |
| LaGuardia | 4.61 (1.33) |
| New Community College | 5.78 (1.03) |
| Queensborough | 4.87 (1.19) |
| Community College Average | 4.90 (1.29) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.1 Colleges will improve the quality of student life and campus climate.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Campus Life

2013

| | |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.94 (1.13) |
| Brooklyn | 4.74 (1.07) |
| City | 4.53 (1.02) |
| Hunter | 4.56 (1.09) |
| John Jay | 4.97 (1.08) |
| Lehman | 4.82 (1.06) |
| Queens | 4.57 (1.08) |
| York | 4.43 (1.14) |
| Senior College Average | 4.70 (1.12) |
| Comprehensive | |
| Medgar Evers | 4.38 (1.28) |
| NYCCT | 4.23 (1.21) |
| Staten Island | 4.44 (1.12) |
| Comprehensive College Average | 4.34 (1.19) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | |
| N/A | |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Academic Advising Effectiveness

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 5.06 (1.30) |
| Brooklyn | 4.84 (1.39) |
| City | 4.76 (1.45) |
| Hunter | 4.61 (1.44) |
| John Jay | 5.12 (1.34) |
| Lehman | 5.02 (1.42) |
| Queens | 4.66 (1.38) |
| York | 4.53 (1.42) |
| Senior College Average | 4.82 (1.40) |
| Comprehensive | |
| Medgar Evers | 4.68 (1.63) |
| NYCCT | 4.54 (1.42) |
| Staten Island | 4.54 (1.46) |
| Comprehensive College Average | 4.57 (1.47) |
| Community | |
| BMCC | 4.83 (1.47) |
| Bronx | 5.19 (1.28) |
| Hostos | 4.89 (1.45) |
| Kingsborough | 4.92 (1.43) |
| LaGuardia | 4.45 (1.51) |
| New Community College | 6.00 (0.96) |
| Queensborough | 4.93 (1.32) |
| Community College Average | 4.85 (1.46) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Campus Support Services

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 5.25 (1.08) |
| Brooklyn | 5.28 (0.99) |
| City | 4.97 (1.05) |
| Hunter | 4.89 (1.11) |
| John Jay | 5.33 (1.08) |
| Lehman | 5.15 (1.05) |
| Queens | 4.83 (1.09) |
| York | 4.76 (1.18) |
| Senior College Average | 5.02 (1.12) |
| Comprehensive | |
| Medgar Evers | 4.68 (1.32) |
| NYCCT | 4.72 (1.22) |
| Staten Island | 4.71 (1.17) |
| Comprehensive College Average | 4.71 (1.21) |
| Community | |
| BMCC | 4.85 (1.20) |
| Bronx | 4.90 (1.15) |
| Hostos | 4.82 (1.17) |
| Kingsborough | 4.81 (1.18) |
| LaGuardia | 4.60 (1.23) |
| New Community College | 5.21 (1.13) |
| Queensborough | 4.62 (1.16) |
| Community College Average | 4.76 (1.20) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Concern for the Individual

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.80 (1.25) |
| Brooklyn | 4.61 (1.20) |
| City | 4.35 (1.18) |
| Hunter | 4.48 (1.27) |
| John Jay | 4.89 (1.14) |
| Lehman | 4.70 (1.22) |
| Queens | 4.45 (1.19) |
| York | 4.34 (1.25) |
| Senior College Average | 4.57 (1.24) |
| Comprehensive | |
| Medgar Evers | 4.26 (1.48) |
| NYCCT | 4.25 (1.27) |
| Staten Island | 4.30 (1.28) |
| Comprehensive College Average | 4.27 (1.31) |
| Community | |
| BMCC | 4.67 (1.36) |
| Bronx | 5.02 (1.20) |
| Hostos | 4.80 (1.21) |
| Kingsborough | 4.84 (1.31) |
| LaGuardia | 4.46 (1.40) |
| New Community College | 5.96 (1.03) |
| Queensborough | 4.76 (1.27) |
| Community College Average | 4.77 (1.36) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 6: Improve quality of campus life and student and academic support services

University Target: 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Academic Services

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 5.08 (1.10) |
| Brooklyn | 5.07 (1.08) |
| City | 4.82 (1.06) |
| Hunter | 5.02 (1.12) |
| John Jay | 5.29 (1.03) |
| Lehman | 5.14 (1.02) |
| Queens | 4.92 (1.11) |
| York | 4.65 (1.15) |
| Senior College Average | 4.96 (1.12) |
| Comprehensive | |
| Medgar Evers | 4.54 (1.34) |
| NYCCT | 4.59 (1.21) |
| Staten Island | 4.70 (1.18) |
| Comprehensive College Average | 4.63 (1.22) |
| Community | |
| BMCC | 4.96 (1.21) |
| Bronx | 5.24 (1.09) |
| Hostos | 5.00 (1.09) |
| Kingsborough | 5.08 (1.19) |
| LaGuardia | 4.79 (1.23) |
| New Community College | 5.64 (1.10) |
| Queensborough | 4.97 (1.12) |
| Community College Average | 4.92 (1.21) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

New Indicator

Percentage difference between actual and target FTE enrollment

| | <u>Fall 2012</u> |
|--------------------------------------|------------------|
| Senior | |
| Baruch | -0.1 |
| Brooklyn | -1.5 |
| City | 3.1 |
| Hunter | 1.3 |
| John Jay | 0.8 |
| Lehman | -4.0 |
| Queens | -2.4 |
| York | 4.0 |
| Senior College Average | 0.0 |
| Comprehensive | |
| Medgar Evers | -8.8 |
| NYCCT | 0.6 |
| Staten Island | 0.9 |
| Comprehensive College Average | -1.0 |
| Community | |
| BMCC | 0.6 |
| Bronx | -4.3 |
| Hostos | -12.1 |
| Kingsborough | -4.6 |
| LaGuardia | -1.8 |
| New Community College | --- |
| Queensborough | -1.6 |
| Community College Average | -2.7 |
| University Average | -1.1 |

Note: Targets are set by the colleges and certified by the Office of Academic Affairs. The difference is actual FTEs minus the target divided by the target.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Total Enrollment

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 16,321 | 16,195 | 17,063 | 18,055 | 17,373 |
| Brooklyn | 16,689 | 17,094 | 16,912 | 16,835 | 16,524 |
| City | 15,306 | 16,212 | 15,416 | 16,005 | 16,023 |
| Hunter | 21,258 | 22,168 | 22,407 | 22,822 | 23,005 |
| John Jay | --- | --- | --- | 14,788 | 14,996 |
| Lehman | 11,860 | 12,195 | 12,115 | 12,287 | 11,862 |
| Queens | 19,572 | 20,711 | 20,906 | 20,993 | 20,100 |
| York | 7,157 | 7,780 | 7,821 | 8,242 | 8,420 |
| Senior College Total | 108,163 | 112,355 | 112,640 | 130,027 | 128,303 |
| Comprehensive | | | | | |
| John Jay | 14,844 | 15,330 | 15,206 | --- | --- |
| Medgar Evers | 6,036 | 7,080 | 6,920 | 6,966 | 6,540 |
| NYCCT | 14,268 | 15,399 | 15,366 | 15,961 | 16,207 |
| Staten Island | 13,092 | 13,858 | 13,894 | 14,199 | 14,321 |
| Comprehensive College Total | 48,240 | 51,667 | 51,386 | 37,126 | 37,068 |
| Community | | | | | |
| BMCC | 21,858 | 21,424 | 22,534 | 24,463 | 24,537 |
| Bronx | 9,117 | 10,420 | 10,740 | 11,450 | 11,287 |
| Hostos | 5,532 | 6,187 | 6,499 | 7,078 | 6,455 |
| Kingsborough | 15,739 | 18,204 | 18,606 | 19,261 | 18,934 |
| LaGuardia | 15,540 | 17,028 | 17,569 | 18,623 | 19,287 |
| New Community College | --- | --- | --- | --- | 289 |
| Queensborough | 13,752 | 15,507 | 15,316 | 16,837 | 15,711 |
| Community College Total | 81,538 | 88,770 | 91,264 | 97,712 | 96,500 |
| Graduate | | | | | |
| Graduate School | 4,620 | 4,625 | 4,642 | 4,701 | 4,656 |
| School of Journalism | 111 | 144 | 169 | 185 | 193 |
| School of Professional Studies | 1,213 | 1,547 | 1,779 | 1,896 | 1,963 |
| Law School | 388 | 407 | 441 | 481 | 431 |
| University Total | 244,273 | 259,515 | 262,321 | 272,128 | 269,114 |

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Total FTEs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 12,969 | 12,784 | 13,489 | 14,144 | 13,701 |
| Brooklyn | 12,243 | 12,549 | 12,385 | 12,471 | 12,281 |
| City | 11,047 | 11,869 | 11,647 | 11,894 | 11,994 |
| Hunter | 15,182 | 16,115 | 16,120 | 16,700 | 17,041 |
| John Jay | --- | --- | --- | 11,430 | 11,752 |
| Lehman | 8,195 | 8,423 | 8,357 | 8,347 | 7,899 |
| Queens | 14,288 | 15,410 | 15,639 | 15,233 | 14,963 |
| York | 5,053 | 5,561 | 5,604 | 5,934 | 6,130 |
| Senior College Total | 78,975 | 82,711 | 83,241 | 96,153 | 95,761 |
| Comprehensive | | | | | |
| John Jay | 11,348 | 12,042 | 11,686 | --- | --- |
| Medgar Evers | 4,318 | 5,355 | 5,279 | 5,331 | 4,897 |
| NYCCT | 10,316 | 11,146 | 11,218 | 11,993 | 12,142 |
| Staten Island | 9,975 | 10,648 | 10,829 | 11,095 | 11,364 |
| Comprehensive College Total | 35,957 | 39,191 | 39,012 | 28,419 | 28,403 |
| Community | | | | | |
| BMCC | 16,088 | 16,350 | 16,955 | 18,564 | 18,669 |
| Bronx | 6,411 | 7,539 | 7,794 | 8,253 | 8,023 |
| Hostos | 3,732 | 4,356 | 4,653 | 5,088 | 4,459 |
| Kingsborough | 11,555 | 13,910 | 14,366 | 14,541 | 13,897 |
| LaGuardia | 11,743 | 13,064 | 13,829 | 14,317 | 13,745 |
| New Community College | --- | --- | --- | --- | 360 |
| Queensborough | 8,991 | 10,804 | 11,007 | 11,760 | 11,385 |
| Community College Total | 58,520 | 66,023 | 68,604 | 72,523 | 70,538 |
| Graduate | | | | | |
| Graduate School | 3,592 | 3,667 | 3,671 | 3,750 | 3,693 |
| School of Journalism | 139 | 180 | 208 | 221 | 228 |
| School of Professional Studies | 523 | 645 | 790 | 834 | 875 |
| Law School | 487 | 512 | 533 | 575 | 537 |
| University Total | 178,194 | 192,929 | 196,059 | 202,475 | 200,035 |

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Total Undergraduates

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 12,731 | 12,332 | 13,120 | 14,266 | 13,777 |
| Brooklyn | 13,011 | 13,069 | 12,804 | 13,096 | 13,099 |
| City | 11,977 | 12,878 | 12,263 | 12,863 | 12,983 |
| Hunter | 15,698 | 15,884 | 15,684 | 16,345 | 16,708 |
| John Jay | --- | --- | --- | 12,887 | 13,167 |
| Lehman | 9,569 | 9,720 | 9,841 | 9,863 | 9,577 |
| Queens | 15,262 | 16,059 | 16,195 | 16,559 | 16,187 |
| York | 7,111 | 7,732 | 7,784 | 8,210 | 8,381 |
| Senior College Total | 85,359 | 87,674 | 87,691 | 104,089 | 103,879 |
| Comprehensive | | | | | |
| John Jay | 12,943 | 13,346 | 13,278 | --- | --- |
| Medgar Evers | 6,036 | 7,080 | 6,920 | 6,966 | 6,540 |
| NYCCT | 14,268 | 15,399 | 15,366 | 15,961 | 16,207 |
| Staten Island | 12,183 | 12,886 | 12,829 | 13,155 | 13,364 |
| Comprehensive College Total | 45,430 | 48,711 | 48,393 | 36,082 | 36,111 |
| Community | | | | | |
| BMCC | 21,858 | 21,424 | 22,534 | 24,463 | 24,537 |
| Bronx | 9,117 | 10,420 | 10,740 | 11,450 | 11,287 |
| Hostos | 5,532 | 6,187 | 6,499 | 7,078 | 6,455 |
| Kingsborough | 15,739 | 18,204 | 18,606 | 19,261 | 18,934 |
| LaGuardia | 15,540 | 17,028 | 17,569 | 18,623 | 19,287 |
| New Community College | --- | --- | --- | --- | 289 |
| Queensborough | 13,752 | 15,507 | 15,316 | 16,837 | 15,711 |
| Community College Total | 81,538 | 88,770 | 91,264 | 97,712 | 96,500 |
| Graduate | | | | | |
| School of Professional Studies | 966 | 1,117 | 1,136 | 1,220 | 1,247 |
| University Total | 213,293 | 226,272 | 228,484 | 239,103 | 237,737 |

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Total Graduates

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 3,590 | 3,863 | 3,943 | 3,789 | 3,596 |
| Brooklyn | 3,678 | 4,025 | 4,108 | 3,739 | 3,425 |
| City | 3,329 | 3,334 | 3,153 | 3,142 | 3,040 |
| Hunter | 5,560 | 6,284 | 6,723 | 6,477 | 6,297 |
| John Jay | --- | --- | --- | 1,901 | 1,829 |
| Lehman | 2,291 | 2,475 | 2,274 | 2,424 | 2,285 |
| Queens | 4,310 | 4,652 | 4,711 | 4,434 | 3,913 |
| York | 46 | 48 | 37 | 32 | 39 |
| Senior College Total | 22,804 | 24,681 | 24,949 | 25,938 | 24,424 |
| Comprehensive | | | | | |
| John Jay | 1,901 | 1,984 | 1,928 | --- | --- |
| Staten Island | 909 | 972 | 1,065 | 1,044 | 957 |
| Comprehensive College Total | 2,810 | 2,956 | 2,993 | 1,044 | 957 |
| Graduate | | | | | |
| Graduate School | 4,620 | 4,625 | 4,642 | 4,701 | 4,656 |
| School of Journalism | 111 | 144 | 169 | 185 | 193 |
| School of Professional Studies | 247 | 430 | 643 | 676 | 716 |
| Law School | 388 | 407 | 441 | 481 | 431 |
| University Total | 30,980 | 33,243 | 33,837 | 33,025 | 31,377 |

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 1153 | 1182 | 1217 | 1209 | 1230 |
| Brooklyn | 1040 | 1098 | 1110 | 1134 | 1111 |
| City | 1026 | 1044 | 1072 | 1080 | 1118 |
| Hunter | 1104 | 1137 | 1155 | 1149 | 1172 |
| John Jay | --- | --- | --- | 951 | 953 |
| Lehman | 921 | 989 | 1016 | 1008 | 1030 |
| Queens | 1061 | 1083 | 1113 | 1113 | 1101 |
| York | 864 | 900 | 904 | 899 | 906 |
| Senior College Average | 1050 | 1084 | 1100 | 1083 | 1086 |
| Comprehensive | | | | | |
| John Jay | 943 | 942 | 939 | --- | --- |
| Medgar Evers | 875 | 887 | 852 | 837 | 824 |
| NYCCT | 908 | 905 | 929 | 952 | 943 |
| Staten Island | 1008 | 1004 | 1008 | 1011 | 1002 |
| Comprehensive College Average | 956 | 957 | 955 | 995 | 988 |
| University Average | 1032 | 1057 | 1062 | 1075 | 1076 |

Note: Based on recent graduates of domestic high schools. In fall 2011 freshmen who were admitted and enrolled in Students of Promise (SOP) at Brooklyn and Hunter were excluded. As of fall 2012 SOP students are included in averages for colleges who enroll these students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 87.2 | 86.6 | 86.7 | 86.5 | 87.2 |
| Brooklyn | 85.9 | 87.0 | 86.3 | 86.9 | 86.2 |
| City | 85.2 | 85.8 | 86.9 | 87.6 | 88.5 |
| Hunter | 85.9 | 86.5 | 87.2 | 87.1 | 87.4 |
| John Jay | --- | --- | --- | 82.9 | 83.3 |
| Lehman | 81.9 | 83.7 | 84.5 | 84.9 | 85.3 |
| Queens | 86.2 | 86.5 | 86.7 | 86.8 | 86.5 |
| York | 80.4 | 81.5 | 81.9 | 82.6 | 82.5 |
| Senior College Average | 85.2 | 85.8 | 86.1 | 85.9 | 86.0 |
| Comprehensive | | | | | |
| John Jay | 81.1 | 81.2 | 82.2 | --- | -- |
| Medgar Evers | 74.7 | 77.6 | 77.1 | 77.5 | 75.5 |
| NYCCT | 77.8 | 79.9 | 79.8 | 79.2 | 80.4 |
| Staten Island | 83.6 | 83.9 | 84.3 | 84.5 | 84.6 |
| Comprehensive College Average | 81.1 | 81.8 | 82.4 | 83.2 | 83.5 |
| University Average | 84.5 | 84.9 | 85.1 | 85.6 | 85.7 |

In fall 2011 freshmen who were admitted and enrolled in Students of Promise (SOP) at Brooklyn and Hunter were excluded. As of fall 2012 SOP students are included in averages for colleges who enroll these students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission.

New Indicator

Percent of target College Now enrollment achieved

| | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> <u>(estimated)</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| Senior | | | | | |
| Baruch | 76.3 | 82.5 | 68.2 | 90.7 | 86.0 |
| Brooklyn | 96.7 | 96.9 | 108.8 | 105.9 | 91.8 |
| City | 76.4 | 61.2 | 58.8 | 58.9 | 69.0 |
| Hunter | 97.0 | 98.6 | 93.5 | 89.6 | 95.1 |
| John Jay | --- | --- | --- | 99.9 | 94.1 |
| Lehman | 98.1 | 97.5 | 104.8 | 102.2 | 98.9 |
| Queens | 110.2 | 103.5 | 90.7 | 100.4 | 99.8 |
| York | 98.1 | 94.3 | 102.8 | 107.0 | 79.4 |
| Senior College Average | 93.8 | 91.6 | 92.0 | 97.1 | 89.5 |
| Comprehensive | | | | | |
| John Jay | 103.1 | 101.1 | 74.7 | --- | --- |
| Medgar Evers | 91.5 | 76.2 | 96.6 | 45.3 | 54.1 |
| NYCCT | 82.0 | 100.1 | 92.3 | 100.1 | 85.0 |
| Staten Island | 96.3 | 89.2 | 87.4 | 102.5 | 103.4 |
| Comprehensive College Average | 91.5 | 92.5 | 86.8 | 87.0 | 84.5 |
| Community | | | | | |
| BMCC | 67.8 | 90.9 | 95.7 | 100.4 | 87.4 |
| Bronx | 97.7 | 106.7 | 98.5 | 85.5 | 87.5 |
| Hostos | 88.0 | 99.4 | 98.7 | 106.3 | 112.2 |
| Kingsborough | 113.0 | 105.7 | 110.4 | 107.3 | 94.3 |
| LaGuardia | 105.5 | 103.9 | 109.1 | 82.2 | 93.1 |
| New Community College | --- | --- | --- | -- | NA |
| Queensborough | 91.9 | 92.8 | 91.3 | 87.2 | 96.4 |
| Community College Average | 103.4 | 102.3 | 105.1 | 97.6 | 94.6 |
| University Average | 99.3 | 98.1 | 99.2 | 96.6 | 92.3 |

Note: College Now enrollment data are from the registration database maintained by the Office of Academic Affairs. Last year's figures have been revised to reflect final data. For the current year, enrollments are not final at this time. Final data for the current year will be provided in next year's report.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission.

Number of seats filled in Adult and Continuing Education courses

| | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Baruch | 9,336 | 11,527 | 10,814 | 11,356 | 10,163 |
| Brooklyn | 5,171 | 4,516 | 3,562 | --- | --- |
| City | 4,835 | 6,371 | 3,482 | 4,949 | 20,570 |
| Hunter | 11,629 | 8,987 | 9,142 | 9,897 | 10,861 |
| John Jay | --- | --- | --- | 2,202 | 2,353 |
| Lehman | 9,562 | 10,175 | 10,708 | 11,811 | 13,003 |
| Queens | 14,282 | 12,093 | 8,775 | 6,493 | 5,139 |
| York | 14,809 | 18,043 | 14,611 | 16,810 | 15,811 |
| Senior College Total | 69,624 | 71,712 | 61,094 | 63,518 | 77,900 |
| Comprehensive | | | | | |
| John Jay | 16,613 | 9,380 | 347 | --- | --- |
| Medgar Evers | 12,561 | 2,120 | 2,377 | 2,567 | 2,980 |
| NYCCT | 14,359 | 16,358 | 14,612 | 12,800 | 13,081 |
| Staten Island | 4,783 | 4,446 | 4,225 | 5,572 | 7,286 |
| Comprehensive College Total | 48,316 | 32,304 | 21,214 | 20,939 | 23,347 |
| Community | | | | | |
| BMCC | 8,499 | 11,153 | 8,242 | 5,947 | 9,416 |
| Bronx | 12,949 | 13,588 | 15,597 | 13,288 | 12,749 |
| Hostos | 9,540 | 10,802 | 9,880 | 10,986 | 13,783 |
| Kingsborough | 24,590 | 23,806 | 24,029 | 25,971 | 25,344 |
| LaGuardia | 76,755 | 77,178 | 58,434 | 64,519 | 63,696 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 9,630 | 8,872 | 9,264 | 9,664 | 8,413 |
| Community College Total | 141,963 | 145,399 | 125,446 | 130,375 | 133,401 |
| Graduate | | | | | |
| Graduate School | 9,905 | --- | --- | --- | --- |
| School of Professional Studies | 5,755 | 7,773 | 9,640 | 3,251 | 13,612 |
| University Total | 275,563 | 257,188 | 217,394 | 218,083 | 248,260 |

Note: Beginning with the 2009-10 academic year, The Graduate Center no longer offers Adult and Continuing Education except as through the School of Professional Studies. Beginning with the 2011-12 academic year Brooklyn College no longer offers Adult and Continuing Education programs.

University Performance Management Process 2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.1 Alumni-corporate fundraising will increase 10%.

Total Voluntary Support (weighted, rolling, three-year average)

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> | <u>FY 2013</u> <u>Preliminary</u> |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|--------------------------------------|
| Senior | | | | | |
| Baruch | \$30,661,651 | \$19,194,623 | \$12,654,005 | \$14,137,907 | \$19,803,807 |
| Brooklyn | \$8,928,984 | \$11,726,044 | \$18,704,317 | \$16,409,239 | \$15,490,922 |
| City | \$63,585,449 | \$46,703,422 | \$40,358,974 | \$38,893,502 | \$38,271,204 |
| Hunter | \$32,369,753 | \$25,699,325 | \$25,597,994 | \$24,364,173 | \$30,810,443 |
| John Jay | --- | --- | \$5,951,446 | \$8,713,621 | \$8,303,307 |
| Lehman | \$3,563,530 | \$4,074,265 | \$4,517,771 | \$5,000,339 | \$5,780,171 |
| Queens | \$17,456,623 | \$16,895,511 | \$20,625,790 | \$20,992,744 | \$23,010,182 |
| York | \$680,555 | \$639,960 | \$886,737 | \$1,018,262 | \$1,206,622 |
| Senior College Total | \$157,246,544 | \$124,933,151 | \$125,802,570 | \$127,813,130 | \$142,676,657 |
| Comprehensive | | | | | |
| John Jay | \$3,597,305 | \$6,364,597 | --- | --- | --- |
| Medgar Evers | \$3,077,974 | \$1,993,971 | \$1,048,649 | \$383,509 | \$384,144 |
| NYCCT | \$1,175,077 | \$1,116,864 | \$1,063,346 | \$953,444 | \$1,232,275 |
| Staten Island | \$1,433,696 | \$1,989,687 | \$2,798,980 | \$3,134,282 | \$2,732,842 |
| Comprehensive College Total | \$9,284,052 | \$11,465,119 | \$8,405,441 | \$6,187,892 | \$4,349,260 |
| Community | | | | | |
| BMCC | \$3,540,068 | \$2,230,483 | \$2,322,602 | \$2,433,748 | \$2,535,139 |
| Bronx | \$1,705,253 | \$1,694,148 | \$1,681,549 | \$1,807,120 | \$1,918,910 |
| Hostos | \$827,707 | \$868,071 | \$933,259 | \$1,044,765 | \$1,174,610 |
| Kingsborough | \$1,410,179 | \$1,628,689 | \$2,763,789 | \$3,007,078 | \$2,678,192 |
| LaGuardia | \$891,006 | \$1,586,190 | \$1,632,203 | \$2,538,772 | \$2,236,787 |
| New Community College | --- | --- | --- | --- | \$8,198,376 |
| Queensborough | \$2,676,452 | \$2,867,673 | \$3,122,865 | \$2,992,256 | \$3,151,346 |
| Community College Total | \$11,050,665 | \$10,875,254 | \$12,736,530 | \$14,745,680 | \$21,893,359 |
| Graduate | | | | | |
| Graduate School | \$9,983,052 | \$9,408,088 | \$6,315,517 | \$4,829,547 | \$5,809,837 |
| School of Journalism | \$3,081,728 | \$2,454,933 | \$4,625,387 | \$4,625,387 | \$2,322,605 |
| School of Professional Studies | --- | --- | --- | --- | \$170,084 |
| Law School | \$1,009,391 | \$1,136,125 | \$1,265,187 | \$1,548,636 | \$1,501,287 |
| University Total | \$198,614,807 | \$161,131,341 | \$160,944,419 | \$160,082,292 | \$180,351,493 |

Note: This indicator reflects a weighted, rolling, three-year average (50-30-20) of Cash In, New Pledges and Testamentary Gifts. Figures for the prior year have been updated from last year's PMP report to reflect final values. Data for the School of Professional Studies and for the New Community College are included as they become available. Macaulay Honors College support is included in the university totals: \$705 thousand for FY2009, \$894 thousand for FY2010, \$2.8 million for FY2011, \$1.2 million for FY2012 and \$1.4 million for FY2013.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.3 Each college will achieve its revenue targets and improve or maintain high collection rates.

New Indicator

Revenue (degree-credit) as a percentage of target

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|
| Senior | | | | |
| Baruch | 104.4 | 95.5 | 102.6 | 100.8 |
| Brooklyn | 105.3 | 101.5 | 102.1 | 100.1 |
| City | 108.8 | 101.6 | 105.6 | 104.2 |
| Hunter | 103.2 | 100.2 | 103.9 | 102.9 |
| John Jay | --- | --- | 103.0 | 100.2 |
| Lehman | 108.7 | 106.1 | 108.4 | 102.9 |
| Queens | 106.6 | 106.2 | 103.7 | 98.2 |
| York | 106.4 | 105.6 | 103.4 | 107.4 |
| Senior College Average | 105.7 | 101.6 | 103.9 | 101.5 |
| Comprehensive | | | | |
| John Jay | 101.3 | 103.7 | --- | --- |
| Medgar Evers | 111.8 | 113.2 | 102.0 | 111.0 |
| NYCCT | 107.0 | 106.3 | 111.6 | 107.7 |
| Staten Island | 106.1 | 105.0 | 108.0 | 106.3 |
| Comprehensive College Average | 105.3 | 105.9 | 108.4 | 107.7 |
| Community | | | | |
| BMCC | 110.5 | 100.3 | 104.0 | 103.2 |
| Bronx | 103.7 | 113.7 | 100.0 | 107.9 |
| Hostos | 107.6 | 112.3 | 116.9 | 100.0 |
| Kingsborough | 101.5 | 102.0 | 100.5 | 100.8 |
| LaGuardia | 109.4 | 105.5 | 108.1 | 101.1 |
| New Community College | --- | --- | --- | --- |
| Queensborough | 104.1 | 113.6 | 101.4 | 103.4 |
| Community College Average | 106.7 | 106.1 | 104.0 | 102.8 |
| Graduate | | | | |
| Graduate School | 102.2 | 95.2 | 100.0 | 97.9 |
| School of Journalism | 102.3 | 121.6 | 171.4 | 142.2 |
| School of Professional Studies | 113.8 | 149.9 | 185.1 | 104.4 |
| Law School | 99.8 | 104.3 | 103.8 | 106.1 |
| University Average | 105.8 | 103.6 | 104.8 | 102.7 |

Note: This indicator (degree-credit tuition revenue divided by degree-credit tuition revenue target for a given fiscal year) is provided by the Office of Budget and Finance. Source is the year-end financial report for each fiscal year.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.3 Each college will achieve its revenue targets and improve or maintain high collection rates.

New Indicator

Revenue (non-credit/ACE) as a percentage of target

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|
| Senior | | | | |
| Baruch | 93.1 | 101.0 | 108.0 | 126.7 |
| Brooklyn | 100.1 | 128.8 | 89.6 | 6.5 |
| City | 87.6 | 93.4 | 87.2 | 119.8 |
| Hunter | 103.3 | 110.8 | 103.5 | 103.7 |
| John Jay | --- | --- | 124.6 | 71.7 |
| Lehman | 108.7 | 96.3 | 103.8 | 122.3 |
| Queens | 133.5 | 99.5 | 103.5 | 87.8 |
| York | 148.1 | 102.4 | 144.2 | 82.4 |
| Senior College Average | 106.5 | 102.5 | 106.3 | 109.3 |
| Comprehensive | | | | |
| John Jay | 117.8 | 125.2 | --- | --- |
| Medgar Evers | 0.0 | 0.0 | 0.0 | 0.0 |
| NYCCT | 87.6 | 68.7 | 110.6 | 57.3 |
| Staten Island | 124.9 | 162.7 | 98.5 | 101.4 |
| Comprehensive College Average | 87.9 | 104.4 | 107.3 | 65.9 |
| Community | | | | |
| BMCC | 156.9 | 95.4 | 93.8 | 103.6 |
| Bronx | 31.3 | 99.2 | 97.6 | 106.7 |
| Hostos | 97.2 | 99.8 | 102.7 | 108.4 |
| Kingsborough | 84.8 | 99.9 | 98.8 | 99.4 |
| LaGuardia | 99.3 | 104.7 | 103.8 | 108.1 |
| New Community College | --- | --- | --- | --- |
| Queensborough | 92.2 | 100.6 | 91.7 | 97.0 |
| Community College Average | 92.2 | 101.2 | 99.0 | 103.1 |
| Graduate | | | | |
| Graduate School | 83.8 | 70.9 | 113.8 | 6.7 |
| School of Journalism | 0.0 | 0.0 | 140.3 | 89.4 |
| School of Professional Studies | 0.0 | 108.2 | 0.0 | 0.0 |
| Law School | 0.0 | 0.0 | 0.0 | 0.0 |
| University Average | 96.4 | 102.0 | 103.4 | 104.1 |

Note: This indicator (Adult Continuing Education (ACE) deposits/revenue divided by ACE revenue target) is provided by the Office of Budget and Finance. For senior colleges, the ACE revenue target is calculated by adding the total ACE expenditures and the cost recovery target percentage of ACE revenue collected. The cost recovery target for FY2009-2012 was 14%. For community colleges, the ACE revenue target is 17.5% of ACE expenditures.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.3 Each college will achieve its revenue targets and improve or maintain high collection rates.

New Indicator

Collection rate

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|
| Senior | | | | |
| Baruch | 98.6 | 95.2 | 94.8 | 96.6 |
| Brooklyn | 89.1 | 95.7 | 94.5 | 98.3 |
| City | 96.9 | 93.1 | 93.5 | 96.4 |
| Hunter | 96.7 | 95.1 | 93.8 | 95.6 |
| John Jay | --- | --- | 93.5 | 98.5 |
| Lehman | 96.2 | 91.9 | 91.8 | 95.1 |
| Queens | 98.6 | 96.5 | 93.7 | 96.5 |
| York | 94.8 | 93.0 | 91.9 | 97.5 |
| Senior College Average | 96.1 | 94.7 | 93.7 | 96.7 |
| Comprehensive | | | | |
| John Jay | 99.5 | 95.6 | --- | --- |
| Medgar Evers | 94.3 | 91.1 | 89.3 | 99.1 |
| NYCCT | 92.2 | 97.2 | 90.5 | 92.3 |
| Staten Island | 100.2 | 95.5 | 94.1 | 99.8 |
| Comprehensive College Average | 97.0 | 94.9 | 91.7 | 96.5 |
| Community | | | | |
| BMCC | 96.6 | 92.2 | 91.1 | 95.6 |
| Bronx | 98.3 | 96.4 | 93.3 | 97.8 |
| Hostos | 99.0 | 91.8 | 92.0 | 95.0 |
| Kingsborough | 94.7 | 90.2 | 90.3 | 90.3 |
| LaGuardia | 98.6 | 92.0 | 88.9 | 89.8 |
| New Community College | --- | --- | --- | --- |
| Queensborough | 96.7 | 94.8 | 93.8 | 90.9 |
| Community College Average | 97.0 | 92.8 | 91.4 | 93.1 |
| Graduate | | | | |
| Graduate School | 98.8 | 98.3 | 97.9 | 91.6 |
| School of Journalism | 103.6 | 99.2 | 71.4 | 97.7 |
| School of Professional Studies | 118.0 | 93.9 | 86.5 | 106.3 |
| Law School | 99.8 | 99.4 | 99.6 | 89.7 |
| University Average | 96.7 | 94.7 | 92.8 | 95.7 |

Note: The Collection Rate (collected tuition and fees, excluding prior year collections, divided by billed tuition and fees) is provided by the Office of Budget and Finance. Source for all years is the CUNYfirst General Ledger (GL). For FY2012 both the CUNYfirst GL and the Office of the University Controller (OUC) Cash report were sources. Data for 2009 to 2011 were modified from the Goals & Targets Report to be consistent with the method used to produce 2012 rates. The data used to calculate the 2010 Collection Rate for NYCCT is incomplete in CUNYfirst: The NYCCT Budget office provided an unadjusted (for prior year cash collected) estimate that is not comparable to the rates reported in other years at NYCCT or to other college rates in the same year. Comprehensive college sector totals and university totals have been revised in the final report for 2010.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.3 Each college will achieve its revenue targets and improve or maintain high collection rates.

New Indicator

Collection rate (weighted, rolling, three-year average)

| | <u>FY 2011</u> | <u>FY 2012</u> |
|------------------------------------|----------------|----------------|
| Senior | | |
| Baruch | 95.7 | 95.8 |
| Brooklyn | 93.8 | 96.6 |
| City | 94.1 | 94.9 |
| Hunter | 94.8 | 95.0 |
| John Jay | --- | 96.0 |
| Lehman | 92.7 | 93.5 |
| Queens | 95.5 | 95.7 |
| York | 92.8 | 94.9 |
| Senior College Total | 94.5 | 95.4 |
| Comprehensive | | |
| John Jay | 97.6 | --- |
| Medgar Evers | 90.8 | 94.6 |
| NYCCT | 92.9 | 92.7 |
| Staten Island | 95.7 | 97.2 |
| Comprehensive College Total | 93.7 | 94.7 |
| Community | | |
| BMCC | 92.5 | 93.6 |
| Bronx | 95.2 | 96.2 |
| Hostos | 93.3 | 93.5 |
| Kingsborough | 91.2 | 90.3 |
| LaGuardia | 91.8 | 90.0 |
| New Community College | --- | --- |
| Queensborough | 94.7 | 92.6 |
| Community College Total | 92.9 | 92.5 |
| Graduate | | |
| Graduate School | 98.2 | 94.8 |
| School of Journalism | 86.2 | 90.1 |
| School of Professional Studies | 95.0 | 97.9 |
| Law School | 99.6 | 94.6 |
| University Total | 94.2 | 94.6 |

Note: This indicator reflects a weighted, rolling, three-year average (50-30-20) of the Collection Rate (collected tuition and fees, excluding prior year collections, divided by billed tuition and fees), provided by the Office of Budget and Finance. The John Jay average is for two years weighted equally, 2011 and 2012 as a senior college and 2009 and 2010 as a comprehensive college. The data used to calculate the 2010 Collection Rate for NYCCT is incomplete in CUNYfirst: The NYCCT Budget office provided an unadjusted (for prior year cash collected) estimate that is not comparable to the rates reported in other years at NYCCT or to other college rates in the same year. Comprehensive college sector totals and university totals have been revised in the final report for 2010.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.4 Colleges will improve or maintain sound financial management and controls.

General Administration as a percentage of total tax levy budget

| | <u>FY 2008</u> | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Baruch | 7.4 | 6.9 | 6.9 | 6.5 | 5.9 |
| Brooklyn | 6.3 | 6.3 | 6.1 | 5.4 | 5.3 |
| City | 5.4 | 5.7 | 5.7 | 6.2 | 6.1 |
| Hunter | 6.9 | 6.9 | 6.5 | 5.7 | 6.4 |
| John Jay | --- | --- | --- | 7.9 | 7.1 |
| Lehman | 5.4 | 4.9 | 5.0 | 5.3 | 5.3 |
| Queens | 6.1 | 5.4 | 6.2 | 5.7 | 5.5 |
| York | 11.0 | 9.0 | 9.4 | 8.0 | 8.4 |
| Senior College Average | 6.6 | 6.3 | 6.3 | 6.1 | 6.1 |
| Comprehensive | | | | | |
| John Jay | 8.4 | 7.7 | 7.9 | --- | --- |
| Medgar Evers | 14.8 | 12.3 | 10.8 | 10.7 | 10.2 |
| NYCCT | 6.7 | 6.8 | 6.7 | 6.4 | 6.2 |
| Staten Island | 6.3 | 6.2 | 6.4 | 6.2 | 6.3 |
| Comprehensive College Average | 8.4 | 7.8 | 7.6 | 7.3 | 7.2 |
| Community | | | | | |
| BMCC | 14.9 | 14.7 | 4.8 | 4.8 | 4.6 |
| Bronx | 9.7 | 9.3 | 8.9 | 9.7 | 9.0 |
| Hostos | 9.7 | 9.5 | 10.2 | 9.1 | 8.6 |
| Kingsborough | 6.6 | 6.4 | 6.8 | 6.7 | 7.5 |
| LaGuardia | 6.9 | 7.5 | 7.6 | 7.3 | 7.1 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 6.1 | 5.8 | 5.1 | 5.3 | 5.2 |
| Community College Average | 9.2 | 9.2 | 6.8 | 6.8 | 6.7 |
| Graduate | | | | | |
| Graduate School | 3.2 | 3.6 | 3.4 | 3.3 | 3.5 |
| School of Journalism | NA | NA | 20.8 | 20.5 | 21.3 |
| School of Professional Studies | NA | NA | 2.2 | 2.0 | 2.6 |
| Law School | NA | NA | 11.9 | 10.0 | 12.4 |
| University Average | 7.4 | 7.1 | 6.6 | 6.3 | 6.3 |

Note: Data for FY 2013 will be available in next year's report. Percentages reflect expenditures for president and provost offices, legal services, fiscal operations, campus development and grants offices. Data for the School of Journalism, Professional Studies, and the Law School are not available for 2008 or 2009.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve.

New Indicator

Percent of allocated budget retained as reserve

| | <u>FY 2008</u> | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Baruch | 0.8 | 3.1 | 0.1 | 3.8 | 3.0 |
| Brooklyn | 1.1 | 1.8 | 1.4 | 2.7 | 2.8 |
| City | 0.5 | 0.6 | 0.6 | 2.0 | 0.9 |
| Hunter | 2.0 | 2.6 | 2.5 | 3.8 | 2.2 |
| John Jay | --- | --- | --- | 4.5 | 3.0 |
| Lehman | 2.0 | 2.8 | 1.4 | 0.7 | 0.9 |
| Queens | 2.0 | 2.8 | 2.3 | 2.2 | 1.3 |
| York | 1.6 | 0.5 | 0.0 | 0.1 | 0.0 |
| Senior College Total | 1.4 | 2.1 | 1.4 | 2.7 | 1.9 |
| Comprehensive | | | | | |
| John Jay | 3.4 | 1.1 | 2.3 | --- | --- |
| Medgar Evers | 0.2 | 0.1 | 2.1 | 3.8 | 3.0 |
| NYCCT | 2.0 | 2.3 | 1.1 | 6.0 | 2.6 |
| Staten Island | 2.0 | 1.3 | 0.8 | 1.9 | 1.7 |
| Comprehensive College Total | 2.1 | 1.3 | 1.5 | 3.9 | 2.3 |
| Community | | | | | |
| BMCC | 2.3 | 2.0 | 1.0 | 2.9 | 3.0 |
| Bronx | 2.5 | 2.0 | 3.0 | 1.1 | 3.1 |
| Hostos | 1.7 | 2.0 | 2.9 | 6.3 | 3.2 |
| Kingsborough | 0.1 | 1.0 | 2.1 | 1.3 | 0.9 |
| LaGuardia | 1.5 | 2.1 | 2.5 | 2.5 | 2.7 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 1.4 | 0.7 | 2.1 | 2.3 | 3.1 |
| Community College Total | 1.6 | 1.6 | 2.1 | 2.5 | 2.6 |
| Graduate | | | | | |
| Graduate School | 1.9 | 2.0 | 1.3 | 2.8 | 3.0 |
| School of Journalism | 15.9 | 7.8 | 6.7 | 9.4 | 9.1 |
| School of Professional Studies | 9.3 | 3.5 | 0.4 | 6.1 | 3.3 |
| Law School | 8.6 | 4.6 | 6.3 | 4.0 | 0.0 |
| University Total | 1.7 | 1.9 | 1.7 | 2.9 | 2.2 |

Note: This indicator (year-end balance divided by the total of the tax-levy allocation plus tuition revenue above target) is provided by the Office of Budget and Finance. Source is the year-end financial report for each fiscal year.

University Performance Management Process 2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.6 Contract/grant awards will increase.

Grants and contracts awarded (weighted, rolling, three-year average)

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> | <u>FY 2013</u> <u>Preliminary</u> |
|------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------------------------|
| Senior | | | | | |
| Baruch | \$5,417,250 | \$6,106,267 | \$6,721,694 | \$6,773,844 | \$6,859,165 |
| Brooklyn | \$12,215,159 | \$13,576,134 | \$13,557,264 | \$13,148,033 | \$11,709,981 |
| City | \$48,802,709 | \$59,303,054 | \$64,031,763 | \$63,033,793 | \$57,443,791 |
| Hunter | \$42,244,156 | \$46,999,342 | \$48,027,876 | \$49,360,285 | \$50,222,226 |
| John Jay | --- | --- | \$16,903,472 | \$15,909,732 | \$16,484,870 |
| Lehman | \$17,387,991 | \$21,669,114 | \$20,935,606 | \$18,003,894 | \$15,293,251 |
| Queens | \$21,667,450 | \$28,933,290 | \$25,622,011 | \$28,991,460 | \$28,356,888 |
| York | \$6,341,443 | \$7,495,168 | \$6,888,864 | \$6,254,765 | \$5,421,856 |
| Senior College Total | 154,076,158 | 184,082,368 | 202,688,550 | 201,475,807 | 191,792,028 |
| Comprehensive | | | | | |
| John Jay | \$15,275,879 | \$18,128,219 | --- | --- | --- |
| Medgar Evers | \$8,835,698 | \$9,308,249 | \$9,197,374 | \$8,646,507 | \$8,475,744 |
| NYCCT | \$6,128,546 | \$7,179,020 | \$7,463,674 | \$8,358,759 | \$6,944,247 |
| Staten Island | \$9,039,801 | \$9,445,850 | \$8,525,387 | \$8,351,762 | \$6,690,632 |
| Comprehensive College Total | 39,279,924 | 44,061,337 | 25,186,436 | 25,357,028 | 22,110,623 |
| Community | | | | | |
| BMCC | \$6,735,194 | \$7,867,265 | \$8,723,970 | \$7,446,371 | \$8,098,075 |
| Bronx | \$5,700,917 | \$6,159,851 | \$6,782,830 | \$6,389,954 | \$5,793,343 |
| Hostos | \$3,932,899 | \$3,588,387 | \$4,452,458 | \$5,348,630 | \$6,035,376 |
| Kingsborough | \$5,168,318 | \$5,052,288 | \$5,072,036 | \$14,784,198 | \$10,657,634 |
| LaGuardia | \$14,638,288 | \$16,902,509 | \$16,975,518 | \$16,986,775 | \$14,819,643 |
| New Community College | --- | --- | --- | --- | \$669,755 |
| Queensborough | \$4,131,033 | \$3,672,917 | \$4,371,047 | \$4,344,707 | \$4,136,675 |
| Community College Total | 40,306,648 | 43,243,217 | 46,377,858 | 55,821,251 | 50,210,502 |
| Graduate | | | | | |
| Graduate School | \$12,970,438 | \$13,115,331 | \$11,796,016 | \$11,646,380 | \$12,422,420 |
| School of Journalism | \$190,590 | \$349,445 | \$775,735 | \$1,132,609 | \$1,445,013 |
| Law School | \$438,848 | \$575,891 | \$399,792 | \$223,356 | \$97,916 |
| University Total | 247,262,606 | 285,427,588 | 287,224,387 | 295,656,430 | 278,078,501 |

Note: This indicator reflects a weighted, rolling, three-year average (50-30-20) of awards of grants and contracts administered by the Research Foundation. Student Financial Aid, PSC-CUNY grants, and grants and contracts generated by the Central Office are not included. FY2012 figures have been revised from last year's PMP report to reflect final data and FY2013 figures (available in the Final Year End PMP Report) are preliminary. Grants and contracts awards for the New Community College have been included in the FY2012 and FY2013 community college and university three-year rolling averages. In 2013 John Jay data was reported in the Senior College sector only as 50% of the 2011 rolling average is comprised of grants reported in 2011 (sector totals for the senior and comprehensive colleges were adjusted for 2011).

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.7 Indirect cost recovery ratios will improve.

Indirect cost recovery as a percentage of overall activity

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> | <u>FY 2013</u> <u>Preliminary</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| Senior | | | | | |
| Baruch | 7.2 | 8.8 | 8.4 | 8.8 | 9.1 |
| Brooklyn | 15.1 | 15.4 | 16.0 | 17.3 | 18.8 |
| City | 18.2 | 18.9 | 19.3 | 18.3 | 17.4 |
| Hunter | 15.4 | 16.2 | 15.8 | 16.9 | 15.5 |
| John Jay | --- | --- | --- | 14.2 | 13.3 |
| Lehman | 11.8 | 12.4 | 11.7 | 11.4 | 9.6 |
| Queens | 9.1 | 12.2 | 12.6 | 13.0 | 12.5 |
| York | 7.6 | 8.7 | 9.4 | 7.6 | 8.8 |
| Senior College Average | 14.2 | 15.4 | 15.5 | 15.5 | 14.7 |
| Comprehensive | | | | | |
| John Jay | 10.5 | 9.4 | 12.5 | --- | --- |
| Medgar Evers | 7.6 | 7.4 | 7.2 | 7.1 | 7.4 |
| NYCCT | 6.5 | 7.0 | 8.5 | 8.4 | 8.9 |
| Staten Island | 10.5 | 16.6 | 10.5 | 10.2 | 10.5 |
| Comprehensive College Average | 9.2 | 10.1 | 10.1 | 8.5 | 8.9 |
| Community | | | | | |
| BMCC | 5.6 | 5.3 | 4.2 | 5.0 | 6.6 |
| Bronx | 8.0 | 6.7 | 6.2 | 6.2 | 6.9 |
| Hostos | 6.0 | 7.4 | 8.4 | 7.0 | 7.3 |
| Kingsborough | 5.8 | 6.1 | 7.1 | 6.6 | 6.5 |
| LaGuardia | 4.9 | 4.4 | 5.6 | 6.9 | 8.3 |
| New Community College | --- | --- | --- | --- | 7.5 |
| Queensborough | 7.5 | 6.2 | 5.3 | 5.3 | 5.6 |
| Community College Average | 6.0 | 5.6 | 5.9 | 6.3 | 7.2 |
| Graduate | | | | | |
| Graduate School | 10.3 | 8.7 | 8.8 | 9.3 | 9.9 |
| School of Journalism | 13.3 | 2.8 | 4.6 | 3.0 | 4.2 |
| Law School | 3.9 | 8.4 | 43.4 | 14.3 | --- |
| University Average | 11.8 | 12.6 | 12.6 | 12.6 | 12.5 |

Note: FY 2012 figures reflect final data and FY 2013 figures reflect preliminary data.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Admissions and Financial Aid Effectiveness

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.84 (1.26) |
| Brooklyn | 4.67 (1.22) |
| City | 4.49 (1.26) |
| Hunter | 4.50 (1.36) |
| John Jay | 4.93 (1.21) |
| Lehman | 4.66 (1.26) |
| Queens | 4.41 (1.27) |
| York | 4.35 (1.29) |
| Senior College Average | 4.58 (1.29) |
| Comprehensive | |
| Medgar Evers | 4.54 (1.38) |
| NYCCT | 4.43 (1.28) |
| Staten Island | 4.37 (1.30) |
| Comprehensive College Average | 4.42 (1.31) |
| Community | |
| BMCC | 4.89 (1.32) |
| Bronx | 5.10 (1.19) |
| Hostos | 4.90 (1.24) |
| Kingsborough | 4.86 (1.29) |
| LaGuardia | 4.40 (1.42) |
| New Community College | 5.45 (1.09) |
| Queensborough | 4.79 (1.25) |
| Community College Average | 4.77 (1.34) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Registration Effectiveness

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.88 (1.22) |
| Brooklyn | 4.69 (1.21) |
| City | 4.52 (1.24) |
| Hunter | 4.41 (1.27) |
| John Jay | 4.98 (1.19) |
| Lehman | 4.68 (1.23) |
| Queens | 4.48 (1.24) |
| York | 4.40 (1.31) |
| Senior College Average | 4.64 (1.27) |
| Comprehensive | |
| Medgar Evers | 4.51 (1.42) |
| NYCCT | 4.40 (1.30) |
| Staten Island | 4.22 (1.33) |
| Comprehensive College Average | 4.37 (1.34) |
| Community | |
| BMCC | 5.07 (1.19) |
| Bronx | 5.27 (1.12) |
| Hostos | 5.15 (1.13) |
| Kingsborough | 5.09 (1.18) |
| LaGuardia | 4.72 (1.27) |
| New Community College | 5.43 (1.12) |
| Queensborough | 5.13 (1.12) |
| Community College Average | 5.01 (1.21) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of question items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

New Indicator

Baseline mean satisfaction ratings of relevant Noel-Levitz scales will be established: Service Excellence

| | <u>2013</u> |
|--------------------------------------|--------------------|
| Senior | |
| Baruch | 4.79 (1.15) |
| Brooklyn | 4.96 (1.04) |
| City | 4.77 (1.03) |
| Hunter | 4.70 (1.12) |
| John Jay | 5.14 (1.06) |
| Lehman | 4.92 (1.11) |
| Queens | 4.68 (1.07) |
| York | 4.57 (1.16) |
| Senior College Average | 4.83 (1.12) |
| Comprehensive | |
| Medgar Evers | 4.53 (1.32) |
| NYCCT | 4.53 (1.17) |
| Staten Island | 4.54 (1.16) |
| Comprehensive College Average | 4.53 (1.19) |
| Community | |
| BMCC | 4.93 (1.15) |
| Bronx | 5.16 (1.06) |
| Hostos | 5.00 (1.04) |
| Kingsborough | 4.98 (1.13) |
| LaGuardia | 4.64 (1.20) |
| New Community College | 5.70 (0.94) |
| Queensborough | 4.90 (1.06) |
| Community College Average | 4.91 (1.16) |
| Graduate | |
| School of Professional Studies | --- |
| University Average | N/A |

Note: This indicator combines three separate Noel-Levitz scales (Academic Advising, Campus Support Services, and Concern for the Individual) for senior and comprehensive colleges. The three scales used for the senior colleges are also used for the community colleges combined with one additional Noel-Levitz scale: Academic Services. Satisfaction scales are from 1 to 7: 1 is "not satisfied at all" and 7 is "very satisfied". Each indicator is derived from a combination of survey items. Means and standard deviations are derived from non-missing data. The School of Professional Studies (SPS) administers the Noel-Levitz Priorities for On-Line Learners (PSOL) which is not comparable to the Noel-Levitz Student Satisfaction Inventory.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs.

Percentage of FTEs offered on Fridays, evenings or weekends

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 49.3 | 47.6 | 48.6 | 49.5 | 48.8 |
| Brooklyn | 42.7 | 41.0 | 40.2 | 38.3 | 36.2 |
| City | 42.2 | 42.4 | 41.9 | 40.2 | 40.2 |
| Hunter | 55.6 | 54.5 | 54.1 | 53.4 | 53.2 |
| John Jay | --- | --- | --- | 46.2 | 42.8 |
| Lehman | 49.7 | 49.8 | 50.2 | 50.5 | 51.3 |
| Queens | 45.7 | 44.7 | 44.8 | 42.5 | 43.0 |
| York | 50.1 | 50.7 | 50.6 | 48.2 | 47.3 |
| Senior College Average | 47.9 | 47.1 | 47.1 | 46.1 | 45.4 |
| Comprehensive | | | | | |
| John Jay | 37.3 | 40.3 | 40.5 | --- | --- |
| Medgar Evers | 50.7 | 51.0 | 51.8 | 49.2 | 48.5 |
| NYCCT | 44.5 | 44.0 | 43.0 | 42.6 | 42.7 |
| Staten Island | 53.4 | 53.7 | 52.7 | 53.7 | 53.9 |
| Comprehensive College Average | 45.5 | 46.5 | 46.2 | 48.1 | 48.2 |
| Community | | | | | |
| BMCC | 38.4 | 37.2 | 37.0 | 42.5 | 38.3 |
| Bronx | 40.2 | 41.5 | 42.3 | 41.9 | 42.2 |
| Hostos | 33.2 | 33.0 | 32.9 | 33.6 | 32.5 |
| Kingsborough | 24.3 | 25.9 | 27.2 | 27.0 | 26.7 |
| LaGuardia | 36.4 | 36.6 | 36.8 | 35.7 | 34.8 |
| New Community College | --- | --- | --- | --- | 17.4 |
| Queensborough | 34.1 | 36.9 | 35.2 | 36.7 | 35.1 |
| Community College Average | 34.4 | 34.9 | 34.9 | 36.3 | 34.8 |
| University Average | 42.8 | 42.6 | 42.5 | 42.8 | 41.9 |

Note: FTEs offered on evenings are FTEs enrolled in course sections starting at or after 4 pm on Monday, Tuesday, Wednesday, or Thursday. FTEs offered on Fridays are FTEs enrolled in course sections on Friday. FTEs offered on weekends are FTEs enrolled in course sections on Saturday or Sunday. Data points for fall 2008, fall 2009, and fall 2010 are re-calculated with new data source, which has very small impact on the trends.

PART B. CONTEXT INDICATORS

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Target: 1.4 Colleges will use technology to enrich courses and improve teaching.

Percentage of instructional (student) FTEs offered totally online

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 0.1 | 0.1 | 0.2 | 0.4 | 0.8 |
| Brooklyn | 1.3 | 1.9 | 2.3 | 2.3 | 2.3 |
| City | 0.2 | 0.0 | 0.3 | 0.3 | 0.3 |
| Hunter | 0.1 | 0.6 | 0.3 | 0.2 | 0.3 |
| John Jay | --- | --- | --- | 4.1 | 4.5 |
| Lehman | 3.1 | 3.6 | 4.7 | 5.7 | 0.5 |
| Queens | 0.4 | 0.3 | 0.2 | 0.4 | 0.4 |
| York | 0.6 | 0.5 | 0.6 | 0.8 | 0.6 |
| Senior College Average | 0.7 | 0.9 | 1.0 | 1.5 | 1.2 |
| Comprehensive | | | | | |
| John Jay | 3.1 | 3.2 | 3.6 | --- | --- |
| Medgar Evers | 1.3 | 1.3 | 1.4 | 1.4 | 1.5 |
| NYCCT | 0.9 | 0.6 | 0.9 | 0.8 | 1.0 |
| Staten Island | 0.4 | 0.6 | 0.7 | 0.6 | 0.7 |
| Comprehensive College Average | 1.5 | 1.5 | 1.7 | 0.8 | 1.0 |
| Community | | | | | |
| BMCC | 0.8 | 0.7 | 0.8 | 0.2 | 1.3 |
| Bronx | 0.5 | 2.0 | 0.6 | 0.1 | 0.2 |
| Hostos | 1.7 | 1.1 | 1.3 | 1.2 | 0.0 |
| Kingsborough | 0.5 | 0.4 | 0.8 | 0.8 | 0.0 |
| LaGuardia | 0.0 | 0.0 | 0.2 | 0.3 | 0.0 |
| New Community College | --- | --- | --- | --- | 0.0 |
| Queensborough | 0.4 | 0.5 | 0.5 | 0.5 | 0.4 |
| Community College Average | 0.6 | 0.6 | 0.7 | 0.4 | 0.4 |
| University Average | 0.8 | 0.9 | 1.0 | 1.0 | 0.9 |

Note: Values are computed as the number of student FTEs in sections designated as fully online divided by the total number of student FTEs. Both undergraduate and graduate courses are included. Sections with the instructional component totally online are determined by the designation in the colleges' student information system and submitted to OIRA as part of the fall Show-Reg/Performance data collection. Fully online courses are those identified as "fully online - all classwork is online".

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Target: 1.4 Colleges will use technology to enrich courses and improve teaching.

Percentage of instructional (student) FTEs offered partially online

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 0.1 | 0.0 | 1.1 | 2.5 | 2.1 |
| Brooklyn | 9.2 | 9.5 | 10.9 | 13.1 | 6.2 |
| City | 0.0 | 0.0 | 0.2 | 0.8 | 1.0 |
| Hunter | 3.7 | 4.0 | 4.7 | 6.3 | 6.3 |
| John Jay | --- | --- | --- | 0.9 | 1.0 |
| Lehman | 3.6 | 4.4 | 6.2 | 8.0 | 14.9 |
| Queens | 10.5 | 1.2 | 4.2 | 1.5 | 2.4 |
| York | 0.2 | 0.6 | 1.6 | 2.1 | 3.8 |
| Senior College Average | 4.4 | 2.9 | 4.3 | 4.4 | 4.3 |
| Comprehensive | | | | | |
| John Jay | 0.3 | 0.2 | 0.6 | --- | --- |
| Medgar Evers | 1.6 | 1.0 | 1.3 | 1.1 | 1.5 |
| NYCCT | 0.5 | 4.4 | 3.1 | 4.2 | 4.8 |
| Staten Island | 0.5 | 0.6 | 1.1 | 1.8 | 2.2 |
| Comprehensive College Average | 0.5 | 1.6 | 1.5 | 2.7 | 3.2 |
| Community | | | | | |
| BMCC | 14.2 | 21.1 | 24.3 | 28.6 | 29.5 |
| Bronx | 0.7 | 0.0 | 1.6 | 1.9 | 1.7 |
| Hostos | 2.6 | 1.4 | 1.0 | 1.7 | 4.9 |
| Kingsborough | 10.4 | 13.3 | 13.5 | 17.5 | 3.2 |
| LaGuardia | 0.0 | 0.4 | 0.7 | 0.9 | 2.7 |
| New Community College | --- | --- | --- | --- | 5.2 |
| Queensborough | 0.2 | 0.3 | 0.7 | 1.9 | 2.6 |
| Community College Average | 6.2 | 8.2 | 9.3 | 11.6 | 9.9 |
| University Average | 4.2 | 4.5 | 5.5 | 6.8 | 6.2 |

Note: Values are computed as the number of student FTEs in sections designated as partially online divided by the total number of student FTEs. Both undergraduate and graduate courses are included. Sections with the instructional component partially online are determined by the designation in the colleges' student information system and submitted to OIRA as part of the fall Show-Reg/Performance data collection. Partially online courses are those identified as "hybrid - between 20% and 80% of classwork is online", "partially online - some of the classwork is online", and "online - more than 80% of the classwork is online".

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.2 Increase faculty research/scholarship.

Percentage of required faculty reporting scholarship (or no scholarship to report) - reporting compliance rate

| | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Senior | | | | | |
| Baruch | 50.8 | 44.5 | 50.4 | 78.9 | 99.4 |
| Brooklyn | 100.0 | 100.0 | 100.0 | 86.9 | 100.0 |
| City | 78.7 | 54.1 | 65.0 | 88.9 | 98.0 |
| Hunter | 92.4 | 97.1 | 98.1 | 99.0 | 95.0 |
| John Jay | --- | --- | --- | 32.3 | 91.3 |
| Lehman | 27.9 | 0.4 | 100.0 | 65.5 | 97.7 |
| Queens | 100.0 | 99.5 | 99.8 | 97.3 | 100.0 |
| York | 36.8 | 38.3 | 57.4 | 94.9 | 68.6 |
| Senior College Average | 76.4 | 69.9 | 83.4 | 82.8 | 95.9 |
| Comprehensive | | | | | |
| John Jay | 29.0 | 26.9 | 100.0 | --- | --- |
| Medgar Evers | 99.0 | 100.0 | 0.9 | 86.2 | 98.2 |
| NYCCT | 98.9 | 94.6 | 91.0 | 98.6 | 99.1 |
| Staten Island | 0.5 | 59.3 | 26.0 | 95.3 | 99.6 |
| Comprehensive College Average | 52.4 | 65.6 | 64.1 | 95.2 | 99.1 |
| Community | | | | | |
| BMCC | 94.9 | 19.9 | 99.4 | 90.9 | 100.0 |
| Bronx | 28.8 | 26.9 | 30.1 | 34.9 | 100.0 |
| Hostos | 35.9 | 25.0 | 98.2 | 94.9 | 98.3 |
| Kingsborough | 26.6 | 99.0 | 49.8 | 71.6 | 66.1 |
| LaGuardia | 12.1 | 17.3 | 16.1 | 92.5 | 100.0 |
| New Community College | --- | --- | --- | --- | 100.0 |
| Queensborough | 34.4 | 39.0 | 39.5 | 74.0 | 43.4 |
| Community College Average | 43.8 | 37.9 | 57.4 | 77.1 | 83.4 |
| Graduate | | | | | |
| Graduate School | 61.8 | 77.6 | 31.6 | 55.8 | 92.2 |
| School of Journalism | 100.0 | 100.0 | 88.9 | 90.0 | 66.7 |
| School of Professional Studies | 0.0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Law School | 100.0 | 0.0 | 100.0 | 90.0 | 100.0 |
| University Average | 63.0 | 61.1 | 72.1 | 82.5 | 92.9 |

Note: These data come from the CUNY Faculty Scholarship Collection. Percentages reflect the number of faculty responding divided by the number of faculty required to respond. "No Work" and citations missing the publication year are counted as responses.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Percentage of instructional FTEs delivered by full-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 53.4 | 52.8 | 51.2 |
| Brooklyn | 48.1 | 44.1 | 44.8 |
| City | 49.3 | 51.7 | 51.1 |
| Hunter | 42.8 | 38.9 | 36.7 |
| John Jay | --- | --- | 36.7 |
| Lehman | 48.0 | 47.9 | 51.7 |
| Queens | 49.7 | 46.1 | 43.8 |
| York | 51.6 | 55.9 | 50.0 |
| Senior College Average | 48.4 | 46.9 | 44.8 |
| Comprehensive | | | |
| John Jay | 44.0 | 39.8 | --- |
| Medgar Evers | 48.5 | 44.6 | 41.9 |
| NYCCT | 49.8 | 46.6 | 45.9 |
| Staten Island | 37.5 | 34.9 | 38.3 |
| Comprehensive College Average | 44.4 | 41.0 | 42.1 |
| Community | | | |
| BMCC | 46.2 | 44.3 | 45.9 |
| Bronx | 57.6 | 57.0 | 54.7 |
| Hostos | 61.5 | 56.1 | 53.8 |
| Kingsborough | 52.6 | 54.6 | 54.8 |
| LaGuardia | 40.4 | 41.0 | 39.4 |
| New Community College | --- | --- | --- |
| Queensborough | 51.9 | 52.2 | 49.8 |
| Community College Average | 49.8 | 49.5 | 48.6 |
| University Average | 48.1 | 46.7 | 45.9 |
| Graduate | | | |
| Graduate School | 93.6 | 92.7 | 94.2 |
| School of Journalism | 71.1 | 69.8 | 65.8 |
| Law School | 88.1 | 87.7 | 79.0 |

Note: Annual FTEs reflect sections taught in fall and spring semesters. Beginning with fall 2009, this indicator is based on data from the faculty workload data collection from CUNYfirst. FTEs are apportioned for team-taught and cross-listed classes, but cannot be correctly apportioned for a very small number of classes that are both team-taught and also cross-listed/combined, due to limitations in the available data. This indicator is calculated by dividing the total number of student FTEs in all undergraduate and graduate courses taught by full-time faculty members by the total FTEs in all undergraduate and graduate courses. Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both the numerator and the denominator). Other winter session sections are excluded. Full-time faculty members are defined as those of professorial rank, instructors and lecturers. Chairs are included. Instruction is credited to the faculty member's appointment college except for those appointed to the Graduate Center, the School of Journalism and the Law School; their teaching is credited to the college where instruction took place. Excludes College Now sections reported to OIRA as of May 1, 2013.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Percentage of instructional FTEs in graduate courses delivered by full-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 66.3 | 67.0 | 61.3 |
| Brooklyn | 50.9 | 50.2 | 53.5 |
| City | 61.2 | 63.8 | 65.8 |
| Hunter | 48.8 | 47.5 | 49.0 |
| John Jay | --- | --- | 59.8 |
| Lehman | 65.4 | 67.3 | 69.5 |
| Queens | 64.3 | 61.2 | 59.8 |
| York | 88.2 | 99.9 | 94.6 |
| Senior College Average | 57.7 | 57.4 | 57.7 |
| Comprehensive | | | |
| John Jay | 64.2 | 62.7 | --- |
| Staten Island | 64.3 | 55.1 | 64.4 |
| Comprehensive College Average | 64.2 | 59.8 | 64.4 |
| University Average | 58.5 | 57.7 | 58.0 |
| Graduate | | | |
| Graduate School | 93.6 | 92.7 | 94.2 |
| School of Journalism | 71.1 | 69.8 | 65.8 |
| Law School | 88.1 | 87.7 | 79.0 |

Note: Annual FTEs reflect sections taught in fall and spring semesters. Beginning with fall 2009, this indicator is based on data from the faculty workload data collection from CUNYfirst. FTEs are apportioned for team-taught and cross-listed classes, but cannot be correctly apportioned for a very small number of classes that are both team-taught and also cross-listed/combined, due to limitations in the available data. This indicator is calculated by dividing the total number of student FTEs in graduate courses taught by full-time faculty members by the total FTEs in all graduate courses. Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both the numerator and the denominator). Other winter session sections are excluded. Full-time faculty members are defined as those of professorial rank, instructors and lecturers. Chairs are included. Instruction is credited to the faculty member's appointment college except for those appointed to the Graduate Center, the School of Journalism and the Law School; their teaching is credited to the college where instruction took place.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

Number of veteran full-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 293 | 289 | 295 |
| Brooklyn | 286 | 263 | 299 |
| City | 310 | 260 | 278 |
| Hunter | 403 | 394 | 405 |
| John Jay | --- | --- | 168 |
| Lehman | 172 | 157 | 178 |
| Queens | 291 | 297 | 315 |
| York | 88 | 85 | 90 |
| Senior College Total | 1,843 | 1,745 | 2,028 |
| Comprehensive | | | |
| John Jay | 160 | 136 | --- |
| Medgar Evers | 72 | 75 | 75 |
| NYCCT | 186 | 138 | 175 |
| Staten Island | 197 | 189 | 187 |
| Comprehensive College Total | 615 | 538 | 437 |
| Community | | | |
| BMCC | 210 | 201 | 205 |
| Bronx | 133 | 111 | 116 |
| Hostos | 76 | 74 | 78 |
| Kingsborough | 154 | 138 | 71 |
| LaGuardia | 124 | 119 | 122 |
| New Community College | --- | --- | --- |
| Queensborough | 160 | 137 | 149 |
| Community College Total | 857 | 780 | 741 |
| Graduate | | | |
| Graduate School | 107 | 98 | 108 |
| School of Journalism | 4 | 3 | 4 |
| School of Professional Studies | --- | 1 | 1 |
| Law School | 24 | 22 | 19 |
| University Total | 3,450 | 3,187 | 3,338 |

Note: Counts are from the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts and reflect the number of veteran full-time professorial faculty (not eligible for contractual release time) who taught in both the fall and spring semesters. Eligibility for contractual release time is determined by the date of the first appointment to the professorial title series at the college and tenure status. The computation of this indicator excludes those in non-teaching departments (counselors and librarians), those in substitute titles, and those on leave (all types, not just unpaid). Faculty is counted based on their appointment college. Chairs are included. Faculty (veteran and new) with workload greater than 60 hours are excluded. This count is used as the denominator for the indicator "Mean teaching hours of veteran full-time faculty". City College excludes the Sophie Davis School of Biomedical Education.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Mean teaching hours of full-time faculty eligible for contractual release time

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 12.6 | 13.0 | 13.7 |
| Brooklyn | 13.2 | 13.2 | 13.7 |
| City | 16.1 | 14.8 | 13.9 |
| Hunter | 13.6 | 12.7 | 12.6 |
| John Jay | --- | --- | 13.9 |
| Lehman | 15.1 | 16.9 | 15.6 |
| Queens | 15.2 | 14.9 | 13.7 |
| York | 15.1 | 15.7 | 15.3 |
| Senior College Average | 14.4 | 14.2 | 13.9 |
| Comprehensive | | | |
| John Jay | 14.2 | 14.1 | --- |
| Medgar Evers | 14.3 | 14.8 | 14.3 |
| NYCCT | 19.0 | 16.6 | 16.0 |
| Staten Island | 15.8 | 14.6 | 15.1 |
| Comprehensive College Average | 16.1 | 15.1 | 15.4 |
| Community | | | |
| BMCC | 20.9 | 20.6 | 20.2 |
| Bronx | 21.9 | 21.4 | 19.4 |
| Hostos | 19.9 | 21.1 | 20.7 |
| Kingsborough | 19.7 | 20.3 | 24.9 |
| LaGuardia | 21.8 | 19.4 | 18.1 |
| New Community College | --- | --- | --- |
| Queensborough | 22.6 | 21.2 | 21.7 |
| Community College Average | 21.2 | 20.5 | 20.5 |
| Graduate | | | |
| Graduate School | 10.9* | 16.0* | 11.8* |
| School of Journalism | 9.0* | 13.5* | 13.1* |
| School of Professional Studies | --- | 0.0* | 0.0* |
| Law School | 7.5* | 7.7* | 7.8* |
| University Average | 16.6 | 16.2 | 16.2 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts. Teaching hours are: 1) annual mean contracted hours of new full-time professorial faculty (eligible for contractual release time) who teach in both fall and spring as reported in the FWL; 2) the sum of annual (fall and spring) instructional workload hours (non-overload) of new full-time professorial faculty divided by the number of new full-time professorial faculty; 3) credited to a faculty member's appointment college. Eligibility for contractual release time is determined by the first appointment date to the professorial title series and tenure status. Chairs are included. Counselors and librarians, those in substitute titles, those on leave (all types, not just unpaid) and those with workload greater than 60 hours are excluded. City College excludes the Sophie Davis School of Biomedical Education.

*Based on fewer than 25 faculty members.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

Number of full-time faculty eligible for contractual release time

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 78 | 75 | 60 |
| Brooklyn | 101 | 111 | 88 |
| City | 97 | 98 | 81 |
| Hunter | 97 | 113 | 115 |
| John Jay | --- | --- | 95 |
| Lehman | 49 | 61 | 75 |
| Queens | 107 | 110 | 106 |
| York | 54 | 72 | 60 |
| Senior College Total | 583 | 640 | 680 |
| Comprehensive | | | |
| John Jay | 107 | 120 | --- |
| Medgar Evers | 34 | 33 | 32 |
| NYCCT | 98 | 123 | 119 |
| Staten Island | 81 | 86 | 75 |
| Comprehensive College Total | 320 | 362 | 226 |
| Community | | | |
| BMCC | 87 | 96 | 93 |
| Bronx | 36 | 46 | 50 |
| Hostos | 32 | 37 | 33 |
| Kingsborough | 43 | 58 | 51 |
| LaGuardia | 71 | 93 | 95 |
| New Community College | --- | --- | --- |
| Queensborough | 56 | 72 | 80 |
| Community College Total | 325 | 402 | 402 |
| Graduate | | | |
| Graduate School | 5 | 3 | 3 |
| School of Journalism | 3 | 4 | 2 |
| School of Professional Studies | --- | 0 | 0 |
| Law School | 2 | 3 | 3 |
| University Total | 1,238 | 1,414 | 1,316 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts and reflects the number of new full-time professorial faculty (eligible for contractual release time) who taught in both the fall and spring semesters. Eligibility for contractual release time is determined by the date of first appointment to the professorial title series at the college and tenure status. The computation of this indicator excludes those in non-teaching departments (counselors and librarians), those in substitute titles, and those on leave (all types, not just unpaid). Faculty is counted based on their appointment college. Chairs are included. Faculty (veteran and new) with workload greater than 60 hours are excluded. This count is used as the denominator for the indicator "Mean teaching hours of full-time faculty eligible for contractual release time". City College excludes the Sophie Davis School of Biomedical Education.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Undergraduate student-faculty ratio

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 18.4 | 18.3 | 19.6 |
| Brooklyn | 14.2 | 13.8 | 14.2 |
| City | 13.5 | 13.2 | 12.9 |
| Hunter | 15.4 | 14.2 | 14.5 |
| John Jay | --- | --- | 17.6 |
| Lehman | 13.2 | 13.2 | 13.7 |
| Queens | 15.2 | 15.6 | 15.7 |
| York | 16.6 | 17.2 | 17.9 |
| Senior College Average | 15.1 | 14.9 | 15.5 |
| Comprehensive | | | |
| John Jay | 18.1 | 17.6 | --- |
| Medgar Evers | 18.1 | 18.0 | 18.6 |
| NYCCT | 15.7 | 16.4 | 16.2 |
| Staten Island | 16.9 | 16.9 | 17.2 |
| Comprehensive College Average | 17.0 | 17.1 | 17.0 |
| Community | | | |
| BMCC | 20.1 | 20.2 | 20.6 |
| Bronx | 17.9 | 17.8 | 18.2 |
| Hostos | 17.8 | 17.6 | 17.5 |
| Kingsborough | 20.2 | 19.3 | 18.6 |
| LaGuardia | 17.3 | 16.7 | 17.3 |
| New Community College | --- | --- | --- |
| Queensborough | 19.6 | 18.5 | 18.9 |
| Community College Average | 19.0 | 18.5 | 18.7 |
| University Average | 16.9 | 16.7 | 17.0 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) extract and is the sum of student FTEs in undergraduate sections divided by the sum of faculty FTEs in undergraduate sections. FTEs are apportioned for team-taught and cross-listed classes, but cannot be correctly apportioned for a very small number of classes that are both team-taught and also crosslisted/combined, due to limitations in the available data. City College excludes the Sophie Davis School of Biomedical Education.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Number of full-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 486 | 486 | 438 |
| Brooklyn | 517 | 511 | 499 |
| City | 570 | 558 | 540 |
| Hunter | 689 | 671 | 664 |
| John Jay | --- | --- | 346 |
| Lehman | 357 | 362 | 345 |
| Queens | 628 | 625 | 588 |
| York | 203 | 211 | 196 |
| Senior College Total | 3,450 | 3,424 | 3616 |
| Comprehensive | | | |
| John Jay | 420 | 365 | |
| Medgar Evers | 176 | 174 | 164 |
| NYCCT | 394 | 385 | 378 |
| Staten Island | 354 | 332 | 328 |
| Comprehensive College Total | 1,344 | 1,256 | 870 |
| Community | | | |
| BMCC | 415 | 405 | 450 |
| Bronx | 264 | 286 | 286 |
| Hostos | 167 | 163 | 171 |
| Kingsborough | 333 | 340 | 348 |
| LaGuardia | 272 | 295 | 302 |
| New Community College | --- | --- | 3 |
| Queensborough | 339 | 335 | 331 |
| Community College Total | 1,790 | 1,824 | 1891 |
| Graduate | | | |
| Graduate School | 145 | 147 | 151 |
| School of Journalism | 28 | 35 | 31 |
| School of Professional Studies | 6 | 7 | 7 |
| Law School | 37 | 35 | 35 |
| University Total | 6,800 | 6,728 | 6,601 |

Note: This indicator reflects data in the CUNYfirst Human Resources (HR) spring and fall extracts and excludes graduate assistants, counselors and librarians, full-time faculty on unpaid leave and individuals on the Executive Compensation Plan even if they teach undergraduate or graduate courses at the college. Full-time instructors and lecturers are counted here. City College includes the Sophie Davis School of Biomedical Education.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Number of FTE part-time faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 285 | 268 | 268 |
| Brooklyn | 343 | 343 | 342 |
| City | 435 | 370 | 376 |
| Hunter | 567 | 487 | 510 |
| John Jay | --- | --- | 324 |
| Lehman | 258 | 243 | 208 |
| Queens | 388 | 381 | 367 |
| York | 140 | 134 | 156 |
| Senior College Total | 2,416 | 2,225 | 2,551 |
| Comprehensive | | | |
| John Jay | 328 | 311 | --- |
| Medgar Evers | 160 | 163 | 168 |
| NYCCT | 378 | 371 | 422 |
| Staten Island | 296 | 328 | 307 |
| Comprehensive College Total | 1,162 | 1,173 | 897 |
| Community | | | |
| BMCC | 458 | 482 | 508 |
| Bronx | 187 | 180 | 205 |
| Hostos | 100 | 115 | 127 |
| Kingsborough | 277 | 295 | 294 |
| LaGuardia | 353 | 379 | 401 |
| New Community College | --- | --- | --- |
| Queensborough | 305 | 301 | 329 |
| Community College Total | 1,680 | 1,751 | 1,864 |
| Graduate | | | |
| Graduate School | 12 | 6 | 4 |
| School of Journalism | 8 | 9 | 10 |
| School of Professional Studies | 50 | 48 | 54 |
| Law School | 9 | 4 | 8 |
| University Total | 5,337 | 5,216 | 5,388 |

Note: This indicator reflects data in the CUNYfirst Human Resources (HR) spring and fall extracts and reflects the number of teaching appointment hours of adjuncts (including part-time instructors and lecturers) divided by 13.5. City College includes the Sophie Davis School of Biomedical Education.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Methodology

Number of full-time executive and professional staff

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 292 | 293 | 287 |
| Brooklyn | 297 | 305 | 310 |
| City | 382 | 413 | 410 |
| Hunter | 413 | 420 | 421 |
| John Jay | --- | --- | 268 |
| Lehman | 261 | 275 | 272 |
| Queens | 327 | 331 | 319 |
| York | 190 | 190 | 183 |
| Senior College Total | 2,162 | 2,227 | 2,470 |
| Comprehensive | | | |
| John Jay | 264 | 264 | --- |
| Medgar Evers | 190 | 190 | 196 |
| NYCCT | 220 | 218 | 209 |
| Staten Island | 209 | 219 | 217 |
| Comprehensive College Total | 883 | 891 | 622 |
| Community | | | |
| BMCC | 226 | 229 | 224 |
| Bronx | 180 | 188 | 190 |
| Hostos | 151 | 152 | 160 |
| Kingsborough | 235 | 242 | 248 |
| LaGuardia | 313 | 299 | 304 |
| New Community College | --- | --- | 16 |
| Queensborough | 213 | 228 | 227 |
| Community College Total | 1,318 | 1,338 | 1,369 |
| Graduate | | | |
| Graduate School | 240 | 248 | 241 |
| School of Journalism | 15 | 15 | 16 |
| School of Professional Studies | 50 | 56 | 62 |
| Law School | 55 | 57 | 63 |
| University Total | 4,723 | 4,832 | 4,843 |

Note: This indicator reflects data in the CUNYfirst Human Resources (HR) spring and fall extracts and includes individuals on the executive compensation plan and personnel in full-time professional titles. City College includes the Sophie Davis School of Biomedical Education.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Indicator

Mean hours of reassigned time for sponsored research for veteran faculty

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 0.4 | 0.5 | 0.5 |
| Brooklyn | 0.6 | 0.9 | 0.9 |
| City | 1.6 | 1.1 | 1.4 |
| Hunter | 0.8 | 0.9 | 0.8 |
| John Jay | --- | --- | 0.9 |
| Lehman | 0.9 | 0.6 | 0.4 |
| Queens | 0.2 | 0.3 | 0.4 |
| York | 0.7 | 0.6 | 0.7 |
| Senior College Average | 0.8 | 0.7 | 0.8 |
| Comprehensive | | | |
| John Jay | 0.7 | 0.7 | --- |
| Medgar Evers | 0.4 | 1.0 | 1.4 |
| NYCCT | 0.5 | 0.8 | 0.9 |
| Staten Island | 0.4 | 0.4 | 0.6 |
| Comprehensive College Average | 0.5 | 0.7 | 0.8 |
| Community | | | |
| BMCC | 0.2 | 0.3 | 0.2 |
| Bronx | 2.1 | 1.2 | 1.2 |
| Hostos | 2.0 | 1.4 | 0.8 |
| Kingsborough | 0.9 | 0.6 | 0.3 |
| LaGuardia | 1.6 | 1.7 | 1.2 |
| New Community College | --- | --- | --- |
| Queensborough | 0.3 | 0.6 | 0.5 |
| Community College Average | 1.0 | 0.9 | 0.6 |
| Graduate | | | |
| Graduate School | 0.1 | 0.0 | 0.1 |
| School of Journalism | 2.3* | 0.0* | 0.0* |
| School of Professional Studies | --- | 0.0* | 0.0* |
| Law School | 0.0* | 0.0* | 0.0* |
| University Average | 0.8 | 0.7 | 0.7 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts and reflects annual mean hours of reassigned time for sponsored research hours of faculty who teach in both fall and spring. Eligibility for contractual release time is determined by the first appointment date to the professorial title series and tenure status. Hours of reassigned time are the sum of sponsored research hours of veteran full-time professorial faculty (not eligible for contractual release time) during the fall and spring terms divided by the number of veteran full-time professorial faculty. Chairs are included. Counselors and librarians, those in substitute titles, those on leave (all types, not just unpaid) and those with workload greater than 60 hours are excluded. Sponsored research hours are credited to a faculty member's appointment college.

*Based on fewer than 25 faculty members.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Indicator

Mean hours of reassigned time for sponsored and unsponsored research for faculty eligible for release time

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 1.6 | 1.3 | 1.4 |
| Brooklyn | 1.6 | 1.7 | 1.7 |
| City | 2.7 | 2.2 | 4.4 |
| Hunter | 1.5 | 1.9 | 1.4 |
| John Jay | --- | --- | 1.5 |
| Lehman | 0.6 | 0.4 | 0.7 |
| Queens | 1.4 | 1.2 | 2.3 |
| York | 3.1 | 1.3 | 5.8 |
| Senior College Average | 1.8 | 1.5 | 2.3 |
| Comprehensive | | | |
| John Jay | 0.7 | 1.4 | --- |
| Medgar Evers | 0.5 | 0.8 | 0.7 |
| NYCCT | 0.8 | 0.8 | 0.8 |
| Staten Island | 0.7 | 1.8 | 0.6 |
| Comprehensive College Average | 0.7 | 1.2 | 0.7 |
| Community | | | |
| BMCC | 1.3 | 1.4 | 0.5 |
| Bronx | 1.5 | 1.6 | 6.5 |
| Hostos | 1.7 | 3.3 | 3.8 |
| Kingsborough | 0.9 | 0.9 | 0.1 |
| LaGuardia | 2.6 | 2.6 | 2.1 |
| New Community College | --- | --- | --- |
| Queensborough | 0.2 | 0.6 | 0.3 |
| Community College Average | 1.4 | 1.7 | 1.8 |
| Graduate | | | |
| Graduate School | 0.0* | 0.0* | 0.0* |
| School of Journalism | 2.0* | 0.0* | 0.0* |
| School of Professional Studies | --- | 0.0* | 0.0* |
| Law School | 0.0* | 0.0* | 0.0* |
| University Average | 1.4 | 1.5 | 1.8 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts and reflects annual mean hours of reassigned time for sponsored and unsponsored research hours of faculty who teach in both fall and spring. Eligibility for contractual release time is determined by the first appointment date to the professorial title series and tenure status. Hours of reassigned time are the sum of sponsored and unsponsored research hours of new full-time professorial faculty (eligible for contractual release time) during the fall and spring terms divided by the number of new full-time professorial faculty. Chairs are included. Counselors and librarians, those in substitute titles, those on leave (all types, not just unpaid) and those with workload greater than 60 hours are excluded. Sponsored/Unsponsored research hours are credited to a faculty member's appointment college.

*Based on fewer than 25 faculty members.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Indicator

Percentage of veteran faculty with reassigned time for sponsored research

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 10.6 | 10.7 | 10.5 |
| Brooklyn | 13.6 | 14.4 | 13.4 |
| City | 32.8 | 25.1 | 28.0 |
| Hunter | 16.4 | 15.0 | 15.3 |
| John Jay | --- | --- | 14.3* |
| Lehman | 18.0 | 15.3* | 8.4* |
| Queens | 4.1* | 3.7* | 6.3* |
| York | 14.8* | 7.1* | 10.0* |
| Senior College Average | 15.9 | 13.4 | 13.7 |
| Comprehensive | | | |
| John Jay | 10.6* | 11.8* | --- |
| Medgar Evers | 4.2* | 10.7* | 14.7* |
| NYCCT | 11.8* | 13.0* | 12.6* |
| Staten Island | 8.1* | 6.9* | 8.0* |
| Comprehensive College Average | 9.4 | 10.2 | 11.0 |
| Community | | | |
| BMCC | 3.8* | 7.0* | 4.4* |
| Bronx | 36.1 | 25.2 | 21.6 |
| Hostos | 26.3* | 24.3* | 10.3* |
| Kingsborough | 22.7 | 18.1 | 8.5* |
| LaGuardia | 27.4 | 27.7 | 20.5 |
| New Community College | --- | --- | --- |
| Queensborough | 6.3* | 13.1* | 10.1* |
| Community College Average | 18.1 | 17.4 | 11.9 |
| Graduate | | | |
| Graduate School | 1.9* | 0.0* | 0.9* |
| School of Journalism | 25.0* | 0.0* | 0.0* |
| School of Professional Studies | --- | 0.0* | 0.0* |
| Law School | 0.0* | 0.0* | 0.0* |
| University Average | 14.8 | 13.3 | 12.4 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts and reflects annual mean hours of reassigned time for sponsored research hours of faculty who teach in both fall and spring. Eligibility for contractual release time is determined by the first appointment date to the professorial title series and tenure status. The percentage is based on the number of veteran full-time professorial faculty (not eligible for contractual release time) with sponsored research hours during the fall and spring terms divided by the number of veteran full-time professorial faculty. The denominator for this indicator is "Number of Veteran Full-time". Chairs are included. Counselors and librarians, those in substitute titles, those on leave (all types, not just unpaid) and those with workload greater than 60 hours are excluded. Sponsored research hours are credited to a faculty member's appointment college. *Based on fewer than 25 faculty members.

University Performance Management Process

2012-13 Year-End Report

Goal: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: 2.3 Instruction by full-time faculty will increase incrementally.

New Indicator

Percentage of faculty eligible for release time with reassigned time for sponsored and unsponsored research

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|--------------------------------------|----------------|----------------|----------------|
| Senior | | | |
| Baruch | 29.5* | 24.0* | 28.3* |
| Brooklyn | 21.8* | 28.8 | 22.7* |
| City | 48.5 | 40.8 | 77.8 |
| Hunter | 36.1 | 43.4 | 40.9 |
| John Jay | --- | --- | 27.4 |
| Lehman | 10.2* | 8.2* | 16.0* |
| Queens | 44.9 | 35.1 | 59.8 |
| York | 64.8 | 31.9* | 86.7 |
| Senior College Average | 36.9 | 32.1 | 44.2 |
| Comprehensive | | | |
| John Jay | 16.8* | 29.2 | --- |
| Medgar Evers | 8.8* | 15.2* | 12.5* |
| NYCCT | 15.3* | 16.3* | 13.3* |
| Staten Island | 14.8* | 37.2 | 12.0* |
| Comprehensive College Average | 15.0 | 25.4 | 12.8 |
| Community | | | |
| BMCC | 29.9 | 24.0* | 10.8* |
| Bronx | 33.3* | 41.3* | 82.0 |
| Hostos | 21.9* | 56.8* | 57.6* |
| Kingsborough | 48.8* | 31.0* | 9.8* |
| LaGuardia | 53.5 | 51.6 | 46.3 |
| New Community College | --- | --- | --- |
| Queensborough | 5.4* | 13.9* | 7.5* |
| Community College Average | 32.9 | 34.6 | 31.1 |
| Graduate | | | |
| Graduate School | 0.0* | 0.0* | 0.0* |
| School of Journalism | 33.3* | 0.0* | 0.0* |
| School of Professional Studies | --- | 0.0* | 0.0* |
| Law School | 0.0* | 0.0* | 0.0* |
| University Average | 30.0 | 30.9 | 34.5 |

Note: This indicator is based on the CUNYfirst Faculty Workload (FWL) and Human Resources (HR) extracts and reflects annual mean hours of reassigned time for sponsored and unsponsored research hours of faculty who teach in both fall and spring. Eligibility for contractual release time is determined by the first appointment date to the professorial title series and tenure status. The percentage is based on the number of new full-time professorial faculty (eligible for contractual release time) with sponsored and unsponsored research hours during the fall and spring terms divided by the number of new full-time professorial faculty. The denominator for this indicator is "Number of Full-time Faculty Eligible for Contractual Release Time". Chairs are included. Counselors and librarians, those in substitute titles, those on leave (all types, not just unpaid) and those with workload greater than 60 hours are excluded. Sponsored/Unsponsored research hours are credited to a faculty member's appointment college. *Based on fewer than 25 faculty members.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Indicator

Number of SEEK students in base of main indicator

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 600 | 589 | 671 | 778 | 728 |
| Brooklyn | 858 | 851 | 912 | 985 | 843 |
| City | 918 | 876 | 802 | 828 | 883 |
| Hunter | 622 | 542 | 528 | 527 | 526 |
| John Jay | --- | --- | --- | 1,181 | 1,089 |
| Lehman | 1,023 | 949 | 927 | 878 | 812 |
| Queens | 969 | 969 | 1,075 | 1,064 | 951 |
| York | 686 | 727 | 719 | 745 | 711 |
| Senior College Total | 5,676 | 5,503 | 5,634 | 6,986 | 6,543 |
| Comprehensive | | | | | |
| John Jay | 905 | 995 | 1,152 | --- | --- |
| Medgar Evers | 228 | 191 | 183 | 159 | 171 |
| NYCCT | 256 | 272 | 260 | 285 | 256 |
| Staten Island | 244 | 261 | 317 | 309 | 304 |
| Comprehensive College Total | 1,633 | 1,719 | 1,912 | 753 | 731 |
| University Total | 7,309 | 7,222 | 7,546 | 7,739 | 7,274 |

Note: The count of SEEK students includes those who completed at least one course for credit.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

New Indicator

Number of ESL students in base of main indicator

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Baruch | 1,245 | 1,196 | 1,358 | 1,487 | 1,353 |
| Brooklyn | 792 | 788 | 698 | 675 | 621 |
| City | 867 | 848 | 761 | 742 | 699 |
| Hunter | 390 | 381 | 388 | 420 | 462 |
| John Jay | --- | --- | --- | 201 | 224 |
| Lehman | 307 | 338 | 384 | 427 | 413 |
| Queens | 1,279 | 1,249 | 1,102 | 1,071 | 1,014 |
| York | 460 | 507 | 496 | 504 | 513 |
| Senior College Total | 5,340 | 5,307 | 5,187 | 5,527 | 5,299 |
| John Jay | 146 | 180 | 192 | --- | --- |
| Medgar Evers | 420 | 357 | 339 | 322 | 338 |
| NYCCT | 379 | 383 | 358 | 377 | 369 |
| Staten Island | 580 | 587 | 624 | 651 | 614 |
| Comprehensive College Total | 1,525 | 1,507 | 1,513 | 1,350 | 1,321 |
| School of Professional Studies | 13 | 15 | 22 | 23 | 19 |
| University Total | 6,878 | 6,829 | 6,722 | 6,900 | 6,639 |

Note: Reflects the percentage of credits earned of those attempted, withdrawals (W, WA, and WN grades) are excluded from the base.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

Percentage of associate degree students not proficient in reading upon initial testing who have met basic skills proficiency in reading by the 30th credit

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 86.6 | 92.0 | 95.0 | 88.7 | 100.0* |
| Medgar Evers | 82.2 | 82.2 | 87.0 | 88.4 | 83.2 |
| NYCCT | 94.5 | 94.5 | 96.6 | 94.3 | 96.4 |
| Staten Island | 93.8 | 92.9 | 94.2 | 93.8 | 95.7 |
| Comprehensive College Average | 90.5 | 91.0 | 93.9 | 92.2 | 93.3 |
| Community | | | | | |
| BMCC | 86.9 | 87.0 | 86.2 | 86.9 | 84.6 |
| Bronx | 81.0 | 81.8 | 81.4 | 81.2 | 80.2 |
| Hostos | 74.4 | 78.2 | 78.0 | 77.9 | 78.3 |
| Kingsborough | 76.8 | 77.0 | 76.3 | 73.1 | 80.4 |
| LaGuardia | 83.6 | 83.7 | 84.6 | 89.3 | 86.9 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 89.9 | 88.3 | 88.0 | 87.5 | 88.3 |
| Community College Average | 82.6 | 82.9 | 82.6 | 82.9 | 83.5 |
| University Average | 84.3 | 84.6 | 84.6 | 84.4 | 84.9 |

Note: This indicator is based on students who had earned between 25 and 35 credits by the start of the fall term and who were not initially proficient in reading. Basic skills proficiency is based on data available in the SKAT database and reflects status at the beginning of the term. Students whose proficiency status is unknown because one or more test/exemption records is missing are excluded from the base. For comprehensive colleges, the rates include students who entered at the associate level but were enrolled at the baccalaureate level at the time they were identified as having earned 25-35 credits.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

Percentage of associate degree students not proficient in writing upon initial testing who have met basic skills proficiency in writing by the 30th credit

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 84.6 | 91.4 | 92.0 | 93.8 | 100.0* |
| Medgar Evers | 87.6 | 82.9 | 86.9 | 86.2 | 83.1 |
| NYCCT | 94.5 | 94.1 | 95.1 | 93.9 | 96.7 |
| Staten Island | 93.3 | 92.5 | 93.8 | 93.6 | 89.3 |
| Comprehensive College Average | 91.1 | 91.1 | 92.9 | 92.1 | 91.5 |
| Community | | | | | |
| BMCC | 82.2 | 82.9 | 82.5 | 80.2 | 82.2 |
| Bronx | 85.3 | 83.1 | 84.6 | 82.4 | 84.4 |
| Hostos | 81.3 | 83.8 | 81.4 | 75.7 | 78.0 |
| Kingsborough | 77.2 | 72.6 | 67.7 | 67.8 | 73.4 |
| LaGuardia | 80.8 | 78.9 | 79.3 | 85.3 | 86.6 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 84.9 | 84.5 | 88.3 | 86.6 | 86.7 |
| Community College Average | 81.9 | 80.5 | 79.9 | 79.6 | 82.0 |
| University Average | 83.8 | 82.7 | 82.3 | 81.8 | 83.4 |

Note: This indicator is based on students who had earned between 25 and 35 credits by the start of the fall term and who were not initially proficient in writing. Basic skills proficiency is based on data available in the SKAT database and reflects status at the beginning of the term. Students whose proficiency status is unknown because one or more test/exemption records is missing are excluded from the base. For comprehensive colleges, the rates include students who entered at the associate level but were enrolled at the baccalaureate level at the time they were identified as having earned 25-35 credits.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.

Percentage of associate degree students not proficient in math upon initial testing who have met basic skills proficiency in math by the 30th credit

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 71.3 | 69.1 | 77.5 | 73.8 | 81.8* |
| Medgar Evers | 62.8 | 63.4 | 68.8 | 75.3 | 69.4 |
| NYCCT | 92.8 | 90.7 | 92.2 | 88.2 | 69.4 |
| Staten Island | 89.9 | 89.5 | 84.6 | 86.5 | 72.9 |
| Comprehensive College Average | 81.2 | 80.2 | 82.7 | 83.1 | 70.8 |
| Community | | | | | |
| BMCC | 65.9 | 58.8 | 60.3 | 57.4 | 59.9 |
| Bronx | 48.5 | 40.0 | 40.9 | 42.0 | 35.9 |
| Hostos | 69.9 | 69.5 | 61.6 | 65.1 | 57.1 |
| Kingsborough | 55.2 | 49.7 | 43.9 | 40.7 | 39.7 |
| LaGuardia | 66.5 | 61.5 | 61.3 | 61.4 | 56.1 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 62.6 | 59.8 | 60.3 | 61.1 | 54.7 |
| Community College Average | 60.7 | 55.5 | 54.1 | 53.5 | 50.7 |
| University Average | 65.7 | 61.5 | 60.6 | 59.4 | 54.5 |

Note: This indicator is based on students who had earned between 25 and 35 credits by the start of the fall term and who were not initially proficient in math. Basic skills proficiency is based on data available in the SKAT database (and the Performance file) and reflects status at the beginning of the term. Students whose proficiency status is unknown because one or more test/exemption records is missing are excluded from the base. Starting from fall 2011, students are considered math proficient if they passed the math test prior to the term or passed a last-in-sequence math course starting from spring 2011 (grade C or better). For comprehensive colleges, the rates include students who entered at the associate level but were enrolled at the baccalaureate level at the time they were identified as having earned 25-35 credits.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

New Indicator

Percentage of students withdrawing from freshman composition

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 7.0 | 5.2 | 9.2 | 6.3 | 7.7 |
| Brooklyn | 6.2 | 3.6 | 3.3 | 3.0 | 2.8 |
| City | 6.5 | 5.4 | 4.0 | 5.2 | 3.7 |
| Hunter | 5.4 | 6.1 | 6.6 | 5.7 | 7.0 |
| John Jay | --- | --- | --- | 10.7 | 7.9 |
| Lehman | 7.0 | 7.3 | 10.8 | 9.2 | 9.2 |
| Queens | 4.9 | 5.6 | 6.7 | 5.0 | 5.9 |
| York | 9.3 | 9.9 | 7.1 | 6.2 | 5.5 |
| Senior College Average | 6.5 | 6.0 | 6.8 | 6.7 | 6.4 |
| Comprehensive | | | | | |
| John Jay | 12.8 | 9.7 | 10.8 | --- | --- |
| Medgar Evers | 11.6 | 12.6 | 18.3 | 14.5 | 12.4 |
| NYCCT | 16.6 | 15.2 | 15.7 | 13.1 | 15.1 |
| Staten Island | 14.8 | 12.3 | 12.7 | 14.4 | 13.1 |
| Comprehensive College Average | 14.4 | 12.5 | 14.0 | 13.9 | 13.8 |
| Community | | | | | |
| BMCC | 16.5 | 16.9 | 18.5 | 17.0 | 15.0 |
| Bronx | 14.0 | 13.7 | 15.3 | 14.6 | 17.1 |
| Hostos | 13.7 | 16.9 | 21.6 | 16.0 | 19.9 |
| Kingsborough | 18.3 | 17.1 | 16.0 | 16.8 | 17.5 |
| LaGuardia | 13.9 | 12.7 | 13.9 | 11.2 | 15.3 |
| New Community College | --- | --- | --- | --- | 1.7 |
| Queensborough | 15.8 | 15.1 | 15.2 | 16.2 | 15.1 |
| Community College Average | 15.9 | 15.5 | 16.4 | 15.7 | 15.9 |
| University Average | 13.1 | 12.6 | 13.9 | 13.0 | 13.3 |

Note: Based on students enrolled in freshman composition in the fall of a given term. Students auditing a course are excluded.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

University Target: 3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

New Indicator

Percentage of students withdrawing from gateway mathematics

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 14.9 | 14.9 | 17.3 | 16.2 | 16.1 |
| Brooklyn | 18.8 | 17.6 | 20.2 | 15.6 | 18.6 |
| City | 10.1 | 12.1 | 11.5 | 12.7 | 13.6 |
| Hunter | 11.3 | 10.4 | 12.5 | 9.1 | 8.2 |
| John Jay | --- | --- | --- | 14.6 | 12.1 |
| Lehman | 14.3 | 13.4 | 19.5 | 16.2 | 13.8 |
| Queens | 13.7 | 12.6 | 15.1 | 15.0 | 12.9 |
| York | 13.5 | 8.6 | 17.0 | 10.3 | 10.1 |
| Senior College Average | 13.7 | 12.9 | 16.0 | 14.1 | 12.8 |
| Comprehensive | | | | | |
| John Jay | 15.2 | 10.8 | 16.9 | --- | --- |
| Medgar Evers | 11.0 | 10.8 | 13.1 | 11.4 | 11.0 |
| NYCCT | 19.2 | 17.4 | 19.7 | 21.6 | 17.3 |
| Staten Island | 19.1 | 15.6 | 18.5 | 19.0 | 18.3 |
| Comprehensive College Average | 17.1 | 14.3 | 17.8 | 19.0 | 16.6 |
| Community | | | | | |
| BMCC | 14.1 | 13.9 | 17.3 | 16.4 | 15.7 |
| Bronx | 12.5 | 24.7 | 24.7 | 19.4 | 22.2 |
| Hostos | 13.2 | 14.6 | 16.3 | 16.1 | 16.5 |
| Kingsborough | 17.5 | 14.2 | 12.4 | 11.5 | 11.8 |
| LaGuardia | 14.3 | 12.8 | 11.8 | 10.3 | 14.6 |
| New Community College | --- | --- | --- | --- | 5.6* |
| Queensborough | 21.7 | 22.0 | 25.3 | 20.7 | 19.2 |
| Community College Average | 16.0 | 16.5 | 18.1 | 15.8 | 15.9 |
| University Average | 15.9 | 14.7 | 17.5 | 16.1 | 15.1 |

Note: Based on students enrolled in gateway mathematics in the fall of a given term. Students auditing a course are excluded.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.2 Retention rates will increase progressively.

One-year Retention Rate (system rate): Percentage of full-time first-time freshmen in associate programs still enrolled in any CUNY college one year later

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2007</u> | <u>Entering</u> <u>Class of Fall</u> <u>2008</u> | <u>Entering</u> <u>Class of Fall</u> <u>2009</u> | <u>Entering</u> <u>Class of Fall</u> <u>2010</u> | <u>Entering</u> <u>Class of Fall</u> <u>2011</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 68.2 | 71.5 | 71.7 | --- | --- |
| Medgar Evers | 55.6 | 59.4 | 58.1 | 62.0 | 54.8 |
| NYCCT | 66.7 | 66.9 | 68.3 | 69.4 | 69.9 |
| Staten Island | 70.7 | 71.5 | 70.8 | 72.8 | 72.7 |
| Comprehensive College Average | 67.2 | 68.1 | 67.9 | 69.1 | 67.8 |
| Community | | | | | |
| BMCC | 63.4 | 63.3 | 67.0 | 65.2 | 66.0 |
| Bronx | 62.9 | 66.6 | 61.5 | 59.7 | 55.8 |
| Hostos | 62.9 | 58.4 | 64.2 | 65.0 | 65.2 |
| Kingsborough | 69.1 | 73.1 | 71.2 | 68.2 | 68.5 |
| LaGuardia | 66.8 | 67.4 | 70.0 | 69.4 | 66.2 |
| New Community College | --- | --- | --- | --- | -- |
| Queensborough | 72.2 | 73.5 | 72.9 | 73.9 | 70.4 |
| Community College Average | 66.5 | 67.5 | 68.7 | 67.5 | 66.2 |
| University Average | 66.8 | 67.7 | 68.4 | 67.9 | 66.6 |

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled at any CUNY college one year after entry. Prelude to Success students are excluded from the base.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years

Baccalaureate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2002</u> | <u>Entering</u> <u>Class of Fall</u> <u>2003</u> | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> |
|--------------------------------------|--|--|--|--|--|
| Senior | | | | | |
| Baruch | 57.6 | 60.3 | 60.5 | 63.3 | 62.6 |
| Brooklyn | 43.7 | 43.3 | 48.5 | 48.4 | 53.8 |
| City | 37.0 | 35.0 | 38.9 | 40.0 | 42.0 |
| Hunter | 41.9 | 43.7 | 46.2 | 45.9 | 45.7 |
| John Jay | --- | --- | --- | 39.4 | 43.1 |
| Lehman | 33.6 | 30.8 | 34.5 | 40.4 | 34.9 |
| Queens | 55.3 | 51.8 | 51.0 | 53.1 | 54.9 |
| York | 23.4 | 23.9 | 19.5 | 19.8 | 25.6 |
| Senior College Average | 44.8 | 44.5 | 45.7 | 46.2 | 47.6 |
| Comprehensive | | | | | |
| John Jay | 42.7 | 41.7 | 40.1 | --- | --- |
| Medgar Evers | 21.9 | 5.3* | 23.3 | 38.9* | 17 |
| NYCCT | 18.2 | 17.3 | 24.5 | 23.5 | 23.1 |
| Staten Island | 45.6 | 45.2 | 48.1 | 48.0 | 47.3 |
| Comprehensive College Average | 39.2 | 37.1 | 38.0 | 37.0 | 35.6 |
| University Average | 44.0 | 43.3 | 44.4 | 45.8 | 46.7 |

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years

Associate Programs

| | <u>Entering Class of Fall 2002</u> | <u>Entering Class of Fall 2003</u> | <u>Entering Class of Fall 2004</u> | <u>Entering Class of Fall 2005</u> | <u>Entering Class of Fall 2006</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 24.3 | 26.6 | 24.7 | 24.5 | 28.2 |
| Medgar Evers | 16.9 | 21.8 | 16.9 | 15.9 | 15.0 |
| NYCCT | 19.7 | 22.1 | 20.6 | 21.7 | 21.4 |
| Staten Island | 24.9 | 22.7 | 24.4 | 28.0 | 24.0 |
| Comprehensive College Average | 22.1 | 23.4 | 22.5 | 23.6 | 23.3 |
| Community | | | | | |
| BMCC | 23.7 | 22.9 | 21.6 | 22.7 | 25.4 |
| Bronx | 22.1 | 20.3 | 19.7 | 20.1 | 22.6 |
| Hostos | 18.9 | 22.5 | 23.9 | 22.8 | 26.3 |
| Kingsborough | 34.9 | 34.5 | 32.7 | 34.0 | 31.3 |
| LaGuardia | 24.8 | 24.7 | 25.6 | 26.0 | 26.8 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 26.1 | 25.1 | 24.0 | 25.2 | 25.3 |
| Community College Average | 26.0 | 25.3 | 24.7 | 25.5 | 26.4 |
| University Average | 24.6 | 24.6 | 23.9 | 24.8 | 25.2 |

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within six years is counted.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Six-year Graduation Rate (system rate): Percentage of full-time first-time freshmen in associate programs who graduated from any CUNY college within six years of entry

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2002</u> | <u>Entering</u> <u>Class of Fall</u> <u>2003</u> | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 28.9 | 30.8 | 29.6 | 29.7 | 34.8 |
| Medgar Evers | 20.0 | 24.9 | 21.6 | 18.9 | 19.3 |
| NYCCT | 26.0 | 29.8 | 28.6 | 31.3 | 30.3 |
| Staten Island | 30.5 | 27.9 | 31.4 | 33.9 | 30.5 |
| Comprehensive College Average | 27.5 | 28.9 | 29.0 | 30.2 | 30.5 |
| Community | | | | | |
| BMCC | 26.6 | 27.5 | 25.7 | 27.1 | 29.1 |
| Bronx | 23.7 | 22.7 | 22.2 | 22.1 | 24.6 |
| Hostos | 20.9 | 24.1 | 25.5 | 24.6 | 28.3 |
| Kingsborough | 38.8 | 38.7 | 36.3 | 37.1 | 34.4 |
| LaGuardia | 28.2 | 27.7 | 28.2 | 29.5 | 30.0 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 30.7 | 28.8 | 28.1 | 30.6 | 30.4 |
| Community College Average | 29.2 | 28.9 | 28.0 | 29.3 | 29.8 |
| University Average | 28.6 | 28.9 | 28.4 | 29.6 | 30.1 |

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from any CUNY college. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within six years is counted.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

University Target: 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

Percentage of full-time first-time freshmen in associate programs who transferred outside of CUNY within six years of entry without having earned a degree from the college of entry

Associate Programs

| | <u>Entering</u> <u>Class of Fall</u> <u>2002</u> | <u>Entering</u> <u>Class of Fall</u> <u>2003</u> | <u>Entering</u> <u>Class of Fall</u> <u>2004</u> | <u>Entering</u> <u>Class of Fall</u> <u>2005</u> | <u>Entering</u> <u>Class of Fall</u> <u>2006</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 12.7 | 15.8 | 13.1 | 11.6 | 13.8 |
| Medgar Evers | 14.6 | 11.9 | 14.6 | 10.2 | 14.7 |
| NYCCT | 12.7 | 10.9 | 10.1 | 8.5 | 11.2 |
| Staten Island | 14.5 | 12.5 | 12.0 | 10.2 | 11.0 |
| Comprehensive College Average | 13.4 | 12.8 | 11.9 | 10.0 | 12.2 |
| Community | | | | | |
| BMCC | 14.2 | 12.5 | 13.9 | 10.7 | 14.1 |
| Bronx | 13.2 | 13.1 | 13.4 | 11.3 | 14.6 |
| Hostos | 11.9 | 8.7 | 9.7 | 11.1 | 11.6 |
| Kingsborough | 10.4 | 10.6 | 9.9 | 7.9 | 11.0 |
| LaGuardia | 10.1 | 11.1 | 10.1 | 8.5 | 9.9 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 14.2 | 14.2 | 11.8 | 12.7 | 14.3 |
| Community College Average | 12.5 | 12.1 | 11.8 | 10.3 | 12.7 |
| University Average | 12.8 | 12.3 | 11.8 | 10.2 | 12.5 |

Note: Figures are based on a match to data from the National Student Clearinghouse student tracker database.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Number taking a Content Specialty Test (CST)

| | <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Brooklyn | 402 | 433 | 451 | 407 | 529 |
| City | 330 | 425 | 251 | 321 | 312 |
| Hunter | 451 | 416 | 530 | 641 | 556 |
| Lehman | 434 | 412 | 400 | 354 | 326 |
| Queens | 837 | 945 | 829 | 690 | 639 |
| York | 22 | 27 | 23 | 34 | 52 |
| Senior College Total | 2,476 | 2,658 | 2,484 | 2,447 | 2,414 |
| Comprehensive | | | | | |
| Medgar Evers | 22 | 28 | 28 | 23 | 16 |
| NYCCT | 2 | 9 | 5 | 4 | 4 |
| Staten Island | 240 | 254 | 218 | 283 | 285 |
| Comprehensive College Total | 264 | 291 | 251 | 310 | 305 |
| University Total | 2,740 | 2,949 | 2,735 | 2,757 | 2,719 |

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Number taking the NCLEX exam

| | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Senior | | | | | |
| Hunter | 74 | 102 | 101 | 99 | 122 |
| Lehman | 96 | 65 | 41 | 80 | 59 |
| Senior College Total | 170 | 167 | 142 | 179 | 181 |
| Comprehensive | | | | | |
| Medgar Evers | 14 | 27 | 35 | 46 | 48 |
| NYCCT | 107 | 106 | 83 | 94 | 103 |
| Staten Island | 152 | 124 | 98 | 141 | 145 |
| Comprehensive College Total | 273 | 257 | 216 | 281 | 296 |
| Community | | | | | |
| BMCC | 205 | 173 | 162 | 184 | 178 |
| Bronx | 50 | 59 | 32 | 39 | 50 |
| Hostos | 26 | 37 | 57 | 47 | 50 |
| Kingsborough | 119 | 132 | 132 | 155 | 158 |
| LaGuardia | 129 | 126 | 134 | 169 | 139 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 142 | 133 | 129 | 132 | 123 |
| Community College Total | 671 | 660 | 646 | 726 | 698 |
| University Total | 1,114 | 1,084 | 1,004 | 1,186 | 1,175 |

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Number of graduates from programs leading to the RN license

| | <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Senior | | | | | |
| Hunter | 76 | 102 | 89 | 98 | 96 |
| Lehman | 105 | 67 | 34 | 77 | 89 |
| Senior College Total | 181 | 169 | 123 | 175 | 185 |
| Comprehensive | | | | | |
| Medgar Evers | 14 | 28 | 34 | 48 | 48 |
| NYCCT | 108 | 107 | 80 | 95 | 105 |
| Staten Island | 151 | 127 | 101 | 143 | 146 |
| Comprehensive College Total | 273 | 262 | 215 | 286 | 299 |
| Community | | | | | |
| BMCC | 211 | 175 | 169 | 187 | 176 |
| Bronx | 44 | 55 | 35 | 40 | 53 |
| Hostos | 31 | 39 | 58 | 39 | 54 |
| Kingsborough | 120 | 138 | 131 | 159 | 164 |
| LaGuardia | 125 | 132 | 143 | 171 | 141 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 139 | 137 | 132 | 136 | 122 |
| Community College Total | 670 | 676 | 668 | 732 | 710 |
| University Total | 1,124 | 1,107 | 1,006 | 1,193 | 1,194 |

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

Number of graduates from baccalaureate-level nursing programs for licensed nurses

| | <u>2007-08</u> <u>Graduates</u> | <u>2008-09</u> <u>Graduates</u> | <u>2009-10</u> <u>Graduates</u> | <u>2010-11</u> <u>Graduates</u> | <u>2011-12</u> <u>Graduates</u> |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Senior | | | | | |
| Hunter | 38 | 34 | 60 | 77 | 96 |
| Lehman | 48 | 79 | 104 | 98 | 142 |
| York | 24 | 26 | 34 | 34 | 37 |
| Senior College Total | 110 | 139 | 198 | 209 | 275 |
| Comprehensive | | | | | |
| Medgar Evers | 33 | 22 | 31 | 43 | 33 |
| NYCCT | 15 | 15 | 45 | 81 | 75 |
| Staten Island | 36 | 40 | 37 | 42 | 67 |
| Comprehensive College Total | 84 | 77 | 113 | 166 | 175 |
| University Total | 194 | 216 | 311 | 375 | 450 |

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.2 Job and education rates for graduates will increase.

Six-month job placement rate in career and technical education programs

| | <u>2006-07</u> <u>Graduates</u> | <u>2007-08</u> <u>Graduates</u> | <u>2008-09</u> <u>Graduates</u> | <u>2009-10</u> <u>Graduates</u> | <u>2010-11</u> <u>Graduates</u> |
|--------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Comprehensive | | | | | |
| John Jay | 90.2 | 93.9 | 69.6 | 65.8 | 79.5 |
| Medgar Evers | 86.0 | 86.7 | 72.3 | 75.0 | 72.7 |
| NYCCT | 93.2 | 87.3 | 78.7 | 69.5 | 65.0 |
| Staten Island | 84.1 | 92.8 | 70.8 | 68.2 | 79.2 |
| Comprehensive College Average | 89.5 | 89.3 | 74.8 | 69.9 | 70.5 |
| Community | | | | | |
| BMCC | 84.6 | 82.1 | 76.3 | 77.2 | 70.7 |
| Bronx | 89.3 | 79.1 | 76.5 | 74.7 | 71.0 |
| Hostos | 94.7 | 88.9 | 75.3 | 77.3 | 70.0 |
| Kingsborough | 87.2 | 82.6 | 71.0 | 70.7 | 69.0 |
| LaGuardia | 88.9 | 88.5 | 75.4 | 69.6 | 71.7 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 88.3 | 79.9 | 74.0 | 66.0 | 70.0 |
| Community College Average | 88.2 | 83.1 | 74.9 | 72.8 | 70.5 |
| University Average | 88.4 | 84.4 | 74.9 | 72.3 | 70.5 |

Note: Based on responses to a survey of certificate and associate graduates. Graduates were asked to report on their employment status six months after graduation. Figures reflect the percentage of respondents who reported being employed, working in an apprenticeship, or being in the military six months after graduation.

University Performance Management Process

2012-13 Year-End Report

Goal: Improve Student Success

Objective 5: Improve post-graduate outcomes

University Target: 5.2 Job and education rates for graduates will increase.

Six-month education placement rate in career and technical education programs

| | <u>2006-07</u> <u>Graduates</u> | <u>2007-08</u> <u>Graduates</u> | <u>2008-09</u> <u>Graduates</u> | <u>2009-10</u> <u>Graduates</u> | <u>2010-11</u> <u>Graduates</u> |
|--------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Comprehensive | | | | | |
| John Jay | 65.9 | 65.4 | 68.4 | 71.4 | 75.0 |
| Medgar Evers | 63.9 | 63.3 | 76.1 | 61.4 | 69.9 |
| NYCCT | 58.1 | 51.5 | 62.3 | 66.9 | 78.2 |
| Staten Island | 38.5 | 46.8 | 38.5* | 77.8 | 82.0 |
| Comprehensive College Average | 56.2 | 53.6 | 62.5 | 68.1 | 76.5 |
| Community | | | | | |
| BMCC | 61.0 | 62.8 | 66.8 | 74.4 | 72.8 |
| Bronx | 53.2 | 51.2 | 52.4 | 59.8 | 63.5 |
| Hostos | 51.3 | 42.2 | 61.8 | 65.4 | 63.5 |
| Kingsborough | 55.9 | 62.8 | 70.1 | 69.8 | 74.3 |
| LaGuardia | 62.2 | 57.0 | 56.5 | 63.4 | 70.1 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 58.9 | 60.0 | 46.3 | 69.0 | 70.2 |
| Community College Average | 57.8 | 57.6 | 58.0 | 66.9 | 69.5 |
| University Average | 57.5 | 56.8 | 58.8 | 67.1 | 71.0 |

Note: Based on responses to a survey of certificate and associate graduates. Graduates were asked to report on their education status six months after graduation. Figures reflect the percentage of respondents who reported being enrolled for additional education or training six months after graduation, regardless of employment status.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

First-time Freshmen

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 1,512 | 1,442 | 1,260 | 1,311 | 1,185 |
| Brooklyn | 1,358 | 977 | 1,157 | 1,153 | 1,148 |
| City | 1,776 | 1,773 | 1,389 | 1,517 | 1,397 |
| Hunter | 2,042 | 2,028 | 1,788 | 2,177 | 1,971 |
| John Jay | --- | --- | --- | 1,766 | 1,908 |
| Lehman | 1,001 | 773 | 641 | 626 | 551 |
| Queens | 1,675 | 1,712 | 1,491 | 1,444 | 1,449 |
| York | 1,057 | 1,045 | 1,103 | 955 | 1,111 |
| Senior College Total | 10,421 | 9,750 | 8,829 | 10,949 | 10,720 |
| Comprehensive | | | | | |
| John Jay | 2,442 | 2,872 | 2,015 | --- | --- |
| Medgar Evers | 1,048 | 1,378 | 1,188 | 1,201 | 1,045 |
| NYCCT | 3,158 | 3,251 | 2,930 | 3,127 | 2,861 |
| Staten Island | 2,515 | 2,688 | 2,342 | 2,458 | 2,556 |
| Comprehensive College Total | 9,163 | 10,189 | 8,475 | 6,786 | 6,462 |
| Community | | | | | |
| BMCC | 4,949 | 4,301 | 5,176 | 6,270 | 6,056 |
| Bronx | 1,568 | 2,056 | 1,911 | 2,083 | 1,757 |
| Hostos | 905 | 1,178 | 1,073 | 1,230 | 927 |
| Kingsborough | 2,386 | 3,111 | 2,933 | 2,702 | 2,722 |
| LaGuardia | 2,613 | 2,871 | 3,205 | 3,175 | 3,348 |
| New Community College | --- | --- | --- | --- | 289 |
| Queensborough | 2,849 | 3,705 | 3,209 | 3,934 | 3,335 |
| Community College Total | 15,270 | 17,222 | 17,507 | 19,394 | 18,434 |
| University Total | 34,872 | 37,241 | 34,829 | 37,129 | 35,616 |

Note: The university total includes 18 first-time freshmen enrolled in the School of Professional Studies in fall 2008, 80 in fall 2009 and 18 in fall 2010.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Transfers

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 1,254 | 1,260 | 1,595 | 2,100 | 1,451 |
| Brooklyn | 1,699 | 1,759 | 1,449 | 1,713 | 1,679 |
| City | 1,212 | 1,517 | 970 | 1,350 | 1,398 |
| Hunter | 1,470 | 1,540 | 1,663 | 1,741 | 1,906 |
| John Jay | --- | --- | --- | 1,371 | 1,621 |
| Lehman | 1,209 | 1,255 | 1,169 | 1,520 | 1,259 |
| Queens | 2,081 | 2,305 | 1,896 | 2,156 | 2,205 |
| York | 697 | 833 | 633 | 988 | 894 |
| Senior College Total | 9,622 | 10,469 | 9,375 | 12,939 | 12,413 |
| Comprehensive | | | | | |
| John Jay | 1,207 | 1,193 | 1,167 | --- | --- |
| Medgar Evers | 643 | 779 | 389 | 618 | 571 |
| NYCCT | 1,093 | 1,045 | 1,055 | 1,123 | 1,245 |
| Staten Island | 1,653 | 1,489 | 1,537 | 1,384 | 1,329 |
| Comprehensive College Total | 4,596 | 4,506 | 4,148 | 3,125 | 3,145 |
| Community | | | | | |
| BMCC | 1,956 | 1,013 | 621 | 1,242 | 889 |
| Bronx | 694 | 975 | 586 | 1,181 | 949 |
| Hostos | 492 | 620 | 374 | 600 | 299 |
| Kingsborough | 1,558 | 2,129 | 1,563 | 1,720 | 1,465 |
| LaGuardia | 1,416 | 1,473 | 1,062 | 1,631 | 1,484 |
| New Community College | --- | --- | --- | --- | 0 |
| Queensborough | 853 | 1,102 | 610 | 1,125 | 734 |
| Community College Total | 6,969 | 7,312 | 4,816 | 7,499 | 5,820 |
| Graduate | | | | | |
| School of Professional Studies | 274 | 243 | 330 | 301 | 305 |
| University Total | 21,461 | 22,530 | 18,669 | 23,864 | 21,683 |

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

New Graduates

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 1,159 | 1,245 | 1,229 | 1,214 | 1,058 |
| Brooklyn | 1,174 | 1,249 | 1,155 | 996 | 1,072 |
| City | 885 | 838 | 806 | 757 | 753 |
| Hunter | 1,092 | 1,406 | 1,548 | 1,555 | 1,608 |
| John Jay | --- | --- | --- | 550 | 496 |
| Lehman | 641 | 613 | 624 | 653 | 601 |
| Queens | 1,278 | 1,437 | 1,440 | 1,232 | 1,072 |
| Senior College Total | 6,229 | 6,788 | 6,802 | 6,957 | 6,660 |
| Comprehensive | | | | | |
| John Jay | 573 | 582 | 495 | --- | --- |
| Staten Island | 211 | 302 | 309 | 271 | 272 |
| Comprehensive College Total | 784 | 884 | 804 | 271 | 272 |
| Graduate | | | | | |
| Graduate School | 655 | 698 | 721 | 751 | 704 |
| School of Journalism | 64 | 83 | 90 | 90 | 96 |
| School of Professional Studies | 129 | 210 | 264 | 252 | 265 |
| Law School | 130 | 161 | 164 | 174 | 125 |
| University Total | 7,991 | 8,824 | 8,845 | 8,495 | 8,122 |

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL students

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 1156 | 1183 | 1218 | 1210 | 1230 |
| Brooklyn | 1053 | 1106 | 1113 | 1134 | 1111 |
| City | 1032 | 1049 | 1076 | 1083 | 1121 |
| Hunter | 1106 | 1138 | 1155 | 1151 | 1172 |
| John Jay | --- | --- | --- | 954 | 956 |
| Lehman | 925 | 989 | 1017 | 1011 | 1030 |
| Queens | 1067 | 1089 | 1117 | 1116 | 1,106 |
| York | 867 | 901 | 908 | 903 | 909 |
| Senior College Average | 1055 | 1087 | 1103 | 1086 | 1090 |
| Comprehensive | | | | | |
| John Jay | 944 | 943 | 942 | --- | -- |
| Medgar Evers | 875 | 889 | 856 | 849 | 837* |
| NYCCT | 909 | 906 | 928 | 958 | 945 |
| Staten Island | 1009 | 1007 | 1010 | 1013 | 1003 |
| Comprehensive College Average | 957 | 959 | 958 | 999 | 990 |
| University Average | 1037 | 1060 | 1066 | 1078 | 1080 |

Note: Based on recent graduates of domestic high schools. ESL students are identified as students whose first basic skills essay test was flagged as ESL. In fall 2011 freshmen who were admitted and enrolled in Students of Promise (SOP) at Brooklyn and Hunter were excluded. As of fall 2012 SOP students are included in averages for colleges who enroll these students.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Number of transfers from CUNY AA/AS programs

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 373 | 412 | 495 | 616 | 489 |
| Brooklyn | 501 | 516 | 470 | 568 | 541 |
| City | 355 | 403 | 343 | 475 | 500 |
| Hunter | 349 | 369 | 391 | 474 | 527 |
| John Jay | --- | --- | --- | 526 | 576 |
| Lehman | 312 | 305 | 317 | 381 | 253 |
| Queens | 492 | 615 | 535 | 484 | 629 |
| York | 178 | 210 | 200 | 293 | 250 |
| Senior College Total | 2,560 | 2,830 | 2,751 | 3,817 | 3,765 |
| Comprehensive | | | | | |
| John Jay | 337 | 338 | 500 | --- | -- |
| Medgar Evers | 56 | 42 | 30 | 36 | 51 |
| NYCCT | 69 | 62 | 96 | 109 | 144 |
| Staten Island | 538 | 584 | 643 | 365 | 421 |
| Comprehensive College Total | 1,000 | 1,026 | 1,269 | 510 | 616 |
| University Total | 3,560 | 3,856 | 4,020 | 4,327 | 4,381 |

Note: Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in an associate program (whether or not they transferred with an associate degree).

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Number of transfers from CUNY AAS programs

Baccalaureate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 168 | 183 | 218 | 218 | 148 |
| Brooklyn | 201 | 247 | 183 | 243 | 218 |
| City | 72 | 111 | 102 | 84 | 104 |
| Hunter | 97 | 92 | 127 | 95 | 123 |
| John Jay | --- | --- | --- | 79 | 76 |
| Lehman | 142 | 138 | 146 | 218 | 146 |
| Queens | 129 | 157 | 116 | 146 | 124 |
| York | 51 | 79 | 58 | 76 | 68 |
| Senior College Total | 860 | 1,007 | 950 | 1,159 | 1007 |
| Comprehensive | | | | | |
| John Jay | 66 | 86 | 75 | --- | --- |
| Medgar Evers | 25 | 20 | 10 | 18 | 19 |
| NYCCT | 100 | 110 | 118 | 134 | 155 |
| Staten Island | 399 | 252 | 352 | 342 | 246 |
| Comprehensive College Total | 590 | 468 | 555 | 494 | 420 |
| University Total | 1,450 | 1,475 | 1,505 | 1,653 | 1427 |

Note: Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in an associate program (whether or not they transferred with an associate degree).

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Percentage of AA/AS recipients who transferred to a CUNY baccalaureate program

Associate Programs

| | <u>2007-08</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2008-09</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2009-10</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2010-11</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2011-12</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| John Jay | 62.9 | 58.7 | 65.9 | 61.2 | 61.1 |
| Medgar Evers | 54.5 | 59.1 | 62.5 | 59.8 | 63.2 |
| NYCCT | 41.0 | 47.3 | 51.8 | 56.3 | 47.5 |
| Staten Island | 56.4 | 60.2 | 66.8 | 64.3 | 64.7 |
| Comprehensive College Average | 55.7 | 58.2 | 63.6 | 61.0 | 60.7 |
| Community | | | | | |
| BMCC | 47.5 | 51.2 | 51.0 | 47.7 | 50.5 |
| Bronx | 45.9 | 49.2 | 50.3 | 50.1 | 46.3 |
| Hostos | 41.6 | 46.3 | 46.3 | 54.5 | 52.6 |
| Kingsborough | 48.5 | 45.8 | 46.4 | 47.8 | 53.3 |
| LaGuardia | 47.5 | 50.7 | 50.1 | 49.5 | 49.9 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 56.5 | 58.0 | 57.4 | 54.9 | 54.4 |
| Community College Average | 48.8 | 50.5 | 50.6 | 49.7 | 51.2 |
| University Average | 50.1 | 51.8 | 52.7 | 51.3 | 52.3 |

Note: Transfers are those who enrolled in a baccalaureate program in the fall following graduation. For example, to be counted as a transfer, a 2011-12 graduate must enroll in a baccalaureate program in fall 2012.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Percentage of AAS recipients who transferred to a CUNY baccalaureate program

Associate Programs

| | <u>2007-08</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2008-09</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2009-10</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2010-11</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> | <u>2011-12</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u> |
|--------------------------------------|--|--|--|--|--|
| Comprehensive | | | | | |
| Medgar Evers | 56.5* | 43.8 | 34.0 | 13.6 | 40.0 |
| NYCCT | 39.4 | 44.0 | 44.5 | 49.4 | 51.7 |
| Staten Island | 49.0 | 49.1 | 54.2 | 60.6 | 62.5 |
| Comprehensive College Average | 42.6 | 45.2 | 45.9 | 50.0 | 53.4 |
| Community | | | | | |
| BMCC | 25.4 | 30.5 | 35.5 | 30.0 | 31.7 |
| Bronx | 23.8 | 25.0 | 24.9 | 32.2 | 27.7 |
| Hostos | 19.4 | 26.5 | 29.8 | 31.6 | 33.2 |
| Kingsborough | 32.5 | 35.5 | 36.8 | 37.2 | 39.2 |
| LaGuardia | 25.5 | 28.6 | 23.8 | 32.1 | 22.9 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 20.6 | 21.5 | 23.6 | 27.1 | 26.7 |
| Community College Average | 26.0 | 29.4 | 30.3 | 32.1 | 30.6 |
| University Average | 30.5 | 33.4 | 34.1 | 36.7 | 36.5 |

Note: Transfers are those who enrolled in a baccalaureate program in the fall following graduation. For example, to be counted as a transfer, a 2011-12 graduate must enroll in a baccalaureate program in fall 2012.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Average first term GPA of transfers from AA/AS programs

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| John Jay | 2.40 | 2.55 | 2.52 | 2.45 | 2.52 |
| Medgar Evers | 1.97 | 2.14* | 2.35 | 2.57 | 2.32 |
| NYCCT | 2.43* | 2.12* | 2.86 | 2.60 | 2.74 |
| Staten Island | 2.52 | 2.47 | 2.54 | 2.49 | 2.56 |
| Comprehensive College Average | 2.46 | 2.47 | 2.54 | 2.52 | 2.55 |
| Community | | | | | |
| BMCC | 2.61 | 2.62 | 2.70 | 2.62 | 2.68 |
| Bronx | 2.73 | 2.66 | 2.72 | 2.73 | 2.85 |
| Hostos | 2.48 | 2.55 | 2.61 | 2.60 | 2.45 |
| Kingsborough | 2.59 | 2.64 | 2.69 | 2.62 | 2.63 |
| LaGuardia | 2.70 | 2.72 | 2.64 | 2.68 | 2.74 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 2.55 | 2.49 | 2.59 | 2.63 | 2.68 |
| Community College Average | 2.61 | 2.61 | 2.66 | 2.64 | 2.69 |
| University Average | 2.58 | 2.58 | 2.63 | 2.62 | 2.67 |

Note: Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in an associate program (whether or not they transferred with an associate degree).

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

Average first term GPA of transfers from AAS programs

Associate Programs

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Comprehensive | | | | | |
| Medgar Evers | 2.67* | 3.41* | 3.02* | 3.10* | 1.76* |
| NYCCT | 2.49 | 2.51 | 2.54 | 2.70 | 2.51 |
| Staten Island | 2.60 | 2.62 | 2.64 | 2.73 | 2.81 |
| Comprehensive College Average | 2.59 | 2.61 | 2.63 | 2.73 | 2.71 |
| Community | | | | | |
| BMCC | 2.78 | 2.79 | 2.69 | 2.61 | 2.76 |
| Bronx | 2.76 | 2.79 | 2.85 | 2.88 | 2.76 |
| Hostos | 2.81 | 2.77 | 2.95 | 2.69 | 2.93 |
| Kingsborough | 2.56 | 2.54 | 2.75 | 2.63 | 2.43 |
| LaGuardia | 2.74 | 2.68 | 2.72 | 2.77 | 2.90 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 2.53 | 2.57 | 2.60 | 2.69 | 2.73 |
| Community College Average | 2.69 | 2.67 | 2.74 | 2.69 | 2.69 |
| University Average | 2.66 | 2.66 | 2.71 | 2.70 | 2.70 |

Note: Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in an associate program (whether or not they transferred with an associate degree).

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

One-year (Fall-to-Fall) retention rate of AA/AS transfers to baccalaureate programs

Associate Programs

| | <u>Fall 2007 Transfers</u> | <u>Fall 2008 Transfers</u> | <u>Fall 2009 Transfers</u> | <u>Fall 2010 Transfers</u> | <u>Fall 2011 Transfers</u> |
|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Comprehensive | | | | | |
| John Jay | 82.5 | 81.7 | 86.9 | 81.5 | 81.1 |
| Medgar Evers | 88.9 | 78.6 | 58.8* | 76.3 | 79.0 |
| NYCCT | 73.3 | 79.2* | 78.9* | 89.7 | 89.1 |
| Staten Island | 80.2 | 76.3 | 71.5 | 72.2 | 75.7 |
| Comprehensive College Average | 80.7 | 78.0 | 75.2 | 75.3 | 78.6 |
| Community | | | | | |
| BMCC | 76.8 | 79.2 | 78.3 | 82.7 | 78.7 |
| Bronx | 76.6 | 81.3 | 79.4 | 82.0 | 75.9 |
| Hostos | 71.9 | 64.8 | 75.0 | 78.9 | 79.2 |
| Kingsborough | 73.4 | 75.7 | 79.0 | 80.2 | 80.4 |
| LaGuardia | 80.2 | 79.7 | 82.9 | 79.8 | 82.6 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 77.9 | 79.1 | 82.8 | 82.2 | 84.5 |
| Community College Average | 76.8 | 78.3 | 80.2 | 81.4 | 80.6 |
| University Average | 77.6 | 78.2 | 79.1 | 79.9 | 80.3 |

Note: Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in an associate program (whether or not they transferred with an associate degree). Retention rates are the percentage of students who are still enrolled at the baccalaureate receiving college in the subsequent fall term and have not yet earned the degree pursued.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

One-year (Fall-to-Fall) retention rate of AAS transfers to baccalaureate programs

Associate Programs

| | <u>Fall 2007 Transfers</u> | <u>Fall 2008 Transfers</u> | <u>Fall 2009 Transfers</u> | <u>Fall 2010 Transfers</u> | <u>Fall 2011 Transfers</u> |
|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Comprehensive | | | | | |
| Medgar Evers | 41.7* | 60.0* | 50.0* | 100.0* | 85.7* |
| NYCCT | 72.2 | 76.9 | 89.7 | 73.4 | 80.6 |
| Staten Island | 79.9 | 81.4 | 78.2 | 71.5 | 77.1 |
| Comprehensive College Average | 76.3 | 80.7 | 79.8 | 72.2 | 77.8 |
| Community | | | | | |
| BMCC | 77.4 | 77.5 | 79.3 | 80.4 | 77.8 |
| Bronx | 73.5 | 72.2 | 79.3 | 77.5 | 76.3 |
| Hostos | 64.3 | 76.5 | 73.2 | 73.6 | 72.8 |
| Kingsborough | 72.5 | 80.3 | 80.9 | 85.9 | 78.6 |
| LaGuardia | 77.8 | 81.3 | 71.6 | 84.5 | 74.6 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | 73.7 | 76.5 | 74.3 | 77.8 | 75.0 |
| Community College Average | 74.5 | 78.2 | 77.1 | 81.3 | 76.5 |
| University Average | 74.9 | 79.0 | 77.7 | 78.8 | 76.8 |

Note: Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in an associate program (whether or not they transferred with an associate degree). Retention rates are the percentage of students who are still enrolled at the baccalaureate receiving college in the subsequent fall term and have not yet earned the degree pursued.

*Based on fewer than 25 students.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission.

Total College Now enrollment (high school and college credit courses)

| | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> <u>(estimated)</u> |
|------------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| Senior | | | | | |
| Baruch | 694 | 903 | 791 | 770 | 698 |
| Brooklyn | 759 | 876 | 984 | 952 | 887 |
| City | 852 | 529 | 419 | 404 | 496 |
| Hunter | 902 | 863 | 765 | 708 | 679 |
| John Jay | --- | --- | --- | 839 | 937 |
| Lehman | 1,162 | 1,233 | 1,356 | 1,505 | 1,500 |
| Queens | 1,070 | 1,073 | 1,038 | 1,039 | 1,018 |
| York | 2,000 | 2,015 | 1,867 | 1,751 | 1,421 |
| Senior College Total | 7,439 | 7,492 | 7,220 | 7,968 | 7,636 |
| Comprehensive | | | | | |
| John Jay | 789 | 953 | 693 | --- | --- |
| Medgar Evers | 658 | 598 | 489 | 272 | 302 |
| NYCCT | 956 | 941 | 957 | 817 | 655 |
| Staten Island | 465 | 705 | 865 | 940 | 904 |
| Comprehensive College Total | 2,868 | 3,197 | 3,004 | 2,029 | 1,861 |
| Community | | | | | |
| BMCC | 546 | 723 | 781 | 923 | 599 |
| Bronx | 513 | 747 | 847 | 992 | 1,132 |
| Hostos | 1,332 | 1,370 | 1,126 | 1,151 | 1,218 |
| Kingsborough | 9,383 | 9,453 | 9,348 | 9,961 | 8,455 |
| LaGuardia | 2,719 | 3,139 | 3,034 | 3,341 | 3,770 |
| New Community College | --- | --- | --- | --- | NA |
| Queensborough | 2,391 | 2,419 | 2,324 | 2,165 | 2,263 |
| Community College Total | 16,884 | 17,851 | 17,460 | 18,533 | 17,437 |
| University Total | 27,191 | 28,540 | 27,684 | 28,530 | 26,934 |

Note: College Now enrollment data are from the registration database maintained by the Office of Academic Affairs. Last year's figures have been revised to reflect final data. For the current year, enrollments are not final at this time. Final data for the current year will be provided in next year's report.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission.

College Now enrollment in college credit courses

| | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> <u>(estimated)</u> |
|------------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| Senior | | | | | |
| Baruch | 453 | 485 | 392 | 521 | 523 |
| Brooklyn | 268 | 272 | 313 | 327 | 344 |
| City | 742 | 469 | 358 | 379 | 496 |
| Hunter | 700 | 689 | 707 | 679 | 679 |
| John Jay | --- | --- | --- | 626 | 764 |
| Lehman | 1,098 | 1,112 | 1,248 | 1,456 | 1,405 |
| Queens | 631 | 604 | 611 | 693 | 690 |
| York | 1,785 | 1,775 | 1,631 | 1,623 | 1,361 |
| Senior College Total | 5,677 | 5,406 | 5,260 | 6,304 | 6,262 |
| Comprehensive | | | | | |
| John Jay | 532 | 652 | 533 | --- | --- |
| Medgar Evers | 365 | 457 | 489 | 256 | 272 |
| NYCCT | 651 | 706 | 722 | 672 | 569 |
| Staten Island | 427 | 565 | 705 | 717 | 745 |
| Comprehensive College Total | 1,975 | 2,380 | 2,449 | 1,645 | 1,586 |
| Community | | | | | |
| BMCC | 508 | 529 | 615 | 761 | 479 |
| Bronx | 309 | 370 | 587 | 553 | 616 |
| Hostos | 1,074 | 858 | 844 | 924 | 1,008 |
| Kingsborough | 9,232 | 7,906 | 7,972 | 8,462 | 6,957 |
| LaGuardia | 2,419 | 2,063 | 2,144 | 2,661 | 3,040 |
| New Community College | --- | --- | --- | --- | NA |
| Queensborough | 1,883 | 1,602 | 1,444 | 1,422 | 1,549 |
| Community College Total | 15,425 | 13,328 | 13,606 | 14,783 | 13,649 |
| University Total | 23,077 | 21,114 | 21,315 | 22,732 | 21,497 |

Note: College Now enrollment data are from the registration database maintained by the Office of Academic Affairs. Last year's figures have been revised to reflect final data. For the current year, enrollments are not final at this time. Final data for the current year will be provided in next year's report.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission.

Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses

| | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>Summer & Fall 2012</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|-------------------------------|
| Senior | | | | | |
| Baruch | 94 | 95 | 95 | 92 | 91 |
| Brooklyn | 81 | 82 | 84 | 87 | 84 |
| City | 87 | 77 | 74 | 87 | 83 |
| Hunter | 92 | 87 | 90 | 90 | 91 |
| John Jay | --- | --- | --- | 94 | 93 |
| Lehman | 95 | 94 | 94 | 94 | 95 |
| Queens | 83 | 87 | 90 | 92 | 96 |
| York | 90 | 88 | 88 | 87 | 84 |
| Senior College Average | 89 | 88 | 89 | 90 | 90 |
| Comprehensive | | | | | |
| John Jay | 83 | 91 | 94 | --- | --- |
| Medgar Evers | 89 | 78 | 85 | 81 | 82 |
| NYCCT | 66 | 70 | 80 | 80 | 87 |
| Staten Island | 88 | 93 | 94 | 94 | 97 |
| Comprehensive College Average | 79 | 83 | 88 | 87 | 93 |
| Community | | | | | |
| BMCC | 76 | 82 | 86 | 79 | 92 |
| Bronx | 88 | 80 | 83 | 82 | 83 |
| Hostos | 88 | 82 | 85 | 82 | 85 |
| Kingsborough | 93 | 94 | 93 | 93 | 94 |
| LaGuardia | 83 | 83 | 85 | 86 | 84 |
| New Community College | --- | --- | --- | --- | NA |
| Queensborough | 90 | 95 | 93 | 94 | 99 |
| Community College Average | 90 | 90 | 90 | 90 | 91 |
| University Average | 88 | 89 | 90 | 90 | 91 |

Note: College Now success rates are based on data in the registration database maintained by the Office of Academic Affairs. Students who withdrew from a College Now college credit course are excluded from the computation of this indicator. Last year's figures have been revised to reflect final data. For the current year, spring performance data are not yet available so current year success rates are based on summer and fall only. Final data for the current year will be provided in next year's report.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target: 7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission.

Percentage of College Now participants with previous enrollment in College Now high school and college credit courses

| | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> <u>(estimated)</u> |
|--------------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| Senior | | | | | |
| Baruch | 19 | 27 | 40 | 40 | 31 |
| Brooklyn | 27 | 37 | 40 | 38 | 31 |
| City | 38 | 31 | 23 | 21 | 19 |
| Hunter | 25 | 27 | 26 | 30 | 26 |
| John Jay | --- | --- | --- | 27 | 20 |
| Lehman | 42 | 37 | 42 | 40 | 34 |
| Queens | 30 | 25 | 25 | 30 | 29 |
| York | 47 | 44 | 41 | 41 | 28 |
| Senior College Average | 35 | 34 | 36 | 35 | 28 |
| Comprehensive | | | | | |
| John Jay | 21 | 21 | 30 | --- | --- |
| Medgar Evers | 23 | 40 | 30 | 26 | 21 |
| NYCCT | 28 | 31 | 27 | 28 | 30 |
| Staten Island | 36 | 27 | 26 | 27 | 33 |
| Comprehensive College Average | 26 | 29 | 28 | 27 | 31 |
| Community | | | | | |
| BMCC | 24 | 21 | 21 | 22 | 18 |
| Bronx | 34 | 35 | 37 | 38 | 23 |
| Hostos | 41 | 31 | 35 | 26 | 30 |
| Kingsborough | 34 | 37 | 35 | 37 | 50 |
| LaGuardia | 37 | 34 | 36 | 31 | 24 |
| New Community College | --- | --- | --- | --- | NA |
| Queensborough | 35 | 34 | 33 | 32 | 15 |
| Community College Average | 35 | 35 | 35 | 34 | 32 |
| University Average | 34 | 34 | 34 | 33 | 31 |

Note: College Now re-enrollment is based on data in the registration database maintained by the Office of Academic Affairs. The rate reflects students enrolled in the academic year who enrolled in College Now in any prior semester over the previous two years and including the current year. Last year's reenrollment rates have been revised to reflect final data. For the current year, enrollments are not yet final so current data are based on summer and fall only. Final data for the current year will be provided in next year's report.

University Performance Management Process 2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.1 Alumni-corporate fundraising will increase 10%.

Total Voluntary Support (annual amounts)

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> | <u>FY 2013</u> <u>Preliminary</u> |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|--------------------------------------|
| Senior | | | | | |
| Baruch | \$13,354,232 | \$11,809,778 | \$12,880,451 | \$15,823,632 | \$24,961,254 |
| Brooklyn | \$7,095,776 | \$14,278,026 | \$26,003,508 | \$11,505,162 | \$13,677,344 |
| City | \$64,471,766 | \$29,701,234 | \$37,108,502 | \$43,641,410 | \$35,514,161 |
| Hunter | \$46,773,295 | \$16,367,149 | \$22,666,381 | \$28,581,658 | \$35,405,338 |
| John Jay | --- | --- | \$4,913,961 | \$11,045,551 | \$8,013,699 |
| Lehman | \$4,132,238 | \$4,488,716 | \$4,689,417 | \$5,391,542 | \$6,449,650 |
| Queens | \$16,834,958 | \$16,705,721 | \$24,494,165 | \$20,606,701 | \$23,858,677 |
| York | \$887,222 | \$498,329 | \$1,119,588 | \$1,165,440 | \$1,266,144 |
| Senior College Total | \$153,549,487 | \$93,848,953 | \$133,875,973 | \$137,761,096 | \$149,146,267 |
| Comprehensive | | | | | |
| John Jay | \$4,597,398 | \$8,583,287 | --- | --- | --- |
| Medgar Evers | \$3,887,678 | \$520,338 | \$230,024 | \$420,869 | \$423,756 |
| NYCCT | \$982,879 | \$1,035,285 | \$1,112,370 | \$825,351 | \$1,524,391 |
| Staten Island | \$1,412,030 | \$2,579,820 | \$3,485,255 | \$3,145,482 | \$2,184,292 |
| Comprehensive College Total | \$10,879,985 | \$12,718,730 | \$4,827,649 | \$4,391,702 | \$4,132,439 |
| Community | | | | | |
| BMCC | \$2,264,478 | \$2,296,934 | \$2,361,252 | \$2,531,971 | \$2,606,594 |
| Bronx | \$1,860,384 | \$1,612,546 | \$1,651,416 | \$1,978,371 | \$1,990,231 |
| Hostos | \$853,450 | \$855,811 | \$1,011,651 | \$1,140,214 | \$1,260,431 |
| Kingsborough | \$1,626,737 | \$1,745,379 | \$3,829,656 | \$3,018,211 | \$2,013,595 |
| LaGuardia | \$982,772 | \$2,291,248 | \$1,496,549 | \$3,263,116 | \$1,917,085 |
| New Community College | --- | --- | --- | \$1,507,567 | \$15,268,000 |
| Queensborough | \$2,862,322 | \$2,969,627 | \$3,319,024 | \$2,805,247 | \$3,291,934 |
| Community College Total | \$10,450,143 | \$11,771,545 | \$14,230,075 | \$16,244,697 | \$28,347,870 |
| Graduate | | | | | |
| Graduate School | \$5,383,347 | \$9,966,729 | \$4,497,657 | \$2,973,808 | \$8,036,326 |
| School of Journalism | \$1,974,297 | \$1,679,181 | \$7,453,546 | \$1,500,352 | \$763,581 |
| School of Professional Studies | --- | --- | --- | \$75,052 | \$288,337 |
| Law School | \$1,088,221 | \$1,231,778 | \$1,356,019 | \$1,790,950 | \$1,385,596 |
| University Total | \$184,030,336 | \$132,111,346 | \$169,009,896 | \$165,914,107 | \$193,550,563 |

Note: This indicator reflects a sum of Cash In, New Pledges and Testamentary Gifts. Figures for the prior year have been updated from last year's PMP report to reflect final values. Data for the School of Professional Studies and for the New Community College are included as they become available. Macaulay Honors College support is included in the university totals: \$705 thousand for FY2009, \$894 thousand for FY2010, \$2.8 million for FY2011, \$1.2 million for FY2012 and \$1.4 million for FY2013.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.4 Colleges will improve or maintain sound financial management and controls.

General Administration

| | <u>FY 2008</u> | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Senior | | | | | |
| Baruch | \$7,677,759 | \$7,243,226 | \$7,524,534 | \$6,876,131 | \$6,571,939 |
| Brooklyn | \$7,055,560 | \$7,281,612 | \$7,282,097 | \$6,206,902 | \$6,017,669 |
| City | \$6,976,236 | \$7,495,839 | \$7,862,564 | \$8,379,868 | \$8,330,174 |
| Hunter | \$9,169,877 | \$9,431,240 | \$9,472,225 | \$8,565,236 | \$9,810,078 |
| John Jay | --- | --- | --- | \$6,540,557 | \$6,268,883 |
| Lehman | \$4,170,532 | \$3,868,044 | \$4,335,890 | \$4,562,261 | \$4,394,295 |
| Queens | \$7,242,914 | \$6,474,324 | \$8,086,647 | \$7,217,915 | \$6,599,026 |
| York | \$5,147,699 | \$4,349,905 | \$4,995,713 | \$4,145,131 | \$4,336,795 |
| Senior College Total | \$47,440,578 | \$46,144,190 | \$49,559,670 | \$52,494,000 | \$52,328,860 |
| Comprehensive | | | | | |
| John Jay | \$6,533,244 | \$6,411,860 | \$6,860,722 | --- | --- |
| Medgar Evers | \$6,675,574 | \$5,629,224 | \$5,305,255 | \$5,403,414 | \$5,297,252 |
| NYCCT | \$4,959,967 | \$5,190,483 | \$5,615,103 | \$5,190,125 | \$5,269,375 |
| Staten Island | \$4,969,216 | \$5,228,326 | \$5,709,361 | \$5,434,496 | \$5,556,569 |
| Comprehensive College Total | \$23,138,000 | \$22,459,893 | \$23,490,441 | \$16,028,035 | \$16,123,196 |
| Community | | | | | |
| BMCC | \$13,785,038 | \$15,631,736 | \$5,494,607 | \$5,477,813 | \$5,546,836 |
| Bronx | \$5,588,380 | \$5,686,690 | \$5,826,634 | \$6,458,164 | \$6,050,507 |
| Hostos | \$3,974,827 | \$4,195,948 | \$4,862,246 | \$4,262,750 | \$4,204,145 |
| Kingsborough | \$4,974,770 | \$4,971,085 | \$5,901,487 | \$5,840,627 | \$6,832,384 |
| LaGuardia | \$5,665,386 | \$6,444,486 | \$7,088,432 | \$6,886,105 | \$7,019,841 |
| New Community College | --- | --- | --- | --- | --- |
| Queensborough | \$3,917,933 | \$4,154,289 | \$4,097,631 | \$4,177,241 | \$4,205,155 |
| Community College Total | \$37,906,334 | \$41,084,234 | \$33,271,037 | \$33,102,699 | \$33,858,866 |
| Graduate | | | | | |
| Graduate School | \$3,354,976 | \$4,767,649 | \$3,665,178 | \$3,672,997 | \$3,708,817 |
| School of Journalism | NA | NA | \$942,967 | \$965,164 | \$1,028,597 |
| School of Professional Studies | NA | NA | \$154,349 | \$167,216 | \$253,489 |
| Law School | NA | NA | \$1,846,104 | \$1,625,761 | \$2,116,406 |
| University Total | \$111,839,888 | \$114,455,967 | \$112,929,746 | \$108,055,871 | \$109,418,231 |

Note: Data for FY 2013 will be available in next year's report. Dollar amounts reflect expenditures for president and provost offices, legal services, fiscal operations, campus development and grants offices. Data for the School of Journalism, Professional Studies, and the Law School are not available for 2008 or 2009.

University Performance Management Process 2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

University Target: 8.6 Contract/grant awards will increase.

Percentage of Total Award Dollars that are for Research

| | <u>FY 2009</u> | <u>FY 2010</u> | <u>FY 2011</u> | <u>FY 2012</u> | <u>FY 2013</u> <u>Preliminary</u> |
|------------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| Senior | | | | | |
| Baruch | 33.1 | 42.4 | 29.2 | 23.9 | 23.1 |
| Brooklyn | 34.2 | 55.9 | 51.9 | 67.9 | 56.7 |
| City | 79.4 | 83.4 | 81.5 | 77.2 | 76.7 |
| Hunter | 51.2 | 61.5 | 59.7 | 52.4 | 57.0 |
| John Jay | --- | --- | --- | 40.0 | 37.7 |
| Lehman | 11.6 | 14.7 | 20.1 | 23.0 | 6.0 |
| Queens | 50.6 | 67.6 | 57.0 | 66.6 | 53.4 |
| York | 16.8 | 24.0 | 28.5 | 15.2 | 18.1 |
| Senior College Total | 52.3 | 61.4 | 60.4 | 58.1 | 53.9 |
| Comprehensive | | | | | |
| John Jay | 31.2 | 33.7 | 37.8 | --- | --- |
| Medgar Evers | 5.1 | 15.9 | 12.3 | 12.9 | 14.7 |
| NYCCT | 2.5 | 1.6 | 0.0 | 5.6 | 9.2 |
| Staten Island | 27.3 | 34.6 | 31.6 | 42.4 | 38.7 |
| Comprehensive College Total | 20.1 | 24.8 | 23.5 | 20.0 | 19.7 |
| Community | | | | | |
| BMCC | 0.8 | 2.6 | 0.9 | 9.4 | 2.9 |
| Bronx | 0.1 | 0.1 | 1.7 | 0.1 | 0.0 |
| Hostos | 0.2 | 3.6 | 1.9 | 2.3 | 0.8 |
| Kingsborough | 8.9 | 11.6 | 9.0 | 1.7 | 4.8 |
| LaGuardia | 7.2 | 6.3 | 5.4 | 5.8 | 4.4 |
| New Community College | --- | --- | --- | 0.0 | 0.0 |
| Queensborough | 9.5 | 20.0 | 8.1 | 3.6 | 4.0 |
| Community College Total | 4.9 | 6.0 | 4.3 | 3.5 | 3.0 |
| Graduate | | | | | |
| Graduate School | 46.7 | 46.6 | 37.6 | 40.4 | 38.2 |
| School of Journalism | 3.8 | 0.0 | 0.0 | 0.0 | 0.0 |
| Law School | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| University Total | 39.2 | 42.9 | 42.5 | 42.1 | 42.2 |

Note: This indicator is calculated as research dollars divided by total awards for a given fiscal year. FY 2012 figures have been revised from last year's PMP report to reflect final data and FY2013 figures are preliminary.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs.

New Indicator

Percentage of FTEs offered on Fridays

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 3.6 | 3.9 | 4.2 | 5.2 | 4.7 |
| Brooklyn | 4.8 | 4.3 | 4.2 | 3.8 | 3.4 |
| City | 7.9 | 7.7 | 8.5 | 7.8 | 8.5 |
| Hunter | 12.2 | 11.5 | 11.6 | 11.7 | 11.6 |
| John Jay | --- | --- | --- | 9.4 | 8.4 |
| Lehman | 3.1 | 3.8 | 3.4 | 3.6 | 3.7 |
| Queens | 8.5 | 7.5 | 6.8 | 5.8 | 5.8 |
| York | 8.8 | 9.3 | 10.4 | 9.3 | 9.3 |
| Senior College Average | 7.2 | 7.0 | 7.1 | 7.2 | 7.1 |
| Comprehensive | | | | | |
| John Jay | 6.6 | 8.9 | 9.4 | --- | --- |
| Medgar Evers | 9.1 | 11.0 | 13.8 | 12.6 | 12.2 |
| NYCCT | 9.8 | 9.5 | 9.0 | 8.8 | 9.2 |
| Staten Island | 10.8 | 11.2 | 11.4 | 11.1 | 8.8 |
| Comprehensive College Average | 9.0 | 10.0 | 10.4 | 10.4 | 9.6 |
| Community | | | | | |
| BMCC | 14.0 | 13.9 | 13.1 | 17.8 | 14.3 |
| Bronx | 5.2 | 5.7 | 6.6 | 6.5 | 6.3 |
| Hostos | 8.2 | 7.8 | 7.9 | 7.5 | 6.9 |
| Kingsborough | 4.3 | 4.5 | 4.9 | 4.9 | 4.6 |
| LaGuardia | 8.2 | 7.8 | 7.8 | 7.6 | 7.4 |
| New Community College | --- | --- | --- | --- | 11.5 |
| Queensborough | 8.2 | 9.2 | 8.9 | 9.9 | 9.8 |
| Community College Average | 8.6 | 8.6 | 8.5 | 9.8 | 8.9 |
| University Average | 8.1 | 8.2 | 8.3 | 8.6 | 8.1 |

Note: FTEs offered on evenings are FTEs enrolled in course sections starting at or after 4 pm on Monday, Tuesday, Wednesday, or Thursday. FTEs offered on Fridays are FTEs enrolled in course sections on Friday. FTEs offered on weekends are FTEs enrolled in course sections on Saturday or Sunday.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs.

New Indicator

Percentage of FTEs offered on evenings

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 42.8 | 40.3 | 40.1 | 39.4 | 39.2 |
| Brooklyn | 33.2 | 32.5 | 32.4 | 30.6 | 29.4 |
| City | 31.3 | 32.2 | 30.8 | 30.1 | 29.2 |
| Hunter | 40.3 | 39.0 | 39.3 | 38.4 | 38.1 |
| John Jay | --- | --- | --- | 32.5 | 30.6 |
| Lehman | 41.2 | 40.4 | 41.9 | 43.1 | 44.4 |
| Queens | 33.0 | 32.8 | 33.1 | 31.6 | 31.6 |
| York | 33.3 | 33.8 | 32.9 | 31.2 | 30.1 |
| Senior College Average | 36.7 | 35.9 | 35.9 | 34.6 | 34.1 |
| Comprehensive | | | | | |
| John Jay | 27.0 | 27.6 | 27.1 | --- | --- |
| Medgar Evers | 32.9 | 31.2 | 29.5 | 28.4 | 28.5 |
| NYCCT | 29.4 | 28.7 | 28.3 | 28.2 | 28.0 |
| Staten Island | 35.7 | 35.4 | 34.6 | 35.4 | 38.1 |
| Comprehensive College Average | 30.8 | 30.5 | 29.9 | 31.1 | 32.1 |
| Community | | | | | |
| BMCC | 17.0 | 17.2 | 17.5 | 17.4 | 16.9 |
| Bronx | 29.1 | 28.5 | 28.5 | 28.1 | 29.0 |
| Hostos | 20.2 | 20.2 | 19.7 | 21.1 | 20.0 |
| Kingsborough | 16.7 | 17.4 | 17.7 | 17.7 | 17.5 |
| LaGuardia | 24.5 | 24.8 | 24.9 | 24.4 | 23.7 |
| New Community College | --- | --- | --- | --- | 5.9 |
| Queensborough | 21.9 | 23.3 | 21.9 | 22.4 | 21.1 |
| Community College Average | 20.8 | 21.3 | 21.2 | 21.2 | 20.6 |
| University Average | 30.0 | 29.6 | 29.3 | 29.1 | 28.8 |

Note: FTEs offered on evenings are FTEs enrolled in course sections starting at or after 4 pm on Monday, Tuesday, Wednesday, or Thursday. FTEs offered on Fridays are FTEs enrolled in course sections on Friday. FTEs offered on weekends are FTEs enrolled in course sections on Saturday or Sunday.

University Performance Management Process

2012-13 Year-End Report

Goal: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

University Target: 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs.

New Indicator

Percentage of FTEs offered on weekends

| | <u>Fall 2008</u> | <u>Fall 2009</u> | <u>Fall 2010</u> | <u>Fall 2011</u> | <u>Fall 2012</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Senior | | | | | |
| Baruch | 2.9 | 3.3 | 4.3 | 4.9 | 4.9 |
| Brooklyn | 4.6 | 4.2 | 3.6 | 3.9 | 3.5 |
| City | 3.0 | 2.5 | 2.5 | 2.3 | 2.4 |
| Hunter | 3.0 | 3.9 | 3.2 | 3.4 | 3.5 |
| John Jay | --- | --- | --- | 4.3 | 3.8 |
| Lehman | 5.4 | 5.6 | 4.9 | 3.8 | 3.3 |
| Queens | 4.2 | 4.4 | 5.0 | 5.2 | 5.5 |
| York | 8.0 | 7.5 | 7.3 | 7.8 | 7.9 |
| Senior College Average | 4.0 | 4.2 | 4.1 | 4.2 | 4.2 |
| Comprehensive | | | | | |
| John Jay | 3.7 | 3.8 | 4.1 | --- | --- |
| Medgar Evers | 8.7 | 8.8 | 8.5 | 8.2 | 7.8 |
| NYCCT | 5.3 | 5.8 | 5.7 | 5.6 | 5.5 |
| Staten Island | 6.9 | 7.1 | 6.7 | 7.1 | 7.0 |
| Comprehensive College Average | 5.6 | 6.0 | 5.9 | 6.7 | 6.5 |
| Community | | | | | |
| BMCC | 7.4 | 6.1 | 6.3 | 7.4 | 7.2 |
| Bronx | 6.0 | 7.3 | 7.2 | 7.3 | 7.0 |
| Hostos | 4.8 | 4.9 | 5.4 | 5.1 | 5.6 |
| Kingsborough | 3.3 | 4.0 | 4.6 | 4.4 | 4.6 |
| LaGuardia | 3.6 | 4.0 | 4.1 | 3.8 | 3.7 |
| New Community College | --- | --- | --- | --- | 0.0 |
| Queensborough | 4.0 | 4.4 | 4.4 | 4.5 | 4.3 |
| Community College Average | 5.0 | 5.0 | 5.2 | 5.4 | 5.3 |
| University Average | 4.7 | 4.8 | 4.9 | 5.0 | 4.9 |

Note: FTEs offered on evenings are FTEs enrolled in course sections starting at or after 4 pm on Monday, Tuesday, Wednesday, or Thursday. FTEs offered on Fridays are FTEs enrolled in course sections on Friday. FTEs offered on weekends are FTEs enrolled in course sections on Saturday or Sunday.

Institutional Effectiveness Assessment 2012-13 Annual Report

Don Sutherland
Institutional Effectiveness Coordinator

November 2013

Continuing Progress on Institutional Assessment

This is the second annual report on the state of institutional effectiveness assessment at Lehman College. This report offers a snapshot of the progress that has been made since the Middle States Commission on Higher Education (MSCHE) asked Lehman College for a Monitoring Report in 2009. This document focuses on MSCHE Standard 7 which declares, “The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.” This report highlights Lehman College’s evolving and deepening culture of assessment.

Lehman College is evolving toward a focus of strengthening its assessment activities consistent with its strategic objective of fostering “a culture of continuous assessment focused on institutional effectiveness to improve overall performance.” Innovation and continual improvement in teaching, administration, and the delivery of student support services is an imperative in the contemporary higher education environment. Robust and reliable institutional assessment can allow an institution to maximize its opportunities for innovation and continual improvement.

In this context, accreditors are placing increasing emphasis on institutional assessment. The Middle States Commission on Higher Education (MSCHE) is no exception. A growing share of MSCHE’s requests for follow-up reports concern Standard 7 (institutional assessment).

This second annual report on administrative unit assessment further documents Lehman College’s administrative unit assessment. It highlights areas of strength (regular and high participation among the College’s administrative units and strong progress in achieving its PMP targets). It also identifies opportunities for improvement (linking assessment to larger strategic goals and objectives).

In last year’s report, the appendices featured sample assessment reports that offered models for sound assessment practice. In this year’s report, there are two appendices. Appendix 2 is devoted to the Periodic Review Report (PRR).

I thank the President Ricardo Fernández, the Vice Presidents, the administrative units’ Directors, Institutional Research Director Susanne Tumelty and their staff, Lehman College Assessment Coordinator Raymond Galinski, and Alejandra Rodriguez of the Office of Assessment and Planning for their support, collaboration, assistance, and insights. Without all of these dedicated people, an effective, sustained, and continually improving assessment process would not be possible.

Don Sutherland,
Institutional Effectiveness Coordinator

Institutional Assessment: Background

Overview:

Assessment at Lehman College encompasses all major academic and administrative areas, ranging from the institution as a whole to individual units. Its major components include the Performance Management Process (PMP), academic unit assessment, academic program reviews, administrative unit assessment, program accreditation participation, and Middle States Commission on Higher Education (MSCHE) accreditation participation. This report discusses the PMP and administrative unit assessment in particular and institutional effectiveness in general.

The Performance Management Process

The Performance Management Process (PMP) is a foundation of Lehman College's planning and assessment activities. The PMP, which was first initiated during the 2000-01 academic year, establishes goals and targets that are linked to the College's mission and to the larger mission and goals of the City University of New York (CUNY). It is anchored in CUNY's Master Plan.

The purpose of the PMP is to:

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

The PMP consists of nine objectives. They are:

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity
3. Ensure that all students receive a quality general education and effective instruction
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion
5. Improve post-graduate outcomes
6. Improve quality of student and academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services

The annual targets set forth in the PMP are categorized by specific goals and objectives that are critical to institutional performance. Those targets are timely, understandable, measurable, and responsive to change. CUNY's Office of Institutional Research and Assessment (OIRA) collects and publishes data for quantitative indicators and context indicators. The quantitative indicators are "main indicators" that directly relate to performance and are regularly assessed. Context indicators are supplemental measures that help CUNY's campuses interpret the main indicators. During the current academic year, 107 indicators were provided.

Additional information on the PMP can be found via the following URL:
<http://www.cuny.edu/about/administration/chancellor/performance-goals.html>.

At the end of each academic year, each college measures its performance against the PMP targets that were established in the previous year, and reports results to CUNY's Chancellor. Based on the outcomes of that review, PMP targets can be revised. In addition, necessary program and service changes are developed and implemented at each CUNY college. The following table provides a timeline and description of the annual PMP cycle.

Annual Performance Management Process Cycle

| | |
|------------------|---|
| Spring Semester: | CUNY goals and targets for the next academic year are distributed. |
| June: | PMP year-end report for the current academic year is due ; The President's year-end letter to the CUNY Chancellor is due ; Program review reports (several programs reviewed each year) is due |
| July: | Next academic year's PMP "Goals and Targets" report is due CUNY's PMP Review Team reviews OIRA data, the reports from each school, and additional campus performance information reported by central office staff. The team scores each college's performance in terms of absolute performance, as well as improvement (on each of the nine objectives) on a 100-point scale in which a score of 50 represents "meets expectations." The presidents are told into which quintiles their campuses' scores fall, as well as whether or not the scores met expectations. Outcomes for retention/graduation and revenues carry double the weight of other outcomes due to their importance to the future of the University (CUNY). |
| August: | The CUNY presidents meet individually with the Chancellor The campus community (faculty, staff, and administrators) at each school: <ul style="list-style-type: none"> • Discusses the results from the previous academic year • Develops and implements strategies for addressing PMP-related issues and for continuous improvement • Studies school-related issues (e.g., student satisfaction) • Refines goals and targets for the next academic year based on the results from the most recent PMP report |

The Strategic Plan: 2010-2020

In fall 2008, President Fernández appointed a Strategic Planning Council to draft a new ten-year strategic plan for the College. The Strategic Plan is rooted in CUNY's Master Plan and Lehman College's mission.

Beginning in September, the Council held nineteen bi-weekly meetings, where the Council examined College data and reports, met with key College officers, and collaborated with the authors of the College's 2001 and 2005-08 strategic plans. A draft of the Council's report was circulated to the campus community for comment in fall 2009, and several Town Hall meetings to discuss the draft were held in the ensuing months. In January 2010, the Council released a 25-page report to the college community, outlining the College's direction for the next decade.

During the first half of 2010, the Council's report was condensed into four institutional goals and published in a document entitled: *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020* (Appendix C). It was introduced at a College Senate meeting and was distributed to the community and posted online in April 2010.

The College launched its strategic planning process in large part to respond proactively to the challenges and opportunities that lay ahead of it. Among other things, the Council cited the following realities that the College is likely to confront during the 2010-20 timeframe:

- CUNY's evolving vision of hierarchies among the University's senior colleges
- Growing competition from the region's public and private colleges and universities
- Likely reductions in tax-levy resources, especially during the next 3-5 years
- Expected significant turnover of the College's faculty due to retirements of long-term faculty members
- Growing emphasis on enhancing assessment and accountability

Enhanced and ongoing assessment is a fundamental aspect of the plan and is anchored in various provisions of it. The following table highlights the goals and objectives explicitly pertaining to assessment.

Assessment Goals and Objectives in the 2010-2020 Strategic Plan

| | |
|----------------|--|
| GOAL 1: | Excellence in Teaching, Research, and Learning. |
| Objective 1.2: | Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process. <ul style="list-style-type: none">• Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs. |
| GOAL 3: | Greater Institutional and Financial Effectiveness. |
| Objective 3.1: | Integrate institutional planning and assessment to improve effectiveness. <ul style="list-style-type: none">• Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.• Foster a culture of continuous assessment focuses on institutional effectiveness to improve overall performance.• Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives. |

Assessment of Institutional Effectiveness

The Performance Management Process (Targets 1.3 and 3.6) and Lehman's 2010-2020 Strategic Plan (Objectives 1.2 and 3.1) embrace a culture of continuous assessment that is integrated into the College's academic and administrative activities. Both the PMP and strategic planning process engaged the entire campus community, including faculty, administrators, staff, and students. In connection with the PMP, Strategic Plan, and its last accreditation report, the Lehman College has made progress in building and implementing and sustaining its assessment activities.

Lehman College's assessment of institutional effectiveness is a component of the Middle States Commission on Higher Education's (MSCHE) four-step planning-assessment cycle.

Middle States Planning-Assessment Cycle

| |
|--|
| 1. Defining clearly articulated institutional and unit-level goals |
| 2. Implementing strategies to achieve those goals |
| 3. Assessing achievement of those goals |
| 4. Using the results of those assessments to improve programs and services and inform planning and resource allocation decisions |

Source: Middle States Commission on Higher Education, Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations.

The College's annual institutional effectiveness assessment process, designed in the spring of 2010 to complement the assessment-related activities carried forth under the PMP, aims to examine institutional effectiveness in greater detail than is possible under the PMP.

The initially-adopted timeline for the College's institutional effectiveness assessment process was designed to mirror that of the PMP. During the 2010-11 assessment cycle, issues arose that led the Office of Assessment and Planning to review and refine its timeline. A prominent issue concerned a spike in workload for a number of administrative units, including but not limited to the Office of the Registrar, that occurs at the end of semester and academic years.

Based on the experience of the 2010-11 cycle and feedback from administrative units, the timeline was reviewed and refined. The current timeline moves reporting dates away from the end of semesters and academic years. This timeline provides administrative units greater flexibility to balance their workloads and assessment activities, avoiding a counterproductive competition for time.

The current timeline follows.

Institutional Effectiveness Assessment Timeline

| | |
|--------------|--|
| August | <ul style="list-style-type: none"> • Written administrative unit assessment plans are collected by the Institutional Effectiveness Coordinator • The plans should provide the unit mission statement (if that has changed), the unit goal(s) that will be assessed, a specific reference to Lehman College's goal(s) to which the unit's goal(s) are linked (i.e., the specific PMP target or objective from the Strategic Plan), the related unit objectives, the assessment methods that will be deployed, and any targets or benchmarks that will be referenced • The Institutional Effectiveness Coordinator will provide assistance and suggestions to the units in advance of their assessment plans and will meet with the relevant unit heads |
| August | <ul style="list-style-type: none"> • Assessment Reports from the prior academic year are submitted • Unit assessment plans are submitted • The Institutional Effectiveness Coordinator maintains a copy of the plans |
| Sep – May | <ul style="list-style-type: none"> • Units conduct their assessment activities |
| May – August | <ul style="list-style-type: none"> • Units provide the assessment outcomes/findings • Units explain how the results were used or will be used • Units identify decisions/changes that resulted from the assessment findings • Units develop assessment plans for the next academic year |

Since the development and implementation of Lehman College's annual institutional effectiveness assessment cycle, there has been a high rate of participation by Lehman College's administrative units. The following table summarizes that participation.

| | |
|--|---|
| Regular Participation by Units: | 97% of units that submitted goals and objectives during the 2010-11 assessment cycle also submitted goals and objectives for the 2011-12 cycle; 100% of units that submitted goals and objectives for the 2011-12 cycle also submitted goals and objectives for the 2012-13 cycle. |
| Participation Rate by Assessment Cycle: | |
| 2010-11 Assessment Cycle: | 86% of units submitted goals and objectives during the 2010-11 assessment cycle. 83% of units submitted completed assessment reports. |
| 2011-12 Assessment Cycle: | 97% of units submitted goals and objectives during the 2011-12 assessment cycle. 91% of units submitted completed assessment reports. |

The Office of Assessment and Planning receives assessment reports, reviews the unit assessment reports, provides feedback, and then receives revised reports. The unit assessment reports are evaluated based on criteria aimed at ensuring the measurability of assessment goals and objectives, description of the assessment process or methodology, clear description of the outcomes, and usage or planned usage of the assessment outcomes.

Criteria for the Evaluation of Unit Assessment Reports:

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

Each element is given equal weight. An element that was met would receive a score of 1. An element that was not met would receive a score of 0. Hence, a unit meeting 5 of the 8 criteria would receive a score of 5/8.

The following were the average scores from the completed unit assessment reports for the 2012-13 cycle:

| Criteria | Average Score |
|--|---------------|
| Explicitly stated goal | 0.9 |
| Strategic relationship of the goal | 0.5 |
| Explicitly stated objective(s) | 1.0 |
| Objective(s) is(are) measurable | 1.0 |
| Clear description of the assessment process | 1.0 |
| Clear description of the outcomes | 0.9 |
| Reasonable support | 0.9 |
| Clear explanation of the use of the assessment results | 0.8 |
| Total Score | 7.0 |

This data reveal that there remain challenges in relating assessment plans to the institution's strategic goals and objectives. All units will be provided with a copy of Lehman College's strategic plan to increase familiarity with that document. Other aspects of the report were stable or slightly improved over the 2011-12 cycle.

Snapshot of Select Assessment Reports and Activities

Academic Standards and Evaluation:

Academic Standards and Evaluation set a goal of increasing faculty participation in facilitating students' timely completion of their semester course load. The objective was to reduce the frequency of incomplete grades. The office aimed to measure the success of its efforts by comparing results from the 2012-13 academic year with those of the prior year. On account of *CUNYFirst* transitional issues, only 2012-13 academic year data was found to be accurate. Nevertheless, that data revealed a need to change the policy regarding incomplete grades, as more than 50% of those grades ultimately became an "F" grade.

Alumni Relations:

To enhance job and education rates for graduates, Alumni relations sought to strengthen alumni connections to Lehman College. One of its activities was to expose Lehman students to professional career and networking opportunities through an Open House and outreach. Alumni Relations held an annual Senior Brunch and an Open House in April 2013.

Athletics/APEX:

Athletics/APEX assessed its goal that "Intercollegiate athletics teams, intramural and lifetime sports programs will continue to grow and serve the needs of Lehman students." One of the key objectives related to that goal was that Lehman College's athletes would attain retention and graduation rates that at a minimum reflect those of the general student body at Lehman College. Institutional Research data revealed that student-athlete 4- and 6-year graduation rates were higher than those for the general student body for the most recent cohorts (19.3% 4-year rate vs. 14.1% for the general student body and 53.9% 6-year rate vs. 40.4% for the general student body). Retention rates for student-athletes were also higher than those for the general student body.

The Art Gallery:

The Art Gallery's assessment goal was CUNY objective 1.2: "CUNY and its colleges will draw greater recognition for academic quality." A related objective was Lehman College Strategic Plan Objective 4.1 to "enrich the community through increased engagement of the College's resources" through increasing the public's participation in cultural programs. During the academic year, the Art gallery organized several contemporary art exhibitions with online catalogs including "Contemporary Cartographies" and "Space Invaders." The Art Gallery was featured in numerous articles, including those published in *New York Arts Magazine*, *Riverdale Press*, and the *New York Daily News*.

Budget and Planning:

Budget and Planning established a goal to contribute to raising academic quality. The unit's was to begin posting quarterly financial data on its new intranet system (Targets 8.4 of the PMP). The data began being posted on March 6, 2013.

Campus Planning and Facilities:

Campus Planning and Facilities focused on contributing to the goal of raising academic quality. The unit's objectives included preparation of the T-3 Building and Nursing Department's facilities for their Fall 2012 accreditation visit and Administering construction on the Organic Chemistry Teaching Lab in Davis Hall. The results of the preparation of the T-3 Building led to a decision to repeat the process in FY 2014 and also to upgrade classrooms on the third floor of Carman Hall. The Organic Chemistry Lab was completed in Summer 2013, a delay over the Spring 2013 target. However, CUNY controls many of the contracts, limiting the Campus Planning and Facilities office's flexibility for intervention.

The Child Care Center:

The Center a goal of meeting a minimum of 7 of 21 "emerging criteria" set by the National Association for the Education of Young Children (NAEYC). Meeting those criteria was designated a high priority. All the emerging criteria were met and an annual report was submitted to NAEYC. Following this outcome, the Child Care Center planned to select another set of emerging criteria and then implement procedures and plans to meet those criteria for the next annual report.

Community Engagement and New Student Programs:

The Office of Community Engagement and New Student Programs set an objective of encouraging students to take leadership positions within the Office. Students would be encouraged to become staff members, ongoing volunteers, site leaders, or Orientation Workshop Leaders. More than 100 students signed up to participate in service events and to request information about volunteering.

Enrollment Research & Processes:

The Office of Enrollment Research & Processes set an objective of managing the implementation of *the CUNYFirst* Financial Aid module to assure its completion on a timely basis. The Office committed itself to providing support during that process. The BARFIT (Bursar, Admissions, Registrar, Financial Aid, and I.T.) subcommittee was created to make recommendations and develop solutions to *CUNYFirst* Financial Aid-related issues. The module was implemented on time. The assessment results from the management review will be incorporated in the continuing implementation of *CUNYFirst* on a campus-wide basis. That process is scheduled to continue through the end of 2015.

Environmental Health and Safety:

Environmental Health and Safety's (EH&S) assessment objective was to "improve and expand risk management and business continuity." The Office aimed to develop an annual risk mitigation plan. The plan was completed in April 2013 and new risk mitigation controls were identified and implemented. Risk mitigation will be subjected to recurring assessment.

Graduate Studies:

The Office of Graduate Studies established a goal of obtaining graduate student retention data. That assessment goal was tied to University Target 4.3 of the PMP, which declared that "Graduation rates will increase progressively in associate, baccalaureate, and masters programs." The objective was to collect data that would allow the Office to better understand the needs of graduate students.

Based on the data that was collected, the following basic student service needs were identified:

- Explicitly stated degree requirements
- Well defined administrative procedures
- Courses offered at convenient times
- Evening hours for administrative offices
- Orientation/increased information for new graduate students

In response to these needs, the Office has decreased the amount of stop-out/dropout students through a combination of advisement and use of indicators, established a new Incomplete grade policy to decrease the incidence of Incomplete grades, strengthened communication with Deans' offices and program advisors, and implemented a new probation and dismissal policy.

The Office also expressed the belief that a new organization structure is needed so that the office can proactively address the needs of graduate students.

Human Resources:

The Office of Human Resources set an assessment goal and objective of improving administrative services. It rolled out and assessed a new electronic personnel action form (E-Paf). The process began in 2013 and all adjunct and hourly titles are now in the E-Paf system. Early evidence indicated that the time between the creation of action and the payment of staff for that action has improved. Implementation of the E-Paf for full-time faculty and staff will begin in Fall 2013.

International Student Services Office:

The Office established an objective of ensuring that all Exchange Visitors and their dependents comply with mandatory insurance coverage for medical costs, repatriation, and expenses associated with medical evacuation as required by the U.S. State Department. The assessment revealed that not all Exchange Visitors were in compliance. In response, the Office now provides

Exchange Visitors with the names of insurance companies that would meet the required coverage and requires proof of coverage to be submitted before Visa documents are issued.

Lehman College Foundation:

The Lehman College Foundation established a goal to contribute to raising academic quality from helping Lehman College draw greater recognition (CUNY Target 1.2). The Foundation is a nonprofit entity that manages donations made by internal and external constituents and alumni. It partners with Lehman College by building relationships with alumni, corporations, and departmental donors to educate and encourage community support for the College. At the 2012 Lehman College Award Dinner, the Foundation introduced scholarship winners to Board Members, faculty, and donors. The Foundation held additional cultivation and fundraising events to expose internal and external constituents to Lehman College.

The Library:

The Library assessed its goal of improving the quality of services from the College's strategic plan. The strategic objectives related to that goal were to "strengthen academic resources and student support services" and to "improve the quality and availability of academic and student support services."

The Library assessed whether its Web Comic, "The Researchers" change student attitudes toward research and whether it encourages students to engage in substantial reflection on their information practices.

Based on the student survey, 62% of students stated that they believed that their thinking had been changed by the Web comic. That was below the Library's internal target of 75%, but still represented progress. From those answering "yes" to the question about the comic's impact on their thinking, 24% stated that the comic stimulated higher order thinking and 50% changed their thinking about the kind of resources they might use in their own research.

The findings were disseminated to library faculty. Instructions on who to utilize the comic assignment will be made clearer.

Media Relations:

The Media Relations Office focused on CUNY Objective 1.2 to draw greater recognition of the College's academic quality. Toward that end, the Office was successful in bringing media attention to the official opening of Science Hall and using ceremonies e.g., the donation of the Olmec Head replica, to garner media coverage of the College.

The Performing Arts Center:

The Center's objective was use its programming to enhance academic quality During the academic year, the Performing Arts Center carried out the presentation of 30 international culturally-diverse music, dance and theater performances. It brought attention to the College

through more than 100 performance previews, listings, and reviews. It also collaborated with Lehman College in an expanded marketing campaign throughout the New York City metro area.

Public Safety:

Public Safety's assessment goal was to "ensure that all employees receive orientations that will cover subject matter such as workplace violence and domestic violence as well as online and classroom training when necessary." Toward that end, Public Safety established an objective of providing student orientation and employee training related to domestic and workplace violence. Based on early data, Public Safety is working with the Office of Student Affairs and various student groups to provide education and information to help students identify sexual assault, domestic and intimate partner violence, or stalking and develop ways to prevent these forms of violence. Training in these areas will be aimed at strengthening existing domestic and workplace violence efforts.

Office of Research and Sponsored Programs:

The Office of Research and Sponsored Programs established an objective of increasing research proposal submissions. To assess its effectiveness, it utilized the Spider database and RF web reports. For FY 2013, there were 126 proposals. The results will be further analyzed to determine whether piloted faculty incentive programs and resources are effective in increasing proposals for extramural research funding.

Student Health Center:

The Lehman College Student Health Center's goal was that students receiving abnormal Pap smears would benefit from the Center's revised policies and procedures in accordance with the latest American Congress of Obstetricians and Gynecology (ACOG) guidelines. Those guidelines suggest that women should have their first Pap smear at age 21 unless the woman has had a previous abnormal Pap smear. That goal was tied to Goal 6 (Improve the quality of student and academic support services) of the Lehman College's Performance Goals and Targets for 2011-12. The Health Center's objectives were that patients who had abnormal Pap smears would be charted, the charted documentation would show that appropriate follow-up was completed, and that abnormal Pap smears would be noted on the patient problem list. The usage of the problem list increased to 38% in fall 2011 from 25% a year earlier, but then declined to 13% in fall 2012. In response to this decline, the Office will be meeting with clinicians to discuss improving problem list documentation.

Urban Male Leadership Program (UMLP):

The Urban Male Leadership Program (UMLP) chose to assess its goal of supporting the retention and graduation rates for Black and Latino male students. The Program provides support to continuing students aimed at strengthening their academic skills, personal development, and character enrichment. The UMLP's goal was tied to Goal 2 and Objective 2.2 of the College's Strategic plan. The UMLP studied student self-assessment surveys to better understand their needs. Questions concerned the need for assistance in registering, financial aid, or obtaining answers to tuition-related questions, whether students had failed a class, whether they had non-

academic challenges, among others. The information was used to help inform the UMLP's mentoring program. In terms of graduation rates, the first cohort of UMLP freshmen who enrolled at Lehman College had a six-year graduation rate of 50.0% vs. 27% for all male freshmen. Tracking of graduation rates will continue.

PMP Outcomes

The College's performance is described as "Having Met", "Partially Achieved/In Progress", "Achieved" or "Achieved or Exceeded/Surpassed" its targets. During 2012-13, the College saw a decline in the percentage of targets achieved or achieved/exceeded, along with a rise in those not met. Part of this adverse development is explained by increased emphasis on student progression, retention, and graduation where improvement has been slower than targeted. These are important targets. Improvement may occur in coming years on account of the College's increasing selectivity and corresponding improvements seen in the retention of first-time, full-time freshmen. Through the fall 2011 cohort, the College had achieved a three-year average 80% retention rate among first-time, full-time freshmen for the first time since the PMP was implemented. In addition, the College had reduced its retention gap relative to CUNY's senior colleges by 42%, with the three-year difference shrinking from 5.9 percentage points to 3.4 percentage points between the fall 2009 and fall 2011 cohorts. Furthermore, a new PMP indicator revealed that Lehman College had a retention rate for first-time, full-time freshmen that was 3.6 percentage points above the predicted figure.

One risk factor that has to be monitored is the impact of the changing composition of Lehman College's first-time students. For the past two years, transfer students have accounted for approximately 60% of Lehman's entering students. Retention rates have been relatively flat when it comes to transfer students (3-year moving averages of 71.4% and 72.0% between the fall 2009 and fall 2011 cohorts). The combined 1-year retention and graduation rates for transfer students have also been flat with the figures coming 75.6% and 76.0% for the same cohorts.

Overall, the College continues to meet or meet/exceed two-thirds of its targets. These data continue to provide credible evidence that Lehman College is meeting its mission and goals.

Performance Management Report Outcomes (Annual Figures)

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

Note: Data Not Available includes fiscal items for which final results are not in. Not Met: Target not met, not achieved/target changed going forward, target deferred, target delayed, target postponed. Partially Achieved/In Progress includes items for which progress or substantial progress has been made. Achieved also includes items listed as Achieved/Continuing and Achieved/Ongoing. Items excluded from the figures were contingent targets and indicators that are no longer in use.

Performance Management Report Outcomes (3-Year Moving Averages)

| 3-Year Period Ended | Data Not Available | Target Changed | Not Met | Partially Achieved/In Progress | Achieved | Achieved or Exceeded/Surpassed |
|---------------------|--------------------|----------------|---------|--------------------------------|----------|--------------------------------|
| 2010-11 | 4% | 0% | 10% | 12% | 59% | 14% |
| 2011-12 | 4% | 0% | 8% | 14% | 56% | 17% |
| 2012-13 | 4% | 0% | 12% | 14% | 52% | 15% |

Note: Data Not Available includes fiscal items for which final results are not in. Not Met: Target not met, not achieved/target changed going forward, target deferred, target delayed, target postponed. Partially Achieved/In Progress includes items for which progress or substantial progress has been made. Achieved also includes items listed as Achieved/Continuing and Achieved/Ongoing. Items excluded from the figures were contingent targets and indicators that are no longer in use.

Ratio of Targets Achieved + Achieved or Exceeded/Surpassed-to-Targets Not Met

| Academic Year | Ratio |
|---------------|-------|
| 2008-09 | 5.4 |
| 2009-10 | 12.7 |
| 2010-11 | 6.7 |
| 2011-12 | 8.6 |
| 2013-13 | 4.2 |

Ratio of Targets Achieved + Achieved or Exceeded/Surpassed- to-Targets Not Met (3-Year Moving Averages)

| 3-Year Period Ended | Ratio |
|---------------------|-------|
| 2010-11 | 7.3 |
| 2011-12 | 9.3 |
| 2012-13 | 6.5 |

Beginning with the 2010-11 academic year, PMP goals and targets were also mapped to Lehman College's Strategic Plan, where applicable. This report refers to such targets as "Strategic Targets." The purpose of this table is to give a general idea about the College's performance related to its strategic targets. Strategic targets can change year-to-year e.g., those achieved in a prior year might no longer be applicable to the current year. An example would include a unit's development of a strategic plan in a given academic year. Once that plan is developed, it would no longer appear as a strategic target in subsequent academic years.

Performance Outcomes on Strategic PMP Targets (Limited Mapping):

| Academic Year | Data Not Available | Target Changed | Not Met | Partially Achieved/In Progress | Achieved | Achieved or Exceeded/Surpassed |
|---------------|--------------------|----------------|---------|--------------------------------|----------|--------------------------------|
| 2010-11 | 3% | 0% | 13% | 16% | 66% | 3% |
| 2011-12 | 14% | 0% | 0% | 43% | 43% | 14% |
| 2012-13 | 0% | 0% | 0% | 20% | 80% | 0% |

Note: Strategic targets were defined as follows: Any target that was identified as a strategic target for a single academic year was included as a strategic target for all academic years in which it appeared in the PMP, as the Strategic Plan has not changed. Those mapped as strategic targets for each year were identified. Those listed as strategic targets for 2010-11 were also included as strategic targets for 2011-12, even if not marked as such. Those listed as strategic targets for 2011-12 were also included as strategic targets for 2010-11, even if not marked as such. Under this methodology, 3 items that were not mapped to the Strategic Plan were included as strategic targets for 2011-12. For 2012-13, the Office of Assessment and Planning used the earlier methodology for comparative purposes.

In 2012-13, the PMP performance report did not designate strategic items. However, the PMP was mapped to the strategic plan by the Office of Assessment and Planning. That map is more comprehensive than the earlier linkage. All of the PMP targets were mapped to one or more strategies contained in the Strategic Plan. The PMP targets cover 32 of the 45 (71%) strategies contained in the Strategic Plan. The following chart shows the percentage of PMP targets not met, partially achieved/in progress, achieved, or achieved/exceeded by Strategic Plan goal and objective. The figures only reflect unique PMP targets. PMP targets that apply to more than one strategy for each Strategic Plan goal or objective are counted only once.

Strategic Plan Performance based on 2012-13 PMP Outcomes (Comprehensive Mapping):

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

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

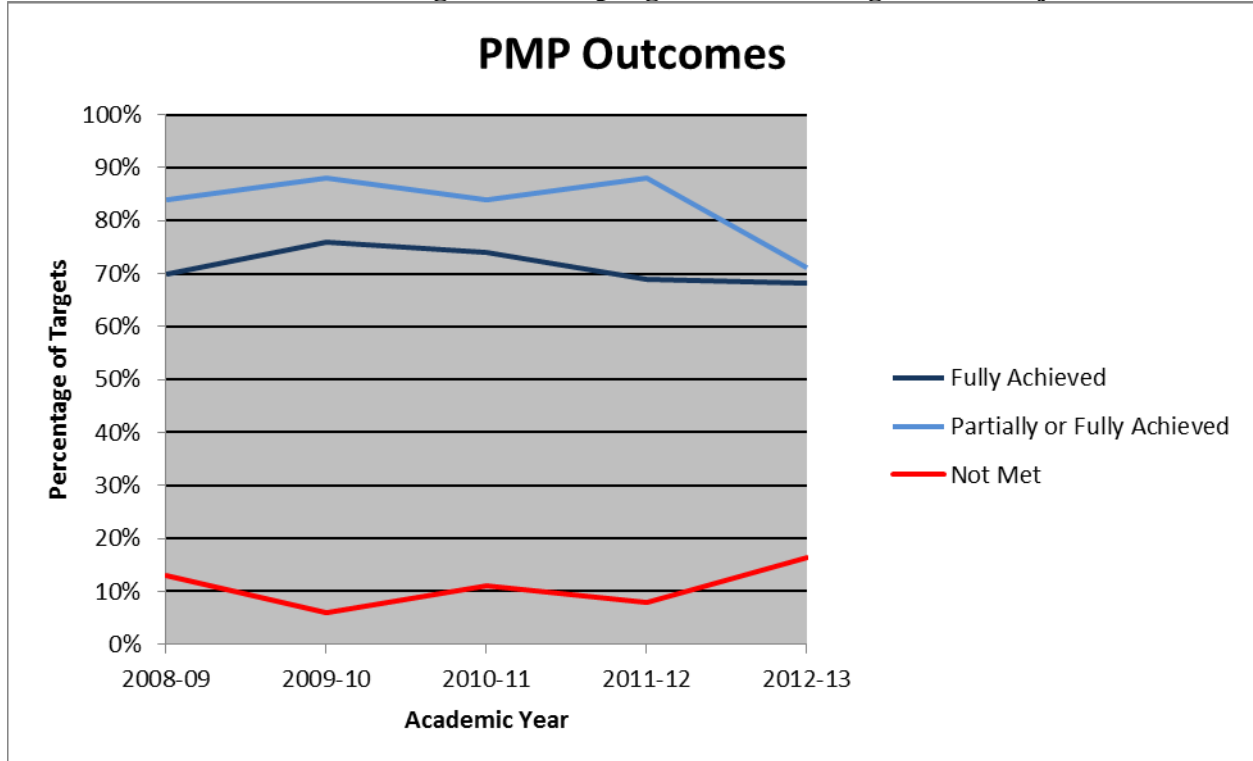
Indicators of Institutional Effectiveness

Description:

For this report indicators were selected to emphasize outputs/outcomes, measure overall progress toward institutional goals and objectives (PMP outcomes), and provide evidence of continuous institutional assessment as it relates to the Middle States Commission on Higher Education's Standard 7¹.

Indicators related to Lehman College's overall PMP outcomes and institutional assessment will be retained in future reports. The former provides a snapshot of the College's overall progress toward its goals and objectives. The latter is a critical component of its accreditation requirements. Other indicators could be added or existing ones excluded based on feedback on this report.

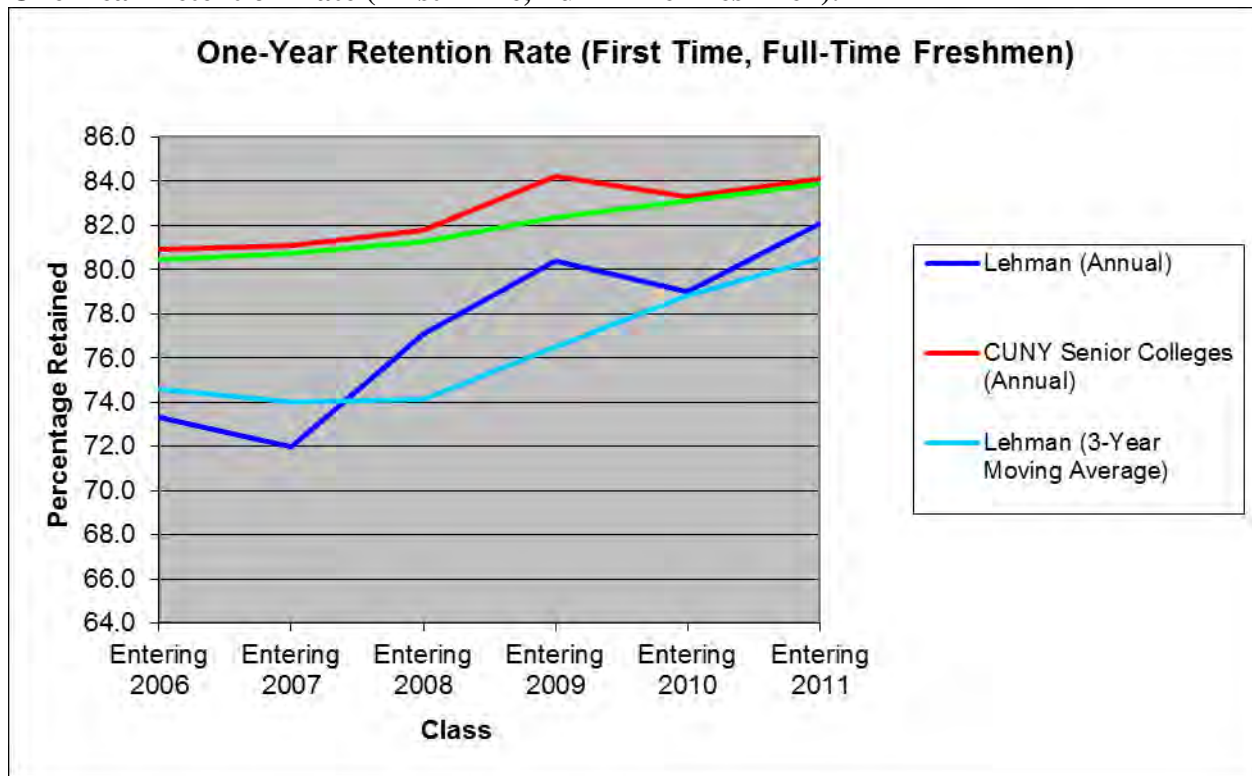
PMP Outcomes: Lehman College's overall progress toward its goals and objectives.



Ratios:

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Fully Achieved : Not Met | 5.4 | 12.7 | 6.7 | 8.6 | 4.2 |
| Partially or Fully Achieved : Not Met | 6.5 | 14.7 | 7.6 | 11.0 | 4.4 |

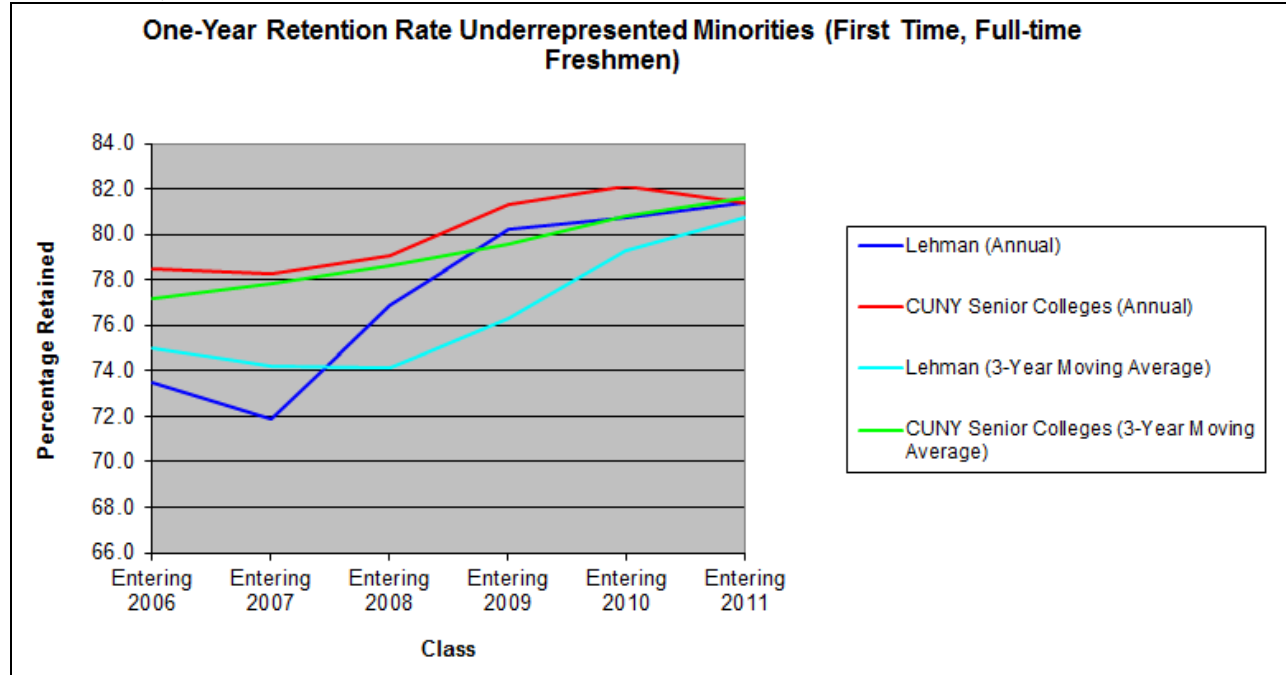
One-Year Retention Rate (First-Time, Full-Time Freshmen).



Ratios:

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|-------|-------|-------|-------|-------|-------|
| Lehman : Sr. Colleges (Annual) | 0.906 | 0.888 | 0.943 | 0.955 | 0.948 | 0.976 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.927 | 0.917 | 0.912 | 0.929 | 0.949 | 0.960 |

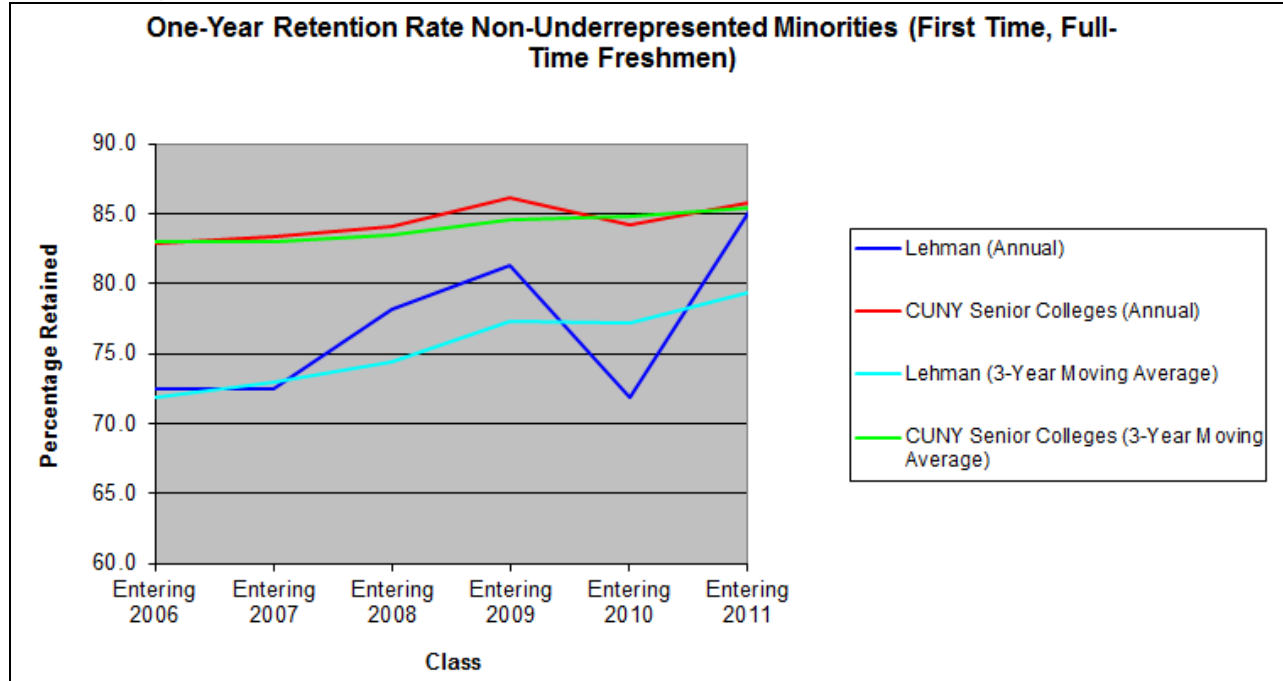
One-Year Retention Rate of Underrepresented Minorities (First-Time, Full-Time Freshmen).



Ratios:

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|-------|-------|-------|-------|-------|-------|
| Lehman : Sr. Colleges (Annual) | 0.936 | 0.918 | 0.972 | 0.986 | 0.983 | 1.000 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.972 | 0.954 | 0.942 | 0.959 | 0.981 | 0.990 |

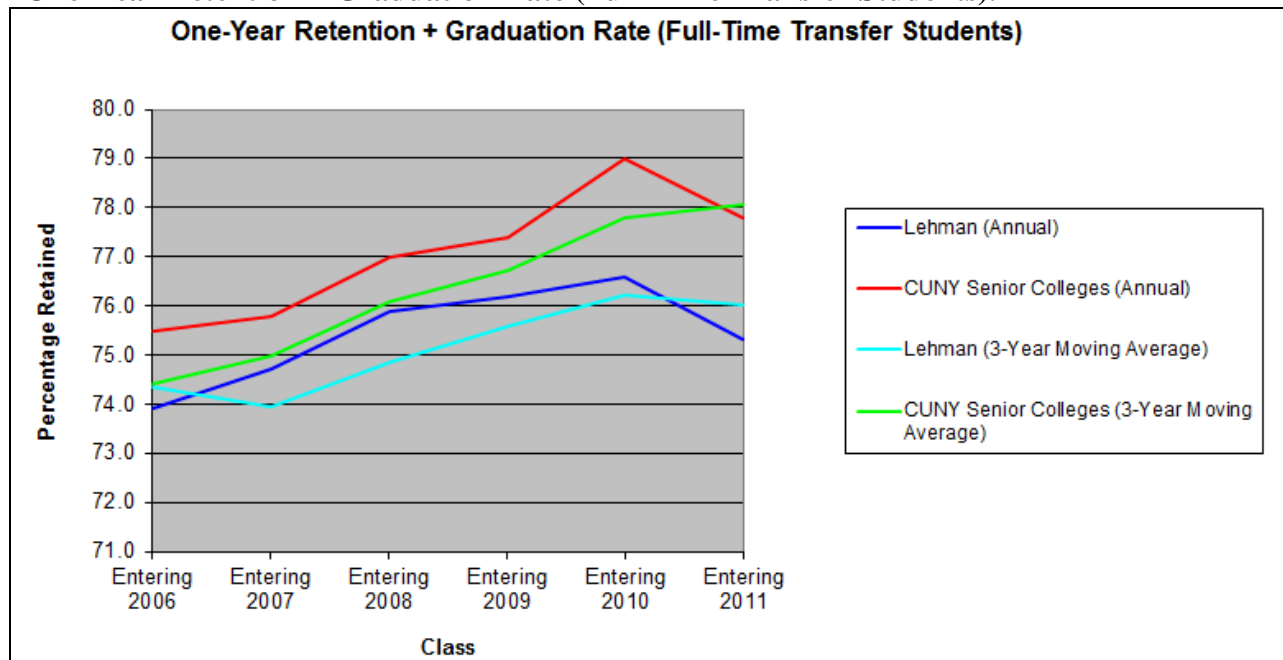
One-Year Retention Rate of Non-Underrepresented Minorities (First-Time, Full-Time Freshmen).



Ratios:

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|-------|-------|-------|-------|-------|-------|
| Lehman : Sr. Colleges (Annual) | 0.875 | 0.870 | 0.930 | 0.944 | 0.854 | 0.991 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.867 | 0.878 | 0.892 | 0.915 | 0.910 | 0.930 |

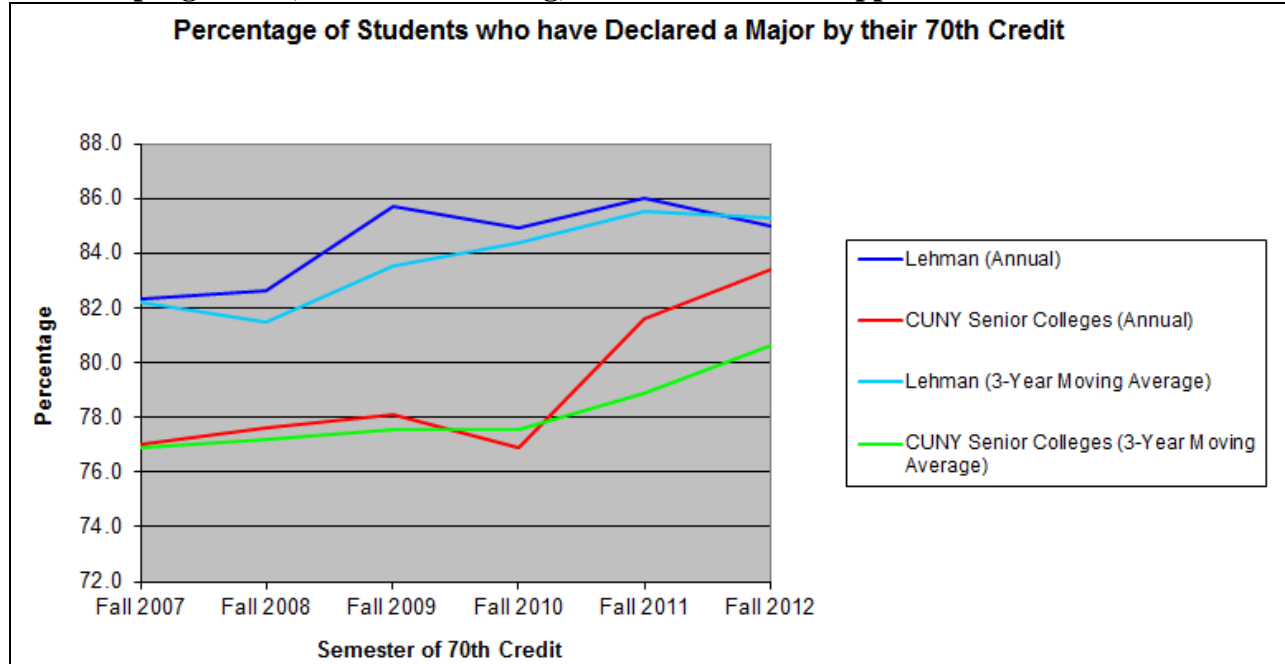
One-Year Retention + Graduation Rate (Full-Time Transfer Students).



Ratios:

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|-------|-------|-------|-------|-------|-------|
| Lehman : Sr. Colleges (Annual) | 0.979 | 0.985 | 0.986 | 0.984 | 0.970 | 0.968 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.999 | 0.986 | 0.983 | 0.985 | 0.980 | 0.974 |

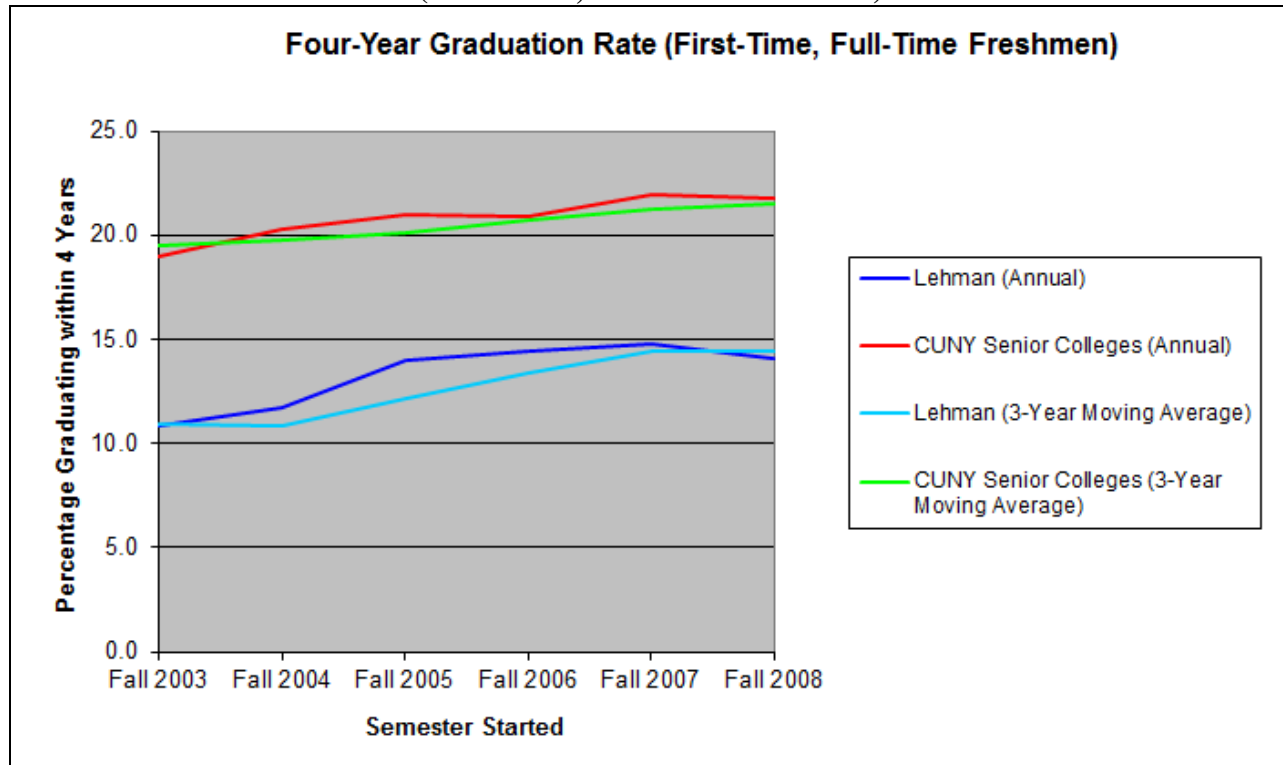
Percentage of Students who have Declared a Major by their 70th Credit: A measure of student progression, academic advising, and other student support.



Ratios:

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Lehman : Sr. Colleges (Annual) | 1.069 | 1.064 | 1.097 | 1.104 | 1.054 | 1.019 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 1.069 | 1.056 | 1.077 | 1.089 | 1.085 | 1.058 |

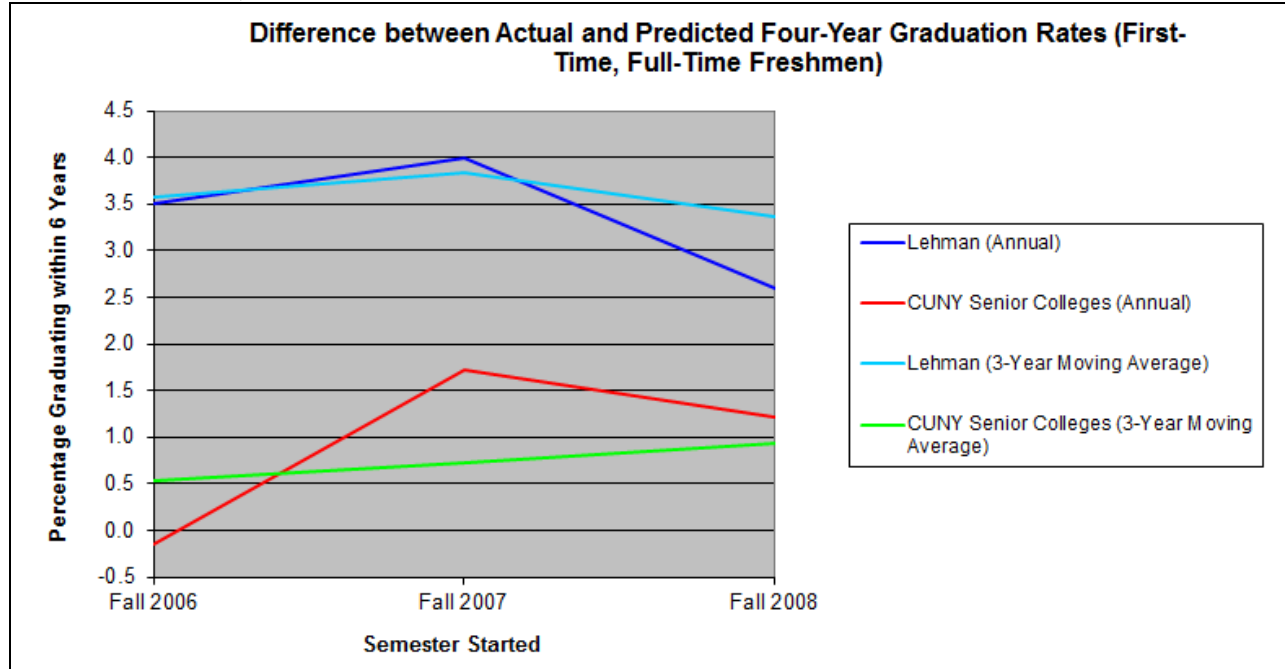
Four-Year Graduation Rate (First-Time, Full-Time Freshmen).



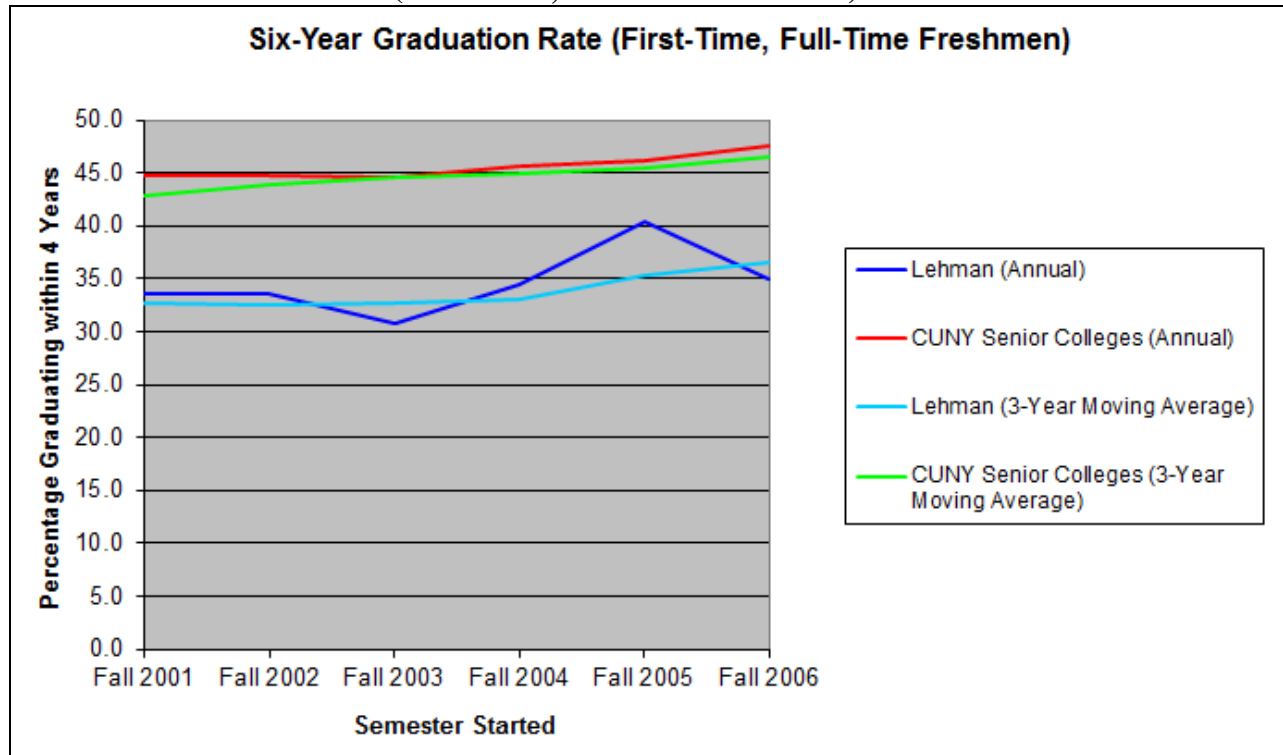
Ratios:

| | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Lehman : Sr. Colleges (Annual) | 0.568 | 0.576 | 0.667 | 0.689 | 0.677 | 0.647 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.560 | 0.548 | 0.605 | 0.645 | 0.676 | 0.670 |

Difference between Actual and Predicted Four-Year Graduation Rates (First-Time, Full-Time Freshmen).



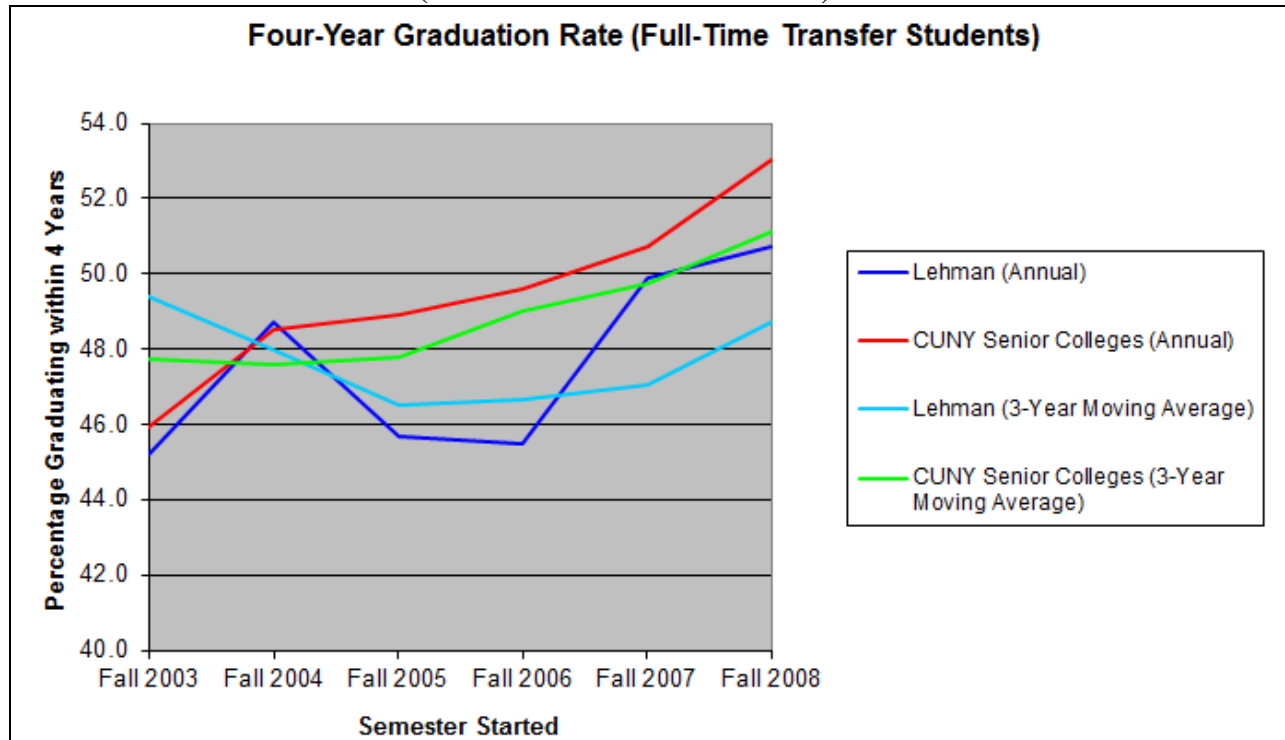
Six-Year Graduation Rate (First-Time, Full-Time Freshmen).



Ratios:

| | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Lehman : Sr. Colleges (Annual) | 0.752 | 0.750 | 0.692 | 0.755 | 0.874 | 0.733 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.761 | 0.741 | 0.731 | 0.733 | 0.775 | 0.787 |

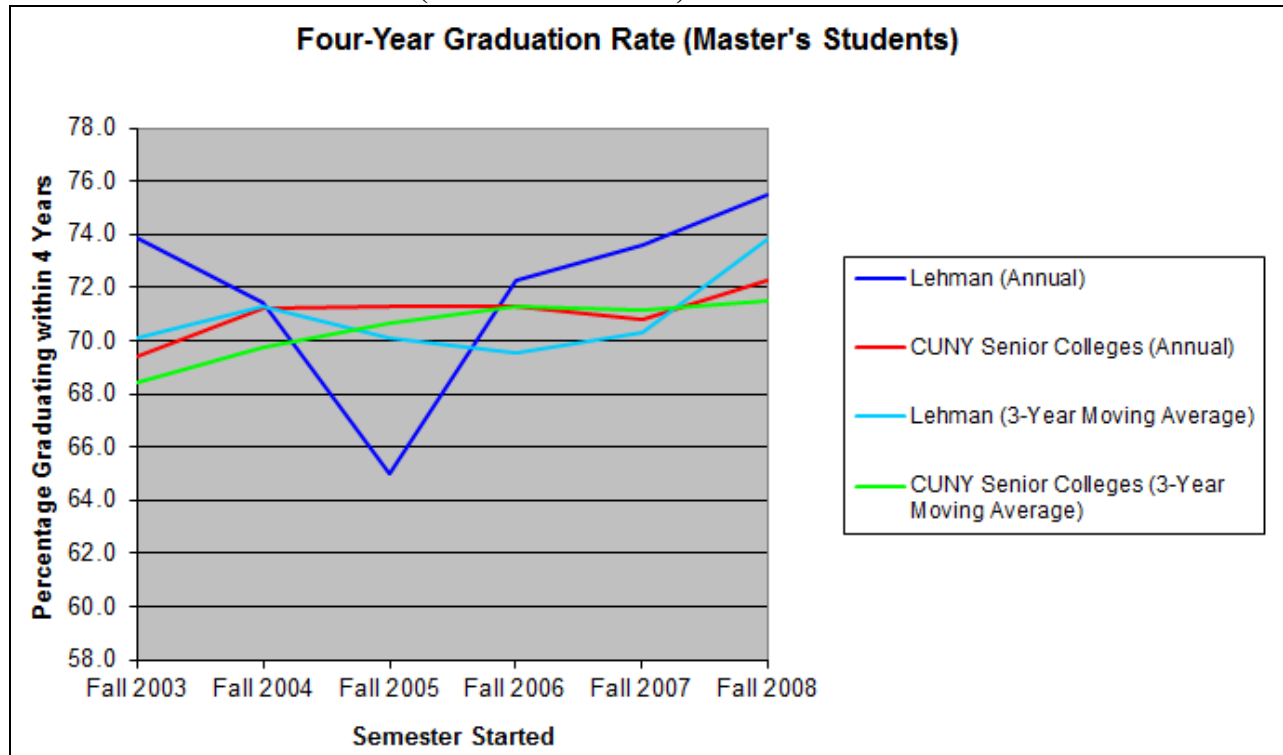
Four-Year Graduation Rate (Full-Time Transfer Students).



Ratios:

| | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Lehman : Sr. Colleges (Annual) | 0.985 | 1.004 | 0.935 | 0.917 | 0.984 | 0.957 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 1.035 | 1.008 | 0.974 | 0.952 | 0.946 | 0.953 |

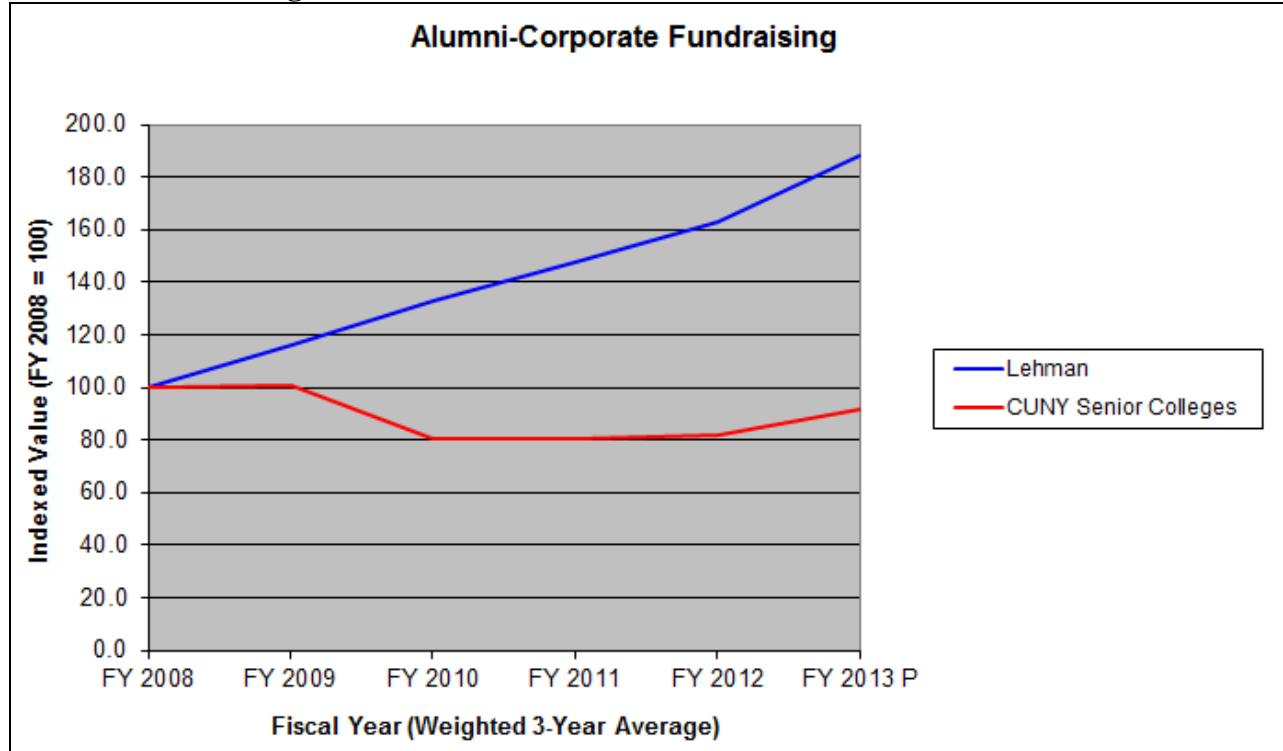
Four-Year Graduation Rate (Master's Students).



Ratios:

| | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Lehman : Sr. Colleges (Annual) | 1.065 | 1.003 | 0.912 | 1.014 | 1.040 | 1.044 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 1.024 | 1.022 | 0.992 | 0.976 | 0.988 | 1.033 |

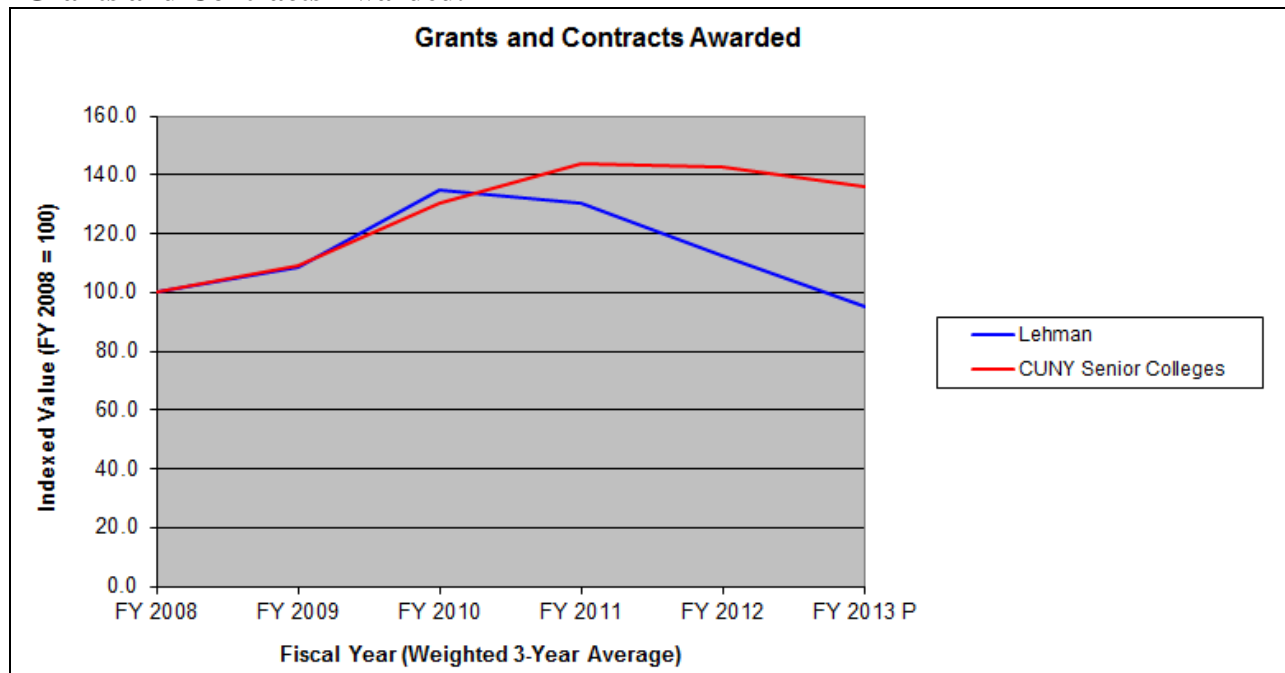
Alumni-Corporate Fundraising: An indication of how alumni and the business community view Lehman College.



Common Size Data:

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013P |
|---|------------|------------|------------|------------|------------|-------------|
| Lehman College as a % of CUNY Senior Colleges | 2.0% | 2.3% | 3.3% | 3.6% | 3.9% | 4.1% |

Grants and Contracts Awarded.



Common Size Data:

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013P |
|---|------------|------------|------------|------------|------------|-------------|
| Lehman College as a % of CUNY Senior Colleges | 11.4% | 11.3% | 11.8% | 10.3% | 8.9% | 8.0% |

Student Progress Dashboard:

This dashboard illustrates Lehman College's performance and Lehman College's performance relative to CUNY's senior colleges on a range of student retention, progression, and graduation metrics.

Boxes coded in green illustrate 2 or more consecutive years of improving outcomes. Boxes coded in red illustrate 2 or more consecutive years of worsening outcomes. All other boxes are coded in orange. The percentages in rows marked "Lehman College" reveal the College's retention, progression, and graduation rates. The percentages shown in the "Vs. CUNY Senior Colleges" row show the College's advantage or gap relative to the CUNY senior college average.

One-Year Retention Rate for First-Time, Full-Time Freshmen (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 76.5% | 78.8% | 80.5% |
| Vs. CUNY Senior Colleges | -5.9% | -4.3% | -3.4% |

One-Year Retention Rate for Underrepresented Minorities among First-Time, Full-Time Freshmen (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 76.3% | 79.3% | 80.8% |
| Vs. CUNY Senior Colleges | -3.3% | -1.5% | -0.8% |

One-Year Retention Rate for Non-Underrepresented Minorities among First-Time, Full-Time Freshmen (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 77.3% | 77.1% | 79.4% |
| Vs. CUNY Senior Colleges | -7.2% | -7.7% | -6.0% |

One-Year Retention + Graduation Rate for Full-Time Transfer Students (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 75.6% | 76.2% | 76.0% |
| Vs. CUNY Senior Colleges | -1.1% | -1.6% | -2.1% |

Declaration of Major by the 70th Credit (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 84.4% | 85.5% | 85.3% |
| Vs. CUNY Senior Colleges | +6.9% | +6.6% | +4.7% |

Four-Year Graduation Rate for First-Time, Full-Time Freshmen (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 13.4% | 14.4% | 14.4% |
| Vs. CUNY Senior Colleges | -7.3% | -6.9% | -7.1% |

Six-Year Graduation Rate for First-Time, Full-Time Freshmen (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|--------|--------|-------|
| Lehman College | 33.0% | 35.2% | 36.6% |
| Vs. CUNY Senior Colleges | -12.0% | -10.3% | -9.9% |

Four-Year Graduation Rate for Full-Time Transfer Students (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 46.6% | 47.0% | 48.7% |
| Vs. CUNY Senior Colleges | -2.4% | -2.7% | -2.4% |

Four-Year Graduation Rate for Master's Students (3-Year Moving Average):

| | 2010 | 2011 | 2012 |
|--------------------------|-------|-------|-------|
| Lehman College | 69.6% | 70.3% | 73.8% |
| Vs. CUNY Senior Colleges | -1.7% | -0.8% | +2.3% |

Endnotes:

¹ Standard 7 states: *The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.* (Middle States Commission on Higher Education, *Characteristics of Excellence in Higher Education*, 2009, p.25).

APPENDIX 1:
Lehman College and Unit Mission Statements

Lehman College's Mission, Vision, and Values Statements:

Mission Statement:

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Vision Statement:

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

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

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

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

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

Values Statement:

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

Administrative Unit Mission Statements:

Academic Standards and Evaluation:

The Office of Academic Standards and Evaluation supports the College's mission by providing accurate and comprehensive one-on-one advisement to all undergraduate students. Academic advisors guide students' decisions in identifying their educational and personal goals as they progress toward the successful completion of their baccalaureate degrees. The Office strives to uphold academic standards while enforcing the College's academic policies and procedures in a fair and equitable manner.

Admissions and Recruitment:

For prospective undergraduates to meet students, learn about distinguished faculty and view Lehman's superb facilities. For prospective graduate students to learn about our array of Master's programs in arts and sciences, health fields, and teacher education.

Athletics/APEX:

Lehman College has as its mission to provide New York City and regional residents with a liberal arts education, as well as preparation for careers and advanced study. The College is also committed to meeting the educational needs of an urban population and places a high priority on the overall quality of a student's educational experience. In doing so, it seeks to integrate programs in athletics with academic programs, and to integrate student-athletes with other Lehman College students. Lehman College places special importance on the impact of athletics on athletes, rather than on spectators, and emphasizes the involvement of internal constituents (students, faculty, staff, alumni and special friends) as an audience, rather than the general public. Consistent with the stated mission of Lehman College, the Athletic Department will:

- *Provide the best athletic competition possible without sacrificing academic integrity and academic standards.*
- *Encourage participation by maximizing the number and variety of athletic opportunities in varsity, junior varsity, club and intramural sports.*
- *Direct the athletics program to consider the needs of athletes first, rather than spectators.*
- *Ensure the integration of student-athletes into the institutional life of the College.*
- *Support students in their efforts to reach high levels of performance by supplying adequate facilities, competent coaching and appropriate competitive opportunities with students from similar institutions.*
- *Give primary emphasis to in-season competition, although institutional goals will encompass competitive excellence in the post-season.*
- *Provide the administrative and coaching support to build both the leadership and the role models needed to instill in our student-athletes a sense of pride and teamwork, as well as commitment to the athletic tradition and values of sportsmanship.*

Campus Life:

The Office of Campus Life promotes student development and student engagement by offering, coordinating, and facilitating programs, which provide students an opportunity to engage in personal, social, cultural and aesthetic experiences that complement the academic experience. The Office of Campus Life also supervises the operations of the Student Life Building which houses the registered student organizations, student media, and recreational space.

Career Services:

The Lehman College Career Services Center (CSC) assists Lehman students and alumni with all phases of their career development to help them transition from college to career. We strive to provide the highest standards of comprehensive services and practices so they may successfully meet the challenges of a globally competitive job market.

Child Care Center:

At the Lehman College Student Child Care Center, our mission is to help children learn, grow and have fun, and to foster active parental involvement in all aspects of their children's lives. We are dedicated to meeting the standards of excellence set by the National Association for the Education of Young Children. We offer our teachers a professional work environment and opportunities for growth.

College Now:

College Now is a collaborative program of the City University of New York / Lehman College and the New York City Department of Education. Our mission is to increase the level of academic college readiness among New York City public high school students, especially in the Bronx. Students have the opportunity to enroll in college level courses and/or college preparatory workshops.

Community Services:

The Office of Community Engagement and New Student Programs educates members of the Lehman campus community on the importance of responsible citizenship through new student orientation, community development programs, service efforts, practical application of knowledge, and an awareness of global issues impacting local communities.

Counseling Center:

The mission of the Counseling Center is to assist students with emotional, developmental and psychological concerns that may be affecting their personal wellness and academic growth. The Counseling Center serves the Lehman College community by providing confidential brief individual and group counseling, crisis intervention and referrals to campus services and referral to outside mental health agencies. The Counseling Center supports the educational mission of Lehman College and City University of New York by providing consultation and outreach programming to students, faculty and staff, supporting graduate and post doctoral trainees, conducting and participating in research that relates to student's mental health and development.

Division of Administration and Finance¹:

The Division of Administration and Finance is dedicated to providing a supportive environment and services to effectively facilitate and enhance the instructional, research and public service activities of Lehman College utilizing a creative solution-based approach that is grounded in a commitment to integrity, high professional standards, and effectiveness.

Division of Institutional Advancement²:

The Division of Institutional Advancement is responsible for the overall development of alumni and fundraising initiatives, arts and cultural programming, public relations, marketing, and communications at Lehman College. The Division's offices and departments are responsible for an extraordinary range of activities, with the goal of building strong support and lasting relationships with alumni, donors, foundations, corporations, community members, lawmakers, and the media.

Division of Student Affairs:

The Lehman College Student Affairs Division is dedicated to providing quality services and programs that support the College's mission. The Division fosters students' academic success, personal growth, career development, retention and persistence to graduation.

Enrollment Research & Processes:

The Office of Enrollment Research and Processes (OERP) manages and oversees business improvement projects. OERP uses project management principles to support the Division of Enrollment Management and the College in the delivery of student services, the improvement of business processes, and the implementation of technology solutions.

Financial Aid:

The Office of Financial Aid is committed to educating students and parents about the financial aid process.

Graduate Studies:

The Office of Graduate Studies coordinates all graduate programs, policies, and procedures.

Information Technology:

The IT Division is responsible for technology delivery, leadership and innovation to achieve Lehman's strategic vision of transforming lives and communities.

We deliver by being accountable for the reliable, service-oriented and transparent management of computing, data, network, telecommunications, help desk, multimedia and web resources that are responsive to the needs of the College.

We lead by implementing contemporary technologies that enhance the quality of teaching, learning, research and work experiences, adding measurable value for the students, faculty, staff, alumni and communities we serve.

We innovate by advancing a forward-thinking, seamless and collaborative technology environment that increases efficiency and ensures the highest quality education.

International Students:

Assist the College in broadening educational opportunities through joint programs with international institutions. Provide assistance to international students in matters concerning initial admission to Lehman College, visa advisement, and interaction with Immigration; facilitate student transition to culture in the USA and settlement in New York City.

Library:

The Library supports Lehman's educational mission and is committed to providing staffing, facilities, resources, and services that meet the information and scholarly needs of members of the College community, help foster personal and professional development, and inspire lifelong learning.

Our Library is committed to the following:

- Providing a friendly, welcoming environment*
- Maintaining comfortable, attractive facilities that promote research and study*
- Acquiring print, electronic, and multimedia resources that support curricular needs*
- Encouraging information and computer literacy through instruction*
- Adopting innovative technologies that enhance research, teaching, and learning*
- Serving as a gateway for the acquisition of scholarship and knowledge*
- Supporting the research needs of the CUNY community and affiliates, as well as users consulting the Government Documents depository and Special Collections.*

Office of Research and Sponsored Programs:

The Office of Research and Sponsored Programs at Lehman College is committed to cultivating an atmosphere of research and creative exploration that facilitates and supports Lehman faculty and staff in the pursuit of extramural funding that lends itself to enhancing excellence in teaching, research, and learning that continues to promote community service and engagement in the Bronx and beyond.

Registrar:

The Office of the Registrar provides consistent, expedient, and ever-improving support services to the Lehman College community. This is accomplished through an informed staff and efficient processes to ensure the integrity, accuracy, confidentiality and security of academic records and registration-related information. Staff members are committed to maintaining fairness and respect in the delivery of all office functions.

SEEK:

The SEEK Program promotes the academic, personal, and vocational development of SEEK students at Lehman College. SEEK fulfills this mission by admitting a previously underserved population and providing an array of specialized support and enrichment programs and activities dedicated to encouraging SEEK student learning, performance, persistence, and graduation.

Special Academic Sessions:

Through successful relationship building with students, faculty, staff, and the external community the Department strives to gain a deeper understanding of continuing, new, and visiting student needs. The department works collaboratively with academic and student service areas to develop programming that will provide students with the flexibility needed to achieve their ultimate educational objectives. The office is committed to serving the college community in a consultative capacity on all issues relevant to enhanced Winter, Summer and other special academic sessions that benefit our students.

Student Disability Services:

The mission of the Office of Disability Services is to ensure equal access for student with disabilities to all curricular and co-curricular opportunities at Lehman. Through programming and direct service the office will enhance the overall educational experience of students with disabilities and provide leadership to the campus community on disability related matters.

Student Health Center:

The Lehman College Student Health Center's mission is to provide quality and affordable health care to our student body. Students who utilize the Health Center will learn about preventive and acute health issues in order to maintain the optimum health they will need to succeed personally and academically. We strive to arm our students with the skills needed to manage their health in preparation for their life after college.

Testing & Scholarships:

The Office of Academic Testing and Scholarships implements the University's testing regulations and procedures. We provide information on support services available to students to help them meet the University's testing requirements.

The Scholarship unit within the office is dedicated to assuring that scholarship funds are used to recruit, retain, and graduate students. It also assists students with obtaining external scholarship opportunities.

The Office is committed to providing a supportive and friendly environment with excellent customer service, while maintaining the integrity of the University's testing policies and the various scholarship criteria.

Urban Male Leadership Program:

The Urban Male Leadership Program (UMLP) is designed to facilitate the successful transition of first year and transfer students to Lehman College. The program also provides support to continuing students by strengthening academic skills, personal development, and character enrichment. We are committed to developing the whole student both in and outside of the classroom. The primary focus is to increase the retention and graduation rates of all students while fostering a meaningful college experience with specific emphasis on historically underrepresented Black and Latino males.

Veterans/Reservist Services:

The mission of the Office of Veterans and Military Affairs is to support our veteran students, members of the armed forces and their families in their pursuit of higher education. The Office provides benefit advisement, facilitates communication and support services among campus offices, and serves as a liaison between the federal Veterans Affairs Regional Processing Office and the New York State Division of Veteran affairs and other agencies. Through programming and direct services we provide a coordinated system of service delivery to ensure a meaningful transition to civilian life and a positive educational experience.

Endnotes:

¹ The Division's mission statement serves as the mission statement for all of its units (Campus Planning & Facilities, Budget and Business Offices, Human Resources, Payroll, Public Safety, and Environmental Health and Safety).

² The Division's mission statement serves as the mission statement for all of its units (Alumni Relations, Art Gallery, Corporate Foundation/Government Relations, Media Relations, and the Performing Arts Center).

APPENDIX 2

The Periodic Review Report

The Periodic Review Report: Background

The Periodic Review Report (PRR) is submitted to the Middle States Commission on Higher Education five years after an institution's decennial review.¹ As Lehman College's last decennial review occurred in 2009, a Periodic Review Report is due on June 1, 2014.²

The PRR's goals are as follows³:

1. To help institutions gauge their progress in achieving their own goals and objectives
2. To enable the Commission to assess the current status, as well as the future prospects, of institutions, within the framework of the Commission's accreditation standards
3. To fulfill the Commission's accountability to the public, the academic community at large, and its member institutions

The PRR's objectives are as follows⁴:

1. To assess the impact of significant major developments, changes, or challenges subsequent to the last evaluation
2. To assess the institution's response to recommendations resulting from the previous evaluation
3. To review the institution's enrollment trends, financial status, and enrollment and financial projections
4. To determine the current status of the implementation of processes for the assessment of institutional effectiveness and the assessment of student learning outcomes (Accreditation Standards 7 and 14)
5. To assess the extent to which linked institutional planning and budgeting processes are in place

The PRR requires approximately 50 pages excluding appendices.⁵ In general, sources of information for the PRR and its appendices include documents related to an institution's planning, budgeting, and assessment activities and updates of information previously submitted to Middle States as a source of data.⁶

The PRR consists of the following sections⁷:

- 1. Certification Statement:** Statement indicating institutions are in compliance with Title IV of the Higher Education Opportunity Act of 2008.
- 2. Executive Summary:** (No more than 5 pages in length):
 - Brief introductory overview of the institution, including references to mission, enrollment, educational offerings, structures, and resources
 - Summary information in the institution's approach to the preparation of the PRR
 - Summary of major institutional changes/developments since the decennial evaluation and the extent such changes are relevant to one or more accreditation standards
 - An abstract of the highlights of the PRR in narrative form
- 3. Summary of the institution's response to recommendations from the previous evaluation and to Commission actions:** Institutions need not respond to suggestions or provide substantive discussion of recommendations addressed in follow-up reports. A brief summary suffices.
- 4. Narrative identifying major challenges and/or opportunities:** Briefly identify important challenges/opportunities over the next five years that are relevant to one or more accreditation standards. The institution can also briefly highlight major accomplishments in this section.
- 5. Enrollment and finance trends and projections:**
 - The institution's financial plan for the period covered by its strategic plan (not less than current year + 3 future years)
 - Audited financial statements and management letters for the 3 previous years
 - Financial information submitted to IPEDS for the 3 previous years
 - Actual enrollment for the current year + 3 previous years
 - Projected enrollment for the period covered by the institution's financial plan (not less than 3 future years)
- 6. Organized and sustained process to assess institutional effectiveness and student learning:** Should focus on MSCHE Standards 7 and 14. Should include a discussion of recommendations related to those two standards from the decennial review
- 7. Linked institutional planning and budgeting processes:**
 - Detailed overview and analysis of an institution's planning and budgeting processes
 - Demonstration on how those processes are linked (with concrete examples)
 - The analysis should be supported by key planning documents in the appendices

The PRR's cover page should contain at least the following information: Report title ("Periodic Review Report"), "Presented by" followed by the name and location of the institution, date, CEO name and title, and date of the most recent decennial evaluation team's visit.⁸

Exhibit 1: Cover Page

Periodic Review Report

presented by:

Indiana University of Pennsylvania
Dr. David Werner, Interim President

presented to:

Middle States Association
Commission on Higher Education

April 18, 2011

Accredited since: 1941
Reaffirmation of Accreditation: 2006
Evaluation Site Visit: March 19-22, 2006

Source: Indiana University of Pennsylvania's 2011 Periodic Review Report

The report should also contain a table of contents followed by a list of appendices.

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Source: Indiana University of Pennsylvania's 2011 Periodic Review Report

Exhibit 4: Certification Statement



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions Effective July 1, 2011)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

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

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

(Name of Institution)

is seeking (*Check one*): ☐ Initial Accreditation ☐ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

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

(Campus President)

(Date)

The blank certification statement can be downloaded from the Middle States website as follows:

Publications/Forms On-line/Certification Statement (For Institutions Applying or Undergoing Review on or After October 19, 2012) or from the following URL:

<http://www.msche.org/publications/CertificationStatementOct2012.doc>

Focusing the PRR Effort

In its *Handbook for Periodic Review Reports*, MSCHE states that from the Commission's experience, a "useful PRR" requires an average of "two years from initiation of the process to submission of the report."⁹ With a June 1, 2014 deadline, Lehman College will have approximately one year to undertake its PRR process and submit its PRR.

A compressed timeframe makes it important that the institution focus its efforts on (1) matters that can contribute most to its success; (2) issues that can facilitate its strategic direction; and, (3) items most likely to be cited by MSCHE. Greater attention should be devoted to those relatively more important matters. A one-size-fits-all or equal attention to each MSCHE Standard/report component likely would not be optimal.

A focused approach can be guided by among the following questions:

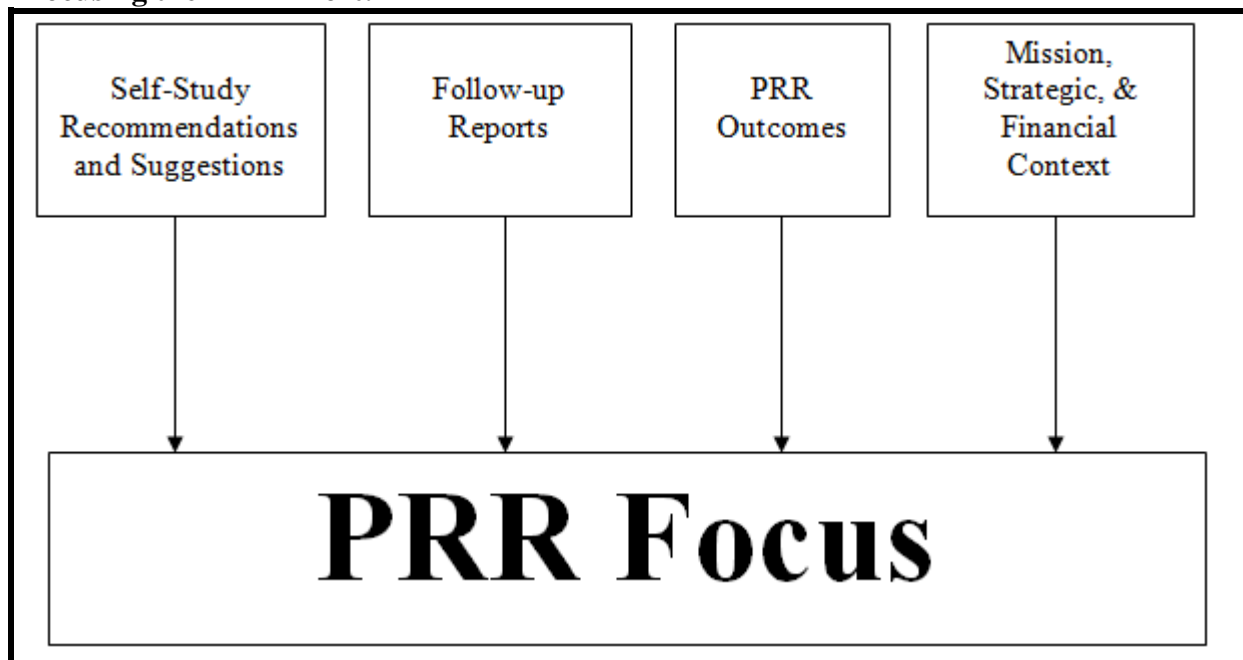
- What does MSCHE require?
- What does the institution find important (where is continual improvement most valuable)?
- In what areas is the institution strong and in what areas does the institution have documented weaknesses?
- What strategic opportunities and threats would most impact the institution?
- What resources are available to the institution, what factors (State budget, financial aid, enrollment, etc.) impact those resources, how are those resources deployed?
- Is resource deployment planned in a strategic fashion and does outcomes-related data lead to adjustments in resource deployment?
- What areas have been cited most frequently by MSCHE (areas that MSCHE believes are important to an institution's performance)?

The information related to those questions can be found in:

- Recommendations and suggestions arising from the decennial review
- Elements and processes highlighted in follow-up reports (monitoring reports and/or progress letters)
- MSCHE's responses to submitted PRR reports
- An institution's mission, values, and vision statements
- An institution's strategic plan
- An institution's financial statements and budget and underlying processes and major assumptions
- Linkage between an institution's planning, resource allocation, and budgeting activities

The chart on the following page groups these elements into broad factors that can guide the focus of the PRR. All MSCHE requirements related to the PRR must be addressed (required sections of the report). However, the time devoted to each task and the documentation provided should be focused when there is a compressed timeframe.

Focusing the PRR Effort:



Self-Study Recommendations and Suggestions:

Standard 1: Mission and Goals¹⁰

Recommendations: None

Suggestions: None

Standard 2: Planning, Resource Allocation, and Institutional Renewal¹¹

Recommendations: None

Suggestions:

- The College should consider a long range/strategic planning process that includes a shorter element as well, for instance three-four years, of which, the first year is the immediate budget year so that there is a current as well as a long range component within the longer ten-year horizon.
- [T]here should be a direct and continuous input from the assessment of student learning and institutional effectiveness into the planning budgeting cycle to reflect needed resources to “continuously improve the plan” with respect to student learning outcomes and institutional assessment as integral parts of the planning and resource allocation process.

Standard 3: Institutional Resources¹²

Recommendations: None

Suggestions: None

Standard 4: Leadership and Governance¹³

Recommendations: None

Suggestions: None

Standard 5: Administration¹⁴

Recommendations: None

Suggestions: None

Standard 6: Integrity¹⁵

Recommendations: None

Suggestion:

- Assess the impact of the new bell schedule to improve classroom space utilization (NOTE: MSCHE grouped this suggestion based on where it appeared in Lehman College’s self-study report)

Standard 7: Institutional Effectiveness¹⁶

Recommendations: None

Suggestion:

- Institutional assessment should be coordinated, if not integrated, with the College's efforts to plan, design, and implement a student learning outcomes assessment program. This effort, in turn, should be coordinated with the development of the new strategic plan presently underway. The Team believes this approach will fully achieve the results contemplated by the accreditation Standards 2, 3, 7 and 14.

Standard 8: Student Admissions and Retention¹⁷

Recommendation:

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

Suggestion:

- Lehman may wish to focus its efforts on the more predictive measure of high school academic performance coupled with high school college preparatory units attained.

Standard 9: Student Support Services¹⁸

Recommendations: None

Suggestions:

- Lehman College should consider adding an advising mentoring component to the First-Year Initiative.
- Lehman College should consider taking a more robust approach to advisement that will ease the registration process for continuing and transfer students and assist them toward degree completion.

Standard 10: Faculty¹⁹

Recommendations: None

Suggestions:

- Address issue of aging full-time faculty (especially at the professor rank) and devise a plan for replacement.
- Mentor new faculty on the tenure clock, and closely monitor the impact of the recent change [New York State Law extending the tenure period to 7 years coupled with 24 semester hours of released time during the first 5 years²⁰].
- Continue mentoring faculty to meet T&R [teaching & research] expectations, and expectations of the weight of Scholarship of Teaching and Scholarship of Research.

Standard 11: Educational Offerings²¹

Recommendations: None

Suggestion:

- Examine the administrative support for the graduate program.

Standard 12: General Education²²

Recommendations: None

Suggestions:

- More systematic assessment of General Education should take place. While initial steps have been taken, there appears to be incomplete or unanalyzed data. There are significant opportunities for further assessment of General Education.
- Begin to collect data from direct measures of student learning.
- Based on the success of LEH 100, consider a correlate course for transfer students, and a similar process for its development, assessment, and revision.

Standard 13: Related Educational Activities²³

Recommendations: None

Suggestions:

- Learning goals and objectives for related educational activities should be embedded more deliberately in the programs, and assessment procedures should be developed and implemented more systematically.
- Develop specific objectives for online programs and courses; further research is needed to determine reasons for the different outcomes for students in online courses as compared with traditional courses.
- Develop an appropriate student evaluation form for online courses.

Standard 14: Assessment of Student Learning²⁴

Recommendations:

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

Suggestions: None

Based on the MSCHE's review of the self-study report and its request for follow-up, Lehman College submitted a monitoring report on April 1, 2011 covering Standards 7 and 14 and a Progress Letter on April 1, 2013 covering Standard 14.

Lehman College's Challenges and Action Plans:

In its 2009 decennial report, Lehman College identified a number of challenges confronting the institution and action plans aimed at addressing, at least in part, those challenges. Revisiting the challenges and discussing the action plans (what was implemented, what worked, what did not, why, what changes have followed) can provide rich commentary for the PRR. This section lists the challenges and action plans. It also attempts to categorize those challenges and action plans by MSCHE Standard.

Standard 2: Planning, Resource Allocation, and Institutional Renewal²⁵

| Challenge | Action Plan |
|---|--|
| <ul style="list-style-type: none">• Maintaining adequate planning and resource allocations in light of the uncertainty of New York State and CUNY budgets.• No corresponding challenge listed.• Obtaining and understanding sensitive and complex data relating to actual expenditures and budgetary processes. | <ul style="list-style-type: none">• Develop a contingency plan for reduced financial resource allocations for the College.• Conduct the faculty technology survey planned for 2008-09.• No corresponding action plan listed. |

Standard 3: Institutional Resources²⁶

| Challenge | Action Plan |
|--|--|
| <ul style="list-style-type: none">• Continuing to fund new programs, services, and degrees created from CUNY Compact monies that have been put on hold until 2010.• Ensuring sufficient funding for CUNY IT initiatives | <ul style="list-style-type: none">• Develop a contingency plan for reduced financial resource allocations for the College• To assure the successful implementation of CUNY FIRST, a fully integrated state-of-the-art database beginning in March 2009. |

Standard 4: Leadership and Governance²⁷

| Challenge | Action Plan |
|--|--|
| <ul style="list-style-type: none">• Maintain adherence to New York State Law regarding open meetings and the presence of quorums on the College Senate and related committees. | <ul style="list-style-type: none">• Increase communication channels to the College community on the importance of attending open meetings. |

Standard 6: Integrity²⁸

| Challenge | Action Plan |
|---|---|
| <ul style="list-style-type: none">• Define and clarify issues that fall under the rubric of academic freedom. | <ul style="list-style-type: none">• Schedule a workshop or forum to define and clarify academic freedom issues. |

Standard 7: Institutional Effectiveness²⁹

| Challenge | Action Plan |
|---|--|
| <ul style="list-style-type: none">• Improve communication about ongoing assessment activities and their outcomes and benefits for the College.• Create sufficient faculty and classroom space to meet the demands of new program offerings and expanding majors.• Improve utilization of faculty and classroom space.• Extend the positive impact of the College's activities and programs on the surrounding community to fulfill Lehman's commitment to serve as an intellectual, economic, cultural, and athletic center. | <ul style="list-style-type: none">• Conduct a search for a full-time assessment coordinator to work with the Office of Institutional Research, Planning, and Assessment.• Continue to implement the College Faculty Master Plan for future space and programmatic needs (a new Science Facility is under construction).• Implement a new bell schedule for the improved utilization of faculty and classroom space, effective spring 2009.• Assess Lehman's impact on the surrounding community with regard to its leadership role as an intellectual, economic, cultural, and athletic center. |

Standard 8: Student Admissions and Retention³⁰

| Challenge | Action Plan |
|--|--|
| <ul style="list-style-type: none">• Increase student retention by identifying and assessing specific needs of at least two distinct groups of transfer students: entering upper freshmen and sophomores, and entering juniors or seniors (most with Associate's Degrees).• No corresponding challenge listed.• After "stopping out," Lehman students re-enroll or do not re-enroll for complex and significant reasons that must be understood more fully in order to maximize outreach efforts. | <ul style="list-style-type: none">• Increase retention of transfer students with fewer than 60 credits by directing financial, academic, and advising resources to address their needs.• Monitor the impact of raising admissions standards on student admissions and retention.• Develop a process to more effectively identify students who are most likely to seek readmission. |

Standard 9: Student Support Services³¹

| Challenge | Action Plan |
|---|---|
| <ul style="list-style-type: none">• No corresponding challenge listed.• Undergraduate students rate Lehman's advisement services positively, but the wait times need to be reduced—especially for transfer students during peak periods of registration and also to encourage students to complete admission and preregistration processes early.• Graduate students have not been surveyed on a regular College-wide basis regarding their satisfaction with services.• Sufficient resources to maintain and expand services and programs need to be ensured. | <ul style="list-style-type: none">• Design a consistent feedback mechanism for student services.• Examine and implement recommendations of the Task Force on Advising.• Expand and institutionalize a graduate student survey, such as the one conducted in fall 2007.• No corresponding action plan listed. |

Standard 10: Faculty³²

| Challenge | Action Plan |
|--|--|
| <ul style="list-style-type: none">• Lehman's faculty is aging, and the College will need to maintain maximum faculty lines as retirements increase. This will be more likely if the College's enrollment continues to rise.• Maintaining the College's high percentage of courses taught by full-time faculty.• New members of the faculty need to be informed regarding the new seven-year tenure clock and its impact. This has been a hugely significant change in CUNY's long-standing tenure and promotion guidelines.• The Student Evaluation of Instruction form and format has not been revised in more than 20 years.• A reduced reliance on adjunct teaching.• No corresponding challenge listed. | <ul style="list-style-type: none">• Develop a five-to-ten year strategic plan to address the retirement of full-time faculty and the expansion of academic programs.• Develop a five-to-ten year strategic plan to address the retirement of full-time faculty and the expansion of academic programs.• Clarify expectations for tenure and promotion given the new CUNY tenure clock, using concepts from the Scholarship of Teaching and Learning (SOTL) but remaining within the parameters of the CUNY Board of Trustees and New York State Legislature, both of which must approve any change in the tenure and promotion process.• Update the Student Evaluation of Instruction form.• Develop a five-to-ten year strategic plan to address the retirement of full-time faculty and the expansion of academic programs.• Develop and implement the recommendations from the working group on teaching excellence. |

Standard 11: Educational Offerings³³

| Challenge | Action Plan |
|---|--|
| <ul style="list-style-type: none">• The ongoing need to respond to changing Demands for new undergraduate and graduate curricula, despite fiscal constraints. | <ul style="list-style-type: none">• No corresponding action plan listed. |

Standard 12: General Education³⁴

| Challenge | Action Plan |
|--|---|
| <ul style="list-style-type: none">Refining specific objectives and student learning outcomes in the General Education curriculum.No corresponding challenge listed. | <ul style="list-style-type: none">Continue to support improvements of teaching and learning in General Education and majors/programs.Expand and further develop learning communities, such as Writing Across the Curriculum, Freshman Year Initiative, and a comprehensive online program. |

Standard 13: Related Educational Activities³⁵

| Challenge | Action Plan |
|--|---|
| <ul style="list-style-type: none">The pattern of grades for online courses, when compared to grades for all undergraduate courses, indicates a higher percentage of A grades in online courses and a lower percentage of B and C grades, but also a higher percentage of students who do not succeed in online courses (D grades, Incompletes, and Withdrawals).All indications point to an increasing demand for distance learning, which requires continual upgrading of the IT infrastructure, support for faculty and students, and administrative resources.Resources are needed to staff and fund the new Office of Online Education to interface with the existing academic structure.No corresponding challenge listed. | <ul style="list-style-type: none">Further research is needed to determine reasons for the different outcomes for students in online courses as compared with traditional courses, with the objective of identifying structures and support services that will enable a higher success rate for these students.Develop specific objectives for online programs and courses, and an effective procedure for student evaluation of online instruction.Provide resources for student preparation for the use of technology.Expand and further develop learning communities, such as Writing Across the Curriculum, Freshman Year Initiative, and a comprehensive online program. |

Standard 14: Assessment of Student Learning³⁶

| Challenge | Action Plan |
|--|--|
| <ul style="list-style-type: none">• Improve communication about ongoing assessment activities and their outcomes and benefits for the College.• Improving student performance on indirect and direct measures of learning such as the SES, NSSE, and CPE.• College support for a structure to assess student learning and provide resources for faculty to “close the loop.” | <ul style="list-style-type: none">• Conduct a search for a full-time assessment coordinator to work with the Office of Institutional Research, Planning, and Assessment.• Expand the College’s emphasis on the assessment of student learning by implementing recommendations of the Assessment Council• Initiate a campus-wide assessment of long-range curricular needs. |

Periodic Review Report Outcomes:

Approximately half of all institutions submitting their PRR were asked to provide follow-up reports (monitoring reports or progress letters) during the past 5 years and 3 years. Private institutions were modestly more likely to be asked for follow-up reports, but the gap has closed. That development might relate to sample size, as private institutions accounted for 75% of institutions submitting PRRs in 2008 and 2009. For 2010-2012, private institutions accounted for 59% of submitted PRRs. The outcomes listed below do not deal with the handful of institutions being placed on warning, as a serious lack of evidence would be required for one or more Standards to bring about that outcome.

Outcomes: All Institutions:

| | Last 5 Years | Last 3 Years |
|----------------------|--------------|--------------|
| No Follow-Up Request | 50% | 51% |
| Follow-up Request | 50% | 49% |

Outcomes: Private Institutions:

| | Last 5 Years | Last 3 Years |
|----------------------|--------------|--------------|
| No Follow-Up Request | 47% | 50% |
| Follow-up Request | 53% | 50% |

Outcomes: Public Institutions:

| | Last 5 Years | Last 3 Years |
|----------------------|--------------|--------------|
| No Follow-Up Request | 57% | 52% |
| Follow-up Request | 43% | 48% |

Most-Cited Standards in Follow-Up Report Requests:

| Last 5 Years: | | Last 3 Years: | |
|---------------|---------------|---------------|---------------|
| Standard(s) | % of Requests | Standard(s) | % of Requests |
| 14 | 68% | 14 | 68% |
| 7 | 40% | 7 | 38% |
| 2 | 31% | 2 | 33% |
| 3 | 25% | 12 | 25% |
| 8 | 20% | 3 and 8 | 17% |

During 2008-2012, the 14 MSCHE standards were cited 255 times in 105 requests for follow-up reports. Standards 2, 3, 7, 8, 12, and 14 were cited 212 times, accounting for 83% of total citations in those requests for follow-up reports.

During 2010-2012, the 14 MSCHE standards were cited 147 times in 60 requests for follow-up reports. Standards 2, 3, 7, 8, 12, and 14 were cited 119 times, accounting for 81% of total citations in those requests for follow-up reports.

Citation Clusters for the Most-Cited Standards: 2008-2012:

When Standard 2 is Cited:

Standard 14: 64% cases
Standard 7: 55% cases
Standard 3: 30% cases

When Standard 3 is Cited:

Standard 14: 69% cases
Standard 8: 46% cases
Standard 2: 38% cases

When Standard 7 is Cited:

Standard 14: 64% cases
Standard 2: 44% cases
Standard 3: 20% cases

When Standard 8 is Cited:

Standard 14: 62% cases
Standard 3: 57% cases
Standard 7: 33% cases

When Standard 12 is Cited:

Standard 14: 74% cases
Standard 2: 37% cases
Standard 7: 37% cases

When Standard 14 is Cited:

Standard 7: 38% cases
Standard 2: 30% cases
Standard 3: 25% cases

The Most-Cited Issues for the Most-Cited Standards:

Over the past 5 years, Standards 2, 3, 7, 8, and 14 appeared most often in requests for follow-up reports following the PRR. Over the past 3 years, Standard 12 was added to the mix. My review of the requests for follow-up reports revealed that 89 elements were cited for all standards and that those elements were cited a total number of 336 times. The elements I grouped for the six-most cited Standards account for 19% of the cited elements and 68% of total citations.

These elements identify where risk related to requests for follow-up reports is concentrated. In the bigger picture, avoiding those issues forms a foundation for an effective framework for continual institutional improvement. Hence, those issues mark a starting point. Moreover, there is overlap among some of the elements.

Standard 2: Planning, Resource Allocation, and Institutional Renewal:

- Linked planning, decision making, budgeting, and assessment (21 cases) – *overlap with standard 7*
- A comprehensive institutional strategic plan (13 cases)
- A comprehensive enrollment management plan that is consistent with the institution's strategic plan (3 cases)¹ – *overlap with Standards 8 and 10*

Standard 3: Institutional Resources:

- Measures taken to strengthen the institution's finances and/or its short- and long-term financial viability (10 cases)
- Audited financial statements and management letter (8 cases)
- A long-term or multi-year financial plan and planning process (7 cases)

Standard 7: Institutional Assessment:

- A comprehensive, organized, and sustained process for the assessment of institutional effectiveness (22 cases)
- Assessment information is used in budgeting, planning and allocating resources and to improve programs and services (22 cases) -- *overlap with Standard 2*
- Assessment results are shared and discussed with appropriate constituents, including the governing board (2 cases)

Standard 8: Student Admissions and Retention:

- Comprehensive enrollment management plan for recruitment, admissions, retention, and marketing (10 cases)² – *overlap with Standards 2 and 10*
- Steps taken to improve student enrollment and retention (8 cases)

¹ MSCHE made 10 requests for a comprehensive enrollment management plan in asking for follow-up reports under Standard 10.

² MSCHE made 10 requests for a comprehensive enrollment management plan in asking for follow-up reports under Standard 10.

Section Endnotes:

¹ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.1.

² <https://www.msche.org/documents/sas/60/Statement%20of%20Accreditation%20Status.htm>.

³ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.2.

⁴ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.2.

⁵ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.2.

⁶ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.2.

⁷ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.3-6 and <http://www.msche.org/documents/ImplementingHEOA.pdf>.

⁸ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.8.

⁹ *Handbook for Periodic Review Reports* (Twelfth Edition), Philadelphia, PA: Middle States Commission on Higher Education, 2011, p.1.

¹⁰ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.1-2.

¹¹ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.3-4.

¹² Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, p.5.

¹³ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, p.6.

¹⁴ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, p.7.

¹⁵ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.7-8.

¹⁶ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, p.2.

¹⁷ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.9-12.

¹⁸ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.9-12.

¹⁹ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.12-14.

²⁰ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, p.12.

²¹ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.14-16.

²² Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.16-17.

²³ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.19-20.

²⁴ Evaluation Team Representing the Middle States Commission on Higher Education, "Report to the Faculty, Administration, Trustees, Students of CUNY-Herbert H. Lehman College," Prepared after the institution's Self-Study Report and a visit to the campus on March 8-11, 2009, pp.17-19.

²⁵ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.4-8 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, p.18.

²⁶ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.9-11 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, p.18.

²⁷ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.12-17 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, p.26.

²⁸ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.21-24 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, p.26.

²⁹ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.25-30 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, pp.13, 26.

³⁰ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.31-33 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, pp.13, 34.

³¹ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.34-36 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, p.34.

³² *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.37-39 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, pp.40, 56.

³³ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.40-46 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, p.56.

³⁴ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.47-50 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, pp.26, 56.

³⁵ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.51-62 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, pp.26, 63.

³⁶ *Characteristics of Excellence in Higher Education*, Philadelphia, PA: Middle States Commission on Higher Education, 2011, pp.63-68 and Herbert H. Lehman College's *Decennial Report to the Commission on Higher Education Middle States Association of Colleges and Schools*, January 2009, pp.13, 56.



STRATEGIC PLAN FOR STEM

Lehman College
The City University of New York
2013-2018



LEHMAN
COLLEGE



BACKGROUND AND CONTEXT

Science, technology, engineering, and math (STEM) attainment is critical if students, communities, and institutions in the Bronx and surrounding region are to thrive. In response to this urgent need, Lehman College has established a STEM plan to support the College's goal to serve as a leading center for science research, education, and innovation in the Bronx and beyond.



Lehman maintains both research and teaching greenhouses.

Plan ensures that the College leverages synergies between STEM departments, schools and administrative areas as we develop new academic programs and strengthen existing programs. It also seeks to ensure that the College recruits and retains faculty with active research interests and success in being awarded research grants.

This plan is intended to create an academic pipeline from PreK-12 through science education programs. It recognizes the importance of improving pre-college STEM education as well as the transfer, persistence and graduation of students from community colleges and other feeder institutions who want to major in STEM related areas. Our shared intentions are that these goals have a positive and lasting impact on the community.

The success of this plan is contingent upon reliable funding streams, so increasing private and research funds are a critical component of the plan. The strategies to achieve the goals and objectives will become part of the action plans that are developed; action plans that will include a timeline, metrics and cost projections.

Lehman's new science facility is an important "bridge to the future" for STEM. It is the first new laboratory building in what has been hailed as "CUNY's Decade of Science" and the first CUNY project to be designed and submitted for LEED® (Leadership in Energy and Environmental Design) certification. Building on Lehman's tradition in the liberal arts and its history of excellence in the sciences, the new facility will promote collaboration between students and faculty, while serving as a gateway to the sciences by attracting students who might not otherwise consider pursuing a career in these fields. The architectural, landscape, and sustainable aspects of the project all support this goal.

The Strategic Plan for STEM is aligned with the strategic goals of *Achieving the Vision: Strategic Directions for Lehman College 2010-2020* and *Lehman's Mission Statement*. This Strategic

STEM VISION

Lehman College, with its rich cultural and linguistic diversity, will be recognized as a center of scientific excellence, for research that advances our understanding of our world, for science education that begins at the PreK-12 level and extends beyond the doctorate, for the use of technology to teach, inspire, and discover, and for expanding scientific literacy and engagement.



Lehman is the only college in New York City with a research cornfield.

GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, SERVICE AND LEARNING

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

1. Recruit and retain faculty with demonstrated engagement in their areas of expertise who can build teams of researchers and thus improve their outlook for obtaining funding.
2. Create endowed chairs for distinguished teaching and research faculty who have a record of successful grantsmanship and of nurturing underrepresented populations in STEM.
3. Provide competitive start-up support and mentoring for junior faculty so they can initiate independent and collaborative research programs.
4. Provide support services, such as grant-writing specialists, research assistants, and staff, to help with post-award grant management.

Objective 1.2 Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process, including programs responsive to the health and social welfare needs of the surrounding community.

1. Strengthen existing successful programs in STEM and develop innovative programs to prepare students for professional and graduate schools and for positions in growing and emerging areas, such as the biotech/pharmaceutical industry and health care professions.
2. Design and/or strengthen dual degree (Bachelor's/Master's) programs for future teachers of mathematics, science, and educational technology in middle and high schools.
3. Implement a process to assess and improve student learning outcomes in STEM disciplines.
4. Develop collaborative programs within and outside Lehman to increase STEM academic offerings, increase STEM enrollment, and maximize the use of physical space and financial resources for STEM education.

Objective 1.3 Achieve greater external recognition and success of academic (STEM) programs, including success in improving the quality of life for residents of the Bronx and surrounding boroughs.

1. Enhance the national and international reputation of Lehman College faculty in the STEM disciplines by publicizing their research contributions through peer-reviewed (and non-reviewed publications), supporting/sponsoring their attendance at scientific conferences and meetings, and nominating faculty for prestigious awards and appointments.
2. Create partnerships with key stakeholders in the Bronx and surrounding region to foster collaborative research and professional development opportunities and to attract extramural funding.
3. Establish interdisciplinary science seminar series with scientists and science education experts to speak in forums that are open to both the Lehman and broader community.
4. Seek accreditation from ABET (Accreditation Board for Engineering and Technology) for Computer Science and maintain accreditation for other STEM departments as evidence of the quality of the programs that produce graduates with a solid educational foundation, are prepared to pursue advanced study, or to enter their professions directly after graduation.



Basic scientific and quantitative literacy is a learning outcome for all Lehman students.

GOAL 2: ENHANCED STUDENT SUCCESS

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

1. Enhance the visibility of the College as a desirable choice for STEM education for well-qualified high school students, undergraduate and graduate students, transfer students, and Macaulay Honors College students who want to major in the STEM disciplines.
2. Increase the number of underrepresented students who successfully complete STEM degrees.
3. Establish STEM-specific agreements, such as articulation and joint degrees, with community colleges and expand the Lehman STEM Scholars program to strengthen the academic conduit in order to serve as an effective transfer vehicle for well-prepared students in the STEM disciplines.
4. Building on success in pedagogical models developed in STEM disciplines, achieve basic scientific and quantitative literacy among all Lehman graduates.
5. Increase course offerings in ethics and communications as it relates to STEM fields.
6. Pursue university partners for collaborative programs to attract international undergraduate and graduate students in STEM disciplines.

Objective 2.2 Strengthen academic resources and student support services.

1. Build a sense of community among students in STEM disciplines through cocurricular programs and activities, mentoring, advising, and internships to improve student retention and graduation rates.
2. Establish a coordinated advising process with feeder community colleges and at Lehman that includes:
a) continuous monitoring of advising for STEM course selection, and b) academic performance to encourage persistence and improve graduation rates.

GOAL 3: GREATER INSTITUTIONAL EFFECTIVENESS

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

1. Create the administrative infrastructure necessary to support ongoing planning, coordination, assessment, and continuous improvement of STEM initiatives.
2. Align STEM priorities to budget and planning processes to ensure a funding stream that supports research and teaching in STEM-related disciplines and maintains/upgrades the College's research infrastructure.
3. Ensure that science-related technology investments support a digital campus and maximize teaching, learning, research, and collaboration capabilities.
4. Establish external fundraising programs that are integrated with STEM academic priorities, engage Lehman alumni in the support of STEM activities, and profile the research accomplishments of STEM faculty and students to the broader community.
5. Increase the number of research proposals over the next five years to encourage research and scholarship and to improve the competitiveness of Lehman faculty in seeking and obtaining extramural funding in STEM-related areas.



Comprehensive institutional planning and assessment ensure excellence in the College's research infrastructure.

GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE



A Lehman alumnus teaches math to third-graders in a Bronx public school.

Objective 4.1 Enrich the community through collaboration with community agencies and organizations, and increased engagement of the College's resources.

1. Strengthen partnerships with schools, hospitals, corporations, and cultural and science-rich institutions, such as the New York Botanical Garden, Bronx Zoo, Museum of Natural History, and Wave Hill, to stimulate new areas of research and scientific discovery, and enhance the profile of Lehman College as a center of excellence in science education.
2. Create a Center for STEM Excellence that uses traditional, virtual, and social media programs and activities to enhance the public's understanding of the value of STEM knowledge and skills, spark PreK-12 student interest in science, and improve PreK-12 STEM education.
3. Forge connections between STEM faculty at the College and CUNY Institutes and Centers housed at Lehman through joint sponsorship of community-based projects.
4. Strengthen and expand STEM PreK-12 teacher education programs to improve the quality of science and mathematics teaching in Bronx schools.

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

1. Promote science and technology education among adult, non-traditional, and international students to prepare them to enter or advance in STEM-related careers.
2. Partner with employers, unions, community-based organizations, professional studies, and continuing education providers to offer workforce development programs in growing and emerging STEM areas.

The City University of New York, Lehman College
Overcoming Barriers and Moving Up:
The Sophomore Year Initiative (SYI)

Year One Evaluation Report

December 12, 2013

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Executive Summary

City University of New York Lehman College (Lehman College) Title V-funded *Overcoming Barriers and Moving Up: The Sophomore Year Initiative (SYI)* aims to improve six-year graduation rates of Hispanic students with emphasis on increasing retention rates of sophomores. Cobblestone Applied Research & Evaluation, Inc. (herein referred to as Cobblestone) was hired to evaluate the development, implementation and success of SYI throughout the duration of the five-year grant. This report provides a summary of the program's evaluation for the first year of the five-year grant, from October 1, 2012 through September 30, 2013.

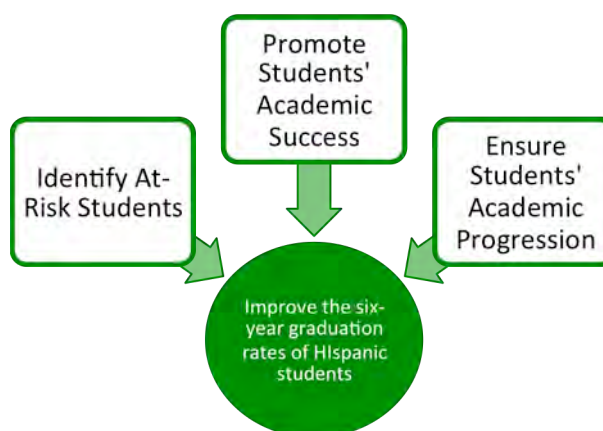
Program Design

SYI endeavors to improve six-year graduation rates of Hispanic students by designing and implementing various activities that aim to facilitate student early selection in a major area of study, promote academic success, improve retention and persistence, and increase rate of progress to graduation. Specifically, the program objectives include:

| Program Objectives |
|---|
| 1. Increase student academic success as measured by course grades, semester and overall GPA, and credits earned each semester and overall |
| 2. Increase student retention/persistence from first to second to third year |
| 3. Increase percentage of first-time, full-time freshman (FTFTF) students who elect a major at 30 to 45 credits |
| 4. Increase FTFTF rate of progress toward graduation and decrease time to graduation |
| 5. Develop a profile of transfer students who enter with 15-45 credits and prepare strategies to implement in Year 3 |

SYI aims to reach its goals by implementing a number of well-coordinated, comprehensive activities that are grouped by their intended purpose. These include first identifying at-risk students through and Early Warning System (EWS) to address academic and non-academic challenges; promoting students' academic success through establishing Pre-Major Clubs, and student workshops, enhancing advising services, and promoting summer school courses; and finally, ensuring that students continue to move through their academic programs efficiently until graduation.

Figure a. Program Activities Intended Purpose and Program Goal



SYI Program Evaluation

Evaluation of the **SYI** program has occurred since the first day of program operations, and continues currently. The external evaluation for the first program year is primarily formative in focus at this stage, which centers on monitoring program setup and implementation, assessing early outcomes, and determining any changes for improvement in Year 2. This evaluation was designed to answer the following six main questions. These questions will be addressed over time when students have had time to progress through the program.

Outcome Evaluation Questions

1. What is the project impact on at-risk students' likelihood of graduation?
2. What is the project impact on students' short term and long term persistence/retention?
3. What is the impact of the Early Warning Referral System (EWS) on student GPA?
4. What is the impact of the EWS on faculty early assessment practices?
5. How does the project impact FTFTF and transfer students?
6. How do the attained outcomes compare when disaggregated by race/ethnicity, gender, socio-economic status or disability status for students?

The evaluation of the **SYI** program was conducted to assess the current implementation of the program and provide some comparison of outcomes through a mixed methods longitudinal evaluation design that includes both quantitative and qualitative data collection methods and analysis. Baseline data established in Year 1 will be used for comparisons across semesters and years, and to document project progress. The evaluation includes an analysis of internal program records to assess how program participation affects student academic success. The evaluation also monitors and tracks output data on EWS implementation, use of EWS and academic advising services, and the number of departments hosting career/major fairs and workshops and the number of these events held. **Table a** provides a summary of the **SYI** program activities and their current status at the end of Year 1. **Table b** provides a summary of the **SYI** performance measures and their current status at the end of Year 1.

Table a. Program Activities & Status

| Program Activity | Year 1 Status |
|--|---|
| Identify At Risk Students | |
| Early Warning Referral System | 34 faculty members were trained in SAGE EWS; 144 students were identified as at-risk, 30 were identified through EWS and 114 were identified by the <i>SYI</i> team; STEAR will be implemented in place of SAGE EWS in spring 2014. |
| Financial Alerts | <i>SYI</i> will build interface between STEAR and Hobsons-Retain to provide financial alerts in Year 2. <i>SYI</i> support staff will assist students with financial concerns until financial alert system is fully implemented. |
| Transfer Student Profile | The Transfer Student Database will be developed in Year 2 and Transfer Initiatives will be implemented in Year 3. <i>SYI</i> staff currently serves on transfer student focus groups. |
| Promote Students' Academic Success | |
| LEH 100 | Pretest administered to students enrolled in LEH 100; Students' responses indicate that they do not have the high level of awareness or knowledge of campus services and resources; Students also reported that their biggest concerns about succeeding in college were academic demands, major choice & prerequisites, and time management; Posttest will be administered at the end of the fall 2013 semester. |
| Advising | <i>SYI</i> hired two academic advisors, one career advisor, and one personal counselor to help address students' academic, career, and personal needs. <i>SYI</i> academic advisors met with 270 unique students, career advisor met with 76 unique students and the personal counselor met with 25 unique students. |
| Major Fair & Pre-Major Clubs | <u>Major Fair:</u> <i>SYI</i> implemented a Major Fair. <i>SYI</i> enhanced their advertising efforts for the fair scheduled in the beginning of Year 2. All departments on campus will be represented at this event; <u>Pre-Major Clubs:</u> <i>SYI</i> developed four new Pre-Major Clubs and hosted a Pre-Major Welcome Event. Pre-Major Clubs will also host major panel workshops to be held in Year 2. |
| Student Workshops | <u>Academic Workshops:</u> A total of 2 faculty-led major workshops were held in Year 1 and 9 major panel discussions are scheduled for Year 2; <u>Counseling Workshops:</u> <i>SYI</i> developed the "First Generation College Student Workshop" a three-part series; one of the workshops was held in Year 1 the other two are scheduled for Year 2; <u>Career Workshops:</u> <i>SYI</i> hosted two workshops - "Who do you think you are? Who do you want to be?" and "What's Your GPS?" - on five separate dates. <i>SYI</i> has begun to schedule career workshops for Year 2 (e.g., "Got Skills?"). |
| Summer School | <i>SYI</i> hosted two workshops intended to inform students about summer school opportunities. <i>SYI</i> also established a week-long summer writing intensive course held in summer 2013. <i>SYI</i> will reconvene in Year 2 to discuss plans for future summer course development. |
| Ensure Students' Academic Progression | |
| Students' Academic Progression | The <i>SYI</i> PD created electronic tracking forms for advising outreach and appointments; The <i>SYI</i> data analyst created an extensive database which consolidates important student-level data gathered from IR and program participation data. This system will help <i>SYI</i> to make data-driven program decisions in the future. |
| Student Plan: 15 + 15 = 30 Credits | <i>SYI</i> promoted the 15 + 15 = 30 campaign through program activity offerings (e.g., advising, major workshops) and will continue to do so throughout the duration of the grant. |
| Prerequisite Courses | <i>SYI</i> advisors met with students prior to registration to emphasize the importance of registering on time so that students are able to get into classes with limited seats. It is expected that the <i>SYI</i> PD will continue to discuss and brainstorm potential solutions to this campus-wide issue with co-PIs in Year 2. |

Table b. Program Goals, Performance Measures & Status

| Objective | Performance Measures | Status |
|---|--|---|
| Objective 1: Increase student academic success as measured by course grades, semester and overall GPA, and credits earned each semester and overall. | <i>Performance Measure 1.1:</i> Increase the percentage of at-risk students who are identified as at-risk to 69% by year 5 . | <i>Status:</i> Baseline rate is 50%; rate will be established in fall 2013. |
| | <i>Performance Measure 1.2:</i> Increase the percentage of students at academic risk who use academic support services to 62% by year 5. | <i>Status:</i> Year 1 percentage of students identified as at risk who use academic support services is 60%, a 10% increase over the baseline rate. |
| | <i>Performance Measure 1.3:</i> Increase the percentage of participating students who show an increased GPA 12% by year 5. | <i>Status:</i> Baseline will be established in fall 2013. |
| | <i>Performance Measure 1.4:</i> Increase percentage of participating students who show increased credits 12% by year 5. | <i>Status:</i> Baseline will be established in fall 2013. |
| Objective 2: Increase student retention/persistence from first to second to third year. | <i>Performance Measure 2.1:</i> Increase fall to fall retention/persistence of students by 2%. | <i>Status:</i> Year 1 freshmen retention rate is 81.5%, a 7.5% increase over the baseline rate. |
| | <i>Performance Measure 2.2:</i> Increase the overall second- to third-year retention/persistence of students by 2%. | <i>Status:</i> Baseline sophomore retention rate is 60%; rate will be established in fall 2015. |
| Objective 3: Increase percentage of first-time full-time freshmen students who elect a major at 30 to 45 credits. | <i>Performance Measure 3.1:</i> Increase yearly attendance at major fair 12% by year 5. | <i>Status:</i> Baseline attendance at major fair is approximately 25%. |
| | <i>Performance Measure 3.2:</i> Increase number of departments/programs hosting student major events to 24% by year 5. | <i>Status:</i> Year 1 percentage of departments/programs hosting major events is 8%, a 4% decrease over the baseline rate. |
| | <i>Performance Measure 3.3:</i> Increase the percentage of participating students declaring a major by 30-45 credits 12% by year 5. | <i>Status:</i> Established in fall 2012, the baseline percentage of participating students declaring a major by 30-45 credits is 27%. |
| | <i>Performance Measure 3.4:</i> Increase the percentage of departments/programs with major clubs to 23% by year 5. | <i>Status:</i> Year 1 percentage of departments/programs with major clubs is 19%, a 7% increase over the baseline rate. |
| Objective 4: Increase first-time full-time freshmen rate of progress toward and decrease time to graduation. | <i>Performance Measure 4.1:</i> Increase percentage of participating students who increase credits earned 12% by year 5. | <i>Status:</i> Will be addressed starting in Year 2. |
| | <i>Performance Measure 4.2:</i> Increase the percentage of students who graduate within six years to 43% by year 5. | <i>Status:</i> Baseline rate is 40%; rate will be reassessed in Year 5. |
| | <i>Performance Measure 4.3:</i> Increase the percentage of students who graduate within 5 years by 5% (to a total of 33%) by year 5. | <i>Status:</i> Baseline rate is 28%; rate will be reassessed in Year 5. |

| | | |
|---|--|--|
| Objective 5: Develop a profile of transfer students who enter with 15-45 credits and prepare strategies to implement in year 3. | <i>Performance Measure 5.1:</i> Create a database to profile transfer students who enter Lehman College with 15-45 credits by year 2. | <i>Status:</i> Will be addressed starting in Year 2. |
| | <i>Performance Measure 5.2:</i> Analyze data to identify needs of transfers who enter Lehman College with 15-45 credits by mid-year 2. | |
| | <i>Performance Measure 5.3:</i> Use data to design program by end of year 2. | |
| | <i>Performance Measure 5.4:</i> Implement pilot program for transfers in year 3. | <i>Status:</i> Will be addressed starting in Year 3. |

Conclusions and Recommendations: Year One

In Year 1 *SYI* established and implemented a number of key program activities such as the EWS, advising, the major fair and pre-major clubs, and student workshops. *SYI* have already intervened with several at-risk students from the first cohort (beginning in fall 2012) and the success of program activities will be determined over time. Although attendance at program activities such as the summer writing intensive and workshops were low, as word spreads about the program offerings and outreach efforts are successful, attendance is expected to increase, and consequently positive impacts on students are expected. Plans are in place to further develop other key program activities, and data-driven decisions will be made based on feedback from implementing these activities. Specific data will be used to establish baseline rates of participation, retention and graduation rates to compare with future rates for the duration of the grant.

Although *SYI* has been successful in establishing new program offerings during the first year, particular attention should be paid to the following during Year 2:

- Continue outreach efforts to promote attendance at program events such as summer school, workshops, and advising.
- Closely monitor the new Early Warning System software to ensure that it is accessible to faculty members to promote buy-in; address any technical problems in using the new system quickly.
- Work with Lehman College administration to ensure that any institutional barriers for students are addressed such as capacity in prerequisite courses.

Introduction

Reflecting dramatic changes in the ethnic makeup of the U.S. population, academic institutions have become some of the most diverse social entities in contemporary U.S. society. Hispanic college enrollment rates have drastically increased over the past decade; however, this has not translated into higher college completion rates (Pew Hispanic Center, 2009). An analysis of the Hispanic education pipeline from pre-K to graduate school summarizes that for every 100 Hispanic students who enter the school system, 56 will graduate from high school, 27 will enroll in college, 10 will earn a bachelor's degree, and 2 will earn a graduate degree (Covarrubias, 2011). This alarming statistic suggests that the educational needs of Hispanic students are not being met and that immediate action must be taken to remedy the significant disparities in retention and graduation rates for these students (Fischer, 2010).

Lehman College, The City University of New York (CUNY) is the only public senior college in New York City's borough of the Bronx. The demographic composition of Lehman College's student body mirrors the population in the Bronx. Over 50% of Lehman's undergraduates are Hispanic and over 80% of undergraduate students receive need-based financial assistance. Additionally, transfer students comprise 66% of each incoming class. Lehman College awards the highest percentage of baccalaureate degrees to Hispanics among all colleges in the Northeast and leads in the percentage of master's degrees awarded to Hispanics at master's degree and Ph.D. granting colleges in the Northeast.

An analysis of student attrition at Lehman College suggests that second-year to third-year retention/persistence rates are unacceptably low. Many sophomore students (who enter as freshmen and transfer students) experience great challenges in meeting the requirements to remain in good standing at the college.

Lehman College officials have identified challenges sophomore students experience including: (1) maintaining the grade point average (GPA) needed to remain in Lehman, (2) achieving the minimum GPA needed to enter desired majors, (3) seeking and finding help when needed, (4) choosing a major by 45 credits, (5) finding a career of interest that is compatible with their skills and abilities, (6) balancing work and family with college, and (7) finding the

financial resources to complete their baccalaureate degree in a timely manner. To address these student challenges, the Title V-funded *Overcoming Barriers and Moving Up: Sophomore Year Initiative* (herein referred to as *SYI*) program endeavors to improve the six-year graduation rates of Hispanic students with emphasis on increasing retention rates for sophomore students. The program aims to accomplish this goal by designing and implementing a number of activities aimed at promoting academic success, facilitating students' early selection of a major area of study, improving retention and persistence, and decreasing time to graduation. During the first two years of the program, *SYI* will only serve freshmen as they enter their sophomore year; however, because 66% of Lehman College undergraduate students are transfers, *SYI* will extend their outreach to transfer students beginning in Year 3.

Year 1 Status Report

Cobblestone Applied Research & Evaluation, Inc. (herein referred to as Cobblestone) was contracted by Lehman College to evaluate the development, implementation and effects of the *SYI* program. This report provides a summary of the first year of the five-year grant funding period, from October 1, 2012 through September 30, 2013.

SYI was designed to improve six-year retention rates of Hispanic students with an emphasis on increasing retention rates of sophomores. To accomplish this goal the program has designed and implemented various activities that aim to facilitate student early selection of major area of study, promote academic success, retention and persistence, and increase rate of progress to graduation.

Specifically, the program objectives include:

1. Increase student academic success as measured by course grades, semester and overall GPA, and credits earned each semester and overall
2. Increase student retention/persistence from first to second to third year
3. Increase percentage of first-time, full-time freshman (FTFTF) students who elect a major at 30 to 45 credits
4. Increase FTFTF rate of progress toward graduation and decrease time to graduation

5. Develop a profile of transfer students who enter with 15-45 credits and prepare strategies to implement in Year 3

Evaluation of the *SYI* program has occurred since the first day of program operations, and continues currently. The external evaluation for the first program year is primarily formative in focus, which centers on monitoring program implementation, assessing early outcomes, and determining any changes for improvement in Year 2. This evaluation was designed to answer the following six main questions.

1. What is the project impact on at-risk students' likelihood of graduation?
2. What is the project impact on students' short term and long term persistence/retention?
3. What is the impact of the Early Warning Referral System (EWS) on student GPA?
4. What is the impact of the EWS on faculty early assessment practices?
5. How does the project impact FTFTF and transfer students?
6. How do the attained outcomes compare when disaggregated by race/ethnicity, gender, socio-economic status or disability status for students?

The evaluation of the *SYI* program is being conducted to assess the current implementation of the program and provide some comparison of outcomes through a mixed methods longitudinal evaluation design that includes both quantitative and qualitative data collection methods and analysis. Baseline data established in Year 1 will be used for comparisons across semesters and years, and to document project progress. The evaluation includes an analysis of internal program records to assess how program participation affects student academic success. The evaluation also monitors and tracks output data on EWS implementation, use of EWS and academic advising services, and the number of departments hosting career/major fairs and workshops and the number of these events held, among other indicators.

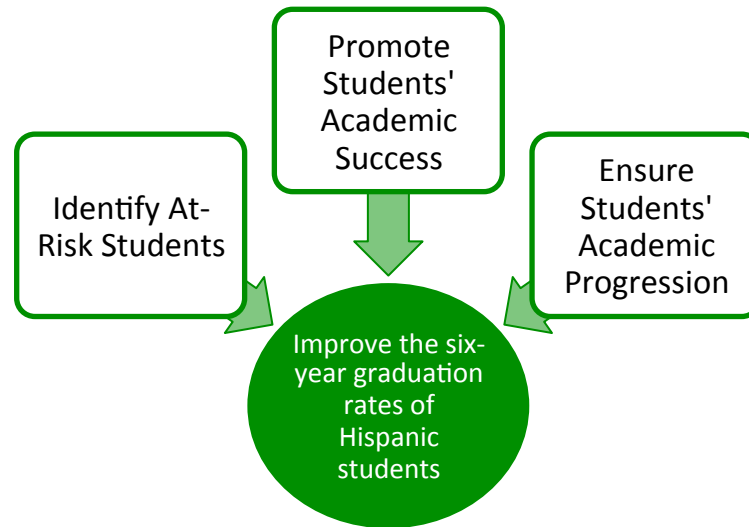
The following report summarizes the current state of the implementation of the *SYI* program through the first year of the five-year grant, from October 1, 2012 through September 30, 2013. In this report, we provide a summary of program activities and descriptions of next steps as well as the current status of the extent to which the program's objectives and performance measures have been met.

SYI Program Activities

SYI aims to improve six-year graduation rates of Hispanic students by implementing a number of well-coordinated, comprehensive activities. Program activities can be grouped by their intended purpose (see **Figure 1**):

- **Identify at-risk students** - Program activities aimed at identifying at-risk students include implementing an EWS, financial alerts, and creating a student transfer profile.
- **Promote students' academic success** - Program activities intended to promote students' academic success include revising LEH 100, offering college major fairs and helping to establish major clubs and panels, expanding student workshop opportunities, enhancing advising services, and promoting summer school courses.
- **Ensure students' academic progression** - Program activities intended to ensure students' academic progression include monitoring students' academic progression, promoting the 15 +15 = 30 credits campaign, and advising students about the need to enroll in prerequisite courses and assuring that these courses have sufficient sections to accommodate students.

It is expected that together these activities will facilitate student early selection of major area of study, promote academic success, improve retention and persistence, and increase rate of progress to graduation. A detailed description of each activity is provided next.

Figure 1. Program Activities Intended Purpose and Program Goal***Identify At-Risk Students***

Many sophomore students (who enter Lehman College as freshmen or transfer students) experience great challenges in meeting the requirements to remain in good standing at Lehman College (e.g., maintaining a 2.0 cumulative GPA). Prior to *SYI*, students were identified and defined as at-risk if their *cumulative* GPA fell below 2.0. Although this method for identifying at-risk students captures students who may be at “immediate risk” of academic failure, it does not necessarily capture those who exhibit signs of future or long term risk (e.g., students who have above a 2.0 cumulative GPA but are exhibiting signs of academic struggle). The *SYI* program addressed this campus-wide issue by implementing an identification and referral system that increases Lehman’s identification of students at-risk and expands upon the institutional definition of risk. The *SYI* early warning system allows faculty members to personally define what it means to be at-risk of academic failure in their classes and identify students who are at risk based upon these factors (such as class attendance, assignment

submission, exam scores, homework completion, etc.). *SYI* staff supplements this system by identifying and sending outreach to students who may be at-risk of academic failure but may be missed by the referral system. Program personnel identify students who earn less than a 2.0 *term* GPA, were dismissed and/or readmitted, and/or did not register for classes the upcoming semester. *SYI* has expanded the definition of at-risk and identifies students early on in their academic career so that they can receive the support necessary to meet their academic and career goals. Additionally, a transfer student profile will be established to identify transfer students' needs. It is expected that in Year 3 of the program this database will be used to design and adapt strategies to improve transfer students' academic outcomes.

Early Warning Referral System

In Year 1, the *SYI* program implemented and began to institutionalize the SAGE Early Warning System (herein referred to as SAGE EWS) with incoming freshmen students starting with the Fall 2012 cohort. This system is a module of TutorTrac, a web-based software product that tracks student use of support services. The system enables faculty to identify at-risk students (based on factors such as class attendance, assignment submission, exam scores, homework completion, etc.) during the first 4 to 8 weeks of the semester, refer those students to the appropriate support services (i.e., academic counseling and personal counseling), and monitor their use of these services and academic progress overall.

During the early stages of the program, *SYI* program staff purchased and configured the SAGE EWS software and integrated Lehman's academic support services into a referral and communication system. Faculty recruitment and training for SAGE EWS began in March 2013. The *SYI* Project Director (PD) notified faculty members who teach Freshman Year Initiative (FYI) and sophomore courses about SAGE EWS as an outreach to the campus. Additionally, the *SYI* team attended the welcome reception for FYI faculty and provided an overview of the *SYI* program and SAGE EWS.

The *SYI* PD provided trainings for faculty in spring 2013 (n = 12) and fall 2013 (n = 24). Because some faculty members attended more than one training event, a total of 34 unique faculty members have been trained in SAGE EWS. At the training, faculty members were

informed of the purpose and features of the system and taught how to access the system, make a referral, and monitor their students' usage of services. After receiving the training, faculty members completed a survey in which they provided feedback on the training (n = 35). A total of 28 out of 32 *Agreed or Strongly Agreed* (scale: 1 = *Strongly Disagree* to 4 = *Strongly Agree*) that the training was sufficient and 29 out of 33 *Agreed or Strongly Agreed* that the training was a good use of time. A total of 34 out of 35 respondents reported that they were either *Likely* or *Extremely Likely* (scale: 1 = *Extremely Unlikely* to 4 = *Extremely Likely*) to use SAGE EWS for student referrals. Overall, faculty who attended the training indicated that they planned to implement SAGE EWS in their classrooms and that they found the training prepared them to do so.

Because there were some problems with SAGE EWS in integrating early warning/tracking with support services, in the second half of Year 1 the *SYI* PD investigated alternative early warning systems (e.g., Symplicity, Insight-Advising). The *SYI* PD, the co-PIs, the Director and Associate Director of Advising, and representatives from Information Technology (IT) Division made a collective decision to adopt the Student Tracking Early Alert Retention System (herein referred to as STEAR) in place of SAGE EWS. Compared to SAGE EWS, STEAR is a more robust tool - it incorporates early identification, continuous intervention and student engagement. *SYI* plans to implement the new system beginning in spring 2014.

Program Activity Update: **Early Warning Referral System**

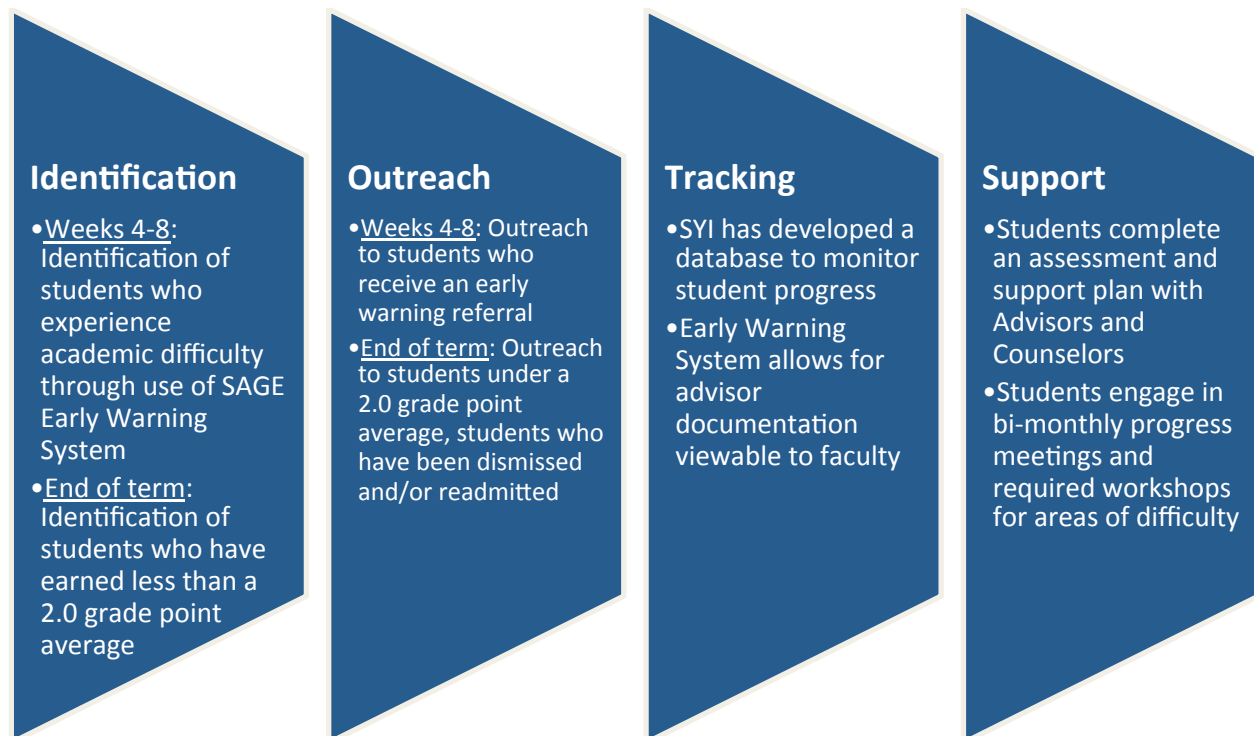
- A total of 34 faculty members were trained in SAGE EWS in Year 1.
- A total of 144 students were identified as at-risk in Year 1, 30 were identified through EWS and 114 were identified by the *SYI* team.
- STEAR will be implemented in place of SAGE EWS in spring 2014.

EWS' (SAGE & STEAR) allow faculty to identify students who face academic difficulties in the early part of the semester. However, faculty members personally define what it means to be at-risk of academic failure in the classes in which they teach. Faculty members may have limited knowledge about students' general academic standing and may not be able to identify *all* at-risk students. To supplement EWS, the *SYI* team identifies and contacts students that may

be at-risk for academic failure or attrition (but that may have been missed by the EWS at-risk identification). Specifically, the *SYI* PD used CUNYFirst (queries) and the Business Intelligence (BI) tool (a tool that pools data from CUNYFirst) at the end of the semester to identify students who earned less than a 2.0 term GPA , were dismissed and/or readmitted, and/or did not register for classes the upcoming semester. As a supplement to faculty referrals in the EWS, the *SYI* team contacted these students, requested that they meet with the *SYI* advisors to create an academic plan and/or discuss academic progress.

The *SYI* PD also created an early warning model that articulates the early warning identification process. **Figure 2** (created by the *SYI* PD) illustrates the four step process (identification, outreach, tracking, and support) of how the early warning system is intended to be implemented. It is expected that implementation and institutionalization of this process will support student adjustment, performance, and success.

Figure 2. *SYI* “At-Risk” & Early Warning Model



At the end of Year 1, 30 unique students were identified as at-risk by faculty members using SAGE EWS, 114 unique students were identified as at-risk by the [SYI](#) team, bringing the total number of students identified as at-risk in Year 1 to 144. Of those who were identified as at-risk, 86 (60%) attended an advising appointment in Year 1.

Financial Alerts

Most students cannot afford college without some form of financial assistance. To help ensure that students are able to secure and maintain financial support throughout college, the [SYI](#) program plans to institute a financial aid alert system. This system will identify and notify students who are in danger of using up their financial resources before graduation so they can make necessary adjustments or arrangements. In Year 1 the Director of Enrollment Management and Research submitted a proposal to CUNY to request funding to purchase Hobsons Retain, a retention software system to be implemented college-wide that includes a financial alert component. The [SYI](#) PD has met with the Director of Enrollment and Research to discuss utilizing this system for the [SYI](#) program. Specifically, the two discussed how the Hobson Retain communication system and STEAR will complement each other - as STEAR serves an early alert function and Hobson Retain serves a communication function. Once Hobson Retain is fully implemented (in fall 2013), [SYI](#) will work with the appropriate personnel to build an interface between STEAR and Hobson Retain so that [SYI](#) can effectively alert students if there is any potential issues with their financial status.

Program Activity Update: Financial Alerts

- Once Hobson Retain is fully implemented in Year 2, [SYI](#) will build interface between STEAR and Hobson to provide financial alerts.
- [SYI](#) support staff will assist students with financial concerns until financial alert system is fully implemented.

During the second half of Year 1 two academic advisors, one career advisor, and one personal counselor were hired. Although the [SYI](#) support staff does not have the resources to identify students who may be at risk of using up their financial aid before graduation, they can assist students who come to them with financial concerns and direct them to the appropriate personnel (e.g., financial aid office).

Transfer Student Profile

Because approximately 66% of Lehman College undergraduates are transfer students it is necessary for the college to identify and address this population's needs. The *SYI* team will identify incoming transfer students, establish a transfer student profile, verify/identify challenges transfer students may encounter, and develop strategies to help transfer students address these challenges beginning in Year 2. *SYI* will then implement transfer-specific program initiatives beginning in Year 3.

In Year 1, *SYI* staff served on a transfer council that connects top feeder community colleges with Lehman College to discuss the transfer process. During these meetings the *SYI* team and other representatives from Lehman College met with representatives from Bronx Community College, Hostos Community College, Borough of Manhattan Community College, and Westchester Community College to discuss the transfer process and brainstorm ideas to improve this transition. *SYI* will remain involved with this council to keep up-to-date on the issues that transfer students face. The ideas and suggestions discussed in these meetings will be reviewed and incorporated into the *SYI* transfer initiatives.

Program Activity Update: Transfer Student Profile

- The Transfer Student Database will be developed in Year 2 and Transfer Initiatives will be implemented in Year 3.
- In Year 1, *SYI* staff served on the transfer council.

Promote Students' Academic Success

Lehman College has numerous student support services; however, in the past these services have lacked interdepartmental coordination. The *SYI* program seeks to enhance the integration and interdepartmental coordination of services. There is also an advisor shortage at the college which prevents many students' from receiving guidance on their academic and career choices. Students must have their educational needs met to successfully progress through college. The *SYI* program aims to promote students' academic success by a) revising LEH 100 to better address incoming students' needs, b) offering college major fairs to inform

students about major options, c) providing advising services, d) and developing and implementing student workshops tailored to students' academic, personal, and career goals.

LEH 100

The college transition can be daunting for new students; many would likely benefit from information on how to successfully navigate the college experience. At Lehman, all incoming freshmen are required to take LEH 100, a seminar that covers the goals and objectives of general education, issues of career vs. liberal education, and critical thinking. Although it is important for freshmen students to learn about the objectives and benefits of liberal arts education, statistics on Lehman Colleges' retention and graduation rates suggest that students would also likely benefit from receiving information that will help them successfully complete their college career.

The original plan with regard to LEH 100 was to revise the course to better address the needs of incoming freshmen regarding study skills, time management, identification of minors/majors, Lehman College curriculum requirements, and the importance of early, and consistent support for college success. In Year 1, the [SYI](#) team met with the co-Principal Investigators (co-PI's), the developers of the LEH 100 course syllabi, and the Title V Management Committee to discuss potential revisions to the LEH 100 curricula. The group did not reach an agreement on LEH 100 revisions (e.g., standardizing the course); however, the group agreed that a pretest/posttest should be developed and administered to assess freshmen students' knowledge and awareness of academic support services on campus and thoughts about their ability to use and benefit from these services. The evaluation team collaborated with the [SYI](#) team and the course directors to develop the pretest/posttest assessment in summer 2013.

In August 2013 the [SYI](#) team attended a 2-day LEH 100 faculty training and welcome reception to discuss the [SYI](#) program objectives with faculty members and the LEH pretest/posttest administration timeline. [SYI](#) staff coordinated class visits to all LEH sections in early September 2013 to administer the pretest survey. They were able to collect data from

students in 22 out of the total 23 course sections. A total of 496 students completed the pretest survey.

Students were asked to rate their level of agreement with a number of statements regarding their general college preparedness and awareness of campus services (see Table 1).

Table 1. Mean Student Ratings of Statements about College Preparedness and Awareness of Student Services (n = 496)

| Survey Items | Mean | SD |
|--|------|-----|
| <i>Self-Efficacy & Involvement</i> | | |
| I know what it takes to succeed at Lehman College. | 3.17 | .55 |
| I feel like I am part of the Lehman community. | 2.88 | .68 |
| I feel prepared to succeed at Lehman. | 3.06 | .53 |
| I understand the values that a liberal arts education emphasizes. | 2.98 | .69 |
| <i>Academic Requirements & Planning</i> | | |
| I understand the general education requirements of Lehman. | 2.88 | .70 |
| I am aware of the course requirements for the majors in which I am interested. | 2.56 | .85 |
| I have developed a long-range academic plan (LRAP). | 2.22 | .76 |
| I know how to register for courses. | 2.47 | .77 |
| I know where I can go on campus to discuss academic challenges. | 2.65 | .77 |
| <i>Campus Services, Resources, & Activities</i> | | |
| I know how to navigate the Lehman website to find information in which I am interested. | 3.13 | .63 |
| I know where to find the services (e.g., counseling, academic advising, tutoring support) that I might need while at Lehman. | 2.92 | .76 |
| I know where I can go on campus to discuss financial aid options. | 3.24 | .68 |
| I know how to navigate the Lehman College library system. | 2.58 | .77 |
| I am aware of the student clubs and organizations at Lehman College. | 2.70 | .75 |
| I am aware that there are opportunities for me to work with faculty on research projects at Lehman College. | 2.60 | .78 |

Scale: 1 = Strongly Disagree to 4 = Strongly Agree

Students' mean agreement with statements suggests that they have a fairly high level of awareness of campus services. Additionally, students indicated that they know what it takes to succeed at Lehman ($M = 3.17$, $SD = .55$; 1 = *Strongly Disagree* to 4 = *Strongly Agree*) and that they feel prepared to succeed at Lehman ($M = 3.06$, $SD = .53$). These findings suggest that students' feel equipped to succeed at Lehman early on in their academic careers. These data might lead one to infer that students have academic plans in place to succeed at Lehman; however, data suggest otherwise. For example, the majority of students (70%) *Disagreed or Strongly Disagreed* with the statement "I have developed a long range academic plan". Although students' reported that they know what it takes to succeed and that they feel prepared to do so, the majority have not engaged in an important task to promote their academic success (e.g., develop an academic plan). In addition, it is noteworthy that more than half of students did not agree that they were aware of course requirements or how to register for courses—knowledge essential to succeeding at Lehman. These data highlight student needs addressed in the [SYI](#) program. It is expected that throughout the semester students' awareness and knowledge of campus services and resources will increase as well as their knowledge of the process they must go through and the steps they must complete in order to achieve academic success and progress through Lehman in a timely manner.

Notable Survey Responses:

90% Agree/Strongly Agree with the statement "I feel prepared to succeed at Lehman."

90% Agree/Strongly Agree with the statement "I know where I can go on campus to discuss financial aid options."

52% Disagree/Strongly Disagree with the statement "I am aware of the course requirements for the majors in which I am interested."

70% Disagree/Strongly Disagree with the statement "I have developed a long range academic plan."

52 % Disagree/Strongly Disagree with the statement "I know how to register for courses."

LEH 100 students also responded to one open-ended question on the pretest in which they reported their biggest concern(s) about attending or succeeding in college. Student responses ($n = 296$) converged around a number of common themes including concern about

academic demands, major choice and prerequisites, and time management. Other less prominent themes were financial concerns and peer connections (see Table 2).

The most prominent theme in students' comments was their concern of academic demands. Many students were concerned about their ability to understand course material, keep up with the teaching pace of the class, and maintain a satisfactory GPA. For example students expressed anxiety about communicating and *"writing at a college level"* and feared *"becoming overwhelmed with a lot of work"* and *"falling behind"* in their courses. Another student reported *"my biggest concern is not being able to keep up with the work and maintain a high GPA."*

Table 2. Frequency of LEH 100 Student Concerns (n = 296)

| Category | Number of Responses |
|------------------------------|---------------------|
| Academic Demands | 109 |
| Major Choice & Prerequisites | 85 |
| Time Management | 68 |
| Financial Concerns | 17 |
| Peer Connections | 8 |
| No Concern | 9 |

The second most common theme was concern over major choice and prerequisites. Students reported that they were concerned about selecting the major that fit best with their academic goals and taking the appropriate prerequisite courses for their major. For example one student stated, *"One of my biggest concerns is choosing a major and attending the courses that I actually need in order to graduate in four years or less"*. Other students reported their desire to *"[discover] the major I truly am interested in"* and *"[decide] what I want my major to be"*. Additionally, some students expressed concerns about *"how to change my major"* or to transfer units to another college or university.

The third most common theme was time management. Students were frequently worried about balancing school, work, and their personal lives. For example one student stated that, *"[getting] used to college life and working at the same time"* was a major concern. Additionally, some students reported concern that *"procrastination and energy to do work"* and *"completing assignments on time"* would impede their academic success.

Another common theme in students' open-ended comments was their financial concerns. Students iterated a concern for not having the financial support necessary to continue on their educational path. Expressing this concern, one student commented, *"I am concerned that I can't afford to get books for my classes, and this could affect my success."* Students were cognizant of their limited financial aid and expressed a desire to be *"financially stable."* Many reported that they had jobs to help pay for college but that they were concerned with *"[juggling] work, school, and family"*. As one student stated *"I have to work at least 5 hours a day to pay for books/tuition and it takes away from school work and deprives me of sleep. But it is something I have to do."* Additionally, some students reported more long term financial concerns about the amount of debt that they would accumulate throughout college and their ability to pay off their loans.

Program Activity Update: **LEH 100**

- In Year 1, a pretest was created and administered to all students enrolled in LEH 100.
- Students' responses indicate that at this point they do not have the high level of awareness or knowledge of campus services and resources.
- Students also reported that their biggest concerns about attending or succeeding in college were academic demands, major choice & prerequisites, and time management.
- Students' awareness and knowledge of campus resources and concerns about academic success will be reassessed at the end of the fall 2013 semester on a posttest survey.

The final major concern that students reported related to their desire to make peer connections at Lehman College and *"[feel] comfortable in the community"*. Some students stated that they were unsure about *"[knowing] what clubs I can join"* and others reported that there were not enough extracurricular sports or other campus activities in which to participate and meet other students with similar interests. Students also expressed concern that they would not have enough time to join clubs or be active in the community because of their school and work load.

Although many students reported some concern about attending/succeeding in college, there were a few that had little to no anxiety at this early juncture in their academic career. As one student stated, *"To this point in time, I do not have any concerns about attending/*

succeeding in college. I understand I must attend college before I can succeed. Right now, I'm more excited than concerned here at Lehman College."

Overall, students concerns coalesced around a few common themes, however, many of their comments relate to similar interconnected issues. For example, many students who reported concern about their time management skills were ultimately concerned about their ability (and the time it takes) to meet academic demands. Students who are unable to attain satisfactory grades in prerequisite courses are unlikely to be accepted into their major choice and academically progress in a timely manner. Thus, it seems necessary to address these concerns and potential barriers to students' academic success early on in students' academic career so that these issues do not compound.

At the end of LEH 100, students' awareness of campus resources and confidence in their ability to successfully navigate Lehman College will be reassessed at the end of the fall 2013 semester. These results will be reported in the Year 2 midyear report. It is expected that LEH 100 will provide students with valuable information that will help ease their anxieties and provide them with the resources necessary to succeed. Throughout the semester [SYI](#) will also provide students with workshops to help address their concerns and supplement LEH 100.

Advising

Lehman Colleges' advising system, similar to those of many other higher education institutions, does not have the capacity to meet students' needs. That is, the college has a shortage of support personnel in counseling, career services, and academic advising. The National Academic Advising Association (NACADA) recommends that ratio of advisor to students is no greater than 1:300. According to Lehman College Institutional Research (IR) data, before the initiation of the grant, the ratio of students to advisor for all support services was at least four times higher than recommended by NACADA. Students wait an extremely long time to receive services during peak registration periods and advisors must shorten meeting times to accommodate their student load. Because of the advisor shortage, many students are not obtaining assistance with educational planning, prerequisite clearances, degree requirements, and graduation checks.

To help remedy this situation, the *SYI* program provides at-risk Lehman College students with mandatory and intrusive advising. By providing these services, *SYI* intends to help students get the information they need to make informed and timely decisions about their schedules, majors, and career choices.

In the second half of Year 1, *SYI* hired two academic advisors, one career advisor, and one personal counselor to support students' academic, career, and personal needs. The academic advisors assist students with their academic issues (e.g., general education requirements, prerequisites) and ensure that they use the support services offered by Lehman. The career advisor provides individualized career counseling and helps students apply for internships and job opportunities. The part-time counselor provides psychological counseling to students who seek assistance with personal problems and performs intakes/assessments and crisis intervention when necessary. Additionally, the counselor is attuned to the immigrant and undocumented experience of many Lehman College students and is able to help these students address their needs.

Program Activity Update: **Advising**

- In Year 1, *SYI* hired two academic advisors, one career advisor, and one personal counselor to help address students' academic, career, and personal needs.
- In Year 1, *SYI* academic advisors met with 270 unique students, career advisor met with 76 unique students and the personal counselor met with 25 unique students.

In Year 1, *SYI* academic advisors sent outreach to students 570 times through email. Some students were emailed more than once. Thus, *SYI* contacted 270 unique students. A total of 188 out of the 270 (70%) unique students contacted by an advisor attended an academic advising appointment in Year 1. Academic advisors held 920 advising appointments in Year 1; 245 of which were with unique students. The career advisor gave 6 presentations to LEH 100 classrooms to introduce and promote Career Counseling services to FTFT students; 13 additional presentations are scheduled for Year 2. The career advisor met with 76 unique students in Year 1 for a total of 125 sessions and the personal counselor met with 25 students in Year 1 for a total of 74 sessions.

The *SYI* support staff team not only provides advising services, they also collaborate to develop and host student workshops that address the needs of Lehman College students. In addition, the *SYI* PD has arranged weekly meetings with the support staff to discuss caseloads, programming development and ideas for future collaboration. As stated by the PD, “now that the program has increased visibility on campus, that students and faculty know who we are, they are benefitting from and enjoying what the *SYI* has to offer.” It is expected, now that students are more aware of the program and its offerings, students will take advantage of these services, specifically advising services.

Major Fair & Pre-Major Clubs

One major focus of *SYI* is to facilitate students’ early selection of major area of study.

Prior to the initiation of *SYI*, there were several other initiatives on campus that addressed issues associated with major selection. However, these programs were implemented without proper staffing, evaluation, or support. To assist students in making informed and timely decisions about their major and career choices, *SYI* has implemented and scheduled a number of events intended to provide students with information about different majors, major requirements, and associated careers. *SYI*

Program Activity Update: Major Fair & Pre-Major Clubs

- Major Fair: In Year 1, *SYI* implemented a Major Fair. Attendees found the fair to be beneficial but recommended that future fairs be better advertised. *SYI* enhanced their advertising efforts for the fair scheduled in the beginning of Year 2. All departments on campus will be represented at this event.
- Pre-Major Clubs: In Year 1, *SYI* developed four new Pre-Major Clubs and hosted a Pre-Major Welcome Event. Pre-Major Clubs will also host major panel workshops to be held in Year 2.

has also engaged faculty members in these activities. Specifically, they have recruited faculty members from various departments to mentor student major clubs, and participate in faculty panel discussions and the major fair. In Year 1 *SYI* personnel implemented a major fair and helped to establish Pre-Major Clubs. They have also scheduled a number of events for Year 2 which will be held during “Major and Career Exploration Month” in October. The following

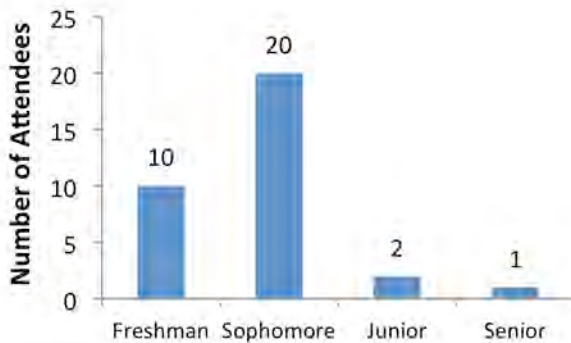
section will provide a description of the two main activities held in Year 1 and the events scheduled for Year 2.

Major Fair. In the beginning of Year 1, before the majority of *SYI* personnel were hired, a major fair was offered at Lehman College to provide students with information about the various majors offered on campus. Student attendees walked around to different booths and received information about majors such as major requirements and careers associated with a given major. Both faculty (n = 16) and students (n = 84) completed a brief feedback survey about the fair. The majority of faculty members (14 out of 16) indicated that the major fair was an effective tool to inform students' about majors. Additionally, most students indicated that the major fair met their expectations (92%) and was useful (91%). Although both faculty and students found the fair to be beneficial, they recommended that future major fairs should be better advertised and include more departments and information about internships. Building on this feedback, *SYI* personnel enhanced their advertising and recruitment efforts for the major fair to be held in the beginning of Year 2. They recruited faculty members from every department on campus to participate in the major/minor fair (months in advance). In addition they intensified student outreach efforts; they mailed postcards, made phone calls, sent emails, posted fliers, handed-out brochures, and gave presentations at various campus events and in classrooms to inform students about and recruit them to participate in the major fair and other major exploration events. Data from the major/ minor fair held in fall 2013 will be reported in the Year 2 midyear report.

Pre-Major Clubs. Even though there are 52 majors at Lehman, prior to the *SYI* grant, there were only 6 major clubs on campus - an insufficient number to engage students and provide them with the opportunity to explore requirements, careers, and opportunities within their major of interest. *SYI* has taken steps to remedy this problem. In the second half of Year 1, *SYI* personnel collaborated with the Office of Student Life to establish Pre-Major Clubs. These clubs were developed for freshmen and sophomores (but open to all) who are undeclared and are considering declaring a major in a specific field of interest. As stated by the PD, "Pre-Major Clubs aim to facilitate students' academic preparation and early exploration of prospective

major/ career paths and to promote student engagement with faculty and peers within students' field of interest." Pre-Major Clubs are different than existing academic clubs on campus because they are exploratory and serve as feeder clubs for academic clubs in which students have most likely already declared a major.

Figure 3. Students' Reported Academic Level (n = 33)



The *SYI* PD recruited four faculty members to lead the Pre-Major Welcome Event and advise the Pre-Major Clubs (Pre-Business, Pre-Nursing, Pre-Psychology, and Pre-Law). *SYI* personnel advertised Pre-Major Clubs with brochures, fliers, and through word-of-mouth at academic advising appointments, student orientation, LEH 100, and Campus Life. The Pre-Major

Welcome Event, held in fall 2013, was the "kickoff" event for the Pre-Major Clubs. At this event, students introduced themselves, officially formed the clubs, met with the faculty advisors, and elected club officers.

Students who attended the event (approximately 40 students) were asked to complete a pretest survey about their expectations and level of interest in the club. Thirty-three students responded to a survey of which 10 had already declared a major. These included: 6 Nursing; 1 Business Marketing; 1 Business Administration (Law) & Sociology; 1 Accounting; and 1 English (Creative Writing). Most survey respondents were college sophomores and freshmen, with only 2 juniors and 1 senior (see **Figure 3**). The majority

Figure 4. Pre-Major Clubs in which Students Attended (n = 33)

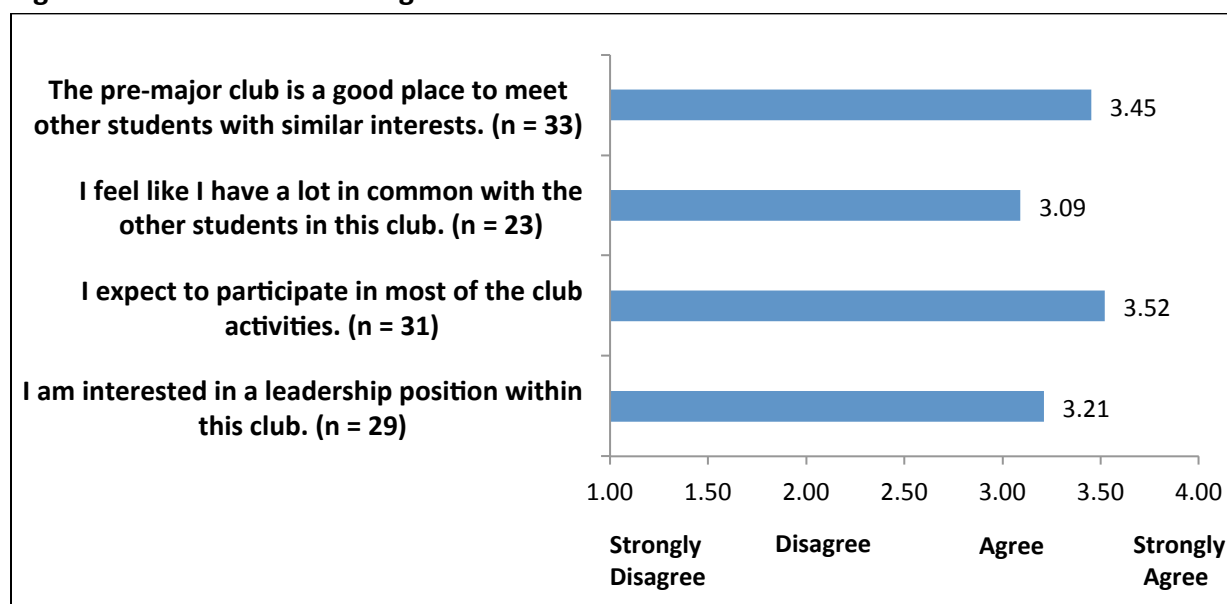


of students attended the Pre-Major Club for nursing, followed by business, psychology, and pre-law (see Figure 4).

Students were asked to report how much they agreed or disagreed with a number of statements related to their motivation for joining the pre-major club, their expectations, and their impressions of club benefits (1= *Strongly Disagree* to 4 = *Strongly Agree*). Questions were grouped into the following three categories: club involvement, prerequisites and major selection, and graduation and beyond.

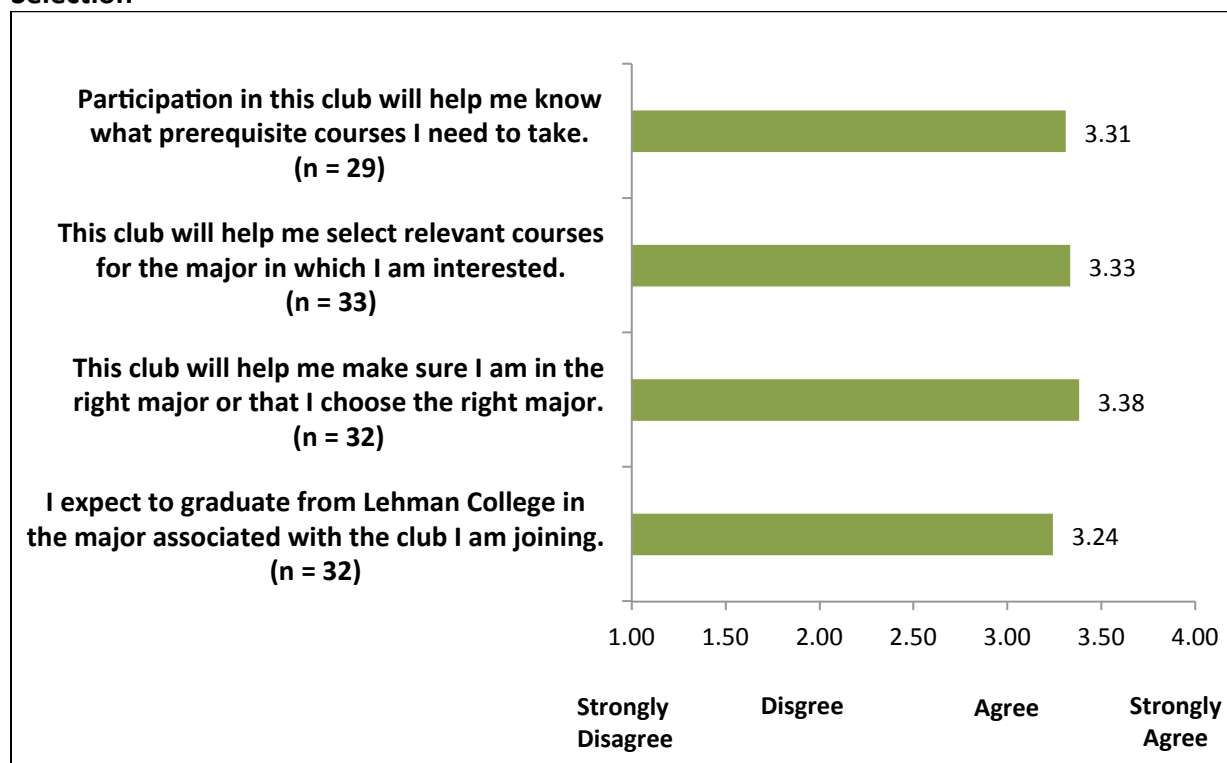
Club Involvement. Four items assessed students' beliefs about other students' within the club and their interest in club involvement (see Figure 5). The statement students agreed with most was that *"The pre-major club is a good place to meet other students with similar interests"* ($M = 3.45$; $SD = .506$). However, many students were unable to agree with the statement, *"I feel like I have a lot in common with the other students in the club"* ($M = 3.09$; $SD = .515$). Given that this might have been their first time meeting the other students in the club, it makes sense that students would not have strong feelings about their fellow club members (only 23 people answered the question). Nearly all attendees expected to *"participate in most of the club activities"* ($M = 3.52$; $SD = .508$) and most were *"interested in a leadership position"* within their club ($M = 3.21$; $SD = .774$).

Figure 5. Mean Student Ratings of Statements about Club Involvement



Prerequisites and Major Selection. Four items assessed students' beliefs about the benefits of club participation for prerequisite and major selection (see Figure 6). Most students agreed that the club will help them in *knowing the required prerequisite courses* ($M = 3.31$; $SD = .471$) and all agreed that the club will help them in *selecting relevant courses for their major* ($M = 3.33$; $SD = .479$). Students generally agreed that being in the club will help them to be sure they *"choose the right major"* ($M = 3.38$; $SD = .609$). Only a few students disagreed that they would *"graduate from Lehman College in the major associated with the club"* ($M = 3.34$; $SD = .653$).

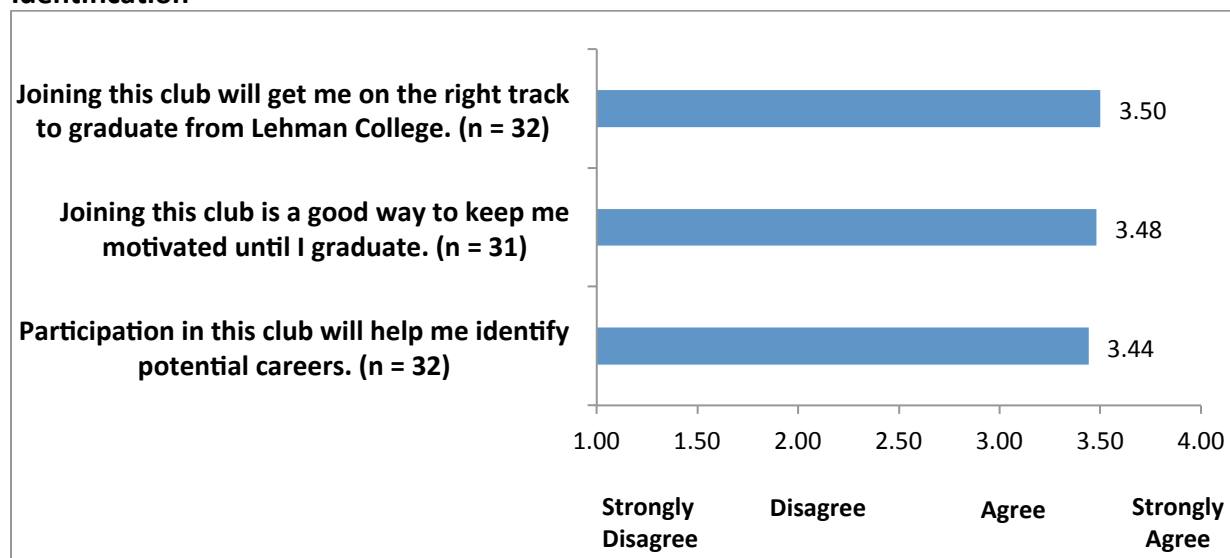
Figure 6. Mean Student Ratings of Statements about Club Benefits: Prerequisite and Major Selection



Graduation and Beyond. Three items assessed students' beliefs about the benefits of club participation on their motivation to graduate and ability to identify career opportunities (see Figure 7). All but one student agreed that *"Joining this club will get me on the right track to graduate from Lehman College"* ($M = 3.50$; $SD = .508$). Almost all students also agreed that joining the club was a *good way to stay motivated until graduation* ($M = 3.48$; $SD = .508$).

Beyond graduation, nearly all attendees agreed that participating in the club will help them “identify potential careers” ($M = 3.44$; $SD = .504$).

Figure 7. Mean Student Ratings of Statements about Club Benefits: Graduation and Career Identification



In summary, most students who attended the Pre-Major Welcome Event were interested in the nursing club. Overall, students indicated that the club was a good place to meet likeminded peers, and that the club would help them select relevant courses for their major of interest and stay on track for graduation. Three more club meetings are scheduled for fall 2013. Additionally, some clubs are planning to have upper-level classmen serve as mentors to those interested in joining their major. Pre-Major Clubs will also host major panel discussions/workshops to be held in Year 2. These workshops are detailed in the following student workshop section.

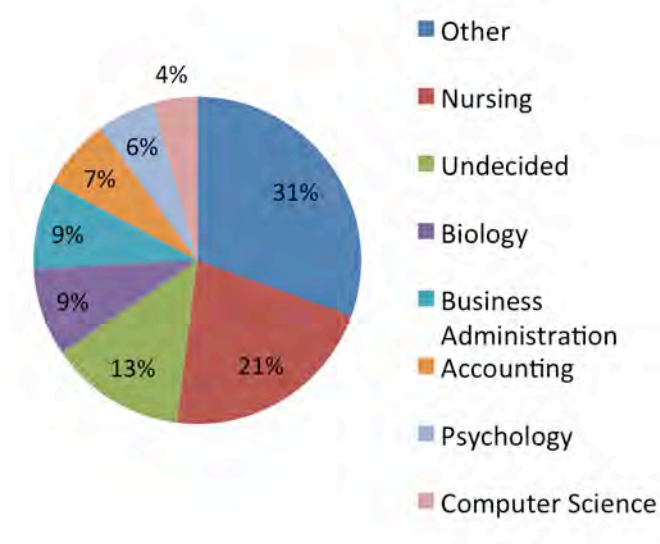
Student Workshops

The [SYI](#) program also develops and implements academic, counseling service and career workshops for Lehman College students. Data collected from a freshmen survey administered in the beginning of Year 1 helped to inform the development of some [SYI](#) workshop topics. Other student workshops were developed based on reoccurring themes that arose in [SYI](#) advising sessions. All [SYI](#) workshops are tailored to meet the needs of Lehman College students.

The following section reviews the results of the *SYI* Freshmen survey and the resulting workshops that were developed.

During the first half of Year 1, the *SYI* program created a freshmen survey in collaboration with the evaluation team and administered the survey to all freshmen students ($n = 302$). The survey assessed students' interest in specific majors/fields and potential reasons why some students were undecided about their major (e.g., I have too many interests and cannot decide on one major/field to pursue). A total of 258 freshmen students (out of the 298 who responded to the question) indicated that they were interested in pursuing a specific major/field (see **Figure 8**).

Figure 8. Percentage of Freshmen Interested in Pursuing Specific Major/Field ($n = 298$)



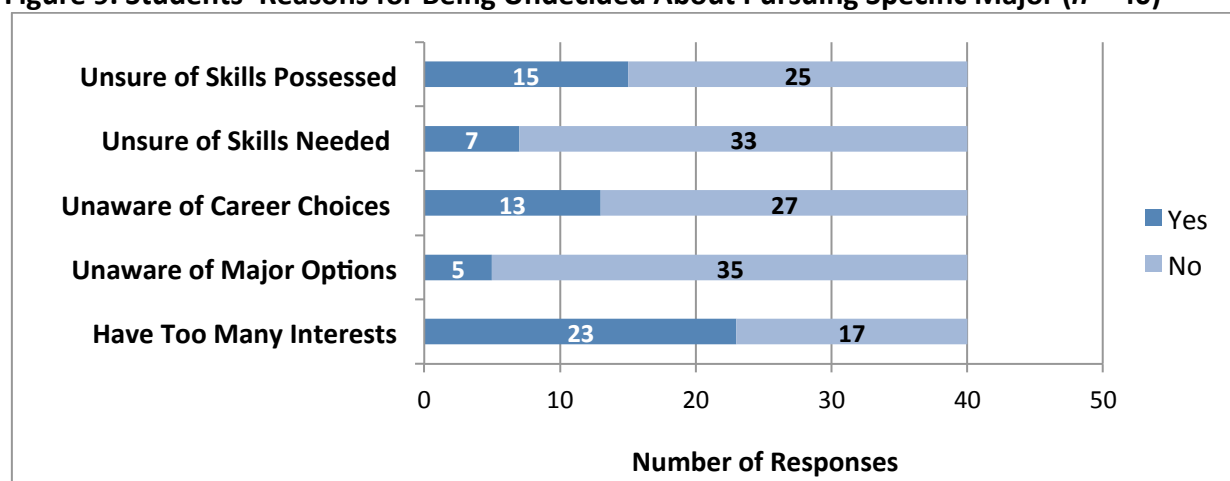
Of those students who reported an interest in a specific major/field, 80% were *Very Sure* or *Sure* that they will pursue the specific major/field in which they are interested. (1 = *Very Unsure* to 4 = *Very Sure*).

Even though freshmen survey data indicate that most first year students know what major they want to pursue and are sure of their decision, in reality many students do not officially select a major until later on in their academic career. This is problematic because students are afforded benefits such as academic advising within specific departments only after they declare a major. If they wait to declare, they might miss important program requirements or prerequisites that are necessary to progress within their major of interest. *SYI* endeavors to address this problem by facilitating students' early selection of a major. Specifically, *SYI* hosts workshops and major fairs that provide students with information about various majors and associated careers, and offers advising services to help students' develop an academic plan to reach their goals. By providing students with this valuable information and support, *SYI*

anticipates that students will be able to make timely decisions about their major choice and associated career path.

There were some students (40 out of 298) who indicated on the freshmen survey that they were undecided about what major to pursue (see **Figure 9**). Students were asked to report the reason why they were undecided about what major to pursue (they were allowed to choose more than one reason). Of those undecided students, 23 (58%) indicated that they had too many interests and could not decide which major/interest to pursue, 15 (38%) indicated that they were unsure of what skills they possessed, and 13 (33%) indicated that they were not aware of all the career choices associated with a major/field that they might want to pursue.

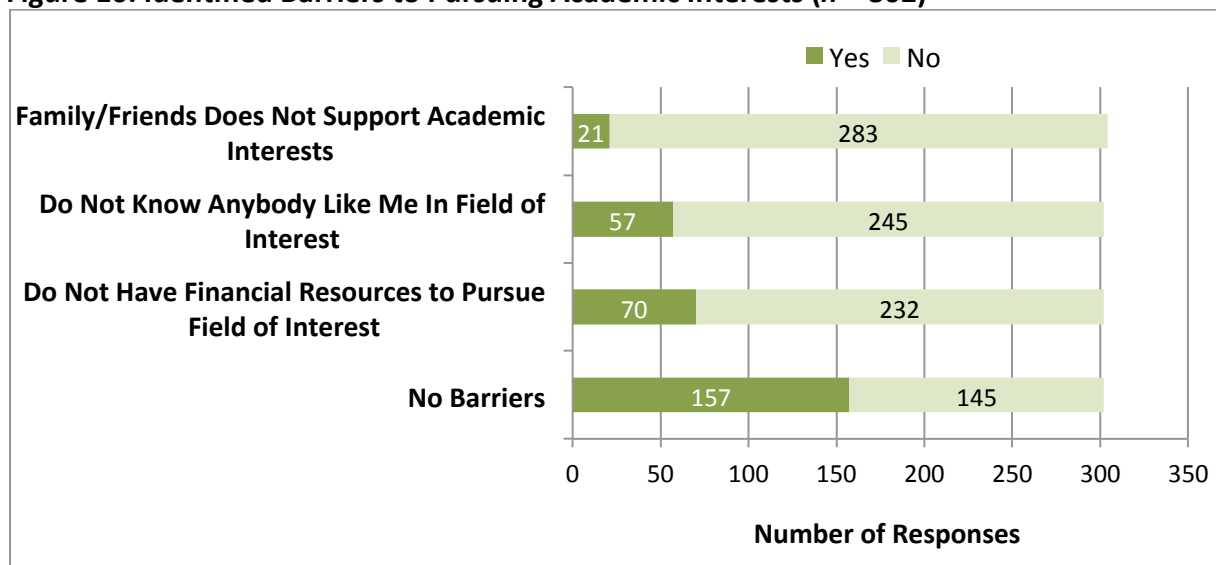
Figure 9. Students' Reasons for Being Undecided About Pursuing Specific Major (n = 40)



Additionally, all students were asked to identify potential barriers that might prevent them from pursuing their academic interests (see **Figure 10**). Lack of finances was the barrier most often identified by students; that is, 70 out of 302 students (23%) indicated that they did not have the financial resources to pursue their field of interest. A smaller percentage of students 57 out of 302 (19%) indicated that they did not know anybody like them who had pursued their field of interest which might make them less likely to know how to pursue their field of interest. Some students (42 out of 302) also reported other reasons why they may not be able to pursue their academic interests such as the amount of time and energy it requires to pursue a given major/field, the competitiveness of some programs, and personal insecurities. It

is important to note that approximately half of respondents identified no barriers in pursuing their academic interests.

Figure 10. Identified Barriers to Pursuing Academic Interests (n = 302)



As previously mentioned, the results from this survey were used to develop and tailor workshop agendas to address students' academic, career, and personal needs. Next is a description of the workshops developed in Year 1.

Academic Workshops: The purpose of the academic workshops is twofold. These workshops aim to a) provide students with information which will help them select a major and b) increase faculty involvement. To increase faculty involvement and provide students with information necessary to elect a major, the *SYI* program recruited faculty members from various departments to lead *SYI*-developed major workshops and major panel discussions.

In the early stages of the program, *SYI* staff developed two major workshops, Business/Economics and Psychology, and recruited faculty members to lead these workshops. Students with interest in these majors or who indicated on the freshmen survey that they were undecided were contacted via email and invited to attend the faculty-led workshops. These workshops provided students with information on prerequisites and requirements for various majors as well as careers associated with such majors. Student attendees completed a feedback survey after attending the event. A total of 25 students attended the Business/Economics

workshop and 8 students attended the Psychology workshop. Because student responses were similar across workshops, data from the two workshops were combined ($n = 33$). Overall, students reported that after attending the event they understood the importance of experiences that complement classroom work (e.g., internships; $M = 4.55$, $SD = .83$; $1 = \text{Strongly Disagree}$ to $5 = \text{Strongly Agree}$), and had a better understanding of options for careers and graduate school in their area of interest ($M = 4.52$; $SD = .62$). Additionally, 31 out of the 33 attendees reported that the event increased their interest in pursuing a degree in that field.

In the second half of Year 1, [SYI](#) planned, developed and scheduled a number of other academic workshops and activities that were grouped and advertised under the heading “Major and Career Exploration”. As previously discussed [SYI](#) recruited faculty members from a number of departments to advise pre-major clubs. These Pre-Major Clubs sponsor major workshops/panel discussions along with the Office of Student Life and [SYI](#). By getting buy-in from various academic departments and campus organizations, [SYI](#) was able to improve the sustainability of academic workshops.

Program Activity Update: **Student Workshops**

- In Year 1 a survey was developed and administered to all freshmen students. Results from the survey were used to develop and tailor student workshops.
- Academic Workshops: A total of 2 faculty-led major workshops were held in Year 1 ($n = 33$) and 9 major panel discussions are scheduled for Year 2.
- Counseling Workshops: In Year 1, [SYI](#) developed the “*First Generation College Student Workshop*” a three-part series; one of the workshops was held in Year 1 ($n = 6$) the other two are scheduled for Year 2.
- Career Workshops: In Year 1, two workshops (“*Who do you think you are? Who do you want to be?*” and “*What’s Your GPS?*”) were offered on five separate dates ($n = 19$). [SYI](#) has begun to schedule workshops for Year 2 (e.g., “*Got Skills?*”).

Major workshops and panel discussions bring together Faculty Chairs, Faculty Advisors, Professional Advisors, Career Counselors, and Industry Professionals to discuss information on various academic fields and associated careers. Panel discussions will be sponsored by the Office of Student Life, [SYI](#), and affiliated Pre-Major Clubs. Students who attend these events will

learn more about prerequisites, program requirements, and ways to prepare for study in the field. There are seven Major Panel Discussions and/or workshops scheduled for fall 2013 thus far and two more are in the process of being confirmed.

Counseling Service Workshops: Students must juggle school, work and family responsibilities and many likely address personal and work-related problems that may threaten their academic progression. The *SYI* PD and the program counselor reviewed the experienced (or perceived) barriers to academic success that students reported on the freshmen survey and developed workshops to address these concerns. In Year 1, *SYI* developed the “First Generation College Student Workshops”, a three-part series intended to improve students’ self-confidence and self-efficacy, improve student-family communication and help students’ build community with others who experience similar challenges. The first workshop was held in Year 1 and focused on developing skills to help improve students’ self-esteem. A total of six students attended this event. The other two workshops in this series are scheduled for Year 2. Other potential counseling service workshop topics include time/stress management. *SYI* staff will continue to develop new workshops to provide students with information and strategies for overcoming barriers that may prevent students from pursuing their academic interests.

Career Workshops: The *SYI* program not only hopes to improve students’ academic progression, but it also aims to educate students about career opportunities and provide them with information on how to achieve their career goals. The *SYI* Career Counselor with support from the rest of the *SYI* team has developed workshops to help students identify their career goals and learn the skills, knowledge, and tools necessary to achieve these goals. Two such workshops were offered on several dates in Year 1. The first entitled “*Who do you think you are? Who do you want to be?*” was held three times in Year 1 (April 3, April 29 and September 18, 2013). The second entitled “*What’s Your GPS? (Goal + Plans = Success)*”, was held twice in Year 1 (April 18, and May 1, 2013).

The evaluation team modified a previously-created career workshop feedback form in summer 2013. The new feedback form was used at the September 18, 2013 event and will continue to be used throughout the duration of the grant. Prior to fall 2013, the original version

of the workshop feedback form was used to assess student satisfaction. In Year 1, thirteen students attended *“Who do you think you are? Who do you want to be?”* across three sessions and five students attended *“What’s Your GPS? (Goal + Plans = Success)”* across two sessions.

Nineteen surveys were collected from seventeen students across all of the Career Services Workshops offered in Year 1. The majority of attendees declared a major (71%; $n = 12$) and were freshmen (42%; $n = 7$). However, this information was verified and most of the students who stated that they had declared a major had not yet done so. This suggests that students’ “declared major” is actually the major in which they are interested and have not technically declared; it is also possible that many students have gone through the process of declaring a major, however, this is not reflected in official records until the following term. Attendees at the Career Workshops were asked to gauge how much they agreed or disagreed with a number of statements related to the quality, value, and levels of satisfaction with various elements of the workshops (1 = *Strongly Disagree* to 5 = *Strongly Agree*).

While most students reported generally positive feedback on the surveys, three students expressed dissatisfaction across all questions. However, all of the attendees said that they would recommend these workshops to a classmate. Most students found the workshops informative and valuable. Some of the more positive comments included, *“It has helped me straighten my haphazard way of approaching my goal,”* and that the workshop gave one student *“a sense of what I am supposed to do.”*

Most students agreed that the workshops were scheduled at a suitable time or fit their schedule. Of the four students who disagreed (three *Strongly Disagreed*), two noted conflicts with class or sports practice. One student suggested that they be allowed to vote on a suitable time so that more students are able to attend. The suggestion for improvement offered most frequently had to do with more specificity in career options, paths, professional development, and networking. As one student stated, *“After determining what career we are interested in, it would be beneficial to have workshops that develop skills in that field.”*

Overall, students found the information presented informative and valuable. A few students noted time conflicts with the workshops and suggested ideas for future career

workshops topics. *SYI* will continue to offer career workshops throughout the duration of the grant and will use students' feedback to create and modify workshops to best address students' needs. *SYI* has scheduled a number of reoccurring (and new) career workshops for Year 2. For example, *SYI* will offer a newly developed "Got Skills" workshop in fall 2013. This workshop will provide an overview of professional skills, communication, cultural competency, and other job skills that are valued by employers in today's workforce.

Summer School

SYI aims to identify at-risk students early on in their academic career to help prevent academic failure; however, a number of students still fail to meet prerequisite class standards and are unable to qualify for the next class level. To help increase student retention and graduation rates, *SYI* hosted workshops and developed a summer course aimed at expediting students' academic progression toward degree acquisition. In the first half of Year 1, the *SYI* program hosted two workshops (April 11 and April 15, 2013) intended to inform students of summer school opportunities. The workshops encouraged students to enroll in summer session so that they could "catch up" on their missing credits, qualify for the next class level, accelerate their studies, and potentially improve their GPA. Additionally, *SYI* personnel collaborated with the Instructional Support Services Program (ISSP) Director to establish a week-long summer writing intensive course to support freshmen who failed Composition II or needed the extra writing support. The *SYI* team advertised the course months in advance; however, only 6 students RSVP'd for the course, 3 students attended, and 2 students completed the course held August 19 – August 22, 2013. Program personnel hypothesized that the course had low turnout because of its duration and timing. Students who completed the course reported that they had a positive experience and the Writing and Literacy Coordinator who conducted the course indicated that the two students

Program Activity Update: Summer School

- In Year 1, *SYI* hosted two workshops intended to inform students about summer school opportunities.
- *SYI* also established a week-long summer writing intensive course (n = 2) held in summer 2013. *SYI* will reconvene in Year 2 to discuss plans for future summer course development.

who completed the course “worked hard and learned a lot.” The *SYI* team views the summer course as a pilot and will reconvene in early spring 2014 to discuss plans for future course development.

Ensure Students’ Academic Progression

The *SYI* program endeavors to improve graduation rates for Hispanic students by not only increasing students’ success rates but also by *decreasing* the time it takes for students to progress to graduation. To meet the later objective, *SYI* provides students with support services (described in the previous sections), monitors students’ academic progress, and encourages students to take the prerequisite courses and course load necessary to graduate on time. The *SYI* program also aims to gain institutional support for initiatives to improve students’ academic progression (e.g., assure prerequisite courses have enough sections to accommodate students). These supplemental efforts intended to support established program activities are described in the section below.

As one way of promoting outreach to students, the *SYI* program hosted a “Sophomore Welcome Back Event” in Year 1 to welcome the sophomore class (cohort 1) back to Lehman for the start of a new academic year. Approximately 123 Lehman students attended this kick-off event where they were given the opportunity to interact one on one with *SYI* support staff. Program staff provided students with an overview of the *SYI* program and its various offerings.

Students’ Academic Progression

The *SYI* team monitors and tracks students’ use of support services and their academic progression. The *SYI* PD created electronic tracking forms for advising outreach and appointments (i.e., outreach: students ID, outreach type and reason; appointment data: student ID, date, time, length of appointment, referrals, notes) which allows advisors to keep extensive records of student data. *SYI* also tracks students’ usage of program support services so that future analyses can determine if students’ level of participation in the program affects their progression and academic outcomes. Additionally, in Year 1 the *SYI* data analyst created

an extensive database which consolidates important student-level data gathered from IR and program participation data.

Specifically, the *SYI* analyst created a database that includes participating students' demographic and academic information (gender, ethnicity, major, GPA, number of units completed, etc.) and program participation data (participation in

advising, career counseling, career workshops, etc.). By creating this database *SYI* staff can closely monitor program outputs (e.g., the number of advising appointments held), students' program participation and academic progression, and key program performance measures (e.g., the number of participating students who declare a major by 30-45 credits). This system will help *SYI* to make data-driven program decisions. For example, they can review data on the percentage of students who are not registered for classes in the upcoming semester and intervene and promote program activities when necessary (e.g., send student outreach, advertise program activities).

Student Plan: 15 + 15 = 30 Credits

To help students' progress toward degree acquisition, *SYI* focuses on increasing the number of students' who declare a major early on in their academic career. To meet this goal,

Program Activity Update: Student Plan 15 + 15 = 30 Credits

- In Year 1, *SYI* promoted the 15 + 15 = 30 campaign through program activity offerings (e.g., advising, major workshops) and will continue to do so throughout the duration of the grant.

Program Activity Update: Students' Academic Progression

- In Year 1, The *SYI* PD created electronic tracking forms for advising outreach and appointments
- The *SYI* data analyst created an extensive database which consolidates important student-level data gathered from IR and program participation data. This system will help *SYI* to make data-driven program decisions in the future

SYI encourages the 15 + 15 = 30 framework – that students take approximately 30 credits per year (15 each semester) so they can stay on track to graduate within a reasonable timeline. This general campaign has been a main focus of *SYI* efforts. In Year 1, *SYI* helped establish Pre-Major Clubs and implement a major fair and major workshops/ panel discussions to provide students' with information on academic

majors and associated careers and connect students' to faculty members in their area of interest. *SYI* advising personnel also met with students to discuss their academic and career goals and help them create academic plans to meet these goals and stay on track for graduation. In Year 1 *SYI* developed posters, brochures, fliers and other outreach materials to promote the 15 +15 = 30 campaign and will continue to do so throughout the duration of the grant.

Prerequisite Courses

One potential barrier for student academic progression is failure to take the necessary prerequisite courses as most majors require that students complete a specific sequence of prerequisite courses. Unfortunately, many students are unaware of the prerequisite courses required for a given major. Furthermore, students who are aware of these courses still may not be able to register for them because these courses tend to have a limited number of sections and seats available for students (a noted campus-wide issue). In an attempt to remedy this situation, *SYI* provides students with information about major prerequisites early on in their academic career so that they can make informed and timely decisions about their academic planning. In Year 1, *SYI* advisors met with students prior to registration to emphasize the importance of registering on time so that students are able to get into classes with limited seats. Advisors also reviewed students' schedules and helped them create academic plans. *SYI* plans to continue this general advising approach (early and intrusive) throughout the duration of the grant. Additionally, it is expected that the *SYI* PD will continue to discuss and brainstorm potential solutions to this campus-wide issue with co-PIs in Year 2.

Program Activity Update:

Prerequisite Courses

- In Year 1, *SYI* advisors met with students prior to registration to emphasize the importance of registering on time so that students are able to get into classes with limited seats.
- Additionally, it is expected that the *SYI* PD will continue to discuss and brainstorm potential solutions to this campus-wide issue with co-PIs in Year 2.

Summary of Year 1 Status: Program Activities

Identify at-risk students: In Year 1, *SYI* installed and implemented SAGE EWS and the PD

recruited and trained 34 faculty members to use this system. Because there were some problems with SAGE EWS in integrating early warning/ tracking with support services, the *SYI* PD and other key campus personnel made a collective decision to adopt the STEAR in place of SAGE EWS. *SYI* staff plan to implement the new system beginning in spring 2014. The *SYI* team also identified and contacted students that may be at-risk for academic failure or attrition (but that may have been missed by SAGE EWS) – students who earned less than a 2.0 GPA, were dismissed and/or readmitted, and/or did not register for classes the upcoming semester. At the end of Year 1, 30 unique students were identified as at-risk by faculty members using SAGE EWS, 114 unique students were identified as at-risk by the *SYI* team, bringing the total number of students identified as at-risk in Year 1 to 144. Of those who were identified as at-risk, 86 (60%) attended an advising appointment in Year 1. *SYI* also aims to identify students at-risk for financial difficulties. It is expected that a financial alert system will be implemented in Year 2. In the interim, *SYI* support personnel assist students with their financial concerns. Additionally, the *SYI* team will establish a transfer student profile, verify/identify challenges transfer students may encounter, and develop strategies to help transfer students address these challenges beginning in Year 2. *SYI* will then implement transfer-specific program initiatives beginning in Year 3.

Promote students' academic success: A pretest/posttest was created and administered to students in LEH 100 to assess their attitudes and knowledge of campus resources. Pretest data suggests that at this early point in their academic career students' have a low level of awareness and knowledge of campus services and resources and many concerns about succeeding in college. After completion of LEH 100 students' attitudes and knowledge will be reassessed and reported in the Year 2 midyear report. *SYI* support personnel were hired in Year 1. Academic advisors met with 270 unique students (for a total of 920 appointments) and the career advisor met with 76 unique students (for a total of 125 appointments). Additionally, the personal counselor has met with 25 unique students (for a total of 74 appointments).

The *SYI* program also helped develop four new pre-major clubs, hosted a Pre-Major Welcome Event and a Major Fair in Year 1. *SYI* has already scheduled a Major Fair and a number

of other associated events for Year 2. During the first half of Year 1, a freshmen survey was created and administered to assess students' interest in specific major/fields and potential reasons/barriers why some students were undecided. The results from this survey were used to develop academic, career, and counseling workshops to meet the needs of Lehman College students. A total of 8 workshops were held in Year 1 (2 academic, 1 counseling, and 5 career) and many more are scheduled for Year 2. In Year 1, *SYI* also hosted two workshops intended to inform students about summer school opportunities and established a week-long writing intensive course for those students who failed Composition II or needed extra writing support. *SYI* staff will reconvene in Year 2 to discuss plans for future summer course development.

Ensure students' academic progression: The *SYI* program monitors students' progression towards degree acquisition. In Year 1, the *SYI* data analyst created an extensive database which consolidates important student-level data gathered from IR and program participation data. By creating this database *SYI* staff can closely monitor program outputs (e.g., the number of advising appointments held), students' program participation and academic progression, and key program performance measures (e.g., the number of participating students who declare a major by 30-45 credits). Additionally, *SYI* promotes the $15 + 15 = 30$ framework so students can stay on track to graduate within a reasonable timeline. This general campaign has been a main focus of *SYI* efforts. In Year 1, *SYI* helped establish Pre-Major Clubs and implemented a major fair. In addition, *SYI* advisors met with students to discuss their academic and career goals and help them create academic plans to meet these goals and stay on track for graduation. *SYI* developed posters, brochures, fliers and other outreach materials to promote the $15 + 15 = 30$ campaign and will continue to do so throughout the duration of the grant. In Year 1, *SYI* advisors met with students prior to registration to emphasize the importance of registering on time so that students are able to get into classes with limited seats. *SYI* plans to continue this general advising approach (early and intrusive) throughout the duration of the grant. Additionally, it is expected that the *SYI* PD will continue to discuss and brainstorm potential solutions to this campus-wide issue with co-primary investigators in Year 2.

Objectives & Performance Measures

Previously described program activities are being implemented to achieve the ultimate goal of the program – improve six-year retention rates of Hispanic students. The program also has identified the following five objectives: 1) Increase student academic success as measured by course grades, semester and overall GPA, and credits earned each semester and overall; 2) Increase student retention/persistence from first to second to third year; 3) Increase percentage of first-time full-time freshmen students who elect a major at 30 to 45 credits; 4) Increase first-time full-time freshmen rate of progress toward and decrease time to graduation; 5) Develop a profile of transfer students who enter with 15-45 credits and prepare strategies to implement in year 3. Further, each objective has established performance measures for which the *SYI* program will track over the five-year grant period. The following section summarizes the progress on tracking these performance measures.

***SYI* Objective 1**

Increase student academic success as measured by course grades, semester and overall GPA, and credits earned each semester and overall

Performance Measure 1.1 Increase the percentage of at-risk students who are identified as at-risk to 69% by year 5¹.

- It is expected that the percentage of at-risk students identified as at-risk will increase by 19% from a baseline of 50% (to a total of 69%) by the end of Year 5. Prior to the grant, only 50% of at-risk students were identified in a timely manner to provide effective

¹ In the grant performance measure 1.1 was written “Increase the percentage of students identified as being at-risk to 69% by Year 5.” The original wording of this performance measure was convoluted and did not reflect the need to better identify at-risk students appropriately. The performance measure was reworded more accurately define the intended performance measure and to clarify the appropriate form of assessment. This modification will be reflected in the Year 1 federal report.

intervention. *SYI* intends to capture those students who are at-risk but that were not captured by the previous identification system. The program will build upon the baseline of 50%. It is expected that SYI will identify 69% of students who are at-risk of academic failure by the end of Year 5.

Performance Measure 1.2 Increase the percentage of students at academic risk who use academic support services to 62% by year 5.

- It is expected that the percentage of students at-risk who use academic support services will increase by 12% from a baseline of 50% (to a total of 62%) by the end of Year 5. In Year 1 60% of those students identified as at risk students used academic support services, a 10% increase from baseline. That is, 144 students were identified as at-risk, of which 86 attended academic advising. It is anticipated that *SYI* will surpass this performance objective prior to Year 5 of the grant.

Performance Measure 1.3 Increase the percentage of participating students who show an increased GPA 12% by year 5.

- Baseline will be established in fall 2013. The first cohort of students has been identified and each student's cumulative fall 2012 GPA has been documented. Once students complete their fall 2013 semester and their GPA is posted, the percentage of students who show an increased GPA (from fall 2012 to fall 2013) will be able to be established. There are 531 first-time full-time freshmen (FTFTF) in cohort 1. The average cumulative GPA for this cohort is 2.97. This data will be reported in the Year 2 midyear report.

Performance Measure 1.4 Increase percentage of participating students who show increased credits 12% by year 5.

- Baseline will be established in fall 2013. The first cohort of students has been identified and each student's credit total as of fall 2012 has been documented. Once students complete their fall 2013 semester, the percentage of participating students who show an increased number of credits (from fall 2012 to fall 2013) will be established. The average number of credits FTFTF students completed in their first semester (fall 2012) was 15.15. This data will be reported in the Year 2 midyear report.

SYI Objective 2

Increase student retention/persistence from first to second to third year

Performance Measure 2.1 Increase fall to fall retention/persistence of students by 2%.

- It is expected that the percent of FTFTF from the previous year (Year 1) will increase by 2% each year from a baseline of 74% (to a total of 82%) by spring 2017. A total of 535 FTFTF were enrolled in fall 2012, of which 436 remain enrolled in fall 2013. The FTFTF retention rate for Year 1 (i.e., the number of FTFTF admitted in fall 2012 who are enrolled in fall 2013) is 81.5%, 7.5% increase from baseline.

Performance Measure 2.2 Increase the overall second- to third-year retention/persistence of students by 2%.

- It is expected that the percent of returning FTFTF group from Year 2 to Year 3 will increase by 2% each year from a baseline of 60% (to a total persistence rate of 68%) by spring 2017. These data will be reported for cohort 1 starting in 2015.

SYI Objective 3

Increase percentage of first-time full-time freshmen students who elect a major at 30 to 45 credits

Performance Measure 3.1 Increase yearly attendance at major fair 12% by year 5.

- Baseline attendance at major fair is approximately 25%. It is expected that the percentage of students who attend the major fair will increase by as much as 12% (to a total of 37%) by the end of Year 5. A major/minor fair is scheduled for October 23, 2013. The number of attendees will be reported in the Year 2 midyear report.

Performance Measure 3.2 Increase number of departments/programs hosting student major events to 24% by year 5.

- Baseline percentage of departments/programs hosting student major events is 12%. At the end of Year 1, two departments (business/economics and psychology) held student major events out of the 26 departments at Lehman College. The resulting Year 1 percentage of departments/programs hosting student major events is 8% (2 out of 26), an 4% decrease. It is expected that the percentage of departments/programs that host student major events will increase by as much as 12% (to a total of 24%) from a baseline of 12% by the end of Year 5.

Performance Measure 3.3 Increase the percentage of participating students declaring a major by 30-45 credits 12% by year 5.

- It is expected that the percentage of participating students declaring a major by 30-45 credits will increase by as much as 12% from a baseline of 27% (to a total of 39%) by the end of Year 5. This baseline percentage was established in fall 2012 and will be reassessed at the end of fall 2013 and reported in the Year 2 midyear report.

Performance Measure 3.4 Increase the percentage of departments/programs with major clubs to 23% by year 5.

- Baseline percentage of departments/programs with major clubs is 12%. There are 52 majors at Lehman College and prior to the grant there were 6 academic clubs (i.e., Anthropology, social work, business and economics, pre-health, speech and hearing, and philosophy). At the end of Year 1, four new Pre-Major Clubs were established (i.e., pre-business, pre-nursing, pre-law, and psychology)². The resulting Year 1 percentage of departments/programs with major clubs is 19%, a 7% increase over the baseline rate. It is expected that the percentage of departments/programs with major clubs will increase

² Pre-Major Clubs are exploratory. These clubs provide students with advisement, preparation for desired area of study, and a sense of community with like-minded students. Pre-Major Clubs are intended for freshmen and sophomores (but open for all) who have yet to declare a major while academic clubs are intended for students who have already committed to an academic discipline.

by as much as 11% (to a total of 23%) from a baseline of 12% by the end of Year 5. It is expected that 6 new major clubs will be established by Year 5.

SYI Objective 4

Increase first-time full-time freshmen rate of progress toward and decrease time to graduation

Performance Measure 4.1 Increase percentage of participating students who increase credits earned 12% by year 5.

- This performance measure will be addressed in Year 2. The first cohort of students has been identified and each student's credit total has been documented. Once students complete their fall 2013 semester, the percentage of participating students who show an increased number of credits (from fall 2012 to fall 2013) will be established.

Performance Measure 4.2 Increase the percentage of students who graduate within six years to 43% by year 5.

- It is expected that the percentage of FTFTF who graduate within six years will increase by as much as 3% from a baseline of 40% (to a total of 43%) by the end of Year 5. This performance measure will be reassessed in Year 5.

Performance Measure 4.3 Increase the percentage of students who graduate within 5 years by 5% (to a total of 33%) by year 5.

- It is expected that the percentage of FTFTF who graduate within five years will increase by 5% from a baseline of 28% (to a total of 33%) by the end of Year 5. This performance measure will be reassessed in Year 5.

SYI Objective 5

Develop a profile of transfer students who enter with 15-45 credits and prepare strategies to implement in year 3

Performance Measure 5.1 Create a database to profile transfer students who enter Lehman College with 15-45 credits by year 2.

- This performance measure will be addressed in Year 2.

Performance Measure 5.2 Analyze data to identify needs of transfers who enter Lehman College with 15-45 credits by mid-year 2.

- This performance measure will be addressed in Year 2.

Performance Measure 5.3 Use data to design program by end of year 2.

- This performance measure will be addressed in Year 2.

Performance Measure 5.4 Implement pilot program for transfers in year 3.

- This performance measure will be addressed in Year 3.

Evaluation Next Steps

The evaluation activities during Year 2 will include continuing to monitor program activities and collect data related to program implementation and short-term outcomes. In addition, the evaluation team will focus on answering formative evaluation questions now that most program activities have been established. Evaluation questions related to program implementation include the following:

- With what frequency does each of the proposed services occur?
- With what frequency and quality does collaboration among program staff occur?
- How do the components of the organizational system supporting the proposed services integrate and function as a cohesive unit?
- What kinds of experiences did/do the program participants and program staff have as part of receiving/administering this program?
- What is the perceived level of satisfaction of those receiving the proposed services?

What are service recipient's recommendations for service improvement?

- What is the context in which this program is operating? How and to what extent do contextual factors affect the provision of the proposed services?
- What are specific, data-supported recommendations that can be made to program administration and staff in order to support the provision of high-quality services for students?

Conclusions and Recommendations

In Year 1 [SYI](#) established and implemented a number of key program activities such as the Early Warning Referral System, advising, the major fair and pre-major clubs, and student workshops. SYI have already intervened with several at-risk students from the first cohort (beginning in fall 2012) and the success of program activities will be determined over time. Although attendance at program activities such as the summer writing intensive and workshops were low, as word spreads about the program offerings and outreach efforts are successful, attendance is expected to increase, and consequently positive impacts on students are expected. Plans are in place to further develop other key program activities, and data-driven decisions will be made based on feedback from implementing these activities. Specific data will be used to establish baseline rates of participation, retention and graduation rates to compare with future rates for the duration of the grant.

Although [SYI](#) has been successful in establishing new program offerings during the first year, particular attention should be paid to the following during Year 2:

- Continue outreach efforts to promote attendance at program events such as summer school, workshops, and advising.
- Closely monitor the new Early Warning System software to ensure that it is accessible to faculty members to promote buy-in; address any technical problems in using the new system quickly.
- Work with Lehman College administration to ensure that any institutional barriers for students are addressed such as capacity in prerequisite courses.

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Herbert H. Lehman College

The City University of New York

Decennial Report to the
Commission on Higher Education
Middle States Association of Colleges
and Schools

Comprehensive Self-Study Report
January 2009



LEHMAN
COLLEGE

Robin Kunstler, Acting Dean, Natural & Social Sciences, and Professor of Health Sciences, Co-Chair
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The City University of New York

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and Schools**

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January 2009**



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Executive Summary

This self-study demonstrates how Lehman College addresses the 14 standards of the Middle States Commission on Higher Education (MSCHE). Chapter One (Standards 1 and 7) explains how the College's strategic planning process led to a revision of the College's mission statement and the development of its first vision and values statements. Standards 1 and 7 were addressed together in order to make visible the direct connection between the College's mission regarding the foundation for the activities of the College and its assessment of institutional effectiveness. These assessments have led to revisions in operational processes and to new initiatives that address major challenges. One key challenge has been to increase student retention and graduation rates. This challenge is being addressed with new undergraduate admission standards, opportunities for students to enroll in winter and summer sessions, and offering them encouragement and support to enroll in more credits per semester. Another challenge that has been addressed is the communication and dissemination of assessment activities. Although a new assessment website is under construction, the need remains for centralizing assessment information to improve data collection and utilization. The College also has expanded and strengthened its role in the surrounding community. A study to assess the College's position as an economic and cultural center in the community could provide valuable and diverse data and feedback in continuing to define the College's role.

Although the College's fiscal situation is much improved since the last MSCHE evaluation in 1999, as New York State enters a period of fiscal uncertainty, maintaining the resources to support capital and programmatic initiatives presents a continuing challenge. Finances and resources are addressed in Chapter Two (Standards 2 and 3). Funding at The City University of New York (CUNY) and the College is linked to planning and assessment. The College community actively participates in the budget planning and resource allocation process. A new funding mechanism, the CUNY Compact, has provided much-needed funding for a variety of initiatives. It is currently "on hold," however, due to the State's financial difficulties. The Student Technology Fee has provided an important new funding source for technology; allocations are based on recommendations by a committee consisting of students, faculty, and administration. As a public institution, Lehman will be adversely affected by the current fiscal situation in its efforts to provide adequate space for faculty endeavors, teaching, and other programs.

The College's governance, administration, and integrity are analyzed in Chapter Three (Standards 4, 5, and 6). The composition of Lehman's Senate is unusual in that it is made up of faculty, students, and administrators, as are its standing



committees. Although a recent court ruling on open meetings and quorums posed challenges to the Senate's functioning, the community's response to these challenges by ensuring sufficient attendance at meetings has mitigated any adverse effects. The College has a policy of open access to information. Integrity and academic freedom issues are few and generally handled without requiring formal actions. Lehman's Institutional Review Board (IRB) is highly regarded as a model within CUNY.

Issues directly involving students, from recruitment to graduation, are addressed in Chapter Four (Standards 8 and 9). Recruitment activities have led to increases in undergraduate enrollment. On several entry criteria, however, such as SAT scores, Lehman's first-time, full-time freshmen rank among the lowest in CUNY's senior colleges, leading the College to raise admission requirements. The College-wide dedication to improving retention and timely graduation rates is reflected in the integration of student services (e.g., admissions, advisement, student life, research opportunities, and academic support) for more effective and efficient functioning. These areas are assessed regularly to update and/or improve services. An advising task force was formed in fall 2008 to make recommendations regarding advising services. Currently, the

College is committed to determining the factors that cause students to “stop out” and to developing programs to help them re-enroll or to support their continuous enrollment.

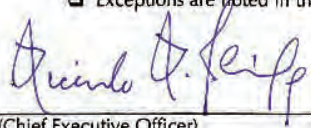
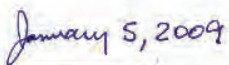
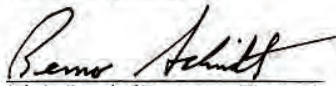
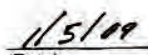
Lehman’s faculty, the sole focus of Chapter Five (Standard 10), is highly accomplished in scholarship, teaching, and service. High rates of success on tenure and promotion decisions demonstrate both the quality of the faculty and the integrity of the processes. To ensure the continued integrity of the tenure and promotion process, CUNY has extended the tenure clock from five to seven years so that faculty members have time to develop sufficient records of scholarship. Infusing concepts from the Scholarship of Teaching and Learning (SOTL) into the tenure and promotion processes is being recognized as vital to the quality of a well-rounded faculty. A working group on teaching effectiveness has been established, and its recommendations should receive serious consideration. Faculty take advantage of opportunities for collaboration and skills development in both scholarship and teaching, and these activities should continue to be supported. They also are active in controlling the content and quality of the curriculum at all levels. The faculty is aging, however, and developing a five-to-ten-year Strategic Plan to ensure full-time replacements would seem to be imperative. Similarly, although Lehman compares favorably with other colleges within and outside CUNY in terms of percentage of instruction provided by full-time faculty, deliberate effort will be required to preserve this standing. Students evaluate instruction in every course; however, the form is more than 20 years old and is being reviewed for major revisions.

Chapter Six (Standards 11, 12, and 14) demonstrates Lehman’s efforts to provide high quality undergraduate and graduate education. The College is dynamic and creative in developing new academic programs in response to changing student and community needs. Continuing this pace of growth will be difficult given the financial exigencies. Despite this, the College should continue to assess the needs for new programs. Students generally are pleased with their Lehman experiences. Lehman’s General Education program serves as a model within CUNY. The recent establishment of the position of Associate Provost for Undergraduate Studies and Online Education brings a strong degree of administrative coordination and support to the College’s General Education and undergraduate programs. Maintaining both faculty control of the Gen Ed curriculum and sufficient numbers of full-time faculty to teach Gen Ed courses will continue to be desirable. The College recently has begun to coordinate activities related to the assessment of student learning. Professional programs with external accreditations and various components of the General Education program have already undertaken systematic assessment of student learning. In 2008, all academic departments began assessing student learning objectives. The establishment of an Assessment Council in fall 2008 represents an important step in building a culture of assessment at Lehman.

Lehman’s related educational activities are addressed in Chapter Seven (Standard 13). Lehman’s SEEK program, which addresses the needs of underprepared students, is the largest program of its kind in the CUNY senior colleges. Lehman also leads the CUNY senior colleges in the number of courses offered entirely online. Demands for online courses and distance education have steadily increased, and providing sufficient support for faculty, students, and technology upgrades will be a challenge. Assessing the effectiveness of online education is also a concern of the College. Procedures for teaching observations and student evaluations of instruction that parallel the procedures in traditional courses already have been implemented. Grade differences between online and traditional courses have been observed, however, and require further examination and explanation. In addition, the College’s service to the surrounding community is amplified by its offerings of myriad continuing education programs and courses, certificate programs, and affiliations with New York City high schools.

This self-study has provided an accurate assessment and representation of the current status of Lehman’s structures, policies, programs, and procedures. The College recognizes both its challenges and accomplishments and has developed a set of Action Plans for future attention. In conclusion, the College appears to have met the standards of the MSCHE for reaccreditation.

Eligibility Certification Statement

| | |
|---|---|
| Middle States Commission on Higher Education | |
| Certification Statement: Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements | |
| <p>An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. The signed statement should be attached to the Executive Summary of the institution's self-study report.</p> <p>If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.</p> | |
| Lehman College _____ is seeking: | |
| (Name of Institution) | |
| (Check one) <input checked="" type="checkbox"/> Reaffirmation of Accreditation <input type="checkbox"/> Initial Accreditation | |
| <p>The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.</p> <p><input type="checkbox"/> Exceptions are noted in the attached memorandum (Check if applicable.)</p> | |
|  (Chief Executive Officer) Ricardo R. Fernandez |  (Date) January 5, 2009 |
|  (Chair, Board of Trustees or Directors) Benno Schmidt |  (Date) 1/5/09 |

Introduction

Herbert H. Lehman College was established as an independent senior college within the City University of New York (CUNY), the nation's largest urban public university, on July 1, 1968. CUNY was founded in New York City in 1847 as the Free Academy. It currently is comprised of 23 institutions: seven senior colleges, four comprehensive colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, the CUNY School of Public Health, and the Sophie Davis School of Biomedical Education. The University offers online baccalaureate degrees through the School of Professional Studies and individualized baccalaureate degrees through the CUNY Baccalaureate Degree Program. College Now, the University's academic enrichment program for high school students, is offered at CUNY campuses and more than 340 high schools across New York City's five boroughs. In total, the University serves more than 232,000 students who are enrolled in credit-bearing courses and degree programs, as well as 273,000 adult, continuing, and professional education students.

The Lehman campus has an illustrious history. Starting in 1931, it served as the Bronx branch of Hunter College, CUNY. Shortly after U.S. entry into World War II, the campus was used by the U.S. Navy as a training station for the newly organized WAVES (Women Accepted for Volunteer Emergency Service). The campus also played a role in world history when it became the interim headquarters of the United Nations and the site of the first meetings in the United States of the UN Security Council (March-August 1946). In 1968, Hunter College consolidated its operations in Manhattan, and Lehman College was established. The College was named after Herbert H. Lehman, the distinguished statesman, public servant, four-term Governor of New York State, and United States Senator who presided over the largest relief operation in history as Director-General of the United Nations Relief and Rehabilitation Administration (Europe, 1943-46). In 1971, the College was awarded a chapter of Phi Beta Kappa (Chi of New York), the national honor society for excellence in the liberal arts.

For more than two decades, Lehman has been deeply involved with the surrounding community. The opening of the Lehman Center for the Performing Arts in 1980 and the Lehman College Art Gallery in 1984 has made the College a main cultural center for the region. Together with the City and the Humanities Program, the Department of Music, and the Lehman Stages program, dozens of concerts, plays, dance performances, and exhibitions are offered to the public free

of charge or at minimal rates. The APEX physical fitness and sports facility, which opened in 1994, also offers community memberships.

Lehman's growth and new directions have continued into the twenty-first century. In 2002, the High School of American Studies was founded on the Lehman campus and was recently cited, for two consecutive years, as one of the top 100 high schools in the U.S. by *U.S. News and World Report*. A branch of the CUNY Macaulay Honors College was established at Lehman in 2002. A new Multimedia Center opened in fall 2008, which supports faculty and students in the fields of journalism, art, music, communications, and media production and will also serve as a hub within the community for independent film companies and recording artists. In fall 2008, construction began on Phase 1 of a new environmentally green Science Building. Phase 1 consists of four floors containing six teaching laboratories in Biology and Chemistry, three floors of research space, including open laboratory floor plans, and a greenhouse. The building will include a wetlands constructed of local native grasses in its central courtyard. Also in 2008, the College launched a dual-degree program with Sungshin Women's University in South Korea, which will enable students to earn degrees from both institutions. Other international agreements are in the planning stages. Lehman faculty collaborated with Brooklyn and Hunter Colleges in developing the recently established CUNY School of Public Health.

Lehman's diverse student population has continued to expand and now represents 138 countries. In fall 2008, 9,750 undergraduate and 2,291 graduate students were enrolled. In 2007, 71% of the undergraduate and 53% of the graduate students were female; 48% of the undergraduate and 30% of the graduate students were Hispanic; and 33% of the undergraduate and 23% of the graduate students were Black. Of the entering undergraduate students in fall 2007, 886 were new first-year students, and 1061 were transfers from other colleges. Sixty-three (63) percent of Lehman's students reside in the Bronx. In 2006-2007, Lehman awarded 1,292 undergraduate and 687 graduate degrees.

Self-Study Process

The preparation of this self-study followed the MSCHE guidelines and timetable. The process began with the selection of two members of the faculty to serve as co-chairs of the Steering Committee. Both attended the Middle States Self-Study Institute in October 2006 and a day-long assessment workshop presented by Dr. Linda Suskie at the College of Staten Island in March 2007. One co-chair also attended a seminar by Dr. Suskie at Brooklyn College in November

2006. Working with a selected group of faculty and administrators, all of whom eventually became working group co-chairs, the 14 MSCHE standards were grouped into seven areas that reflected the College's structure and needs. Each area became the focus of a Working Group (WG). Each WG was co-chaired by an administrator and a faculty member with particular expertise in that area (see Membership List below and at right) and included representative members of the College community. The Self-Study Steering Committee consisted of the WG co-chairs, the Provost, the Director of Lehman's Office of Institutional Research, Planning, and Assessment (L-OIRPA), the Vice President for Student Affairs, the former Senior Registrar, and representatives from the Student Government and Student Conference. The Steering Committee coordinated the activities of the WGs, identified areas of overlap, and supervised collection of new data. The committee also reviewed the reports and recommendations of each WG and offered suggestions and advice. WG reports formed the basis for the self-study design and the self-study.

After developing questions for each area for the self-study design that was completed in summer and fall 2007, the MSCHE liaison visited the campus and provided feedback on the design. The WGs addressed and answered the design questions during fall 2007 and spring 2008. Data also was collected via electronic surveys of department chairs, faculty, and graduate students. A draft of the final self-study was posted on the College's website at the start of the fall 2008 semester. The MSCHE visitation team chair visited in September 2008 and provided feedback on the self-study draft. The College community was informed of the availability of the self-study via email and presentations to the College Senate and at a College Faculty meeting and a Student Government meeting. Two open meetings were held during the fall semester to discuss the document, and faculty, staff, and students also were able to email comments directly to the co-chairs. All comments were reviewed and the final self-study was completed at the end of 2008. The Evaluation Team visit is scheduled for March 8-11, 2009.

Membership List

| STEERING COMMITTEE MEMBERS | TASK/STANDARDS |
|---|------------------------------------|
| Dr. Robin Kunstler Professor, Department of Health Sciences Acting Dean, the Division of Natural and Social Sciences, July, 2008 – June, 2009 | Co-Chair |
| Dr. Vincent Prohaska Associate Professor, Department of Psychology | Co-Chair |
| Ms. Lenore Schultz Former Senior Registrar | Document Management And Support |
| Dr. Mary Papazian Provost and Senior Vice-President for Academic Affairs | |

| STEERING COMMITTEE MEMBERS | TASK/STANDARDS |
|--|------------------------------|
| Mr. Jose Magdaleno Vice-President for Student Affairs | |
| Ms. Jennifer Efthymious Representative, Student Conference | |
| Mr. Elias Alcantara President, Campus Association for Student Activities | |
| Dr. Susanne Tumelty Director, Office of Institutional Research, Planning and Assessment | |
| Dr. Fred Phelps Professor, Department of Psychology | WG 1 Standards 1, 7 |
| Dr. Marlene Gottlieb Dean of Arts and Humanities Chair, Department of Languages, Manhattan College, effective July 2008 | WG 1 Standards 1, 7 |
| Prof. Sandra DeMinco Associate Professor, Library | WG 2 Standards 2, 3 |
| Mr. Derek Wheeler Vice-President for Administration and Finance | WG 2 Standards 2, 3 |
| Dr. Duane Tananbaum Associate Professor, Department of History | WG 3 Standards 4, 5, 6 |
| Dr. Michael Paull Dean of Adult and Continuing Education | WG 3 Standards 4, 5, 6 |
| Dr. Kevin Sailor Associate Professor, Department of Psychology | WG 4 Standards 8, 9 |
| Dr. Robert Troy Associate Provost and Assistant Vice-President for Enrollment Management | WG 4 Standards 8, 9 |
| Dr. Alan Kluger Professor, Chair, Department of Psychology | WG 5 Standard 10 |
| Dr. William Tramontano Dean of Natural and Social Sciences Provost, Brooklyn College, CUNY, effective July, 2008 | WG 5 Standard 10 |
| Dr. Robert Whittaker Professor, Acting Chair, Department of Journalism, Communication and Theatre Acting Associate Provost for Undergraduate Studies and Online Education, effective January, 2008 | WG 6 Standards 11, 12, 14 |
| Dr. Susan Polirstok Acting Dean of Education Dean of Education, Kean University, effective July, 2008 | WG 6 Standards 11, 12, 14 |
| Dr. Craig Demmer Professor, Department of Health Sciences, effective Jan. 2009 | WG 7 Standards 13 |
| Dr. Marzie Jafari Associate Dean of Adult and Continuing Education | WG 7 Standards 13 |

Chapter One

Standard 1: Mission and Goals

Standard 7: Institutional Assessment

The objectives of Lehman College's mission and the assessment of progress in meeting those objectives are closely entwined. Thus, the same work group addressed these two standards of the Middle States Commission on Higher Education (MSCHE).

Standard 1: Mission and Goals

The mission, vision, and values of an institution should be at the core of every decision and action a college takes. Lehman's mission articulates with the College's Strategic Plan as well as with the City University of New York's (CUNY) Master Plan.

Conception and Communication of Mission and Goals

In May 2005, the Lehman College Strategic Plan was presented to the campus community. It was the product of several months of intensive work by faculty, students, and administrators who developed strategies, timelines, action plans, and accountability measures for the plan's six goals and corresponding objectives. In January 2006, the process to refresh the Strategic Plan to a new three-year planning horizon also included the entire College community. Efforts were made to align the plan with CUNY's central planning processes and with specific College initiatives to ensure a collaborative, effective integration of activities. The goals and objectives are published on the Lehman website, and the progress made to achieve them was reported in President's Letters to the College community and at campus meetings. The final report to the campus in December 2008 on the three-year Planning Horizon 2005-2008, also was posted on the College website.

The strategic planning process raised questions concerning the College's mission statement. In response, the President in 2006 charged a committee of senior administrators with assessing the mission statement's relevancy in view of changing demographics in the College community and the impact of educational policies, funding sources, and shifting market demands. The committee was also asked to consider strategic planning priorities and the ability of the mission statement to focus effort and energy around common goals. As draft statements were developed, they were initially shared for discussion and comment with a core group of faculty, staff, administrators, students, and friends of the College. Next, the broader campus community was invited to participate in a public comment phase that included presentations at meetings of the Faculty Personnel and Budget (FP&B) Committee and the College Senate, email

notifications, and an article in Lehman E-News. The yearlong process was completed on May 16, 2007, when the Lehman College Senate approved a new mission statement as well as vision and values statements. These are posted on the website (www.lehman.edu/lehman/about/mission.html) and also appear in College publications (Appendix 1.1).

The new mission states:

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Lehman's mission is discussed in new faculty and staff orientations and with students in the required Freshman Seminar.



A portrait bust of the College's namesake, New York State Governor Herbert H. Lehman, was commissioned by the College's President, created by sculptor John Belardo of the Art Department, and installed on the campus in 2005.

Results from the 2007 survey conducted by the Middle States Steering Committee found that 73% of graduate students at the College were aware of Lehman's mission. The mission statement has been well communicated on campus and will be more broadly disseminated to the surrounding community served by the College in the months to come. In an example of "closing the loop," the new mission statement laid the groundwork for the latest round of strategic planning that began in fall 2008 and will be reviewed again as part of that process.

Articulation of the College's Mission and Goals with the Strategic Plan

Each goal of the Strategic Plan (2005-2008, revised in 2006, Appendix 1.2) is aligned with a key aspect of the College's mission, vision, and values. The revised goals emphasize the cultural, intellectual, technological, and professional development of students through faculty engagement and scholarship, a rich academic and professional curriculum, and appropriate campus resources. These goals position Lehman College as the leading institution of higher education serving the diverse needs of the Bronx and its surrounding region.

Goals Related to Mission:

Goal 1: Create an environment that encourages the development of students who are committed to lifelong learning and well prepared for their chosen careers and ready to contribute to their communities.

Goal 2: Provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional studies education.

Goal 3: Foster scholarship, research, and artistic endeavors by College faculty.

Goals Related to Vision:

Goal 4: Increase, manage, and allocate the financial, material, and human resources to support the mission and Strategic Plan of Lehman College.

Goal 6: Identify and communicate the distinctive characteristics, values, and impact of Lehman College in order to enhance its image and standing.

Goal 7: Institutionalize a fund-raising program that provides a steady stream of revenue for Lehman College, and that increases at a minimum of 10% per year, to fund student scholarships and enhance student support services, state-of-the-art learning facilities, faculty development in a teaching and learning center, and ongoing reassessment of student outcomes.

Goals Related to Values:

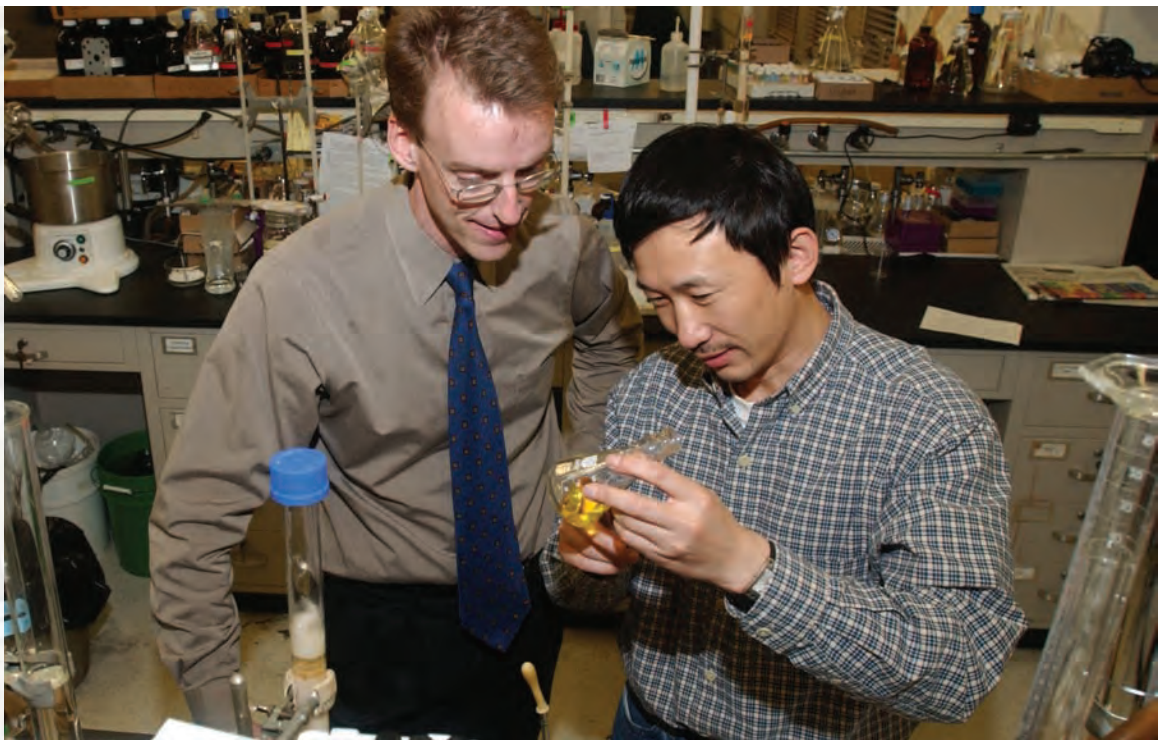
Goal 5: Engage in academic and outreach activities that identify Lehman College as the leading institution serving the educational, professional, cultural, and recreational needs of the Bronx and surrounding region.

Attached to each goal are specific steps and a timetable for implementation (Appendix 1.3). This process ensures that the College's mission and goals drive all activities undertaken by the administration, faculty, staff, students, alumni, and community members.

Articulation of the College's Mission and Goals with CUNY's Goals

In 2000, CUNY began a formal review process: the Performance Management Process (PMP). University-wide goals and objectives were established and distributed to the CUNY colleges so that each could align its goals with

Dr. Edward Kennelly (left) is one of the faculty members who teaches in the CUNY doctoral program in the plant sciences, which is based at Lehman and operates in cooperation with the nearby New York Botanical Garden. The program attracts graduate and post-doctoral students from across the United States and around the world.



the overarching ones. The document submitted annually by the College to the central CUNY administration, therefore, ensured that the College's plans for the academic year coincided with the strategic plans of both CUNY and Lehman. Each unit of the College—academic, administrative, and student affairs—prepares an annual departmental report that includes goals, plans to reach those goals, and accomplishments with respect to past goals. This process has kept units focused on working coherently and collaboratively in meeting the goals set by CUNY and the College. Occasional amendments are aligned with the overall mission and goals. For example, when the search for a director of a planned Autism Spectrum Disorder Center was unsuccessful, the College used those resources to hire sorely needed full-time faculty in Speech Pathology. This flexibility allows for improvisation and reprioritizing, but always within the context of the overall mission. Each year, CUNY prepares a University Performance Management Report (PMR, see Standard 7 and Appendix 1.4) that contains data pertaining to each college's accomplishment of its goals.

Lehman College's Activities in Pursuit of its Mission and Goals

The following information and accomplishments, taken from the 2007-2008 PMR and other sources, demonstrate Lehman College's commitment to engaging students in their academic development:

- Average class enrollment is 19 students.
- The College offers 69 undergraduate majors and degree programs and 39 graduate degree programs.
- William E. Macaulay Honors College (MHC) was successfully established in 2002 with 12 students and currently enrolls 51. The first graduating class was in 2006.
- The College broke ground in September 2008 for an environmentally green Sciences facility that will be used for faculty and student research, and for preparing Lehman students for science-based careers.
- The CUNY Teacher Academy was established to prepare students to teach mathematics and science in New York public schools. It grew from four students in its inaugural year (2006-2007) to 25 students in fall 2008; however, after consultation with the Academy's funder, the NYC Department of Education, CUNY halted further admissions.
- A major commitment to online learning and the use of educational technology is demonstrated by Lehman's 80 "smart" classrooms, 80 mobile presentation carts, 26% of courses utilizing Blackboard, a faculty technol-

ogy laboratory, and technology workshops for faculty, students, and staff.

- New academic programs have been established, including the Bachelor of Business Administration, Master's in Business, Master's in Social Work, Master's in Public Health, Master's in Educational Leadership, and Bachelor of Science in Exercise Science.
- New undergraduate programs awaiting approval or under development include Irish-American Studies, Environmental Studies, and minors in Mexican and Mexican-American Studies and Middle Eastern Studies.
- The new freshman seminar, LEH 100 (see Chapter Six), fosters intellectual development, a challenging interdisciplinary environment, and a lifelong commitment to learning. A pilot assessment of LEH 100 demonstrated that students were enthusiastic about this course.
- Revitalization of Arabic, Chinese, Hebrew, Japanese, Irish, Latin, and Russian) adds to the commitment of diverse language offerings.
- A new Multimedia Center opened in fall 2008 with three major functions: learning, production, and research. The Center also provides professional development for faculty in multimedia teaching and learning.

The following demonstrate the College's commitment to students' personal development:

- Student government (CASA and Student Conference) leaders in collaboration with faculty and administrators have scheduled town hall meetings, invited faculty to student events, and provided able and willing students to serve on College Senate committees.
- The Community Service Program was implemented in fall 2007, and 279 Lehman students contributed 4,000 hours of service and outreach to more than 25 community service partners in 2007-2008. The Service Learning component was launched in spring 2008 and, in collaboration with the African and African American Studies Program, service learning was integrated into the required major course "Fieldwork in the Black Community." Eighteen (18) students participated and were assigned to work on projects in one of three service-learning sites.
- The findings of a feasibility study and student survey conducted in spring 2008 led to the acquisition of a building for use as a residential hall. Additional residential halls are under consideration.



Cultural Outreach:

The Metropolitan Opera's Live in High Definition series for both 2007-2008 and 2008-2009 was broadcast live via satellite on the Lehman campus. The free broadcasts were open to the public and hosted by the Celia Cruz Bronx High School of Music—one of ten public schools in the Bronx that form the "Lehman Network Schools" in which Lehman is a partner. This opening scene from Act I of Puccini's *Madama Butterfly* features dancer Hsin-Ping Chang.

Photo credit:
Ken Howard/Metropolitan Opera.

The following demonstrate the College's commitment to students' professional development:

- More than 1,400 students and alumni registered with the Career Services Center (CSC) in 2007-2008. Students and alumni made close to 5,000 visits to CSC for services and resources, such as an online Video Coach to practice interviewing techniques, an exclusive job database with an upload feature for resumes and cover letters, and an online Alumni Mentoring Network (initiated fall 2007). Some 100 alumni registered with CSC as mentors and, as of fall 2008, 60 students signed up to receive mentoring.
- Through the CSC, 400 Lehman students received coaching and career advisement in 2007-2008, an increase of 37% from the previous academic year. Internships were offered to 141 students at more than 22 private, nonprofit, and government sites, a 50% increase from the previous year. A majority of interns evaluated their internship sites as "satisfactory" and said they would recommend the experience to other students.
- Since fall 2006, 65 Lehman students have participated in the National Puerto Rican Coalition's "College2Career Program." This nationwide program cultivates

Latino leadership and prepares students majoring in business, economics, and accounting for careers in the corporate sector. By the end of the spring 2007 semester, 49 students had completed the program.

The following curricular components offer rich cultural and artistic experiences that extend to the larger campus and surrounding communities and demonstrate the College's commitment to being an intellectual, economic, cultural center for the Bronx and the surrounding region:

- Performances of New York City's Metropolitan Opera, broadcast live in the 500-seat Monroe and Rose D. Lovinger Theatre.
- Lehman's partnership with Lincoln Center Institute of Teaching Artists on aesthetic education.
- The Lehman College Art Gallery, Center for the Performing Arts, Theatre and Music programs, and the City and the Humanities program.
- Lehman Stages (see www.lehmanstages.org/call-board.htm) provides opportunities for students and the community to engage in theatre in all its aspects and enjoy a broad range of performances (poetry, music, theatre, dance, films, lectures).

- The resident Bronx Repertory Theatre Company provides opportunities for Lehman theatre majors, alumni, and theatre professionals.

Lehman offers services, opportunities, and resources to the community, including:

- A Speech and Hearing Clinic where future speech language pathologists provide services to the community under the supervision of faculty professionals.
- The NCAA Student-Athlete Advisory Committee, comprised of two student-athletes from each of 16 varsity teams. (Attendance at the College's athletic events averages about 550 spectators per event.) The committee organized PEP rallies in 2007 and 2008, the Reservoir Run (2.5 miles) to promote school spirit, Kids' Sports Day to introduce middle-school children to sports, athletes, and the possibility of college, a Toy Drive for area childcare facilities, and the 2007 Children's Book Drive.
- The Bronx Teacher Resource Collaborative, which has offered six professional development workshops for 50 New York City and Westchester County foreign language teachers since the program began in 2006.

The College's Small Business Development Center, its athletic facility (APEX), its many research institutes (such as the Bronx Institute, the Irish American Studies Institute, the Institute for Literacy Studies), and its partnerships with the High School of American Studies at Lehman College, the Celia Cruz Bronx High School of Music, and numerous other Bronx high schools provide further evidence of the College's commitment to serve its borough and surrounding communities as an intellectual, economic, and cultural center. (A complete listing of partnerships can be found at www.lehman.edu/deanedu/deanedu/grants.html).

The mission statement clearly defines the College's purpose and has led to the development of goals that guide the creation of new programs and actions that fulfill Lehman's responsibility as an institution of higher education in service to its student body. The College community is committed to the centrality of its mission in evaluating overall institutional effectiveness.

Standard 7: Institutional Assessment

In the past decade, Lehman College has moved toward a culture of assessment. Spurred by CUNY initiatives to promote progress and accountability at its constituent colleges, Lehman embraced the University's Performance Management Process (PMP) as the main vehicle for assessing institutional performance. Instituted in 2000 by CUNY Chancellor Matthew Goldstein and recognized by the American Council on Education as a "pioneering effort within American higher education," the PMP has become a basic component of Lehman's institutional planning and assessment. It involves the time and effort of many offices and individuals. Through the PMP, key indicators have been identified for all divisions of the College.

College-wide Assessment

Every five years CUNY is required by State law to submit a Master Plan to the State Education Department (SED) for review and approval by the New York State Board of Regents. All colleges contribute ideas and standards to the CUNY Master Plan. At Lehman, the Provost solicits from faculty and administrators possible goals or concepts that might be forwarded to CUNY.

CUNY Master Plans for 2000-2004, 2004-2008, and 2008-2012 have emphasized a sequence of goals and objectives, and each plan extends the gains of its predecessor. CUNY uses Master Plan goals to select annual objectives and targets (measurable standards) that become CUNY's Performance Goals and Targets.

The College then develops annual performance goals and methods to assess the outcomes. The administrator responsible for a particular goal monitors its progress and outcomes and distributes relevant data to the appropriate individuals. Goals and accountability shared by the various divisions of the College promote additional communication. This process has raised faculty awareness of indicators and potential data sources of use in conducting assessment activities of their own.

Lehman College is a member of the national Consortium for Student Retention Data Exchange (CSRDE), which provides benchmarking on retention and graduation rates. In fall 2008, Lehman joined the Delaware Study, which allows for comparative analysis of teaching loads and direct instructional costs at the academic-discipline level.

Student Retention Rates

CUNY has set a goal of increasing retention rates by an average of two percentage points. Lehman's Office of Institutional Research, Planning, and Assessment (OIRPA) computes the percentage of full-time, first-year students still enrolled one year and two years after entry. Lehman

retention rates after one year have held fairly steady over time: 73.8% (2003), 73.6% (2004), 76.8% (2005), 73.3% (2006); however, they have been below the CUNY average of approximately 79% during that period. Although two-year retention rates have increased slightly: 59.0% (2002), 57.5% (2003), 59.6% (2004), 61.4% (2005), they are still below the CUNY average of about 64%. Among transfer students entering in 2006, Lehman's one-year retention rate of 73.9% is below the CUNY rate of 75%, and Lehman's two-year rate of 63.2% for those entering in 2005, is just under the CUNY rate of 64.3%.

Departmental-level Assessment

Departmental self-studies are conducted on a rotating five-year cycle. In the 2007 survey of department chairs conducted for this self-study, chairs reported that self-studies have led to actions such as:

- Identifying faculty development needs (56%).
- Acquiring additional needed resources, including new faculty (48%).
- Developing new programs (48%).
- Improving existing curricula (39%).
- Providing information useful for accreditation reviews (32%).

Each department files an annual report that provides a profile of its faculty, students, and their activities. Full-time faculty update their academic and service records for the annual report, which summarizes productivity in terms of teaching, scholarship, grants, and service, and becomes a source for the "Baseline Performance Management Report." The annual reports are available in the offices of divisional Deans and the Provost. Data in departmental reports are used by the Provost and Deans to monitor faculty activity. These reports also draw attention to programs and departments that have received external recognition. For example, Lehman's Psychology Department was cited in a University of Oklahoma study that produced a list of the 100 leading psychology departments in terms of funded research. Lehman was 97th on the list but, considering its size (fourth smallest number of faculty), the Lehman Psychology Department ranked 67th in terms of per capita funding. The ranking was even higher (44th) when the "most competitive grants in science" were used as the base for total R&D funding.

The faculty of Lehman College is regularly involved in assessment procedures at department and program levels. According to a 2007 faculty survey conducted for this self-study, 70% of the respondents reported that they had performed some assessment of student learning in their courses beyond grading and the College's Evaluation of Instruction form. They reported using a variety of measures, such as non-

standard student evaluations, certification/licensing exams, other standardized tests, and job placement rates. In 2008, the College instituted a campus-wide assessment of student learning. Academic departments were charged with developing and implementing a plan to assess one student-learning objective during fall and spring semesters (see Chapter Six).

Assessment of Student Engagement and Satisfaction

The College regularly participates in several student surveys. Principal among these are the National Survey on Student Engagement (NSSE) (Appendix 1.5), the CUNY Student Experience Survey (SES) (Appendix 1.6) the Cooperative Institutional Research Program (CIRP), the Freshman Survey, and the Lehman Office of Institutional Research, Planning, and Assessment (L-OIRPA).

Aggregated data on student engagement, perception of the student experience, and how students evaluate the College's strengths and weaknesses are indicators for the Office of Student Affairs and for the academic support areas of the College. Selected items from each of these instruments make their way into the PMP, depending on that year's objectives and indicators. For example, after a recent administration of NSSE, several faculty committees were formed for the purpose of mapping NSSE items to the College's strategic plan. Two areas were chosen: advisement and experiential learning. Among the 2006-2008 Strategic Plan goals were: improving the coordination of efforts by faculty and professional advisors, broadening experiential learning opportunities for students by creating new internship courses, and offering internship courses that had not been offered recently. The Career Services Center (CSC) monitors its placement success, internships, and career preparation services with targeted surveys that include data from new graduates. The administration of NSSE during spring 2008 resulted in a similar evaluation process.

The L-OIRPA survey of graduates is conducted annually. Alumni development efforts have concentrated on involving graduates in academic programming, mentoring current students, annual giving, and communicating with other alumni.

External Accreditation

External accreditation provides another measure for institutional assessment. Each of three academic divisions of the College contains programs that must be reviewed by outside agencies:

- All Division of Education programs are reviewed and accredited by the New York State Education Department, the National Council on Accreditation of Teacher Education (NCATE), and individual program accreditations, where applicable. In 2002, Lehman became the first CUNY College to receive NCATE accreditation (renewed in 2007 through spring 2014). The Coun-

selor Education program was awarded the prestigious CACREP accreditation in 2008 from the Council for Accreditation of Counseling and Related Educational Programs.

- In the Division of Arts and Humanities, the Master's program in Speech Language Pathology is accredited by the American Speech and Hearing Association (ASHA) through 2015.
- The Division of Natural and Social Sciences has several departments with programs that are accredited or formally approved by national organizations: the departments of Chemistry, Health Sciences, Nursing, and Social Work. The accrediting bodies include the American Chemical Society, American Dietetics Association, Council on Public Health Education (in process), Commission on Collegiate Nursing Education, and the Council on Social Work Education.

Funded Programs

Externally funded programs at Lehman College collect data that measure student success and are used to inform academic planning. For example, over the past decade, three multi-year Title V institutional grants funded by the U.S. Department of Education have developed and reported measures of retention, student development, transfer and articulation, and the effects of supplemental instruction on student success in gateway courses. Similarly, evaluations of the multi-year funded Minority Biomedical Research Support (MBRS), Minority Research Infrastructure Support Program (M-RISP), and the McNair Scholars programs provide measures and patterns of student success that inform future directions.



Strengths

- Lehman College has clearly enunciated and communicated its mission, vision, and values to students, faculty, staff, and alumni.
- The College has effectively aligned its mission and goals with those of the City University of New York as defined in the CUNY Master Plan and the PMP, and has integrated them with strategic and institutional assessment plans.
- The implementation of Lehman's goals is assessed on a yearly basis by senior administrators for their units in order to ensure a coherent strategic plan.
- The creation of new academic programs and majors reflects the needs of the community and Lehman's commitment to students' personal and professional development.
- The director of Lehman's Office of Institutional Research, Planning, and Assessment helped form the CUNY Assessment Council and assists in its leadership.
- The College has accomplished ongoing outreach to the surrounding community.

Challenges

- Improve communication about ongoing assessment activities and their outcomes and benefits for the College.
- Increase student retention by identifying and assessing specific needs of at least two distinct groups of transfer students: entering upper freshmen and sophomores, and entering juniors or seniors (most with associate's degrees).
- Create sufficient faculty and classroom space to meet the demands of new program offerings and expanding majors.
- Extend the positive impact of the College's activities and programs on the surrounding community to fulfill Lehman's commitment to serve as an intellectual, economic, cultural, and athletic center.

Action Plans

- Conduct a search for a full-time assessment coordinator to work with the Office of Institutional Research, Planning, and Assessment.
- Continue to implement the College Facility Master Plan for future space and programmatic needs (a new Science Facility is under construction).
- Increase retention of transfer students with fewer than 60 credits by directing financial, academic, and advising resources to address their needs.
- Assess Lehman's impact on the surrounding community with regard to its leadership role as an intellectual, economic, cultural, and athletic center.

Chapter Two

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Institutional budgets and resources, and planning for their allocation, are interconnected at Lehman College. Two major College committees address budgetary and long-range planning issues: the Senate Committee on the Budget and Long-Range Planning and the College Personnel and Budget Committee on Budget and Long-Range Planning. Since 2001, these two committees have met together as the Joint Committee on the Budget and Long-Range Planning and have provided significant input to the senior administration. The Joint Committee also is the main vehicle by which information about the budget is presented to the faculty and student body and where these constituencies provide input to the budget and planning processes. Having one working group focus on planning, resource allocation, renewal, and resources fits the College's governance structure.

Budget Process

CUNY has a different budget model from that of many universities. New York State allocates funds to the CUNY central office, which then allocates them among the individual colleges and other units (e.g., the Graduate School). Each fiscal year, when the State adopts its budget, CUNY is notified of the State's fiscal and programmatic issues in the budget legislation. Although the State's Fiscal Year (FY) begins on April 1, and CUNY's begins on July 1, both the New York State and CUNY budgets are not finalized until well into the summer.

The process for determining Lehman College's annual tax-levy budget allocations is significantly intertwined with and determined by the CUNY budget process and the Performance Management Process (PMP) for the College, negotiated between CUNY and the College administration. At Lehman, the base tax-levy budget is determined in advance and then supplemented throughout the fiscal year by a series of New York State Budget Certifications: additional allocations specifically tied to expenses, such as new CUNY programs or contractual obligations. During the spring, the Lehman College Budget Office issues reports showing baseline allocations at the department level, so the "base" can be reviewed and adjusted as appropriate. In addition to base adjustments, departments are given certain categories of institutional importance that are maintained as active items for budget consideration.

The College has shown a pattern of growth and greater control of its budget during the last five years. During the 11-year period, FYs 1999-2009, Lehman College's initial budget allocation has increased 62%, from \$42.5 million to \$68.9 million.

A closer review of budgets for the last ten years illustrates two distinct trends. During FYs 1999-2008, Lehman College's average expenditure growth was 4.9%. During the five-year period, FYs 1999-2003, however, the rate of growth



The College establishes annual targets for budgetary support (or additional support) with eight College-related entities, including the Lehman College Art Gallery (left) and the Performing Arts Center (right).

was 3.6%, barely keeping pace with inflation, while in the subsequent five years, FYs 2004-2008, the growth was a relatively robust 6.2%. This pattern of stronger growth during the FYs 2004-2008 period is reflected across most major categories as well. For example, full-time staff expenditures averaged 4.9% during FYs 1999-2003 and 6% in FYs 2004-2008, averaging 5.5% over the ten-year period.

Lehman collects student tuition revenue, which in turn is transferred to CUNY and then New York State, to satisfy the College's annual tuition revenue target. Tuition and other revenues received above the target may be retained for use in the current year or future years to offset shortfalls or support new initiatives. By consistently exceeding its enrollment targets, Lehman has maintained a positive balance in this reserve account. For example, Lehman opened FY 2008 with a balance of approximately \$2.5 million, of which \$1.2 million was used, leaving an opening balance in FY 2009 of slightly more than \$1.3 million.

Most grant and contract funding is channeled through the CUNY Research Foundation, which charges a fee for its disbursement and for payroll/personnel services. These funds are maintained separately as a line in the College's overall budget. Similarly, funds raised from external sources, such as alumni, corporate donors, and foundations, are channeled through the independent, College-affiliated Lehman College Foundation and usually do not affect the operating budget. Generally, Foundation funds support student scholarships and other College activities.

The President's Cabinet manages the Performance Management Process (PMP) and the College budget. Normally, CUNY tax-levy funding increases or decreases incrementally from the previous year's allocations for each program. Thus, as the Cabinet makes recommendations to the President on specific budget allocations, programmatic successes and weaknesses are identified, and a budget allocation is determined with the benefit of new annual reporting data. Program-specific lump sum allocations from CUNY remain fully intact, thereby maintaining a stable budget, while College programs compete for any funding increases. Most allocation issues are resolved within the respective divisions, with the division chief (Vice President, Dean, etc.) determining the priorities. The Cabinet determines priorities of significance to the College as a whole.

The College Business Office acts as a control to ensure that all personnel actions conform to the budget and that OTPS (Other Than Personnel Services) expenditures are within a department's or program's budget. The Business Office allocates funds by division or department at the direction of the respective chief of that unit. Most academic departments receive a limited budget for OTPS, as all full-time salaries and equipment expenses are fixed by contract or handled at divisional or higher levels. Reports demonstrating financial performance in relation to the budget are prepared throughout the fiscal year.

While the tax-levy budget process outlined above is used to allocate more than 90% of the College's resources (excluding grants), the College also explores other mechanisms for additional non-tax-levy support. These include relatively small amounts available through individual contracts or reimbursement agreements with the CUNY Research Foundation, Auxiliary Enterprises, or other sources, such as discretionary grant indirect cost recoveries. For example, to support research and encourage grant submissions, a portion of indirect cost recoveries is allocated to department chairs and deans as Principal Investigators. Based in large measure upon the perceived adequacy of the tax-levy budget, targets for support (or additional support) by the College are established in negotiations with the following entities:

- Lehman College Foundation
- Lehman College Auxiliary Enterprise Corporation
- Lehman College Association for Campus Activities
- Lehman College Performing Arts Center
- Lehman College Art Gallery
- Lehman College Continuing Education
- CUNY on the Concourse
- Research Foundation of CUNY

The College prepares a financial plan that estimates all of the income (usually "reimbursements") and costs it will receive on behalf of these entities, with the net "reimbursement" back to the College often being a critical balancing item for the institution's financial well-being for the fiscal year. Together, these tax-levy and non-tax-levy allocation processes comprise the budget allocation process at Lehman College.

The CUNY Compact

Beginning in 2005, CUNY and New York State agreed on a new additional funding model called the CUNY Compact. According to this plan, the State agreed to fully fund most of the CUNY senior colleges' recurring operating expenses, as well as any increases in CUNY's mandatory costs (energy, contractual salary increases, fringe benefits, etc.), and to provide additional support for initiatives in such areas as new faculty, specifically targeted science/technology faculty and services, and student services. These funds, distributed by the CUNY central office to individual colleges, would be partially supported by productivity savings, regular but measured tuition increases, and intensified philanthropic fundraising. In turn, Compact funds allocated in one fiscal year would become part of the base budget in the following year, guaranteeing continuity of support for planned initiatives, as opposed to the previous, less consistent model of imposed and partly funded actions. In FY 2007, Lehman received funding of \$1,896,000 for the Compact and in FY 2008,

\$2,446,000. Due to New York State budget constraints, the third year (FY 2009) of the Compact has been delayed until 2010; however, mandatory costs (salary increases and energy costs) were covered. Some funding for FY 2009 is pending.

Compact funding has had a strong, positive impact at Lehman, including the hiring of new faculty and staff, as the following table indicates (in thousands):

| INITIATIVES | FY 2007 | FY 2008 |
|---|---------------|---------------|
| Flagship environment | 778.8 | 877.8 |
| • Full-time faculty, support, faculty development | 230.9 | 877.8 |
| • Improving undergraduate/graduate/professional education | 405.0 | 0 |
| • Expanding technology in teaching | 62.9 | 0 |
| • Teacher preparation | 80.0 | 0 |
| Fostering a research environment | 0 | 283.5 |
| • (Research grant-based start-up costs, International ed/Grant writer) | | |
| Academic support | 341.8 | 455.7 |
| • (e.g., Writing Across the Curriculum, Instructional Support Services Program, College Now, online teaching) | | |
| Student services | 416.8 | 298.5 |
| • (e.g., advising and counseling, financial aid, careers services) | | |
| Workforce and economic development | 73.4 | 49.8 |
| Information management systems/CUNY FIRST | 73.8 | 206.0 |
| Upgrading facilities and infrastructure | 211.6 | 274.7 |
| TOTAL | 1896.2 | 2446.0 |

CUNY FIRST

CUNY FIRST (Fully Integrated Resources & Services Tool) seeks to increase efficiency and productivity across CUNY. CUNY FIRST will implement the Oracle Peoplesoft Enterprise Resource Planning (ERP) Suite, which will affect student administration, financial, and human resources management systems. Key goals from ERP include replacing more than 25 antiquated systems with one that is fully integrated and able to manage all University data in one database, with state-of-the-art security. An additional \$189,000 was requested for the College Operating Budget; CUNY FIRST will begin operation at Lehman in 2009 and will be phased in over the next four years.

Information Technology

In its 1999 Decennial Report to the Middle States Commission on Higher Education, Lehman emphasized the importance of adopting new technologies, and the College has made great strides toward that end. A major contributor to this accomplishment was the Student Technology Fee, established in winter 2002 by the CUNY Board of Trustees to fund improvements in computer services for students and faculty. At Lehman, the fee generates approximately \$1,380,000 annually. Fee increases approved in summer 2008 have yielded approximately \$400,000 in additional funds.


CUNY's Enterprise Information Technology (IT) Initiatives require colleges to acquire resources to implement IT projects (such as Support Knowledge Database, Enterprise Security Initiatives, Blackboard Add-on, Network Security, Technology Research Tools, Enterprise Directory Initiative, Internet 2, and Academic Software Fund). These initiatives started in FY 2005-2006, and each campus has the option of using the Technology Fee or another campus funding source. To date, Lehman College has funded its share of the CUNY Enterprise IT Initiatives with the Student Technology Fee. The top five (among 15) guidelines for prioritizing requests for funding projects from the fee are:

- (1) Long-term commitments made by previous Technology Fee committees,
- (2) Personnel costs for frontline student technology services (for example, in student labs),
- (3) Software for instructional use,
- (4) Continuity of Library subscriptions to databases used by the entire College community for teaching and research, and
- (5) Reasonable printing costs for students in open computing areas and all dedicated student labs. (See Appendix 2.1 for all 15 guidelines).

An email account (techfee.response@lehman.cuny.edu) was created for members of the campus community to voice their concerns, indicate unmet technology needs, and make suggestions and recommendations for "better planning, better management, and better services in the areas of information technology."

Instructional Technology Strategic Planning

The College Information Technology (IT) Strategic Plan developed in 2003 continues to be the reference point for review, guidance, and measuring progress toward achieving Lehman's IT goals. In 2006, the College created the Office of the Vice President for Information Technology to strengthen IT leadership and to improve and promote better coordination of its services. The Information Technology



The creation of technologically enabled classrooms has had a positive impact on the student learning environment.

Resources Division develops and maintains the campus-wide IT infrastructure and the majority of IT support services. Most divisions as well as the Library have two positions described as Lead IT Support Specialist and an IT Support Specialist. Seven academic departments with extensive and special IT needs have their own dedicated IT support staff.

IT accomplishments, as a result of funding from the technology fee and in accordance with the IT Strategic Plan, include:

- More than 20 new technology-enhanced classrooms,
- More than 20 additional mobile presentations systems,
- The installation of a projection screen in every classroom and instructional lab,
- A new state-of-the-art faculty-computing lab,
- Implementation of the first phase of equipping the Multimedia Technology Center,
- The addition or replacement of more than 1000 computers,
- The addition of 10 or more servers,
- Implementation of a new student email system,
- Initiation of a migration of telecommunications to voiceover IP,
- Establishment of an E911 emergency response system,

- Introduction of an online IT support request and tracking system, and
- The purchase of a Google search engine.

IT-related campus committees include the:

- Technology Oversight Committee (TOC), which is responsible for overseeing the IT infrastructure of the campus, formulating long-term strategies and short-term action plans, establishing policies and procedures, prioritizing needs and development projects, insuring adequate financial resources, and facilitating communication across the entire campus.
- Web Content and Policy Committee, which sets policy for the format and content of the College's websites (see www.lehman.edu/lehman/about/policies_pdf/WebPolicy.pdf).
- College Senate's Library, Technology, and Telecommunication Committee, which was formed to assist in the planning and evaluation of IT infrastructure and services.

A student technology survey was conducted in 2007-2008; the results are forthcoming. A faculty technology survey will be carried out in 2008-2009.

Strengths

- Members of the College community have many opportunities to be part of the budget planning and resource allocation processes.
- The College's base budget has been strengthened since 2004.
- Tax-levy and non-tax-levy allocation procedures determine the significant effectiveness of the College budget process, ensuring that funding requests are based on clearly stated needs and objectives for student and faculty academic and professional goals.
- Funding through the CUNY Compact has led to the development of new programs and expansion of advisement services as well as graduate degree programs in Social Work, Public Health, and Educational Leadership.
- The ITR Department has improved the IT infrastructure of the campus with strategies and action plans that have had a positive impact on resources, communication, and institutional assessment.
- The Information Technology Strategic Plan has had a positive impact on student learning and retention through the creation of technologically enhanced classrooms, laboratories, art facilities, and a Multimedia Technology Center.
- The spending plan developed by the Student Technology Fee Committee maximizes the use of technology fees to benefit the entire College community.

Challenges

- Maintaining adequate planning and resource allocations in light of the uncertainty of New York State and CUNY budgets.
- Continuing to fund new programs, services, and degrees created from the CUNY Compact monies that have been put on hold until 2010.
- Ensuring sufficient funding for CUNY IT initiatives.
- Obtaining and understanding sensitive and complex data relating to actual expenditures and budgetary processes.

Action Plans

- Develop a contingency plan for reduced financial resource allocations for the College.
- To assure the successful implementation of CUNY FIRST, a fully integrated, state-of-the-art database beginning in March 2009.
- Conduct the faculty technology survey planned for 2008-2009.



Chapter Three

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Lehman is one of the few CUNY institutions to have, as part of its governance structure, a College Senate comprised of administrators, faculty, and students. Thus, the connection in this report between leadership and administration is entirely appropriate. Indeed, this governance model also makes integrity an interwoven issue with leadership and administration, especially with regard to the College's processes for institutional change and interactions among its various constituencies.

Standard 4: Leadership and Governance

The ultimate authority for Lehman College is the Board of Trustees of CUNY, which sets overall policies for CUNY institutions. Lehman College is bound by the bylaws of the Board of Trustees and also by New York State law. Most of the powers traditionally associated with a college faculty are housed in the Lehman College Senate. (Appendix 3.1 contains Governance documents.)

In 2003, Lehman amended its governance structure to ensure that all constituencies were represented in the Senate and to balance the number of seats among the different constituencies. All senators have full voting rights. The Senate is comprised of:

- **Administrators:** The President, Vice Presidents, Assistant Vice Presidents, Deans, and Associate Deans are members by virtue of their offices. Administrators and staff not in the previous group elect five additional senators, and one senator is elected by Gittleson employees (classified CUNY clerical and office assistants). Administrators comprise one-sixth of the total Senate membership.
- **Faculty:** Each academic department elects a representative to the Senate. Additional at-large representatives are elected to ensure that the faculty constitutes one-half of the total Senate membership. One-third of the at-large seats are reserved for Assistant Professors without tenure, Instructors, and Full-time Lecturers. Part-time faculty members elect three senators. The remaining at-large seats are reserved for Professors, Associate Professors, or Assistant Professors with tenure.
- **Students representatives,** elected annually, comprise a third of the College Senate. Graduate students are

guaranteed at least one of those seats. The spring 2008 composition of the College Senate is illustrated in the following table:

| |
|------------------------------|
| Administrators and Staff: 21 |
| Students: 42 |
| Faculty: 63 |
| <hr/> Total Members: 126 |

Senate Committees

The Governance Committee sets the agenda for Senate meetings, nominates members for Senate committees, conducts elections, reviews and recommends changes in the committee system, and reviews and proposes changes in the Senate bylaws. (See Appendix 3.1 for a list of standing committees). In response to an arbitrator's decision, the governance document was amended in 2002 to require that departmental Personnel and Budget (P&B) committees make recommendations on all promotions of faculty to the rank of Full Professor. The document was further changed in 2003 to simplify the amendment procedure. Amendments can now be adopted by a 75% affirmative vote of the Senate, provided that at least two-thirds of all Senators are present. (The original document required 75% approval in a student body referendum with at least 30% of the students voting and 75% approval in a faculty referendum with at least 60% of faculty voting.)

The impact of these changes has been positive. Senate elections are highly competitive, and senators take their responsibilities seriously. As seen in the following table, the percentage of administrators, faculty, and students attending College Senate meetings regularly (defined as attending six of the eight meetings during the year) has increased significantly in recent years.

| CONSTITUENCY | % REGULAR ATTENDANCE 2005-2006 | % REGULAR ATTENDANCE 2006-2007 | % REGULAR ATTENDANCE 2007-2008 |
|----------------|--------------------------------|--------------------------------|--------------------------------|
| Administrators | 63% | 100% | 72% |
| Faculty | 57% | 67% | 76% |
| Students | 33% | 44% | 43% |

The transparency of the College Senate begins with its inclusion of different constituencies. Meeting dates are announced at the beginning of the academic year, and all

meetings are open to all members of the Lehman community. Non-members can ask for floor rights to address the body, and they are routinely granted. Except for the Governance Committee, one does not have to be a member of the Senate to serve on any of its standing committees. Information about the Senate, including minutes, agenda, reports, etc., is available to all members of the Lehman community in the Library and on the College website.

A recent challenge confronting the Senate concerns the ramifications of a November 2005 decision by the New York State Court of Appeals in *Perez v. CUNY*, which found that the Open Meetings Law applies to “each legislative body at a College that exercises the power of faculty councils under Section 8.7 of the CUNY Board Bylaws.” The law requires a majority vote of all senators, not only those present, for Senate actions to be approved, and the votes of all senators are to be recorded. The importance of attending meetings to provide a quorum, as well as the requirements under this law, were first explained at a Senate meeting in 2006 and are reiterated each semester.

The Lehman College Senate has never failed to have a quorum since these decisions were handed down. Senate committees were sometimes short of a quorum, often because students were not present. The Student Conference has addressed this issue, and student attendance at committee meetings improved significantly in 2008. In the absence of a quorum, committees may still bring recommendations to the floor, noting in their report that they lacked a quorum when an item was considered. Once the Senate approves items brought to the floor, any changes that require the approval of CUNY are forwarded to the appropriate central office. On certain matters, the President reviews Senate actions and, if he concurs, forwards them to CUNY. CUNY has approved all changes in policies and curricula made by Lehman, demonstrating an effective interface

between College and CUNY governance. The Senate’s active committees, as well as its authority over curriculum, admissions, budget, and long-range planning, give the Senate an active role in defining, approving, and implementing the College’s mission, vision, and values.



Standard 5: Administration

The CUNY Board of Trustees appoints college presidents and receives periodic reports from the Chancellor regarding the evaluation of presidents, consistent with University policy. Trustees work closely with the Chancellery and presidents on the enhancement of funding to help supplement College resources, in order to further the goals and objectives of the Master Plan.

The organization of the Lehman College administration, under the leadership of the President, is not static. It evolves through a process of evaluation and deliberation that reflects the College’s commitment to its mission as well as its strategic planning process. (For the organization of the College’s administration, see Appendix 3.2.)

Over the past ten years, several administrative changes have illustrated this commitment:

- The Associate Provost for Enrollment Management has been charged with coordinating and improving recruitment, retention, and graduation rates, as well as with responsibility for transfer student and articulation agreements.
- The Vice President for Information Technology has been instrumental in reorganizing the College’s IT initiatives, including the Multimedia Center, Online Instruction, and CUNY’s implementation of Enterprise Resource Planning (ERP).
- The Associate Provost for Undergraduate Studies and Online Education will address the College’s goal to further develop its learning communities (such as those fostered by Writing Across the Curriculum and the Freshman Year Initiative) in order to develop a comprehensive online program that will help students progress more quickly toward their degrees and to recruit new students into degree programs.
- The Assistant Dean of Undergraduate Studies and Study Abroad is charged with developing programs and strategies in areas that have the potential to increase enrollment and generate revenues, namely the transfer-student population, summer and winter sessions, and international programs. Since the creation of this position, summer enrollments have increased by more than 1,200 students from 2002 to 2008 from 4,214 to 5,283, and winter enrollments have more than doubled from 2007 (270), when the session was introduced, to 2008 (570).

Assessment of Administration

The Performance Management Process (PMP), CUNY’s main planning and evaluation instrument, has three major goals: (1) raise academic quality, (2) improve student suc-

cess, and (3) enhance financial and management effectiveness. Objectives and indicators for all three goals are established by CUNY, but the College sets the targets.

Each summer, the Chancellor schedules a meeting with the College President to review the year-end PMP report and finalize goals and targets for the coming year. Based on the meeting, the Chancellor sends the President a confidential letter summarizing the College's strengths and areas of concern as indicated by the PMP. The President responds with a plan that addresses concerns raised by the Chancellor. The President is advised by his Cabinet (essentially the College's Vice Presidents in consultation with their Deans, managers, and directors) regarding the specifics of the plan. This information and the College's own Strategic Plan form the basis for subsequent actions to better meet its PMP and strategic goals and objectives.

At the end of this process, the College and the President are rated according to their ability to meet the targets of the three goals stated above. The President, in turn, uses targets enumerated in the PMP to evaluate Vice Presidents, Deans, and other administrators who are part of the Executive Compensation Plan (ECP). This is done through the Performance and Personal Competency Assessment Form in which each administrator completes a self-evaluation that is given to his or her immediate supervisor. The supervisor comments on that administrator's leadership, management, team-building, and communication skills and adaptability. ECP salary adjustments are performance based. The administrative structure and assessment and planning processes have effectively identified areas of strength and new initiatives to implement the College's mission and values.

In 2007-2008, for example, the Provost focused on strategies to improve student success by:

- Raising SAT score requirements for the College's entering class, to take effect in spring 2009 (see Chapter Four).
- Continuing to improve the pass rate on the NCLEX (nursing licensing exam) from 80% to 87% in 2008.
- Increasing the CUNY Proficiency Examination (CPE) show rate from 71% in fall 2007.
- Increasing the pass rate for the dietetics licensing examination.

Assessment of Administrative Staff

Lehman hires staff according to the collective bargaining agreement between the University and the Professional Staff Congress (PSC-CUNY). As set by the guidelines of CUNY's Board of Trustees, Higher Education Officer (HEO) series personnel must meet the position's educational and skills requirements. Once appointed, HEO series staff members



The racial and ethnic makeup of Lehman's faculty, students, and staff illustrates the commitment to diversity. In 2008, 84% of the student body consisted of racial or ethnic minorities, chiefly African-American and Hispanic.

are reviewed by supervisors on a regular basis to ensure that job expectations are being met. Staff members also are encouraged to pursue professional development opportunities. Both the College and PSC-CUNY provide travel funds for conference participation and attendance. Staff members are expected to participate in professional organizations locally and nationally by attending conferences and workshops. In addition, CUNY offers many professional development workshops throughout the year.

Standard 6: Integrity

A Commitment to Diversity and Equity of Faculty, Staff, and Students

Lehman College's greatest strength lies in its faculty, staff, and students, who represent myriad cultures, backgrounds, and ideas. As a public university system in a historically diverse city, CUNY adheres to federal, state, and city laws and regulations regarding nondiscrimination and affirmative action. As a Hispanic- and minority-serving institution, Lehman College is deeply committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. The College encourages tolerance, sensitivity, and mutual respect among its members to promote diversity, combat bigotry, and ensure equal access and opportunity for qualified students, faculty, and staff from all ethnic and racial groups and from both sexes.

It is the policy of CUNY and Lehman "to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, age, citizenship, military or veteran status, or status as a victim of domestic violence."

The racial and ethnic makeup of Lehman's faculty, students, and staff illustrates its commitment to diversity. In 2008, 84% of the student body consisted of racial or ethnic minorities, chiefly African-American and Hispanic. In 2007, 23% of the full-time faculty and 63% of the full-time staff were African-American or Hispanic. (Appendix 3.3 shows the breakdown of faculty in 2007 by race/ethnicity, gender, and academic rank).

The College President has the ultimate responsibility for overseeing compliance with this policy. The Director of Compliance and Diversity focuses on issues related to the recruitment, hiring, tenure, and promotion of faculty and staff and is further responsible for addressing discrimination complaints of employees promptly, consistently, and fairly. Additional assistance is provided by the Office of Special Counsel to the President/Labor Relations, the Office of Human Resources, and the Lehman chapters of PSC-CUNY and other labor unions. The Office of the Vice President for Student Affairs investigates student discrimination complaints. Retaliation against any member of the College community who has made a complaint of discrimination is strictly prohibited.

Over the past three years, four of five complaints of discrimination by students against faculty (mostly charges of favoritism) were determined to be unfounded and dismissed. The fifth was found to have merit and was resolved by the academic department in favor of the student.

The College prepares an annual Affirmative Action/Equal Employment Opportunity Plan, a key component of which is the utilization analysis that compares the full-time workforce with the pool of individuals the College would normally recruit. The analysis flags areas in which minorities and women are underutilized. In 2007, a utilization analysis was conducted for Italian-Americans, a protected class within CUNY.

Guidelines for the CUNY-wide Program to Combat Bigotry and Promote Pluralism and Diversity, the Statement of Nondiscrimination, and the Sexual Harassment Policy Statement are posted on the Lehman College website (www.lehman.edu/lehman/about/policies.html). A letter from the President reaffirming his commitment to the EEO/AA policies and program was sent to the campus community as a "listserve" message in spring 2008. A paper copy was sent to employees who do not regularly use a computer while performing their tasks. In addition, the following methods were employed to assure that applicants, employees, and other individuals were made aware of the College's EEO policy and affirmative action plan:

- EEO/AA policy statements are included in new-employee orientation materials. The statements are posted on the College website and published in campus publications, including the Undergraduate and Graduate Bulletins and Statement of Nondiscrimination. EEO policies are also recorded and reproduced in large print. The recordings and large-print statements are available in the Reference Section of the Library and in the Offices of Human Resources, Special Student Services, and Compliance and Diversity.
- At least once a semester, the Office of Compliance and Diversity provides sexual harassment prevention training to the non-supervisory staff. The number of employees receiving this training over the last three years was: 35 in 2007-2008, 102 in 2006-2007, and 125 in 2005-2006.
- In the last three years, 83 managers and supervisors have participated in the program "Respectful Workplaces: Preventing Sexual Harassment."
- Orientations are conducted with all search committee chairs and/or the entire committees regarding the departmental workforce. The orientations include areas of underutilization, a review of College/University search procedures, and a review of EEO/AA guidelines as they relate to pre-employment inquiries, screening, and selection criteria.

Fair and Impartial Practices in the Evaluation, Promotion, and Discipline of Employees

The evaluation of employees' professional activities in a public institution of higher education is essential to maintaining academic and professional standards of excellence. Because professional evaluations provide a basis for decisions with regard to reappointment, tenure, and promotion, the assessment process must be fair, impartial, and transparent to the maximum extent possible.

The evaluation of administrators is discussed in detail in the section on Administration. Staff evaluation is conducted by their supervisors and overseen by the Office of Human Resources. HEO staff is evaluated through a formal conference in which the chair or supervisor reviews the employee's performance and professional progress. Following the conference, the chair or supervisor prepares a record of the evaluation discussion in memorandum form for inclusion in the employee's personnel file. The employee must review and sign the memorandum before it is placed in her or his file.

Requirements and procedures for reappointment, promotion, and tenure of Lehman College faculty are based on agreements negotiated by CUNY and the PSC. Relevant documents are posted on the CUNY and Lehman websites. Selected sections are also included in the Faculty Handbook (www.lehman.edu/provost/provostoffice/facultyhandbook/index.html).

Evaluation of a member of the teaching faculty is based on the total academic performance, with special attention to classroom instruction and related activities; research; scholarly writing; departmental, College, and University assignments; student guidance; course and curricula development; and public and professional activities in the individual's field of specialty. Assessment procedures include teaching evaluation by peers, an annual chair's evaluation, student course evaluation, and the Dean's review. Course evaluations are an important part of tenure and Certificate of Continuous Employment (CCE) decisions.

At the end of each course, students are given the opportunity to evaluate the instructor and the course using a scan-sheet questionnaire. In addition, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff are observed for a full classroom period. At least once each year, faculty members other than tenured Full Professors have an evaluation conference with their department chairperson or member of the departmental P&B committee. At this conference, the employee's academic performance and professional progress are reviewed. The chairperson or P&B member prepares a record of the discussion at this conference. This is included in the form of a memorandum in the employee's personnel file. Lehman faculty members are reviewed by their Deans twice before being granted tenure. These decanal reviews for a tenure appoint-

ment are conducted specifically to address a candidate's strengths and/or weaknesses.

Faculty tenure and promotion reviews begin with the departmental P&B and move through the Division P&B, the College Tenure or Promotion Committee, and the College P&B Committee. Recommendations are submitted to the Provost and the President. The College also relies on external reviewers to assess the value and significance of faculty scholarship and creative work.

A significant change occurred in the tenure process, effective fall 2006. Formerly, by contractual agreement between CUNY and the PSC and by New York State law, tenure was granted to faculty in tenure-track lines with reappointment to a sixth year of employment. By contractual agreement and through a change in State law, the granting of tenure now comes with reappointment to an eighth year of service. This longer tenure clock will give new faculty more time to establish their teaching, service, and scholarship and is expected to result in a more complete evaluation of the candidate's academic record.

Some faculty members have expressed concern over whether the same criteria for promotion and tenure should be applied across all divisions of the College and if those criteria are applied equally across all departments. It is difficult to assess the comparative significance of an article in biology, a book in history, an exhibit by a member of the art department, or the work of someone in education on the front line in a Bronx school. This makes it all the more important for tenure and promotion committees to carefully consider outside peer evaluators in the candidate's own field in order to fairly assess the scholarly merit of a faculty member's work.

Collective bargaining agreements also provide for the regular evaluation of non-teaching instructional staff. Classified employees are evaluated under New York State civil service law, with continued employment and promotions based on annual reviews by supervisors and civil service examinations.

Faculty Complaints

Faculty complaints fall into three categories: informal, formal, and grievances. Informal complaints include issues such as the timely processing of paperwork by Human Resources, payroll concerns, and lost mail. The chair of the local PSC chapter assists in resolving these complaints before they become major issues.

Formal complaints typically involve alleged violations of the PSC-CUNY contract or CUNY bylaws. These include cancellation of a class after the start of a semester, lack of a desk or telephone, health and safety issues, omission or untimely scheduling of formal observations, annual evaluations, College and department P&B committee votes, access to one's personnel file, and missing material or inappropriate material in personnel files. The PSC chair and College

officials try to resolve these matters before they become grievances.

Formal grievances often involve non-reappointments, denial of tenure or promotion, or disciplinary actions. Where formal grievances are filed, the College follows the processes spelled out in Article 20 of the Collective Bargaining Agreement between the PSC and CUNY. These call for a Step 1 hearing by the College's Labor Designee, a Step 2 hearing by the University's Labor Designee, and, if necessary, a hearing before an outside arbitrator. Twenty-six grievances have been filed at Lehman since September 2002 (2-4 per year, except for 2006, when 11 grievances were filed). The majority of these were withdrawn prior to a hearing by an outside arbitrator.

Consistent Policies and Standards for Student Evaluation, Discipline, and Grievance

CUNY and Lehman College have a variety of procedures for dealing with student-related issues, such as grade appeals, academic integrity violations, discipline, disclosure of records, elections, sexual harassment complaints, disability accommodations, and discrimination.

Academic policies are an integral part of the Undergraduate Bulletin. They include: student classification, credits, grading systems, calculation of grade point average, course registration and withdrawal policies, grade-appeals process, academic standards, and graduation requirements. Academic standards, requirements, and policies are included in the Student Handbook and are presented online as FAQs (www.lehman.edu/provost/enrollmentmgmt/advising/faqs.html). Standards for academic honors such as Dean's List, Presidential Scholar, and Department and College Honors, are clearly specified in the Undergraduate Bulletin, which is available online at www.lehman.edu/lehman/programs/undergrad-bulletin/index.htm. Academic policies and procedures for graduate students are included in the Graduate Bulletin and posted at www.lehman.edu/lehman/programs/graduate-bulletin/index.htm. Additional information for undergraduate and graduate students is available in the Academic Advisement and Information Center and the Office of Student Affairs and from faculty and staff in academic divisions and departments.

To better protect the rights of students, on February 1, 2007, CUNY adopted a set of formal procedures for handling complaints regarding faculty conduct, such as incompetent or inefficient service, neglect of duty, and physical or mental incapacity, both in the classroom and other formal or academic settings (Appendix 3.4).

Over the last five years, the Office of the Vice President for Student Affairs has handled two grade appeals that went beyond the department level, two complaints concerning student elections, four sexual harassment complaints, 76

cases of academic integrity violations, 124 student discipline cases, and no cases dealing with student records. There have been 145 disability accommodation issues, mostly involving broken elevators. There have been no incidents at Lehman based on the new CUNY procedures for student complaints about faculty conduct in the classroom. Given the size of the student body, the number of student complaints is small, but specific issues have been addressed.

Strict Enforcement of Academic Standards

Academic dishonesty is prohibited in CUNY and is punishable by penalties, including failing grades, suspension, and expulsion. Systematic policies and procedures (www.lehman.edu/lehman/about/policies.html) have been developed to prevent and discipline breaches of academic integrity. CUNY and College policies on academic integrity and related penalties and procedures are widely publicized in Undergraduate and Graduate Bulletins, the Student Handbook, and on the College website.

On the recommendation of the Senate Committee on Academic Freedom, Lehman College has recently subscribed to Turnitin.com, an online search engine to detect plagiarism and to encourage students to maintain academic integrity in their work. The College is encouraging faculty members to use this service as well as other sources of anecdotal evidence. It is difficult to track specific numbers because the individual faculty member handles most cases. A majority of faculty and administrators, however, have suggested that subscribing to Turnitin.com has resulted in fewer incidents of plagiarism.

Academic Freedom

Lehman recognizes that all members of the College community enjoy the right to academic freedom in their classrooms and scholarly endeavors. The importance of academic freedom is understood and communicated to the College community via its governance documents, committees, and through its website. On the 2007 faculty survey, only nine percent of respondents disagreed with the statement "Lehman College demonstrates support for academic freedom." The Lehman College Senate has a standing Committee on Academic Freedom comprised of faculty, students, and administrators. The committee investigates allegations of infringement of academic freedom. It makes recommendations to the appropriate individuals in such instances, recommends procedures and guidelines for the settlement of internal campus problems, and, with Senate approval, establishes appropriate review mechanisms.

The Committee on Academic Freedom reviewed CUNY policies on violence and student complaints regarding faculty conduct in the classroom. It raised concerns that specific provisions in these policies might interfere with faculty members' academic freedom, due process, and presump-



In the 2008 Student Experience Survey, 64% of Lehman students—the highest among CUNY senior colleges—endorsed the statement “I was able to register for every course I wanted to take.”

tion of innocence. It should be noted as well that an Office of Ombudsman exists at the College. Since 1984, a tenured faculty member recommended by the Senate and appointed by the President has served as Ombudsman. The incumbent is considered an “impartial spokesman for all parties involved” and, among other duties, may be called upon to help implement the recommendations of the Committee on Academic Freedom.

Committee members seek to increase faculty awareness of issues that may fall under the rubric of academic freedom, and a forum or a workshop on the issue is planned. In the past five years, four members of the Lehman College community have formally complained that their academic freedom was violated. One complaint was determined to be unfounded, and one was withdrawn after the matter was resolved by the Office of the Vice President for Student Affairs. In the other two cases, the Academic Freedom Committee was unable to investigate because the matter involved grades or because a legal settlement included a confidentiality clause.

Ethical Standards and Practices

As a public institution of higher education, CUNY employees are subject to the same code of ethics (www.nyintegrity.org/law/ethics.html) as public officers and employees of all state agencies and are required to file an annual report of honoraria and travel reimbursements, prohibited activities and gifts, and an annual statement of financial disclosure to the New York State Commission on Public Integrity.

Appointment to a college or university faculty position is a full-time assignment. Faculty members have a responsibility to observe professional standards of behavior in their

supplemental activities as well. No employment, consultative, or other work outside CUNY may be engaged in by a faculty member unless he or she receives prior approval from the department P&B Committee after full disclosure of the academic commitment, proposed outside employment, consultative, or other work, and other outside work theretofore approved. In no event shall the approved time expended on outside employment or work be more than an average of one day a week or its equivalent during the academic year.

Each faculty member is required to submit an annual report on multiple positions. The President is required to submit a detailed report on the implementation of faculty regulations, the extent of compliance with set limitations, the names of all persons exceeding the limits, and specific reasons for those excesses. These are forwarded to the Board of Trustees as part of the annual report of the CUNY Chancellor in June of each year.

The College Institutional Review Board (IRB) protects human research subjects by fostering the ethical conduct of research and ensuring compliance with federal and state regulations pertaining to research with human beings. The IRB also provides education to researchers and those acting in a supervisory or administrative capacity to researchers. The purpose is to ensure that all research is conducted in an ethical manner and is submitted to and approved by the IRB prior to the recruitment of any subjects. The IRB also assists researchers so that valuable studies involving human subjects can proceed in a safe and humane way that does not put the subjects or the College at risk. In 2006-2007 and 2007-2008, the IRB reviewed 173 and 170 proposals respectively, all of which were ultimately accepted. In spring 2008, the Lehman IRB pioneered the use of an electronic tracking and submission system, IRB Manager, that will soon be required throughout CUNY.

Strict rules, regulations, policies, and procedures on campus conduct, sexual harassment, workplace violence, and research misconduct are fully established and widely publicized. Regular workshops have been organized for existing and new faculty and staff to increase awareness of those policies and the consequences of any violations. Compliance with these policies is closely monitored, and all related complaints are investigated by the Offices of Compliance and Diversity, Human Resources, and the Special Counsel to the President/Labor Relations.

Open Access to Institutional Information and Data

As noted in Chapter One, the process of developing the College's strategic plan and its mission, vision, and values statement involved the entire campus community. Other easily accessible documents include the Information Technology Strategic Plan, major CUNY and Lehman College policies, the General Faculty and College Senate schedule and agenda of meetings and minutes, Student Technology

Fee Spending Plans, employment opportunities, handbooks for full-time and part-time employees, data referring to the characteristics and changing trends of Lehman faculty, staff, and students, and the College's academic programs. This information is available to employees, students, alumni, legislators, friends of the College, and citizens of the community via the Lehman College website. Hard copies are available in the Lehman College Library.

Course Scheduling

The College makes every effort to schedule courses at times that are convenient to students and allow them to progress and graduate in a timely manner. Scheduling is primarily the responsibility of department chairs. Divisional Deans work with the chairs to ensure that adequate sections of required courses are offered. It should be emphasized, however, that many Lehman students are unable to attend classes during the daytime. Many rely exclusively on evening classes and some on weekend classes. Combined with the particular needs of undergraduate and graduate students, it can be challenging to offer the right mix to satisfy everyone's needs. Yet in the 2008 Student Experience Survey (SES – Appendix 1.6), conducted by the CUNY OIRA, 64% of Lehman students endorsed the statement "I was able to register for every course I wanted to take." This percentage was the highest among CUNY senior colleges and slightly above the overall CUNY mean of 63%. To promote better utilization of faculty and classroom space, the College instituted a new bell schedule in spring 2009; however, sufficient office space for faculty and availability of classrooms at peak periods, particularly evenings, is an ongoing concern.



Strengths

- The College's governance structure links administration, faculty, and students.
- Lehman's updated and restructured IT initiatives include a Multimedia Center, Online Instruction, and the implementation of CUNY Enterprise Resource Planning.
- The majority of integrity issues are resolved without requiring formal action.
- The College has an established policy of open access.
- Courses are scheduled for student convenience and their timely progress toward graduation.
- The IRB is highly regarded within CUNY for its fair and effective operations.

Challenges

- Maintain adherence to New York State law regarding open meetings and the presence of quorums on the College Senate and related committees.
- Define and clarify issues that fall under the rubric of academic freedom.
- Improve utilization of faculty and classroom space.
- Improve the mix of course schedule times and offerings to increase student satisfaction.

Action Plans

- Increase communication channels to the College community on the importance of attending open meetings.
- Expand and further develop learning communities, such as Writing Across the Curriculum, Freshman Year Initiative, and a comprehensive online program.
- Schedule a workshop or forum to define and clarify academic freedom issues.
- Implement a new bell schedule for the improved utilization of faculty and classroom space, effective spring 2009.

Chapter Four

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

This chapter addresses student issues, beginning with first contacts through admissions and recruitment activities and continuing through academic support, advisement, service learning, extramural activities, and campus life. It describes Lehman College's extensive co-curricular activities—beyond the scope of the classroom—that facilitate students' successful progress toward their degrees and careers.

Standard 8: Student Admissions and Retention

The policy of Lehman College is to maintain both access and excellence. With more than 90 nationalities represented among the student body, however, providing access while also ensuring that students have the academic preparation and skills necessary to succeed at the College is an ongoing challenge.

A comprehensive Enrollment Management Plan was developed in 2006 by the Division of Enrollment Management, using focus groups, and addressed admissions, retention, and graduation issues for both undergraduate and graduate students. The focus group members came from different divisions, including Enrollment Management, Undergraduate Studies, and Student Affairs, as well as faculty members. New initiatives included a 30-credit/year campaign, recruitment strategies for specific prospective student groups, development of recruitment strategies for low-enrolled graduate programs, and other significant issues. The 2007-2008 Performance Management Review (PMR) indicated that SAT and mean College Admissions Average (CAA) scores for regularly admitted first-time students at Lehman were the third lowest among the seven CUNY senior colleges. To address this, in 2008 the College revised its undergraduate admission requirements upward to take effect in fall 2009. In order to be admitted as a first-year student, applicants must attain a score of 900 on the SAT, earn an 80% CAA and successfully complete of 16 units of college preparatory classes or ACT equivalents. Applicants who do not meet these requirements can be considered for admission if they have strong academic preparation in college preparatory classes or strong performance on other assessments of academic skills. Applicants with a GED must score a total of 3100 or higher on all five content area tests. For those applicants required to submit TOEFL scores, they must attain a score of 500 or more.

Transfer admission requirements were revised as follows:

- Up to 12 credits must satisfy the freshman entrance criteria stated above
- 12 – 24 credits must satisfy either the freshman criteria or have resulted in a minimum 2.7 GPA
- 24+ credits must have earned a minimum 2.3 cumulative GPA
- CUNY/SUNY A.A./A.S. degree holders must have earned a minimum 2.0 GPA
- A.A.S. or non-CUNY/SUNY degree holders must have earned a minimum 2.3 GPA

These changes are designed to improve the identification, recruitment, and admission of applicants whose academic backgrounds include preparation for a liberal arts education and whose skills are sufficient to succeed. (Chapter Seven will discuss procedures that assist underprepared students.)

Since fall 2003, undergraduate enrollment has increased by approximately 15% to 9,755 in fall 2008, demonstrating the effectiveness of recruitment activities. Admissions counselors participate in college fairs at high schools throughout the New York metropolitan area and in transfer days at local community colleges; they also arrange for private visits to high schools. Sixty of these recruitment activities were conducted in spring 2008 and 115 in fall 2008. In addition, activities are conducted on the Lehman campus, including conferences for Bronx and Westchester guidance counselors and college advisors.

The admission criteria for transfer students vary according to the number of credits the student has earned in post-secondary education. For most transfer students, the maintenance of a C average in college coursework at their previous institution is sufficient to earn admission.

To maximize the awarding of credits completed at other colleges, Lehman uses the Transfer Information and Program Planning System (TIPPS), which equates coursework among CUNY colleges. The 2007-2008 PMR indicated that from 2007 to 2008, Lehman increased the percentage of transfer courses evaluated in TIPPS from 65.8%, the lowest among CUNY senior colleges, to 98.8%, the highest among those colleges. Similarly, Lehman accepts a fairly high percentage

of directly transferable courses compared to its sister institutions. Only 11.5% of the courses Lehman evaluated in 2008 were designated as non-transferable, which was the second lowest percentage among CUNY senior colleges. Lehman maintains approximately 50 articulation agreements with CUNY community colleges and selected non-CUNY institutions, such as Westchester Community College. The majority of these agreements exist with the dominant “feeder” schools for the Lehman transfer student population. For example, Bronx and Hostos Community Colleges account for nearly 60% of the agreements, indicating that these articulation documents have facilitated transfers from these schools.

Eight specific majors and programs have additional requirements for matriculation. These programs’ requirements are summarized in the following table:

| PROGRAM | OVERALL GPA REQUIREMENT | SPECIFIC COURSE & GPA REQUIREMENTS | SPECIALIZED EXAM |
|--|----------------------------|--|---|
| Early Childhood & Childhood Education | 2.75 overall | 3.0 in minor courses | Liberal Arts and Science Test (LAST) |
| Middle & High School Education | 2.7 overall | B in English 110, 120 and Com 100 | |
| Economics, Accounting, and Business Administration | 2.7 in 12 credits | First 12 BBA credits | |
| B.S. in Music | | | Departmental examination |
| Health Services Administration | 2.5 in at least 30 credits | | |
| Nursing B.S. (Generic) | 2.0 minimum | 2.75 in 4 science core courses, a C or better in these science courses, C or better in HIN 268 & 269 | National League for Nursing (NLN) Pre-admission RN test |
| B.S. for Registered Nurses | 2.5 in AA degree program | | |
| Social Work | 2.7 in 48 credits | Soc 166 & SWK 237 | |
| Speech Pathology & Audiology | | 2.7 in SPV 221, 245, 247, & 249 | |

Admission to graduate programs requires a minimum 3.0 GPA in the chosen field of study and a 2.7 overall. Additional requirements for specific graduate programs are described in Chapter Six.

Student Retention

A variety of programs and services address the needs of academically underperforming students to maintain their enrollment in the College. A Retention/Articulation Specialist position was added to the Office of Academic Standards and Evaluation. The General Education Curriculum (see Chapter Six) includes courses designed to develop students’ academic skills. The Instructional Support Services Program (ISSP) offers tutoring through the Academic Center for Excellence (ACE) and the Science Learning Center, and a Title V-funded program provides supplemental instruction (SI) in courses with high failure rates (see Chapter Six). The Freshman Year Initiative (FYI) provides structure and continuity to the experience of incoming first-year students through the block scheduling of classes taken as a group. FYI blocks were increased recently from 12 to 15 credit hours.

The PMR indicated that in fall 2007 the ratio of undergraduate full-time equivalents (FTEs) to headcount at Lehman was the lowest among CUNY senior colleges, indicating that Lehman students were not taking as many credits as students at other colleges. In response, a fall 2008 initiative is designed to encourage Lehman students to complete more credits per semester. Winter and summer session course offerings are being increased to provide students with opportunities to earn more credits per year. As part of the Enrollment Management Plan, the Sophomore Year Initiative began in 2007 to retain students after the sophomore year. Fairs held in spring 2007 and 2008 to help sophomore students select a major were very well attended.

Student retention is a significant challenge for the College with a large number of students who “stop out” or drop out. As the 2007-2008 PMR indicated, Lehman’s one- and two-year retention rates for 2006 and 2005 entering cohorts were 73.3% and 61.4%, below the averages for the other CUNY senior colleges. The PMR also indicated that Lehman’s one- and two-year retention rates for 2006 and 2005 transfer students were 73.9% and 63.2%, also below the averages for the other CUNY senior colleges. Some of the students who discontinued their studies had weak academic records, but most were in good academic standing. For example, about two-thirds of the transfer students who entered in fall 2003 and stopped attending after two years had maintained their academic eligibility. Similarly, a survey of students who did not re-enroll in fall 2005 found that more than 50% of them cited “personal issues” as the reason. While quality of instruction and student services has an impact on retention, it would be useful to explore external factors as well. Lehman College serves a student population primarily drawn from one of the poorest counties in the country. Thus, many students face additional barriers to their degree completion.

Lehman has previously engaged in activities designed to maintain contact with students who “stopped out” in an effort to make them aware of their opportunities to return. Admis-

sions staff members participated in phonathons, reaching out to students who were no longer enrolled but remained in good academic standing. The Admissions Office also contacted students by letter to inform them of the College's readmit policies. Even so, re-enrollment has remained relatively static. Over the past ten years, fall semester re-enrollment has been about 5.5% to 6% of total enrollment. This pattern suggests that attempts to re-enroll students must involve a better understanding of those candidates most likely to seek readmission.

As with many other colleges, Lehman's graduation rates are of concern. The PMR reported that four-year and six-year rates for first-year students entering in 2003 and 2001 were 10.8% and 33.6%, respectively, both below the CUNY senior college averages of 18.5% and 44.7%. For the same period, the four- and six-year graduation rates for transfer students were 45.2% and 59.2%, respectively—the first only slightly under and the second above the CUNY senior college averages of 45.6% and 56.7%. As noted earlier, the Lehman response to this data was to focus more intensely on first- and second-year student experiences.

The College is more successful with its graduate students' rate of completion. The PMR indicated that Lehman's four-year graduation rate for master's degree candidates is 73.9%, well above the CUNY senior college average of 69.4%. This represents a substantial increase from the 68% completion rate for those entering graduate school in fall 2000 and is currently second highest among the CUNY senior colleges.

CUNY Proficiency Examination (CPE)

The CUNY Board of Trustees approved a policy in 1997 requiring students in both associate and baccalaureate programs to demonstrate competence in certain vital academic skills by the time they reach the 60th credit. The CUNY Proficiency Exam (CPE) requires students to demonstrate their command of a variety of academic literacy skills, including (1) reading and interpreting textbooks and material of general interest, (2) organizing and presenting ideas about reading materials and connecting those ideas to other information and concepts, (3) writing clearly and effectively, and (4) interpreting and evaluating material presented in charts and graphs. The three-hour CPE consists of two tasks: (1) analytic reading and writing (2 hours) and (2) analyzing and integrating material from text and graphs (1 hour). (More detailed information is at www1.cuny.edu/academics/oaa/testing/proficiency.html.)

The Office of Academic Testing and Scholarships reaches out by letter, phone, and email to students who have earned 45 credits, informing them of the CPE requirement. Despite these activities, the PMR indicated that the "show rate" of Lehman students who took the examination was 71.2% in 2007, the College's highest percentage since 2004 but still

well below the CUNY senior college average of 79.9%. The Lehman "pass rate" in 2007 was 89.7%, also lower than the CUNY senior college average of 93.4%, but relatively stable since 2004.

The Instructional Support Services Program (ISSP) offers free workshops to help prepare Lehman students for the CPE. The ISSP invites those who have failed or forfeited the CPE multiple times to attend intensive workshops held in January, June, and August. In 2007-2008, 547 students participated in these workshops, and 63% of them subsequently passed the CPE. The Lehman website also offers online CPE tutorials. For further information regarding the CPE, see Chapter Six.

Standard 9: Student Support Services

The Divisions of Academic Affairs and Student Affairs both provide critical student-support services. Both divisions have a longstanding commitment to collaborative planning and implementation of programs and activities that enhance student engagement and success. Departments and programs also work in partnership to support student persistence and graduation. The primary support-service units are listed below under the division in which each is housed.

Student Support Services by Division

Student Affairs

- APEX/Athletics
- Campus Life/Student Activities
- Career Services Center (CSC)
- Community Service/Service Learning
- Child Care Center
- Financial Aid
- International Student Services
- Student Health Center
- Student Disability Services
- Counseling Center

Academic Affairs

- Advising Center/Graduate Studies
- Faculty Advising
- Freshman Year Initiative (FYI)
- Instructional Support Learning Services (ISSP— includes Math, Writing and Science Labs)
- Search for Education, Elevation, and Knowledge (SEEK)
- Testing & Scholarships
- Study Abroad

Organizationally, Lehman's support services report to different divisions, but staff members of the various offices interact

on a regular basis and at all levels. Furthermore, as emerging needs are identified by College-wide or university assessments, new offices or initiatives are developed. For example, several additional student-support programs have been implemented with the support of the CUNY Compact. They include:

- The Center for Urban Male Leadership, which focuses on developing innovative approaches to improving the success rates for Black and Latino male students in college. During its first year (2007-2008), the Center offered services to more than 120 students. Of the “core cohort” of 20 students, 15 finished the year with a GPA of 3.0 or above, and each achieved a higher level of success compared to prior semesters.
- The Office of Undergraduate Studies and Study Abroad, which provides additional support for specific student populations, such as transfer, weekend, summer, and students studying abroad (see Chapter Three).
- The Career Services Center’s (CSC) Office of Community Service/Service Learning, which works to develop new experiential learning opportunities for students (described in Chapters One and Seven).

Several questions on the fall 2007 chairs’ survey addressed the extent to which various academic support services are helping departments advance key student learning skills in the areas of information literacy, writing, quantitative reasoning, critical thinking, and the use of technology. These questions were rated on a five-point scale from 0 (not at all) to 5 (extremely well). The average ratings were:

- Faculty knowledge of resources for students: 3.9
- Faculty development in pedagogy: 3.7
- Class size: 3.6
- Library: 3.4
- Information technology: 3.4
- Facilities/equipment: 3.3
- Tutoring services: 2.7
- Student preparedness: 2.3

Equitable Services for Diverse Students

Undergraduate Students

Lehman offers several programs to meet the needs of its diverse student body. For example:

The Macaulay Honors College is a CUNY program for high-achieving students. It provides opportunities to study in a specialized academic setting with many financial incentives,



Top: The Center for Urban Male Leadership was established in 2007 to improve the success rate for Black and Latino male students. Below: An online alumni mentoring network now helps students explore career possibilities, adding to the annual Career Fair, internship and externship program, and other services offered by the College’s Career Services Center.

including free tuition and stipends. Lehman is one of seven CUNY institutions participating in the Honors College. The Lehman Scholars Program also is available to students with high-achieving academic records.

Lehman also participates in Search for Education, Elevation, and Knowledge (SEEK), a CUNY-wide support program for students who demonstrate academic promise and economic need but do not meet traditional admission requirements. The SEEK program at Lehman represents a significant proportion (13%) of the total undergraduate population. It offers specialized tutoring and counseling with summer enrichment workshops and specialized programs to help these students succeed in the College’s undergraduate programs.

The Adult Degree Program (ADP), which has existed for many years, was developed to give returning adult students support and academic encouragement to complete their baccalaureate degrees. The program allows ADP students to earn life-experience credits, which enhances their successful completion of the program. (See Chapter Seven for more on ADP.)

(Chapter Six includes more information regarding these and other undergraduate educational opportunities.)

Graduate Students

The Graduate Studies Office addresses graduate student issues relating to grade appeals, grade changes, academic forms and approvals, transfer credits, probation, registration concerns, and other academic and service-oriented processes. The Graduate Advisor serves as the liaison to academic departments and service offices such as the Registrar and Admissions.

In 2007, a study room was dedicated for graduate students in the Leonard Lief Library. A dedicated graduate studies website was also developed and has been available for recruitment purposes and information specific to graduate students. The ISSP offers services such as Master's Thesis workshops and one-on-one assistance for the thesis.

Advisement

The Academic Advising and Information Center gives undergraduate students advisement regarding general education and degree requirements. The Center has six full-time and two part-time undergraduate advisors and one full-time graduate advisor. All first-year students at Lehman create a Long-Range Academic Plan (LRAP) (Appendix 4.1) in the required freshman seminar. Undergraduate students and advisors can track their progress in general education requirements through the Student Retention and Development System (SRDS). The SRDS enables student referrals to faculty, career services, counseling, and tutoring. Degree Works, a CUNY-purchased degree-auditing system, is being implemented across CUNY and eventually will replace SRDS. The use of an online degree audit program will greatly enhance the ability of students, faculty, advisors, and administrators to access timely information regarding student progress.

Faculty advisors in academic departments advise on majors, course requirements, and course selection. Full-time faculty members are required to maintain office hours for three hours each week. Adjunct faculty who teach at least two courses per semester have one paid office hour per week available for advising.

Several indicators suggest that undergraduate students are receiving and using helpful information regarding their academic progress. Recent audits (fall 2006 and fall 2007) of students who receive aid from the New York State Tuition Assistance Program (TAP) demonstrate that 95% of student academic programs are appropriate. According to surveys conducted by CUNY in the past several years, Lehman students generally report being satisfied with the feedback they receive from faculty. For example, a 2008 survey revealed overall satisfaction with academic advising: 53% of the Lehman students who responded either "strongly agreed" or "agreed" with the statement "My college clearly communi-

cates degree requirements," slightly above the overall CUNY average of 52%. Similarly, 54% of Lehman students "strongly agreed" or "agreed" with the statement "My college provides adequate advisement in choosing a major," well above the CUNY average of 48%. Furthermore, of 129 Lehman students placed on academic probation in fall 2006, 57% had either graduated or were continuing to make progress as of spring 2008.

Graduate students receive advisement from department or program advisors who are responsible for reviewing applications and assisting with course selection to meet degree requirements. In most graduate programs, course registration requires approval of the graduate advisor or designated faculty member. This provides for regular contact between students and their advisors, and its success is supported by data from the PMR on graduate students' completion rates (cited above).

In fall 2008, the Provost convened a task force to examine all the advising processes of the College and make recommendations.

Financial Aid

The Financial Aid Office (FAO) works proactively to increase student awareness of the availability of financial aid, eligibility requirements, and disbursement options (Appendix 4.2). The office communicates through presentations at open houses, new student orientations, mailings, printed office materials, and state-of-the-art electronic and online forms and information. The office's website is comprehensive and student-friendly. The FAO also developed slide presentations for broadcast over the College's closed-circuit television network. A Financial Aid Laboratory assists students in completing forms and requesting deferments, among other activities. Data collected by the FAO show that January and August are the busiest months for student visits: in 2007-2008, there were more than 4,000 (January) and 5,000 (August) office visits, and 1,500 financial aid laboratory visits in each of these months. Thus, Lehman students are visiting at the appropriate time. During spring 2008 more than 50% of the College's undergraduates received PELL grants totaling more than \$7 million. Overall, more than \$18 million in financial aid of all types was awarded to undergraduate students. A 2008 survey reported that 58% of Lehman students were either "very satisfied" or "satisfied" with financial aid services, above the CUNY overall mean of 50%.

Intercollegiate Athletics in Relation to College Standards

More than 200 students are actively involved in Lehman's 17 varsity sports teams, a cheerleading squad, and a men's soccer club. The quality of the Athletics Program was demonstrated by its recent invitation to move from a Division III to a Division II conference institution in the National Collegiate Athletic Association (NCAA). Lehman is also affiliated

with the CUNY Athletic Conference (CUNYAC). Both the NCAA and CUNYAC governing bodies require compliance related to membership and maintain eligibility policies and regulations. They also stipulate reporting obligations from member institutions as measures of accountability. These are presented in Lehman's annual Intercollegiate Athletics Year-end Report (Appendix 4.3). Among other items in this document are reports affirming the College's commitment to compliance, such as: the NCAA Senior Women's Administrator Compliance Report, NCAA Student Athlete GPA Report, Student Athlete Advisory Committee Report, and NCAA Financial Aid Report.

Lehman's Athletics Department compiles eligibility lists for sports teams prior to the start of any competition. The list contains evidence of a student's GPA (2.0 and above) and confirmation of full-time status. The Director of Athletics provides initial approval and the Vice President for Student Affairs provides a final review and clearance.

Student Complaint Procedures

For the most part, student complaints at Lehman are filed with the Office of the Vice President for Student Affairs. On occasion and depending on its specific nature, a complaint may be brought to an academic department head or divisional dean, who may decide to address it directly or refer the student to Student Affairs. The Executive Assistant to the Vice President for Student Affairs hears most complaints and proceeds accordingly, based on the seriousness of each complaint.

Records are kept only in those cases where a complaint is formally filed and/or the nature of the complaint is serious. Procedures for student complaints are included in College Bulletins, the Student Handbook, and on the CUNY website. These address policy statements regarding specific issues such as sexual harassment, violence in the workplace, grade appeals, cheating, and plagiarism (see Chapter Three).

Maintenance of Student Records

Lehman College Bulletins and the CUNY website provide information related to the Family Educational Rights and Privacy Act (FERPA), which provides staff guidelines for the handling of student information. The Undergraduate Bulletin defines directory information and provides information about its release.

The electronic Student Information Management System (SIMS) is limited to individuals with access. Although policies and procedures are adequate to protect student and staff privacy and confidentiality, the continued use of Social Security numbers for identification is an issue. This is a CUNY policy that Lehman follows; however, when SIMS is replaced by PeopleSoft (an adjunct of CUNY FIRST to be implemented CUNY-wide in 2009), student and staff identi-



The National Collegiate Athletic Association recently invited Lehman to move from a Division III to a Division II conference institution, demonstrating the quality of the College's athletic program.

fication numbers will be generated by the system, and Social Security numbers no longer will be used for identification.

Assessment Activities of Student Services

Information-gathering with regard to students' needs occur on multiple levels and through a variety of vehicles. These include the PMR, the Student Experience Survey, the Cooperative Institutional Research Program (CIRP) Freshman Survey, the National Survey of Student Engagement (NSSE), and the Transfer Student Registration Survey. The PMR reported in 2008 that Lehman students' satisfaction with academic support and student services was the highest among CUNY senior colleges. Additional means of gathering information include "open door" policies that give students access to key administrators to whom they can voice concerns. Administrators also participate in student government town hall meetings held once a semester.

Lehman students are encouraged to provide input and participate in decision-making on activities related to their campus experience. The student body elects representatives who serve as full voting members of the College Senate. Any member of the student body can be elected to a Senate committee and participate fully in the actions of that committee. Other committees with student members include the Technology Advisory Committee, Technology Fee Allocation Committee, Food Service Advisory Committee, the Lehman College Association Inc., the Student Child Care Advisory Committee, Disabled Student Services Advisory Committee, and Athletics Advisory Committee. In recent years, Lehman students have filled all available positions.

The College has responded to student input to improve services by implementing the following initiatives in recent years:

- The Access and Technology Center in the Office of Student Disability Services.
- Computers provided for every club and student government office plus ten laptops for student use, bringing to 75 the total number of computers avail-

able for student use in the Student Life Building. This equals 82% of the total number of computers available for student use in the IT Center, and they are funded by the Student Technology Fee.

- The Community Service/Service Learning program in the Center for Career Services (see Chapters One and Seven).
- Expanded student-orientation programs and activities for freshman and transfer students.
- The Student and Exchange Visitor Information System (SEVIS) in the Office of International Student Services to assist international students with Department of Homeland Security and State Department issues.
- The Urban Male Leadership Initiative to recruit and retain students, with emphasis on assisting Black and Latino men who are seriously underrepresented in higher education.
- Expanded women's health services through the Student Health Center.
- Expanded outreach through creation of the position of Director of Health and Wellness Services, who conducts fairs and workshops on key issues in health.
- Focus on mental health issues in the Counseling Center.
- Peer educator program across Student Affairs departments to incorporate a peer-to-peer service delivery model.
- Financial Aid Laboratory to facilitate online applications and other requests, including hardship deferments.
- A "take a ticket" electronic system to facilitate the delivery of Financial Aid counseling services during peak demand periods.
- An intra-campus TV and video distribution (Target Vision) system to convey information about campus services, programs, and activities.
- An open access mini-PC lab in the administration building (Shuster Hall) to facilitate registration and use of the Lehman email system.
- Outreach to students using their last semester of TAP state aid to facilitate student retention and financial planning.

The new Community Service/Service Learning program has attracted student volunteers to work on numerous projects, locally as well as in other states and nations.

- Outreach to counsel students who have dropped courses or did not attend classes regarding the impact on financial aid.
- Planned expansion of the Child Care Center (2008-2009).
- Online processes to help student organizations plan and implement activities.
- Seminars, course work, and community service offered each semester by the Herbert H. Lehman Student Leadership Center to facilitate the identification, training, and development of emerging student leaders.
- An online alumni mentoring network to facilitate networking and career exploration for students.
- The Intramural Recreation and Fitness Program.
- Renovation of the Student Life Building beginning in spring 2009.

The College also has responded to important student needs as follows:

- Helping late-registering transfer students find open and appropriate courses and complete their semester programs.
- Offering a major and department course-advising schedule College-wide with full staffing during key functions and peak periods.
- Keeping offices open during evening and Saturday hours for student convenience.
- Increasing the planning and evaluation of summer course offerings to maximize student satisfaction and interest.
- Administering the Transfer Student Registration Survey.



Strengths

- Lehman is committed to raising undergraduate retention and graduation rates through new initiatives and processes designed to enable students to progress and succeed in a timely manner.
- Recruitment activities since fall 2003 have contributed to a 15% increase in undergraduate enrollment.
- Admissions standards are periodically evaluated and revised by the College Senate to balance access with excellence.
- The College has established new offices and innovative approaches to augment academic and personal success for an increasingly diverse student population.
- Lehman's support services provide access and assistance to all students on a year-round basis, including guidance on academics, student life, financial concerns, personal issues, and health and wellness.
- A Task Force on Advising was formed by the Provost to assess advising services and make recommendations for improvement.

Challenges

- After “stopping out,” Lehman students re-enroll or do not re-enroll for complex and significant reasons that must be understood more fully in order to maximize outreach efforts.
- Undergraduate students rate Lehman's advisement services positively, but the wait times need to be reduced—especially for transfer students during peak periods of registration and also to encourage students to complete admission and preregistration processes early.
- Graduate students have not been surveyed on a regular College-wide basis regarding their satisfaction with services.
- Sufficient resources to maintain and expand services and programs need to be ensured.

Action Plans

- Monitor the impact of raising admissions standards on student admissions and retention.
- Develop a process to more effectively identify students who are most likely to seek readmission.
- Design a consistent feedback mechanism for student services. Expand and institutionalize a graduate student survey, such as the one conducted in fall 2007.
- Examine and implement recommendations of the Task Force on Advising.



Chapter Five

Standard 10: Faculty

This chapter discusses the faculty together with the related issues of (a) balancing research, teaching, and service, (b) faculty development, and (c) the Lehman faculty's involvement with CUNY doctoral programs.

For many years, the Lehman College faculty has consistently ranked in the top quintile among CUNY schools in scholarship and extramural grant funding. Lehman's six Distinguished Professors include an Academy Award recipient, a former Poet Laureate of the United States, a national student honor society president, scholarly journal editors and referees, and scientists engaged in federally funded projects, including collaborative research with prestigious schools of medicine and research centers. This high level of scholarship and creative activities is matched by the faculty's energetic engagement in teaching and student mentoring.

Faculty

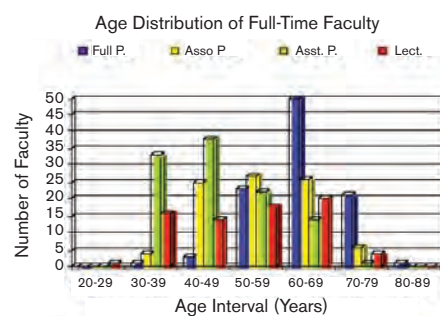
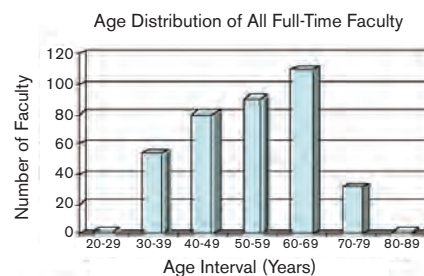
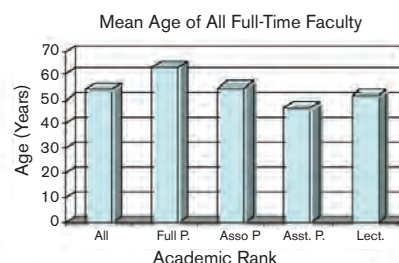
The Lehman faculty has grown significantly in recent years, paralleling the growth in the student population. In fall 2008, there were 363 full-time faculty members, a 27% increase since 2001. The student body has grown by more than 21% and "full time equivalents" (FTEs) by more than 31% over a similar period of time. The 2008 PMR reported that Lehman had the second highest percentage of undergraduate (48.5%) and graduate (71.1%) instructional FTEs delivered by full-time faculty among CUNY senior colleges. Lehman also has the lowest undergraduate student to faculty ratio (14.8-1) among all of the CUNY colleges.

Faculty Demographics

The following demographic characteristics are based on the 2007 Lehman College Data Book (Appendix 5.1):

- 51% of the Lehman faculty are women, an increase of more than 40% since 2001.
- 64% of full-time faculty are tenured, compared to 72% in 2001.
- 29% are Professors.
- 25% are Associate Professors.
- 29% are Assistant Professors.
- 17% are Lecturers or Instructors.

The racial/ethnic composition of the faculty was discussed in Chapter Three (Appendix 3.3). The average age of full-time faculty members is 54 years. The mean faculty age by academic rank, age distribution of all full-time faculty divided into ten-year epochs, and age by rank and epochs are shown in the following figures:



It is important to note that 73% of the Full Professors at Lehman are age 60 or older, indicating the need to plan for the likely retirement of a significant proportion of senior faculty in the not-too-distant future.

Recruitment of New Faculty

Lehman College's recruitment policies and procedures are clearly documented, widely understood, and fully supported by the academic departments and the Administration (see Chapter Three). Academic departments assume primary

responsibility for the integrity of the recruitment process, consistent with the educational mission of the College.

More than 95% of full-time faculty hired since fall 1997 have been granted tenure. This suggests the effectiveness of strategies to attract and recruit highly promising and well-qualified faculty.

Tenure and Promotion Processes and Criteria

The criteria for tenure and promotion are contained in the "Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York" (Appendix 5.2), adopted in 1975 by the predecessor to the CUNY Board of Trustees. As the statement details, tenure decisions are based on teaching effectiveness; scholarship and professional growth; and, as supplementary consideration, service to the institution and to the public.

The most significant change in the tenure process since the 1999 Middle States Report has been the amendment to Section 6212 of the New York State Education law. This extended the period for faculty to achieve tenure from five years to seven. Faculty appointed before September 1, 2006 remain on the prior tenure clock, and those eligible will be reviewed in early fall of their fifth year. Faculty appointed on September 1, 2006 were given the option of choosing a five-year or seven-year tenure clock. All faculty members appointed after September 1, 2006, will be up for review in the fall of their seventh year.

The processes and criteria for tenure and promotion are clearly specified and effectively disseminated as follows:

- A Faculty Handbook is available on the College website (www.lehman.edu/provost/provostoffice).
- A detailed memo to tenure candidates and department chairs from the Provost includes (a) a diagram of how the personnel file is to be assembled, (b) the relevant timelines for tenure review by the various College committees, (c) the internal procedure for tenure review, (d) guidelines regarding the format for the curriculum vitae, and (e) a checklist for file materials.
- The Provost reviews the memo with tenure candidates and their chairs.

During the pre-tenure period, department chairs prepare annual evaluations, divisional deans prepare two reviews, and divisional executive committees conduct one review. The goal of the annual evaluation is to capture the various elements of academic performance: scholarship, teaching, and service. The annual evaluation form was developed in collaboration

with Lehman's representatives to the Professional Staff Congress (PSC-CUNY).

Teaching is assessed each semester in two ways: (1) senior faculty members conduct observations of a class session and (2) students complete a standardized Evaluation of Instruction form in every course. Both assessment mechanisms are detailed in the collective bargaining agreement with PSC-CUNY. A formal mechanism for assessing teaching in online instruction was recently initiated. The standardized student evaluation form is more than 20 years old, and a committee has been formed to update it.

Two years before a tenure review, the divisional Executive Committee examines a candidate's file to identify any potential areas of weakness that should be addressed. The Committee also can recommend that a faculty member not be reappointed. The respective divisional Dean conducts two reviews of a candidate's materials to ensure that she or he is well prepared for the tenure review. Lehman's high rate of approval of tenure candidates (95%) demonstrates the clarity and success of the process.

There is a fairly widespread perception among the faculty that scholarship (especially through funded grants) is the most significant factor in tenure decisions; however, because Lehman values excellence in teaching, a working group will be established in spring 2009 to recommend ways to ensure that teaching is valued—and understood to be valued—in tenure decisions.

At the CUNY colleges, receiving tenure does not automatically result in a rise in rank from Assistant Professor to Associate Professor. Tenure and promotion are two distinct considerations. As with tenure review, promotion recommendations are made through the department Personnel and



Lehman's six Distinguished Professors include a former Poet Laureate of the United States, Professor Billy Collins (third from left), shown leading a recent seminar.

Budget (P&B) Committee and evaluated by the College P&B, which makes a recommendation to the President.

The Impact of the New Tenure Clock

PSC-CUNY worked with the CUNY administration to negotiate support that would enhance a “culture of research” and help meet the increased expectations of a lengthened tenure clock. This resulted in the contractually mandated offering of 24 hours of reassigned time for new faculty during their first three years of annual appointments for the purpose of engaging in scholarly or creative activities related to their field. Fellowship leaves rose from a 50% to 80% salary allocation, campus travel allocations rose, and there were increases in University funding for PSC-CUNY research awards that provide seed money to conduct scholarly investigation.

Faculty Development

Lehman College, PSC/CUNY, and CUNY offer a wide range of opportunities that are extremely helpful to faculty in developing and fulfilling their scholarship and research agendas.

Members of the Lehman faculty are mentored formally and informally to encourage their active engagement in scholarship, teaching, and service. Formal mentoring is accomplished through the review processes described earlier. In addition, senior faculty have mentored new faculty in the submission of grants and student-advising procedures. Mentoring is seen as a key factor in the high tenure-approval rate, as well as the successful promotion rate. Since 2001, 92% of Lehman faculty who applied for promotion were successful. Nevertheless, continuing to improve faculty mentoring is a priority. For example, a chairs’ retreat in spring 2008 focused on best practices in mentoring junior faculty through tenure and promotion.

For the past five years, Lehman and CUNY’s Bronx Community College (BCC) have worked collaboratively on a Title V project that has enabled about 60 faculty members to participate in thematic seminars to augment their teaching and research. As a result, eight participating Lehman faculty contributed manuscripts to a monograph, *The Scholarship of Teaching: Faculty Development through Cross-Campus Collaboration*, published in 2007.

The Lehman faculty is active in College and CUNY-wide teaching initiatives such as Writing Across the Curriculum (WAC) and the Lincoln Center Institute (LCI). Since 2000, 191 faculty members have participated in the WAC year-long program, multi-session workshops, or institutes. Forty-nine faculty have led workshops, developed educational resources, presented research and scholarly work at national conferences, and produced writing about WAC. The participating faculty represented 22 academic departments (see www.lehman.edu/lehman/wac/facultyresources.html). During

2007-2008, 32 faculty members worked with LCI Teaching Artists to integrate aesthetic education into their courses, and this had an impact on more than 500 undergraduate and graduate students. A process has begun to develop the position of Faculty Aesthetic Education Consultant.

Since 2005, Lehman has been the lead site in a Bronx cross-campus initiative with Hostos (HCC) and Bronx Community Colleges (BCC). With funding from CUNY’s Office of Undergraduate Education, this project, called “Bridging the Colleges,” offers monthly seminars in which General Education (Gen Ed) faculty at the three campuses explore academic literacy, mathematics and quantitative reasoning, and other Gen Ed-related issues. A signature feature of the program is “faculty inter-visitation.” Lehman, HCC, and BCC faculty have developed joint projects and visited each other’s campuses and classrooms in order to understand teaching and learning goals and the transition between college levels. Thirty-six faculty members have participated over three years (12 each from the three colleges). Each year, participating faculty have presented their research and scholarly work at CUNY’s annual General Education Conference. Their work (a) clarifies teaching and learning goals in complementary colleges, (b) identifies methods to achieve those goals, (c) initiates and fosters changes in local curricular settings, (d) demonstrates the development of materials on Gen Ed courses, and (e) exemplifies cross-disciplinary and inter-College practices.

The Department of Biological Sciences has facilitated collaborations among faculty members with shared research interests, both at Lehman and with colleagues at other CUNY campuses. Some collaborative activities with other departments in CUNY have involved faculty in the doctoral programs in Biology, Biochemistry, and Chemistry at the Graduate Center. Collaborations and research activities benefit faculty in publications and in teaching, since research informs teaching in Biological Sciences. There are strong collaborations with other CUNY campuses, especially with the Physics Department at the City College of New York (CCNY). Lehman professors and their Ph.D. students are members of the Nanomagnetism Group, working closely with professors and Ph.D. students at CCNY. Professors at Lehman and CCNY were recently awarded a Collaborative Research Incentive grant. In the past, Physics Department faculty members have worked on grant-supported research with their counterparts at Baruch College, Hunter College, and, again, CCNY; these collaborations have been extremely beneficial in strengthening the productivity of the Department.

Scholarship and teaching also benefit from faculty involvement with graduate students. Lehman faculty from all three academic divisions have a long and distinguished history of teaching and mentoring graduate students in programs at the Graduate Center and other CUNY campuses. The distribution of faculty engaging in graduate involvement varies widely from department to department. Lehman is compensated

for faculty teaching courses at the CUNY Graduate Center, amounting to approximately \$85,000 per year per FTE. This accounts for about 5% of faculty teaching hours.

Faculty Collaborations

In addition to collaborations described earlier that directly benefit scholarship and teaching, the Lehman faculty also collaborates in formal service activities with other academic departments, public educational institutions, and CUNY campuses to improve teaching and learning, provide services, and improve public education.

In the Division of Arts and Humanities, the Department of History has participated for the past five years in the Teaching American History program. In this endeavor, four full-time faculty members and several adjuncts have offered a series of workshops for area high school teachers to communicate state-of-the-art scholarship and teaching methods in U.S. History. A member of this department also participated in a collaborative effort with other CUNY faculty to develop a web-based curriculum resource in U.S. History. The online curriculum resource is designed to supplement college and high school level history instruction (including on-site instructional visits to high schools around the country). Another Lehman faculty member has used a pilot version of this program in his courses.

The Division of Education has formed collaborations with a number of schools that have been listed for the past nine years in the annual bulletin "Lehman College: Collaborative Education Programs with Schools." Lehman's collaborative work with public schools has a long and continuing relationship through the Bronx Institute, the Center for School/College Collaboratives, and the Institute for Literacy Studies. The Small Schools Network was recently established, and four less formal collaborations are underway with the Lincoln Center Institute (LCI), the American Museum of Natural History, the Bronx Zoo, and the New York Botanical Garden.

Faculty members from Lehman's Leonard Lief Library are participants in a number of collaborations. Lehman is one of ten CUNY campuses participating in a CUNY collaborative grant on the development of information literacy.

During the 2006-2007 academic year, the Division of Education partnered with the Division of Natural and Social Sciences to develop a new Undergraduate Program of Study for Education Students (UPSES) focusing on Biology. A similar project is under development in Chemistry. This collaborative effort was the result of the CUNY Teacher Academy Curriculum Project that involved faculty from both divisions. The project participants investigated how changes in Lehman's undergraduate programs in Biology and Chemistry could become "teaching-career friendly," in an effort to motivate more students to choose this critically important career path.

In the Division of Natural and Social Sciences, the Department of Environmental, Geographic, and Geological Sciences (EGGS) developed an Interdisciplinary Environmental Science BS degree in collaboration with the Departments of Biology, Chemistry, and Physics. EGGS has several courses cross-listed with other departments, such as Biology and Health Sciences, and is in the process of developing a Graduate Certificate Program in Earth Science Education. The course "Earth Systems Science for Educators" (GEO 601) is tailored specifically for those seeking certification as Earth Science Teachers. It is articulated with a Summer Educators' Institute at the American Museum of Natural History for which participants may receive graduate credit in Geology.

The Department of Speech, Language, and Hearing Science (SLHS) has collaborated with the Division of Education for students to obtain the recommendation for the initial teaching certificate for Teacher of Students With Speech-Language Disabilities (TSSLD). In collaboration with the Department of Physics and Astronomy, SLHS developed a physics of sound course that its students can take to meet the standards of the accrediting agency. In addition, the department has offered statistics and writing courses in collaboration with the departments of Math, English, and Psychology.

Faculty Role in Designing, Evaluating, and Revising Curricula

The Lehman faculty is committed to the integrity of the curriculum and oversight of the development and approval process. Departmental procedures vary but, in general, each has its own Curriculum Committee. Departments regularly review their curriculum offerings and refer recommendations to the appropriate College Senate committee (graduate or undergraduate) for approval. Procedures to protect academic freedom are discussed in Chapter Three.

Faculty and Online Instruction

The Lehman faculty has received support to explore the possibilities of new and emerging educational technologies and online instruction. The Sloan Foundation was a major source of funding at CUNY for distance learning. From 1999 to the present, Lehman faculty members have received approximately 40 awards in this area. The Lehman OnLine (LOL) program provided modest stipends, coverage of the costs of Internet connections, and small amounts for equipment costs. Among other outcomes, the program resulted in the creation of 12 General Education courses. The LOL website (www.lehman.edu/lol) provides a central location for documentation, suggestions, and useful links for faculty engaged in distance learning. LOL also maintains several Blackboard organizations to support instructors. Lehman faculty participated in Title V workshops at BCC to learn how to use Blackboard. Although difficult to quantify, a major source of faculty support is peer mentoring. Faculty involved with online instruction have been especially proactive in terms of sharing



Fifty-one percent of Lehman faculty are women, an increase of more than 40% since 2001..

their course content and teaching experiences. For example, many faculty members facilitate collaborative engagement by including colleagues on their Blackboard sites.

With the creation of the position of Vice President for Information Technology in 2006, Lehman has made huge strides in the integration of technology to enhance student learning. In 2008, the College created the Office of the Associate Provost for Undergraduate Studies and Online Education to provide academic leadership in the area of distance learning. In addition to the Associate Provost, the Office will include an Associate Director for Online Education and an online instructional support person. The latter two positions are the first to be dedicated almost exclusively to the support of faculty engaged in online education using Blackboard, CUNY's current solution for online instruction. In addition, Lehman's Division of Education has hired a full-time Instructional Design Coordinator, and the Library is hiring an Instructional Design Librarian.

The Information Technology Resources Department provides College-wide technical support in the form of workshops, demonstrations, documentation, and individual consultation. Workshops in support of faculty use of technology include:

- An introduction to Blackboard for faculty.
- Workshops on specialized topics for faculty already familiar with Blackboard. (Lehman online faculty and

ITR staff have served as co-presenters at several of these events.)

- Workshops on Smart Classrooms, Excel, Photoshop, etc. An ITR trainer also conducts classroom workshops to prepare students for participation in online courses. (ITR plans to hire staff dedicated to faculty technology support and expanded Faculty Lab facilities.)

The College has used an Online Student Evaluation Form for its asynchronous courses since fall 2004. Evaluations of hybrid and web-enhanced courses are conducted in the traditional manner. Since fall 2005, the evaluations have been conducted through Survey Monkey, a web-based service providing survey design, delivery, and analysis tools. The individual course section assessments are reviewed by the Coordinator of Online Education and shared with chairs for purposes of evaluating and advising individual instructors.

Adjunct/Part-Time Faculty

Within the last five years, the percent of total instruction by adjunct/part-time faculty at Lehman has remained between 52% and 53%. Although this dependence on adjunct faculty is of concern, Lehman ranks second among the seven CUNY senior colleges for percent of courses taught by full-time faculty. In a recent report, the AAUP compiled data from the IPEDS reports for 1975-2005. These data showed that the percent of full-time tenured faculty nationally declined from

36.5% to 21.8%. Full-time tenure track positions declined from 20.3% in 1975 to 10.1% in 2005. Concurrently, the report showed that part-time adjunct faculty rose from 30.2% in 1975 to 48% in 2005. These statistics place Lehman's reliance on adjuncts in a favorable perspective.

The qualifications and/or professional achievements required for an appointment to the adjunct faculty are the same as for the corresponding rank in the full-time instructional staff. Departmental P&B Committees vote on the appointment and reappointment of adjuncts who are hired on a semester-by-semester basis with their employment contingent on class registration and curriculum changes. Adjuncts are limited to not more than nine contact hours per semester at one CUNY college. Adjuncts teach in Lehman's College-wide programs, such as the Freshman Year Initiative and General Education. In some departments, they may teach an introductory-level course, while in others they may be hired specifically to teach an advanced course or to enhance the variety of courses that can be offered in a given semester. Recently, nine experienced adjuncts were hired in full-time lecturer positions as part of a CUNY-wide initiative to convert adjuncts to full-time faculty lines. The initiative is scheduled to continue with three additional conversions in 2009-2010.

The evaluation of teaching effectiveness of adjunct faculty members follows the same process used for untenured full-time members of the teaching staff: (a) student evaluations of each course each semester, (b) teaching observations at least once a semester, and (c) annual evaluations once a year. The PSC-CUNY collective bargaining agreement provides that after ten continuous semesters of service, teaching observations for adjunct personnel shall be held at the request of the adjunct or the department chair. In addition, annual evaluation of adjunct faculty members is not required after four semesters. The addition of a "paid professional hour" for adjuncts teaching six or more credits and the ability to schedule adjuncts for once-a-week classes have facilitated recruitment and built a stronger sense of involvement and connection to the College over the past few years, especially for the evening and weekend programs. Adjuncts also have the opportunity to participate in faculty development through General Education symposia held twice a year and workshops sponsored by WAC, for which they receive compensation, as noted earlier. Adjuncts are also encouraged to attend workshops on the use of technology in teaching, such as Blackboard and Excel. Informal feedback has been very positive.

Strengths

- Lehman College faculty take advantage of extensive development opportunities to benefit their students and their disciplines.
- Lehman supports the right of its faculty to control the content and quality of the curriculum, as reflected in the College's respect for, and protection of, academic freedom.
- Policies and procedures governing the recruitment, hiring, mentoring, and retention of faculty are thorough, clear, well-understood, and appear to be equitable across the campus.
- Lehman ranks first among CUNY colleges in online course offerings and has shown tremendous growth in the infrastructure and development of faculty knowledge and skill in this area.

Challenges

- Lehman's faculty is aging, and the College will need to maintain maximum faculty lines as retirements increase. This will be more likely if the College's enrollment continues to rise.
- New members of the faculty need to be informed regarding the new seven-year tenure clock and its impact. This has been a hugely significant change in CUNY's long-standing tenure and promotion guidelines.
- The Student Evaluation of Instruction form and format has not been revised in more than 20 years.
- A reduced reliance on adjunct teaching.

Action Plans

- Develop a five-to-ten-year strategic plan to address the retirement of full-time faculty and the expansion of academic programs.
- Clarify expectations for tenure and promotion given the new CUNY tenure clock, using concepts from the Scholarship of Teaching and Learning (SOTL) but remaining within the parameters of the CUNY Board of Trustees and New York State Legislature, both of which must approve any change in the tenure and promotion process.
- Develop and implement recommendations from the working group on teaching excellence.
- Continue to provide mentoring to faculty members to assist them in meeting expectations for tenure and promotion.
- Update the Student Evaluation of Instruction form.

Chapter Six

Standard 11: Educational Offerings

Standard 12: General Education

Standard 14: Assessment of Student Learning

Standards 11, 12, and 14 are closely related at Lehman College and will be discussed together in this chapter. The College has integrated its General Education (Gen Ed) curriculum and major requirements by involving full-time faculty in teaching and evaluating Gen Ed courses. Lehman students are assessed by their academic departments at program- and course-levels, and are required to take the CUNY Proficiency Examination (CPE).

Standard 11: Educational Offerings

Undergraduate Educational Offerings

Lehman College offers five undergraduate degrees: the Bachelor of Arts (BA), the Bachelor of Science (BS), the Bachelor of Fine Arts (BFA), the Bachelor of Business Administration (BBA), and the combined Bachelor of Arts-Master of Arts (BA-MA). Students may choose from 68 majors in the liberal arts, sciences, and professions. New degree programs have been added in the fields of Business Administration (BBA), Computer Processing and Imaging (BS), Mass Communication (BA), and Exercise Science (BS). Two joint degrees with Bronx Community College (AS/BS) in Therapeutic Recreation and Dietetics and Nutrition have been established. Although just one undergraduate degree program offers a major leading to teacher certification (BS in Health Education Teacher N-12), teacher certification sequences are offered by the Departments of Early Childhood/Childhood Education and Middle and High School Education to students who major in an appropriate field in the liberal arts and sciences. The College also grants a certificate in Geographic Information Systems.

A number of undergraduate programs assess students at several points to ensure that they are advancing toward the degree sufficiently and in a timely manner. For example, undergraduates in teacher education programs are tested on their content knowledge on an ongoing basis prior to taking the required Liberal Arts and Sciences Test (LAST), the New York State Content Specialty Test (CST), and the New York State Assessment of Teaching Skills (ATS-W). After submitting their scores on these required tests along with a written application and pre-professional portfolio, they become eligible for supervised student teaching. Then, upon completion of an undergraduate degree program that includes professional education coursework, candidates must also pass the teacher certification examinations and satisfy all other state

requirements to become eligible for Lehman's institutional recommendation for initial teacher certification.

Lehman's undergraduate Nursing program requires completion in five years to ensure currency of the coursework. Nursing and Social Work programs require a minimum grade of C in several core courses in order to progress. The Health Services Administration and Recreation Education programs include an eight-credit capstone internship for undergraduate majors, and the BS in Therapeutic Recreation requires a nine-credit internship. The Bachelor of Business Administration and Speech programs require the completion of 12 credits with at least C grades in all courses for a student to be admitted to the major.

The College offers a number of special programs and opportunities for undergraduates, including:

- Adult Degree Program
- Bachelor of Arts-Master of Arts
- CUNY Baccalaureate Program
- CUNY William Macaulay Honors College
- Individualized Bachelor of Arts Program
- Interdisciplinary and Interdepartmental Programs
- Jeannette K. Watson Summer Internship Program
- Lehman Scholars Program
- Louis Stokes Alliance for Minority Participation in the Sciences
- Second Undergraduate Degree Program
- Teacher Academy
- Women's Studies Program

Three of the programs listed above are new to the list since 1999.

- The Macaulay Honors College at Lehman admitted its first class of 12 students in September 2002. In 2007-2008, 51 students were enrolled, and 18 students have already graduated. Lehman is allotted 20 Honors

College seats per year by CUNY. The high-achieving students who are selected are designated as "University Scholars." They receive full tuition, stipends, a laptop computer, and study grants for academically enriching experiences. The "Cultural Passport" they receive provides entrée to concerts, theatres, museums, and other cultural institutions in New York City. Passport activities also put the students in contact with leaders in many facets of city life, the arts, government, business, and science.

- The Teacher Academy, also a CUNY program, was designed to bring highly motivated math and science graduates into careers as middle school and high school teachers. Lehman admitted its first class in September 2006. In 2007, five first-year students and six second-year students were enrolled, and an additional 14 students were enrolled in fall 2008. Students in the program who major in math or science, minor in Middle and High School Education, and make a commitment to teaching math or science in New York City's public schools receive four years of free tuition and paid internships
- The Jeannette K. Watson Fellowship provides summer internships, mentoring, and enriched educational opportunities to undergraduates enrolled in one of ten participating New York City colleges. Lehman may submit the names of up to four candidates each year, and last year three were accepted. There are five Watson fellows at Lehman currently, two seniors and three juniors.

Program Administration and Advising

Undergraduate degree programs provide advising to majors, minors, and interested students. While some departments designate a specific undergraduate program advisor, all faculty members advise students. Lehman's degree programs and other curricular offerings are described in the Undergraduate Bulletin, as well as by the individual departments and programs. The College recently invested in an online Smart Catalog, which updates academic offerings several times a year and appears on the Lehman College website.

Percentage of Classes Taught by Full-time Faculty

The teaching of undergraduates by full-time faculty has been found to foster the retention of qualified students. According to the PMR, Lehman ranks second among CUNY senior colleges in the percentage of instructional hours taught by full-time faculty in undergraduate courses (49.2%, compared to the average of 45.4%); and second in the percentage of instructional FTEs in undergraduate courses delivered by full-time faculty (48.5%, above the average of 47.7%). Lehman's undergraduate student-faculty ratio was lowest among the CUNY senior colleges (14.8 to 1, compared to the CUNY average of 17.7 to 1).



Lehman's undergraduate Nursing program requires completion in five years to ensure currency of the coursework.

Graduate and Professional Educational Offerings

Lehman offers 40 master's degree programs:

- MA programs (10) in Art, Art Education, English, History, Spanish, Spanish Education, Speech-Language Pathology, Social Studies, Biology, and Mathematics
- MS programs (9) in Accounting, Business, Computer Science, Health Education and Promotion, Parent-Child Nursing, Adult Health Nursing, Nursing Older Adults, Pediatric Nurse Practitioner, and Nutrition
- MEd programs (17) in Early Childhood Education, Childhood Education, Counselor Education, Educational Leadership, English Education, Mathematics Education (Middle School), Mathematics Education (High School), 3 in Literacy Studies, TESOL, Science Education, Early Childhood Special Education, Childhood Special Education, Adolescent Special Education, Health Education N-12, and Recreation Education
- MAT, Applied Music and Music Teaching (1)
- MPH, Master of Public Health (1)
- MSW, Master of Social Work (1)
- MFA, Master of Fine Arts (1)

The MPH, MSW, and MS in Business are new programs that indicate Lehman's commitment to developing curricula that meet the needs of potential students and the surrounding community.

Graduate programs at Lehman require, as part of their exit criteria, an oral and/or written comprehensive examination, a thesis or capstone project, or both:

- Most of the professional MA programs include a field-work capstone instead of, or in addition to, a thesis or comprehensive examination.

- History and English programs require a thesis and comprehensive exam.
- Health Education, Recreation Education, Nutrition, Theater, Math, and Math Teaching require a thesis or a comprehensive exam, at the discretion of the advisor.
- Art requires a final project.
- Spanish requires a written examination.
- Speech Language Pathology requires a portfolio review and exit interview that incorporates many features of an oral comprehensive exam.
- Biology allows the option of a research-based thesis, a tutorial involving research and/or a literature review, or a comprehensive examination. A grade of 70 or higher on the exam enables students to continue in the Ph.D. program at the Graduate Center. Lehman hosts the Plant Sciences subprogram of the CUNY Ph.D. program in Biology.

External Accreditation

In addition to the Middle States Commission on Higher Education, many Lehman graduate programs are accredited externally or are in the process of undergoing accreditation. In October 2002, the Division of Education received accreditation from the National Council for Accreditation of Teacher Education (NCATE), which covers all of Lehman's teacher preparation and advanced educator programs. Lehman was the first of the CUNY Colleges to receive the NCATE accreditation. In fall 2007, the NCATE Unit Accreditation Board re-accredited Lehman's Professional Education Unit through spring 2014. Education programs are also fully registered with the New York State Education Department (NYSED). They satisfy NYSED standards, the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium, and Program Specialty Organization standards set by NCATE affiliates.

Individual program accreditations are as follows:

- The MA in Speech-Language Pathology was re-accredited by the American Speech and Hearing Association (ASHA) through 2015.
- The MSW program has received full accreditation from the Council of Social Work Education (CSWE).
- The Commission on Collegiate Nursing Education (CCNE) most recently accredited the Nursing department in 2002, issued an interim report in fall 2007, and will return to Lehman in 2012.
- The Counselor Education program in the Department of Counseling, Leadership, Literacy, and Special

Education received CACREP national accreditation in spring 2008.

- The MA program in Social Studies Education and the Department of History collaborated to comply with standards put forth by the National Council for Social Studies (NCSS). The Department of History developed two new courses and is modifying several existing ones to meet the Council's assessment and content requirements.
- The Dietetic Internship certificate program is fully accredited by the Council for American Dietetics Education (CADE), making Lehman graduates eligible to sit for the Registered Dietician's (RD) exam.
- The MPH program is revising its curriculum to prepare for accreditation by the Council on Education for Public Health (CEPH). A CEPH consultant will make a site visit in March 2009.

Program Administration and Advising

Each Lehman College graduate program reports to its department chair and to the dean of its respective division. No single office is in charge of administering graduate or professional programs; however, the Graduate Studies Office (see Chapter Four) provides advisement services to graduate students, and the Graduate Studies Committee of the College Senate considers department-initiated curricular changes. The Committee also proposes and considers College-wide policies on graduate programs and adjudicates graduate student appeals.

All graduate programs have an advisor or coordinator. Several departments, including Health Sciences, Social Work, EGGs (Environmental, Geographic, and Geological Services), and three in the Division of Education, have coordinators for specific degree or certificate programs. The department chair serves as graduate advisor in Art, Music, and Journalism, Theatre, and Communications. In the 2007 graduate student survey, only 8% of respondents reported having insufficient access to an advisor, and only 13% expressed dissatisfaction with the advising they had received.

Percentage of Classes Taught by Full-time Faculty

Several accreditation agencies require a minimum percentage of courses taught by full-time faculty (New York State requires 50%). Where these requirements exist, Lehman exceeds them. The College also exceeds the CUNY average at the graduate level. According to the 2008 PMR, full-time faculty taught 71.9% of graduate course instructional hours—second highest among CUNY senior colleges and well above the CUNY average of 65.3%. Lehman full-time faculty delivered 71.1% of instructional FTEs—again, well above the CUNY senior college average of 63.6%. In fact, among the

senior colleges, only York, which began offering graduate courses just two years ago, ranked higher than Lehman on both measures.

Recruitment and Admission of Qualified Candidates to Graduate Programs

Lehman's undergraduate alumni, together with prospective students from the Bronx and surrounding areas, have created an adequate pool of applicants for many of Lehman's graduate programs but have fallen short in others, such as History and English. In response, Lehman formed a subcommittee on Graduate Enrollment in fall 2007 to assess possible new recruitment strategies and discuss the allocation of more resources to this end. One outcome of the Subcommittee was a workshop for graduate advisors in fall 2008. The College also holds open houses for prospective students with representatives of graduate programs available for information and advising. A new position of Director of Graduate Studies, with responsibility for graduate enrollment management, is being discussed.

Lehman's general admission requirements for matriculated students in graduate programs include: a baccalaureate or equivalent degree from an accredited college or university; a minimum undergraduate GPA of 3.0 in the major field and a minimum overall GPA of 2.7; a 500-word essay outlining career goals; and letters of recommendation. TOEFL scores are required of all students who submit academic records from a non-English speaking country.

Many graduate programs at Lehman impose additional requirements to ensure skill sets appropriate to their respective fields of study. For example, Accounting MA program applicants take the GMAT. Public Health and History master's program applicants take the GRE. Applicants to graduate programs in Education take the Liberal Arts and Science Test (LAST). Master's programs in Social Work, Speech-Language Pathology, and Counselor Education require interviews. These and any other additional requirements are listed in the Graduate Bulletin. A student who does not meet the requirements may be accepted conditionally or may be advised to apply as a non-degree student, with specific course, grade, or other objectives. The College's Graduate Advisor monitors the progress of conditionally accepted students and notifies departmental advisors with regard to possible matriculation.

Undergraduate and Graduate Education Offerings Congruent with the College's Mission

A dynamic multi-tiered process assures the congruence of Lehman's program offerings and its mission to provide undergraduate and graduate studies in the liberal arts and sciences and professional education. Undergraduate and graduate programs take the following steps to evaluate,

develop, and revise new and existing academic offerings:

- Step 1: Faculty members propose a curriculum change in their departments and programs, often as a result of a departmental self-study process.
- Step 2: Formal proposals approved by departments are submitted to the Undergraduate Curriculum Committee or the Graduate Studies Committee.
- Step 3: After committee approval, proposals are presented to the Lehman College Senate.
- Step 4: Upon Senate approval, proposals are forwarded to the CUNY Board of Trustees.
- Step 5: Upon approval of the Board of Trustees, the proposals are forwarded to the State Education Department.

A proposal for a new degree program begins with a Letter of Intent that is circulated by the CUNY central office to its other colleges for comment. After comments from the colleges are submitted to the CUNY Board of Trustees, the Board votes on the Letter of Intent. If it is approved, the department seeking to launch the program begins the formal proposal process. A significant strength of this approach is the involvement of the entire College and University community. A new program must be approved at several levels and by all constituencies before it can appear in the College's educational offerings. The process assures the congruence of Lehman's curricular offerings with its mission as a CUNY college. In a 2007 survey of graduate students at Lehman, 73% of respondents said they were "aware of the College's mission and its relationship to [their] learning goals."

Effectiveness of Mechanisms for Communicating Department and College Requirements

Students receive curricular information from Undergraduate and Graduate Bulletins, department and program websites, brochures, course syllabi, and advisors. As noted earlier, the College regularly updates Bulletins online and in print to ensure the availability of timely information to students and prospective students. Departments update their websites and print materials as needed.

Surveys conducted in 2007 of Lehman department chairs and faculty found that the primary means of communicating academic requirements to students were course syllabi and advising. Chairs reported that nearly 90% of syllabi in their departments also contained course descriptions, grading criteria, and faculty contact information, including office hours. About 80% of course syllabi included specific assignments, including readings, and the relative point values of those assignments. Student learning outcomes are also specified clearly in the majority of syllabi.

Lehman College recognizes the importance of raising student awareness of the seriousness of plagiarism. About half of the faculty survey respondents said they include a statement about plagiarism or academic integrity in some, if not in all, course syllabi. A similar percentage reported including in their course syllabi referral information for the Library, Information Technology Center, and tutoring services. Slightly more than two-thirds of Lehman academic departments keep syllabi on file for at least half of the courses they offer. These syllabi are reviewed periodically, if not every semester. In fall 2008, the College requested syllabi from all faculty in order to establish a systematic approach for collecting and housing syllabi in a single e-location.

A large majority of Lehman's master's and pre-professional programs collect and monitor course syllabi and student work to some extent. Indeed, this is essential for programs that must satisfy specific accreditation requirements from state or national agencies. For example, each clinical course syllabus in Speech-Language Pathology states the course's objectives, knowledge and skills to be obtained, and precisely how students' work will be measured. The MSW program prepares syllabi in accordance with CSWE requirements. Each semester in the Division of Education, department chairs collect syllabi that state how a given course addresses issues in the Lehman Urban Teacher Education (LUTE) conceptual framework (Appendix 6.1), as well as NCATE-related specialty professional association standards. These syllabi also include grading rubrics, course assignments, a schedule of activities, and references and resources for students. At the end of each semester, program coordinators collect samples of student work from full-time and part-time instructors and forward them to the NCATE Documents Room. Papers from each course offering are assessed as: Exceeds Target, Target, or Below Target.

Advising is the second key mechanism for communicating curricular information to students. Of 23 (out of 25) department chairs who responded to a survey, 59% said they had discussed advising with their faculty. A survey of faculty members found that 31% said they knew about undergraduate programs other than their own, and 46% said they were "very familiar" or "somewhat familiar" with General Education requirements. About half of the chairs reported that their department's advising methods were "extremely effective" and 36% rated them as "somewhat effective." Three departments reported developing initiatives in this area. Although Lehman students have reported general satisfaction with advising (see Chapter Four), a Task Force on Advising was established in fall 2008 to pursue areas of improvement.

A central element in advising students in professional programs is the communication of licensure requirements and



The Speech Language Pathology graduate program requires a portfolio review and exit interview that incorporates many features of an oral comprehensive exam.

professional standards. The Division of Education has a full-time Certification Officer who meets regularly with students regarding New York State requirements for teacher, counselor, or administrator certification. Students in Education programs create an electronic file with NYSED and a paper file for State licensure exam scores, transcripts, and other pertinent information. Students who satisfactorily complete teacher, counselor, or administrator programs are eligible for an institutional licensure recommendation from Lehman.

Incoming students in the Speech-Language Pathology MA program are informed about professional organizations, such as the American Speech Language Hearing Association (ASHA) and Teacher of Students with Speech Language Disabilities (TSSLD) and also of New York State certification requirements. A required course conveys information about professional standards, ethics, and licensure requirements. Graduating students are required to attend an exit conference in which their understanding of these issues and requirements is evaluated.

Completion of the Master of Social Work degree qualifies Lehman students to take New York State licensing exams (LMSW and LCSW). Similar licensing arrangements are in place for Nursing, Recreation Education, Public Health, and the Dietetics Internship program. Students are informed of the procedures related to these examinations by advisors.

Learning Environment

The mission statement describes a "dynamic research environment...actively engaging students in their academic... development," and Lehman has become the CUNY leader in online education. According to the 2008 Performance Management Review (PMR), Lehman offered the highest percentage of student FTEs "totally online," 2.5%, compared to the senior college average of 0.5% and overall CUNY average of 0.7%. Classroom technology in professional and

pre-professional programs also continues to expand with the addition of “smart” classrooms and the integration of information literacy into the curricula. Students are being prepared for new technologies in professional courses such as “Teaching Technology Subjects in Middle and High School,” “Nursing Informatics,” and “Computer-Based Information Systems for Management.” In fall 2008, faculty members at the College’s Leonard Lief Library recruited Lehman students to join 2,000 others in a CUNY-wide trial of the iSkills test of information and computer literacy skills.

Student demand for distance learning through online or “hybrid” courses continues to exceed available offerings. Of the graduate students surveyed in 2007, 67% reported never taking an online course, and 72% said they had never taken a hybrid course; of these students, 65% cited “lack of opportunity” as the reason. A large majority (76%) of students who have taken online courses at Lehman reported the experience as positive overall, although many said they missed the face-to-face interaction with instructors and other students. (See Chapter Five and Chapter Seven for more on distance learning.) Lehman faculty who would like to develop online and hybrid courses can get help on campus through ongoing workshop presentations and Hispanic Educational Technology Services (HETS).

The College solicits feedback from students and alumni to improve the learning environment. The first survey of Lehman graduate students was conducted in 2007, and the results are cited throughout this document.

In 2002, the Division of Education implemented a Unit Assessment System (UAS) to forward data to department chairs and program coordinators for review and appropriate action. The data are used to inform program development or institutional policies. Below are some examples of how this has worked in practice:

- Surveys of students in the Teaching Fellows program, an alternative route to teacher certification for qualified graduate students, led to new lectures being added to provide additional training in classroom management and instructional strategies for students with learning and behavioral needs.
- Exit surveys led to a restructuring of internship supervision in Early Childhood and Childhood Education to provide additional mentoring; alumni surveys led to a new online format for courses in Counseling, Leadership, Literacy, and Special Education.
- Student teaching and internship evaluations led to the creation of a new intern lesson observation instrument to improve monitoring of classroom teaching.
- CST results led the Middle and High School Education Department to specify content-area courses that were more closely aligned with material covered on this test.

The Writing Across the Curriculum (WAC) program convened a faculty work group in 2007 to address the use of writing to improve students’ skills in quantitative reasoning.



In Lehman’s General Education curriculum, analytical reasoning is one of the basic competences developed through natural science courses, where students use techniques of observation, record keeping, and evaluation.

Eleven faculty members who participated reported positive results.

Several departments also have taken action to improve the learning environment. The chairs surveyed reported the following:

- 91% have held discussions or carried out initiatives related to the use of technology.
- 86% have organized efforts to mentor new faculty and/or adjuncts.
- 82% have held discussions regarding online instruction.
- 82% have sought to improve teaching by using rubrics and designing syllabi.
- 82% have held discussions or carried out initiatives on information literacy.
- 78% have held discussions or carried out initiatives on critical thinking.
- 68% of departments have had discussions related to writing-intensive courses.
- 45% have held discussions on quantitative reasoning skills.
- 13% have carried out initiatives in quantitative reasoning skills.

The Department of Sociology initiated an Integrative Data Analysis project, drawing on a \$175,000 grant from the National Science Foundation. Two mobile laptop labs were purchased to give students a hands-on experience interpreting and utilizing qualitative and quantitative data, with emphasis on the latter. Faculty members developed a wide range of data-analysis modules aimed at strengthening students' quantitative skills.

Several departments have surveyed their students and/or alumni (as Health Sciences did in 2007, for example). A survey of department chairs, however, found that less than half of the respondents obtained and/or used student feedback to a "large extent" in program development, and slightly fewer than half of the chairs responding (9 of 22) said they had never surveyed alumni.

Plans are underway in the Department of Speech-Language-Hearing Sciences to implement an annual survey of the employers of its alumni. This will interface with an annual alumni survey that is already being conducted. Graduate students in the department are also encouraged to provide qualitative feedback about their experiences in the program at required exit conferences.

Eighty-two percent of department chairs report that their departments have sought to improve teaching by using rubrics and designing syllabi.



Standard 12: General Education

Lehman's General Education (Gen Ed) program is recognized as exemplary within CUNY and as a resource for other CUNY colleges. The College participates in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). As described on the College website (www.lehman.cuny.edu/lehman/programs/generaledu/), Gen Ed at Lehman provides specialized, pre-professional, and professional knowledge and "training in a range of basic skills and general subjects on beginning, intermediate, and advanced levels." Because the career goals of most Lehman undergraduates represent their major motivation for seeking a degree, the Gen Ed program emphasizes the concomitant value of "multiple views and general intellectual abilities developed by the study of liberal arts and sciences which provide a foundation for independent, responsible living." This genuinely reflects the College's mission.

The General Education Curriculum

Gen Ed is designed, managed, and evaluated principally by the teaching faculty. The curriculum emphasizes the importance of liberal education competencies and perspectives. The General Education Council, chaired by the Associate Provost, includes deans, directors, and representatives of various programs and initiatives. It also includes Gen Ed Liaisons, faculty members who coordinate components of the program. The Council meets to review the program each semester.

The College's administrative structure is supportive of the Gen Ed curriculum. The Undergraduate Curriculum Committee (UCC) of the College Senate is charged with its implementation, assessment, and revision. Gen Ed's distribution model (which replaced a core-course format) requires the cooperation of a number of key entities on campus: the three academic divisions of the College, the Leonard Lief Library (faculty and support services), the Freshman Year Initiative Program (FYI), the Writing Across the Curriculum Program (WAC), and the Instructional Support Services Program (ISSP). CUNY's Coordinated Undergraduate Education (CUE) budget process facilitates the broad intramural cooperation required by the Gen Ed program.

In fall 2001, while Lehman faculty members were working on the current Gen Ed curriculum, the College re-established its Office of Enrollment Management to include CUE-supported programs (Gen Ed, FYI, ISSP, and WAC), the Registrar, Admissions and Recruitment, and several administrative offices. In January 2008, Lehman created a new Office of Undergraduate Studies and Online Education under the supervision of an Associate Provost. The new office is responsible for the CUE-funded undergraduate initiatives, among other activities. One outcome of this administrative structure has been to significantly leverage the advantages of the separate

activities—especially in areas of undergraduate teaching, learning, and assessment. Throughout this process, CUNY's support has been critical. CUE funding from CUNY grew from about \$500,000 in 2003 to \$835,000 for 2007-2008. All of these funds are used to supplement student learning and faculty development in support of classroom teaching and learning.

The following basic competencies are essential foundation elements in the Lehman General Education curriculum:

- Effective communication, in written and spoken form, based on reading and listening comprehension.
- Critical thinking, using various information resources, in order to make connections across traditional disciplines and apply abstract thinking to concrete situations.
- Quantitative understanding, based on an ability to comprehend and perform basic mathematical operations and apply quantitative principles to practical problems.
- Language at an intermediate level, sufficient to allow study and travel abroad.
- Analytical reasoning, as developed in natural science courses using techniques of observation, record keeping, and evaluation.
- Information literacy, which includes the ability both to utilize new technology for researching facts and materials and to distinguish the relative reliability of information sources and resources.

Building on these basic competencies, Lehman students acquire a range of perspectives on which to base responsible decisions and actions. The general learning categories include:

- Historical, in order to understand the effects of change over time.
- Cultural, which provide comparative bases for evaluating social and personal traditions and actions.
- Social, political, and economic, to give an institutional context for understanding the role of the individual in modern society.
- Individual values, through which personal experiences and decisions acquire an intellectual context.
- Aesthetic, in order to learn approaches to understanding and enjoying the arts and literature.
- Scientific, which provides basic orientation in the methods, potential, and limitations of modern science.

Gen Ed courses comprise a maximum of 56 of the 120 credits required for an undergraduate degree. They consist of both lower division (below 60 credits) and upper division (above 60 credits) requirements. Prior to 2005, entering first-year students completed a one-semester, non-credit seminar, FYI 001. The seminar oriented new students to the College, described degree requirements, and introduced them to the wide variety of support services available on the Lehman campus. In 2005, faculty developed a new three-credit course, LEH 100: The Liberal Arts. This includes material covered in FYI 001 and also addresses the history, development, and nature of the liberal arts, the value of a liberal education, and the role of education in students' lives. LEH 100 specifically aims to develop the essential literacies—academic, reading and writing fluency, informational, and quantitative—that are necessary for students' success in higher education and beyond. The course provides an introduction to, and orientation for, the life of the academy and the traditions and controversies of higher education. LEH 100 was piloted and assessed in the 2005 and 2006 academic years and is now required as one of the FYI block courses.

Lower division Gen Ed requirements include:

- 3-6 credits, English Composition (1-2 courses)
- 3-9 credits, Foreign Language (1-3 courses)
- 8-10 credits, Natural Science (2 of 15 lab courses)
- 0-4 credits, Math (1 of 7 full courses or 3 of 10 mini-courses)
- 21 credits, Distribution Area courses (see Appendix 6.1)
- Area I: Individuals and Society (1 of 8)
- Area II: Socio-Political Structures (1 of 11)
- Area III: Literature (1 of 16)
- Area IV: The Arts (1 of 12)
- Area V: Comparative Culture (1 of 20)
- Area VI: Historical Studies (1 of 12)
- Area VII: Knowledge, Self, and Values (1 of 10)

The Undergraduate Curriculum Committee (UCC) determines the list of courses that meet Distribution Area requirements. The Committee also sets the criteria used by its Gen Ed liaisons to regularly evaluate these courses. The Distribution list is revised and recertified in its entirety every three years.

Upper division Gen Ed requirements consist of two three-credit courses, LEH 300 and LEH 301. These cover variable topics that combine at least three disciplines in the liberal arts and sciences. More than 175 sections of these courses are designed each academic year by the faculty members who teach them. LEH 300 sections can be on any topic in the liberal arts or sciences. LEH 301 is designated as the American Experience and treats the general question of what it means to be American ("American" can be understood nationally or hemispherically). (See www.lehman.cuny.edu/lehman/programs/generaledu/LEH300-301-sections.html.)

In addition to specific courses, students must complete three Writing Intensive (WI) sections before reaching 60 credits and one WI section between 60 credits and graduation. These sections, typically limited to 22-25 students, integrate writing into the learning process and they use many of the teaching practices developed and fostered by the WAC Program. Although there is no formal connection between Writing Intensive sections and WAC, many instructors of WI sections have received WAC training.

The UCC manages Distribution course offerings (number of sections and scheduling), Writing Intensive sections (how many and their design), and offerings of LEH 100, LEH 300, and LEH 301 (the type and number of sections). Implementation is managed by the Associate Provost for Undergraduate Studies and Online Education, who assists the UCC in translating the objectives and goals of Gen Ed into practice. Regular assessment and evaluation of Gen Ed courses and learning is also the responsibility of a member of the teaching faculty supported by the Office of Undergraduate Studies.

The following table shows how learning objectives are addressed in the General Education curriculum:

| | Learning Objectives | Required Courses | | | | | Distribution Areas | | | | | | | Capstone LEH300/ LEH301 |
|--------------------|----------------------------|------------------|-------------|-------------|------------------|------------------|-----------------------|---------------------|-----------------|----------|------------------|------------------------|-----------------------------|-------------------------------|
| | | ENG110-120 | WI Sections | Mathematics | Foreign Language | Natural Sciences | I. Society-Individual | II. Socio-Political | III. Literature | IV. Arts | V. Comp. Culture | VI. Historical Studies | VII. Knowledge Self, Values | |
| Basic Competencies | Effective communication | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Critical Thinking | ✓ | ✓ | | | ✓ | | | | | | | ✓ | ✓ |
| | Quantitative understanding | | | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ |
| | Language (foreign) | | | | ✓ | | | | | | | | | |
| | Analytical reasoning | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Perspectives | Information/tech literacy | ✓ | ✓ | | | | | ✓ | | | | | ✓ | ✓ |
| | Historical | | | | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| | Cultural | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Social-Political-Economic | | | | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| | Individual values | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | Aesthetic | ✓ | | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | Scientific | | | ✓ | | ✓ | | | | | | | ✓ | ✓ |

Gen Ed's Ongoing Development and Revision

The process of increasing student learning through Gen Ed is constant. The curriculum's design, implementation, and assessment are overseen by a committee comprised of faculty members representing each Distribution Area, the Natural Sciences, and the Writing Intensive sections. The General Education Liaisons Committee, as noted above, is charged with reviewing Distribution Area courses and recommending any changes to the UCC.

To develop the learning objectives of Distribution and LEH courses, the UCC sponsored two workshops in 2004. (See summary results at www.lehman.edu/lehman/programs/generaledu/list_distribution_areas_courses.html.)

At these workshops, faculty members:

- Defined overall learning objectives of the Distribution Areas.
- Described mechanisms to ensure the integration of these objectives into specific courses.
- Discussed ways of communicating these objectives and mechanisms to students and other faculty.
- Discussed the assessment of learner outcomes and course objectives.

The Gen Ed Program has continued to sponsor workshops each semester for instructors teaching these courses (including adjuncts, who are compensated for attendance). The workshops address teaching and learning objectives, best teaching practices, and assessment issues. For example, in 2005-2006 the WAC Program participated in workshops that emphasized the integration of writing in teaching and learning. Workshops in 2006-2007 emphasized best practices in cross-disciplinary courses and syllabus creation. In 2007-2008, the Gen Ed Program invited keynote speakers to lead the workshops: Ken Bain on "The Promising Syllabus" and Drew Appleby on "A Three-Part Strategy to Overcome the Blindness of Expertise." The fall 2008 workshop focused on assessing student learning. In spring 2009, Lehman College will host the Fifth Annual CUNY General Education Conference.

Assessment of Gen Ed

CUNY's budget support for Lehman's Gen Ed initiatives requires regular program evaluation. CUE funding is based on the CUNY Campaign for Student Success (CSS), which sets performance standards in undergraduate education for the University and for each of the colleges. The assessment of student success in Gen Ed learning is linked to CUE initiatives, such as WAC, Writing In the Disciplines (WID), and quantitative reasoning. Lehman provides annual evaluations and semi-annual progress reports in response to strategic objectives in such areas as retention, progress toward a degree, graduation rates, the proportion of full-time faculty teaching Gen Ed courses, and "show rates" for the CUNY Proficiency Examination (CPE). As noted previously, the CPE is a performance standard for reading, writing, and quantitative reasoning required for study in the junior year and beyond (see PMR, 2007-2008, cited throughout this document).

Assessment and improvement of the General Education Program take place through a number of activities throughout the College.

Student Awareness of Gen Ed Requirements

Student awareness of Gen Ed requirements is assessed in several ways. At the end of their first semester, students are tested to determine how well they have understood the requirements for graduation. In a 2007 survey of 368 first-semester students, they demonstrated reasonable awareness, averaging just above three correct out of five questions on specific Gen Ed requirements. Additionally, their answers to a survey question about educational and personal growth suggested that Lehman students feel confident with the general skills they acquired at the College (see NSSE survey answers to a, c, e, f, g). According to the Office of the Registrar, the number of students unable to graduate because they misunderstood Gen Ed requirements appears to be very small. The degree-audit function of the online program Degree Works, to be implemented in fall 2009, will provide helpful data for students and advisors regarding progress toward degrees.

Anecdotal evidence shows that LEH 100 has been successful in fulfilling its aims of orienting students to the college experience and to curricular demands. As noted before, the need for a course similar to FYI 001 or LEH 100 for transfer students who enroll before the junior year (with less than 60 credits) or enter for their junior year or later (typically graduates from community colleges) is being explored. An online, certificate-style interactive tutorial method for providing necessary information and developing awareness and understanding is currently under development.

Assessment of General Learning

Measures of general learning offer an opportunity to assess the effectiveness of Lehman's Gen Ed curriculum and identify areas for improvement. The PMR indicated that the percentage of students passing freshman composition and gateway mathematics courses with a C or better was 82.1% in fall 2007, higher than the CUNY senior college average of 81.5%, and third highest of the seven senior colleges. Lehman students' self-assessment also suggests that their courses increasingly emphasize a set of learning activities associated with general learning. For example, their responses to NSSE question No. 2, on mental activities, show an increase in all areas except memorization. The responses also show that Lehman students assess these activities on a comparable level with students at similar institutions. Compared to other master's-degree granting and all NSSE institutions, Lehman seniors gave a lower rating to "applying theories or concepts to practical problems" and "written reports of moderate length." This suggests a need to emphasize these activities in upper-division Gen Ed courses.

External measures of general learning in the liberal arts are available from the results of the Collegiate Learning Assessment (CLA) (Appendix 6.2) and New York State Liberal Arts and Sciences Test (LAST). Data from the CLA indicate that

Lehman students performed at “Well Above Expected” levels in both Performance and Analytic Writing Tasks. Student pass rates on the LAST since 2001-2002 show consistently high performance (98%). Students preparing for careers in teaching make up a significant portion of the student body (approximately 15%), and these results show that the Gen Ed curriculum has been successful in helping them achieve learning goals.

Assessment of Writing Ability

CUNY and Lehman use the CPE examination as a primary internal measure of successful outcomes in general learning. In fall 2007, Lehman’s “Pass Rate” on the CPE was 89.7%, below the 93.4% average for CUNY senior colleges and below the University average of 91%. To improve this rate, Lehman is gathering more data on the performance of its students on the CPE relative to their experiences in the Gen Ed curriculum.

Lehman has begun a formal assessment of its Writing Intensive courses and syllabi. Student writing samples from LEH 100 to LEH 300/301 are being compared to measure progress and ability. Weak performance in sections of LEH 300/301, especially by transfer students, has signaled the need for academic support through the ISSP, and instructors increasingly are making those referrals.

Assessment of Learning in the Content Courses

In fall 2008, each of Lehman’s academic departments submitted a plan to assess one learning objective (see Standard 14). A number of departments chose to assess student learning in one of their Distribution courses. The results will be available in spring 2009. Prior analyses of student academic progress in several gateway courses revealed the need for enhanced basic science and math learning. The College addressed this need with support from a U.S. Department of Education Title V grant for Supplemental Instruction and Technology (SI). The assessment of student learning in the basic sciences began in 2007-2008 with Biology, where the SI project is evaluating methods for increasing student success in “traditionally difficult” introductory courses. The SI program provides review and skills development for students in courses such as Biology and Mathematics (which are part of Gen Ed and required for many majors in the Natural and Social Sciences). In August 2008, SI also provided a day of intensive training for adjunct instructors of Anatomy and Physiology.

A major effort to assess student learning takes place among faculty members, as they define the goals and objectives of the Gen Ed courses they teach. Gen Ed Distribution Area instructors have been meeting regularly since fall 2002 to define the shared objectives in each of their areas and in LEH 300/301. The results of this collaboration are shared on intranet websites (in Blackboard) devoted to each of the

Distribution Areas. Syllabi for the courses in each area are also shown.

The College will participate with Bronx Community College (BCC) and Hostos Community College (HCC) in a joint eportfolio pilot project to develop the use of eportfolios in selected disciplines and for transfer students.

Faculty Development

The College devotes considerable resources to the improvement of teaching and development of faculty effectiveness. Workshops, symposia, roundtables, seminars, and other activities offer opportunities for full-time and part-time faculty to reflect on, evaluate, and improve teaching and learning. These activities are coordinated and supported by the Teaching and Learning Commons, an arm of the Office of Undergraduate Studies. General awareness of assessment and improvement of learning is enhanced by the Office newsletter, “Learning at Lehman.”

The WAC initiative runs the oldest and the most highly developed faculty development program at Lehman. It uses writing to learn techniques and is expanding its emphasis from written literacy to quantitative reasoning skills. WAC has served as a model for subsequent general learning initiatives.

The high level of participation in faculty-development activities may suggest their effectiveness. Attendance at end-of-semester workshops and symposia has increased steadily, with 91 participants in the fall 2007 symposium on “The Promising Syllabus.” The growing number of faculty participating in WAC initiatives is another indicator. Lastly, a recent survey of faculty found that 57% of the participants have taught Gen Ed courses, and large majorities found Gen Ed skills “very important” for their students’ success, namely for:

- Writing and communication (85%)
- Critical thinking (85%)
- Reading comprehension (82%)
- Information literacy (63%)
- Quantitative reasoning (59%)

Despite the overall positive response to the Gen Ed program, fewer than half of the Lehman faculty surveyed described themselves as “widely familiar” or “very familiar” with program requirements (46%), and fewer still (34%) said that knowing these requirements was useful in teaching. Not surprisingly, nearly half (45%) of faculty members surveyed said they never discussed the requirements in class. These results strongly suggest the need to continue faculty development in the area of General Education objectives and goals.

Standard 14: Assessment of Student Learning

Assessments of student learning include indirect (retention and graduation rates, surveys of students and alumni, etc.) and direct (test performance, assignments and portfolios, licensure examinations, internship evaluations, etc.) outcome measures. Several assessments have been discussed earlier in this and other chapters (notably Chapters One and Four).

Institutional Assessments of Student Learning

Indirect Assessment–CUNY Student Experience Survey (SES)



The SES (Appendix 1.6) is administered every two years by CUNY OIRA to a randomly selected group of students from each CUNY college. The most recent administration was in 2008. Generally the SES includes questions about students' percep-

tions of academic quality and student services, reasons why they attend their college, their use of time at college and outside of college, and their use of technology. These data can be used as indirect measures of student learning.

Expectations: In the 2006 report, 65% of students said they were attending Lehman because the College "has programs/ majors that are of interest to me," and 92% said they either "agree strongly" or "agree" with the statement "My College expects me to write well." This compares to 96% at CUNY's senior colleges. Similarly, 85% said they "agree strongly" or "agree" with the statement "My College has high academic standards." The corresponding figure for CUNY's senior colleges was 87%.

Time Use: Although Lehman students rank lower than other CUNY senior college students on several measures and assessments, according to the PMR, their responses on the SES to questions about time use illustrate extensive outside commitments. In the 2008 SES, Lehman reported the lowest percentage among CUNY senior colleges of students who spent more than 11 hours per week preparing for class (21%). Not surprisingly, they reported the highest percentages of students providing more than 20 hours a week of care for other people (15%) and of students working more than 35 hours per week (19%).

Use of Technology: The 2008 SES found that 94% of Lehman students reported having a computer at home, the same percentage as in 2006 and the lowest percentage among CUNY senior colleges. Nonetheless, Lehman students reported the highest percentages of using email

"very often" to hand in an assignment (18%) and searching online for a class assignment (37%).

Indirect Assessment–National Survey of Student Engagement (NSSE)

In 2004, Lehman participated in the NSSE (Appendix 1.5), which provides two useful kinds of information. First, it focuses on global assessment of the impact of the College experience as perceived by students. Second, by focusing on the extent to which students report participating in effective educational activities, it indicates indirectly the extent to which there is potential for high-quality learning to take place.

Global Assessment of Educational and Personal Growth:

To assess the overall impact of the college experience, the NSSE asks 13 questions about educational and personal growth. Students were asked about the extent to which college had contributed to their knowledge, skills, and personal development in a number of specific areas. The response of Lehman first-year and senior-year students was similar to the national sample. That is, Lehman students reported that college had contributed to developing their skills in writing clearly and effectively, using computing and information technology, voting in local, state, or national elections, and learning effectively on their own.

Both first-year and senior-year students at Lehman differed significantly, however, from the national sample on a number of items, including those in the following table:

| NSSE ITEMS | LEHMAN STUDENTS COMPARED TO NATIONAL SAMPLE |
|---|---|
| Analyzing quantitative problems | Higher impact |
| Understanding people of other racial and ethnic backgrounds | Higher impact |
| Contributing to the welfare of your community | Lower impact |
| Developing a deepened sense of spirituality | Lower impact |
| Skill at speaking clearly and effectively | Higher impact (first-year students only) |
| Acquiring a broad general education | Lower impact (seniors only) |
| Acquiring job or work-related knowledge and skills | Lower impact (seniors only) |
| Thinking critically and analytically | Lower impact (seniors only) |
| Working effectively with others | Lower impact (seniors only) |
| Understanding of yourself | Lower impact (seniors only) |
| Solving complex real world problems | Lower impact (seniors only) |
| Developing a personal code of values and ethics | Lower impact (seniors only) |

As with the national sample, Lehman seniors reported greater growth than first-year students, although the differences

between them were substantially smaller than those in the national sample. As expected, seniors also reported greater use of higher order thinking than first-year students reported.

Specific Learning and Mental Activities: On three NSSE items concerning academic and intellectual experiences, Lehman students reported more engagement than the national sample. Both first-year students and seniors self-reported significantly lower levels than the national sample of coming to class without completing readings or assignments. Seniors self-reported significantly higher rates of preparing two or more drafts of a paper prior to handing it in and working “harder than you thought you could to meet an instructor’s standards or expectations.” Lehman students were similar to the national sample on three items related to levels of engagement: (1) diverse perspective in class discussions or writing assignments, (2) discussing readings outside of class, and (3) having a serious conversation with students of another race. This result was surprising, given that the national sample of female, African American, and Hispanic students all reported higher levels of engagement.

Indirect Assessment—Graduation and Retention Rates

Lehman’s rates of retention and graduation were presented in Chapter One. Programs and plans to improve those rates were discussed in Chapter Four.

Direct Assessment—CUNY Proficiency Examination (CPE)

As discussed in Chapter Four, the CPE requires students to demonstrate their command of a variety of academic literacy skills, including:

- Reading and interpreting textbooks and material of general interest.
- Organizing and presenting ideas about reading materials and connecting those ideas to other information and concepts.
- Writing clearly and effectively.
- Interpreting and evaluating material presented in charts and graphs.

The CPE consists of two tasks for which three hours are allotted: analytic reading and writing (2 hours) and analyzing and integrating material from text and graphs (1 hour). More detailed information about the CPE is available at the CUNY web site (www1.cuny.edu/academics/oaa/testing/proficiency.html).

The Lehman College website outlines the goals of the CPE (www.lehman.cuny.edu/provost/enrollmentmgmt/testing/cpe.html). The website also provides information to students about the structure of the CPE, as well as the learning goals

that are tested (e.g., critical thinking, understanding and analyzing ideas and information, and writing clearly and logically). Students are given three chances to pass the CPE and must pass it before they are awarded associate or baccalaureate degrees from CUNY. To help students prepare for the CPE, the Instructional Support Services Program (ISSP) offers workshops and tutoring during the fall and spring semesters and in January and July. As noted in Chapter Four, ISSP also invites students who have failed/forfeited the CPE multiple times to intensive January, June, and August workshops. In 2007-2008, 547 students participated in these workshops, and 63% of them subsequently passed the CPE. Online tutorials are available as well.

As noted in Chapter Four, the PMR indicated that the “show rate” (the percentage of students who take the CPE) was 71.2% in 2007, well below the CUNY senior college average of 79.9%, but Lehman’s highest show rate since 2004. The “pass rate” in 2007 was 89.7%, lower than the CUNY senior college average of 93.4%, but relatively stable since 2004, as the senior college average also has been. Data from spring 2007 indicated that students who entered Lehman as first-year students outperformed those who transferred into Lehman (78.3% “pass” versus 67% of transfers from within CUNY and 67.8% transfers from non-CUNY schools). White students also outperformed minorities, especially Latinos. This may partially reflect language barriers since those who indicated they were most comfortable with English performed better on the CPE than those who indicated that they are most comfortable in another language. As a result, Lehman’s lower pass rates on the CPE relative to many of the other CUNY senior colleges may reflect the fact that Lehman is a Hispanic-serving institution and has a sizable proportion of students for whom English is a second or third language.

Direct Assessment—Collegiate Learning Assessment (CLA)

Lehman participated in the CLA (Appendix 6.2) during the 2005-2006 academic year: 199 first-year students and 56 seniors took part in the cross-sectional portion of the study. Lehman also is participating in the longitudinal CLA study that will track performance changes in the first-year cohort as rising juniors and again as seniors. The CLA Institutional Report 2005-2006 indicated that first-year students and seniors performed “at expected” rates on the CLA (given their mean SAT scores) and “at expected” improvement rates (compared to other colleges and universities). The College is currently reviewing the usefulness of the CLA.

Department and Program Assessment of Student Learning

The experiences gleaned from institutional, general education, and certification processes are being used to expand the assessment of student learning into the remaining majors/programs in the liberal arts and sciences.

Assessment of student learning at department/program and course levels historically has been the responsibility of individual departments and faculty. Until recently, it was not coordinated systematically by the College. A survey conducted in fall 2007 showed that Lehman faculty are committed to assessing student learning to improve the instruction and content of their courses: 70% of the respondents reported carrying out an assessment in the past five years aimed at student learning improvement (other than their regular grading practices). The methodologies used by at least one-third of these faculty members were:

- Student evaluations, other than the standard form (65%).
- Reviews of exam results (58%).
- Item analysis of individual exam questions (43%).
- Formal rubrics (42%).

A minority (30%) of these faculty members reported receiving some sort of external support for their assessment efforts.

Faculty used the results of their assessment procedures to improve their teaching and their courses. The vast majority (86%) revised course content and a third (33%) revised course standards. These faculty members also reported:

- Making changes to their advising practices (28%).
- Increasing reviews for students (20%).
- Increasing referrals to student support services (13%).

Faculty members who carried out these assessments seemed genuinely interested in the improvement of student learning. A majority (51%) shared the results of their assessment efforts with colleagues. Many more (80%) said they would be interested in faculty development on assessing student learning beyond grading.

In a similar survey of department chairs conducted at the same time, the chairs reported carrying out formal assessments of student learning by using:

- The results of certification exams (33%).
- Samples of student work (27%).
- Student portfolios (14%).
- Standardized tests (10%).
- Departmental exams for multi-section courses (5%).

The results of formal assessments of student learning were used:

- To revise courses and curriculum (78%).

- For faculty development (78%).
- To make changes in advising procedures (56%).
- To increase student support services (44%).
- To change standards for students (33%).

These responses indicate awareness of the need for regular and systematic assessment of learning at the departmental level.

Indirect and Direct Assessments—General Education

The assessment of Lehman's General Education Program was discussed earlier in this chapter. Faculty-driven assessment processes have been led by the General Education Liaisons Committee and the Undergraduate Curriculum Committee of the Senate and coordinated by the Associate Provost for Undergraduate Studies and Online Education. To summarize these activities to date:

LEH 100: Indirect (survey of students' reactions to the course) and direct (questions addressing course content) measures of student learning were collected in fall 2005 and spring 2006, the first and second semesters in which the course was offered. As a result of those assessments, the course was refined: readings were changed, some were standardized, and assignments were modified. Results are pending for a second round of indirect and direct measures collected at the end of fall 2008.

LEH 300/301: Indirect measures (surveys of students' reactions to the courses) of student learning were collected in fall 2008 and results are pending. Course syllabi are available and are being analyzed during spring 2009 to examine areas of consistency in learning objectives across course sections. Assessments of the LEH 100 and 300/301 courses are being conducted by the Office of the Associate Provost with the assistance of a faculty member and student research assistants. LEH 300/301 faculty met during the fall 2008 General Education Workshop to analyze learning objectives and outcomes.

Writing Intensive Courses: The WI courses coordinator collected syllabi from instructors in fall 2008 to assess the extent to which WI guidelines are reflected. Writing samples were collected in fall 2008 from students in LEH 100 (first year) and in LEH 300/301 (third year) to examine the development of writing skills. Faculty teaching WI courses met for the first time during the fall 2008 General Education Workshop to discuss learning objectives.

Distribution Area Courses: At the 2008 General Education Workshop, faculty teaching courses in Distribution Areas evaluated learning outcomes and examined samples of student work. The reports produced are used by the UCC when the Committee recertifies courses within each area.

Workshop reports from the individual areas are forthcoming.

Indirect and Direct Assessment– Academic Departments: Majors/Programs

Departmental annual reports, self-studies, and external evaluations were described in Chapter One. Some departments have already undertaken assessment projects. For example, departments in the Division of Education, Speech-Language-Hearing Sciences, and the SEEK Program are all conducting student-portfolio projects. A second cohort of three Lehman faculty members is involved in a collaborative ePortfolio project with faculty from CUNY's LaGuardia Community College. (Three Lehman faculty were in the first cohort as well.)

A key component of the Department of Sociology's IDA NSF-funded project was a formal assessment of student learning with the identification of fundamental quantitative skills (percentages, measure of central tendency, ability to read tables, etc.). Several versions of a quantitative skills test were developed and voluntarily administered in a wide range of Sociology courses each semester from fall 2004 to spring 2006 (both pre-tests and post-tests were administered in two semesters). Faculty were also surveyed about the kinds of data analysis skills they taught in their classes. The results of the student quantitative skills tests and faculty surveys were linked using multivariate statistical analyses. The findings revealed that students in courses with an IDA component significantly improved their performance on quantitative skills tests. Efforts to engage students in active learning through the use of computers were associated with increased student comfort and greater interest in working with data. In turn, students who were comfortable working with data scored higher on quantitative skills tests.

In addition to the quantitative skills tests, Sociology faculty conducted focus groups and an alumni survey to evaluate the effectiveness of efforts to integrate data analysis into the curriculum. The results showed that students overwhelmingly believed that hands-on classroom learning, analyzing data, and using computers taught them valuable skills useful in their Lehman and post-graduate education and career trajectories. These findings have been used to inform curricular discussions at department meetings and promote the integration of data analysis exercises and the use of computers in Sociology courses. The department has held two dissemination conferences and the project's findings have been presented at national meetings (e.g., the American Sociological Association). A paper is under review at the journal *Teaching Sociology*.

Coordinated College-wide departmental assessments: Beginning in summer 2008 and continuing through the fall, workshops were conducted for department chairs and representatives on the assessment of student learning. During fall 2008, the departments were asked to identify one important

learning objective from their majors/programs and develop a plan to assess it. For most, this was the first time such a request had been made. Nonetheless, every department completed a plan (Appendix 6.3). The plans differ extensively, as the following table illustrates:

| TYPE OF MEASURE | DEPARTMENT | PLAN |
|------------------------|---|--|
| Program level Indirect | Latin American and Puerto Rican Studies | Surveying graduates' success in graduate school and employment placements |
| Program level Indirect | Art | Master's students' self-evaluations |
| Program level Direct | Biology | Seniors take GRE field examination |
| Program level Direct | Psychology | Testing key concepts at the end of a required course sequence |
| Program level Direct | History | Analyzing student work from beginning and ending History majors |
| Course level Indirect | Political Science | Analyzing assignments for evidence of required competence in critical thinking |
| Course level Direct | Mathematics | Analyzing results of a common final exam in an introductory course |
| Course level Direct | Physics | Testing fundamental concepts in the introductory course |

To establish an infrastructure to support these departmental assessments, the Provost appointed an Assessment Council, composed entirely of faculty, with the Associate Provost for Undergraduate Studies and Online Education serving as administrative representative. The Council's objective is to assist departments in conducting and refining their assessment plans. To fulfill its objective, the Council is planning a series of workshops during spring 2009 for chairs and other faculty on assessment issues, including establishing objectives and practical assessment tools. The results of this first round of departmental assessments will be available by the time of the Evaluation Team's site visit. The College is in the process of hiring an Assessment Coordinator.

Direct Assessment–Professional Programs

Student learning in professional programs is typically measured by pass rates on licensure examinations and evaluations of clinical portfolios. The Division of Education uses a Unit Assessment System (UAS) that enables its programs to collect clinical observation data, student GPAs, specific

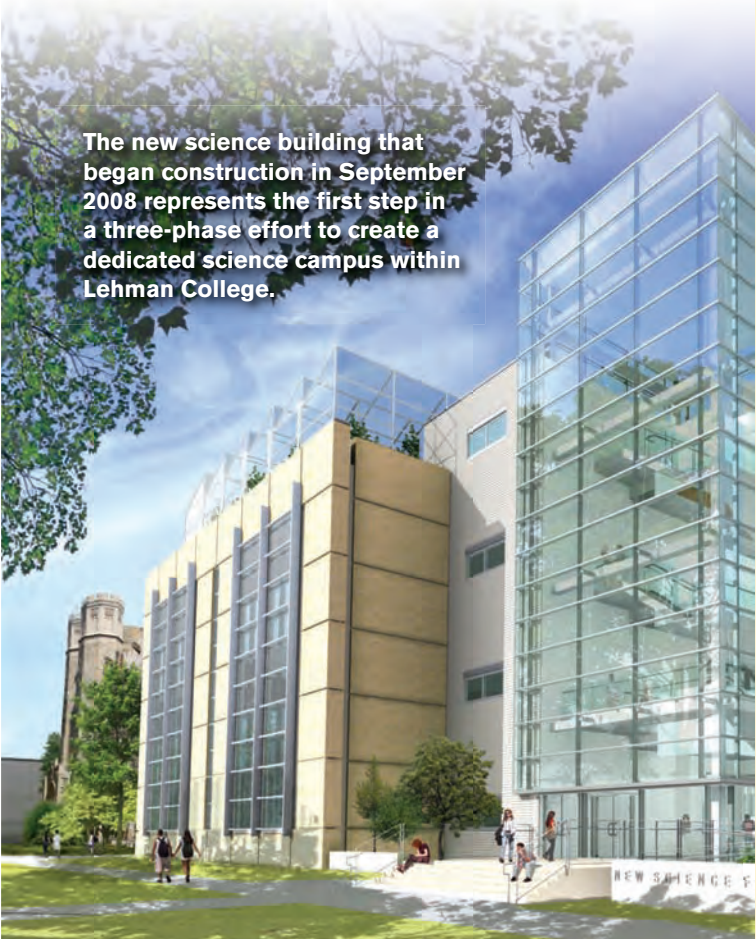
course rubrics and results, and pass rates on certification examinations. Since 2003-2004, Lehman Education students passed the New York State certification examinations (the LAST, ATS-W, and CST) at above or no more than one point lower than the CUNY senior college average. For example, the 2006-2007 data are shown in the following table:

| EXAMINATION | LEHMAN | CUNY |
|-------------|--------|------|
| LAST | 96% | 97% |
| ATS-W | 99% | 99% |
| CST | 96% | 94% |

It should be noted that 85 more Lehman students took the LAST examination in 2006-2007 than in 2005-2006 when 99% passed. Similar increases in the number of students taking the examinations were recorded for the ATS-W and CST.

On the Nursing NCLEX exam, Lehman students have improved significantly, from 76% passing in 2004 to 85% passing January-September 2008. The pass rate for the most recent quarter, July-September 2008, was even higher, 87%.

The Speech-Language Pathology Program records student success rates similar to the Education Division on licensure exams, which are examined by the program coordinator and accrediting body.



The new science building that began construction in September 2008 represents the first step in a three-phase effort to create a dedicated science campus within Lehman College.

Strengths

- Surveys of students indicate consistently high levels of satisfaction with their Lehman experience.
- The College responds to student interests and community needs by developing new majors and programs, many of which are recognized by external accrediting organizations for their quality.
- The goals and details of Gen Ed requirements clearly relate to the College's mission and an increasingly large number of faculty and students appreciate their purpose and application.
- The Gen Ed program is strengthened by the leadership of teaching faculty and broad faculty participation.
- Assessment of student learning to evaluate the Gen Ed curriculum continues to improve.
- As a part of the increased emphasis on assessment, the College is improving its abilities to utilize data.
- The Lehman faculty has responded positively to the call for assessing student learning, as evidenced by the 100% completion rate of department/program assessment plans.

Challenges

- The ongoing need to respond to changing demands for new undergraduate and graduate curricula, despite fiscal constraints.
- Refining specific objectives and student learning outcomes in the General Education curriculum.
- Maintaining the College's high percentage of courses taught by full-time faculty.
- Improving student performance on indirect and direct measures of learning such as the SES, NSSE, and CPE.
- College support for a structure to assess student learning and provide resources for faculty to "close the loop."

Action Plans

- Continue to support improvements of teaching and learning in General Education and majors/programs.
- Expand the College's emphasis on the assessment of student learning by implementing recommendations of the Assessment Council.
- Initiate a campus-wide assessment of long-range curricular needs.

Chapter Seven

Standard 13: Related Educational Activities

Lehman College is deeply involved in related educational activities in the areas of basic skills, continuing education, workforce development, certificate programs, collaborations with local high schools, and the use of technology to offer fully online and hybrid courses.

As demonstrated in Lehman's Strategic Plan (2005-2007) (Appendix 1.1), the College is committed to providing its students with additional resources in a wide-ranging effort to satisfy their educational, personal, and professional needs. These resources include programs and activities characterized by content, focus, location, mode of delivery, or sponsorship.

Basic Skills

In the Office of Admissions and Recruitment, students are identified by the CUNY Application Processing Center as either "regularly admitted" or "conditional." Regularly admitted students with acceptable SAT or Regents scores are exempted from CUNY Assessment Tests. Conditionally admitted students must meet minimum CUNY Assessment Test requirements in reading, writing, and mathematics. If they fail to meet any of these requirements, they are invited to participate in workshops before retaking the tests. The success rate of these workshops is better than 90%.

The SEEK program serves students who demonstrate academic promise and economic need, but who do not meet traditional admission requirements. Lehman has the largest SEEK program in CUNY and is committed to providing this opportunity. All SEEK students come to Lehman under-prepared. The success of SEEK is measured by the students' subsequent success on the CUNY skills tests as well as their success in classes. Lehman has the largest number of non-ESL SEEK students of all the CUNY colleges, with 280 entering in fall 2006. According to the PMR, the percentage of these students who passed all basic skills tests within one year was 74.6%, the lowest of the CUNY SEEK programs; however, because this percentage represented a significant drop from the two prior years (87.2% and 81.8%), the reasons for the decline are being investigated. SEEK student retention rates are similar to, and sometimes higher than, Lehman College's general population.

Academic departments use somewhat varying methods for identifying and referring under-prepared students, and there is no comprehensive, uniform policy. For example, in programs such as Business Administration, Accounting, Health Services Administration, Social Work, Speech Pathology, and Nursing, a minimum GPA is required (see Chapter Four), and tutoring from the Academic Center for Excellence (ACE) is available to students who wish to enter these programs and need to raise their GPAs.

Lehman has a Title V grant to develop supplementary instruction (SI) to improve student transition to upper-division courses in science, math, and business. It has been demonstrated nationwide that regular attendance in SI sessions tends to result in improvement by one grade. Faculty and SI leaders also refer students to individual tutoring and other such activities offered primarily through the Instructional Support Services Program (ISSP) based on an individual assessment of a student's needs. Preliminary data on SI show that students who regularly attend SI sections tend to show a lower rate of D and F grades and Withdrawals than students who do not.



Lehman has the largest SEEK program in CUNY and is committed to providing this opportunity.



The Adult Degree Program offered through the Division of Adult and Continuing Education is designed to meet the needs of mature students (25 or older) who have been out of school for at least five years.

Credit-bearing Certificate Programs

The Geographic Information Sciences Certificate (GISc) Program began officially in spring 2001, and its first cohort graduated in January 2003. The program is offered at both undergraduate and graduate levels. During fall 2006 and spring 2007 there were 226 and 232 students, respectively, pursuing certificates. Through an articulation agreement in 2005, the CUNY Graduate Center offers the GISc as an en-route diploma to the Ph.D.

Experiential Learning

Students who have extensive life experience and meet the credit requirement may be able to enroll in the Adult Degree Program (ADP) offered through the Division of Adult and Continuing Education. This bachelor's degree program is designed to meet the needs of mature students (25 or older) who have been out of school for at least five years. ADP students, if eligible, can receive up to 15 credits of life experience. Since fall 2000, about 40 students each year, on average, have been awarded life experience credits.

In keeping with the mandates of the Council for the Advancement of Standards (CAS), Lehman's Career Services Center (CSC) assists students with career and professional development opportunities in today's challenging global market. As discussed in Chapter One, the CSC provides experiential

learning opportunities through internships, externships, community service, and service-learning programs. Lehman students interested in applying for an internship:

- Register with CSC through its online management system.
- Have a resume reviewed and approved by a career counselor.
- Complete an interviewing techniques workshop.
- Schedule an appointment with the Internship Coordinator in the semester before they want to intern.

Post-graduate surveys are emailed to students registered with CSC, through the Center's Career Management System, to assess future plans, interests, job status, and to determine if CSC provided internship assistance. Beginning in fall 2007, CSC participated in a Northeast Internship Study with Intern Bridge, a college relations consulting and research firm, and the Eastern Association of Colleges and Employers. The survey collected responses from students who have and who have not participated in internships regarding their experiences and expectations. Survey results are pending.

Non-Credit Offerings

According to its Strategic Plan, the College is committed to holding a leadership role as an institution serving the educational, professional, cultural, and recreational needs of the Bronx and surrounding region. To meet this goal, non-credit programs and courses are designed and developed by specialists/experts in specific subject areas as needed by a select population, agency, or general demand. The Division of Adult and Continuing Education administers these non-credit programs. Courses and programs in the areas of academic skill development and English as a Second Language, taught by teachers who have both the academic training and experience, provide opportunities for the public, especially recent immigrants, to improve their academic and professional prospects. Programs for young people and courses in the arts, foreign languages, and physical education provide additional opportunity for area residents to access the College's facilities and academic expertise.

The Division offers certificate programs such as Personal Financial Planner, Allied Health, Computer Information Technology (e.g., CISCO Academy), Health Information Management, and Paralegal Studies, as well as programs that prepare participants for certain types of licensure, such as real estate and notary public. These are designed to meet the requirements of such entities as the Certified Financial Planner Board of Standards, Inc., the American Bar Association, and the New York State Department of State, and the programs are submitted to those entities for approval.

The following table lists the non-credit Continuing Education programs and their certifying agencies:

| PROGRAM | CERTIFICATION APPROVAL |
|---|---|
| Certified Nursing Assistant | New York State |
| Home Health Aide | New York State |
| Patient Care Technician | National Certification |
| Cancer Registry Management | National Cancer Registrar's Association |
| CASAC | N.Y.S. OASAS Provider #AI 0157 |
| Insurance | N.Y.S. Insurance Department |
| Real Estate License | New York State |
| Licensed Real Estate Appraiser | N.Y.S. Department of State |
| Management of Residential Properties | Office of Housing and Urban Development |
| Teacher Certification Workshops | New York State |
| Personal Financial Planning | Certified Financial Planner Board of Standards, Inc. |
| Phlebotomy | National Certification |
| Electrocardiography | National Certification |
| Child Care | Child Development Associate Competency Standards for Preschool Children |
| IRS Enrolled Agent | Internal Revenue Service |
| Paralegal Studies (with Queens College) | American Bar Association |

The PMR indicated that, since 2004, more than 37,000 students have been enrolled in Continuing Education certificate programs and courses at Lehman College. In 2007-2008, Lehman had 8,904 seats filled in adult and continuing education courses, the fourth highest among CUNY senior colleges and slightly lower than in previous years. Most students use the knowledge and skills they gained for professional advancement, professional licensing, and personal enrichment in their new careers. Here are just a few examples:

- Twelve students who completed the Cancer Registry Management Certificate Program went on to pass the national qualifying examination and are now employed as Certified Tumor Registrars at Montefiore Medical Center, the Westchester Medical Center, and the New York VA Medical Center, among other facilities. Two successful students were invited to teach in the program.
- After completing the Child Care Program and earning her CDA credential, one student went on to receive bachelor's and master's degrees and is currently the Infant Toddler Specialist at the Child Care Council of Westchester.
- In the area of professional licensure, among the known career changers is a student who passed the New York State Property/Casualty Insurance Licensing Examination and is now employed in a White Plains, NY insurance agency. Another student is working at an insurance agency that specializes in Broadway productions. The program instructor estimates that 90% of the students pass the State examination.
- Many students in the highly successful English as a Second Language Institute entered with minimal or no knowledge of the language and, after becoming proficient, were admitted directly into bachelor's degree programs, many at Lehman College. One student, in particular, began with limited English skills, made excellent progress, and is currently working toward his Ph.D. in Geography. In addition, he teaches mathematics and courses in his native Spanish in the Continuing Education program. His teaching skills have proven excellent as evidenced by student evaluations. Many students continue to study with him in a second-level Spanish course.

Extensive offerings in children's and teens' programs have their "success stories" as well. In addition to helping children academically, creatively, and socially, "attending college" frequently becomes a goal for the youngsters and a reality for the older children.

An analysis of enrollment and completion/pass data from spring 2002 through fall 2007 indicates that, overall, the non-credit programs appear to be successful. Data indicate that of the 45,501 students enrolled during this period, 88%

completed/passed their program or courses. The following table contains program data from spring 2002 to fall 2007:

| PROGRAM | ENROLLMENT | COMPLETED | %COMPLETED |
|---------------------------------|------------|-----------|------------|
| Alcoholism & Substance Abuse | 1276 | 1212 | 94.98 |
| Allied Health | 554 | 532 | 96.03 |
| Business & Finance | 1668 | 1403 | 84.11 |
| Child Care | 1286 | 1225 | 95.26 |
| Children & Teens | 13085 | 10647 | 81.37 |
| Computer Information Technology | 3322 | 2819 | 84.86 |
| Education | 20 | 20 | 100 |
| English as a Second Language | 2484 | 2051 | 82.57 |
| GED Equivalency Diploma | 1481 | 1380 | 93.18 |
| Health Information Management | 3086 | 2866 | 92.87 |
| Hospitality & Food Service | 2 | 2 | 100 |
| Legal Secretary | 99 | 92 | 92.93 |
| Online Programs | 23 | 23 | 100 |
| Paralegal | 1208 | 1109 | 91.8 |
| Personal Development | 4699 | 3943 | 83.91 |
| Professional Development | 139 | 119 | 85.61 |
| Professional Licensure | 1471 | 1227 | 83.41 |
| Secretarial Studies & WP | 22 | 15 | 68.18 |
| Test Preparation | 9576 | 9261 | 96.71 |
| TOTAL | 45501 | 39946 | |

Additional Locations

CUNY on the Concourse (COTC), an extension of Lehman's Adult and Continuing Education Division, has served the adult and workforce populations of the Bronx through credit and non-credit programs since 2001. The COTC facility provides programs in Adult Education and Workforce Development. COTC supports the College's mission to serve the Bronx and surrounding region as an economic, workforce development, and cultural center. The following table offers a sample of some program outcomes at COTC for 2006-2007:

| PROGRAM | # ENROLLED | % COMPLETED | % PLACED |
|-------------------------------------|------------|-------------|----------|
| Disabilities Studies | 14 | 100 | 100 |
| Youth Studies | 15 | 80 | 80 |
| MD to RN | 28 | 100 | 75 |
| Foreign Born Nurses | 20 | 100 | 70 |
| Home Health Aides | 28 | 93 | 93 |
| NCLEX Review & Test Preparation | 38 | 100 | 71 |
| Computerized Income Tax Preparation | 104 | 100 | 100 |

Highlights of other activities at COTC that support Lehman's leadership in the community include:

- Free seminars to small business owners and entrepreneurs for the purpose of growing a profitable business and improving economic conditions in the Bronx.
- A Workforce Career Center opened in October 2005 to provide a full range of services to the community. It served 1,500 individuals in 18 months.
- A Community Outreach Partnership Center was established at COTC through a HUD grant to address the following urban concerns: youth and family education, homelessness, cultural competence for recent immigrants, and capacity building of community-based organizations.



CUNY on the Concourse, an extension of Lehman's Adult and Continuing Education Division, has served the adult and workforce populations of the Bronx through credit and non-credit programs since 2001.

Distance/Online Learning

As discussed in Chapters Five and Six, Lehman OnLine (LOL) continues to expand in scope and size. It has grown from the initial single course offered by email in spring 1997 to more than 94 online course sections (53 asynchronous and 41 hybrid) for fall 2007. In the 2006-2007 academic year, 194 sections in 169 different courses were offered online. The PMR showed that Lehman led all of the CUNY senior colleges in percent of FTEs offered partially or totally online in 2006, but in 2007 it led only in FTEs offered totally online and was third in FTEs partially online. The College is continuing to increase its online course offerings. In 2007-2008, for example, the Division of Education's online asynchronous offerings grew by 38%.

Student satisfaction, based on the results of the student evaluation of instruction for all online courses over four terms (spring 2005 through fall 2006), showed that the satisfaction level with online courses was quite high, with more than two-thirds of respondents responding "excellent" to many of the standard evaluation questions. An even greater proportion responded positively to the series of questions designed specifically for online course evaluations. A high percentage of students responded that they are likely to take an online course in the future.

In the 2007 survey of graduate students, 19% reported that they had taken from one to three graduate courses totally online at Lehman, 4% had taken five or more courses online, and 29% had taken at least one hybrid (a third to half online) course. The majority of these students (76%) reported that their overall experience with online courses was positive.

Other results included:

- 74% would take more courses online.
- 73% received useful feedback on assignments and answers to questions in a timely manner.
- 66% reported that the courses provided a high degree of interaction with other students.
- 62% found that online courses provided a high degree of interaction with and feedback from the professor.
- 41% indicated that online courses were of the same or greater quality to courses that meet in the traditional classroom.

According to the graduate students surveyed, the main advantages of online courses were that:

- Students can work at their own pace and convenience (87%).
- They avoid scheduling conflicts (79%).

- There were increased opportunities to share view-points (47%).
- There was increased interaction among professors and students (36%).
- Students reported increased learning (32%).

The major disadvantages of online courses were:

- The lack of face-to-face interaction with the instructor (76%) and with other students (72%).
- Technical difficulties (48%).
- Not enough response/feedback from course instructors (26%).
- Hard to self-motivate (20%).

For those who had never taken an online course, 65% said they had not had the opportunity, 35% preferred the face-to-face classroom setting, 35% preferred the structure of meeting regularly in class, and 24% were not interested. Of this group, 61% said they would be interested in taking an online course in the future.

Opportunities for professional development for faculty teaching online courses have been provided through Sloan Foundation grants obtained by CUNY and workshops on campus. A 2007 survey of these faculty members found that:

- 81% reported that their online courses provide students with clear, complete, and timely information on course goals and requirements.
- 69% agreed that academic standards for distance learning courses are the same as for courses delivered in the classroom.
- 45% reported that student learning online is comparable to student learning in classroom courses.
- 44% agreed that the College provides them with sufficient support, resources, and ongoing professional development for online course development and instruction.
- 14% felt that the College's procedures for ensuring that a student has adequate technological skill to enroll in an online course are sufficient.

Lehman is exploring the possibility of offering complete degree programs totally online. Several programs have a significant number of courses already available online, making the transition to the full program online a realistic objective.

Affiliations

Lehman College is affiliated with nine New York City Department of Education high schools. The High School of American Studies (HSAS) is located on Lehman's campus and utilizes the facilities of the College. As directed by CUNY Chancellor Matthew Goldstein, the HSAS was established in 2002 as one of three new specialized high schools to be located on specific CUNY campuses in partnership with the then New York City Board of Education (now the Department of Education). A Memorandum of Understanding was entered into by the Board of Education of the City of New York, CUNY, and the New York City School Construction Authority for the payment of operational and service fees to CUNY by the Board of Education (the HSAS uses Lehman's Library, APEX sports facility, cafeteria, classrooms, and security personnel). A separate proposal was submitted to, and approved by, CUNY in 2007-2008 for the funding of specific academic activities.

An Advisory Committee was formed to plan and develop the structure of the school and its integration with the College. The Committee included the Dean of Arts and Humanities, the Vice President for Administration, a professor from the Department of History, a representative from the Department of Education, a representative from the Gilder Lehrman Institute of American History (which also partnered with the HSAS), and the Principal of the HSAS. A major accomplishment has been the successful integration of qualified HSAS juniors and seniors and Lehman College students in selected

college courses. In 2008, HSAS was cited as one of the top 100 high schools by *U.S. News and World Report*, and it received the Manhattan Media Blackboard Award as Outstanding High School.

In addition, eight small New Visions 21st Century Schools are connected with the College through lead partner status or other status. Together, the College and these eight schools make up the Affiliated School Network.

International Programs

International experiences available to students range from the traditional Study Abroad semester to short-term programs, internships, service learning, and community-based experiences. From fall 2003 through winter 2007, there were 86 students abroad in different programs. For example, 32 participated in the London Theater program, and 13 went to France through the Paris/CUNY exchange program. The College's dual-degree exchange program with Sungshin Women's University in South Korea began in 2007.

Students have reported that on interviews with prospective employers, Study Abroad made them stand out from others with similar, yet purely classroom, academic experiences. Employers have reported that students who come prepared with Study Abroad experience distinguish themselves from others in their willingness to leave their "comfort zone" and work with diverse groups.



In 2008, the High School of American Studies at Lehman College was cited by *U.S. News and World Report* as one of the top 100 high schools in the nation.

Strengths

- The College, consistent with its mission, effectively provides educational activities that serve both the student population and the community through certificate programs, continuing education, and affiliations with New York City high schools.
- Lehman leads CUNY in the size of its SEEK Program, supplemental instruction, and online coursework.
- The Career Services Office demonstrates successful integration of academic and experiential learning.
- Lehman has been improving its management of online courses and its tracking of student satisfaction and student success.
- The College leads CUNY in online course offerings and has become more focused in its support of online learning, including the creation of an Office for Online Learning.

Challenges

- The pattern of grades for online courses, when compared to grades for all undergraduate courses, indicates a higher percentage of A grades in online courses and a lower percentage of B and C grades, but also a higher percentage of students who do not succeed in online courses (D grades, Incompletes, and Withdrawals).
- All indications point to an increasing demand for distance learning, which requires continual upgrading of the IT infrastructure, support for faculty and students, and administrative resources.
- Resources are needed to staff and fund the new Office of Online Education to interface with the existing academic structure.

Action Plans

- Develop specific objectives for online programs and courses, and an effective procedure for student evaluation of online instruction.
- Provide resources for student preparation for the use of technology.
- Further research is needed to determine reasons for the different outcomes for students in online courses as compared with traditional courses, with the objective of identifying structures and support services that will enable a higher success rate for these students.



Concluding Recommendations

This self-study demonstrates how Lehman College addresses the standards of MSCHE. The College is strong in its faculty, comprehensive and diverse in its programs, and efficient and effective in its procedures and governance structure. Although part of a larger university system, the College has a sufficient level of autonomy in establishing its objectives and curriculum. Nonetheless, several categories of recommendations emerged from this self-study process:

Assessment of student learning and institutional effectiveness:

- Hire a full-time Assessment Coordinator to link the College's various assessment activities and provide assistance to the Assessment Council.
- Continue to conduct surveys of students, alumni, and faculty for expanded feedback and data.
- Monitor the impact of the new admissions standards.
- Continue to identify and address issues that cause students to "stop out" or transfer from Lehman.
- Assess the effectiveness of the new bell schedule.
- Further develop student learning objectives and assessments of those objectives at all levels: General Education, majors/programs, and institutional.
- Develop specific objectives for online and hybrid courses and appropriate assessment procedures.
- Examine and implement the recommendations of the Task Force on Advising.
- Evaluate and implement recommendations of the Assessment Council.
- Assess long-range curricular needs and develop plans to meet them.

Resource management:

- Continue implementation of the College Facility Master Plan, including the securing of funding for Phase 2 of the Science Building.
- Centralize policies and procedures on the College website.
- Provide upgraded and additional resources for student and faculty use of technology.

Faculty:

- Develop a Strategic Plan to address replacement of retiring faculty, staffing new programs and developing curricula.
- Evaluate and implement the recommendations of the Working Group on Teaching Excellence.
- Provide ongoing program support and mentoring activities that assist faculty in improving teaching methods and in achieving tenure and promotion.
- Revise the form used for student evaluation of instruction.

Glossary

| | | | |
|-------|--|------------|---|
| ACE | Academic Center for Excellence – part of ISSP offering tutoring services | CUNY FIRST | CUNY Fully Integrated Resources and Services Tool: An integrated effort to create and streamline common business practices across the University to increase efficiency and productivity, ultimately ensuring the success of students |
| ADP | Adult Degree Program – gives returning adult students the support and academic encouragement to help them finish their baccalaureate degrees | CUNYOIRA | CUNY Office of Institutional Research and Assessment |
| APEX | College athletic facility | ECP | Executive Compensation Plan – compensation package for CUNY senior administrators, including Deans, Vice-Presidents, Provosts, and Presidents |
| ASHA | American Speech and Hearing Association | FAO | Financial Aid Office |
| ATS-W | New York State Assessment of Teaching Skills – Written | FERPA | Family Educational Rights and Privacy Act |
| BCC | Bronx Community College, CUNY – one of Lehman's main feeder colleges | FY | Fiscal Year |
| CAA | College Admissions Average | FYI | Freshman Year Initiative – a first-year program that places students into learning communities during their first semester at Lehman |
| CASA | Student Government, Campus Association for Student Activities | HCC | Hostos Community College, CUNY – one of Lehman's main feeder colleges |
| CCE | Certificate of Continuous Employment – a tenure-like status applied to non-professorial instructional staff | HEO | Higher Education Officer – an administrative staff title within CUNY |
| CIRP | Cooperative Institutional Research Program | IRB | Institutional Review Board – responsible for seeing that the rights of research participants are protected |
| CLA | Collegiate Learning Assessment | ISSP | Instructional Support Services Program of Lehman College |
| COTC | CUNY on the Concourse – an extension of Lehman's Adult and Continuing Education Division | IT | Information Technology |
| CPE | CUNY Proficiency Examination – a CUNY exam that students must pass by the time they earn 60 credits | ITR | Information Technology Resources Department |
| CSC | Career Services Center | L-OIRPA | Lehman College Office of Institutional Research, Planning, and Assessment |
| CSRDE | College Student Retention Data Exchange, a national project | LAST | Liberal Arts and Sciences Test, a New York State Certification Examination for teachers |
| CST | New York State Content Specialty Test | | |
| CUE | Coordinated Undergraduate Education – a linking of CUNY undergraduate initiatives | | |
| CUNY | City University of New York | | |

| | | | |
|----------|--|-------|---|
| LOL | Lehman OnLine – a support program for online education | SIMS | Student Information Management System – current electronic student transcript and records system |
| LRAP | Long-Range Academic Plan – a student's plan for meeting their degree requirements | SRDS | Student Retention and Development System – a computerized system for tracking student's progress |
| LUTE | Lehman Urban Teacher Education | TAP | New York State Tuition Assistance Program |
| MBRS | Minority Biomedical Research Support – a National Institutes of Health funded research support program | TIPPS | Transfer Information & Program Planning System – a CUNY tool for equating courses across campuses |
| M-RISP | Minority Research Infrastructure Support Program – a National Institutes of Mental Health funded research support program | TOC | Technology Oversight Committee – responsible for overseeing the IT infrastructure of the campus |
| MSCHE | Middle States Commission on Higher Education | UCC | Undergraduate Curriculum Committee of the College Senate |
| NCATE | National Council on Accreditation of Teacher Education | WAC | Writing Across the Curriculum |
| NCLEX | Licensing examination in Nursing | WI | Writing Intensive course sections – a requirement of Lehman's General Education curriculum |
| NSSE | National Survey on Student Engagement | | |
| OTPS | Other Than Personnel Services budget category | | |
| P&B | Personnel and Budget Committees – committees whose chief responsibilities are tenure and promotion recommendations | | |
| PMP | Performance Management Process – CUNY's process of establishing objectives and assessments | | |
| PMR | Performance Management Report – outcome report of the PMP | | |
| PSC-CUNY | Professional Staff Congress of CUNY – the faculty union | | |
| SED | New York State Education Department | | |
| SEEK | Search for Education, Elevation, and Knowledge – a CUNY-wide support program for students who demonstrate academic promise and economic need but do not meet traditional admission requirements. | | |
| SES | CUNY Student Experience Survey | | |
| SEVIS | Student and Exchange Visitor Information System – assists international students with Department of Homeland Security and State Department issues | | |
| SI | Supplemental Instruction – a Title V-funded pilot program | | |

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Acknowledgements

This self-study in anticipation of the Lehman College decennial evaluation for its reaccreditation by the Middle States Commission on Higher Education began over two years ago, when Lehman's President, Ricardo R. Fernández, brought together numerous faculty, staff, and students to develop the framework for reviewing and reporting on Lehman's progress since its last decennial evaluation. This Self-Study Report is the product of many hours of research and writing and has involved the entire Lehman College community. I would like to express appreciation to all of you who contributed to this process—the Lehman College faculty, staff, administrators, and students—for your hard work, your suggestions, and your efforts throughout to revise and refine draft after draft. This Self-Study Report truly is the product of the entire Lehman College community. In addition, a number of individuals deserve special acknowledgement for the key roles they played during the self-study process, the preparation of this Self-Study Report, and in preparation for the visit of the Middle States Evaluation Team.

Our deepest appreciation goes to the Co-Chairs of the Self-Study Steering Committee, two senior members of Lehman's faculty, Dr. Robin Kunstler (Health Sciences) and Dr. Vincent Prohaska (Psychology), who accepted President Fernández's invitation to serve as Co-Chairs of the Self-Study Steering Committee without hesitation. The leadership provided by Professors Kunstler and Prohaska has been tremendous and unflagging, and they deserve our collective appreciation for guiding Lehman through this process and positioning us for the visit of the Middle States Evaluation Team this coming March.

Professors Kunstler and Prohaska immediately assembled an outstanding Steering Committee comprised of the co-chairs of each of the seven Working Groups, whose members are noted in the Self-Study Report. Each Working Group was chaired by both a member of the Lehman faculty and a member of the Lehman administration. These colleagues and all members of the Working Groups who provided information, reports, comments, and services to this process deserve special note for their commitment and diligence during these past two years. Thank you all.

Special thanks to Lenore Schultz, the executive administrator for the Middle States Self-Study and Team Visit, who worked tirelessly on all aspects of the Self-Study process, and especially for her work in preparing the documentation to support the Self-Study and for handling all aspects of preparation for the Evaluation Team visit. Thanks as well to David Stevens (IT) for his work on the website, Leslie Lieman (Division of Education) for tech support, and Dawn Ewing-Morgan (President's Office) for her constant support throughout the process. Additional thanks to Susanne Tumelty and her staff in the Office of Institutional Research, Planning, and Assessment for ensuring the accuracy of the data, and Marge Rice and her team in the Office of Media Relations and Publication who oversaw the final revisions, design, and production of the published Self-Study Report.

The Self-Study Report that has emerged from this process not only assesses what Lehman has accomplished over the past ten years but also prepares us to look forward to the next ten years and consider our future direction. Our accomplishments are many, and our goals are high. I am confident that with the sense of community and dedication demonstrated by so many members of the Lehman College community throughout this self-study process, Lehman College will continue on its path as an important senior college in the City University of New York system serving the Bronx and the surrounding region.

*Dr. Mary A. Papazian
Provost and Senior Vice President
for Academic Affairs
Lehman College*



LEHMAN
COLLEGE

250 Bedford Park Boulevard West
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Office of the President
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April 7, 2009

Dr. Ricardo R. Fernández
President
CUNY- Herbert H. Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

Dear President Fernández:

Enclosed please find the **final** version of the Team's **Report to the Faculty, Administration, Trustees, and Students of Herbert H. Lehman College**. I have seriously considered all suggested corrections to errors of fact and I am happy to share with you that all revisions have been included. As you know, Lehman College will have the opportunity to submit a written response to the Team's report before the Commission acts.

On behalf of the Middle State Commission and the members of the Evaluation Team I thank you and the Lehman faculty, staff, and students for the hospitality extended to us during our visit. I particularly appreciated the personal time you extended to me.

I wish Herbert H. Lehman College every success.

Sincerely,

A handwritten signature in black ink that reads "Carlos Hernández". The signature is fluid and cursive, with a long, sweeping line extending from the end of the name.

Carlos Hernández, Ph.D.
President
Chair MSCHE Evaluation Team

Attachment

C: Dr. Luis Pedraja, MSCHE Vice President

Report to the
Faculty, Administration, Trustees, Students
of

CUNY - Herbert H. Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

By

An Evaluation Team Representing the
Middle States Commission on Higher Education

Prepared after study of the institution's Self-Study Report
and
a visit to the campus on March 8 -11, 2009

This report represents the view of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Herbert H. Lehman College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.

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Chapter One

This chapter covers the following Standards:

Standard 1 - Mission and Goals

Standard 7 - Institutional Assessment

Standard 1 - The institution meets the Standard

Summary of evidence and findings

In 2006, the President of Lehman charged a committee of senior administrators with “assessing the mission’s statement relevancy” in order to align the 2005-08 College’s Strategic Plan with the CUNY central planning processes and to effectively respond to the challenges created by alternative sources of funding and shifting market demands.

The revised mission statement was shared with “a core group of faculty, staff, administrators, students and friends of the College” for input and comments. It was later presented to the broader campus community during a year-long process that concluded in May 2007, with the approval of the College Senate.

The Lehman College mission is clearly defined, has significant focus, and demonstrates the College’s commitment to the CUNY mission and its particular translation into service to the residents of the Bronx.

The College is to be commended for its commitment to students. From our interviews it became abundantly clear that administration, faculty, and staff are deeply committed to the Lehman tradition of educating urban, first generation, non-traditional college students. It was refreshing to hear each student we spoke to answer “yes” in response to the question: If you could do it all over again, would you still enroll at Lehman. It is obvious that all goals stem from this important mission.

Equally impressive are the numerous programs, services, and activities that link the College to the broader community. Linkages with K-12, the College’s own High School of American Studies, theatre programs, articulation with Bronx Community College, and others serve as a model of the 21st Century “town-gown relationships.”

In its updated/revised version, the mission statement clearly presents Lehman College as an institution that embraces diversity and is committed to the full development of its students and to the betterment of its surrounding community.

There is strength in the knowledge that awareness of the mission is pervasive and to the degree that awareness means acceptance, the College is doing quite well. There is also a realization on the team’s part that having this mission as the foundation for planning is crucial and will hold the institution well into the future.

Significant accomplishment/progress

- New mission statement approved in 2007 to align with goals on Strategic Plan 2005-2008.

Standard 7 - The institution meets the Standard

Summary of evidence and findings

According to the Self-Study Report, during the past decade Lehman College has moved toward a “culture of assessment,” spurred by CUNY initiative to promote progress and accountability, particularly CUNY’s “Performance Management Process” as the primary evaluation tool.

Institutional assessment at Lehman works in tandem with CUNY’s submission to New York State Department of Education of a Master Plan to be reviewed and approved by New York State Board of Regents. All colleges contribute goals and standards. CUNY selects its annual objectives and measurable standards based on the Master Plan goals and these then become CUNY’s performance goals and targets. Within this framework, the colleges identify their own annual performance goals and the methods to assess the outcomes. CUNY’s Master Plan Process encourages compliance with institutional assessment standards. Administrators at several levels are responsible for monitoring the process and reporting results. There is evidence that conformance with the four steps of the planning and assessment cycle as set forth in Standard 7 are being followed, but not throughout the entire cycle.

Based on a careful review of the Self-Study, other relevant documents, and interviews with faculty, staff, and students, the team concluded that it is not clear how specific goals are achieved and how the assessment results are used to implement improvements.

The related topic of assessment of student learning outcomes, essential as it is to the assessment of institutional effectiveness, will be addressed in Chapter 6, under Standard 14.

Suggestion

- Institutional assessment should be coordinated, if not integrated, with the College’s efforts to plan, design, and implement a student learning outcomes assessment program. This effort, in turn, should be coordinated with the development of the new strategic plan presently underway. The Team believes this approach will fully achieve the results contemplated by the accreditation Standards, 2, 3, 7 and 14.

Chapter Two

This chapter covers the following Standards:

Standard 2 - Planning, Resource Allocation, and Institutional Renewal

Standard 3 - Institutional Resources

Standard 2 -The institution meets the Standard

Summary of evidence and findings

Two College committees address budgetary and long-term planning issues, namely, the Senate Committee on the Budget and Long-Range Planning and the College Personnel and Budget Committee on Budget and Long-Range Planning. Both have come together since 2001 under the umbrella of the Joint Committee on the Budget.

The importance of planning and resource allocation to the institution's future is well understood and embraced by the faculty and staff at Lehman. Planning activities appear to include all appropriate constituencies with all parties expressing satisfaction with the many opportunities that are offered to participate individually, through their department chairs and deans, and on committees.

The entire budgeting cycle is comprehensive and originates and is intertwined with CUNY's budgeting process. The State of New York allocates the funds to CUNY, which then allocates funds to Lehman College and other units within the system. Lehman's share of tax-levy funds is determined in advance, based on the College's and CUNY's expected enrollment and generation of tuition and revenues. FYs 2004-2008 budgets increased at an average rate of 5.5% per year, which is a significant improvement over prior years.

Recently, according to the September 3, 2008 issue of *Financial Disclosure*, the budget bulletin from the CUNY Office of Budget and Finance, budget cuts of 1.5 per cent (\$18.6 million) to FY 2009, were initiated across the system, but were spread between a reserve fund (\$13.9 million) and a centrally held fund (\$2.7 million).

CUNY has established a number of financing initiatives that give the member colleges significant flexibility to individually appropriate funds through the CUNY Compact and "revenue over collections" generated in the current year. Even though the third year (FY 2009) of the Compact has been delayed until 2010, colleges may still choose to avail themselves of Compact funds based on previous years' appropriations for FY 2007 and FY 2008. In short, Lehman College has some flexibility, despite the deteriorating national and local economic environment.

Nonetheless, because the College receives almost 63% of its funds from the State of New York and almost 2% from the City of New York, there is a substantial risk that there could be significant budget cuts from the state in the near future. The President asserts that the College is ready for future cut backs. One aspect of CUNY's plan is a tuition increase of \$600 (15%), for a total of \$4,600 per student, per year, which is the first such increase in 5 years.

There is also currently in place a private capital campaign to raise \$40 million which, if successful, will provide a significant source of new funds for the College to support scholarships and other discretionary programs.

There is a strategic long range planning process in place. The immediate plan for 2005-2008 is being replaced with a ten year plan for the period 2009-2018. As previously stated, the President assembled the "College's Strategic Planning Council," which began meeting regularly in September 2008 and is expected to issue a preliminary report at the end of the current semester (Spring 09). A major focus of the Plan will be to develop a strategy to replace a large portion of the faculty that will be retiring in the near future. The President concurrently issued a comprehensive report in December 2008 in which he asserts that the 2005-2008 plan "steered the College in the right direction."

The Financial Statements of CUNY are audited by KPMG annually and the Auxiliary Enterprises which the College has formed and which are incorporated under the laws of the State of New York, are also audited annually.

Overall, planning and resource allocation appear to be fiscally prudent and conservative, based on realistic assessments of income and expenses. The budget is the financial expression of the campus' priorities and it seems to attempt to meet the challenges of a dramatically changing environment. Some recent appointments, such as the creation of the Office of the Vice President for Information Technology in 2006 and the appointment of the Associate Provost and Assistant Vice President for Undergraduate Studies and On-line Education, are intended to improve services, insure the institution remains on the cutting edge of recent instructional developments, and improve and expand the scope of academic offerings.

Suggestions

- The College should consider a long range/strategic planning process that includes a shorter element as well, for instance three-four years, of which, the *first year* is the immediate *budget year* so that there is a current as well as a long range component within the longer ten-year horizon.
- In addition, there should be a direct and continuous input from the assessment of student learning and institutional effectiveness into the planning budgeting cycle to reflect needed resources to "continuously improve the plan" with respect to student learning outcomes and institutional assessment as integral parts of the planning and resource allocation process.

Standard 3 -The institution meets the Standard

Summary of evidence and findings

It was already mentioned that there is an ongoing strategic planning process at the College and that a new \$40 million capital campaign is being launched to focus on and prioritize required resources, as well as to provide some discretionary funds to finance students and programs with monies otherwise not available. This section of Chapter 2 will concentrate on institutional support resources that significantly contribute to the success of the institutional mission.

The physical plant is generally in good shape. It includes an imposing and modern concert hall, theaters, an impressive library facility, an art gallery, and a well-maintained athletic facility with an Olympic-size pool. The older buildings are kept well and appear clean. There have been some exciting new additions to the existing plant, namely, a state-of-the-art multimedia center with sound/ recording stages, and other technical devices. On the horizon is a multi-purpose and state-of-the-art science center which was designed to be an “environmentally green” building. The ground breaking for the new science building was September 24, 2008. Campus buildings are surrounded by parking facilities.

CUNY publishes annually a five-year capital plan request (FY 2009–FY 2013) for \$5.24 billion which originates from the colleges’ approved master plans and is submitted to the State of New York for approval and funding. Included in the capital request is a critical maintenance initiative as well as the CUNY FIRST initiative to provide CUNY units with integrated administrative data services.

Lehman College’s component includes the aforementioned Science Center to be completed in 2 phases, by FY 2012. The 5-year plan includes \$210 million for the new Science facility; about \$78 million for Central Plant Utilities upgrade, and “swing space” for the Science facility in the amount of approximate \$4 million, for a 5-year total of just under \$300 million, which is one of the larger budgets among the CUNY colleges.

There is abundant evidence of mindful planning and execution of a comprehensive facilities plan, including careful monitoring of the projects and continuing review and reporting to CUNY of deferred critical maintenance which is currently under \$16 million.

Significant accomplishment/progress

- The College should be commended for the design of its new Science Building, which is a candidate for the LEED Gold Award of the U.S. Green Building Council, as well as for CUNY’s approval of its \$210 million Science facility, clearly indicating that Lehman College has a top-grade facilities team.

Chapter Three

This chapter covers the following Standards:

Standard 4 - Leadership and Governance

Standard 5 - Administration

Standard 6 - Integrity

Standard 4 - The institution meets the Standard

Summary of evidence and findings

The approach of the College to link shared governance, administration, and integrity is a clear indication of the College's commitment to integrate all constituencies in institutional change and assessment. The Self-Study report describes a climate of shared governance in which faculty, administrators, staff, and students actively participate in decision and policy making.

Transparency and accountability are demonstrated by the two-way hierarchical relationship among the CUNY Board of Trustees, the College President, the College Cabinet, and the College Senate. It appears that there is a balance between the overall goals of the CUNY system and the particular goals and objectives of Lehman College.

Ultimate authority for Lehman College rests with the Board of Trustees of CUNY. This Board is a policy-driven body that has provided open access to policies, minutes, and decision making processes. The Board of Trustees assists in generating resources needed to sustain and improve the institutions under the umbrella system. The CUNY Board of Trustees is chaired by an appointee of the Governor, has student and faculty representation, and has an established set of suitable conflict of interest policies to ensure impartiality.

At the institutional level, the primary source for faculty and student participation into the governance process is through the Lehman College Senate. The structure of the Lehman College Senate and its operating procedures and guidelines are well-established. It is evident that a concerted effort is being made to include faculty, students, and administrators in the formal actions of the College Senate. The Open Meetings Law applies to the Lehman College and the Senates of all the CUNY schools. To this end, the institution has taken appropriate measures to train and educate all of the senators about the importance of regularly attending and participating in Senate meetings. A concerted effort is made to emphasize the importance of the role that the

College Senate plays in the life of the institution and has ensured that full meetings and committee meetings are publicized. Lehman College has not failed to meet the requirements for a quorum since this ruling.

Significant accomplishment/progress

Commendation

- The Team commends the institution for the total community participation, and especially the students, in the shared governance of Lehman College.

Standard 5 - The institution meets the Standard

Summary of evidence and findings

A review of the curriculum vitae of the administrative leaders and personal discussions with them indicated that they have the appropriate skills, academic backgrounds, and professional training to carry out their respective duties. There are clear lines of organization and authority as demonstrated by the organizational chart and discussions with the campus community.

The Performance Management Plan (PMP), organized from the CUNY Central Office is used to evaluate the effectiveness of the administrative team and to help refine the annual performance goals by which they are evaluated. Each year, the institution provides an annual report that is used by the CUNY Central Office to assess the administration with respect to meeting their annual goals. These annual reports also help to inform the goals and objectives for the successive year.

The administrative structure of the institution is flexible enough to allow for meaningful adjustment of positions and reporting lines in order to facilitate the fulfillment of the mission and the achievement of strategic goals.

The Team noted that there has been some recent turnover in senior administrative positions in the Division of Academic Affairs. For example, the Provost and three dean positions had experienced turnover within the past two years. Discussions with faculty and members of the College Senate indicate that these vacancies were the result of positive career moves or retirement and those interviewed indicated that the level of opportunity to provide input into new campus hires was appropriate.

Instructional staff hiring is guided by the collective bargaining agreement between the University (CUNY) and the Professional Staff Congress (PSC-CUNY). Members of the staff are evaluated periodically by their supervisors and encouraged and supported to pursue professional growth.

Standard 6 - The institution meets the Standard

Summary of evidence and findings

The College has established the policy and practices of open access. The majority of integrity issues are resolved without requiring formal action, indicating a commitment to diversity, equity, transparency, and fairness. Faculty complaints fall into two categories: informal complaints and formal grievances. The college has a record of few complaints

and high resolution of grievances cases. Some faculty members have expressed concern over how the criteria for tenure and promotion are applied across different disciplines. In response to such concerns, the College encourages the P&B committee to consider outside peer evaluators on the scholarly merit of faculty work.

The importance of academic freedom is conveyed to the college community via governance documents and the college website. Institutional respect for academic freedom is confirmed by the 2007 faculty survey, the existence of an ombudsman, and the existence of a Committee on Academic Freedom. The College is planning a workshop to clarify the range of issues that fall within academic freedom.

The College provides clear policies and procedures for student evaluation, discipline, and grievances, which can be found in the Undergraduate and Graduate Bulletin and the Student Handbook. Additional information is available in the Academic Advisement and Information Center and the Office of Student Affairs. The number of student complaints is small, and the specifics have been addressed. The College makes strong efforts to schedule courses to allow students to progress and graduate in a timely manner. The percentage (64%) of students' satisfaction with course availability is the highest among CUNY senior colleges. To improve the rate, the College implemented a new schedule in Spring 2009.

Lehman College prides itself on matters of academic integrity. Based on the recommendation of the Senate Committee on Academic Freedom, the College has recently subscribed to Turnitin.com., an on-line search engine to detect plagiarism and motivate students to maintain standards of honesty and professionalism. Informal reporting suggests that this has resulted in fewer incidents of plagiarism.

As a public institution and a member of the CUNY system, all Lehman employees are subject to the same code of ethics as all public employees in the state of NY.

Significant accomplishments/progress

- The College has recently subscribed to Turnitin.com
- New bell schedule implemented in 2009

Suggestion

- Assess the impact of the new bell schedule to improve classroom space utilization.

Chapter Four

This chapter covers the following Standards:

Standard 8 - Student Admissions and Retention

Standard 9 - Student Supports Services

Standard 8 - The institution meets the Standard

Standard 9 - The institution meets the Standard

Summary of evidence and findings

As one of the senior colleges in the City University of New York system, Lehman College serves a dual purpose of educating undergraduate first-time and transfer students, as well as a significant number of graduate students. Simultaneously, the College seeks to offer access for its high-quality programs to a diverse population of traditionally underserved students.

The admission and recruitment efforts of this public college should be commended. Total first-time freshman enrollment has increased by an impressive 15.8% over the past five years, while transfer students have increased by 8.1% over the same period. This has allowed total first-time and transfer undergraduate enrollment to increase 11.0% since 2004.

Even considering demographic increases in high school graduates during the past decade, this new student enrollment growth is a credit to the Admissions Office and the University as a whole. Even more impressive, new graduate student enrollment has risen by 120.3% in five years.

In regard to credits attempted, total graduate FTE has risen by 11.4%, which is nearly identical to graduate enrollment. Undergraduate FTE increased 18.3% over the same five-year period (as compared to an 11.0% enrollment increase), indicating a positive trend of undergraduates attempting more credits per academic year than during the previous year.

The lone concern in admissions data relates to SAT scores, as the mean score has slipped from a high of 930 in fall 2004 to the current 2008 median of 900. In fact, SAT scores have dipped at Lehman in three of the past four years. It will be important to correlate student retention and eventual graduation rates with entering academic preparedness in regard to high school courses taken and specifically to college preparatory GPA, as well as SAT scores. However, it should be noted that Lehman College has done an excellent job at identifying, recruiting, yielding, and enrolling new students in all critical categories.

In an effort to cast a wider net for prospects, Lehman College has expanded recruitment efforts to include the other four boroughs of New York City, as well as the northern suburban counties of Westchester, Rockland, Orange, and Putnam, where many transplanted City residents now reside.

Student retention and graduation at Lehman College have been inconsistent, and downward trends over the past few years are especially problematic. It should be noted that this report is not reflecting upon the lower than average retention rates of Lehman as they relate to the six other senior institutions in the system, but rather the downward spiral of retention rates as a percentage of incoming first-time students over time at Lehman. On a very positive note, the 2005 cohort seems to be outperforming cohorts both before and after this group. In general, however, first-to second-year retention had improved from fall 2002 through fall 2005, but the two most recent cohorts have dropped off significantly.

These patterns are consistent with both “regularly” admitted students and SEEK students, though greater concern exists because there are sharper declines in SEEK first-and second-year retention rates. Finally, transfer students have also demonstrated a significant fluctuation in retention for a number of years, with a strong 75.4% first-year persistence in 2002, a significant decline in 2003, an impressive increase in 2004, and fairly stable rates from 2005-2007. Discussions with students, faculty, staff and administrators, all led to the same conclusion that mentoring first-time, full-time students, and forming a connection with underserved students has been an effective, yet underutilized tact to increase student identification with the College.

In regard to graduation, after two years of decline, four-year graduation modestly rebounded in 2004 for all first-time, full-time freshmen. However, five-year rates have been on a two-year decline, while six-year graduation has moderated at around 33%. Impressively, “regularly” admitted student graduation for fall 2002-2004 cohorts have shown significant improvement over these past three years, capping at a high of 17.8% for the 2004 cohort. Given decreases in retention, this is a positive sign for Lehman College.

The major concern in this portion of our findings is with the SEEK program, where, with the exception of the outlying 2005 cohort, retention has declined at a significant rate (75.1% in 2005 to 66.7% for the 2007 cohort). Likely, this may lead to poor future retention, but of utmost importance for this program, consistently low graduation rates may continue. Five-year SEEK graduation rates have dipped dramatically over the past three cohorts, though, encouragingly, these graduation rates have stabilized by the sixth year.

Transfer student graduation rates have mirrored the fluctuation witnessed in transfer retention. The most consistency exists in six-year rates, where rates have generally been in the mid to upper 50% range.

While great effort is apparent in the recruitment of new students, the Visiting Team finds a marginal disconnect between the recruitment of students and the College's ability to retain and graduate them at levels that balance the unique College mission and the goals established by CUNY Central. The issue is not the actual percentage of students retained or graduated by the institution in any given year, but the downward trend over the years in retention and graduation rates that exists among first-time, full-time student cohorts.

Student affairs and student services are more than sufficient at Lehman College. Specifically, Lehman should be commended for their Athletics program, especially relating to the multi-purpose, health and wellness APEX building; the Student Health Center with an array of prevention programs; the Community Service and Service Learning components of the curriculum; and counseling services that address both student emotional well-being and issues such as time management and study skills. Additionally, the College's initiative to infuse career services from orientation into first semester and beyond is a positive step toward increasing retention and student connection with the institution.

The Team is also thoroughly impressed with the Center for Urban Male Leadership. It is clear that Lehman is making an exceptional effort to recruit, retain, and graduate historically underrepresented Black and Hispanic Males.

The College should be commended for creating the Lehman Long Range-Academic Plan (LRAP) as part of the Freshman Initiative. The literature shows that consistent and sound academic advice received by students during the earlier part of their academic career, potentially increases persistence rates into the second and third years, and eventually results in increased graduation rates. At the same time, the literature also demonstrates that today's students nationwide are seeking less in the way of traditional academic advisement, due in large part to degree auditing systems, but instead are asking for career and graduate school advice. This said, students at Lehman College are not required to see a major academic advisor until their sophomore or junior year, thus possibly limiting awareness to required courses within various majors. Additionally, there is not a sufficient degree audit/advising program in place that allows students to monitor their progress in courses toward graduation. On a positive note, the 30 credit per year campaign, where students are urged to complete 30 credits per academic year, should be commended.

Lehman College is meeting the needs of its significant population of financial aid recipients. More than 50% of all Lehman undergraduates qualify for government and/or state grants that completely cover the cost of attendance. Furthermore, nearly 80% of all Lehman students receive some type of government grants. The CUNY system utilizes a unique flat-rate tuition approach, covering 12-18 credits at a cost of \$2,000 per semester, but unconventionally, the flat-rate equates to the cost of 12 credits. Therefore, students who register for more than 12 credits and up to 18 credits receive these "extra" credits at no cost. The Financial Aid office should be commended for its student service as it relates to the "FAFSA Lab," and for the "take a ticket" system to service students in high volume months. However, with nearly 500 students per day seeking financial aid

assistance during busy periods, it is important for this office to supply enough staff to meet the high demand.

Recommendation

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

Suggestions

- Lehman may wish to focus its efforts on the more predictive measure of high school academic performance coupled with high school college preparatory units attained.
- Lehman College should consider adding an advising mentoring component to the First-Year Initiative.
- Lehman College should consider taking a more robust approach to advisement that will ease the registration process for continuing and transfer students and assist them toward degree completion.

Chapter Five

This chapter covers the following Standard:

Standard 10 - Faculty

Standard 10 - The institution meets the Standard

Summary of evidence and findings

The Lehman faculty has grown in recent years paralleling the student population, allowing the College to have the second highest percentage of classes taught by full time faculty within the CUNY senior colleges. There is a good distribution of gender, race, and rank among the faculty, but an area of concern is the aging faculty, especially among full professors.

The College has a clear statement regarding tenure and promotion (uncoupled processes) criteria that seem to be working very well, based on the high rate of tenure candidate's approval. Very recently, the New York State Education Law extended the tenure period from five to seven years. This new timetable, coupled with 24 semester hours of released time during the first 5 years, will improve faculty research, improve tenure success, improve morale (especially in junior faculty,) and improve promotion possibilities. Librarians have faculty rank with 12-month contracts and follow similar tenure and

promotion processes. There is plenty of support for professional development and advancement.

There are also new resources for faculty in the form of start-up funds and student assistants. A new director for the Office of Research and Sponsored Programs has just been hired to provide support to faculty in the area of research. Also, there has been a growing awareness of the value of the scholarship of teaching as part of the faculty portfolio.

The assessment of faculty performance is well established, but the recent growth in on-line delivery calls for a formal mechanism to assess faculty's teaching performance on that delivery mode.

The College has a good mentoring program for faculty, both formal and informal, that is reflected in the success of the faculty to obtain grants, advise students, and get promoted. The faculty has also plenty opportunities for professional development mostly through the Teaching and Learning Commons. Faculty members are involved in many collaborative programs with other CUNY colleges as well as the surrounding community, resulting in publications, grants, and faculty productivity.

The faculty seems to be committed to the integrity of the curriculum.

Although Lehman dependency on adjunct faculty is on the high end (52-53%), the college ranks second among the seven CUNY senior colleges whose classes are taught by full-time faculty. Adjunct faculty qualifications are the same as those for full-time faculty, and recently 9 of the adjunct faculty have been hired in full-time lecturer positions. The teaching effectiveness evaluation of adjunct faculty follows the same procedures in place for untenured full-time faculty. Adjuncts are provided similar opportunities that full-time faculty on development programs offered at Lehman.

Significant accomplishments/progress

- Collaboration with CUNY's Bronx Community College (BCC) on the Title V project
- High faculty participation in the Writing Across the Curriculum program
- Lehman faculty leading in the "faculty inter-visitation" program with Hostos Community College and BCC
- Development of the Undergraduate Program of Studies for Education Students between the Division of Education and the Division of Natural and Social Sciences
- Development of the Interdisciplinary Environmental Science Bachelor of Science
- Creation of the position of Vice President for Information Technology that has helped faculty to integrate technology in classroom and on-line teaching

Suggestions

- Address issue of aging full-time faculty (especially at the professor rank) and devise a plan for replacement
- Mentor new faculty on the tenure clock, and closely monitor the impact of the recent change
- Continue mentoring faculty to meet T&R expectations, and expectations of the weight of Scholarship of Teaching and Scholarship of Research

Chapter Six

This chapter covers the following Standards:

Standard 11 - Educational Offerings

Standard 12 - General Education

Standard 14 - Assessment of Student Learning

Standard 11 - The institution meets the Standard

Summary of evidence and findings

The educational offerings are congruent with the mission of the institution to provide a challenging curriculum that will prepare students for success in life and work. The College takes serious steps to evaluate, develop, and revise new and existing academic offerings. There is involvement of the entire College and University community in the development and approval of curriculum.

The undergraduate programs assess students at several points to ensure advancement to degree completion. Examples of such assessment are found in Nursing, Social Work, Health Services Administration, and Recreation Education programs. The educational effectiveness and currency of programs are evaluated mostly within the departments.

Teaching at the undergraduate level is done, mostly, by full-time faculty. Lehman College is second among the senior CUNY colleges on percentage of instructional hours taught by full time faculty, and the lowest on faculty/student ratio.

Faculty members do most of the students' advising, but some departments have specific faculty advisors. Although Lehman students have reported satisfaction with advising, the College established a Task Force on Advising with the charge of identifying best practices in this area.

Course syllabi contain course description, grading criteria, specific assignments, and student learning outcomes. Last Fall the College requested syllabi for all faculty to be

housed in a single e-location. The College also just invested in a Smart Catalog to inform students of academic offerings.

Two special programs to help high-achieving and motivated undergraduate students with financial support have been established at Lehman in recent years: the William E. Macaulay Honors College at Lehman and the Teacher Academy.

Virtually all graduate programs offered by Lehman College are professional programs, which fit the College's mission, and they are poised to grow. The Master in Public Health, Master of Social Work, and the Master of Science in Business are new programs addressing students and surrounding community needs. Graduate programs require as part of their graduation requirements comprehensive examination, thesis, capstone projects, or a combination of those. Lehman ranks second highest amongst CUNY senior colleges in graduate instructional hours taught by full-time faculty (72%).

The Educational Division is accredited by NCATE. There are also external accreditation requirements in certain programs such as the MA in Speech-Language Pathology, the Master of Social Work, the Counselor Education program, and the MA in Social Studies Education. The administration of the graduate programs rests with the Department Chair and the Dean. All graduate programs have a Program Advisor.

Masters programs that are externally accredited have established appropriate assessment practices. Other graduate programs have structures in place that could facilitate the articulation of learning goals and the implementation of assessment, such as capstone courses, qualifying examinations, or theses produced at the end of the degree program.

The College has created a committee on Graduate Enrollment to address recruitment strategies in some graduate programs that have fallen short on expected enrollment. The College has also been discussing the position of Director of Graduate Studies to address those and other graduate issues.

Overall, the learning resources, facilities, equipment, library, and staff are adequate to support educational programs. The library, in particular, is growing its staff and technological resources to support instruction and faculty research. Information literacy is based on an inquiry model and methods of new knowledge acquisition. Information literacy is part of the curriculum reform, in particular in General Education.

Lehman has become a CUNY leader in online education. With the growth in this area, smart classrooms and the integration of information literacy need to be closely monitored and expanded, since according to the Self-Study student demand for online and hybrid courses exceeds available offerings.

On a regular basis, the College solicits feedback from faculty and students to upgrade the learning environment and is moving rapidly in improving teaching in all areas. However, it is apparent that the institution needs a centralized structure to assess learning outcomes.

Significant accomplishments/progress

- Creation of new undergraduate degree programs: Business Administration, Computer Processing and Imaging, Mass Communications, and Exercise Science as a result of the growth in these areas of study
- Creation of two joint degrees with Bronx Community College, Therapeutic Recreation and Dietetics & Nutrition
- Central e-location depository for all course syllabi
- The web-based on Smart Catalog for programs' information
- Lowest faculty/student ratio among CUNY senior colleges
- Creation of three new graduate programs: Master of Public Health, Master of Social Work, and Master in Business to respond to student and community demands.

Suggestion

- Examine the administrative support for the graduate program

Standard 12 - The institution meets the Standard

Summary of evidence and findings

The program of General Education is sufficient in scope to enhance students' intellectual growth and, in fact, comprises a substantial component of a student's undergraduate education, 44-56 of 120 credits.

The program is wholly consistent with the institutional mission and is well articulated. The basic competencies are carefully outlined and include: effective written and spoken communication, critical thinking, quantitative understanding, language proficiency, analytical reasoning, and information literacy. The General Education requirements for graduation and the Liberal Arts Learning Goals are clearly described and widely disseminated in official publications.

The General Education program appears to be well organized and effectively coordinated. There is evidence of institutional support through resource allocation (administrative positions), and budget allocation appears to be substantial. There is an Associate Provost of Undergraduate Education, an Undergraduate Curriculum Committee, and General Education Liaisons who are fully invested in the program of general education.

There is a high level of faculty participation in General Education courses as well as a systematic evaluation of courses, with an aim toward consistency in addressing General Education learning objectives.

Significant accomplishments/progress

- The General Education program is designed to be developmental in nature, including both lower and upper division courses
- There are carefully developed materials for students and faculty about General Education, and both groups show knowledge of all requirements
- The General Education LEH 100: The Liberal Arts is integrated in the Freshman Block
- Both CUNY and Lehman College have dedicated resources to support General Education
- LEH 300/301 courses appear to appeal as much to students as to faculty. Students often take more than the required courses and there seems to be significant buy-in among faculty in teaching these courses. The LEH 300/301 courses are interdisciplinary in nature
- There are monthly meetings among faculty teaching LEH courses and an informal “mentoring” program which pairs a new LEH faculty member with an experienced faculty

Suggestions

- More systematic assessment of General Education should take place. While initial steps have been taken, there appears to be incomplete or unanalyzed data. There are significant opportunities for further assessment of General Education
- Begin to collect data from direct measures of student learning
- Based on the success of LEH 100, consider a correlate course for transfer students, and a similar process for its development, assessment, and revision

Standard 14 - The institution meets the Standard

Summary of evidence and findings

According to the Self-Study Report, assessment of student learning is of three types: direct, indirect, and a combination of both. Indirect assessment consists of the following: CUNY Student Experience Survey (SES); National Survey of Student Engagement (NSSE); and graduation and retention rates. Direct assessment consists of CUNY Proficiency Examination (CPE), the Collegiate Learning Assessment (CLA), and external assessment of professional programs. Under indirect and direct assessments combined, the Report mentions faculty-driven assessment of the General Education program and assessment of departmental majors/programs.

For instance, in reference to LEH 100, indirect assessment conducted in fall 2005 and spring 2006, consisted of students’ reactions to the course and direct assessment was based on questions addressing course content. At the end of fall 2008, a second round of direct and indirect assessment was conducted, but results were not available.

The Team recognizes and acknowledges that Lehman College has begun the very important process of student assessment of learning and has reasonable momentum and drive for the assessment using both direct and indirect methods. Particular strengths occur in programs with program-specific accreditations and the faculty generally seems engaged in the assessment of General Education, especially through the new freshman course.

There is support and awareness from the administration and the faculty regarding the need for conducting regular and systematic assessments of student learning outcomes. Results of indirect assessments of student learning, both through the SES and the NSSE surveys, indicate that improvement is needed since Lehman ranks lower than other senior CUNY colleges in many areas.

Recently, Lehman College embarked in college-wide departmental assessment as demonstrated from the materials reviewed on site. Faculty members in most programs knew little about assessment of student learning outcomes; therefore, the campus engaged in a series of workshops to educate the faculty and also addressed assessment issues with chairs at retreats. It appears that a campus-wide culture of assessment has recently emerged.

To help foster this culture, an Assessment Council was created by the new Provost and charged with the following: (1) to serve as an overall advisory board; (2) to advise and work with individual faculty on best practices; and (3) to bridge communication gaps in the college.

The Team was concerned that the institutional and program-level goals are not clearly articulated on a consistent basis and the relationships between the assessment plans and departmental or course-level student learning objectives is not consistently clear. However, the Self-Study accurately describes the necessity for addressing these issues. The Team believes that the student learning outcomes in the General Education curriculum could serve as a good starting point for more comprehensive implementation campus wide.

The Self-Study also correctly states that a more formal support structure is needed to assure continued assessment of student learning and for ensuring that consistent review of assessment results will be used to improve instruction or support programs in the long term.

A major concern raised at the meetings was the need for adequate resources to embark and sustain comprehensive departmental assessment, as well as the need for the integration of learning outcomes assessment in the new strategic plan.

Recommendations

- Lehman College should implement the plans put together by the Assessment Council. This should include meeting the timelines for completing the plan

- The Team agrees that Lehman College should complete the hiring of the Assessment Coordinator
- Lehman College should clearly articulate student learning outcomes at the program level
- Lehman College should integrate assessments in the new strategic plan that is currently being developed
- Lehman College should allocate sufficient resources to assure success of the student learning outcomes process

Chapter Seven

This chapter covers the following Standard:

Standard 13 - Related Educational Activities

Standard 13 - The institution meets the Standard

Summary of evidence and findings

Lehman College's related educational activities are very closely aligned to the College's mission to "serving the Bronx and surrounding region as an intellectual, economic, and cultural center." The related educational activities provide a very wide array of educational opportunities for Lehman students as well as area residents and, thereby, serve to "actively engage students in their academic, personal and professional development," as stated in the College mission.

The Self-Study clearly outlines the various related educational activities, such as the SEEK program, supplemental instruction and technology through the Title V grant, certificate programs, distance/online learning, the High School of American Studies, and several international programs. Follow-up discussions during the campus visit highlighted the distinctive features of each activity and offered reliable proof of their service to the community. However, a longitudinal study of their effectiveness, standards, and outcomes seems lacking.

Significant accomplishments/progress

- Lehman shows a strong commitment to the Bronx and surrounding community through its many related educational activities. The College also serves its many constituents, from underprepared students to adult learners, and pays careful attention to their distinct needs
- The Title V Grant: Improving Student Transition to the Upper Division is well underway and carefully documents supplemental instruction in key gateway courses. The Office of Instructional Support Services provides a variety of programs, such as one-on-one tutoring, workshops, online tutoring, peer education, group review, etc., and specifically targets students who have not

achieved success in a pro-active way. The Title V grant incorporates the analysis of significant data for long term effectiveness of supplemental instruction

- The High School of American Studies is nationally recognized as one of the top 20 high schools in the U.S. by *U.S. News and World Report*, and provides an exemplary learning experience for this select group of students. 100% of the high school graduates go on to four-year colleges, many with advanced standing based on the courses taken at Lehman College
- Faculty support to develop online/distance learning courses through workshops is substantive and systematic

Suggestions

- Learning goals and objectives for related educational activities should be embedded more deliberately in the programs, and assessment procedures should be developed and implemented more systematically
- Develop specific objectives for online programs and courses; further research is needed to determine reasons for the different outcomes for students in online courses as compared with traditional courses
- Develop an appropriate student evaluation form for online courses

Documents reviewed:

- www.lehman.edu/lehman/about/mission.html
- Bylaws of the Faculty, Constitution of the Campus Association for Student Activities (CASA), Bylaws of the Student Conference of Lehman College Senate
- CUNY Board of Trustees website
- The Board of Trustees Bylaws (online)
- Manual of General Policy (online)
- The Board of Trustees Calendars and Dispositions Archives (from 1997 to the present) (<http://www1.cuny.edu/abtcuny/trustees/archives.html>)
- Appendix 1.3: CUNY Performance Management Process – Lehman
- Appendix 1.4: CUNY Performance Management Report 2007-2008
- Appendix 3.1 – Governance Documents
- Lehman College Senate meeting minutes
- Strategic Plan 2005-2008
- Report to the College Community
- Organization Charts for Lehman College
- Five-Year Trends in Total Fall Enrollment
- Projected and Actual Enrollment Profile – 2009
- Financial Plan for the Fiscal Year Ending June 30, 2009
- Curriculum vitae for executive administrators (e.g., President, Provost, Vice Presidents, Deans, Director of Information Technology)
- Performance Management Process (PMP) – Lehman College Performance Goals and Targets 2007-2008 Academic Year
- University Performance Management Report (2007-08) Year-End University Report
- Student Handbook
- Undergraduate and Graduate Bulletins
- www.nyintegrity.org/law/ethics.html
- www.lehman.edu/lehman/about/policies.html
- www.lehman.edu/provost/enrollmentmgmt/advising/faqs.html
- Appendix 1.6 – CUNY Student Experience Survey
- Appendix 3.3 – Faculty Profile
- Appendix 4.1 – Long Range Academic Plan
- Faculty Handbook – www.lehman.edu/provost/provostoffice
- Appendix 5.2 – Criteria for T & R
- www.lehman.edu/lol
- www.lehman.edu/lehman/wac/facultyresources.html
- Curriculum Committee documents
- Course syllabi
- NCATE last accreditation report

- Accreditation reports from accredited programs
- “Assessment Council Documentation Middle States Review” provided by the Assessment Council
- Collegiate Learning Assessment (CLA) Institutional Report
- Department student learning assessment plans for Fall 2008 as provided in Appendix 6.3
- Department student learning assessment reports that were available in March 2009 during the team visit.
- Copies of agendas and material from workshops, symposia, seminars, and other activities that were coordinated or supported by the Teaching and Learning Commons
- Position Announcement for Senior Specialist of Assessment in the Office of Institutional Research, Planning, and Assessment
- Agendas from the 2009- 2018 Strategic Planning Council meetings, September 29, 2008 – March 6, 2009
- “Building Your Assessment Plan,” PowerPoint by Esther Isabelle Wilder, Lehman College
- Agenda and notes from the First Chairs’ Meeting on Assessment, November, 2008
- “The Assessment of Student Learning: Issues in Planning, Design and Implementation,” Michael J. Anderson, Lehman College, November, 2008
- Minutes and notes from Leonard Lief Library and the Division of Education Seminar for Engaging Students for Success, November, 2008
- Agenda and notes from Leonard Lief Library and the Division of Education Seminar for Reciprocal Visions for Teaching and Learning, March, 2009
- “Herbert H. Lehman College Assessment,” PowerPoint by Susanne M. Tumelty, Lehman College, March, 2009
- Lehman College Spatial Profile/ Swing Space Study of Jan. 11, 2008 as revised Feb. 2, 2009
- Lehman College Swing Space Planning Study 2/23/2009
- CUNY 5 Year Capital Plan Request for FY 2009 – FY 2013; (includes Lehman College)
- Lehman College Monthly Status Meeting (Capital Budget Report) March 2, 2009
- CUNY 5 yr. Capital Outlay Plan FY 2007 – FY 2011 for Lehman College
- CUNY Communication of Internal Control and Other Operational Matters, June 30, 2007, EXHIBIT N
- CUNY Basic Financial Statements, with Independent Auditors Report from KPMG, LLP for the periods ended, 6/30/2008 and 6/30/2007
- Lehman College (unaudited) Financial Statements for FY 2007, 2006, and 2005, (as of June 30 for each year)
- Title V Grant (Report,) Improving Student Transition to the Upper Division

Lehman College Members Interviewed

Chair meeting with President Ricardo Fernández
 Team meeting with President's Cabinet
 Team meeting with Self-Study Steering Committee
 Team meeting with Deans' Council
 Team meeting with Department Chairs

Senate Governance Committee

Duane Tananbaum (Chair, History)
 James Jervis (African & African American Studies)
 Vincent Zucchetto (Student Affairs)
 Ayesha Lewis (Student)
 Justin Simmons (Student)

Student Conference

Jason Jeremias (Chair)
 Angel Vitiello (Vice Chair)
 Angela Ho (Secretary)
 Samsiya Ona
 Goodness Iheanacho
 Cameron Crump

Executive Committee of the Faculty

Manfred Philipp (Chair, Chemistry)
 Rosalind Carey (Philosophy)
 Helene Silverman (Early Childhood & Childhood Education, PSC Chapter Chair)

David Martinez (Director Financial Aid)

Derek Wheeler (Vice President for Administration and Finance)
 J.E. Robinson (Business Manager)
 Rene Rotolo (Assistant Vice President for Campus Planning & Facilities)

Students engaging in research

Undergraduate Students:

Ayesha Berte (Anthropology)
 Sorangie Vazquez (Psychology, LSAMPS)
 Mary Sanchez (Psychology, LSAMPS)
 Nicole Austin (Psychology, LSAMPS)
 Jossy Joute (Psychology, LSAMPS)

Graduate Students:

Yolanda Alvarez (History)
 Patrick Devery (History)
 Yessica DeLeon (Biology)
 Faustos Ramos, Jr. (MSW)
 Echo Shumaker-Pruit (MSW)
 Sally Veltidi (Health Sciences)
 Kernys Santos (Early Childhood and Childhood Education)
 Jennifer McGinnis (Speech-Language-Hearing Sciences)
 Elissa Kluger (speech-Language-Hearing Sciences)
 Marilyn Lazurus (Speech-Language-Hearing Sciences)

SEEK, Honors College, LSP, UMI

Micheal Deas (Director, Urban Male Initiative)
 Tom Stoelker (Student, Lehman Scholars Program)
 Annette Hernandez (Director, SEEK)

Robert Farrell (Library), Chair of Assessment Council

Planning and Institutional Assessment

Ira Bloom (Strategic Planning Committee, Political Science)
 Jane Levitt (Strategic Planning Committee, Health Sciences)
 James Jervis (Budget/Long Range Planning Committee)
 Michael Paull (Dean, Adult & Continuing Education)
 Susanne Tumelty (Director, Office of Institutional Research, Planning, and Assessment)

Finance & IT

Derek Wheeler (Vice President for Administration and Finance)
 Joseph Middleton (Director, ITR)
 Mario Dellapina (Vice President Institutional Advancement)
 Helene Silverman (Budget/Long Range Planning Committee, Early Childhood & Childhood Education, PSC Chapter Chair)
 John Mineka (Budget/Long Range Planning Committee, Mathematics/Computer Science)

LEH Courses

Robert Whittaker (Associate Provost Undergraduate Studies and Online Education)
 Grace Bullaro (English)
 Dierdre O'Boy (English, Adjunct)
 Evelyn Ackerman (History)
 Arto Artinian (Political Science, Adjunct)
 Julette Sanchez (English, Adjunct)
 Vincent Prohaska (Psychology)

Community Outreach

Sandra Lerner (Deputy to the President for High School & Educational Initiatives)

Deborah Eldridge (Dean, Division of Education)

Marzie Jafari (Associate Dean, Adult & Continuing Education)

Alessandro Weiss (Principal, High School of American Studies)

Athletics, Clubs, Community Service

John Holloway (Associate Dean for Student Affairs)

Raymond Flook (Associate Director and Coordinator of Student Leadership Programs)

Martin Zwiren (Director, Athletics)

Nancy Cintron (Director, Career Services)

Amanda DuBois (Coordinator, Community Service/Service Learning and New Student Orientation)

Undergraduate Curriculum Committee & Gen Ed Liaisons

Barbara Jacobson (Chair UCC, Sociology)

Robert Feinerman (UCC, Mathematics/Computer Sciences)

Lamont Badru (Student, UCC)

Heather Sloan (Liaison, Environmental, Geographic, and Geological Sciences)

Elhum Haghighat (Liaison, Sociology)

Bill Hoffman (Liaison, Journalism, Mass Communications, Theater)

Facilities

Rene Rotolo (Assistant Vice President for Campus Planning & Facilities)

James Carney (Chair, Library, Technology, Telecommunications Committee)

Janette Tilley (campus Life Committee, Music)

Susan Voge (Library)

Graduate Studies, Committee

Tim Alborn (Chair, History)

Sharon Freeberg (Social Work)

Dwight Kinkaid (Biology)

Janet DeSimone (Counseling, Leadership, Literacy & Special Ed)

Robert Bradley (Director, Office of Graduate Studies)

Faculty Research and Scholarship

Eugene Chudnovsky (Physics & Astronomy)

Joseph Rachlin (Biology)

Patricio Lertzundi (Journalism, Mass Communications & Theater)

Denna Bernstein (Acting Dean, Division of Arts & Humanities)

Stephanie Endy (Director, Office of Research & Sponsored Programs)

CASA

Jose Tavares (Chair)

Open meeting with students

Teaching

Carl Mazza (Social Work)
 Evelyn Ackerman (History)
 Gary Schwartz (Honors College)
 Suzanne Yates (Psychology)
 Andrea Zakin (Early Childhood & Childhood Education)

Undergraduate Studies & Online Education

Robert Whittaker (Associate Provost Undergraduate Studies and Online Education)
 Lynne VanVoohis (Assistant Dean Undergraduate Studies & Study Abroad)
 Althea Forde (Director, ISSP)
 Gina Forster (Coordinator Supplemental Instruction & Technology – Title V)
 Marcie Wolfe (Director, WAC)
 Steve Wyckoff (Director, FYI)
 Steve Castellano (Online Teacher/Learning Technical Support)

Enrollment Management

Robert Troy (Associate Provost for Enrollment Management)
 Laurie Austin (Director of Admissions)
 Liliana Calvet (Director, Advising)
 Amanda DuBois (Co-chair, Sophomore Year Initiative Focus Group)
 Sarah Blazer (Co-chair, Sophomore Year Initiative Focus Group)
 David Rothchild (Committee on Admissions, Evaluations and Academic Standards, Mathematics/ Computer Sciences)

Student Affairs

Jose Magdaleno (Vice President for Student Affairs)
 John Holloway (Associate Dean of Student Affairs)
 Cindy Kreisberg (Director, Child Care Center)
 Jaci Maurer (Director, Child Care Center)
 Annecy Baez (Director, Counseling Center)
 Vincent Zucchetto (Executive Assistant to the Vice President for Student Affairs)

Open Meeting with College Community***Assessment Council***

Robert Whittaker (Associate Provost Undergraduate Studies and Online Education)
 Robert Farrell (Chair, Library)
 Nancy Dubetz (Early Childhood & Childhood Education)
 Janette Tilley (Music)
 Carl Mazza (Social Work)
 Robyn Spencer (History)
 Marisol Jimenez (ISSP)
 Vincent Prohaska (Psychology)

Institutional Assessments of Student Learning

Jose Magdaleno (NSSE, Vice President for Student Affairs)

Susanne Tumelty (Director, Office of Institutional Research, Planning and Assessment)

Anne Bard (CPE, English)

Sarah Blazer (ISSP)

Disability Services

Merrill Parra (Director, Student Disabilities Services)

Disabled Students

Also Interviewed

Eric Washington (Director, Human Resources)

Monitoring Report to the
Middle States Commission on Higher Education
from
Herbert H. Lehman College, The City University of New York
Bronx, NY 10468

Ricardo R. Fernández, President

Mary A. Papazian, Provost and Senior Vice President for Academic Affairs
Accreditation Liaison Officer

April 1, 2011

Subject of the Follow-Up Report:

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

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

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Background

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

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

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

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

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

Assessment and Planning

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

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

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

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

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

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

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

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

Standard 7: Institutional Assessment

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

The Performance Management Process

The Performance Management Process (PMP) is a foundation of Lehman College's planning and assessment activities. The PMP, which was first initiated during the 2000-01 academic year, establishes goals and targets that are linked to the College's mission and to the larger mission and goals of the City University of New York (CUNY). It is anchored in CUNY's Master Plan.

The purpose of the PMP is to:

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

The PMP consists of nine objectives. They are:

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity
3. Ensure that all students receive a quality general education and effective instruction
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion
5. Improve post-graduate outcomes
6. Improve quality of student and academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services

The annual targets set forth in the PMP are categorized by specific goals and objectives that are critical to institutional performance. Those targets are timely, understandable, measurable, and responsive to change. CUNY's Office of Institutional Research and Assessment (OIRA) calculates quantitative indicators ("main indicators" that directly relate to performance and are regularly assessed, and "context indicators" that help campuses

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

At the end of each academic year, each college measures its performance against the PMP targets that were established the previous year, and reports results to CUNY’s Chancellor. Based on the outcomes of that review, PMP targets can be revised. In addition, necessary program and service changes are developed and implemented at each CUNY college. Table 1 highlights the annual PMP cycle.

Table 1: Annual Performance Management Process Cycle

| | |
|------------------|---|
| Spring Semester: | CUNY goals and targets for the next academic year are distributed. |
| June: | <p>PMP year-end report for the current academic year is due ; The President’s year-end letter to the CUNY Chancellor is due ; Program review reports (several programs reviewed each year) is due</p> <p>Next academic year PMP “Goals and Targets” report is due</p> |
| July: | <p>CUNY’s PMP Review Team reviews OIRA data, the reports from each school, and additional campus performance information reported by central office staff. The team scores each college’s performance in terms of absolute performance, as well as improvement (on each of the nine objectives) on a 100-point scale in which a score of 50 represents “meets expectations.”</p> <p>The presidents are told into which quintiles their campuses’ scores fall, as well as whether or not the scores met expectations.</p> <p>As in the past recent years, outcomes for retention/graduation and revenues carry double the weight of other outcomes due to their importance to the future of the University (CUNY).</p> |
| August: | <p>The CUNY presidents meet individually with the Chancellor</p> <p>The campus community (faculty, staff, and administrators) at each school:</p> <ul style="list-style-type: none"> • Discusses the results from the previous academic year • Develops and implements strategies for addressing PMP-related issues and for continuous improvement • Studies school-related issues (e.g., student satisfaction) • Refines goals and targets for the next academic year based on the results from the most recent PMP report |

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

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

Table 2: Performance Management Report Outcomes

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

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

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

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

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

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

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

The Strategic Plan: 2010-2020

In fall 2008, President Fernández appointed a Strategic Planning Council to draft a new ten-year strategic plan for the College. The Strategic Plan is rooted in CUNY's Master Plan and Lehman College's mission.

Beginning in September, the Council held nineteen bi-weekly meetings, where the Council examined College data and reports, met with key College officers, and collaborated with the authors of the College's 2001 and 2005-08 strategic plans. A draft of the Council's report was circulated to the campus community for comment in fall 2009, and several Town Hall meetings to discuss the draft were held in the ensuing months. In January 2010, the Council released a 25-page report to the college community, outlining the College's direction for the next decade.

During the first half of 2010, the Council's report was condensed into four institutional goals and published in a document entitled: *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020* (Appendix C). It was introduced at a College Senate meeting and was distributed to the community and posted online in April 2010.

The College launched its strategic planning process in large part to respond proactively to the challenges and opportunities that lay ahead of it. Among other things, the Council cited the following realities that the College is likely to confront during the 2010-20 timeframe:

- CUNY's evolving vision of hierarchies among the University's senior colleges
- Growing competition from the region's public and private colleges and universities
- Likely reductions in tax-levy resources, especially during the next 3-5 years
- Expected significant turnover of the College's faculty due to retirements of long-term faculty members
- Growing emphasis on enhancing assessment and accountability

Enhanced and ongoing assessment was a fundamental aspect of the plan and is anchored in various provisions of it. Table 3 below highlights the goals and objectives explicitly pertaining to assessment.

Table 3: Assessment Goals and Objectives in the 2010 – 2020 Strategic Plan

| |
|--|
| GOAL 1: Excellence in Teaching, Research, and Learning |
| Objective 1.2: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process. <ul style="list-style-type: none">■ Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs. |
| GOAL 3: Greater Institutional and Financial Effectiveness |
| Objective 3.1: Integrate institutional planning and assessment to improve effectiveness. <ul style="list-style-type: none">■ Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.■ Foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance.■ Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives. |

Evaluation of Institutional Effectiveness

The Performance Management Process (Targets 1.3 and 3.6) and Lehman’s 2010-2020 Strategic Plan (Objectives 1.2 and 3.1) embrace a culture of continuous assessment that is integrated into the College’s academic and administrative activities. Both the PMP and strategic planning process engaged the entire campus community, including faculty, administrators, staff, and students. In connection with the PMP, Strategic Plan, and Middle States report, the College has made progress in building and implementing systemic and continuing assessment. As part of this process, the College has developed an action plan to align the PMP with the Strategic Plan (Achieving the Vision).

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

Table 4: Middle States Planning-Assessment Cycle

| |
|--|
| 1. Defining clearly articulated institutional and unit-level goals |
| 2. Implementing strategies to achieve those goals |
| 3. Assessing achievement of those goals |
| 4. Using the results of those assessments to improve programs and services and inform planning and resource allocation decisions |

Source: Middle States Commission on Higher Education, Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations.

The College’s annual institutional effectiveness assessment process, designed in the spring of 2010 to complement the assessment-related activities carried forth under the PMP, aims to examine institutional effectiveness in greater detail than is possible under the PMP. Its timeframe mirrors the PMP, as indicated in Table 5.

Table 5: Annual Institutional Effectiveness Assessment Timeline

| | |
|-------------|--|
| June | <ul style="list-style-type: none">• Written administrative unit assessment plans are collected by the Institutional Effectiveness Coordinator• The plans should provide the unit mission statement (if that has changed), the unit goal(s) that will be assessed, a specific reference to Lehman College's goal(s) to which the unit's goal(s) are linked (i.e., the specific PMP target or objective from the Strategic Plan), the related unit objectives, the assessment methods that will be deployed, and any targets or benchmarks that will be referenced• The Institutional Effectiveness Coordinator will provide assistance and suggestions to the units in advance of their assessment plans and will meet with the relevant unit heads |
| August | <ul style="list-style-type: none">• Unit assessment plans are finalized• The Institutional Effectiveness Coordinator maintains a copy of the plans |
| Sep – April | <ul style="list-style-type: none">• Units conduct their assessment activities |
| May – June | <ul style="list-style-type: none">• Units provide the assessment outcomes/findings• Units explain how the results were used or will be used• Units identify decisions/changes that resulted from the assessment findings• Units develop assessment plans for the next academic year |

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

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

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

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

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

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

Administrative Assessment Results

Campus Life

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

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

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

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

Career Services

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

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

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

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

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

Information Technology

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

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

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

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

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

Special Academic Sessions

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

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

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

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

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

The Urban Male Leadership Program

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

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

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

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

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

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

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

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

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

Other Initiatives

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

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

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

Table 7: Summary of Institutional Effectiveness Initiatives

The Cooperative Institutional Research Program (CIRP): A national survey of incoming freshmen conducted among 700 higher education institutions and to over 400,000 entering students. The survey covers a wide range of student characteristics.

CUNY Student Experience Survey: Conducted every two years. Measures the profile and socioeconomic status of undergraduates, use of student time, and student satisfaction with various aspects with faculty and programs and services. Comparisons amongst CUNY colleges are provided.

National Survey of Student Engagement (NSSE): A national survey of first- and fourth-year college students that focuses on questions related to academic challenge, active learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment.

Lehman College Data Book: This annual publication of the Office of Institutional Research contains extensive data including a snapshot of Lehman College's student body, faculty and staff, and performance metrics such as retention, and graduation rates.

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

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

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

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

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

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

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

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

Standard 14: Assessment of Student Learning

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

Infrastructure

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

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

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

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

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

Assessment Council

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

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

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

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

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

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

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

New Policies

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

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

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

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

Communication Strategies Related to Assessment

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

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

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

Assessment of Student Learning Timeline

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

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

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

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

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

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

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

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

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

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

Professional Development

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

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

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

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

Course Level Learning Goals

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

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

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

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

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

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

Program Assessment Results

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

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

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

N=27 *several programs used multiple methods

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

History

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

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

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

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

Business Administration

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

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

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

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

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

Sociology

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

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

Puerto Rican Studies and Latin American and Caribbean Studies

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

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

General Education Assessment

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

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

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

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

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

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

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

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

Distribution Area 2 – Socio-Political Structures

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

Table 10a: Distribution Area 2 Summary

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

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

Distribution Area 6 - Historical Studies

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

Table 10b: Distribution Area 6 Summary

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

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

Distribution Area 7 - Knowledge, Self and Values

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

Table 10c: Distribution Area 7 Summary

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

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

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

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

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

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

Quantitative Reasoning

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

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

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

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

Online Education

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

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

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

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

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

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

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

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

Graduate Assessment

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

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

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

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

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

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

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

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

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

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

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

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

Conclusion

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

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

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

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

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

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Appendix A

Select Performance Management Plan Results: Fall 2009

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

NOTES:

*Entering class of fall 2005

**Entering class of fall 2003

*** 2010 data

Appendix B

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

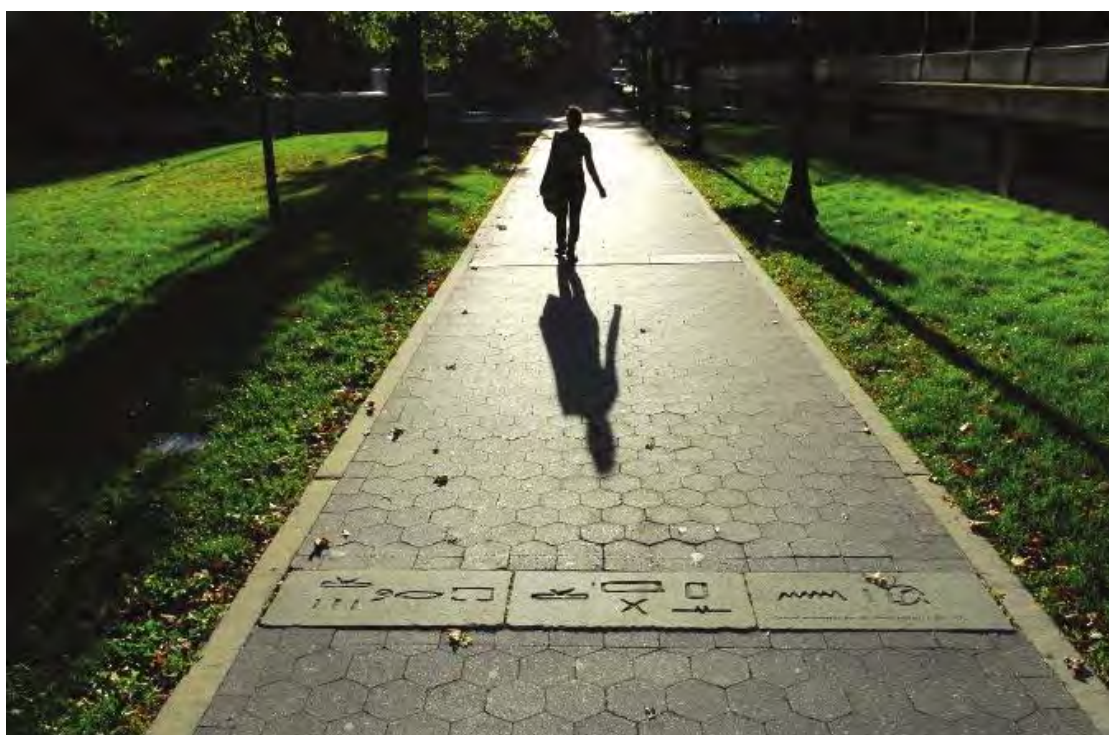
| 2008-09 Academic Year | 2009-10 Academic Year |
|---|--|
| <p>The report will show that to a large extent, we have achieved the targets or progress is being made to accomplish the targets. Some retention and graduation indicators continue to present a challenge, but we are confident that the strategies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

ACHIEVING THE VISION

By Building on a Strong Foundation

STRATEGIC DIRECTIONS FOR LEHMAN COLLEGE

2010 – 2020



CONDENSED VERSION





MISSION

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.



VISION

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

Supported by the University's expanding technological resources, the College will promote creative teaching strategies, greater access to courses through online learning, off-campus access to library resources, and

enhanced student services. The new Multimedia Center will stimulate technological innovation in all areas of communications and the arts for both the College and the region.

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

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

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

VALUES

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

GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING

Objective 1.1:

Recruit, support, and retain distinguished faculty.

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

Objective 1.2:

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

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

evaluating student learning outcomes to improve academic programs.

Objective 1.3:

Achieve greater external recognition and success of academic programs.

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

Objective 1.4:

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

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

GOAL 2: ENHANCED STUDENT SUCCESS

Objective 2.1:

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

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

Objective 2.2:

Strengthen academic resources and student support services.

- Develop a coordinated institutional approach to undergraduate advising.
- Offer the courses and support services necessary to increase student retention, progression, and four-year

and six-year graduation rates.

- Improve the quality and availability of academic and student support services as well as IT technical support.
- Develop an alumni mentoring program to support students in their career and professional development and encourage lifelong ties to the college.

Objective 2.3:

Enhance student experience and life on campus.

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



GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS

Objective 3.1:

Integrate institutional planning and assessment to improve effectiveness.

- Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.
- Foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance.
- Create and implement an IT strategic plan to guide the development of a technological environment on campus that is integrated into teaching, research, and learning.
- Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

Objective 3.2:

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

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

Objective 3.3:

Increase visibility and alumni engagement.

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

GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE

Objective 4.1:

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

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

Objective 4.2:

Improve the health and educational well-being of the community.

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

Objective 4.3:

Contribute to the economic vitality of the Bronx and surrounding region.

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



Appendix D

Foundations of Excellence: Transfer Focus Improvement Committee Report

Recommended Action Items

- **Assess new transfer student orientation (*High priority*)**
Conduct assessment of the effectiveness of the orientation program. Metrics such as attendance statistics, and student satisfaction scores would be useful in this regard. The Division of Student Affairs should carry out assessments of these events regularly.
- **Advance Systematic Assessment Processes (*High priority*)**
The College has recently formed an Office of Assessment and Planning to organize and help manage the assessments of administrative offices across campus. Each unit in the College is devising assessment plans and is beginning to gather evidence related to specific goals. As each department develops their assessments, they should be examining specific populations (e.g., transfer students), to determine if there are specific programs and services needed to help service these groups more effectively.

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

- **Create focus Groups of Transfer Students w/ different levels of academic and student life experience (*High priority*)**
Focus groups could occur on various levels. For example, programs could use student feedback to identify needs and to ascertain satisfaction with such things as course offerings, course schedules, etc. Student Affairs could use focus groups to help decide the types of extracurricular activities to offer students. Focus groups could be facilitated by trained staff or by outside consultants.
- **Mandatory professional development focused on customer service for faculty/staff who regularly interact w/ transfer students (*High priority*)**
A common thread in the transfer student focus group was substandard level of customer service. For example, several students indicated that some Lehman staff had “bad attitudes” when dealing with transfer students. Another student indicated that she was led to expect “less service” at Lehman due to lower tuition. Another said she received conflicting information from staff and that faculty were often not available to sign forms

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

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

- **Improve Credit Evaluation Process** (*High priority*)

The process for evaluating transfer credits at the College is currently a slow one. Students often complain that they have to wait to see division advisors to get needed signatures. Students have also indicated that they cannot decipher who is doing the transfer evaluations for each division.

In addition, once credits are evaluated they do not become immediately available for students to view on their transcripts. As a result, they are often required to come to campus to get specific permissions for courses for which they have already earned prerequisites. The time consuming necessity to come in person with paper evaluations means that transfer students frequently miss the opportunity to register for required classes before they become filled with current students.

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

- **Implement College-wide document scanning & management solution** (*High priority*)

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

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

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

- **Utilize Degree Works to its fullest potential (*High priority*)**

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

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

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

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

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

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

- **Develop the Ability to Track Application Status (*High priority*)**

Students do not currently have the ability to view the status of their application online or otherwise as is often provided at other (non-CUNY) institutions. PeopleSoft

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

- **Regularly Administer a Transfer Student Survey** (*High priority*)

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

- **Provide useful information to College community through a readily available, online "data warehouse"** (*High priority*)

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

- **Assess Assisted Registration/Common Advisement** (*Medium priority*)

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

- **Evaluate Communications Strategies** (*Medium priority*)

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

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

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

- **Use NSSE to inform decision making** (*Medium priority*)
Disaggregate the NSSE survey data to determine whether there are differences between transfer and non-transfer student responses. The Office of Institutional Research should supply this information to the College community.
- **Implement PeopleSoft Enterprise Resource Planning software and use to its fullest potential** (*Medium priority*)
PeopleSoft will allow for increased sharing of information across campus; however, its implementation is still several years away. When it is up and running, access needs to be granted in a way that does not unnecessarily limit information to faculty/staff that might prove useful in assisting transfer students. Lehman's Department of Information Technology and the CUNY IT Department need to work collaboratively to ensure that PeopleSoft is used to its fullest potential.
- **Encourage and fund visits to other institutions to benchmark best practices** (*Medium priority*)
Visits to other institutions can provide employees with valuable ideas, which they may be able to apply at Lehman in an effort to improve services to transfer students.

Appendix E

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

Introduction:

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

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

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

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

Background:

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

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

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

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

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

- Approximately 70% of the attrition for regular first-time, full-time freshmen and SEEK freshmen occurs within the first two years.
- Approximately one-fourth of regular first-time, full-time freshmen exit Lehman College within one-year and around 40% have departed after two years. More than a quarter of SEEK freshmen exit Lehman College within one year and just over 40% of SEEK freshmen had departed after two years.
- The 1999-2007 cohorts of regular first-time, full-time freshmen had average graduation rates of 14% after four years and 35% after six years. For SEEK freshmen, the respective graduation rates came to 4% and 30%.
- Around one-quarter of transfer students exit Lehman College within one year and about 37% depart within two years.
- Attrition rates varied substantially among transfer students depending on whether they arrived at Lehman College with or without an Associate Degree. Transfer students who arrived from CUNY community colleges with a degree had cumulative attrition rates of 22% and 30% after one and two years respectively. Those who arrived from CUNY community colleges without an Associate Degree had cumulative attrition rates of 25% and 36% after one and two years.
- The 1999-2007 cohorts of transfer students had average graduation rates of 15% after two years and 49% after four years.
- Graduation rates also varied depending on whether a transfer student arrived at Lehman College with an Associate Degree. For students who transferred from a CUNY community college with an Associate Degree, graduation rates were 22% after two years and 64% after four years. For those who arrived from CUNY community colleges

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

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

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

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

- ***Increased Minimum Admissions Requirements:*** Lehman College now requires first-time freshmen to have completed 16 credits in college preparatory classes, with an average of 80 or above in such courses, and a combined verbal and math SAT score of 900 or higher (or the ACT equivalent). In 2010, the SAT requirement will increase to 940. Students transferring to Lehman College with fewer than 12 credits must satisfy Lehman's freshmen admissions requirements; applicants transferring with 12-24 credits must satisfy either Lehman's freshmen admissions requirements or have a minimum GPA of 2.75; students transferring with 24 or more credits must have a minimum GPA of 2.3; and, students transferring with an Associate Degree must have a minimum GPA of 2.0. Academic literature highlights a link between high school average/GPA at community colleges and student performance at four-year colleges (grade and graduation outcomes). Admitting better prepared students should lead to improvements in retention, progression, and graduation rates.
- ***Freshman Year Initiative:*** Lehman College offers an award-winning, nationally recognized program for first-year students. The Freshman Year Initiative promotes an interdisciplinary curriculum, faculty collaboration, a Freshman Seminar that addresses the transition from high school to college life, peer support through learning communities, and a broad range of support services including tutoring, supplemental instruction, and counseling.
- ***30-Credit Campaign:*** This initiative is designed to encourage students to register for 30 credits per calendar year so as to increase their credit accumulation in order to graduate earlier. Additional credits toward the 30-credit goal may be earned during the winter and/or summer sessions.
- ***Majors Fair:*** This annual event is designed to provide students with more information on the majors that are offered at Lehman College. It is targeted at second-year students, but all students who are seeking information related to majors may attend.

Recommendations:

The combination of the data and ongoing efforts at Lehman College reveal:

- A need to deepen efforts to retain second-year students
- A need to expand efforts to retain transfer students
- A range of existing academic and support services that could be coordinated to better address the needs of second-year students and transfer students

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

I. Sophomore Success Program

Description

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

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

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

Existing Academic and Student Support Services

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

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

New Components of the Proposed Sophomore Success Program

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

- ***Sophomore Success Coordinator:*** This full-time coordinator (HEa) will be located in the Office of Academic Standards and Evaluation. This coordinator will oversee campus-wide sophomore activities, coordinate among departments/programs/support services, help develop sophomore programs/events, disseminate information on services and activities to sophomores, and would put in place outreach to all students who completed their first year of study in good academic standing but did not register for their second year. Examples of possible activities include financial aid planning sessions, community service opportunities for sophomores, the spring majors fair, participation in internships, and sophomore career development workshops.
- ***Academic Intervention Coordinator:*** This full-time coordinator (HEa) will be located in the Office of Academic Standards and Evaluation. This coordinator will focus on at-risk students, e.g., students who stop attending class, with 24-59 credits. This person will be responsible for implementing needed interventions such as an early alert system and mandatory advisement for undeclared students. Software tools such as DegreeWorks and STARS will facilitate this person’s efforts.
- ***Outreach to students in good academic standing:*** Lehman College would monitor student registration activity and National Student Clearinghouse data to identify would-be sophomores who did not register or transfer to another school even as they are in good academic standing (GPA of 2.0 or higher). Lehman College would contact all such students during the summer in advance of the start of fall classes and assist them in resolving any difficulties so they can continue to attend/re-enroll.
- ***Mandatory Academic Advising for Undeclared Students:*** Students who have not declared a major after their third semester (or after having earned 36-45 credits) will be required to meet with an Academic Advisor, with a stop placed on their registration until they do so.

- ***Open Campus Days:*** Academic departments, representatives from other campus offices, and upper-level students in various programs will participate to provide an inviting setting for sophomores to explore prospective majors. These days will take away the stress/pressure associated with committing to a particular field of study. They will also provide opportunities for faculty, upper level students, and sophomores interested in given majors to interact. The Open Campus Days concept can also be expanded to attract sophomores to internship possibilities, community service, clubs/organizations, and other on-campus activities. An Open Campus Day will be held during the fall semester and another one during the spring semester.
- ***Student Mentors:*** Student mentors could complement Lehman College's varied support services in providing assistance related to the developmental needs of sophomores. Student mentors could be drawn from Master's students in the Social Work and the Guidance and Counseling programs and from upper classmen with GPAs of 3.25 and above.
- ***Senior Student-led Workshops:*** Seniors with strong academic records would lead workshops on academic/career goals, social goals, financial planning goals, extracurricular goals, and health goals for sophomores. Seniors leading the seminars would be trained by the respective on-campus offices.
- ***Program Evaluation and Assessment:*** Assessment will be tied to planning and implementation. Concrete indicators will be identified, recorded, and reported, to facilitate the Sophomore Success Program Coordinator's work, provide "early warning" for potential at-risk students who might need targeted services, and allow for an evaluation of the program's effectiveness/performance. Such data will specifically address the SSP's objectives. Among other things, registration, retention, academic performance, credit-accumulation, commitment to academic majors, participation in on-campus organizations, graduation outcomes, student use of services, student satisfaction and related outcomes from the use of services will be regularly measured and reported.

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

II. Transfer Center

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

Description

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

- Facilitating a smooth transition for transfer students who come to Lehman College, with an emphasis on those who come from CUNY community colleges
- Guiding transfer students through the admission, registration, advisement and financial aid processes
- Improving transfer student retention
- Raising enrollment rates for transfer students

Components of the Proposed Transfer Center

- ***Located in the Proximity of Key Offices:*** The Transfer Center will be located in close proximity to the Registrar's and Admission's Transfer Evaluation offices. The location is based on services that are most widely used by transfer students.
- ***Transfer Center Personnel:*** A full-time administrator (HEa) will manage the Transfer Center. This person will oversee campus-wide transfer student activities and oversee the Transfer Center's staff. The Transfer Center will have two counselors (aHEO) who will be cross-trained to counsel students, a COA who will serve as a receptionist and perform clerical responsibilities, and two part-time college assistants.
- ***Transfer Center Services:*** The Transfer Center will assist transfer students in selecting academic programs at Lehman College; guide transfer students through the admissions process; explain the transfer credit evaluation process; provide guidance to transfer students as they begin the financial aid process; assist students in completing the online Free Application for Federal Student Aid (FAFSA); aid transfer students with registration; provide information sessions/workshops on issues such as academic programs, financial aid, admissions and advisement; direct transfer students to appropriate resources at Lehman College; and, answer questions transfer students might have. The Transfer Center will also be responsible for a transfer student mini-site. The mini-site would consist of dedicated webpage(s) and perhaps podcasts relevant to transfer students within the Lehman College website.

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

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

III. College-wide Initiative

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

Description

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

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

Components of a Proposed College-wide Initiative

- ***Examine the Feasibility of a Faculty Retention and Graduation Committee:*** The President, Provost and Deans will examine the feasibility of having the College's departments create a committee comprised of faculty and/or departmental advisors to complement the Sophomore Success Program's and Transfer Center's efforts. This committee could address student retention, progression and graduation at a departmental level, disseminate information on related issues and outcomes to faculty members, allow for a sharing of departmental insights/practices, and enhance departmental advising and mentoring. This committee would collaborate with the Sophomore Success Coordinator, Academic Intervention Coordinator, and Transfer Center personnel.
- ***Review Articulation Agreements:*** Articulation agreements will be reviewed and strengthened. In areas where such agreements do not exist but would be beneficial, they will be developed.
- ***Collaboration with Community Colleges:*** Lehman College will intensify ongoing efforts aimed at strengthening and sustaining collaboration with CUNY's community colleges on a wide range of areas of mutual interest. Collaboration will be aimed at increasing overall student success, particularly for prospective transfer students.
- ***Regular Reporting:*** Reports on student retention, progression, and graduation developments and outcomes will be regularly shared with the Lehman College community.

Appendix F Institutional Effectiveness Map

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

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

Abbreviations:

CUNY SES = CUNY Student Experience Survey

G = Goal

LC Data Book = Lehman College Data Book

LCPGT = Lehman College Performance Goals and Targets

NSSE = National Survey of Student Engagement

O = Objective

P=Page/PP=Pages

T = Table

TO = Table with associated objectives

Sources:

CUNY Student Experience Survey (2008)

Lehman College Performance Goals and Targets (2009-10)

National Survey of Student Engagement (2009)

Performance Management Plan Report (2008-09)

Strategic Plan: "Achieving the Vision"

Appendix G

Assessment Council By-Laws

SECTION I – SCOPE OF RESPONSIBILITY

I. PURPOSE

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

II. GOALS

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

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

III. TASKS

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

SECTION II – ORGANIZATION

I. STRUCTURE

A. MEMBERSHIP

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

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

The council shall be made up of three officers:

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

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

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

B. TENURE

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

C. RESIGNATION AND REPLACEMENT

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

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

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

II. MEETINGS

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

III. SUBCOMMITTEES

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

IV. AMENDMENTS

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

Appendix H

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

I. Goals 2009/2010

1. Begin integrating assessment into the strategic planning process.

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

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

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

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

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

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

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

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

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

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

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

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

I. Accomplishments/Activities

By-Laws

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

Institutionalizing Assessment

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

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

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

Outreach

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

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

General Education Assessment

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

Sponsored Workshops

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

September 30 – A Collaborative Approach to Writing Learning Goals (39)

November 4 - Honing Student Learning Objectives: Beginning the Assessment Process (27)

February 24 – Selecting Assessment Tools for Gathering Evidence of Learning Outcomes (18)

April 16 – Closing the Circle: Analyzing and Summarizing Assessment Results (26)

Development Activities

Several faculty, council members and administration staff attended national, regional and local assessment events this past year. These events included:

September 24-25 – Meeting Middle States Expectations for Student Learning Assessment, Newark, DE (2)

October 26-27 – 2009 Assessment Institute, Indianapolis, IN (3)

December 9-11 – Middle States: Annual Conference, Philadelphia, PA (4)

March 8 – Middle States: Becoming An Assessment Facilitator, Philadelphia, PA (5)

April 16 – CUNY: Assessment in the Sciences and Mathematics, NYC (3)

April 30 -- CUNY UFS: Middle States Review – Opportunities and Pitfalls (3)

Web Site

The Council provided guidance regarding the new Assessment website. All Council minutes, workshops and other documents can be found via the following link:

<http://www.lehman.edu/research/assessment/>

Newsletter

The Assessment Council contributed an article to *Assessment Central*, the new Lehman newsletter dedicated to assessment.

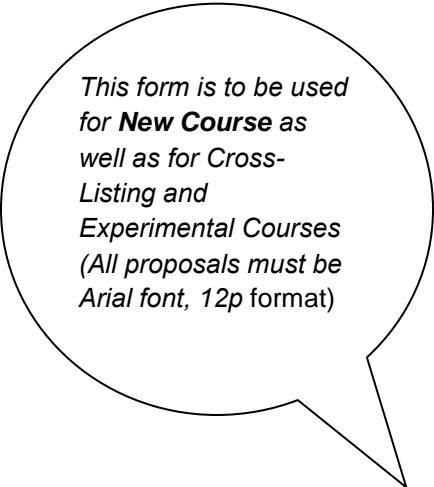
III. Immediate Recommendations to Administration

1. Formally recognize Assessment Ambassadors and Assessment Council members (letters of appreciation, creation of annual luncheon or "Assessment Day").
2. Purchase assessment and planning software to help facilitate processes across campus.
3. Further encourage faculty through increased involvement of chairs and deans.
4. Incentivize participation in assessment, perhaps including release time, stipends, grants. Include assessment in PPT decisions.
5. Provide a budget for the Assessment Coordinator to facilitate the implementation of assessment initiatives and continue faculty professional development in the area of outcomes assessment through participation in conferences.
6. Appoint new Assessment Council members. Begin to develop sustainable membership model.
7. Clarify role of all participants in assessment from administration to faculty (define role of Chairs, role of Assistant Deans, role of Deans, role of Provost, etc.).

IV. Goals for Next Year

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

1. Collaborate with other local colleges/universities to bring in nationally recognized speaker on assessment for event in Fall 2010;
2. Continue to support faculty from departmental and general education programs in their efforts to design effective assessment plans that use student learning data to improve teaching & learning;
3. Participate in the faculty orientation to engage new faculty in the assessment process at the college;
4. Create opportunities for college faculty to share their assessment work with each other;
5. Provide Council representation on a committee to review tenure and promotion criteria to ensure that the outcomes assessment and the scholarship of teaching and learning is valued on par with scholarship in the disciplines;
6. Assist in the revision of the Departmental Annual Report format to include assessment reporting;
7. Maintain ongoing communication with faculty, college administration (Provost, Deans, Associate Deans), and relevant faculty governance committees (Faculty Senate & Committees) regarding Council's assessment work;
8. Explore a variety of faculty incentives to promote a culture of assessment on campus;
9. Begin developing a document/statement on best-practices in the ethical use of assessment process/results.



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

Appendix I

New Course Proposal Form

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

DEPARTMENT OF _____

CURRICULUM CHANGE

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

2. **Course Description:**

3. **Rationale:**

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

5. **Date of Departmental Approval:**

Appendix J

Change to an Existing Course Form

*This form is to be used for change in an **Existing Course** as follow: Alpha Code, Number, Cross-listing, Title, Hours, Credits, Description, Pre & Co-Requisite, and course Note.*

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

DEPARTMENT OF _____

CURRICULUM CHANGE

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

2. **From:**

3. **To:**

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

5. **Date of departmental approval:**

*This form is to be used for ANY change in **Degree Req.**, Admission Req., Area of Concentration Req. & Grade Req./Progression Criteria (All proposals must be Arial font, 12p format)*

Appendix K

Change in Degree Requirement Form

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Department of _____

Curriculum Change

Hegis #
Program Code

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

2. **From:**

3. **To:**

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

5. **Date of departmental approval:**

Appendix L
Departmental Report Template

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

Department of

Name of Chair:

Departmental Staff:

II. Current Faculty:

III. Faculty Appointed Over Last Three Years:

| Name | Title |
|------|-------|
| | |
| | |
| | |
| | |
| | |

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

| Name | Title |
|------|-------|
| | |
| | |
| | |
| | |
| | |

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

| Name | Promoted to the Title of |
|------|--------------------------|
| | |
| | |
| | |

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

| Faculty | Title/Project | Funding Total Awards/Years |
|---------|---------------|----------------------------|
| | | |
| | | |
| | | |
| | | |

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

| Faculty | Title/Project | Funding Source |
|---------|---------------|----------------|
| | | |
| | | |

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

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

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

Undergraduate:

Graduate:

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

XII. Accomplished goals: 2009-10

XII. Anticipated Changes in Community Outreach and Internship Programs:

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

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

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

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

ASSESSMENT CENTRAL

Office of Assessment and Planning

www.lehman.cuny.edu/research/assessment

SPRING 2010

VOLUME I, ISSUE I

WELCOME

INSIDE

- 1 Welcome
Assessment: A Brief History
- 2 Assessment Council
- 3 Where We Are;
Where We Are Going

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

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

ASSESSMENT: A BRIEF HISTORY

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

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



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

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

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

ASSESSMENT CENTRAL

ASSESSMENT: A BRIEF HISTORY (continued)

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

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

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

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

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

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

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

LEHMAN COLLEGE ASSESSMENT COUNCIL

by Robert Farrell

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

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

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

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

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

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

LEHMAN COLLEGE ASSESSMENT COUNCIL

Robert Farrell, Chair

Nancy Dubetz, Vice Chair

Lynn Rosenberg, Secretary

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



Raymond Galinski, Administrative Coordinator

SPRING ASSESSMENT CALENDAR

February 15

Curriculum Maps due;
Assessment Plans due

February 24

Assessment Council
Workshop: Creating Rubrics

April 16

CUNY Assessment
Workshop @Grad Center:
Math and Sciences

Assessment Council
Workshop: Collecting
Evidence and Using Results

April 30

Course syllabi due

May 7

CUNY General Education
Conference
@Kingsborough CC

May 31

Assessment result due

WHERE WE ARE; WHERE WE ARE GOING

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

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

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

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

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

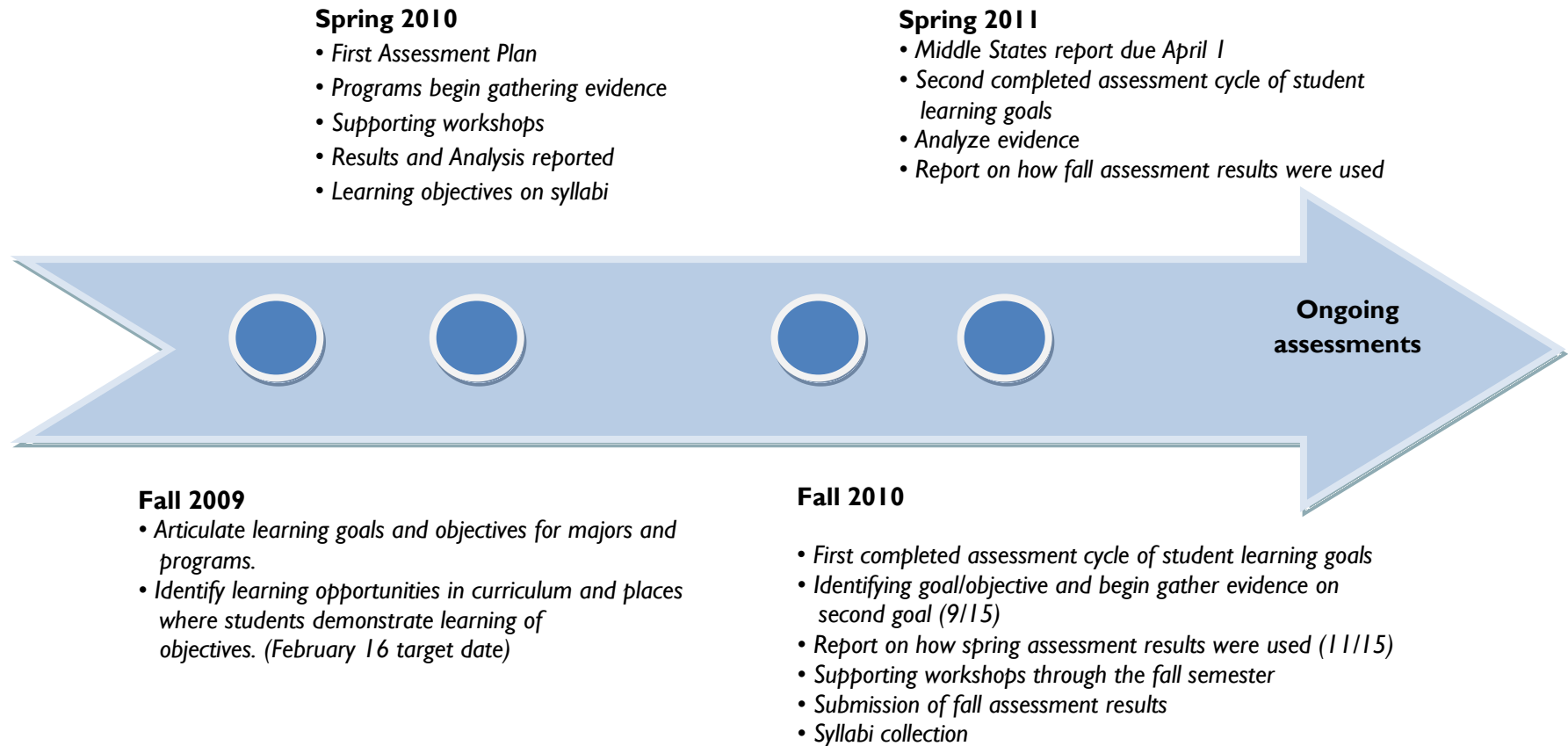
This spring, the second and third steps of the assessment process are occurring – mapping learning opportunities and assessing objectives. The data collected at the conclusion of this semester will be tabulated and reported back to departments and divisions by the end of May. Next fall, faculty will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

LEHMAN COLLEGE, CITY UNIVERSITY OF NEW YORK

PRODUCED BY THE OFFICE OF ASSESSMENT AND PLANNING AND THE OFFICE OF MEDIA RELATIONS
AND PUBLICATIONS

Appendix N

Student Learning Outcomes Assessment Timeline



Appendix O

LEHMAN COLLEGE STUDENT LEARNING ASSESSMENT REPORT TEMPLATE

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

I. ASSESSMENT PLAN

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

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

II. BENCHMARKS

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

III. ASSESSMENT METHODS

- A. Describe when, where and how (i.e., through what activity) students demonstrated their achievement of the objective(s).
- B. Describe who assessed students' work and the methods and procedures used to compare students work to the performance characteristics/criteria (attach rubrics, test questions and other supporting criteria in Appendix A).
- C. If you changed the assessment methods since you plan was submitted, describe the change, including a brief explanation of why the change was made.

IV. RESULTS AND CONCLUSIONS

- A. Describe how students performed on each objective. Compare how students performed as compared with your expectations.
- B. Were these expectations reached, exceeded, not reached? If applicable, attach your data summary (not raw data) in Appendix B.
- C. Describe how the program interpreted these results. What do the results mean?

V. REVIEW - DISSEMINATION OF RESULTS

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

VI. USING RESULTS FOR IMPROVEMENT

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

VII. IMPLEMENTING CHANGE

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

VIII. CLOSING THE LOOP

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

ASSESSMENT REPORT APPENDIX A

ASSESSMENT CRITERIA

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

- If you utilized items on quizzes and/or items on multiple choice/fill-in-the-blank exams to measure your objectives, please cut and paste sample items that correspond to *each* learning objective in your assessment plan.
- If you utilized components of essay exams and/or components of papers/projects, please attach the 1) text of the assignment and 2) either a sample scoring rubric, scoring criteria or a narrative that describes the criteria you used to measure student learning on each of the objectives in your assessment plan.
- If you utilized other assessment methods, please provide an example of the method and the criteria you used to measure student learning on each of the objectives in your assessment plan.

**ASSESSMENT REPORT
APPENDIX B**

SUMMARY OF ASSESSMENT RESULTS

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

| Learning Objective | Exceeds | Meets | Approaches | Does not meet |
|--------------------|---------|-------|------------|---------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Appendix P
Assessment Progress Map

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

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

NOTE: As of March 15, 2011



LEHMAN COLLEGE SYLLABI GUIDELINES

REQUIRED ITEMS

1. **Course Information**

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

2. **Instructor Information**

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

3. **Course Learning Objectives**

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

4. **Materials**

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

5. **Use of Technology and Blackboard Information (if applicable)**

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

6. **Grading Policy**

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

7. **Accommodating Disabilities**

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

8. The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

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

SUGGESTED ITEMS

Calendar

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

Attendance Policy (from student handbook)

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

Academic Integrity and Plagiarism Policy

Statement may be found in student handbook. For more information refer to <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

Classroom Specific Policies

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

Appendix R

General Education Goals and Measurable Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

The Applied Competencies: Areas of Distribution

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix S

General Education Assessment Rubrics

Table 1 – Distribution Area 2

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

Table 2 – Distribution Area 6

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

Table 3 – Distribution Area 7

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



Progress Report to the
Middle States Commission on Higher Education
from
Herbert H. Lehman College, The City University of New York
Bronx, NY 10468

Ricardo R. Fernández, President

Anny Morrobel-Sosa, Provost and Senior Vice President for Academic Affairs
Accreditation Liaison Officer

April 1, 2013

Subject of the Follow-Up Report:

*“To accept the monitoring report. To request a progress report due by April 1, 2013,
documenting evidence that assessment results are used to improve teaching and learning.
The Periodic Review Report is due June 1, 2014.”*

At its session on June 23, 2011, the Middle States Commission on Higher Education acted to accept the monitoring report submitted by Herbert H. Lehman College (hereafter referred to as Lehman College) on April 1, 2011 and to "...request a progress report due on April 1, 2013 documenting evidence that assessment results are used to improve teaching and learning." This report documents the continued progress made at Lehman College in assessing expected student learning outcomes.

As noted in our Monitoring Report submission two years ago, there was little formalized assessment taking place at Lehman College the time of the Middle States Commission's last decennial review in 2009, and that which was occurring was not well documented. Major, sustained efforts were put forth to change this dynamic in the past four years. This report details the ways in which assessment results have been used to improve teaching and learning. In addition, six new initiatives designed to assess student learning and improve institutional effectiveness are presented in this report.

Lehman College's General Education Program

We have made significant strides in assessing student learning in Lehman College's General Education Program; hereafter referred to as *Gen Ed*. As indicated in the Monitoring Report, the *Gen Ed* curriculum piloted its first formal assessment of student learning in fall 2010 using a portfolio approach that included samples of student work and faculty reflections indicating which objectives were addressed, and how well students achieved them. A more robust assessment that included more sections and additional samples of student work was devised for the curriculum's second assessment in fall 2011, this time centering on two of the curriculum's five core fluencies. The fluencies are common to all *Gen Ed* coursework, and identify the skills and abilities students are expected to acquire in order to think, communicate, analyze, and interpret, at the college level. The first fluency examined, *Communication and Language*, encompasses written and oral communication skills. The second, *Critical and Analytical Thinking*, includes the use of multiple disciplinary tools to compare and contrast, to make connections and to explain relationships.

To ascertain how well students are acquiring these fluencies, the assessment focused on the curriculum's only two required topics courses (LEH 300: *The Humanities and Sciences*; and LEH 301: *The American Experience*). These courses serve as "capstone" general education courses and introductions to upper division work. For the first fluency examined, *Communication and Language*, two learning objectives were selected for review: 1) demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing, and 2) use language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. The second fluency, *Critical and Analytical Thinking*, also included two learning objectives for review: 1) provide conclusions and related outcomes (consequences and implications) that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order, and 2) independently create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Twenty-three LEH course sections (approximately one-third of the sections offered) were contacted at the start of the fall 2011 semester to participate in the assessment. Each instructor

was asked to send one class assignment that reflected on one of the objectives and the work of eight randomly selected students identified by the College's Assessment and Planning Office. Twenty-three assignments were collected, which included the work of 190 students. A team of faculty volunteers met in January 2012 to review the quality of assignments and to assess how well students were achieving the objectives. Assignments were scored on a 1-4 scale (4 = Excellent, 3 = Good, 2 = Okay, 1 = Poor) in terms of how well they addressed two objectives relating to either of the specified fluencies using the Association of American College and Universities' *Value Rubrics for Written Communication and Critical Thinking*, which align with the two competencies under review. The plurality of assignments were rated "Excellent (4)," but nearly half (48%) were rated as just "Okay (2)" or "Poor (1)." A table of the scores is located in Appendix A (Table A1). The results suggest that while the assignments are addressing the core objectives, there is room for improvement. The College's Assessment Council, in conjunction with the Lehman Teaching and Learning Commons, hosted a workshop entitled "Linking Assignments with Course and Program Goals" in fall 2012. This event was well-attended and presented faculty with numerous strategies for devising thoughtful prompts. Faculty also shared examples of current assignments, which were critiqued and analyzed by their peers.

The primary purpose of this project was the assessment of student learning across the four objectives noted above and resulted in an average student rating of 2.3, (middle of the range on 1-4 scale). Seven percent attained the highest score of 4 (Excellent), while 20% received a score of 1 (Poor). Thus, nearly three-fourths of students fell between those two extremes. There were no statistically significant differences between the objectives. The results were not unexpected given that most students in the sample were at the mid-point of their college careers (i.e., having earned approximately 60 credits). However the goal is to ensure that more students achieve at least an intermediate level (3) in the future. The results are tabulated in Appendix A (Table A2).

In spring 2013, the assessment of *Gen Ed* again focused on the LEH 300/301 courses. Assignments are being collected to determine how well they are addressing the four objectives examined the year before. However, due to a restructuring of the CUNY General Education curriculum (discussed in detail below), student artifacts are not being analyzed this semester, but will be collected in the fall 2013 with the introduction of a revised *Gen Ed* curriculum.

Program Level

Each degree-granting program continues to formally assess student learning on a semi-annual basis (once per semester). Every program is required to submit an assessment plan at the start of the fall and spring semesters, and to report on the results of these assessments at the conclusion of each term. At the end of the year, programs are expected to describe any changes they have implemented or plan to make as a result of these assessments. This process has now been in place for three years, and has resulted in notable changes to the curriculum and to pedagogy, several of which are highlighted below.

The Geography program undertook an assessment of the introductory Geography course (GEH 101) to determine how well students were able to differentiate and identify major types of maps and their use. A pre/post design was employed to ascertain whether improvement in learning occurred. Analysis of the results suggests that students' knowledge of various types of maps

increased based on performance on the original diagnostic quiz (pre-test) compared with performance on a quiz given at the conclusion of the course, but room for improvement remained. As a result of this assessment, several changes have been enacted to help improve student performance. These include: 1) emphasizing concepts at the start of the semester in every lecture; 2) asking students to provide examples and to describe different types of maps (in addition to quizzes); 3) adding exercises; and 4) adding readings about maps.

The Recreation Education program evaluated the *Research and Evaluation of Recreation Services* course, a consistently difficult class for students to master. Faculty have worked for many years on strategies to facilitate students' learning and completion of one of the central components of this class – the completion of a research proposal. An embedded tutor was assigned to this course in fall 2011 to assist the instructors with planning and executing in-class writing activities, including individual and small group work. Student performance (as measured by average course grades from the two years prior) improved, but more significantly, all of the students passed the course for the first time. Moreover, a majority of students indicated in a follow-up survey that the tutor was at least partially responsible for their success. Additional opportunities for tutors to participate in this class will be explored as a result of this review.

The Biology program's last assessment focused on how well students were able to meet their goal of "Defining scientific methods and analyzing data from basic research." To assess this goal, the department analyzed the written laboratory reports of students in the second semester of its Introductory General Biology course. The results of this assessment, as noted in Table 1 below, revealed that students performed satisfactorily on all three learning objectives pertaining to this goal: 1) state a proper falsifiable hypothesis; 2) model biological problems for scientific testing; and 3) execute scientific techniques to derive quantifiable data for statistical analysis. The results also suggest that students possess a good foundation for biology instruction by the end of their first year of course instruction.

Table 1: Results Biology Program's Assessment: Spring 2012

| Learning Objective | Exceeds | Meets | Approaches | Does not meet |
|--------------------|---------|----------|------------|---------------|
| LO1 | 0 (0%) | 57 (80%) | 14 (20%) | 0 (0%) |
| LO2 | 5 (7%) | 55 (77%) | 11 (15%) | 0 (0%) |
| LO3 | 3 (4%) | 48 (68%) | 20 (28%) | 0 (0%) |

Information gathered in this assessment has also helped the Department to redesign the manner in which two basic biology laboratory courses (BIO 166: *Principles of Biology: Cells and Genes*; and BIO 167: *Principles of Biology: Organisms*) are taught. A combination of wet/virtual labs with an online instructional component (videos, interactive assignments) will be added in 2013. In addition, laboratory instructors received training in how to teach this new laboratory curriculum. Students will be assessed in spring 2013 to determine if these additional changes have made a difference in student outcomes.

The Sociology program's approaches demonstrate how assessments have been used to help improve teaching and learning and are another useful example of our overall progress in this effort. The program has been concerned about students' quantitative reasoning and statistical

knowledge for several years. The department developed an online test to measure this knowledge and administered it to students in the program's two required courses (SOC 246: *Sociological Analysis* and SOC 346: *Methods of Social Research*) in spring 2011, fall 2011, and spring 2012 (see Appendix B for sample questions from the test). In all three semesters, the pass rate on the overall knowledge of descriptive statistics part of the test was lower than expected. Bivariate relationships, in particular, seem to give students a lot of difficulty — less than half of the several hundred students were able to pass this portion of the test over the course of the three semesters. In addition, it was revealed that students enrolled in the SOC 346 sections reported having taken just two courses offering opportunities to use and analyze data. This is half of the expected number of courses for Sociology majors.

Several changes have been made as a result of these findings. First, the department added a new course, SOC 300: *Sociological Imagination*, intended to introduce students to the requirements of logic in contemporary sociological research at a more advanced level than the program's current introductory course, SOC 166: *Fundamentals of Sociology*. Second, new guidelines for instruction in quantitative reasoning were developed, and are regularly shared with all instructors at the start of each semester. These guidelines include a small, well-defined number of skills for the faculty to incorporate at least once in each course. Last, the program reorganized its required sequence of courses for the major (the basic pre-requisite for sociology as a major was broadened to include at least one 200-level course, and several courses that had been 200-level were upgraded to 300-level). This last change was made primarily to respond to the new *CUNY 2013 General Education Program* (also known as *Pathways*) intended to streamline student transfer. This should also help all students with the acquisition of quantitative literacy, which is part of *CUNY 2013 General Education Program's* Required Core (refer to Appendix C for the learning outcomes).

Assessments occurring in the School of Education merit special mention, not only because it has the largest graduate-level enrollment, but also because it has been gathering student learning evidence for years as it prepares for NCATE (National Council for Accreditation of Teacher Education) reaccreditation in 2014. The School of Education has designed and implemented a Unit Assessment System that is aligned with its Conceptual Framework (Lehman Urban Transformative Education, LUTE) as well as professional, state, and national standards. This system collects and analyzes data on candidates, faculty members, cooperating teachers, placements, unit assessments, and all programs leading to certification as teachers and other school professionals. Each Educator Preparation Program within the School has identified four key transition points in candidates' careers (admission, entrance to clinical experience, program completion, and follow-up), which represent a sequential progression of their development of knowledge, skills, and dispositions. The assessments are appropriate because the candidates have had the opportunity to learn and practice what is being assessed. Decisions about candidates are based on multiple assessments. Candidates and evaluators are given specific directions and information about the assessments including the rubrics that are used.

The Unit assessments are meant to reflect general outcomes that are applicable across all educator preparation programs. In addition to general outcomes assessments, program-specific key assessments are aligned with professional standards of Specialized Professional Associations (SPAs) and administered throughout the candidates' course of study. *TaskStream* (assessment

management software) is used for collecting assessment data consistently across the School of Education via course assignments, forms, and rubrics. These data are housed in *TaskStream* and reviewed by faculty and staff members, program coordinators, department chairs, deans, and the assessment coordinator on a regular basis. There are additional data collected from candidates, alumni, and P-12 partners via surveys (both paper and electronic) to evaluate the quality of our educator preparation programs and from government agencies such as New York State Education Department and New York City Department of Education for information about the quality of our graduates.

Data are used to improve curriculum, classroom instruction, field experiences, staffing, and policies. Aggregate assessment data on candidates and graduates are shared and discussed at monthly School meetings, an annual midyear retreat, and advisory council meetings. Leadership in the School of Education strives to make evidence-based decisions that allow the Unit to recruit, retain and graduate candidates who can positively impact P-12 student populations. A complete summary of activities, changes and future actions informed by data are available in Appendix D.

New Initiatives

Since 2011 we have implemented six new initiatives that directly or indirectly impact student learning and the assessment of student learning: New *CUNY 2013 General Education Curriculum* (also known as *Pathways*); Collegiate Learning Assessment; Writing Council; Assessment Management Software Implementation; School of Arts and Humanities Pilot Assessment; and an Alumni Study. Though these initiatives have not been in place long enough for any substantive changes to have been made as a result of assessments, we chose to highlight them here because they will have a substantive impact on the curriculum and will continue to be evaluated in the years ahead.

1. Lehman College's General Education Program and the New CUNY 2013 General Education Curriculum (also known as Pathways)

Perhaps the most noteworthy and far-reaching change since Lehman College's last report has been the modifications to Lehman's General Education Program. Some of these changes are the result of a new CUNY-wide degree-completion initiative "designed to create a new curricular structure that will streamline transfer and enhance general education across the university."¹

Historically, each CUNY institution devised its own general education curriculum and major requirements. This independence created many transferability problems for students seeking to move within the CUNY system because credits earned at one CUNY institution were often not easily transferable to another CUNY institution. As a result, many students frequently earned well over the minimum 120 credits required by baccalaureate degree programs. These additional credits lengthened time to degree and discouraged some students from completing their studies. The new *CUNY 2013 General Education Program* is intended to make student movement within the system more efficient and to improve time-to-completion. It will be fully implemented in fall 2013.

¹ <http://www.cuny.edu/academics/initiatives/pathways/about/archive/about.html>

The *CUNY 2013 General Education* framework is an example of how data-informed assessments of institutional effectiveness (system-wide assessment for that matter) have resulted in substantive change to the curriculum. The framework consists of three components: 1) a “Required Common Core” (12 credits, 4 courses), 2) a “Flexible Common Core” (18 credits, 6 courses), and 3) a “College Option” which allows the senior colleges to specify up to 12 additional credits of general education coursework that Bachelor’s degree students must complete. The Required and Flexible Common Core is mandated for all CUNY 2-year and 4-year institutions. A description of the Common Core and College Option for Lehman College is located in Appendix C. The *CUNY 2013 General Education Program* also created “gateway courses” for the largest transfer majors. Faculty committees representing several popular transfer majors at CUNY designated a minimum of three common and transferable courses that will be required for students in those majors. Students wishing to major in these fields can begin their coursework at any CUNY college with the assurance that if/when they transfer to another CUNY school, their prior coursework will fully count toward their continued pursuit of that major.

For the past several months, many Lehman College faculty and others throughout CUNY have been working to determine which courses satisfy the requirements of the Common Core Curriculum framework and which courses to include in the College Option, by aligning course learning objectives with the student learning outcomes defined by the *CUNY 2013 General Education* initiative. CUNY is currently discussing ways to support university- and college-wide assessments of student learning outcomes of these courses to ensure that they are promoting student achievement at expected levels.

2. Collegiate Learning Assessment

The recent piloting of the Collegiate Learning Assessment (CLA) test, with a first round of baseline data on freshmen initiated in fall 2012, is another of our assessment initiatives. The CLA is designed to measure an institution’s contribution to the development of higher-order skills including: Analytical Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. Subsequent assessment will sample seniors. The initial results revealed that Lehman students are at or slightly above the average on most of the subcategories measured. (The complete 2012 CLA report for Lehman College is located in Appendix E.) When fully implemented, the CLA will provide the College with results that can be compared with those of similar institutions (including non-CUNY schools) so that this information can be used to improve teaching and learning.

3. Writing Council

A third noteworthy initiative begun within the past two years was the establishment of the College’s Writing Council. The Council was created at the request of the President to provide leadership and guidance in defining and upholding the expectations of composition and writing intensive courses across the College. It is charged with the following tasks:

- Support existing efforts, i.e., WIM (Writing in the Majors), initiate new efforts as needed, and -- in consultation with deans, chairs and programs directors -- approve writing intensive courses as they are proposed and before they are scheduled to be taught;
- Exercise similar authority over composition courses; and
- Take responsibility for comprehensive assessment of writing courses, in order to maintain the consistency and integrity of these courses.

The Council has been collecting documentation over the last ten months to assess the current state of the writing curriculum as well as the quality of student writing. The timeline for completing the work of the Writing Council is available in Appendix F.

4. Assessment Management Software Implementation

In Lehman College's 2011 Monitoring Report, it was noted that a College committee recommended the purchase of *TaskStream*, the assessment management software designed to help organize the collection of data and other assessment-related information. The purchase of this software was needed to alleviate past difficulties some programs were having regarding the organization of assessment related documents. As of November 2011, both academic and administrative departments are using *TaskStream* across the College to document and facilitate assessment-related activities across the institution.

5. Pilot Assessment in the School of Arts and Humanities

The School of Arts and Humanities is piloting a new assessment initiative in spring 2013 to increase faculty participation in the development, use and improvement of learning outcomes and assessment. At the center of this program are eleven (11) faculty Assessment Coordinators (formerly Assessment Ambassadors) charged with managing assessment projects in their respective departments and to communicate with their colleagues regarding assessment related activities. The Coordinators have been provided with reassigned time (three hours per year) to engage in these efforts. Competitive grants will be awarded to departments to help improve teaching and learning based on the outcomes of these projects. Further, all decision-making related to co-curricular experiences in Arts and Humanities (invited speakers, performers, workshops, etc.) is based on how these experiences will support identified student learning outcomes. Each of these funded co-curricular activities must include the production of a student artifact and a survey of the experience.

6. Alumni Study

An examination of the academic and career pursuits of alumni and their perceptions about Lehman College five years subsequent to completion of their baccalaureate degrees was another project undertaken last year. This research was designed to help answer the frequently asked question at Lehman College and throughout higher education of "*How well are we preparing our students?*" In summer 2012, the Office of Assessment and Planning, using data from the National Student Clearinghouse and the college's student information system, was able to determine that 43% of the 1,292 baccalaureate degree recipients from 2006-07 attended, or were currently enrolled in a graduate-level program in the five years since earning their degrees. The same percentage, (43%)

completed their advanced degree during this time period. Table 2 below provides a synopsis of where these graduates went after graduation.

Table 2: 2006-07 Bachelor Degree Recipients Attending Graduate School within Five Years

| | Lehman College | | CUNY (non-Lehman) | | Other | | Total | |
|---------|----------------|-----|----------------------|-----|-------|-----|-------|-----|
| | N | % | N | % | N | % | N | % |
| Degrees | 232 | 42% | 78 | 14% | 247 | 44% | 557 | 43% |

Select results from this initial study are available in Appendix G. We will expand the study this spring with the 2007-08 cohort of alumni and compare it to national norms.

Conclusion

Since submission of our Monitoring Report in 2011, Lehman College established a formal assessment plan to ensure that each academic degree program and our General Education Program evaluate at least one student learning outcome per year. Several programs in the School of Natural and Social Sciences have made improvements to teaching and learning as a result of assessments of learning outcomes. The pilot being implemented by the School of Arts and Humanities has recognized the importance of assessment by including it as part of the expected departmental workload assignments. The Lehman College Writing Council has initiated a review of composition courses and writing in the majors to improve writing proficiency. We have also conducted various student surveys, such as the *National Survey of Student Engagement* (NSSE) and *Noel-Levitz Student Satisfaction Inventory*. Finally, we will continue to improve upon efforts to track alumni to determine how their Lehman College education has impacted their professional lives.

The processes established to assess student learning at Lehman College more than three years ago are now beginning to result in substantive changes to teaching and learning. With new leadership committed to assessment at the Provost level and in each of the Schools, the progress we have made to date will only be enhanced in the years ahead.

Appendix A

General Education Assessment: Assignment Analysis

Fluency: Communication and Language

Objective 1A: Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Objective 1B: Use graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.

Fluency: Critical and Analytical

Objective 2A: Provide conclusions and related outcomes (consequences and implications) that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

Objective 2B: Independently create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Table A1
Assessment of how well assignments addressed the objectives.
Score: 4 = Excellent, 3 = Good, 2 = Okay, 1 = Poor

| Objective | | | Score | | | | | Total | Mean | Std. Dev. |
|-----------|--------------------|--------------------|-------|------|------|------|------|-------|------|-----------|
| | | | 1.0 | 2.0 | 3.0 | 3.5 | 4.0 | | | |
| 1A | Count | | 2 | 1 | 1 | 0 | 2 | 6 | 2.50 | 1.38 |
| | | % within Objective | 33.3 | 16.7 | 16.7 | 0.0 | 33.3 | .100 | | |
| | Count | | 0 | 4 | 0 | 1 | 2 | 7 | 2.79 | 0.99 |
| | | % within Objective | 0.0 | 57.1 | 0.0 | 14.3 | 28.6 | 100 | | |
| | Count | | 0 | 1 | 2 | 0 | 2 | 5 | 3.20 | 0.84 |
| | | % within Objective | 0.0 | 20.0 | 40.0 | 0.0 | 40.0 | 100 | | |
| | Count | | 2 | 1 | 0 | 0 | 2 | 5 | 2.40 | 1.52 |
| | | % within Objective | 40.0 | 20.0 | 0.0 | 0.0 | 40.0 | 100 | | |
| Total | Count | | 4 | 7 | 3 | 1 | 8 | 23 | 2.72 | 1.16 |
| | % within Objective | | 17.4 | 30.4 | 13.0 | 4.3 | 34.8 | 100 | | |

General Education Assessment: Student Performance Results

Fluency: Communication and Language

Objective 1A: Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Objective 1B: Use graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.

Fluency: Critical and Analytical

Objective 2A: Provide conclusions and related outcomes (consequences and implications) that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

Objective 2B: Independently create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Table A2
Frequency distribution of student performance scores for each objective.
Score: 4 = highest level of achievement; 1 = lowest level of achievement

| Objective | | | Score | | | | | | | Total | Mean | Std. Dev. |
|-----------|----|--------------------|-------|------|------|------|------|------|------|-------|------|-----------|
| | | | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | | | |
| | 1A | Count | 10 | 6 | 15 | 0 | 9 | 0 | 8 | 48 | 2.25 | 1.00 |
| | | % within Objective | 20.8 | 12.5 | 31.2 | 0.0 | 18.8 | 0.0 | 16.7 | 100 | | |
| | 1B | Count | 8 | 0 | 24 | 2 | 21 | 4 | 4 | 63 | 2.44 | 0.82 |
| | | % within Objective | 12.7 | 0.0 | 38.1 | 3.2 | 33.3 | 6.3 | 6.3 | 100 | | |
| | 2A | Count | 8 | 1 | 12 | 4 | 10 | 4 | 3 | 42 | 2.37 | 0.92 |
| | | % within Objective | 19.0 | 2.4 | 28.6 | 9.5 | 23.8 | 9.5 | 7.1 | 100 | | |
| | 2B | Count | 11 | 2 | 9 | 5 | 6 | 4 | 0 | 37 | 2.07 | 0.88 |
| | | % within Objective | 29.7 | 5.4 | 24.3 | 13.5 | 16.2 | 10.8 | 0.0 | 100 | | |
| Total | | Count | 37 | 9 | 60 | 11 | 46 | 12 | 15 | 190 | 2.30 | 0.91 |
| | | % within Objective | 19.5 | 4.7 | 31.6 | 5.8 | 24.7 | 6.3 | 7.4 | 100 | | |

Appendix B

Sociology Program's Assessment

Univariate and Descriptive Questions:

11. Based on the bar graph above, what is the frequency of individuals who scored higher than 80 on Examination #1?

- a. 5 b. 7 c. 13 d. 21

12. Based on the bar graph above, how many students took Examination #1?

- a. 5 b. 8 c. 32 d. Cannot determine

Questions 13-15. Please answer the following questions based on the following set of 7 numbers.

| |
|----------------------------|
| 0, 0, 1, 1, 4, 4, 4 |
|----------------------------|

13. What is the median in the above set of numbers?

- a. 0
b. 1
c. 2
d. 4

14. What is the mean in the above set of numbers?

- a. 1
b. 1.5
c. 2
d. 14

15. What is the mode in the above set of numbers?

- a. 0
b. 1
c. 4
d. all of the above

23. Based on the pie chart above, what percent of the U.S. population was *non-white* in 2000?

- a. 12.3% b. 12.6% c. 24.9% d. 75.1%

Bivariate Questions:

Questions 8-10. Read the following statement and answer the following questions.

| |
|---|
| <i>AIDS rates are higher among blacks than among whites in the United States.</i> |
|---|

8. What is the independent variable in the above statement?

- a. AIDS rates
b. whites
c. race
d. United States

9. What is the dependent variable in the above statement?

- a. AIDS rates
b. whites
c. race
d. United States

10. Based on the statement above, which of the following is true?

- a. There are more blacks than whites who have AIDS in the United States.
b. The proportion of blacks who have AIDS is higher than the proportion of whites who have AIDS in the United States.
c. Blacks are more likely than whites to die of AIDS in the United States.
d. Whites are more likely than blacks to practice safe sex in the United States.

16. Approximately what percent of females earning \$20,000 to \$29,999 used cocaine in the past month?

- a. 0% b. 5% c. 13% d. 25%

17. Among males, what seems to be the relationship between income and illicit drug use?

- a. There doesn't appear to be any relationship between income and drug use.
b. As a man's income rises, he makes more use of drugs.
c. As a man's income rises, he makes less use of drugs.
d. There is a curvilinear relationship between income and drug use--as income first rises, so does illicit drug use, but in the higher incomes categories there is declining illicit drug use.

Questions 18-22. Please answer the following questions (true/false) based on the table below.

| The Demographic Characteristics of Full-time Physicians Ages 25-64 Compared to Full-time Workers, 2000 | | | | | | | | | |
|---|------------------------------|------------|------------|-------------|-------------------------|------------|----------------------|-----------|-------------|
| Race/Ethnicity | | | | | | | Gender | | |
| | % Non- Latino White | % Black | % Asian | % Latino | % American Indian | % Other | | % Male | % Female |
| Physicians | 74.5% | 4.5% | 14.4% | 4.7% | 0.1% | 1.7% | Physicians | 75.1% | 24.9% |
| Full-time Workers | 73.4% | 11.9% | 4.1% | 9.8% | 0.8% | N/A | Full-time Workers | 57.7% | 42.3% |

N/A = Not Available.

Source: United States Census, 2000

18. True False **About three quarters of physicians are male.**
19. True False **Altogether, 74.5% of non-Latino Whites are physicians.**
20. True False **The ratio of female to male physicians is approximately 1 to 3.**
21. True False **Approximately 1 in 10 full-time workers is American Indian.**
22. True False **Compared to full-time workers, physicians are disproportionately Asian.**

Appendix C

Lehman College's General Education Program and the CUNY 2013 General Education Curriculum

(as of March 14, 2013)

Lehman College's General Education Program was first implemented in the fall of 2002, and is required of students who have matriculated before fall 2013. It consists of three categories of required courses: Foundation, Distribution, and Integration. Beginning with the fall 2013 semester new freshmen and all transfer students will be required to complete the new *CUNY 2013 General Education Curriculum* (also known as *Pathways*) requirements. Lehman College's General Education Program will continue to retain the same categories of courses in the same relationship for the *CUNY 2013 General Education Curriculum*:

Foundation

- English Composition I and II (2 courses, ENG111, 121, 3 cr. each)
- Mathematics and Quantitative Reasoning (1 course, MAT126, 3 cr., or one of the STEM Variant Courses in this area)
- Laboratory Science (1 course, from the list of Life and Physical Science courses, 3 cr., or 1 of the STEM Variant Courses in this area)
- Foreign language (two semesters of one foreign language, 3 cr. each)

Distribution

- World Cultures and Global Issues (1 course from the category, 3 cr.)
- US Experience and Its Diversity (1 course from the category, 3 cr.)
- Creative Expressions (1 course from the category, 3 cr.)
- Individual and Society (1 course from the category, 3 cr.)
- Scientific World (1 course from the category, 3 cr., or 1 course from the STEM Variant list in this category)
- One course from any one of the above

*Integration*** (for students who have earned 60 cr. or an Associate's degree and who have declared a major). Choose two courses, 3 cr. each, from the four whose general subject lies outside the area of the declared major:

- LEH 351 Studies in Science & Applied Perspectives
- LEH 352 Studies in Literature
- LEH 353 Studies in the Arts
- LEH 354 Historical Studies
- LEH 355 Studies in Philosophy, Theory & Abstract Thinking

** *Lehman Scholars Program and Macaulay Honors College students are exempt from these requirements.

Writing Intensive Sections

- 4 Writing Intensive sections, 3 before reaching 60 credits, and one upon reaching 60 or above.

For purposes of transferring credits from and to Lehman College, the *Foundation* category includes courses in the “Required Core” and “College Option” blocks, the *Distribution* category is equivalent to the “Flexible Core” block, and the *Integration* category includes courses in the “College Option” block.

The following listing of courses and student learning objectives for each course represents the categories and standards established by CUNY, which fully conforms with Lehman College’s General Education program.

I. Common Core – 10 courses (30 credits)

A. Required Core — 4 courses (12 credits)

1. *English Composition (6 credits)* – A course in this area must meet all of the following learning outcomes. A student will:
 - Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.
 - Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one’s own and others’ texts.
 - Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
 - Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
 - Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
2. *Mathematics and Quantitative Reasoning (3 credits)* – A course in this area must meet all of the following learning outcomes. A student will:
 - Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
 - Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
 - Represent quantitative problems expressed in natural language in a suitable mathematical format.
 - Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
 - Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
 - Apply mathematical methods to problems in other fields of study.

3. *Life and Physical Science (3 credits)* – A course in this area must meet all of the following learning outcomes. A student will:
- Identify and apply the fundamental concepts and methods of a life or physical science.
 - Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
 - Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
 - Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
 - Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

B. Flexible Core — 6 courses (18 credits)

(one course from each of five areas below, and a sixth from any area)

All Flexible Core courses must meet the following three learning outcomes. A student will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

1. *World Cultures and Global Issues* - A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

2. *U.S. Experience in its Diversity* – A course in this area must meet at least three of the following additional learning outcomes. A student will:
 - Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
 - Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
 - Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
 - Explain and evaluate the role of the United States in international relations.
 - Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
 - Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
3. *Creative Expression* – A course in this area must meet at least three of the following additional learning outcomes. A student will:
 - Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
 - Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
 - Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
 - Demonstrate knowledge of the skills involved in the creative process.
 - Use appropriate technologies to conduct research and to communicate.
4. *Individual and Society* – A course in this area must meet at least three of the following additional learning outcomes. A student will:
 - Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
 - Examine how an individual's place in society affects experiences, values, or choices.
 - Articulate and assess ethical views and their underlying premises.
 - Articulate ethical uses of data and other information resources to respond to problems and questions.
 - Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

5. *Scientific World* – A course in this area must meet at least three of the following additional learning outcomes. A student will:
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology related studies.
 - Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
 - Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
 - Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
 - Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

II. College Option — 4 courses (12 credits). Transfer students may take fewer than 4 depending on their total transfer credits)

- Foreign Language – 2 courses (6 credits), may be waived under certain conditions, in which case students will choose from a list of alternate liberal arts courses. The learning objectives are those set forth by the Lehman Department of Languages and Literatures for the courses and levels elected by the student.
- Upper Division General Education – 2 courses (6 credits). Students must have achieved 60 credits and have declared a major; courses cannot be in same discipline as major)
 - *LEH351: Studies in Science and Applied Perspectives* – Upon completion of this course, the student is expected to be able:
 - To gather, interpret, and assess information from a variety of sources and points of view.
 - To evaluate evidence and arguments critically and be able to appraise their usefulness.
 - To produce well-reasoned written or oral arguments using evidence to support conclusions.
 - To demonstrate familiarity with the scientific method and quantitative reasoning.
 - To understand the scientific principles underlying matters of policy or public concern in which science plays a role.
 - To produce an essay or written piece of research, in “scaffolded” stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information which uses the scientific method.

- *LEH352: Studies in Literature* – Upon completion of this course, the student is expected to be able:
 - To gather, interpret, and assess information from a variety of sources and points of view.
 - To evaluate evidence and arguments critically and be able to appraise their usefulness.
 - To produce well-reasoned written or oral arguments using evidence to support conclusions.
 - To demonstrate familiarity with methods of literary criticism and historico-cultural analyses of literary studies.
 - To understand the role of literature and art in society and public policy or public concerns in which aesthetics play a role.
 - To produce an essay or written piece of research or other creative work, in “scaffolded” stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an aesthetic nature.

- *LEH353: Studies in the Arts* – Upon completion of this course, the student is expected to be able:
 - To gather, interpret, and assess information from a variety of sources and points of view.
 - To evaluate evidence and arguments critically and be able to appraise their usefulness.
 - To produce well-reasoned written or oral arguments using evidence to support conclusions.
 - To demonstrate familiarity with methods of artistic criticism and historico-cultural analysis analyses of works of art.
 - To understand the role of art in society and public policy or public concerns in which aesthetics play a role.
 - To produce an essay or written piece of research or other creative work, in “scaffolded” stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an aesthetic nature.

- *LEH354: Historical Studies* – Upon completion of this course, the student is expected to be able:
 - To gather, interpret, and assess information from a variety of sources and points of view.
 - To evaluate evidence and arguments critically and be able to appraise their usefulness.
 - To produce well-reasoned written or oral arguments using evidence to support conclusions.
 - To demonstrate familiarity with historical methods and historico-cultural analyses of documents and other artifacts.
 - To understand the historical principles underlying public policy or public concerns in which history plays a role.

- To produce an essay or written piece of research or other creative work, in “scaffolded” stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an historical nature.
- *LEH355: Studies in Philosophy, Theory, and Abstract Thinking* – Upon completion of this course, the student is expected to be able:
 - To gather, interpret, and assess information from a variety of sources and points of view.
 - To evaluate evidence and arguments critically and be able to appraise their usefulness.
 - To produce well-reasoned written or oral arguments using evidence to support conclusions.
 - To demonstrate familiarity with methods of theoretical or abstract analysis and philosophical reasoning.
 - To understand the role of theoretical and abstract reasoning in society and public policy or public concerns in which ethics or other aspects of philosophy play a role.
 - To produce an essay or written piece of research or other creative work, in “scaffolded” stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an abstract, theoretical or philosophical nature.

Appendix D

School of Education (SoE): Data-Based Activities, Changes, and Future Actions 2010 - 2012

Employer Survey – An employer survey was revised to provide SoE with richer information about the quality of our graduates and then made a concerted effort to get a higher response rate. Survey results are utilized to determine what changes need to be made in our preparation programs.

Disposition Assessment – In addition to a professionalism quiz taken prior to the beginning of student teaching, the SoE also now collects data on a disposition assessment that is completed by student teaching supervisors and cooperating teachers at the midpoint and at the end of student teaching. This instrument provides a way of gauging professional dispositions that determine whether or not candidates are good employees, colleagues, and role models.

Collection of Candidate Work Samples (CWS) – From each program, three candidate work samples are now collected (excellent, meets expectations, marginal performance). Programs choose the work sample to submit for inclusion in the Unit assessment system. These samples are collected annually and provide us with qualitative data on student learning outcomes.

Candidate Impact on Student Learning – A new key assessment was designed and implemented for completion during student teaching. Each candidate must demonstrate how his or her teaching has impacted students' learning. Candidates are required to submit a series of required artifacts (including the lesson plan, assessments, and a summary of how many students met each learning objective); in addition, the supervisor conducts a structured interview to determine whether or not candidates use assessment data to understand what students have learned and to figure out whether or not re-teaching is necessary.

Conceptual Framework Revisions – Based on candidate survey data, the Unit determined that there was a need to revise and update the Conceptual Framework. The School of Education's conceptual framework, known as LUTE, was revised in 2012. It expresses the School's commitment as leaders, practitioners, and partners, to concerted efforts to improve the lives of individuals, to engage in social issues, and to increase institutional possibilities. The entire conceptual framework is available on the School of Education's website – <http://lehman.cuny.edu/academics/education/>.

Strengthened Relationships with Community Colleges – Based on our analysis of teacher certification test data (disaggregated data for specific populations), the Unit recognized the need to strengthen relationships with community colleges. Seventy percent of our students are transfers, and much of the content on the certification tests comes from courses taken before candidates arrive at Lehman. Through a series of meetings with community college colleagues, SoE faculty have been able to share the content demands and to problem solve in a collaborative manner about how to prepare candidates for these tests.

Appendix E – CLA Results

1 Your School

Table 1 presents summary statistics for your school: numbers of freshmen tested, mean scores, mean score percentile ranks relative to other schools, 25th and 75th percentile scores, and standard deviations.

| | Number of Freshmen | Mean Score | Percentile Rank* | 25th Percentile Score | 75th Percentile Score | Standard Deviation |
|-----------------------|--------------------|------------|------------------|-----------------------|-----------------------|--------------------|
| Total CLA Score | 98 | 1060 | 51 | 969 | 1151 | 156 |
| Performance Task | 52 | 1055 | 51 | 940 | 1132 | 171 |
| Analytic Writing Task | 46 | 1065 | 49 | 996 | 1155 | 139 |
| Make-an-Argument | 48 | 1074 | 56 | 989 | 1181 | 150 |
| Critique-an-Argument | 46 | 1051 | 45 | 901 | 1144 | 165 |
| EAA** | 100 | 974 | 27 | 895 | 1040 | 117 |

2 All CLA Schools

Table 2 presents statistics for all CLA schools.

| | Number of Schools | Mean Score | 25th Percentile Score | 75th Percentile Score | Standard Deviation |
|-----------------------|-------------------|------------|-----------------------|-----------------------|--------------------|
| Total CLA Score | 161 | 1055 | 989 | 1115 | 89 |
| Performance Task | 161 | 1050 | 991 | 1113 | 97 |
| Analytic Writing Task | 161 | 1060 | 997 | 1117 | 86 |
| Make-an-Argument | 161 | 1059 | 1006 | 1114 | 88 |
| Critique-an-Argument | 161 | 1056 | 988 | 1112 | 89 |
| EAA** | 161 | 1039 | 964 | 1112 | 112 |

3 Student Sample Summary

Table 3 summarizes the student sample used to populate Tables 1 and 2. Percentages may not sum to 100% due to rounding.

| | Your Freshman Sample Size | Your Freshman Percentage | Average Percentage Across Schools |
|------------------|---------------------------------|--------------------------|-----------------------------------|
| Gender | Male | 28 | 29 |
| | Female | 70 | 71 |
| | Decline to State | 0 | 0 |
| Primary Language | English | 60 | 61 |
| | Other | 38 | 39 |
| Field of Study | Sciences and Engineering | 19 | 19 |
| | Social Sciences | 8 | 8 |
| | Humanities and Languages | 8 | 8 |
| | Business | 14 | 14 |
| | Helping / Services | 28 | 29 |
| | Undecided / Other / N/A | 21 | 21 |
| Race / Ethnicity | American Indian / Alaska Native | 1 | 1 |
| | Asian / Pacific Islander | 12 | 12 |
| | Black, Non-Hispanic | 18 | 18 |
| | Hispanic | 52 | 53 |
| | White, Non-Hispanic | 4 | 4 |
| | Other | 11 | 11 |
| | Decline to State | 0 | 0 |
| Parent Education | Less than High School | 13 | 13 |
| | High School | 36 | 37 |
| | Some College | 25 | 26 |
| | Bachelor's Degree | 11 | 11 |
| | Graduate or Professional Degree | 13 | 13 |

* Refer to Section 8 of the Fall 2012 CLA Overview for the percentile rank lookup tables.

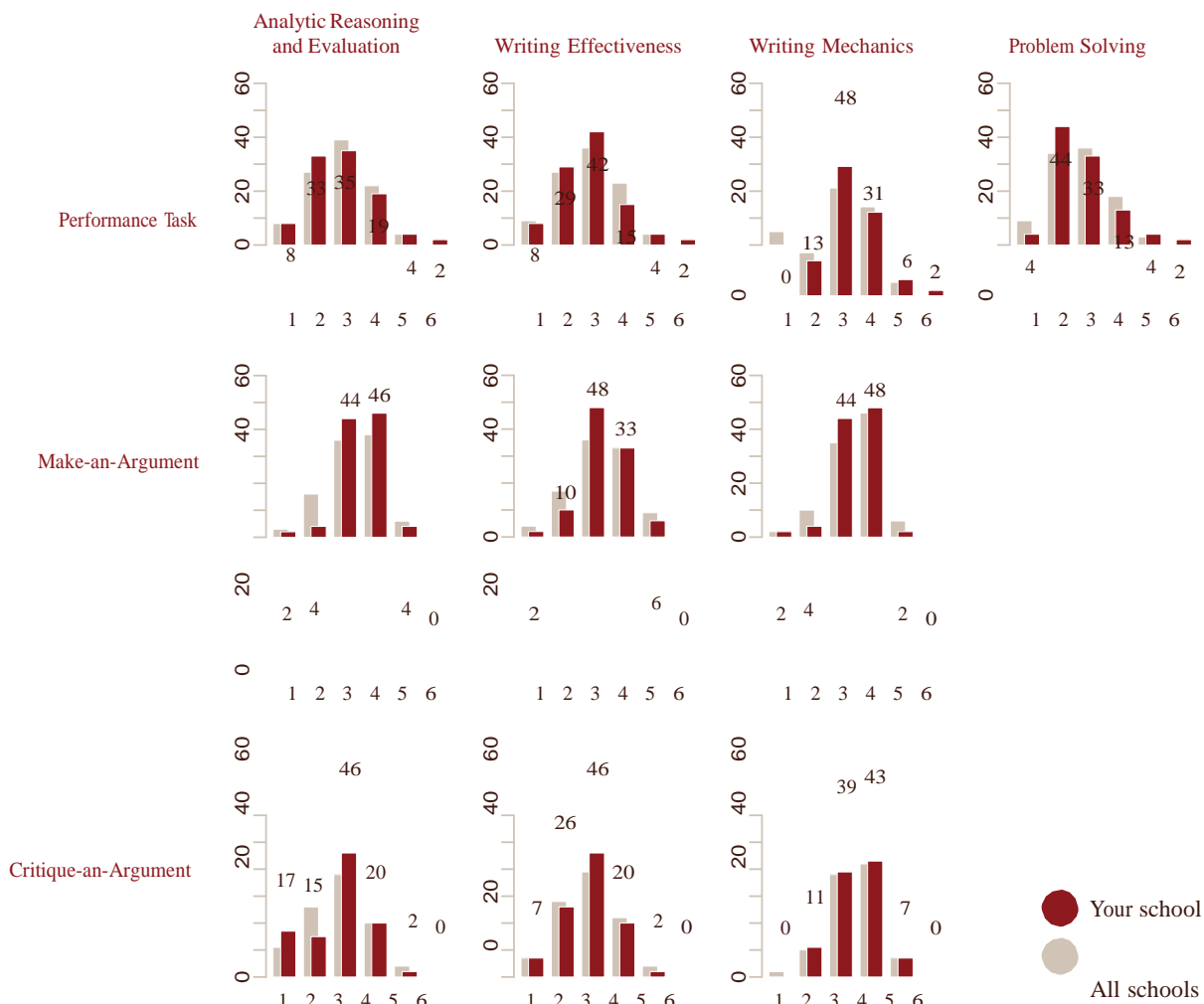
** Entering Academic Ability (EAA) represents SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores reported on the SAT scale.

Appendix E – CLA Results

4

Distribution of Subscores

Figure 4 displays the distribution of your students' performance in the subscore categories of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. The numbers on the graph correspond to the percentage of *your* students that performed at each score level. The distribution of subscores across *all* schools is presented for comparative purposes. The score levels range from 1 to 6. Note that the graphs presented are not directly comparable due to potential differences in difficulty among task types and among subscore categories. For example, it may be more difficult to obtain a high score in Writing Effectiveness on the Performance Task than it is on the Make-an-Argument. Within a task, it may be easier to obtain a high Writing Mechanics score than it is to obtain a high Analytic Reasoning and Evaluation score. See the *Diagnostic Guidance and Scoring Criteria* sections of the Fall 2012 CLA Overview for more details on the interpretation of subscore distributions.



5

Summary Subscore Statistics

Table 5 presents the mean and standard deviation for each of the subscores across CLA task types—for your school and all schools.

Appendix E – CLA Results

| Performance Task | | Analytic Reasoning and Evaluation | | Writing Effectiveness | | Writing Mechanics | | Problem Solving | |
|----------------------|--------------------|-----------------------------------|-------------|-----------------------|-------------|-------------------|-------------|-----------------|-------------|
| | | Your School | All Schools | Your School | All Schools | Your School | All Schools | Your School | All Schools |
| Make-an-Argument | Mean | 2.8 | 2.9 | 2.8 | 2.9 | 3.3 | 3.2 | 2.8 | 2.7 |
| | Standard Deviation | 1.1 | 0.9 | 1.0 | 0.9 | 0.9 | 0.9 | 1.0 | 0.8 |
| | Mean | 3.5 | 3.3 | 3.3 | 3.3 | 3.4 | 3.4 | | |
| | Standard Deviation | 0.7 | 0.8 | 0.8 | 0.9 | 0.7 | 0.8 | | |
| Critique-an-Argument | Mean | 2.7 | 2.8 | 2.8 | 2.9 | 3.5 | 3.4 | | |
| | | 1.0 | 0.9 | 0.9 | .09 | 0.8 | 0.8 | | |

Appendix F

Writing Council Timeline

Spring/Summer 2012

- Council formed

Fall 2012: Collecting Artifacts

- Writing Across Curriculum (WAC) reviewed writing intensive (WI) courses
- Sub-committee on Composition provided syllabi, assignments, and student writing samples

Spring/Summer 2013

- Review materials and findings of WAC and Sub-committee on composition
- Create recommendations and present to lead administrators
- Work with Departments to develop pilot course sections of WI and composition courses with standardized requirements

Fall 2013

- Launch pilot sections

Spring/Summer 2014

- Review results of pilot sections
- Revise and amend requirements for composition and WI courses as needed
- Works with deans, chairs, program directors, and faculty to implement newly revised requirements for composition courses and writing intensive requirements
- Develop mechanism for ongoing assessment of writing intensive courses

Appendix G

Results from 2006-07 Alumni Study – Academic Pursuits

Graduates responding to the 2006-07 Alumni Survey felt that their Lehman College education prepared them well for post-baccalaureate study. As indicated in G1, almost all respondents indicated that their Lehman education prepared them *Adequately*, *More than adequately* or *Exceptionally well* for graduate or professional school. No student felt that Lehman prepared them *Very poorly* or *Not at all*.

Table G1: How Well Did Your Lehman College Education Prepare You for Graduate or Professional School?

| | N | % |
|----------------------|----|-----|
| Exceptionally well | 9 | 24% |
| More than adequately | 13 | 34% |
| Adequately | 15 | 40% |
| Less than adequately | 1 | 3% |
| Very poorly | 0 | 0% |
| Not at all | 0 | 0% |

For graduates where a licensing or certification examination was applicable to their major, 79 percent indicated that they passed the first time they took it. As shown in Table G2 below, the vast majority felt that their undergraduate program prepared them well or adequately for their examination.

Table G2: How Well Do You Feel Your Undergraduate Education Prepared You For the Exam?

| | N | % |
|----------------------|---|-----|
| Exceptionally well | 3 | 19% |
| More than adequately | 4 | 25% |
| Adequately | 7 | 44% |
| Less than adequately | 2 | 13% |
| Very poorly | 0 | 0% |
| Not at all | 0 | 0% |

Results from 2006-07 Alumni Study – Career Pursuits

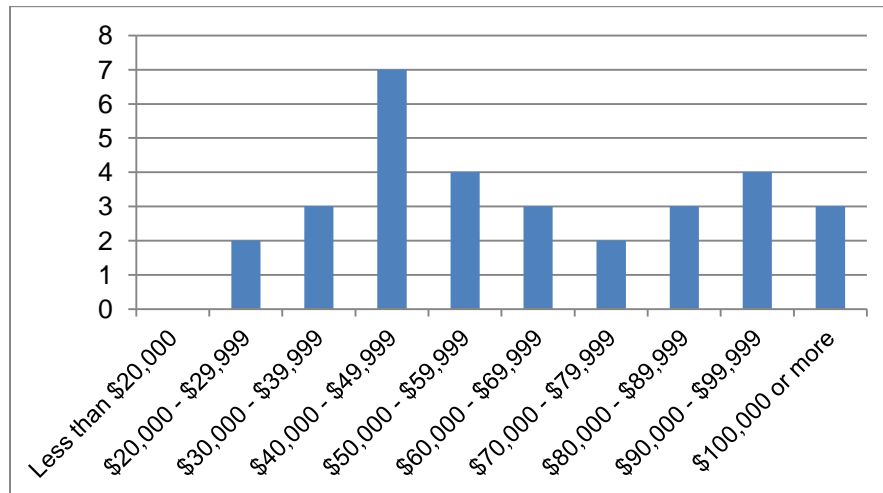
Graduates responding to the *2006-07 Alumni Survey* were asked about their current career pursuits and interests. One question asked graduates to indicate what they were currently doing. As shown in Table G3, the majority was employed full time and nearly a quarter were working while also continuing their education. Just seven percent indicated that they were currently seeking employment.

Table G3: Which of the Following Best Describes What
You are Currently Doing?

| Status | N | % |
|---|----|-----|
| Employed full time | 34 | 57% |
| Continuing my education and working | 14 | 23% |
| Not employed, seeking employment | 4 | 7% |
| Employed part time | 3 | 5% |
| Continuing my education and not working | 3 | 5% |
| Not employed, not seeking employment | 1 | 2% |
| Other | 1 | 2% |

In addition to employment tenure, graduates employed in full time positions in 2012 were asked to indicate their current salary (as of summer 2012). As indicated in Chart G1 the median salary was approximately \$55,000, while the mean salary was well in excess of \$60,000 per annum. Several alums indicated that they were currently earning in excess of \$100,000 per year in their positions.

Chart G1: Income Distribution of 2006-07 Graduates
Employed Full -time



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| File | Draft Periodic Review Summary | 10/10/2011 1:15 PM | CONNAL, SUZANNE |
| File | Evaluation Team Report from 2009-2010 | 9/10/2011 12:13 PM | BAVONQ, GAIL |
| File | LehmanSelfStudy2009 | 8/20/2011 12:19 PM | CONNAL, SUZANNE |
| File | SCHEMATIC REPORT (FINAL) | 8/20/2011 9:52 AM | BAVONQ, GAIL |
| File | SCHEMATIC Process Report for Lehman College (FINAL) | 9/10/2011 11:57 AM | BAVONQ, GAIL |
| File | Periodic Review Report 2011 | 8/7/2011 9:34 AM | CONNAL, SUZANNE |
| File | Periodic Review Report Drafts | 10/10/2011 3:00 PM | DEKOR, BETTE |
| File | Periodic Review Report Timeline | 10/10/2011 9:54 AM | BAVONQ, GAIL |
| File | PRR Feedback 2011 Final | 8/6/2011 9:51 AM | DEKOR, BETTE |
| File | Response from Lehman to MSCHE, 2009 | 6/20/2011 12:11 PM | BAVONQ, GAIL |

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2013 CUNY General Education Program (Pathways): Required Courses

Lehman College provides undergraduates with not only a major specialization but also training in a range of basic skills and general subjects on beginning, intermediate, and advanced levels. In this way, a bachelor's degree represents both training in a special field and the skills and knowledge to meet life's varied challenges responsibly, intelligently, and creatively.

Beginning in fall 2013, CUNY instituted a common General Education structure (called "Pathways") whose purpose is to improve the ability of students to transfer within the university. Lehman's 2013 CUNY General Education Program (Pathways) conforms to the new CUNY structure. The college's General Education categories remain the same, but the individual course requirements in some cases have changed. Lehman's categories represent the following parts of the CUNY Pathways structure:

- Foundation = CUNY Required Core (plus the College Option in Foreign Language)
- Distribution = CUNY Flexible Core
- Integration = CUNY College Option

Lehman's courses in the 2013 CUNY General Education Curriculum include subjects comprising the shared intellectual heritage of our diverse culture. They teach critical thinking and encourage accurate and effective communication. General Education supports the integration, synthesis, and application of knowledge, and includes proficiency in information literacy. Undergraduate education offers not only specialized knowledge and professional skills but also the multiple views and general intellectual abilities developed by the study of liberal arts and sciences that provide a foundation for independent, responsible living.

Students who enter Lehman College in the fall 2013 semester or later must meet the 2013 CUNY General Education Requirements. There are four categories of required courses: Foundation ("Required Core" plus "College Option,") Distribution ("Flexible Core"), Integration ("College Option"), and Writing Intensive. For a list of the 2013 CUNY General Education courses in each category, select the links in the navigation side panel.

(NOTE: The Foreign Language and Integration Requirements are waived for students in the Lehman Scholars Program and the Macaulay Honors College, which have their own requirements in these areas.)

Last modified 9/2/2014

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