



# **Institutional Effectiveness Assessment 2016-17 Annual Report**

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## A Pivotal Year

Over the course of the 2016-17 academic year, Lehman College made significant progress in moving ahead with its Self-Study review for re-accreditation with the Middle States Commission on Higher Education (MSCHE). Highlights included:

- Development of a Self-Study Design Report to guide the effort, which was approved by the Middle States Commission
- Initial inquiries launched by each of the working groups that were established around the Accreditation standards
- Preliminary drafts from a number of the working groups that will provide a basis for a more intensive inquiry during fall 2017
- Review and replacement of Lehman College's Consumer Information Page

President Cruz also laid out a number of initiatives to guide the College. Those [initiatives](#) included:

- Establishing a “robust structure” to support the College's re-accreditation process
- Strengthening Lehman College's institutional effectiveness from adopting the “most promising recommendations in the school's Advancing the Vision report” that resulted from the campus' prioritization process
- Ensuring healthy enrollment from the development and implementation of a comprehensive enrollment management plan
- Increasing performance on key metrics including graduation rates and achievement gaps
- Diversifying the College's revenue streams

In his March 27, 2017 [“State of the College”](#) Address, President Cruz highlighted early progress on those initiatives. He also established a long-term goal “to double the number of degrees and credentials” Lehman College's students “are expected to earn by the year 2030” to 90,000 “degrees and credentials” (“90 by 30” initiative).

The Self-Study process takes place during an exciting, but also challenging, point in Lehman College's existence. In U.S. political discourse, basic values embraced by the nation's colleges and universities, particularly that of diversity, are now being challenged by revanchist elements. With the nation's population growing increasingly diverse and its being projected to continue to do so in coming decades by the U.S. Bureau of Census, colleges and universities need to reaffirm and strengthen their commitment to diversity. To succeed, they need to widely broadcast the benefits of that commitment to all of their stakeholders and also the general public.

The benefits of diversity are substantial and indisputable. Diverse groups can access and leverage a wider range of knowledge and perspectives to achieve enhanced creativity and superior performance. In a July 28, 2017 address<sup>1</sup> sponsored by the American Economic Association and the National Science Foundation, Federal Reserve Board Member Lael Brainard highlighted research demonstrating such benefits. She noted that increase racial diversity had “helped groups of business students outperform other students in solving problems” in one experiment. She pointed to similar findings concerning gender diversity. She explained, “A study of 2.5 million

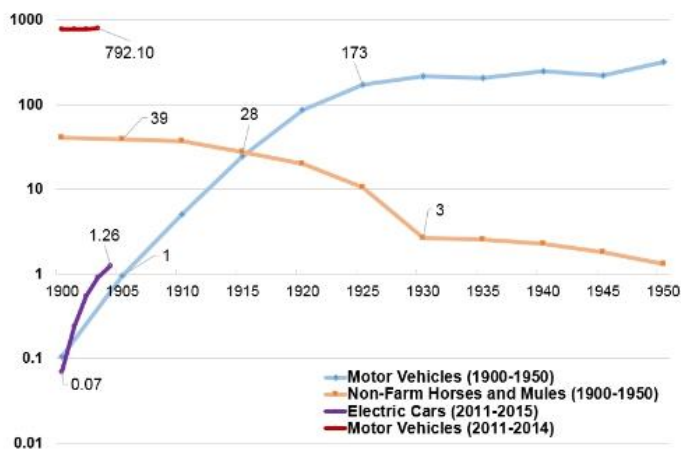
research papers across the sciences found that those written by ethnically diverse research teams received more citations and had a greater impact than papers by authors with the same ethnicity.”

The world and workplace are also changing dramatically on account of emerging and advancing technologies. Artificial Intelligence (AI) has arguably reached an inflection point from which it will play an increasingly important role in a wide range of industries and applications. In one example of the kind of large-scale changes taking place, electric car ownership is rising at a rate that mirrors (even exceeds) that of the rise in motor vehicles that displaced horse-driven transportation early in the 20<sup>th</sup> century.

### Beyond horsepower

Just as motor vehicles displaced horses a century ago, electric cars could replace motor vehicles in the next 10 to 25 years.

(per thousand people, log scale)



Note: Electric car graph line starts in 2011.

Source: Cherif, Reda, Fuad Hasanov, and Aditya Pande, 2017, "Riding the Energy Transition: Oil Beyond 2040," IMF Working Paper 17/120.



Source: International Monetary Fund<sup>2</sup>

All of these changes impact the Higher Education model. No institution of Higher Education is immune to the effect of these changes.

Maureen Burke, who serves on the staff of the International Monetary Fund's *Finance & Development* publication explained:

*Millennials confront obstacles to prosperity that their parents didn't face. They are better educated than previous generations—but in today's world, that is not enough to guarantee financial success. Many, if not most, will be forced to retool and switch careers several times during their working life. While formal schooling remains the primary source of learning, educational systems must arm millennials and succeeding generations with skills sets for jobs that do not yet exist.*<sup>3</sup>

In other words, even as colleges and universities provide enduring knowledge from their General Education curricula, they must also understand the forces that are shaping the world in which their students will reside, develop programs and curricula to prepare them for that future, and assess the outcomes related to those programs. Ongoing environmental scanning, rapid dissemination of the results throughout the college/university ecosystem, and use of those insights across the spectrum of decision making will be critical to success. The Self-Study process provides Lehman College with a timely opportunity to look deeply at its programs, services, and adaptive capacities, all of which are essential to its being able to continue to fulfill its mission.

For the first time and on an experimental basis, the Appendix will contain baseline retention and graduation rate estimates for full-time, first-time freshmen. Comparing outcomes to baselines can provide early insight into potential issues and afford greater opportunities to address emergent issues.

I thank President José Louis Cruz, Acting Provost Harriet “Nikki” Fayne, the Vice Presidents, the administrative units’ Directors, Dean of Arts & Humanities/MSCHE Liaison/Self-Study Co-Chair Deirdre Pettipiece, former Institutional Research Director Susanne Tumelty, Yajaira Alvarez and Alejandra Rodriguez of the Office of Institutional Research, Planning, and Assessment, and Lehman College Assessment Coordinator and Interim Institutional Research Director Raymond Galinski for their support, collaboration, assistance, and insights. Without all of these dedicated people, Lehman College could not sustain a culture of meaningful assessment or the capacity to translate assessment outcomes into institutional improvement.

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# **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. CUNY Central ended this process after the 2015-16 academic year to re-evaluate the university-wide assessment effort. A new version was launched in Spring 2017 with CUNY's senior and community colleges asked to provide results tied to the 2016-17 University goals.

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.

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:	<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’s 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>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            The campus community (faculty, staff, and administrators) at each school:</p> <ul style="list-style-type: none"> <li>• Discusses the results from the previous academic year</li> <li>• Develops and implements strategies for addressing PMP-related issues and for continuous improvement</li> <li>• Studies school-related issues (e.g., student satisfaction)</li> <li>• Refines goals and targets for the next academic year based on the results from the most recent PMP report</li> </ul>

## **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*. 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"> <li>• Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs.</li> </ul>
GOAL 3:	Greater Institutional and Financial Effectiveness.
Objective 3.1:	Integrate institutional planning and assessment to improve effectiveness. <ul style="list-style-type: none"> <li>• Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.</li> <li>• Foster a culture of continuous assessment focuses on institutional effectiveness to improve overall performance.</li> <li>• Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.</li> </ul>

### 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"> <li>• Written administrative unit assessment plans are collected by the Institutional Effectiveness Coordinator</li> <li>• 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</li> <li>• 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</li> </ul>
August	<ul style="list-style-type: none"> <li>• Assessment Reports from the prior academic year are submitted</li> <li>• Unit assessment plans are submitted</li> <li>• The Institutional Effectiveness Coordinator maintains a copy of the plans</li> </ul>
Sep – May	<ul style="list-style-type: none"> <li>• Units conduct their assessment activities</li> </ul>
May – August	<ul style="list-style-type: none"> <li>• Units provide the assessment outcomes/findings</li> <li>• Units explain how the results were used or will be used</li> <li>• Units identify decisions/changes that resulted from the assessment findings</li> <li>• Units develop assessment plans for the next academic year</li> </ul>

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.

<b>Participation Rate by Assessment Cycle:</b>	
<b>2010-11 Assessment Cycle:</b>	<b>86%</b> of units submitted goals and objectives during the 2010-11 assessment cycle. <b>83%</b> of units submitted completed assessment reports.
<b>2011-12 Assessment Cycle:</b>	<b>97%</b> of units submitted goals and objectives during the 2011-12 assessment cycle. <b>91%</b> of units submitted completed assessment reports.
<b>2012-13 Assessment Cycle:</b>	<b>97%</b> of units submitted goals and objectives during the 2012-13 assessment cycle. <b>94%</b> of units submitted completed assessment reports.
<b>2013-14 Assessment Cycle:</b>	<b>100%</b> of units submitted goals and objectives during the 2013-14 assessment cycle. <b>89%</b> of units submitted completed assessment reports.
<b>2014-15 Assessment Cycle:</b>	<b>92%</b> of units submitted goals and objectives during the 2014-15 assessment cycle. <b>84%</b> of units submitted completed assessment reports.
<b>2015-16 Assessment Cycle:</b>	<b>93%</b> of units submitted goals and objectives during the 2015-16 Assessment Cycle. <b>62%</b> of units submitted completed assessment reports.
<b>2016-17 Assessment Cycle:</b>	<b>87%</b> of units submitted goals and objectives during the 2016-17 Assessment Cycle. <b>71%</b> of units submitted completed assessment reports.

The continued relatively low figure of completed assessment reports resulted from the temporary break-up of the Institutional Advancement Division. Upon the retirement of the Institutional Advancement Vice President, units were re-assigned to the I.T. and Finance & Administration divisions.

Of heightened concern is the lack of an assessment report from the Office of Financial Aid. This has been a chronic issue. In addition, no assessment plan for the 2017-18 academic year was provided.

In the wake of the College's Title IV audit, a lack of assessment activity in offices connected to the Title IV program elevates the College's risk exposure. It is an area that the Middle States Commission on Higher Education (MSCHE) will logically examine in greater detail during the ongoing self-study process.

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 2016-17 cycle:

Criteria	Average Score
Explicitly stated goal	1.0
Strategic relationship of the goal	0.3
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	1.0
Reasonable support	1.0
Clear explanation of the use of the assessment results	0.9
<b>Total Score</b>	<b>7.1</b>

**Note:** Scores may not add up due to rounding errors in the individual scores.

This data reveal that there remain challenges in relating assessment plans to the institution's strategic goals and objectives. There may be difficulty at the unit level in aligning institution, divisional, and unit goals.

Overall, there was another modest increase in the quality of submitted assessment reports. In large part, that increase likely resulted from the expanded use of Taskstream to submit assessment plans and reports. 65% of administrative units submitted their completed assessment reports over Taskstream. The 2016-17 academic year was the first one during which at least half of administrative units submitted assessment reports using Taskstream.

## **Prioritization Initiative:**

Lehman College launched a campus-wide planning and prioritization process in 2013 on account of a number of factors:

- A continuing long-term trend of decreasing public (State and Federal) funding in real terms for higher education
- Changing national demographics
- Evolving global competition for talent
- Expiration of the CUNY Compact in 2016. The Compact allowed CUNY institutions to increase tuition by \$500 per year and obligated New York State to cover mandated salary increases and energy costs
- Uncertainty about future tuition increases and State funding through Fiscal Year 2018

The prioritization process involved dozens of Lehman College faculty, staff, administration, and students. The process examined 65 undergraduate academic programs and 88 administrative programs based on criteria including centrality to institutional mission, assessment, efficiency, and vision. Extensive cost, student, and other resource-related data were gathered and reviewed. Focus was given to integrating planning and resource allocation.

The process resulted in a number of recommendations aimed at guiding Lehman College into its 50<sup>th</sup> anniversary year in 2018. The Steering Committee submitted a report to President Fernández in May 2015. The College's Vice Presidents developed and shared their divisional action plans with President Fernández in August 2015 and were charged with developing improvement plans for each of their programs in consultation with their respective Chairs/Directors during Fall 2015. A final report was submitted to the Lehman College community on July 27, 2016.

President José Luis Cruz directed the College to examine the recommendations, identify the most promising ones, and then move to implement those recommendations.

## **Snapshot of Select Assessment Reports and Activities**

### **Academic Advising:**

Among its assessment activities, Academic Advising surveyed students who were readmitted to Lehman College during Fall 2016 and Spring 2017. The surveys were intended to better understand this group of students, why they left college initially, why they had returned, and their overall level of satisfaction both with Lehman College and the readmission process. Among both cohorts, the overwhelming majority had originally enrolled to obtain a college degree. A majority (59% of the Fall 2016 group and 72% of the Spring 2017 group) indicated that they had returned to the College to complete that degree. 59% of the Fall group and 60% of the spring group cited “insufficient funds or no financial aid” as being “somewhat important” or “very important” for leaving the College. Approximately one-in-five students from both cohorts returned on academic probation. A majority of both groups expressed satisfaction with Lehman College and the readmission process.

The assessment data is being used as part of a working group exploring proposals of college-wide call centers to address issues raised by the returning students. In addition, the Enrollment Management division is using the survey data in a larger effort to identify and address high-demand courses that would benefit from additional sections.

### **Admissions & Recruitment:**

The Office of Admissions & Recruitment conducted an assessment project that studied enrollment outcomes for directly admitted students vs. students who were allocated through CUNY’s University Application Processing Center (UAPC). Directly admitted students were more than 25% more likely to enroll at Lehman College than UAPC students. The Office concluded that the greater data would provide better insight. As a result, the Office will seek to improve the tracking of both groups of students using CUNYFirst and Hobsons. To facilitate that effort, Office staff would attend query writing training.

### **Athletics/APEX:**

Athletics/APEX implemented a pilot academic support system during Spring 2017 for all student athletes. Student athletes who were identified as being in academic jeopardy (at risk of a 2.2 cumulative GPA, <2.0 semester GPA, or not achieving 12 credits in any semester) were required to undergo 2 hours of study hall each week. They were also required to meet with the Senior Women’s Administrator weekly and to turn in progress reports. Based on the outcomes, the pilot program was scheduled to be fully implemented in the Fall 2017 semester.

### **Career Services:**

Career Services assessed the impact of its “The Right Major For You” workshop. The workshop was aimed at helping students better align their major selection with their career pursuits. The workshop was assessed on dimensions that included career-related skills/qualities, various career-related competency areas, understanding of job-related tasks and responsibilities, an

ability to provide a comprehensive list of work environments/settings, and education and training required for various positions. 74 students completed the workshop. 77% of that group had achieved “advanced” knowledge and 19% were proficient. Based on the impact of the workshop on student knowledge of areas covered in the workshop, the Office will continue to offer the workshop using the “Career Exploration” worksheet and rubric to help ensure students receive appropriate feedback as they gain insight into their respective fields.

### **Counseling Center:**

The Counseling Center offered and assessed a 45-minute Safe Zone presentation aimed at improving understanding of LGBTQI individuals and their needs and rights. An acceptable target was that 50% of participants would experience a decrease in homophobic attitudes based on the Riddle Homophobia Scale. The target was exceeded. However, numerous students had difficulty understanding some of the instrument’s questions. As a result, the Counseling Center will continue to utilize the instrument while offering clarification for questions that are difficult for students to understand. In addition, all of the President’s Cabinet members have received Safe Zone training.

### **Graduate Studies:**

Graduate studies pursued a goal of broadening engagement with internal and external constituencies to raise awareness of the College’s graduate programs. Engagement was conducted face-to-face at campus events and through technology (e-mail, text, and website marketing), as well as letters. Participants were surveyed and the response rate for surveys was 51.1%. In terms of feedback, 78% of respondents sought standard advising hours, 67% preferred that students retain an ability to make advising appointments, and 89% said students should be able to schedule appointments by e-mail. Satisfaction among new students for the College’s onboarding efforts was examined. 60% of respondents were satisfied with Admissions, 61% with Financial Aid, 60% with the Bursar, 82% with academic advising, 75% with registration, and 73% with campus services (I.T. and the Career Services Office).

Based on these outcomes, the Office decided to continue its practice of sharing information at various campus events, creating a more interactive or web-based orientation tool, more closely collaborate with program coordinators about prioritizing the sharing of information, and provided expanded education on FAFSA for graduate-level students.

### **The Library:**

The Library assessed an initiative that involved acquiring a special collection of linguistically and culturally relevant books for Latino children. Use of these books at a local elementary school was researched in a workshop and examined using a pre- and post-test approach. A discussion series based on these books was created and a research guide that highlights new and existing bilingual and bicultural materials was developed. The assessment found evidence that workshop participants better understood what culturally relevant books are and where to find them. Workshop participants also felt that both Spanish-speaking and non-Spanish speaking children could benefit from listening to bilingual (English/Spanish) books. Participants strongly felt that

sharing bilingual and culturally relevant books is important. However, in its discussion of the outcomes, the Library was concerned about possible selection bias. The Library decided to “continue the conversation” during Fall 2017 with a focus on illustrations, illustrator studies, and theme explorations.

### **The Registrar:**

The Registrar assessed the College’s bell schedule that was revised in May 2007. As part of the initiative, the College examined the use of its Electronic Course Scheduling Process (eCSP). The results revealed that the number of classes on the College’s bell schedule had improved slightly for the last three terms. Based on the promising data, the Registrar’s Office planned to use the CRON process for managing its courses. In addition, the Office is developing an enrollment capacities and room capacities dashboard.

### **SEEK:**

SEEK established a goal of making a contribution toward increasing the retention rate of its students by helping them improve their time management skills. As part of the effort, SEEK administered the Learning and Study Strategies Inventory (LASSI) instrument. SEEK students first took the test in June 2016 and again in November 2016. Statistically significant gains were achieved in information processing, motivation, and self-testing. SEEK plans to continue the use of LASSI in coordination with various academic and student support offices.

### **Special Academic Sessions:**

Special Academic Sessions conducted a survey of students who had stopped-out from Lehman College. The survey’s goal was to better understand why students had stopped attending Lehman College. The survey was sent to 1,415 students who had previously enrolled at Lehman College but had stopped attending after the Spring 2016 term. There were 35 respondents.

The findings were as follows:

- 54% indicated that they had left due to “insufficient or no financial aid.”
- 40% cited “found employment/employment responsibilities.”
- 31% stated that they had “other personal or family issues” that led to their not re-enrolling.
- 23% said that they couldn’t get into courses they wanted/needed.”

Students had been asked to cite all factors that explained their stopping out.

Based on the survey results, tailored communications will be sent to students who have not re-enrolled one week prior to the start of classes. Students citing the financial aid issue will receive FAFSA, loan, and payment plan information. Students who could not get into desired/needed courses will be invited to schedule an appointment with an academic or faculty advisor to help them register for the appropriate classes. Students who had indicated an interest in returning to Lehman College will received different types of communications.



## PMP Outcomes

The College’s performance is described as “Having Met”, “Partially Achieved/Substantially Achieved/In Progress”, “Achieved” or “Achieved or Exceeded/Surpassed” its targets. During 2015-16, the College saw the percentage of its targets that were met or exceeded stabilize. The percentage of missed targets decreased from a year earlier, with the 2015-16 percentage of missed targets being reduced from 33% to 28%. There was an increase in the percentage of targets that were “Achieved or Exceeded/Surpassed.” More than half (60%) of met targets were “Achieved or Exceeded/Surpassed” rather than “Achieved.”

The CUNY Student Experience Survey revealed that the trend toward a declining amount of time spent in classes/labs has continued. That persistent trend may have contributed to the College’s missing its target for the number of credits earned in one year by full-time, first-time freshmen.

In terms of finances, Lehman College met 50% of its PMP targets. However, it had slight misses in two: (1) spending on departmental research as a percentage of the tax-levy budget and (2) spending on student services as a percentage of the tax-levy budget.

Overall, even as the College had previously met or exceeded two-thirds of its targets in recent years, that figure has now fallen to three out of every five targets for the most recent year. All said, Lehman College is generally meeting its goals. Moreover, when it meets its goals, it is typically exceeding them.

### Performance Management Report Outcomes (Annual Figures)

Academic Year	Data Not Available	Target Changed	Not Met	Partially Achieved/ Substantially 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%
2013-14	0%	0%	15%	15%	59%	10%
2014-15	3%	0%	33%	10%	40%	15%
2015-16	0%	0%	28%	10%	25%	38%
2016-17	0%	0%	10%	10%	55%	25%

**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)**

<b>3-Year Period Ended</b>	<b>Data Not Available</b>	<b>Target Changed</b>	<b>Not Met</b>	<b>Partially Achieved/In Progress</b>	<b>Achieved</b>	<b>Achieved or Exceeded/Surpassed</b>
2010-11	4%	0%	10%	12%	59%	14%
2011-12	4%	0%	8%	14%	56%	17%
2012-13	4%	0%	12%	14%	52%	18%
2013-14	2%	0%	13%	15%	52%	17%
2014-15	2%	0%	21%	12%	47%	13%
2015-16	1%	0%	25%	12%	41%	21%
2016-17	1%	0%	20%	10%	40%	26%

**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.

All of the PMP targets were mapped to one or more strategies contained in the Strategic Plan. For 2015-16, the PMP targets covered 12 of the 45 (27%) 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.

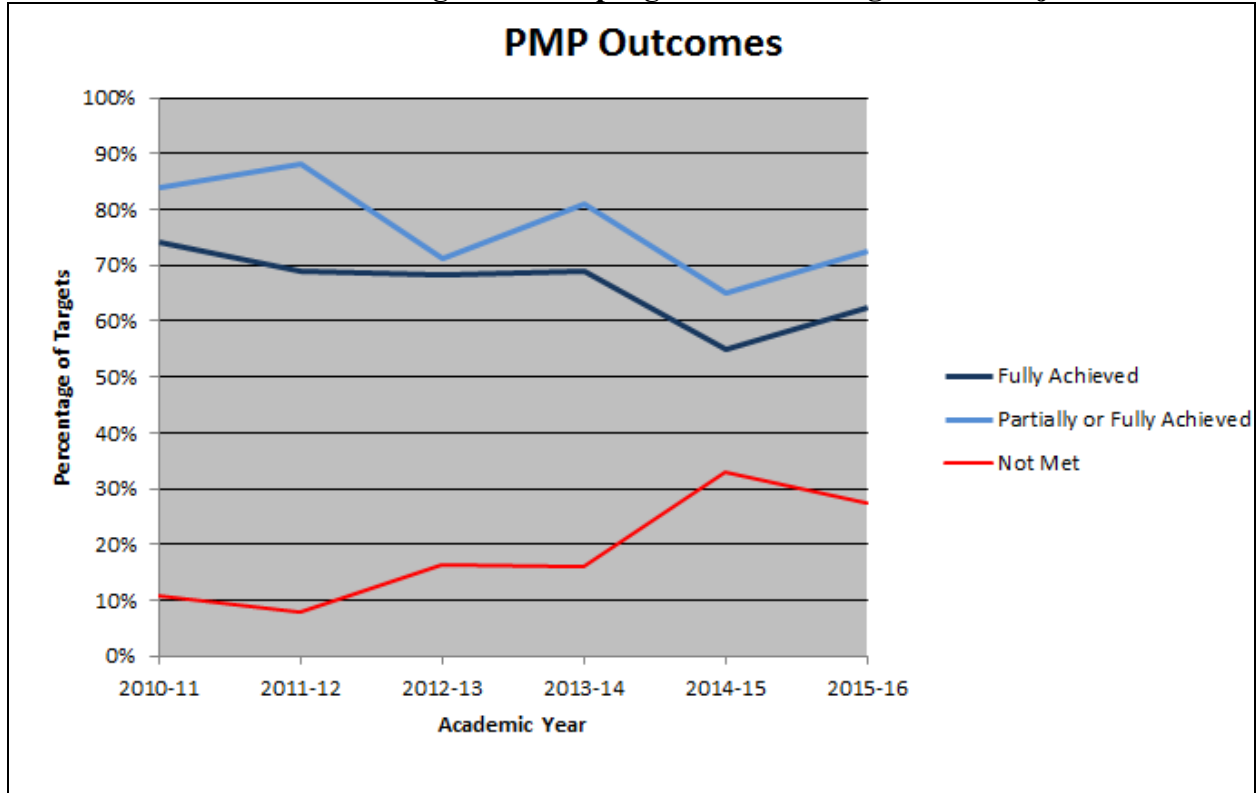
## Indicators of Institutional Effectiveness

### 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 7<sup>4</sup>.

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.

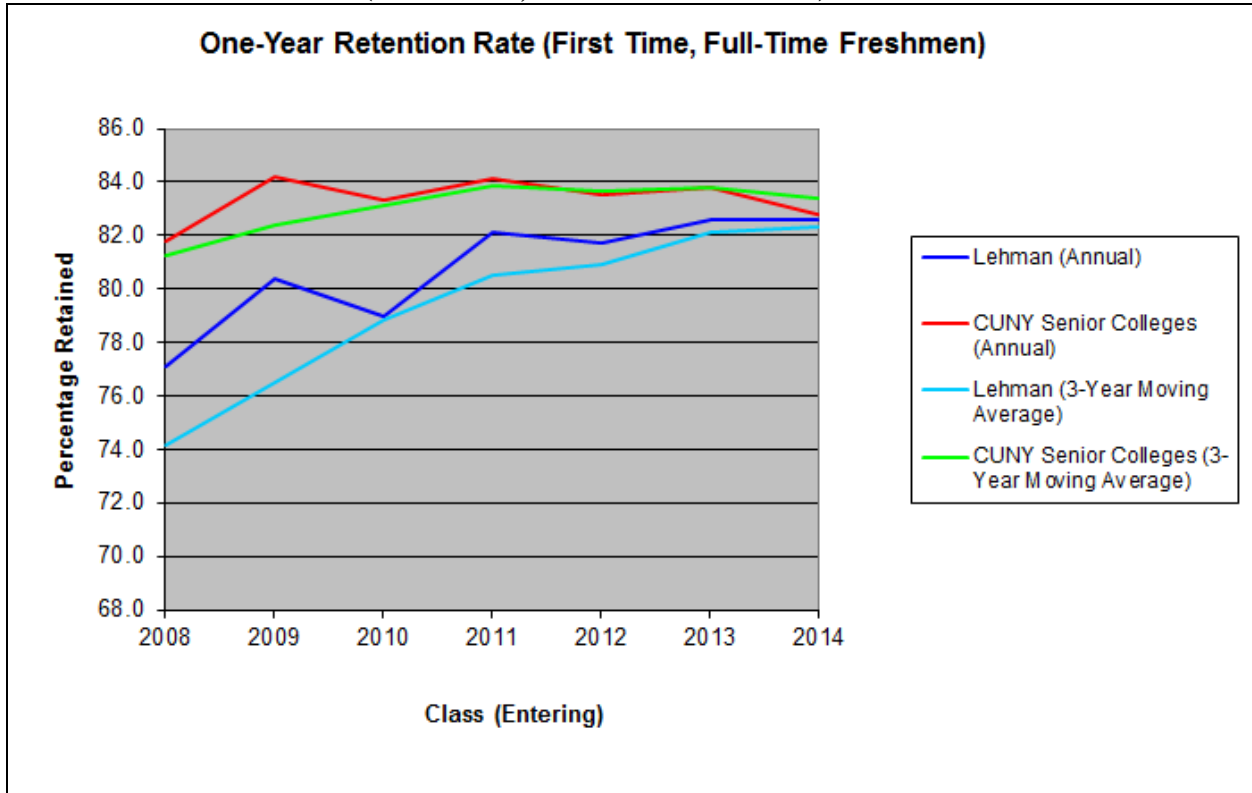
### PMP Outcomes: Lehman College's overall progress toward its goals and objectives:



### Ratios:

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Fully Achieved : Not Met	6.7	8.6	4.2	4.3	1.7	2.3
Partially or Fully Achieved : Not Met	7.6	11.0	4.4	5.1	2.0	2.6

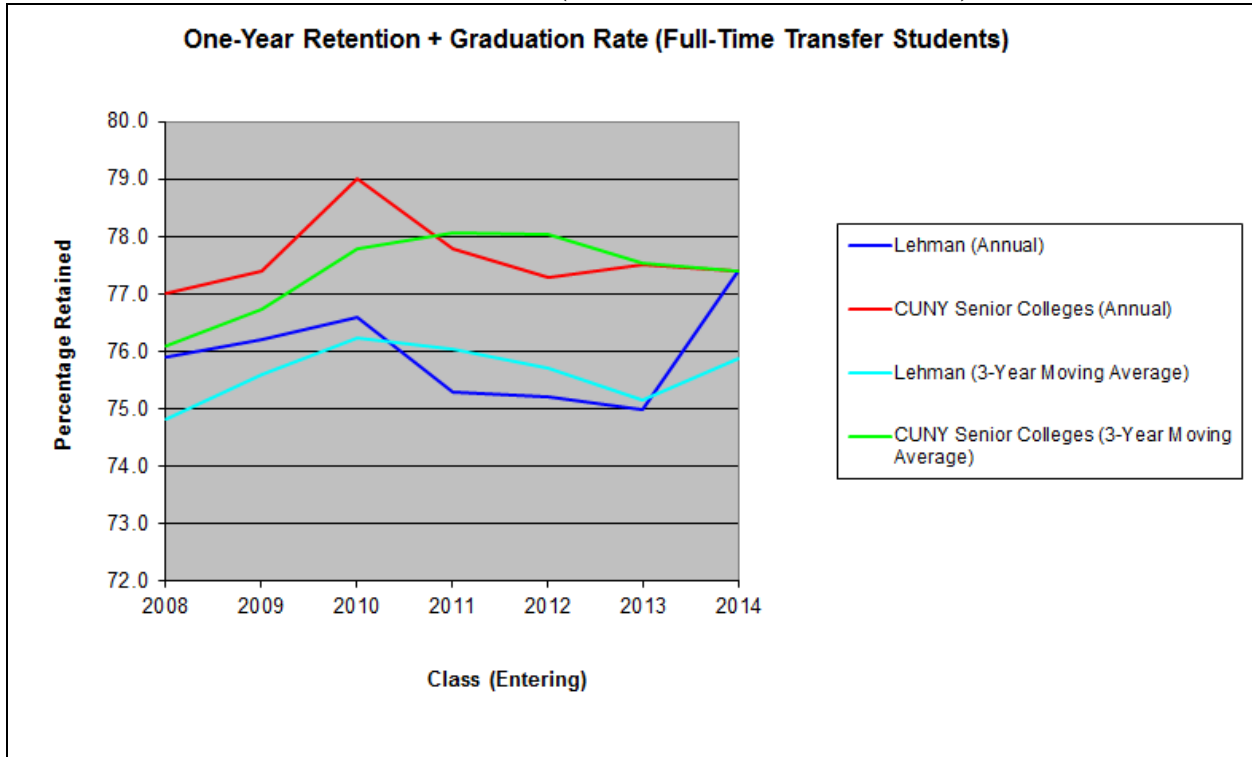
**One-Year Retention Rate (First-Time, Full-Time Freshmen):**



**Ratios:**

	2008	2009	2010	2011	2012	2013	2014
Lehman : Sr. Colleges (Annual)	0.943	0.955	0.948	0.976	0.978	0.986	0.998
Lehman : Sr. Colleges (3-Year Moving Average)	0.912	0.929	0.949	0.960	0.968	0.980	0.987

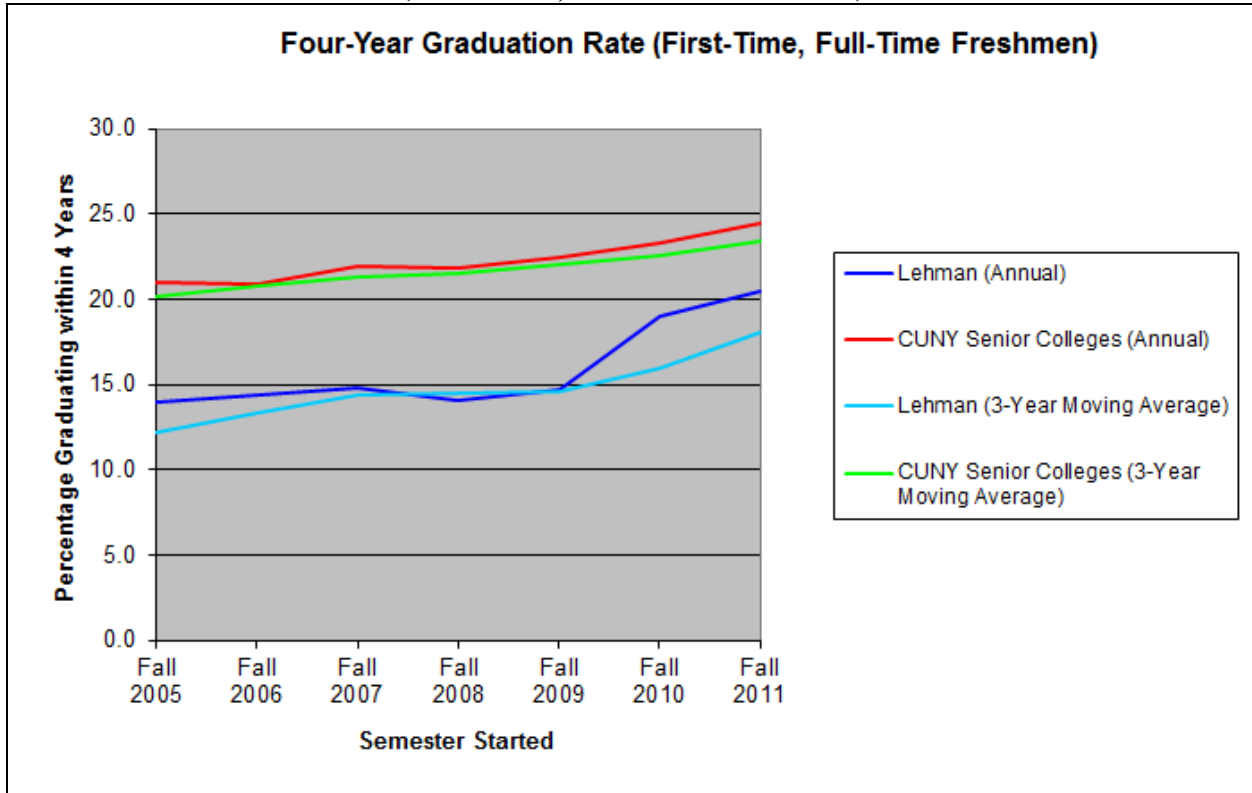
**One-Year Retention + Graduation Rate (Full-Time Transfer Students):**



**Ratios:**

	2008	2009	2010	2011	2012	2013	2014
Lehman : Sr. Colleges (Annual)	0.986	0.984	0.970	0.968	0.973	0.968	1.000
Lehman : Sr. Colleges (3-Year Moving Average)	0.983	0.985	0.980	0.974	0.970	0.969	0.980

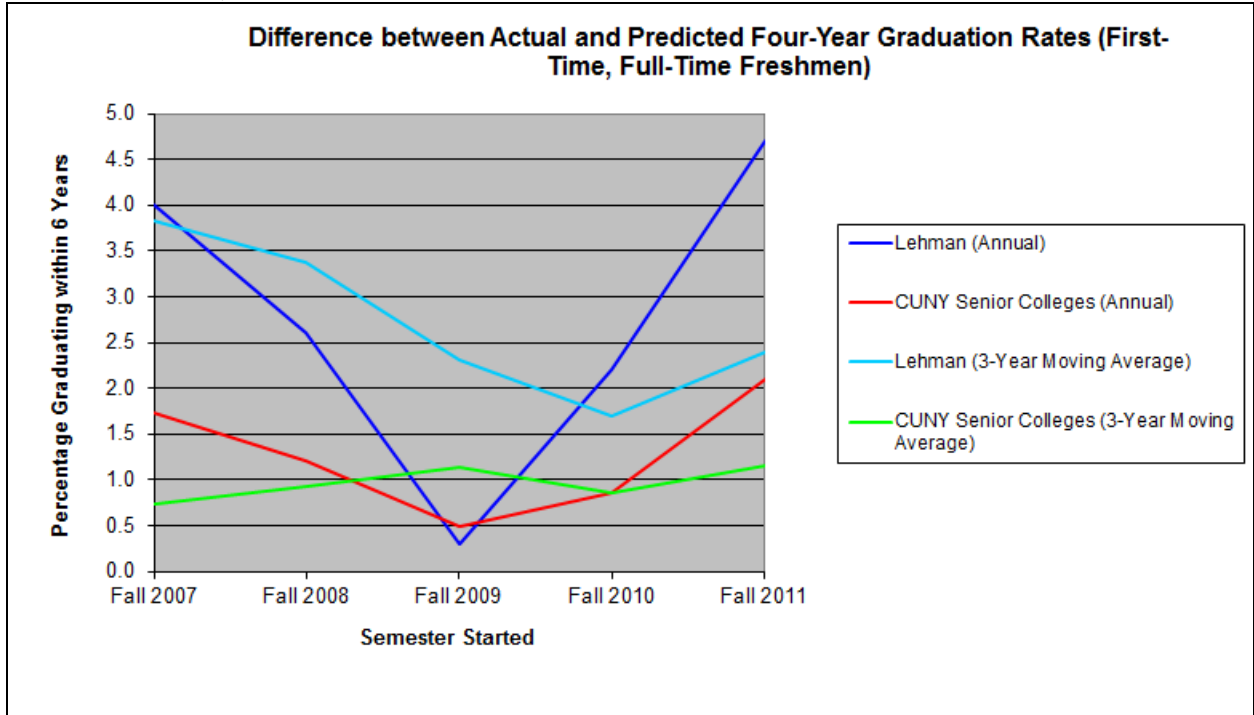
**Four-Year Graduation Rate (First-Time, Full-Time Freshmen):**



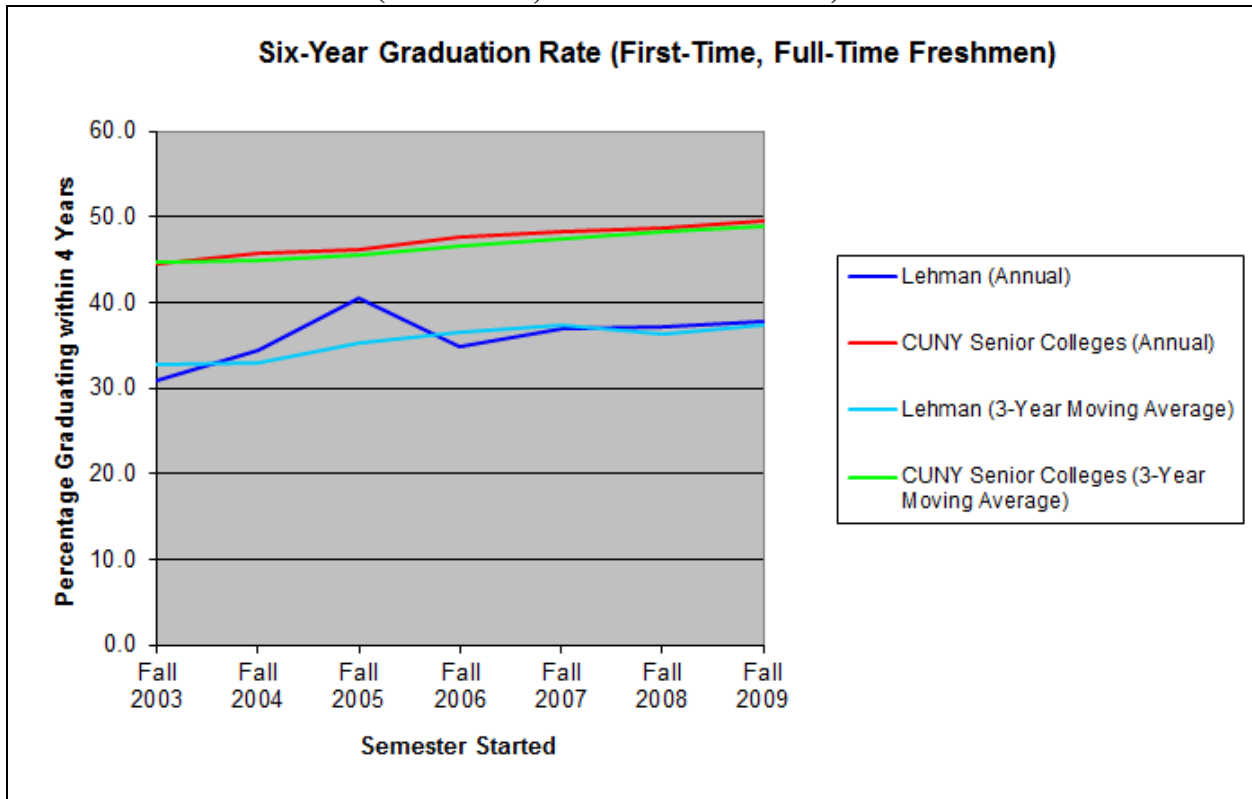
**Ratios:**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Lehman : Sr. Colleges (Annual)	0.667	0.689	0.677	0.647	0.653	0.815	0.840
Lehman : Sr. Colleges (3-Year Moving Average)	0.605	0.645	0.676	0.670	0.659	0.707	0.772

**Difference between Actual and Predicted Four-Year Graduation Rates (First-Time, Full-Time Freshmen):**



**Six-Year Graduation Rate (First-Time, Full-Time Freshmen):**

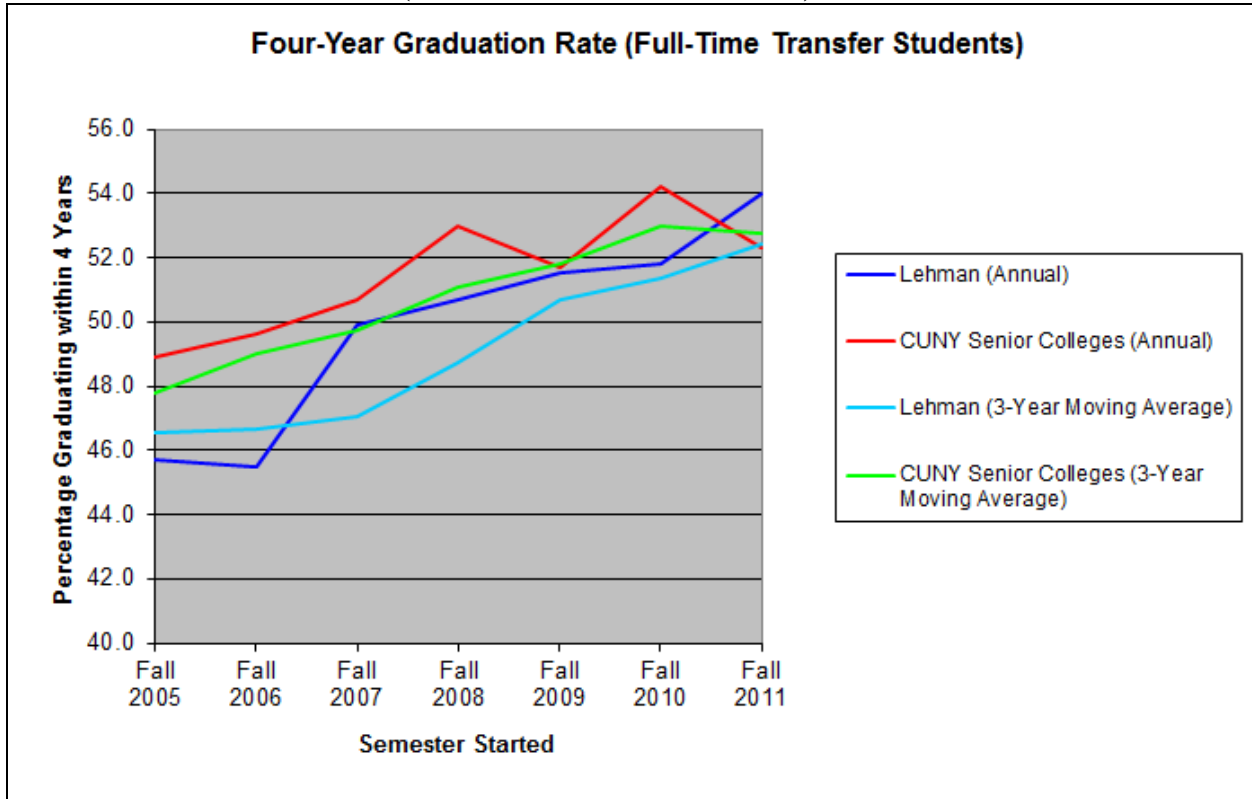


**Ratios:**

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Lehman : Sr. Colleges (Annual)	0.692	0.755	0.874	0.733	0.766	0.762	0.764
Lehman : Sr. Colleges (3-Year Moving Average)	0.731	0.733	0.775	0.787	0.790	0.754	0.764



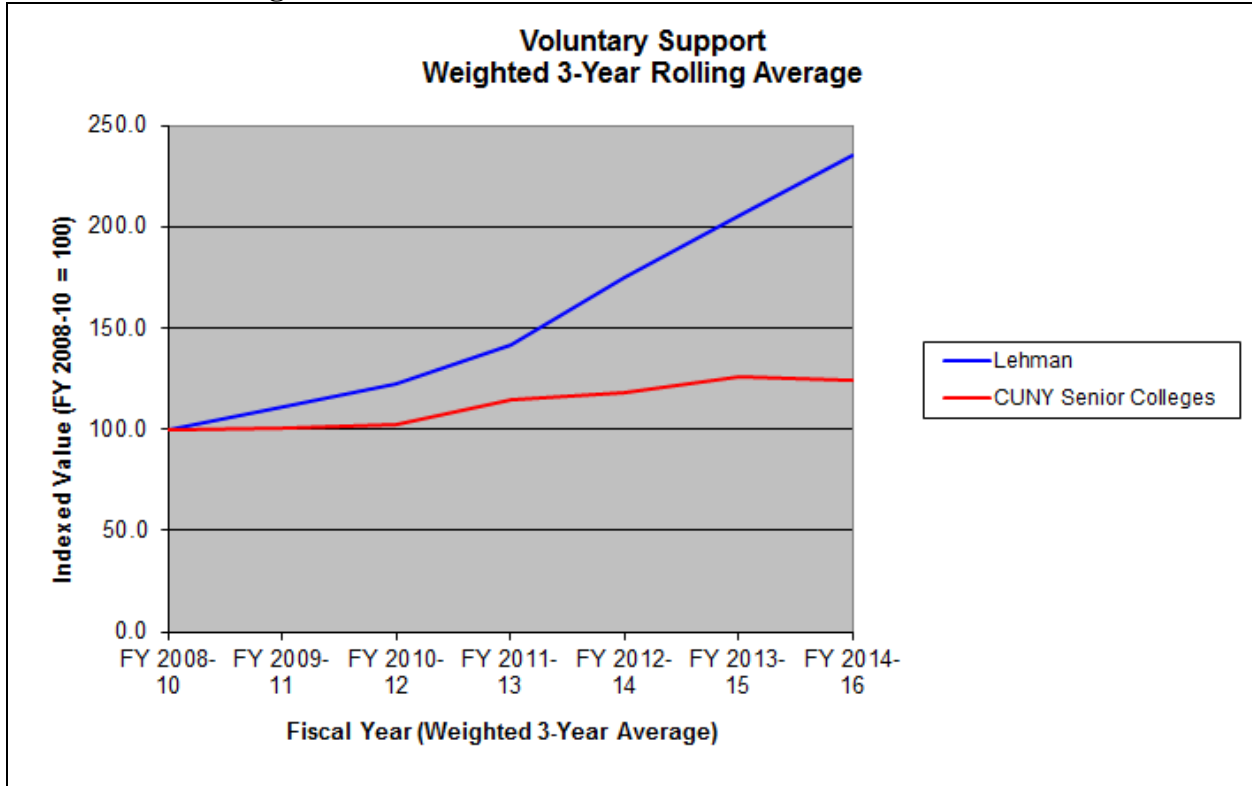
**Four-Year Graduation Rate (Full-Time Transfer Students):**



**Ratios:**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Lehman : Sr. Colleges (Annual)	0.935	0.917	0.984	0.957	0.996	0.956	1.033
Lehman : Sr. Colleges (3-Year Moving Average)	0.974	0.952	0.946	0.953	0.979	0.969	0.994

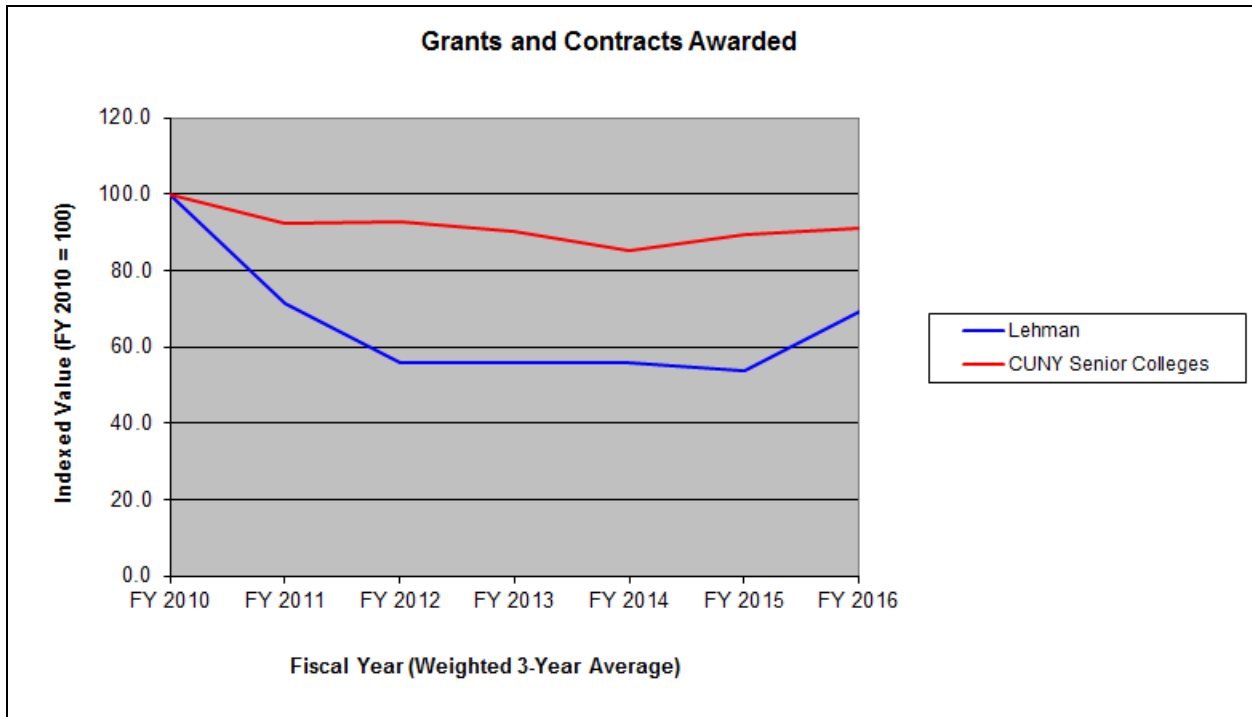
**Alumni-Corporate Fundraising: An indication of how alumni and the business community view Lehman College:**



**Common Size Data:**

	FY 2008-2010	FY 2009-2011	FY 2010-2012	FY 2011-2013	FY 2012-2014	FY 2013-2015	FY 2014-2016
Lehman College as a % of CUNY Senior Colleges	3.3%	3.6%	3.9%	4.1%	4.8%	5.3%	6.2%

**Grants and Contracts Awarded:**



**Common Size Data:**

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Lehman College as a % of CUNY Senior Colleges	12.4%	9.6%	7.4%	7.6%	8.1%	7.5%	9.4%

## Student Progress Dashboard:

This dashboard illustrates Lehman College's performance and Lehman College's performance relative to CUNY's Baccalaureate programs 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 Baccalaureate programs" 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):

	2013	2014	2015
Lehman College	82.1%	82.2%	83.6%
Vs. CUNY Baccalaureate programs	-1.3%	-0.6%	+1.0%

### One-Year Retention + Graduation Rate for Full-Time Transfer Students (3-Year Moving Average):

	2013	2014	2015
Lehman College	72.4%	73.4%	73.9%
Vs. CUNY Baccalaureate programs	-3.4%	-2.2%	-2.0%

### Four-Year Graduation Rate for First-Time, Full-Time Freshmen (3-Year Moving Average):

	2013	2014	2015
Lehman College	14.5%	15.8%	17.9%
Vs. CUNY Baccalaureate programs	-6.4%	-5.4%	-4.1%

### Six-Year Graduation Rate for First-Time, Full-Time Freshmen (3-Year Moving Average):

	2013	2014	2015
Lehman College	36.3%	36.3%	37.3%
Vs. CUNY Baccalaureate programs	-10.7%	-11.5%	-11.0%

### Four-Year Graduation Rate for Full-Time Transfer Students (3-Year Moving Average):

	2013	2014	2015
Lehman College	56.1%	57.2%	57.8%
Vs. CUNY Baccalaureate programs	+5.4%	+6.3%	+6.8%

## Lehman College Admissions Trends:

One of the concerns raised by the Middle States Commission on Higher Education (MSCHE) is Lehman College's growing reliance on transfer students for its overall enrollment. Transfer students can require additional academic and student support services due to greater variability in experience and preparation.

### New Students (%):

	Entering 2012	Entering 2013	Entering 2014	Entering 2015	Entering 2016
First-Time, Full-Time Freshmen	39.9%	33.7%	35.3%	31.9%	33.0%
Transfer Students	60.1%	66.3%	64.7%	68.1%	67.0%

**Note:** The last year in which freshmen accounted for 50% or more of new students was 2008.

### New Students (%): 3-Year Moving Average:

	Entering 2010-12	Entering 2011-13	Entering 2012-14	Entering 2013-15	Entering 2014-16
First-Time, Full-Time Freshmen	41.1%	37.0%	36.0%	33.6%	33.4%
Transfer Students	58.9%	63.0%	64.0%	66.4%	66.6%

### One-Year Retention Rate:

	Entering 2011	Entering 2012	Entering 2013	Entering 2014	Entering 2015
First-Time, Full-Time Freshmen	82.1%	81.5%	82.6%	82.6%	85.7%
Transfer Students	71.5%	73.0%	72.8%	74.4%	74.4%
Weighted Average	75.5%	76.4%	76.1%	77.3%	78.0%

**One-Year Retention Rate: 3-Year Moving Average:**

	Entering 2009-11	Entering 2010-12	Entering 2011-13	Entering 2012-14	Entering 2013-15
First-Time, Full-Time Freshmen	80.5%	80.9%	82.1%	82.2%	83.7%
Transfer Students	72.0%	72.3%	72.4%	73.4%	73.9%
Weighted Average	75.7%	75.8%	76.0%	76.6%	77.1%

**Two-Year Retention Rate for First-Time, Full-Time Freshmen:**

	Entering 2011	Entering 2012	Entering 2013	Entering 2014
First-Time, Full-Time Freshmen	70.4%	67.5%	72.5%	67.3%

**Two-Year Retention Rate for First-Time, Full-Time Freshmen: 3-Year Moving Average:**

	Entering 2009-11	Entering 2010-12	Entering 2011-13	Entering 2012-14
First-Time, Full-Time Freshmen	64.9%	67.1%	70.1%	69.1%

## Student Workload Dashboard:

This dashboard illustrates student perceptions related to their workload<sup>5</sup>. Workload consists of time spent in classes/labs and studying outside of classes/labs. The data is reported every two years on the CUNY Student Experience Survey (SES).

Boxes coded in green illustrate 2 or more consecutive periods of increasing time. Boxes coded in red illustrate 2 or more consecutive periods of decreasing time. 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.

### Weekly Study Values (3-Period Moving Average):

	2012	2014	2016
Lehman College	8.40	8.58	8.58
Vs. CUNY Senior Colleges	-0.32	-0.47	-0.23

### Weekly Values for Time Spent in Classes/Labs (3-Period Moving Average):

	2012	2014	2016
Lehman College	12.24	11.73	11.31
Vs. CUNY Senior Colleges	-0.53	-1.03	-1.17

### Weekly Academic Workload Values (3-Period Moving Average):

	2012	2014	2016
Lehman College	20.64	20.31	19.89
Vs. CUNY Senior Colleges	-0.85	-1.50	-1.41

### Ratio of Weekly Values for Study-to- Weekly Values for Time Spent in Classes/Labs (3-Period Moving Average):

	2012	2014	2016
Lehman College	0.69	0.73	0.76
Vs. CUNY Senior Colleges	+0.01	+0.02	+0.05

### Brief Discussion:

Lehman College’s students have continued to reduce the weekly time they spend in classes/labs while increasing their study. Their overall academic workload has been declining. The reduced time spent in classes/labs largely explains the improvement in Lehman College’s student’s ratio of study time-to-time spent in classes/labs relative to those in all of CUNY’s senior colleges. It

remains to be seen if the improved ratio of study time-to-time spent in classes/labs will translate into future gains in retention and graduation. There may be a risk that the decreased time spent in classes/labs could result in slower credit accumulation and slower overall progression. The modest gains in the six-year graduation rate for first-time, full-time freshmen relative to the stagnant four-year figure (both 3-year moving averages) may, in part, reflect a slower accumulation of credits.



## Endnotes:

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<sup>1</sup> Governor Lael Brainard, "Strengthening Diversity in Economics," July 28, 2017 at <https://www.federalreserve.gov/newsevents/speech/files/brainard20170728a.pdf>.

<sup>2</sup> IMF Blog, "Chart of the Week: Electric Takeover in Transportation," July 31, 2017.

<sup>3</sup> Maureen Burke, "An Uncertain Future," *Finance & Development*, June 2017, p.5

<sup>4</sup> 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).

<sup>5</sup> Hourly values assigned for the time ranges provided in the CUNY Student Experience Survey as follows:

Hours (CUNY Student Experience Survey)	Hourly Value
0	0
1-5	3
6-10	8
11-20	15.5
>20	20

Afterward, the overall value =  $\sum(\text{Hourly Value} * \% \text{ of Students reporting a specified time range})$ .

# **APPENDIX**

**2016-17 First-Time, Full-Time Freshman Graduation Scenarios**

## Experimental:

### First-Time Full-Time Freshmen Retention and Graduation Expectations:

Statistical modeling based on 2006-15 retention and graduation data suggests that Lehman College will likely sustain favorable trends in its four-year and six-year graduation rates in coming years. The latest four- and six-year graduation rates were 23.6% and 43.6% respectively. Based on that model, the College's four-year graduation rate for first-time, full-time freshmen will exceed 25% by 2020. There is a small possibility that it could approach 30.0% by 2020. Its six-year graduation rate will likely approach 50% by that time.

Gains will likely be relatively faster in the four-year graduation rate. As a result, the ratio of the six-year graduation rate to the four-year graduation rate will likely decline from 2.3 to 1.9.

<b>Cohort</b>	<b>Ratio (6-Year Graduation Rate to 4-Year Graduation Rate)</b>
Fall 2007	2.5
Fall 2008	2.6
Fall 2009	2.6
Fall 2010	2.3
Fall 2011	2.1 (predicted)
Fall 2012	2.0 (predicted)
Fall 2013	2.0 (predicted)
Fall 2014	2.1 (predicted)
Fall 2015	1.9 (predicted)
Fall 2016	1.9 (predicted)
<b>Latest 3-Year Average</b>	<b>2.3</b> <b>2.5</b>

The following charts depict changing retention and graduation rate expectations, along with outcomes for the Fall 2011 through Fall 2016 cohorts of first-time, full-time freshmen.

Changes in the six-year graduation rate are graphed for the Fall 2011 cohort. The data will become available later this fall. The upper and lower bounds were calculated for each year from the baseline and then after actual data became available.

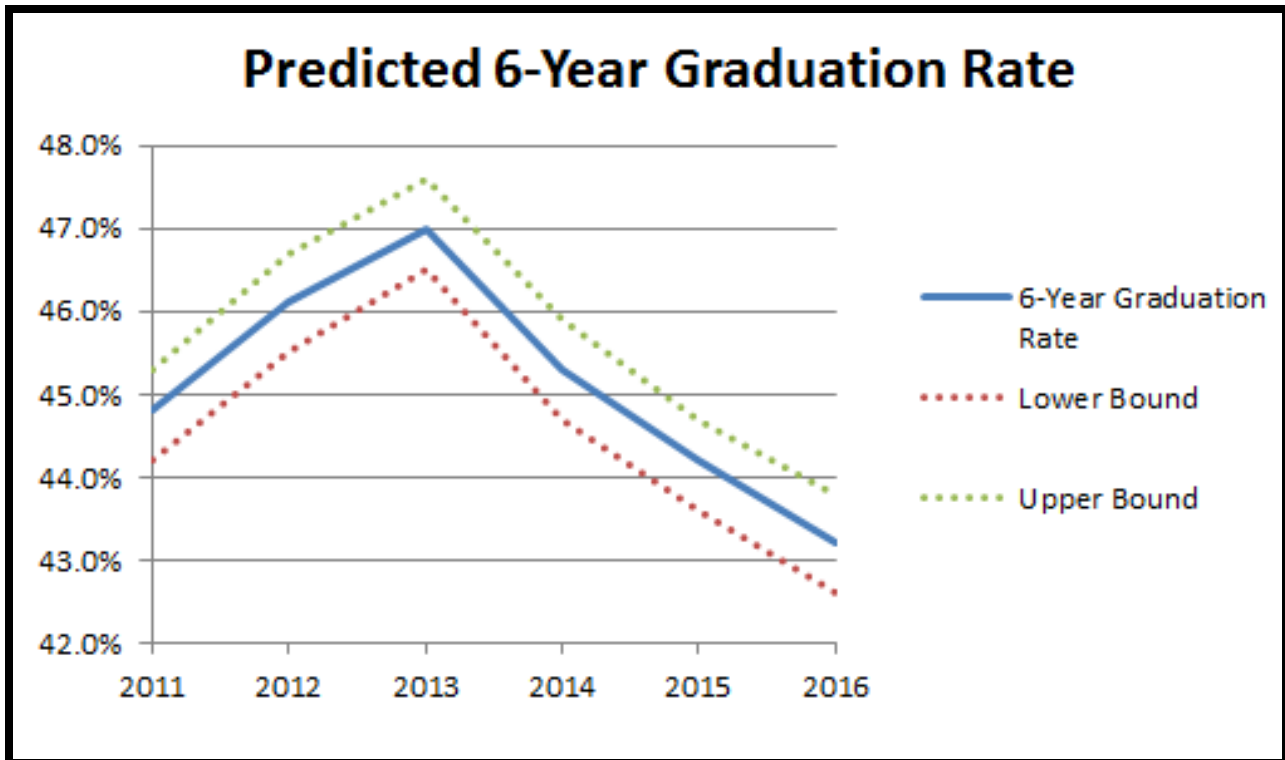
Changes in the four-year graduation rate are graphed for the Fall 2013 cohort. The data will become available later this fall. The upper and lower bounds were calculated for each year from the baseline and then after actual data became available.

## First-Time Full-Time Freshmen Retention and Graduation Outcomes and Expectations:

Cohort: Fall 2011:

	Year 1 Retention	Year 2 Retention	Year 3 Retention	4-Year Graduation	6-Year Graduation
Initial Baseline	81.2%	67.6%	59.7%	21.0% 17.4%-24.6%	44.8% 44.2%-45.3%
After Year 1	82.1%	69.2%	61.6%	22.1%	46.1%
After Year 2	82.1%	70.4%	62.9%	23.0%	47.0%
After Year 3	82.1%	70.4%	62.0%	21.5%	45.3%
After Year 4	82.1%	70.4%	62.0%	20.4%	44.2%
After Year 5	82.1%	70.4%	62.0%	20.4%	43.2%
<b>Actual</b>	<b>82.1%</b>	<b>70.4%</b>	<b>62.0%</b>	<b>20.4%</b>	

Fall 2011 Cohort:



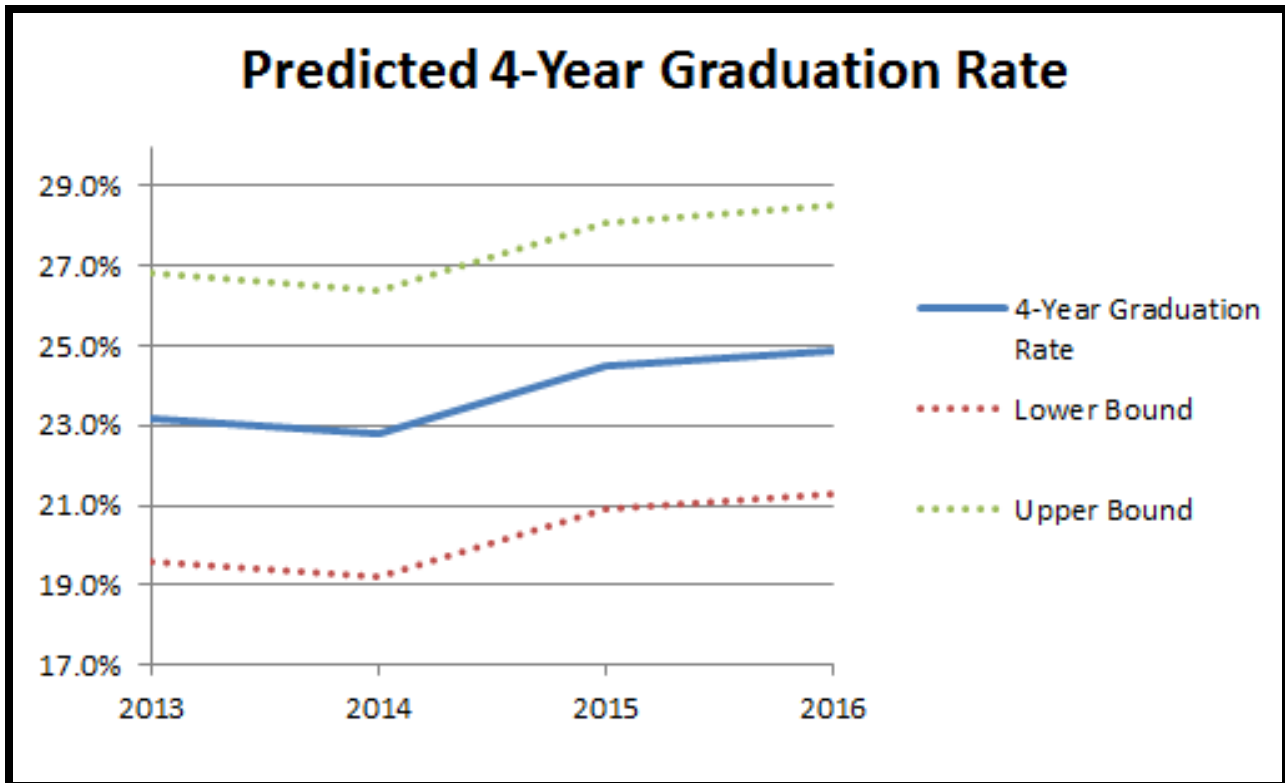
**Cohort: Fall 2012:**

	<b>Year 1 Retention</b>	<b>Year 2 Retention</b>	<b>Year 3 Retention</b>	<b>4-Year Graduation</b>	<b>6-Year Graduation</b>
Initial Baseline	82.1%	69.2%	61.5%	22.1% 18.5%-25.7%	46.0% 45.5%-46.6%
After Year 1	81.5%	68.1%	60.3%	21.3%	45.2%
After Year 2	81.5%	67.5%	59.6%	20.9%	44.7%
After Year 3	81.5%	67.5%	60.7%	22.7%	46.7%
After Year 4	81.5%	67.5%	60.7%	23.6%	47.7%
<b>Actual</b>	<b>81.5%</b>	<b>67.5%</b>	<b>60.7%</b>	<b>23.6%</b>	

**Cohort: Fall 2013:**

	<b>Year 1 Retention</b>	<b>Year 2 Retention</b>	<b>Year 3 Retention</b>	<b>4-Year Graduation</b>	<b>6-Year Graduation</b>
Initial Baseline	82.9%	70.7%	63.3%	23.2% 19.6%-26.8%	47.3% 46.7%-47.9%
After Year 1	82.6%	70.2%	62.7%	22.8%	46.9%
After Year 2	82.6%	72.5%	65.3%	24.5%	48.7%
After Year 3	82.6%	72.5%	65.5%	24.9%	49.2%
<b>Actual</b>	<b>82.6%</b>	<b>72.5%</b>	<b>65.5%</b>		

**Fall 2013 Cohort:**



**Cohort: Fall 2014:**

	<b>Year 1 Retention</b>	<b>Year 2 Retention</b>	<b>Year 3 Retention</b>	<b>4-Year Graduation</b>	<b>6-Year Graduation</b>
Initial Baseline	83.7%	72.3%	65.1%	24.4% 20.8%-28.0%	48.6% 48.0%-49.2%
After Year 1	82.6%	70.2%	62.7%	22.8%	46.9%
After Year 2	82.6%	67.3%	59.4%	20.8%	44.5%
<b>Actual</b>	<b>82.6%</b>	<b>67.3%</b>			

**Cohort: Fall 2015:**

	<b>Year 1 Retention</b>	<b>Year 2 Retention</b>	<b>Year 3 Retention</b>	<b>4-Year Graduation</b>	<b>6-Year Graduation</b>
Initial Baseline	84.6%	73.9%	66.9%	25.5% 21.9%-29.1%	49.9% 49.3%-50.5%
After Year 1	85.7%	76.0%	69.2%	27.0%	51.6%
<b>Actual</b>	<b>85.7%</b>				

**Cohort: Fall 2016:**

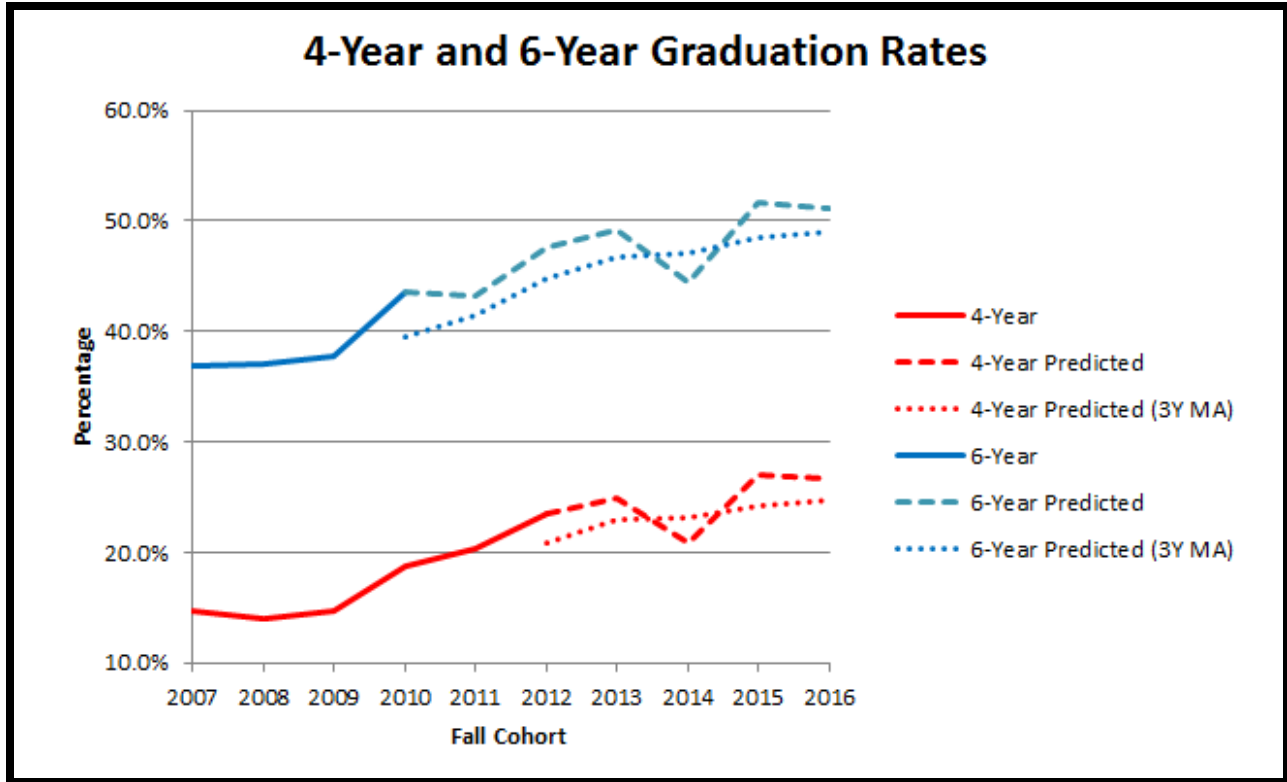
	<b>Year 1 Retention</b>	<b>Year 2 Retention</b>	<b>Year 3 Retention</b>	<b>4-Year Graduation</b>	<b>6-Year Graduation</b>
Initial Baseline	85.4%	75.5%	68.6%	26.6% 23.0%-30.2%	51.2% 50.6%-51.7%
<b>Actual</b>					

**10 Most Recent Cohorts: Last Predicted Graduation Rate v. Actual Graduation Rate:**

<b>Cohort</b>	<b>Last Predicted 4-Year Graduation Rate</b>	<b>Actual 4-Year Graduation Rate</b>	<b>Last Predicted 6-Year Graduation Rate</b>	<b>Actual 6-Year Graduation Rate</b>
Fall 2007	14.8%	14.8%	37.1%	37.0%
Fall 2008	13.9%	14.1%	36.0%	37.1%
Fall 2009	16.3%	14.7%	37.6%	37.8%
Fall 2010	17.1%	18.7%	43.6%	43.6%
Fall 2011	21.5%	20.4%	43.2%	
Fall 2012	22.7%	23.6%	47.7%	
Fall 2013	24.9%		49.2%	
Fall 2014	20.8%		44.5%	
Fall 2015	27.0%		51.6%	
Fall 2016	26.6%		51.2%	
<b>Latest 3-Year Average</b>		<b>23.6%</b> <b>20.9%</b>		<b>43.6%</b> <b>39.5%</b>

Note: Model based on 2006-15 data.

**Actual and Predicted 4- and 6-Year Graduation Rates:**



**Context and Notes:**

<b>Baseline Assumptions:</b>	
<ul style="list-style-type: none"> <li>No significant changes in Admissions standards</li> <li>No significant changes in institutional programs, services, policies, curricula, and practices</li> </ul>	
<b>Factors that could reduce graduation rates:</b>	<b>Factors that could increase graduation rates:</b>
<ul style="list-style-type: none"> <li>Reduced Admissions standards</li> <li>Reduced or inefficiently targeted student support services</li> <li>Ineffective student advising</li> <li>Limited access to reliable and timely data and inefficient use of data in decision making</li> <li>A fiscal shock that adversely impacts resources for academic programs and student services</li> <li>Overstandardization of student services</li> <li>Increased competition from local colleges and universities</li> </ul>	<ul style="list-style-type: none"> <li>Increased Admissions standards</li> <li>Enhanced or better targeted student support services</li> <li>A robust and sustained third-year retention program</li> <li>Effective targeting of undecided and first generation students with appropriate advising and support</li> <li>Effective student advising</li> <li>Increased access to reliable and timely data and widespread efficient use of data in decision making</li> <li>Comprehensive, sustained, and organized assessment and widespread use of assessment results in planning, resource allocation, and decision making</li> <li>Increased personalization of student services</li> </ul>